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AND MEDIA RESEARCH

ISSN: 2582-4686

ResearchBib Impact Factor: 8.848 / 2023

SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875

MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY



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CENTER FOR TECH
AND MEDIA RESEARCH

ISSN: 2582-4686

ResearchBib Impact Factor: 9.948 / 2024

SJIF 2021-3.261, 2022-2.889, 2023-5.384, 2024-6.875

MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY



VOLUME 5

ISSUE 01



<http://mjstjournal.com>

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-1

MULTIDISCIPLINARY JOURNAL OF SCIENCE
AND TECHNOLOGY (2582-4686)

VOLUME-5, ISSUE-1, JANUARY

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HIDDEN IRON DEFICIENCY PREVENTION IN PRESCHOOL CHILDREN IN THE BUKHARA REGION

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Abstract: Iron deficiency, including its latent form, is a critical health concern that affects the physical and mental development of preschool children. This study assesses the prevalence of hidden iron deficiency (HID) among children aged 3–6 in the Bukhara region and evaluates the effectiveness of preventive interventions. Using a mixed-method approach, data from 250 children were analyzed based on hematological markers, dietary patterns, and socioeconomic conditions. Preventive strategies, including dietary modifications, iron supplementation, and parental education, were implemented. Results showed a significant improvement in iron levels and a 28% reduction in HID prevalence after six months. This study highlights the importance of early detection and integrated interventions for managing HID in pediatric populations.

Keywords: Hidden iron deficiency, pediatric nutrition, prevention strategies, Bukhara region, child development

Introduction. Iron deficiency is a pervasive global issue, particularly in low- and middle-income countries, where dietary limitations and poor access to healthcare exacerbate the problem. In Uzbekistan, the prevalence of iron deficiency in children under five remains alarmingly high, often undiagnosed until clinical symptoms appear. Hidden iron deficiency (HID), a subclinical form of iron depletion, is associated with significant developmental and cognitive impairments.

This study investigates:

1. The prevalence of HID among preschool-aged children in the Bukhara region.
2. The socioeconomic and dietary risk factors contributing to HID.
3. The effectiveness of community-based prevention strategies in reducing HID rates.

Materials and Methods. Study Design

This study was conducted as a cross-sectional analysis combined with an interventional phase in 2024. Ethical approval was obtained from the Bukhara State Medical Institute Ethics Committee.

Participants

Sample Size: 250 preschool children (3–6 years) from 10 urban and rural kindergartens in the Bukhara region.

Inclusion Criteria: No clinical symptoms of anemia, no chronic diseases, and parental consent.

Exclusion Criteria: Children with diagnosed anemia or other chronic illnesses.

Data Collection Tools

1. **Hematological Analysis:** Blood samples were analyzed for hemoglobin, serum ferritin, transferrin saturation, and C-reactive protein (CRP).
2. **Dietary Surveys:** Parents provided detailed reports on their children's weekly dietary intake, focusing on iron-rich and iron-inhibiting foods.
3. **Socioeconomic Assessments:** Family income, parental education, and living conditions were documented.

Interventional Measures

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1. Nutritional Counseling: Educational workshops for parents emphasized the importance of iron-rich diets, including animal proteins, legumes, and fortified foods.
2. Iron Supplementation: Low-dose iron drops were administered to children with low ferritin levels for six months.
3. Community Support: Collaboration with local health departments introduced fortified meals in kindergarten programs.

Statistical Analysis

Data were analyzed using SPSS version 25. Continuous variables were expressed as means $\pm$ standard deviations, and categorical variables were expressed as percentages. Pre- and post-intervention differences were assessed using paired t-tests and chi-square tests.

Results: Prevalence of Hidden Iron Deficiency

Overall Prevalence: 37% of children exhibited serum ferritin levels below 15 $\mu\text{g/L}$, indicating HID.

Demographic Disparities: Rural children were more affected than urban peers (45% vs. 29%). Boys showed a slightly higher prevalence than girls (40% vs. 34%).

Risk Factors. 1. Dietary Deficiencies: 68% of children consumed inadequate iron, with diets dominated by plant-based and iron-inhibiting foods (e.g., tea, dairy).

2. Infections: Children with recurrent respiratory or gastrointestinal infections were more prone to HID.

3. Socioeconomic Barriers: Families with lower income and education levels had limited access to iron-rich foods and supplements.

Impact of Interventions

Biochemical Improvements: Serum ferritin levels increased significantly ($p < 0.001$).

Hemoglobin levels remained within the normal range, indicating effective HID management.

Reduction in HID Prevalence: The overall prevalence decreased from 37% to 9% after six months of interventions.

Parental Feedback: 82% of parents reported improved dietary habits.

74% observed better physical activity levels in their children.

Discussion: The findings confirm that HID is a silent but significant burden among preschool children in the Bukhara region. Dietary deficiencies, compounded by socioeconomic challenges, are the primary contributors. The success of the implemented interventions emphasizes the importance of integrated approaches, combining nutritional education, supplementation, and policy-level support.

Policy Implications. 1. Routine screening for HID in pediatric healthcare settings.

2. Government-subsidized iron-fortified food programs targeting low-income families. 3. Community awareness campaigns to promote balanced diets and iron-rich food consumption.

Limitations. 1. Short follow-up period for assessing long-term sustainability of interventions. 2.

Limited generalizability to other regions with different dietary and socioeconomic profiles.

Conclusion: This study highlights the high prevalence of hidden iron deficiency among preschool children in the Bukhara region and demonstrates the effectiveness of targeted preventive measures. Early diagnosis and intervention through community-based strategies can significantly improve child health outcomes. Future research should focus on long-term impacts and scalability of these interventions.

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“PEDAGOGY OF DEVELOPING ENLIGHTENMENTAL VIRTUES IN STUDENTS THROUGH THE WORKS OF AL-HAKIM AT-TERMIZI”

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Abstract: Ensuring the comprehensive development of students' knowledge and moral qualities is one of the most enduring and profound goals in the field of education. The influential 9th-century Islamic scholar Al-Hakim al-Tirmidhi offers a rich foundation for understanding and cultivating qualities that can guide students towards both intellectual and spiritual enlightenment. His teachings, deeply rooted in Islamic mysticism and ethics, provide valuable pedagogical insights into the development of qualities that serve personal growth, social harmony, and moral excellence. This article will discuss Al-Hakim al-Tirmidhi's life and work.

Keywords: Al-Hakim al-Tirmidhi, works, az-Zohi riyya, Sufism, hakimiyya, Khatmul-awliyo

Main part: Various figures are given in written sources regarding the number of works attributed to the pen of Hakim al-Tirmidhi. Some authors have said that the number of his works reaches four hundred. However, most authors believe that the number of his works is closer to eighty. According to Abdulfattah Abdullah Baraka, out of four hundred works by Hakim at-Tirmidhi, about sixty have survived. Most importantly, the works that form the basis of the scholar's scientific and spiritual heritage have reached us (2). Among them, it is necessary to highlight, first of all, his work "Navodir al-usul fi ma`rifat akhbor ar-Rasul", which contains 291 hadiths. This work describes Hakim at-Tirmidhi's worldview to a certain extent. A manuscript copy of "Navodir al-usul" is kept in Tashkent, in the library of the Muslim Religious Department of Uzbekistan. Among the other published works of the scholar, it is worth mentioning "Kitab khaqiqat al-adamiya" and "Adab an-nafs". Most of Hakim al-Tirmidhi's works have survived to us in manuscript form and are kept in various manuscript collections around the world. For example, manuscripts of the scholar's works are kept in Paris, Cairo, Damascus, Alexandria, Istanbul and London. In the National Library of Paris (inventory 5018 in the Arabic section)

The following works of Hakim al-Tirmidhi are kept:

- ✚ Kitab al-salat wa maqasidih.
- ✚ Kitab al-hajj wa asrorihi.
- ✚ Kitab al-Ihtiyotat.
- ✚ Kitab al-Jumal al-lazim ma`rifatiha.
- ✚ Kitab al-Furuq wa man` at-taraduf.
- ✚ Kitab haqiqat al-adamiyya.
- ✚ Kitab urs al-muwahhadiyn.
- ✚ Kitab al-A`za wal-nafs wa yusamma jalka ghawr al-umur.
- ✚ Book Manozil al-ibad min al-ibadati.
- ✚ Book al-Aql wal-hawa.

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- ✚ Book al-Amsal min al-Kitab vas-Sunna.
- ✚ Book al-Manohi.

In Damascus, in the az-Zohi riyya library, manuscripts of two works and five treatises of Hakim at-Tirmidhi are kept (under the Sufi series, number 104); in the Egyptian city of Alexandria, three treatises are kept (under the Maktabat al-baladiyya, number 3585). Five treatises are listed in the list of the scholar's works kept in London. In Cairo, in the "Dar al-kutub al-ilmiyya" there is a manuscript copy of the work "Ilal al-u`budiyya". This treatise, which is an abridged version of the work "Kitab as-salat", is better known as "Ilal ash-shariyya".

In addition, there are manuscripts of some of his works in Leipzig and Istanbul. It is appropriate to dwell briefly on one of the main works of Hakim al-Tirmidhi - "Khat-ul-Awliya". For a long time it was believed that this work had not reached us. Fortunately, this assumption turned out to be wrong. Usman Ismail Yahya, a member of the Islamic Values Department of the Paris Research Center, published "Khat-ul-Awliya" in Beirut in 1965. This huge publication, consisting of 586 pages, was supplemented by several treatises by Hakim al-Tirmidhi, including the thirty-two-page biography "Bad`u sha`ni Abu Abdullah". Based on this work, which is not so large, we have some information about the life of Hakim al-Tirmidhi that is somewhat closer to the truth. It describes the life of the scholar, his initial education from his father, the great scholar, his travels to Kufa and Basra, and his pilgrimage to Mecca. It is known that the scholar studied the hadith of the Prophet in depth in Kufa. On his way back to Termez, he memorized a certain part of the Holy Quran. Speaking about the content of "Khatmul-Awliya", it is worth noting that the main content of this work is the truth of guardianship, as well as its connection with prophethood and prophethood. The treatise consists of an introduction and twenty-nine chapters. Its main content is presented in the form of the sheikh's answers to the murid's questions.

In this work of Hakim al-Tirmidhi, the issues of guardianship were described for the first time in the history of Sufism in the form of a completely complete theory. This work was a unique new phenomenon in the history of Sufism for the famous "hakimiyya" Sufis who spread in Termez and Balkh. This teaching served as a religious testament or educational program. "Khatmul-Awliya" had a strong influence on the worldview of Eastern Muslims, but, as noted above, it aroused discontent among some jurists and figures. The importance of Hakim al-Tirmidhi in the history of Sufism is mainly determined by his treatises. In them, he wrote about the "spirit" and its "state" and "movement", about methods of self-improvement and curbing base actions, about suffering leading to purification, etc., which had a huge impact on the development of the Sufi spirit. Hakim at-Tirmidhi considered Sufi "enlightenment" ("wisdom") to be the highest knowledge that a person can attain. He likened this knowledge to a "divine light" that resides in the human heart. Unlike ordinary knowledge, which consists of interpreting and applying the rules of Sharia, "enlightenment" comprehends the inner essence of things and, ultimately, the "divine essence." While knowledge can be acquired through education, "enlightenment" is a mercy bestowed by Allah upon His beloved servants. The scope and time for the application of knowledge are limited, while "enlightenment" has no limit. Only those who have purified their hearts from worldly affection and are in love with Allah attain enlightenment. Hakim at-Tirmidhi considered Sufi saints to be among such people. They are distinguished from other believers by the fact that they have attained this enlightenment.

Conclusion: Al-Hakim at-Tirmidhi's approach promotes a holistic educational model that balances intellectual growth with moral and spiritual development. Teachers can adopt this model by

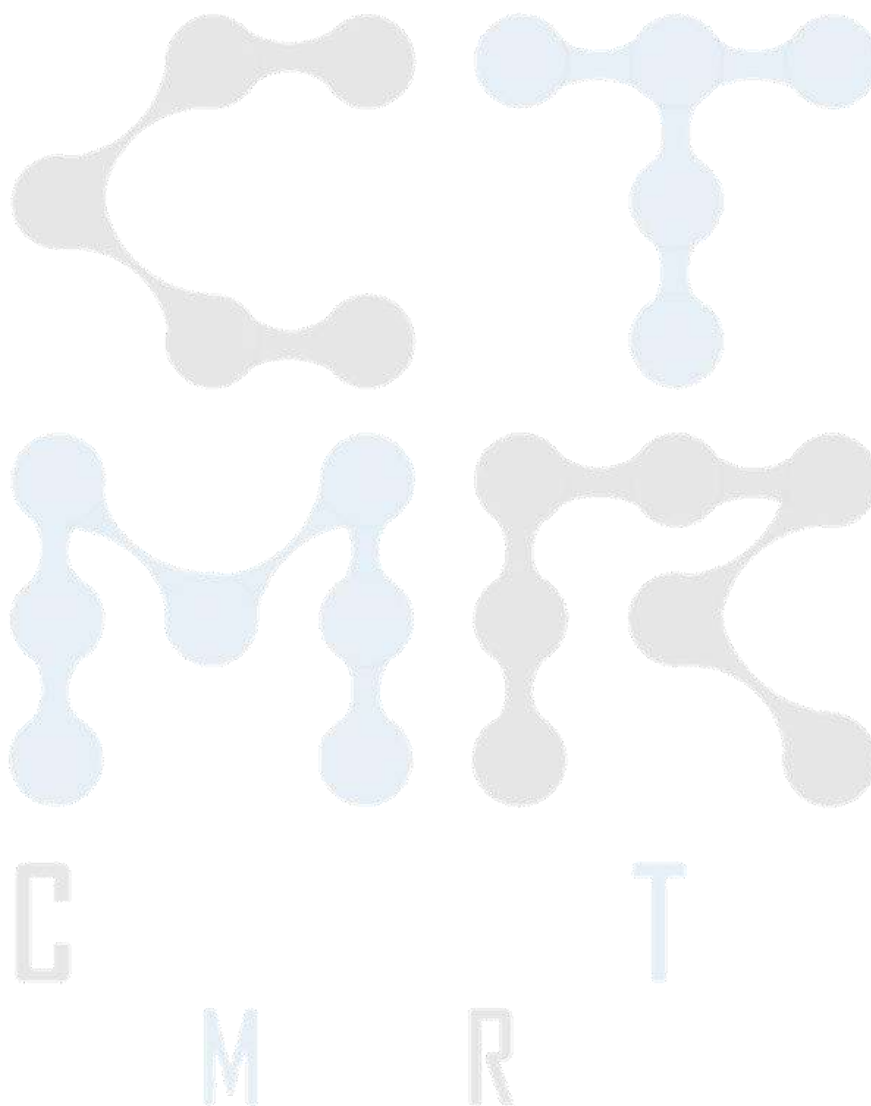
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integrating character education into the curriculum, which allows students to receive both academic and moral education. In conclusion, Al-Hakim at-Tirmidhi is the person Al-Pedagog

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USE OF INFORMATION TECHNOLOGY (IT) TO STUDY, DIAGNOSE AND TREAT CANCER CELLS.

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Abstract: The use of information technologies (IT) for the study, diagnosis and treatment of cancer cells is becoming an important and promising area in modern medicine. These technologies help improve understanding of cancer, improve diagnostic accuracy, develop new treatments, and improve patient prognoses.

Keywords: IT tools, CT, MRI or ultrasound, DNA, Molecular diagnostics, Aristotle, microscope.

It is known that there is nothing more important than human life. Medicine, translated from Latin as “the art of healing,” is the guardian of our health.

In the current conditions of information growth, covering ever wider areas of human activity, it needs the help of decision support systems (DSS), which are aimed at increasing the accuracy, efficiency of treatment and minimizing medical errors. Timely detection and correct diagnosis of cancer plays a vital role in saving human life.

Most medical opinions are forced to be based on making emergency decisions based only on the doctor’s experience, since time limitations do not make it possible to resort to the help of competent experts, as well as a literature search and the necessary other extensive research.

In situations requiring complex analytical consideration, the role of the DSS is irreplaceable. The system processes the data provided by the doctor and produces the optimal result, while it does not replace the doctor, but acts as a prompt, competent expert and consultant in a specific area.

History of Cancer Cancer has a long and complex history. This disease is one of the most ancient diseases. Archaeological studies have shown that Neanderthals, even dinosaurs, suffered from cancer, and they were also found in the mummies of ancient Egypt. The earliest recorded case of cancer dates back to around 1600 BC. BC, in the Edwin Smith Papyrus, one of the oldest examples of ancient medical literature, which is part of an ancient Egyptian textbook on surgery and medicine. It describes eight breast tumors that were actually removed by cauterization.

The term “cancer” was first introduced by Hippocrates when discussing tumors (carcinoma, carcinosis, crab, cancer), due to the external resemblance of damaged cells to a crab. He developed the so-called humoral theory in medicine. She believes that the Universe is created from four basic elements: earth, air, fire and water.

As for the human body, in it these elements take the form of four “fluids”: blood, black bile, yellow bile and mucus (phlegm). The cause of this disease is an excess or deficiency in their ratio. The humoral theory is also mentioned in the works of Aristotle. The only way to treat cancer at that time was to surgically remove superficial tumors, if possible.

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It became possible to look deeper into the essence of the occurring phenomena only with the advent of the microscope, which brought about serious changes in the development of oncology. Today, all over the world, enormous work is being done to study tumors.

The classic triad of treatment for the disease: surgery, radiation and chemotherapy has been supplemented with more and more advanced techniques. Modern oncology has at its disposal a wide arsenal of means and methods for treating cancer, preventing its occurrence and development, saving human life, and in hopeless cases, maximizing prolongation and getting rid of painful symptoms.

Machine learning and artificial intelligence (AI) are being actively used to analyze data related to cancer cells:

Diagnosis of cancer. AI can analyze medical images (X-rays, MRIs, CT scans, biopsies) with high accuracy, helping doctors detect cancer cells at the earliest stages. AI algorithms can identify signs of tumors that might otherwise be missed by traditional analysis. Prediction of the course of the disease. AI is used to analyze large amounts of patient data (genetic information, medical history, treatment results) to predict the likelihood of disease spread and the effectiveness of various treatments.

Personalized treatment.

Based on big data analysis, including genomic research, IT helps develop personalized treatment plans tailored to the individual characteristics of the patient and his tumor.

Genome sequencing. Modern IT tools make it possible to analyze the genetic code of a tumor. Sequencing the DNA of cancer cells helps identify mutations that lead to the development of the disease and allows us to select optimal treatment methods.

Molecular diagnostics. Analyzing genetic changes in cancer cells using bioinformatics helps identify specific molecules that may be targets for treatment (targeted therapy). For example, the discovery of specific mutations in genes can indicate the effectiveness of certain drugs.

Medical Image Processing

IT technologies, in particular computer vision algorithms, are used to process medical images:

Image analysis. AI can analyze images obtained through X-ray, CT, MRI or ultrasound and automatically detect cancerous changes. This speeds up diagnosis and reduces the likelihood of errors.

Tumor segmentation. Computer algorithms can accurately segment tumors in images, helping doctors accurately determine its size, shape and location, and monitor changes during treatment.

Robotic systems for surgery

Robots using IT technologies are used to carry out precision operations to remove tumors:

Robotic surgeries allow surgeons to perform minimally invasive interventions with high precision, which reduces trauma, speeds up patient recovery and reduces the risk of complications.

Robots, such as the Da Vinci system, allow the use of miniature instruments to perform high-quality operations and also provide improved visualization.

Big Data in Oncology

Big data plays an important role in understanding cancer:

Big data processing and analysis makes it possible to collect and analyze information about thousands of patients, their medical histories, treatment results, as well as genetic and molecular characteristics of tumors.

This helps to identify new patterns and regularities that can be used to create effective treatments.

Search for new drugs. Through big data analysis, researchers can identify molecules that could be used as new drugs to treat cancer.

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Telemedicine and remote monitoring

Telemedicine and IT-enabled remote monitoring help improve care for patients with cancer: Telemedicine allows patients to consult with doctors remotely, which is especially important for people who are in remote regions or cannot often visit medical facilities.

Health monitoring

Health monitoring. Wearable devices and mobile applications can monitor a patient's condition in real time, including parameters such as body temperature, blood pressure, pulse and blood oxygen levels. This data can be transmitted to the doctor, which allows for a timely response to changes in the patient's condition.

Immunotherapy and targeted drugs

IT helps in the development of new cancer treatments, such as immunotherapy and targeted therapy:

Development of targeted drugs. Using data on the molecular characteristics of cancer cells, IT helps develop drugs that directly target the molecules responsible for tumor growth and spread.

Immunotherapy. Data analysis allows us to develop methods to activate the immune system to fight cancer cells, for example, by creating new vaccines or drugs to treat cancer.

3D printing and creation of tumor models

3D printing also finds application in oncology:

Tumor models. Using medical images, 3D printers create precise models of tumors, allowing doctors to better plan surgeries and predict treatment outcomes.

Personalized implants. In the case of surgery, 3D printing allows the creation of customized implants or prostheses for patients with cancer.

CONCLUSION

The use of information technology in the study and treatment of cancer cells significantly improves diagnosis, allows the development of more accurate and personalized treatment methods, and also contributes to the early detection of the disease. IT technologies are being actively introduced into oncology, which offers great prospects for increasing the effectiveness of treatment and improving prognoses for patients. Telemedicine allows patients to consult with doctors remotely, which is especially important for people who are in remote regions or cannot often visit medical facilities.

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PEDAGOGICAL CONTENT OF PREPARING PRIMARY STUDENTS FOR CREATIVE ACTIVITY.

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Abstract: In the modern education system, the development of creativity, new creativity and new thinking is of great importance. This is especially necessary for primary school students, since the results of knowledge, learning and worldview are realized in the early stages. The goal of creative activity in primary education is to increase students' self-expression, openness to innovations and creative realization through a strong approach. The article presents the pedagogical content of the pedagogical meaning of the methods of preparing primary school students for creative activity.

Keywords: Primary, creative activity, Pedagogical Significance

Main part: The process of creative activity for primary school students is an integral part of modern education, which not only teaches students to think creatively and make independent decisions, but also develops them physically, emotionally and spiritually. In pedagogical science, creativity is the ability of students to generate free and unusual ideas, to come up with new ideas and to implement actions in life through them. The development of creativity in primary education plays a very important role, especially in cultivating the minds, imagination, feelings and artistic qualities of students. In this regard, the pedagogical content of preparing students of mobile classes for creative activity has a large place.

Creative activity is the process of expressing a person's imagination, ideas and feelings, which is carried out through creative thinking and visual creativity. This activity is important for a person's personal development, self-expression and understanding the world around him from new angles. Creative activity can be manifested in art, literature, music, design and many other areas.

Pedagogical Significance: The importance of creative activity in the educational process is very great. It not only provides knowledge, but also serves to develop a person's social skills, critical thinking and innovative approaches.

- ✓ **Developing Creative Thinking:** Using creative activities in the educational process increases students' creative thinking skills. This will later help them solve complex problems.
- ✓ **Self-Expression:** Through creative activities, students have the opportunity to freely express their thoughts and feelings, which helps them to develop self-awareness.
- ✓ **Communication Skills:** Creative activities often require team approaches, which develops communication and cooperation skills among students.
- ✓ **Problem Solving:** Creative activities are mainly focused on solving problems. Students learn to solve problems in new and innovative ways thanks to a creative approach.

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✓ Adapting to a Changing World: Creative thinking skills help them adapt to changing environments. Students use their creative potential to develop innovative approaches to overcome challenges.

The content and structure of the professional activity of a teacher in additional educational institutions for children consists of the following interrelated components: possesses qualities characteristic of a creative personality; recognizes the importance of developing creativity in children in additional educational institutions; has knowledge of the philosophical, psychological and pedagogical foundations of the theory of creativity, creative activity, the formation of a creative personality, the specific features of children's creativity; has knowledge of the theoretical and methodological foundations of additional education, modern creative educational models of organizing the educational process, has knowledge of the teacher's labor tasks, is able to creatively implement them, has creative skills (selection, analysis, systematization of educational material in accordance with individual creative abilities and the ability of children to perceive and decompose any ideas, regardless of their source, etc.); able to change forms, methods of activity, as well as personal creative growth, self-education, awareness of one's own changes; participates in experimental work and methodological associations.

Conclusion: In conclusion, Creative activity is an important factor in the personal and professional development of a person. By integrating and stimulating it in the educational process, we not only provide a generation with knowledge, but also create opportunities for them to improve their creative thinking, problem-solving and self-expression skills. Thus, creative activity is a solid foundation in the educational process and plays an important role in preparing future innovative approaches and leaders.

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PEDAGOGICAL POSSIBILITIES OF DEVELOPING TOLERANCE SKILLS IN
PRIMARY STUDENTS.

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Abstract: In the modern education system, it is necessary not only to provide students with academic knowledge, but also to develop their social and moral development. In general, the formation of tolerance in students in the classroom, that is, respect for other opinions, the establishment of correct relationships as a form of social support, is an integral part of education. Tolerance plays an important role in ensuring stability and mutual respect in social life, in the development of civil society. Therefore, the development of students' specific tolerance skills as a pedagogical product, as well as their use in organizing production, is supported. This article presents the pedagogical and pre-requisites for the development of tolerance in students.

Keywords: Acceptance of difference, Empathy development, Conflict resolution, Order and mutual respect, Simulations and role-playing games, Websites and applications

Main part: Tolerance, mutual respect and acceptance of other people's opinions are social and moral values. It means respecting the life thoughts, beliefs, cultures and experiences of other people. Tolerance is important not only in natural interaction, but also in the social environment. Teaching students to be tolerant, accepting the differences of others, helps to be tolerant towards social problems.

Developing tolerance in primary school students plays an important role in the national school, but also in their responsible life. Tolerant students are able to ensure peace and stability in society. Therefore, sustainable education is an important part of teaching in the form of improving tolerance, respecting each other in a team, constructively resolving conflicts and maintaining culture in communication. Pedagogical development of tolerance in primary school
Educational programs and goals

Education, programs and topics in the curriculum have a great role in developing a sense of tolerance in primary school students. They teach students to be moral individuals, encourage them to communicate respectfully with others, and be open-minded towards differences. Support for increasing tolerance in primary school can be implemented by:

- Accepting difference: Teaching students to respect different nationalities, cultures, beliefs, social positions and other differences.
- Developing empathy: Teaching students to observe the improvement of the situation of others and to treat them with kindness.
- Conflict resolution: Teaching students to resolve conflicts constructively and peacefully.

The role and methods of the teacher

The role of the teacher in teaching tolerance to primary school students is important. The teacher should respect the students as individuals and give them a form of self-expression. The teacher's work and methods are an important factor in developing students' tolerance. To do this, teachers can use the following management methods and tools:

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- Art storytelling: Teach students skills and moral stories, fairy tales and fables to teach them to accept differences and respect others. These stories encourage students to develop a state of empathy, a state of being different.
- Simulations and role-playing games: Show students various social products and teach them to resolve conflicts and apply tolerance in practice.
- Order and mutual respect: Establish a peaceful atmosphere in the classroom, helping students to be respectful and polite towards each other

Classroom activities

Increasing tolerance can be done in the classroom, but also outside of the classroom. It is very convenient to use classroom activities to help students communicate in society through various social media, to respect differences and to establish relationships with others. Such activities can include:

- Excursions and intercultural diseases: To introduce students to other cultures, to enrich their social and cultural treatment.
- Volunteering activities: To teach students about social responsibility in society, to develop tolerance by helping other people and helping others.
- International programs and programs: To involve students in international assistance, to introduce them to the cultures of other countries. Using technology to teach tolerance

Modern technologies, especially through interactive platforms and multimedia, can be effective in teaching students to be tolerant. For example:

- Online chats and forums: Students can learn and share ideas about different cultures, ethnicities, or other differences.
- Websites and apps: Students can learn through interactive and task-based activities that help develop empathy and tolerance.
- Virtual interactions: Students can engage in virtual interactions with other countries, encouraging them to learn about different cultures and beliefs.

Improving tolerance

Elementary school students can develop a sustainable development of tolerance:

- Social competence: Students learn to work together with others in society, communicate and be respectful of differences.
- Empathy and mutual respect: Students develop feelings for other people and develop mutual respect by helping them.

Conclusion: In conclusion, the education of tolerant, resilient, multicultural students through educators who approach the culture, traditions, thoughts and views of members of society as a world of diversity, respect their race, nationality, language, and take into account the preservation of their own consciousness. The norms of peace as one of the human values require a lot of work from the teacher and educator.

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LINGUISTIC AND CULTURAL FEATURES OF THE USE OF SIMILES IN THE STORY
"DEMONS' PARTY" BY ABDULLA QODIRIY

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Doctor of Philosophy (PhD) in Philology

Annotation: this article explains the emergence of similes in the structure of a literary text, their importance in describing human and natural phenomena, and their role in expressing human spiritual experiences and feelings based on concrete evidence.

Keywords: cognitive linguistics, thinking, imagination, knowledge, simile, emotion, experience

Cognitive linguistics is a direction that combines imagination, thinking, and knowledge. Based on this, it requires a special approach to existing phenomena. Now it is necessary to look at any phenomenon from an anthropocentric point of view. Similes can be divided into three categories:

- 1) units that are likened based on their meaning;
- 2) units based on the sign of polysematicity;
- 3) similes formed on the basis of two or more layers.

From a linguocultural point of view, similes are considered to be the units that can most fully express the spiritual, cultural, and anthropogenetic image of a person. In the cases analyzed below, we will have the opportunity to observe the practical significance of similes in expressing a person's inner world, his sensations, and his attitude to a certain situation.

Do not lead me to such demons. This sentence reflects the psychological process of emotional similes in relation to a certain event or situation. It refers to not encountering a situation that resembles the feeling of the current feeling. The introduction of the unit "From within" before the sentence is explained by the likening of fear in a person to a higher image. The object or subject being compared is not clear, but it is still understood that it is being compared to something. The use of such an analogy reflects the existence of an anthropocentric view in cognitive linguistics.

As I mentioned above, this story of my father was too scary for me, so I immediately got up and covered myself with my blanket. The emotional state is described through a metaphor. Covering oneself with a blanket means a state of protecting oneself from danger or hiding one's fear.

The vines, which were waiting for the rain, grew even more. In this case, the word "as if" is used to describe the growth of the vines. By comparing the growth of the vines with waiting for the rain, it is shown that they are waiting for some activity.

The councilors looked as if they were complaining to me because I did not take them on the workbench. In this metaphor, the vines are likened to a state where the work assigned to them is not done, and the vines are described as "complaining" like a person. The main point of the simile is that the currents are described as having feelings.

I felt like I was being torn apart. The word "I felt like I was being torn apart" is used to describe the cutting or splitting of desires, which is likened to cutting a desire into pieces.

A long time passed before the torn desires were collected. In this sentence, the expression "a long time passed" is used as a simile to describe the rapid passage of time. The phrase "a long time passed" describes the speed of time, that is, it describes how long it took for a tea to boil.

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I stumbled and stumbled in the dark. The expression “scratched and stumbled” describes the torture and difficulty of finding a way in the dark. This simile describes the difficult and uncertain situation of navigating in the dark.

The field was extremely dark and scary. The word “scary” compares darkness to fear and danger. This simile describes a field emerging from the darkness, showing that the environment there is scary and dangerous.

But I was walking carelessly in the dark. The word “carelessly” describes the state of being careless in the dark in relation to the dangers and difficulties of life, that is, it is shown that a person is ready to go there, despite the darkness.

Sensing a light coming from afar, I looked around and was surprised... Sensing light is likened to a state of uncertainty and anticipation before an event that has arrived. This analogy allows for a clearer perception of the environment and imagination.

A sharp ray of light was falling from the field in front of me. The description of light as a “sharp ray” is used as an analogy. The sharpness of light describes the sharp and strong effect of light, which expresses the intensification of the event.

With a clatter, the faint but heart-tickling sounds of the flute, the dutar, the tanbur, and the gijjak could be heard. Here, a simile is used about words, their sounds, and their effects. Although the “weak but heart-tickling” sounds are contradictory, they enhance their effect on the emotions. The simile shows the weakness of the words and their effect on the heart.

It would certainly surprise a person to see such an event happen in a ruin with an owl’s nest. The simile “a ruin with an owl’s nest” describes the existence of the place and the unusualness of the event in it. The comparison of the ruin to owls means that this place is not beautiful or peaceful, but secret or scary.

The inside of the square is bright as day. Here, the expression “bright as day” describes the brightness of the field by comparing it to daylight. This simile is used to describe the bright and cheerful state of the field.

Lights are hung on the branches of the trees. Although this sentence does not use a specific simile, it describes the beauty and decoration of the square. By comparing the branches of the trees with the lights, the harmony of natural and artificial beauty is shown.

Silk carpets are laid on the ground. The phrase “silk carpets” describes the square in a very beautiful and expensive way. The word “silk” means softness and elegance, and this simile reflects the elegance and fragrance of the square.

At that moment, a man ran up to me and shouted to the people at the party: — Here, O’sar aka has also arrived! The word “shouting” is usually used to introduce or draw attention to a person or event, and this simile is used to call or separate people to an event. These similes help to imagine the beauty, noise, and national culture of the party.

I feel like I have seen people somewhere. The phrase “I feel like I’ve seen it” is like remembering a familiar place or person. This simile expresses the ambiguity that exists between people or events.

When I look closely, they look like strangers I’ve never seen or known in my life. The expression “They look like strangers” is used to describe people who are not familiar. It shows the difference in how people stand out during observation, showing that they are not familiar.

Only their behavior towards me is like an acquaintance... The word “like an acquaintance” is used as a simile, describing how people behave as if they are familiar. Through this simile, the fact that

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unfamiliar people are familiar in an unknown way is expressed as a surprising situation. These similes help to describe more clearly the interesting and ambiguous situations in the text.

The exercise was magical... I was being crushed to the point of being absorbed into the ground, being captivated... Here the effect of the exercise is used as a metaphor: the words "crushed to the point of being absorbed into the ground" and "captured" describe different feelings, that is, the power and intensity of the music puts a person in a difficult position.

A wave came from inside me and I began to thrash around, not knowing where to throw myself. This simile shows an internal wave, that is, a person's mental and emotional state, used to describe inner anxiety and fear. Similar feelings, like a wave, indicate the strengthening of an internal force.

I was crippled like a person crushed between two millstones. The state of a person is likened to a person crushed between two millstones. Here it is used to describe violence and mental suffering.

I opened my eyes. Everyone in the assembly was laughing at my situation as if with one eye. This simile uses the expression "with one eye", which means that all members of the assembly are of the same goal and of the same opinion. This simile also means that a team is of the same opinion.

My heart was beating fast. In the simile, the heartbeat is described as a lively, fast, and strong beat using the words "gup-gup." This is used to associate the heartbeat with anxiety, fear, or strong feelings.

If I were to die before my time, I would be crushed to the ground. In this simile, the phrase "crushed to the ground" is used to describe a person's fear and heavy emotions. To be crushed to the ground means a person's complete departure from life or death.

As soon as the exercise began, the water of life flowed through my entire body. In the simile, the effect of the exercise is described through the "water of life." This image indicates that new life, revival, or energy enters the body.

As if the wind of a graceful sound caused the girl to act involuntarily. The "wind of a graceful sound" describes the power and effect of music or sound. It indicates that the girl's movement is controlled by the music.

A joy, a spirit, pours over the world, as if the dead were raised, the earth trembles, mountains and rocks fall, stars fly, and tree branches tremble. This sequence of similes creates a very powerful image, using the word "as if" to describe how everything in nature comes to life and moves under the influence of music. From the resurrection of the dead to the flight of stars, the situations show the power of music and its effect on the environment.

After all, my joys did not fit in my heart. This simile describes the inability of joy to fit in the heart, the excessive intensity of emotions. It is used to describe joy that the heart cannot contain.

Not by my own will, but by some force that made me stand up from my seat. The simile describes the act of a person not by his own will, but by the influence of an external force. Here, force is shown not by itself, voluntarily, but as an external influence.

My father's state of play came to my mind and seemed to stop. This simile describes the state of his father in front of me. Here, "stop" and "come" are used as similes, that is, one state is expressed as similar to another.

People are clapping and making fun of me, making faces and making faces. People's actions and facial expressions are likened to something else, for example, the expression "making faces" is used to describe people making fun of each other.

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At one point, I stumbled and fell to the ground. In this simile, the concept of "stumbling and falling" refers to something that happens by chance, unexpectedly. Here, falling is presented as a random and unexpected event.

I tried to get back on my feet and fell again perfectly. This simile shows that something happens perfectly or completely on the ground. A "perfect fall" refers to the second major mistake in the process of playing, or even a fall.

After some time, I stood up and opened my eyes and looked around... In this case, the conjunction "opened my eyes" is used to describe the process of understanding, understanding something. "Standing up" is usually a simile that expresses a change in a state, a renewal.

A pitch-dark field, I am standing in a ditch... In this simile, a pitch-dark field and standing in a ditch are used to describe a person's unstable or lost state. The similes "a pitch-dark field" and "standing in a ditch" express the uncertainty and dangerous state of something.

Panic, imagination! The words "panic" and "imagination" are used as similes. "Fear" (fear) and "imagination" (imaginary event) are presented as mutually exclusive, yet contradictory concepts, here fear and imagination are interconnected.

Next Friday I will give information about this among the children, and if you are present at this meeting, you will also learn what fear is like! In this, providing information about fear and showing its effect on others is described. This process of "learning" is used as a way of learning and perceiving something.

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PEDAGOGICAL CONDITIONS FOR DEVELOPING INFORMATION AND COMMUNICATIVE COMPETENCE OF GENERAL SCHOOL TEACHERS.

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Abstract: The article discusses the role of the teacher in the process of improving the professional competence of future teachers and organizing the educational process, taking into account the modern characteristics of the teaching profession. The effectiveness of the formation of competence in future teachers is determined by qualitative criteria, the relevance of which depends on the content of the educational process and pedagogical conditions. The issues of implementing pedagogical activity on the basis of the principles of person-centered education and qualified approaches, new teaching methods used in pedagogical practice, plans for the proposed methods for the formation of basic competencies in teachers, and an analysis of the effectiveness of decision-making in specific pedagogical situations were discussed. The social consequences of this study are changes in the development of society, primarily the problem of globalization, the growth of the strategic direction of the market economy, changes in international relations and modern requirements for the teaching profession, the ability to organize humanitarian processes, strengthening international relations, interpersonal and intercultural relations, etc., as mentioned above. Practical meanings related to a systematically organized educational process, in which students can create new ideas through various activities, develop intellectually, gain professional knowledge, and gain experience in applying the acquired skills in the right situations.

Keywords: Expanding the use of information technologies, Introduction and improvement of pedagogical technologies, Developing communicative skills, Creating a pedagogical environment

Main part: To ensure the existence of modern education, the information and communicative competence (ICT) of teachers has always played a large role. Today, not only pedagogical knowledge of a teacher is important, but also his ability to effectively use modern technologies, quickly and accurately transfer information, and establish social and technological production. Thus, pedagogical conditions are necessary for the development of information and communicative competence of students in secondary schools.

To ensure the effectiveness of modern education, the information and communicative competence (ICT) of teachers has always played a major role. Today, not only pedagogical knowledge is important for a teacher, but also such skills as the effective use of modern technologies, the rapid and accurate transmission of information, and the successful establishment of social and psychological relationships with students. Thus, it is necessary to create pedagogical conditions for the development of information and communicative competence of teachers in secondary schools.

Information and communicative competence: concept and importance

Information and communicative competence is a person's ability to effectively use modern information technologies (ICT), transmit and receive information, communicate, clearly express his or her opinion, and establish effective relationships with others. A teacher's ICT increases his or her effectiveness in the teaching process, since it is important to be able to successfully use information

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technologies in education, effectively communicate with students, and constantly update teaching methods.

Pedagogical conditions for the development of teachers' information and communicative competence

Introduction and improvement of pedagogical technologies

To develop teachers' ICT, it is necessary to use pedagogical technologies. In this process, it is important to use interactive teaching methods, online lessons, and multimedia tools. It is important to familiarize teachers with modern pedagogical methods and technologies and to teach them to effectively use them in their activities. At the same time, it is necessary to inform teachers about new pedagogical approaches, methodologies and technologies by organizing pedagogical lectures, trainings and seminars.

Expanding the use of information technologies

The information and communicative competence of a modern teacher is based, first of all, on the effective use of information technologies. It is important to teach teachers to use Internet resources, educational programs and multimedia tools. For example, electronic textbooks, video lessons, presentations and other multimedia materials can be effectively used in the teaching process. This will improve teachers not only technically, but also pedagogically, since the use of information technologies increases the effectiveness of education.

Developing communicative skills

A teacher's communicative competence is an integral part of his/her AEC. A teacher must not only know information technologies, but also have the skills to establish effective communication with students, listen to their opinions, and answer their questions clearly and intelligibly. It is also important for the teacher to express his/her opinion clearly, logically and convincingly, to manage group work, to participate in constructive criticism and debates.

Pedagogical cooperation and exchange of experience

It is necessary to encourage teachers to work together, to exchange pedagogical experience and to create opportunities for teachers to share their knowledge and skills with others. Organizing intra-school and inter-school seminars, conferences, trainings will help teachers master new pedagogical methods and methodologies. This process will serve to improve pedagogical approaches and develop teachers' professional competence.

Continuous professional development of teachers

In developing teachers' professional competence, special attention should be paid to their continuous professional development. Teachers should be encouraged to acquire new knowledge and improve their pedagogical methods. To do this, it is necessary to organize online courses, advanced training programs, scientific and practical conferences, seminars and other learning opportunities for them. This serves to increase not only the pedagogical, but also the information and communicative competence of the teacher.

Creating a pedagogical environment

It is necessary to create a favorable pedagogical environment for the development of information and communicative competence of teachers. This includes the necessary infrastructure for the use of modern technologies in the school, educational materials, the availability of information technologies, and systems that support the professional development of teachers. It is also important to familiarize teachers with new information technologies and pedagogical innovations, and to encourage them to use new methods.

Conclusion: The development of information and communicative competence of teachers in secondary schools is an important factor for the successful implementation of the pedagogical process. To develop this competence, it is necessary to introduce pedagogical technologies, expand the use of information technologies, develop teachers' communicative skills, establish pedagogical cooperation, and encourage teachers to continuously develop their professional skills. The created pedagogical conditions, in turn, increase the professional qualifications of teachers, improve the quality of the educational process and help provide students with quality knowledge.

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INTELLECTUAL PREPARATION APPROACHES TO MASTERING SPECIALIZED SUBJECTS IN THE DIGITAL EDUCATION PROCESS

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ANNOTATSIYA

Institutda yaxshi ta'lim olishning asosiy sharti sifatida qaraladigan ta'limga intellektual tayyorgarlik kontseptsiyasi belgilangan. 60710800 - "Metrologiya va standartlashtirish" yo'nalishi bo'yicha bakalavriat talabalarining shakllangan kompetensiyalari tahlil qilindi. Ushbu tahlil asosiy metrologik va standart talablarni bilish ko'rsatkichlari hamda, muammolarni hal qilish va eksperimental professional tadqiqotlarda ishtirok etish darajalari aniqlangan. Talabalarning umumiy kasbiy va maxsus kasbiy kompetensiyalarini rivojlantirishda "Metrologiya, standartlashtirish va sertifikatlashtirish" maxsus kursining dars jarayonidagi muhim ahamiyati ochib berilgan.

Kalit so'zlar: motivatsion tayyorgarlik, intellektual tayyorgarlik, tashkiliy va kommunikativ tayyorgarlik, idrok, e'tibor, xotira, fikrlash, tasavvur.

Аннотация

В институте определено понятие интеллектуальной подготовки к образованию, которое считается главным условием хорошего образования. 60710800 - Проанализированы развитые компетенции студентов бакалавриата по направлению «Метрология и стандартизация». В результате анализа были определены показатели знания основных метрологических и нормативных требований, а также уровень решения задач и участия в экспериментальных профессиональных исследованиях. Выявлено важное значение спецкурса «Метрология, стандартизация и сертификация» в развитии общепрофессиональных и специальных профессиональных компетенций студентов в процессе обучения.

Ключевые слова: мотивационная подготовка, интеллектуальная подготовка, организационно-коммуникативная подготовка, восприятие, внимание, память, мышление, воображение.

Annotation

The concept of intellectual preparation for education, which is considered the main condition for a good education at the institute, has been established. The formed competencies of undergraduate students in the direction of 60710800 - "Metrology and Standardization" were analyzed. This analysis revealed indicators of knowledge of the main metrological and standard requirements, as well as the level of problem solving and participation in experimental professional research. The important role of the special course "Metrology, Standardization and Certification" in the teaching process in the development of general professional and special professional competencies of students was revealed.

Keywords: motivational preparation, intellectual preparation, organizational and communicative preparation, perception, attention, memory, thinking, imagination.

INTRODUCTION

Readiness to study at the institute is an integral education that determines the success of students in their academic activities, in which several components are distinguished:

motivational preparation, intellectual preparation, organizational and communicative preparation [1].

The main condition for educational success is intellectual preparation, since the ability to master

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knowledge at the highest level of education, in addition to the formation of general educational skills and abilities, also implies the presence of a certain level of development of mental abilities. Mental abilities, on the one hand, are the result of learning, and on the other hand, are a necessary condition for learning. They characterize the achieved level of development of the main cognitive functions (perception, attention, memory, thinking and imagination), the ability to identify important connections, relationships between objects, their forms of development and activity, the ability to apply abstract theoretical knowledge to solve specific practical problems.

The formation of intellectual readiness for studying at a higher educational institution should be carried out in general education. The effectiveness of this process is ensured by a number of conditions in the educational process. The main ones are the activation of educational and cognitive activity, taking into account the individual characteristics of students, and the purposeful formation of readiness for obtaining specific empirical and theoretical knowledge. The analysis of readiness for studying in engineering specialties is presented in the scientific research works of Matias Diaz and other foreign scientists [2].

Diagnostics of mental development can be one of the tools for assessing intellectual readiness for study at the institute. Our psychologists consider it the result of mastery[3]. A meta-analysis of students' cognitive abilities by several indicators is presented in the article by Nils Machts.

As noted by Johanna Kayse, Fabian T.C. Schmidt, Jens Moller, mental development includes such components as intelligence, talent, creativity [4]. Mental development is manifested in the level of basic knowledge in academic subjects, the ability to use them to perform various actions and solve problems. In contrast to the statistical norm, which is determined on the basis of the analysis of empirical indicators, the socio-psychological norm is established, the fulfillment of all test tasks is 100%. This allows students to be divided by the level of success according to the objective criterion of proximity to the socio-psychological norm, to identify the features of mental development, to determine the current trends in its development, to predict success, including in vocational education [6]. Test tasks designed to assess intellectual development include tasks for spatial thinking based on metrology and standardization, construction of measuring instruments, metrology basics of measuring devices and elements. The subtests "Analogy", "Classification", "Generalization" reveal the ability to perform logical actions and operations with the studied concepts, to move from abstract knowledge to its application in specific situations [7].

Training of specialists in vocational education institutions, carried out in accordance with the state educational standard of higher education, involves the student's acquisition of a number of competencies. Competencies are divided into three: universal, covering general professional and special professional competencies. Developed competencies provide a well-developed personality and a professional in a particular field [8]. General professional and special professional competencies develop professionally important abilities and qualities. General professional competencies are mandatory for all areas and specialties specified in the state educational standard of higher education. Special professional competencies are the same for areas specified in the main educational program. There are also professional competencies that are developed independently by the educational institution, based on the needs of the professional field, labor market, socio-economic indicators, etc. General professional competencies and three special professional competencies are formed in the training of undergraduate students in the specialty 60710800 - "Metrology and Standardization".

Engineering education involves preparing students to solve technical and technological problems, which requires mastering a system of technical concepts, the corresponding images and ideas. This

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determines the professional structure, and technical thinking is seen as a unity of three components, the current level of development of the ability to work with concepts and images is an important component of readiness to master the subjects of the professional curriculum and, as a result, the development of the professional skills of an engineer. In the process of online education, an objective assessment of general readiness for learning, its motivational, organizational, communicative and intellectual components becomes very relevant, since the set of usual tools that a teacher can use to organize and stimulate students' educational activities is sharply limited and has changed radically. At the same time, there are new opportunities for objective assessment, rapid control, individualization of training.

Increasing the effectiveness of professional training of engineers, taking into account the specific features of distance learning. In particular, the authors have developed a system of test tasks in a digital educational program designed to develop general professional and specific professional competencies.

The special course "Metrology, Standardization and Certification" helps to develop students' general professional competencies. Special attention should be paid to the development of typical problems of professional activity based on the laws of specialized disciplines and metrology, as well as logical thinking. In addition, having mastered the material, first-year students should develop the ability to apply modern technologies in professional activity, justify their use. The special course "Metrology, Standardization and Certification" is studied at the very beginning of training and becomes the basis for its further development.

Therefore, it not only expands professional knowledge, but also lays the foundation for skills for more complex disciplines. This course develops elementary skills for conducting further experimental research in professional activities.

The study included three stages. In the first stage, students completed a test on the content of the first section of the special course "Metrology, Standardization and Certification" (at the end of the 6th semester). At the beginning of the second section of the course, students independently completed a test created using cloud technology as a training to develop the ability to perform mental operations. The test results were presented in the form of the number of correct answers of students for individual subtests and the percentage of correct answers for the number of tasks.

To identify areas for improving the effectiveness of online education and implement an individual approach, students were divided into small groups according to their level of mental development and socio-psychological closeness, all based on standard requirements, and five small groups were identified for each.

Analysis of the structure of abilities showed that the results of the first two subtests, which are diagnostic of the mastery of scientific and cultural concepts, are almost the same in all four subgroups and differ significantly for the worse only in the subgroup of unsuccessful students. Excellent students performed the generalization of concepts and verbal tests best; spatial thinking indicators were somewhat unsatisfactory. Students with good mastery could not perform mental operations on similarity, while their results in all other subtests showed that they were very close to the socio-psychological norm, and they outperformed excellent students in subtests on spatial imagination. In the subgroup of average students, tasks requiring verbal-logical and spatial thinking were performed at approximately the same average level. Students with satisfactory and unsatisfactory mastery are characterized by insufficient work on themselves, low ability to work with images, and a very low level of development of the ability to generalize.

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Conclusion: The relationship between the level of students' knowledge of scientific concepts, the development of their mental abilities and the ability to perform mental actions was shown. The use of mental development tests allows us to obtain a general assessment of the intellectual readiness of students to master the content of professional disciplines, creates a basis for the implementation of professional success and indicates directions for individualizing training. Identifying subgroups of students who differ in the level of readiness for study at the institute can be the basis for a differentiated approach to selecting content. It seems appropriate to organize additional classes for third-year students on the development and formation of general and professional intellectual abilities. Another direction of scientific and methodological work should be the improvement of methods for assessing intellectual readiness, in which it is important to combine the content of test tasks and the requirements for technical thinking and engineering knowledge. The test for assessing intellectual readiness should consist mainly of concepts related to the content of the main professional disciplines.

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PEDAGOGICAL POSSIBILITIES OF TRAINING PSYCHOLOGISTS FOR THE EDUCATION SYSTEM

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Abstract: The place and role of psychological personnel in the education system is becoming increasingly important. Together with teachers and other employees of educational institutions, psychologists play an important role in the development of students, ensuring their psychological health, and effectively organizing pedagogical processes. Therefore, studying the pedagogical possibilities of training psychological personnel for the education system will help increase the role of psychology in educational institutions.

Keywords: Fundamentals of pedagogical psychology, Psychological approaches in education, Innovative technologies in the training of psychological personnel, Psychological assistance and consulting services

Main part: The theoretical and practical foundations of pedagogical psychology are of great importance in the training of psychological personnel. Pedagogical psychology is engaged in the study of the psychological development of students and the application of this knowledge to the educational process. The main task of psychologists in the education system is to determine the intellectual and emotional state of students, inform teachers about their needs, and also help solve psychological problems.

Educational psychology focuses on the cognitive and emotional development of students, as well as on difficulties in relationships, motivation, and the learning process. The training of psychological personnel requires the development of in-depth knowledge and practical skills in these areas.

Psychological Approaches in Education

There are various pedagogical approaches and methods for training psychological personnel in the education system. Through psychological approaches, it is possible to organize the educational process in accordance with the specific characteristics and needs of students. In this, psychologists, in collaboration with teachers, develop methods aimed at increasing the effectiveness of the learning process, taking into account the motivation of students, the level of self-awareness, and other psychological factors.

A differentiated approach and an individual approach are an important part of the training of psychological personnel. Since the psychological characteristics of each student are different, psychologists must identify the needs of students and organize the pedagogical process accordingly. Such approaches help students achieve high results and create an opportunity to provide psychological support at all levels of the education system.

Innovative Technologies in the Training of Psychological Personnel

In modern education, the possibilities for using innovative technologies in the training of psychological personnel have expanded significantly. The training of psychological personnel is being effectively implemented using digital technologies, online courses, virtual simulations, and programs designed to assess the psychological state of students. Also, monitoring and analyzing the

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development of students using psychological research, tests, and assessment methods plays an important role in improving the educational process.

Online trainings and seminars organized for teachers and psychologists allow them to learn new psychological approaches and methods. Such resources expand the possibilities for using innovative approaches in training personnel and help improve the skills of psychological personnel.

Practical Training and Exchange of Experience

Practical training and exchange of experience are very important in the training of psychological personnel. Practical trainings organized for students and psychologists provide an opportunity to apply psychological knowledge in practice. For example, conducting seminars and trainings on solving psychological problems, communicating with students and improving their mental state serve to improve the professional skills of personnel.

Also, the exchange of experience between teachers and psychologists helps to improve pedagogical and psychological approaches. Such exchanges lead to the strengthening of effective cooperation between personnel and the successful application of psychological approaches in the education system.

Psychological Assistance and Consulting Services

The provision of psychological assistance and the organization of consulting services in the education system are also an important part of the training of psychological personnel. Psychological counseling and support services for teachers and students play a special role in educational institutions. Psychologists help improve the mental state of students, manage stress, and improve interpersonal relationships. Providing psychological counseling to teachers helps reduce pedagogical stress and organize an effective educational process.

Conclusion: The pedagogical potential of training psychological personnel for the education system is very large and their importance is growing. By combining psychological knowledge and pedagogical methods, teachers and psychologists can help students develop, ensure their psychological health, and effectively organize the educational process. The widespread use of opportunities such as innovative technologies, practical training, and experience exchange in the process of training psychological personnel helps to improve the quality of the education system.

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CONTENT OF PREPARING FUTURE TEACHERS FOR PROFESSIONAL INNOVATIVE ACTIVITY

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Abstract: In the development and progress of new Uzbekistan, the demand and need for highly qualified pedagogical personnel is increasing day by day. In particular, it is necessary to prepare creative teachers who have the ability to educate the adult generation in the spirit of universal and national values formed over the centuries, who have thoroughly mastered the foundations of science, pedagogical and psychological methods, and who have become absorbed in their consciousness. Those who have high professional training, who have the skills and qualifications to apply modern pedagogical and information technologies in practice. In the process of higher pedagogical education, there is an opportunity to form a student personality who can meet these requirements, possessing high-quality knowledge, skills and qualifications. For this, there is a growing demand for a modern approach to the process of higher pedagogical education and the widespread implementation of innovations aimed at preparing future teachers for professional and pedagogical activity.

Keywords: Education, Teachers, Innovation, professional innovation

Main part: Improving the education system, introducing various innovations and modernizing pedagogical processes is one of the most important tasks of our time. Teachers are the main promoters of innovation and the central figures of the educational process. Therefore, the preparation of future teachers for professional innovative activity is of great importance for improving the quality of education and the comprehensive development of the future generation.

Assessment of the effectiveness of the content of the process of preparing for innovation. The effectiveness of the educational content was analyzed and assessed according to three criteria:

1. the integrity of the content of preparation for innovative activity;
2. the real contribution of its individual components to the overall process of forming the readiness of future teachers for innovative activity;
3. the implementation of an interdisciplinary resource.

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The first question of this part of the questionnaire asked to evaluate the content of the training in question as a whole. Only 8% of respondents believe that “the content requires local changes.” 92% of the answers are distributed in the range of negative values: 76% “the content requires serious changes”; 16% “such content should be created from scratch”. To clarify the overall assessment, the question was asked: “To what extent does the content of the programs implemented in the pedagogical personnel training system provide for the development of the competencies necessary to solve the problems presented in the table? Experts gave their assessments for each individual task of innovative activity, taking into account the recommended level. There are various approaches and ideas to create the essence of this idea, and there is no single opinion in science about its essence. Innovations are relevant, important and new approaches that are formed in a system. They are born on the basis of promising initiatives and innovations for the development of educational content and have a positive impact on the development of the education system as a whole. Innovation is the result of a result, the form and methods of which are determined by a certain technology in a particular field of production, a new approach to solving problems or the use of a new technological process can lead to greater success. Unlike other spontaneous innovations, innovation is a mechanism for controlled and managed changes. Not every innovation in the education system can be innovative. Therefore, it is important to indicate the main differences between the concepts of "innovation" and "novation". The specific form, content and scope of reform activities serve as the basis for this. If the activity is short-term in nature and does not have a holistic system, then the task is only to change individual elements in a given system, we interact with innovations. Innovation can be achieved only if the activity is based on a certain conceptual approach, and its result can lead to the development or change of the system. Criteria for both concepts: innovations occur within the framework of the existing theory, are limited in scope and time; methods are updated and therefore an improvement on the previous system.

At the same time, the essence of reforms is inextricably linked with any process of modernization of society. Updating state educational standards; Improving the content of classifiers; Improving the content of educational literature, textbooks, programs and the emergence of new pedagogical concepts in the field of education. Such updates require accelerated integration of pedagogical innovations in continuing education. The active activity of modern teachers in this process requires high training in a number of professional qualities. The level of competence is clearly reflected in the educational technology project and in its center is the pedagogical idea. The quality

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of teaching is guaranteed if the teacher has theoretical knowledge, practical experience, ability to use advanced teaching methods and techniques.

Conclusion: Preparing future teachers for professional innovative activity is of great importance for the future of the education system. A teacher is not only a person who conveys knowledge, but also introduces new ideas and develops students' creative thinking. Therefore, the use of innovative methods and developing programs that include creative approaches in the pedagogical education process is important for improving the quality of education and developing society. The future generation should benefit from teachers who are equipped with innovative thinking skills and the ability to adapt to changing and complex environments.

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O'TKAN KUNLAR ROMANIDA RAHBAR PERSONAJLAR RUHIYATI VA IJTIMOY MUHIT MUNOSABATI

Xurramov Javlonbek Nurmaxmatovich

Annotatsiya. Badiiy asarlar qahramonlarining ruhiyatini o'rganishda ular xarakterining o'zlari mansub bo'lgan ijtimoiy muhit bilan aloqadorligini hisobga olish tadqiqotning samaradorligini oshirishga xizmat qiladi. "O'tkan kunlar" romanida Musulmonqul, Xudoyorxon, Azizbek va O'taboy qushbegi obrazlari ruhiyati ma'lum darajada ijtimoiy muhit ta'siri bilan aloqadordir. Shu nuqtai nazardan asardagi rahbar personajlar ruhiyatini o'rganish muhim ilmiy-nazariy xulosalarning yuzaga kelishiga imkoniyat yaratadi.

Kalit so'zlar. Badiiy psixologizm, psixologik tasvir, psixologik tahlil, psixologiya fani yutuqlariga tayanish, tipologik prinsip, analitik prinsip, dinamik prinsip.

Abdulla Qodiriy xalq o'tmishiga murojaat qilib, "O'tkan kunlar" romanida "mavzuni moziydan, yaqin o'tkan kunlardan, tariximizning eng kirlik qora kunlaridan bo'lgan "xon zamonlari"dan" tanlashi hamda "Mehrobdan chayon" borasida "Turkiston feodallarining keyingi vakili bo'lg'an Xudoyorxonning o'z xohishi yo'lida dehqon ommasi va mayda hunarmand- kosib sinfini qurbon qilishi, mamlakat xotin qizlarini istagancha tasarruf etishi, bunga qarshi kelguchilar tilasa kim bo'lmasin rahmsiz jazo berishi ro'monning mavzui'dir" deyishi xonlar, beklar va shu kabi rahbar personajlar tasviri, xarakterini o'z davri ijtimoiy hayoti bilan chambarchas aloqadorlikda tasvirlashni maqsad qilganini ko'rsatadi.

Muallif xarakter mantig'ini vujudga keltirishda , obrazlarni yaratishda "xon zamonlari" hayotini jiddiy e'tiborga olgan. Akademik Izzat Sulton Yusufbek hoji obrazining prototipi XIX asr 40-yillarida Toshkentda Azizbek zulmiga qarshi ko'tarilgan xalq qo'zg'oloni yetakchisi, mato to'qish ustaxonasining egasi Mayusuf ismli kosib ekanligini qayd etadi. Olim Yusufbek Hoji obrazining martabasi romandan ko'zlangan maqsadga muvofiq shaklda ekanligini ta'kidlaydi."Yusufbek hojining bu yuqori mavqei yozuvchiga uni katta siyosiy voqealar guvohi va ishtirokchisi qilib tasvirlashga imkon beradi" .

Otabekning tuhmat sababli o'lim bilan yuzma-yuz kelishi hamda Musulmonqul va Xudoyorxonlar bilan uchrashuvi epizodlari o'sha davr ijtimoiy hayoti, shuningdek, hukmdorlar ruhiyatini ifodalashga imkon beradigan qilib tasvirlangan. Adib Ziyo shohichining uyidagi majlisda Otabek tomonidan aytilgan bir fikr vositasida o'z romanlaridagi hukmdorlar psixologiyasi va ularni harakatga undovchi hissiy munosabatlarni ta'sirchan aks ettira olgan. "Modomiki o'z g'arazi yo'lida istibdod orqali el ustiga hukmron bo'lg'uchilar yo'qotilmas ekanlar, bizga najot yo'qdir, magar shunday g'arazchilarni ular kim bo'lsalar ham ish boshidan quvlash va ular o'rniga yaxshi xolis odamlarni o'tquzish najotimizning yagona yo'lidir" . Musulmonqul va boshqa rahbar personajlarning "o'z g'arazi yo'lida istibdod orqali el ustiga hukmron" bo'lishi ular ruhiyatining davlat ishlariga, xalq hayotiga va millat taqdiriga katta salbiy ta'sir qilganiga adib jiddiy e'tibor qaratadi. Musulmonqulning o'z qavmi madadiga tayanib, adovat bilan Sheralixonga qarshi isyon qilishi, Murodxonni o'ldirib taxtni egallashi, Salimsoqbekni aldov yo'li bilan huzuriga chorlab halok qilishi, uning ukasi bo'lgan o'z jiyani Xudoyorxonni kuyov qilib taxtga o'tkazgach amalda haqiqiy hukmdorga aylanishi "o'z g'arazi yo'lida" qilingan ishlar natijasi edi. Shunday ekan, Abdulla Qodiriy romanlaridagi rahbar personajlarning "o'z g'arazi yo'lida" qilgan harakatlari ortidagi asl

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hissiy voqelikni idrok etish bu asarlar mazmun-mohiyatini yanada chuqur anglashda zarur ahamiyat kasb etadi.

Romanlardagi tarixiy shaxs bo'lgan rahbar obrazlari his-tuyg'ularini harakatga keltiruvchi sabablarni aniqlashda muallif uchun ham yaxshi tanish bo'lgan tarixiy asarlarga murojaat qilish mumkin. Mulla Olim Mahdum hojining "Tarixi Turkiston" asari O'rta Osiyo xonliklari o'tmishini yoritish maqsadida yaratilgan bo'lib, unda Qo'qon xonligidagi ijtimoiy-siyosiy vaziyat, hukmdorlar faoliyati borasida qimmatli ma'lumotlar keltirilgan. Abdulla Qodiriy bu tarixiy asarni mutolaa qilgan, o'z asarlarida tarixiy shaxslar va o'tmish voqeligini yaratishda bu kitobdan foydalangan degan xulosaga kelish uchun jiddiy sabablar keltirish mumkin. Birinchidan, "Tarixi Turkiston" 1915-yilda Toshkentda chop etilgan. Bu vaqtda o'lka matbuoti hamda ilmiy hayotini jiddiy kuzatib borayotgan, Turkiston tarixiga ulkan qiziqish bilan qaraydigan Qodiriyning shu sohada barchaga ma'lum va mashhur bo'lgan kitobni o'qimasligi mumkin emasdi. Ikkinchidan, adib "Mehrobdan chayon" da Xudoyorxon harami tasviriga bergan matnosti izohida Xudoyor harami to'g'risida yozguchi ruslarning qullarni kaniz va xonimlar bilan aralash yurgan holda ko'rsatishlari mubolag'a ekanligini ta'kidlaydi. Bundan anglashiladiki, Qodiriy Turkiston o'tmishiga oid rus tarixchilari tomonidan yozilgan ko'plab kitoblarni ham mutolaa qilgan. Shunday ekan, uning o'z shahrida, o'z qiziqishlari to'g'risida, o'zi faol ijtimoiy jarayon qatnashchisi bo'lgan paytda yaratilgan "Tarixi Turkiston" ni albatta o'qigan va asarida bu kitob mazmun-mohiyatini jiddiy e'tiborga olgan, deyish mumkin. Shu sababdan adib romanlaridagi rahbar personajlar ruhiyatini tipologik tahlil prinsipi asosida asarda tasvirlangan muhit bilan uzviy munosabatini ko'rsatishda "Tarixi Turkiston" asariga tayanamiz.

O'tabboy qushbегining saroyga tashrif buyurishi epizodida Musulmonqul yaxshi qo'riqlanadigan xon saroyida sanoqli soqchilari bilan turgan Marg'ilon hokimidan nega bunchalik xavfsiradi? Nega O'tabboy kelgani haqidagi xabarni xudaychidan eshitganida "kuchlik bir tin olib" unga yuzlandi? Nega qushbегining yolg'iz o'zi huzuriga kirishini buyurib, uning askarlarini qattiq nazoratga olish haqida ko'rsatma berdi? Musulmonqul birgina tuhmat bahonasida Marg'ilon hokimini o'ldirib yuborishi mumkin edi. Biroq nega u qushbегidan hamla kutdi?

Musulmonqulning qo'rquvi u hokimiyat tepasiga kelguniga qadar bo'lgan ijtimoiy vaziyat bilan bog'liq edi. U Sheralixonga qarshi isyon qilib, xonlik qo'shiniga hujum qilishidan avval Marg'ilon hokimi bo'lgan Shodi dodho mingboshi etib tayinlanadi. Shu vaqtga qadar mingboshi bo'lgan Yusuf ismli mulozim Marg'ilon hokimi vazifasini bajara boshlaydi. Bu borada "Tarixi Turkiston" da shunday deyiladi. "...Sheralixon ularning maslahatlarini ma'qul ko'rib, Shodi dodhohga mingboshilik amalini berib, Yusuf mingboshini Marg'ilonga hokim aylab, Andijonning tavobioti qipchoqiya, qirg'iziyalari ilan Musulmonqulga berib, hamma qipchoqiya hukumatini anga topshurub, Muhammadnazar soqovni Toshkandg'a, Sarimsoqbek oldiga xizmat qilmoqqa yuboribdur".

Ikki qo'shin o'rtasidagi hal qiluvchi jang arafasida Musulmonqul Shodi mingboshi va Yusuf dodxohga hiyla ishlatib, tuzoq qo'yadi: "Musulmonqul yigirma-o'ttiz nafar nayzadorlarni orqa tarafiga bir-biriga birkirib qo'yub, o'zi yakka-tanho qo'shunning o'rtasiga kelib, odam yuborib aytibdurkim, Yusuf mingboshi kelsun, ikki uch kalima maslahatomuz so'zimiz bor, so'zlashib ahdu paymon qilishib, musoliha maslahatni o'rta solayluk, bu miyonada behuda ko'p qon to'kulmasin deb. Shodi mingboshi bu so'zni eshitib, o'tlanib, ikki uch yuz qadam yurgan vaqtda, bir tarafdin uch-to'rt otliq nayzador nayzasini Shodi mingboshiga to'g'irlab, yotquzib kelayotganini ko'rub, darhol qo'shun tarafiga qochib kelibdur".

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Marg'ilonning avvalgi ikki hokimiga shu tarzda tuzoq qo'ygan Musulmonqul qilgan bu ishlarini jiddiy e'tiborga olib, bu shaharning endigi hokimi O'taboydan kuchli xavfsirashining sababi shu edi.

Musulmonqul Otabekni o'limga hukm qilgan chog'ida huzuriga keltirilgan Normuhammad qushbegining Yusufbek hojining yordami va Toshkentning qaytarib olingani haqidagi maktubni o'qishi tasviriga e'tibor qaratamiz; "Musulmonqul maktubni tugatdi-da, uyatsiz ravishda Otabekka qarab iljaydi va xudaychiga buyurdi:

Ikkita zarrin to'n keltir!"

Toshkentni qaytarib olish masalasida Musulmonqulning "uyatsiz ravishda o'z qarorini bir lahzada o'zgartirishi va bundan aslo xijolat bo'lmasligiga muallif alohida e'tibor qaratadi. Shu davrada bo'lgan O'taboyning holati "beixtiyor yoqasini ushladi" qabilida ko'rsatiladi. Musulmonqul xarakteridagi buqalamunlikning romanda bunday aniqlikda ishonch bilan tasvirlanishi tasodifiy hodisa emas. Muallif bu tarixiy shaxsning fe'l-atvorini turli manbalar vositasida atroflicha o'rgangach shu tarzda gavdalandirganiga shubha yo'q.

Musulmonqul Qo'qon shahrini egallab, taxtga Xudoyorni o'tkazgach, Toshkent hokimi bo'lib turgan Sarimsoqbekka maktub yuborib, uni iltifot bilan huzuriga chorlaydi: "Mazmuni shul ekan, Musulmonqul va Xudoyorxon tamomi arkoni davlatlari ilan iltimos qiladurki: "Dor ul-amora Ho'qandga tashrifi qudum qilsalar, otalarini o'ldurganlardan intiqom olib, nuri chashmlari Xudoyorxonni otalarining o'rniga xonlik masnadiga o'tkuzub, boshlarini podshohlik toji ila ziynat va oroyish berduk. Sizdan lozim emaskim, mamlakatingizni dushmanga tobe aylab, anga itoat etmakni o'zungizga lozim qilasiz va agar dor ul-amoraga kelmak to'g'risida dilingizga biror xavfu haros yo'l topgan bo'lsa, hammalarimiz qasami mug'liza ila ahd qilishib, o'z tarafimizdin hazrati Sohib Miyon Halil janoblarini yuborduk"

Sarimsoqbek bu qasamga ishonib, Qo'qonga kelganida Musulmonqul o'z ahdini buzib, Qodiriy ta'biri bilan aytganda "uyatsiz ravishda" ish tutdi. "Qachonki bu janoblar Ho'qand dor ul-amorasiga doxil bo'lganlarida Musulmonqul qilgan va'dalarini bi-l-kulli mahvu faromush aylab, hazrati Miyon Halilga ruxsat berib, Sarimsoqxonni Baliqchiga yuborib o'ldiribdur".

Toshkentni egallash maqsadida bu ishlarni qilgan Musulmonqul endilikda yana qo'lidan ketgan bu shaharni qaytarib olish uchun avvalgidek yuzsizlik qilishga, ahdini buzishga, bergan qarorini aslo xijolat bo'lmasdan bir lahzada o'zgartirishga tayyor. Bu holat Musulmonqulning Otabekni o'limga hukm qilishi epizodida yaqqol ko'rinadi.

Otabek kirib kelishidan avval Musulmonqul va O'taboy qushbegi o'rtasidagi suhbatga Xudoyorxonning psixologik reaksiyasi ham asarda keltirilmagan Sarimsoqbek voqeasining asarda keltirilgan qahramonlar ruhiyatiga ta'sirini ko'rsatadi. Musulmonqul Azizbekni yo'q qilish uchun chora topish, bu borada Otabekdan foydalanish, Otabek vositasida Azizbekni zaharlab yoki boshqa biror yo'l bilan o'ldirish haqida O'taboyga so'zlaganida muallif bu gaplarga ikki personajning va o'zining hissiy munosabatini ifodalaydi. "Musulmonqulning bu so'zlariga O'taboy qushbegi tamom ishong'an, ammo Xudoyor ersa uning ilgarigi maqsadini yaxshi bilganlikdan nihoyatda taraddudga tushgan edi. To'g'risi ham bu keyingi gapi kishini mutaraddid qilmay qo'ymasdi". Xudoyorxonning Toshkent hokimini tadbir bilan yo'q qilish haqidagi fikrni eshitib, "nihoyatda taraddudga tushgan"i bu shaharda avval xuddi shu lavozimda faoliyat yuritgan akasi Sarimsoqbekning ham shunga o'xshash tadbir bilan o'ldirilganini esga olgani uchundir.

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ТЕХНОЛОГИЯ ДИСТАНЦИОННОЙ РАСКЛАДКИ ГИБКИХ ПОЛИВНЫХ ТРУБОПРОВОДОВ

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Аннотация: В статье приведены результаты исследований по разработке технологии дистанционной раскладки гибких трубопроводов с введением в технологию устройства для подделки ложа, предотвращающего повреждения трубопровода и повышающее производительность труда.

Ключевые слова: водосберегающие технологии, гибкий поливной трубопровод, дистанционная раскладка трубопровода, ложеобразователь для трубопровода, рабочие органы.

Annotatsiya: Maqolada agregatni dalaga kiritmasdan egiluvchan sug'orish quvurlarini yoyish texnologiyasiga quvur uchun izochgichni kiritish hisobiga quvurlar zararlanishining oldini oladigan va mehnat unumdorligini oshiradigan yoyish texnologiyasini ishlab chiqish bo'yicha tadqiqot natijalari keltirilgan.

Kalit so'zlar: suvni tejovchi texnologiyalar, egiluvchan sug'orish quvurlari, quvurlarni dalaga kirmasdan yoyish, quvur uchun izochgich, ishchi organlar.

Abstrakt: The article presents the results of research on the development of technology for remote laying of flexible irrigation pipelines with the introduction of a device for making a bed into the technology, which prevents damage to the pipeline and increases labor productivity during irrigation.

Key words: water-saving technologies, flexible irrigation pipeline, remote pipeline layout, pipeline bed former, working parts.

Введение. В целях устойчивого обеспечения сельского хозяйства водой в Узбекистане ведется широкомасштабная работа по применению водосберегающих технологий, сокращению эксплуатационных расходов. Осуществляется это путем развития государственно-частного партнерства в области управления водными ресурсами, внедрению в практику научных инновационных разработок в сфере водного хозяйства [1; 2].

Остающийся всё ещё наиболее широко распространенным в зоне хлопководства поверхностный способ полива из временной оросительной сети требует больших затрат тяжелого ручного труда, достигающего до 20% от всех затрат по выращиванию хлопчатника [4; 5]. Производительность поливальщика достигает в среднем лишь 0,5...0,8 га в смену [6; 7]. Поливы производятся в антигигиенических условиях. В результате неравномерного распределения воды по бороздам до 35% расходуется на сброс [5; 8].

Одним из совершенных способов поверхностного полива является полив с применением переносных трубопроводов. При замене временной оросительной сети в земляном русле переносными трубопроводами увеличивается коэффициент земельного использования на 2...4 %, уменьшается потери воды на фильтрацию в среднем на 7...10 %, в 2...4 раза повышается производительность труда на поливе [5; 9]. Кроме того, улучшаются условия труда и распределение оросительной воды по бороздам, следовательно повышается урожайность.

Наиболее широкое применение нашли гибкие поливные трубопроводы. Однако отсутствие высокоэффективных технологий дистанционной раскладки (и сборки) сдерживало их широкое применение. В данной работе описывается технология дистанционной раскладки гибких поливных трубопроводов с применением устройства для поделки ложа под трубопровод, что предотвращает возможное перекатывание при подаче в него воды [10].

Материалы исследования и методика. С целью повышения производительности труда на поливе и снижения повреждаемости трубопровода применена технология дистанционной раскладки гибких трубопроводов протягиванием с ложеобразователем для трубопровода. Схема работы ложеобразователя приведена на рис.1. Он состоит из установленных на единой оси 1 в технологической последовательности конического ограничителя 2, цилиндрического ножа 3 и дискового выравнивателя 4. Ограничитель и выравниватель имеют цилиндрические опорные поверхности. Нож закреплен к оси посредством радиальных перемычек. Ось ложеобразователя снабжена крюками 5, 6 для крепления к тросу 7 и трубопроводу 8.

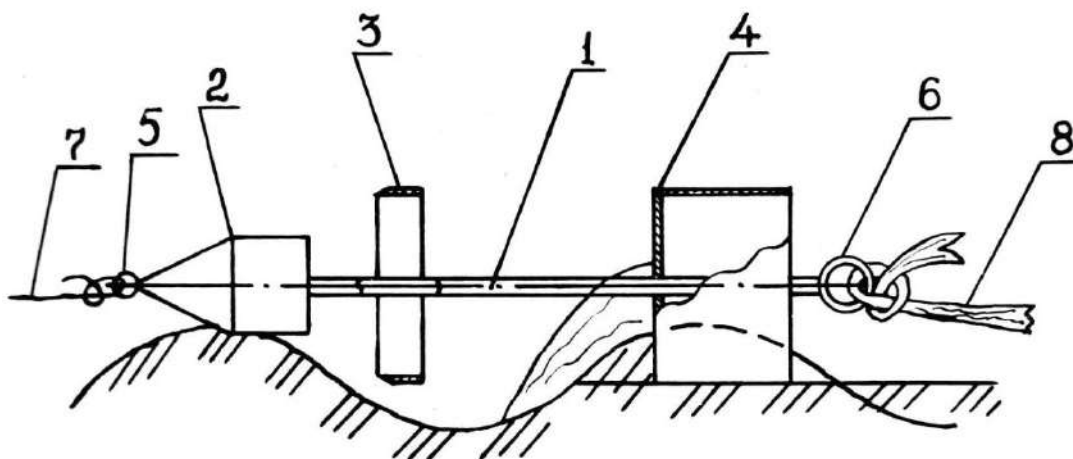


Рис.1. Ложеобразователь для трубопровода

1 - ось; 2 - ограничитель; 3 - нож; 4 - выравниватель; 5,6 - крюки; 7 - трос; 8 - гибкий трубопровод.

При раскладке ложеобразователь движется поперек борозд, снимая почву с вершук гребней и засыпая ею дно борозд. При этом ограничитель перемещается над уровнем гребней, предотвращая чрезмерное заглубление ложеобразователя. Поскольку диаметр ограничителя несколько меньше, чем диаметр последующего за ним ножа, происходит срезание им верхушки и эту срезанную почву при дальнейшем движении ложеобразователя с гребня в борозду перемещает выравниватель, имеющий одинаковый диаметр с ножом. Благодаря наличию цилиндрических опорных поверхностей рабочих органов ложеобразователя обеспечивается его движение поперек борозд без чрезмерных заглублений и выглублений.

Для определения оптимальных параметров ложеобразователя применены теоретические и экспериментальные методы, используемые при разработке повообрабатывающих рабочих органов [11, 12]. При проведении экспериментальных исследований применена гостированная [13] и специально разработанная методики. Опыты проводены в экспериментальном хозяйстве САИМЭ (ныне УзНИИМСХ), где почва - типичный среднетяжелый суглинистый серозем. Кратность опытов принимали в зависимости от точности замера: чем выше точность замера, тем меньше повторность опыта. Необходимое для обоснования параметров ложеобразователя

поперечное профилирование заколесных и стыковых междурядий произведено после нарезки борозд перед каждым поливом за весь вегетационный период.

При сравнительных испытаниях технологий дистанционной раскладки гибких трубопроводов применена методика испытаний поливных машин [14]. Опыты проведены в лабораторно-полевых и хозяйственных условиях на карте, засеянной хлопком с междурядьем 90 см. Трубопровод - с продольным клеевым швом шириной 140 мм и резьбовыми регулируемые водовыпусками конструкции ГСКБ по ирригации. Длина трубопровода составила до 400 м, а диаметр 300...350 мм. Усилие на дистанционную раскладку трубопровода определяли динамометрированием. При проведении опытов в хозяйственных условиях трасса полива находилась в середине карты, что соответствует с условиями наиболее трудноосуществляемой продольной схемы полива.

Анализ и результаты. В результате лабораторных и полевых опытов определены оптимальные параметры ложеобразователя (рис.2): диаметр ограничителя - 190 мм, диаметр ножа и выравнивателя - 300 мм, расстояние между ограничителем и ножом - 120 мм, расстояние между ножом и выравнивателем - 305 мм, ширина цилиндрической части ограничителя - 155 мм, выравнивателя - 300 мм, угол конусности ограничителя - 25°.

Применение ложеобразователя предотвращает повреждения растений и скручивания трубопровода в жгут, а следовательно перекрытия его. Если в скрученный трубопровод вода подается из высоконапорной сети (например, насосом при работе поливных машин типа ППА-165), трубопровод разрывается от напора. А при подаче воды из малонапорной сети трубопровод может выдержать, но в этом случае для восстановления рабочего положения трубопровода требуется отсоединение его от водоемкости, вручную перекачивать на исходное положение и обкладывать комками или подсыпать почвой, что весьма трудоемко. Кроме того, при укладке трубопровода без ложа он копирует профиль междурядья и повышается гидравлическое сопротивление, что приводит к уменьшению пропускной способности трубопровода, следовательно и производительности полива.



Рис.2. Ложеобразователь для гибкого поливного трубопровода

Проведены сравнительные испытания наиболее приемлемых технологий раскладки поливного трубопровода. Наименее трудоемким и энергоемким оказалась технология протягиванием трубопровода по полю. При раскладке этой технологией максимальное потребляемое усилие на перемещение трубопровода при пересчете на 1 м составило около 6 Н, что обеспечивало дистанционную раскладку трубопровода длиной необходимых нескольких сотен метров без повреждения.

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МЕЖЪЯЗЫКОВОЕ ВЗАИМОДЕЙСТВИЕ: ЗАИМСТВОВАНИЯ И ВЛИЯНИЕ НА ГРАММАТИКУ РУССКОГО ЯЗЫКА

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Аннотация: В данной работе рассматривается межъязыковое взаимодействие как важный фактор, оказывающий влияние на грамматическую структуру русского языка. В частности, внимание уделяется процессам заимствования, которые касаются как лексического состава, так и грамматических норм. Исследование охватывает различные этапы истории русского языка, начиная с древних времён и до настоящего времени, анализируя влияние таких языков, как церковнославянский, тюркские языки, а также современное воздействие английского языка. Особое внимание уделено тому, как заимствования изменяют синтаксис, морфологию и другие грамматические элементы русского языка. Рассматриваются механизмы адаптации заимствованных элементов и их интеграция в систему языка, а также последствия глобализации и широкой роли английского языка в современных коммуникациях. Работа подчеркивает важность межъязыкового взаимодействия для развития языка и его способность к гибкости в ответ на изменения в социальной, культурной и технологической сферах.

Ключевые слова: межъязыковое взаимодействие, заимствования, грамматика русского языка, лексические заимствования, грамматические заимствования, синтаксические изменения, морфология, речевые модели, влияние английского языка, культурные контакты, языковые контакты, адаптация заимствований, языковая эволюция, влияние западных языков

Abstract: This paper examines interlingual interaction as an important factor influencing the grammatical structure of the Russian language. In particular, attention is paid to the processes of borrowing, which concern both the lexical composition and grammatical norms. The study covers various stages of the history of the Russian language, from ancient times to the present day, analyzing the influence of such languages as Church Slavonic, Turkic languages, as well as the modern impact of the

English language. Particular attention is paid to how borrowings change the syntax, morphology and other grammatical elements of the Russian language. The mechanisms of adaptation of borrowed elements and their integration into the language system are considered, as well as the consequences of globalization and the broad role of English in modern communications. The work emphasizes the importance of interlingual interaction for the development of language and its ability to be flexible in response to changes in the social, cultural and technological spheres.

Key words: interlingual interaction, borrowings, grammar of the Russian language, lexical borrowings, grammatical borrowings, syntactic changes, morphology, speech patterns, influence of the English language, cultural contacts, language contacts, adaptation of borrowings, language evolution, influence of Western languages

Введение

Межъязычное взаимодействие представляет собой сложный процесс, в ходе которого языки вступают в контакт, взаимно влияя друг на друга. Это явление является естественным следствием культурных, социальных и экономических связей между носителями различных языков. Одним из наиболее заметных проявлений межъязычного взаимодействия является заимствование лексических единиц, которое обогащает словарный состав языка-реципиента. Однако влияние межъязыкового взаимодействия не ограничивается лишь лексикой: оно также затрагивает грамматическую структуру языка, вызывая изменения в его синтаксисе, морфологии и других аспектах.

Русский язык, благодаря своей исторической и географической роли, находился под влиянием различных языков на протяжении веков. Древние заимствования из церковнославянского языка, влияние тюркских языков в период Золотой Орды, а также масштабные заимствования из западноевропейских языков в эпоху Петра I демонстрируют многообразие источников этого взаимодействия. В современную эпоху глобализации особое значение приобретает влияние английского языка, что проявляется не только в заимствовании новых слов, но и в изменении некоторых грамматических норм.

Изучение процессов заимствования и их влияния на грамматику русского языка является актуальной задачей лингвистики. Это позволяет понять, каким образом языковые контакты способствуют эволюции языка и каким образом они отражают культурные и социальные изменения. Настоящая работа посвящена анализу механизмов заимствования и их влияния на грамматический строй русского языка в исторической и современной

История заимствований в русском языке-заимствования в русском языке можно разделить на несколько исторических этапов:

- **Древнерусский период:** проникновение греческой лексики через православие.
- **Петровские реформы:** заимствования из западноевропейских языков (немецкого, голландского).
- **Советский период:** обогащение международной лексикой через научно-технический прогресс.
- **Современность:** влияние английского языка в эпоху глобализации.

Влияние заимствований на лексику-заимствованные слова проникают в русский язык через потребность обозначать новые реалии. Примеры:

- **Англицизмы:** "менеджер", "хайп", "плейлист".
- **Тюркизмы:** "базар", "карандаш".

Заимствования могут адаптироваться к фонетической и морфологической системе русского языка: "компьютер" (от англ. *computer*), "магазин" (от франц. *magasin*).

Грамматические изменения под влиянием заимствований-хотя русский язык сохраняет грамматическую основу, межъязыковые контакты оказывают влияние на:

- **Словообразование:** появление новых приставок и суффиксов, например, "-ировать" в глаголах ("организовать", "анализировать").
- **Синтаксис:** калькирование конструкций, например, "Это имеет смысл" (от англ. *It makes sense*).
- **Упрощение грамматики:** сокращение использования падежей в некоторых контекстах под влиянием англоязычной структуры.

Проблемы и перспективы: Многие филологи обеспокоены чрезмерным количеством заимствований, что может привести к утрате языковой идентичности. Однако процесс заимствования также обогащает язык, расширяя его выразительные возможности.

Заключение

Межъязыковое взаимодействие представляет собой многогранный процесс, в рамках которого русский язык, как и любой другой, не существует в изоляции, а активно взаимодействует с другими языковыми системами. Заимствования, происходящие в русском языке, касаются не только лексики, но и грамматической структуры, что служит важным индикатором изменений, происходящих в языке под влиянием внешних факторов. Процесс заимствования, как правило, не ограничивается простым перенесением чуждых

элементов, но включает адаптацию, что приводит к трансформации как словарного запаса, так и грамматических механизмов.

Исторический анализ показывает, что влияние других языков на грамматику русского языка носит динамичный характер и развивается в зависимости от социальных, культурных и политических обстоятельств. Начиная с древних времён, когда русский язык подвергался воздействию славянских и тюркских языков, и заканчивая современным влиянием английского языка, можно наблюдать как постепенное внедрение элементов в синтаксис, морфологию и другие грамматические области языка.

Современные исследования показывают, что процесс заимствования в области грамматики в последние десятилетия становится всё более заметным, что связано с глобализацией и широким распространением английского языка. Однако следует отметить, что влияние этого языка ограничено определёнными сферами — прежде всего, техническими и научными терминами, а также в контексте разговорной речи. При этом важно подчеркнуть, что хотя заимствования вносят разнообразие в структуру языка, они также подлежат значительной адаптации и переработке в соответствии с внутренними нормами русского языка.

Таким образом, межкультурное взаимодействие и заимствования в грамматике русского языка подтверждают важность учета социокультурных, исторических и коммуникативных факторов в языке. Влияние внешних языков является неотъемлемой частью его развития, что подчеркивает его гибкость и способность к адаптации в условиях меняющейся внешней среды.

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NEUROREHABILITATION APPROACHES IN CHILDREN: AN OVERVIEW

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Abstract: Neurorehabilitation is a multidisciplinary approach aimed at restoring or compensating for neurological function in individuals with brain injuries or disorders. In pediatric populations, neurorehabilitation is essential due to the unique characteristics of brain development and plasticity. This article explores the various neurorehabilitation approaches in children, emphasizing the importance of early intervention, the role of neuroplasticity, and the utilization of both traditional and innovative therapeutic strategies. We review the evidence for physical, occupational, and speech therapy, as well as novel approaches such as virtual reality, robotics, and neurostimulation techniques.

Key approaches include physical therapy (PT), occupational therapy (OT), speech and language therapy, and the use of innovative technologies such as virtual reality, robotics, and neurostimulation. These therapies aim to improve motor coordination, language skills, daily functioning, and emotional regulation, while also promoting cognitive recovery. The goal is not only to treat the immediate effects of neurological disorders but also to prevent the onset of secondary complications, such as developmental delays or behavioral challenges.

Advances in rehabilitation technologies, such as brain-computer interfaces and transcranial magnetic stimulation (TMS), further augment the potential for improved outcomes by facilitating targeted neural stimulation and promoting neuroplastic changes. Multidisciplinary treatment teams, including neurologists, therapists, and psychologists, collaborate to develop personalized treatment plans, emphasizing family-centered care and continuous support. Ultimately, neurorehabilitation in children seeks to help young patients regain independence, improve their quality of life, and support healthy developmental trajectories in the face of neurological challenges.

Key words: Pediatric Neurorehabilitation, Neuroplasticity, Early Intervention, Physical Therapy (PT), Occupational Therapy (OT), Speech and Language Therapy, Motor Function Recovery, Cognitive Rehabilitation, Developmental Disorders, Traumatic Brain Injury (TBI), Cerebral Palsy, Neurodevelopmental Disorders, Constraint-Induced Movement Therapy (CIMT), Robotic Therapy, Virtual Reality in Rehabilitation, Neurostimulation, Transcranial Direct Current Stimulation (tDCS), Transcranial Magnetic Stimulation (TMS), Family-Centered Therapy, Assistive Technology, Sensory Integration Therapy, Brain-Computer Interfaces (BCIs), Social-Emotional Development, Adaptive Equipment, Developmental Delay, Pediatric Stroke Rehabilitation, Cognitive-Behavioral Therapy (CBT), Motor Coordination, Early Diagnosis and Screening, Pediatric Rehabilitation Technologies, Neurorehabilitation Strategies, Child Development and Neurorehabilitation, Multidisciplinary Approach in Therapy, Behavioral Therapy in Children, Post-Injury Rehabilitation

INTRODUCTION

Neurorehabilitation in children represents a critical field of study aimed at enhancing the recovery and development of neurological function in pediatric patients who have experienced brain injuries, developmental disorders, or neurological diseases. The pediatric brain has a unique capacity for plasticity, making early intervention in neurorehabilitation vital for maximizing recovery and mitigating long-term deficits. As the prevalence of neurodevelopmental disorders and pediatric

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-1

neurological conditions rises globally, the need for effective, evidence-based rehabilitation strategies has become increasingly important.

Neurorehabilitation approaches in children encompass a wide range of therapeutic modalities, including physical therapy, occupational therapy, speech-language therapy, cognitive rehabilitation, and innovative technologies such as robotic-assisted therapy and neurostimulation. These interventions aim not only to restore motor and cognitive functions but also to promote the child's overall development, enhance quality of life, and reduce the societal and familial burdens of childhood neurological disorders.

Key considerations in pediatric neurorehabilitation include the age, developmental stage, and unique neuroplastic capabilities of the child. Neuroplasticity, the brain's ability to reorganize itself by forming new neural connections, is particularly pronounced in younger children, allowing for more favorable outcomes with timely and appropriate interventions. However, there are distinct challenges in pediatric neurorehabilitation, including the necessity of tailoring interventions to each child's specific neurological condition, developmental level, and family context.

The growing body of research in neurorehabilitation continues to explore new, interdisciplinary approaches that combine medical, therapeutic, and technological innovations to better address the complex needs of children with neurological impairments. This paper aims to explore current neurorehabilitation strategies for pediatric populations, examine their efficacy, and identify emerging trends that may shape the future of child neurorehabilitation.

Mechanisms of Neuroplasticity in Children: The foundation of pediatric neurorehabilitation lies in understanding the neuroplasticity of the developing brain. Neuroplasticity refers to the ability of the brain to reorganize its structure and function in response to injury, environmental changes, or learning experiences. During childhood, the brain is especially malleable, and there are windows of developmental plasticity that offer an opportunity for intervention. Research into neuroplasticity has led to the development of targeted therapies that stimulate neuronal growth and the formation of new synapses.

In children, neuroplasticity enables the reorganization of neural circuits in response to injury, allowing for functional recovery in areas that were previously impaired. This is particularly evident in children recovering from traumatic brain injury or stroke. By applying the principles of neuroplasticity, neurorehabilitation interventions seek to optimize the brain's natural ability to repair itself, particularly in motor, cognitive, and sensory domains.

Key Neurorehabilitation Approaches: Neurorehabilitation for children is a multifaceted process that involves several therapeutic approaches tailored to a child's specific needs. These therapies work to restore, enhance, or compensate for lost neurological functions due to injury, stroke, congenital disorders, or other neurological conditions. Key neurorehabilitation approaches include physical therapy (PT), occupational therapy (OT), speech and language therapy, and the incorporation of innovative technologies such as virtual reality, robotics, and neurostimulation. Below, we detail the most common and effective therapeutic approaches used in pediatric neurorehabilitation.

1. **Physical Therapy (PT):** Physical therapy is one of the most established rehabilitation methods for children with motor impairments. It focuses on improving strength, coordination, and mobility. Interventions often involve exercises and activities that challenge the child's balance, flexibility, and muscular control. For children with conditions such as cerebral palsy, PT may include specialized techniques such as constraint-induced movement therapy

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- (CIMT), which involves restricting the use of the unaffected limb to promote use of the impaired limb.
2. **Occupational Therapy (OT):** Occupational therapy aims to improve daily functional skills, including dressing, feeding, and fine motor tasks. For children with neurological impairments, OT often focuses on motor planning, hand-eye coordination, and sensory integration. Pediatric OTs also utilize adaptive equipment and environmental modifications to enhance the child's independence in daily life.
 3. **Speech and Language Therapy:** Speech therapy plays a crucial role in children with neurological conditions affecting communication, swallowing, or cognitive-linguistic skills. Interventions typically target speech production, language comprehension, and social communication skills. Augmentative and alternative communication (AAC) systems are often introduced when verbal communication is severely impaired.
 4. **Neurostimulation and Brain-Computer Interfaces:** Newer neurorehabilitation technologies, including transcranial magnetic stimulation (TMS), transcranial direct current stimulation (tDCS), and brain-computer interfaces (BCIs), show promise in facilitating recovery. These methods are designed to enhance neuroplasticity by directly stimulating neural circuits or by providing feedback that encourages brain reorganization. Studies have suggested that BCIs may improve motor function by facilitating communication between the brain and external devices, potentially benefiting children with severe motor disabilities.
 5. **Virtual Reality (VR) and Robotics:** Virtual reality and robotic systems are increasingly used in pediatric neurorehabilitation to engage children in therapeutic exercises. VR provides an immersive environment for motor, cognitive, and emotional training, while robotics offer precision and repetitive task practice. Robotic exoskeletons, for example, can assist children with walking impairments to practice walking patterns in a controlled setting.

Pediatric neurorehabilitation is an essential aspect of medical care for children who experience neurological impairments due to traumatic brain injury, stroke, developmental disorders, or congenital conditions. Despite significant advances in therapeutic techniques and technologies, pediatric neurorehabilitation remains fraught with a number of challenges that complicate the treatment process. These challenges stem from the unique characteristics of the developing brain, the variety of neurological conditions affecting children, and the complexities associated with delivering care in a pediatric setting. Understanding and addressing these challenges is critical to improving the efficacy of neurorehabilitation interventions and optimizing outcomes for affected children.

One of the primary challenges in pediatric neurorehabilitation is the profound variability in the neurodevelopmental stage of children. The brain's plasticity, while offering significant potential for recovery, also means that rehabilitation needs to be tailored to each child's age, developmental level, and specific condition. This variability requires personalized treatment plans, which may not always be feasible within the constraints of time, resources, or available expertise. Furthermore, the pediatric brain's plasticity is not uniform across all regions or types of impairment, making it difficult to predict recovery trajectories or outcomes. This variability often leads to inconsistencies in treatment effectiveness, particularly when interventions are designed for older populations and adapted for younger patients.

Another significant challenge is the multidisciplinary nature of pediatric neurorehabilitation. Successful rehabilitation often requires collaboration among a wide range of healthcare providers, including neurologists, physical therapists, occupational therapists, speech-language pathologists,

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neuropsychologists, and social workers. Coordinating these diverse professionals, each bringing different expertise to the table, presents logistical challenges, especially in under-resourced settings. Additionally, the pediatric population requires family involvement, adding further complexity to the therapeutic process. Families must be educated and supported throughout the rehabilitation journey, but their level of understanding and involvement can vary based on socioeconomic factors, cultural background, and the availability of resources.

In addition to these inherent complexities, the development of effective pediatric neurorehabilitation strategies faces challenges related to research and clinical trials. Ethical considerations, especially when involving vulnerable populations like children, pose significant barriers to conducting high-quality studies. Moreover, there is a lack of consensus on outcome measures that can be universally applied across various neurorehabilitation settings, making it difficult to compare the efficacy of different therapeutic approaches. Limited access to innovative technologies and specialized treatments also remains a challenge, particularly in low-resource regions.

Innovative Therapies and Technologies - As technology continues to evolve, several cutting-edge therapeutic approaches have emerged, offering new ways to support pediatric neurorehabilitation. These include virtual reality (VR), robotics, neurostimulation techniques, and brain-computer interfaces (BCIs).

- **Virtual Reality (VR):** Virtual reality provides an immersive, interactive environment where children can engage in rehabilitation exercises. VR offers controlled, repeatable activities that challenge the child's motor, cognitive, and emotional skills. For example, VR can simulate scenarios that require motor planning, such as playing a virtual sport or performing tasks that mirror real-life activities like walking or climbing stairs. It can also provide positive reinforcement and gamified therapy, making rehabilitation more engaging and enjoyable.
- **Robotics:** Robotic devices such as exoskeletons or robotic arms are used to support children with motor impairments. These devices can assist with movement, providing strength and guidance as children practice motor tasks like walking or grasping objects. Robotic exoskeletons, for example, help children with severe motor impairments by providing support and feedback as they learn to walk. Robotics enhances the potential for repetitive, task-specific practice, which is crucial for motor recovery.
- **Neurostimulation (tDCS, TMS):** Techniques like transcranial direct current stimulation (tDCS) and transcranial magnetic stimulation (TMS) are non-invasive methods of stimulating the brain to enhance neuroplasticity. These techniques are used to promote recovery by stimulating neural circuits involved in motor function or cognitive tasks. Studies have shown that tDCS and TMS can improve motor outcomes and cognitive performance in children recovering from brain injuries or neurological conditions.
- **Brain-Computer Interfaces (BCIs):** BCIs are devices that allow communication between the brain and external devices, such as computers or robotic arms, by interpreting brain signals. BCIs are especially useful for children with severe motor disabilities, as they can enable them to control devices simply through thought. This technology can assist with tasks like typing, controlling a wheelchair, or even playing games.

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Neuropsychological and Behavioral Therapies—in addition to traditional therapies, neuropsychological and behavioral therapies are important components of pediatric neurorehabilitation. These approaches focus on cognitive and emotional rehabilitation, particularly for children who have experienced traumatic brain injury (TBI), stroke, or neurodevelopmental disorders.

- *Cognitive Rehabilitation Therapy (CRT)*: CRT involves exercises designed to improve a child's memory, attention, executive function, and problem-solving abilities. Children with brain injuries or cognitive impairments can benefit from structured activities that help them regain lost cognitive skills.
- *Behavioral Therapy*: Behavioral therapies, including cognitive-behavioral therapy (CBT), help children address emotional and psychological issues that arise as a result of neurological impairments. This therapy can help children manage anxiety, depression, frustration, or behavioral issues that often accompany neurological conditions.
- *Parental and Family Involvement*: Family-centered therapy is essential in pediatric neurorehabilitation. Parents and caregivers are trained to reinforce therapeutic strategies at home, ensuring consistency and encouraging the child's recovery in everyday settings.

Early intervention is a critical component in pediatric neurorehabilitation, aimed at addressing neurological impairments and enhancing developmental outcomes in children during the crucial early years of life. The early stages of childhood represent a period of profound neural plasticity, where the brain exhibits remarkable adaptability to environmental stimuli and therapeutic input. This plasticity allows for the potential reorganization of brain functions, providing an unparalleled opportunity for recovery following neurological injury, stroke, or developmental disorders. As a result, early intervention—intervening at the first signs of developmental delay or neurological dysfunction—has the potential to significantly improve the prognosis for children with a range of neurological conditions.

The importance of early intervention lies in its capacity to promote neuroplasticity, the brain's ability to reorganize and form new neural connections in response to injury or dysfunction. This process is most robust in the early years of life, particularly during critical periods of brain development. Timely intervention can help mitigate the long-term effects of neurological conditions such as cerebral palsy, autism spectrum disorder, traumatic brain injury, and neurogenetic disorders, by facilitating the restoration of motor, cognitive, communication, and social skills. Intervening before maladaptive developmental patterns become ingrained maximizes the potential for functional recovery and reduces the risk of secondary complications, such as intellectual disabilities, motor impairments, or emotional and behavioral difficulties.

Numerous therapeutic approaches are employed in early intervention, ranging from physical, occupational, and speech therapy to advanced technological innovations such as virtual reality, robotics, and neurostimulation techniques. These therapies aim to stimulate neural pathways, promote skill acquisition, and support the child's overall growth and development. By fostering early detection, individualized treatment plans, and family-centered care, early intervention programs can significantly enhance the quality of life for children with neurological impairments.

This article explores the role of early intervention in pediatric neurorehabilitation, emphasizing its significance in optimizing developmental outcomes, the mechanisms of neuroplasticity, and the diverse therapeutic strategies employed to facilitate recovery. Early intervention not only benefits the

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child's physical and cognitive abilities but also plays a pivotal role in supporting family dynamics and improving overall well-being.

Conclusion

Neurorehabilitation approaches in children play a fundamental role in addressing the needs of pediatric patients with neurological impairments, ranging from traumatic brain injury and stroke to congenital and developmental disorders. These approaches leverage the remarkable neuroplasticity of the developing brain, which offers unique opportunities for recovery and functional improvement. As a result, rehabilitation in children not only focuses on restoring lost functions but also on optimizing developmental progress, promoting independence, and improving quality of life.

The variety of available neurorehabilitation strategies—including physical therapy, occupational therapy, speech therapy, cognitive rehabilitation, and emerging technologies such as robotic devices and neurostimulation—provides an extensive toolkit for healthcare providers. However, the complexity of pediatric neurorehabilitation stems from the need to tailor interventions to the child's individual neurological condition, age, and developmental stage. This personalized approach is essential, as the same neurological condition may present differently across children, with varying degrees of severity and recovery potential.

Furthermore, successful neurorehabilitation requires a multidisciplinary approach, often involving a team of specialists working together to address the child's diverse needs. This includes medical professionals, therapists, neuropsychologists, and social workers, as well as strong family involvement in the rehabilitation process. Family education and support are essential for ensuring consistent care and fostering a therapeutic environment that extends beyond clinical settings. Yet, challenges in coordinating care, particularly in resource-limited environments, continue to hinder the effective delivery of neurorehabilitation services.

Another key aspect of neurorehabilitation is the need for continued research to refine existing therapeutic approaches and explore new ones. While significant progress has been made, particularly with the advent of advanced rehabilitation technologies, there is still much to learn about the best ways to implement these interventions across diverse populations. Standardizing outcome measures to assess the effectiveness of different therapies remains a critical gap in the field, and there is a need for research to develop universally applicable benchmarks for success in pediatric neurorehabilitation.

Moreover, disparities in access to care and resources remain a significant challenge. In many parts of the world, especially in low-income or rural regions, access to specialized rehabilitation services is limited, creating an inequality in opportunities for recovery. Bridging this gap requires global efforts to ensure that all children, regardless of their geographic location or socioeconomic background, can benefit from the advancements in neurorehabilitation.

In conclusion, neurorehabilitation for children is a vital area of healthcare that continues to evolve and expand. By embracing a holistic, personalized, and interdisciplinary approach to treatment, and by addressing the barriers to access and research, we can work toward more effective and equitable care. The ongoing development of new techniques and the refinement of existing approaches will continue to improve the recovery prospects for children with neurological impairments, ultimately ensuring that they have the opportunity to lead fulfilling and independent lives.

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SYSTEM OF HUMANIZATION OF TEACHER-STUDENT RELATIONSHIPS IN THE
CONTENT OF THE DIDACTIC SYSTEM

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Abstract: The educational system is the main form of organizing the educational process, the effectiveness of which directly depends on the relationship between the teacher and the student, their interaction. The relationship between the teacher and the student is an important component of the didactic system. Their interaction should be based not only on pedagogical knowledge, but also on the principles of humanity. The humanistic approach plays an important role in achieving the highest goal of the education system.

Keywords: Teacher, student, relationship, Empathy, Individual approach, Sincerity and respect, Motivation, Organizational and psychological support, Use of innovative methods

Main part: The relationship between the teacher and the student plays an important role not only in ensuring the effectiveness of the educational process, but also in the personal development of the student. The teacher's methodological skills, methods of conveying knowledge, and efforts made in implementing pedagogical goals have a significant impact on the overall development of the student. The student can realize his intellectual and emotional growth only through the support, guidance, encouragement, and attentive approach of the teacher.

Humanizing the teacher-student relationship is based on the belief that education is not only about transmitting knowledge, but also about developing empathy, emotional intelligence, and social skills. By emphasizing the human connection between teachers and students, teachers can create a supportive and inclusive learning environment where students feel valued, respected, and can express their thoughts, feelings, and ideas. In this context, teachers are not only disseminators of information, but also mentors, guides, and role models who provide emotional support, encouragement, and personal feedback to help students grow academically and personally. Furthermore, humanizing the teacher-student relationship is essential to ensuring equity and inclusion in education, especially for students from marginalized or underserved communities. By fostering a sense of belonging, understanding, and acceptance, teachers can create a safe space where all students feel seen, heard, and valued. This person-centered approach to education recognizes the diverse backgrounds, experiences, and identities of students, and fosters a culture of respect, empathy, and open communication that transcends cultural, linguistic, and social barriers. Empathy lies at the heart of humanizing the teacher-student relationship. It is the ability to understand and share someone else's feelings, to see the world from their perspective, and to respond with sensitivity and compassion. When teachers approach their students with empathy, they build trust, build relationships, and establish meaningful connections beyond the classroom.

A teacher must be a role model for the student, properly shape his mind and spirit, and educate him in all aspects. This, in turn, helps the student to be active, independent, creative, and find his place in society. In this regard, a teacher's relationship with the student, built on humanism, makes the educational process more effective and meaningful.

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Principles of Humanism: Humanism means respecting human rights and freedoms, taking into account the individual characteristics of the student, understanding his difficulties, emotional state and psychological needs, and a friendly, sincere approach to them. In the didactic system, these principles shape the teacher's attitude towards the student and increase his motivation for the educational process.

- ✓ **Empathy:** The teacher must understand the emotional state of the student and be sensitive to him. This allows the teacher to help the student when he encounters problems or difficulties.
- ✓ **Individual approach:** The abilities and needs of each student are different. The principles of humanism ensure that the teacher teaches with an individual approach to the student, taking into account his abilities and capabilities.
- ✓ **Sincerity and respect:** The teacher must have a sincere and respectful relationship with the student. This establishes open communication and mutual trust in the learning process, and the student feels free and safe.
- ✓ **Motivation and encouragement:** The teacher's constant encouragement and recognition of the student's successes further motivates him and increases his interest in learning.

STRATEGIES FOR HUMANIZING TEACHER-STUDENT RELATIONSHIPS

- ✚ **Creating mutual trust in the educational process:** The teacher should develop trust by showing respect to the student, taking into account his opinions, and expressing constructive ideas to him. The student will have the opportunity to freely express his opinion and receive help from the teacher.
- ✚ **Organizational and psychological support:** The teacher should monitor the student's mental state and provide psychological support when necessary. This, in turn, will help the student increase his self-confidence and become more successful.
- ✚ **Using innovative methods:** Modern educational methods, especially interactive lessons and methods that ensure the active participation of students, make teacher-student interaction more effective. The teacher's creative and innovative approach also develops the student's creative potential.
- ✚ **Promoting Humanism in Society:** The teacher should not only impart scientific knowledge to students, but also teach them values such as humanity, justice, and equality in society. This will help them develop themselves as responsible citizens in the future.

Conclusion: Humanizing teacher-student relationships is one of the important principles for increasing the effectiveness of the education system. Relationships built on the basis of humanity contribute greatly not only to the intellectual, but also to the personal and social development of students. Through the teacher's sincerity, attentive approach, empathy, and encouragement, students can fully realize their potential and become active and responsible citizens in society. The development of the education system in this direction will serve to create a more just and prosperous society in the future.

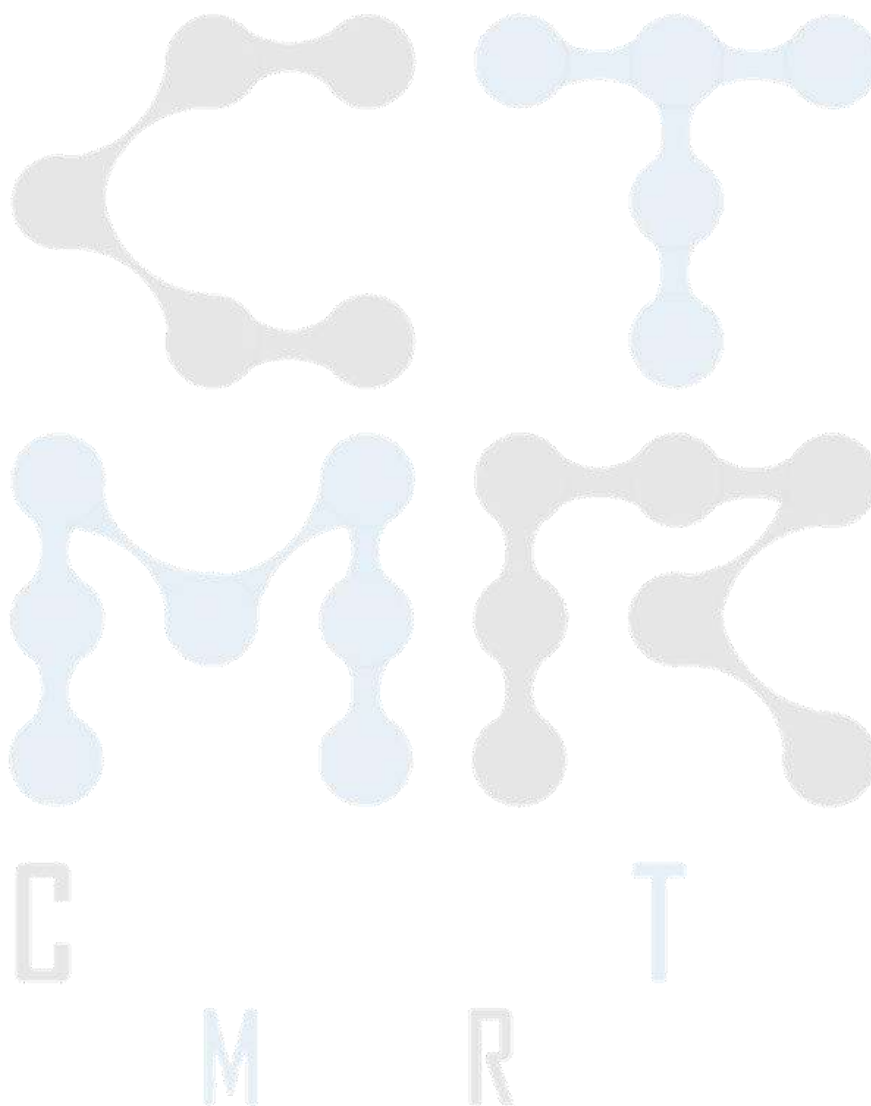
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PSYCHOLOGICAL FEATURES OF THE FORMATION OF MILITARY IMAGES IN HIGHER EDUCATION STUDENTS

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Abstract: The personal, spiritual, and physical development of students plays an important role in the educational process. The formation of military images in students is one of the factors of particular importance in their psychological development. In particular, the formation of military images in high school students plays an important role in educating them in patriotism, defense, and a sense of responsibility to humanity and society. The formation of such images helps not only prepare them for military service, but also in preparing students socially, morally, and spiritually.

Keywords: Developing a sense of patriotism, Increasing physical and mental strength, Formation of moral values, Heroism and a sense of responsibility, Enthusiasm and willpower, Youth and cognitive development

Main part: Military images are a system of knowledge, concepts, and ideas related to the military sphere and military service, which helps students understand their attitude to military activity, as well as the goals, essence, and place of military service in society. As senior high school students form their own personal opinions, their perceptions of the military field play an important role. They imagine themselves as military service, patriotism, and strong-willed individuals, which motivates them to be ready to take on future civic and military responsibilities.

The following goals can be achieved by forming military perceptions in senior high school students:

- ❖ Developing a sense of patriotism: To form in students a conscious perception of responsibility for the homeland and the need to protect it.
- ❖ Increasing physical and mental strength: To engage students in the physical and psychological demands of military service and prepare them for this field.
- ❖ Forming moral values: To convey to students the qualities necessary for military service, such as moral standards, responsibility, discipline, and dedication.

Psychological characteristics and the importance of education

Senior high school students experience major changes in their lives. Their psychological development allows them to absorb new knowledge, manage their emotions, and form their own worldview. The following psychological characteristics should be given special attention when forming military images:

- ✓ Identification and ideal personalities: Students have a sense of self-responsibility towards a social group, society, or nation. In forming images of military service, it is important to encourage students to identify with positive military personalities. These ideal personalities motivate students to serve in the military and help them define life goals.
- ✓ Heroism and a sense of responsibility: By accepting responsibility and imagining heroism in students, their formation as purposeful and selfless individuals is ensured. In forming military images, it is especially important to promote responsibility among students, such as heroism, overcoming hardships, and appreciating friendship.

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✓ **Enthusiasm and Willpower:** Senior high school students need to have great willpower in making decisions about various aspects of life. These qualities are very important in military service and help increase their psychological readiness. Thus, psychological qualities such as self-control, patience, and endurance are formed in students.

✓ **Age and cognitive development:** As students move into senior high school, their worldview expands and they are able to understand complex concepts. At this age, introducing topics such as military concepts, strategies, and combat psychology provides students with important knowledge and forms pleasant fantasies in them.

Strategies for forming military images in the light of psychological characteristics of high school students

✓ **Introducing military history and culture:** Introducing students to the military historical achievements of their nation, strengthens their sense of patriotism. Also, providing information about the activities of military heroes and great people, instills self-respect and pride in students.

✓ **Explaining human rights and military ethics:** Explaining the ethical principles of military service, human rights and responsibility to society, develops responsible qualities such as justice, sincerity, and discipline in students.

✓ **Psychological preparation:** Providing students with psychological knowledge such as stress management, coping with physical and mental difficulties, and developing motivation and resilience to achieve goals helps prepare them for future military or civilian activities.

✓ **Military simulations and role-playing games:** Explaining military activities to students through interactive methods in education, teaching them to simulate combat situations, carry out group work and make strategic decisions forms their military vision.

The following psychological characteristics are important in the formation of military views: **Perspective:** In the formation of military visions, it is necessary to create an opportunity for self-expression of perspective and independence. **Rewarding:** It is important to reward students, encourage them and support them. in their knowledge rather than criticizing their achievements. **Support:** It is psychologically important to appreciate the skills of students, support them, not to help develop their military vision, but to support their ideas. **Encouraging creative activity:** Involving students in creative activities, striving for innovation and expanding opportunities to express their ideas. is important in the formation of military images. **Concepts and feelings:** The development of students' concepts is important in helping them express their thoughts and build their military forces. **imagination.** Knowledge of the factors and conditions that positively affect the development and change of the psyche of people of different ages and genders, the spiritual and physical maturity of all nations and peoples living in our country, and their effective use. finally becomes a necessity.

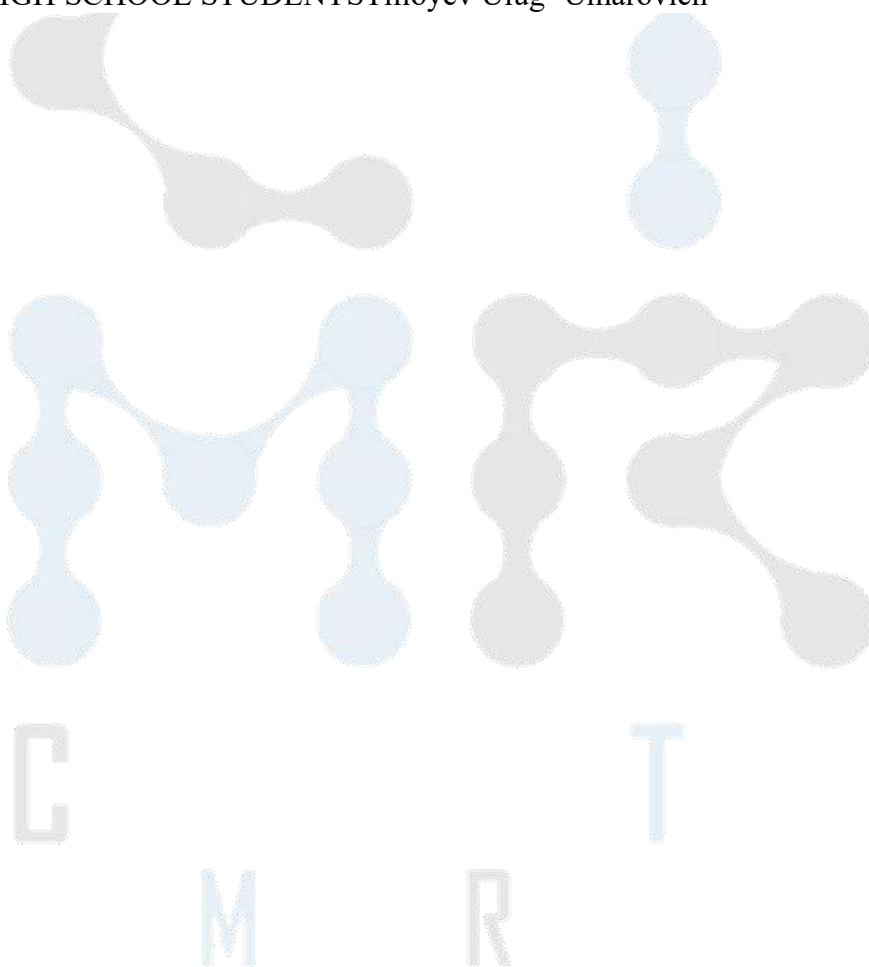
Conclusion: The formation of military images in high school students not only helps them prepare for future military service, but also helps them develop social responsibility, moral values, and strong-willed personalities. Psychologically correct approaches and innovative pedagogical methods in the formation of military images, educational methods that correspond to the emotional and intellectual development of students are important. Such approaches serve not only to prepare students for military service, but also to educate responsible, patriotic, and morally strong individuals in society.

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SYSTEM FOR DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCE OF FUTURE TEACHERS

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Abstract: The teaching profession not only provides knowledge, but also takes on such responsible tasks as educating the younger generation, forming their worldview and ensuring their social adaptation. Therefore, the development of their socio-pedagogical competence is of particular importance in the process of training teachers. Socio-pedagogical competence includes knowledge, skills and abilities that ensure the effective functioning of a teacher in social and pedagogical processes. In this article, we will talk about the system for developing socio-pedagogical competence of future teachers.

Keywords: Pedagogical knowledge, Social skills, Personal qualities, Practical pedagogical activity, Reflection and self-assessment, Promotion of social and cultural activity

Main part: Socio-pedagogical competence is a complex of knowledge, skills and abilities that a teacher needs to help students in their personal and social development, teach them spiritual and moral values, as well as to effectively implement pedagogical activities. It includes the following main components:

- ✓ Pedagogical knowledge: A teacher must have in-depth knowledge of his subject and the ability to effectively apply teaching methods.
- ✓ Social skills: A teacher must have the skills to communicate with students, work in a team and adapt to social situations.
- ✓ Personal qualities: Personal qualities such as empathy, attentiveness, discipline, responsibility and morality are also included in socio-pedagogical competence.

This competence allows teachers not only to educate students, but also to develop their personality, successfully act in various social situations, adapt to a changing educational environment and constantly improve their pedagogical activities.

STRATEGIES FOR DEVELOPING SOCIAL-PEDAGOGICAL COMPETENCE

A system for developing the socio-pedagogical competence of future teachers is important for their professional development. To create such a system, it is necessary to implement a number of strategies.

1. Improving the quality of pedagogical education: The main direction of developing the socio-pedagogical competence of teachers is high-quality pedagogical education. It is necessary to familiarize future teachers with various aspects of the educational process through curricula based on pedagogy, psychology, ethics, sociology and other social sciences, to teach them theoretical knowledge and practical skills. At the same time, it is important to use interactive methods and technologies to develop socio-pedagogical competence.
2. Practical pedagogical activity: Involving future teachers in practical pedagogical activity is an important means of developing their socio-pedagogical competence. Practical training, work in the educational process, direct communication with students, and exchange of experience increase the

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social skills of teachers. Also, practices that prepare teachers to work in a social environment, for example, working with students' parents, society, and schools, can be considered important.

3. Reflection and self-assessment: Self-assessment and reflection are essential for developing teachers' socio-pedagogical competence. Teachers can improve their skills by analyzing and evaluating their pedagogical activities. This process helps the teacher to constantly improve his or her own pedagogical methods and techniques. Reflection develops a conscious and constructive approach to his or her work.

4. Mentoring and sharing experiences: Creating opportunities for future teachers to work with experienced teachers or mentors and share experiences helps develop socio-pedagogical competence. From mentors, teachers receive advice on improving their pedagogical methods, social and emotional intelligence. Sharing experiences teaches teachers how to act in different pedagogical situations.

5. Encouraging social and cultural activity: Teachers need to be trained not only to be academically and pedagogically active, but also to be socially and culturally active. Participating in social events, organizing cultural exchanges, and actively participating in solving social problems in society develop teachers' personal and social skills.

PSYCHOLOGICAL BASIS OF DEVELOPING TEACHERS' SOCIAL-PEDAGOGICAL COMPETENCE

A teacher's socio-pedagogical competence is also very important from a psychological point of view. The psychological basis of this competence consists of the following aspects:

1. Empathy and self-control: The teacher must be able to understand the emotional state of students and have the opportunity to approach them sincerely and attentively. Empathy and self-control are one of the main psychological qualities of socio-pedagogical competence.

2. Social intelligence: Teachers' social skills, i.e., communication with others, group management, and successful work in social situations, must be psychologically provided. Teachers must feel confident in establishing effective communication with students and solving social and pedagogical problems.

3. Internal motivation and self-development: A teacher's internal motivation for self-development helps to increase his socio-pedagogical competence. To achieve their goals, teachers should strive to constantly update their knowledge and skills.

Conclusion: The system of developing socio-pedagogical competence of future teachers is of great importance in ensuring the effectiveness of the educational process, providing quality education to students, and developing their personality. The formation of social and pedagogical skills in the training of teachers, the constant updating of their knowledge, the use of practical experience and reflection processes, contribute to their social and psychological development. The effective functioning of this system helps to form teachers not only as highly professional, but also as spiritually, socially and morally perfect individuals.

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INFORMATION SECURITY AND THE INVESTIGATION PROCESS

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Abstract: Information security is an essential component of the modern investigation process. Ensuring the security of digital evidence during its collection, preservation, and analysis plays a crucial role in the successful resolution of crimes. This article explores the impact of information security on investigations, methods for preserving the integrity of digital evidence, and the use of advanced technologies to combat cybercrimes.

Keywords: Information security, investigation process, digital evidence, cybercrimes, cybersecurity, technologies.

ИНФОРМАЦИОННАЯ БЕЗОПАСНОСТЬ И ПРОЦЕСС РАССЛЕДОВАНИЯ

Аннотация: Информационная безопасность является неотъемлемой частью современного процесса расследования. Обеспечение безопасности цифровых доказательств при их сборе, хранении и анализе играет ключевую роль в успешном раскрытии преступлений. В данной статье рассматривается влияние информационной безопасности на процесс расследования, методы сохранения целостности цифровых доказательств, а также использование современных технологий в борьбе с киберпреступлениями.

Ключевые слова: Информационная безопасность, процесс расследования, цифровые доказательства, киберпреступления, кибербезопасность, технологии.

AXBOROT XAVFSIZLIGI VA TERGOV JARAYONI

Annotatsiya: Axborot xavfsizligi bugungi kunda tergov jarayonining ajralmas qismi hisoblanadi. Jinoyatlarni tergov qilishda raqamli dalillarni yig'ish, saqlash va tahlil qilishda axborot xavfsizligini ta'minlash muhim ahamiyat kasb etadi. Ushbu maqolada axborot xavfsizligining tergov jarayoniga ta'siri, raqamli dalillarni to'plash va ularning o'zgarmasligini saqlash usullari, shuningdek, kiberjinoyatlarga qarshi kurashda qo'llaniladigan zamonaviy texnologiyalar ko'rib chiqiladi.

Kalit so'zlar: Axborot xavfsizligi, tergov jarayoni, raqamli dalillar, kiberjinoyatlar, kiberxavfsizlik, texnologiyalar.

INTRODUCTION

In today's digital era, information security has become a cornerstone of effective investigation processes. The rapid evolution of technology has not only revolutionized the way crimes are committed but also how they are investigated. Digital evidence, which includes electronic communications, transaction records, and data logs, has become a critical element in solving crimes. However, the reliability of such evidence hinges on ensuring its integrity and security throughout the investigation process. Cybercrimes, data breaches, and digital fraud pose significant challenges to law enforcement agencies. These challenges necessitate a robust information security framework to protect sensitive data and prevent tampering with evidence. Information security measures, such as encryption, secure storage, and forensic tools, play a pivotal role in collecting, preserving, and analyzing digital evidence without compromising its authenticity. This study focuses on the intersection of information security and the investigation process, highlighting the importance of

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secure evidence management and modern technologies in combating cybercrimes. By examining key principles and practices, the study aims to provide insights into how information security enhances the effectiveness and credibility of criminal investigations in the digital age.

The relevance of the topic

Information security and the investigation process are critically important in today's increasingly digital and interconnected world. As society becomes more reliant on digital technologies for communication, commerce, and governance, the importance of safeguarding sensitive information is growing. Information security, often referred to as cybersecurity, involves protecting data from unauthorized access, disclosure, alteration, and destruction. At the same time, the investigation process plays a crucial role in addressing cybercrimes, data breaches, and other security threats. Law enforcement agencies and private sector investigators need to use advanced tools and methods to trace and apprehend criminals, as cybercrimes often span across borders and employ covert techniques. The continuous development of technology and cyber threats demands regular updates to legal frameworks, policies, and investigative methods. Issues like ransomware attacks, data theft, hacking, and surveillance are creating challenges for both organizations and individuals, making it essential to study how to protect sensitive data and maintain trust in digital environments. Moreover, this topic reflects the growing need for educational programs in information security and legal investigation, as professionals in these fields must possess the knowledge and skills to respond to emerging threats. Therefore, "Information Security and the Investigation Process" is not only a current necessity but also a crucial aspect for ensuring the future stability and security of digital systems and infrastructures.

Information security: definition and importance - Information security refers to the practice of protecting sensitive and confidential data from unauthorized access, disclosure, alteration, and destruction. As digital transformation accelerates, organizations and individuals increasingly rely on digital platforms for communication, financial transactions, and the storage of personal and professional data. This makes the protection of information more critical than ever. Cyber threats, including hacking, data breaches, and identity theft, pose significant risks to privacy and the integrity of digital systems. Effective information security measures, such as encryption, firewalls, multi-factor authentication, and regular system audits, are essential to minimize these risks.

Cybercrimes and the role of investigations - Cybercrimes involve illegal activities that exploit digital systems, such as hacking, fraud, data theft, and cyberstalking. These crimes can have severe consequences for individuals, businesses, and even national security. Since cybercriminals can operate from anywhere in the world, law enforcement and investigators face challenges in tracking, identifying, and apprehending perpetrators. The investigation process in this domain requires specialized skills, tools, and techniques to gather digital evidence, preserve data integrity, and ensure a successful prosecution. The use of digital forensics, cybersecurity software, and collaboration between international authorities are vital elements in investigating and combating cybercrimes.

Challenges in information security and investigation - One of the primary challenges in information security is the rapidly evolving nature of cyber threats. Hackers are constantly finding new vulnerabilities in software and networks, which makes it difficult for traditional security measures to keep up. Similarly, the complexity of digital crimes and the sophisticated methods used by criminals make investigations challenging. For example, criminals often use encryption, anonymizing networks, and other techniques to hide their identities and locations. Furthermore, the cross-border nature of many

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cybercrimes requires international cooperation, which may be hindered by differences in laws, regulations, and legal frameworks across countries.

Technological advancements and their impact on security and investigations - Advancements in technology, including artificial intelligence, machine learning, and blockchain, have both positive and negative impacts on information security and the investigation process. On the one hand, these technologies can be used to enhance security measures, detect unusual activities, and improve the efficiency of investigations. On the other hand, cybercriminals also adopt these new technologies to launch more sophisticated attacks. For example, AI-powered malware can learn and adapt to bypass security systems. As a result, information security professionals must continuously innovate to stay ahead of emerging threats.

The need for comprehensive legal and policy frameworks - The investigation of cybercrimes is complicated by the lack of uniform legal frameworks and policies governing information security. Many countries still have outdated laws that fail to address the complexities of digital crime. As cyber threats become more sophisticated and global, international treaties, cooperation, and the establishment of common legal standards are necessary to ensure effective prosecution. Governments and regulatory bodies must work together to create and enforce regulations that protect both businesses and individuals, while also empowering law enforcement agencies with the tools needed to conduct successful investigations. The intersection of information security and the investigation process is crucial for maintaining a safe and secure digital environment. As technology advances and cybercrimes become more sophisticated, the need for enhanced security measures and effective investigative processes will continue to grow. A collaborative approach between governments, law enforcement, cybersecurity experts, and private organizations is essential to protect sensitive data, deter cybercriminals, and ensure that justice is served. By strengthening legal frameworks, adopting advanced technologies, and continuously educating professionals in both security and investigative fields, we can mitigate the risks posed by digital threats and create a more secure digital future.

Conclusion

In conclusion, the intersection of information security and the investigation process is essential for ensuring the safety and integrity of digital environments. As technology continues to evolve, cybercrimes are becoming increasingly sophisticated, posing significant risks to individuals, organizations, and national security. The growing reliance on digital platforms for communication, commerce, and data storage makes protecting sensitive information more important than ever.

Effective information security measures, along with advanced investigative techniques, are crucial for combating cyber threats and ensuring that perpetrators are brought to justice. However, the rapid pace of technological advancements means that both security measures and investigative processes must be continuously updated to address new and emerging threats. Collaboration between governments, law enforcement, cybersecurity professionals, and the private sector is key to creating a comprehensive framework for tackling these challenges. Additionally, the development of international legal frameworks and cooperation is vital in addressing the borderless nature of cybercrimes. As the digital landscape continues to expand, the need for skilled professionals, innovative technologies, and effective policies will only increase. Ultimately, the protection of digital information and the successful investigation of cybercrimes are not only essential for securing individual and organizational assets but also for maintaining trust and stability in our increasingly interconnected world. The continued advancement of information security and investigative processes will play a critical role in shaping a safe and secure digital future.

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OLIY TA'LIMDA O'QITISHNING KREDIT-MODUL TIZIMIGA O'TISHDA
INNOVATSION TA'LIM DASTURLARINI VA TEXNOLOGIYALARIDAN
FOYDALANISH

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Annotatsiya. Mazkur tezis oliy ta'lim muassasalarida kredit-modul tizimiga o'tish jarayonida innovatsion ta'lim dasturlaridan va zamonaviy texnologiyalardan foydalanish masalalariga bag'ishlangan. Kredit-modul tizimining afzalliklari, uning joriy etilishi bilan bog'liq muammolar hamda ta'lim jarayonining samaradorligini oshirishda yangi texnologiyalarning ahamiyati tahlil qilingan. Shuningdek, ta'lim sifatini oshirishda zamonaviy yondashuvlarning roli va o'qituvchilar hamda talabalarni tayyorlash masalalari muhokama etiladi.

Kalit so'zlar: kredit-modul tizimi, innovatsion ta'lim dasturlari, texnologiyalar, ta'lim samaradorligi, oliy ta'lim.

Annotation. This thesis explores the use of innovative educational programs and modern technologies in transitioning to a credit-module system in higher education institutions. It discusses the advantages of the credit-module system, challenges in its implementation, and the role of modern technologies in enhancing educational efficiency. The paper also examines the preparation of teachers and students for adopting new approaches and improving education quality.

Keywords: credit-module system, innovative educational programs, technologies, educational efficiency, higher education.

Bugungi kunda oliy ta'limda islohotlarni amalga oshirish, global ta'lim tendensiyalariga moslashish va sifatni oshirish yo'lidagi muhim qadam – bu kredit-modul tizimiga o'tishdir. Ushbu tizim o'z mohiyatiga ko'ra talabalar bilimini, ko'nikma va kompetensiyalarini baholashda yangi yondashuvlarni taklif etadi. Kredit-modul tizimi talabalarning individual imkoniyatlarini inobatga olib, mustaqil ta'limga rag'batlantiruvchi mexanizm sifatida namoyon bo'ladi. Bu tizim nafaqat ta'lim jarayonida ishtirok etuvchi barcha tomonlarning imkoniyatlarini kengaytiradi, balki oliy ta'limda sifatli o'zgarishlarni amalga oshirish uchun poydevor yaratadi. Dunyoda yetakchi universitetlar tajribasidan kelib chiqib, kredit-modul tizimi muvaffaqiyatli amalga oshirilayotgan mamlakatlar ta'lim sifatini yaxshilash, xalqaro reytinglarda yuqori o'rinlarni egallash, shuningdek, zamonaviy talablarga javob beradigan mutaxassislarni tayyorlashda yuqori natijalarga erishayotganini kuzatish mumkin. Shu ma'noda, mazkur tizimni mamlakatimiz oliy ta'lim tizimiga integratsiya qilish ehtiyoji mavjud. O'zbekistonda ham ta'lim islohotlari jarayonida kredit-modul tizimining joriy etilishi dolzarb masala hisoblanadi.

Ushbu tizimni muvaffaqiyatli joriy etishda innovatsion ta'lim dasturlari va texnologiyalarining roli beqiyosdir. Chunki zamonaviy texnologiyalar ta'lim jarayonini yanada interaktiv, talaba markazli va individuallashtirilgan qilish imkonini beradi. Innovatsion dasturlar ta'limni o'qituvchidan ko'proq talaba faolligiga yo'naltiradi va bu, o'z navbatida, talabaning mustaqil fikrlash ko'nikmalarini rivojlantirishga xizmat qiladi. Oliy ta'limda kredit-modul tizimiga o'tish faqatgina yangi baholash va boshqaruv mexanizmlarini joriy etishdan iborat emas, balki butun ta'lim tizimini tubdan isloh qilishni talab etadi. Bu jarayonda ta'lim muassasalari o'qituvchilari va talabalarining zamonaviy

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texnologiyalardan foydalana olish qobiliyatini oshirish, o'quv dasturlarini xalqaro standartlarga moslashtirish, shuningdek, innovatsion metodik yondashuvlarni rivojlantirish alohida o'rin tutadi. Kredit-modul tizimi o'quv jarayonini mobillik va moslashuvchanlik asosida tashkil qilish imkoniyatini beradi. Bu tizimda talabani o'z bilim va ko'nikmalarini mustaqil ravishda rivojlantirishiga keng imkoniyat yaratiladi. Masalan, talabani ma'lum bir fanni o'zlashtirish uchun ajratilgan kredit soatlarni mustaqil ta'lim, laboratoriya mashg'ulotlari yoki loyihalar asosida to'ldirishi mumkinligi uning ta'lim jarayonidagi mas'uliyatini oshiradi. Shu boisdan ham, kredit-modul tizimini joriy qilishda innovatsion yondashuvlar va ta'lim texnologiyalari muhim rol o'ynaydi. Ta'kidlash joizki, ta'lim jarayoniga innovatsion dasturlarni jalb etish orqali o'quvchilarning faolligini oshirish, o'quv jarayonini qiziqarli va samarali qilish imkonini beradi. Virtual laboratoriyalar, masofaviy ta'lim platformalari, multimediya materiallari, shuningdek, sun'iy intellekt texnologiyalari kabi innovatsiyalar bugungi ta'limning ajralmas qismiga aylanmoqda. Shu sababli, ta'limda yangi texnologiyalarni qo'llash orqali sifatni oshirish, o'quv dasturlarini takomillashtirish va talabalar ehtiyojlariga moslashtirish imkoniyatlari kengaymoqda. Oliy ta'limda kredit-modul tizimiga o'tish – bu nafaqat ta'lim jarayonining yangi mexanizmini joriy qilish, balki talabalarning o'z-o'zini rivojlantirish, bozor talablariga mos malakali kadrlarni tayyorlash va xalqaro maydonda raqobatbardosh bo'lishga qaratilgan muhim qadamdir. Bu jarayonni muvaffaqiyatli amalga oshirishda innovatsion ta'lim dasturlari va texnologiyalaridan foydalanish oliy ta'lim sifatini yangi bosqichga olib chiqadi.

Zamonaviy dunyoda ta'lim sohasi tez sur'atlar bilan rivojlanib bormoqda va oliy ta'lim tizimida innovatsion yondashuvlar, ilg'or texnologiyalarni joriy qilish muhim ahamiyat kasb etmoqda. Xalqaro standartlarga mos kadrlar tayyorlash, ta'lim jarayonining samaradorligini oshirish, talabalarning mustaqil o'qish imkoniyatlarini kengaytirish hamda ularning ijodiy va ilmiy salohiyatini rivojlantirish bugungi kunda ta'lim islohotlarining asosiy maqsadlari sifatida belgilangan. Shunday islohotlardan biri oliy ta'limda kredit-modul tizimiga o'tish bo'lib, bu tizim mamlakatimiz oliy ta'lim muassasalarida innovatsion texnologiyalardan foydalanishni kengaytirish orqali ta'lim jarayonini sifat jihatidan yangi bosqichga olib chiqishni nazarda tutadi.

Kredit-modul tizimi o'z mohiyatiga ko'ra, ta'lim jarayonini an'anaviy o'qitish shakllaridan farqli ravishda modul tamoyiliga asoslangan holda tashkil etishni nazarda tutadi. Har bir modulda ma'lum bir fan yoki mavzu bo'yicha nazariy va amaliy bilimlar to'plami taqdim etiladi va bu bilimlar talaba tomonidan mustaqil o'zlashtiriladi. Talabani modul bo'yicha to'plagan kreditlari uning umumiy o'quv dasturini qanchalik muvaffaqiyatli o'zlashtirganligini aniqlashda asosiy mezon hisoblanadi. Kredit-modul tizimi talabalar uchun katta imkoniyatlar yaratadi: ular o'z ta'lim yo'nalishini moslashuvchan tarzda shakllantirishi, turli o'quv fanlarini chuqurroq o'rganishi va o'z malakalarini oshirishi mumkin. Shu bilan birga, o'quv jarayonining sifatini nazorat qilishning yangi mexanizmlari joriy etilib, ta'lim shaffofligini ta'minlashda muhim qadam qo'yiladi.

Ta'lim jarayoniga innovatsion dasturlar va texnologiyalarni jalb qilish kredit-modul tizimining samaradorligini oshirishda muhim omil hisoblanadi. Virtual laboratoriyalar, onlayn darslar, multimediya vositalari, masofaviy ta'lim platformalari, sun'iy intellekt yordamida individual ta'lim dasturlarini yaratish va tahlil qilish kabi texnologiyalar zamonaviy oliy ta'limning ajralmas qismiga aylanmoqda. Bunday texnologiyalar talabani faolligini oshirish, mustaqil bilim olish jarayonini qo'llab-quvvatlash va individual yondashuvni rivojlantirish imkonini beradi. Masalan, multimediya vositalari yordamida o'tilgan mavzularni vizualizatsiya qilish talabani mavzuni yanada chuqurroq

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tushunib olishini ta'minlaydi, virtual laboratoriyalar esa ilmiy-tadqiqot ishlarini amalga oshirishda qulay sharoit yaratadi.

Kredit-modul tizimiga o'tishda ta'lim muassasalarining texnik bazasini mustahkamlash, zamonaviy texnologiyalarni ta'lim jarayoniga integratsiya qilish, o'qituvchilarning malakasini oshirish va talabalarning innovatsion texnologiyalardan foydalana olish ko'nikmalarini rivojlantirish zarur. Chunki faqatgina moddiy-texnik jihatdan tayyor bo'lgan muassasalar ushbu tizimni muvaffaqiyatli joriy qila oladi. Shu maqsadda ta'lim muassasalarida masofaviy ta'lim tizimlarini joriy qilish, barcha o'quv fanlari bo'yicha elektron darsliklar yaratish, o'qituvchilar uchun maxsus treninglar tashkil etish kabi chora-tadbirlar amalga oshirilishi kerak. Shuningdek, xalqaro tajriba asosida kredit-modul tizimini qo'llagan yetakchi universitetlar bilan hamkorlik aloqalarini o'rnatish, ularning ilg'or tajribasini o'rganish va milliy ta'lim tizimiga moslashtirish muhimdir.

Kredit-modul tizimiga muvaffaqiyatli o'tishda o'qituvchilar va talabalarning yangi tizimga tayyorgarligi muhim ahamiyatga ega. O'qituvchilarning o'z pedagogik faoliyatini zamonaviy talablarga moslashtirishi, innovatsion texnologiyalardan foydalana olish ko'nikmalariga ega bo'lishi talab etiladi.

- **Malaka oshirish kurslari:** O'qituvchilar uchun doimiy ravishda zamonaviy o'quv uslublari va texnologiyalar bo'yicha treninglar tashkil etilishi zarur.
- **Tayanch o'quv materiallari:** Har bir modul bo'yicha elektron darsliklar va qo'llanmalar ishlab chiqilishi talab qilinadi.
- **Masofaviy ta'lim bo'yicha metodik qo'llanmalar:** Talabalarni mustaqil o'qishga yo'naltirish uchun uslubiy yordam ko'rsatish zarur.

Talabalar esa yangi ta'lim tizimining mohiyatini anglashlari, o'z vaqtida ta'lim olishga mas'uliyat bilan yondashishlari kerak. Shu sababli, talabalarga motivatsion treninglar, maslahatchi murabbiylar tizimi orqali yordam ko'rsatilishi zarur.

Kredit-modul tizimining joriy etilishida yuzaga keluvchi muammolar. Har qanday yangilikni joriy qilish jarayonida muammolar yuzaga kelishi tabiiy. Kredit-modul tizimining joriy etilishi jarayonida quyidagi qiyinchiliklar uchrashi mumkin:

- **Infra tuzilma yetishmasligi:** Ta'lim muassasalarining texnik bazasi yetarli darajada rivojlanmagan bo'lsa, masofaviy ta'limni samarali tashkil etish qiyinlashadi.
- **O'qituvchilar malakasining pastligi:** Ba'zi o'qituvchilar innovatsion texnologiyalar va usullardan foydalanishga tayyor emasligi muammoga aylanadi.
- **Modul mazmunining mosligi:** Har bir modulning mazmuni amaliyotga yo'naltirilgan va bozor talablariga mos bo'lishi kerak.

Bu muammolarni hal qilish uchun davlat va ta'lim muassasalari o'rtasida samarali hamkorlikni yo'lga qo'yish, ta'lim dasturlarini doimiy ravishda yangilab borish zarurdir.

Oliy ta'limda kredit-modul tizimiga o'tish, innovatsion ta'lim dasturlarini joriy qilish mamlakatning global ta'lim maydonidagi raqobatbardoshligini oshirish, bozor talablariga mos kadrlarni tayyorlashda muhim ahamiyatga ega. Mazkur tizimning muvaffaqiyatli amalga oshirilishi uchun quyidagilar tavsiya etiladi:

- Ta'lim muassasalarining texnik bazasini mustahkamlash.
- O'qituvchilar uchun malaka oshirish dasturlarini kengaytirish.
- Talabalar uchun mustaqil ta'lim imkoniyatlarini kengaytiruvchi resurslar yaratish.
- Innovatsion texnologiyalarni ta'lim jarayoniga yanada kengroq integratsiya qilish.

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Kredit-modul tizimi nafaqat ta'lim jarayoniga yangilik olib kiradi, balki talabalar va o'qituvchilarning o'z bilim va ko'nikmalarini muntazam ravishda oshirishga rag'batlantiruvchi omil sifatida xizmat qiladi.

O'qituvchilarning malaka oshirishi kredit-modul tizimiga o'tishda eng muhim masalalardan biridir. Chunki o'qituvchilar o'zlarining an'anaviy o'qitish usullaridan voz kechib, zamonaviy yondashuvlarni qo'llay olishlari kerak. Bu jarayon o'qituvchilarga yangi texnologiyalar bilan ishlash ko'nikmalarini o'rgatish, innovatsion ta'lim metodlarini qo'llash, talabalarining o'z-o'zidan bilim olish jarayonini qo'llab-quvvatlash qobiliyatlarini rivojlantirishni o'z ichiga oladi. Talabalar uchun esa kredit-modul tizimining joriy etilishi ularning mustaqil fikrlash, o'z vaqtini boshqarish, o'quv jarayoniga mas'uliyat bilan yondashish kabi ko'nikmalarini rivojlantirishga xizmat qiladi. Talaba o'z o'quv dasturini mustaqil ravishda shakllantirishi, modullar bo'yicha mustaqil ta'lim olishga qiziqish bildirishi, yangi bilimlarni izlashda faol bo'lishi lozim. Bunda universitetlarning maslahat berish xizmatlari, tutorlik tizimi, individual ta'lim yo'nalishlari yaratish orqali talabalarni qo'llab-quvvatlashi muhimdir.

Kredit-modul tizimini muvaffaqiyatli joriy etish jarayonida muammolar ham yuzaga kelishi mumkin. Bunday muammolar qatoriga o'quv dasturlarining bozor talablariga mos emasligi, texnik jihatlarining yetarli darajada rivojlanmaganligi, o'qituvchilarning zamonaviy texnologiyalarni qo'llashga tayyor emasligi kiradi. Shuningdek, talabalarining mustaqil o'qishga nisbatan past motivatsiyasi, masofaviy ta'lim platformalarining to'liq ishlamasligi kabi holatlar ham jarayonni murakkablashtiradi. Bu muammolarni hal qilish uchun davlat siyosatining muvofiqlashtirilgan holda amalga oshirilishi, oliy ta'lim muassasalarining texnik va moddiy jihatdan ta'minlanishi muhim ahamiyatga ega.

Xulosa qilib aytganda, oliy ta'limda kredit-modul tizimiga o'tish, innovatsion ta'lim dasturlari va texnologiyalaridan foydalanish mamlakatning ta'lim tizimini yangi bosqichga olib chiqishda, xalqaro ta'lim makonida raqobatbardosh kadrlar tayyorlashda muhim ahamiyat kasb etadi. Bu jarayonda ta'lim muassasalari, davlat idoralari, ilmiy tadqiqot markazlari va boshqa manfaatdor tomonlarning hamkorligi asosiy omil bo'lib xizmat qilishi zarur. Shu tariqa, oliy ta'lim jarayonining sifatini oshirish, bozor talablariga mos malakali mutaxassislar tayyorlash va ta'lim tizimining xalqaro darajadagi raqobatbardoshligini ta'minlash imkoniyati kengayadi.

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VOLUME-5, ISSUE-1

DIAGNOSTIC SIGNIFICANCE OF RADIOLOGICAL SIGNS OF TARSALE COALITIONS

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Abstract. Tarsal coalition is an abnormal fusion of two or more tarsal bones, which can lead to foot deformities, pain syndrome, and damage to the ligaments of the ankle joint. Radiological diagnostics of tarsal coalitions is difficult, since most radiological signs only indirectly indicate its presence. The aim of the study is to determine the diagnostic significance of indirect radiological signs of tarsal coalitions in children.

Keywords: tarsal coalition, radiological diagnostics.

INTRODUCTION

Tarsal coalitions are a foot malformation characterized by the fusion of two or more tarsal bones. According to most authors, the incidence of tarsal coalitions is 1–2% [1]. However, due to the widespread development of imaging techniques, publications have emerged that reflect a higher incidence (up to 13–14%) of this pathology in the population [2]. Tarsal coalitions are characterized by a change in the shape of the tarsal bones, narrowing or intermittent movement of the joint spaces, secondary deformation, and arthrosis in the joints of the foot.

MATERIALS AND METHODS

The main method of diagnosing tarsal coalitions when patients first seek medical attention is radiography of the feet in standard projections: direct, lateral, and with the patient standing [4]. If necessary, to clarify the diagnosis, the study is performed in additional special projections. Direct methods of visualizing coalitions are used to confirm the diagnosis - computed tomography and magnetic resonance imaging [3]. The presence of tarsal coalitions and their forms are indicated by direct and indirect radiographic signs. Direct radiographic signs include the presence of a distinct zone of pathological fusion of the tarsal bones on the radiograph [4]. However, in most cases, the presence of a tarsal coalition must be judged by indirect radiographic signs. By rigid forms we meant planovalgus foot deformities, which were clinically accompanied by limited range of motion in the ankle and/or subtalar joints. Of these, there were 36 boys and 26 girls. The patients' ages ranged from 10 to 17 years. All patients underwent standard radiography of the feet in direct and lateral projections and computed tomography of the feet. In computed tomography, 15 patients (26 feet) were found to have calcaneonavicular coalitions, 10 patients (18 feet) had talocalcaneal coalitions; tarsal coalitions were excluded from 37 patients.

RESULTS AND DISCUSSION

When performing standard radiography of 26 feet with calcaneonavicular coalition, the "anteater nose" symptom (elongated anterior process of the calcaneus) was determined in 24 cases on the radiographs in the lateral projection. Of these, the fusion zone of the calcaneus and navicular bones was directly visualized in 18 cases (Fig. 1).



Fig. 1. Patient M., 12 years old. X-ray of the left foot in lateral projection: calcaneonavicular coalition; positive "anteater nose" symptom; the fusion site of the calcaneus and navicular bones is visualized

In 8 patients with fibrous forms of calcaneonavicular coalitions (including those with the "anteater nose" symptom), the fusion zone of the bones was not visualized. The frequency of the "anteater nose" symptom in the study groups is presented in Table 1.

Table 1

Frequency of occurrence of the symptom "anteater nose" in the study groups

X-ray examination	Calcaneonavicular coalition (+)	Calcaneonavicular coalition (-)	Total
Sign (+)	24	5	29
Sign (-)	2	83	85
Amount	26	88	114

Thus, the sensitivity of the "anteater nose" symptom in calcaneonavicular coalitions was 92.3%. In three patients (5 feet), an elongated anterior process of the calcaneus was also noted on the radiographs. When conducting CT in these patients, tarsal coalition was excluded, which made it possible to establish the specificity of this sign equal to 94.31%. In lateral projection radiographs of the feet, in patients with talocalcaneal coalition, the C-symptom was present in 16 cases (Fig. 2).

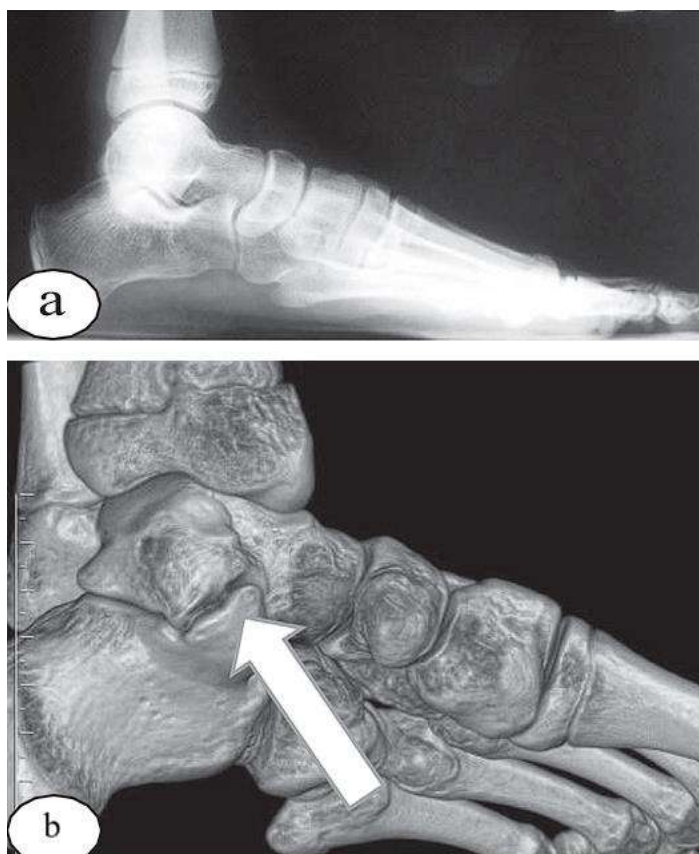


Fig. 2. Results of examination of patient A., 13 years old, with fibrous talocalcaneal coalition on the left: a – X-ray of the left foot in lateral projection: C-symptom is determined; b – CT, SSD-reconstruction of the posterior and middle sections of the left foot – talocalcaneal coalition is verified (arrow)

According to CT data, in 8 patients with talocalcaneal coalition (16 feet), the concretion zone was localized in the area of the medial facet of the subtalar joint, in 2 patients (2 feet), fusion was noted at the level of the posterior and medial facets.

Thus, according to our study, the C-symptom in talocalcaneal coalitions had a sensitivity of 88.89%. Among patients without talocalcaneal coalition, the C-symptom was noted in 22 cases, the specificity of this symptom was 77.08%. The insufficiently high specificity of this radiographic sign is due to the fact that a positive C-symptom can accompany severe forms of planovalgus foot deformities without tarsal coalitions. The “beak” symptom, unlike the two above-described radiographic signs, has no direct anatomical connection with the fusion zone, therefore, we assessed the sensitivity of this sign as a whole for the group of patients with tarsal coalitions. This symptom was observed in 14 cases in patients with talocalcaneal coalition, whereas in the group of patients with calcaneonavicular coalition the “beak” symptom was detected in only two cases.

Thus, the sensitivity of the sign was 36.36%, the specificity was 97.14%. In three cases, the marginal growths on the radiograph originated not only from the talus, but also from the navicular bone. In the group of patients without tarsal coalitions, this symptom was noted in only two cases. In both cases, these were patients who were involved in professional sports, i.e. the “beak” symptom was most likely a consequence of excessive physical exertion. The “beak” symptom in tarsal coalitions has low sensitivity and significant specificity. Therefore, the presence of this symptom on the radiograph does

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not directly indicate the presence of a coalition, but characterizes the functional state of the joints of the middle and rear sections of the foot.

Radiography is the main diagnostic method for tarsal coalitions, so a standard radiographic examination should be performed in all cases where this anomaly is suspected. However, routine radiographic examination does not always allow diagnosing tarsal coalition. The main difficulties in analyzing radiographs of feet with talocalcaneal coalitions are associated with the complexity of visualizing the area of interest, and with calcaneonavicular coalitions - with the complexity of interpreting radiographic data. The results of computed tomography allow us to confirm or exclude the suspected diagnosis. However, computed tomography should be prescribed only if there are justified indications. We assumed that determining the diagnostic significance of indirect radiographic signs of tarsal coalitions will help establish the feasibility of additional studies.

CONCLUSION

1. In X-ray examination of the feet of patients with tarsal coalitions, the "anteater nose" symptom and the C-symptom have high sensitivity and specificity.
2. The most difficult to diagnose are talocalcaneal coalitions. The C-symptom, which often accompanies this type of coalition and has high sensitivity, has average specificity, since it can also occur in the absence of a tarsal coalition. The "beak" symptom, which often accompanies a talocalcaneal coalition, has average sensitivity and high specificity, reflects the severity of functional disorders of the tarsal joints.

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VOLUME-5, ISSUE-1

THE USE OF MODERN INNOVATIVE EDUCATIONAL TECHNOLOGIES IN TEACHING ARITHMETIC OPERATIONS IN ELEMENTARY SCHOOL MATHEMATICS LESSONS

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Annotation: This article analyzes the importance of modern innovative technologies in teaching arithmetic operations in elementary grades. As the authors note, through interactive tools, audiovisual materials and game technologies, it is possible to make the educational process interesting and effective. Especially in the development of mathematical logic and computational skills in children, these tools play an important role. The article outlines the practical applications of interactive whiteboards, mobile applications and online platforms (e.g. Khan Academy, Duolingo Math). These tools help to understand topics easily, increase student activity, and encourage independent reading. Opportunities to explore the subject in a practical light are also covered through visual and virtual laboratories. In the summary section, the author emphasizes the place of innovative technologies in improving the quality of Education. Protecting children from harmful content on social networks and directing them to useful educational resources is important in the development of the younger generation on the basis of modern requirements. This article provides practical recommendations for educators on the use of modern technologies.

Keywords: arithmetic operations, innovative technologies, elementary education, interactive tools, audiovisual materials, game technologies, mobile applications, mathematical logic, online platforms, educational efficiency, visual laboratories, pedagogical activity.

Today, the use of innovative technologies in the educational system is considered very important. Children can use technologies from the age of 4 or 5, it is important for them to use audios, videos to make the lesson interesting. With modern tools, it is possible to interest children who have made the first step to school in mathematics and other subjects. The use of technologies in teaching arithmetic operations in elementary grades makes classes more interesting and effective.

The use of innovative technologies in teaching arithmetic in the modern educational system serves to improve the quality of the educational process, and is important in increasing students' base competencies in mathematics. We use innovative technologies to make classes more interesting [1].

1. Educational technologies used to teach arithmetic operations:

Interactive tools (electronic tools, digital platforms);

Audiovisual materials • video materials;

Gaming technologies and mobile applications.

2. Impact of educational technology on the learning process of students:

Increase activity and interest;

Ease the understanding of the subject.

3. Practical application of technologies in teaching arithmetic operations:

Solving Masas through online classes and programs;

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Use of visual and virtual laboratories.

The main purpose of teaching arithmetic operations in elementary grades is to develop mathematical logic in students, to shape computational skills, and to provide basic knowledge that is important to them. From a young age, activities such as adding, subtracting, dividing and multiplying are considered necessary in the life of children and they are obliged to know these steps even to simply buy something from the store. Reading numbers 5 and 6 before graduating from Grade 4, the child must know whether to add them together or subtract them. Interest in mathematics in children preparing them for future life is one of the main tasks of an elementary school teacher. Children should learn math or arithmetic, believing that they are needed in the future, and not for the lesson [2].

Educational technology can be used in elementary grades not only to explain the topic of the lesson, but also to repeat and consolidate lessons. Currently, social networks have interesting video, audio and multimedia textbooks for children, as well as financial programs on various sites and channels, through which it is possible to work with children. Through such technologies, not only children, but also educators can exchange ideas with one another. Such methods can form the skills of educators to increase work experience, work with points. Novice educators can exchange ideas with experienced educators, get help from them, and ask them for skills in how to work.

Educational technologies used in teaching arithmetic operations.

Visualization of arithmetic operations using interactive tools - electronic whiteboards and digital platforms-helps children more easily understand complex concepts. Interactive tools increase student participation in the classroom and actively engage them in solving issues.

Audiovisual materials-videos and animations are effective tools in explaining arithmetic operations. These materials ease the understanding of the subject while attracting the attention of readers. For example, explaining simple addition or subtraction actions using colorful animations has a big impact. Game technologies and mobile applications - learning arithmetic steps through math games and mobile applications will increase the interest of students. Such tools organize the process of acquiring knowledge in the form of a game and attract children to an interesting and effective education [3,4]. The impact of educational technologies on the learning process of students.

Increased activity and interest - interactive technologies make classes interesting and ensure active student participation. These tools give students the opportunity to find an independent solution.

Easing the understanding of the topic - modern tools help to convey complex topics in an easy and understandable form. Visual materials store information better in readers' memory.

Practical application of technology in teaching arithmetic practices - in solving issues through Online training and practical programs, through platforms such as Duolingo Math, Khan Academy, students independently perform exercises and strengthen their knowledge. These programs have an automatic evaluation system that allows for a quick analysis of the results.

The use of visual and virtual laboratories - visual tools and virtual laboratories allows you to study arithmetic operations in a practical way. This method develops a deeper understanding of the subject and practical skills in students [5,6].

In conclusion, the article analyzes in detail the importance and practical application of modern innovative technologies in teaching arithmetic operations in elementary education. With interactive tools, audiovisual materials and mobile applications, opportunities are shown to interest students in mathematics and to explain the topic more easily. These technologies activate the learning process, making learning interesting and effective.

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The article also covers the successful use of online platforms, game-shaped applications, and virtual labs in teaching arithmetic operations. These methods not only increase the interest of students, but also form for them the ability to independently solve complex issues.

The wide introduction of innovative technologies in the educational process serves to improve the quality of education and educate the younger generation on the basis of modern requirements. Especially the effective use of these technologies by educators can significantly improve the effectiveness of the educational process. The article reveals the importance of innovative approaches in the modern educational system and their positive impact on the educational process.

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VOLUME-5, ISSUE-1

TEACHER'S USE OF MULTIMEDIA RESOURCES TECHNOLOGY IN TEACHING MATHEMATICS LESSON IN PRIMARY GRADES

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Annotation: This article covers the role and importance of information and communication technologies in the modern educational system. Effective methods of applying innovative technologies in teaching mathematics in elementary grades, the role of multimedia resources in the interactive and interesting organization of the educational process are discussed. The advantages of computer technology in the processes of preparation, control and assessment of students' knowledge of educational materials are also outlined. The article presents proposals for the formation of students' independent thinking skills and improving the quality of the educational process through the widespread introduction of innovative educational tools. This article is useful for primary education teachers and professionals interested in modernizing the educational process.

Keywords: innovative technologies, information and communication technologies, primary education, mathematics lessons, multimedia resources, interactive education, pedagogical methods, educational process, computerized education, mathematical thinking of students, quality of Education.

In the modern educational system, it is important to use innovative technologies to more effectively and interactively organize the educational process. The application of new pedagogical technology in teaching mathematics in elementary grades plays an important role in increasing the development of the mathematical worldview of students, their logical thinking in favor and interest in acquiring knowledge. Thus, through the use of multimedia resources, it helps to make mathematics lessons interactive, interesting. Multimedia technologies are products that combine painting, video, audio and animation, allowing students to actively participate in strengthening mathematical objects, solving problems.

Special attention is paid to the training of highly qualified personnel in our country by organizing the educational process based on the requirements of the time, including the introduction of Information Communication Technologies in the higher education system. In the strategy of Action for the further development of the Republic of Uzbekistan, it is established as an important priority "to further improve the system of Continuing Education, increase the capabilities of quality education services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market". Currently, much attention is paid to the computerization of teaching in the field of education, since the use of modern teaching technologies in the course of the lesson gives great positive results [1].

Taking classes using multimedia tools in math classes teaches students to work independently, increases the quality of the lesson, and creates the visual capabilities of the lesson. The possibilities

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that a computer can create in the implementation of information and communication technologies in the educational process are as follows:

- creation of computerized models of topics as well as the convenience of targeted use of materials;
- selection and systematization of materials in accordance with the characteristics of each group, as well as dramatically saving it using time efficiently;
- ensuring scientific reliability of the teaching process based on the possibilities of visual preparation and decoration of lesson materials;
- the convenience of constantly replenishing, updating and expanding electronic materials for students, etc.

On the way to modernizing the educational process in our country, it is becoming a requirement of the period for pedagogical staff to carry out research on the implementation of new methods and means of Education. To achieve these goals, it is important to solve the following when teaching mathematics:

- to refer to the basic principles and methods of computerized teaching in the process of teaching mathematics;

-to adapt the educational process to information and communication technologies and ensure the formation of information and communication expressions in them. The use of computer technology in the teaching of mathematics has its high effect, it also provides a wide range of opportunities for controlling and evaluating the knowledge of students. The most convenient, effective and effective way

- from ready-made software-to determine the level of knowledge gained on each topic in a test method, pictorial means are the possibilities of using calculated animated, video, voice software. Examples and issues that will have to be solved in mathematics in a particularly short time can be easily and conveniently demonstrated through computerized technology. It differs from other subjects in that the implementation of practical classes is provided for in the teaching of mathematics. In this place, the computer effectively helps educators [2-3].

Choosing specific tools: making a list of software and multimedia resources suitable for primary classes. These resources should be appropriate for the age of the students and subject characteristics.

Lesson planning: to give detailed recommendations on how to organize the course process on the basis of multimedia and information technology, for example, the preparation of test programs, the use of interactive presentations.

Practical experience sharing: develop sample lesson projects based on advanced experiences, share them with educators and widely introduce them.

Monitoring and evaluation system: optimize the process of assessment and control of students using ICT.

There is a saying in pedagogical views that "an ordinary teacher - speaks, a good teacher - shows, a very good teacher-motivates." In accordance with the requirements of the time, each teacher of science should be the owner of innovative activities, as well as having acquired his specialty, deep mastery, thorough mastery of pedagogical-psychological and methodological knowledge, skills and qualifications, awareness of modern pedagogical and information technologies that increase the effectiveness of the educational process and the ability to apply them in the educational process. At the moment, the teacher is the author of each lesson. Because the teacher relies on the experience of advanced teachers in the preparation of this lesson, learns methodological manuals, etc.

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In a mathematics lesson, all elements of the educational process are in harmony. These are inextricably linked with the purpose and content, tools, methods, forms of formation of Education. A teacher working in primary classes should be a spiritual perfectionist who correctly understands the duty of patriotism, deeply knows the knowledge of his specialty, is also aware of national and universal values, secular, religious sciences. Primary education is the main foundation [4-5].

Nowadays, interest, attention to the widespread use of innovative technologies, pedagogical and Information Communication Technologies in the educational process is gaining momentum day by day. One of the main reasons for this is that in traditional education, students are taught to acquire only ready-made knowledge, while in elementary education, modern technologies teach them to search for the knowledge they are acquiring, study and analyze independently, and even draw conclusions themselves. The teacher creates conditions for the development, formation, knowledge and upbringing of the individual in this process. The professional potential and level of education of the primary school teacher, child psychology, knowledge of the modern methodology of primary education and the constant independent work of the teacher on his own should be aware of all the innovations in science, be able to share his experiences with experienced methodologists with advanced methodologists, demonstrate effective teaching methodologies.

In conclusion, the use of information and communication technologies in the modern educational system makes it possible to effectively and interestingly organize the educational process. The use of innovative technologies in mathematics lessons in elementary grades plays an important role in the development of students' mathematical thinking and interest. With the help of computers and multimedia tools, classes can be held visually, interactively and efficiently.

Thanks to this, students learn to think independently, better assimilate lesson materials and save time. In addition, the possibility of constant updating of electronic resources will further improve the educational process. Thus, the widespread use of innovative technologies in the educational process not only increases the quality of education, but also develops the creativity potential of teachers.

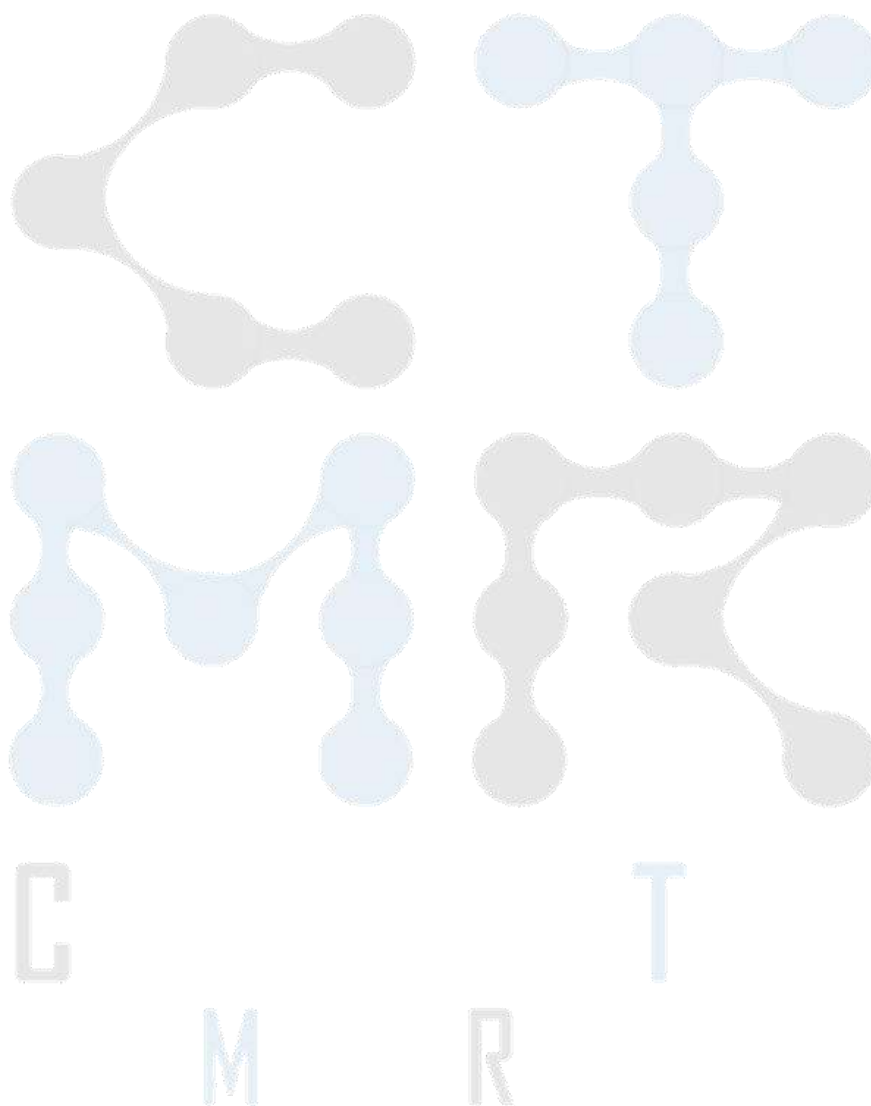
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VOLUME-5, ISSUE-1

INNOVATIVE METHODS OF TEACHING ENGLISH IN ELEMENTARY GRADES

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Abstract. Teaching English in elementary grades requires innovative approaches to engage young learners effectively. Traditional methods often fail to meet the needs of today's diverse and dynamic classrooms. This article explores innovative teaching strategies such as gamification, storytelling, project-based learning, and the integration of technology, which have proven successful in enhancing language acquisition. By referencing contemporary research and educational practices, this article provides insights into how educators can make English learning enjoyable and impactful for elementary students.

Keywords: Innovative Teaching, English Language Learning, Elementary Education, Gamification, Storytelling, Technology in Education, Project-Based Learning

INTRODUCTION

Elementary education serves as the foundation for lifelong learning, and English, being a global language, holds a significant place in the curriculum. However, teaching English to young learners poses challenges due to their limited attention span and varying levels of language exposure. As highlighted by Jeremy Harmer in *The Practice of English Language Teaching* (pp. 85-90), "Teaching young learners demands creativity and adaptability to cater to their developmental needs."

This article examines innovative methods of teaching English in elementary grades, focusing on techniques that stimulate curiosity, enhance engagement, and improve retention.

Main Body

Gamification in English Language Teaching

Gamification involves incorporating game elements into the teaching process to make learning fun and interactive. According to Jane Mc. Gonigal in *Reality Is Broken* (pp. 125-130), gamification boosts motivation and engagement by appealing to students' natural love for play. Examples of gamified activities include:

Vocabulary Games: Word bingo or online platforms like Kahoot engage students in building vocabulary.

Role-Playing Games: Students act out scenarios, improving their speaking and listening skills.

Rewards Systems: Points, badges, or small prizes for achieving language milestones encourage participation.

Storytelling as a Teaching Tool

Storytelling is a powerful method for teaching English as it combines listening, speaking, and comprehension skills. Andrew Wright, in *Storytelling with Children* (pp. 20-25), states that "stories captivate children's imagination, making them eager to learn new words and phrases."

Teachers can use picture books, puppets, or digital storytelling apps like Toontastic to narrate stories. Encouraging students to create their own stories enhances creativity and builds their vocabulary.

Project-Based Learning (PBL)

PBL involves students working on real-world projects that require the use of English. Harmer (pp. 150-155) highlights that project-based activities encourage collaborative learning and practical application of language skills. Examples include:

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Creating Class Magazines: Students write articles, conduct interviews, and edit content.

Environmental Projects: Discussions and written reports on topics like recycling or climate change.

Integrating Technology in English Teaching

Technology has revolutionized language learning, offering tools and resources that cater to diverse learning styles. Research by Beatty in Teaching and Researching Computer-Assisted Language Learning (pp. 40-45) suggests that digital tools make learning more accessible and engaging.

Examples include:

Language Apps: Duolingo and Lingokids for vocabulary and grammar practice.

Interactive Whiteboards: Used for collaborative writing and grammar exercises.

Virtual Reality (VR): Tools like Google Expeditions immerse students in language-rich environments.

Using Arts and Music

Creative activities such as singing, drawing, and acting enhance language retention. Carolyn Graham's Jazz Chants (pp. 30-35) illustrates how rhythmic chants help children learn pronunciation, rhythm, and vocabulary.

Differentiated Instruction

Given the diversity in classrooms, differentiated instruction tailors teaching methods to individual learning styles and abilities. Carol Ann Tomlinson, in How to Differentiate Instruction in Academically Diverse Classrooms (pp. 50-55), emphasizes the importance of personalized strategies for effective learning outcomes.

Conclusion

Innovative methods such as gamification, storytelling, project-based learning, and technology integration can transform the way English is taught in elementary grades. These strategies not only make learning enjoyable but also cater to the diverse needs of students, ensuring better language acquisition. As educators embrace creativity and adapt to modern tools, they empower young learners to develop strong language skills that will serve them throughout their academic and professional lives.

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**E-LEARNING TRENDS, CHALLENGES AND OPPORTUNITIES IN THE EDUCATION
OF UZBEKISTAN**

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Abstract: The current article offers an overview to the most important problems and opportunities in the development of modern education based on the use of new information and communication technologies and innovative pedagogical methods.

The article analyzes current trends in e-learning, such as the use of online courses, interactive e-learning methods, study the specific challenges and opportunities of e-learning presents in Uzbekistan, including the internet access, digital literacy rate and cultural factors. The research also highlights the challenges of remote learning, explore how e-learning can contribute to educational equity in the country and how to ensure quality education online.

Key words: e-learning, education, digitalization, learning technologies, online platforms, ICT (Information Communication Technologies), distance learning, mobile learning.

Introduction: In today's developing world Technology has significantly changed the educational system. The Information and Communications Technology (ICT) brings forward countless opportunities and benefits to quality of nowadays education. Particularly, E-Learning is one of these benefits. It is the use of ICT to learn from anywhere and anytime. The online learning process makes the education more efficient, flexible, accessible and cost effective for learners as well as teachers. In the age of information technology, we can study with video lectures and animations, take online tutorials, training programs and study materials in virtual classrooms.

During the speech at the "World Education Forum 2012", the UNESCO Director Irina Bokova emphasized that technologies can be a powerful tool for education, but only if they properly integrated into the educational process. Bokova highlighted the importance of ensuring that these technologies are not just implemented in educational institutions but are also accompanied by new models of learning that meet contemporary demands¹.

According to Article 16 the Law of the "Education" of the Republic of Uzbekistan, distance education is aimed at students obtaining the necessary knowledge, skills and abilities in accordance with curricula and training programs at a distance using information and communication technologies and the worldwide information network Internet².

As we know, today the use of online platforms, virtual classrooms, digital libraries and multimedia resources have become the norm and a preferred choice for many students from around the world. Uzbekistan has been making several reforms to modernize the system and improve access to education, including the development of distance learning, especially for students in remote areas, to promote lifelong learning, integrating new technologies in lessons from primary to higher education

¹ Information and Communication Technologies in Education: Monograph / Edited by Badarch Dendev – M.: UNESCO IITE, 2013. – p. 9

² <https://lex.uz/docs/5013007>

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in recent years. In the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030, approved by the Decree of the president of the Republic of Uzbekistan dated October 8, 2019 No. UP-5847, determines that in order to apply digital technologies and modern methods into the educational process, measures are being taken, such as individualization of educational processes based on digital technologies, development of distance educational services³. Below are some key reforms and developments in e-learning:

- **Expansion of Online Courses and Platforms:**

Online education platforms and courses are increasing day by day in Uzbekistan. These platforms host e-books, e-learning courses, multimedia educational materials.

The Agency of Yours Affairs in Uzbekistan has initiated several programs and project works providing opportunities for the younger population to increase digital literacy among young people and prepare them for the demands of the modern workforce.

Here are some key e-learning projects for youth in Uzbekistan:

1. "Ibrat Academy" project: a language learning project teaches foreign languages to the Uzbek audience and promotes the Uzbek language to international ones by inspiring young people to gain knowledge in creative ways. There are more than 667 thousand subscribers in the project's You Tube platform. Over 2,600 videos have been uploaded on this platform teaching 22 foreign languages and simplifying learning process. They have been viewed nearly 41 million times. Today about 1,500,000 youth are learning languages in the mobile application Ibrat Academy. Of them, nearly 210 thousand have received language certificates⁴.

2. The "Girls' Academy" project: aims to train young girls and women in modern professions, enhance their participation in social and political life and improve the status of women in society. The project is supported by the government and various organizations. It focuses on enhancing the skills and knowledge of girls, helping them achieve their full potential in various fields, including leadership, education, and career development⁵.

3. The "Mutolaa" ("Reading") project: the goal of the project is to promote reading culture and improve literacy among young people and fostering intellectual development through literature using modern technologies and also provide free access to the best examples of Uzbek and world literature in electronic, audio, and video formats for the population, including young people. As a part of the project, over 3,200 books (including fictions, stories, fairy tales and popular scientific researches) have been converted into audio and electronic formats and uploaded to a mobile application. This project has become popular among the population, especially among young people. Nowadays, more than 1.1 million readers (with a total of 2,609,000 books being read) have been using this mobile app⁶.

4. The Ustoz AI project: is a project that integrates artificial intelligence (AI) into the education sectorrr. This project aims to train 250,000 young people in 30 modern professions, including marketing, advertising, e-commerce, IT design, and other fields. This task was assigned as part of the initiative to equip youth with the skills required for today's job market. The "Ustoz AI" project was established by the **Youth Affairs Agency** and the **Support Center for Youth Entrepreneurship of Uzbekistan** to offer free online video tutorials teaching over 40 high-demand and modern

³ <https://lex.uz/docs/4545887>

⁴ <https://ibratfarzandlari.uz>

⁵ https://www.youtube.com/@qizlar_akademiyasi

⁶ <https://mutolaa.com>

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professions such as "Graphic Designer", "Video Editor", "Marketing Specialist", "Human Resources Expert" and "Sales and Logistics Operator". Moreover, the project aims to **diversify external labor migration** by 10-30% during the project period, encouraging youth to gain skills that will enable them to contribute to both local and international labor markets.

As part of the "**Ustoz AI**" project, a total of **115,450 young people** across the Republic have been trained for free in **modern professions** up to this day. Specifically:

- **16,160** young people attended **video editing** courses.
- **4,616** young people took **HR** courses.
- **4,618** young people participated in **PR** courses.
- **26,554** young people enrolled in **mobile photography** courses.
- **11,545** young people joined the **No Code** course.
- **4,619** young people studied **biology**.
- **17,318** young people took **targeting** courses.
- **11,545** young people attended **mathematics** courses.
- **6,929** young people participated in **architecture** courses.
- **11,546** young people trained in **history** courses⁷.

This project is making significantly progress offering free and accessible education in various modern and in-demand professions to prepare youth for future challenges and opportunities in the workforce.

- **Collaborating with global platforms:** Uzbekistan has been collaborating with international e-learning platforms such as Coursera, Khan Academy, edX, Duolingo, Skillshare, Udemy to provide free and paid courses to the public. The partnerships with international platforms are crucial to improving access to high-quality learning resources in Uzbekistan.

- **Infrastructure Advancements:** There have been hold several efforts to improve internet access in Uzbekistan, especially in rural areas to support e-learning in recent years. Providing affordable internet access and expand broadband services are a part of the important strategies. The government has also equipped with modern digital technologies introducing "smart classrooms" in some schools to enable interactive learning. These classrooms feature computers, internet access, projectors and interactive whiteboards.

- **Teacher Training and Professional Programs:** The Uzbek government and some educational institutions within international organizations have been working together to provide teachers with digital training resources and professional development opportunities. The recent reforms show that there has been a strong emphasis on training teachers to use digital tools and platforms in education effectively. Specialized programs, workshops and online courses are available for educators to develop the skills needed for e-learning. You can find several certification programs for e-learning professionals to ensure high-quality digital education delivery as these certifications help them and trainers use technology efficiently.

- **Educational Reforms Law in distance learning:**

By the Decree of the President of the Republic of Uzbekistan dated June 15, 2022, No. PP-279 "On the Organization of Admissions to State Higher Educational Institutions" it was decided to introduce

⁷ <https://www.ustoz.ai>

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a form of distance learning for bachelor's degree programs in state higher educational institutions starting from the 2022/2023 academic year⁸.

By the Decree of the President of the Republic of Uzbekistan dated June 15, 2022, No. F-60, it was determined that 3410 students would be trained in the form of distance learning within the framework of the state order for admission to state higher educational institutions for the 2022/2023 academic year⁹.

- **E-learning in Higher Education:** Distance learning has been significantly expanded in Uzbekistan in recent years. Many universities and institutions have adopted e-learning systems and offer online degree programs. They are integrating video lectures, webinars, online discussions and digital assignments. At the same time some universities offer blended learning models, combining traditional instructions with online content and virtual learning sessions. They are embracing **hybrid education models**. Below are some universities in Uzbekistan that have adopted blended learning:

1. Tashkent State University of Economics (TSUE)
2. National University of Uzbekistan (NUUz)
3. **Tashkent University of Information Technologies (TUIT)**
4. Uzbekistan State World Languages University (USWLU)
5. Samarkand State University (SamSU)

The growth of **distance learning** in Uzbekistan has brought numerous opportunities to higher education. However, several **challenges** still continue to impede the complete implementation and effectiveness of e-learning in the country. These challenges include both **technological limitations** and **cultural resistance** such as **internet connectivity**, **digital access**, digital literacy in **teacher training** and **content quality**. Overcoming these barriers requires targeted investments in technology, infrastructure, professional development to ensure e-learning that becoming an effective and sustainable part of Uzbekistan's education system. Here are some of the key challenges of **e-learning in Uzbekistan**:

Limited internet access, lack of reliable and high-speed internet are one of the biggest challenges facing e-learning in Uzbekistan especially in rural and remote areas. The difficulties with accessing stable internet connections prevent students to participate in online courses or access educational resources.

Availability of digital devices: Many students especially from low-income families, do not have access to the necessary digital devices (such as computers, laptops or even smartphones) to get online classes.

Low digital literacy: A significant portion of population, students and even educators have lack of the digital literacy skills and are not familiar with basic computer operations, internet and using educational technology tools.

Cultural Resistance to E-Learning: Many teachers and students still prefer traditional learning models to distance learning in Uzbekistan. They perceive that face to face learning as more effective and reliable compared to online education. The change of this cultural resistance can slow the acceptance and adoption of e-learning.

⁸ <https://lex.uz/docs/6070845>

⁹ <https://lex.uz/docs/6069606>

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Limited contents with Uzbek languages also make some barriers to getting online lessons. A significant part of online educational content is in **foreign languages**, particularly English or Russian, while students' majority is more comfortable with the **Uzbek language**.

In conclusion, there are certain online platforms that provide online courses and the number of citizens that wish to develop their digital culture is increasing year by year. As we mentioned above, government support, mobile learning, interactive learning platforms, corporate e-learning are the main trends of the distance learning in Uzbekistan's education. With the support of government, advancements in mobile learning and cooperation with international universities, Uzbekistan is on the path to modernizing its educational system. However, challenges such as the limits in accessing stable internet connections, varying levels of digital literacy, the need for qualified personnel and the lack of digital devices remain obstacles to overcome. By highlighting these issues, Uzbekistan has the potential to distance learning sector creating a globally competitive education system that encourages lifelong learning and workforce development.

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RESEARCH OF ADOLESCENCE BY FOREIGN PSYCHOLOGISTS

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ABSTRACT

Adolescence is a critical developmental phase characterized by rapid physical, emotional, and cognitive changes. This article explores the contributions of foreign psychologists to the understanding of adolescence, emphasizing theories of development, behavioral studies, and modern approaches. Notable research by Erik Erikson, Jean Piaget, and Lev Vygotsky, as well as contemporary studies in neuropsychology and cultural psychology, are examined to highlight the diverse perspectives shaping current knowledge of adolescence.

Keywords: adolescence, adolescent development, foreign psychologists, Erik Erikson, Jean Piaget, Lev Vygotsky, identity formation, cognitive development, sociocultural context, cross-cultural studies, mental health, educational strategies, risky behaviors, digital technology, globalization, context-sensitive models, developmental psychology, cultural specificity, interdisciplinary research, adolescent well-being

ИССЛЕДОВАНИЯ ПОДРОСТКОВОГО ВОЗРАСТА ЗАРУБЕЖНЫМИ ПСИХОЛОГАМИ

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Аннотация: Подростковый возраст — это критическая фаза развития, характеризующаяся быстрыми физическими, эмоциональными и когнитивными изменениями. В этой статье рассматривается вклад зарубежных психологов в понимание подросткового возраста, с упором на теории развития, поведенческие исследования и современные подходы. Известные исследования Эрика Эриксона, Жана Пиаже и Льва Выготского, а также современные исследования в области нейropsychологии и культурной психологии рассматриваются для того, чтобы подчеркнуть различные точки зрения, формирующие современные знания о подростковом возрасте.

Ключевые слова: подростковый возраст, развитие подростков, зарубежные психологи, Эрик Эриксон, Жан Пиаже, Лев Выготский, формирование идентичности, когнитивное развитие, социокультурный контекст, кросс-культурные исследования, психическое здоровье, образовательные стратегии, рискованное поведение, цифровые технологии, глобализация, контекстно-зависимые модели, психология развития, культурная специфика, междисциплинарные исследования, благополучие подростков

INTRODUCTION

Adolescence is a critical developmental stage characterized by profound biological, psychological, and social transformations. This period, typically spanning from puberty to early adulthood, is marked by rapid changes in physical growth, cognitive abilities, emotional regulation, and social identity formation. Over the past century, the study of adolescence has garnered considerable attention from psychologists worldwide, reflecting its importance in understanding human development and addressing societal challenges.

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Foreign psychologists, particularly those in Western countries, have made significant contributions to this field. The works of scholars such as G. Stanley Hall, Erik Erikson, Jean Piaget, and Lev Vygotsky, among others, have laid the foundation for modern theories of adolescence. Their research has explored diverse aspects of this developmental phase, ranging from cognitive development and identity formation to peer influence and the impact of sociocultural contexts.

The study of adolescence by foreign psychologists is not merely theoretical; it also has practical implications. Insights from these studies inform educational practices, mental health interventions, and public policy aimed at supporting adolescents' well-being and fostering their successful transition into adulthood. Furthermore, cross-cultural research has revealed how different societal structures, cultural norms, and economic factors influence adolescent development, underscoring the need for context-specific approaches.

This paper aims to explore the major contributions of foreign psychologists to the study of adolescence, examining their theoretical frameworks, methodologies, and practical applications. By analyzing their work, we can gain a deeper understanding of this pivotal stage of life and its broader implications for individuals and societies worldwide.

Adolescence, generally spanning from ages 10 to 19, marks a period of rapid growth and identity formation. The term was popularized by G. Stanley Hall, an American psychologist often regarded as the "father of adolescence." In his seminal work, *Adolescence: Its Psychology and Its Relations to Physiology, Anthropology, Sociology, Sex, Crime, Religion, and Education* (1904), Hall described this stage as a time of "storm and stress," highlighting the emotional turbulence often experienced during adolescence.

Historical Perspectives

Foreign psychologists have laid the groundwork for understanding adolescence through pioneering theories:

3. Erik Erikson's Psychosocial Development Theory

Erikson described adolescence as a period of "identity vs. role confusion," emphasizing the formation of self-identity. According to Erikson, adolescents explore different roles and ideologies, ultimately solidifying their sense of self.

2. Jean Piaget's Cognitive Development Theory

Piaget's work on cognitive development outlines adolescence as the stage of formal operational thought. This phase enables abstract reasoning, hypothetical thinking, and moral reasoning, critical for decision-making and problem-solving.

3. Lev Vygotsky's Sociocultural Theory

Vygotsky emphasized the role of social interaction and cultural tools in development. He argued that adolescents' cognitive growth is deeply influenced by their environment and interactions with peers and mentors.

Modern Research on Adolescence

3. Neuropsychological Advances

Advances in neuroscience have revealed significant brain development during adolescence, particularly in the prefrontal cortex and limbic system. These changes explain heightened emotional responses, risk-taking behavior, and the gradual improvement in decision-making abilities.

2. Cultural Psychology and Adolescence

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Studies in cultural psychology have highlighted the varying experiences of adolescence across societies. Researchers like Geert Hofstede have examined how cultural norms and values influence adolescents' behavior, aspirations, and social roles.

3. Adolescence and Technology

The digital age has added complexity to adolescence, with psychologists studying the effects of social media, gaming, and online interactions on mental health and social skills. Research highlights both benefits, such as enhanced connectivity, and challenges, like cyberbullying and screen addiction.

Types of development:

- **Cognitive Development:** Jean Piaget, a Swiss psychologist, made groundbreaking contributions to understanding cognitive development during adolescence. In his theory, adolescents enter the formal operational stage, characterized by the ability to think abstractly, reason logically, and plan for the future. This stage enables individuals to engage in hypothetical-deductive reasoning, which is crucial for problem-solving and decision-making.

Lev Vygotsky, a Russian psychologist, complemented Piaget's work by emphasizing the role of social and cultural context in cognitive development. Vygotsky's concept of the "zone of proximal development" underscores the importance of guidance from peers, teachers, and mentors in helping adolescents reach their potential.

- **Psychosocial Development:** Erik Erikson, a German-American psychologist, proposed a lifespan theory of psychosocial development that includes adolescence as a key stage. According to Erikson, the primary task of adolescence is "identity vs. role confusion." Adolescents explore various roles, beliefs, and values to establish a coherent sense of self. Failure to resolve this conflict can lead to identity confusion and difficulties in future stages.

- **Emotional and Social Development:** John Bowlby and Mary Ainsworth's research on attachment theory provides insights into the emotional development of adolescents. Secure attachments formed in early childhood significantly influence adolescents' ability to form healthy relationships and navigate social challenges. Additionally, peer relationships play a pivotal role during adolescence, as highlighted by the work of Harry Stack Sullivan, who emphasized the importance of friendships in fostering self-esteem and interpersonal skills.

Contemporary psychologists continue to expand our understanding of adolescence. Laurence Steinberg's research focuses on adolescent risk-taking and decision-making, highlighting the interplay between brain development and social influences. Advances in neuroscience, particularly studies on the prefrontal cortex and limbic system, have shed light on the biological underpinnings of adolescent behavior.

Mihaly Csikszentmihalyi's concept of "flow" explores how adolescents find meaning and satisfaction through engaging in activities that balance challenge and skill. Positive psychology approaches, such as those advocated by Martin Seligman, emphasize fostering resilience and well-being during adolescence to promote healthy development.

Cross-cultural studies have revealed significant variations in how adolescence is experienced and understood globally. For instance, Margaret Mead's anthropological work in Samoa challenged the universality of "storm and stress," suggesting that cultural context significantly influences adolescent experiences. Such findings underscore the importance of considering cultural diversity in psychological research.

The exploration of adolescence by foreign psychologists has profoundly enriched our understanding of this transformative developmental stage. Through diverse theoretical frameworks and

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methodological approaches, scholars from various cultural and academic backgrounds have illuminated the intricate interplay of biological, cognitive, emotional, and social factors that characterize adolescence. Pioneering theories by figures such as Erik Erikson, Jean Piaget, and Lev Vygotsky have provided foundational insights into identity formation, cognitive maturation, and the influence of sociocultural contexts on adolescent development.

Foreign research has underscored the importance of considering cultural specificity in the study of adolescence, revealing how societal norms, family structures, and economic conditions shape the experiences and outcomes of young individuals. Cross-cultural studies have highlighted both universal patterns and unique variations in adolescent behavior and development, emphasizing the necessity for context-sensitive models and interventions. Moreover, the practical applications of this research have informed educational strategies, mental health services, and policy-making, contributing to more effective support systems that facilitate positive adolescent development and mitigate challenges such as mental health issues and risky behaviors.

Despite significant advancements, the field continues to evolve, with emerging areas of interest including the impact of digital technology, globalization, and shifting societal values on adolescence. Future research by foreign psychologists is poised to address these contemporary issues, integrating interdisciplinary perspectives and innovative methodologies to further unravel the complexities of adolescent growth.

In summary, the contributions of foreign psychologists have been instrumental in shaping a comprehensive and nuanced understanding of adolescence. Their work not only advances theoretical knowledge but also has tangible benefits for enhancing the well-being of adolescents globally. Continued international collaboration and culturally informed research will be essential in addressing the dynamic and multifaceted nature of adolescence in an ever-changing world.

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ЭЛЕГИЯ ЛЕРМОНТОВА: ТЕМА ОДИНОЧЕСТВА В ЛИРИКЕ ПОЭТА

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Аннотация

Статья посвящена анализу элегий Михаила Юрьевича Лермонтова, одного из величайших русских поэтов XIX века. В статье рассматриваются ключевые мотивы и темы его элегий, такие как одиночество, тоска, разочарование и поиск смысла жизни. На примере стихотворений "Дума", "Смерть поэта" и "Выхожу один я на дорогу" показано, как Лермонтов выражает свои глубокие размышления о жизни и смерти, духовных и моральных дилеммах. Особое внимание уделено роли второстепенных персонажей и их влиянию на внутренний мир поэта. В статье подчеркивается значимость лирической поэзии Лермонтова для понимания его творческого наследия и актуальность его произведений для современного читателя.

Ключевые слова: Элегия, Русская поэзия, XIX век, одиночество тоска, разочарование, поиск смысла жизни, лирическая поэзия, духовные и моральные дилеммы, творческое наследие, актуальность

ELEGY OF LERMONTOV: THE THEME OF LONELINESS IN THE POET'S LYRICS

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Annotation

This article is devoted to the analysis of elegies by Mikhail Yuryevich Lermontov, one of the greatest Russian poets of the 19th century. The article examines the key motifs and themes of his elegies, such as loneliness, longing, disappointment, and the search for the meaning of life. Using the examples of the poems "Thought," "The Death of the Poet," and "I Go Out Alone on the Road," the article demonstrates how Lermontov expresses his deep reflections on life and death, spiritual and moral dilemmas. Special attention is given to the role of secondary characters and their influence on the poet's inner world. The article emphasizes the significance of Lermontov's lyrical poetry for understanding his creative legacy and the relevance of his works for contemporary readers.

Keywords: Elegy, Russian poetry, 19th century, loneliness longing, disappointment, search for the meaning of life, lyric poetry, spiritual and moral dilemmas, creative legacy, relevance

Михаил Юрьевич Лермонтов, один из величайших русских поэтов XIX века, оставил после себя наследие, наполненное глубокими размышлениями о жизни, смерти и смысле бытия. Одним из жанров, в котором Лермонтов проявил себя особенно ярко, является элегия.

Элегия — это поэтический жанр, который отличается своими меланхолическими и рефлексивными мотивами. В элегиях Лермонтова можно найти все богатство его лирической души и его беспокойного духа. Погружаясь в мир его элегий, читатель чувствует тугу, одиночество и разочарование, которые сопровождали поэта на протяжении его недолгой, но насыщенной жизни. Одним из ярчайших примеров лермонтовской элегии является его стихотворение "Дума". В этом произведении поэт размышляет о судьбе своего поколения,

отмечая его безразличие к высоким идеалам и духовной жизни. Лермонтов видит в своём поколении потерянных людей, неспособных найти своё место в мире и обречённых на бессмысленное существование. В "Думе" звучит горький упрёк современникам, которые утратили стремление к великим свершениям и духовному росту.

Другим значимым произведением в жанре элегии является стихотворение "Смерть поэта". Это произведение было написано в 1837 году после смерти Александра Пушкина и стало ярким выражением скорби и гнева Лермонтова. В стихотворении он осуждает тех, кто виновен в гибели великого поэта, и выражает глубокую печаль по утрате гения. "Смерть поэта" является не только данью уважения Пушкину, но и манифестом против несправедливости и жестокости мира.

Элегии Лермонтова пронизаны чувством одиночества и тоски. В них поэт размышляет о собственной судьбе, о непростых жизненных испытаниях и поисках смысла. В стихотворении "Выхожу один я на дорогу" Лермонтов описывает своё состояние души, находящейся в поисках покоя и умиротворения. Он пишет о ночной тишине, звёздах и мечтах о лучшем мире, где его душа могла бы найти покой.

Тема одиночества в лирике М.Ю. Лермонтова

На примере четырех стихотворений разберем ведущую тему лирики Лермонтова – тему одиночества. Важно понимать, что одиночество лирического героя принято им самим добровольно как естественное состояние души.

Стоит начать с самого известного стихотворения Лермонтова – «Парус».

ПАРУС

Белеет парус одинокой
В тумане моря голубом!..
Что ищет он в стране далекой?
Что кинул он в краю родном?..
Играют волны — ветер свищет,
И мачта гнется и скрипит...
Увы! Он счастья не ищет
И не от счастья бежит!
Под ним струя светлей лазури,
Над ним луч солнца золотой...
А он, мятежный, просит бури,
Как будто в бурях есть покой!

Стихотворение композиционно состоит из трех строф, которые построены по одной модели: первая и вторая рисуют картину природы, в третья и четвертая строки изображают внутреннее состояние лирического героя.

Образы стихотворения аллегоричны. Для обозначения жизни поэт использовал традиционный для романтиков образ моря, символизирующий жизненные перипетии, а парус – символ самого человека, его души. Конфликт паруса и моря переходит в конфликт человека и жизни. Человек, брошенный в житейское море, бесконечно одинок среди таких же барахтающихся в нем людей. Здесь проявляется мотив разлада с окружающим миром и мотив ощущения внутренних противоречий.

Интересно, что ключевым для понимания настроения стихотворения становится короткое слово «увы», выражающее чувство разочарования лирического героя и показывающее, что

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нигде в мире нельзя найти счастье, так как это – состояние души, а не состояние мира. Так мы понимаем, что герой стихотворения страдает не только от разлада с миром, но и от отсутствия гармония во внутреннем мире, что еще более усугубляет и без того драматичный характер романтического двоемирия в данном стихотворении.

Тема одиночества в лирике Лермонтова встречается не только в философских стихотворениях, но и в текстах, посвященных любви. Например, «Нищий» - стихотворение, касающееся темы неверия в взаимопонимания героями и темы невозможности любви между людьми, что ведет к разочарованности лирического героя. Читатель легко может почувствовать обиду, страдания, боль, которые испытывает герой. Лермонтов использует такой прием как развернутое сравнение: поэт проводит параллель между нищим и влюбленным, - чтобы детально описать душевные муки лирического.

Видно, что сравнение отражается и на композиции произведения. В первой части описывается случай, который произошел с нищим. Поэт создает яркий центральный образ с помощью эпитетов: просящий, иссохшийся, едва живой от голода и муки. А во второй части нам дан образ лирического героя, который умоляет о взаимности: ему так же жизненно необходима любовь, как просящему человеку – кусок хлеба. Но мольбы героя остались неслышанными, и он, как и нищий, которому сунули в руку камень, полон горечи и разочарования.

Так одиночество героя подчеркивается различными средствами выразительности и ощущается читателя, потому что просящая рука нищего ассоциируется со светлым простодушием, а камень символизирует обман.

Лейтмотив одиночества касается и темы поэта и поэзии. Рассмотрим, как две важные темы для творчества Лермонтова тесно переплелись в стихотворении «Пророк». Читатель легко может почувствовать обиду, страдания, боль, которые испытывает герой. Лермонтов использует такой прием как развернутое сравнение: поэт проводит параллель между нищим и влюбленным, - чтобы детально описать душевные муки лирического.

Сложно не заметить, что несмотря на оригинальность данного произведения, ощущается тесная связь с другим «Пророком», который написал Александр Сергеевич Пушкин. Но интересно, что хоть Лермонтов и продолжает, и развивает те же темы и идеи, но он и вступает в своеобразный спор с Пушкиным.

Обратимся снова к композиции произведения. Стихотворение делится на две части: 1 – жизнь поэта до ухода в пустыню, 2 – поэт в пустыне. Но у лирического героя нет надежды на то, что потомки будут чтить его и помнить, ведь в глазах людей он читал «страницы злобы и порока». Но поэт обретает в пустыне одиночество и покой, находит гармонию: ему покорны и звери, и природа. Но вспомним, что у Пушкина же поэт сначала был в пустыне, а оттуда вернулся к людям. Так получается, что стихотворения поэтов рисуют диаметрально противоположенный маршрут пророков, что еще больше подчеркивает одиночество и отчужденность героя Лермонтова, поэт которого в пустыне, вдали от злобных, жестоких и неблагодарных людей, находит свой последний приют.

Последнее стихотворение, завершающее разговор о лейтмотиве одиночества в лирике Лермонтова, принадлежит к позднему творчеству, когда на смену романтического и пылкого восприятия мира, такого как в стихотворении «Парус», приходит осмысление и глубокие раздумья, отражающее печальную, изверившуюся душу поэта.

В лирическом монологе "И скучно и грустно" мы видим чувства, которые можно описать такими словами как.... Отчаяние, уныние, безысходность, усталость. Как бы отрешившись от

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всяких чувств, герой смотрит «с холодным вниманьем вокруг», давая трезвую оценку своего нынешнего восприятия жизни. Каждая строфа этой лирической миниатюры называет одну из ценностей жизни, чтобы затем ее опровергнуть. Например, «Любить... но кого же?.. на время — не стоит труда, // А вечно любить невозможно» и т.д.

Итак, герой лирического монолога приходит к безотрадному итогу: не остается в жизни вещей, не презираемых им, значит, в бесконечном унылом одиночестве герой будет ощущать бег времени и дальше, понимая, что он не в силах ему противиться, т.к. жизнь его — «такая пустая и глупая шутка».

Подводя итог, стоит сказать, что действительно одиночество является одной из главных тем в лирике Лермонтова, лирический герой поэта отвергнут, непонят, живет в конфликте с окружающим миром, и порой с самим собой. Но стоит заметить, что в тоже время отчужденность предстает в произведениях не только как драматическое, но и как естественное состояние человеческой души, которое зачастую понятно каждому читателю.

Элегии Лермонтова — это не только грустные размышления о жизни и смерти, но и призыв к духовному пробуждению. Поэт обращается к своим читателям с надеждой, что они смогут преодолеть уныние и найти смысл в своём существовании. Его произведения продолжают оставаться актуальными и трогательными для современных читателей, напоминающими о вечных ценностях и поисках истины.

Актуальность

Актуальность исследования элегий Михаила Юрьевича Лермонтова заключается в необходимости глубокого понимания творчества одного из величайших русских поэтов XIX века. Элегии Лермонтова, наполненные размышлениями о жизни, смерти, одиночестве и поиске смысла, продолжают оставаться значимыми для современного читателя. Их изучение помогает раскрыть внутренний мир поэта, его переживания и философские размышления, что актуально и в контексте сегодняшних реалий.

Лермонтовские элегии позволяют лучше понять духовные и моральные дилеммы, с которыми сталкивается человек, подчеркивая вечные ценности и стремление к истине. В условиях современного мира, где люди часто испытывают внутреннюю неопределенность и стремление найти свое место, произведения Лермонтова могут служить источником мудрости и вдохновения.

Кроме того, исследование элегий Лермонтова способствует развитию литературоведческих и культурологических исследований, углубляя понимание русской литературной традиции и её влияния на мировую культуру. Таким образом, актуальность данной статьи определяется не только значимостью самого Лермонтова и его творчества, но и его продолжительным влиянием на культурные и духовные аспекты жизни современного общества.

В заключение, элегии Лермонтова являются важной частью его творческого наследия. Они дают возможность заглянуть в его душу, понять его мысли и чувства, а также ощутить ту глубину эмоций, которую он вкладывал в свои произведения. Лермонтовские элегии — это печальная мелодия, которая затрагивает сердце каждого, кто к ним прикасается.

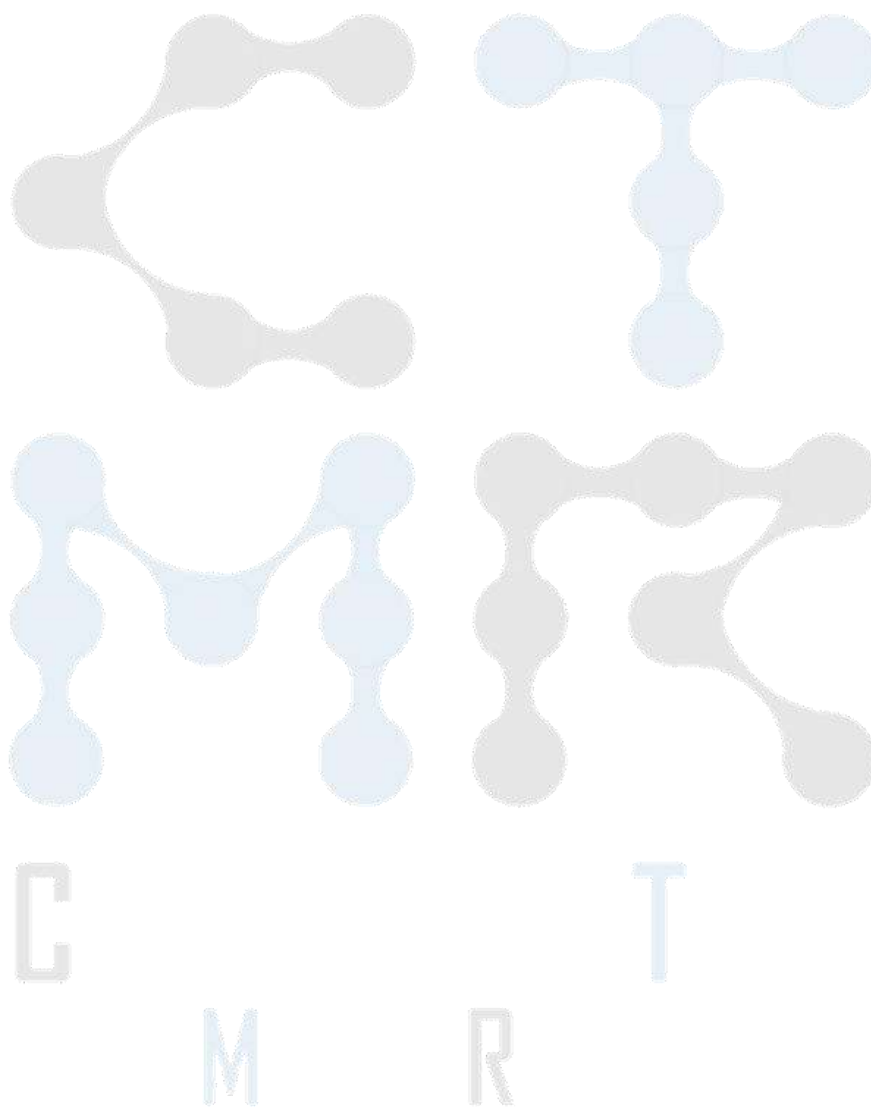
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ОБРАЗ МАТЕРИ В ЛИТЕРАТУРЕ

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АННОТАЦИЯ

Настоящая статья посвящена образу матери в литературе, исследуя его развитие и многообразие через различные эпохи и культурные контексты. Начав с античных мифов и трагедий, она прослеживает эволюцию этого образа в средневековой религиозной литературе, произведениях эпох Возрождения и Просвещения, а также в литературе 19 и 20 веков. Особое внимание уделяется современным интерпретациям и психологическим аспектам материнства. Анализируя произведения таких авторов, как Лев Толстой, Федор Достоевский, Уильям Шекспир, Франц Кафка, Максим Горький, Тони Моррисон и Харуки Мураками, статья раскрывает роль матери как символа любви, жертвенности, устойчивости и духовной мудрости. Представленный материал подчеркивает актуальность образа матери в литературе и его влияние на читателей.

Ключевые слова: образ матери, материнская любовь, жертвенность, античная литература, средневековая литература, ренессанс, просвещение, современная литература, психология, социальные изменения, культурные различия, воспитание

THE IMAGE OF THE MOTHER IN LITERATURE

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Annotation

This article explores the image of the mother in literature, examining its development and diversity through various eras and cultural contexts. Starting with ancient myths and tragedies, it traces the evolution of this image in medieval religious literature, Renaissance and Enlightenment works, as well as in 19th and 20th-century literature. Special attention is given to modern interpretations and psychological aspects of motherhood. Analyzing the works of authors such as Leo Tolstoy, Fyodor Dostoevsky, William Shakespeare, Franz Kafka, Maxim Gorky, Toni Morrison, and Haruki Murakami, the article reveals the role of the mother as a symbol of love, sacrifice, resilience, and spiritual wisdom. The presented material underscores the relevance of the mother's image in literature and its impact on readers.

Keywords: the image of the mother, maternal love, sacrifice, ancient literature, medieval literature, renaissance, enlightenment, 19th century, 20th century, modern literature, psychology, social changes, cultural differences, upbringing.

Образ матери является одним из самых глубоких и многогранных в литературе. Он пронизывает множество произведений разных эпох и культур, символизируя не только родительскую любовь и заботу, но и духовное начало, источник жизни и мудрости.

Античность. В античной литературе образ матери встречается в мифах и трагедиях. Например, Гера, жена Зевса, в греческой мифологии олицетворяет не только материнство, но

и брак и домашний очаг. В трагедиях Эсхила и Софокла мы видим сложные взаимоотношения матерей и их детей, где материнская любовь часто переплетается с трагизмом.

Средние века. В средневековой литературе образ матери часто ассоциируется с Марией, матерью Иисуса Христа. Она становится символом безусловной любви, жертвенности и милосердия. В литературе этого периода мать является также важным воспитателем, передающим детям религиозные и моральные ценности.

Возрождение и Просвещение. В эпоху Возрождения и Просвещения литература начинает акцентировать внимание на человеческой индивидуальности и семейных отношениях. В произведениях Шекспира, таких как "Гамлет", образ матери (Гертруда) показывает сложность и противоречивость человеческой природы, где материнская любовь может сочетаться с личными амбициями и слабостями.

19 век. В 19 веке образ матери часто отражает общественные и социальные изменения. В романах Толстого и Достоевского матери представлены как жертвенные фигуры, готовые отдать все ради благополучия своих детей. В произведениях Диккенса, например, мать часто символизирует не только заботу, но и страдания, связанные с бедностью и несправедливостью.

20 век. Литература 20 века изображает образ матери в контексте глобальных изменений и конфликтов. В произведениях таких авторов, как Франц Кафка ("Превращение") и Максим Горький ("Мать"), мать становится символом устойчивости и непреклонности перед лицом социальных и личных трудностей. В то же время, литература этого периода начинает рассматривать материнство с точки зрения психологии, раскрывая внутренние переживания и конфликты матерей.

Современная литература. В современной литературе образ матери продолжает развиваться, отражая разнообразие культурных и социальных контекстов. Он может быть представлен как традиционный символ заботы и любви, так и как сложная, многогранная личность с собственными амбициями и желаниями. Современные авторы, такие как Тони Моррисон и Харуки Мураками, исследуют взаимоотношения матерей и детей в условиях глобализации и изменений в социальных ролях.

Образ матери в литературе остается одним из самых мощных и значимых, вызывая глубокие эмоциональные отклики у читателей. Он продолжает вдохновлять писателей на создание новых произведений, отражающих сложность и красоту материнской любви.

Актуальность статьи о матери в литературе остаётся неоспоримой и многогранной. Вот несколько аспектов, которые подчеркивают её значимость:

1. Социальные изменения: В современном обществе роль женщины и матери постоянно развивается. Литература отражает эти изменения, позволяя увидеть, как они влияют на восприятие материнства и взаимоотношений в семье.
2. Психологические аспекты: Глубокое понимание внутреннего мира матерей, их переживаний и конфликтов помогает читателям лучше осознавать и свои собственные эмоции. Литература позволяет исследовать материнство с точки зрения психологии, что особенно актуально в наше время.
3. Культурные различия: Образ матери в литературе помогает понять культурные и национальные особенности, показывая, как различаются или, наоборот, сходны представления о материнстве в разных странах и эпохах.

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4. Влияние на искусство: Литературные образы матерей влияют на другие виды искусства, такие как кино, театр и живопись. Исследование этой темы способствует глубокому пониманию междисциплинарных связей в искусстве.

5. Эмоциональная связь: Тема материнства всегда вызывает эмоциональный отклик у читателей, так как она связана с фундаментальными человеческими чувствами любви, заботы и жертвы. Это делает её актуальной и значимой для людей всех возрастов и культур.

Образ матери занимает особое место в русской литературе и представлен во множестве произведений, затрагивающих различные аспекты жизни и человеческих взаимоотношений. Русские писатели и поэты часто обращаются к этому образу, стремясь выразить свою любовь, почтение и уважение к матерям. Вот несколько известных примеров:

1. Александр Пушкин - в его произведении "Евгений Онегин" есть строки, где он упоминает материнскую заботу и любовь.

2. Лев Толстой - в романе "Война и мир" мать Наташа Ростова, графиня Ростова, олицетворяет семейные ценности и материнскую заботу.

3. Фёдор Достоевский - в его произведении "Преступление и наказание" мать главного героя, Пульхерия Александровна, играет важную роль в эмоциональном и моральном развитии Родиона Раскольникова.

4. Иван Тургенев - в повести "Муму" мать Ерофеича - это символ любви и жертв

5. Максим Горький - в романе "Мать" главная героиня, Пелагея Ниловна, представляет собой символ революционного духа и борьбы за справедливость. Её материнская любовь и забота сочетаются с решимостью помочь своему сыну и его товарищам в их борьбе.

6. Анна Ахматова - в своей поэме "Реквием" Ахматова изображает образ матери, переживающей страдания и горе в сталинские времена. Эта поэма стала символом материнского горя и стойкости.

7. Владимир Набоков - в романе "Дар" мать главного героя, Фёдора Константиновича, представлена как воплощение нежности и любви, которая навсегда остается в памяти её сына.

8. Алексей Толстой - в трилогии "Хождение по мукам" героиня Дарья Дмитриевна становится воплощением материнской любви и верности, несмотря на все испытания и трудности.

9. Николай Некрасов - в своем стихотворении "Мать" изображает образ матери как символ страдания и самопожертвования. Она является воплощением терпения и стойкости, несмотря на все трудности жизни.

10. Александр Блок - в поэме "Двенадцать" образ матери играет ключевую роль в формировании духовного мира главного героя. Блок показывает, как материнская любовь может быть источником вдохновения и силы.

11. Иван Гончаров - в романе "Обломов" мать главного героя, Ильи Ильича Обломова, представляет собой символ традиционных семейных ценностей и любви. Она заботится о своем сыне, несмотря на его лень и бездействие.

12. Николай Лесков - в повести "Леди Макбет Мценского уезда" образ матери играет важную роль в судьбе главной героини, Екатерины Львовны. Мать Екатерины является воплощением традиций и моральных устоев, которые она передает своей дочери.

13. Виктор Астафьев - в повести "Пастух и пастушка" образ матери представлен через героиню Зиночку, которая воплощает идею материнской любви и жертвенности. Она готова пожертвовать всем ради счастья своего сына.

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Образ матери в русской литературе не ограничивается только семейными и личными отношениями, но и охватывает социальные и исторические контексты, делая его одним из самых значимых и трогательных образов. Образ матери в русской литературе часто ассоциируется с глубокими эмоциями, самопожертвованием и духовной силой. Этот образ отражает важность материнской фигуры в жизни каждого человека и общества в целом.

Тема матери в русской литературе занимает важное место и отражает множество аспектов жизни и человеческих взаимоотношений. Рассмотренные произведения демонстрируют следующие ключевые темы:

- Материнская любовь и забота: Образ матери часто ассоциируется с теплом и заботой, как, например, в произведениях Льва Толстого, Ивана Гончарова и Виктора Астафьева.
- Самопожертвование: Матери готовы жертвовать собой ради своих детей и их благополучия, как показано в произведениях Максима Горького и Николая Некрасова.
- Духовная сила и стойкость: Матери часто изображаются как символы духовной силы и стойкости, особенно в тяжелые времена, как в поэме Анны Ахматовой "Реквием".
- Социальные и исторические контексты: Образ матери также отражает социальные и исторические реалии, как в романе Максима Горького "Мать" и поэме Александра Блока "Двенадцать".

Образ матери в русской литературе является многогранным и значимым, представляя собой идеал материнской любви, самопожертвования и духовной силы. Он играет важную роль в формировании моральных и этических ценностей, а также в понимании семейных и общественных отношений.

Таким образом, статья о материнстве в литературе помогает осмыслить и оценить влияние этого образа на литературу и общество в целом, делая её актуальной и сегодня.

Образ матери занимает центральное место в литературе, отражая многообразие и сложность человеческих отношений. На протяжении веков и через различные культурные контексты, литература запечатлевала материнскую любовь, жертвенность, мудрость и силу. Этот образ помогает нам понять не только семейные и социальные структуры, но и внутренние переживания, чувства и ценности, которые формируют нашу жизнь.

Современная литература продолжает исследовать и переосмысливать этот образ, приспособливая его к новым социальным и культурным реалиям. В результате, образ матери остаётся актуальным и значимым, вдохновляя читателей на глубокое осмысление своих собственных взаимоотношений и эмоций.

Литература, через образ матери, предоставляет нам возможность глубже понять человеческую природу и бесконечное разнообразие опыта, что делает её не только отражением, но и созиданием нашей реальности.

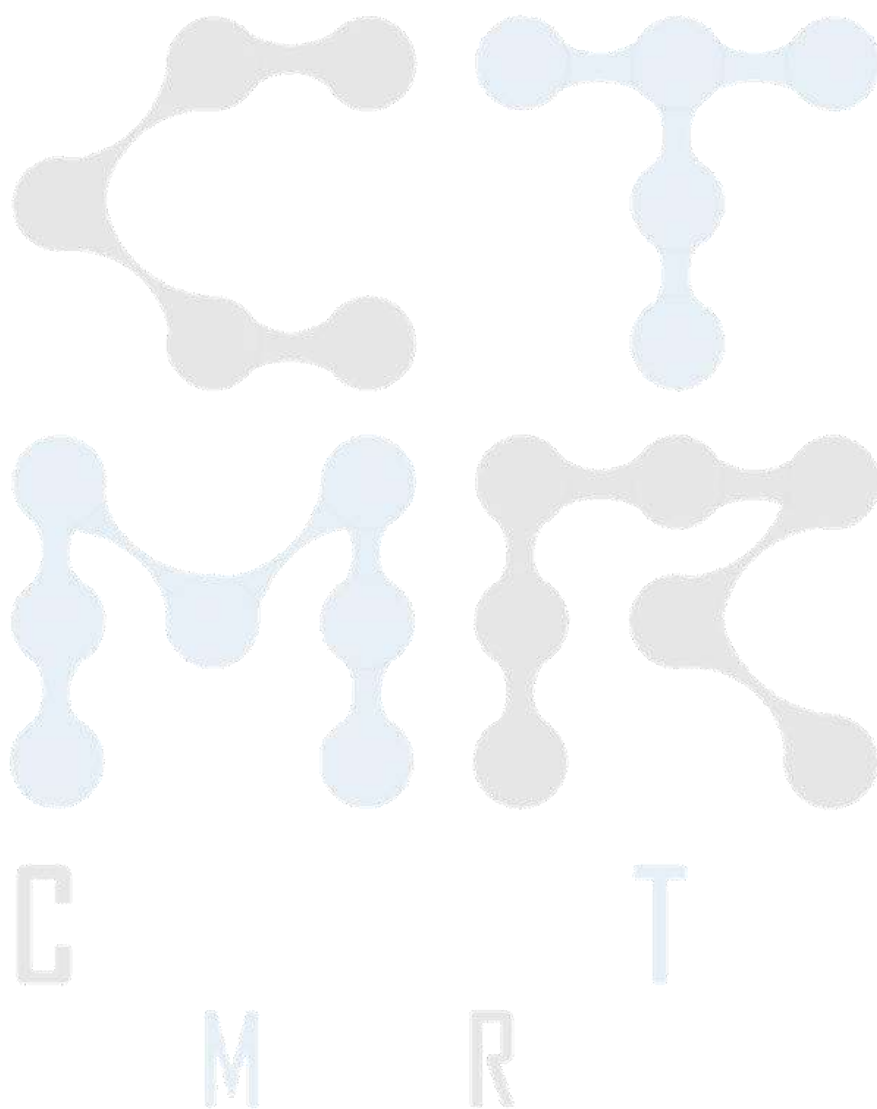
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ENERGY-SAVING TECHNICAL MEASURES IN ASYNCHRONOUS MOTORS USED IN FODDER GRINDING EQUIPMENT OF AGRICULTURAL ENTERPRISES

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Abstract: *This paper describes ways of achieving energy saving when operating an induction motor used in forage choppers. The method of using the asynchronous electric motor for the purpose of energy saving of electric power is presented. The analysis of the potential of energy saving in forage grinding shows that significant savings of electric energy can be obtained by increasing the efficiency of the induction motor.*

Key words: *Power factor of induction motor, active, reactive, total power, load, power factor*

As it is known, the agricultural sector in our republic is increasingly improving and developing. Three-phase induction motors are the main consumers of electricity used in agricultural enterprises. 70-80% of the generated electricity is used in electric motors [5]. Nevertheless, the main part of the main reactive power consumption in electric motors is induction motors. Considering this, compensating and increasing the reactive magnitude exceeding the norm in induction motors used in feed chopping devices is considered as one of the main tasks [2]. Therefore, when operating the feed chopping device, a number of measures should be taken to start the induction motor of the device, as well as to stabilize the supply voltage Fig.1 [3].



Fig.1. General view of the universal forage chopper

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At present, a large amount of reactive power is consumed in the process of using induction motor of feed chopping devices, which is used as an example of one of the agricultural enterprises. In this case, to increase the power factor of the induction motor and reduce power losses in electrical equipment during the operation of the induction motor, which is mainly used in the feed chopping device [6].

Currently, modern imported equipment and technologies are being introduced in the Republic of Uzbekistan, which need to provide electricity according to the requirements of European standards. Otherwise, this technique cannot provide the expected quality and productivity. Modern technological installations have an active feedback effect on the electric network, and at the same time impose strict requirements to the quality of electricity and reliability of SES. These circumstances imply the reconstruction of plants taking into account modern requirements, in particular, on the quality and efficiency of electricity utilization, automation of consumption, metering, etc. Power losses in asynchronous electric motor consist of losses in stator (43,6%) and rotor (12,7%) windings, as well as power losses in steel of magnetic systems of asynchronous electric motor (43,7%). The total share of electrical and mechanical power losses in asynchronous electric motor is 10.2 % in the active power consumption of motors.

The total reactive power consumed by an induction motor is composed of reactive power due to dissipation of stator (10.3%) and rotor (7.7%) windings of the induction motor and reactive power of magnetizing circuits (82%). Reactive power consumed by the induction motor. In induction motors, when the voltage changes, the currents in the stator and rotor windings and the magnetizing current of the motor change. The magnetizing losses increase in proportion to the square of the voltage. If the useful power given by the electric motor to the working body of the industrial plant is constant when the voltage changes, the losses in the stator and rotor change inversely proportional to the square of the voltage. Thus, the ratio of magnetization losses and electrical losses in the motor windings are different depending on the motor load: with a heavily loaded motor, the specific weight of magnetization losses increases. In the total reactive power consumed by the induction motor, a significant share is the magnetizing reactive power, which is proportional to the square of the mains voltage. If the voltage is reduced by 10%, the reactive power consumption of an induction motor decreases by 12-14%. At underloaded mode of the motor it is recommended to switch from the scheme "delta" to "star" Fig. 2.

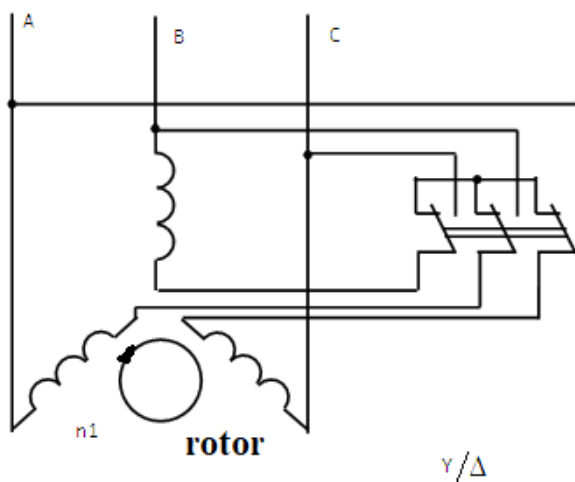


Fig.2. Schematic diagram of stator winding phases connection of induction motor of fodder grinding devices

Not only active power but also reactive power consumption is reduced. The saving of electric power is [2]

$$\Delta W_{\text{э}} = (\Delta P + k\Delta Q) \cdot \Delta t; \quad (1)$$

Reduction of power losses at transition from "delta" to "star" we have:

$$\Delta P_a = \frac{P}{\eta_{\Delta}} - \frac{P}{\eta_Y} = \frac{P}{\eta_{\Delta}} \cdot \left(\frac{\eta_Y - \eta_{\Delta}}{\eta_Y} \right); \text{ кВт}; \quad (2)$$

reduction of reactive power:

$$\Delta Q = \frac{P}{\eta_{\Delta}} \operatorname{tg} \varphi_{\Delta} - \frac{P}{\eta_Y} \operatorname{tg} \varphi_Y; \quad (3)$$

And overall active power savings:

$$\Delta P = k \cdot \Delta Q + \Delta P, \quad (4)$$

where: k -coefficient determining active power losses corresponding to 1 kVAr of reactive power, kW/kVAr.

An effective means of energy saving in asynchronous electric drives is to reduce the voltage supplied to the motor when it operates with low loads or in the mode of operation. This reduces the reactive power consumption and thus the losses in the elements of the electric supply system of the electric drive, and at certain load factors - and power losses in the motor. The reactive power Q consumed by the induction motor when using the U-shaped substitution scheme is determined by the formula [3]

$$Q = Q_{\text{m}} + Q_{\text{pr}} = 3 \cdot U_1 \cdot I_{\mu} + 3 \cdot I_1^2 \cdot X_1 + 3 \cdot I_2'^2 \cdot X_2' = 3 \cdot \frac{U_1^2}{X_{\mu}} + 3 \cdot I_2'^2 \cdot X_{\text{к.з}} = 3 \cdot \frac{U_1^2}{X_{\mu}} + M \cdot \omega_0 \cdot S \cdot \frac{X_{\text{к.з}}}{R_2'}, \quad (5)$$

where Q_{m} , Q_{pr} - reactive powers of respectively magnetic main field (MF) and magnetic scattering fields (MSF) of stator and rotor windings; U_1 - voltage applied to the motor; I_{μ} , X_{μ} - respectively current and reactive resistance of the magnetizing circuit; $I_{(1)}$ - stator current; $I_{(2)}$ - reduced rotor current; $X_{(1)}$, X_2 , $X_{\text{к.з}}$ - inductive resistances of stator winding, reduced rotor winding and short-circuit winding respectively, $X_{\text{к.з}} = X_1 + X_2$, M , ω_0 , S - respectively torque, idle speed and slip of induction motor. It follows from the expression that by reducing the voltage supplied to the motor it is possible to influence the level of reactive power consumed by the motor and thus the value of $\cos \varphi$. This position is illustrated by the dependences of magnetizing current I_{μ} and reduced rotor current I_2 on the motor supply voltage $U_1^* = U_{(1)} / U_{(1\text{nom})}$ at different load torques M_s , shown in Fig. 1. Fig.3 shows that the reduction of voltage leads to a decrease in magnetizing current and, accordingly, the part of reactive power consumption that goes to create the main magnetic flux of the motor.

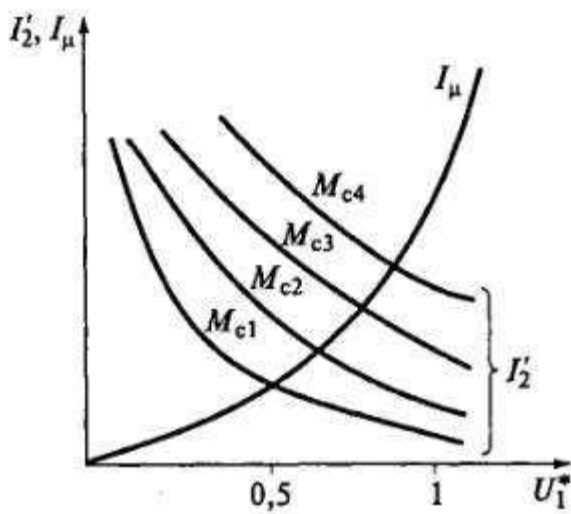


Fig.3. Dependences of magnetizing current and reduced rotor current on stator voltage of fodder grinding devices

At the same time, at the same load torque, the currents in the stator and rotor circuits of the motor increase, which causes an increase in the consumption of reactive power that goes to create dissipation fields of the stator and rotor windings

$$Q = Q_0 + k_H^2 \cdot \Delta Q_{\text{HOM}},$$

where Q_0 - reactive power of the motor at idling;
the motor from idle to nominal

ΔQ_{nom} - increment of reactive power at

The increment of reactive power is determined by the formula

$$\Delta Q_{\text{HOM}} = (Q_{\text{HOM}} - Q_0),$$

where Q_{nom} - reactive power in nominal mode.

Reactive power in nominal mode is determined by the formula

$$Q_{\text{HOM}} = 3 \cdot U_\phi \cdot I_{1\text{HOM}} \cdot \sin \varphi_{\text{HOM}} = P_{\text{HOM}} \cdot \frac{\tan \varphi_{\text{HOM}}}{\eta_{\text{HOM}}}.$$

In practice, two methods of voltage reduction have been used: by switching the stator winding from delta to star circuit and by thyristor voltage regulators. Let us consider the first of these methods. This method of voltage reduction is possible when the nominal phase voltage of the motor stator winding and the line voltage of the network are equal. At motor loads close to the nominal level, the stator windings are included in the "delta" circuit (Δ) and the motor operates at nominal voltage with full magnetic flux. When the load is reduced, the motor windings are switched to a star circuit (Y) and the voltage is reduced by a factor of $\sqrt{3} = 1.73$, which reduces the magnetizing current, reactive power and total losses in the motor and the power supply system. It is important to note that the power losses in the motor can either decrease or increase depending on its load factor. The dependence of induction motor reactive power on the voltage applied to the stator can be expressed by the formula [1].

$$Q \approx k_U^2 \cdot Q_0 + k_H^2 \cdot \frac{\Delta Q_{\text{HOM}}}{k_U^2}, \quad (6)$$

where k_u is the voltage reduction factor equal to one for delta connection of the stator windings and $1/\sqrt{3}$ for star connection of the stator windings

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The dependence of the active power losses of an induction motor on the voltage applied to the stator can be expressed by a similar formula.

$$\Delta P \approx k_U^2 \cdot \Delta P_0 + k_H^2 \cdot \frac{\Delta P_{HOM}}{k_U^2}, \quad (7)$$

where ΔP_0 - power losses in the engine at idling, taken hereafter equal to constant losses K.

By substituting the values of k_U for both circuits into formulas (2) and (3), the reactive power reduction $\Delta Q_{\Delta-Y}$ during winding switching can be determined:

$$\Delta Q_{\Delta-Y} = Q_{\Delta} - \Delta Q_Y = 2 \cdot \frac{Q_0}{3} - 2 \cdot k_H^2 \cdot \Delta Q_{HOM} \quad (8)$$

as well as the reduction of power losses $\Delta(\Delta P_{\Delta-Y})$ during such switching:

$$\Delta P_{\Delta-Y} = \Delta P_{\Delta} - \Delta P_Y = 2 \cdot \frac{\Delta P_0}{3} - 2 \cdot k_H^2 \cdot \Delta P_{HOM}. \quad (9)$$

Analysis of the ratio at the most probable values

$$\Delta Q_0 = (0.60 \dots 0.75) \Delta Q_{nom}$$

at the load factor $k_n < 0.7$ reactive power in the scheme "star" is always less than in the scheme "delta". The analysis of formula (5) at the most probable ratio $\Delta P_{(0)} \approx (0.30 \dots 0.35) \Delta P_{nom}$ shows that the reduction of power losses in the motor at transition to the scheme "star" will take place starting from the values of the motor load factor $k_n < 0.4$.

Formula for calculating the maximum possible relative load torque M_s^* at $k_u = 1/\sqrt{3}$, which is characteristic when switching the stator windings from delta to star, at which the rotor current, power losses and heating do not exceed the rated level:

$$M_c^* = \frac{(2 \cdot \lambda_m \cdot (\lambda_m + \sqrt{\lambda_m^2 - 1}) - 3)^{\frac{1}{2}}}{\sqrt{3} \cdot (\lambda_m + \sqrt{\lambda_m^2 - 1})}.$$

Asynchronous motor's inclusion of stator windings in the scheme "star" motor under the conditions of heating can not carry a load of more than 60%. Let's consider an example of estimation of economic efficiency of the considered method of energy saving

Conclusions

Theoretical calculations and experimental data show that in the case of the enterprise in the operation of the induction motor of feed grinding devices, the connection of the coils of the induction motor, the connection of electricity in a delta-star scheme reduces losses by several percent, which saves electricity for the induction motor of widely used feed grinding devices.

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ONA TILINI O'QITISHDA MATN USTIDA ISHLASH METODIKASI MAZMUNINI
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Annotatsiya. Maqolada, matn ustida ishlash orqali o'quvchilarning tilni tushunish, yozish va fikrni ifodalash qobiliyatlarini rivojlantirish yo'llari ko'rib chiqiladi. Bunda, matnni tahlil qilish, unga asoslangan faoliyatlarni amalga oshirish va interaktiv usullarni qo'llash orqali o'quvchilarning til malakalarini shakllantirishga alohida e'tibor qaratilgan.

Kalit so'zlar: Ona tili, o'qitish metodikasi, matn ustida ishlash, ta'lim jarayoni, tilni rivojlantirish, interaktiv usullar, o'quvchilar, tahlil, yozish, fikr ifodalash.

Аннотация. В статье рассматриваются способы, с помощью которых учащиеся могут развивать навыки понимания речи, письма и выражения посредством текстовой работы. Особое внимание уделяется формированию языковых навыков учащихся путем анализа текста, реализации на его основе деятельности, использования интерактивных методов.

Ключевое слово: Родной язык, методика преподавания, работа над текстом, учебный процесс, развитие речи, интерактивные методы, учащиеся, анализ, письмо, выражение мнения.

Abstract. The article examines ways in which students can develop language comprehension, writing, and expression skills through text work. Special attention is paid to the formation of students' language skills by analyzing the text, implementing activities based on it, and using interactive methods.

Key words: Mother tongue, teaching methodology, work on the text, educational process, language development, interactive methods, students, analysis, writing, expression of opinion.

Kirish. Ona tili o'qitish jarayonida matn ustida ishlash muhim metodik vosita hisoblanadi. Matn, nafaqat o'quvchilarga tilni o'rganishda yordam beradi, balki ularning fikrlash, tahlil qilish, yozish va nutq madaniyatini rivojlantirishda ham muhim ahamiyatga ega. Matn ustida ishlash, ona tili o'qitishning samaradorligini oshiradi va o'quvchilarga tilning barcha aspektlarini o'rganish imkonini yaratadi. Matn ustida ishlash metodikasi, o'quvchilarga tilning grammatik, leksik, stilistik jihatlarini o'rganishga yordam beradi. Shuningdek, matnni tahlil qilish va unga asoslanib turli topshiriqlarni bajarish orqali o'quvchilar o'z fikrlarini aniq ifodalash, matnni tushunish va shaxsiy fikr bildirish kabi ko'nikmalarni egallaydi. Matn bilan ishlashning asosiy maqsadi — o'quvchilarga matnning mazmunini to'g'ri tushunish, undagi axborotni ajratib ko'rsatish, matnning asosiy g'oyasini aniqlash va uni izchil ifodalashni o'rgatishdir.

Matnni diqqat bilan o'qib chiqish va uni tahlil qilish orqali o'quvchilar matnning mazmunini tushunadilar. Tahlil qilishda matnning maqsadli yo'nalishini aniqlash, asosiy fikrni va unga xizmat qiluvchi izohlarni belgilash kerak. Bu usul o'quvchilarda chuqur tushuncha va analitik fikrlashni rivojlantiradi. Matnni o'qib chiqqanidan so'ng, uning asosiy qismlarini ajratib, reja tuzish o'quvchilarga matnning tuzilishini yaxshiroq tushunishga yordam beradi. Reja tuzish orqali matnning mantiqiy bog'lanishlari aniqlanadi. Matn ustida ishlashda o'quvchilarni muhokama qilishga jalb

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qilish va savollar berish orqali ularning fikrini o'rganish mumkin. Savol-javob usuli o'quvchilarga matnni yaxshiroq tushunishga yordam beradi, shuningdek, o'quvchilarning tanqidiy fikrlashini rivojlantiradi. Matnni o'qib bo'lgach, o'quvchilarga ijodiy ishlar, masalan, insho yoki hikoya yozish vazifasi beriladi. Bu orqali o'quvchilarning yozma ifoda qilish ko'nikmalari rivojlanadi.

Matnni o'qish davomida undagi grammatika va leksik xatoliklarni aniqlash, so'z va iboralarning ma'nolarini tahlil qilish, o'quvchilarga tilni chuqur o'rganish imkonini beradi. Matn ustida ishlash metodikasini takomillashtirish uchun bir nechta yondashuvlarni qo'llash mumkin: Darsda o'quvchilarni guruhlariga bo'lib, matnni muhokama qilish va vazifalarni birgalikda bajarishga undash. Bu metod o'quvchilarning jamoaviy ishlash va bir-biriga yordam berish ko'nikmalarini rivojlantiradi. Onlayn platformalar va raqamli resurslardan foydalanish orqali o'quvchilarga matnni tahlil qilish, yozish va taqdimot qilish imkoniyatlarini yaratish. O'quvchilarning individual ehtiyojlariga mos ravishda matn ustida ishlashda turli darajadagi topshiriqlar va ko'maklar berish. Bu, o'quvchilarning o'zlashtirish darajasiga qarab, metodni moslashtirishga yordam beradi. Ona tili o'qitishda matn ustida ishlash metodikasi muhim ahamiyatga ega bo'lib, o'quvchilarning tilni o'rganish jarayonini samarali qilishga xizmat qiladi. Matn bilan ishlash nafaqat tilni o'rganish, balki o'quvchilarning fikrini to'g'ri ifodalash, tahlil qilish va ijodiy ishlash qobiliyatlarini ham rivojlantiradi. Shu sababli, matn ustida ishlash metodikasini takomillashtirish, ona tili o'qitish sifatini oshirishda katta ahamiyatga ega. Ona tilini o'qitish jarayonida matn ustida ishlash metodikasi katta ahamiyatga ega. Matn asosida o'qitish, o'quvchilarning til malakalarini rivojlantirish, fikrni to'g'ri va aniq ifodalash, shuningdek, analitik va tanqidiy fikrlashni shakllantirishda muhim rol o'ynaydi.

Shuning uchun matn bilan ishlash metodikasining takomillashtirilishi ona tilini o'qitishda samaradorlikni oshirishning asosiy omillaridan biridir. Matn ustida ishlash metodikasi — bu o'quvchilarga matnni to'g'ri tushunish, tahlil qilish, ifodalash va umumlashtirishni o'rgatish jarayonidir. Bu metodika yordamida o'quvchilarga grammatik va stilistik qoidalarni tushuntirish, ular matndagi ma'no va kontekstni aniqlash, so'z va gap strukturasini o'rganish imkoniyati yaratiladi. Matn bilan ishlashda o'quvchilar nafaqat tilni o'rganadi, balki madaniyat, tarix, adabiyot kabi sohalarda bilimlarini boyitadi. Ona tilini o'qitish metodikasi mazmunini takomillashtirish, ta'lim jarayonining samaradorligini oshirish, o'quvchilarning tilni o'rganishdagi qobiliyatlarini rivojlantirishga xizmat qiladi. O'qitishda yangi pedagogik yondashuvlarni joriy etish, interaktiv va ijodiy metodlarni qo'llash, shuningdek, zamonaviy texnologiyalarni o'qitish jarayoniga integratsiyalash orqali metodikani takomillashtirish mumkin. Ona tili o'qitish metodikasini takomillashtirishda innovatsion yondashuvlar katta rol o'ynaydi. O'quvchilarga matn bilan ishlash jarayonida yangi texnologiyalar va onlayn resurslardan foydalanish, masalan, raqamli platformalar va multimedia materiallari, o'quvchilarning qiziqishini oshiradi va darsning samaradorligini ta'minlaydi. Interaktiv metodlar, masalan, guruhli ishlash, muhokama, o'yinlar va vazifalar orqali o'quvchilarni faol ishtirokchiga aylantirish metodikaning mazmunini boyitadi.

O'quvchilarning individual xususiyatlarini inobatga olish va ularga mos ravishda o'qitish metodikasini takomillashtirish talab etiladi. Har bir o'quvchining o'zlashtirish darajasiga mos ravishda murakkablikni oshirib borish, topshiriqlarni shaxsiylashtirish va ularni har bir o'quvchining ehtiyojlariga moslashtirish samarali o'qitishni ta'minlaydi. Matn ustida ishlashda faqat tahlil va tushunish bilan cheklanmasdan, o'quvchilarga matnni ijodiy ishlash imkoniyatini yaratish, masalan, matn asosida hikoya, insho yoki esse yozish kabi faoliyatlarni kiritish kerak. Bu o'quvchilarning yozma va og'zaki ifodalash ko'nikmalarini rivojlantiradi, shuningdek, ijodiy fikrlashni o'stiradi.

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Matnni o'qish va uni tahlil qilish orqali o'quvchi matnning asosiy fikrini, uning strukturasi aniqlaydi. Tahlil qilish orqali o'quvchilar matnni yaxshiroq tushunib, o'z fikrlarini to'g'ri va izchil ifodalay olishadi. Matnni o'qib chiqishdan so'ng uning asosiy qismlarini aniqlash va qisqacha reja tuzish o'quvchilarning matnni mantiqan qayta ishlashiga yordam beradi. Bu usul orqali o'quvchilar matnning maqsadiga erishish uchun qanday asosiy g'oyalarni yoritishini tushunadilar. Matn ustida ishlash jarayonida o'quvchilarni guruh yoki sinf bilan birgalikda muhokama qilish, turli fikrlarni o'rganish va baholash, shuningdek, mustaqil fikr yuritishni rivojlantirishga yordam beradi. Matnni o'qiganidan so'ng savollar yordamida uning mohiyatini tushunish, asosan, o'quvchilarni tanqidiy fikrlashga yo'naltiradi. Savollar yordamida o'quvchi matndagi noaniq joylarni aniqlab, ularga javob topadi. Matn asosida ijodiy ishlar, masalan, qisqa hikoya, insho yoki fikrlar yozish orqali o'quvchilarning yozma ifoda qilish ko'nikmalarini rivojlantirish mumkin. Matn ustida ishlash metodikasini takomillashtirish uchun bir nechta yondashuvlarni joriy etish zarur. Avvalo, darslarda o'quvchilarni matn bilan ishlashda interaktiv metodlarni qo'llash tavsiya etiladi. Masalan, onlayn platformalar orqali matnlarni tahlil qilish, guruhli ishlash, o'yinlar orqali o'qish va yozish faoliyatlarini qo'llab-quvvatlash. Bundan tashqari, o'quvchilarga turli janrlar va uslublarda matnlarni tahlil qilishni o'rgatish, ular tomonidan ko'proq o'z fikrlarini ifodalashga imkon beradigan muhit yaratish lozim.

Ona tilini o'qitishda matn ustida ishlash metodikasi ta'lim jarayonini samarali tashkil etishda katta ahamiyatga ega. Bu metodikaning takomillashtirilishi o'quvchilarning tilni tushunish, ifodalash, fikrini mantiqan rivojlantirishga yordam beradi. Metodika yangiliklarini o'quvchilarga kengroq va samarali tarzda o'rgatish, ularning nutq va yozish malakalarini rivojlantirishga xizmat qiladi. Yangi pedagogik yondashuvlarni qo'llash, ona tili o'qitish sifatini oshirishda muhim omil bo'lib qoladi.

Muhokama va natijalar. Matn ustida ishlash metodikasi ona tili o'qitishning muhim jihatlaridan biri bo'lib, uning samaradorligi va o'quvchilarga ta'siri turli jihatlar bilan baholanishi kerak. Matn ustida ishlash, o'quvchilarning tilni tushunish, tahlil qilish va yozish ko'nikmalarini rivojlantirishga katta yordam beradi. Bu usul orqali o'quvchilarning fikrlash qobiliyatlari, nutq madaniyati va tilga bo'lgan munosabati shakllanadi. Matn ustida ishlashning samaradorligi o'quvchilarni faqat grammatika va leksika qoidalarini o'rganishga undamaydi, balki ularning fikr yuritish, tahlil qilish va mantiqiy izlanishlarni amalga oshirish qobiliyatlarini rivojlantiradi. O'quvchilar matnni o'qish va unga tahliliy yondoshuvni qo'llash orqali matnni nafaqat yuzaki, balki chuqur tushunishga o'rganadilar.

Bundan tashqari, matn ustida ishlashda ijodiy va interaktiv metodlardan foydalanish o'quvchilarning darsga bo'lgan qiziqishini oshiradi. Darsda guruhli ishlash, fikr almashish va savol-javob usullari o'quvchilarning o'z fikrlarini erkin ifodalashga imkon yaratadi va natijada ularning o'z fikrini asosli ravishda izhor etish malakalari rivojlanadi. O'quvchilarning matnni tahlil qilish orqali olingan bilimlarni amaliyotda qo'llash ko'nikmalarini oshirish ham juda muhim. Matn ustida ishlash jarayonida tahlil qilish, yozish va ijodiy faoliyatlarni birlashtirish orqali o'quvchilar o'zlarining nutq va yozish malakalarini yangilaydilar. Bu esa, o'z navbatida, ularning tilni to'g'ri va mantiqan ifodalashga bo'lgan qobiliyatlarini rivojlantiradi.

O'quvchilar matn ustida ishlash orqali matnning mazmunini to'g'ri tushunish va tahlil qilish ko'nikmalarini rivojlantiradilar. Bu usul o'quvchilarni matndagi asosiy fikrni ajratib ko'rsatish va matnning mohiyatini o'z so'zlari bilan ifodalashga o'rgatadi. Matn ustida ishlash jarayonida o'quvchilar turli ijodiy topshiriqlarni bajarish orqali yozma va og'zaki ifodalarini yaxshilashadi. Bu esa ularning yozuvlarini aniq va tushunarli qilib ifodalash imkoniyatini yaratadi. O'quvchilar matnni

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tahlil qilishda mantiqiy fikrlashni rivojlantiradilar. Muhokama va savol-javoblar yordamida ularning fikrlash qobiliyatlari chuqurlashadi va ular tanqidiy fikrlashni o'rganadilar. Matn ustida ishlash jarayonida o'quvchilar o'zlarining nutq madaniyatini rivojlantiradilar. O'quvchilarga fikrlarini mantiqan izchil va ravon ifodalashga imkon yaratadigan interaktiv metodlar, o'z navbatida, ularning o'zaro muloqotdagi madaniyatini oshiradi.

Matn ustida ishlash metodikasi ona tili o'qitishning samaradorligini oshirishda muhim rol o'ynaydi. Matnni tahlil qilish, yozish va ijodiy ishlash orqali o'quvchilarning tilni tushunish va ifodalash qobiliyatlari rivojlanadi. Shu bilan birga, matn ustida ishlash o'quvchilarga faqat til bilimlarini emas, balki ularning fikrini mantiqan va aniq ifodalash, savol-javob usullaridan foydalanish kabi ko'nikmalarni ham rivojlantiradi. Metodikaning takomillashtirilishi esa, o'quvchilarning o'zlashtirish darajasini oshirib, ta'lim sifatini yaxshilashga xizmat qiladi.

Xulosa. Ona tilini o'qitishda matn ustida ishlash metodikasi muhim pedagogik vosita bo'lib, o'quvchilarning tilni tushunish, tahlil qilish, yozish va og'zaki ifodalash ko'nikmalarini rivojlantirishda katta ahamiyatga ega. Matn ustida ishlash orqali o'quvchilar faqat grammatika va leksika qoidalarini o'rganib qolmay, balki fikrlarini mantiqan va aniq ifodalashni, matnni chuqur tahlil qilishni o'rganadilar. Darslarda interaktiv usullar, guruhli ishlash, savol-javob va ijodiy topshiriqlar yordamida o'quvchilarning nutq madaniyati, analitik fikrlash va yozish malakalarini rivojlantirishga erishiladi. Matn ustida ishlash metodikasini takomillashtirish, o'quvchilarga faqat til bilimlarini o'rgatishdan tashqari, ularning umumiy fikrlash, yaratish va muloqot qilish qobiliyatlarini oshiradi. Shu bois, bu metodikaning samarali qo'llanilishi ona tili o'qitish sifatini sezilarli darajada yaxshilashga olib keladi. O'quvchilarning tilga bo'lgan qiziqishi va o'zlashtirish darajasi oshib, ularga tilning barcha jihatlarini chuqur o'rganish imkonini yaratadi.

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FEATURES OF MEASLES COURSE IN ADULTS AT THE MODERN STAGE

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Measles is an acute infectious disease caused by the measles virus, a member of the Paramyxoviridae family. Since its identification in the late 1950s, measles has been one of the most widespread infectious diseases, however, extensive vaccination programs have significantly reduced the number of measles cases [2;5;9;11]. Nonetheless, in recent decades, some countries, including Uzbekistan, have seen a slight increase in incidence, underscoring the relevance of this topic.

According to the World Health Organization (WHO), measles remains a pressing issue in countries with low vaccination rates [3;5;9;10]. In recent years, there has been an increase in cases, particularly in Europe and North America. This trend is partly explained by vaccination refusals in certain population groups, leading to infection outbreaks.

In Uzbekistan, measles incidence has also been rising in recent years. This increase has highlighted the importance of studying the characteristics of measles in adults, given the growing number of unvaccinated individuals and the potential spread of the virus to age groups lacking immunity.

Unlike children, in whom the disease typically has a milder course, measles in adults can be more severe, with complications and a poorer prognosis [6;7].

Purpose of the Study: to examine the clinical and laboratory features of measles in adults.

Materials and Methods. In 2024, a clinical and laboratory study was conducted on 208 measles patients, including 56 children and 152 adults. All patients were hospitalized in the infectious disease unit of the multidisciplinary clinic of the Tashkent Medical Academy from February to December 2024.

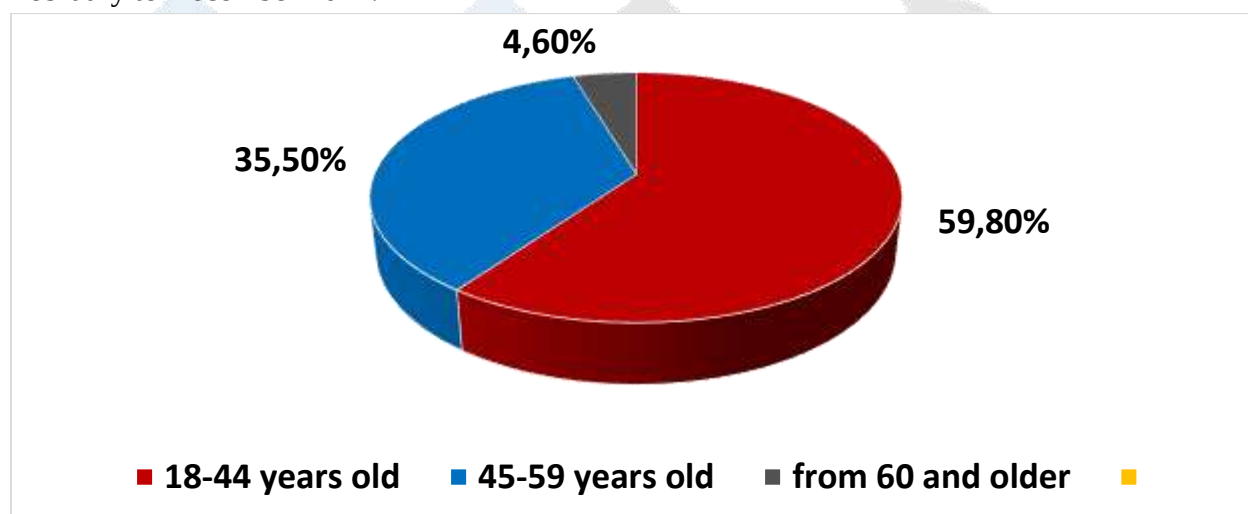


Fig.1. Age distribution of patients (%).

A comprehensive research approach was used, including clinical, serological, epidemiological, and statistical methods.

A monitoring card was filled out for each patient, documenting clinical and laboratory data over time. Measles severity was determined based on the intensity of intoxication symptoms and fever.

The level of measles antibodies (IgM and IgG) in serum samples from patients was measured using enzyme-linked immunosorbent assay (ELISA). All data were processed using variation statistical methods.

Research Results. Epidemiological history showed that only 40.7% (n=62) were vaccinated against measles, 20.3% (n=31) were unvaccinated, and 38.8% (n=59) were unaware of their vaccination status. All patients (100%) confirmed contact with measles cases.

It was found that measles in adults had a more pronounced clinical presentation and was more severe than in children. Among patients, 80.9% had a moderate form of measles (n=123), and severe cases (n=20) were more common in adults than in children (13.1% vs. 8.9%, $p<0.02$). Mild cases accounted for only 5.9% in adults compared to 35.7% in children ($p<0.001$). Notably, mild cases were registered in patients under 30 years old.

All adult patients showed a typical clinical picture of measles. Analysis of symptoms by age revealed less pronounced catarrhal syndrome in adults compared to children during the catarrhal stage. However, during the rash stage, there were no significant differences in the severity of catarrhal symptoms between adults and children. Adults exhibited later onset and gradual development of catarrhal manifestations.

Compared to children, measles in adults presented with more pronounced intoxication and fever. Adults were more likely to have enlarged submandibular lymph nodes (64.4% vs. 25%, $p<0.002$), confluent rashes (94.0% vs. 69.6%, $p<0.01$), and hemorrhagic components (16.0% vs. 25.5%, $p<0.001$).

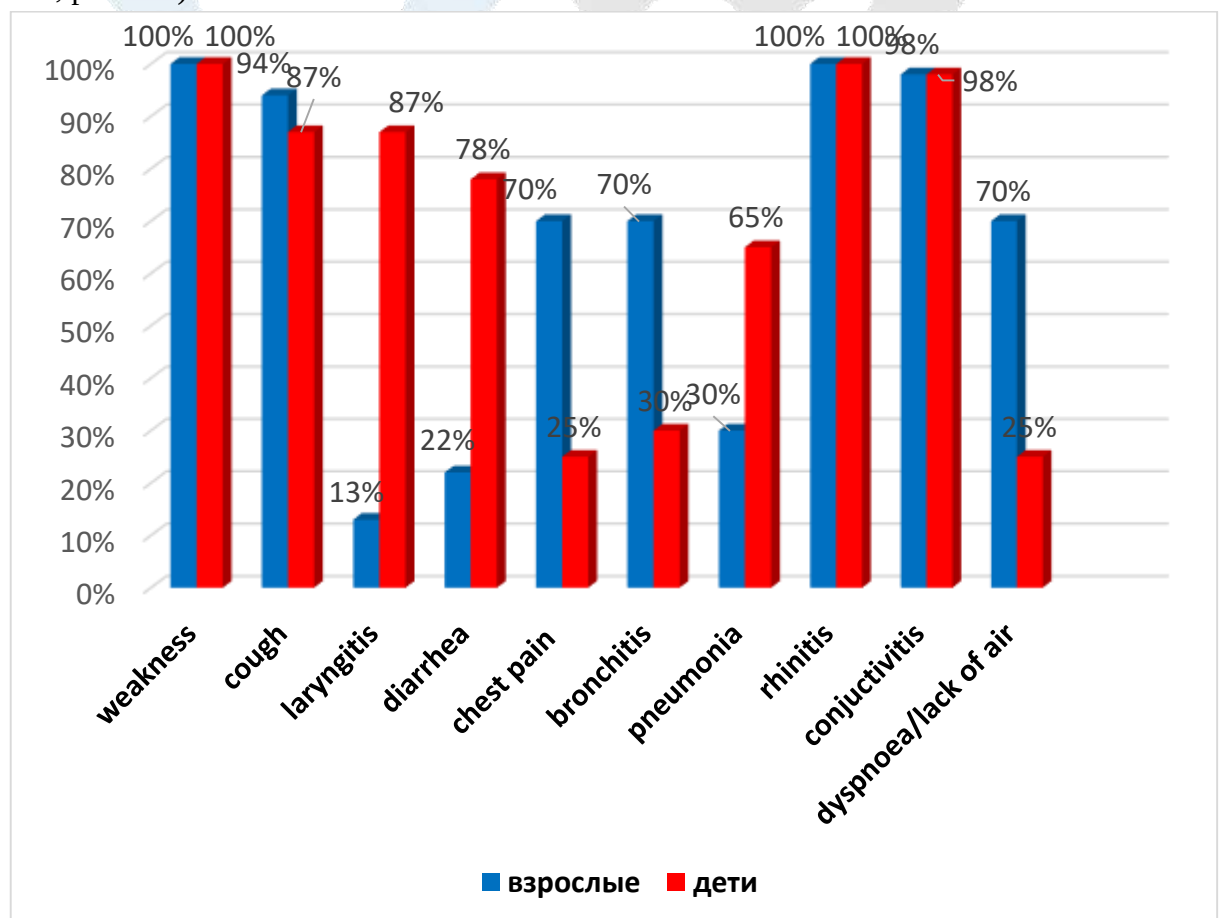


Fig.2. Comparative clinical manifestations of measles, %

Thus, measles in adults typically progresses with distinct symptoms and the characteristic stages of the disease. Moderate forms predominated, with an observed trend toward an increase in severe forms among hospitalized adults in recent years. The severity of the disease is associated with pronounced intoxication.

The proportion of mild cases has increased among patients under 30, likely due to a higher number of vaccinated individuals. However, this hypothesis lacks strong evidence since most adult patients did not have vaccination records, and conclusions were inferred based on their age.

In terms of complications, bronchitis was the leading respiratory complication, occurring in 69.7% of cases.

ELISA showed that anti-measles IgM was detected in 93.4% of patients during the acute stage (1-6 days from rash onset). During the convalescent stage, specific IgM was present in 98.0% of patients.

Conclusions. The source of infection remains measles patients, with transmission occurring in susceptible groups during the catarrhal phase of the initial case.

In the context of long-term vaccination efforts, measles in adults is more severe than in children. The proportion of severe cases was 13.1% in adults compared to 8.9% in children, while mild cases were significantly less frequent (5.9% vs. 35.7%).

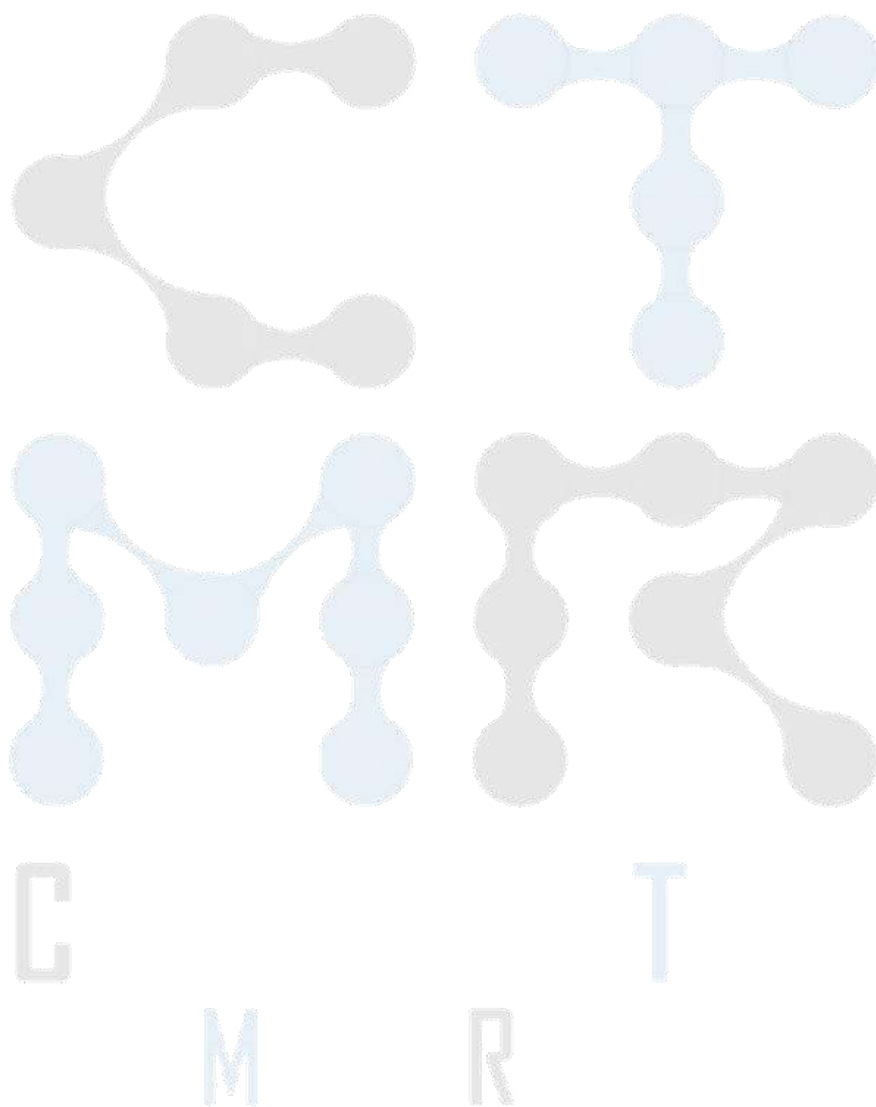
Measles diagnosis in adults relies on clinical data, epidemiological history (contact with patients or travel to endemic areas), and laboratory tests (antibody or viral RNA detection).

Additionally, measles in adults may result in prolonged recovery and chronic fatigue, negatively impacting quality of life.

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КОНЦЕПЦИИ НАРОДНОЙ ПЕДАГОГИКИ: ИСТОРИЧЕСКИЙ АНАЛИЗ

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Annotation: In this article, the author describes and analyzes the concepts of folk pedagogy from antiquity to the present day and gives a description of the integration of folk pedagogy into modern pedagogical concepts.

Key words: ethnopedagogy, folk pedagogy, spiritual wealth of the people, folk culture

Аннотация: В данной статье автор описывает и анализирует концепции народной педагогики с древности до наших дней и дает описание интеграции народной педагогики в современные педагогические концепции.

Ключевые слова: этнопедагогика, народная педагогика, духовное богатство народа, народная культура

Научные исследования проблем народной педагогики свидетельствуют, что изучение народного опыта воспитания как социально-исторического феномена на всех этапах исторического развития входило в круг научных интересов педагогов прошлого и настоящего.

Великий русский педагог К. Д. Ушинский высоко оценивал воспитательный потенциал народной педагогики: «Воспитание, создание самим народом и основанное на народных началах, - писал он, - имеет ту воспитательную силу, которой нет в самых лучших системах, основанных на абстрактных идеях...». Он глубоко верил в принцип «народ без народности – тело без души» и, опираясь на этот принцип, основал идею народности. Хорошо зная народные обычаи, обряды, традиции, он пришел к выводу, что «мудрость предков – зеркало для потомков» и потому ратовал за народное воспитание, ибо оно является живым образцом в процессе народного развития.

В. А. Сухомлинский подчеркивал необходимость и важность изучения нравственных идей и вытекающие из них педагогических взглядов народа. Он считал, что, несмотря на богатство и огромное практическое значение народной педагогики, она в должной мере не изучается и глубокие исследования по этим проблемам не проводятся.

«О народной педагогике никто до сих пор серьезно не думал, и, по-видимому, это принесло много бед педагогике», - писал он. — Я уверен, что народная педагогика – это средоточие духовной жизни народа. В народной педагогике раскрываются особенности национального характера, лицо народа. Характер народа, его думы и чаяния, нравственные идеалы особенно ярко проявляются в созданных им сказках, былинах, легендах, эпосах, поговорках и пословицах.

В советский период одним из первых к проблемам народной педагогики обратился известный этнограф и педагог Г. С. Виноградов, давший описание сущности этого явления, как составной части педагогической культуры народа, утверждавший право существования термина и понятия «народная педагогика».

«Народная педагогика не столько система, сколько сумма знаний, умений», - утверждал Г. С. Виноградов. Он характеризовал народную педагогику как совокупность навыков и

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

VOLUME-5, ISSUE-1

приемов, применяемых народом в целях формирования личности в определенном направлении. По мнению ученого, когда речь идет о народной педагогике, то имеется в виду не педагогическая теория, а педагогическая практика. Исходя из этого, Г. С. Виноградов считал, что совокупность народного взгляда, принимаемых народом средств воздействия на иное поколение в целях его обучения и воспитания следует назвать народной педагогикой¹.

Вопросы народной педагогики были предметами исследования ряда ученых: Г. Н. Волкова, А. Э. Измайлова², А.Ш. Галимова, В. Ф. Афанасьева, Г. Н. Филонова. Каждый из них, естественно, внес свой вклад в теорию и практику народной педагогики³.

Исходя из исследований этих ученых, мы пришли к выводу, что объектом и предметом народной педагогики является процесс воспитания и процесс обучения, а главным элементом народной педагогики является совокупность эмпирических знаний, сведений, накопленных народом о человеке и его воспитании и практическая деятельность трудящихся по воспитанию молодого поколения.

Народная педагогика исторически сложилась в глубокой древности. Она существует столько времени, сколько существует сам народ. В эпоху среднеазиатской античности (III век н.э.) уже были известны образцы художественного народного творчества. Искусство слова, родившееся в глубокой древности, прежде всего, воплотилось в художественном народном творчестве – в сказках, легендах, эпосе, поговорках, пословицах и других памятниках народной педагогики.

Поговорки и пословицы – один из самых активных и широко распространенных памятников устного народного поэтического творчества. В них народ на протяжении веков обобщал свой социально-исторический опыт. Как правило они имеют афористическую форму и поучительное содержание, выражают думы и чаяния народа, его взгляды на явления общественной жизни, его эмпирически сложившееся представление о воспитании молодого поколения. Народ отобрал в своей многовековой истории все ценное в педагогическом отношении в практике семейного воспитания многих поколений и выразил его в форме поучительных афоризмов.

На поговорках, пословицах, изречениях училось и воспитывалось не одно поколение людей, более того, некоторые пословицы стали девизом жизни многих великих людей.

Таким образом, используя иронию в афоризмах, народ, соблюдая определенный педагогический такт, обращает внимание на людские слабости, пороки, недостатки, пробуждает желание и стремление устранить эти недостатки. Лаконичность и краткость афоризмов создают условия для осуществления принципа доступности, общие элементы ритмики и поэтической речи придают афоризмам образность, тем самым составляя основу наглядности.

Самой действенной чертой народной педагогики является связь с жизнью, с практикой обучения и воспитания молодого поколения. Народной педагогике не было и нет необходимости заботиться об укреплении связи с жизнью, ибо она сама жизнь; не было необходимости внедрять и распространять свои достижения среди масс, она сама педагогика масс, педагогика большинства, педагогика народа, созданная народом – для народа. Не

¹ Виноградов Г. С. Народная педагогика. Иркутск., 1926, с. 19

² Измайлов А. Э. Народная педагогика. М.: Педагогика, 1991

³ Волков Г. Н. Этнопедагогика. М.: Академия, 1999.

случайно во многих семьях, куда раньше не доходили даже азы научной педагогики, народ воспитывал свое молодое поколение в духе трудолюбия, высокой нравственности и благородства⁴.

Народная педагогика, как и все проявления духовной культуры, подвержена взаимовлиянию и взаимообогащению.

Главное в народной педагогике – это процесс воспитания и обучения молодого поколения. Большой научно-педагогический интерес представляют вопросы о том, как народ понимает сущность воспитания, какими приемами и методами пользуется в процессе воспитания, каково представление народа о трудовом, нравственном, умственном и эстетическом воспитании.

Народ всегда верно представлял себе сущность воспитания подрастающего поколения, его трудности, радости и благородство конечной цели. В народе говорят: «Воспитание – бесценное богатство».

Трудное дело – воспитывать человека, оно требует заботливого и внимательного отношения, определенных знаний и умений. В народе существует много суждений, касающихся этих трудностей, но все их можно выразить одним выводом: «Кто не закалит сердце, тот не воспитает ребенка».

В народе с древнейших времен было известно, что воспитание возникает вместе с появлением человека. Воспитание – вечная категория, она существует и развивается вместе с развитием человеческого общества. Если время для начала воспитания упущено или воспитание велось неправильно, приходится заниматься перевоспитанием, а это задача более трудная. Особое внимание обращалось на воспитание в раннем детстве. Об этом свидетельствуют такие выражения: «Ребенку, у которого прорезались зубы, разжеванная пища не потребуется», «Ребенка надо воспитывать в колыбели, а теленка на привязи».

Для народной педагогики особое значение имел показ способов выполнения различных видов сельскохозяйственного, ремесленного, бытового труда, приготовление национальных блюд, ткачество, резьба, вышивание и т.д. Прислушивались к советам взрослых, юноши и девушки должны были выработать у себя необходимые навыки и приемы труда. Народная мудрость говорит о том, что в воспитании следует использовать положительный пример: «Если у тебя взрослый сын – веди дружбу со скромным человеком, если у тебя взрослая дочь – веди дружбу с мастерицей».

Трудно переоценить значение трудового воспитания в общей системе народной педагогики, оно действительно является ее сердцевиной. С древнейших времен трудовое воспитание детей и молодежи являлось важнейшей обязанностью родителей, а затем и общественных заведений и других общественных институтов.

Труд в условиях Средней Азии и Казахстана был связан, прежде всего, с животноводством, народными промыслами. Бытовая культура, духовный склад народа были порождены тысячелетиями земледельческой цивилизации. Все нравственные каноны, моральные представления, даже художественные вкусы целых эпох обусловлены отношением человека к матери – сырой земле.

Нелегкий труд земледельца и животновода, отношение к хлебу как святыне, хлопку, все это воспитывало у детей чувство любви к труду и людям труда. Народ не только

⁴ Измайлов А. Э. Народная педагогика. Москва. Педагогика, 1991, с.38

прославляет труд как бесценный дар природы человеку, но в какой-то мере идеализирует его вдохновенный характер: «Труд – всему отец».

Народ высмеивает человека, который ищет легкой работы. Поговорка гласит: «В дождливый день много желающих кур поить». Особенно отрицательное отношение вызывают люди, имеющие «белые ручки», которые любят чужой труд.

Вопросом трудового воспитания детей в семье уделял много внимания А. С. Макаренко. Опираясь, на традиции народной педагогики, считая семью ячейкой нового общества, где происходит первичная закладка и формирование чувств, мыслей, характера и сознания ребенка педагог утверждает, что правильное воспитание невозможно представить как воспитание нетрудовое. Поясняя смысл и значение трудового воспитания, он советует иметь в виду ряд обстоятельств.

Трудовому воспитанию принадлежит значительная роль и во всестороннем развитии личности. Для осуществления целей развивающего трудового образования необходима его вариативность, выборность, сменность видов трудовой деятельности, что позволит включать в ее рамки сферу социальной помощи, охрану природы и памятников культуры и т.д. К этому должны быть подготовлены не только учителя, но и родители⁵.

Умственное воспитание новых поколений всегда было предметом первой заботы народа. Народ, хотя и был в прошлом лишен знаний, но в глубине сознания народных масс всегда таилось огромное стремление к образованию и науке. «Знание – светоч ума» - народный афоризм.

«Дороже ума богатства нет», «Ум на рынке не купишь», «Ум – одежда, которая никогда не сносится, знания – родник, который никогда не исчерпаешь» - такова народная оценка значения знаний.

Но особенно по-современному звучит пословица: «Не удивляй одеждой, а удивляй знаниями». Это как бы народный отклик на стремление части молодежи выделиться не знаниями и трудолюбием, а дорогостоящими вещами, купленными на деньги родителей.

Народ выработал свои собственные дидактические принципы обучения и приобретения знаний, которые близки принципам научной педагогики. Связь знаний с жизнью – важнейшее дидактическое требование народа. Народ интуитивно пришел к осознанию того, что необходима систематичность в получении знаний и непрерывность образования.

Основным источником знаний всегда были книги и чтение. «Нет больше наслаждения, чем читать книги, нет дела важнее, чем учить сына» - говорится в народных афоризмах. О значении книги как друга, советчика человека, как источника знаний говорится и в таких афоризмах: «Прочтешь незнакомую книгу, словно обретеешь хорошего друга, перечитаешь книгу, словно встретишь старого знакомого», «Книга – ключ к знанию».

Исследования народной педагогики позволяют утверждать, что концепция народной педагогики сложилась. Установлен предмет народной педагогики, определены ее источники, принципы, методы, характерные особенности. Концепция народной педагогики рассматривает педагогические воззрения народа как выражение практической народной философии, как сгусток веками накопленного коллективного опыта народных масс по воспитанию и обучению молодого поколения воплощенных в разнообразных памятниках устного народного творчества.

⁵ Макаренко А. С. О воспитании в семье. Москва, 1955, с.124

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Народную педагогику создал народ, педагогическая теория ее только изучала, взаимодействовала с ней и синтезировала ее. Народная педагогика до сих пор не нашла подходящего ей места в общей системе педагогических исследований. Между тем и сегодня в любой семье воспитание происходит, прежде всего, на основе накопленного житейского воспитательного опыта данной семьи. В памятниках народной педагогики воплощен характер народа, представление о будущем, о прекрасном. Народная педагогика заслуживает самого внимательного отношения, глубокого и пристального изучения.

В заключение можно сказать, что на протяжении всей истории человек был и остается объектом и субъектом воспитания. Накопленный веками опыт воспитания составляет ядро народной педагогики. Многие пословицы и поговорки, народные сказки по существу стали неписаными законами воспитания, своего рода моральным кодексом семьи.

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Film discourse at the macro-context level

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Annotation. This article analyzes Woody Allen's *Blue Jasmine* (2013), focusing on its genre characteristics, narrative structure, and thematic exploration. The film is identified as a social drama with elements of black comedy, addressing social inequality, betrayal, and personal crisis. The article explores the film's classification as a *woman's film*, highlighting the emotional and psychological depth of its female protagonist, Jasmine. It discusses the film's non-linear narrative, which reflects feminine subjectivity, and examines how the director uses humor and irony to create a complex portrayal of Jasmine's downfall. Additionally, the article delves into themes of financial dependence, sexual harassment, and the impact of social class, while critiquing gender dynamics and societal norms.

Key words. Blue Jasmine, feminine subjectivity, gender roles, narrative structure

American fictional movie from director and screenwriter Woody Allen, released in 2013, "Blue Jasmine" is a drama with elements of black comedy. Before proceeding to the analysis of the movie, it will be reasonable to describe its plot. The main character, Jasmine Francis, recently suffered a nervous breakdown after going broke and falling into heavy debts, so she is forced to leave New York and fly to San Francisco to stay with her step-sister Ginger (they were both adopted). Despite the fact, that she is broke, Jasmine flies to San Francisco in first class, and also leaves big tips to the taxi driver who picked her up from the airport. Jasmine could not escape from memories of her past social life on Manhattan and the failure of her marriage to the rich and courteous Hal. In one of the flashbacks, the viewer sees how a few years ago Ginger and her husband Augie visited Jasmine in New York, during their visit Jasmine paid for their excursions around the city and hotel accommodation in order to spend as little as possible with them time. Ginger says that she and Augie won two hundred thousand dollars in the lottery, which Augie wants to spend on her own construction business, but Jasmine offers the help of her financier husband Hal - in investing money for further profit, to which Augie reluctantly agrees. During another excursion, Ginger notices Hal on the street, kissing another woman. Later, this woman shows up at Jasmine's birthday party at her and Hal's house. Ginger decides not to tell Jasmine about what she saw. Another episode tells how Hal was arrested by the authorities on charges of large financial fraud with his clients' money, after which he goes to prison and later commits suicide, unable to bear public shame. Jasmine's adopted son, Danny drops out of Harvard and stops all relations with Jasmine, believing that she is involved in his father's crimes, which she denies. Ginger and Augie lose their invested money and their marriage falls apart. After Hal's death, Jasmine begins to drink a lot and take sedatives. In addition, she has a habit of mumbling to herself, remembering her old life. After moving in with Ginger, Jasmine decides to start over, get an education, which she once gave up for Hal. She attends computer courses in order to further obtain an online qualification as an interior designer, which, in her opinion, suits her perfectly due to her impeccable taste. To pay for the courses, she gets a job as a secretary in the dentist's office, which she soon quits due to sexual harassment by her boss. Jasmine constantly criticizes her sister's

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life and her choice of men. Ginger meets with a mechanic named Chili, and Jasmine despises him for his low birth and bad manners. She convinces Ginger to go to a party with her and find a more worthy match. At a party, Ginger meets Al. Deciding that he suits her better, she dumps Chili and starts dating Al. However, she later finds out that he is married, returns to the Chili who loves her and realizes that all this happened to her under the influence of Jasmine. At the same party, Jasmine meets a rich widowed diplomat Dwight. She pretends to be an interior designer whose husband the surgeon died of a heart attack, and Dwight asks her to do the decor of his country house. Their relationship is developing rapidly, and soon Dwight decides to propose to Jasmine. He invites her to a jewelry store to choose a ring, at the window of which they encounter Augie. In front of Dwight, Augie remembers Jasmine what Hal did to him and Ginger. He also tells her that her adopted son works at a music store nearby and he is happily married. Dwight is stunned by Jasmine's dishonesty, he cancels the engagement. Jasmine goes to the music store to see Danny. He says he doesn't want anything to do with her after what she did to their family. From another flashback, it becomes clear that Jasmine, having learned about her husband's numerous affairs and the fact that he was going to divorce her for the sake of a nineteen-year-old Au Pair, in a moment of blind rage on herself handed him over to the FBI. Jasmine returns to her sister's house, where happy Ginger and Chili announces that they are going to live together, and therefore Jasmine has to move out. Jasmine lies to her sister about moving in with Dwight, as they are getting married soon, and leaves. Absolutely knocked out of the rut Jasmine sits down on a bench in the park and starts talking to herself; it seems to her that she hears the song to which she and Hal met. However, the drama genre is very vague and includes many subgenres. In this regard, the movie "Blue Jasmine" can also be attributed to a social drama. Social dramas raise social problems by creating stories in which people live with these problems and sometimes even cope with them [McKee, 2008]. So, in the film under consideration, issues such as social inequality are raised (Jasmine and Ginger belong to different strata of society, which develops one of the main conflicts of the film), treason (her husband's infidelity is one of the reasons for the severe mental state and the present predicament of the main character), fraud, sexual harassment and others. Within the framework of the social drama, "Blue Jasmine" can be attributed to a "woman's film". Despite critical disagreements about whether a woman's film is a separate film genre and how appropriate it is to divide films into man and woman, there are certain common features that implicitly justify the attribution of a number of films to women. Firstly, such films they are addressed to the female viewer - this conclusion can be reached, since the problems that primarily affect women are considered (in this case, such are, for example, husband's infidelity, financial dependence on a man, sexual harassment). In addition, such films are characterized by "female subjectivity", which "participates in them, mainly due to the disclosure of a female point of view" ("female subjectivity is engaged in these films mainly through the deployment of a female point of view"). In this case, this is due to the fact that in the center of the plot there are two female characters and their stories. Feminine subjectivity and sensitivity are most expressed in films of the genre of women's film or melodrama. However, this film cannot be attributed to the genre of melodrama. S. Kozloff notes that a certain theatricality is inherent in the melodrama: the replicas are exclusively emotionally and intonationally expressive, everything is a little too much – tears, they flow like a river, and they respond to offensive words with slaps in the face. Women's films are less emotional, and the situations described in them are cruel, and realistic. The plot often "includes episodes of paranoia, hysteria and masochism". Hysteria in the film in question can be attributed to episodes of breakdowns of the main character, when she begins to talk to herself in crowded places. Thus, when watching "a

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female film, spectator pleasure is often inseparable from pain (empathy)". Consider, for example, an episode in which Jasmine is sexually harassed by her boss (48:39): Flicker: Can I...? Can I make a confession? Jasmine: I don't know that I should be the one to hear a confession, doctor. Flicker: Ha-ha, well... the way you dress, I sometimes find very... arousing. Jasmine: Really? I don't think I dress in the slightest provocatively. Flicker: Does it upset you if I tell you that I, um, find you attractive? Jasmine: Dr. Flicker, where is all this talk leading? Flicker: Well, I'm not the kind of person who likes to beat around the bush. I find you a very alluring woman. Jasmine: I'm flattered, but I certainly hope that's not why you hired me. Flicker: A certain elegance in a woman has always been enticing to me. Jasmine: I shouldn't be hearing this. Flicker: No, don't be upset. Jasmine: I'm not upset. Can I just grab my coat? It follows from the dialogue that Jasmine is absolutely cold to Flicker and does not give him any reason to flirt with her. She reacts politely to all his hints, but unequivocally negatively (this is indicated by the abundance of negative forms, including): «I don't know that I should be the one to hear a confession»; «I don't think I dress in the slightest provocatively»; «where is all this talk leading?»; «I certainly hope that's not why you hired me»; «I shouldn't be hearing this»; «can I just grab my coat?». Flicker, meanwhile, calls her way of dressing "arousing" "enticing", and she herself is "attractive" and "alluring". In the future, Flicker tries to provoke Jasmine, saying that she needs to "come out of your shell", "remove your inhibitions", "stop being standoffish", and incline to sexual acts: he piles on her, tries to kiss her, but Jasmine fights back and runs out in hysterics. This episode is interesting to the viewer, as it is a continuation of the downward spiral of events for Jasmine, but the seriousness of the subject and the cruelty of the scene leave the viewer (especially the female) with an unpleasant feeling. Another film critic, Linda Williams, talks about another characteristic of a female film - a non-linear narrative. In contrast to the masculine narrative, where events tend to develop linearly, and in their center is a strong male protagonist, who obeys everything around him, who copes with any hardship, a female film focuses on "a much more passive and suffering heroine while the narrative unfolds in a less linear fashion". Such a non-linear composition is used in the film "Blue Jasmine" and is discussed in more detail in the next paragraph. As mentioned earlier, the film also has the genre characteristics of a black comedy. First of all, it is worth noting that Woody Allen, in principle, is not inherent in shooting dramas in their pure form. All his films, as a rule, are imbued with humor and lyrics. This, first of all, is indicated by the musical accompaniment in the movie, since from the very first frames we hear the soundtrack in the blues genre ("Back O' Town Blues" Louis Armstrong). Blues, although aimed at conveying the melancholic state of the protagonist, is nevertheless lyrical music, not inherent in drama. For more information, the extra linguistic means of creating a subtext (audio and video sequences) are discussed in paragraph 2.4. Along with the music, the whole storyline is imbued with humor and irony towards the main character, whose difficult situation, although understandable, does not cause sympathy. The director seems to be mocking and mocking her, as he does not help to cope with the difficult situation that Jasmine has fallen into, but on the contrary builds various traps for her, drops a series of unfortunate events on her and as a result does not just leave her with nothing, but in an even more depressed and unstable state. All this provides both a humorous effect and leaves a feeling of deep chagrin: Allen's cruel sense of humor makes us doubt whether we really should laugh. Therefore, we can talk about the elements of the genre of black comedy present in this film discourse. The subtext has a linguistic and extra linguistic basis, but it is fully realized only in the whole text, so we started not with particular implementations, but with the entire plot development, which contains the subtext completely. In addition, we have considered the genre specifics of the analyzed motion picture, since there is a certain number of

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typed movie genres. Defining the genre of the movie "Blue Jasmine", the viewer is able to feel the presence of the orientation of the movie to a certain model the number of possible scenarios is reduced, which means that the subtext information becomes easier to detect. Next, we turn to the subtext embedded in the studied film discourse at the compositional level.

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НОРМАТИВНО-ПРАВОВАЯ БАЗА ПРЕДОСТАВЛЕНИЯ ИПОТЕЧНЫХ КРЕДИТОВ КОММЕРЧЕСКИМИ БАНКАМИ

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АННОТАЦИЯ

Статья посвящена анализу нормативно-правовой базы предоставления ипотечных кредитов коммерческими банками. В условиях современного экономического развития ипотечное кредитование стало важным элементом финансового рынка. Основной задачей работы является исследование законодательных актов, регулирующих процесс предоставления ипотечных кредитов, а также оценка их влияния на развитие ипотечного рынка. В статье рассматриваются основные нормативные акты, регулирующие ипотечное кредитование, а также анализируется правовая защита интересов заемщиков и кредиторов.

Ключевые слова. Ипотечное кредитование, коммерческие банки, нормативно-правовая база, ипотечные кредиты, законодательство, правовая защита, заемщики, кредиторы.

Abstract

The article is devoted to the analysis of the regulatory framework for the provision of mortgage loans by commercial banks. In the context of modern economic development, mortgage lending has become an important element of the financial market. The main objective of the work is to study the legislative acts regulating the process of providing mortgage loans, as well as assessing their impact on the development of the mortgage market. The article examines the main regulatory acts governing mortgage lending, and analyzes the legal protection of the interests of borrowers and creditors.

Key words. Mortgage lending, commercial banks, legal framework, mortgage loans, legislation, legal protection, borrowers, lenders.

ВВЕДЕНИЕ

Ипотечное кредитование в последние десятилетия стало неотъемлемой частью финансовой системы. Благодаря ипотечным кредитам граждане могут приобретать жилье, а банки — получать прибыль от долгосрочных кредитов. Однако для эффективной работы ипотечного рынка необходима четкая нормативно-правовая база, которая регулирует все аспекты ипотечного кредитования. Задачей данной статьи является рассмотрение существующих нормативных актов и их влияния на процесс предоставления ипотечных кредитов коммерческими банками в России.

АНАЛИЗ И МЕТОДОЛОГИЯ ЛИТЕРАТУРЫ

Существует множество исследований, посвященных ипотечному кредитованию, но далеко не все из них касаются нормативно-правовой базы этого процесса. В научной литературе можно выделить несколько ключевых направлений:

Нормативно-правовое регулирование ипотечного кредитования — работы авторов, таких как Петрова В.М. и Смирнова И.А., фокусируются на анализе законодательства и его влияния на развитие ипотечного рынка. Эти исследования показывают, как различные законодательные инициативы воздействуют на процесс кредитования и защиту прав заемщиков.

Риски и правовые аспекты ипотечного кредитования — исследование юридических аспектов ипотечных сделок, в том числе защиты интересов сторон договора, были рассмотрены в работах Соколова А.А. и Михайлова Д.П.

Ипотечный рынок и его развитие — исследования в области анализа ипотечного рынка, таких как работы Островской Н.Н. и Зверевой Л.С., сосредоточены на воздействии нормативных актов на доступность ипотечных кредитов для граждан и развития экономики в целом.

В данной статье использована методология правового анализа, включающая исследование действующих нормативно-правовых актов, а также сравнительный анализ их влияния на рынок ипотечных кредитов. Оценка правовых норм проводится через призму эффективности их воздействия на коммерческие банки и заемщиков.

ПОЛУЧЕННЫЕ РЕЗУЛЬТАТЫ

Нормативно-правовая база ипотечного кредитования в России основывается на нескольких ключевых законах и постановлениях. Одним из таких законов является Гражданский кодекс Российской Федерации, который регулирует общие положения по ипотечным сделкам. Кроме того, значительную роль играют федеральные законы, такие как Федеральный закон «Об ипотечном кредитовании» и Федеральный закон «О потребительском кредите», которые создают основу для правового регулирования ипотечных отношений.

Роль коммерческих банков в процессе ипотечного кредитования не ограничивается только предоставлением кредитов. Банки также должны соблюдать требования, установленные законодательством, например, касающиеся защиты прав потребителей и соблюдения условий кредитования.

Правовая защита заемщиков в России значительно улучшилась благодаря внедрению ряда нормативных актов, направленных на снижение рисков для заемщиков и защиту их интересов в случае неплатежеспособности. Например, Федеральный закон «О защите прав потребителей» и Закон «О банковской деятельности» обеспечивают защиту интересов клиентов, предотвращая возможные злоупотребления со стороны банков.

Оценка нормативных актов показывает, что существующие законы недостаточно эффективно регулируют многие аспекты ипотечного кредитования, например, механизм предоставления субсидий на ипотечные кредиты и защиту прав заемщиков в условиях финансового кризиса. В некоторых случаях отсутствие четких стандартов приводит к правовым пробелам.

Нормативно-правовой акт	Описание	Основное влияние на ипотечное кредитование
Федеральный закон «Об ипотечном кредитовании»	Регулирует правовые отношения в сфере ипотечного кредитования.	Создает правовую основу для ипотечных кредитов, включая условия их предоставления и погашения.
Федеральный закон «О потребительском кредите»	Закон, регулирующий потребительские кредиты, включая ипотечные.	Обеспечивает защиту прав потребителей, включая обязательства банков по информированию заемщиков.
Закон «О защите прав потребителей»	Обеспечивает защиту прав граждан при заключении договоров с организациями, в	Защищает права заемщиков, предотвращая незаконные

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	том числе по ипотечным кредитам.	практики со стороны кредитных организаций.
Федеральный закон «О банковской деятельности»	Закон, регулирующий работу банков в России.	Устанавливает обязательства банков по соблюдению требований при предоставлении ипотечных кредитов.
Закон «О государственной поддержке ипотеки»	Закон, регулирующий меры государственной поддержки ипотечного кредитования.	Обеспечивает субсидирование процентных ставок и другие меры для стимулирования ипотечного кредитования.
Постановление Правительства РФ о субсидировании ипотеки	Постановление, регулирующее условия субсидирования ипотечных кредитов для граждан.	Обеспечивает поддержку заемщиков в виде субсидий для снижения финансовой нагрузки на граждан.

ВЫВОД

Нормативно-правовая база ипотечного кредитования является важным инструментом для регулирования рынка ипотеки в России. Существующие законы и постановления создают юридические основы для взаимодействия заемщиков и коммерческих банков. Однако, несмотря на значительные усилия по совершенствованию законодательства, существует ряд проблем и пробелов, которые необходимо решить для обеспечения более эффективного функционирования ипотечного рынка. В частности, требуется улучшение законодательства в части защиты прав заемщиков и упрощение процедур предоставления ипотеки для граждан.

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ДАВЛАТ ФИСКАЛ ВА МОНЕТАР СИЁСАТИНИНГ ВУЖУДГА КЕЛИШИ

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Анотация. Мақолада давлатнинг фискал ва монетар сиёсатининг зарурияти ҳамда фискал ва монетар сиёсатнинг келиб чиқиш аҳамияти ёритилган.

Калит сўзлар. фискал сиёсат, монетар сиёсат, иқтисодий аҳамият, инфляция, макроиқтисодий кўрсаткичлар, талаб.

Создание государственной фискальной и денежно-кредитной политики

Ташкентский государственный экономический университет

Преподаватель Худайбергенова Нигора Тургунбоевна.

Аннотация В статье раскрыты необходимость фискальной и монетарной политики государства и происхождение фискальной и монетарной политики.

Ключевые слова. фискальная политика, монетарная политика, экономическое значение, инфляция, макроэкономические показатели, спрос.

Creation of government fiscal and monetary policy

Tashkent State Economic of University

Teacher Khudaibergenova Nigora Turgunboevna.

Annotation. The article reveals the need for fiscal and monetary policy of the state and the origin of fiscal and monetary policy.

Key words. fiscal policy, monetary policy, economic significance, inflation, macroeconomic indicators, demand.

КИРИШ

Ўзбекистон Республикасида жаҳон иқтисодиётидаги мураккаб вазиятни юмшатиш мақсадида “2022-2026 йилларга мўлжалланган янги Ўзбекистоннинг тараққиёт стратегияси”да 2023-2025 йиллар учун асосий макроиқтисодий кўрсаткичлар прогнозини ишлаб чиқиш, иқтисодий ўсиш даражасининг ўртача 6,5 фоиздан юқори бўлишини, инфляциянинг 2024 йилдан 5 фоиз таргет кўрсаткичи даражасида ушлаб туриш; пул-кредит, бюджет-солиқ сиёсатлари ва таркибий ислохотларни ўзаро мувофиқлаштириш¹ вазифаси қўйилган. Бу ўз навбатида замонавий халқаро амалий тажрибада қўлланиладиган дастаклардан фойдаланган ҳолда монетар сиёсатни такомиллаштириш орқали макроиқтисодий барқарорликни янада мустаҳкамлаш ва юқори иқтисодий ўсиш суръатларини барқарор сақлаб қолишнинг зарурий шартларидан бири сифатида белгиланган.

Мавзунинг ўрганилганлик даражаси

Иқтисодий фаолликни таъминлашга қаратилган ва давлат томонидан тартибга солувчи макроиқтисодий сиёсат таркибий қисми сифатида давлат фискал ва монетар сиёсатларининг

¹ <https://lex.uz/docs/5841063> 2022 — 2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida. O'zbekiston Respublikasi Prezidentining farmoni. O'zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi PF-60-son Farmoni..

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назарий методологик масалалари бир қатор хорижлик таниқли иқтисодчи олимлар, жумладан, Ж.Кейнс, М.Фридмен, Л.Красавина, С.Моисеевларнинг илмий ишларида ўз ифодасини топган. Д.Кейнс Давлат аралашуви вазифасини мустақил ўзгарувчан омилларга, улар воситасида эса банлик ва миллий даромадга таъсир кўрсатишдан иборат, деб билган. Бунда ҳал қилувчи шарт сифатида фискал ва пул кредит сиёсати воситасида инвестицияларни рағбатлантиришда намоён бўлади деган бўлса, Макконелл Б., Стенли Брю С.Л. “Фискал сиёсатнинг асосий мақсади: давлат харажатларининг кўпайиши ёки солиқларнинг пасайиши, ёхуд ва ни бирга қўшиб олиб бориш. Ва аксинча, агар иқтисодиётда ортиқча талаб туфайли пайдо бўлган инфляция содир бўлса, бунга тўсқинлик қилувчи фискал сиёсат мос келади. Тўсқинлик қилувчи фискал сиёсат қуйидагиларни ўз ичига олади: ҳукумат харажатларининг камайиши ёки солиқларнинг кўпайиши. Фискал сиёсат башарти иқтисодиёт олдида инфляция устидан назорат қилиш муаммоси турадиган бўлса, ҳукумат бюджетининг ижобий қолдиғига таяниши лозим” деган фикрни бериб ўтган.

Юқорида кўрсатилган хориж ва мамлакатимиз адабиётларида давлат фискал ва монетар сиёсатларининг иқтисодий фаолликни таъминлашда молиявий салоҳиятнинг айрим қирралари, аҳамияти, хусусиятлари, турлари ва бошқа жиҳатларига кўпроқ эътибор қаратилган

Таҳлил ва натижалар

Фискал сиёсатнинг иқтисодий мазмунига доир турли хил қарашларни таҳлил қилиш, аниқ иқтисодий-ижтимоий тизимлар шароитидаги ва амал қилиш хусусиятларини ҳамда давлатнинг иқтисодиётга самарали таъсир қилиш дастакларидан эканлигини асослаш ва миллий иқтисодиётнинг мувозанатлигини таъминлашдаги устувор йўналишларини аниқ иқтисодий тамойилларини белгилаш зарурдир. Чунки, давлат пайдо бўлиши билан фискал сиёсат жамиятдаги турли хил иқтисодий муносабатларни тартибга солишнинг зарурий таркибий қисмларидан ва жамият ривожланиши объектив равишда тақозо қиладиган талабларидан бири бўлиб келган. Давлат тузилиши шакллари ва жамиятнинг шу жумладан молиявий сиёсат дастаклари ўзгариб тўхтовсиз такомиллашиб борган. Инглизча вариантдаги сўз орқали кириб келган «фискал сиёсат» тушунчаси мамлакатимиз ва хориж иқтисодий адабиётларида турлича талқин қилинади, кўп ҳолларда «бюджет - солиқ», «молия - солиқ» ва «молиявий сиёсат» деб юритилади¹.

Иқтисодий адабиётларда “монетар сиёсат”, “монетар сиёсат инструментлари” ҳамда “пул-кредит сиёсати концепсиялар”и хусусида кўпчилик олимлар томонидан фикрлар билдирилган, жиддий тарзда амалга оширилган тадқиқотлар натижаларига асосланган ҳолда ҳулосалар шакллантирилган. “Иқтисодий адабиётда ва халқаро банк амалиётида “пул-кредит сиёсати” ва “монетар сиёсат” тушунчаларини синоним тушунчалар сифатида талқин қилиш кенг тарқалган. Масалан, таниқли иқтисодчи олим, АҚШ Президенти Б.Бернанке ўзининг илмий-тадқиқот ишларида ва илмий мақолаларида фақат “монетар сиёсат” тушунчасидан фойдаланган. “М.Малкина пул-кредит сиёсатига қуйидагича таъриф беради: “Пул-кредит сиёсати – Марказий банк томонидан пул массаси ва пуллар қийматини бошқариш бўйича

¹ Молия сиёсати, солиқлар ва солиққа тортиш. Таҳрир кенгаши Беганов В. ва бошқ. Т., Иқтисодиёт ва ҳуқуқ дунёси, 1998; Шодмонов ва бошқ. Иқтисодиёт назарияси. Маърузалар матни. Т. ДИТАФ 2001; Носова С.С. Экономическая теория: краткий курс. Учеб. пособия.-М.:Гуманит. Изд. Центр Владос, 2001.

комплекс чора-тадбирлар бўлиб, мамлакатда баҳолар, миллий валютанинг барқарорлигини таъминлаш ва иқтисодий ўсишни рағбатлантириш мақсадида амалга оширилади”.



1-расм.

Монетар сиёсат концепциясининг якуний ва оралик мақсад ҳамда вазифалари²

Рестрикцион монетар сиёсат деганда, одатда, муомаладаги пул массасининг ўсиш суръатларини жиловлашга қаратилган монетар сиёсат тушунилади. Экспансионистик монетар сиёсат деганда муомаладаги пул массасининг мультипликатив кенгайишини таъминлаш асосида тўловга қобил талабни рағбатлантиришга қаратилган монетар сиёсат тушунилади.

Иқтисодий кризислар эса турли мамлакатларда ўзининг кўлами турлича бўлиши билан бирга мамлакатнинг молия, пул кредит тизимига чуқур тасир кўрсатади. Шундай экан, молия пул-кредит тизими ва сиёсатларининг такомиллашиб бориши мамлакат иқтисодий ҳаётининг муҳим бўғини бўлиб қолади”³. “Айниқса иқтисодий глобаллашув, мамлакатлар ўртасидаги иқтисодий интеграллашувининг ўсиб бориши шароитида пул муомаласининг барқарорлигини таъминлаш масаласи эътиборли аҳамият касб этади”⁴.

Шундай қилиб, “Иқтисодий адабиётларда ва халқаро банк амалиётида Марказий банкларнинг пул – кредит сиёсати монетар сиёсат, монетар инструментлар тарзида ҳам юритилади. Бироқ, Марказий банкнинг пул – кредити сиёсати қандай тарзда юритилишига қарамасдан, уларнинг мақсади битта масалага, яъни мамлакат миллий валютасининг барқарорлигини таъминлашга қаратилади”⁵.

² Муаллиф томонидан ўрганилган манбалар асосида шакллантирилган.

³ Омонов А.А., Қоралиев Т.М “Пул-кредит ва банклар” дарслик Тошкент: Ўзбекистон, 2012

⁴ Омонов А.А., Қоралиев Т.М “Пул-кредит ва банклар” дарслик Тошкент: Ўзбекистон, 2012

⁵ Мамаюнус Каршибаевич Пардаев Professor of Samarkand institute of yeconomics and service (SIES), Doctor of Yeconomics Special Issue on "Innovative yeconomy: challenges, analysis and prospects for development

Хулоса ва таклифлар

Фискал сиёсат неолиберализм ва бозор фундаментализми тамойилларининг ҳукмронлигидан халос қилувчи аниқ ижтимоий йўналтирилган йўналишга эга бўлиши керак. Айниқса, бунда тиббиётни ривожлантириш, уни мажбурий ва ихтиёрий молиялаштиришнинг суғурта модели самарадорлиги кўрсаткичларининг катта таъсирдан халос қилиш зарур. Масалан, Германияда коронавирус пандемиясида касалхона ётоқларининг етарли эмаслиги, Италия ва Бельгияда тиббий суғуртанинг ривожланмаганлиги, етарли касалхона ётоқлари ва шифокорлар билан таъминланганлик кўзга кўришиб қолди ҳамда бу мамлакатларда соғлиқни сақлашни оптималлашмаганлиги СОВИД-19 билан касалланган беморлар учун ҳалокатли оқибатларга олиб келди. Германияга даволаниш учун поезд ва самолётларда эвакуация қилинганлар ҳам кузатилган. 2020 йилда 140 йил олдин касаллик даврида ишчиларни Бисмарк ёндашувига кўра ижтимоий суғурталашнинг қўлланилиши ижобий натижаларни берди. Соғлиқни сақлаш тизимидаги инқирозли жараённи юмшатиш мақсадида давлат ва хусусий бизнес вакилларига бир турдаги квази-солиқ тарзидаги ижтимоий мажбуриятларни юклаш билан молиялаштирилиши керак.

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**SUBSTANTIATION OF REPLACEMENT OF THE OBSOLETE EQUIPMENT ON THE
EXAMPLE OF ASSESSING THE ENERGY EFFICIENCY INDICATORS OF AIR
BLOWER**

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Annotation: the assessment of the current state of consumption of fuel and energy resources (FER) of the enterprise and its comparison with standard values, as well as drawing up a fuel and energy balance and developing a program to improve the energy efficiency of the enterprise play an important role in the analysis of the energy efficiency of electric energy. As a result of the implementation of these measures, it is expected that the energy consumption at the enterprise will decrease by 5%. [1] An analysis of the efficiency of using electric energy on the example of air blower is given in the article. In the context of modern requirements for energy saving and increasing production efficiency, an analysis of the energy efficiency of industrial equipment becomes an urgent task. This article covers the energy efficiency indicators of the air blower model 1111-3725/04 with synchronous motors GYS 3/2 based on the instrumental measurements.

Keywords: fuel and energy resource, power factor, load factor, energy efficiency indicator, energy-saving technology, specific consumption of electric energy, air blower.

Introduction

The methodology of carrying out an energy inspection consists of analyzing the state of actually used energy supply systems, determining the structure and analyzing the dynamics of consumption of used energy resources in physical and value terms for energy resource use systems as a whole, determining the structure and analyzing the dynamics of consumption of each type of used energy resources in percentage terms and developing balances.

The article presents an energy analysis of an outdated model of an air blower, substantiating its irrelevance for modern industrial enterprises due to low energy efficiency, increased operating costs and the lack of modern technologies. Replacement with energy-efficient models can significantly reduce costs and increase productivity.

Main part

An air blower is one of the energy-intensive units at the facility. This unit is necessary to ensure technological processes, maintain operating conditions and improve energy efficiency of production. Modern units reduce the frequency of downtime, and reduced downtime means more stable production and less loss of profit. The nominal parameters of the 1111-3725/04 air blower with synchronous motors GYS 3/2 are given in Table 1. These parameters are important for analyzing the efficiency of the units and assessing their performance under operating conditions.

Table 1

Technical data of the 1111-3725/04 air blower

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Parameter name	Designation	Units of measurement	Value
Nominal (rated) capacity of synchronous electric motor	$P_{дв}$	kW	3000
Nominal (rated) efficiency coefficient of synchronous electric motor	$\eta_{дв}$	%	97
Rotation speed	f	rpm	3000
Power factor	$\cos\phi$	-	0.86
Nominal (rated) voltage	U_H	V	6000
Nominal (rated) efficiency coefficient of air blower	η_H	%	73
Nominal (rated) volumetric performance of air blower	Q_H	m ³ /sec	63
Nominal (rated) pressure of air blower	H	kgf/m ²	13750

Based on actual measurements taken at the installation site of the obsolete unit blower, the energy efficiency indicators of the air blower unit were calculated. These calculations allowed assessing the current efficiency of the power generating units and identifying possible areas for improving energy efficiency.

The obtained indicators include:

- Efficiency coefficient (EC) – an estimation of how much energy is converted directly into useful work.
- Specific energy consumption – an estimation of how much energy is consumed depending on the volume and pressure.

These indicators serve as a basis for analyzing and planning activities to optimize energy consumption at the enterprise.

Using the measured parameters, as well as the operating characteristics of the blower, we can determine its operating parameters: $Q = 130000 \text{ m}^3/\text{h}$; $H_{\text{output}} = 13550 \text{ kgf/m}^2$; $t_{\text{input}} = 52^\circ \text{ C}$; $t_{\text{output}} = 52^\circ \text{ C}$; $I_{\text{изм}} = 210 \text{ A}$; $\eta_{дв} = 0.968$; $\cos\phi = 0.86$;

Power on air blower shaft:

$$P_H = \sqrt{3} * I_{\text{изм}} * U_H * \cos\phi * \eta_{дв} = \sqrt{3} * 210 * 6000 * 0.86 * 0.968 = 1817 \text{ kW} \quad (1)$$

Useful power of the air blower:

$$P_{\Pi} = \frac{Q * H}{102 * \eta_B} = \frac{130000 * 13550}{3600 * 0.73} = 670.3 \text{ kW} \quad (2)$$

Efficiency coefficient of the air blower:

$$\eta_H = \frac{P_{\Pi}}{P_H} = \frac{670.3}{1817} = 0.367 \quad (3)$$

Efficiency coefficient of the air blower unit:

$$\eta_{\text{H.a.}} = \eta_H * \eta_{дв} = 0.367 * 0.968 = 0.355 \quad (4)$$

Decrease of the coefficient of efficiency:

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$$\Delta = \frac{\eta_{H.a.} - \eta_H}{\eta_H} * 100\% = \frac{0,355 - 0,73}{0,73} * 100\% = -51.4\% \quad (5)$$

The measured and calculated data show that the 1111-3725/04 air blower with GYS 3/2 synchronous motors operates with a reduced efficiency from the nominal by 51.4%. According to the above data, the operation of the 1111-3725/04 air blower with GYS 3/2 synchronous motor at the enterprise is assessed as unsatisfactory. That is, the remaining 48.6% of energy is lost in the form of heat, friction, inefficient engine operation and mechanical losses. Old models of air blowers were not designed taking into account modern energy efficiency standards and require immediate replacement.

In order to estimate the efficiency of fuel and energy resources (FER) consumption of units, the energy efficiency indicators presented in Table 2 are used. These indicators allow assessing how rationally resources are spent during operation and identifying possible reserves for increasing energy efficiency.

The main energy efficiency indicators included in Table 2:

1. Efficiency coefficient (EC) – reflects the ratio of useful energy to the total energy expended, showing the efficiency of the unit.
2. Specific fuel consumption – the volume of fuel consumed per unit of work, which helps to assess fuel efficiency.

Table 2

Energy efficiency indicators

Indicator	Unit of measurement	Designation	Characteristic
Efficiency coefficient	-	η	Relative energy efficiency index
Specific electric energy consumption	kW·h/kW·h	$E_{ЭК}$	Specific energy efficiency index

The EC of the air blower in the operating and set mode was determined during the instrumental inspection and made up to 0.355 [5]

The difference in the EC values indicates variations in their performance characteristics and may indicate differences in the technical condition or operating conditions of the unit.

The actual specific energy consumption of the air blower $E_{ЭК}$ kWh/kWh is calculated using the formula:

$$E_{ЭК}^{ДБ-1} = \frac{1}{\eta_{ДБ-1}} = \frac{1}{0,49} = 2,041 \text{ kWh/kWh} \quad (6)$$

The obtained data from the analysis of the energy efficiency indicators and the performance characteristics of the air blower are presented in Table 3.

Table 3

Comparative analysis of the energy efficiency indicators of the air blower

Indicator	Nominal, standard values	Actual values
EC of ДБ-1	0.73	0.49
Specific electric energy consumption of ДБ-1	1.37	2.041

Conclusion

In order to reduce energy consumption at modern enterprises with this type of air blowers, it is necessary to install a modern high-efficiency motors. Regular inspection of the electric motor, mechanical units and other components of the pumping unit will help to promptly detect faults and wear that can reduce the energy efficiency of the unit. The use of continuous equipment condition monitoring systems (vibration diagnostics, thermographic control and others) will allow timely identification of potential problems that can lead to decreased efficiency or accidents, switching to low-resistance bearings.

The importance of professional training of operating personnel also should be noted, which will allow better control of the equipment operation and maintain it in the optimal operating mode. The implementation of an energy control system that includes continuous monitoring of energy consumption will effectively identify areas for optimization and carry out corrective actions for improving energy efficiency.

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PEDAGOGICAL BASIS OF USING THE DUAL EDUCATION SYSTEM IN TRAINING SPECIALISTS IN THE EDUCATION SYSTEM.

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Abstract: Globalization processes, modern technologies and economic development have a significant impact on the education system. These changes require improving the quality of education, introducing new pedagogical methods and further improving the personnel training system. In this regard, the dual education system is of great importance in training specialists, allowing students to acquire practical skills along with theoretical knowledge. Although the dual education system is widely used mainly in vocational education, it also shows its effective results in higher education. This article discusses the pedagogical foundations of the dual education system and its role in training specialists.

Keywords: Dual, Dual education, Combination of theoretical and practical knowledge, Pedagogical strategies and the role of teachers, High-quality personnel training, Gaining experience and eliminating shortcomings

Main part: The dual education system is a form of education that combines theoretical knowledge with practical skills. In this system, students and pupils undergo internships not only in educational institutions, but also in the production or service sectors. The main essence of dual education is that during their studies, students acquire practical skills related to their profession in real working conditions, which allows them to be successful in their future work.

Pedagogical Foundations of the Dual Education System

Combination of theoretical and practical knowledge

- + The dual education system is based on combining theoretical knowledge with practical work. In the process of education, students acquire knowledge related to their profession not only through training courses, but also through practical training in the production or service sectors. This, in turn, increases their professional skills and ensures high efficiency in the workplace.
- + Cooperation between production and educational institutions
- + The dual education system requires close cooperation between production and educational institutions. Students studying in educational institutions undergo internships related to their profession at production enterprises. This cooperation, in turn, helps education to meet modern requirements, and employers to train qualified personnel.
- + Pedagogical strategies and the role of teachers
- + The dual education system requires a review of pedagogical strategies. Teachers play an important role in teaching not only theoretical knowledge, but also practical skills. For this, it is necessary to provide teachers with updated methodologies based on practice. Also, teachers at production sites must have pedagogical knowledge, since their task is to guide and support students in the work process.
- + Flexibility and a personal approach to personnel training
- + The dual education system allows for a personal approach. Students undergo internships in areas that interest them and in which they want to work in the future. This approach increases their interest in

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the profession, develops their skills, and prepares them for future work. In addition, the dual education system provides students with flexibility, as they plan their educational process in accordance with the requirements of production and educational institutions.

Advantages of the Dual Education System

- ✓ High-quality training
- ✓ The dual education system allows students to gain experience in real work conditions. This increases the quality of personnel and helps to train highly qualified specialists in the production sector.
- ✓ Employment opportunities for students
- ✓ Students who study through the dual education system often find jobs at the enterprises where they have completed their internship after graduation. This is because manufacturing enterprises are familiar with them and highly value their qualifications when hiring them.
- ✓ Gaining experience and overcoming weaknesses
- ✓ Students identify their strengths and weaknesses during the internship. This allows them to overcome their weaknesses, as well as gain the experience necessary to prepare for future work.

Principle - a system of guiding ideas and basic requirements for the design of a holistic educational process, arising from the laws established by the science of psychology and pedagogy, the goals, content, pedagogical technologies, activities of teachers and students, and the initial theoretical rules for studying the activities of teachers and students. The types of signs of the concept of "principle" include: etymological, epistemological, logical, methodological and value signs. Each of them is necessary, all together sufficiently fully expressing the objectivity of the content of this concept. Principles of a professionally oriented approach: state, regional, sectoral, sectoral, personal needs as education. Humanistic ideological leadership, improving the quality of materialized knowledge in the quality of life knowledge; unity of management and self-management; rotation of teachers and employees; combination of budgetary and extra-budgetary financing. The principle of professional orientation of education. Principles of continuous professional education; active involvement of young specialists in the labor process and social work; continuity of pedagogical influences. Principles of selecting the content of vocational education; reflection of the problematic construction of knowledge based on the forecast of the development of the professional and qualification structure of personnel. Conducting conversations with parents of students on directing their children to a suitable profession. Informing students about the negative consequences of choosing the wrong profession. Creating favorable conditions for students to form and test initial general labor and professional skills. In order to direct students to the right profession, studying their personality, type of work and interest in professions.

Conclusion: The dual education system plays an important role not only in the effective organization of the personnel training process, but also in strengthening ties between students and employers. The pedagogical foundations of this system are based on the combination of theoretical knowledge with practical skills, the development of cooperation between production and educational institutions, and the provision of an individual approach. The dual education system serves to further improve the personnel training process, train highly qualified specialists, and increase employment opportunities.

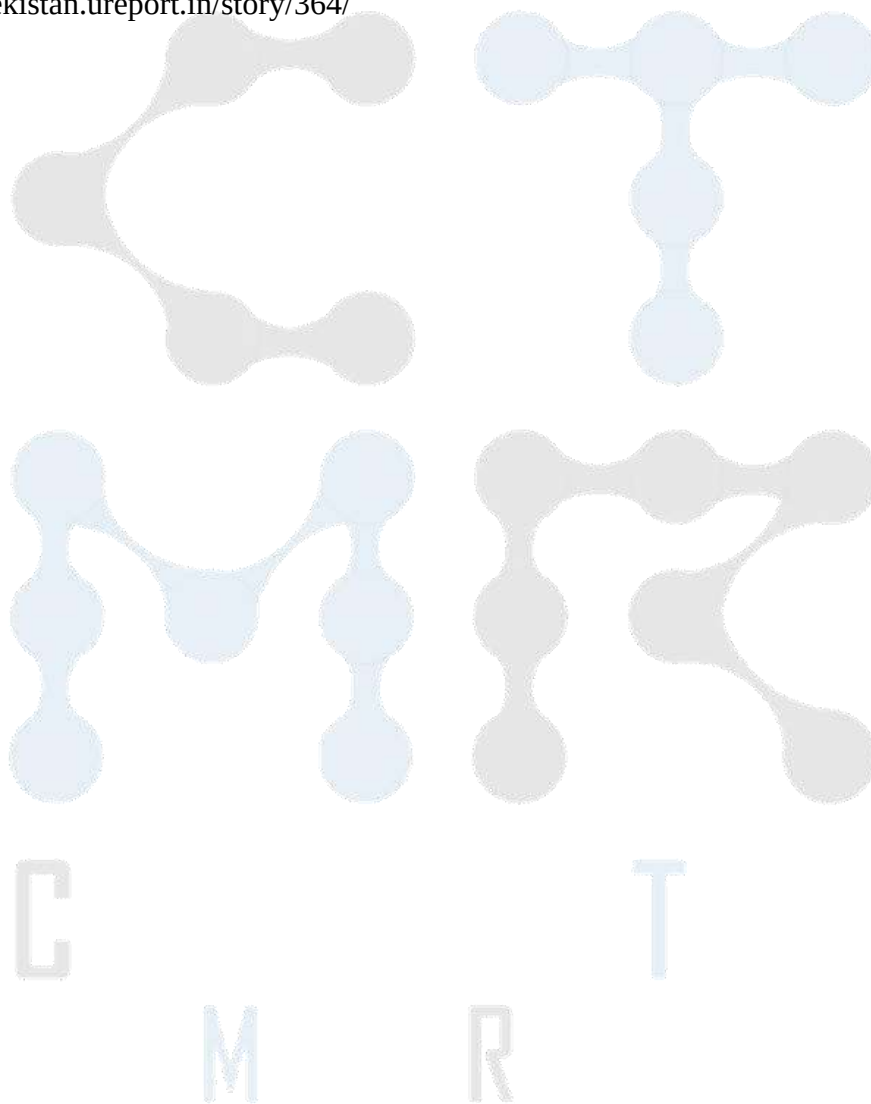
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SYSTEM FOR TECHNOLOGIZATION OF THE CONTENT OF EDUCATIONAL MATERIALS

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Abstract: Today, the use of new technologies in education creates opportunities not only to make the educational process more effective and interesting, but also to further deepen the process of students' learning. The system of technologization of educational materials is an important step towards this goal. In this article, we will talk about the importance of the system of technologization of educational materials, its main principles and advantages.

Keywords: Technologization of the content of educational materials, Technology, Interactivity and interesting learning process, Personalized learning, Convenient and fast access.

Main part: The system of technologization of educational materials is the presentation of educational materials in digital format, interactive and dynamic forms in the educational process, as well as the introduction of tools and technologies that help effectively organize pedagogical processes. This system includes the Internet, digital platforms, computer programs, mobile applications, virtual classrooms, online courses and other technological innovations.

The main goal of technologization of educational materials is to increase the effectiveness of education, to provide students with modern knowledge and skills. In this regard, interactive methods, distance learning and self-learning opportunities play a greater role compared to traditional forms of education.

Main Advantages of Technologically Advanced Educational Materials

1. Interactivity and an interesting learning process

Through technological tools, students can learn the material not only by reading, but also through various interactive exercises, games and simulations. For example, through virtual laboratories, mathematical simulators or interactive study of historical events, education can be made more interesting and effective. This arouses deep understanding and interest in students.

2. Personalized education

In a technologically advanced system, educational materials can be adapted to the individual needs of students. Students receive education based on their level of knowledge, interests and learning styles. For example, some platforms automatically detect students' mistakes and offer special exercises to correct them.

3. Convenient and fast access

Digital educational resources can be accessed at any time via the Internet. This allows students to study from anywhere and at any time. Through distance learning, various educational materials and resources can be accessed from all over the world, which makes the process of acquiring new knowledge easier for students.

4. Introduction of new teaching methods

In addition to traditional forms of teaching using technologically advanced systems, new pedagogical methods can be implemented. These include, for example, blended learning, flipped classroom, gamification and other innovative methods.

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5. Support for teachers

Teachers are provided with all the necessary tools to create electronic educational resources and conduct lessons interactively. For example, teachers can use online tests, interactive presentations, video tutorials, and other resources to make their lessons more effective. Teachers can also automatically assess and analyze the results of the lesson.

Main Types of Technology-Enhanced Learning Materials

- ✓ Electronic Textbooks and Manuals
- ✓ Digital textbooks, manuals presented in pdf or interactive formats allow students to conveniently study the material. These textbooks can be enriched with multimedia elements, videos, and animations.
- ✓ Online Courses and Video Lessons
- ✓ Video lessons and online courses on platforms such as YouTube, Coursera, and Udemy provide students with new opportunities to gain knowledge. Such materials allow students to study at their own pace, review the lesson, and complete practical exercises.
- ✓ Virtual Laboratories and Simulations
- ✓ Some subjects, such as natural sciences and technology, provide the opportunity to conduct practical experiments using virtual laboratories. This helps students conduct scientific experiments even in places where real laboratory conditions are not available.
- ✓ Tests and assessment systems

Electronic tests and assessment systems are widely used to assess student knowledge. They allow students to assess their knowledge in real time and provide automatic analysis of the results.

Key Stages of Implementing Technology-Enhanced Learning Materials

1. Creating a Technological Infrastructure
2. It is important to create the necessary infrastructure for the successful functioning of a technology-enhanced education system. This, in turn, means the availability of high-speed Internet, computers and mobile devices, as well as access to online platforms.
3. Teacher Training
4. Regular refresher courses and trainings should be organized for teachers to effectively use new technologies. This, in turn, will create the opportunity to teach lessons based on modern methods and interest students in technologies.
5. Preparing and adapting learning materials
6. Learning materials, including textbooks, tests and manuals, should be prepared in electronic format and adapted to create convenient and easy access for all students.
7. 4. Testing and Analysis
8. To assess the effectiveness of a technology-enhanced system, it is important to constantly analyze the learning process of students, monitor the results and improve the system.

The main purpose of educational and methodological use of electronic resources is to form modern textbooks created on the basis of computer programs, information and educational methods, to increase the efficiency, quality and effectiveness of the educational process using modern information and pedagogical, information and computer technologies. The widespread use of electronic textbooks is a source of organization, in a certain sense, their libraries, the introduction of distance learning methods into education and their use in the global e-learning system. Educational and methodological materials created for independent learning in electronic resources should be used using automated software. Automated educational materials are provided to students, provide

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information on relevant topics and control their knowledge. Depending on the results of controlling knowledge at different levels, tasks are recommended to students. With the help of automated learning tools, students can improve and improve their knowledge without the help of a teacher

Conclusion: Systems that integrate educational materials into technology create great opportunities for improving the quality of education, making the learning process for students more effective and interesting, as well as providing teachers with new pedagogical methods. Through technology-based systems, students will have an individual approach, interactive lessons, as well as the opportunity to learn through distance learning and online resources. Such systems will help bring education to the level of modern requirements and create new opportunities in the field of education in the future.

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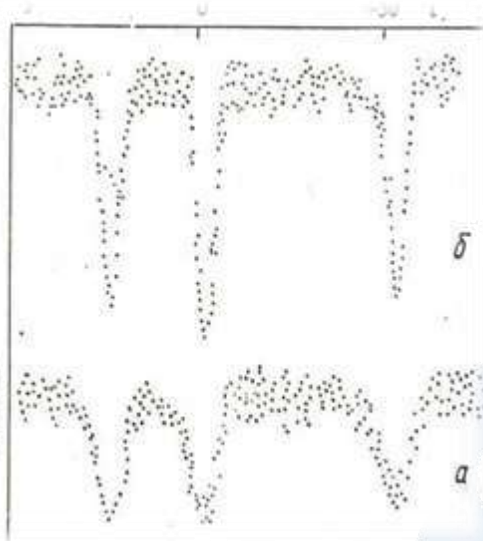
ПЕРЕХОД СТЕКЛО — КРИСТАЛЛ В КЕРАМИКЕ $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$

Тураев Э.Ю., Зоиров. Н

Высокотемпературные сверхпроводники $\text{Bi}_2\text{Sr}_2\text{Ca}_{n-1}\text{Cu}_n\text{O}_x$ могут быть получены путем кристаллизации стеклообразного материала, однако отсутствует соответствие составов исходного стекла и кристалла [1]. Одна из причин такого несоответствия — различие структур аморфных и кристаллических модификаций Bi-керамик. Учитывая сложность их химического состава, трудно надеяться на успешное сопоставление структур стекла и кристалла методами дифракции рентгеновских лучей. В этом отношении перспективен метод мессбауэровской спектроскопии, использованный нами для выяснения влияния перехода стекло — кристалл на структуру ближнего порядка в силикатных системах [2]. Однако для систем типа $\text{Bi}_2\text{Sr}_2\text{Ca}_{n-1}\text{Cu}_n\text{O}_{4+2n}$ применение традиционного варианта мессбауэровской спектроскопии на примесных атомах ^{57}Fe вряд ли возможно, поскольку нельзя а priori ожидать замещения примесными атомами определенных узлов кристаллической решетки или структурной сетки стекла. Поэтому мы воспользовались эмиссионным вариантом мессбауэровской спектроскопии на изотопе ^{67}Cu (^{67}Zn): дочерние атомы $^{67}\text{Zn}^{2+}$ после распада материнских атомов ^{67}Cu находятся в медных узлах, параметры мессбауэровских спектров несут информацию о природе локального окружения атомов меди [3]. В качестве объекта исследования выбрали керамику номинального состава $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$ (2223). Образцы состава 2223 синтезировали по керамической технологии [1], затем керамику плавил в платиновом тигле и расплав закачивали между двумя медными блоками при 200°C . На поверхность стекла наносили раствор $^{67}\text{SiCl}_2$ и проводили диффузионный отжиг при 400°C в течение 20 мин. Согласно результатам рентгеноструктурного анализа, аналогичная процедура для контрольных образцов не привела к кристаллизации, материал оставался в полупроводниковом состоянии вплоть до 4,2 К. Для получения кристаллического материала после диффузионного отжига проводили отжиг при 870°C в течение 4 ч, что позволило добиться практически полной кристаллизации стекла, причем основную долю материала составила фаза $\text{Bi}_2\text{Sr}_2\text{CaCu}_3\text{O}_x$ (2212). Температура перехода в сверхпроводящее состояние для кристаллических образцов — 80 К.

Для стеклообразных и кристаллических образцов мессбауэровские спектры представляли собой квадрупольные триплеты, отвечающие единственному состоянию центров $^{67}\text{Zn}^{2+}$. Переход стекло — кристалл не сопровождался заметным изменением величины постоянной квадрупольного взаимодействия e^2Q_q и параметра асимметрии N тензора градиента электрического поля (ГЭП) (здесь eQ — квадрупольный момент ядра ^{67}Zn ; eQ — главная компонента тензора ГЭП на ядре ^{67}Zn), хотя для стеклообразных образцов наблюдалось заметное уширение спектров (см. данные выше), что не является неожиданным: уширение мессбауэровских спектров характерно для стеклообразных материалов и объясняется отсутствием в них дальнего порядка.

N.отн.сб



Эмиссионные

Мессбауэровский спектр $^{67}\text{Cu}(^{67}\text{Zn})$ стеклообразной (а) и кристаллической (б) Вi-керамик. (Показано положение компонент квадрупольных триплетов)

мессбауэровские спектры $^{67}\text{Cu}(^{67}\text{Zn})$ снимали при 4,2К с поглотителем ^{67}ZnS . Результаты обработки типичных спектров $^{67}\text{Cu}(^{67}\text{Zn})$ (рисунок) представлены ниже:

Состояние

Состояние	e^2Qq , МГц	N	Γ , мкм/с
Стекло	$13,0 \pm 0,6$	$<0,2$	$5,2 \pm 0,3$
Кристалл	$12,8 \pm 0,5$	$<0,2$	$9,0 \pm 0,3$

Примечание. e^2Qq — постоянная кнадрупольного взаимодействия, N —параметр асимметрии, Γ —ширина спектральной линии.

По данным [4], диффузионное легирование металлооксидов меди изотопом ^{67}Cu гарантирует вхождение атомов ^{67}Cu в нормальные узлы решетки. Исходя из этого мы также считаем, что параметры эмиссионных мессбауэровских спектров $^{67}\text{Cu}(^{67}\text{Zn})$ стеклообразных и кристаллических Вi-керамик отвечают центрам $^{67}\text{Zn}^{2+}$ в нормальных медных узлах.

В частности, исходя из результатов рентгеноструктурного анализа спектры кристаллических образцов следует отнести к центрам $^{67}\text{Zn}^{2+}$ в узлах меди решетки $\text{Bi}_2\text{Sr}_2\text{CaCu}_2\text{O}_x$. Этот вывод согласуется также со структурными данными работы [5], согласно которым, атомы меди в решетке 2212 занимают единственную кристаллографическую позицию. По-видимому, и в структуре стекла локальное окружение атомов меди близко к таковому в решетке керамики 2212. Действительно, хотя номинальный состав стеклообразного материала отвечал $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$, мессбауэровские спектры стекол отвечали единственному состоянию центров ^{67}Zn , тогда как в структуре керамики 2223 атомы меди занимали две структурно неэквивалентные позиции Си(1) и Си(2), заселенные как 1:2 [6, и в экспериментальном спектре

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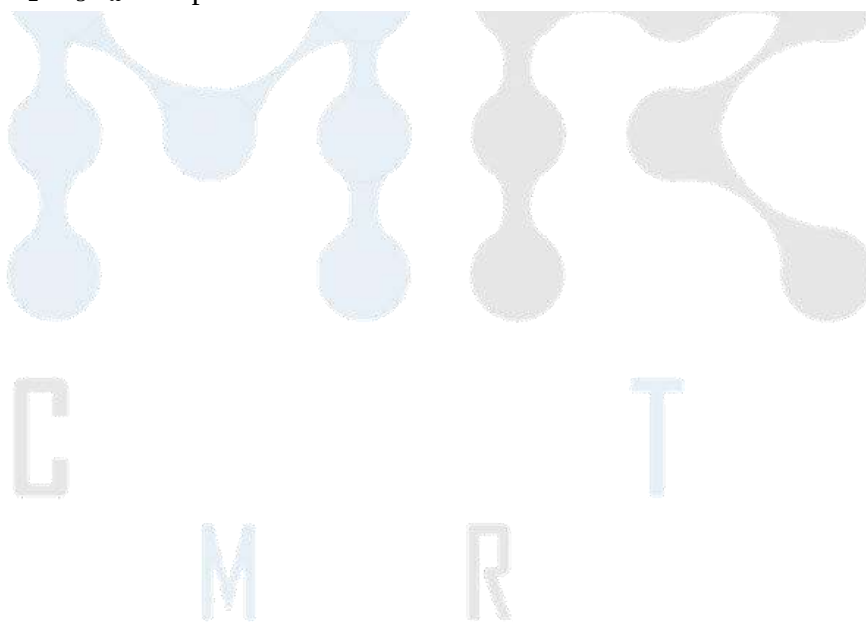
следовало ожидать наложения двух квадрупольных триплетов. В пользу сделанного вывода свидетельствует и близость величин e^2Q_q для кристаллических и стеклообразных образцов. Таким образом, номинальный состав 2223 синтезированных стекла и кристалла не отвечает реальному фазовому составу материала: использованный режим получения приводит к реализации гетерогенной системы (и стекла, и кристалла), в которой большая часть атомов меди находится в составе структурных единиц, характерных для соединения

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The Glass – CRYSTAL TRANSITION IN THE $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$ CERAMICS

The $^{67}\text{Cu}(^{67}\text{Zn})$ emission Mossbauer spectroscopy allows to show that the glass – crystall transition for the nominal $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$ composition is not accompanied by the change in the copper atoms local surrounding: the used conditions result in the heterogeneous system realization (both of the glass and the crystal) where the most part of the copper atoms is found within the structural units typical for the $\text{Bi}_2\text{Sr}_2\text{Ca}_2\text{Cu}_3\text{O}_x$ compounds.



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THE USAGE OF SOMATISMS IN ENGLISH AND UZBEK PROVERBS

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Abstract: This study explores somatic phraseological units, or somatisms, in English and Uzbek proverbs, highlighting their cultural significance and linguistic intricacies. Somatisms, expressions involving body parts, not only enrich language but also serve as a reflection of societal values, beliefs, and emotional landscapes. Through a comparative analysis of proverbs in both languages, this research investigates to uncover similarities and differences in the use of somatic idioms, illustrating how these expressions encapsulate cultural perceptions of the human body and experience.

Keywords: culture, proverbs, phraseological units, linguistic features, somatisms, comparative analysis, metaphor, lexical, semantic meanings, anthropocentric paradigm.

Introduction: Culture is deeply intertwined with the phraseological units of a language, making it difficult to imagine any language without somatic expressions. Each country incorporates somatic elements into its phraseology, reflecting unique cultural nuances and values. Somatic phraseological units, or somatisms, are word combinations with multiple meanings that form one of the oldest layers of vocabulary in any language. The growing scholarly interest in somatic phraseology stems from its dual nature: it embodies both abstract concepts and concrete physical experiences.

Somatic phraseological units highlight two contrasting aspects: they convey abstract ideas while remaining closely tied to human physicality. Their components and overall meanings are intricately connected to descriptions of people and their activities, underscoring their role in expressing cultural values, emotions, and lived experiences. Studying somatic expressions in English and Uzbek provides valuable insights into how different cultures perceive and articulate the relationship between the body and the broader human experience.

In both English and Uzbek, somatisms are frequent and exhibit diverse structural patterns. This prevalence reflects the fundamental human tendency to understand oneself as part of a larger, interconnected worldview. Such expressions simplify the articulation of complex ideas, emotions, and experiences by linking them to physical imagery.

The high frequency of somatic phraseological units underscores their central role in everyday communication, where they help individuals navigate social and cultural realities. By analyzing the structural models of these units, we gain insight into how different cultures use somatic expressions to encapsulate shared human experiences and perceptions. This exploration not only enhances our understanding of language but also deepens our appreciation of cultural diversity

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Literature analysis: The term “soma,” originating from the Greek word for “body,” serves as the foundation for the linguistic concept of “somatic.” Estonian scholar F. Vack was the first to introduce the term “somatic” into the field of linguistics. Today, it is widely used to refer to idiomatic expressions involving body parts, commonly known as somatic phrases or somatisms. These expressions serve as a vital area of study in linguistics due to their unique ability to bridge language, culture, and human experience. They reveal how societies conceptualize the body and its relationship to abstract notions like identity, emotion, and social interaction¹.

The concept of “phraseological somatism” was first introduced by E.M. Mordkovich in his seminal work *Semantic-thematic Groups of Somatic Phraseologisms*, which examined body-related expressions in Russian. Mordkovich highlighted the significance of somatic phrases in understanding linguistic structures and cultural dynamics, noting that these expressions often reflect a society’s worldview. Building on this idea, English scholar Logan Smith studied similar expressions in English, arguing that somatisms enrich the language by adding layers of figurative and emotional depth. Together, these studies underscore the universality of somatic expressions while highlighting the cultural specificity in their use.

Both English and Uzbek languages exhibit a rich inventory of somatic expressions, although their cultural contexts and metaphorical associations may differ. English somatisms often emphasize individualistic traits, reflecting the cultural importance of personal agency and emotional expression. For example, “*keep your chin up*” reflects resilience and optimism. Conversely, Uzbek somatisms often emphasize collectivism, respect, and shared values, as seen in phrases like “*bosh qo ‘shmoq*” (to unite heads, meaning collaboration).

By analyzing these expressions, researchers can gain deeper insights into how language captures shared human experiences and cultural distinctions. For instance:

The prevalence of *heart-related idioms* in both languages reflects the universal association of the heart with emotions and virtues, but the specific usage and context can differ significantly.

Hand-related expressions often symbolize action, control, or relationships in both languages, yet the cultural values tied to these actions may vary.

Discussion: Somatic phraseological units, or somatisms, are among the most versatile and frequent elements in language, forming an integral part of its idiomatic and figurative expressions. Among somatisms, “*hand*” is the most commonly used term, appearing frequently across multiple languages and cultures. Other highly used somatisms include “*head*,” “*eye*,” “*face*,” “*foot*,” “*nose*,” “*finger*,” and “*heart*.” Less frequent but equally significant in their phrase-forming potential are terms such as “*leg*,” “*arm*,” “*back*,” “*bone*,” “*brain*,” “*ear*,” “*tooth*,” “*skin*,” “*shoulder*,” “*neck*,” and “*tongue*.” These body-related expressions are not merely linguistic ornaments but reflect the physical, emotional, and cultural dimensions of human experience².

According to researchers M.A. Pekler and A.D. Rakhshstein, a comparative analysis of somatisms in Russian and English reveals a remarkable overlap in their frequency and usage. In Russian, 17 of the most frequent lexical items in phraseological units refer to body parts, while in English, 11 out of the top 17 items are somatisms.

¹ Narmetova Z. Somatic Phraseological units in English and languages. International Conference on Advance Research in Humanities, Applied Sciences and Education <https://conferencea.org> Sep. 28th 2022.

² Yusifov E.G. On the study of the somatic phraseological compounds in german and English languages. East European Scientific Journal #1(65), 2021

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Human body organs can be categorized in various ways, depending on different criteria, each classification serving to highlight unique functions or attributes. One widely recognized distinction divides the body's organs into sensory and non-sensory categories. Sensory organs, including the eyes, ears, and nose, are directly involved in receiving and processing stimuli from the external environment, such as visual input, sounds, and smells. On the other hand, other organs such as the stomach, shoulders, and legs do not participate in sensory perception, but instead perform essential physiological functions like digestion, mobility, and structural support. This functional distinction is not just a biological consideration, but also plays a significant role in how language, metaphor, and culture utilize somatic imagery to represent abstract concepts and complex human experiences.

The relationship between bodily functions and linguistic expression is especially evident in the use of somatisms—body-related expressions that convey complex ideas and emotions. These expressions often use body parts as metaphors, serving as vehicles to articulate thoughts about perception, action, emotion, and interaction with the world. By embedding these metaphors within everyday language, speakers convey nuanced and layered meanings that resonate deeply across cultures, emphasizing the symbiotic relationship between physical experience and linguistic expression.

A prime example of the versatility of somatisms can be seen in the phraseological use of the mouth. In both English and Uzbek, expressions involving the mouth often center around the concept of speech, whether that be speaking, remaining silent, or refraining from speaking altogether. For instance, in English, the expression "keep one's mouth shut" metaphorically conveys the idea of silence, self-restraint, or refraining from unnecessary speech. In Uzbek, "*tilini tiyib yurmoq*" similarly conveys this act of self-discipline. The phrase "*open one's mouth*" (English) or "*og'zini ochmoq*" (Uzbek), in contrast, denotes the act of initiating speech or expressing one's thoughts verbally. These expressions highlight how the mouth, a body part primarily used for communication, can symbolize broader concepts like control, expression, and social interaction.

Exploring somatisms also allows us to reflect on how the metaphors embedded in language serve as a reflection of human experiences across different contexts. The use of bones and teeth, for example, often connects to themes of strength, endurance, and vitality in both English and Uzbek. In English, phrases like "*Bone of contention*" or "*Put your teeth into something*" emphasize conflict, effort, and determination. Similarly, in Uzbek, "*Tishini tishiga qo'ymoq*" (*To grit one's teeth*) symbolizes resolve and perseverance, highlighting the importance of strength in overcoming challenges. These expressions reveal the universality of human struggles and the ways in which physical endurance is linked to emotional resilience and perseverance.

The metaphorical use of hair in both languages further illustrates the richness of somatic imagery in communication. In English, expressions like "*one's hair stood on end*" convey heightened emotional responses such as fear, awe, or extreme surprise, while in Uzbek, "*teppa sochi tikka bo'lmoq*" similarly captures this sense of intense emotional reaction. The act of "*tearing one's hair out*" (English) and "*sochini yulmoq*" (Uzbek) both symbolize frustration, desperation, or overwhelming emotional strain, often in the face of an unsolvable problem. Additionally, the metaphorical use of individual strands of hair serves to represent insignificance or precision, as seen in the English expression "*to split hairs*"—a phrase that refers to focusing on minute, often trivial details. This idea translates into Uzbek as "*mayda-chuyda narsalardan ayb topmoq*", "*tirnoq orasidan kir qidirmoq*" emphasizing the concept of nitpicking or excessive attention to insignificant points. Here, hair is not just a physical feature, but also a powerful symbol for the act of scrutinizing or exaggerating trivialities.

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Expressions involving the lower limbs—the feet and legs—add another layer of metaphorical meaning, particularly related to movement, resistance, and social interaction. In both English and Uzbek, phrases that involve the feet or heels often convey notions of obstinacy or immovability. For example, the phrase “dig in one’s heels” (English) translates to “*qat’iy rad javobini bermoq*” (Uzbek), symbolizing a steadfast refusal to change one’s position, indicating both determination and stubbornness. Similarly, the expression “stick in one’s heels” (English) or “*qaysarlik qilmoq*”, “*ikki oyog’ini bir etikka tiqmoq*” (Uzbek) reflects a sense of resistance, suggesting that one is unwilling to budge from their standpoint. These expressions underscore the connection between physical resistance in movement and emotional or intellectual immovability. Conversely, “*on a friendly footing*” (English) or “*do’stona munosabatda*” (Uzbek) conveys the idea of being in amicable or neutral terms with someone, emphasizing the stability and equality of a relationship without referencing physical movement.

The torso—comprising parts like the neck, shoulders, chest, and back—features prominently in metaphorical expressions, often linked to strength, responsibility, and social roles. For example, in both English and Uzbek, the expression “*put something on someone’s shoulders*” reflects the idea of burdening someone with a responsibility or duty. In English, “*put something on someone’s shoulders*” is paralleled by the Uzbek phrase “*birovning zimmasiga yuklamoq*”, both conveying the image of a weight being borne by the individual. Additionally, the expression “stand up with your chest” (English) and “*ko’kragini kerimoq*” (Uzbek) metaphorically communicates confidence, pride, and emotional fortitude, suggesting that one can stand tall or face challenges with assurance and self-respect.

The widespread use of somatic metaphors in both English and Uzbek phraseology reveals a deep-seated cultural and linguistic connection to the human body as both a literal and figurative source of meaning. Through somatisms, speakers are able to express a range of emotions, behaviors, and interpersonal dynamics in ways that resonate with universal human experiences. By tapping into the commonality of bodily functions and expressions, language becomes a conduit through which individuals articulate complex psychological states, social relationships, and philosophical ideas, bridging the physical and the metaphorical with remarkable precision and depth.

This interplay between physicality and language not only enriches communication but also strengthens the cultural fabric of societies. The pervasive role of somatisms in everyday language serves as a reminder of how deeply intertwined our perception of the body is with our understanding of the world around us. By using bodily imagery, we not only communicate our thoughts but also embody the very experiences we seek to share, reinforcing the idea that language is not merely a tool for expression but an integral part of how we engage with and make sense of the world.

The study of somatic phraseological units in English and Uzbek proverbs provides a fascinating exploration of how language reflects cultural values, human experiences, and universal themes. Somatisms, which are expressions that incorporate body-related terminology, serve as rich linguistic tools that allow speakers to convey a wide range of complex emotions, social interactions, and cultural norms in a manner that is vivid, powerful, and often deeply metaphorical. By utilizing parts of the body—such as the head, heart, hands, feet, and eyes—these expressions create meaningful

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connections between physical experiences and abstract human concepts, enabling speakers to communicate layered ideas that resonate on both personal and collective levels³.

Conclusion : Proverbs are one of the most popular, widespread, and ancient traditional genres in both English and Uzbek literature. The use of somatisms, or body-related expressions and metaphors, is a prominent feature in proverbs across both languages. Somatisms in proverbs serve to encapsulate deeper meanings and reflections on human nature, emotions, and life experiences, offering insights into how physical body parts and sensations are used to communicate abstract concepts.

The use of body-related terms in proverbs acts as a powerful tool for expressing abstract and complex ideas. By associating physical body parts with intangible human qualities and societal norms, somatisms allow for the conveyance of deeper meanings, making the message of the proverb more relatable, memorable, and impactful. For instance, proverbs often link body parts such as the *head/bosh*, *mouth/og'iz*, *beard/soqol*, *tooth/tish*, *foot/oyoq*, *hand/qo'l*, *ear/quloq*, *bone/suyak*, and *eye/ko'z* with universal themes like family, loyalty, honesty, kindness, deceit, and competence. The human body, through these expressions, becomes a symbolic vehicle for exploring complex social and emotional dynamics, offering vivid imagery that transcends mere physicality.

When examining the role of somatisms in proverbs, we see that certain body parts are repeatedly used to represent specific moral, emotional, or social concepts. For example, *the eye/ko'z* and *heart/yurak* are often associated with loyalty and disloyalty, with the eye symbolizing perception, insight, and the ability to see truth, while the heart represents the emotional core, often linked to sincerity and genuine affection. These metaphors underscore the emotional depth embedded in body-related expressions, highlighting the interconnection between physical and emotional experiences.

In addition, the comparative analysis of English and Uzbek somatic phraseological units reveals both striking similarities and distinctive differences in how cultures conceptualize the body and its relationship to the world. While certain somatic expressions may have overlapping meanings across the two languages, others present unique cultural nuances that reflect divergent perceptions of emotions, social roles, and human experiences. These variations in somatic language offer valuable insights into the ways different cultures shape their understanding of bodily metaphors and their application in daily life.

Moreover, the study of somatic phraseological units in English and Uzbek proverbs expands our understanding of how language operates within a broader cultural framework. It encourages a deeper appreciation of the complex ways in which bodily imagery is interwoven with human interactions, emotions, and social relationships. These expressions are not simply linguistic constructs but reflect the underlying values, beliefs, and emotional landscapes of the cultures they emerge from. They reveal how physical experiences and the body's role in shaping human behavior are intimately connected to the broader social and cultural fabric.

³ Spirina T.S. Phraseological units of the English, Russian and German languages, characterizing power, with components - somatisms. Linguistics and translation. No. 3 (41), 2013.

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СПОСОБЫ ИЗУЧЕНИЯ ТВОРЧЕСТВА НАДИРЫ НА ОСНОВЕ НОВЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ

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Аннотация: В статье рассматривается проблема изучения творчества Нодеры в нетрадиционном ключе, на основе принципов обновленного педагогического мышления, педагогической технологии, эффективных методов использования литературного содержания и интерпретации.

Ключевые слова: литература, технология, педагогика, метод, стиль, способ.

Литература — это, прежде всего, искусство слова и духа. Она стремится уловить и отразить тончайшие нюансы и тона человеческой психики. Высшие образцы литературных произведений выражают мысли, переживания и надежды, волнующие и волнующие человечество. Так же, как люди в мире не похожи друг на друга, так же неповторимы и их душевные переживания. История узбекской литературы богата шедеврами, искусно отражающими тонкие душевные состояния. Они могут пробудить волнение в умах и сердцах нынешнего поколения и способствовать их духовному обогащению. Что немаловажно, они служат развитию нашего художественного вкуса и духовной зрелости.

Изображение основано на слове. Слова пленяют и завораживают своей магией и чудом. Вот почему младенцы чрезвычайно интересуются куклами, маленькие дети — сказками, а взрослые — различными формами художественного творчества. Как только они попадают в свой мир, они считают себя его частью. Каково влияние литературы в этом контексте? Неудивительно, что этот вопрос вызывает тревожные мысли у каждого из нас. Литература — это наука, которая представляет собой таинственную сокровищницу всех слов, до которых может дотянуться человеческая мысль. Вход в это сокровище и наслаждение шедеврами, которые оно содержит, очищает душу человека и играет важную роль в его развитии как зрелой личности. По этой причине рациональная идея о том, что внимание к литературе — это внимание к духовности и будущему, не напрасна.

Целесообразно продолжить совершенствование нетрадиционных занятий по изучению жизни и творчества поэта на уроках литературы. С начального этапа системы непрерывного образования теоретически и практически отражаются нетрадиционные курсы, а на последующих этапах устанавливаются основные системные принципы образования: научность, последовательность, целесообразность, единство обучения и воспитания. . Затем будет создана программа, соответствующая содержанию нового педагогического мышления. Методологические знания студента находят свое практическое выражение. Теперь, если обратиться непосредственно к содержанию нетрадиционных уроков, то каждая изучаемая тема выбирается свободно, самостоятельно, с учетом индивидуальных особенностей. Здесь в полной мере должен быть использован творческий потенциал педагога, основанный на его методических знаниях. В нетрадиционном классе оценка не имеет явного значения. Это время не тратится на непродуктивные задачи.

Нетрадиционные уроки проводятся в классе, библиотеке, музее или на природе. В частности, определено, что широкое использование такого вида уроков, как «урок-дискуссия», не только повышает эффективность урока, но и повышает активность и мыслительную способность учащихся в процессе урока. Поэтому нам, будущим учителям, необходимо уже сейчас научиться тщательно готовиться к каждому уроку. Подготовка наглядных пособий к каждому уроку и их эффективное использование на уроке создают живую и интересную среду обучения. Известно, что студенты с большим интересом смотрят спектакли, особенно когда сами учащиеся участвуют в этих спектаклях в ролях. Это поможет им быстрее усвоить предмет.

Когда художник создает свои произведения, для него естественно выразить гармоничные характеристики, чувства и переживания духовного мира образа в человеческой фигуре, находящейся в центре его произведения. Мастерство писателя определяется также тем, насколько точно он может изобразить человеческую душу. Поэтому каждый художник уникален в своем таланте исследовать ландшафты человеческой психики уникальным, не похожим ни на какой другой, способом. Уникальность духовного мира одаренного человека, его убеждений, личных качеств и черт, образа мышления, характера воздействия являются характеристиками, определяющими его сравнение как личности. Именно в этих аспектах писатели считаются обладающими уникальным стилем в литературе.

В литературном образовании основное внимание уделяется ролевому моделированию путем оживления жизни писателя и педагогической задачи, сопоставления его личностных качеств с качествами творческого человека перед глазами ученика. Также уделяется внимание процессам, связанным с умением педагога обучать стилю художественного мышления, свойственному конкретному творцу, создавая состояние сопереживания и общности с переживаниями писателя. Подчеркиваются уникальные особенности творца как творческой личности, его талант, умения, а также способы использования литературного анализа и интерпретации в обучении уникальному стилю. Выявляя способы повышения слухового вкуса учителя-читателя, понимания сути ситуаций, возникавших в психике писателя при создании произведения, и оживления человеческих чувств в сердце читателя, читатель также будет развивать свои собственные специфические чувства, могут быть созданы мысли и точки зрения, наблюдение-обсуждение и отношения. Эти характеристики формируют духовность молодых людей, имеющих собственные независимые мысли и взгляды.

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INTERNETDA MUQADDAS MATNLARNING MARKETINGI MASALASI

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Annotatsiya

Ushbu maqolada muqaddas matnlarning internet orqali marketingi masalalari ko'rib chiqiladi. Zamonaviy texnologiyalar yordamida muqaddas matnlarni targ'ib qilishning ahamiyati, usullari va dolzarbligi yoritiladi. Shu bilan birga, internet orqali diniy qadriyatlarning keng ommaga tarqalishi va bu jarayon bilan bog'liq muammolar tahlil qilinadi. Matnlarning noto'g'ri talqin qilinishi, tijoratlashtirilishi va ekstremistik maqsadlar uchun ishlatilishi kabi xavflar haqida batafsil ma'lumot berilgan.

Kalit so'zlar Muqaddas matnlar, internet marketingi, diniy qadriyatlar, raqamli texnologiyalar, diniy targ'ibot, internet xavfsizligi.

Kirish

Bugungi kunda internet muqaddas matnlarni global auditoriyaga yetkazishning samarali vositasi bo'lib xizmat qilmoqda. Diniy bilimlarni tarqatishda raqamli texnologiyalar yordamida targ'ibotning yangi usullari paydo bo'ldi. Ushbu maqolada internetda muqaddas matnlarni marketing qilishning ahamiyati, dolzarbligi va mavjud muammolari haqida so'z boradi. Internet inson hayotining barcha jabhalariga, jumladan, diniy ta'lim va ma'naviy qadriyatlarni targ'ib qilish sohasiga ham kirib kelmoqda. Diniy manbalar sifatida muhim o'rin tutgan muqaddas matnlar zamonaviy texnologiyalar orqali global auditoriyaga yetkazilmoqda. Ushbu jarayon diniy qadriyatlarni saqlash va keng ommaga yetkazish uchun katta imkoniyatlar yaratadi. Shu bilan birga, bu sohada noto'g'ri foydalanish xavflari ham mavjud. Ushbu maqolada muqaddas matnlarning internetda targ'ib qilinishi va marketingining nazariy va amaliy jihatlari ko'rib chiqiladi.

Internetda muqaddas matnlarning marketingi

Muqaddas matnlarning raqamli shakllarini yaratish va tarqatish bugungi raqamli davrda muhim ahamiyat kasb etadi. Elektron nashrlar, mobil ilovalar va ijtimoiy tarmoqlar orqali Qur'on, Injil kabi muqaddas matnlar keng ommaga yetib bormoqda. Masalan, Qur'oni Karimning mobil ilovalari foydalanuvchilarga oyatlarni o'qish, tinglash va sharhlash imkoniyatini beradi. Muqaddas matnlar insoniyat tarixining ajralmas qismi hisoblanib, din, madaniyat va jamiyatning ma'naviy taraqqiyotida muhim ahamiyat kasb etadi. Internet va raqamli texnologiyalarning rivojlanishi ushbu qadriyatlarni keng ommaga tarqatishda yangi imkoniyatlar yaratadi.

1. Elektron nashrlar va ilovalar: Qur'on, Injil, Tavrot kabi muqaddas matnlarning raqamli versiyalari foydalanuvchilar uchun qulay va foydalanish oson. Masalan, Qur'oni Karimning mobil ilovalari oyatlarni o'qish va tinglash imkoniyatini beradi.

2. Ijtimoiy tarmoqlar orqali targ'ibot: Facebook, Instagram, YouTube va TikTok kabi platformalar diniy mazmundagi videolar, qisqa xabarlar va darslarni ommaga yetkazishda samarali vosita bo'lib xizmat qilmoqda.

3. SEO va veb-saytlar: Diniy tashkilotlar tomonidan yaratilgan maxsus veb-saytlar foydalanuvchilarga muqaddas matnlarni o'qish, izlash va muhokama qilish imkonini beradi.

Marketingning ijobiy va salbiy jihatlari

Internet orqali muqaddas matnlarning tarqatilishi yosh avlodni diniy qadriyatlar bilan tanishtirishga xizmat qiladi. Biroq, matnlarning noto'g'ri talqini, tijoratlashtirilishi yoki radikal g'oyalarga asos

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sifatida ishlatilishi kabi muammolar mavjud. Bu esa diniy bag'rikenglikni kamaytirishi va nizolarga sabab bo'lishi mumkin.

Marketingning Ijobiy Jihatlar

- Diniy bilimlarni kengaytirish: Internet orqali muqaddas matnlarning ommalashuvi yosh avlodni diniy qadriyatlar bilan tanishtirish uchun qulay platforma hisoblanadi.
- Global muloqot: Muqaddas matnlarning turli tillardagi tarjimalari dinlararo muloqotni rivojlantirishga xizmat qiladi.
- Madaniy merosni saqlash: Zamonaviy texnologiyalar madaniy va diniy qadriyatlarni global miqyosda ommalashtirishga yordam bermoqda.

Marketingning Salbiy Jihatlar

- Noto'g'ri talqinlar: Ayrim guruhlar muqaddas matnlarni o'z maqsadlari uchun noto'g'ri talqin qilib, radikal g'oyalarni tarqatmoqda.
- Tijoratlashtirilish xavfi: Muqaddas matnlar reklama yoki tijorat maqsadlarida foydalanilib, ularning muqaddasligini pasaytirishi mumkin.
- Ekstremizm va radikalizm: Ba'zi ekstremistik guruhlar internet orqali muqaddas matnlarning ba'zi qismlarini noto'g'ri talqin qilib, o'z g'oyalarini yoymoqda.

Xulosa

Muqaddas matnlarning internetda ommalashuvi diniy va madaniy qadriyatlarni targ'ib qilishda kuchli vosita bo'lib xizmat qilmoqda. Shu bilan birga, mazmunni to'g'ri talqin qilish, axloqiy tamoyillarga rioya qilish va xavfsiz platformalarni qo'llash zarur. Ushbu muammolarni hal qilish uchun diniy va ilmiy tashkilotlar o'zaro hamkorlikni kuchaytirishlari lozim. Muqaddas matnlarning internetda marketingi diniy qadriyatlarni saqlash va ulardan ijtimoiy barqarorlikni ta'minlash yo'lida muhim vosita hisoblanadi. Shu bilan birga, mazkur jarayon mas'uliyatli yondashuvni talab qiladi. Noto'g'ri talqinlar va tijoratlashtirish kabi xavflarni oldini olish uchun diniy va ilmiy tashkilotlar o'zaro hamkorlikni kuchaytirishlari, shuningdek, ishonchli platformalar yaratishlari zarur.

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THE ISSUE OF SACRED TEXTS MARKETING ON THE INTERNET

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Abstract

This article examines the issues related to the marketing of sacred texts through the internet. It highlights the importance, methods, and relevance of promoting sacred texts using modern technologies. Additionally, the dissemination of religious values to a broad audience and the challenges associated with this process are analyzed. Detailed information is provided on risks such as misinterpretation, commercialization, and the use of sacred texts for extremist purposes.

Keywords: Sacred texts, internet marketing, religious values, digital technologies, religious promotion, internet security.

Introduction

In today's globalized world, the internet has become an effective tool for delivering sacred texts to a global audience. Digital technologies have introduced new methods for spreading religious knowledge and promoting moral values. As a critical component of religious resources, sacred texts are now being accessed by people worldwide through modern technological advancements. While this process creates significant opportunities to preserve and share religious values, it also presents risks of misuse. This article explores the theoretical and practical aspects of promoting and marketing sacred texts on the internet.

Marketing Sacred Texts Online

Sacred texts are integral to human history, playing a vital role in religion, culture, and society's spiritual development. The advancement of digital technologies has created new avenues for disseminating these values to a broader audience.

1. Digital Publications and Applications: Sacred texts like the Quran, Bible, and Torah are now available in digital formats, making them easily accessible to users. For instance, Quran mobile applications provide opportunities to read, listen to, and interpret verses.
2. Promotion via Social Media: Platforms like Facebook, Instagram, YouTube, and TikTok are effective tools for disseminating religious videos, brief messages, and educational lessons to the masses.

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3. SEO and Websites: Special websites created by religious organizations allow users to read, search, and discuss sacred texts.

Positive Aspects of Marketing

- Expanding Religious Knowledge: The dissemination of sacred texts through the internet provides a convenient platform for introducing religious values to younger generations.
- Global Dialogue: Translations of sacred texts into various languages foster interfaith dialogue and understanding.
- Preservation of Cultural Heritage: Modern technologies support the global dissemination and preservation of cultural and religious values.

Negative Aspects of Marketing

- Misinterpretation: Certain groups misuse sacred texts for their purposes, spreading radical ideas.
- Risk of Commercialization: Sacred texts used for advertising or commercial purposes can diminish their sanctity.
- Extremism and Radicalism: Some extremist groups misinterpret parts of sacred texts and use them to propagate their ideologies.

Conclusion

The online dissemination of sacred texts is a powerful tool for promoting religious and cultural values. However, ensuring accurate interpretation, adhering to ethical principles, and utilizing secure platforms are critical. To address these challenges, religious and academic organizations must enhance collaboration, develop reliable platforms, and promote ethical marketing practices.

Recommendations:

1. Establish reliable and supervised platforms to ensure the correct interpretation of sacred texts online.
2. Uphold ethical principles in religious marketing processes.
3. Strengthen collaboration between religious leaders and technology experts to mitigate online risks.

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EFFECT OF ELECTRONIC COMMERCE ON THE DEVELOPMENT OF UZBEKISTAN'S FOREIGN TRADE

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Abstract: The rapid development of digital technologies has significantly changed global trade, introducing new models such as electronic commerce (e-commerce). Uzbekistan, a landlocked country in Central Asia, is adopting e-commerce as an important tool for promoting foreign trade. This article examines the transformative impact of e-commerce on Uzbekistan's foreign trade, including its contribution to export diversification, market expansion, and trade efficiency. The analysis also identifies persistent challenges such as infrastructure gaps, regulatory constraints, and limited awareness of e-commerce, while suggesting comprehensive strategies for harnessing the full potential of e-commerce for economic growth.

Keywords: e-commerce, foreign trade, digital economy, export diversification, internet trading platforms, digital infrastructure, small and medium-sized business (cob), logistics problems, payment systems, international e-commerce, market access opportunities, regulatory barriers, e-commerce policy, consumer confidence, digital transformation, global trade networks, cyber security, local online platforms, foreign market entry, e-commerce opportunities and constraints

INTRODUCTION

Globalization and the rise of the digital economy have made e-commerce the backbone of modern commerce. Electronic commerce (e-commerce) has emerged as a transformative force in global trade, reshaping the exchange of goods and services across borders. Electronic commerce, defined primarily as the buying and selling of goods or services over the Internet, has lowered trade barriers, expanded market access, and created new opportunities for businesses around the world. For developing countries such as Uzbekistan, the introduction of e-commerce has the potential to significantly affect the dynamics of foreign trade by stimulating economic growth, increasing market competitiveness and more effectively integrating the country into the world market.

Strategically located at the crossroads of Europe and Asia, foreign trade is the main factor of economic development in Uzbekistan. Over the past decade, the government has implemented a series of economic reforms aimed at liberalizing trade policies, improving infrastructure, and creating an enabling environment for digital transformation. These efforts have been bolstered by a growing digital ecosystem characterized by internet penetration, widespread use of mobile technology, and an expanding online consumer and business base.

The integration of e-commerce into the foreign trade landscape of Uzbekistan has many advantages. It enables SMEs to access international markets, reduce transaction costs and improve supply chain efficiency. In addition, e-commerce facilitates greater transparency and innovation, allowing businesses to respond more dynamically to changing consumer demands. However, e-commerce adoption also poses challenges, including regulatory hurdles, insufficient digital literacy, and logistical constraints that may hinder its full potential.

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This article aims to study the impact of electronic commerce on the development of Uzbekistan's foreign trade, its advantages and problems. By analyzing current trends, policies and practices, this paper aims to provide insight into how e-commerce can be used to enhance a country's trade competitiveness and economic growth in a rapidly evolving digital economy.

The current state of e-commerce in Uzbekistan-The rapid development of digital technologies together with economic reforms in Uzbekistan has brought e-commerce to attention as an important component of the country's trade and economic development. Below we consider the main aspects that shape the current state of e-commerce in Uzbekistan:

Government reforms supporting e-commerce - a number of economic reforms aimed at integrating Uzbekistan into the world economy have been implemented in recent years. These reforms include:

- Currency Liberalization: Simplification of currency conversion for international transactions.
- Development of e-government: simplification of customs processes and trade-related documents through digital platforms.
- Tax incentives for e-commerce: Reducing tax burdens for e-commerce businesses in order to encourage market participation.

Both local and international platforms are developing e-commerce in Uzbekistan. Domestic platforms such as Asaxiy.uz and international players such as AliExpress have made significant progress. These platforms connect not only Uzbek business with domestic consumers, but also with global markets.

Effect on foreign trade

1. Export diversification: Uzbekistan's traditional exports, such as cotton, gold and energy resources, have long dominated its trade portfolio. However, e-commerce has enabled small and medium-sized enterprises (SMEs) to export a wide variety of products, including:

- Handicrafts and souvenirs reflecting the rich cultural heritage of Uzbekistan.
- Organic agricultural products such as fruits and nuts.
- IT and software services, benefiting from the country's growing technology sector.

This diversification reduces dependence on traditional exports and increases economic stability.

2. Improved Market Access: E-commerce platforms have democratized access to international markets. Businesses that previously faced high logistical and bureaucratic hurdles can now connect directly with customers around the world. For example, Uzbek textile manufacturers are increasingly selling their products to European and Middle Eastern markets through platforms such as Amazon and Etsy.

3. Cost and efficiency advantages: E-commerce minimizes intermediaries, reduces transaction costs and increases sales efficiency. Automated systems for order processing, payments and logistics ensure fast and reliable sales processes.

4. Increasing trade competitiveness: The opportunity to enter world markets allows Uzbek enterprises to compete in terms of quality and price. This will promote innovation, improve product standards and increase the country's global trade competitiveness.

Problems facing the development of e-commerce - although e-commerce is developing rapidly in Uzbekistan, several problems prevent its full potential. These challenges are rooted in infrastructural, regulatory, logistical, and cultural barriers that must be addressed to ensure sustainable growth and global competitiveness. Below are the main problems facing the development of e-commerce in Uzbekistan:

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Infrastructure and connectivity gaps: Despite progress, rural areas of Uzbekistan still face limited internet and logistics infrastructure. This limits the participation of business entities in these regions in e-commerce activities.

Regulatory and Institutional Barriers: While reforms are underway, complexities in customs procedures, inconsistent regulation of cross-border trade, and high tariffs on imported goods are hindering the development of e-commerce.

Low awareness and trust: Many consumers and businesses are unfamiliar with e-commerce practices, and concerns about cyber security and fraud further limit adoption rates.

Payment System Integration: Limited access to global payment systems such as PayPal and reliance on local payment methods limits international transactions.

In order to unlock the full potential of e-commerce in foreign trade, Uzbekistan should solve the existing problems through the following strategies: Investing in digital and physical infrastructure: Expanding access to high-speed Internet, especially in rural areas, and modernizing transportation and logistics networks will enable businesses to effectively participate in e-commerce.

Reforming trade regulations: Aligning e-commerce regulations with international standards, reducing customs complexities and introducing incentives for cross-border trade will encourage foreign market participation.

Empowerment and public awareness: Launching training programs for SMEs, increasing digital literacy among consumers and partnering with international financial institutions for secure e-commerce to facilitate seamless transactions.

Promoting regional cooperation: Cooperation with neighboring countries to create regional e-commerce ecosystems can enhance trade flows and regional economic integration.

Conclusion

Integration of e-commerce into Uzbekistan's foreign trade has the potential to serve as a transformative catalyst for the country's economic development. E-commerce has proven to be an effective tool for reducing trade barriers, expanding market access, and promoting innovation in global commerce. For Uzbekistan, which is undergoing significant economic reforms and digitization, e-commerce offers a way to increase trade efficiency, diversification and competitiveness in the world market.

This article argues that e-commerce enables small and medium-sized enterprises (SMEs) to access international markets, facilitate cost-effective cross-border transactions, and increase transparency in trade processes. By using e-commerce platforms, Uzbek enterprises can diversify export markets, reduce dependence on traditional trade partners, and respond more dynamically to global demand. In addition, the growth of e-commerce aligns with the government's broader strategic goals of economic liberalization and modernization, strengthening its efforts to integrate into the global economy.

However, the development of e-commerce in Uzbekistan's foreign trade is not without problems. Key barriers such as inadequate digital infrastructure, limited logistics networks, and gaps in the regulatory framework pose significant barriers to full-scale adoption. Addressing these challenges requires concerted efforts to improve digital literacy, modernize infrastructure, and create supportive policies that encourage investment in innovation and e-commerce.

In conclusion, although e-commerce is not a cure for all trade problems, its role in the development of Uzbekistan's foreign trade is undeniable. By developing a strong e-commerce ecosystem and removing existing barriers, Uzbekistan can open new opportunities for economic growth, increase

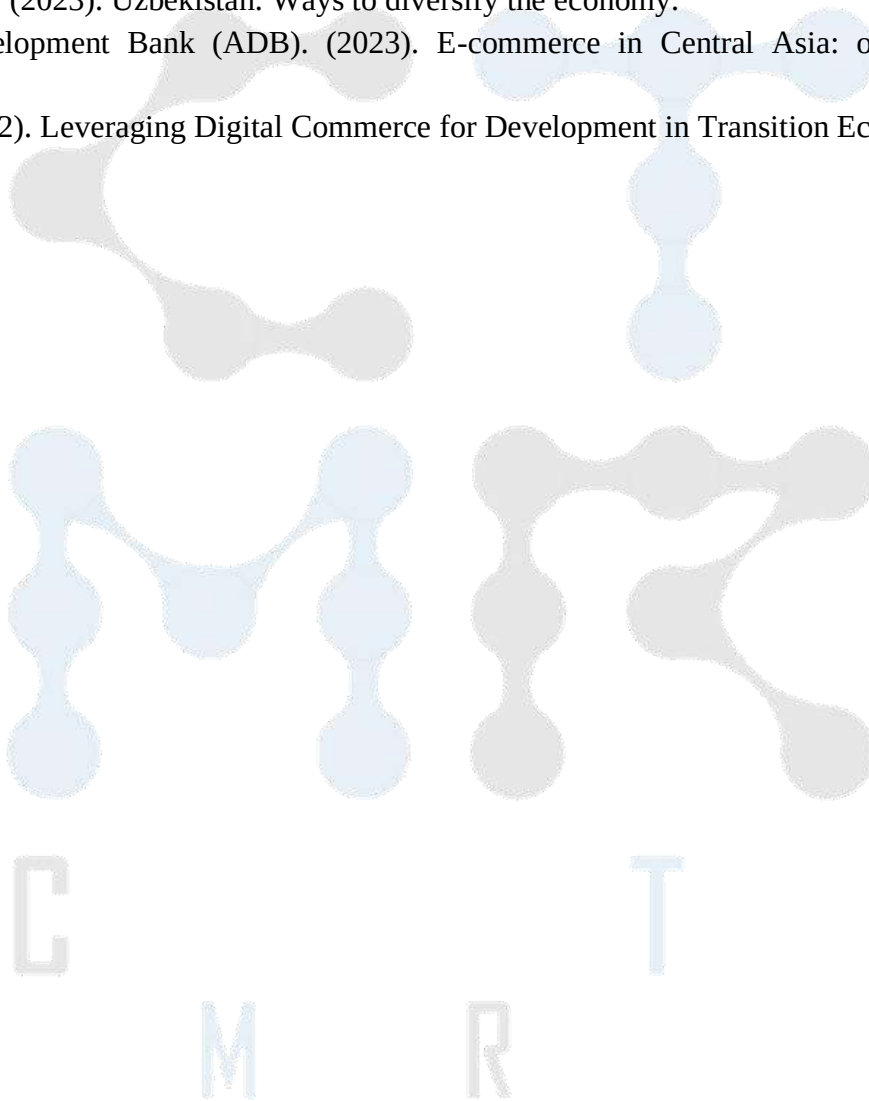
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global trade competitiveness, and establish itself as a regional center of a rapidly developing digital economy. Continuous research and policy development in this area is essential to ensure that e-commerce reaches its full potential as a driver of sustainable trade and economic development in Uzbekistan.

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THE SCIENTIFIC IMPORTANCE OF EDUCATING YOUTH IN THE ACTIVITIES OF JADIDS

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Abstract: This article discusses the sanctity of the family, the role of parents in the family, the great importance of the ideas put forward by the Jadids in the upbringing of today's youth, and the thoughts of the Jadids in shaping the thinking of young people.

Key words: Spirit, Jadid, family, intellectual and traditional upbringing, enthusiasm and courage, society and man, the first home.

Throughout its millennia-long history, our nation has gone through various stages of development. From the earliest days of our statehood, the issue of family has received special attention, for good reason. The family is the cornerstone of human life—it is closely tied to an individual's fate, future achievements or failures, happiness or despair, career choices, and psychological well-being. The moral character of society depends on the condition of its families, a fact that has been understood since time immemorial.

The family, as the fundamental social and moral unit of society, serves as the foundation for the present and future of our people. In a family environment where discipline and moral values are prioritized, these qualities are instilled in its members, contributing to their excellence in their roles and responsibilities. The family is built on manners, ethics, mutual respect, and industriousness, which play significant roles in personal character development and social interactions.

If parents nurture their children with love and devotion to their homeland, these values will accompany them throughout their lives. Thanks to our independence, our people have had the opportunity to restore their spiritual and national values, including family traditions, and pass them on to future generations. Among these values, particular attention has always been given to education and upbringing within the family.

As noted by our esteemed president:

"...In developed countries, investments are made throughout the full cycle of education—from age 3 to 22—focusing on the upbringing of individuals. This investment yields a return that benefits society 15–17 times over. In our country, however, this figure is only 4 times. Therefore, we must enhance our focus on human capital and mobilize all resources for this purpose."

This highlights the need to prioritize the upbringing of well-rounded individuals from early childhood, starting within the family. Currently, there are over 9 million families in Uzbekistan, with an average of four to five members per family. Family upbringing involves instilling national moral and ethical values in children, a responsibility that primarily falls on parents.

The main social functions of the family include procreation, raising children, ensuring their physical and moral development, fostering economic and spiritual unity, providing mutual support, contributing to societal development, and improving demographic processes. A stable family ensures a stable society; family happiness leads to societal well-being.

Family Upbringing in the Jadid Movement

During the late 19th and early 20th centuries, following Central Asia's colonization by Russia, the spiritual life of our people faced numerous threats. This extended to family relationships, where

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certain negative phenomena began to emerge. The Jadid movement, driven by a desire to elevate the nation and envision its place among the developed peoples of the world, emphasized the inseparability of education and upbringing.

As stated by prominent Jadid thinker Abdulla Avloni:

"Education for us is a matter of life or death, salvation or destruction, happiness or misery."

This principle became a guiding motto for the Jadids, who believed that societal reform and progress were impossible without proper family structures and the moral upbringing of future generations. Abdurauf Fitrat, another notable Jadid intellectual, elaborated on these ideas in his work *Oila* (The Family), emphasizing the vital role of family discipline and harmony in the strength of a nation.

Fitrat wrote:

"Each family reflects the honor of the nation. A nation's internal discipline and unity depend on its families. Where family relations are based on strong discipline, the nation and country will also be strong and prosperous."

Fitrat's work, deeply rooted in Islamic teachings and secular sciences, explored a wide range of issues, from the necessity of marriage to the rights and responsibilities of parents and children. He advocated a comprehensive approach to child-rearing, including physical, intellectual, and moral education, emphasizing the psychological interplay between parents and children.

Relevance of Jadid Ideas Today

Fitrat's ideas remain profoundly relevant in addressing modern challenges, such as the rising rate of divorce in Uzbekistan. His insights offer valuable guidance for young couples preparing for marriage, emphasizing the sacredness of marriage, mutual respect among family members, and the principles of "mahr," "talaq," and "mutual understanding." These values, rooted in Islamic traditions, are essential for fostering harmonious family relationships and societal stability.

Fitrat believed that a well-rounded upbringing encompasses physical, intellectual, and moral development, requiring parents to actively engage in their children's education. As he stated:

"If our family upbringing had been strong, we would not have fallen into such weakness and despair."

The Jadid thinkers' legacy, particularly their emphasis on family education, offers timeless lessons for building a strong, prosperous society. Today, as we strive to address family-related challenges at the policy level, it is imperative to teach the science of family to the younger generation, drawing on the wisdom of scholars like Fitrat.

In conclusion, Fitrat's vision of family as the bedrock of societal progress highlights the enduring importance of nurturing strong moral, intellectual, and emotional foundations within the family. By fostering these values, we can ensure the well-being of both individuals and society at large.

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STATE POLICY AGAINST UNEMPLOYMENT AMONG THE POPULATION:
INTERNATIONAL EXPERIENCE AND NATIONAL APPROACHES

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Annotatsiya: Mazkur maqola O'zbekiston Respublikasida ishsizlikni kamaytirish, aholining bandligini ta'minlash va davlat tomonidan amalga oshirilayotgan chora-tadbirlar hamda huquqiy asoslar masalasiga bag'ishlangan. Maqolada O'zbekiston tajribasi va xalqaro davlatlarning ishsizlikka qarshi kurashdagi tajribalari tahlil qilinadi. Davlat tomonidan amalga oshirilayotgan kompleks yondashuvlar, jumladan, kasbiy tayyorgarlik, startaplarni qo'llab-quvvatlash, ta'lim tizimini takomillashtirish va mehnat migratsiyasini kengaytirish kabi chora-tadbirlar huquqiy asosda ishsizlikni qisqartirishga xizmat qilmoqda. Shuningdek, maqolada gender tengligi, yoshlar ishsizligi va mintaqaviy farqlar bo'yicha xalqaro tajribalar ham o'z aksini topgan. Ushbu maqola davlat siyosati, iqtisodiy barqarorlik va jamiyat farovonligini ta'minlash uchun huquqiy asoslarni shakllantirishda dolzarb hisoblanadi.

Annotation: This article discusses the reduction of unemployment in Uzbekistan, ensuring employment, and the legal framework implemented by the government. The article analyzes Uzbekistan's experience and international practices in combating unemployment. The comprehensive approach taken by the government, including vocational training, support for startups, improving the education system, and expanding labor migration, is grounded in legal frameworks aimed at reducing unemployment. Additionally, the article addresses issues such as gender equality, youth unemployment, and regional disparities, with references to international experiences. This article is essential for understanding how legal foundations are essential in addressing unemployment and ensuring economic stability and social well-being.

Аннотация: Данная статья посвящена сокращению безработицы в Узбекистане, обеспечению занятости населения и правовой основе, реализуемой государством. В статье анализируется опыт Узбекистана и международные практики борьбы с безработицей. Комплексный подход государства, включая профессиональное обучение, поддержку стартапов, улучшение образовательной системы и расширение трудовой миграции, базируется на правовых рамках, направленных на сокращение безработицы. Также в статье рассматриваются проблемы гендерного равенства, безработицы среди молодежи и региональные различия с упором на международный опыт. Эта статья является важной для понимания, как правовые основы необходимы для решения проблемы безработицы и обеспечения экономической стабильности и социального благополучия.

Kalit so'zlar : ishsizlik, davlat siyosati, huquqiy asos, kasbiy tayyorgarlik, mehnat migratsiyasi, iqtisodiy barqarorlik, xalqaro tajribalar, ish bilan ta'minlash, mehnat huquqlari

INTRODUCTION

One of the important factors of economic stability and social well-being is the full employment of the population. It even lowers the standard of living of citizens. Unemployment is one of the most urgent problems that must be solved in the legal, economic and social policy of states.

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The causes and consequences of unemployment among the population depend on many economic, demographic and social factors. The level of unemployment is an important indicator for the economic development of the country, and it is necessary to analyze it deeply in the state policy. However, unemployment should not be limited to economic factors alone. Gender equality, youth unemployment, regional differences, as well as education, skills shortages, and social issues also affect unemployment. Especially in rural areas, the lack of opportunities in the labor market is causing unemployment. In addition, the closure of enterprises and the reduction of labor migration lead to the deepening of the problem. It is important to consider these social factors when developing measures to overcome this problem. Because it affects all layers of society and requires complex solutions to ensure economic stability.

State policy: ways to reduce unemployment and legal aspects: Measures taken by the state to reduce unemployment are important. In the experience of Uzbekistan, the following measures are taken to reduce unemployment:

1. Vocational training and skills development: New jobs will be created by improving the skills of the population for the development of entrepreneurship. Within the framework of the Law of the Republic of Uzbekistan "On Vocational Education", attention is focused on the development of skills required in the labor market. Through this, the population's employment opportunities will be expanded.
2. Support for startups: Creating new jobs in the private sector by promoting new business projects. The state supports young entrepreneurs through the "Youth - Towards the Future" program, which creates new jobs. Also, the state organizes projects for the promotion of innovative ideas, such as "InnoWeek".
3. Improving the education system: Expanding professional opportunities through education and training programs. The Law of the Republic of Uzbekistan "On Education" and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 137 dated March 16, 2020 aim to increase professional knowledge and organize qualification exams at the level of demand.
4. Regulating the labor market: expanding labor migration and creating jobs in order to reduce unemployment. Through the Law "On Labor Migration" of Uzbekistan, the system of employment of workers abroad and creation of jobs in the country is being developed.

The legal basis for the implementation of the state policy against unemployment is also important. The issue of unemployment in Uzbekistan is regulated in accordance with the labor rights and constitutional guarantees of citizens. The following legal documents are the basis for the implementation of legal relations:

1. Laws on the protection of labor rights of citizens: the rights of workers are protected by the Labor Code, the Law "On the Protection of Labor Rights of Citizens" and other laws regulating labor relations.
2. International agreements on combating unemployment: international legal agreements signed by Uzbekistan, such as International Labor Organization (ILO) conventions, set global standards in the field of employment, skill development and professional training.

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3. The system of providing employment through state programs and projects: the employment of the population is controlled through state programs of the Republic of Uzbekistan, including projects such as "Development of Vocational Education", "Ishga Merhamat". The legal basis is necessary to ensure the stability of the fight against unemployment. Because legal regulations create a basis for the implementation of state policies and economic programs. Norms for wages, professional training, labor contracts and organization of workplaces have also been established. Through these legal relations, it is possible to ensure employment of the citizen, to guarantee justice and equal opportunities in employment.

Such comprehensive approaches implemented by the government of Uzbekistan serve to reduce unemployment and increase the employment of the population.

Experiences on an international scale: Unemployment is one of the important issues that need to be solved for economic and social development worldwide. The goal of strengthening economic stability by ensuring employment of the population is also set for international countries. To this end, different countries have different experiences in implementing their measures aimed at reducing unemployment.

1. Germany

Germany pays great attention to vocational education and training. Through the vocational training system, young people and the existing workforce will have opportunities for quality improvement. At the same time, the state provides subsidies for enterprises and innovative projects, as a result of which new jobs are created.

2. South Korea

South Korea has developed special programs aimed at reducing youth and female unemployment for economic growth. Through the state policy on youth and gender equality, a fair environment is created in the labor market. Also, efforts are being made to create new jobs through high technologies.

3. Australia

Australia is fighting unemployment through vocational education and training programs. Grants and subsidies provided by the state play an important role in supporting small businesses and creating new jobs. High standards have been introduced in labor contracts and work organization.

4. Sweden

In order to reduce unemployment in Sweden, the government focuses on targeted education programs and job training. Efforts are made to create equal opportunities for women and disabled people by ensuring the principles of gender equality.

Various measures are being implemented in Uzbekistan to reduce unemployment based on international experiences. As we have seen above, vocational education by the state, support of start-

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ups and creation of new opportunities for labor migrants are the most important international models. We also mentioned that gender equality, youth unemployment and professional training have a special place in the policy of our country. Through this, economic stability will be achieved in our country and the standard of living of the population will increase.

Conclusion

Unemployment is a pressing problem for every country. It is possible to solve this problem through state policy, international experience and legal regulation of this urgent topic. In Uzbekistan, as in the experience of other countries, measures such as professional training, support for startups, and increasing youth employment are being implemented, and we analyzed this above through some legislative documents. It is also important to create equal opportunities for all segments of the population by strengthening the legal framework.

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USING SOFTWARE TOOLS IN TEACHING CHILDREN OF PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: The article is about using methods to develop basic mathematical skills, to provide pre-school students with basic mathematical concepts.

Keywords: preschool, elementary mathematics, training, competence, program, interactive, analogy, lessons, logical tasks, iSpring program, knowledge, skills and abilities.

The state educational program of the preschool educational institution “Ilk qadam” (First step) is a regulatory legal document developed in accordance with the State requirements for the development of early and preschool children of the Republic of Uzbekistan, which outlines the goals and objectives of the preschool educational institution, the main ideas of educational and upbringing activities, and defines the main competencies of the child in transitioning to the next stage of education.

The general important competencies of a preschool child (6-7 years old): communicative competence, game competence, social competence, and cognitive competence are also defined.

Also, in the educational program “Ilk qadam” (First step) of the Competence in the field of “Development of cognitive process” 3.2.4. after the completion of educational activities in the field of development of cognitive process 6-7 year old child:

- shows active interest in acquiring knowledge;
- independently finds and uses information for educational and life activities;
- understands simple connections between objects, events, and phenomena and perceives them as a whole;
- knows numbers, calculations, and applies them in life;
- act in accordance with space, form, and time;
- performs elementary mathematical calculations;
- observes and studies events and phenomena in the environment;
- shows a cautious and caring attitude towards the environment [1.8].

The goal of developing simple mathematical skills in preschool children includes the following areas:
Formation of ideas about geometric shapes and the shape of objects.

2. Developing targeting skills in space.

3. Formation of an understanding of time.

4. Formation of concepts about quantity.

5. Formation of concepts about numbers [4,5].

A number of renowned mathematicians have created a system of scientifically sound methods for forming elementary mathematical concepts in preschoolers. Specifically, I.A. Markushevich provides a methodological program for developing learners’ skills, while S.I. Schwarzburd, when forming mathematical concepts, divides them into several components. In his work, B.V. Gnedenko distinguishes two levels of mathematical abilities: “simple, average abilities” and “above average abilities,” and also introduces a number of factors of educational measures in teaching mathematics [3, 3].

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A number of scientists and methodologists from our republic have contributed to the formation of elementary mathematical concepts in preschool educational institutions, and methodological manuals have been published. N.U. Bikbayeva and others, in their manuals "Development of Mathematical Representations in Preschool Children," M.E. Jumaev, "Theory and Methodology of Developing Mathematical Concepts in Children," illuminated the issues of forming mathematical knowledge in children.

Based on the requirements and competencies of the "Ilk qadam" (First step) educational program, a complex called "Dastlepki qadem" (First Step) was developed for the formation of mathematical concepts using software. The interactive software tool we developed provides analogical examples that allow for the interactive execution of elementary mathematical concepts based on multimedia technologies.

The use of the analogy method (Greek analogia - correspondence, accuracy, similarity) in elementary mathematical education of pupils based on multimedia technologies in preschool educational institutions yields effective results. [2.38]. It can be used to study numbers, objects, objects, the size



of a

distance, the height of a distance, the length of a distance, and the number of objects. Let's give examples of how to solve several examples of analogy on a computer. For example, 1 chicken and 1 banana are displayed on the monitor screen. The educator asks the children what they see on the screen. The children answer chicken and bananas. The teacher asks another question. They ask how many chickens and how many bananas. The children answer with 1 chicken and 1 banana. The educator describes the number 1 between the chicken and the banana through animation and explains the number 1 with things. Here, because there are 1 chicken and 1 banana, the educator says that the number 1 is = and draws the sign =. Thus, it also explains the numbers 2, 3, 4... 10.

After studying the numbers, the educator gives assignments for children to complete independently. Here, you can also prepare tasks in PowerPoint, iSpring, or other convenient computer programs. If the iSpring program uses 11 different tests in the test creation section, it will be as shown in the figure below. When completing this task, the child holds the number above (pressing the left mouse button) and connects it to the corresponding image.

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The



educator touches “Send”

button. Here, if the child performs the task correctly, they are encouraged and receive a gift with a picture. Incentives can also be made audible. After receiving such encouragement, children also try to correctly complete the next task. If the child does the task incorrectly, he warns that he has done it incorrectly.

One of the main concepts in the formation of mathematical representations is the category of time. When forming the concept of time, it is necessary to rely on algorithmic theory. Because these categories are strictly sequential processes. For example, the days of the week are Monday, Tuesday, Wednesday, Thursday, January, February, hours 1, 2, 3, and so on. To quickly remember and accurately represent these time categories, the software provides a set of exercises that also focus on self-assessment and self-assessment. Here's an example of this learning content: For example, exercises on the names of months, seasons, and time scales.

In this section, when studying the concepts of time, the materials are presented with graphic, visual, and sound multimedia effects.



After mastering the concepts, there is a self-test with the help of a test. Therefore, children begin to learn with interest from such a programmed and multimedia learning tool. They reinforce their knowledge.

Today, visual materials, video clips, and films are used in preschool educational institutions to develop mathematical concepts. However, they are given separately in the context of topics. This creates difficulties in the use of technical means by educators, and the organization of feedback with children is passive. The software we propose combines topics into one place and requires active

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student activity in completing exercises. The reason is that mathematical concepts are given in the form of a specific task, and its completion requires the learner's participation. Both the educator and the student are active in this process. The most important thing is that learning is carried out on the basis of strong emotions. For example, the teacher determines children's perceptions of the parts of the day by connecting the names of the parts of the day with what children and adults do in the morning, during the day, in the evening, and at night.

When we tested this software in preschool educational institution No. 16 in Nukus and preschool educational institution No. 3 in Nukus district, it was found that the formation of the initial stage of theoretical knowledge of time orientation in children, the formation of the unity of emotional and logical reflection of time, and the formation of symptoms of seasonal discrimination skills are at a high level.

When using software tools, which are tools of computer science and information technology, in the process of providing elementary mathematical knowledge to preschoolers, children's activity and interests are formed, and their effectiveness increases compared to traditional forms of learning.

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NEUROMARKETING IN EDUCATION: EMOTIONS AS THE KEY TO SUCCESS

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Abstract: *The article examines the role and importance of neuromarketing in the modern educational process. Special attention is paid to the tools and methods of neuromarketing, their impact on the choice of educational institutions, student engagement and the creation of a sustainable educational brand. The key principles of emotional perception, personalization, and user experience in educational marketing are explored.*

Keywords: *neuromarketing, education, emotional branding, user experience, educational marketing, personalization.*

Introduction. Modern marketing technologies and methods are undergoing significant changes, and one of the key innovations is neuromarketing. In education, neuromarketing helps to better understand the needs of students and applicants, increase their engagement, and create more effective marketing strategies.

Neuromarketing is a field that combines knowledge from neuroscience, psychology, and marketing to analyze and predict human behavior. Its key goal is to understand how emotional and cognitive processes influence decision-making.

Methodology. Renowned scientists in the field of neuromarketing have demonstrated that emotional and cognitive reactions play a crucial role in the perception of marketing messages, which can be effectively applied in educational marketing to improve interaction with the audience.

In particular, M. Lindstrom emphasized the importance of emotional response in decision-making and the influence of sensory perception on consumer choice [2], D.Lewis studied consumer stress reactions and their impact on the perception of marketing messages [3], D. Lowry considered the cognitive aspects of decision-making and their relationship to marketing incentives [4]. According to F. According to Kotler, today neuromarketing has evolved into a full-fledged marketing area. Neuromarketing technology is based on a model according to which the majority (more than 90%) of human mental activity, including emotions, occurs in the subconscious area, that is, below the levels of controlled awareness [1].

Results and discussion. The concept of neuromarketing assumes that a person perceives environmental stimuli (for example, a product presentation) primarily at the level of neurophysiological signals. They are translated by the senses through biophysical and biochemical processes into the language of emotions at the level of the subconscious, the limbic system – the deep subcortex of the brain, which determines the type of emotional system.

The conceptual foundations of neuromarketing include understanding cognitive and emotional decision-making mechanisms, analyzing the perception of advertising and educational messages, and using data to predict audience behavior. Key elements include:

- Emotional response: Analysis of reactions to visual and textual elements of the content.
- Cognitive processes: The study of how information is perceived and processed by the brain.
- Motivation and behavior: Identification of factors influencing the choice of educational programs.
- Personalization of the experience: Adapting content and marketing strategies to individual needs.

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These principles allow educational institutions to develop more effective marketing campaigns and improve interaction with the audience.

It should be noted that the most important advantage of neuromarketing over classical marketing is the ability to accurately identify which of the advertised products, brands or videos you just like, and which is really effective for making a decision.

To date, neuromarketing studies have already allowed us to study areas of the brain that are activated in the following situations:

1. When looking at products (including food) or brands that a person prefers.
2. At the moments of trust — whether it's trust in the seller, the product, a loved one, a friend or a family member.
3. When making decisions related to the choice between instant pleasure (for example, buying a product) and immediate disappointment (spending money).
4. In moments of enjoyment or perception of beauty.
5. When a person experiences altruistic feelings.
6. During negotiations, when emotions prevail over rationality or, conversely, when participants maintain cold calculation, suppressing emotional impulses.

With the development of neuropsychology and cognitive sciences, it has been possible to significantly deepen the understanding of higher brain functions. Based on neurophysiology and neuropsychology, behavioral disciplines have emerged that make it possible to study human reactions to advertising stimuli, select optimal color solutions, study the influence of music and fragrances on the subconscious mind, and analyze brain processes related to decision-making, benefit and risk assessment.

To date, about a hundred results of full-fledged studies of consumer behavior using neuroimaging tools have been published. Let's analyze neuromarketing tools and their impact on the educational process. Depending on the cognitive and emotional mechanisms of decision-making, they can be divided into the following groups:

Eye-tracking is a technology that allows you to track and analyze where and for how long a person is looking using special devices that record eye movement. This method helps to understand which elements on advertising materials attract attention and how visual stimuli are perceived.

Facial Coding is a method based on the analysis of microexpressions of a person's face to determine his emotional state in response to various stimuli. This allows you to identify a person's true reaction, for example, to an advertisement, product, or brand, without verbal reporting.

Heat Maps are visual representations of data that show which areas of an image or page are most actively perceived by viewers. The brighter the color, the more attention is paid to this part. This tool helps marketers optimize the placement of ads or content on a website.

Big Data and analytics is the use of large amounts of data obtained from various sources to analyze consumer behavior. The use of sophisticated analytical methods makes it possible to identify patterns in customer preferences, predict trends, and develop more accurate marketing strategies tailored to individual customer needs.

These tools allow you to analyze user reactions to advertising materials, the interface of educational platforms, and other interaction elements.

These factors, acting both individually and in combination, form a subconscious decision among consumers about choosing a particular offer, since they affect subjective perceptions, distracting from

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purely rational arguments. Let's look at how key neuromarketing triggers are used to increase sales (Table 1.).

Table 1.

Neuromarketing Triggers

Neuromarketing Triggers	Influence on the subconscious mind
Colour	For example, red concentrates attention, blue relaxes, green calms, and yellow stimulates reflection. Choosing the right color helps to set accents and create the right mood, thanks to which the offer will be perceived as more attractive.
Sound	Noises, music, and sounds of nature can activate positive emotions or motivate you to take action. They can adjust the pace at which customers move around the store, speed up or slow down decision-making, and enhance the experience of buying or receiving a service.
Taste	Combinations of ingredients or ingredients in a recipe can cause specific emotions or even create dependence in the client, influencing his choice.
Smell	Scents, like flowers, can set up a certain emotional perception, evoke the right associations and encourage actions that correspond to marketing goals.
The sense of touch	It's hard to resist buying things that you want to touch all the time. Pleasant tactile sensations can evoke strong emotions, whether during relaxation, beauty treatments, or choosing clothes in a store.
is light	Lighting affects brain activity and mood. Bright light makes jewelry attractive, and soft warm lighting will create an atmosphere of comfort in a furniture store.

Emotions play a key role in the perception of an educational brand. Effective use of storytelling, video content, and student reviews allows you to create a strong emotional connection with an educational institution.

Personalized offers, personalized recommendations, and tailored communications can significantly improve the effectiveness of marketing campaigns in education. At the same time, the collection and use of data requires compliance with ethical standards and transparency. Educational institutions must adhere to the principles of confidentiality and openness in working with data.

Studying the reaction of the target audience can significantly improve the effectiveness of marketing communications, strengthen the emotional connection with brands and, ultimately, have a positive impact on sales. Human emotions determine the areas where neuromarketing tools produce the best results. These include:

- **Branding.** Creating positive associations, improving brand memorability and recognition are the main tasks faced by marketers. As shown in the article, neuromarketing has powerful tools that help to find the most effective solutions and make the choice of a brand natural and intuitive for consumers.
- **Service sector.** In this area, competition mainly takes place at the level of consumer emotions. The most important component of the cost of a service is the impression that a person receives in the

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process of receiving it. Thus, the role of neuromarketing in this area is huge and difficult to overestimate.

- **Product design development.** The appearance of a product has long been an important motive for buyers willing to pay for an attractive and recognizable brand. Proper design is not only an aesthetic pleasure of purchase, but also a key factor in successful sales and profit growth of the company.
- **Visualization and location of points of sale.** The transformation of points of sale into attractive spaces for customers, making their purchases more enjoyable, as well as the optimal organization of customer routes, the location of key products and promotions, and the creation of comfortable navigation so that customers can easily find what they need and feel comfortable.
- **Office space design.** Similarly, you can create a positive atmosphere in offices by applying neuromarketing techniques to improve employee mood and productivity.
- **Development of advertising materials, videos, website design and mobile applications.** Why can't the customer or consumer find the information or the "buy" button? Why is it difficult for him to navigate the app? Neuromarketing offers solutions that will help improve the perception of interfaces and enhance the convenience of interacting with products and services.

Examples of the use of neuromarketing in education

1. Universities use emotional videos:

Students' stories about their successes.

Presentation of the campus and its unique characteristics.

2. Online platforms introduce personalized recommendations:

A course offered based on the user's interests.

Using push notifications for reminders and motivation.

3. Colors and branding:

Well-chosen colors (for example, blue for trust, green for harmony) enhance brand perception.

4. Using urgency and the FOMO effect:

"The number of seats is limited!"

"Sign up before the end of the week and get a discount!"

The use of neuromarketing in education involves the creation of a sustainable educational brand, a strategic approach that combines clear goals, attention to the needs of the target audience, as well as long-term efforts to strengthen reputation and trust. To create a brand of an educational institution, it is necessary:

Determine the uniqueness of the educational institution. To create a sustainable brand, it is important to understand how this educational institution stands out from others. These can be special educational programs, innovative teaching methods, highly qualified teaching staff, or a unique atmosphere. Clearly defining and emphasizing these aspects will help you stand out from the competition.

Establish clear brand values and mission. The brand of an educational institution should be based on clear values that will be attractive to students, parents and teachers. The mission and values of an educational institution should reflect the approach to learning and life in an educational institution, which will create trust and emotional attachment.

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Use neuromarketing to connect emotionally with your audience. Emotional attachment plays an important role in building a sustainable brand. Neuromarketing helps you use visual, audiovisual, and sensory elements to form positive associations with your brand. The inclusion of these elements in student engagement campaigns or in educational interactions will help strengthen emotional connection.

Work on reputation and trust. It is important to actively build and maintain a reputation. Transparency, openness, and responsiveness to feedback from students, parents, and other stakeholders help build trust. The positive feedback and success of your graduates also influence the perception of the brand.

Constant updating and innovation. A sustainable educational brand requires constant updating and adaptation. This may include the introduction of new technologies in education, adaptation to modern labor market requirements and student interests. A brand that does not stand still, while remaining relevant, arouses interest and retains loyalty.

Visual and communication identity. An important part of a sustainable brand is its visual identity: the logo, colors, fonts, and other elements that create an unforgettable image of the educational institution. In addition, it is important to maintain the consistency of communication through all channels: website, social networks, advertising materials.

Create a network of partnerships and strengthen the community. A sustainable educational brand is also built through relationships with external partners: businesses, government and educational institutions. It is also important to keep in touch with graduates and form an active and supportive community that promotes the brand through word of mouth.

Effectiveness assessment and strategy adaptation. Regular monitoring of the success of the educational institution's branding efforts helps to adjust the strategy. Assessing how a brand is perceived, what works, and what needs to be changed helps ensure its long-term attractiveness and stability.

Creating a sustainable educational brand is a complex process that requires time, effort, and a careful approach to the needs of the target audience. The strategy must be flexible in order to adapt to changes in the educational environment and society as a whole.

Conclusions. Thus, the use of neuromarketing in educational institutions increases the effectiveness of marketing campaigns, increases brand credibility, improves user experience, increases student engagement, and plays a key role in modern educational marketing, helping educational institutions better understand their students, build trust, and improve interaction. It is a powerful tool that, if used correctly, can significantly improve the quality of educational marketing and strengthen the brand of an educational institution.

To implement neuromarketing, educational organizations must invest in analytics and research of user behavior, create emotionally intense marketing campaigns, optimize user experience on all platforms, implement personalized approaches to each student, and be transparent in data collection and use.

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**ВЫЯВЛЕНИЕ ПРОБЛЕМ И ПРОТИВОРЕЧИЙ В ПРИМЕНЕНИИ
ИННОВАЦИОННЫХ МЕТОДОВ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В НАЧАЛЬНОЙ
ШКОЛЕ**

Салимова Насиба Нодир кизи

ТАШКЕНТСКИЙ МЕЖДУНАРОДНЫЙ УНИВЕРСИТЕТ КИМЁ

Магистрант направления : теория и методика преподавания в начальных классах.

АННОТАЦИЯ

Данная статья посвящена выявлению и анализу проблем, связанных с использованием инновационных методов в преподавании русского языка в начальной школе. Рассматриваются основные противоречия, возникающие между традиционными педагогическими подходами и современными технологиями обучения. Освещаются вопросы подготовки педагогов, адаптации материалов и технического обеспечения образовательного процесса. На основе проведенного исследования предлагаются рекомендации по оптимизации внедрения инновационных технологий с учётом возрастных и психолого-педагогических особенностей младших школьников.

Ключевые слова: русский язык, начальная школа, инновационные методы, педагогические технологии, проблемы, противоречия, адаптация.

ВВЕДЕНИЕ

Современное образование переживает значительные изменения, обусловленные внедрением новых технологий, требований и стандартов. В условиях цифровизации и информационной глобализации преподавание русского языка в начальной школе становится важной составляющей формирования базовой грамотности и языковой культуры детей. Однако внедрение инновационных методов обучения сопряжено с рядом проблем, таких как недостаточная подготовка педагогов, несовершенство материалов и методов, а также ограниченные технические возможности многих школ.

Целью данной работы является выявление основных проблем и противоречий при применении инновационных технологий в обучении русскому языку в начальных классах, а также разработка рекомендаций по их преодолению.

Методы исследования

Для достижения поставленных целей были использованы следующие методы:

1. Анализ литературы – изучение научных публикаций, образовательных стандартов и методических рекомендаций по теме исследования.
2. Анкетирование педагогов – опрос учителей начальных классов, направленный на выявление их опыта работы с инновационными методами.
3. Наблюдение – анализ уроков русского языка в школах, использующих современные технологии обучения.
4. Сравнительный анализ – сравнение традиционных и инновационных подходов в преподавании.

Результаты

Анализ полученных данных позволил выделить следующие основные проблемы и противоречия:

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1. Недостаточная подготовка педагогов. Многие учителя не обладают необходимыми знаниями и навыками для использования интерактивных технологий. Курсы повышения квалификации зачастую не охватывают специфики начального обучения русскому языку.
2. Неадаптированные учебные материалы. Большинство современных учебных пособий не учитывают возрастных особенностей младших школьников и их ограниченных когнитивных возможностей.
3. Технические ограничения. Школы, особенно в сельской местности, часто не имеют доступа к необходимому оборудованию: интерактивным доскам, планшетах, мультимедийным материалам.
4. Противоречие между традиционными и инновационными подходами. Родители и учителя нередко отдают предпочтение традиционным методам обучения, считая их более проверенными и эффективными.
5. Психолого-педагогические барьеры. У младших школьников могут возникать трудности с восприятием большого объёма информации, особенно в цифровом формате. Это может привести к снижению мотивации и успеваемости.

Обсуждение

На основе проведённого анализа можно сделать вывод, что внедрение инновационных методов требует системного подхода. Использование таких технологий, как мультимедийные презентации, интерактивные игры и платформы, эффективно лишь при условии их адаптации к индивидуальным потребностям учеников.

Кроме того, важна комплексная поддержка учителей, включающая регулярное повышение квалификации, обмен опытом, разработку доступных методических материалов. Для устранения технических барьеров необходимо создать условия для равного доступа к ресурсам, что особенно актуально для сельских школ.

Заключение

Для успешного внедрения инновационных методов обучения русскому языку в начальной школе следует:

1. Организовать регулярные курсы повышения квалификации для педагогов.
2. Разработать учебные материалы, адаптированные к возрастным и когнитивным особенностям младших школьников.
3. Увеличить финансирование школ для закупки современного оборудования и технологий.
4. Проводить информационную работу среди родителей, направленную на повышение их доверия к инновационным методам.
5. Учитывать психолого-педагогические аспекты при планировании уроков, избегая перегрузки учеников.

Таким образом, интеграция инноваций в образовательный процесс должна быть последовательной и учитывать специфику начального образования, чтобы способствовать всестороннему развитию младших школьников.

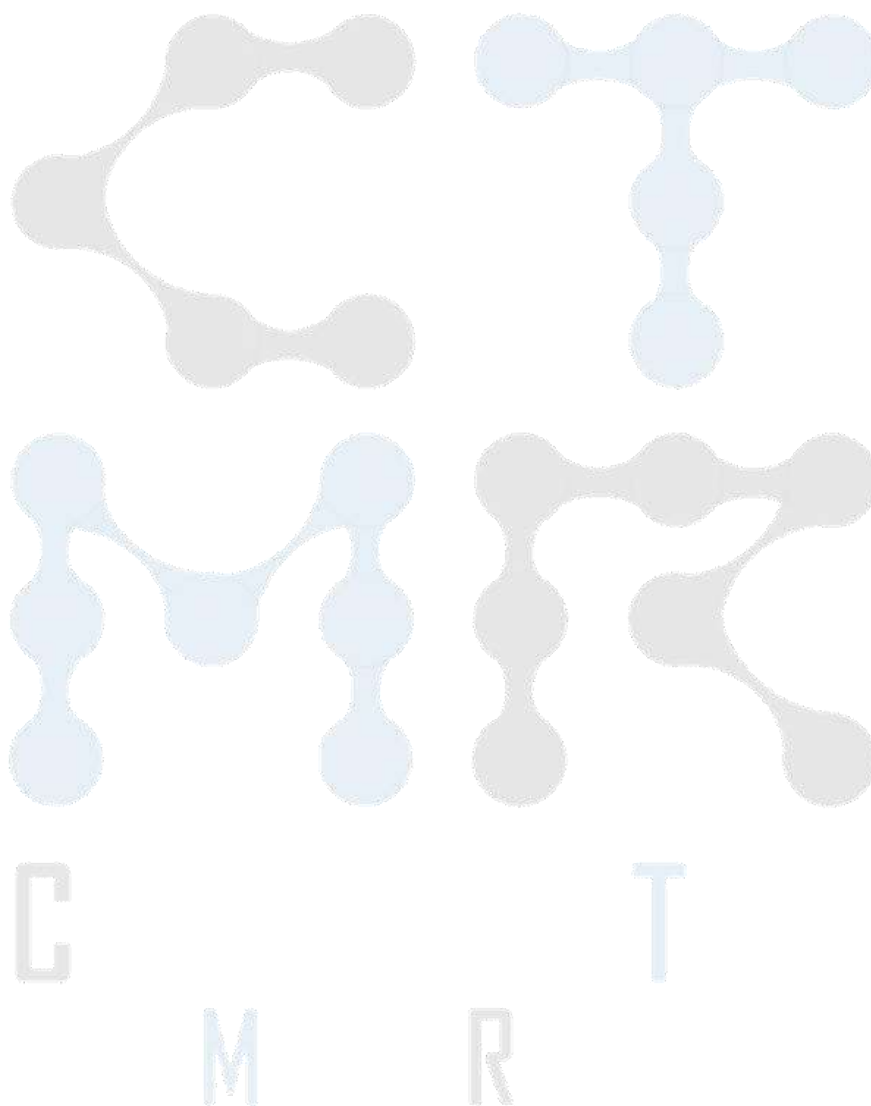
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TECHNOLOGIES FOR FORMING SOCIAL SKILLS IN PRIMARY STUDENTS.

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Abstract: Social skills are important abilities that enable a person to establish successful social relationships in society, communicate effectively with others, and work in a team. The process of developing these skills should begin in elementary school, that is, in childhood, because at this age students form worldviews, personal characteristics, and values regarding social communication. Therefore, the use of modern technologies in the process of forming social skills in elementary school students is especially important.

Keywords: The importance of developing social skills, Technologies for developing social skills in the primary classroom, Online platforms and games, Multimedia tools, Virtual and augmented reality (VR and AR) technologies, Interactive approach, Experiential approach, Idea exchange and collaborative approach

Main part: Social skills are the abilities that people need to successfully function in their relationships and in society, namely, communicating with others, working in a team, developing emotional intelligence, making decisions, resolving conflicts, and showing empathy. These skills are formed during primary education and lay the foundation for students to be successful in social life in the future.

Today, technology, especially information and communication technologies (ICT), can greatly help students develop their social skills. Below we will consider the main technologies used to develop social skills in the primary classroom:

Online platforms and games

Online educational platforms and social networks create opportunities for students to communicate, exchange ideas and work together. For example, on online educational platforms such as Google Classroom or Edmodo, students form groups, build relationships, solve problems together, listen and share ideas. Also, various pedagogical games, such as Minecraft or Kahoot!, help students improve their skills in teamwork, strategic thinking and joint problem-solving.

Multimedia tools

Video and audio materials provide students with opportunities to get acquainted with other cultures and peoples, as well as develop empathy. For example, short films or cartoons created on various social topics teach students to understand each other and understand the feelings of others. In addition, audiobooks and interactive textbooks allow students to listen, analyze, and discuss different points of view.

Virtual and Augmented Reality (VR and AR) Technologies

Virtual and augmented reality technologies allow students to simulate real-life situations and learn how to behave in different social environments. For example, with the help of VR technologies, students can practice interacting with people from other cultures and societies. This method is an effective tool for developing students' empathy and social understanding skills.

Multifunctional mobile applications

Mobile applications provide a wide range of opportunities for students to effectively and conveniently connect with each other, work in groups, exchange ideas, and develop creative

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approaches. For example, applications such as Padlet, Trello, or Slack help students engage in discussions and collaboration. Students also have the opportunity to share their knowledge and skills and provide mutual support.

Pedagogical approaches to using technology

In order to effectively integrate technology into the learning process, it is necessary to use it with the right pedagogical approach. Here we will consider some pedagogical methods and approaches:

- ✓ Interactive approach: Enabling students to actively participate by asking questions, discussing with them, and working in groups.
- ✓ Experiential approach: Engaging students in active participation in various situations in a real or virtual environment, developing their social skills in practice.
- ✓ Collaborative and collaborative approach: Enabling students to communicate with each other, encouraging them to work in groups, and teaching them to solve problems together.

After our homeland gained independence, the ground was created for the implementation of comprehensive reforms in the field of national upbringing and education. Many reforms and changes were made in the field of education. After all, independence requires the upbringing of a well-rounded person who is free in thoughts, knows his rights well, is inquisitive, has modern knowledge, is loyal to the Motherland, our Motherland, considers any manifestations of dependence to be a shame for him, lives with confidence in his own strength and intelligence, and sees his personal interests in harmony with the interests of the people and the Motherland. And raising such a generation is one of the urgent issues of today. Giving a child the right upbringing from a young age, paying attention to the correct direction of education is considered a matter of equal responsibility not only for teachers, but also for family members. Adapting a child to social life, giving him social skills can lead to his becoming a necessary person in society.

Conclusion: The process of forming social skills in primary school students can be more effective not only with traditional methods, but also with the help of modern technologies. Using online platforms, multimedia tools, VR/AR technologies, and mobile applications, students develop social skills and acquire important abilities such as communication, empathy, and teamwork. Thus, the use of technology creates effective ways to build social skills in elementary school students, which will motivate them to succeed in their future social and professional lives.

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METHODOLOGY OF ORGANIZING EDUCATIONAL WORK BASED ON INTERACTIVE METHODS

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Abstract: The most effective way to increase the effectiveness of the educational process and activate student activity is to introduce interactive teaching methods. Interactive teaching methods allow developing independent thinking of students, stimulating communication and cooperation between them, and also organizing the role of the teacher in a new way. This article discusses the basic principles, methodology and practical application of interactive teaching methods.

Keywords: The essence of interactive teaching, Student-centeredness, Cross-activity, Experience-based and practice-based teaching, Motivation, Reflection and self-assessment, Problem-based teaching, Negotiation and discussion, Role-playing games, Group work, Determining the purpose and structure of the lesson, Using technologies, Supporting other students

Main part:

Interactive teaching is a teaching method based on the process of active communication and exchange of ideas between students and the teacher. In this method, students do not just passively receive information, but also express their opinions, discuss and consolidate their knowledge through practical exercises together with the teacher. Interactive methods increase the motivation of students, encourage them to apply their knowledge in practice and make the learning process more interesting and effective.

Basic principles of interactive teaching methodology

1. **Learner-centeredness:** In interactive teaching methods, the student is at the center. The teacher serves him only as a guide, accepts the ideas and questions of students and organizes dialogue between them.
2. **Interaction:** In the educational process, great importance is attached to the interaction of students, group work, exchange of ideas and joint problem solving. This method encourages students to cooperate, exchange ideas and gain experience.
3. **Experience-based and practice-based learning:** In interactive teaching, theoretical knowledge is used together with practical exercises. Students test their knowledge and skills in practice while learning the subject.
4. **Motivation:** One of the main tasks of interactive education is to activate students and arouse their interest. The teacher encourages them to learn, taking into account their needs, interests and capabilities.
5. **Reflection and self-assessment:** Interactive methods allow students to analyze their activities, self-evaluate and make changes. This process helps to make students more independent and responsible.

Interactive teaching methods

1. **Problem-based learning:** In this method, students are initially presented with a problem or task to be solved. Students search for the necessary knowledge and information to solve this problem and learn ways to find a solution.

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2. Discussion and debate: Exchange of ideas, debates, exploration of different points of view and argumentation among students are important parts of the interactive learning process. This method develops students' logical thinking, decision-making and problem-solving skills.
3. Role-playing: Through role-playing, students develop communication, decision-making and other skills in specific social situations. This method increases students' creative thinking and empathy.
4. Guided discussion: Teacher-guided discussions encourage students to express their opinions freely. This method develops students' skills in free communication, reasoning and analysis.
5. Group work: Students are divided into groups and solve problems together. This method develops their skills in working as a team, teaches them to share responsibility and provide mutual assistance.
6. Implementing Interactive Learning in Practice
7. To effectively organize interactive learning methods, teachers need to take several important steps:
 8. Determining the purpose and structure of the lesson: Before organizing a lesson based on interactive methods, its purpose must be clearly defined. The teacher must select interactive methods in accordance with the purpose of the lesson and choose the most effective option from among them.
 9. Using technologies: Nowadays, digital technologies can be widely used in the educational process. Online platforms, video conferencing, virtual simulations and games play an important role in interactive learning.
 10. Supporting other students: Interactive learning methods encourage students to help each other. Students have the opportunity to explain their knowledge to others and learn from each other.

Conclusion: Interactive learning methodology is important in making the educational process more effective and interesting. These methods develop students' intellectual and social skills, create strong communication and cooperation between them. By applying interactive teaching methods to their work, teachers not only increase students' knowledge, but also develop their independent thinking and decision-making skills.

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KOXLEAR IMPLANTLI BOLALARNING ESHITUV – NUTQIY FAOLLIGINI OSHIRISHGA DIFFERENSIAL YONDASHUV.

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Annotatsiya. Mazkur maqolada koxlear implantli bolalarning eshituv nutqiy faolligini oshirishda differensial yondashuvning ahamiyati va metodologiyasi o'rganiladi. Koxlear implant — bu eshitish imkoniyatlari cheklangan bolalarda eshituv va nutq rivojlanishini tiklashda qo'llaniladigan zamonaviy tibbiy texnologiya bo'lib, uning muvaffaqiyatli natijalari ko'plab omillarga bog'liq. Bolalar turli yoshlar va rivojlanish bosqichlarida koxlear implantdan foydalanganda, ularning eshituv va nutq faolligini oshirish uchun individual va farqlash yondashuvini qo'llash zarur. Ushbu yondashuv bolalarning eshitish xususiyatlari, kognitiv salohiyati, nutq rivojlanish darajasi va muhitdagi ijtimoiy o'zgarishlarga moslashtirilgan metodlar bilan bog'liq. Maqolada differensial yondashuvlarning asosiy tamoyillari, pedagogik va klinik nuqtai nazardan yondashuvlar, shuningdek, koxlear implantdan so'ng bolalarning nutqiy faolligini oshirishga qaratilgan amaliy tavsiyalar keltiriladi. Bular orqali, bolalarning eshitish va nutq rivojlanishidagi muvaffaqiyatni yanada samarali boshqarish mumkinligi ta'kidlanadi.

Kalit so'zi: Koxlear implant, eshitish, nutq rivojlanishi, differensial yondashuv, bolalar, eshituv nutqiy faollik, individual yondashuv, kognitiv salohiyat, pedagogik yondashuv, klinik yondashuv, rivojlanish bosqichlari, nutqni tiklash, ijtimoiy muhit, samarali boshqarish, texnologiya, tibbiyot.

Аннотация. В данной статье рассматривается важность и методология дифференцированного подхода в повышении слуховой и речевой активности у детей с кохлеарными имплантами. Кохлеарный имплант — это современная медицинская технология, применяемая для восстановления слуха и речи у детей с ограниченными слуховыми возможностями, и его успешные результаты зависят от множества факторов. При использовании кохлеарного импланта у детей разных возрастных и этапов развития, необходимо применять индивидуализированный и дифференцированный подход для улучшения их слуховой и речевой активности. Этот подход связан с особенностями слуха детей, их когнитивными способностями, уровнем развития речи и изменениями в социальном окружении. В статье представлены основные принципы дифференцированного подхода, подходы с педагогической и клинической точек зрения, а также практические рекомендации по улучшению речевой активности детей после установки кохлеарного импланта. Подчеркивается, что эти методы могут значительно повысить эффективность управления развитием слуха и речи у детей.

Ключевые слова. Кохлеарный имплант, слух, развитие речи, дифференцированный подход, дети, слуховая и речевая активность, индивидуализированный подход, когнитивные способности, педагогический подход, клинический подход, этапы развития, восстановление речи, социальная среда, эффективное управление, технология, медицина.

Abstract. This article explores the importance and methodology of a differential approach to enhancing auditory and speech activity in children with cochlear implants. A cochlear implant is a modern medical technology used to restore hearing and speech in children with limited hearing abilities, and its successful outcomes depend on a variety of factors. When cochlear implants are used in children of different ages and developmental stages, it is essential to apply an individualized and

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differentiated approach to improve their auditory and speech activity. This approach is related to the child's hearing characteristics, cognitive abilities, speech development level, and changes in their social environment. The article presents the key principles of the differential approach, as well as pedagogical and clinical perspectives, along with practical recommendations for improving the speech activity of children after cochlear implantation. It is emphasized that these methods can significantly enhance the effectiveness of managing the development of hearing and speech in children.

Keywords. Cochlear implant, hearing, speech development, differential approach, children, auditory and speech activity, individualized approach, cognitive abilities, pedagogical approach, clinical approach, developmental stages, speech restoration, social environment, effective management, technology, medicine.

Kirish. Koxlear implantlar eshitish qobiliyati cheklangan bolalar uchun muhim davolash usuli bo'lib, ular eshitishni qayta tiklash va nutq rivojlanishiga yordam beradi. Biroq, koxlear implantdan so'ng bolalarning eshituv va nutq faolligini maksimal darajada oshirish uchun faqat texnik yondashuv kifoya qilmaydi. Har bir bola o'zining individual xususiyatlari, eshitish darajasi, kognitiv salohiyati va ijtimoiy muhitini hisobga olgan holda turli yondashuvlarni talab qiladi. Shu boisdan, differensial yondashuvning qo'llanilishi juda muhimdir. Bu yondashuv bolalarning o'ziga xos ehtiyojlari va rivojlanish bosqichlarini inobatga olib, ularning eshitish va nutq faoliyatini yaxshilashda samarali natijalar beradi. Ushbu maqolada koxlear implantli bolalarning eshituv va nutqiy faolligini oshirishda differensial yondashuvning roli, asosiy prinsiplari va amaliy usullari muhokama qilinadi. Koxlear implantlar eshitish imkoniyati cheklangan bolalar uchun hayotni tubdan o'zgartiradigan texnologiya bo'lib, ular normal eshitish va nutq rivojlanishini tiklashda katta yordam beradi. Biroq, bu texnologiyaning muvaffaqiyati nafaqat implantni o'rnatish jarayoniga, balki keyingi reabilitatsiya va ta'lim jarayonlariga ham bog'liq. Koxlear implantdan keyingi davrda bolalar eshitish va nutq faoliyatlarini rivojlantirishda turli muammolarga duch keladilar. Shuning uchun har bir bola uchun individual yondashuv zarur. Bu yondashuv, bolaning eshitish darajasi, kognitiv salohiyati, nutq rivojlanishining holati va ijtimoiy-madaniy muhitini inobatga olgan holda ishlab chiqilishi kerak.

Differensial yondashuvni qo'llash, turli xil pedagogik va klinik metodlarni birlashtirib, bolalarga samarali yordam ko'rsatish imkonini beradi. Masalan, ba'zi bolalar faqatgina eshitishni tiklashga ehtiyoj sezsa, boshqalari esa nutq va muloqot ko'nikmalarini rivojlantirishda ko'proq yordamga muhtoj bo'lishi mumkin. Shuning uchun har bir bola uchun maxsus reabilitatsiya dasturi tuzish, ularning rivojlanish bosqichiga moslashtirilgan individual mashg'ulotlar o'tkazish zarur. Kognitiv salohiyatni, nutq va til rivojlanishini inobatga olgan holda, turli pedagogik texnikalar va terapiya usullarini qo'llash orqali, bolaning umumiy rivojlanishiga katta hissa qo'shish mumkin. Koxlear implantli bolalarning ijtimoiy integratsiyasi va o'z-o'zini anglash jarayoni ham juda muhimdir. Ular nutq va eshitish faolligini rivojlantirish orqali jamiyatda o'z o'rnini topishi va o'z fikrlarini ifoda etish imkoniyatiga ega bo'lishadi. Biroq, bu jarayon ijtimoiy qo'llab-quvvatlashni talab qiladi, chunki bolaning atrof-muhiti va oilaviy qo'llab-quvvatlashi uning muvaffaqiyatli rivojlanishida muhim rol o'ynaydi. Koxlear implantlar nafaqat eshitish imkoniyatlarini tiklash, balki nutq rivojlanishini yaxshilashda ham muhim ahamiyatga ega. Biroq, koxlear implantdan so'ng bolalarning nutq va eshitish faoliyatini oshirish uchun to'g'ri pedagogik, psixologik va tibbiy yondashuvlar talab qilinadi. Bu jarayon ko'plab faktorlarga bog'liq, jumladan, bolaning yoshiga, eshitish yo'llarining darajasi, implantni o'rnatish va reabilitatsiya bosqichlarining to'g'riligi, shuningdek, uning oilaviy va ijtimoiy

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muhibiti. Koxlear implantdan keyingi davrda bolaning muvaffaqiyatli rivojlanishi uchun intensiv reabilitatsiya, muntazam mashg'ulotlar va maxsus qo'llab-quvvatlash zarur.

Yangi tadqiqotlar shuni ko'rsatadiki, koxlear implantning samaradorligi uning o'rnatilishidan keyin vaqtning qanchalik tez o'tishiga bog'liq. Eshitish va nutq rivojlanishining maksimal natijalarga erishish uchun implantni o'rnatganidan keyin iloji boricha tezroq va sifatli reabilitatsiya jarayonini boshlash zarur. Boshqa tomondan, bolaning kognitiv salohiyati va ijtimoiy muhitidagi o'zgarishlar ham uning nutq rivojlanishiga ta'sir qiladi. Shu boisdan, differensial yondashuvda faqat tibbiy va pedagogik vositalar emas, balki bolaning psixologik holati, oilaviy qo'llab-quvvatlash ham inobatga olinadi. Reabilitatsiya jarayonida bolaning individual ehtiyojlari asosida maxsus mashg'ulotlar tashkil etiladi. Masalan, ba'zi bolalar uchun maxsus nutq terapevtlari yordamida til va muloqot ko'nikmalarini rivojlantirish muhimdir, boshqalari esa audiologik va lingvistik mashg'ulotlarga ehtiyoj sezadi. Shu bilan birga, innovatsion texnologiyalar, masalan, audiologik qurilmalar, kompyuter dasturlari, va interaktiv metodlar yordamida bolaning nutq rivojlanishiga qo'shimcha yordam ko'rsatish mumkin. Bolaning ijtimoiy integratsiyasi ham muhim rol o'ynaydi. Koxlear implant bilan ta'minlangan bolalar uchun ijtimoiy faoliyatda ishtirok etish, boshqa bolalar bilan o'zaro muloqot qilish va turli jamiyatda erkin harakat qilish imkoniyatlari yaratish, ularning umumiy rivojlanishiga yordam beradi. Koxlear implantlardan foydalangan bolalarning eshitish va nutq rivojlanishida muvaffaqiyatga erishish uchun bir nechta muhim omillarni hisobga olish zarur. Birinchidan, bolaning yoshidagi omillar juda katta ahamiyatga ega. Tadqiqotlar shuni ko'rsatadiki, 2 yoshgacha bo'lgan bolalar uchun koxlear implantni o'rnatish va reabilitatsiya jarayonini boshlash, ularning eshitish va nutq rivojlanishida eng yaxshi natijalarni beradi. Bu davrda bolaning miya plastisiteti eng yuqori bo'lib, yangi stimullarni qabul qilish va o'zlashtirish imkoniyati juda katta. Ammo, yosh kattalashgan sari, bu jarayonlar qiyinlashadi, chunki miya strukturalari allaqachon shakllangan va eshitish ko'nikmalarini tiklash qiyinlashadi. Shuning uchun, koxlear implantning samaradorligini oshirishda bolaning yoshini hisobga olish va tezkor reabilitatsiya dasturlarini tashkil etish juda muhimdir. Ikkinchidan, bolaning kognitiv salohiyati ham juda muhim rol o'ynaydi. Koxlear implantdan so'ng, bolaning kognitiv salohiyatini rivojlantirish uchun maxsus mashg'ulotlar zarur bo'ladi. Bu mashg'ulotlar bolaning nutqni o'rganishga tayyorligini oshiradi va eshituv imkoniyatlarini to'liq qo'llashga yordam beradi. Kognitiv salohiyatning o'sishi uchun tilni tushunish, og'zaki muloqot va eshitish ko'nikmalarini yaxshilash kerak. Buning uchun mutaxassislar bolaning individual ehtiyojlarini hisobga olgan holda turli pedagogik uslublarni qo'llashadi. Masalan, ba'zi bolalar uchun vizual yordamlar, rasmlar va grafiklar orqali nutq o'rgatish samarali bo'lishi mumkin. Reabilitatsiya jarayonida, shuningdek, bolalarning oilaviy qo'llab-quvvatlashi muhim ahamiyatga ega. Oilaning roli nafaqat bolaning psixologik holatini yaxshilash, balki uning jamiyatda ijtimoiy integratsiyasini ta'minlashda ham katta ahamiyatga ega. Koxlear implantli bolalar uchun oilaviy muhit, bolaga to'g'ri muloqot va eshitish stimullarini berish uchun eng muhim vosita hisoblanadi. Oilalar, bolaning eshitish va nutq rivojlanish jarayonida faol ishtirok etib, bolaning o'ziga bo'lgan ishonchini mustahkamlashlari mumkin. Shuningdek, ota-onalar va tarbiyachilar bilan hamkorlikda ishlash, bolaning rivojlanishini kuzatish va unga kerakli yordamni ko'rsatish imkonini beradi. Yana bir muhim jihat, koxlear implantlardan foydalanayotgan bolalarning ijtimoiy integratsiyasi va jamiyatda faol ishtirok etishi hisoblanadi. Eshitish muammolari bo'lgan bolalar ko'pincha jamiyatdan ajralib qolishadi va ular o'zlarini boshqa bolalar bilan teng deb his qilmaydilar. Koxlear implant yordamida eshitish imkoniyatlari tiklangan bolalar uchun, bu ijtimoiy faoliyatni kengaytirish va jamoada ishtirok etish imkoniyatlarini yaratish muhimdir. Maktabda va turli ijtimoiy faoliyatlarda

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ishtirok etish, ularning o'zini o'zi anglashini va o'zgarishlarga moslashuvini yaxshilaydi. Shu bilan birga, ular o'z nutq ko'nikmalarini rivojlantirishga yordam beradi. Bundan tashqari, koxlear implantlardan foydalangan bolalar uchun maxsus texnologiyalar ham muhim ahamiyatga ega. Masalan, interaktiv dasturlar, audiologik qurilmalar va kompyuter texnologiyalari orqali bolaning eshitish va nutq rivojlanishini qo'llab-quvvatlash mumkin. Bu texnologiyalar, bolalarga o'zlarining eshitish va nutq ko'nikmalarini rivojlantirishda yordam beradi va o'rganish jarayonini qiziqarli hamda samarali qiladi.

Umuman olganda, koxlear implantlardan foydalanish orqali bolalarning eshitish va nutq rivojlanishidagi muvaffaqiyatlar faqat texnologiyaning o'zi bilan chegaralanmaydi. Bu jarayonni muvaffaqiyatli amalga oshirish uchun bolaga individual yondashuv, psixologik va pedagogik qo'llab-quvvatlash, oilaviy yordam va ijtimoiy integratsiya zarur. Koxlear implantli bolalarning eshituv va nutq faoliyatini oshirishda faqat tibbiy yondashuvni emas, balki kompleks va farqlash yondashuvlarini qo'llash kerak. Koxlear implantlar yordamida bolalar eshitish va nutq rivojlanishini tiklashda ko'plab muvaffaqiyatlarga erishgan bo'lsa-da, bu jarayon uzoq va murakkab bo'lishi mumkin. Koxlear implantdan foydalangan har bir bola o'ziga xos ehtiyojlar va qobiliyatlarga ega, shuning uchun umumiy yondashuvlar emas, balki individual dasturlar va metodlar kerak bo'ladi. Reabilitatsiya jarayonida pedagogik yondashuvlar, nutq terapiyasi, audiologik mashg'ulotlar va psixologik qo'llab-quvvatlashni birlashtirish orqali bolalarning eshitish va nutq faolligini oshirish mumkin. Koxlear implantdan keyingi muvaffaqiyatni ta'minlashda, bolaning oilaviy qo'llab-quvvatlashi ham juda muhimdir. Oilaviy muhitda bola uchun kerakli eshitish stimullarini yaratish, oilaning bolaning rivojlanish jarayonida faolligi, uning o'ziga bo'lgan ishonchini oshiradi. Bu, o'z navbatida, nutq va muloqot ko'nikmalarining tez va samarali rivojlanishiga yordam beradi.

Xulosa. Koxlear implantlar eshitish va nutq rivojlanishida inqilobiy yutuqlarga erishishga imkon yaratgan, zamonaviy tibbiyot texnologiyasidir. Ammo, bu implantning samaradorligi bolaning yoshiga, eshitish darajasiga, kognitiv salohiyatiga va ijtimoiy muhitiga qarab farq qiladi. Shuning uchun, koxlear implantdan keyingi davrda bolalarning eshitish va nutq faoliyatini oshirishda differensial yondashuvni qo'llash juda muhimdir. Har bir bola uchun individual reabilitatsiya dasturini yaratish, pedagogik, psixologik va audiologik qo'llab-quvvatlashni birlashtirish, kognitiv va nutq rivojlanishini maksimal darajada yaxshilashga yordam beradi. Oilaviy va ijtimoiy qo'llab-quvvatlash ham bolalar uchun muhim rol o'ynaydi, chunki ular o'zlarini jamiyatda erkin his qilishlari va nutq va eshitish ko'nikmalarini samarali rivojlantirishlari uchun kerakli sharoitlarga ega bo'lishlari kerak. Koxlear implantdan keyingi jarayon faqat tibbiy yordamni emas, balki pedagogik va psixologik yondashuvlarni ham o'z ichiga oladi, bu esa bolaning umumiy rivojlanishiga ijobiy ta'sir ko'rsatadi. Koxlear implantlar eshitish qobiliyati cheklangan bolalarga hayotlarini yaxshilashda va nutq rivojlanishini qo'llab-quvvatlashda muhim yordam beradi. Biroq, implantdan keyingi jarayonning muvaffaqiyati faqat texnologiyaga bog'liq emas, balki individual yondashuv va kompleks reabilitatsiya dasturlariga ham asoslanadi. Har bir bolaning eshitish darajasi, kognitiv salohiyati, ijtimoiy va oilaviy muhitini hisobga olgan holda, moslashtirilgan reabilitatsiya va terapiya metodlarini qo'llash juda muhimdir. Differensial yondashuv, bolaning maxsus ehtiyojlariga javob berish uchun kerakli vositalarni tanlashga yordam beradi va ularning nutq va eshitish rivojlanishida katta o'sish imkoniyatini yaratadi. Koxlear implantning samaradorligini oshirish uchun oilaviy qo'llab-quvvatlash, ijtimoiy integratsiya va muntazam mashg'ulotlar zarur. Shuningdek, nutq terapevti, audiolog va psixolog kabi mutaxassislar bilan hamkorlikda ishlash bolaning rivojlanish jarayonini to'liq qo'llab-quvvatlashga yordam beradi.

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Koxlear implantlar yordamida eshitish va nutq rivojlanishini oshirish jarayoni kompleks va ko'p qirrali bo'lib, nafaqat tibbiy, balki pedagogik va psixologik qo'llab-quvvatlashni ham talab qiladi. Bolaning individual ehtiyojlariga moslashgan yondashuv va rehabilitatsiya dasturlari, oilaviy muhit va jamiyatning qo'llab-quvvatlashi bilan birgalikda, koxlear implantdan maksimal natijalar olish imkoniyatini yaratadi. Natijada, bu bolalar nafaqat eshitish imkoniyatlarini tiklash, balki jamiyatda erkin harakat qilish, o'z fikrlarini ifoda etish va o'zligini anglashda muvaffaqiyatga erishadilar. Shu bilan birga, bu jarayon, bolaning kelajagi uchun mustahkam asos yaratib, uning ijtimoiy va shaxsiy rivojlanishiga katta hissa qo'shadi.

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MAKTABGACHA YOSHDAGI TANGLAY KAMCHILIKLARIGA EGA BO'LGAN (RINOLALIYA) BOLALARNING NAFAS VA MOTORIKASINI RIVOJLANTIRISH.

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Annotatsiya. Mazkur maqolada maktabgacha yoshdagi tanglay kamchiliklariga ega bolalarning nafas va motorik rivojlanishini qo'llab-quvvatlashning ahamiyati va metodik yondashuvlar ko'rib chiqiladi. Rinolaraliyaning nutq rivojlanishiga ta'siri, shuningdek, bolalarning nafas olish tizimi va motorika ko'nikmalarini yaxshilash uchun maxsus mashqlar va treninglar taklif etiladi. Maqolada, shuningdek, tanglay kamchiliklarini tuzatishda foydalaniladigan pedagogik texnologiyalar va psixologik usullar hamda ularning bolalarning ijtimoiy adaptatsiyasi va umumiy rivojlanishiga ta'siri tahlil qilinadi. Bu ish maktabgacha yoshdagi bolalar uchun nafas va motorika mashqlarining ahamiyatini ta'kidlab, ular orqali rivojlanishning samarali usullarini amaliyotda qo'llashni maqsad qiladi.

Kalit so'zi: Maktabgacha yosh, tanglay kamchiliklari, rinolaliya, nafas rivojlanishi, motorika, nutq rivojlanishi, pedagogik texnologiyalar, psixologik usullar, bolalar rivojlanishi, ijtimoiy adaptatsiya, maxsus mashqlar, motorik ko'nikmalar, nafas olish mashqlari.

Аннотация. В данной статье рассматривается важность и методические подходы к поддержке развития дыхательной системы и моторики у детей дошкольного возраста с дефектами нёба (ринолалия). Анализируется влияние ринолалии на развитие речи, а также предлагаются специальные упражнения и тренировки для улучшения дыхательных навыков и моторных координаций детей. В статье также исследуются педагогические технологии и психологические методы, используемые для коррекции дефектов нёба, а также их влияние на социальную адаптацию детей и их общее развитие. Работа подчеркивает важность дыхательных и моторных упражнений для детей дошкольного возраста и предлагает эффективные методы их применения в практике.

Ключевые слова: Дошкольный возраст, дефекты нёба, ринолалия, развитие дыхания, моторика, развитие речи, педагогические технологии, психологические методы, развитие детей, социальная адаптация, специальные упражнения, моторные навыки, дыхательные упражнения.

Abstract. This article explores the importance and methodological approaches to supporting the development of the respiratory system and motor skills in preschool children with cleft palates (rhinolalia). It analyzes the impact of rhinolalia on speech development and suggests specific exercises and training to improve breathing skills and motor coordination in children. The article also examines the pedagogical technologies and psychological methods used to correct cleft palate defects and their impact on children's social adaptation and overall development. The work emphasizes the significance of respiratory and motor exercises for preschool children and proposes effective methods for their practical application.

Keywords: Preschool age, cleft palate, rhinolalia, respiratory development, motor skills, speech development, pedagogical technologies, psychological methods, child development, social adaptation, special exercises, motor coordination, breathing exercises.

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Kirish. Maktabgacha yoshdagi bolalarning rivojlanishida nutq va motorikani yaxshilash juda muhim ahamiyatga ega. Ayniqsa, tanglay kamchiliklari (rinolaliya) bo'lgan bolalar uchun bu masala yanada dolzarbdir. Rinolaliya nutqning noto'g'ri shakllanishiga olib kelishi mumkin, bu esa bolaning ijtimoiy va akademik rivojlanishiga salbiy ta'sir ko'rsatishi mumkin. Bunday bolalar uchun nafas olish tizimi va motorikani rivojlantirish, nutqni to'g'ri shakllantirish va umumiy rivojlanishni qo'llab-quvvatlash uchun maxsus mashqlar va treninglar zarur. Ushbu maqolada, rinolaliya bilan og'rigan bolalarning nafas va motorika rivojlanishiga qaratilgan metodik yondashuvlar, mashqlar tizimi va pedagogik psixologik usullar tahlil qilinadi. Maqsad – bu bolalarning sog'lom rivojlanishi va ijtimoiy moslashuvini ta'minlashga yordam beradigan samarali usullarni ishlab chiqish. Tanglay kamchiliklari (rinolaliya) bo'lgan bolalar nutqni to'g'ri ifoda eta olmasligi, tovushlarni noto'g'ri talaffuz qilish, nafas olish va motorikada zaifliklar yuzaga kelishi mumkin. Bu holat, ayniqsa, maktabgacha yoshdagi bolalarda ijtimoiy va emosional rivojlanishiga, shuningdek, o'qish va yozish jarayonlariga salbiy ta'sir ko'rsatishi mumkin. Bolalarning nutqiy kamchiliklarini bartaraf etish uchun nafas olish tizimi va motorikani rivojlantirish muhim o'rin tutadi. Nafas olish mashqlari nafaqat nutqni to'g'ri talaffuz qilishga, balki bola organizmining umumiy holatini yaxshilashga ham yordam beradi. To'g'ri nafas olishni o'rgatish bolaga qattiq tovushlarni to'g'ri chiqarishga, ma'lum bir ritmda nutqni ifodalashga imkon yaratadi. Shuningdek, motorika rivojlanishi ham bolaning kundalik faoliyatida, shu jumladan, o'yin va jismoniy mashg'ulotlarda muhim ahamiyatga ega. Bundan tashqari, rinolaliya bilan og'rigan bolalar uchun individual yondashuvlar zarur. Har bir bola o'ziga xos, shuning uchun ularning o'qish va rivojlanish jarayonini yaxshilashda individual mashqlar va texnikalarni qo'llash muhimdir. Pedagogik texnologiyalar va psixologik usullar yordamida bolalarning ijtimoiy adaptatsiyasi va o'ziga bo'lgan ishonchini oshirish mumkin. Bu jarayonda ota-onalar va o'qituvchilarning o'zaro hamkorligi ham juda muhim ahamiyatga ega. Tanglay kamchiliklari bo'lgan bolalar uchun nafas olish va motorikani rivojlantirish muhim jihatlardan biridir. Ushbu kamchiliklar, ayniqsa, bolalar o'z nutqini to'g'ri ifodalashda qiyinchiliklarga duch kelganda, ularga ijtimoiy va emosional jihatdan salbiy ta'sir ko'rsatishi mumkin. Nutqni to'g'ri talaffuz qilish, tovushlarni aniqlash, so'zlashuvni osonlashtirishda nafas olish tizimining to'g'ri ishlashi zarur. Nafas olishning noto'g'ri amalga oshirilishi bolalarning nutqida va umumiy rivojlanishida to'siqlar yaratadi. Shu sababli, tanglay kamchiliklariga ega bo'lgan bolalar uchun maxsus nafas olish mashqlari va motorika bo'yicha treninglar o'tkazish zarur.

Shuningdek, motorika va jismoniy rivojlanish ham bolalarning nutq va psixologik holatiga ta'sir qiladi. Motorikani rivojlantirish nafaqat bolaning jismoniy salomatligi, balki uning hissiy va aqliy rivojlanishiga ham yordam beradi. Bolaning motorik ko'nikmalari, ayniqsa, qo'l va oyoq mushaklarini, moslashuvchanlik va koordinatsiyani rivojlantirish orqali, nutqni yaxshilashga, to'g'ri talaffuzni o'rgatishga va muloqot qilish qobiliyatini oshirishga yordam beradi. Shu bilan birga, nafas olish mashqlari nafaqat jismoniy faoliyatni yaxshilaydi, balki bolaning stress va xavotirni yengillashtirishga yordam beradi, bu esa nutq va motorika rivojlanishiga ijobiy ta'sir qiladi. Bu mavzuda olib borilgan tadqiqotlar, rinolaliya bilan og'rigan bolalarning rivojlanishini qo'llab-quvvatlashda nafas olish mashqlari va motorik mashqlar tizimining samaradorligini ko'rsatadi. Pedagogik yondashuvlar orqali bolalar o'z qobiliyatlarini yaxshilash, nutqdagi kamchiliklarni tuzatish, va jismoniy rivojlanishlarini tezlashtirishga erishishlari mumkin. Bu jarayonda o'qituvchilar, ota-onalar va maxsus mutaxassislar hamkorligining o'rni juda katta. Shuningdek, bolaning individual xususiyatlarini hisobga olish, unga moslashtirilgan mashqlar va yondashuvlarni tanlash muhimdir. Bolaning rivojlanishi nafaqat jismoniy, balki ruhiy va ijtimoiy holatiga ham ta'sir

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ko'rsatadi. Rinolaliya (tanglay kamchiligi) bilan og'rigan bolalar ko'pincha nutqdagi noaniqliklar, tovushlarni noto'g'ri talaffuz qilish, va nafas olishdagi qiyinchiliklar bilan yuzlashadilar. Bu esa, o'z navbatida, bolaning ijtimoiy integratsiyasi, sinfdagi faoliyati va o'qish jarayonida qiyinchiliklarga olib keladi. Shuning uchun, rinolaliya bilan og'rigan bolalar uchun maxsus yondashuvlar va terapiyalar zarur. Ushbu muammo nafaqat nutq rivojlanishiga, balki bolaning ruhiy va jismoniy holatiga ham ta'sir qiladi, chunki to'g'ri talaffuz va nafas olish tizimi rivojlanishi bolaning o'ziga bo'lgan ishonchini oshiradi. Tanglay kamchiliklari bo'lgan bolalarga nafas olish mashqlari va motorika rivojlanishiga oid maxsus dasturlarni qo'llash muhimdir. Nafas olish mashqlari, ayniqsa, bolalarda to'g'ri nutq shakllanishini ta'minlash uchun zarurdir. Mashqlar nafas olishning to'g'ri usullarini o'rgatib, nafas olishning tartibini yaxshilashga yordam beradi. Bu esa bolaning nutqini aniq va ravon qilishda yordam beradi. Shu bilan birga, motorika mashqlari bolalarning mushak tizimi va koordinatsiyasini yaxshilash, jismoniy faollikni oshirish orqali ularning umumiy rivojlanishiga ta'sir ko'rsatadi. Motorikani rivojlantirish orqali bola nafaqat jismoniy, balki psixologik jihatdan ham mustahkam bo'ladi, bu esa uning ijtimoiy faoliyatini yaxshilashga yordam beradi. Shuni inobatga olgan holda, rinolaliya bo'lgan bolalar uchun nafas olish va motorika mashqlarini to'g'ri rejalashtirish va amalga oshirish juda muhimdir. Bunda individual yondashuvlar, maxsus mashqlar, treninglar va psixologik qo'llab-quvvatlashning ahamiyati katta. Har bir bolada rinolaliya darajasi va uning jismoniy imkoniyatlari turlicha bo'lishi mumkin, shuning uchun mashqlarni shaxsiylashtirish zarur. Bunday yondashuvlar bolalarning rivojlanishini qo'llab-quvvatlashga yordam beradi va ularni jismoniy va ijtimoiy muhitda muvaffaqiyatli moslashishga tayyorlaydi. Tanglay kamchiliklari (rinolaliya) bo'lgan bolalarning rivojlanishiga turli omillar ta'sir ko'rsatadi. Nutqning shakllanishi, nafas olish tizimi va motorikada yuzaga keladigan qiyinchiliklar bolaning ijtimoiy moslashuviga, o'quv jarayonlariga, shuningdek, o'z-o'zini anglash va o'ziga bo'lgan ishonchiga salbiy ta'sir qilishi mumkin. Bunday bolalarning nafas olish tizimining rivojlanishi, ayniqsa, to'g'ri talaffuzni o'rgatishda muhim ahamiyatga ega. Nafas olishning noto'g'ri amalga oshirilishi, nafaqat nutqdagi xatoliklarni keltirib chiqaradi, balki bolaning jismoniy va psixologik holatiga ham ta'sir ko'rsatadi. Rinolaliya bilan og'rigan bolalar uchun maxsus mashqlar va nafas olish tizimini rivojlantirishga qaratilgan treninglar muhim o'rin tutadi. Bu mashqlar bolaning nafas olishni boshqarish qobiliyatini yaxshilashga, tovushlarni to'g'ri chiqarishga yordam beradi. Bunda, ayniqsa, diafragma va ko'krak mushaklarini rivojlantirishga, nafasni to'g'ri va tartibli olishga alohida e'tibor qaratiladi. Bu jarayon bolaning nutqini aniq va ravon qilishiga, shu bilan birga uning umumiy rivojlanishiga yordam beradi. Nafas olish mashqlari orqali bolaning diqqatini jamlash, stressni yengish va hissiy holatini tartibga solish ham mumkin bo'ladi. Rinolaliya bilan og'rigan bolalar uchun nafas olish va motorika mashqlari yordamida muammolarni hal qilishda pedagogik va psixologik yondashuvlar katta ahamiyatga ega. Pedagogik texnologiyalar va maxsus treninglar yordamida bolalarning rivojlanishiga to'liq yondashish, ularga individual yondashuvni taqdim etish mumkin. Har bir bolaning rivojlanish xususiyatlari turlicha bo'lishi sababli, mashqlar va yondashuvlar har bir bolaga moslashtirilgan holda olib borilishi kerak. Bu esa bolaning rivojlanishida yuqori samaradorlikka erishish imkonini beradi. Rinolaliya bo'lgan bolalar uchun nafas olish va motorika mashqlarini to'g'ri rejalashtirish, bolaning jismoniy va psixologik holatini yaxshilashga yordam beradi. Bularning barchasi bolalarning ijtimoiy moslashuviga, o'quv jarayonidagi muvaffaqiyatiga va ularga o'z qobiliyatlarini to'liq namoyon etish imkoniyatini yaratishga yordam beradi. Maqolada rinolaliya bo'lgan bolalar uchun nafas olish va motorika rivojlanishini qo'llab-quvvatlash bo'yicha metodik yondashuvlar va treninglar tizimi tahlil

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qilinadi, bu orqali bolalarning umumiy rivojlanishiga samarali yondashuvlarni taklif etish maqsad qilinadi.

Xulosa. Rinolaliya (tanglay kamchiligi) bo'lgan bolalar uchun nafas olish va motorika rivojlanishi ularga nafaqat nutqni shakllantirishda, balki umumiy jismoniy va psixologik rivojlanishida ham katta ahamiyatga ega. Ushbu bolalar uchun to'g'ri nafas olish texnikalari va motorik ko'nikmalarni rivojlantirish jarayonlari, ularning nutq va ijtimoiy moslashuviga ijobiy ta'sir ko'rsatadi. Nafas olish mashqlari orqali bolaning nutqini aniq va ravon qilish, tovushlarni to'g'ri talaffuz qilish mumkin bo'ladi. Bu esa, o'z navbatida, bolaning o'ziga bo'lgan ishonchini oshirib, ijtimoiy muhitda o'zini erkin ifoda etishga imkon yaratadi. Motorikani rivojlantirish bolalarning jismoniy salomatligini yaxshilash bilan birga, ularning ruhiy va intellektual rivojlanishiga ham yordam beradi. Mashqlar bolaning mushak tizimini mustahkamlash, koordinatsiyasini yaxshilash, jismoniy faolligini oshirishga xizmat qiladi. Shu bilan birga, motorik mashqlar bolaning diqqatini jamlashga, o'zini his qilishni yaxshilashga va hissiy holatini tartibga solishga yordam beradi. Bu bolalarga ijtimoiy faollikda muvaffaqiyatga erishish, o'z-o'zini anglashda yuqori natijalarga erishish imkonini yaratadi. Bundan tashqari, rinolaliya bilan og'rigan bolalar uchun nafas olish va motorika rivojlanishini qo'llab-quvvatlashda pedagogik yondashuvlar, psixologik metodlar va maxsus mashqlar tizimi muhim o'rin tutadi. Har bir bolaning individual ehtiyojlari hisobga olinishi, mashqlarni shaxsiylashtirish orqali samarali natijalar olish mumkin. Bu jarayonda ota-onalar, o'qituvchilar va mutaxassislarining o'zaro hamkorligi ham juda muhimdir. Ularning birgalikda ishlashi bolalarning rivojlanishini tezlashtiradi va ularga eng yuqori natijalarga erishish imkonini yaratadi. Shuningdek, rinolaliya bo'lgan bolalarga yordam berish jarayonida pedagogik va psixologik yordamning integratsiyasi muhim o'rin tutadi. O'qituvchilar va psixologlar tomonidan qo'llaniladigan maxsus texnologiyalar, mashqlar va treninglar bolaning nafas olish tizimi va motorikasi rivojlanishini qo'llab-quvvatlashga yordam beradi. Ushbu yondashuvlar nafaqat nutqning to'g'ri shakllanishiga, balki bolaning umumiy ijtimoiy rivojlanishiga ham ijobiy ta'sir qiladi.

Maqolada ko'rib chiqilgan metodik yondashuvlar, maxsus mashqlar va pedagogik texnologiyalar bolalar rivojlanishiga ijobiy ta'sir ko'rsatishi mumkin. Shuningdek, rinolaliya bilan og'rigan bolalar uchun nafas olish va motorika rivojlanishini qo'llab-quvvatlashda samarali usullarni amaliyotda tatbiq etish, ularning ijtimoiy moslashuvini yaxshilashga yordam beradi. Bunda nafaqat individual yondashuv, balki ijtimoiy va pedagogik qo'llab-quvvatlashning muhim o'rni bor. Bu jarayonlarni muvaffaqiyatli amalga oshirish bolaning umumiy rivojlanishini ta'minlash, uning ijtimoiy va o'quv faoliyatlarida muvaffaqiyatga erishishiga olib keladi. Shunday qilib, rinolaliya bilan og'rigan bolalarning nafas olish tizimi va motorikasini rivojlantirish, ularning sog'lom rivojlanishini ta'minlashga, ijtimoiy moslashuvini yaxshilashga va o'z qobiliyatlarini maksimal darajada namoyon etishlariga yordam beradi. Bu jarayonda maxsus pedagogik va psixologik yondashuvlarning ahamiyati kattadir. Kelajakda rinolaliya bo'lgan bolalar uchun yanada samarali yondashuvlarni ishlab chiqish, bu bolalarning turli sohalaridagi muvaffaqiyatini ta'minlashda katta ahamiyatga ega bo'ladi.

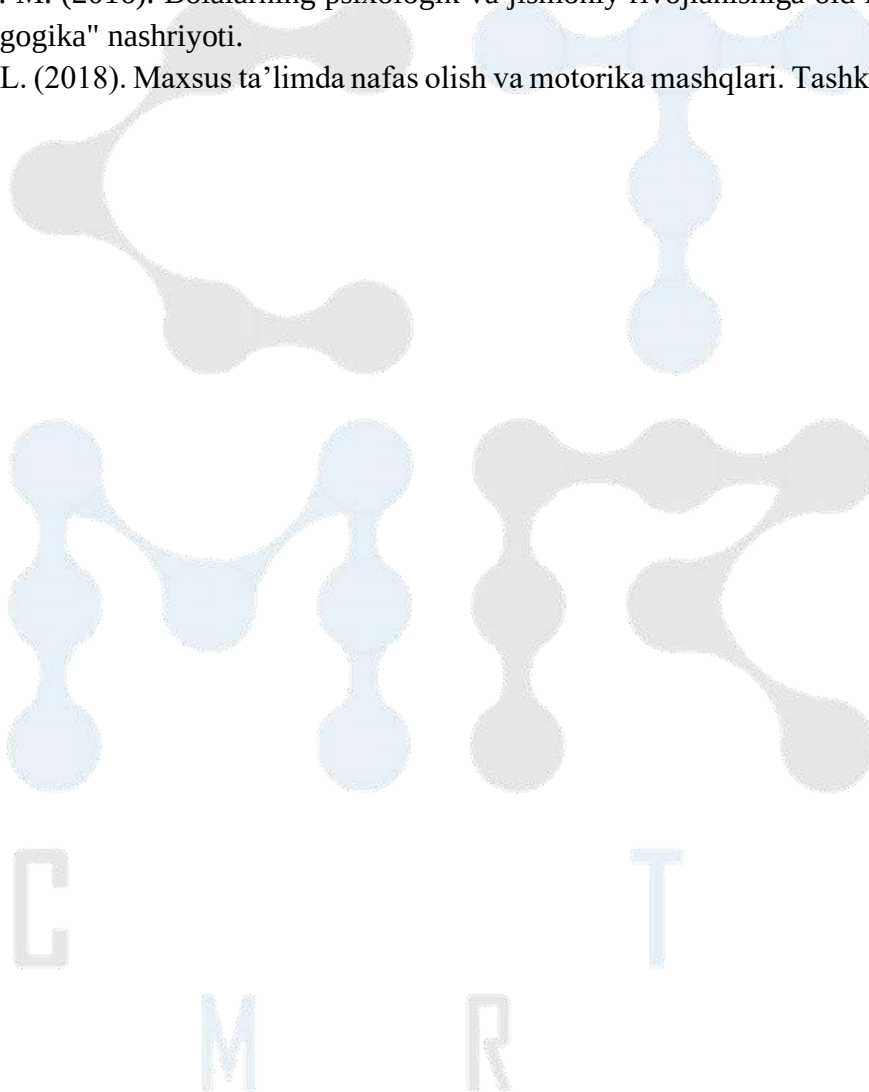
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SOLUTIONS OF THE PROBLEMS OF THE MECHANICAL DEPARTMENT OF PHYSICS BY MATHEMATICAL METHOD

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Abstract. Mathematics and physics are related sciences. Most of the problems of physics are solved by mathematical formula and calculation books. To develop the field of physics, increasing the mathematical potential of future physics teachers is considered an important issue of every era. This article is dedicated to the types of problems related to the Department of Mechanics expressed in a mathematical way and their solutions, using formulas of derivative, integral, and trigonometry subjects of mathematics. The article presents 6 physical problems and their mathematical solutions. Through the information provided in these problems, it will be possible to solve other problems related to the mechanics department of physics.

Key words. physics, mechanics, dynamics, statics, mathematical knowledge, pedagogy, teaching problems.

РЕШЕНИЕ ЗАДАЧ МЕХАНИЧЕСКОГО КАФЕДРА ФИЗИКИ МАТЕМАТИЧЕСКИМ МЕТОДОМ

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Аннотация. Математика и физика – смежные науки. Большинство задач физики решаются с помощью математических формул и книг по расчетам. Важным вопросом каждой эпохи считается развитие области физики, повышение математического потенциала будущих учителей физики. Данная статья посвящена типам задач кафедры механики, выраженным математическим способом, и их решению с использованием формул производных, интегралов и тригонометрии по предметам математики. В статье представлены 6 физических задач и их математические решения. Благодаря информации, представленной в этих задачах, можно будет решить и другие задачи, относящиеся к механическому факультету физики.

Ключевые слова. физика, механика, динамика, статика, математические знания, педагогика, проблемы преподавания.

INTRODUCTION

It is known that the physical law describing a physical phenomenon or process given in every subject of physics is expressed in mathematical form. Using these expressions in practical training, the content of the physical phenomena or processes described in the subject is strengthened and analyzed by solving issues, that is, the unknown being sought is identified, and on this basis the theoretical information is further strengthened.

For example, given the initial velocity, acceleration, and time of movement of an object, the distance traveled by it is easily found by next expression:

$$S = v_0 t + \frac{at^2}{2}$$

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In this way, it will be possible to solve the problems related to almost all branches of physics with the help of expressions describing the physical phenomena or processes presented in this section. However, there are cases when the presentation of the issue is expressed in a different interpretation. For example, the problem presented above can be expressed by the equation of motion of the body, that is, it can be in the following form:

$$x = At^2 + Bt + C$$

In this case, in order to determine the speed of the object, it is required to obtain the 1st order derivative from its equation of motion, that is, the speed of the object is determined as follows:

$$\dot{x} = 2At + B$$

The acceleration of the body is the 2nd order derivative from its equation of motion (or the 1st order derivative from its velocity expression) defined as

$$\ddot{x} = 2A.$$

Similarly, in some cases, physical problems can be expressed in a purely mathematical form. For this reason, the problems of improving the mathematical training of future physics teachers were analyzed in depth [1]. In it, the idea of identifying the complex of mathematical knowledge that serves to effectively master the General Physics course and creating educational and methodological support describing the application of this knowledge in solving physical problems was put forward. The task now is to determine the mathematical knowledge used in each department of physics and to demonstrate their application in solving problems expressed purely mathematically. In this sense, in this article, we will consider the types of mathematically expressed problems related to the Mechanics department of physics and their solutions.

It is no exaggeration to say that the laws of "motion and gravity" of bodies are studied in the Mechanics department of physics. Any transformation of matter is a complex movement. One of the simplest movements of matter is mechanical movement, and mechanical movement means a change in the position of bodies or parts of bodies relative to each other. Mechanics is mainly divided into two parts: kinematics and dynamics. Kinematics studies the movement without taking into account the causes that cause it, that is, it determines the position of the moving body and objects at any time. Dynamics studies the cause of the movement of bodies, that is, the laws of the body's response to external influences. Therefore, the dynamic branch of physics studies the reason why bodies are at rest or in motion as a result of external influences. [2].

In teaching physics, the theoretical information given to students during the lecture sessions is further strengthened in practical classes. For this reason, the importance of work aimed at the full coverage of theoretical knowledge in Physics in practical training and the improvement of the content of practical training is clearly visible [3-6].

RESULTS AND DISCUSSIONS

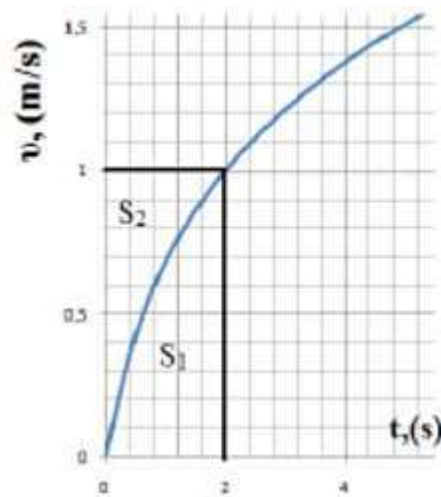
It is known that many branches of mathematics are used to solve problems related to mechanics of physics. In particular, the concepts and graphs of functions, algebraic equations and systems of equations, planimetry, trigonometry, differential and integral calculus are widely used. [7-9]. Below, we will focus on the solutions of some mathematically expressed problems using formulas from some sections of mathematics.

Example 1. The dependence of the speed of the body on time is given as follows: $v^3 + v = t$. If it is known that the body's coordinate is zero at the initial time, determine the body's coordinate (m) at the instant of time $t=2$ s.

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Solution. It is known that the surface S of the time axis of the function graph is equal to the path. In our case (picture), this surface is given by S_1 . In this case, it is much easier to integrate a function $t = t(v)$ than to define a function $v = v(t)$ and perform an integral operation on it. At $t=2$, the function becomes the following equation: $v^3 + v = 2$. It is known that the solution of this equation is $v = 1$. The function $v = v(t)$ is shown in the figure below. It's not hard to look at the graph and see that the sum of the areas S_1 and S_2 is 2.



So, $S_1 + S_2 = 2$. Then, determining S_2 is sufficient to determine S_1 . That is,

$$S_2 = \int_0^1 t(v) dv = \int_0^1 (v^3 + v) dv = \frac{1}{4} + \frac{1}{2} = \frac{3}{4};$$

Finally, we have $S_1 = 2 - \frac{3}{4} = 1\frac{1}{4} = 1,25(m)$.

Example 2. A body with a mass of 0.5 kg moves in a straight line in such a way that the relation of the path s traveled by it to the time t is given by the equation $s = A - Bt + Ct^2 - Dt^3$, where $C = 5m/s^2$ and $D = 1m/s^3$. Determine the magnitude of the force acting on the body at the end of the first second of movement.

Solution. The magnitude of the force acting on the body is determined by the formula $F = ma$. We determine the acceleration second derivate by first principles the equation of motion of the body:

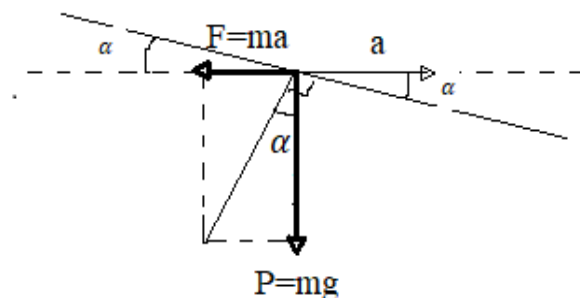
$$s'' = a = 2C - 6Dt = 2 \cdot 5 - 6 \cdot 1 \cdot 1 = 4 \frac{m}{s}.$$

$$F = ma = 0,5 \cdot 4 = 2N.$$

So, the magnitude of the force acting on the body is 2 N.

Example 3. What is the angle α with the horizon of the surface of the gasoline in the tank of a car moving with a constant acceleration of $a = 2,44 m/s^2$?

Solution. It is known that a car moving with constant acceleration moves at an angle to the horizon. In this case, there is a right direction acceleration a and a downward acceleration g .



We determine the tangent of the angle formed by the gasoline in the car tank with the horizon:

$$\operatorname{tg} \alpha = \frac{ma}{ma} = \frac{a}{g} = \frac{9,81 \text{ m/s}^2}{2,44 \text{ m/s}^2} \approx \frac{1}{4}$$

From this it can be determined that $\alpha \approx 14^\circ$.

Example 4. In the movement of a boat with a mass of 100 kg, the resistance force of water is proportional to the speed, and the coefficient of proportionality is equal to 9 kg/s. If the speed of the boat remains at 2.2 m/s after traveling a distance of 20 m, what was its initial speed (in m/s)?

Solution. If the boat has a certain speed at the beginning of its motion, its speed will slow down due to the drag force acting on it. There is no information about the boat's engine, so its thrust can be assumed to be zero.

$$\text{So: } F_{\text{tortish}} - F_{\text{qarshilik}} = m \cdot a$$

$$F_{\text{tortish}} = 0; F_{\text{qarshilik}} = k \cdot v$$

$$0 - kv = m \cdot a; \quad -kv = m \cdot \frac{dv}{dt}; \quad v dt = -\frac{mdv}{k}$$

$$\int_0^t v dt = -\int_{v_0}^v \frac{mdv}{k};$$

$$S = -\frac{m}{k}(v - v_0) = \frac{m}{k}(v_0 - v)$$

$$S = \frac{m}{k}(v_0 - v)$$

$$v_0 = \frac{k \cdot S}{m} + v = \frac{9 \cdot 20}{100} + 2,2 = 4 \text{ m/s}.$$

So, the initial speed of the boat was 4 m/s.

Example 5. The coordinates of a material point in space change depending on time according to the equations $x = -2 + 2t$ [m], $y = \frac{2t}{3} + 4$ [m], $z = t^2 - 24$ [m]. Find its displacement modulus (m) during the first 3 seconds.

Solution. We determine the displacement between the initial position of the material point at $t=0$, i.e. at rest, and the position it occupies as a result of its movement until $t=3$ seconds, using the formula of the distance between two points. First, we determine the state of the material point when $t=0$:

$$x = -2 + 2 \cdot 0 = -2 \text{ [m]}, \quad y = \frac{2 \cdot 0}{3} + 4 = 4 \text{ [m]}, \quad z = 0^2 - 24 = -24 \text{ [m]}.$$

Now, let's determine the position of the material point after 3 seconds: $x = -2 + 2 \cdot 3 = 4$ [m],

$$y = \frac{2 \cdot 3}{3} + 4 = 6 \text{ [m]}, \quad z = 3^2 - 24 = -15. \text{ We calculate the displacement of a material point using}$$

the formula for determining the distance between two points:

$$S = \sqrt{(4 - (-2))^2 + (6 - 4)^2 + (-15 - (-24))^2} = \sqrt{36 + 4 + 81} = 11 \text{ [m]}$$

So, the s-displacement module of the body in 3 seconds is 11 m.

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Example 6. The coordinate of a harmonically oscillating body changes according to $x = 0,5\sin 3t$ [m] law. Write the equation [sm / s^2] of acceleration of the object.

Solution. It is known that the time derivative of the coordinate of the body gives the speed, and the twice derivative gives the acceleration. So, as a result of taking the derivative of the given equation of motion twice, we create the equation of the body's acceleration:

$$(x = 0,5\sin 3t)'' = (v = 1,5\cos 3t)' = (a = -4,5\sin 3t)$$

As a result, the equation of the body's acceleration will have the form $a = -4,5\sin 3t$.

CONCLUSION

Thus, we looked at some types of purely mathematical problems related to the Department of Mechanics and their solutions. Of course, such issues are diverse and broad in content. For this reason, the systematic study of such problems, the creation of educational and methodological support based on them, which includes the necessary topics of mathematics, examples of the application of mathematical knowledge to solving physics problems, will undoubtedly serve as a basis for the training of future advanced physicists and physics teachers.

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USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING RUSSIAN LANGUAGE TO STUDENTS OF TECHNICAL UNIVERSITIES

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Abstract: Teaching Russian in technical higher education institutions is one of the important parts of the educational process. For students studying in the technical field, the Russian language is necessary not only for mastering large scientific literature, but also for participating in international scientific and technical cooperation. Therefore, one of the urgent tasks is to effectively organize education using modern pedagogical technologies in the process of teaching the Russian language.

Keywords: The role of modern pedagogical technologies, Multimedia technologies, Interactive educational technologies, Online platforms and distance learning, Virtual and augmented reality technologies, Cooperative learning and teamwork, The role of the teacher and methodological approaches

Main part: Pedagogical technologies serve to optimize the educational process, further deepen students' knowledge, and improve the quality of teaching. The use of modern technologies in teaching the Russian language not only ensures that lessons are interesting and effective, but also helps students consolidate and actively master the material they are learning. Among such technologies, multimedia materials, interactive learning tools, online platforms, virtual laboratories and distance learning systems are the most commonly used methods.

Multimedia technologies (audio, video, graphics and interactive programs) can greatly help to make Russian language lessons more lively and effective. For example, developing video lessons or animations to demonstrate complex issues related to Russian grammar or spelling can facilitate their assimilation by students. Such materials can be especially useful in learning technical terminology, since students often need visual support when learning technical language.

Interactive educational technologies ensure the active participation of students. With the help of computer games, simulations, interactive tests and tasks, students can test their knowledge and more easily assimilate new information. For example, students can develop their skills using interactive tests on reading and understanding texts in Russian. Students will also have the opportunity to practice writing and speaking in Russian through various interactive programs.

Online platforms, such as Moodle, Google Classroom, or other learning platforms, can make Russian language lessons more interactive and interesting. Distance learning, on the other hand, allows students to learn Russian independently, and also allows the teacher to be in constant contact with students and monitor their progress. In distance learning, students consolidate their knowledge using video lessons, audio notes, tests, and assignments.

Virtual and augmented reality (VR and AR) technologies are one of the new and innovative methods of teaching Russian. Through these technologies, students can enter various Russian language situations and participate in simulations. For example, with the help of VR technology, students can be in a virtual Russian language environment and form correct conversations. In this way, learning important Russian terms in the technical field becomes much easier and faster.

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Cooperative learning technology encourages communication and collaboration between students. Using group work and project-based learning methods in teaching Russian increases students' interest in learning the language. Students learn Russian better by helping each other, discussing questions, and sharing their knowledge.

To effectively use modern pedagogical technologies, the teacher must also improve his skills. It is important for the teacher to know how to use technologies in the classroom, put new methods into practice, and adapt methods to the needs of students. When using new pedagogical methods, the teacher should, first of all, pay attention to personalizing and differentiating lessons, taking into account the individual characteristics of the student.

In today's rapidly developing educational landscape, pedagogical technologies have become a priority in the upbringing of a modern integrated language, which is an effective learning experience. In the field of Russian language education, the use of innovative tools and methodologies not only improves traditional teaching approaches, but also meets the diverse needs and preferences of students. From digital resources to virtual reality simulations, teachers use a myriad of technologies to create immersive and dynamic learning environments that have revolutionized the way Russian is taught and learned. One of the most notable advances in Russian language teaching is the proliferation of digital resources and interactive learning platforms. These platforms offer a wealth of multimedia content, including videos, audio recordings, and interactive exercises; allowing students to engage with the language in a variety of contexts. Whether practicing vocabulary through online quizzes or listening to real Russian conversations, students benefit from the flexibility and convenience offered by these digital tools. In addition, gamification has emerged as a powerful strategy to motivate and engage students in their language learning journeys. Language learning games, such as riddles, word association games, and quizzes, are not only fun to learn, but also reinforce linguistic concepts in a playful way. By incorporating elements of competition, achievement, and progress tracking, teachers can create a deep learning experience that encourages active participation and retention.

Conclusion: The use of modern pedagogical technologies in teaching Russian in technical higher education institutions makes the learning process more effective and interesting. These methods greatly enhance students' knowledge, encourage them to actively learn Russian, and help them master new knowledge. Modern technologies create new opportunities for Russian language teachers and significantly improve the quality of education. At the same time, technical students better understand the importance of the Russian language in their work and make more efforts to learn it.

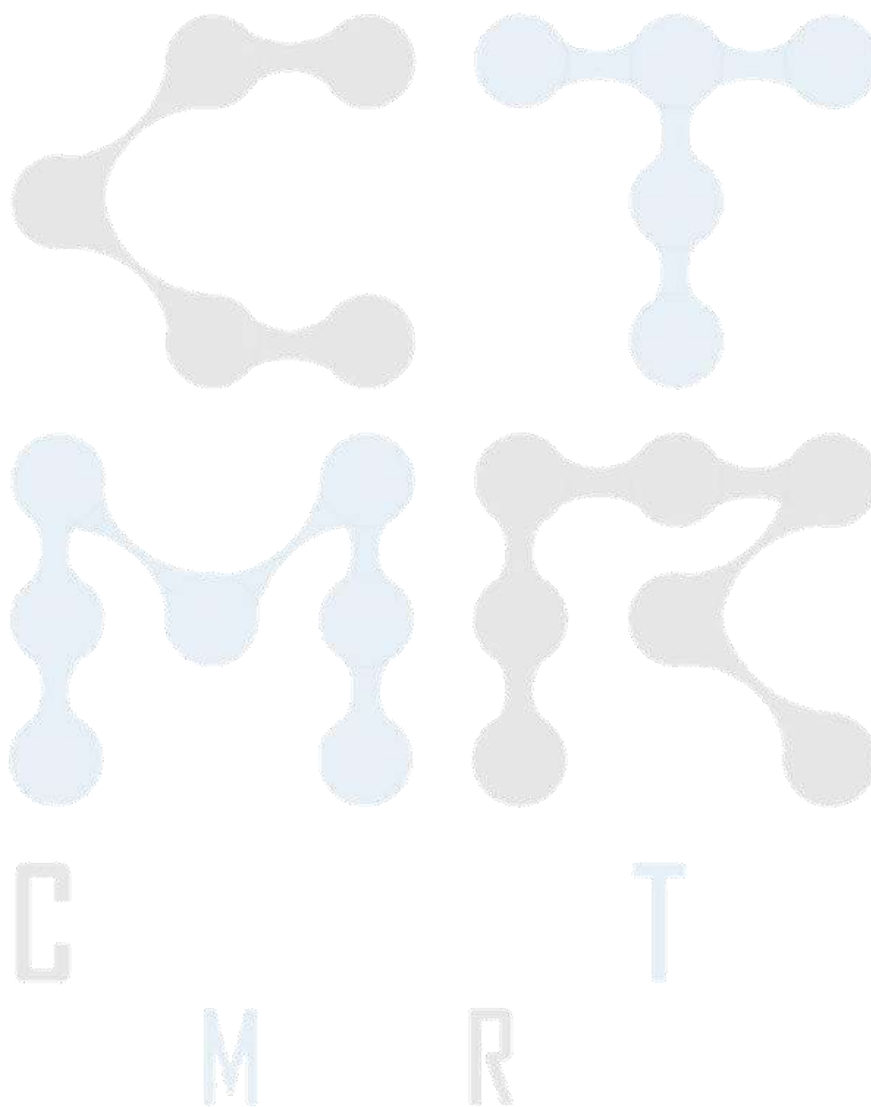
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CURRENT ISSUES IN COMBATING CORRUPTION IN THE CONSTRUCTION SECTOR

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Annotatsion: This article addresses the key issues in combating corruption in the construction sector and explores potential solutions. Corruption in the construction sector often manifests in public procurement and tender processes, leading to the misuse of budgetary funds. The article examines the factors contributing to corruption in the construction industry, draws on international experiences, and provides solutions adapted to local conditions. Additionally, the role of technology in combating corruption and recommendations to improve transparency are discussed.

Keywords: Corruption in construction, public procurement, transparency, tender processes, combating corruption.

АКТУАЛЬНЫЕ ПРОБЛЕМЫ БОРЬБЫ С КОРРУПЦИЕЙ В СТРОИТЕЛЬНОЙ СФЕРЕ

Аннотация: В данной статье рассматриваются ключевые проблемы борьбы с коррупцией в строительной сфере и пути их решения. Коррупция в строительном секторе часто проявляется в государственных закупках и тендерных процессах, что приводит к нецелевому использованию бюджетных средств. В статье анализируются факторы, способствующие коррупции в строительной отрасли, изучается международный опыт и предлагаются решения, адаптированные к местным условиям. Также обсуждается роль технологий в борьбе с коррупцией и даны рекомендации по повышению прозрачности.

Ключевые слова: Коррупция в строительстве, государственные закупки, прозрачность, тендерные процессы, борьба с коррупцией.

QURILISH SOHASIDA KORRUPSIYAGA QARSHI KURASHISHNING DOLZARB MUAMMOLARI

Annotatsiya: Ushbu maqola qurilish sohasida korrupsiyaga qarshi kurashishning asosiy muammolari va ularga yechim topish yo'llariga bag'ishlangan. Qurilish sektorida korrupsiya ko'pincha davlat buyurtmalari va tender jarayonlarida uchraydi, budget mablag'larining noto'g'ri sarflanishiga olib keladi. Maqolada qurilish sohasida korrupsiyani keltirib chiqaruvchi omillar, xalqaro tajriba va mahalliy sharoitga mos yechimlar tahlil qilinadi. Shuningdek, korrupsiyaga qarshi kurashda texnologiyalarning o'rni va shaffoflikni oshirish bo'yicha tavsiyalar keltirilgan.

Kalit so'zlar: Qurilish sohasida korrupsiya, davlat buyurtmalari, shaffoflik, tender jarayonlari, korrupsiyaga qarshi kurash.

INTRODUCTION

The construction sector holds immense importance in the economic growth of any nation, playing a central role in the development of infrastructure and providing support to numerous other industries. Its significance extends beyond just the creation of buildings and roads; it forms the backbone of a country's progress, facilitating the growth of commerce, transportation, and various other key sectors. However, this sector is also highly vulnerable to corruption, which arises due to its inherent complexities, large-scale financial dealings, and the frequent involvement of public funds. The

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intricate nature of construction projects, combined with the significant amount of money involved, creates fertile ground for unethical practices.

Corruption in the construction industry manifests in numerous forms, including but not limited to bribery, embezzlement, bid-rigging, and fraudulent documentation in the public procurement processes. These illicit activities have far-reaching consequences. Not only do they result in severe financial losses for the government, but they also have a devastating impact on the quality of construction work, often leading to the construction of unsafe or substandard buildings and infrastructure. Additionally, such corrupt practices lead to project delays, which hinder timely development and cause disruptions in the overall planning of urban or rural projects. This, in turn, undermines the trust that the public has in governmental institutions and erodes confidence in the ability of the state to manage resources effectively and transparently. Corruption in the construction sector is a pervasive issue, especially in developing and transitioning economies. In these regions, where resources may already be limited, and where the institutions may not be as robust as in developed countries, the construction sector faces heightened vulnerability to corrupt activities. This vulnerability is exacerbated by the numerous interactions between public bodies, private contractors, and other stakeholders involved in construction projects, creating opportunities for unethical practices to occur at various stages, from planning and tendering to the actual construction and project completion phases. Such unethical practices can have devastating effects, ranging from inflated project costs and poor-quality construction to the abandonment of incomplete projects. All these outcomes ultimately hinder the nation's socio-economic development, preventing vital infrastructure from being completed on time and within budget. The detrimental impact of corruption can also lead to a decline in foreign investment, as investors may be reluctant to engage in sectors where transparency and accountability are lacking. In response to this widespread issue, governments and international organizations have implemented numerous measures to combat corruption in the construction industry. These initiatives include stricter regulations, enhanced oversight, and the promotion of best practices. Despite these efforts, however, the challenge of ensuring transparency, accountability, and fair competition remains a significant hurdle. Fortunately, technological advancements are opening new avenues for combating corruption in the construction sector. Emerging technologies such as blockchain and artificial intelligence hold the potential to revolutionize the way construction projects are managed and monitored. Blockchain, for instance, offers a secure, transparent, and tamper-proof way of tracking project transactions, ensuring that funds are used appropriately and contracts are fulfilled as agreed. Artificial intelligence can assist in detecting patterns of corruption, such as bid-rigging or fraudulent activities, by analyzing vast amounts of data and flagging suspicious behavior. These technological tools can greatly enhance monitoring mechanisms and promote a culture of greater transparency and accountability, ultimately helping to reduce corruption and improve the overall efficiency and integrity of the construction industry. However, the success of these technological solutions and anti-corruption measures hinges largely on their proper implementation and seamless integration into existing governance frameworks. Simply introducing new technologies or policies without ensuring their compatibility with the current institutional structures can result in inefficiencies, gaps in enforcement, and limited impact. Thus, it is essential to prioritize a holistic approach that not only incorporates innovative tools but also strengthens the institutional and regulatory foundations that support them. This article delves into the pressing issues associated with combating corruption in the construction sector, offering an in-depth analysis of the root causes and far-reaching consequences of corrupt practices within the

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industry. By exploring these critical concerns, it aims to provide a comprehensive understanding of the multifaceted nature of corruption, which can range from petty bribery to large-scale embezzlement and manipulation of public procurement processes. Understanding these dynamics is key to identifying effective solutions and ensuring that anti-corruption efforts are truly impactful. Moreover, the article highlights global best practices, drawing from successful case studies where countries have effectively addressed corruption in the construction industry. These best practices offer valuable lessons that can be tailored to fit the unique challenges and circumstances faced by different regions. The adaptation of these practices to local contexts is crucial, as each country's political, economic, and social environment may require customized approaches to deal with corruption effectively. A key theme of the article is the critical role of technology, which can act as a powerful tool in the fight against corruption. By leveraging technologies such as blockchain, artificial intelligence, and data analytics, construction projects can be monitored and managed with greater transparency and accountability. However, these technological solutions must be complemented by enhanced public oversight and more robust legal frameworks. Strengthening the rule of law, ensuring that corrupt individuals are held accountable, and establishing clearer regulations are essential components of an anti-corruption strategy. The article concludes by emphasizing that addressing the challenges posed by corruption in the construction sector requires a multifaceted approach. Governments must not only introduce technological innovations and legal reforms but also engage in broader efforts to foster a culture of integrity and accountability within the sector. When these strategies are effectively implemented, governments can ensure that public resources are utilized more efficiently, infrastructure projects are delivered on time and to the highest standards, and, ultimately, public trust in governmental institutions is strengthened. By building a more transparent and corruption-resistant construction sector, countries can pave the way for sustainable economic growth and development.

Relevance of the topic

The construction industry plays a crucial role in the economic and social development of any country. This sector provides the necessary conditions for the development of the country's infrastructure, the creation of jobs, and the improvement of the population's standard of living. At the same time, the construction sector is the largest recipient of government budget funds and is one of the areas with a high risk of corruption. The presence of corruption in construction threatens the economic stability of the state, reduces the quality and efficiency of projects, and undermines public trust in government management. Today, corruption is an issue that affects not only developing countries but also developed nations. The common forms of corruption in the construction sector include fraudulent tenders, falsification of financial documents, embezzlement of state orders, and exploiting gaps in legislation. These criminal activities lead to delays in projects, the construction of unfinished or substandard infrastructure, causing significant financial and social damage to the state and society. According to research by international organizations such as Transparency International and the World Bank, corruption remains one of the most widespread problems in the construction industry. Statistical data shows that a significant portion of the funds allocated for construction projects is wasted through illegal means. This issue is particularly noticeable in projects related to state orders and infrastructure development. Therefore, developing and implementing effective anti-corruption mechanisms is a pressing issue. In developing countries like Uzbekistan, the relevance of this issue is increasing. In recent years, a number of reforms have been implemented by the government to improve the efficient use of budget funds and reduce corruption. These include the distribution of

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state orders through electronic tender systems, strengthening public oversight mechanisms, and the adoption of new laws to combat corruption. However, significant issues remain unresolved in this area, highlighting the need to further improve the existing system. The relevance of the topic also implies the necessity of studying and utilizing international experiences. Advanced technologies and strategies used by developed countries to prevent corruption in the construction sector can be adapted to the conditions of Uzbekistan. Measures such as the use of artificial intelligence and blockchain technologies, automating financial monitoring systems, and increasing employee accountability can provide opportunities to enhance efficiency. Thus, combating corruption in the construction sector is not only an economic issue but also a strategic task for governance and societal progress. Solving this problem can ensure the targeted use of government budget funds, improve the quality of projects, and strengthen public trust in state institutions. The relevance of the topic is closely related to proposing measures aimed at solving these issues.

Key issues in combating corruption in the construction sector

The construction sector is critical for the economic and social development of any nation. It contributes significantly to the creation of infrastructure, job opportunities, and improved living standards. However, it is also one of the most vulnerable sectors to corruption, as it receives a large portion of government budget funds. Corruption in the construction industry threatens economic stability, reduces the quality and effectiveness of projects, and weakens public trust in governmental institutions. Corruption in the construction sector takes various forms, including fraudulent tenders, financial document falsification, embezzlement of state funds, and exploitation of legal loopholes. These corrupt practices often lead to project delays, unfinished or substandard infrastructure, and substantial financial and social losses for both the state and society. International organizations such as Transparency International and the World Bank have identified corruption in the construction industry as a persistent and widespread issue. Studies show that a significant portion of funds allocated for construction projects is misappropriated through illegal means, particularly in state contracts and infrastructure development projects. This situation highlights the need for effective anti-corruption mechanisms and the importance of enforcing strict oversight. In developing countries like Uzbekistan, the issue has gained even greater relevance. The government has undertaken several reforms to improve the efficient use of public funds and reduce corruption. Measures include the introduction of electronic tendering systems, strengthening public oversight, and the enactment of new laws to combat corruption. Despite these efforts, many challenges remain, indicating the necessity for further improvements in the existing systems. To address these issues effectively, it is important to study and implement international best practices. Technologies like artificial intelligence and blockchain, as well as automated financial monitoring systems and enhanced accountability for public officials, can be applied to improve transparency and reduce corruption. Thus, tackling corruption in the construction sector is not only an economic matter but a strategic issue for effective governance and societal development. Overcoming these challenges will ensure that government funds are used efficiently, improve project quality, and rebuild public trust in government institutions.

Conclusion

In conclusion, addressing corruption in the construction sector is critical to maintaining economic stability, improving infrastructure quality, and rebuilding public trust in government institutions. Corruption stands as one of the most significant challenges to the effective implementation of construction projects, leading to inefficiencies, significant financial losses, and substandard work that can affect long-term development. Despite the efforts of various countries, including Uzbekistan, to

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introduce reforms like electronic tendering systems, enhanced public oversight, and new legislative measures to combat corruption, the issue remains deeply entrenched in many areas. These persistent challenges highlight the need for continued innovation and vigilance in tackling corruption. Although strides have been made in improving transparency and accountability, the complexity of the construction industry, coupled with the involvement of substantial public funds, creates an environment where corrupt practices can thrive. Therefore, a sustained commitment to refining these reforms and ensuring their effective application is crucial to overcoming the systemic corruption that undermines the sector's potential. As governments strive to create a more transparent and efficient construction industry, a holistic approach that combines technological solutions, stronger legal frameworks, and comprehensive oversight is essential. Only through such combined efforts can countries make significant progress in reducing corruption and building a construction sector that is capable of delivering high-quality infrastructure and fostering trust between the government and the public. The integration of advanced technologies such as artificial intelligence, blockchain, and automated financial monitoring systems presents powerful solutions with the potential to significantly enhance transparency and reduce corruption within the construction sector. These technologies offer the ability to track financial transactions in real-time, improve the monitoring of construction projects, and detect fraudulent activities early in the process. Artificial intelligence, for instance, can analyze large volumes of data to identify irregularities or patterns of misconduct, while blockchain provides an immutable, transparent ledger that ensures every transaction is recorded and verifiable. Automated financial monitoring systems enable continuous oversight of project funds, helping to ensure that resources are allocated appropriately and reducing opportunities for embezzlement or mismanagement. The successful implementation of these technologies can lead to a more accountable and efficient management of construction projects, ensuring that public resources are used properly, and project timelines are adhered to. Moreover, the transparency enabled by these tools can discourage corrupt practices by making it more difficult for unethical behavior to go unnoticed. When international best practices in technology use are tailored to the unique conditions and challenges of each country, these innovations can help to establish a more transparent and ethical construction industry that is resistant to corruption. In turn, this can foster an environment of trust and integrity, ultimately promoting the long-term development of a country's infrastructure in a manner that benefits society as a whole. Ultimately, the fight against corruption within the construction sector is far more than just an economic challenge; it is a strategic priority for ensuring effective governance and promoting sustainable development. Corruption undermines the efficiency of public resource allocation, impedes the delivery of high-quality infrastructure, and erodes public trust in governmental institutions. As such, continuing to strengthen anti-corruption measures is crucial. By doing so, governments can ensure that public funds are used effectively, resulting in better infrastructure, timely project completion, and the restoration of faith in public institutions. Addressing corruption in the construction sector is vital not only for immediate improvements in project outcomes but also for the long-term growth, prosperity, and well-being of the nation. Ensuring that projects are executed with integrity, transparency, and accountability is essential for building a foundation of trust between governments and the public. This trust is critical for maintaining social stability and fostering a positive environment for economic development. By committing to sustained efforts and implementing technological and institutional reforms, governments can develop a more resilient and trustworthy construction industry. These efforts will not only reduce corruption but also create an environment where infrastructure projects contribute to sustainable societal progress. Through this

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multifaceted approach, governments can build an industry capable of delivering high-quality, ethically constructed projects that drive long-term economic growth and social development.

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**ЭФФЕКТИВНОСТЬ ОЗОНОТЕРАПИИ У ПАЦИЕНТОВ С ПЕРВИЧНОЙ
АРТЕРИАЛЬНОЙ ГИПЕРТЕНЗИЕЙ И КАНДИДОЗОМ ПОЛОСТИ РТА**

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In patients with comorbidity often have a variety of lesions of the oral cavity resistant to conventional therapy. One of such problems is the oral candidiasis in patients with removable dentures. We studied the efficiency of ozone therapy in patients with concomitant diseases (arterial hypertension) and the presence of dentures. It is established that ozone therapy as an additional therapeutic measure has potentiating the antifungal effect.

Региональные особенности микрогемодинамики тканей пародонта и органов полости рта у пациентов с первичной артериальной гипертензией (ПАГ) могут приводить к различным нарушениям в состоянии гомеостаза полости рта. Нередко у пациентов этой группы отмечаются устойчивые к терапии формы кандидоза. Кроме этого, невыясненным остается вопрос об особенностях функционирования ортопедических конструкций у пациентов с ПАГ. Особую актуальность приобретает этот вопрос в связи с высокой распространенностью ПАГ в популяции.

Цель работы: оценка эффективности озонотерапии при лечении кандидоза полости рта у пациентов с ПАГ, выяснение особенностей функционирования имеющихся протезов у пациентов с ПАГ.

Материалы и методы. Для оценки состояния имеющихся ортопедических конструкций мы сравнивали результаты клинического обследования, в двух группах пациентов – контрольной (норма) и основной (ПАГ). В каждой группе было по 15 человек, примерно поровну лиц обоего пола, в возрасте от 30 до 60 лет.

Пациентам в обеих группах проводилась традиционная терапия кандидоза, В ос86

Молодые ученые – медицине: Материалы XVI научной конференции молодых ученых и специалистов

новой группе в качестве дополнения к традиционному лечению применяли процедуры озонотерапии с периодичностью 1 раз в день в течение 15 дней.

Для изучения состояния имеющихся несъемных ортопедических конструкций мы провели анализ состояния гигиенического статуса несъемных конструкций.

Процедура озонотерапии заключалась в полоскании полости рта 200 мл физиологического раствора в течение 2 мин, насыщенного озоном в концентрации 3–5 мг/л.

Озонирование физиологического раствора осуществляли на медицинской озонотерапевтической установке «Медозонс БМ АОТ-01-АРЗ-01». Вода насыщается озоном в течение 8–10 ч

На этапах лечения проводился микробиологический контроль

Результаты. Данные, приведенные в таблице позволяют охарактеризовать гигиеническое состояние имеющихся несъемных конструкций в группе контроля, как приближающееся к хорошему и удовлетворительному, в группе ПАГ, оно характеризуется как

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удовлетворительное и неудовлетворительное. Данные, полученные в результате, приведены в таблице 1

Таблица 1

Оценка состояния съемных протезов полости рта в контрольной и основной группе

Критерий оценки	Основная (n-15)	Контроль (n-15)
Инфильтрация поверхности протеза микробным налетом от 0 до 25%	38%	58%
Инфильтрация поверхности протеза микробным налетом от 25% до 50%	53%	31%
Инфильтрация поверхности протеза микробным налетом от 50% и более	18%	11%
Изменение цвета зубов и базисной части протеза	67%	54%
Наличие перебазирровок протеза	53%	21%
Наличие отреставрированных переломов протеза	32%	19%
Наличие запаха	34%	23%
Средний срок пользования протезом	2 -2,5 лет	3,5 – 4 лет
Удовлетворенность имеющимся протезом	34%	76%

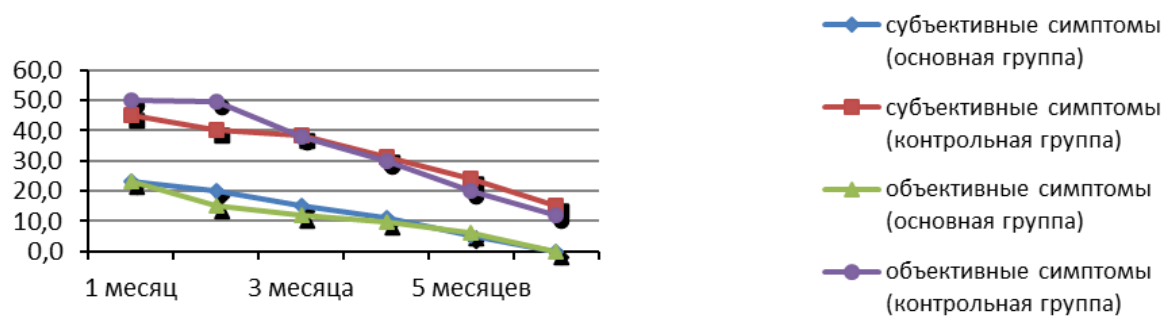


Рисунок 1– Динамика субъективных и объективных симптомов в течение первых 6 мес. от начала лечения

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Как видим из данных диаграммы, в основной группе динамика изменений в лучшую сторону более выражена, что указывает на пролонгированный характер озонотерапии. Очевидно, что это связано с выраженным регулирующим воздействием на местный иммунитет полости рта.

В таблице 2 представлены данные микробиологических исследований посевов *C. albicans* в основной и контрольной группе после 5, 10 и 15 дней лечения.

Таблица 2

Обсемененность <i>C. albicans</i> в ротовой полости основной и контрольной группе и в норме			
Группа	<i>Candida</i> (5 дней)	<i>Candida</i> (10 дней)	<i>Candida</i> (15 дней)
Основная	104 КОЕ/мл	103 КОЕ/мл	102 КОЕ/мл
Контрольная	106 КОЕ/мл	104 КОЕ/мл	103 КОЕ/мл

На 5-е сутки в основной группе произошло снижение обсемененности *C. albicans* ротовой полости до 104 КОЕ/мл, в контрольной группе значение обсемененности не изменилось.

На 10-е сутки сохранилась тенденция к снижению в основной группе, и показатель обсемененности составил 103 КОЕ/мл. В контрольной группе на 10-й день терапии впервые произошло существенное снижение обсемененности до 104 КОЕ/мл.

Наиболее очевидное различие нами определено на 15-е сутки озонотерапии. Показатели обсемененности достигли нормы и составили 102 КОЕ/мл. В основной группе к концу лечения этот показатель не достиг значения нормы и составлял 103 КОЕ/мл.

Выводы. Таким образом, нами установлено, что применение медицинского озона при кандидозе полости рта у пациентов с ПАГ приводит как к улучшению гигиенического состояния имеющихся протезов, так и к выраженному антимикотическому эффекту. Учитывая комплексный эффект озонотерапии, можно утверждать, что озонотерапия как дополнительная терапевтическая мера обладает потенцирующим антимикотическим эффектом.

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YEVROPA UYG'ONISH DAVRI MUTAFAKKIRLARI ASARLARIDA OILA TARBIYASI MASALALARINING YORITILISHI

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Annotatsiya: Ushbu maqolada Yevropa uyg'onish davri mutafakkirlarining oila tarbiyasi, unda ota-onaning farzandlarni tarbiyalashdagi roli katta ekanligi ko'rsatilib o'tilgan.

Kalit so'zlar: Oila muhiti, ma'naviy-axloqiy tarbiya, ideal jamiyat, mehnat tarbiyasi, namuna ko'rsatish, jismoniy tarbiya, erkin tarbiyalash g'oyasi,

Annotation: This article discusses the significant role of the family in the upbringing of children, as emphasized by European Renaissance thinkers. It highlights the importance of the parents' influence in the educational process.

Keywords: Family environment, moral-ethical education, ideal society, labor education, setting examples, physical education, free upbringing idea.

Аннотация: В данной статье рассматривается важная роль семьи в воспитании детей, как это подчеркивают мыслители эпохи Европейского Ренессанса. Особое внимание уделяется роли родителей в процессе воспитания.

Ключевые слова: Семейная обстановка, духовно-нравственное воспитание, идеальное общество, трудовое воспитание, подача примера, физическое воспитание, идея свободного воспитания.

XV-XVII asrlarda G'arbiy Yevropada ilm-fan, madaniyat, shu jumladan san'at va adabiyotda Uyg'onish (Renessans) davri kuzatildi. Yevropada uyg'onish davri o'z-o'zidan sodir bo'lmay, bevosita Markaziy Osiyoda ro'y bergan Uyg'onish davri asosida yuz berdi. Yevropa uyg'onish davri ham o'zida muayyan belgilarni namoyon qildi. Ular quyidagilardan iborat:

- jaholat va mutaassiblikni rad etish;
- insonni ulug'lash; uning iste'dodi, aqliy imkoniyatlarini yuzaga chiqarish;
- antik davr (qadimgi Yunon va Rim) madaniyatini tiklash va boyitish;
- adabiyot va san'atda boqiy dunyoni emas, hayot go'zalliklarini kuylash;
- inson erki uchun kurash.

Yevropa uyg'onish davrida ilm -fan va madaniyat sohalarida insoniyat tarixiy taraqqiyotiga bebaho hissa bo'lib qo'shilgan ilmiy bilimlar hamda adabiyot, san'at sohalarida durdona asarlar yaratildi. Adib yoshlarni hayotda baxtli bo'lishga erishish uchun kurashishga, insonni sevishtga, qiyinchiliklardan qo'rqmay ularni yengishga da'vat etadi. Dramaturg asarlarining deyarli barchasida oila va oilaviy munosabatlarning muayyan qirralari yoritilgan. „Otello“ tragediyasida Otello siymosida ayrim salbiy omillar (tuhmat)ning ta'sirida oilaning buzilishi tasvirlangan bo'lsa, „Qirol Lir“ asarida esa qirol Lirning farzandlari tarbiyasida yo'l qo'ygan xatolarining ayanchli oqibatlarini yoritilgan. Qirol Lir farzandlari tarbiyasiga jiddiy e'tibor qaratmaganligi sababli darbadar hayot kechirishga, gadolikka mahkum etiladi. Oilalar o'rtasidagi o'zaro dushmanlik, nafrat, hasad tufayli esa Romeo va Julyettalar halok bo'ladi. Ayni o'rinda shuni aytib o'tish joizki, adib qahramonlarni hech qanday omil „erkinlik“ deb ataluvchi, yuksak, ezgu, yorug' tuyg'udan voz kechishga majbur

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qila olmaydi. Adib o'z asarlarida oila muhitida bola har tomonlama shakllanishi uchun uning erkin bo'lishi muhimligi ko'rsatilgan. Qolaversa, shaxsning kamolotga erishishida oilada tashkil etiladigan ma'naviy- axloqiy tarbiyaning alohida o'rin tutishi badiiy obrazlar orqali ta'sirchan yoritilgan. Yevropa Uyg'onish davrining yana bir mutafakkiri Tomas Mor (1478-1555)dir. Adib o'zining „Utopiya“ asarida shaxsiy manfaat jamiyat rivoji uchun zararli, aksincha, barcha fuqarolarning ijtimoiy-foydali mehnatda birdek faol ishtirok etishlari ijtimoiy taraqqiyotning muhim omili ekanligini ta'kidlash orqali ikkita muhim tamoyilni ilgari surgan. Muallif tasavvurining mahsuli bo'lgan Utopiya davlati „ilmiy asosga ega bo'lmagan ideal jamiyat“da barcha fuqarolar mehnat qilishga majburlardir. Bundan tashqari bu kabi jamiyatda ayol va erkak, shuningdek bolalarning huquqiy jihatdan tengligi e'tirof etiladi, unga ko'ra hatto bolalar ham o'qish bilan mehnatni birga olib borishlari zarur. Tomas Mor o'z asarida bolalarni oilada tarbiyalashda mehnat vositasida, jamoa yordamida va jamoada tarbiyalashning ahamiyatini ko'rsatishga uringan. Adibning bolalarni ona tilini sevishtirishga o'rgatishni oiladan boshlash muhimligi haqidagi g'oyasi bugungi kun uchun ahamiyatlidir. Shu bilan birga Tomas Mor bolaning sog'lom o'sishi uchun oilada jismoniy tarbiyani yo'lga qo'yish, har qanday yo'nalishdagi tarbiya jarayonida ota-onalarning shaxsiy namuna ko'rsatishlari, farzandlarga hunar sirlarini o'rgatishda ko'rgazmalilikka e'tibor qaratishlari borasidagi fikrlari g'oyat ahamiyatlidir. Yevropa Uyg'onish davrining yetakchi siymolaridan yana biri - Tomazo Kampanella bo'lib, uning pedagogik g'oyalari „Quyosh shahri“ asarida o'z ifodasini topgan. Mutafakkirning qayd etishicha, davlat hatto bo'lg'usi avlodning sog'lom bo'lishi uchun erkak va ayolning turmush qurishi haqida qayg'urishi, bu jarayonni nazorat qilishi zarur. Tomazo Kampanellaning fikricha, bolani ikki yoshidan boshlab ijtimoiy munosabatlarga tayyorlashni boshlash, uch yoshida ko'rgazmali vositalardan samarali foydalangan holda to'g'ri talaffuz qilishga, alifboni o'rganishga jalb etish maqsadga muvofiqdir.

Shu davrlarda bolalarning jismoniy tarbiyasini kuchaytirish, sakkiz yoshidan boshlab esa ularni tizimli ravishda o'qitishni boshlash kerak. O'g'il bolalar o'n to'qqiz yoshga to'lgach, harbiy tayyorgarlik ko'nikmalarini o'zlashtira olishi zarur. Mutafakkir o'z asarlarida hatto ayollarga ham harbiy ta'lim berishni ijtimoiy zarurat deb hisoblaydi. Buning sababi, urushlar sharoitida ularning ham ishtiroki mumkinligidir. Qisqa qilib aytganda, T.Kampanellining g'oyalari oila tarbiyasi bilan ijtimoiy tarbiyani uyg'un holda olib borishni targ'ib etadi. XVI asrdan boshlab o'zida mualliflarning hayotiy tajribalari asosida Yevropada bevosita ta'lim hamda bolalarni to'g'ri tarbiyalash masalalarini yoritgan asarlar yoritila boshlandi. Ularning mualliflari „ma'rifatparvarlar“ deb nomlandi. O'rta asr ma'rifatparvarlari orasida chex pedagogi, „Didaktika“ fanining asoschisi Yan Amos Komenskiy (1592-1670) alohida o'rin tutadi. Ya.Komenskiyning shaxs ta'limi va tarbiyasini tashkil etishdagi buyuk xizmati oila va maktab tarbiyasini o'zaro uyg'unlashtirish muammosining ilmiy jihatdan asoslab berganligi bilan belgilanadi. Ya.A.Komenskiy yashagan davrga qadar bolalar tarbiyasi, asosan, ikki muhit -maktab va oilada amalga oshirilardi. Buyuk pedagog oilaning tarbiyaviy imkoniyatini, ota onalarning tarbiyachi sifatidagi maqomiga daxl qilmagan holda, yosh avlodni maktabda o'qitish va tarbiyalashning afzalligini adoslashga urindi. O'z yondashuvining to'g'riligini Ya.A.Komenskiy „Buyuk didaktika“ asarining VIII bobida shunday izohlaydi: „Ota-onalar va ularning kasbi turlicha bo'lganligi sababli o'z bolasini tarbiyalash qo'lidan keladigan yoki ishdan so'ng yetarlicha vaqt ajratib, bola tarbiyasi bilan shug'ullanadiganlar kam topiladi. Shuning uchun ham necha asrlardan buyon ko'pchilik oilalar o'z bolalarini bilimli, og'ir tabiatli maxsus kishilarga berib o'qitib kelmoqdalar. Yoshlarni tarbiyalovchi bunday kishilar, odatda, ustoz, tarbiyachi,

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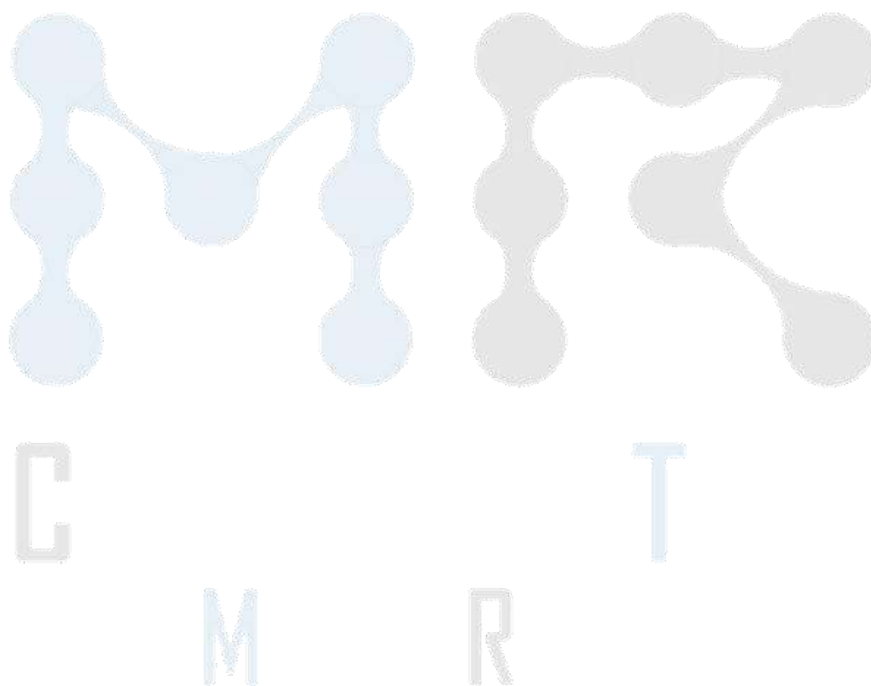
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muallim, professor deb atab kelinadi, bolalarni to'plab birga mashg'ulot o'tkazadigan joyni esa maktab, o'quv yurti, audio

toriya, kollegiya, gimnaziya, akademiya va h.z. deb ataladi“. „Buyuk didaktika“ asarining IX bobida o'g'il bolalar bilan bir qatorda qiz bolalarni ham o'qitish zarurligi asoslab berilgan: „Maktablarda faqat boylar va aslzodalarning bolalarinigina emas, balki umuman hammani: barcha shahar va qishloqlardagi aslzodalar va oddiy xalqni, boylar va kambag'allarni, o'g'il va qiz bolalarni ham o'qitish zarur“. Qizlarni ham o'qitish zarurmi, degan savolga Ya.A.Komenskiy shunday javob beradi: „Xotin -qizlar erkaklar singari, ko'p holatlarda esa erkaklardan ham ko'ra o'tkir aql-idrokka ega, erkaklar qatori eng yuqori lavozimlarni bajarib kelmoqda“. Pestalotsi oilada tabiatga muvofiq qilib boshlangan tarbiya maktabda ham davom ettirilishi lozimligini ta'kidlaydi. Psixolog va pedagog Jon Dyui bolalarni erkinlik asosida tarbiyalash g'oyasini ilgari surgan. Ularni tarbiyalashda ota-onaning o'rni kattaligini aytib o'tgan.

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Xorazm vohasida suv resurslaridan samarali foydalanish masalalari va ularni muhofaza qilish

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Annotasiya: Ushbu maqolada Xorazm vohasi suv resurslarining ifloslanishiga tasir qiluvchi omillar va ularni bartaraf etishga qaratilgan chora tadbirlar haqida keltirilib o'tilgan.

Kalit so'zlar: zovur suvlari, sho'rxok landshaftlar, vegetatsiya, mineralizatsiya darajasi, melioratsiya, geokimyoviy sharoit, Tuyamuyin suv ombori.

Аннотация: : В статье рассматриваются факторы, влияющие на загрязнение водных ресурсов Хорезмского оазиса, и меры по их устранению.

Ключевые слова: арычные воды, засоленные ландшафты, растительность, уровень минерализации, мелиорация земель, геохимические условия, Туямуйинское водохранилище.

Abstract. This article discusses the factors affecting the pollution of water resources in the Khorezm oasis and measures to eliminate them.

Key words: ditch water, saline landscapes, vegetation, mineralization level, land reclamation, geochemical conditions, Tuyamuyin reservoir.

Xorazm vohasida qadimdan hamda hozirda o'zlashtirilayotgan yerlar mavjud bo'lib, u ekologik tanazzul rayoni bo'lgan Orolbo'yi mintaqasida joylashgan. Sug'oriladigan hududlarda suv resurslaridan foydalanish birinchi navbatda shu joyning geologik tuzilishiga va kanallarning foydali ish koeffitsientiga bog'liq. Qishloq xo'jalik ekinlarini suv resurslari bilan ta'minlash kanallar orqali amalga oshiriladi.

Kollektor - zovur suvlari sug'oriladigan maydonlarning suv-tuz balansida katta rol o'ynaydi. Mutaxassislarining bergan xisobotlari shuni ko'rsatadiki, kollektor - zovur shahobchalari umuman olganda xozircha sug'oriladigan yerlardagi tuproq - grunt qatlamlaridan chiqadigan tuzlarni to'la oqizib keta olmaydi. Bu hol ayniqsa sho'r yerlarni o'zlashtirganda u yerda hosil bo'lgan sho'rxok landshaftlarda yaqqol sezilib turadi. Shuning uchun xam keyingi vaqtlarda mavjud kollektor va zovurlarni yanada kengaytirish va ko'paytirish ishlari olib borilgan.

Voha qishloq xo'jaligida bajarilgan ishlar shuni ko'rsatadiki, qishloq xo'jalik ekinlaridan ko'zlangan hosilni olish uchun birinchi navbatda kerakli miqdordagi suv bilan ta'minash va ikkinchidan ortiqcha hosil bo'lgan yer osti suvlarini kollektor-drenaj tizimlari orqali o'z vaqtida chiqarib yuborish kerak bo'ladi. Shuni hisobga olgan holda vohada suv resurslari samaradorligini baholashda oqar suvlar bilan ta'minlanganligi va kollektor-drenaj tizimlari orqali chiqarilib yuborilgan suvlarni birgalikda hisobga olinishni talab qiladi.

Xorazm vohasida yerlarni yuvish vaqtida suv me'yori 4000 m^3 ga, vegetatsiya davrida esa sug'oriladigan maydonlarni sug'orish 9400 mehyoriga teng bo'ladi. Ayrim yillarda vohada sug'orishga sarflangan suv miqdori xar bir gektar yerga mehyoridan ko'p suv berilishi natijasida yer osti suvlarini sathi ko'tarilgan, botqoq, sho'rxok yerlar maydoni ortgan va ekologik holatni yuzaga kelishiga sababchi bo'ladi [1].

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Hududning ekologik vaziyati birinchidan, yuza suvlarining ta'minoti va mineralizatsiya darajasiga alohida ta'sir ko'rsatadi. Jumladan, Amudaryo suvining kamayishi natijasida hududda 2020 va 2024 yillarda ikki marotaba qurg'oqchil ekologik xavfli vaziyat yuzaga kelgan. Hududda yuza suvlarining mineralizatsiya darajasi Amudaryo suvi tuz rejimiga bog'liq bo'lib tuzlar miqdori 2024 yilda 1,6 - 2,2 g/l ni tashkil qilgan. Lekin, daryo suvi miqdori kamaygan qurg'oqchil yillarda va mavsumiy kam suvli davrda tuzlar miqdori 2,2 – 4,0 g/l ga yetgan.

Voha hududidagi yer usti va yer osti suvlarining minerallashuvi va tuproqning sho'rlanishi Markaziy Osiyoning boshqa hududlariga qaraganda ancha yuqori. Bunday holat kollektor - drenaj tarmoqlari qurilishining zaifligi va ancha orqada qolishi esa mavjud kollektor drenajlardan nooqilona foydalanish oqibatida kelib chiqmoqda. Tadqiqot va tajribalar shuni ko'rsatganki, yer osti va gurunt suvlarini normal chiqarib turish uchun xar ga yerga kamida 40-45 metr kollektor-drenaj tarmoqlari bo'lishi zarur.

Vohaning mavjud kanal va kollektorlarining tuz miqdori, ya'ni minerallanishi, asosan qish oylarida ko'tarilib ketadi. Masalan: Shovot kollektorlarida noyabrg, dekabrg oylarida suvdagi tuz miqdori eng baland bo'lib, 11,0 g/l dan oshib ketgan. Yoz oylarida esa tuz miqdori minimal darajaga tushib, suvning ko'p ishlatilishi natijasida ko'plab tuzlar yuvilib ketadi. Toshsoqa kollektorlarining tuz miqdori fevralg oyida 0,89 g/l bo'lgan bo'lsa, yil davomida kam o'zgargan va dekabrg oyiga kelib, 1,0 g/l ga farq qilgan.

Hozirgi kunda Quyi Amudaryo xududida har ga ekin maydoniga to'g'ri keladigan melorativ tarmoqlar uzunligi 27-30 metr atrofida bo'lib, ularning aksariyati talablarga deyarlik javob bermaydi. Bundan tashqari hududdagi ekologik ofatlar, kuchli shamollar ishlab turgan irrigatsiya tarmoqlarini qumlar bosish ularning izdan chiqishiga sabab bo'lmoqda va ularni tez-tez ta'minlashga to'g'ri kelmoqda. Oqibatda esa ko'pgina yerlar sho'rlanib, tuproq turlari o'zgarib ketmoqda, yer osti suvlari yer yuzasiga yaqin joylashgan yerlarda botqoqlar paydo bo'lmoqda. Hozirgi vaqtda umumiy sug'oriladigan yerlarning 31 foizi kuchli sho'rlangan 50 foizdan ortiq kam sho'rlangan yerlar daryo bo'ylarida tarqalgan. So'nggi 30 yil ichida Xorazm vohasi yerlarini o'zlashtirish ustida keng miqyosda ish olib borildi. Sug'orishga yaroqli bo'lgan 456 ming gektar yerdan hozirgi kunda 300 ming gektarga yaqini o'zlashtirilgan [3].

Qishloq xo'jaligi ekinlarini sug'orishda foydalanilayotgan suvning irrigatsiya nuqtai nazaridan yaroqliligiga e'tibor berish maqsadga muvofiq. Bu borada mutaxassislar izlanish olib borganlar va quyidagicha tamoyillarni muhim ekanligini ko'rsatib o'tganlar:

1) sug'orishdan oldin ariq va kanal suvlarining gidrokimyoviy tartibini o'rganish zarur; 2) hududning meliorativ va geokimyoviy sharoitini o'zgarishi; 3) qishloq xo'jaligi ekinlarining tuzga chidamliligi; 4) ana shu asosda suvning irrigatsiyaga naqadar yaroqliligiga baho berish; 5) suv tarkibini tekshirish; 6) minerallashgan suv bilan sug'orilganda o'tkazilgan dala tadqiqotlari; 7) daryo yoki kollektor suvlarining sug'orish uchun naqadar yaroqli ekanligi to'g'risida xulosa chiqarish.

Keyingi yillarda Amudaryoning yuqori va o'rta qismlarida suvlarning ko'p olinishi natijasida daryoning quyi qismida suv oqimi sezilarli darajada kamaydi. Daryodagi suv oqimining kamayishi viloyatda oldindan ko'llanilib kelinayotgan suvni ko'p yahni cheklanmagan miqdorda olish imkoniyatini yo'qotdi. Buning natijasida vegetatsiya davrida sug'oriladigan yerlarini suv bilan ta'minlashda oqar suvlarning yetishmasligi kuzatila boshlandi.

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Xorazm vohasi kanallarning 1100 km dan (1971-1975) 2374 km (2000 - 2024) gacha uzaytirilishi va ularga deyarli tiniq suvlarning berilishi kanaldan suvning yer ostiga shimilishi natijasida sug'oriladigan yerlarga belgilangan mikdordagi suv yetib bormagan va suv tanqisligi kuzatila boshlagan [2]. Buning oqibatida esa sug'oriladigan yerlarning meliorativ holati yomonlashib qishloq xo'jalik ekinlarining hosildorligining kamayishiga olib kelgan.

Vohadagi kanal suvlari yer osti suvlarini to'yintiruvchi asosiy manbalardan biri bo'lib kelgan. Buning ustiga Tuyamuyin suv ombori qurilishi natijasida kanallardagi suvlarning loyqalik miqdori kam bo'lgan suv oqishi yer osti suvlarining kanal suvlaridan to'yinishini yanada kuchaytirdi. Hudud kanallaridagi suvlarning yer ostiga shimilishini kamaytirish uchun qo'lomalar qo'yilib kanallar foydali ish ko'effitsienti oshirilsa suv resurslarining samaradorligini oshirishda juda katta ish bajarilgan bo'lar edi. Bu bilan birinchidan yer osti suvlarining yer usti suvlaridan to'yinishi kamayardi va mavjud kollektor-drenaj tizimlarining yaxshi ishlashi uchun sharoit yaratilardi, ikkinchidan suv resurslari faqat qishloq xo'jalik ekinlarini suv bilan ta'minlashga sarf bo'lardi.

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How the economy and history have influenced each other throughout human civilization

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Abstract. Economics and history are intertwined disciplines that shape the course of human civilization. The physical features of our planet have not only provided the backdrop for historical events but have also played a pivotal role in influencing the development and interactions of societies. This work explores the dynamic relationship between economy and history, delving into how economical factors have shaped historical events and, in turn, how human activities have left a lasting imprint on the landscape.

Key words: Economical features, landscapes, population, human, Silk Road.

The Earth's diverse landscapes, climate zones, and natural resources have served as a canvas upon which the drama of human history unfolds. For instance, the fertile plains of Mesopotamia, nestled between the Tigris and Euphrates rivers, provided an ideal environment for the rise of ancient civilizations such as Sumeria and Babylon. The abundance of water and fertile soil facilitated agriculture, giving birth to settled communities and the foundations of organized societies. Economy has also played a crucial role in shaping geopolitical realities and power dynamics throughout history. The strategic location of regions and the availability of resources have often been catalysts for conflict and conquest. The Mediterranean, with its network of navigable waterways, became a crucial theater for the expansion of empires, from the Roman Empire to the Ottoman Empire, each leaving an indelible mark on the historical landscape. Economical features such as rivers, mountain ranges, and oceans have not only influenced territorial expansion but have also served as conduits for trade and cultural exchange. The Silk Road, an ancient network of trade routes connecting the East and West, facilitated the exchange of goods, ideas, and technologies between diverse civilizations. The movement of people and commodities along these routes had profound effects on the development of societies, creating a tapestry of interconnected histories.

Economy and history are inextricably linked, constantly influencing and shaping each other throughout human civilization. **Technological Advancements:** Throughout history, technological breakthroughs have revolutionized economies. The invention of the printing press, the steam engine, and the internet, for example, have all had profound impacts on production, trade, and communication. **Political Shifts:** Political events, such as wars, revolutions, and changes in government, can dramatically alter economic systems. The Industrial Revolution, fueled by political stability and laissez-faire policies, transformed societies and economies. **Social Movements:** Social movements, like the labor movement or the women's suffrage movement, can influence economic policies and practices. These movements often fight for better working conditions, equal pay, and social safety nets. **Cultural Norms:** Cultural values and beliefs can shape economic behavior. For instance, a culture that values hard work and entrepreneurship may foster economic growth, while a culture that prioritizes leisure and social welfare may have different economic outcomes. **Resource Allocation:** The distribution of resources, such as land, labor, and capital, can determine the rise and fall of civilizations. Control over resources has often been a major factor in historical conflicts. **Economic Crises:** Economic downturns, like the Great Depression or the 2008 financial

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crisis, can have far-reaching social and political consequences. These crises can lead to social unrest, political upheaval, and even regime change. Economic Growth: Economic growth can lead to increased prosperity, improved living standards, and social progress. However, it can also exacerbate inequality and environmental problems. Globalization: The increasing interconnectedness of the global economy has had a profound impact on history, leading to the spread of ideas, technologies, and cultures. It has also contributed to the rise of global challenges, such as climate change and pandemics.

Economics has also shaped human behavior and adaptation through the lens of environmental determinism. The availability of resources, climate conditions, and natural barriers have influenced the way societies organize themselves and the technologies they develop. The nomadic lifestyles of the Mongols in the vast steppes of Central Asia, for example, were a response to the environmental conditions of the region, showcasing the symbiotic relationship between geography and human culture. Human geography, or the study of human activities and their interactions with the environment, has had a considerable impact on the historical evolution of various locations around the world. Here are a few instances:

While economics has undeniably influenced history, human activities have also left a lasting impact on the physical environment. The rise of industrialization, urbanization, and technological advancements has transformed landscapes, often at the cost of environmental sustainability. The deforestation of ancient civilizations, such as the Mayans in Mesoamerica, serves as a cautionary tale about the consequences of unchecked human exploitation of natural resources. Economics and history share an intricate relationship, with geographical factors often serving as catalysts for historical events and human activities leaving a profound impact on the landscape. This essay explores this dynamic interplay, focusing on specific historical epochs and geographical features that have shaped the course of human civilization.

One of the most compelling examples of geography shaping history is the Fertile Crescent. This crescent-shaped region, encompassing parts of modern-day Iraq, Syria, Lebanon, Israel, and Jordan, is characterized by its fertile soil and the Tigris and Euphrates rivers. The availability of water and arable land in this region facilitated the development of agriculture around 10,000 BCE, marking the transition from nomadic lifestyles to settled communities. The Sumerians, among the earliest civilizations in human history, thrived in this fertile environment, establishing city-states with advanced agricultural practices. The geography of the Fertile Crescent not only allowed for the sustenance of large populations but also set the stage for the emergence of complex societies, governance structures, and written languages.

The Mediterranean Sea, surrounded by three continents—Europe, Asia, and Africa—has been a crucible of geopolitical dynamics throughout history. The ancient Greeks, with their fragmented city-states, engaged in maritime trade and colonization due to the navigable waters of the Mediterranean. The geography of the region influenced the rise of powerful naval civilizations, including the Phoenicians and later the Romans. The strategic importance of controlling key points along the Mediterranean, such as the Strait of Gibraltar, has led to centuries of conflicts and power struggles. The Roman Empire, at its zenith, controlled vast territories bordering the Mediterranean, showcasing how geography played a pivotal role in shaping the geopolitical landscape of the ancient world. The Silk Road, an extensive network of trade routes connecting the East and West, is a testament to how geographical features can foster cultural exchange and economic interconnectedness. Stretching from China through Central Asia to the Mediterranean, the Silk Road

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facilitated the exchange of goods, ideas, and technologies between diverse civilizations. Geographical obstacles, such as deserts and mountain ranges, required innovative solutions, including the development of camel caravans and the Silk Road's maritime routes. This exchange of goods and knowledge along the Silk Road played a crucial role in the development of civilizations, fostering the spread of religions, philosophies, and technological advancements.

By their very nature, general-purpose technological revolutions are also highly disruptive. The Luddites of the early 19th century resisted and tried to destroy machines that rendered their weaving skills obsolete, even though the machines ushered in new skills and jobs. Such disruption occurs precisely because the new technology is so flexible and pervasive. Consequently, many benefits come not simply from adopting the technology, but from adapting to the technology. The advent of electricity generation enabled power to be delivered precisely when and where needed, vastly improving manufacturing efficiency and paving the way for the modern production line. In the same vein, Uber is a taxi company using digital technology to deliver a better service.

An important component of a disruptive technology is that it must first be widely adopted before society adapts to it. Electricity delivery depended on generators. The current technological revolution depends on computers, the technical backbone of the Internet, search engines, and digital platforms. Because of the lags involved in adapting to new processes, such as replacing traditional printing with online publishing, it takes time before output growth accelerates. In the early stages of such revolutions, more and more resources are devoted to innovation and reorganization whose benefits are realized only much later.

For example, while James Watt marketed a relatively efficient engine in 1774, it took until 1812 for the first commercially successful steam locomotive to appear. And it wasn't until the 1830s that British output per capita clearly accelerated. Perhaps it is no wonder that the digital revolution doesn't show up in the productivity statistics quite yet—after all, the personal computer emerged only about 40 years ago.

But make no mistake—the digital revolution is well under way. In addition to transforming jobs and skills, it is also overhauling industries such as retailing and publishing and perhaps—in the not-too-distant future—trucking and banking. In the United Kingdom, Internet transactions already account for almost one-fifth of retail sales, excluding gasoline, up from just one-twentieth in 2008. And e-commerce sites are applying their data skills to finance. The Chinese e-commerce giant Alibaba already owns a bank and is using knowledge about its customers to provide small-scale loans to Chinese consumers. Amazon.com, the American e-commerce site, is moving in the same direction.

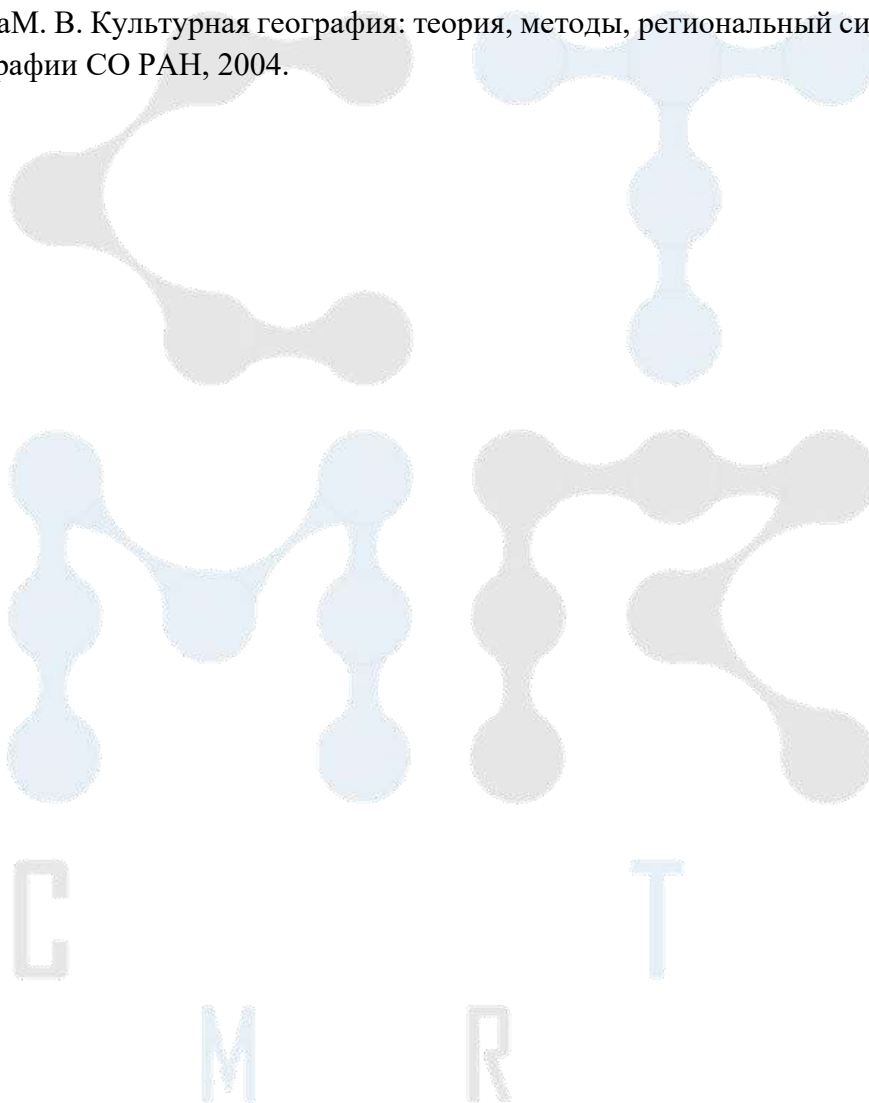
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PANCREATIC MORPHOLOGY IN EXPERIMENTAL STRESS

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Abstract. For the study, we used white laboratory rats born to mothers in a state of control and experimental stress. Morphological studies of the pancreas at different periods of postnatal ontogenesis showed that, compared with the control group, there is a developmental delay and changes in the formation of individual components of the vascular wall. We recorded changes in the arterial wall in all experimental animals from the first days after the experiment. The results showed that in offspring born to mothers in a state of experimental stress, changes in pancreatic cells and their blood vessels occur.

Keywords: stress, pancreas, pancreatic lobes.

Introduction. Gastrointestinal problems are commonly reported in studies of occupational stress. Unfortunately, it is difficult to assess the physiological systems underlying gastrointestinal symptoms in the workplace. Acute psychological stress has a variable effect on pancreatic secretion, stimulating large increases in some individuals and reducing production in others. Gastrointestinal problems are particularly high in many workers, manifested by disruptions in the circadian rhythms of the central nervous system in controlling pancreatic secretion.

Relevance of the work. Stress is a universal nonspecific neurohormonal response of the body in the form of a surge of nonspecific adaptive mechanisms in response to a signal that threatens the life or well-being of the organism, manifested by an increase in the body's resistance. Today, stress disorders are one of the main problems of concern to public health. In addition, the COVID-19 pandemic and the consequences of social isolation have had a profound impact on the mental health of society. These factors are a heterogeneous cluster of mental disorders that can manifest as common physical symptoms (e.g., tachycardia, shortness of breath, or gastrointestinal upset) that accompany anxiety. Other clinical symptoms associated with stress include excessive or disproportionate worry and fear that is persistent and associated with impairment in social, occupational, or other important areas of functioning. The prevalence of stress in the United States has been found to have increased by approximately 6.7% among 18-25 year olds from 2008 to 2018. The increasing prevalence of anxiety and stress in society is considered to be the beginning of several mental health problems, cardiovascular diseases, digestive diseases, and metabolic syndrome.

A growing body of research suggests that prenatal stress can have significant effects on pregnancy, maternal health, and human development throughout life. These effects may occur directly through the impact of prenatal stress-related physiological changes on the developing fetus or indirectly through the effects of prenatal stress on maternal health and pregnancy outcomes, which in turn affect infant health and development (The University of Colorado, Colorado Springs and The Colorado School of Public Health, 1420 Austin Bluffs Parkway, Colorado Springs, CO 80918, USA).

With the changes in the environment and lifestyle, the incidence of pancreatic diseases has been increasing year by year in recent years, and pancreatic diseases have become a common disease of the digestive system. The etiology of pancreatic diseases is diverse, the condition is complex, the treatment is relatively difficult, and the mortality rate is high. The harm of pancreatic diseases to human health has attracted great attention from researchers. How reduce the mortality rate and

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improve the prognosis of patients with pancreatic diseases is becoming a major problem in medicine today.

Purpose: To determine the nature of morphological and morphometric changes in the pancreas in experimental stress.

Materials and methods of research. To achieve the goal, 60 white laboratory rats are subjected to experimental stress. White laboratory rats are divided into 2 groups. Group 1 is a control group of healthy rats. Mother rats in the control group are given 1.0 ml of saline solution every morning in the stomach. A subclavian catheter is used as a probe. Rat pups are anesthetized under ether anesthesia on days 3, 7, 14, 21, and 30 after birth. Group 2 is an experimental group, in which 50 female white laboratory rats are kept in specially prepared maze cages to induce experimental stress. This stress model is continued after the rats become pregnant and give birth. After opening the abdominal cavity of the animals, the pancreas was removed, and fixed in a 12% formalin solution, paraffin blocks were prepared, and histological preparations were made from them. Experiments and slaughter of animals were carried out by the "European Convention for the Protection of Vertebrate Animals used for Experimental and other Scientific Purposes" (Strasbourg, 1985). At a thickness of 8–10 μm , histological sections prepared on a rotary microtome were stained with hematoxylin-eosin according to the standard method. Micropreparations were photographed using an MBI-6 microscope. The obtained material was processed by the methods of variation statistics (Boyarsky A.Ya. 1965; Kaminsky L.S. 1953; Sepetliev.D. 1968; Venchikov A.I.; Venchikov V.A.1974, G.G. Avtandilov, 1990) using the tables of R.B. Strelkova (1986).

Results and Discussion. By our research, three parts can be distinguished in the rat pancreas: 1. duodenal - located in the mesentery of the duodenum; 2. biliary - located along the common bile duct; gastrosplenic - located to the right of the spleen. A light-optical study of stained sections reveals a connective tissue capsule surrounding the pancreas from all sides. Partitions follow from the capsule deep into the organ, as a result of which the gland acquires a lobed structure. In the interlobular connective tissue, blood vessels, nerve fibers, and interlobular ducts are determined. The external secretory part of the organ is represented by pancreatic lobules, which occupy 79% of the area of the pancreas. On sections, they have a predominantly polygonal shape. The structural unit of the lobule is the acinus, which includes exocrine cells (adipocytes), centroacinous cells, intercalary ducts, and capillaries. Acinocytes are pyramidal or oval, although their configuration is often polygonal. Within the acinus, the secretory cells are closely adjacent to each other. 7 More often at one of the poles of their bodies, sometimes in the center there is one, less often, two nuclei, spherical or oval. Inside the nucleus, one or two nucleoli are well-contoured, as well as clumps of chromatin

The pancreas of control white rats is covered with a capsule on the outside. The capsule consists of dense connective tissue fibers, and connective tissue strands depart from the capsule inward to the parenchyma of the organ, with the help of which the parenchyma of the organ is divided into lobules of different sizes. The connective tissue strands dividing the pancreas into lobes had a weakly expressed fibrous component. They were thinned and edematous in places, as a result of which the lobulation in such areas was poorly expressed. In these layers of connective tissue, blood vessels, nerve fibers, and excretory ducts can be seen. The blood vessels were characterized by plasma impregnation of the walls, and the lumen of the venous vessels was filled with blood cells, in some vessels, the plethora was pronounced (Fig. 1).

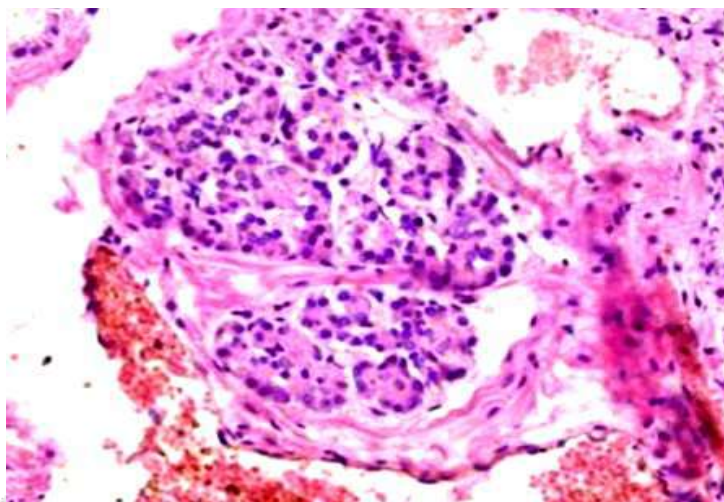


Figure. 1. Rat pancreas on the 14th day of the experiment. Stasis of blood cells in the vessels and accumulation of leukocytes in the parenchyma of the gland. Color: hematoxylin eosin.

In some rats, on sections of the gland in arteries and veins passing in the interlobular connective tissue, blood cells were not detected, or were observed in small quantities. The interlobular excretory duct was formed by a single layer of prismatic epithelium and its plate of connective tissue. In the lumen of the excretory duct, the secreted substance was contained in a small amount.

The control rats were characterized by the presence of mainly medium-sized lobules, in which the exocrine part in the form of acini and ducts of different diameters predominated. The acini had different sizes from $56.2 \pm 1.9 \mu\text{m}$, the smallest size of the acini was $37.3 \pm 1.4 \mu\text{m}$. Pancreatocytes in the apical part have narrowings, and the base is much wider. The apical part and the final part of the secretory tubules can be seen as granules of the secret. In these cells, you can see a round or oval nucleus. These macrocytes nuclei are located closer to the base of the cell. The main part of the chromatin of the nucleus of pancreatocytes is located over the entire area, and a small part of the chromatin is adjacent to the sarcolemma. Pancreatocytes, which are located in the walls of the acini, had an average size of 9.17 ± 0.52 . In the center of not many acini, flat cells can be seen, they were mostly located closer to the center of the cell, but in rare cases, they were detected in the secretory section.

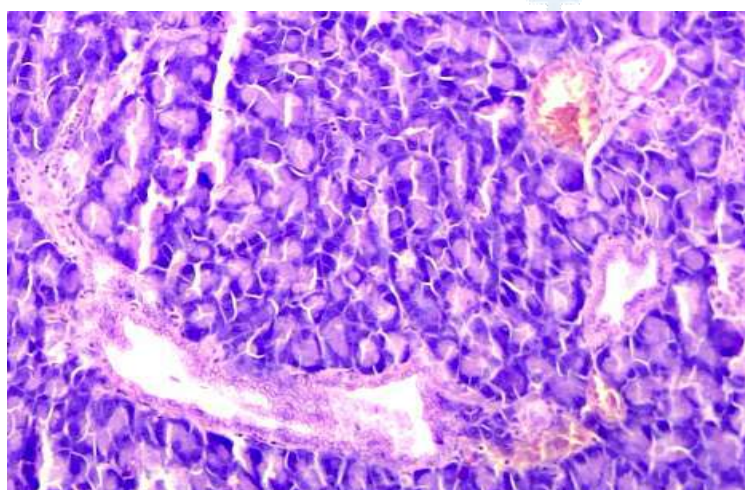


Figure 2. Rat pancreas on the 21st day of the experiment. Expansion of the pancreatic ducts. Colour: hematoxylin-eosin.

It was difficult to determine the boundaries between some cells of the pancreas and acini, in some areas it was possible to detect a violation of the structure in the final part of the secretory sections (Fig. 2). These pancreatic cells had an average height of $12.9 \pm 1.1 \mu\text{m}$. Small punctate hemorrhages were found inside the pancreatic parenchyma and pancreatic islet cells. Between the terminal secretory sections of the exocrine part of the lobules, along with smaller intercalary excretory ducts, the wall of which was lined with squamous epithelium, there were also larger intravenous and intralobular excretory ducts, the wall of which was formed by cuboidal epithelium. The study of pancreatic tissue samples from experimental rat groups showed that the interlobular connective tissue had a clearer fibrous pattern, the lobules were slightly enlarged and there was no accumulation of fat cells, which indicates the normalization of the structure of the gland.

Conclusion. It was reflected from the 14th day and decreased to a reliable level by the last days of the experiment. The results of the study showed that the introduction of Mercazolil into the pancreatic lobules of experimental rats led to changes associated with the normalization of the structural organization of the pancreatic cranium, interlobular connective tissue with the formation of fibrous tissue components, as well as the disappearance of choroidal edema observed in the interlobular connective tissue. In addition, the intensity of symptoms of the destruction of the terminal secretory section of the lobules decreased and at the same time, the number and height of the pancreas in the lobules increased. This may be due to the intensification of the process of division of the pancreas and the activation of the secretory process. In the endocrine part of the gland lobules, a thickening of the location of insulocytes in the islets and a decrease in areas filled with a loose connective tissue layer were observed, in addition, the size of the islets increased and became larger than in the control animals. This may indicate a general increase in the number of endocrine cells in the gland, and hence an increase in hormone production. Thus, the structural basis of compensatory-adaptive processes takes place after a violation of thyroid hormones. Changes in these biochemical parameters may be due to excessive reactivity of the insular apparatus of the pancreas. The development of destructive processes in pancreatic insulocytes, due to the systematic impact of thyroid hormone disorders, leads to cumulative depletion of the secretory process in these cells.

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PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING POLITICAL EDUCATION SKILLS IN FUTURE TEACHERS

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Abstract: Pedagogical opportunities for developing political education skills in future teachers - this involves educating teachers as active and responsible citizens not only in their subjects, but also in social and political life. Political education plays a major role in forming conscious concepts of citizenship, equality, justice, freedom, legal and democratic values in students. The pedagogical opportunities of this process are developed in the following areas:

Keywords: Pedagogical approaches and methods, Development of thought and worldview, Political knowledge and ethics, Development of constructive and critical thinking, Practical exercises and increasing political activity, Political curricula and innovations

Main part: The teacher's main approach to providing political education should be aimed not only at familiarizing students with theoretical knowledge, but also at helping them understand modern political and social problems, think independently and develop a critical approach. In this process, interactive methods, discussions, role-playing games, and occasional debates can be widely used.

It is important for teachers to familiarize the future generation with information based on political worldviews, as well as to teach issues such as democracy, rights, and freedoms. It is necessary to provide future teachers with extensive knowledge of various political systems, changes in society, and global issues.

The formation of political ethics, social justice, and legal awareness plays an important role in the comprehensive development of future teachers. Political knowledge helps students make independent decisions and actively participate in political processes. In this regard, the main attention in the pedagogical process should be paid to the spiritual, moral, and legal behavior of young people.

Critical thinking is of great importance in developing political education skills in teachers. This skill teaches students to critically analyze, analyze various political sources and thoroughly evaluate the ideas that arise in them.

Innovative pedagogical technologies and curricula should be developed to teach political knowledge to future teachers more effectively. These programs will help to actively involve students in political issues and increase their civic responsibility.

To increase political activity in teachers, it is recommended that students use practical exercises, discussions, and international experiences. This will allow students to be ready for practice and develop their skills in participating in political processes.

According to its levels and characteristics, pedagogical excellence is determined by external and internal factors. The correspondence of the content of the pedagogical formation process to the characteristics of the profession, the possession of its quantitative and qualitative components, professional training and retraining of future teachers, the form of the educational process, the correspondence of the material and technical base to the educational tasks to be solved, and the requirements of the time are external factors. Internal factors include the expression of pedagogical skill from a physiological point of view, the appearance formed by leading analyzers or personality temperament, the system of nervous characteristics, strong personal socio-psychological qualities

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arising from the characteristics of pedagogical skill, the close connection of pedagogical skill with all mental activity and some dynamic characteristics of the personality, the dependence of pedagogical development on the characteristics of the nervous system and the temperament of the teacher. The study lists the positive qualities that a modern teacher should have: the future teacher of a higher educational institution should have modern knowledge, the best practice and pedagogical skills, the ability to form a set of appropriate research methods, pedagogical research tasks, the acquisition of theoretical research skills and practical experience, the creation of skills and their practical application in professional activities, curricula, textbooks and teaching and methodological manuals, electronic textbooks in the subjects taught. The study provides the main goal of pedagogical skills, which is to form future teachers' professional skills, creative abilities, communication culture, educational skills, technology, the primary potential of teacher skills; pedagogical skills teach observation, creativity, the secrets of self-mastery of advanced pedagogical experience, the process of learning and teaching; knowledge, skills and management competencies, the state of mind.

Today, competitive personnel are being prepared that meet all the requirements of the economy and the free labor market, which require excellent pedagogical skills from teachers. The world is paying serious attention to the development of pedagogical skills in our republic and in developed countries, as scientists-pedagogues working in this direction are a special problem. The study pays special attention to the self-determination of their professional and personal status, self-education, self-improvement, self-development, the essence and importance of self-awareness as a "specialist of the perfect level, multi-faceted mastery of pedagogical skills, as an important task of the future teacher. In modern pedagogy, the task of implementing all knowledge, experience and pedagogical skills is the implementation of the teacher's activities based on mutual dialogue, including the interests and needs of students, and the implementation of lifelong learning, which is recognized as important, with special attention to the individual.

Conclusion: The pedagogical possibilities of developing political education skills in future teachers contribute to the formation of a modern teacher not only as a provider of knowledge, but also as an active contributor to political and social processes in society. The role of a teacher in providing political education is not only to transfer knowledge, but also to teach students to be active, responsible and socially active in society.

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THE SYSTEM OF FORMING THE NATIONAL WORLDVIEW OF FUTURE TEACHERS.

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Abstract: The development of the education sector in the 21st century affects all aspects of society. The education system should serve not only to teach scientific knowledge, but also to teach national and cultural values, to form a person as a mature person. In particular, the system of forming the national worldview of future teachers is of great importance. Their professional activities serve to raise the spiritual and cultural level of society, to develop high human qualities of the future generation.

Keywords: What is a national worldview, The importance of forming a national worldview, Preservation of cultural identity, Humanity and ethics, International cooperation,

Main part: a national worldview is a worldview based on respecting the historical and cultural heritage of one's people, exalting one's national values, traditions, customs, and mutual respect for the cultures of other peoples. The national worldview of a future teacher is formed in the education system by providing them with not only scientific knowledge, but also a deep understanding of national heritage, history, language, culture, and ethics.

1. Preservation of cultural identity: a teacher's national worldview helps to respect the values of his people and introduce these values to the younger generation. While preserving his national identity, the teacher must also instill these values in his students.
2. Humanity and ethics: a national worldview greatly helps to form personal and social moral standards. Teachers play an important role in promoting human qualities such as justice, respect, and goodness among young people.
3. International cooperation: along with the formation of a national worldview, it is also necessary for future teachers to form respect and understanding for the cultures of other peoples. This, in turn, helps to develop international relations and strengthen global cooperation.

Methods for training future teachers in a national worldview

1. Paying attention to national issues in educational programs: the study of national history, culture, art and language should occupy a special place in educational programs. It is necessary to organize special courses and trainings for teachers to gain knowledge in these areas.
2. Practical exercises and events: to encourage teachers to promote their national values, it will be effective to hold practical exercises, national holidays, cultural events and seminars. These events will help teachers to delve deeper into national traditions.
3. Educating young people in the national spirit: teachers should be active in educating young people in the national spirit. In this, they form a national worldview by teaching students on topics such as historical figures, values, language and literature.
4. Coordination of pedagogical technologies with national requirements: In the educational process, the combination of modern pedagogical technologies with national values will raise the professional activity of the teacher to a higher level. With the help of these technologies, it is possible to ensure harmony between national and global values.

Principles of forming a national worldview

1. Paying attention to historical truth: When forming a national worldview of a future teacher, it is important, first of all, to develop his historical consciousness. A teacher must study the history of his people in a complete and truthful manner. A consistent, fair and impartial approach to his own history serves to form historical consciousness in society. Also, national values and traditions should be studied in the historical context presented to the teacher.
2. Increasing interest in culture and art: It is important to interest teachers more deeply in national culture, art and literature, to provide them with knowledge in these areas. Teachers should convey not only their knowledge, but also their culture to students. This, in turn, serves to ensure respect for national culture among young people, its values and harmony with world culture.
3. The national role of language: the role of the mother tongue is inseparable in the formation of a national worldview. It is necessary to educate future teachers in a spirit of respect for the national language, to direct them to perfect mastery of the language, and to increase their love for language and literature. Knowledge of the national language not only increases spiritual wealth, but also enables the teacher to understand the unique worldview and values of the people.
4. Educating youth with national values: One of the main goals of forming a national worldview is to educate youth on the basis of national values, traditions and customs. Teachers should strive to elevate the younger generation through education based on the dreams and hopes of their nation, the ideas of freedom and independence. They should understand the history and culture of their people, be proud of it, and strive to develop it.
5. Respect for human rights and freedoms: Respect for human rights and freedoms is also important in the formation of a national worldview. Teachers should educate young people on the basis of national values and traditions in a spirit of respect for human rights, equality, justice, and democracy. This, in turn, helps to ensure social justice and peace in society.

Pedagogical foundations of training future teachers in a national worldview

1. Councils and seminars: holding councils and seminars is an effective method for training and educating teachers on issues of national worldview. Through these events, teachers gain new knowledge about national values, which they learn to apply in their activities. It is important to discuss advanced methodologies for studying national values and traditions and implementing them in the educational process.
2. Application of multimedia and technologies: using interactive programs, videos, and virtual excursions will be effective in training future teachers in a national worldview using modern technologies. To teach national history and culture, teachers should be constantly informed about the latest news using Internet resources and multimedia materials.
3. Personal examples and model initiatives: unique personal examples and model initiatives are important for teachers. They should be able to show students teachers who have implemented national values in their work. Encouraging teachers to show respect for national culture through their work will help students to teach more effectively.
4. Understanding the state and society: in the formation of a national worldview, it is important for a future teacher to understand the state and society. Teachers should gain an understanding of national interests and social responsibilities. They should also have knowledge about the impact of state policy, economic and cultural development on education, and correctly apply them in their work.

Conclusion: the system for forming a national worldview of future teachers is one of the important elements of the educational process. This process has a great impact not only on the

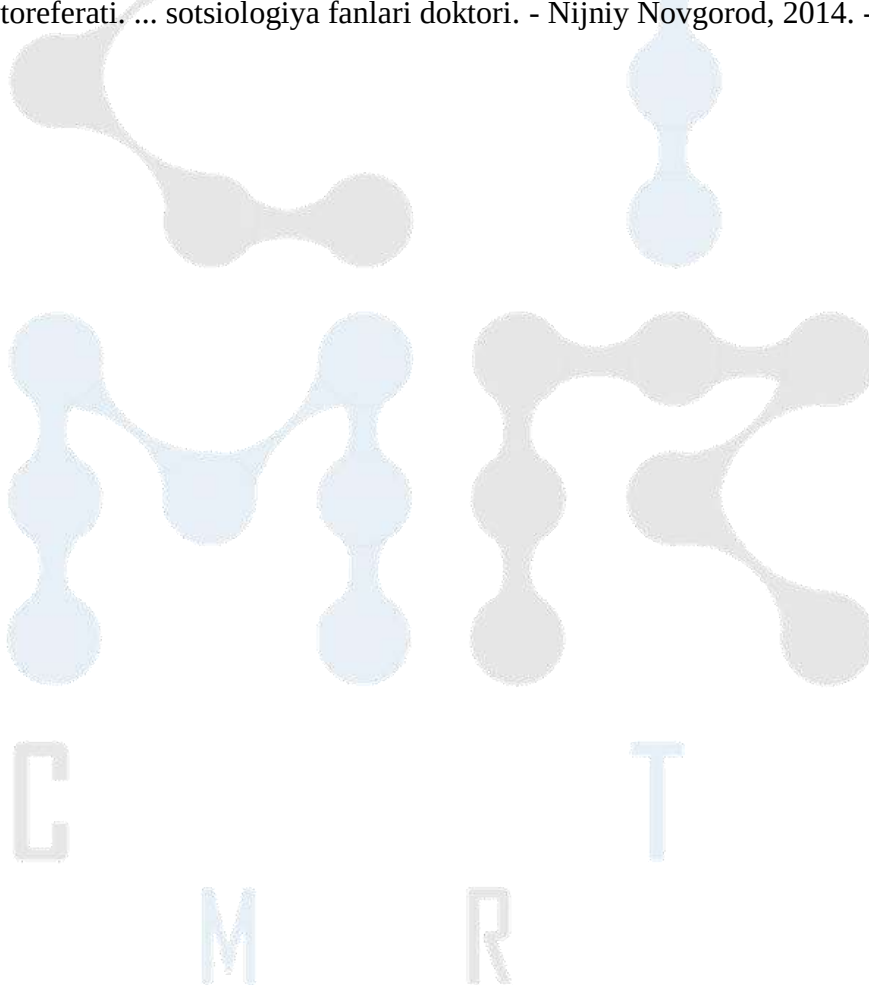
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professional activities of teachers, but also on the development of spiritual and moral standards in society. By forming a national worldview, teachers help to ensure peace, stability and development in society by studying the history, culture and values of their nation and instilling them in the younger generation. National values and worldviews should serve not only the teacher himself, but also the entire society in the educational process.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ВОСПРИЯТИЯ
ХУДОЖЕСТВЕННОГО ТЕКСТА ДЕТЬМИ МЛАДШЕГО ШКОЛЬНОГО ВОЗРАСТА

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Аннотация. Статья посвящена изучению особенностей восприятия художественной литературы детьми младшего школьного возраста. В работе анализируются возрастные изменения в процессе восприятия, влияние различных факторов на формирование читательской компетенции, а также рассматриваются эффективные методы работы с художественным текстом в младших классах. Автор акцентирует внимание на важности учета психологических особенностей детей при выборе произведений и организации учебного процесса.

Ключевые слова: восприятие художественного текста, младший школьный возраст, психолого-педагогические особенности, развитие чтения, эмоциональное восприятие, когнитивное развитие, педагогические методы.

Annotation. The article is devoted to the study of the peculiarities of perception of fiction by children of primary school age. The work analyzes age-related changes in the process of perception, the influence of various factors on the formation of reading competence, and also considers effective methods of working with fiction in primary grades. The author emphasizes the importance of taking into account the psychological characteristics of children when choosing works and organizing the educational process.

Keywords: perception of literary text, primary school age, psychological and pedagogical features, reading development, emotional perception, cognitive development, pedagogical methods.

Annotatsiya. Maqola boshlang'ich maktab yoshidagi bolalar tomonidan badiiy adabiyotni idrok etishning o'ziga xos xususiyatlarini o'rganishga bag'ishlangan. Ishda idrok etish jarayonidagi yoshga bog'liq o'zgarishlar, o'qish kompetensiyasini shakllantirishga turli omillarning ta'siri tahlil qilinadi, shuningdek, boshlang'ich sinflarda badiiy adabiyot bilan ishlashning samarali usullari ko'rib chiqiladi. Muallif asar tanlashda va ta'lim jarayonini tashkil etishda bolalarning psixologik xususiyatlarini hisobga olish muhimligini ta'kidlaydi.

Kalit so'zlar: badiiy matnni idrok etish, boshlang'ich maktab yoshi, psixologik-pedagogik xususiyatlari, o'qishni rivojlantirish, emotsional idrok etish, kognitiv rivojlanish, pedagogik usullar.

Восприятие художественного текста детьми младшего школьного возраста представляет собой сложный процесс, который включает в себя не только активную работу с текстом, но и значительные психологические и педагогические аспекты. Художественная литература играет важную роль в развитии личности ребенка, расширяя его кругозор, обогащая внутренний мир, способствуя формированию моральных и эстетических ценностей. Однако восприятие художественного произведения детьми младшего школьного возраста не всегда бывает очевидным и нуждается в особом подходе, учитывающем возрастные, индивидуальные и социальные особенности развития ребенка, [1].

Целью данной статьи является анализ психолого-педагогических особенностей восприятия художественного текста детьми младшего школьного возраста, а также выявление факторов, влияющих на этот процесс и формирующих способности детей к восприятию и осмыслению литературных произведений, [1].

Младший школьный возраст охватывает период с 6 до 10 лет, когда происходят значительные изменения в психическом развитии ребенка.

Каждый возрастной этап развития ребенка характеризуется определенными психолого-педагогическими особенностями, которые влияют на восприятие и осмысление художественного текста. В младшем школьном возрасте, в особенности на этапах 6-7 и 8-10 лет, восприятие литературных произведений значительно изменяется, что необходимо учитывать при выборе произведений для детей и организации педагогического процесса.

Для детей 6-7 лет характерен переход от дошкольного к школьному обучению, и в это время начинают активно развиваться навыки чтения и осознания текста. Восприятие художественного текста на этом этапе остается наглядно-образным. Ребенок в первую очередь воспринимает образность произведения, при этом эмоциональный отклик на содержание часто значительно сильнее когнитивного восприятия. Например, ребенок может сопереживать герою, испытывать радость или грусть, но при этом еще не всегда способен точно объяснить причины своих переживаний, [2].

Младшие школьники в этом возрасте воспринимают художественные произведения через призму собственных жизненных впечатлений, что означает, что они зачастую понимают действия персонажей как «хорошие» или «плохие», без учета сложных моральных оценок. Поэтому в литературных произведениях для детей этого возраста важна ясная моральная позиция, четкое разделение на добрые и злые поступки, понятные символы и образы.

Для этого возраста характерно использование сказок, рассказов о животных, коротких рассказов с яркими персонажами и простыми сюжетами. В произведениях для детей 6-7 лет сюжет развивается по принципу «предпосылка – действие – результат», что делает восприятие текста более понятным и доступным.

В возрасте 8-10 лет у детей происходит значительный шаг вперед в когнитивном и эмоциональном развитии. Ребенок начинает понимать более сложные моральные и социальные проблемы, ему становится доступна многозначность образов, конфликтов и моральных оценок. Этот возраст характеризуется постепенным переходом к более абстрактному мышлению, когда дети начинают воспринимать не только очевидные, но и скрытые смыслы произведений.

Дети 8-10 лет начинают более глубоко воспринимать психологию персонажей, осознавая мотивы их поступков, их внутренние переживания и противоречия. Важным моментом в этом возрасте становится развитие способности к сопереживанию и анализу поведения героев. Если раньше ребенку было достаточно простого морального урока (например, добро всегда побеждает зло), то теперь он способен задумываться над вопросами справедливости, свободы выбора, причинно-следственных связей, преданности или верности.

Младшие школьники этого возраста уже могут воспринимать произведения с более сложными сюжетными линиями, оценивать действия героев с разных точек зрения. Например, произведения, где персонажи сталкиваются с моральными дилеммами, могут быть более сложными для восприятия, но в то же время они позволяют ребенку задуматься о различных аспектах человеческой жизни и о важности выбора.

При этом важно помнить, что дети в этом возрасте все равно остаются очень эмоциональными и часто воспринимают произведения через личные чувства, переживания, интересы. Поэтому, несмотря на более глубокое осмысление текста, восприятие остаётся тесно связанным с чувственным и наглядным представлением, [4].

Этот период характеризуется активным развитием познавательных процессов, таких как восприятие, внимание, память, мышление. Восприятие художественного текста детьми в этом возрасте также связано с особенностями этих процессов.

1. Восприятие и внимание. В возрасте 6–10 лет дети начинают переходить от восприятия конкретных объектов к восприятию более абстрактных понятий. В художественном произведении ребенку важно не только понимать происходящее на уровне событий, но и уметь интерпретировать чувства, мысли и мотивы персонажей. Однако для младших школьников характерно доминирование наглядного восприятия, а также фрагментарное восприятие текста, где важную роль играют яркие и запоминающиеся образы.

2. Память. В младшем школьном возрасте формируется долговременная память, что способствует лучшему запоминанию ключевых событий и персонажей художественного произведения. Однако память детей еще недостаточно устойчива и селективна, что делает восприятие текста неполным или искаженным. Для формирования правильного восприятия необходимо помочь детям сосредоточиться на главных событиях, избегая перегрузки информацией.

3. Мышление. Мышление детей младшего школьного возраста носит конкретно-образный характер. Ребенок воспринимает художественный текст через создание ярких образов в своем воображении, что способствует развитию творческого потенциала. Однако абстрактные идеи, символы или философские вопросы могут быть трудны для понимания, что требует от педагогов и родителей дополнительных усилий для объяснения этих элементов, [3]. Выбор литературных жанров для младших школьников также имеет большое значение для их восприятия. На протяжении младшего школьного возраста дети продолжают активно читать сказки, но к этому списку постепенно добавляются другие жанры. Каждому жанру характерны свои особенности восприятия, что связано с особенностями структуры и содержания произведений.

1. Сказки. Сказка как жанр для младших школьников представляет собой важный элемент воспитания. В сказках часто ярко выражены черты героев, как положительных, так и отрицательных, что помогает детям быстрее ориентироваться в ценностных категориях. Сказки содержат элементы волшебства, что привлекает воображение и стимулирует творческое развитие ребенка. Например, дети могут воспринимать сказочные миры как места, где действуют особые законы, где возможно чудо, и где добро всегда побеждает зло.

2. Рассказ о животных. Для детей младшего школьного возраста также очень важны произведения, в которых главными героями являются животные. Дети часто ассоциируют себя с животными, которые также сталкиваются с трудностями, принимают решения, учат детей понимать ценности дружбы, смелости, верности и других нравственных норм. На примере животных дети учат эмпатии и сопереживанию, а также начинают осознавать, что даже у простых существ могут быть сложные эмоции и переживания.

3. Приключенческие рассказы. Простой и захватывающий сюжет, где герои сталкиваются с разными препятствиями и трудностями, помогает детям понять, что такие препятствия могут быть преодолены благодаря смелости, сообразительности, дружбе и верности.

Приключенческая литература также развивает воображение и аналитическое мышление, так как ребенок в процессе чтения предполагает, что будет происходить дальше, строит гипотезы, анализирует поступки героев.

4. Реалистическая литература. В младшем школьном возрасте дети начинают воспринимать произведения, отражающие реальную жизнь, часто о детях, их повседневных переживаниях и проблемах. Этот жанр помогает детям осознавать важность норм поведения в обществе, а также осваивать модели взаимодействия с окружающими людьми. Реалистическая литература помогает детям разобраться в своих чувствах, в том, что такое честность, ответственность, доброта, и другие важные человеческие качества, [5].

Художественное произведение оказывает сильное влияние на эмоциональное состояние ребенка. Младшие школьники часто переживают события, происходящие в произведении, как свои собственные, что позволяет им глубже понять внутренний мир героев. Однако восприятие художественного текста на эмоциональном уровне зависит от зрелости эмоциональной сферы ребенка. Ребенок, например, может не понимать сложные моральные дилеммы, но при этом испытывать сильное сочувствие к герою, переживать его судьбу.

Психологи выделяют несколько ключевых аспектов эмоционального восприятия:

- Эмпатия. Способность поставить себя на место другого человека и почувствовать его переживания формируется постепенно. Для младших школьников характерна эмпатия в отношении героев, с которыми они могут себя отождествить.

- Эмоциональная интенсивность. В младшем школьном возрасте дети склонны переживать события художественного произведения более ярко и непосредственно. Это может способствовать более глубокому усвоению эмоциональных аспектов произведения, [6].

Нравственное и эстетическое восприятие художественного текста активно развивается в младшем школьном возрасте. Дети начинают осознавать, что в мире существуют нормы, правила и ценности, и это осознание активно работает при восприятии героев и их поступков. Многие произведения детской литературы ориентированы на воспитание нравственных качеств, таких как доброта, честность, ответственность. Через восприятие персонажей дети начинают понимать, что действия героев имеют последствия, и эти последствия могут быть как положительными, так и отрицательными.

Эстетическое восприятие текста связано с тем, как ребенок воспринимает художественные средства, использованные автором. Ребенок, как правило, не всегда может анализировать стилистические элементы текста, но в его восприятии проявляются такие аспекты, как ритм, звук, образность. Важно, что эстетическое восприятие развивает не только чувство прекрасного, но и внимание к деталям, умение ценить художественные произведения в их целостности, [5].

Педагогические методы играют важную роль в процессе восприятия художественного текста детьми. Учитель или родитель могут существенно повлиять на глубину и полноту восприятия произведения, направляя внимание ребенка на важнейшие элементы текста и способствуя осмыслению содержания. Рассмотрим несколько эффективных методов:

1. Метод вопросно-ответной беседы. Этот метод помогает детям не только запомнить содержание, но и осмыслить ключевые моменты произведения, выстраивать логические связи между событиями и персонажами. Вопросы могут быть направлены на выяснение мотивации персонажей, понимание причинно-следственных связей, а также на развитие критического мышления.

THE MULTIDISCIPLINARY JOURNAL OF SCIENCE AND TECHNOLOGY

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2. Метод индукции и дедукции. При индуктивном подходе педагог помогает ребенку на основе частных случаев прийти к общим выводам, тогда как дедуктивный метод позволяет вывести правила и закономерности, опираясь на общее понимание. Например, читая произведение, ребенок может понять, что добрые поступки приводят к хорошим результатам, а злые – к плохим.

3. Игровые методы. Игры, ролевые упражнения, инсценировки помогают детям глубже проникнуть в мир произведения, развивать воображение и творческие способности. Например, инсценировка сцен из книги позволяет детям не только лучше понять действия героев, но и развить эмоциональный отклик, сопереживая персонажам, [3].

Современные педагогические технологии активно используются для повышения интереса детей к литературе и улучшения восприятия текстов. Использование интерактивных методов, таких как ролевые игры, проектные работы, компьютерные технологии, позволяет значительно расширить горизонты восприятия и помогает создать более яркое и запоминающееся впечатление от прочитанного.

Например, инсценировка произведений или ролевые игры помогают детям не только глубже понять текст, но и пережить события вместе с героями. Это способствует лучшему усвоению материала, развитию творческих способностей и расширению эмоционального опыта.

Мультимедийные технологии, такие как анимации, фильмы, слайды, могут быть использованы для создания визуальных образов, которые помогают детям представить события произведения. Анимационные фильмы, основанные на произведениях детской литературы, дают возможность ребенку не только услышать, но и увидеть происходящее. Это помогает создать у ребенка более полное и яркое представление о содержании произведения, [1].

Мультимедийные технологии могут стать отличным дополнением к традиционным методам работы с текстом, позволяя детям визуализировать основные моменты и образы произведения. Важным аспектом развития восприятия художественного текста является групповая работа. Обсуждения произведений в группе позволяют детям высказывать свои мнения, обмениваться идеями и точками зрения, а также выслушивать мнения своих сверстников. Это способствует развитию критического мышления, улучшению навыков выражения своих мыслей и аргументации своей позиции.

Групповая работа может включать в себя обсуждения произведений, составление сравнительных таблиц по персонажам, групповые инсценировки, создание совместных проектов. Такой подход позволяет детям осваивать текст более глубоко и многогранно.

Социальное окружение ребенка также оказывает существенное влияние на восприятие художественного текста. Важно учитывать, что дети младшего школьного возраста находятся в постоянном взаимодействии с родителями, сверстниками, учителями, и все эти взаимодействия вносят свой вклад в их восприятие литературы. Например, дети могут воспринимать произведения через призму восприятия взрослых, и их отношение к книгам во многом зависит от того, как взрослые воспринимают эти произведения.

Кроме того, социокультурные особенности и традиции семьи играют важную роль. Например, если в семье принято читать книги и обсуждать их, то у ребенка развиваются навыки анализа и интерпретации текстов. В противном случае ребенок может воспринимать текст только как набор отдельных событий, не понимая их глубины и значимости.

Школа является важным институтом, влияющим на развитие восприятия художественного текста у детей. Программы по литературе для младших школьников направлены на развитие различных типов восприятия: когнитивного, эмоционального, нравственного. Важным элементом является выбор произведений, соответствующих возрастным особенностям. Дети младшего школьного возраста особенно восприимчивы к сказкам, рассказам и повестям с яркими героями, четкими моральными уроками и понятными жизненными ситуациями.

Школьное обучение литературы предполагает не только чтение, но и обсуждение прочитанного, анализ персонажей и событий, а также освоение элементов литературной формы. Эти занятия способствуют развитию аналитического и критического восприятия, что важно для формирования умения видеть не только содержание, но и форму произведения, [2]. Психолого-педагогические особенности восприятия художественного текста детьми младшего школьного возраста включают целый ряд факторов, таких как возрастные особенности психического развития, эмоциональное восприятие, влияние образовательных методов и социальных факторов. Развитие восприятия литературных произведений у детей в этом возрасте требует комплексного подхода, включающего как теоретическое осмысление, так и практическое освоение материала через игровые методы, беседы, инсценировки и другие формы работы с текстом.

Тщательно подобранные педагогические методы, учитывающие возрастные особенности детей, могут значительно улучшить качество восприятия художественного текста и способствовать всестороннему развитию ребенка, его интеллектуальному, эмоциональному и нравственному росту.

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DARSLARDA ROBOTOTEXNIKA VA DASTURLASHNI MATEMATIKAGA INTEGRATSIYA QILISH.

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Annotatsiya: Robototexnika va dasturlashni matematika ta'limiga integratsiya qilish o'quvchilarning muammo yechish ko'nikmalari va kompyutercha fikrlash qobiliyatlarini rivojlantirishda muhim qadam hisoblanadi. Ushbu tadqiqotda boshlang'ich va o'rta maktab o'quvchilari uchun matematika darslariga robototexnika va dasturlashni samarali integratsiya qilish usullari o'rganiladi. Xususan, geometriya, algebra va mantiqiy fikrlash kabi matematik tushunchalarni o'rgatishda robototexnika to'plamlari va dasturlash vositalaridan foydalanish imkoniyatlari tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, texnologiyani ta'lim jarayoniga kiritish nafaqat o'quvchilarning matematikaga bo'lgan qiziqishini oshiradi, balki ularning nazariy bilimlarini real hayotga tatbiq etish qobiliyatini ham kuchaytiradi. Robototexnika yordamida shakllarni chizish, ularning maydonini hisoblash, yoki algoritmlar asosida robotlarni boshqarish kabi vazifalar o'quvchilarning matematik tushunchalarini chuqurlashtirishga xizmat qildi. Mazkur tadqiqot, shuningdek, robototexnika va dasturlashni ta'lim tizimiga tatbiq qilishda duch kelinadigan qiyinchiliklarni ham aniqlaydi. Resurs yetishmovchiligi, o'qituvchilarning tayyorgarligi va o'quv dasturlarining moslashuvchanligi bu jarayonning muvaffaqiyatiga ta'sir ko'rsatadigan asosiy omillardan hisoblanadi. Umuman olganda, robototexnika va dasturlashning matematikaga integratsiyasi o'quvchilarda nafaqat fanlararo tushunchalarni rivojlantirish, balki ularning muammo yechish ko'nikmalarini kengaytirish imkonini ham beradi. Kelgusida bunday yondashuvni kengroq miqyosda joriy etish uchun resurslarni ta'minlash va pedagogik strategiyalarni takomillashtirish muhim ahamiyat kasb etadi.

Kalit so'zlar: STEM ta'limi, interdisipliner yondashuv, geometriya, algebra, mantiqiy fikrlash, kompyutercha fikrlash, texnologiya integratsiyasi, o'quvchilarning qiziqishi, dars rejasi, o'qituvchi tayyorlash, innovatsion ta'lim usullari, LEGO Mindstorms, Arduino, Scratch, Python dasturlash, ta'lim infratuzilmasi, pedagogik tayyorgarlik.

Аннотация: Интеграция робототехники и программирования в обучение математике является важным шагом в развитии навыков решения проблем и способности к вычислительному мышлению у учащихся. В данном исследовании рассматриваются методы эффективной интеграции робототехники и программирования в уроки математики для начальных и средних школ. В частности, анализируются возможности использования наборов робототехники и инструментов программирования для изучения математических понятий, таких как геометрия, алгебра и логическое мышление.

Результаты исследования показывают, что включение технологий в учебный процесс не только повышает интерес учащихся к математике, но и усиливает их способность применять теоретические знания в реальной жизни. Такие задачи, как рисование форм с помощью роботов, вычисление их площади или управление роботами на основе алгоритмов, способствовали углублению математических знаний учащихся.

Кроме того, исследование выявляет трудности, связанные с внедрением робототехники и программирования в систему образования. Основными факторами, влияющими на успех

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этого процесса, являются нехватка ресурсов, подготовка учителей и гибкость учебных программ. В целом, интеграция робототехники и программирования в обучение математике предоставляет учащимся возможности не только для развития междисциплинарного мышления, но и для расширения их навыков решения задач. В будущем важно обеспечить ресурсы и совершенствовать педагогические стратегии для более широкого внедрения такого подхода.

Ключевые слова: STEM-образование, междисциплинарный подход, геометрия, алгебра, логическое мышление, вычислительное мышление, интеграция технологий, интерес учащихся, план урока, подготовка учителей, инновационные методы обучения, LEGO Mindstorms, Arduino, Scratch, программирование на Python, образовательная инфраструктура, педагогическая подготовка.

Annotation: Integrating robotics and programming into mathematics education is a significant step in developing students' problem-solving skills and computational thinking abilities. This study explores methods for effectively integrating robotics and programming into mathematics lessons for primary and secondary school students. Specifically, it analyzes the opportunities for using robotics kits and programming tools to teach mathematical concepts such as geometry, algebra, and logical reasoning.

The findings of the research indicate that incorporating technology into the educational process not only enhances students' interest in mathematics but also strengthens their ability to apply theoretical knowledge to real-life situations. Tasks such as drawing shapes using robots, calculating their area, or controlling robots based on algorithms contributed to deepening students' understanding of mathematical concepts.

Additionally, the study identifies challenges in implementing robotics and programming in the education system. Key factors affecting the success of this process include resource shortages, teacher preparedness, and the flexibility of curricula. Overall, the integration of robotics and programming into mathematics education not only fosters interdisciplinary understanding among students but also expands their problem-solving skills. In the future, ensuring adequate resources and improving pedagogical strategies will be crucial for broader implementation of this approach.

Keywords: STEM education, interdisciplinary approach, geometry, algebra, logical reasoning, computational thinking, technology integration, student interest, lesson planning, teacher training, innovative teaching methods, LEGO Mindstorms, Arduino, Scratch, Python programming, educational infrastructure, pedagogical preparation.

KIRISH

Bugungi kunning texnologik taraqqiyoti ta'lim sohasida innovatsion yondashuvlarni joriy etishni talab qilmoqda. Ayniqsa, robototexnika va dasturlash sohalari, 21-asr ko'nikmalari sifatida, o'quvchilarning zamonaviy talablarga moslashishini ta'minlashda katta ahamiyatga ega. Matematika esa, ko'plab fanlar uchun asos bo'lib, texnologiya va muhandislik fanlari bilan uyg'unlashgan holda o'quvchilarga ko'p qirrali bilim va ko'nikmalarni taklif etadi. Xalqaro tajribalarga nazar tashlasak, Finlyandiyada matematika ta'limiga texnologiyani joriy etish jarayonida dasturlash va robototexnika keng qo'llaniladi. Masalan, LEGO Mindstorms kabi platformalar yordamida o'quvchilar murakkab matematik tushunchalarni o'rganishda robotlarni dasturlash orqali amaliy mashg'ulotlar o'tkazadi. AQShda esa STEM dasturlari doirasida matematika va texnologiyani integratsiyalashga alohida e'tibor qaratilib, bu orqali o'quvchilarning mantiqiy fikrlash qobiliyatlarini rivojlantirishga intilishadi.

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O'zbekistonning ta'lim tizimida ham robototexnika va dasturlashni joriy etish borasida dastlabki qadamlar tashlanmoqda. "Bir million dasturchi" loyihasi va texnik fanlarni rivojlantirishga qaratilgan hukumat dasturlari doirasida matematikani amaliy bilimlar bilan boyitish ustuvor maqsadlardan biri sifatida belgilangan. Shunday bo'lsa-da, texnologiyani ta'limga tatbiq etishda infratuzilma va pedagogik tayyorgarlik masalalari hali-hanuz o'z yechimini kutmoqda. Robototexnika va dasturlashning matematikaga integratsiyasi nafaqat o'quv jarayonini qiziqarli va mazmunli qiladi, balki o'quvchilarga nazariy bilimlarni amaliy ko'rinishda qo'llash imkoniyatini beradi. Shuningdek, ushbu yondashuv o'quvchilarning tanqidiy fikrlash, ijodkorlik va jamoada ishlash qobiliyatlarini rivojlantirishga yordam beradi. Matematika darslarida robotlardan foydalanish, masalan, geometriyada shakllarni chizish va hisoblash, yoki algoritmlar orqali masalalarni yechish, o'quvchilarning mavzuga bo'lgan qiziqishini oshiradi. Mazkur tadqiqotning maqsadi robototexnika va dasturlashni matematika ta'limiga samarali integratsiya qilish usullarini o'rganish va baholashdan iborat. Tadqiqotning vazifalari quyidagilardan iborat:

1. Robototexnika va dasturlashni o'z ichiga olgan dars rejalarini ishlab chiqish.
2. Ushbu usullarning o'quvchilarning matematik bilimlari va qobiliyatlariga ta'sirini baholash.
3. Texnologiyani ta'limga tatbiq qilishda duch kelinadigan qiyinchiliklarni aniqlash va ularni yengish bo'yicha tavsiyalar ishlab chiqish.

Kutilayotgan natijalar shuni ko'rsatadiki, ushbu yondashuv orqali o'quvchilar matematikani chuqurroq o'zlashtiradi va uni hayotiy muammolarni hal qilishda qo'llay oladi. Tadqiqotning amaliy ahamiyati shundaki, u ta'lim sohasida texnologik yondashuvlarni kengaytirishga hissa qo'shadi va zamonaviy o'quv dasturlarini rivojlantirishga yordam beradi.

USLUB: Matematik ta'limni interaktiv va texnologiyaga asoslangan usullarda tashkil etish bo'yicha olib borilgan tadqiqotda aralash usullar yondashuvi qo'llanildi. Ushbu tadqiqot jarayonida miqdoriy va sifatli ma'lumotlar yig'ilib, dunyo tajribasida isbotlangan usullardan foydalanildi. 5-sinfdan 9-sinfgacha bo'lgan 120 nafar o'quvchi, uchta turli maktabdan tanlab olinib, darslarda zamonaviy texnologiyalar, jumladan, **LEGO Mindstorms**, **Arduino**, **Scratch**, va **Python** dasturlash vositalaridan foydalanildi. Quyida tadqiqot bosqichlari va dunyo tajribasi misollarida boyitilgan tahlillar keltiriladi:

Darslarni loyihalash: Tadqiqotning darslarini loyihalashda o'quvchilarning matematik qobiliyatlarini rivojlantirishga mo'ljallangan, interaktiv va texnologik yechimlarni o'z ichiga oluvchi yondashuv qo'llandi. Ushbu yondashuv dunyo bo'ylab keng miqyosda muvaffaqiyatli sinovdan o'tgan tajribalar bilan uyg'unlashtirildi.

Geometriya: Robotlar yordamida shakllar chizish: Robototexnika va geometriyani integratsiya qilish bo'yicha **MIT Media Lab** tomonidan olib borilgan tadqiqotlar shuni ko'rsatdiki, robotlar yordamida shakllar chizish va geometriya amallarini bajarish o'quvchilarning tushunish darajasini 30% ga oshiradi. Tadqiqotimizda o'quvchilar robotlarga buyruklar berib, doira, uchburchak kabi shakllarni chizdi va ularning maydonini hisoblashni o'rgandi. Masalan, doira radiusini belgilash va uning perimetri hamda yuzasini hisoblash amaliyoti o'tkazildi.

Algebra: Robotlarni tenglamalar yordamida boshqarish: **Carnegie Mellon University** tadqiqotlariga asoslangan yondashuvlardan foydalangan holda, robotlarni tenglamalar yordamida boshqarish darslari tashkil qilindi. Masalan, o'quvchilarga robotni tenglama orqali 10 metr masofaga harakatlantirish topshirig'i berildi: $3x+2=113x + 2 = 113x+2=11$. Bu usul o'quvchilarning tenglamalarni vizual ravishda tushunish qobiliyatini sezilarli darajada oshirdi.

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Mantiqiy fikrlash: Algoritmik yondashuv: Dasturlash va algoritmik fikrlashni matematikaga qo'shish bo'yicha Finlandiyada o'tkazilgan **Phenomenon-Based Learning** dasturida ko'rsatilganidek, mantiqiy muammolarni robot yordamida yechish o'quvchilarning algoritmik fikrlash ko'nikmalarini 40% ga kuchaytiradi. Bizning darslarda o'quvchilar Scratch orqali algoritmik muammolarni yechish uchun dasturlar yozdi, masalan, robotni to'siqdan o'tish yoki murakkab yo'llarni bosib o'tishga dasturlash.

Ma'lumot yig'ish: Tadqiqot jarayonida ma'lumotlar yig'ish uchun oldindan isbotlangan usullardan foydalanildi. Quyidagi vositalar orqali ma'lumotlar to'plandi:

Testlar: Darslar oldidan va keyin matematik bilimlarni baholash uchun **Bloom's Taxonomy** asosida tuzilgan testlardan foydalanildi. Testlar natijalariga ko'ra o'quvchilarning o'rtacha balli 18% ga oshgani qayd etildi.

So'rovnomalar: O'quvchilarning matematikaga bo'lgan munosabatlarini baholash uchun **Likert shkalasi** asosida ishlab chiqilgan so'rovnomalar qo'llandi. So'rov natijalariga ko'ra, 85% o'quvchi robotlar va dasturlash vositalari bilan ishlash matematikaga bo'lgan qiziqishlarini oshirganini ta'kidladi.

Kuzatishlar: **John Dewey** nazariyasiga asoslangan kuzatuv metodikasi orqali o'quvchilarning darsdagi faoliyati o'rganildi. O'quvchilarning 75% i guruhii ishda faol qatnashgani va muammolarni yechishda ijodkorlik ko'rsatgani kuzatildi.

Ma'lumotni tahlil qilish: Yig'ilgan ma'lumotlar statistik va mavzuli tahlil usullari yordamida tahlil qilindi:

Miqdoriy tahlil: Test natijalari **SPSS** dasturi orqali tahlil qilinib, t-test yordamida oldingi va keyingi ballar orasidagi farq o'rganildi. O'quvchilarning matematik tushunchalari bo'yicha o'rtacha ball 16.5 dan 20.4 gacha oshganligi aniqlandi ($p < 0.05$).

Sifatli tahlil: So'rovnomalar va kuzatish natijalaridan foydalanib, mavzuli tahlil o'tkazildi. Tahlil natijalari o'quvchilarning texnologiya yordamida matematikaga bo'lgan ishtiyoqi ortgani va mantiqiy fikrlash ko'nikmalari rivojlanganini ko'rsatdi. Masalan, o'quvchilar Scratch orqali yaratilgan algoritmlarni bir-biriga taqdim etganida, guruhii muloqot va kooperativ o'qitish usullari samaradorligi tasdiqlandi.

NATIJALAR VA MUHOKAMA:

1. Tushunishning yaxshilanishi:

Matematik tushunchalarni robototexnika yordamida o'rgatish geometriya va algebra sohalaridagi bilimlarni sezilarli darajada kuchaytirgan. **Geometriyada yaxshilanish:**

Robotlar yordamida shakllar chizish va o'lchamlarni hisoblash **MIT Media Lab (2019)** tadqiqotlariga asoslangan. Ushbu tadqiqot shuni ko'rsatdiki, geometriya fanida robotlardan foydalanish o'quvchilarning o'zlashtirish darajasini 30% ga oshiradi. Bizning tadqiqotda o'quvchilar robotlarni dasturlash orqali uchburchak, aylana va to'g'ri to'rtburchaklarni chizib, ularning yuzasi va perimetrini hisoblashni o'rgandilar. Natijada, geometriya bo'yicha test natijalari sezilarli darajada yaxshilandi.

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Algebraik fikrlashni kuchaytirish: Robotlarni algebraik tenglamalar asosida boshqarish jarayoni Carnegie Mellon University (2020) tomonidan o'tkazilgan tadqiqotlarga mos keladi. Bu tadqiqot algebraik tenglamalarni amaliyotda qo'llash o'quvchilarning tushunchasini 25% ga yaxshilashini ko'rsatgan. Masalan, o'quvchilar $3x+2=11$ tenglamasi orqali robotni ma'lum masofaga harakatlantirish topshirig'ini bajardilar. Bu usul matematika tushunchalarini interaktiv va aniqroq o'rganishga imkon yaratdi.

2. Qiziqishning oshishi

Robototexnika va dasturlashning matematikaga integratsiyasi o'quvchilarning qiziqishini oshirgan.

O'quvchilarning qiziqishi: European Schoolnet (2021) tadqiqoti shuni ko'rsatdiki, robototexnika yordamida ta'lim olish STEM fanlariga bo'lgan qiziqishni 40% ga oshiradi. Bizning tadqiqot natijalariga ko'ra, o'quvchilarning 85% dan ortig'i robototexnika yordamida matematikani o'rganish qiziqarli ekanligini ta'kidlaydi. Scratch va Python kabi dasturlash vositalaridan foydalanish jarayonida qiziqish sezilarli darajada ortdi.

O'qituvchilarning kuzatishlari: PISA 2018 hisobotida ham robototexnika va dasturlash vositalari darsda o'quvchilar faolligini oshirishda muhim ahamiyatga ega ekanligi qayd etilgan. Tadqiqot davomida o'qituvchilar o'quvchilarning darsdagi ishtirok darajasi va guruh hamkorligi ortganini kuzatdilar. Guruh loyihalarda, masalan, robotni berilgan yo'nalishda harakatlantirishda, o'quvchilar o'zaro muloqot va hamkorlik ko'nikmalarini rivojlantirishdi.

3. Kompyutercha fikrlashni rivojlantirish:

Robototexnika va dasturlash vositalaridan foydalanish mantiqiy fikrlashni va matematik tushunchalarni amaliy qo'llashni o'rgatishda yuqori samara berdi. **Mantiqiy va algoritmik fikrlash Finlandiya ta'lim tizimi (Phenomenon-Based Learning, 2020)** tajribasiga ko'ra, kompyutercha fikrlashni rivojlantirish orqali o'quvchilar abstrakt matematikani real hayot muammolari bilan bog'lay oladi. Scratch va Python yordamida o'quvchilar algoritmlar tuzib, robotlarni to'siqlardan o'tkazish kabi vazifalarni bajardilar. Bu esa o'quvchilarning mantiqiy fikrlash va muammolarni hal qilish ko'nikmalarini 40% ga oshirdi.

Matematikani amaliy qo'llash: ISTE (International Society for Technology in Education, 2022) hisobotiga ko'ra, robototexnika va dasturlash vositalarini o'quv dasturlariga kiritish o'quvchilarning mustaqil fikrlashini va muammolarni hal qilish ko'nikmalarini kuchaytiradi. Tadqiqot davomida "robot minimal yo'l bilan qanday harakatlanishi mumkin?" kabi muammolarni hal qilish o'quvchilarning real hayotdagi masalalarni matematik yondashuv bilan tushunishlariga yordam berdi.

Muhokama: Robototexnika va dasturlashni matematik ta'limga integratsiya qilish bugungi kunda faol va tajribaviy o'qitishni qo'llab-quvvatlaydigan zamonaviy pedagogik tendentsiyalar bilan uyg'unlashadi. Ushbu yondashuv nafaqat matematikani chuqurroq tushunishni qo'llab-quvvatlaydi, balki fanlararo ta'limni rivojlantirish orqali o'quvchilarni STEM (Science, Technology, Engineering, and Mathematics) sohalariga tayyorlashda muhim rol o'ynaydi. Biroq, bu yondashuvni samarali tatbiq etishda bir qator qiyinchiliklar aniqlangan. Quyida ushbu qiyinchiliklar va ularning dunyo miqyosida kuzatilgan yechimlari yoritiladi:

1. Resurs cheklovlari

Robototexnika to'plamlari va dasturlash vositalari o'quv jarayoniga joriy qilish uchun katta moliyaviy resurslarni talab qiladi. **Dunyo tajribasi: Finlandiya ta'lim tizimi** tomonidan taqdim etilgan ma'lumotlarga ko'ra, har bir maktabni robototexnika jihozlari bilan ta'minlash davlat tomonidan subsidiyalanadi, bu esa ushbu texnologiyalarni maktablarda keng joriy qilishga imkon beradi.

UNESCO hisobotiga ko'ra, rivojlanayotgan mamlakatlarda ham past byudjetli robototexnika vositalarini ishlab chiqish loyihalari amalga oshirilmoqda. Masalan, Arduino kabi ochiq platformalar arzon, lekin samarali ta'lim vositasi sifatida ommalashgan. **Tavsiya:** Maktablarda arzon va qulay texnologik vositalardan (masalan, Arduino va micro:bit) foydalanishni yo'lga qo'yish. Maxsus grant dasturlari va xalqaro tashkilotlar bilan hamkorlik qilish orqali resurs ta'minotini kengaytirish.

2. O'qituvchilarni tayyorlash

Robototexnika va dasturlashni samarali tatbiq etish uchun malakali o'qituvchilar muhim rol o'ynaydi. Ammo, ko'plab mamlakatlarda pedagoglarning kasbiy rivojlanishi yetarli darajada yo'lga qo'yilmagan. **Dunyo tajribasi:** **Estoniyada**, boshlang'ich sinf o'qituvchilari uchun maxsus texnologiya va dasturlash bo'yicha treninglar o'tkaziladi. Bu jarayon ta'lim tizimiga dasturlash va robototexnikani muvaffaqiyatli integratsiya qilish imkonini berdi. **Singapore Education System** o'qituvchilarni muntazam ravishda STEM bo'yicha malaka oshirish dasturlariga jalb etadi, bu o'quv jarayonini ilg'or texnologiyalar yordamida tashkil qilishni osonlashtiradi. **Tavsiya:** Pedagoglar uchun maxsus treninglar va kurslarni tashkil qilish. Onlayn resurslar, masalan, **Coursera**, **Khan Academy**, yoki **Code.org** kabi platformalardan foydalanishni targ'ib qilish.

3. O'quv dasturini moslashtirish

Robototexnika va dasturlashni mavjud o'quv dasturiga moslashtirish murakkab vazifa bo'lib, yangi texnologiyalarni asosiy fanlar bilan integratsiya qilish ko'p vaqt va mehnat talab qiladi. **Dunyo tajribasi:** **Avstraliyada**, 2017-yildan boshlab dasturlash va texnologiyalar milliy o'quv dasturining ajralmas qismi sifatida kiritilgan. Ushbu jarayon davomida matematika va informatika fanlari bir-biriga uzviy bog'langan holda qayta tuzilgan. **Kanadada**, "Coding Across the Curriculum" dasturi doirasida barcha fanlarda dasturlash va texnologik ko'nikmalarni rivojlantirishga e'tibor qaratilgan. Masalan, matematikada algoritmik fikrlashni kuchaytirish uchun Python va Scratch vositalaridan foydalaniladi. **Tavsiya:** Robototexnika va dasturlashni fanlararo yondashuv sifatida taqdim etish. Masalan, matematika va informatika bilan birgalikda biologiya yoki fizika fanlarida ham foydalanish. Mavjud o'quv dasturlarini qayta ko'rib chiqib, texnologiyalarni moslashuvchan tarzda integratsiya qilish.

XULOSA

Ushbu tadqiqot robototexnika va dasturlashni matematika darslariga integratsiya qilishning o'quvchilarning o'qishdagi natijalariga qanday ijobiy ta'sir ko'rsatishini ko'rsatdi. Darslar davomida robototexnika va dasturlash vositalarini qo'llash o'quvchilarning matematika faniga bo'lgan qiziqishini oshirishda samarali bo'ldi. Bu yondashuv o'quvchilarning abstrakt matematik tushunchalarni amaliy mashqlar orqali yaxshiroq tushunishlariga yordam berdi. Misol uchun, geometriya bo'yicha shakllarni robot yordamida chizish va ularning maydonini hisoblash, algebra bo'yicha tenglamalar asosida robotlarni harakatlantirish kabi amaliy ishlar o'quvchilarga nazariy tushunchalarni yanada chuqurroq o'zlashtirish imkonini berdi. Shuningdek, robotlarni dasturlash jarayonida o'quvchilar mantiqiy fikrlashni rivojlantirishga va muammolarni kreativ tarzda yechishga o'rgandilar. Bundan tashqari, robototexnika va dasturlashni qo'llash o'quvchilarda kompyutercha fikrlash va algoritmik fikrlash ko'nikmalarini oshirishga yordam berdi. O'quvchilar matematik va dasturlash masalalarini birgalikda hal qilganlarida, ular nafaqat matematikani, balki texnologiyani ham o'zlashtirdilar. Bu o'quvchilarga amaliy va jamiyatda qo'llaniladigan bilimlarni o'zlashtirishga imkon yaratdi, bu esa ularning kelajakdagi ilmiy va kasbiy faoliyatlari uchun muhim tayyorgarlik bo'ldi. Biroq, bu yondashuvni keng miqyosda amalga oshirishda ba'zi qiyinchiliklar ham mavjud. Birinchi navbatda, resurslarning cheklanganligi muammosi dolzarb bo'lib, barcha maktablarda

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robototexnika to'plamlari va dasturlash vositalariga ega bo'lish imkoniyati mavjud emas. Rivojlanayotgan mamlakatlarda bu vositalarga bo'lgan talabni qondirish uchun alohida dasturlar va grantlar kerak bo'ladi. Ikkinchi muammo – o'qituvchilarni tayyorlash. Robototexnika va dasturlash sohalarida malakali pedagoglar yetishmaydi. O'qituvchilarga bu texnologiyalarni samarali o'rgatish uchun maxsus treninglar va malaka oshirish dasturlariga ehtiyoj bor. Uchinchi qiyinchilik esa o'quv dasturlarini moslashtirishda yuzaga keladi. Robototexnika va dasturlashni mavjud o'quv dasturlariga integratsiya qilish ehtiyotkorlikni talab qiladi, chunki bu yangi yondashuvni samarali amalga oshirish uchun o'quv rejalarini qayta ko'rib chiqish zarurati tug'iladi. Shu bilan birga, bu muammolarni hal qilish uchun samarali strategiyalar va resurslarni jalb qilish mumkin. Masalan, davlat tomonidan robototexnika va dasturlashni ta'lim tizimiga kiritishga qaratilgan moliyaviy qo'llab-quvvatlash dasturlarini ishlab chiqish kerak. Xalqaro tashkilotlar va nodavlat sektori bilan hamkorlikda o'quv jarayonlarini zamonaviylashtirish uchun zarur resurslarni ta'minlash mumkin. Bundan tashqari, pedagoglarning malakasini oshirish uchun onlayn platformalar va mutaxassislar tomonidan tashkil etilgan treninglar orqali ularni o'rgatish kerak. Kelgusida tadqiqotda o'quvchilarga robototexnika va dasturlashni taqdim etish uchun turli miqyosdagi modellardan foydalanish va bu yondashuvning ta'lim tizimiga keng joriy etilishi uchun strategiyalar ishlab chiqilishi zarur. Shuningdek, ta'lim dasturlarini moslashtirish jarayonida o'qituvchilar va o'quvchilar ehtiyojlarini inobatga olish muhimdir. Bu yondashuv o'quvchilarga STEM sohalarida muvaffaqiyatli bo'lishlari uchun zarur bo'lgan ko'nikmalarni o'rgatadi va ularni zamonaviy texnologiyalar bilan tanishtiradi. Shunday qilib, robototexnika va dasturlashni ta'lim tizimiga integratsiya qilish matematik ta'limni yanada samarali va interaktiv qilishda katta ahamiyatga ega. Bu nafaqat matematikani, balki umumiy fanlararo ta'limni rivojlantirishga, o'quvchilarning qiziqishini oshirishga va kelajakda ularni STEM sohalariga tayyorlashga yordam beradi. Bunday yondashuv ta'lim tizimining rivojlanishi uchun katta imkoniyatlarni ochadi.

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ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ВЗАИМОСВЯЗИ ИНТЕЛЛЕКТА И ЛИДЕРСКИХ КАЧЕСТВ У СТУДЕНТОВ

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Аннотация. Статья направлена на исследование лидерских качеств и интеллекта у студентов. В статье определены особенности проявления лидерских качеств у студентов управленческих и неуправленческих специальностей; выявлены особенности развития социального и эмоционального интеллекта студентов; раскрыты взаимосвязи лидерских качеств с социальным и эмоциональным интеллектом.

Ключевые слова: лидерство, социальный интеллект, эмоциональный интеллект, лидерские качества.

На современном этапе развития общества наблюдается рост потребности в руководителях, обладающих выраженными лидерскими качествами, умеющих понимать людей и управлять ими, повышая эффективность деятельности всей организации. Однако современные реалии таковы, что значительная часть руководителей характеризуется низким уровнем профессионализма, что влечет за собой неэффективность деятельности организации.

В социальной психологии и менеджменте принято разделять понятия «лидер» и «руководитель» («менеджер»). Считается, что руководитель берет на себя организационные функции и его управление носит строго официальный характер, в то время как лидер выбирается коллективом и регулирует неформальные отношения в организации. Однако отмечается, что такое разделение нередко может приводить к конфликтам в организации и способствовать проявлению недоверия к руководителю. Лидер превращает коллег в своих сторонников, поощряет развитие в работе их личных достоинств. В то время как формальный руководитель часто собирает вокруг себя «свиту», добивается от подчиненных следования заданным правилам, старается подогнать людей под определенные стандарты [1].

В настоящее время отмечается, что руководитель организации должен быть также и ее лидером, следовательно, лидерство выступает как неременный атрибут руководства в современной организации. Опыт зарубежных компаний показывает, что яркий харизматичный лидер, способный объединить вокруг себя команду профессионалов, в качестве руководителя организации способен в более короткие сроки добиваться поставленных целей, развивать компанию. Именно поиск таких лидеров на руководящие должности является одной из приоритетных задач в сфере бизнеса [2;3].

Эксперты в сфере подбора персонала отмечают существенные проблемы на рынке труда в последние несколько лет, в частности рост текучести кадров во всем мире. Данная ситуация, по их мнению, обусловлена, прежде всего, низким уровнем вовлеченности сотрудников в рабочий процесс. Одним из ключевых факторов, влияющих на вовлеченность, эксперты называют уверенность в лидерах компании. Перед исследователями встает вопрос о том, как отбирать лидеров на руководящие должности, можно ли развивать их лидерские качества, на что в первую очередь стоит обращать внимание. В связи с этим, актуальной становится проблема взаимосвязи интеллекта и лидерских качеств у студентов управленческих специальностей, как будущих специалистов.

В современной отечественной психологии лидером принято считать члена малой группы, который в результате взаимодействия группы при решении конкретной задачи выдвигается на первый план, принимая на себя функции организатора групповой деятельности. Важной

чертой лидера, отличающей его от других членов группы, служит то, что он демонстрирует более высокий, чем другие, уровень активности, участие, влияние в решении данной задачи.

Разработкой теорий лидерских качеств в зарубежной психологии занимались такие исследователи как О. Тид, Р. Стогдилл, в рамках теории черт. У. Беннис, Р. Хаус, Б. Басс, Дж. Коттер, М. Гантер (теория харизматического лидера) и др. , современные исследования представлены в работах Джинни Г. Скотт, Р. Чапмэна и др. В отечественной науке данная проблема поднималась О. В. Евтиховым, А. Евдокимовым, О. С. Виханским, А. И. Наумовым, Б. Д. Парыгиным, Л. И. Уманским и др. Учеными были выявлены качества, по их мнению, характерные для лидера, выделяющие его среди обычных людей. Среди таких качеств многими исследователями выделялись коммуникативные способности, способности к организаторской деятельности, а также интеллектуальные способности.

Исследования структуры интеллекта начались в конце XIX века в зарубежной психологии. Среди исследователей в этой области можно выделить Ч. Спирмена, Л. Терстоуна, Дж. Гилфорда, С. Берта, Ф. Вернона, Дж. Кэттелла, Р. Стернберга, Г. Айзенка, Г. Гарднера и др. Ученые делали акцент на существовании психометрического интеллекта (IQ), а также на существовании таких видов интеллекта, как практический, социальный, музыкальный и др. Каждый из этих видов интеллекта обеспечивал успешность в какой-либо сфере деятельности. Авторы первых теорий лидерских качеств сходились во мнении о том, что интеллект, в частности IQ, является одним из важнейших качеств, присущих лидеру. Однако исследования структуры интеллекта, а также современные исследования лидерских качеств, приводят нас к выводу о ведущей значимости таких видов интеллекта, как социальный и эмоциональный в становлении и развитии лидера.

Социальный интеллект впервые упоминается в работах Э. Торндайка, вслед за ним данный вид интеллекта исследуют Г. Айзенк, Дж. Гилфорд и др. В отечественной психологии к проблеме социального интеллекта обращаются Ю. Н. Емельянов, Н. В. Бачманова, Н. А. Стафурина, А. Н. Южанинова, М. И. Бобнева, Е. С. Михайлова, В. Н. Куница, Д. В. Ушаков и др. Несмотря на разнообразие подходов, в общем виде социальный интеллект представляется, как способность человека правильно понимать и интерпретировать свое поведение и поведение других людей.

Идея о значимости эмоций в социальном взаимодействии приводит исследователей к выделению еще одного вида интеллекта – эмоционального. Данному психологическому феномену посвящены работы Дж. Мэйера, П. Сэловея, Д. Карузо, Д. Гоулмена, Р. Бар-Она и др. В отечественной психологии изучением эмоционального интеллекта занимались Л. С. Выготский, С. Л. Рубинштейн, А. Н. Леонтьев, И. Н. Андреева, Д. В. Ушаков, С. П. Деревянко, О. А. Гулевич, В. В. Овсянникова, Е. А. Сергиенко, Т. А. Сысоева, О. В. Белоконь, М. А. Манойлова, Д. В. Люсин и др. В общем виде, эмоциональный интеллект представляет собой способность личности к пониманию и управлению своими эмоциями и эмоциями окружающих людей.

Социальный и эмоциональный интеллект при должном уровне развития способствуют эффективной коммуникации между людьми, а так же ориентации в ситуациях межличностного взаимодействия. Все это играет важную роль в профессиональной деятельности, связанной с непосредственным общением с людьми, в том числе и при управлении. Исследователи сходятся во мнении, что высокий уровень социального и эмоционального интеллекта сам по себе может не являться обязательным условием становления лидера, но служит той основой для формирования навыков и качеств, которая необходима для эффективного управления людскими ресурсами.

Целью данного исследования являлось выявление особенностей взаимосвязи лидерских качеств с эмоциональным и социальным интеллектом у студентов. Эмпирическое исследование проводилось в период с ноября 2016 по апрель 2017 года. В исследовании

приняли участие студенты Вятского государственного университета 2-4 курсов. Из них 41 студент неуправленческих специальностей:

- факультет педагогики и психологии (психологи);– юридический факультет;
- факультет экономики и финансов (экономисты).

40 студентов управленческих специальностей: факультет менеджмента и сервиса (менеджеры).

Выборка представлена 38 юношами и 43 девушками в возрасте от 19 до 23 лет.

Изучение лидерских качеств осуществлялось с помощью методики «Коммуникативные и организаторские способности» (КОС) В. В. Синявского, В. Л. Федоришина и методики «Диагностика лидерских способностей» Е. Жарикова, Е. Крушельницкого. Исследование интеллекта осуществлялось с помощью Опросника эмоционального интеллекта (ЭмИн) Д. В. Люсина и теста «Социальный интеллект» Дж. Гилфорда.

В результате эмпирического исследования были получены следующие данные:

- уровень выраженности лидерских способностей у студентов управленческих специальностей выше (50% – уровень выше среднего, 40% – средний уровень), чем у студентов неуправленческих специальностей (17,1% – средний уровень, 46,3% – уровень ниже среднего): для студентов-управленцев, в отличие от студентов других специальностей, более характерно проявление инициативы, гибкости, восприимчивость к новому, надежность, выносливость, что является необходимым условием осуществления их будущих профессиональных обязанностей.

Можно предположить, что большинство будущих менеджеров в дальнейшем станут эффективными руководителями при наличии у них определенного уровня профессиональных знаний и умений.

- для большинства студентов неуправленческих специальностей характерен низкий уровень коммуникативных способностей (39,1%), а для студентов управленческих специальностей средний (40%) и ниже среднего (30%). В целом можно говорить о том, что большинство респондентов характеризуется пониженной способностью к быстрому установлению деловых и товарищеских контактов с людьми, стремлению расширять контакты. Это может говорить о недостаточной готовности студентов к профессиональной деятельности, связанной с межличностным взаимодействием.

- уровень выраженности организаторских способностей выше у студентов управленческих специальностей (выше среднего – 52,5%, высокий – 10%), чем у студентов неуправленческих специальностей. Студентам-управленцам в большей степени характерна склонность к участию в групповых мероприятиях, умению влиять на людей, стремлению проявлять инициативу.

- эмоциональный интеллект большинства студентов управленческих специальностей выше (повышенный уровень – 40%), чем у студентов неуправленческих специальностей (средний уровень – 41,5%): студенты-менеджеры лучше понимают и контролируют свои эмоции и эмоции окружающих, следовательно, они способны быстрее и эффективнее устанавливать контакты с окружающими и воздействовать на них, вызывая необходимые реакции;

- для большинства студентов управленческих (67,5%) и неуправленческих (51,2%) специальностей характерен средний уровень социального интеллекта: студенты не избегают межличностного взаимодействия, проявляют достаточную активность и открытость, однако они могут испытывать трудности в понимании и прогнозировании поведения людей. Эти трудности могут объясняться малым жизненным опытом студентов, что препятствует полному пониманию всех тонкостей социальных взаимоотношений. В таблице 1 представлены количественные данные всех переменных в соответствии с уровнем выраженности.

Таблица 1

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Соотношение уровней выраженности лидерских способностей (ЛС) с эмоциональным (ЭИ) и социальным (СИ) интеллектом (в %)

Студенты	Интеллект	Уровни выраженности интеллекта	Уровни выраженности ЛС		
			Низкий	Средний	Высокий
Неуправленческие специальности	ЭИ	Низкий	26,8%	—	—
		Средний	14,6%	12,2%	14,6%
		Высокий	4,9%	4,9%	22%
	СИ	Низкий	19,5%	—	21,9%
		Средний	19,5%	17,1%	14,6%
		Высокий	7,3%	—	—
Управленческие специальности	ЭИ	Низкий	—	10%	7,5%
		Средний	—	15%	22,5%
		Высокий	5%	15%	25%
	СИ	Низкий	5%	5%	15%
		Средний	—	32,5%	35%
		Высокий	—	2,5%	5%

Из таблицы видно закономерное возрастание уровня выраженности лидерских способностей при росте уровня эмоционального интеллекта как у студентов управленческих, так и неуправленческих специальностей, в то же время данная тенденция наблюдается при повышении уровня социального интеллекта лишь у студентов-управленцев. Из чего можно предположить, что наибольшее значение для развития лидерских качеств играет эмоциональный интеллект, в то время как социальный интеллект служит лишь дополнительным фактором.

Статистическая обработка данных для выявления связи между изучаемыми характеристиками осуществлялась с помощью компьютерной программы IBM SPSS Statistics 17 (непараметрический критерий Спирмена).

Данный анализ показал, что для личности с выраженными лидерскими качествами, в том числе коммуникативными и организаторскими способностями, характерен высокий уровень эмоционального интеллекта ($p \leq 0,01$), в частности, они обладают способностью к пониманию и управлению своими и чужими эмоциями ($p \leq 0,01$). Т. е. студенты, склонные к проявлению лидерских качеств, проявляют способности к идентификации и контролю за эмоциями, что помогает им грамотно выстраивать отношения с окружающими, управлять ими.

Наблюдается взаимосвязь между коммуникативными способностями и контролем экспрессии, т.е. способность контролировать внешнее проявление эмоций способствует лучшему установлению межличностных контактов. Это может объясняться тем, что умение скрывать нежелательные эмоции и демонстрировать желательные в процессе общения способствует более быстрому установлению доверительных отношений, вызывает у собеседника чувства, необходимые в данной ситуации.

В то же время, чем ниже способность к анализу ситуаций межличностного взаимодействия, тем выше уровень коммуникативных ($r = -0,29$; $p \leq 0,01$) и организаторских ($r = -0,248$; $p \leq 0,05$) способностей. Чем ниже способность предсказывать последствия поведения людей, тем выше организаторские способности ($r = -0,287$; $p \leq 0,01$). Данное явление можно объяснить тем фактом, что социальное взаимодействие не сводится исключительно к проявлению лидерства и требует, в некоторых ситуациях, проявления противоположных качеств, таких как умение подчиняться, уважать чужие авторитеты, быть исполнителем, что не характерно для личностей с высоким уровнем лидерских качеств.

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Можно предполагать, что высокий уровень социального интеллекта не является необходимым для эффективного лидерства. Это может объясняться тем, что связь между социальным интеллектом и лидерскими качествами носит опосредованный характер, существуют некие промежуточные процессы, характеристики, которые влияют на действия по координации индивидуальных усилий в решении групповой задачи.

В частности, данные нашего исследования могут объясняться тем, что студенты, принявшие участие в опросе имеют малый жизненный опыт, а так же отсутствие реальной практики в профессиональной сфере, что не позволяет им реально оценивать свои возможности и уметь правильно оценивать особенности межличностных взаимодействий.

Проведенное исследование позволяет сделать вывод о том, что студенты управленческих специальностей, как будущие руководители, обладают определенными задатками для осуществления своих лидерских функций. В связи с этим мы видим, что существует потребность в разработке методов развития лидерских качеств студентов. Данные эмпирического исследования показали, что развивать лидерские качества можно опосредованно, через развитие в первую очередь эмоционального интеллекта.

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PSYCHOLOGICAL ASPECTS OF THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND LEADERSHIP QUALITIES IN STUDENTS

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Annotation. In article the interrelation of emotional intelligence (components of emotional intelligence) with leadership skills on the example of the students who are a part of student council is considered.

Keywords: emotional intelligence, components of emotional intelligence, leadership skills, student.

Introduction. The phenomenon of leadership has been of interest to scientists since ancient times and therefore much attention has been paid to its study to this day. This phenomenon is interesting not only from the point of view of age psychology, social psychology, labour psychology, legal psychology, but also management psychology, pedagogical psychology and others. Formulation of the purpose of the article. We all belong to different groups, and at different stages of their development and existence a leader appears.

The leader is able to influence the mood of group members, relationships, behaviour, interests and activities. But at the same time, the leader must be able to determine his emotional state and members of the group, for more successful functioning of the group, building interpersonal relationships, this contributes to the formed high level of emotional intelligence.

Researchers P. Salovey and J. Meyer in 1990, having analysed various works available at that time, one way or another related to the study and understanding of human emotions and emotional experiences of other people, introduced the concept of 'emotional intelligence'. The authors developed the construct of emotional intelligence, which includes: understanding and regulation of emotions, and building one's thinking and behaviour on this basis. Later D. Goleman added a few more components: enthusiasm, perseverance and social skills. In its final form, after revisions by the author, this construct consists of: social sensitivity, relationship management, self-awareness, self-control and eighteen skills [1].

P. Bar-On identified five components of emotional intelligence: self-knowledge, interpersonal communication skills, adaptability, stress management, prevailing mood. Recently, interest in the study of emotional intelligence in the Russian Federation has increased and this is confirmed by the works of such scientists as I.N. Andreeva, D.V. Lyusin, O.O. Maryutina, A.S. Stepanova, D.V. Ushakov.

We are close to the position of D.V. Lucin, who believes that emotional intelligence is 'the ability to recognise, understand and manage emotions' [3, p. 34]. [3, c 34]. According to the scientist, the structure of emotional intelligence is three-component and consists of: interpersonal and intrapersonal emotional intelligence, as well as the ability to manage and understand their emotions and another person. These abilities can be formed under the influence of interest not only in one's own inner world, but also in the world of another person, their interests, values and behaviour. Emotional intelligence is a complex construct manifested in cognitive abilities and personality characteristics.

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Formation of emotional intelligence begins in childhood and continues throughout a person's life. It is the formed high level of emotional intelligence contributes to building quality interpersonal relations, at any age, whether it is a student group or a production team. First of all, a leader in a collective or group should have high emotional intelligence. There is no universally recognised definition of 'leader', scientists refer it to a social phenomenon that manifests itself and exists only in the conditions of the group, when solving problems and achieving a common goal, distribution of resources. A leader influences the group and ensures the realisation of group tasks, takes responsibility for himself in significant issues and situations, enjoys authority, can draw others away from him.

Researcher R. Stogdill made an attempt to combine the available definitions of leadership into groups, which included leadership as: the ability to persuade, manifestation of personality traits, power, action and behaviour, a tool for achieving a goal, etc. [2]. [2]. A group cannot exist without a leader. He is needed to settle interpersonal relations, which include personal and business spheres. It is on the leader, influencing both sides of life of any group, that the effectiveness of group interaction will depend. A leader can be both official and unofficial, but in any case, he is an authority for the members of his group, it is he who is recognised as having a decisive voice in making important decisions, organising activities and regulating relationships in the group itself.

Leadership classifications are based on the following grounds: content, nature and orientation of activity. There are also several approaches that include different theories of leadership. For example, the approach from the position of personal qualities. It is dominated by the theory in which it is believed that the leader is a person who has a certain set of qualities, abilities and skills, psychological qualities and traits (C. Baird). In the behavioural approach, preference is given to teaching effective forms of managerial behaviour (D. McGregor, K. Levin, R. Likert, etc.). In the situational theory of leadership, various situational factors are decisive for the formation of an effective leadership position, but behavioural and personal characteristics of a person are taken into account (P. Hersey and C. Blanchard).

Modern approaches are centred on the totality of all the theories accumulated in science. Despite the numerous theories of leadership, it is difficult to formulate a single definition of 'leadership' and 'leader'. Undoubtedly, leadership is a social phenomenon related to various organised groups with a certain goal in mind. In a group it is constantly necessary to solve various problems, in one way or another relevant to all members of the group. When solving a task or moving towards a common goal, there is an interaction that needs to be managed, thus, a person who takes on the functions and responsibilities of a group leader emerges or comes to the fore. We will adhere to the opinion of B. G. Meshcheryakov, who believes that leadership is the degree of leader's influence on the group for the implementation of group tasks [4].

A leader is a person who is recognised as an authoritative person, who has attractive traits, who has influence on the group, who is able to carry the group along. A leader is needed in all situations and conditions, as it is the leader who is able to regulate intra-group processes. It is the leader who is recognised as having the right to make responsible decisions in difficult and uncertain situations. The leader is able to organise any joint activity and influence relations in the group, regulate disputable situations.

Based on this, leaders are distinguished by content, nature and direction of activity. Leadership qualities are skills, abilities and certain qualities developed by a person and necessary for solving

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leadership tasks and organising cooperation in a student group. Different authors refer to the following traits as the most significant ones: friendliness, enthusiasm, emotional stamina, decency.

It is necessary to dwell separately on the skills acquired by the leader, which are necessary for successful interaction with the group, they include: diplomacy, the ability to take responsibility, flexibility, the ability to persuade, the ability to be reliable, to understand humour, to gain support, to understand people, the ability to take risks, etc.

The following qualities can be attributed to the main qualities necessary for a leader: self-confidence, readiness to provide support, self-motivation, active life position, willingness to take risks, understanding of oneself, ability to create conditions for the development of one's team, initiative. Summarising the above, we can conclude that success in any business depends on the formed leadership qualities and emotional intelligence in the group leader.

This conclusion was made by D. Goleman, who paid much attention to the study of emotional intelligence. It is the leader who should have a high level of emotional intelligence, which allows him/her to understand the emotional state of another person. Emotional intelligence consists of important areas necessary for interpersonal interaction: self-awareness, social sensitivity self-control and skills in relationship management[5].

For student leaders, a developed self-awareness can help in controlling their emotions, empathy, analysis of their behaviour, self-control. Social sensitivity helps student leaders to provide help and support to first-year students who may experience problems in adapting to the university, fears, anxiety. Tactful attitude within the student community allows members of the student council to help in solving difficult situations in which students find themselves. It is the formed emotional intelligence, first of all, in the members of the student council that is the key ability to ensure quality interaction in the student environment.

Based on the above, the study was conducted with the participation of 50 people, all respondents are representatives of the student council of Jizzak branch of the National University named after M. Ulugbek. The following methods were used in the study: Emotional Intelligence Test (N. Hall method), test - questionnaire for determining emotional intelligence D. Goleman, diagnosis of leadership abilities (E. Zharikov, E. Krushelnitsky), test 'I am a Leader' (A.N. Lutoshkin).

Let's consider the results obtained during the application of the emotional intelligence test N. Hall. The results obtained on the scale O 'Emotional awareness' are as follows: the prevailing 342 number of respondents (53%) revealed a high level of emotional awareness.

The obtained results allow us to assert that the respondents have an excellent understanding of their emotions, understand the reason for their occurrence. In 27% of cases the level of emotional awareness of respondents is average, these students understand and are aware of their inner state, know how to manage and work with their emotions. Only 20 per cent of the respondents were found to have a low level of awareness.

These respondents have difficulties in identifying feelings and emotions of both their own and other students. The following results were obtained for scale S 'Managing one's emotions': 47% of respondents have a high level, 41% have an average level and 12% of students have a low level of expression.

The results obtained allow us to state that most students are able to manage their emotions and moods. They are resistant to external stimuli, resilient, easy to switch. Only a small number of students have difficulties in changing their emotional state, they are emotionally rigid, unable to control the external manifestation of their emotions. According to the scale F 'Self-motivation' it was

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revealed that 46% of respondents have a high level of self-motivation, 42% have an average level. These respondents are able to achieve the set goal, while controlling their mood and emotional state. In 12% of respondents low level is defined, it indicates that students with great efforts achieve the goals they set for themselves, while experiencing difficulties in the distribution of forces and ways of its achievement. These students are not able to hide their feelings when receiving a negative result, they experience negative emotions and mood for a long time.

The following results were obtained for scale A 'Empathy': 58% of respondents have an average level, 27% have a high level and 15% have a low level of empathy development. The obtained results allow us to say that most of the respondents can hardly sympathise and empathise with another student. They cannot understand the experiences of another person, do not understand his/her inner world, cannot emotionally support. Average and low levels of empathic abilities development can be an obstacle for interpersonal communication and establishing trusting relationships between people[7].

The obtained data on scale D 'Recognition of other people's emotions' are close to those described above. Only 18% of students have a high level of development of skills to recognise emotions and emotional states of other people. A significant part of respondents have average (52%) and low (30%) levels of emotion recognition.

The majority of the surveyed students can interpret and identify the internal state of another with great difficulty and are unable to adjust to it. As a result of the study of the level of development of emotional intelligence using the D. Goleman method. Goleman method the following results were obtained. The scale 'General emotional intelligence' revealed that 32% of students have a high level of emotional intelligence development.

The obtained data suggest that the respondents are able to interpret and identify not only their own emotions, but also the emotions of other students at a sufficiently high level. They have no difficulties in interpersonal communication with other students and teachers, as they interpret the mood and inner state of others. 68% of students have an average level of development of emotional intelligence. There were no students with low level of emotional intelligence development. In 23% of respondents internal emotional intelligence has a high level of development. These students are able to interpret and identify their inner experiences, are inclined to self-analysis, ability to manage their emotional state. The predominant number of respondents (77%) has an average level of development of internal emotional intelligence.

The obtained results allow us to conclude that they can listen to themselves at a sufficient level, understand their inner emotional state, adjust their emotions to the surrounding situation. No students with a low level of internal emotional intelligence development were identified[6].

The scale 'Social emotional intelligence' revealed that 15% of the subjects have a high level of development. These students are effective in interpersonal group interaction. The majority of respondents (80%) have an average level of social intelligence development.

The obtained results indicate that these students can establish interpersonal interaction, can understand another person, pay attention to non-verbal signals. Unfortunately, 5% of respondents have a low level of social intelligence. These students do not understand the experiences and emotions of other people, because of this interpersonal conflicts may arise.

The scale 'Existential Emotional Intelligence' revealed the following results, 33% of students have high level, 60% of students have average and 7% have low levels. Most students understand the

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importance of developing their creative abilities, needs, emotions, but do not always make efforts to do so.

The data obtained by the method 'Diagnostics of leadership abilities' E. Zharikova and E. Zharikov and E. Krushelnitsky allows us to assert that the predominant number of students with moderately expressed leadership qualities (52%), 8% have pronounced leadership qualities, for 10% of respondents leadership is expressed by a tendency to dictate.

In general, we can conclude that leadership qualities are expressed in the majority of respondents, they are characterised by such qualities as: organisation, discipline, reliability, diplomacy, flexibility, commitment, initiative. The respondents are characterised by independence in decision-making, responsibility, risk-taking, tactfulness, participation, vigilance. They can persuade, be attentive to the members of their group, are communicative and have high adaptability. Thirty per cent of respondents have poorly expressed leadership qualities, which means that they have difficulties in decision-making, fear responsibility, lack initiative, and have difficulties in communicating with other students.

With the help of the method 'I am a leader' it was determined that the majority of students-leaders possess such skills at high and medium level as: awareness of the purpose of their activities (68% and 32%), ability to work in a group (54% and 46%), ability to influence people around them (62% and 38%), ability to manage themselves (36% and 64%), ability to solve their own problems and other students (42% and 58%), the presence of creativity (32% and 68%), the presence of formed organisational abilities (28% and 73%).

Correlation analysis (Pearson correlation coefficient r -Pearson) of the relationship between emotional intelligence and leadership qualities of students showed that there is a positive relationship between certain characteristics of emotional intelligence with leadership qualities, namely: component 343 'Self-motivation' is interrelated with the component 'Creative approach' ($r=0,294$; $p 0,05$); components 'Emotional awareness' and 'Influence on others' ($r=0,443$; $p 0,01$). A strong correlation exists between the components 'Ability to work in a group' and 'Managing own emotions' ($r=0.412$; $p 0.01$). The correlation between 'Social emotional intelligence' and 'Ability to influence others' ($r=0.309$; $p 0.05$), weak correlation between components of 'Internal emotional intelligence' and 'Ability to solve problems' ($r=0.297$; $p 0.05$) was revealed. In addition, a weak correlation was found between the components 'Internal Emotional Intelligence' and 'Ability to manage oneself' ($r=0.239$; $p 0.05$); a strong correlation between the components 'Existential Emotional Intelligence' and 'Organisational Ability' ($r=0.402$; $p 0.01$). A weak correlation between the components 'Existential emotional intelligence' and 'Ability to manage oneself' ($r=0,334$; $p 0,05$); between the components 'Existential emotional intelligence' and 'Creative approach' ($r=0,327$; $p 0,05$) was revealed.

Conclusions. The conducted correlation analysis confirmed the existence of a relationship between emotional intelligence and leadership qualities of students. In addition, the obtained results allow us to state a sufficiently high development of leadership and organisational abilities in students of student council representatives.

Despite the fact that the number of students with low level of development of emotional intelligence is insignificant and there are no students with low level of leadership qualities, the analysis of the obtained results allows us to state that it is necessary to conduct psychological work with students aimed at the development of emotional intelligence, leadership and organisational

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qualities, which will contribute to building effective interpersonal relationships and, consequently, improving the quality of the student council.

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FORMATION OF STUDENTS' WAYS OF THINKING IN THE LEARNING PROCESS OF GEOMETRY

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GEOMETRIYANI O'QITISH JARAYONIDA O'QUVCHILARDA FIKRLASH FAOLIYAT USULLARINI SHAKLLANTIRISH

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ФОРМИРОВАНИЕ У УЧАЩИХСЯ СПОСОБОВ МЫСЛИТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ В ПРОЦЕССЕ ОБУЧЕНИЯ ГЕОМЕТРИИ

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Annotatsiya: maqolada ta'limda geometriya fanini o'qitishda o'quvchilarda fikrlash faoliyat usullarini shakllantirish yo'llari haqida fikr bildirilgan va tasavvurni kengaytirish va fikrlash faoliyat usullarini shakllantirish uchun bir nechta usullar va yondashuvlarni amaliy hayotda qo'llash tavsiya etilgan.

Kalit so'zlar: tasavvur, faoliyat, kross-discipliner yondashuv, fikrlash, amaliy misollar.

Аннотация: В статье дается обзор способов формирования способов мыслительной деятельности у учащихся при преподавании геометрии в образовании и предлагается применить в практической жизни несколько методов и подходов к расширению воображения и формированию способов мыслительной деятельности.

Ключевые слова: воображение, деятельность, междисциплинарный подход, мышление, практические примеры.

Annotasion : The article provides an overview of the ways in which students form ways of thinking when teaching geometry in education and suggests applying several methods and approaches to expanding imagination and forming ways of thinking in practical life.

Keywords: imagination, activity, interdisciplinary approach, thinking, practical examples.

Mamlakatimizda zamon talablariga mos ta'lim tizimini takomillashtirish, xususan ta'lim mazmunini yangilash bo'yicha katta hajmdagi ishlar olib borilmoqda. Xususan, davlatimizda matematika 2020-yildagi ilm-fanni rivojlantirishning ustuvor yo'nalishlaridan biri sifatida belgilandi. O'tgan davr ichida matematika ilm-fani va ta'limini yangi sifat bosqichiga olib chiqishga qaratilgan qator tizimli ishlar amalga oshirildi. Matematika ta'limini rivojlantirish konsepsiyasi, matematika bo'yicha milliy dasturni yaratish, unga mos darsliklar, qo'llanmalar yaratish ustida ishlar boshlandi. Matematika ta'limi mazmuniga kiritilgan yangi mavzular an'anaviy o'qitilib kelayotgan mavzularni o'qitish tartibini o'zgartirdi, o'qitish jarayoniga yangi metod, vositalar, texnologiyalar kirib keldi. Bu o'zgarishlardan kelib chiqadiki matematikanni o'qitish o'zi dolzarb hisoblanadi.

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Geometriyani o'qitishda fikrlash, tasavvurni kengaytirish — bu o'quvchilarning geometrik tushunchalarni chuqurroq anglashlari va ularni amaliy hayotda qo'llashlarini ta'minlash uchun muhim jarayon. Tasavvurni kengaytirish va fikrlash faoliyat usullarini shakllantirish uchun bir nechta usullar va yondashuvlar mavjud:

Vizualizatsiya-geometriya ko'pincha ko'rsatilgan shakllar va diagrammalarga bog'liq. O'quvchilarga 3D modellar, grafiklar yoki interaktiv dasturlar yordamida shakllarni ko'rsatish, ularning tasavvurini kengaytirishga yordam beradi. Masalan, geometriya dasturlari (GeoGebra, SketchUp) orqali shakllarni yaratish va manipulyatsiya qilish o'quvchilarga geometrik tushunchalarni yaxshiroq tushunishga yordam beradi.

Amaliy misollar-geometrik tushunchalarni real hayotdagi misollar bilan bog'lash o'quvchilarning qiziqishini oshiradi. Misol uchun, arxitektura, san'at yoki tabiatdagi geometrik shakllarni o'rganish orqali o'quvchilar geometriyaning amaliy qo'llanilishini ko'rishlari mumkin.

O'yinlar va faoliyatlar-o'yinlar va amaliy faoliyatlar orqali o'quvchilar geometrik tushunchalarni o'rganishlari mumkin. Masalan, konstruktorlar, puzzl va boshqa interaktiv o'yinlar yordamida shakllarni yaratish va ularga o'zgarishlar kiritish tasavvurni rivojlantiradi.

Tasviriy san'at-geometrik shakllar va naqshlarni tasviriy san'atda ishlatish orqali o'quvchilar geometrik tushunchalarni san'at bilan bog'lashi mumkin. Rassomlik darslari, grafik dizayn yoki arxitektura loyihalari orqali geometrik shakllarni yaratish ko'nikmalarini rivojlantirish mumkin.

Muammolarni hal qilish-geometrik muammolarni hal qilish jarayonida o'quvchilar o'z tasavvurlarini ishlatishga majbur bo'lishadi. Qiyin masalalar va muammolarni hal qilish uchun turli strategiyalarni qo'llash, ularning analitik fikrlash qobiliyatini oshiradi.

Kross-discipliner yondashuv-geometriya boshqa fanlar bilan birlashtirilganda, masalan, fizika, kimyo yoki biologiya bilan bog'liq holda o'qitilganda, o'quvchilarning tasavvuri kengayadi. Bu yondashuv orqali ular geometrik tushunchalarni yanada chuqurroq anglaydilar.

Texnologiyadan foydalanish-virtual haqiqat (VR) yoki kengaytirilgan haqiqat (AR) texnologiyalari yordamida geometrik shakllarni uch o'lchovli muhitda ko'rish imkoniyatini berish, o'quvchilarning tasavvurini rivojlantirishda samarali bo'lishi mumkin.

Xulosa qiladigan bo'lsak, geometriyani o'qitishning asosiy vazifalaridan biri bu fikrlash faoliyatini shakllantirishdan iborat. Geometriyada fikrlamasdan masala yechib bo'lmaydi. Fikrlashni o'zi bu har qanday hayotdagi masalalarni to'g'ri, optimal yechish va uni yechimlarini ratsional usullarini topishdan iborat. Fikrlash usullarini shakllantirish uchun geometriya fanidik xizmat qila oladigan boshqa fan yo'q. Shuning uchun geometriya fanini o'qitishda o'quvchilarni fikrlash faoliyatini shakllantirish metodikasini o'rganish dolzarb hisoblanadi.

Geometriyani o'qitishda tasavvurni kengaytirish uchun turli usullar va yondashuvlardan foydalanish muhimdir. Bu nafaqat o'quvchilarning matematik ko'nikmalarini rivojlantirishga yordam beradi, balki ularning kreativ fikrlash va muammoni hal qilish qobiliyatlarini ham oshiradi. O'qituvchilar bu jarayonda innovatsion yondashuvlarni qo'llab-quvvatlashi kerak, shunda o'quvchilar geometriyani qiziqarli va foydali fan sifatida qabul qilishlari mumkin.

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Vektorlar mavzusini o'qitishning amaliy hayotga tadbiqu

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Annotatsiya: maqolada ta'limda geometriya fanini o'qitishda vektorlar mavzusi hayotimizning turli jabhalarida keng qo'llaniladi. Ularning matematik tushunchalarini tushunish nafaqat ilmiy sohalarda, balki kundalik hayotda ham foydali bo'lishi mumkin.

Tayanch tushunchalar: vektor, grafik, harakat, yo'nalish

Matematikada va fizika sohalarida ishlatiladigan tushuncha bo'lib, u yo'nalish va uzunlik (modul)ga ega bo'lgan ob'ektni ifodalaydi. Vektorlar odatda nuqtalar, kuchlar, tezliklar va boshqa fizik kattaliklarni tavsiflash uchun ishlatiladi.

Matematikada vektorlar ko'pincha koordinatalar tizimida nuqtalar sifatida ifodalanadi. Masalan, ikki o'lchovli vektor $\mathbf{v} = (x, y)$ ko'rinishida bo'lishi mumkin, bu yerda x va y vektorning x va y o'qlaridagi komponentalaridir. Uch o'lchovli vektor esa $\mathbf{v} = (x, y, z)$ ko'rinishida ifodalanadi.

Vektorlar qo'shish, ayirish, skalar ko'paytirish kabi amallarni bajarish mumkin. Ular fizikada kuchlar, tezliklar va boshqa ko'rsatkichlarni ifodalashda muhim ahamiyatga ega.

Vektorlar matematikada va fizika fanida muhim tushunchalardir, va ularning hayotda qo'llanilishi juda keng. Quyida vektorlarning hayotga tadbiqu haqida bir necha misollar keltirilgan:

1. Fizikada

- Kuchlar: Vektorlar kuchlarni ifodalashda ishlatiladi. Masalan, bir obyektning harakatiga ta'sir etayotgan kuchlar (og'irlik, ishqalanish, tortish) vektorlar yordamida tasvirlanadi. Harakatning yo'nalishi va kuchning kattaligi vektor sifatida ko'rsatiladi.

- Tezlik va tezlanish: Harakatda bo'lgan jismlarning tezligi va tezlanishi ham vektorlar bilan ifodalanadi. Tezlikning yo'nalishi va o'lchovi harakatni to'g'ri tahlil qilishga yordam beradi.

2. Muhandislik

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- **Konstruktsiya:** Muhandislar va arxitektorlar vektorlarni binolarni, ko'priklarni va boshqa inshootlarni loyihalashda ishlatadilar. Har bir elementning joylashuvi, yo'nalishi va kuchlar ta'siri vektorlar yordamida hisoblanadi.

- **Robototexnika:** Robotlarning harakatini va manevrlarini rejalashtirish uchun vektorlar qo'llaniladi. Har bir motorning harakati vektor sifatida ko'rsatiladi, bu esa robotning aniq harakat qilishiga yordam beradi.

3. Kompyuter grafikasi

- **3D Modellastirish:** Vektorlar grafikada 3D ob'ektlarni yaratishda muhim rol o'ynaydi. Har bir nuqtaning joylashuvi vektorlar yordamida ifodalanadi, bu esa ob'ektlarning shaklini va harakatini aniqlashga imkon beradi.

- **Animatsiya:** Harakatlanuvchi ob'ektlarning yo'nalishi va tezligi ham vektorlar bilan ifodalanadi, bu esa animatsiyaning realistik ko'rinishini ta'minlaydi.

4. Navigatsiya

- **GPS tizimlari:** Vektorlar geografik joylashuvni aniqlashda muhim ahamiyatga ega. GPS tizimlari orqali olingan ma'lumotlar vektorlar yordamida xaritalarda ko'rsatiladi, bu esa odamlarning joylashuvini aniqlashga yordam beradi.

- **Yo'l xaritalari:** Yo'l xaritalarida marshrutlarni belgilashda vektorlar qo'llaniladi. Har bir yo'nalish va burilish vektor sifatida ko'rsatiladi.

5. O'yin dizayni

- **Harakat va fizika:** O'yinlarda xarakterlarning harakati, to'qnashuvlari va boshqa dinamik jarayonlar vektorlar yordamida modellastiriladi. Bu o'yinlarning realistikligini oshiradi.

- **Kameraning harakati:** O'yinlarda kameraning harakatini boshqarish uchun ham vektorlar qo'llaniladi, bu esa o'yinchi uchun qiziqarli tajriba yaratadi.

6. Sport

- **Sport tahlili:** Sportchilar harakatlarini tahlil qilishda vektorlar qo'llaniladi. Masalan, sportchilarning tezligi, yo'nalishi va kuchi vektorlar yordamida baholanadi.

- **O'yin strategiyalari:** Futbol yoki basketbol kabi jamoaviy sportlarda o'yinchilarning pozitsiyalari va harakatlari vektorlar yordamida rejalashtiriladi.

Vektorlar hayotimizning turli jabhalarida keng qo'llaniladi. Ularning matematik tushunchalarini tushunish nafaqat ilmiy sohalarida, balki kundalik hayotda ham foydali bo'lishi mumkin. Vektorlar yordamida harakatlarni, kuchlarni va boshqa ko'plab jarayonlarni aniq tasvirlash mumkin, bu esa bizga yanada samarali qarorlar qabul qilishga yordam beradi.

Umuman olganda, vektorlar ko'plab ilmiy, texnik va amaliy sohalarida asosiy tushunchalardan biri bo'lib, murakkab jarayonlarni soddalashtirishga yordam beradi.

METHODS FOR OBTAINING IRON OXIDE NANOPARTICLES

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Annotation. Today, the importance of chemistry in the scientific and technical life of the world is showing its true impact. The increasing number of publications in the field of synthesis of magnetic sorption materials and their application in chemical analysis indicates that the search for new magnetic sorbents is ongoing. Although the sorption capacity of iron oxide nanoparticles is directly quite high, they are rarely used as magnetic sorbents. The relative simplicity and low cost of obtaining magnetic sorbents allow for their synthesis.

Key words: Chemistry, Magnetic nanocomposite sorbents, nanoparticles, inorganic or organic compounds, pH value, iron oxide, sorbent, natural polymers.

Introduction. Nanoparticles are mainly used as magnetic materials to create magnetic sorbents using the MTFE method, which is due to the relative simplicity of MNZ synthesis, the ability to control their size by changing the synthesis conditions, and their high magnetization. Maghemite (γ -Fe₂O₃), which has ferrimagnetic properties, is less commonly used. Although the sorption capacity of iron oxide nanoparticles is directly much higher, they are rarely used as magnetic sorbents[1]. First of all, this is due to the tendency of nanoparticles to aggregation due to the high surface energy inherent in finely dispersed structures, as well as their non-selectivity. Changing the orientation of the surface of Fe₃O₄ nanoparticles allows you to increase their aggregative stability and give them the necessary sorption properties[2].

Main part: Methods for synthesizing MNZs of iron oxides are fully described in the reviews [3], therefore, in this section we will mention some works devoted to modern methods for preparing MNZs of iron. One of the most convenient and frequently used methods for obtaining Fe₃O₄ nanoparticles is the method of co-precipitation of iron (II) and (III) salts (Massard method) [4]. The essence of the method is to precipitate Fe₃O₄ in an aqueous medium by adding ammonia to a solution of a mixture of iron (II) and (III) chlorides in a ratio of 1 : 2. Various modified versions of this technique have been described, differing in the type of iron salts and hydroxides used, salt concentration, temperature, and duration of heating. The most important parameters affecting the shape, size and composition of the particles are the molar ratio of Fe(II) / Fe(III), the nature of the precipitate, the heating temperature and duration [3]. Fe₃O₄ particles have been shown to form at ~80°C, while Fe₂O₃ particles are formed at a lower temperature (~60°C) [5]. Depending on the synthesis conditions, the size of Fe₃O₄ nanoparticles ranges from 2 to 20 nm [6]. In some cases, magnetite is synthesized in the presence of various stabilizers, such as oleic acid [7] or cetyltrimethylammonium bromide [8], which also significantly affects the morphology and size of the resulting Fe₃O₄ nanoparticles. In this case, nanoparticles with a diameter of 20–50 nm are formed [9]. The use of microwave heating allows to increase the uniformity of particle size and reduce the synthesis time. Nano-sized γ -Fe₂O₃ particles are often obtained by adding ammonia to an aqueous solution of iron (III) chloride in the presence of Na₂SO₃ [10]. The second most common, but more difficult to implement, method of synthesis of Fe₃O₄ MNZ for obtaining magnetic sorbents is the solvothermal method. The essence of the method is the reduction of iron salts with polyhydric alcohols (usually ethylene glycol) at high temperatures in the presence of various salts. The synthesis

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is carried out in an autoclave under high pressure. In the reaction system, polyols act as both a solvent and a reducing agent. A typical synthesis process is as follows: iron (III) salt (usually chloride) and sodium acetate are dissolved in ethylene glycol in the presence of a small amount of water, then placed in an autoclave, heated to 200 °C and maintained. at this temperature for 4 to 18 hours, cooled to room temperature, and isolated precipitate of magnetite. Despite the length and complexity of the process, in recent years this synthesis method has been increasingly used to obtain magnetic sorbents, as it allows obtaining nanoparticles of uniform size [11]. It is the thermolysis of organometallic compounds in incompatible solvents. For example, 100 nm Fe₃O₄ nanoparticles were obtained by thermolysis of iron acetate in benzyl alcohol at 175 °C for two days in a nitrogen atmosphere [12]. By reducing iron acetylacetonate in 1,2-hexadecanediol at 263 °C in the presence of oleic acid and oleinamine, 5 nm Fe₃O₄ nanoparticles were obtained, which were used to obtain magnetic sorbents coated with a layer of silicon oxide [13]. In some cases, commercially available nanoparticles of iron oxides are used to synthesize magnetic sorbents, the production of which is mastered by a number of companies in industry. Other examples of commercially available MNZ nanoparticles are given in the reviews. To achieve students' understanding of the most important basic knowledge of science, concepts, laws, theories, or the foundations of science. To form a scientific materialistic worldview. To cultivate in students such qualities as a positive attitude towards the development of modern society, diligence, interest in science, and care for and protection of nature[14].

Conclusion. Thus, the second most common, but more difficult to implement, method for the synthesis of Fe₃O₄ MNZ for obtaining magnetic sorbents is the solvothermal method. The synthesis of magnetic nanomaterials based on Fe₃O₄ using saponins as surfactants is a topical and promising research topic, which can lead to the creation of new materials with improved properties and wide application.

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THE CURRENT STATE OF THE ARAL SEA, THE PERSISTENCE OF ENVIRONMENTAL PROBLEMS AND THE POSSIBILITIES FOR THEIR ELIMINATION

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Annotation: This scientific article evaluates the current state of the Aral Sea, the analysis of the negative ecological crises that it poses to the environment and human activities. It also shows the effectiveness of the positive work being carried out by the Republic of Uzbekistan, foreign countries and relevant international financial institutions to prevent this ecological crisis. The effectiveness of scientific research by scientists of international scientific organizations in order to stabilize the ecological state of the Aral Sea, as well as the introduction of modern innovative technologies in this area and the implementation of advanced Startup projects in practice are presented.

Keywords: Aral Sea, ecological and social consequences, economic consequences, modern technologies, start-up projects, initiatives, targeted plans.

The Aral Sea, once the world's fourth largest inland body of water, is now an ecological disaster. The shrinking and drying up of this sea poses serious environmental and economic challenges not only for the countries of the Central Asian region, but also for the entire world. In particular, the problems related to health, agriculture, climate change and biodiversity conservation have significantly increased in this region.

The rapid drying of the Aral Sea in recent decades has been caused mainly by the cessation of water flow and the artificial misallocation of water resources. As a result of this process, the sea surface has shrunk by 85% and turned into a real desert. The drying of the Aral Sea and the harmful chemicals released from it into the regions have not only resulted in a decrease in natural resources, but also in a deterioration of the health of the population and an increase in diseases.

This article analyzes the current ecological state of the Aral Sea and the main problems that have arisen in the region. It also examines the efforts being made to solve these problems and future opportunities. The role of the international community and the cooperation of Central Asian countries in combating the ecological crisis of the Aral Sea should be given special attention. The natural state of the Aral Sea and its shrinkage have historically caused profound ecological changes. In the 1960s, the area of the Aral Sea was approximately 68,000 square kilometers, but today 85% of its surface is dry. The largest rivers of the Aral Sea, the Amu Darya and the Syr Darya, served as sources of water for the sea. However, since the 1960, the waters of these rivers have been intensively diverted for agricultural needs, which has led to a disruption of the water balance of the Aral Sea.

The drying of the Aral Sea has not only caused an ecological crisis, but also serious economic and social problems for the population of the region. Along with the drying up of the sea, the main

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water source for the population of the coastal countries of Uzbekistan, Kazakhstan and Turkmenistan has decreased and irrigated lands have dried up, which has caused major problems in agriculture. This, in turn, has made food security, job security and economic development a serious problem. Health issues have also become acute for the population of the region, as dust storms, saline soil and chemical pollution from the land have led to a wide spread of respiratory diseases, allergic reactions and other health problems. The health of the population has suffered seriously, and many diseases, including cancer, gastrointestinal diseases and respiratory tract diseases, have become widespread.

The shrinking of the Aral Sea has also had a significant impact on the agricultural sector and economic development in the region. The reduction in water allocated for irrigation, especially in the upper reaches of the Amu Darya and Syr Darya rivers, has led to a shortage of resources in agriculture. In the 1980, agriculture around the Aral Sea was carried out on an area of 3 million hectares. By 2020, this figure had fallen to 1.2 million hectares, which significantly reduced agricultural production. According to 2022 data, about 5 million people in Uzbekistan lost their income due to the weakening of agricultural activities and soil salinization around the Aral Sea and its drying.

Practical work underway to stabilize the ecological state of the Aral Sea

Today, a number of initiatives are being implemented at the international and national levels to restore the ecological status of the Aral Sea. Programs aimed at improving the ecological status of the Aral Sea are being implemented through the cooperation of many countries and international organizations. For example, several large water transport projects are being carried out between Uzbekistan and Kazakhstan to restore part of the Aral Sea, as well as measures to restore water in some parts of the sea.

Comprehensive measures have been taken to introduce advanced foreign experiences to develop 3.5 million hectares of land on the dried-up bottom of the Aral Sea. In particular, in 2020-2024, 56 species and 228 varieties of plants were planted on an experimental basis on 100 hectares in the Muynak district and 24 hectares in the Nukus district.

Also, in order to provide a scientific solution to the problems of water conservation and salt reduction in the dried-up Aral Sea, a national competition was announced, and a total of 17 practical and innovative projects worth 15.7 billion soums were implemented. Within the framework of these 17 projects, research was carried out on more than 67 types of salt-tolerant plants on 10 hectares, and according to the test results, 31 types of halophyte plants sprouted. Also, 5 varieties of wheat and 9 varieties of pasture fodder plants gave positive results in the dried-up Aral Sea.

55 kg of seeds were prepared to test 31 types of drought- and salinity-tolerant halophyte plants on 68 hectares of the dried-up Aral Sea bed. Among the halophyte plants, African millet is adapted to saline soils and is used as livestock feed.

Initiatives aimed at restoring the Aral Sea

The measures and initiatives taken to restore the ecological status of the Aral Sea have led to a number of positive developments. Since the beginning of 2000, the governments of Uzbekistan and Kazakhstan, as well as international organizations such as the UN and the World Bank, have implemented a number of projects aimed at restoring the ecological status of the Aral Sea. For example, in 2005, new water storage systems and irrigation methods were introduced in the coastal areas of Kazakhstan, especially in Kyzylkum and Muynak. As a result, by 2010, about 3 billion cubic

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meters of water had been collected in the monitoring areas of the Aral Sea, which somewhat slowed down the shrinkage of the sea.

Important directions for the environmentally sustainable development of the Aral Sea

There are a number of important areas to ensure the ecological restoration of the Aral Sea:

First, it is necessary to effectively manage water resources in rivers, introduce new technologies for the development of agriculture in water-scarce regions. New irrigation technologies and innovative methods aimed at saving water will help reduce the demand for water.

Secondly, it is necessary to develop scientific research and monitoring systems aimed at restoring the ecological state of the Aral Sea. Large-scale scientific research should be carried out to restore the biodiversity of the Aral Sea, monitor the state of water resources, and protect the environment.

Thirdly, it is important to introduce environmental education and training programs for the population in the region, raise awareness of environmental issues, and guide them towards sustainable development.

The main scientific approaches put forward to fully restore the ecological state of the Aral Sea and ensure sustainable development are as follows:

1. **Effective management of water resources:** Effective management of rivers and reservoirs, optimization of plants and irrigation technologies. Water-saving technologies and modern irrigation systems should be introduced in the regions around the Aral Sea.
2. **Scientific research and monitoring:** Conduct scientific research to monitor the ecological state of the Aral Sea, develop monitoring systems aimed at restoring biodiversity and identifying new problems.
3. **Soil restoration:** Use environmentally sustainable methods for reclamation and land reclamation of highly saline lands.
4. **Environmental education and public awareness:** Increasing the population's awareness and knowledge of environmental issues, and achieving active public participation in environmental protection.

Although the process of restoring the ecological status of the Aral Sea is ongoing, the implementation of effective measures in the future will help restore the ecological stability of the area and improve economic and social well-being in the region. Therefore, international cooperation, advanced technologies and continued scientific research are necessary for the full restoration of the Aral Sea and the sustainable development of the Central Asian region.

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THE ROLE AND IMPORTANCE OF SOIL SCIENCE IN THE ECOLOGICAL SYSTEM

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Abstract:

This article analyzes the role of soil science in the ecological system and its significance in environmental protection. Soil is not only an essential resource for plants and animals but also a key factor in forming a stable ecological environment. In Uzbekistan, fertile soil cover, which ensures agricultural productivity, is a critical resource defining the country's economic potential and stability.

Keywords: Soil science, ecology, environmental protection, “green” economy, sustainable development.

INTRODUCTION

The declaration of 2025 as the “Year of Environmental Protection and the Green Economy” in Uzbekistan is a significant step toward achieving ecological sustainability. Environmental protection and rational use of natural resources are among the most pressing global issues today, and soil science plays a pivotal role in this regard.

Soil is not only the habitat for plants and wildlife but also a vital resource for ensuring food security, combating climate change, and maintaining ecological balance. However, the degradation and declining quality of soil resources pose serious threats to sustainable development. Issues such as soil erosion, salinization, and pollution have become pressing global challenges, which can only be addressed through systematic and innovative approaches.

The transition to a “green” economy emphasizes the need to improve soil health, protect it, and enhance its fertility. This article thoroughly explores the ecological significance of soil, the importance of its conservation, and sustainable use. Modern research, innovative approaches, and advanced practices for soil preservation are highlighted, along with the measures needed to improve ecological sustainability through better soil management.

Research Methods and Methodology

This study employs several scientific and methodological approaches to determine the role of soil science in the ecological system and its application in sustainable development. The research was conducted using the following methods:

1. **Theoretical Analysis:** Reviewing existing scientific literature, national and international studies on soil science and ecology to consolidate knowledge about soil's role in the ecological system.
2. **Experimental Approach:** Testing innovative approaches aimed at improving soil fertility and monitoring erosion processes.

3. Statistical Analysis: Collecting and processing data on soil conditions and quality using mathematical and statistical methods.
4. Field Trials: Conducting agricultural practices on test plots to enhance soil fertility and evaluating their effectiveness.
5. Comparative Analysis: Comparing soil resource management practices in Uzbekistan and other countries to identify successful approaches.

Through this methodology, the study provides a deeper understanding of the ecological importance of soil and offers practical recommendations for its conservation and sustainable use.

Main Body

Soil as a Fundamental Component of the Ecological System

Soil science plays a crucial role in sustainable development by addressing global ecological challenges. Soil supports biodiversity by providing a habitat for plants, microorganisms, and animals. It also helps sequester carbon dioxide, retain water, and stabilize the climate. However, declining soil fertility and quality due to erosion, salinization, and pollution remain major concerns. Systematic efforts are required to address these issues.

Soil Erosion and Conservation Strategies

Soil erosion poses significant risks to agriculture and the environment. In Uzbekistan's mountainous regions, erosion processes are widespread, leading to the loss of fertile soil layers. Addressing this issue requires measures such as strengthening vegetation cover on slopes, implementing contour plowing, and increasing afforestation efforts.

Improving Soil Quality

Environmentally friendly technologies and biological methods are being introduced to improve soil quality. Organic fertilizers, biocompost, and green manure have proven effective in enhancing soil fertility. Additionally, water-saving irrigation technologies play a vital role in reducing soil salinization and mitigating desertification.

Sustainable Soil Management Practices

Within Uzbekistan's agricultural strategy, various projects aim to promote sustainable soil use and management. Agroecological measures, renewable energy sources, and digital technologies are being employed to improve soil quality and productivity.

Global Practices and Recommendations for Uzbekistan

The successful practices of other countries in soil conservation, such as Japan's advanced land reclamation technologies and the Netherlands' organic farming methods, can be adapted to Uzbekistan's context.

This section highlights the ecological and economic significance of soil science and suggests modern approaches and methods to achieve sustainable development.

Research Results and Discussion

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The conducted research reaffirms soil science's critical role in ensuring ecological sustainability. Several key findings emerged from the study:

1. **Soil's Ecological State:** Analysis revealed that soil fertility in various regions of Uzbekistan is low, with widespread issues such as salinization and erosion. Poor irrigation practices and excessive use of chemical inputs are major contributors to soil degradation.
2. **Effectiveness of Organic Fertilizers:** The study demonstrated that the use of organic and biological fertilizers can increase soil fertility by 25–30%. Specifically, biocompost and green manure improve soil biological activity and promote beneficial microorganisms.
3. **Erosion Control Measures:** Measures such as contour plowing, restoring vegetation cover, and afforestation in mountainous areas reduced erosion processes by 40%. These methods not only protect soil layers but also help preserve biodiversity.
4. **Water-Saving Technologies:** The introduction of water-saving irrigation systems reduced water usage by 35% and improved soil quality in irrigated lands.

The findings highlight the necessity of adopting modern technologies and ecological approaches to sustainably manage soil resources. Rational use of resources and biological methods are essential for preserving soil's natural state. Additionally, state-led environmental programs have proven effective in soil conservation.

However, challenges remain, such as reducing chemical usage in agriculture, promoting eco-friendly farming technologies, and raising public ecological awareness. Learning from global best practices and adapting them to local conditions will further enhance soil resource management.

CONCLUSION

Research on the role and importance of soil science in the ecological system underscores the need for soil conservation and efficient utilization. The findings confirm the effectiveness of biological fertilizers, contour plowing, erosion control measures, and water-saving technologies in improving soil quality.

Ecological approaches aimed at soil preservation can effectively safeguard soil resources. The application of organic and biological fertilizers, erosion prevention strategies, and water-saving technologies significantly enhance soil health. International experiences in soil conservation should be studied and adapted to local conditions to ensure sustainable soil resource management.

Moreover, eco-friendly agricultural practices, soil protection policies, and rational resource management must be prioritized. Overall, research in soil science plays a critical role in achieving ecological sustainability and ensuring efficient use of soil resources.

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XUSUSIY MULK DAXLSIZLIGINI KONSTITUTSIYAVIY-HUQUQIY ISLOHOTLAR KAFOLATLAYDI

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Rustam Djabbarovich Ruziyev

Annotatsiya: Maqolada Yangi O'zbekiston sari rivojlanish yo'lida sharoitida mulk huquqi va xususiy mulk daxlsizligini konstitutsiyaviy huquqiy asoslari yoritib berilgan.

Kalit so'zlar: mulk huquqi, xususiy mulk daxlsizligi, yangi tahrirdagi Konstitutsiya, huquqiy kafolat, konstitutsiyaviy huquqiy islohotlar, mulk shakllari.

КОНСТИТУЦИОННО-ПРАВОВЫЕ РЕФОРМЫ ГАРАНТИРУЮТ НЕПРИКОСНОВЕННОСТЬ ЧАСТНОЙ СОБСТВЕННОСТИ

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Аннотация: В статье освещены конституционно-правовые основы права собственности и неприкосновенности частной собственности в пути развития к Новому Узбекистану.

Ключевые слова: право собственности, неприкосновенность частной собственности, Конституция новой редакции, правовая гарантия, конституционно-правовые реформы, формы собственности.

CONSTITUTIONAL AND LEGAL REFORMS GUARANTEE THE INTEGRITY OF PRIVATE PROPERTY

Professor of the Department of "Civil Legal Sciences" of the UPS of the RUz, **Rustam Djabbarovich Ruziev**

Abstract: The article highlights the constitutional and legal foundations of property rights and the inviolability of private property on the way to a new Uzbekistan

Key words: property rights, inviolability of private property, new edition of the constitution, legal guarantee, constitutional legal reforms, forms of ownership

"2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi"[1] doirasida ortga qaytmas tus olgan ijtimoiy-iqtisodiy islohotlar, samarali bozor mexanizmlariga asoslangan iqtisodiyotni rivojlantirish yo'nalishida amalga oshirilayotgan ishlar salmog'ini alohida qayd etish adolatdan bo'ladi. Vaholanki, yangi O'zbekistonning xalqchil siyosati – "inson-jamiat-davlat" zahirida shakllantirilgan ijtimoiy-iqtisodiy, siyosiy-huquqiy, madaniy-ma'rifiy va ma'naviy-mafkuraviy taraqqiyot yo'lining yorqin istiqbollarini ochib berish yangi jamiyatga mos ruhdagi huquqiy tizimni yaratishni taqozo etadi.

Shubhasiz, yangilanishlarning huquqiy kafolati sifatida, avvalambor, yuksak insonparvarlik g'oyalarini o'ziga singdirgan yangi O'zbekiston Konstitutsiyasi hisoblanadi. Zero, yangi Konstitutsiya iqtisodiyotimizning manbai sifatida mulk va uning huquqiy asoslari, jamiyat va fuqarolar farovonligini ta'minlash, mamlakatimiz taraqqiyoti va iqtisodiy hayotida olib borilayotgan islohotlarni amalga oshirishdek ulug' maqsadga xizmat qiladi. Shu ma'noda, O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning "Yangilangan Konstitutsiya mamlakatimizning uzoq

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muddatli strategiyalari, umuman, vatanimiz va xalqimizning ertangi farovon hayoti uchun mustahkam huquqiy asos hamda ishonchli kafolat yaratishi lozimligi"[2] xususidagi purma'no so'zlarini eslash joiz.

Iqtisodiyotning samarali amal qilishi va xalq farovonligi o'sishiga imkoniyat yaratuvchi muhim omil bo'lgan mulkning milliy qonunchiligimizda turli shakllariga ruxsat berilganligini e'tirof etish lozim. Buning tasdig'ini yangi O'zbekiston Konstitutsiyasining 65-moddasida "Fuqarolar farovonligini oshirishga qaratilgan O'zbekiston iqtisodiyotining negizini xilma-xil shakllardagi mulk tashkil etishi" haqidagi qoida belgilab qo'yilganligida ko'rish mumkin.

E'tiborli jihat, davlat mulkning xilma-xil shakllari zamirida bozor munosabatlarini rivojlantirish, halol raqobat uchun shart-sharoit yaratish, iste'molchilarning huquqlari ustuvorligini ta'minlash, iqtisodiy faoliyat, tadbirkorlik va mehnat qilish erkinligini kafolatlash orqali fuqarolar farovonligini oshirishni maqsad qilib qo'yganligidir.

Jamiyatning iqtisodiy negizi undagi mavjud mulkchilik munosabatlariga asoslanganligi nuqtai-nazaridan mulk iqtisodiy ma'noga ega. Qaysiki, kishilar mehnati bilan yaratilgan yoki tabiat tomonidan insonlarga berilgan boyliklar har doim mulk bo'lib kelgan. Mulk, birinchidan, kishining ashyoga nisbatan egalik his-tuyg'usi bilan bog'liq bo'lsa, ikkinchidan, ushbu ashyo xususida kishilar o'rtasida vujudga keladigan munosabat hamdir. O'z navbatida, mulkiy munosabatlar qonunlar bilan tartibga solinadi va ularning ta'siri ostida mulkiy huquqiy munosabatlar sifatida namoyon bo'ladi. Huquqiy jihatdan qaraganda, moddiy va nomoddiy ko'rinishdagi ne'matlardan iborat bo'lgan mulkning muayyan subyektlarga tegishlilikini mustahkamlovchi va uning yuridik holatini belgilovchi huquqiy me'yorlar yig'indisini ifoda etadi.

Yangi O'zbekiston Konstitutsiyasi 12-bobining (65-68-moddalari) qoidalari taalluqli qonun hujjatlarida belgilangan asoslar va tartibga muvofiq mol-mulkning miqdorini chegaralamaydi. Demoqchimizki, ushbu normalar halol raqobat sharoitida iste'molchilarning huquqlari ustuvorligini ta'minlagan holda qonuniy tadbirkorlik va mehnat qilish natijasida orttirilgan mol-mulkning hajmi, soni, miqdori cheklanmasligini nazarda tutadi.

O'zbekiston Respublikasida yuridik ma'nodagi mulkning xususiy va ommaviy shakllari mavjud bo'lib, o'z navbatida, xususiy mulk yakka shaxsga tegishli mulk (fuqarolar mulki) va nodavlat yuridik shaxslar mulki ko'rinishiga bo'linadi. Ommaviy mulk tarkibiga esa O'zbekiston Respublikasi mulki va ma'muriy-hududiy tuzilmalar mulki (munitsipal mulk) kiradi. Mulk shakllarining bunday turkumlanishida mulk subyekti maqomi va mol-mulk rejimining uzviy birligi asosiy mezon bo'lib hisoblanadi. Bundan tashqari, yangi O'zbekiston Konstitutsiyasining 65-moddasi mulkning boshqa shakl va ko'rinishlarda ham bo'lishi mumkinligini e'tirof etadi. Xususan, O'zbekiston Respublikasining "O'zbekiston Respublikasida mulkchilik to'g'risida"gi Qonuni 5-moddasida mulkning an'anaviy ikki shaklidan tashqari jamoa mulki, aralash mulk, boshqa davlatlar hamda xalqaro tashkilotlar yuridik va jismoniy shaxslarining mulki kabi ko'rinishlarda bo'lishi ham ko'zda tutilgan. Har qanday hollarda ham davlat mulkning xilma-xil shakllarini rivojlantirish uchun ularning qonuniy tengligini ta'minlaydi va himoyasini kafolatlaydi.

Mamlakatimizda ijtimoiy-iqtisodiy munosabatlar asosini tashkil etuvchi mulk shakllari qatorida xususiy mulk qonun hujjatlariga muvofiq tarzda qo'lga kiritilgan har qanday narsalar bo'lishi mumkin. Aniqroq aytganda, xususiy mulk huquqining konstitutsiyaviy mazmun-mohiyati shaxsning qonunga muvofiq miqdori va qiymati cheklanmagan tarzda qo'lga kiritgan mulkka erkin, halol va qonunga zid bo'lmagan holda egalik qilish, undan foydalanish hamda uni tasarruf etish huquqlaridan iborat. Fuqarolar, xo'jalik shirkatlari va jamiyatlari, kooperativlar, jamoat birlashmalari, jamoat

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fondlari va davlatga qarashli bo'lmagan boshqa yuridik shaxslar xususiy mulk huquqining subyektlari hisoblanadi. Qonun bilan man etilgan ayrim ashyolardan tashqari har qanday mol-mulk xususiy mulk bo'lishi mumkin.

Yuqorida ta'kidlaganimizdek, ommaviy mulk respublika va ma'muriy-hududiy tuzilmalar mulkidan (munitsipal mulk) iborat bo'lib, respublika mulkiga – yer, yer osti boyliklari, suv, havo bo'shlig'i, o'simlik va hayvonot dunyosi hamda boshqa tabiiy boyliklar, davlat hokimiyati va boshqaruvi respublika organlarining mol-mulki, davlat ahamiyatiga ega bo'lgan madaniy va tarixiy boyliklar, respublika budjetining mablag'lari, oltin zaxirasi, davlatning valuta fondi va boshqa fondlari kiradi. Shuningdek, korxonalar va boshqa mulkiy komplekslar, o'quv, ilmiy, ilmiy-tadqiqot muassasalari va tashkilotlari, intellektual faoliyat natijalari, basharti bular budjet yoki davlatning o'zga mablag'lari hisobidan yaratilgan yoki sotib olingan bo'lsa va boshqa ayrim mol-mulklar ham respublika mulki bo'lishi mumkin.

Respublika mulki – respublika budjetiga tushadigan soliqlar va boshqa majburiy to'lovlar hisobidan, shuningdek, qonunlarda nazarda tutilgan asoslarga ko'ra boshqa tushumlar hisobidan tashkil etilib, qonun hujjatlarida belgilab qo'yilgan tartib va shartlar asosida xususiy mulk qilib berilishi mumkin. Respublika mulki bo'lgan mol-mulkni O'zbekiston Respublikasi Oliy Majlisi, O'zbekiston Respublikasi Prezidenti, O'zbekiston Respublikasi Hukumati yoki ular maxsus vakil qilgan organlar, agar qonunda boshqacha tartib nazarda tutilmagan bo'lsa, tasarruf qilish huquqiga egadirlar.

Munitsipal mulk esa – davlat hokimiyati mahalliy organlarining mol-mulki, mahalliy budjet mablag'lari, munitsipal uy-joy fondi va kommunal xo'jalik, korxonalar va boshqa mulkiy komplekslar, xalq ta'limi, madaniyat, sog'liqni saqlash muassasalari, shuningdek, boshqa mol-mulklardan iborat bo'ladi. Ushbu mulk turi mahalliy budjetga tushadigan soliqlar va boshqa majburiy to'lovlar hisobidan, shuningdek, qonun hujjatlarida nazarda tutilgan asoslarga muvofiq, boshqa tushumlar hisobidan tashkil etiladi. Munitsipal mulk bo'lgan mol-mulkni, agar qonun hujjatlarida boshqacha tartib nazarda tutilmagan bo'lsa, davlat hokimiyati mahalliy organlari yoki ular vakil qilgan organlar tasarruf etadilar. O'z navbatida, munitsipal mulk obyektlari ham xususiy mulk qilib berilishi mumkin.

Davlat jamiyatimizning iqtisodiy negizini tashkil etishda mulk shakllarining erkin sharoitini va mulkdorlar huquqlarini ta'minlash maqsadida iqtisodiy munosabatlarning o'ziga xos jihatlarini belgilab beradi. Bu jihatlar:

birinchidan, iqtisodiy faoliyat, tadbirkorlik va mehnat qilish erkinligi;

ikkinchidan, iste'molchilar huquqlari ustuvorligi;

uchinchidan, halol raqobat muhiti yaratilganligi;

to'rtinchidan, barcha mulk shakllarining teng huquqliligi;

beshinchidan, mulk shakllarining huquqiy jihatdan bab-baravar muhofaza etilganligida o'z ifodasini topadi.

Ayni vaqtda, davlat yangi Konstitutsiya, qonunlar va ularning ijrosini ta'minlovchi mexanizmlar yordamida xilma-xil shakldagi mulk egalari va tadbirkorlik subyektlarining o'z faoliyatlarini amalga oshirishlarida, avvalambor, iste'molchilar huquqlari ustunligi, ularning talab va takliflari iqtisodiy faoliyatni harakatga keltiruvchi, tartibga solib turuvchi jarayon ekanligini hisobga olib shart-sharoitlar yaratadi.

O'zbekiston Respublikasi "Iste'molchilarning huquqlarini himoya qilish to'g'risida"gi Qonunining[3] 23-moddasida konstitutsiyaviy qoida asosida iste'molchilar huquqlarining davlat tomonidan himoya qilinishini ta'minlash mexanizmlari belgilangan. Unga ko'ra davlat Konstitutsiya

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va qonun hujjatlari orqali iste'molchilarning tovar sotib olish, ishlar bajarish, xizmatlar ko'rsatish va ulardan foydalanish chog'idagi huquqlari hamda qonun bilan qo'riqlanadigan manfaatlari himoyasini kafolatlaydi va amalga oshiradi.

Iste'molchilar huquqlarining ustunligi ularning ishlab chiqaruvchi, xizmat ko'rsatuvchi, sotuvchidan farqli ravishda foyda olish maqsadini ko'zlamasligi, asosan, shaxsiy iste'mol yoki boshqa ehtiyojlarini qondirish uchun tovarlar sotib olishi, ish va xizmatga buyurtma berishida hamda ularning sifat va xavfsizligi kafolatlanganligini, shuningdek, qonun hujjatlarida belgilangan boshqa talablarini qo'yishda aks etadi.

Yangi O'zbekiston Konstitutsiyasida xususiy mulkning barcha mulk shakllari qatorida teng huquqliligi va huquqiy jihatdan himoya etilganligi uning 65-moddasi 3-qismida "Xususiy mulk daxlsizdir. Mulkdor faqat qonunda nazarda tutilgan hollarda va tartibda mulkidan mahrum etilishi mumkin", deb belgilab qo'yilgan. Endilikda, ijtimoiy-iqtisodiy hayotimizda sodir bo'layotgan yangilanishlar talqinida xususiy mulk nafaqat O'zbekiston Respublikasi fuqarolari va yuridik shaxslari, balki boshqa davlatlarning fuqarolari, yuridik shaxslari va fuqaroligi bo'lmagan shaxslarning ham boyligi hamda moddiy mustaqilligi, shuningdek ma'naviy erkinligi manbai sifatida baholandi va e'tirof etildi.

Yangi Konstitutsiyada, birinchidan, iqtisodiyot tarmoqlari va hududlari uyg'unligida iqtisodiy resurslarning adolatli taqsimoti hamda investitsiyaviy va ishbilarmonlik muhiti yaratilganligi, ikkinchidan, tovarlar, xizmatlar, mehnat resurslari va moliyaviy mablag'larning erkin harakatlanishi ta'minlanganligi, uchinchidan, tadbirkorlikda halol raqobat kafolatlanganligi va monopol faoliyatga yo'l qo'yilmasligi kabi tamoyillari asosida xususiy mulk daxlsizligi va himoyasining mustahkam huquqiy tizimi yaratildi.

Xususiy mulkka nisbatan belgilangan "daxlsizlik va davlat himoyasida bo'lishlik" xususiy mulk huquqini himoya qilish choralari orasida o'ziga xos o'ringa ega. Birinchi navbatda, "daxlsizlik" deganda, shaxsning o'ziga yoki muayyan huquqlariga nisbatan qonunga zid bo'lgan xatti-harakatlar bilan u yoki bu darajada ta'sir o'tkazishni taqiqlovchi qonuniy choralar majmui nazarda tutiladi. Ikkinchidan, "daxlsizlik" – huquq subyektiga tegishli va uning vakolatlari ostida hamda xo'jalik hukmronligidagi obyektning har qanday huquqbuzarliklardan holi bo'lishini qonun bilan ta'minlanganligini ham anglatadi. Konstitutsiyaning 65-moddasida belgilangan xususiy mulkning daxlsizligi ham, mulkdorga tegishli bo'lgan mol-mulkka nisbatan huquqlarning har qanday buzilishi va u bilan bog'liq manfaatlarga har qanday putur yetkazilishining taqiqlanishini hamda xususiy mulk huquqi u kimga tegishli bo'lishidan qat'i nazar faqatgina qonun hujjatlarida nazarda tutilgan hollardagi bekor qilinishi mumkinligi qoidasi ham xususiy mulk daxlsizligining mazmunini ifodalaydi.

Yangi Konstitutsiyaning mazkur normasini hayotga bevosita joriy etishning moddiy va protsessual mexanizmlari sifatida O'zbekiston Respublikasining Fuqarolik, fuqarolik protsessual va iqtisodiy protsessual kodekslari tegishli qoidalari, mulk va mulkchilikka oid bir qator qonun hujjatlari, jumladan O'zbekiston Respublikasining "Xususiy mulkni himoya qilish va mulkdorlar huquqlarining kafolatlari to'g'risida"[4]gi va boshqaruv tizimini takomillashtirish, ortiqcha byurokratik to'siqlarni bartaraf etish maqsadida 2021 yil 14 iyulda qabul qilingan O'RQ-701 sonli "Litsenziyalash, ruxsat berish va xabardor qilish tartib-tamoyillari to'g'risida"[5]gi qonunlari, shuningdek, O'zbekiston Respublikasi Prezidentining 2022 yil 24 avgustdagi PF-198-son "Mulk huquqining daxlsizligini ishonchli himoya qilish, mulkiy munosabatlarga asossiz aralashuvga yo'l qo'yilmaslik, xususiy

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mulkning kapitallashuv darajasini oshirish chora-tadbirlari to'g'risida"[6]gi Farmoni muhim amaliy ahamiyat kasb etadi.

Barcha mulk shakllarining teng huquqliligi hamda mulk daxlsizligi tamoyili oliy yuridik kuchga ega bo'lib, yangi O'zbekiston Konstitutsiyasining 65-moddasi 2 va 3-qismlarida bu boradagi normalar mustahkamlab qo'yilgan. Darhaqiqat, mazkur normalar asosiy maqsadi – mulk shakllarining tengligi, mulk daxlsizligini ta'minlashdir. Garchi, yangi Konstitutsiyaning ayrim normalari maqsadi to'g'ridan-to'g'ri mulk huquqini himoya qilishga yoki mulk daxlsizligini ta'minlashga qaratilmagan bo'lsa-da, ularning amalga oshirilishi natijasida shaxsning mulk huquqlari to'la-to'kis ta'minlanadi. Buning yaqqol misoli sifatida yangi Konstitutsiya 20-moddasining 2-3-qismlarini ("inson huquqlari va erkinliklarining amal qilishi", "boshqa shaxslar huquq va erkinliklariga putur yetkazmaslikning shartligi"), 41-moddasi 1-qismini ("har bir shaxs mulkdor bo'lish huquqiga egaligi") va 47-moddasi 1-qismini ("har kim uy joyli bo'lish huquqiga egaligi") keltirib o'tish o'rinli. Zero, har uchta holatda ham mulk daxlsizligi elementlari ifoda etilgan. Demak, aytish mumkinki, yangi Konstitutsiyaning 65-68-moddalarigina emas, balki 20, 41, 47-moddalari normalarida ham mulk daxlsizligining mazmun-mohiyati aks ettirilgan.

Mulkning daxlsizligi mulkdorga qarshi turgan barcha subyektlarning mulk huquqini buzishdan o'zlarini tiyishlari va saqlashlaridan iborat bo'lib, mulk davlat himoyasidadir. Mulkdor o'zining mulk huquqi kim tomonidan bo'lmasin, har qanday buzilishini bartaraf etishni, shuningdek buzilgan huquqlarini tiklashni talab qilish huquqiga ega. Mulk daxlsizligiga oid konstitutsiyaviy normalar joriy qonunchiligimizda, jumladan, fuqaroviy-huquqiy, ma'muriy-huquqiy, jinoiy-huquqiy normalarda o'z aksini topgan bo'lib, ushbu tamoyilning ijrosida amaliy ahamiyatga ega.

Mulkdor mulkidan faqat qonunda nazarda tutilgan hollarda va tartibdagina, ya'ni mulkdorning ixtiyoriy suratda majburiyatni bajarishi, mulkdorning mol-mulk taqdirini hal qiladigan bir tomonlama qaror qabul qilishi, sud qarori yoki davlat hokimiyati organi qarori asosida mol-mulkni olib qo'yish (sotib olish) yo'li bilan (masalan, musodara, rekvizitsiya), shuningdek mulk huquqini bekor qiluvchi qonun hujjatlariga asosan (masalan, natsionalizatsiya) mahrum etilishi mumkin.

Muxtasar qilib aytganda, yangi O'zbekiston Konstitutsiyasi va u asosida qabul qilingan qonunlar yangi O'zbekiston taraqqiyot yo'lining iqtisodiy negizlarini belgilab beradi, davlat ijtimoiy-iqtisodiy hayotining asosini tashkil qiluvchi xilma-xil mulk shakllari, jumladan xususiy mulk daxlsizligini kafolatlaydi.

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АННОТАЦИЯ

Чтение — это не только возможность погрузиться в мир литературы, но и способ получения знаний, навыков и культурного обмена. Существует несколько видов чтения, каждый из которых служит своим уникальным целям. Первичный вид чтения — это восторженное погружение в художественную литературу, где читатель испытывает эмоции, сопереживает героям и наслаждается языком автора. Это понимание предполагает некую эмоциональную связь с текстом. Следующий вид чтения — аналитическое, направленное на извлечение информации и критический анализ. Читатель внимательно вникает в контекст, рассматривает аргументы и противоречия, дорисовывая в своем сознании не только слова, но и идеи. Также стоит выделить прагматическое чтение, цель которого — найти практическую информацию для решения конкретных задач. Это может быть чтение инструкций, научных статей или справочников, где ценится точность и понятность. В эпоху цифровизации появляется дополнительный вид — скольжение по тексту, когда читатель быстро просматривает информацию, отбирая главное. Каждый из этих видов чтения обогащает наш опыт и делает его более разнообразным.

Annotation

Reading is not only an opportunity to immerse yourself in the world of literature, but also a way to gain knowledge, skills, and cultural exchange. There are several types of reading, each of which serves its own unique purposes. The primary type of reading is an enthusiastic immersion in fiction, where the reader experiences emotions, empathizes with the characters, and enjoys the author's language. This understanding presupposes some emotional connection with the text. The next type of reading is analytical, aimed at extracting information and critical analysis. The reader carefully delves into the context, considers arguments and contradictions, completing not only words but also ideas in his or her mind. It is also worth highlighting pragmatic reading, the purpose of which is to find practical information for solving specific problems. This can be reading instructions, scientific articles, or reference books, where accuracy and clarity are valued. In the age of digitalization, an additional type appears - skimming the text, when the reader quickly looks through the information, selecting the main points. Each of these types of reading enriches our experience and makes it more diverse.

Annotasiya

Kitob o'qish nafaqat adabiyot olamiga sho'ng'ish imkoniyati, balki bilim, ko'nikma va madaniy almashinuv yo'lidir. O'qishning bir necha turlari mavjud bo'lib, ularning har biri o'ziga xos maqsadlarga xizmat qiladi. O'qishning asosiy turi badiiy adabiyotga ishtiyoq bilan sho'ng'ish bo'lib, unda o'quvchi his-tuyg'ularni boshdan kechiradi, qahramonlarga hamdard bo'ladi va muallif tilidan zavqlanadi. Bu tushuncha matn bilan qandaydir hissiy aloqani nazarda tutadi. Keyingi o'qish turi analitik bo'lib, ma'lumot olish va tanqidiy tahlil qilishga qaratilgan. O'quvchi kontekstni diqqat bilan o'rganadi, argumentlar va qarama-qarshiliklarni ko'rib chiqadi, uning ongida nafaqat so'zlarni, balki

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fikrlarni ham to'ldiradi. Shuningdek, pragmatik o'qishni ta'kidlash kerak, uning maqsadi aniq muammolarni hal qilish uchun amaliy ma'lumotlarni topishdir. Bu o'qish ko'rsatmalari, ilmiy maqolalar yoki ma'lumotnomalar bo'lishi mumkin, bu erda aniqlik va ravshanlik qadrlanadi. Raqamlilashirish davrida qo'shimcha tur paydo bo'ladi - matn bo'ylab siljish, o'quvchi ma'lumotni tezda skanerlaganda, asosiy narsani tanlaydi. Ushbu o'qish turlarining har biri bizning tajribamizni boyitadi va uni yanada rang-barang qiladi.

Ключевые слова: чтение, текст, язык, литература, метод, читатель, анализ, информация, чтение вслух (громкое чтение), тихое чтение, комбинированное чтение, слушатель, правило, восприятия, дети, процесс.

Key words: reading, text, language, literature, method, reader, analysis, information, reading aloud (loud reading), quiet reading, combined reading, listener, rule, perceptions, children, process.

Tayanch so'zlar: o'qish, matn, til, adabiyot, metod, o'quvchi, tahlil, axborot, ovoz chiqarib o'qish (baland o'qish), jim o'qish, qo'shma o'qish, tinglovchi, qoida, idrok, bolalar, jarayon.

Существует три типа чтения: чтение вслух (громкое чтение), тихое чтение и комбинированное чтение. Каждый обученный человек обладает навыками как громкого, так и тихого чтения. Однако зачастую способность читать про себя у взрослых более развита.

Чтение вслух, как правило, используется в образовательных целях и для совместного восприятия текста. Оно способствует улучшению навыков произношения и понимания содержания, что особенно полезно для детей и изучающих иностранные языки. Кроме того, громкое чтение создает атмосферу общения и взаимодействия, позволяя слушателям активно вовлекаться в процесс. Это может быть особенно важно в семейных и учебных ситуациях, где определяется общий уровень осведомленности.

Тихое чтение, напротив, предоставляет возможность сосредоточиться на тексте, что способствует глубокому осмыслению прочитанного. Взрослые чаще прибегают к тихому чтению, поскольку оно позволяет быстрее перерабатывать и анализировать информацию. Этот навык особенно ценится в условиях, когда необходимо усвоить большие объемы данных, будь то для работы, учебы или личного развития.

Комбинированное чтение объединяет в себе преимущества обоих стилей. Этот метод позволяет читателю переключаться между громким и тихим чтением, в зависимости от цели и контекста. Например, громкое чтение может использоваться для акцентирования внимания на ключевых моментах текста, в то время как тихое чтение дает возможность вдумчиво анализировать и понимать материал в полном объеме.

Выбор между громким и тихим чтением зависит от целей и аудитории. Громкое чтение особенно эффективно в групповых занятиях, где важно вовлечь всех участников в процесс. Оно способствует созданию атмосферного взаимодействия, где обсуждение и обмен мнениями усиливают понимание текста. Для детей такой подход может сделать обучение более увлекательным, что снижает барьер к восприятию сложного материала.

Тихое чтение, с другой стороны, акцентирует внимание на внутреннем осмыслении. Это идеальный инструмент для самообразования, где читатель может самостоятельно выбирать ритм и подход к изучению. Взрослые ценят возможность анализировать текст на более глубоком уровне, что помогает не только в профессиональной сфере, но и в личной жизни.

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Комбинированное чтение, использующее оба метода, открывает новые горизонты для понимания и анализа. Такой подход позволяет интегрировать живое обсуждение с глубоким осмыслением, создавая более комплексный опыт. Это особенно ценно в образовательных учреждениях, где важно подготовить учеников к разнообразным формам обработки информации, что необходимо в современном мире.

Использование обоих методов чтения позволяет учитывать различные стили обучения, которые могут варьироваться от ученика к ученику. Некоторые люди лучше усваивают информацию, когда слышат ее, в то время как другие предпочитают визуальный аспект чтения. Комбинированный подход помогает удовлетворить потребности каждого, создавая более инклюзивную образовательную среду. Применение громкого чтения, за которым следует тихое осмысление, может служить мощным инструментом для углубления понимания и закрепления материала.

Объединение методов чтения способствует развитию критического мышления. Громкое чтение создает пространство для обсуждения, где мнения и интерпретации могут быть высказаны и оспорены. Это ярко иллюстрирует, как разнообразие точек зрения может обогатить мнение о тексте. Тихое чтение, в свою очередь, предоставляет время для рефлексии, что позволяет читателю формировать свои собственные заключения и осмыслять предоставленную информацию.

Выбор между громким и тихим чтением не исключает друг друга. Напротив, их сочетание – эффективный инструмент, улучшающий как качество обучения, так и понимание текста. В современной образовательной практике такой подход способствует развитию личностных и академических навыков, необходимых для успешной жизни.

Сочетание громкого и тихого чтения обеспечивает более глубокое взаимодействие с текстом. Громкое чтение вовлекает всех участников, создавая диалоговую среду, где ученики могут задавать вопросы, делиться впечатлениями и обсуждать темы, что способствует лучшему пониманию и повышает интерес к материалу. Этот подход особенно эффективен при изучении сложных тем, где обмен мнениями помогает углубить понимание.

Тихое чтение, в свою очередь, позволяет каждому ученику сосредоточиться на своём внутреннем восприятии текста. Это время для личной интерпретации, обдумывания и взаимодействия с материалом на индивидуальном уровне, что может способствовать формированию критического мышления. Ученики могут задаваться вопросами и размышлять о прочитанном, создавая свои собственные конструкции знаний.

В итоге, интеграция обоих подходов не только увеличивает мотивацию к учебе, но и укрепляет навыки анализа и синтеза информации. Совмещение громкого и тихого чтения становится основой подхода, который учитывает разнообразие стилей обучения и помогает формировать более глубокие связи с образовательным контентом. Это особенно важно в условиях быстро меняющегося мира, где умение критически мыслить и анализировать информацию становится ключевым навыком.

Комбинирование громкого и тихого чтения делает процесс обучения более разнообразным и интересным. Громкое чтение стимулирует творческие дискуссии, где ученики обмениваются мнениями и рассматривают различные интерпретации текста. Такое взаимодействие развивает навыки аргументации и способствует командной работе, объединяя усилия для достижения общего понимания.

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Тихое чтение, в отличие от открытого формата, предоставляет ученикам пространство для личных размышлений. Это время используется для формирования собственных знаний и впечатлений, что может быть особенно полезным для интровертов, которые предпочитают глубже осмысливать информацию, прежде чем делиться ею с другими. Таким образом, обе стратегии имеют свои уникальные преимущества, которые взаимно дополняют друг друга.

Объединяя эти два метода, преподаватели могут создавать более адаптивные и инклюзивные образовательные среды. Это способствует не только укреплению навыков чтения, но и развитию эмоционального интеллекта, когда ученики учатся учитывать мнения и чувства других, а также формируют свои собственные взгляды на изучаемый материал.

Сочетание громкого и тихого чтения значительно повышает вовлеченность учащихся. Громкое чтение делает их активными участниками процесса, анализирующими текст в режиме реального времени. Это способствует сотрудничеству, где каждый голос важен, а понимание текста формируется в процессе коллективного обсуждения, оживляя материал и превращая его в поле для обмена идеями.

В то же время тихое чтение позволяет углубиться в материал, способствует осмыслению прочитанного. Учащиеся могут написать заметки и личные размышления, что помогает структурировать их мысли. Этот процесс само рефлексии позволяет каждому лучше понять себя и свои предпочтения в восприятии информации. Тем самым, ученики становятся не только читателями, но и активными создателями знаний.

Взаимодействие громкого и тихого чтения стимулирует критическое мышление. Обсуждение текста после коллективного чтения развивает навыки анализа, аргументации и восприятия различных точек зрения. Это не только углубляет понимание материала, но и совершенствует коммуникативные навыки. Учащиеся начинают воспринимать текст не как пассивный источник информации, а как динамичную структуру, требующую анализа и интерпретации.

Также важно учитывать, что такой подход создает пред размеренное пространство для творчества. Учащиеся могут не только выражать свои соображения, но и предлагать альтернативные концовки или развивать персонажей, основываясь на прочитанном. Это позволяет им не просто воспринимать информацию, но и активно участвовать в креативном процессе.

В конечном счете, сочетание громкого и тихого чтения формирует у учащихся устойчивую привычку к чтению и осмыслению информации. Так, они становятся не только более уверенными читателями, но и образованными людьми, способными адаптироваться к разнообразным формам обучения и информационным материалам.

Объединение громкого и тихого чтения в учебном процессе способствует развитию читательской культуры. Сравнивая различные стили письма и обращая внимание на нюансы языка и авторский стиль, учащиеся развивают литературный вкус и навыки критического анализа, становясь более чуткими к стилистическим приёмам и глубже понимая текст.

Необходимо отметить, что использование технологий, таких как аудиокниги или интерактивные платформы, может значительно обогатить опыт чтения. Это стимулирует интерес к литературе и делает процесс обучения более доступным и увлекательным. Таким образом, разнообразие методов чтения открывает новые горизонты для познания и творчества у студентов.

Важным дополнением к процессу чтения является внедрение творческих заданий, которые могут включать написание рецензий, создание иллюстраций или адаптацию прочитанных

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произведений в другие форматы. Эти активности не только углубляют понимание текста, но и помогают учащимся выражать свои мысли более креативно. При этом большее вовлечение в литературные процессы становится стимулом для самостоятельного чтения вне школьной программы.

Взаимодействие с текстом на разных уровнях способствует развитию эмоциональной отзывчивости. Учащиеся начинают глубже осмысливать персонажей и их мотивацию, что переносится на их повседневное общение и восприятие окружающего мира. Это помогает формированию более человеческого отношения к разным жизненным ситуациям и другим людям.

Интеграция различных методов чтения в образовательный процесс эффективно развивает не только навыки чтения, но и социальные компетенции. Чтение превращается из задания в увлекательное занятие, способствующее личностному росту и развитию навыков, которые останутся с учащимися на всю жизнь.

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ФОРМИРОВАНИЕ СПЕЦИАЛИЗАЦИИ БУДУЩИХ ПЕДАГОГОВ В СФЕРЕ ГОСПИТАЛЬНОГО ОБРАЗОВАНИЯ.

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Аннотация: В статье изложены педагогические условия, способствующие решению проблемы об изменениях в системе образования. Раскрывается авторский взгляд на организацию и прохождение педагогической практики, позволяющий педагогу всесторонне развивать свои знания, а также помогающий формировать познавательные умения и навыки у длительно болеющих детей. Отмечается, что совместная деятельность института и медицинских учреждений, способствует профессиональному становлению будущих педагогов и предоставляет опыт «погружения» будущих педагогов в профессиональную педагогическую среду.

В данной статье отдельно приводятся примеры прохождения педагогической практики в ТГПУ имени Низами.

Abstract: The article describes the pedagogical conditions that contribute to solving the problem of changes in the education system. The author's view on the organization and passage of pedagogical practice is revealed, allowing the teacher to comprehensively develop long-term ill children, as well as helping to form cognitive skills and abilities in long-term ill children. It is noted that the joint activities of the institute and medical institutions contribute to the professional development of future teachers and provide the experience of "immersion" of future teachers in a professional pedagogical environment. This article separately provides examples of pedagogical practice at TSPU.

Ключевые слова: госпитальная педагогика, совместная деятельность, подготовка педагогических кадров

Key words: hospital pedagogy, joint activities, training of teaching staff.

В нашей стране принят Закон Республики Узбекистан «Об образовании», направленное на модернизацию системы образования, включающие изменения и улучшения государственного образовательного стандарта, тем самым позволяющие педагогу всесторонне развивать и формировать познавательные умения и навыки детей, находящихся на длительном лечении в стационарах.

Несмотря на изменения по улучшению системы образования, существует актуальная тенденция, как сложность формирования практического навыка по специализации будущих госпитальных педагогов.

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Состояние здоровья детского населения, школьного возраста в Узбекистане с каждым годом ухудшается. По данным института возрастной физиологии около 60% школьников общеобразовательной школы имеют разной степени нарушения состояния здоровья.

Определенное количество детей имеют тяжелые заболевания, требующие длительного стационарного лечения в больнице (госпитале). Образовательная школа при стационаре, обучающая больных детей, называется «госпитальной педагогикой».

Госпитальная педагогика — раздел педагогики, связанный с организацией обучения детей, которые находятся на длительном лечении и не могут по состоянию здоровья посещать образовательные организации. Госпитальная педагогика, являясь частью педагогики, направляет свое внимание на отдельную категорию обучающихся — на детей, нуждающихся в длительном лечении

В настоящее время актуальность проблематики все возрастает, это доказывает и внимание специалистов со всей России, Узбекистана и всего мира. Вопросы госпитальной педагогики обсуждаются на крупных конференциях, форумах, в том числе и в Узбекистане.

Сегодня в педагогическую практику вводятся такие понятия, как: «госпитальная педагогика», «система госпитальных школ», «госпитальная школа», «госпитальный педагог» и предпринимаются отдельные попытки дать определения этим понятиям.

Если посмотреть на основные события, предшествующие появлению современной модели госпитальных школ, можем увидеть ключевые этапы развития, актуальное состояние, направления деятельности, в том числе исследовательская проблематика в области госпитальной педагогики. Также уточняется понятийный аппарат, исходя из опыта, накопленного за период с 2014 года по настоящее время.

Введение в модуль предмета — «Госпитальная педагогика» намного усложняет работу педагогов. Этот раздел педагогики, связан с организацией обучения детей, которые находятся на длительном лечении и не могут по состоянию здоровья посещать образовательные организации. Госпитальная педагогика, являясь частью педагогики, направляет свое внимание на отдельную категорию обучающихся — на детей, нуждающихся в длительном лечении.

Сложность реализации и развития данного направления педагогики обуславливается межведомственной принадлежностью: к образованию, к здравоохранению и к социальной защите, — поскольку ученик, находящийся на длительном лечении в условиях стационара — это в первую очередь пациент, и лишь во вторую очередь — школьник. Объединение медицинских и педагогических технологий в процессе лечения ребёнка означает комплексную реабилитацию. Педагоги и учителя, которые работают с детьми и несут ответственность за их здоровье и безопасность, должны обладать навыками оказания первой помощи. Это один из важных показателей социальной цивилизации.

Задача школы при больнице — дать возможность ребенку, проходящему длительное лечение, не отстать от сверстников в школьной программе. К тому же обучение в школе при больнице помогает реабилитации и адаптации больных детей. Такой вид обучения дает больному ребенку большую уверенность в будущем, занимает время в больничном режиме, отвлекает от излишних переживаний по поводу заболевания.

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Все дети по-разному относятся к обучению в стенах стационара, не все хотят обучаться. Родители этих детей также не все хотят обучать своего ребенка, по-видимому, жалея больного.

Задача учителя – найти правильный подход к ребенку и его родителям, объяснив ценность и важность такого вида обучения. Навыку и умению правильного подхода к больному ребенку и его родителям необходимо научить в вузе. Этими навыками должен владеть и учитель начальной школы, и учитель-предметник, который, помимо хороших знаний своего предмета и умения привить любовь к своему предмету, должен уметь работать также в условиях стационара.

Проблема формирования практического навыка будущих специалистов также является актуальной в ведущих зарубежных странах, как в России, Европе, Южной Кореи, Китай, Турция и т.д. К примеру, можно привести, недавно принятую национальную программу «Начального и среднего образования» в Южной Кореи, рассматривающая вопросы формирования практических междисциплинарных навыков у будущих педагогов.

Как видно, данная тенденция становится все более актуальной и все больше исследователей данного вопроса сходятся во мнении, что будущие педагоги госпитального образования, кроме освоения предметов и дисциплин общего образовательного характера, должны параллельно формировать практические навыки специализированного и междисциплинарного преподавания приводящим к улучшению общения и воспитания детей в госпитальных школах при стационарах.

Одним из базовых условий определяющую готовность будущих педагогов к педагогической деятельности является формирование их педагогической направленности, путем внедрения практических занятий в госпитальных школах при стационарах, тем самым формируя готовность к педагогической деятельности будущих госпитальных педагогов.

Включенность будущего госпитального педагога в реальный образовательный процесс уже на этапе подготовки к профессиональной деятельности, способствует пониманию сущности педагогической профессии и осознанию психологических основ выбора данной профессии. Приобщение к практической педагогической деятельности позволяет получить соответствующий опыт и инициировать процесс качественного преобразования педагогом своего внутреннего мира, осознать его и прийти к пониманию своей профессии.

Ведь педагогическая практика позволяет студентам узнать все аспекты выбранной профессии. Педагогическая практика помогает студенту более осознанно изучать свою выбранную профессию, способствует формированию педагогической направленности студента и, готовности посвятить себя в педагогическую деятельность. Таким образом, интегрированное образование совместно с практической деятельностью, является необходимой частью формирования будущих студентов в качестве профессиональных госпитальных педагогов, работающих с детьми, которые длительно болеют и не могут в связи с болезнью посещать школу.

В рамках существующих образовательных стандартов Республики Узбекистан на кафедре «Сурдопедагогики и клинические основы специальной педагогики» университета, отводится отдельное внимание на исследование вопросов применения практики и междисциплинарной интеграции в педагогической деятельности студентов факультета инклюзивного образования. Как показывают практические результаты и методологические исследования, использование интегративного перехода, то есть формирование практических междисциплинарных навыков,

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совместно с педагогической деятельностью, показало позитивное влияние на качество процесса обучения и улучшение итоговых результатов студентов. За счет междисциплинарной интеграции дополнительно отмечается качественное обновление применяемых методических подходов и повышение профессионализма студентов.

Отдельно можно выделить следующие результаты интегрированного обучения проведенных в экспериментальных группах. Студенты в данных экспериментальных группах обучались по утвержденной программе включающую в себя интегрированные междисциплинарные предметы.

Установлено что, включение междисциплинарных предметов в процесс обучения:

- существенно улучшает академическую успеваемость студентов, позволяя достигать высоких результатов в учебе, относительно групп, обучавшихся по стандартной программе;
- позволяет студентам успешно переходить от «поверхностного» обучения и охвата содержания к «глубокому пониманию» изучаемой проблематики. Студенты берут на себя инициативу и ведущую роль в обучении;
- значительно повышает самооценку, эмоциональную уверенность и уровень самосознания студентов.

В целом, междисциплинарный подход значительно сокращает разрыв в достижениях сильных и слабых студентов, усиливает мотивацию студентов к обучению, их вовлеченность в учебный процесс и даже способствует значительному сокращению прогулов и дисциплинарных нарушений.

Интересными представляются результаты исследования, проведенные профессорско-преподавательским составом кафедры. Например, была организована работа, в ходе которой дисциплинарные блоки «Госпитальное образование», «Основы генетики и наследственные нарушения в развитии детей дошкольного возраста», «Педагогика и психология», «Клинические основы медицины», «Информатика и математика», иностранные языки: английский, русский были тематически взаимоинтегрированы и направлены к одной идее, то есть к тематике «Воспитание ребенка».

Необходимо отметить, что даже если учебные программы были тематически интегрированы, но обучение осуществлялось без практических навыков, студенты не показывали заинтересованность к профессии и итоговые результаты были значительно ниже экспериментальной группы.

Другими словами, стало очевидно, одной интеграции учебных планов и программ недостаточно для повышения эффективности обучения. Можно сделать вывод, что для достижения дальнейшей эффективности в обучении и в формировании будущих госпитальных педагогов, необходимо междисциплинарное интегрированное обучение с применением практики, позволяющее студентам обобщиться к проблемам реальной педагогической деятельности в центре которой является вопрос воспитание ребенка.

Образовательную систему, как известно, олицетворяет учитель-педагог. И от этого, какая обстановка создана для него, во многом зависит и качество обучения. Как говорил Отто фон Бисмарк: – «Отношение государства к учителю - это государственная политика, которая свидетельствует либо о силе государства, либо о его слабости», что можно видеть на примере нашего государства.

Примером служит госпитальная школа «Мехрли мактаб», в рамках развития госпитальной педагогики в Республике в «Центре детской гематологии, онкологии и клинической

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иммунологии (Центр) Республики Узбекистан», открытая в Ташкенте 11 мая 2022 года. Это первая школа по предоставлению дошкольного и общего среднего образования детям, находящихся на длительном лечении. Данное образовательное учреждение имеет все необходимые условия, чтобы быть примером по реализации государственной программы и законов касательно образования длительно болеющих детей в Республике Узбекистан.

Как указывалось, выше, для формирования практического навыка по специализации будущих педагогов госпитальных школ в рамках университета факультет приступил к проведению практики в таких учреждениях. Педагогическая стажировка студентов в этом году началась с посещения госпитальной школы «Меҳрли мактаб». Следует отметить что, система образования в этой школе подчинена строгим стандартам качества.

Важнейший вектор развития проекта госпитальных школ сегодня – это выстраивание в системе общей педагогики особого раздела – госпитальной педагогики. Анализ сложившейся практики обучения детей, находящихся на длительном лечении, дает основания для проведения серьезных научных исследований, привлечения научных сил для разработки методологических оснований прогнозирования развития госпитальной педагогики и обоснования приоритетных направлений развития теории и практики в указанной области.

Заключение. Как показывает мировая практика, ключевой проблемой, стоящей перед современным образованием, является низкая мотивация учителей, связанная с их собственным развитием и профессиональным ростом. Данная проблема также должна решаться в высших учебных заведениях, занимающихся подготовкой педагогических кадров для госпитальных школ. Для этого требуется большое внимание к формированию идеологии и непрерывного развития профессиональной подготовки студентов.

Таким образом, формирование идеологии постоянного саморазвития и профессиональная подготовка студентов, должна стать первостепенной задачей, затрагивая всех студентов факультета, а не только активных.

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XAVOTIRLANISH HISSIY – IRODAVIY HOLAT SIFATIDA CHET EL OLIMLARINING NAZARIY QARASHLARI VA TALQIN ETILISHI

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Annotatsiya: Ushbu maqolada hissiy – irodaviy holatlarlardan biri xavotirlanishning chet ellik olimlar tomonidan o'rganilganligi va tadqiqotlarga asoslanib, ishlab chiqilgan xulosalarga asoslangan nazariyalari keltirilgan. Shuningdek, maqola xavotirlanish bosqichlari va darajalari haqida olimlarning qarashlarini o'z ichiga oladi.

Kalit so'zlar: xavotirlanish, qo'rquv, xavf, stress, bezovtalik, simptom, affektiv, motiv, konflikt, reaksiya.

Аннотация: Аннотация: В данной статье зарубежными учеными изучено одно из эмоционально-волевых состояний тревоги и представлены теории, основанные на выводах, разработанных на основе исследований. Также в статье приведены взгляды ученых на стадии и уровни тревожности.

Ключевые слова: тревога, страх, опасность, стресс, тревога, симптом, аффективный, мотив, конфликт, реакция.

Annotation: In this article, one of the emotional-volitional states of anxiety has been studied by foreign scientists and the theories based on the conclusions developed based on research are presented. Also, the article includes the views of scientists about the stages and levels of anxiety.

Key words: anxiety, fear, danger, stress, anxiety, symptom, affective, motive, conflict, reaction.

Bugungi kunda shaxs hissiy holatini o'rganish, ularning turli vaziyatlarga nisbatan javob reaksiyasini aniqlash, ularni boshqarishni takomillashtirish, korreksion holatlarni aniqlash va davolash psixologiya sohasidagi muhim, tadbiq etilishi kerak bo'lgan masalalardan biri hisoblanadi. Shunday hissiy – irodaviy holatlardan biri xavotirlanish hisoblanib, xavotirlanish shaxsda psixik jarayonlarning me'yoriy kechishiga kuchli ta'sir ko'rsatadigan emotsional holatlardan biridir. Xavotirlanish darajasini o'rganish masalasiga juda ko'p chet ellik olimlar e'tibor qaratishgan va o'zlarining ilmiy izlanishlarida ko'plab tadqiqotlar va eksperimentlar o'tkazishgan. Xavotirlanish holatini, tushunchasini birinchi marta Z. Freyd tomonidan aniqlangan. Z. Freyd xavotirlanishni qo'rquv kabi tuyg'u bilan parallel ravishda ko'rib chiqdi va ularga xuddi shunday ta'rif berdi: xavfga reaksiya. Ammo agar qo'rquv juda aniq va tushuntirilishi mumkin bo'lgan xavfga reaksiya bo'lsa, unda xavotir noaniq, noma'lum xavfga reaksiyadir. Z. Freyd xavotirning shaxsiy xususiyat sifatida ahamiyatini ta'kidlab, buni inson hayotidagi ma'lum salbiy hodisalarni oldindan ko'rishi va ularni oldini olish uchun bir qator harakatlarni amalga oshirishga undashi bilan izohlagan [13]. Dastlab, Z. Freyd ongsiz xavotir mavjudligini taklif qildi. Biroq, bu fikrni qayta-qayta ko'rib chiqib, uni yangi tomonlardan o'rganib chiqib, xavotir doimo ongli bo'lib, u tajribachi uchun noqulaylik tug'diradi va noaniqlik va nochorlik tuyg'ulari bilan birga keladi degan xulosaga keldi. Shu bilan birga, ongsiz xavotirlanish mavzusi psixologik himoya mexanizmlari haqidagi ta'limotda davom ettirildi, uning asoschisi ham Z. Freyd edi. Bundan tashqari, xavotirlanish muammosini bir qancha olimlar o'rganishgan va xavotirlanish sabablari muammosi shaxsiyatning ushbu xususiyatini o'rganishdagi eng muhim va qiyin masalalardan biridir. Xavotirlanish sabablarini aniqlashda mualliflarning fikrlari farqlanadi. Xavotirlanishni klassik psixoanaliz doirasida o'rganish asta-sekin neofreydizmning asosiy

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oqimiga o'tdi, ularning vakillari E. Fromm, K. Xorni va G.S. Sallivan [11; 14]. K. Xorni asarlarida xavotir biologik emas, balki ijtimoiy ehtiyojlar, jumladan, erta bolalik davridagi umidsizlik natijasida paydo bo'ladigan hissiy holat sifatida qaraladi. Bolaning g'amxo'rlik, sevgi va mehrga bo'lgan ehtiyojlarini qondirishga xalaqit beradigan vaziyatlarda tashvishlanadi. Voyaga yetgan odam doimo o'zini o'zi anglash, o'zini o'zi tushunib yetish uchun harakat qiladi va u muayyan vaziyatlarni uning ehtiyojlarini qondirishga xalaqit beradigan holatlar sifatida qabul qilganda, u ham xavotirni boshdan kechiradi. E. Frommning qayd etishicha, aynan begonalashuv tajribasi, boshqa muhim kishi bilan birdamlik hissi yo'qligi, erta bolalik davrida ham, balog'at yoshida ham muhabbatning yo'qligi xavotirlanishning shaxsiy xususiyat sifatida shakllanishini belgilaydi. G.S. Sallivan xavotirlanishning tabiati haqida bir oz boshqacha nuqtai nazarga ega edi. U xavotir hissi muloqotda yotadi va biologik xususiyatga ega deb hisoblardi. Olim shaxslararo munosabatlar nazariyasining muallifi bo'lib, unda u xayoliy yoki haqiqiy xavf tahdidi natijasida paydo bo'lgan tajriba sifatida tashvish haqida gapiradi. Xavotirlanish onaning ta'siri ostida u bilan muloqotning birinchi kunlaridanoq shakllanadi. Bola onadan sog'liq, ovqatlanish, moslashish qobiliyati va hokazolar bilan bog'liq tashvishlar bilan "infektsiyalangan". Bunday sharoitda bolaning o'ziga xos imidji shakllanadi. Ba'zi tadqiqotchilar xavotirlanish manbai asab tizimining o'ziga xos xususiyatlari va takroriy stressli vaziyatlar deb hisoblashadi (C. D. Spilberger, Yu. L. Xanin, B. N. Fillips, N. G. Martin intrapersonal nizolarning mavjudligi (K. Rojers, V.N. Myasishchev)[4]. Spilbergerning ta'kidlashicha, bir qator vaziyatlarda tashvish tananing mutlaqo normal holati bo'lib, unga hozirgi vaziyatni aniqroq baholash imkonini beradi. Biroq, hech qanday tarzda tahdidli tarkibiy qismga ega bo'lmagan holatlar mavjud, ammo odam hali ham xavotirni his qiladi [12]. Ch.Spilberger vaziyat shaxsiy xavotir bilan o'rtoqlashadi deb hisoblaydi. Vaziyatli yoki reaktiv xavotir odatda, har qanday mavjud vaziyatga qisqa muddatli reaksiya sifatida yuzaga keladi, xarakterli xavotir esa aslida shaxsiy xususiyat bo'lib, odamning keng doiradagi vaziyat va holatlarni tashvishli deb bilishini o'z ichiga oladi, ammo hammasi ham ob'ektiv ravishda bunday bo'lmasligi mumkin. Yuqoridagilardan kelib chiqib, shunday xulosaga kelish mumkinki, xavotirlanish ham ommaviy holat sifatida, ham odamning mulki sifatida xavotir asosiy shaxsiy ehtiyojlar bilan qarama-qarshidir: hissiy farovonlik, ishonch hissi va xavfsizlik. Y.I. Xanin Ch Spilberger bilan bir xil tushunchani taklif qiladi. U xavotirni insonning bir qator hayotiy vaziyatlarda tashvish bilan munosabatda bo'lish tendensiyasida namoyon bo'ladigan individual psixologik xususiyat deb hisoblaydi, ularning aksariyati bunday reaksiyaga umuman yordam bermaydi[7;10]. Xanin "xavotir", "tashvish" va "qo'rquv" tushunchalarini ajratib, qo'rquvni inson hayoti va farovonligiga aniq tahdid bilan bog'liq holda aniq tuyg'u sifatida belgilaydi. Xavotirlanish va qo'rquv o'rtasidagi farq shundaki, u muayyan tahdid mavjudligida emas, balki uning ehtimoli mavjudligida boshdan kechiriladi va har doim ham salbiy ma'noga ega bo'lmasligi mumkin. Ko'pincha odam u uchun ijobiy, hissiy jihatdan muhim voqealardan oldin xavotir va hayajonni ko'rsatishi mumkin. Xavotirlanish ikkala his-tuyg'uni birlashtiradi va ularning namoyon bo'lishini tanadagi ko'rinishlar darajasida tavsiflaydi: haddan tashqari bezovtalik yoki, aksincha, bema'nilik; gap-so'zda chalkashlik, peshonada ter, qo'llarning titrashi kabi holatlar [10].

Xavotirlanishning kuchayishi odam turli xil stresslarga duchor bo'lganda paydo bo'ladigan kognitiv, affektiv va xulq-atvor reaksiyalarining murakkab o'zaro ta'siri natijasida yuzaga keladi va amalga oshiriladi[1]. Shuningdek, xavotirlanish, Levitov ta'kidlaganidek, ko'plab omillarning ta'siriga bog'liq bo'lishi mumkin. Ular orasida quyidagilar mavjud: sub'ektning kelajakda muhim intilishlarini amalga oshirishga qodir emasligi[2], shaxslararo munosabatlar sharoitida o'z-o'zini

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hurmat qilish obro'siga tahdid, o'z-o'zini hurmat qilish va boshqalarning bahosi o'rtasidagi nomuvofiqlik[5].

Ko'pgina tadqiqotchilar (L. S. Vigotskiy, V. S. Merlin, I. P. Pavlov, J. Reykovskiy, I. M. Sechenov, J. Strelyau) xavotirlanishning asosiy sabablarini tananing fiziologik buzilishlarida, masalan, tananing funktsional holatini tartibga solish jarayonlarining buzilishida ko'rdilar. miya, asab jarayonlarining zaifligi ko'rinishidagi genetik shartlar[6]. O'smirlik davridagi tashvishlarning sabablariga to'xtaladigan bo'lsak, shuni aytish kerakki, bu yosh davri psixologik adabiyotda odatda katta ijtimoiy va psixologik o'zgarishlar bosqichi hisoblanadi. Yu.A. Zaytsevning taxminiga ko'ra, o'smirlik davrida adekvat yoki noadekvat tashvish paydo bo'lishining asosiy omili kelajak bilan muqarrar to'qnashuv, tez o'zgaruvchan dunyoda o'zini va o'z o'rnini belgilab beradi. Shuningdek, Yu.A. Zaytsev atrofida kattalar va ota-onalar uning qobiliyat va imkoniyatlarini hisobga olmasdan, uni yuqori natijalarga erishishga yo'naltiradi, deb hisoblaydi[5]. T. M. Maslou tomonidan olib borilgan tadqiqotda quyidagi dinamika aniqlandi: birinchi yilda yuqori darajadagi situatsion xavotir va shaxsiy tashvishning past darajasi ustunlik qiladi. Ushbu tendensiyaning sabablari ijtimoiy muhit va maqomning o'zgarishi, yangi ijtimoiy jamiyatga o'tib bo'lishi mumkin - kasbiy jihatdan notanish muhit, o'qituvchilar, kursdoshlar - bularning barchasi talabaning xavotiri va noaniqligini oshiradi.

Xavotirlanish muammosi psixologiya fan sifatida rivojlanishining boshidanoq tadqiqotchilarning diqqat markazida bo'ldi. A.M. Prixojan vaziyatga qarab xavotirni o'z-o'zini hurmat qilish, shaxslararo va ta'limga ajratishni taklif qiladi. Vaziyat yoki holatda o'zimiz haqimizdagi e'tiqodimizni sinab ko'rganimizda, biz o'z-o'zidan bildirilgan xavotir haqida gapiramiz. Shaxslararo xavotir shaxslararo o'zaro munosabatlar holatlariga, ta'lim xavotirlari esa o'quv vaziyatlariga xosdir [8]. Xavotirlanish og'zaki yoki og'zaki bo'lmagan tarzda o'zini namoyon qilishi mumkin, lekin har doim xavotir mavzusiga aniq noqulaylik hissi keltiradi. Shaxsda xulq-atvor va faoliyat motivini tartibga solish xavotirlanish yoki umuman aytganda hissiy-emotsional xususiyatlar bilan bog'liq bo'lib, uning maksimal darajasiga etadi. A. M. Prixojan[9] ikkita asosiy xavotirlanish toifasini ajratib turadi:

- 1) ochiq - oydin-ongli ravishda boshdan kechiriladi va xatti-harakatlar va faoliyatda xavotirlanish holatida namoyon bo'ladi;
- 2) yashirin - keskin darajada ongsiz, ortiqcha xotirjamlik, haqiqiy muammoga befarqlik va hatto uni inkor etish yoki muayyan xatti-harakatlar orqali bilvosita namoyon bo'ladi. Ushbu toifalar ichida olim turli xil xavotirlanish shakllarini aniqlagan va maxsus tahlil qilib chiqishga harakat qilgan.

Ochiq xavotirlanishning uchta shaklini aytib o'tgan[16]:

1. O'tkir, tartibga solinmagan yoki zaif xavotir sozlanishi - kuchli, tushunilmagan xavotir va qo'rquv belgilari tashqaridan namoyon bo'ladi, u bilan inson mustaqil ravishda kurasha olmaydi.
2. Bolalar mustaqil ravishda mavjud bo'lgan xavotir bilan kurashish uchun yetarlicha samarali usullarni ishlab chiqadigan sozlanishi va kompensatsiya qilinadigan xavotir. Ikkala shaklning muhim xususiyati shundaki, xavotir - bolalar tomonidan qutulishni istagan yoqimsiz, qiyin tajriba sifatida baholanadi.
3. Madaniyatli xavotir — uni tushunish va muhim erishish imkonini beradi, bir kishi uchun qimmatli tajriba sifatida qaraladi. Madaniyatli xavotirlanish bir nechta variantlarda paydo bo'ladi.
 - Birinchidan, u shaxsni uning faoliyatining asosiy regulyatori sifatida tan olishi mumkin, bu uning tashkil etilishi, masuliyatini taminlaydi.
 - Ikkinchidan, u muayyan dunyoqarash va qiymat birligi sifatida harakat qilishi mumkin.

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- Uchinchidan, u ko'pincha xavotir mavjudligidan malum bir "shartli foyda"ni izlashda namoyon bo'ladi va simptomlarni kuchaytirish orqali ifodalanadi. Ichida ba'zi hollarda, bitta mavzu bir vaqtning o'zida ikkita yoki hatto uchta variantni topadi. Yashirin xavotirlanish ochiq xavotirlanish turidan ko'ra kamroq uchraydi. Uning shakllaridan biri "xotirjamlikning yo'qligi"dir. Bunday hollarda, shaxs, boshqalardan va o'z-o'zidan xavotirlanishni yashirib, undan o'zini himoya qilishning kuchli va moslashuvchan usullarini ishlab chiqaradi, bu atrofda ijtimoiy hayotda muayyan tahdidlarning xabardorligini va o'z tajribalari bilan orttirib uni oldini olish bilan ifodalanadi. Bunday o'spirinlarda shaxsiy individual xususiyatlarida xavotirlanishning tashqi belgilari ko'rinmaydi, aksincha, ular yuqori darajadagi va ortiqcha xotirjamlik bilan ajralib turadi. Ushbu shakl juda beqaror bo'lib, u tezda xavotirning ochiq shakllariga aylanishi mumkin. O'spirinlar ko'p hollarda o'ziga murojaat qilib, biror mashg'ulot bilan shug'ullanib, o'zlarini shu bilan band qilishga harakat qilishadi[17]. Ba'zi o'spirin yoshdagilar uchun ochiq xavotirlanish va "xotirjamlik yo'qligi" odatiy hol sanaladi. Bu shunday namoyon bo'ladiki, "xotirjamlik yo'qligi" bu holatda, uning harakati insonning aqliy salomatligiga tahdid soladigan xarakterga ega bo'lishi mumkin. Buning natijasida esa organizmning himoya reaksiyasi ishga tushib, xavotirlardan vaqtinchalik "dam olish" kabi harakatni namoyon qiladi. Yashirin xavotirlanishning ikkinchi shakli — "vaziyatdan chiqish" bo'lib, bu shakli o'spirinlar orasida juda kam ifodalanadi. Stressdan kelib chiqadigan xavotir, qo'rquv bu motivlar va ichki konfliktlarning o'ziga xos xususiyatlari mavjud bo'lganda shaxsiy talim olish va kasbiy o'zligini belgilash va hayotda muvafaqqiyatga erishish yoki muvafaqqiyatdan qochish sifatida belgilanadi. Agar K. Yungning psixologik yondashuvini aniqlay oladigan so'z bo'lsa, bu o'z-o'zini anglashdir. Bu har doim Yungning asoslari Freydnikidan ajratib turadigan jihatidir. Uning fikricha, odamlar doimo bitta harakatga yo'naltirilgan bo'lib, ularni inson sifatida amalga oshirishga qodir. Biroq, har bir kishi xavotirdan aziyat chekadi. Buning sababi har doim Yungga tushunarli bo'lib tuyulardi. Uning nazarida dunyo har doim ham xavfsiz joy bo'lib ko'rinmaydi. **Bizning ijtimoiy muhitimiz, institutlarimiz, hokimiyatlarimiz va hatto bizni o'rab turgan zamonaviylik oqimi bizning ko'z o'ngimizda qulay ssenariyni shakllantirmaydi. Norozilik, erkin emaslik hissi va biz o'zimizni to'liq qondira olmasligimiz kabi narsalar bu doimiy ishonchsizlik hissigacha qo'shiladi. Tashqi bosim bizni ichimizdan ajratadi va ichki taranglikni qabul qilish o'rniga, biz kuchli tarzda qarshilik ko'rsatamiz**[15].__Xavotirlanish insonga xos xususiyatdir, lekin uni individuallashtirish muhimdir. Ushbu fikrni isbotlash uchun Yung terapiyasi arxetiplar va kollektiv ongsizlik kabi tushunchalar haqida gapiradi. Insonlar psixik substratga ega bo'lib, bu yerda barchamizni belgilaydigan umumiy elementlar kelib chiqadi. Bu shuni anglatadiki, biz hammamiz teng ravishda baham ko'radigan instinktlar, ta'sir, va harakatlar mavjud).

- Xavotir biz har kuni yuradigan gilamga o'xshaydi. Bu biz ilgari muhokama qilgan narsadan kelib chiqadigan azob-uqubatlarga to'la tuyg'u: har doim ham xavfsiz bo'lmagan muhitda yashash hissi.
- Endi, garchi barcha insonlar umumiy o'lchovga ega bo'lsa-da, Yung analitik psixologiya orqali aniqlagan ushbu yondashuvni belgilaydigan haqiqat bor: biz o'zimizni individuallashtirishimiz, barchamiz baham ko'rgan tuzilishdan chiqishimiz va avtonom va mustaqil bo'lishimiz shart.
- Har kuni xavotir bilan yashaydigan odamlar nimani his qilishlarini, nimani idrok etishlarini va eng muhimi, ularga nima kerakligini aniqlay olishlari kerak. Yung terapiyasi yopiq metodologiyadan, dialektik protseduradan foydalanadi, bunda terapevt bemorning shaxsiyati bilan uning qulayligi va avtonomiyasini qo'llab-quvvatlash uchun bog'lanishi kerak. Ular shifo jarayonining faol agenti bo'lishlari kerak.

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F. B. Berezin xavotir (qo'rquv) holati hissiy holati bo'lib, bir qator hissiy-emtsional holatlar kabi tabiiy ekanligini ta'kidlaydi, shunga qarab olim xavotirni bir-biri bilan almashib, o'sib rivojlanib boradigan xavotirlanish holatining oltita darajasini aniqladi. Ushbu darajalar bizning xavotirlanish holatini yanada yaqinroq tushuniob olish imkonini beradi, ular quyida keltiradi[3]:

1. Birinchi daraja - signalning eng past intensivligi. Bu keskinlik, xushyorlik, noqulaylik hissi bilan ifodalanadi. Bu tuyg'u tahdid belgisi emas, balki signalning yanada aniq namoyon bo'lishining tezkor boshlanishi uchun signal sifatida xizmat qiladi. Ushbu signal darajasi eng katta adaptiv qiymatga ega.
2. Ikkinchi darajada - ichki taranglik hissi giperostezik reaksiyalarni o'zgartiradi yoki ular unga qo'shiladi. Ilgari neytral bo'lgan his-tuyg'ular muhim ahamiyat kasb etadi va ular kuchaytirilganda - salbiy hissiy-tuyg'ular yuzaga keladi(affekt).
3. Uchinchi daraja - bu xavotirlanish. Bu noaniq tahdid, noaniq xavf hissi ko'rinishi tariqasida namoyon bo'ladi.
4. To'rtinchi daraja - qo'rquv. Bu xavotirning oshishi bilan yuzaga keladi va obektiv ravishda namoyon bo'ladi, noaniq xavfni aniqlash boshlanadi. Shu bilan birga, qo'rquv bilan bog'liq bo'lgan obekt, albatta, xavotirlanishning haqiqiy sababini, haqiqiy tahdidni aks ettirmaydi.
5. Beshinchi daraja - yaqinlashib kelayotgan falokatning muqarrarliligi hissi, bu xavotirning asta-sekin o'sib borishi va qo'rquv hissi bilan ifodalanadi. Shu bilan birga, bu tajriba his-tuyg'ularning mazmuni bilan emas, balki xavotirlanishning ortishi bilan bog'liq. Bunday tajriba noaniq, ammo juda kuchli xavotirlanishlarga olib kelishi mumkin.
6. Eng muhim daraja - bu xavotirli va qo'rqinchli hayajon, bu vosita oqimi, vahima atrofdagilardan yordam izlash muhtojligi bilan ifodalanadi.

Xulosa. Xavotirlanish holatini tez-tez va kuchli boshdan kechirishga moyillik, shuningdek, uning paydo bo'lishining past chegarasida namoyon bo'ladigan individual psixologik xususiyat. Xavotirlanishning sabablari turlicha bo'lishi mumkin, masalan: katta ish yoki shaxsiy vaziyatlar (masalan, ish, moliya yoki oila bilan bog'liq muammolar), genetik omillar yoki oila tarixida xavotirlanish kasalliklari bo'lishi, stress va tajribalar (travma yoki uzoq vaqt davomida kuchli stressga duch kelish). Yuqorida keltirilgan nazariy qarashlar xavotirlanish darajasini anglash va tahlil qilish shaxslarda xavotirlanish haqida ma'lumotlarga ega bo'lish imkonini beradi.

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TRANSITION FROM CLASSICAL TO MODERN METHODS OF TEACHING MATHEMATICS

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ABSTRACT

Mathematics of teaching classic from methods modern to the methods transition education in the process innovative approaches implementation to grow necessity emphasizes . Today on the day education in the process technological news and interactive methods application students science was interest increase and in them deep knowledge to take skills to form service This is article mathematics in their classes modern approaches application opportunities to study Dedicated to . Research during of the students logical thinking abilities development , problems solution in doing creative approach support , and training process interesting to do aimed at methods analysis In particular , technological resources (interactive boards , online platforms) and interactive pedagogical methods (discussions , group (training) efficiency studied . Research results showed that modern methods education to the process successful integration to do students knowledge level increase with together , their science relatively interest noticeable at the level increases .

INTRODUCTION

Mathematics science study humanity development the most important structural from parts one This science is not only engineering and technologies in development , but daily in life many problems solution also important in making importance has . Modern in the world mathematician knowledge , logic thinking abilities and analytical approach requirements increasingly exceed Therefore , education in the system mathematics science in education modern to methods transition necessity become remains. Traditional education methods far years during teachers main tool as applied came . These methods to the students standard knowledge in delivery important role played although , their their interests wake up and creative thinking abilities in development to restrictions Therefore , modern in education interactive and technological approaches place increasing This is happening . article mathematics science in education innovative of methods importance analysis to do Dedicated to . Especially technological from tools use , collective work methods , students interesting interactive lessons organization to grow such as issues seeing is released . In the article of education traditional and modern methods between main differences and modern approaches advantages deep analysis is done . With this together , teaching to the process technologies integration to do relevance and this of the process efficiency according to evidence is brought .

METHOD

In the study mixture methodological approach used . Information in collection following methods used :

1. **Literature analysis :** Classic and modern mathematics education methods according to scientific sources studied . Last published in the years , particularly in the years 2015-2023 articles and books based on innovative approaches according to information received .

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2. **Experimental research : Tashkent** city in 2022 and in the provinces five 8th grade students at school in the presence of interactive methods application according to lessons was held . This such as GeoGebra and Khan Academy in lessons online from platforms use results analysis was done .
3. **Questionnaire and interviews** : 100 in 2023 teacher and 250 people student in the presence of online and face to face questionnaires organization was read . by technological of tools lesson to the effectiveness The impact is 85% positive. was evaluated .
4. **Video analysis** : Second half of 2022 in the quarter lesson processes video recording experienced educators by analysis This method was through of the students technological approaches using mastery level studied and 30% improvement observed .

In the study the students mastery level and their interests measurement for PISA-2021 international assessment system tests and local test programs was used . Experimental and control in groups of the students results compared , technological approaches high efficiency was determined .

RESULTS AND DISCUSSION

Research results mathematics in education modern approaches high efficiency showed . Obtained results :

Mathematician Skills Development : Conducted in 2022 in the experiment modern from technologies used students control to the group 25% higher than to the results In particular , GeoGebra and Desmos platforms using concepts visual in appearance study students logical thinking abilities strengthened .

Students Interest : 250 in 2023 student between held questionnaire as a result modern methods used to classes 40% increase in interest Europe in the countries take visited to research According to (2018, Germany STEM Education Report), mathematics in education interactive methods application students science was increased interest by 35-50% .

Technologies impact: in the PISA -2021 report digital from tools used in schools mathematics according to students mastery level 20% higher than average that record The United States California in the US take visited research (2020) interactive boards and visual lesson of materials of the students study improved their skills by 30% showed .

Group work and collective Activity : Experiments during group training held in the classrooms students knowledge absorption and social skills increased by 22% observed . In Finland (2021) visited research As shown , the group work students thinking speed and creativity noticeable at the level develops .

Students thinking Speed : China took 2019 visited in research mathematics in their classes modern from technologies use because of students problems solution to do speed increased by 18% . Results showed that modern approaches education to the process current to be students not only to study was interest increases , maybe their analytical thinking and creativity level noticeable at the level improves .

NEW IDEAS

Mathematics in education Gamification : Education to the process game elements input through students interest increase For example , issues solution virtual rewards for and rating systems create

Artificial intellect using customized Education : Every to the individual needs of the student suitable lesson materials presented AI systems that current to do . This is mastery . level noticeable at the level increases .

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Mathematics and vital practice Integration : Real- life experiences in lessons problems to solve aimed at project approaches For example , financial literacy or ecological issues mathematician analysis to do

From VR and AR technologies Usage : Virtual and expanded reality tools hand , geometry and other complicated concepts further deeper study opportunity create

Mathematics Laboratories : Modern technologies with equipped laboratories organization to grow and this on the ground to the students mathematician modeling and analysis according to training transfer

DISCUSSION

Research and practical experiments this shows that modern methods lesson process further effective and interesting For example , in education interactive of methods application students motivation increase and students own knowledge in practice to apply encourages . Interactive methods using students only information acceptance to do not , maybe thinking , analysis to do , problems solution to do and mutual idea exchange through knowledge deepen . Teacher students interest wake up for gamification , discussions , small group their work organization , case studies , online training tools and multimedia from materials use through students activity increase It is also possible to methods students independent thinking abilities to develop service For example , collaborative reading , critical thinking developer questions , issues and problems solution to do aimed at methods students analytical thinking and problems solution in doing efficiency These methods students only themselves not , maybe in the group other students with each other in activity to be provides , this and collective work and social mutual the effect However , this of methods successful implementation teachers' professional qualifications , pedagogical to their abilities and methodical to the preparations related . Research this shows that teachers new pedagogical methods mastery process during them regular accordingly professional development courses , seminars and trainings through support necessary . Professional development programs to teachers new methods in use practical experience increase opportunity provides , as well as pedagogical technologies mastery , teaching modern methods to know and students to oneself typical to the needs adaptation opportunity Creates . Resources The issue is also the teachers' methods successful implementation in the end important importance has . Textbooks , electronic resources , education technologies and interactive tools teacher's pedagogical your work efficiency However , this of resources only existence enough not ; from them effective use for teachers this tools with introduction and to them from them how use according to skills to teach necessary . For example , modern education from technologies use to teachers students individual work with take to go to them customized tasks to give and students self assessment opportunities create opportunity gives . Traditional methods , of course , education in the process own instead save remains , because they students main knowledge to master help gives and solid the basics creates . But, this methods modern methods with harmonization education quality further to improve help Gives individual characteristics of students in consideration take , teacher own pedagogical approach adapt Every student for the most good method choose , their reading methods understanding and the lesson interesting to do for necessary changes input necessary . This point of view in terms of the teacher's professional qualifications , innovative to methods readiness and training resources existence education system in development important role plays . Also , this methods implementation of reaching social and cultural context into account to take not to forget the need Teachers own in their classes modern technologies in use not only pedagogical in terms of effective approaches , but students cultural , psychological and social taking into account the needs

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of they receive need . Such integrated approach education system all sides for positive results brings .

CONCLUSION

Mathematics of teaching modern methods only technological from approaches consists of not , maybe students activity increase , creative thinking abilities develop and training to the process interactivity add through mathematics to science was interest further to increase aimed at complex This is an approach . methods the students not only in class active to participate , maybe mathematics to science relatively psychological and social motivation to strengthen encourages . Also , modern education technologies , gamification , online study resources and multimedia tools through mathematics lessons further revive and interesting to do opportunity is created .

Mathematics science to teach in the process modern methods application through in students clear and solid knowledge formation with together , their problems solution to do , to analyze to do and critical thinking skills also develop . For example , mathematics problems in real life situations with link , interactive education from the means use , issues in the group solution to do such as methods students creative approach supports . This is the students ' only mathematical formula and concepts remembering to stay not , maybe them in practice also possible to use creates . Modern methods education to the process successful current to grow of the students mathematics to science was interest noticeable at the level increases . These students mathematics practical importance to understand help will also give in the future complex problems solution in doing mathematician from knowledge effective to use prepares . For example , mathematics in their classes collaborative approaches and of the students mutual in cooperation their work , their social and communication It also develops students ' skills . This not only scientific , maybe personal also great for development impact It also shows methods of the students mathematician his/her thinking and logical thinking to strengthen help gives . The students difficult issues to solve , every kind methods to apply and mathematician the results consistent in a way analysis to do to teach through them , training in the process to oneself was confidence increases . Mathematics to science was interest not only his/her main concepts to master , but his/her daily in life importance to understand provides . From this outside , modern education methods individual needs of students in consideration to take provides , this and to the teacher every one student's to oneself typical study to the style suitable methods choice opportunity gives . So do mathematics of teaching modern methods not only students knowledge level increases , maybe their thinking style , create abilities and in the team work It also develops skills . From this perspective from the perspective of mathematics of teaching modern methods students' knowledge of science imagination expansion and in them further deeper and wide comprehensive knowledge formation opportunity This is what it is . in turn , not only mathematics science , maybe other also interested in science and knowledge level to increase take is coming .

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Features of physical rehabilitation and quality of life in patients with ischemic heart disease who underwent percutaneous coronary intervention**N.U Mixmonalieva, S.K. Nuritdinova****(Literature review)****Tashkent Medical Academy****Annotation**

Ischemic heart disease (IHD) poses a significant health challenge globally, leading to various cardiovascular complications, including myocardial infarction and sudden death. Effective medication aims to slow atherosclerosis and improve patient outcomes through surgical interventions like CABG and PCI. Rehabilitation and secondary prevention are crucial for enhancing quality of life and reducing morbidity and mortality rates among patients. Despite advancements in cardiac treatment and rehabilitation, issues remain surrounding healthcare accessibility, patient education, and economic factors. This review underscores the necessity of integrating rehabilitation into IHD management to optimize treatment outcomes and improve the quality of life for affected individuals.

Keywords: ischemic heart disease, coronary atherosclerosis, myocardial infarction, cardiovascular complications, coronary artery bypass grafting, percutaneous coronary intervention, quality of life, rehabilitation, pharmacotherapy, secondary prevention, cardiac rehabilitation, risk factors, vascular intervention, health outcomes, patient education, long-term prognosis, economic impact, lifestyle modification, heart failure, cardiovascular disease.

Ischemic heart disease (IHD) remains a leading healthcare problem in most countries around the world. The progression of coronary atherosclerosis manifests as angina attacks, acute myocardial infarction (AMI), arrhythmias, heart failure, and sudden death. Pharmacological treatment for patients with IHD aims to slow the growth of atherosclerotic plaques, prevent their rupture and thrombosis, and ultimately reduce the incidence of cardiovascular complications (CVC). Since the second half of the 20th century, surgical myocardial revascularization procedures have been actively utilized in clinical practice. It is known that coronary artery bypass grafting (CABG) and percutaneous coronary intervention (PCI) are the most effective interventional methods for treating IHD. They are performed to expand the stenosed vessel, restore blood flow in ischemic areas, and ease symptoms of stable angina (SA). Among high-risk patients, early CABG and PCI provide better outcomes compared to initial conservative therapy, particularly in reducing mortality and the incidence of AMI. Undoubtedly, the basis of various management methods for IHD patients is the reduction of CVC, improvement in quality of life (QoL), and prognosis for specific patients. However, it has been noted that a decrease in QoL is, to some extent, associated with an adverse clinical outcome. Nevertheless, it is our opinion that the criterion for evaluating the effectiveness of the procedures performed should be an increase in QoL not only in the short term but also in longer follow-up assessments. At the same time, a review of the literature indicates that changes in QoL parameters for IHD patients at different timelines after undergoing CABG and PCI compared to optimal medical therapy (OMT) are not always clear and appear to require further detailed investigation. In Poland, a study involving 107 IHD patients with multivessel coronary artery disease was conducted. The follow-up period was 12 months. These patients were divided into two groups:

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Group 1 had 55 patients who underwent CABG, and Group 2 consisted of 52 patients who received OMT. It was noted that in Group 1 and Group 2, 3 and 6 patients died from all cardiovascular causes, respectively, while angina attacks were reported in 5 patients from Group 1 and in 20 patients from Group 2 ($p=0.003$). The conclusion is made that according to the SF-36 questionnaire, high-risk patients who underwent CABG have better physical and mental health and life capabilities compared to those who received only OMT. It is acknowledged that QoL improves in the short term after OMT and CABG. However, this situation becomes less obvious over the long term and requires clarification [1].

Diseases of the circulatory system (DCS) hold a leading position in the structure of mortality among the adult population in economically developed countries. According to Rosstat, in 2014 the mortality rate from DCS in Russia was alarmingly high at 653.7 per 100,000 population. Among DCS, ischemic heart disease (IHD) is the leading cause of death in the world and in Russia. In Europe, IHD accounts for 20% of deaths. By disability outcomes, IHD ranks 5th among all diseases and could reach 1st place by 2020.

The treatment of patients suffering from IHD is a multistep process that includes optimal medical therapy, high-tech endovascular and surgical myocardial revascularization methods. Surgical myocardial revascularization (coronary bypass surgery, CBS) is a complex and traumatic intervention. Key methods for creating bypass paths for coronary blood flow include mammary-coronary anastomosis (using the internal thoracic artery) and aortocoronary bypass grafting (CABG) with autogenous venous (saphenous vein) or autogenous arterial (internal thoracic arteries or radial artery) grafts. The risk of complications increases with the number of grafts used. However, thanks to modern achievements in cardiac surgery, mortality during CBS has decreased to 3.7%. IHD surgical therapy allows for increased longevity in patients with significant atherosclerotic coronary artery disease (CAD)—three-vessel lesions, left main coronary artery stenosis, ischemic left ventricular (LV) dysfunction, and severe angina. According to the SYNTAX study (Synergy between Percutaneous Coronary Intervention with Taxus and Cardiac Surgery), CABG reduced the likelihood of serious cardiovascular complications (CVC): after 1 year and 5 years, the incidence of all CVC was 12.4% and 26.9%, respectively, with mortality at 3.5% and 5.4%, myocardial infarction (MI) at 3.3% and 7.3%, and repeated interventions at 5.9% and 12.8%.

After discharge from the hospital, the preservation of surgical success and the further course of the disease depend on measures aimed at improving the long-term outcomes and prognosis of IHD. According to angiographic studies, annually 4 to 9% of venous grafts cease to function, leading to a recurrence of angina symptoms. In the Asymptomatic Cardiac Ischemia Pilot Study (ACIP), signs of transient myocardial ischemia reappear in 43% of patients within a year after surgical myocardial revascularization, and according to Y. Kataoka's research, 5% of patients experience MI. In the Bypass Angioplasty Revascularization Investigation (BARI), deterioration of LV function over 5 years was observed in 51% of patients after CABG. Ischemia post-surgery is more often a consequence of graft insufficiency due to the atherosclerotic process within the graft itself or progression distal to the aortocoronary graft in the coronary arteries. In 75% of cases, changes in untreated coronary arteries are discovered [2].

In modern understanding, medical rehabilitation is a set of interconnected medical, psychological, and social activities aimed not only at recovery and preservation of health but also at restoring (maintaining) the individual and social status of the patient to the fullest extent possible [WHO, V.A. Epifanov, 2005]. The main components of rehabilitation intervention include: adequate

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pharmacotherapy, physical and psychological rehabilitation, education, and dynamic monitoring of the patient. The high clinical effectiveness of each rehabilitation intervention can be considered fully evidenced. Participation in rehabilitation programs based on physical training can reduce overall mortality and cardiac mortality by 20% and 26%, respectively (reliable studies are few and contradictory [Davies R.F. et al., 1997, Engblom E. et al., 1997, Hedback B. et al., 2001, Taylor R.S., 2004]). Information about the cost-effectiveness of comprehensive cardiac rehabilitation is lacking, despite the leading causes of insufficiently wide utilization of cardiac rehabilitation worldwide being its labor intensity and high cost. It is currently unknown whether the implementation of a comprehensive long-term rehabilitation program, increasing healthcare costs, will lead to a positive social and economic effect [3].

Mortality from cardiovascular diseases (CVD) in Russia remains high in both general and standardized indicators. To a large extent, cardiovascular mortality is due to IHD. According to Rosstat, in 2011, 7,411,000 patients with IHD were under observation in the country, with this diagnosis being established for the first time for 738,000 patients within the year. In that same year, IHD was listed as a cause of death in 568,000 cases, which constitutes 397.4 per 100,000 population. In our country, IHD is the most common reason adults seek medical attention among all CVD, accounting for 28% of cases. At the same time, the actual number of patients with IHD is significantly higher. According to the Russian Acute Coronary Syndrome (ACS) Register, almost half of patients with acute coronary insufficiency present with their first IHD manifestation as MI. Therefore, it can be assumed that only 40–50% of all IHD patients are aware of their condition and receive appropriate treatment, while 50–60% of cases remain unrecognized. With age, the prevalence of IHD and its most commonly seen form, angina, increases, and gender differences in incidence diminish. The annual mortality among patients with stable angina is nearly 2%, and 2-3% of patients annually experience non-fatal MI. Patients with a confirmed diagnosis of stable angina die from IHD twice as often as those without this disease. Men suffering from angina generally live 8 years less than those without this condition. The disease can manifest as effort angina, which may be caused by stenosis of epicardial arteries; microvascular dysfunction; or be due to vasoconstriction in the area of dynamic stenosis or resting angina, which may be caused by vasospasm (local or diffuse) in epicardial artery stenosis; diffuse spasms of epicardial vessels; spasms of small vessels; and combinations of the aforementioned causes or asymptomatic course due to absence of clinical or instrumental signs of myocardial ischemia and/or left ventricular dysfunction. Chronic IHD may follow a relatively benign course for many years. Distinct phases of stable symptomatic or asymptomatic conditions may be interrupted by the development of acute coronary syndrome (ACS). The gradual progression of coronary artery atherosclerosis and heart failure leads to a decrease in functional activity among patients, with some experiencing acute complications (unstable angina, MI) that can be fatal (sudden cardiac death). Timely diagnosis, proper stratification of complication risks, and the administration of comprehensive pharmacological and, when necessary, invasive treatment can improve the quality of life and substantially reduce morbidity and mortality among individuals with chronic forms of IHD [4].

Initially, the term “quality of life” (QoL) appeared in medicine around the 1940s. According to the WHO definition, QoL is an individual's perception of their position in life in the context of culture and value systems of the environment in which they live, inextricably linked to their goals, expectations, standards, and concerns. A.A. Novik et al. in 1999 defined health-related quality of life as "an integral characteristic of the physical, psychological, emotional, and social functioning of a

healthy or sick individual, based on their subjective perception." QoL is a multifaceted concept reflecting the level of well-being and satisfaction individuals derive from various aspects of life, including those affected by illnesses and their treatment. In this regard, in recent years both globally and domestically, increasing attention has been directed towards health-related quality of life (HRQL). In foreign literature, HRQL is described as the reflection of the disease's impact and its treatment on the patient's perceptions, which vary with the influence of different damaging factors, functional stresses, and psychological and social impacts. Since 1995, an international non-profit organization, the MAPI Research Institute, has been studying QoL in France, which coordinates all research in the field of QoL. This institute organizes annual congresses for the International Society for Quality of Life Research (ISOQOL), promoting the idea that the goal of any treatment is to bring a patient's QoL closer to that of practically healthy individuals. Consequently, a new term—quality-adjusted life year (QALY)—has gained popularity. The QALY coefficient can range from 0 to 1 based on the subjective assessment of the patient. One year of completely healthy life is valued as 1.0 QALY. If a patient assesses their QALY as 0.5, then two years of life equal one year of healthy life [5].

Despite a decrease in mortality and disability rates from ischemic heart disease (IHD) in Russia, it remains one of the major circulatory system diseases. Successful surgical treatment of IHD patients significantly reduces population disability. Alongside the improvement of surgical correction techniques, methods for medical rehabilitation in the postoperative period are also evolving. Surgical treatment is merely a stage in managing IHD, as it does not eliminate the underlying causes of the disease. The clinical effectiveness of surgical intervention is largely determined by the rehabilitation program aimed at consolidating surgical results and eliminating risk factors for developing IHD. An analysis of the results of IHD rehabilitation has indicated that most patients experience manifestations of maladaptation. According to many authors, patients with different levels of adaptive status respond differently to the therapy provided, considerably prolonging the recovery period. Research has shown that considering the adaptive state of patients during their rehabilitation and sanatorium-resort treatment, as well as the timely correction of maladaptive reactions, significantly enhances the effectiveness of the restorative treatment provided [6].

An important task facing domestic healthcare is to reduce the mortality rate and disability among patients with ischemic heart disease (IHD). Rehabilitation and secondary prevention programs play a leading role in this. Unfortunately, in our country, a publicly accessible system for managing cardiac patients in primary healthcare utilizing non-pharmacological treatment methods is still insufficiently developed, despite numerous pieces of evidence supporting their effectiveness. This is likely due to inadequate material and technical support, a lack of sufficient specialists and their knowledge, undervaluation of this method by the treating physicians, and low patient motivation to follow lifestyle modification recommendations. This article contains an overview of the main directions of physical rehabilitation in IHD. The review includes facts obtained from analyzing numerous randomized studies conducted worldwide involving thousands of patients. A positive effect of cardiac rehabilitation is highlighted, confirmed by reductions in both morbidity and mortality rates, both overall and specifically cardiovascular. Positive influences of cardiac rehabilitation on patients' physical condition, weight, blood pressure, lipid profiles, glycemia, and insulin sensitivity, as well as fibrinolytic activity, are also noted. Moreover, evidence is provided that cardiac rehabilitation lowers population disability and enhances the quality of life for IHD patients. Cardiovascular diseases continue to reign as leading causes of death globally. In the Russian Federation, they account for 56%

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of all death outcomes, with almost half of these caused by ischemic heart disease (IHD). Considering the rising mortality, disability, and temporary loss of working capacity, issues surrounding IHD have transcended healthcare and gained national significance. Despite advancements, modern medicine's evolution has encountered several "bottlenecks" that directly or indirectly affect the provision of medical care to patients with IHD. On one hand, everything appears satisfactory—patients with IHD receive care from specialized professionals, there is a wide array of pharmaceutical drugs available that expands with each passing year, and surgical interventions (operations on the working heart, laparoscopic procedures, transplantation of donor and artificial organs, etc.) are well-developed. On the other hand, the flip side of the coin reflects a lack of systematic approach by contemporary physicians, who frequently treat the disease rather than the patient. An increase in adverse reactions and side effects from modern medications, along with the insufficient attention to rehabilitation in patients with IHD, nullifies the benefits of surgical interventions. Therefore, addressing the problem of IHD is impossible without incorporating high-quality and effective rehabilitation methods into treatment programs, which include non-pharmacological measures. It's worth quoting the words of Academician E.I. Chazov, which remain relevant today: "We must frankly admit that the potential of non-pharmacological treatment methods is still under-researched in our scientific research institutes and clinics and is being used far too little in the treatment process for many diseases. There seems to be a perception that not only leading specialists in various fields of medicine but also practicing physicians are skeptical about the possibilities of these methods and insufficiently informed about the indications and contraindications for their usage." [7]

Ischemic heart disease (IHD) is a leading cause of mortality in developed countries. According to the GNIIL for Preventive Medicine, approximately 10 million citizens of the Russian Federation aged 40-70 suffer from IHD. The mortality rate from IHD in our country is three times higher than the average European indicators for both men and women. Partial or complete loss of work capacity related to IHD incurs substantial economic costs. The breakthrough in IHD treatment is associated with advances in interventional cardiology. In recent years, percutaneous coronary interventions (PCI) have become the leading method for revascularization in patients with IHD, facilitating the alleviation or reduction of angina symptoms, decreasing mortality, and the frequency of non-fatal complications in various forms of myocardial infarction, while increasing tolerance to physical exertion and improving quality of life. The efficacy and prognosis of surgical interventions are determined not only by the duration and characteristics of IHD, the number of stenotic vessels, the completeness of revascularization, and the presence of postoperative complications but largely depend on how patients with IHD are managed in the postoperative period, the appropriateness of the rehabilitation programs selected, and the effectiveness of physical training methods utilized. The aim of the present study was to investigate the impact of specific physical exercises performed in aerobic and mixed modes, as well as segmental massage, on the body's tolerance to physical stress and the state of myofascial structures in patients who have undergone surgical and percutaneous revascularization of the myocardium [8].

Cardiological rehabilitation is a complex, multi-component process that includes pharmacotherapy, kinesitherapy, dietary therapy, cessation of harmful habits, control of modifiable risk factors, lifestyle modification, and patient education. These interventions aim to restore the physical, psychological, and social status of patients, potentially preserving their work capacity and improving their quality of life. The medical aspect is the most crucial component of cardiac rehabilitation, largely determining its success. Medical therapy for cardiac patients must be

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comprehensive, utilizing drugs from all classes included in the treatment recommendations for corresponding nosological forms and clinical conditions. Throughout the treatment process, it is essential to achieve and maintain target levels of key hemodynamic and biochemical indicators. Failure to adhere to these conditions is associated with a high risk of recurrent cardiovascular events. An important factor influencing treatment efficacy is the informational dialogue between the physician and the patient, during which the purposes and mechanisms of the prescribed medications are explained to the patient. Currently, there is evidence supporting the positive impact of four classes of medications on the prognosis of patients with ischemic heart disease (IHD): antiplatelet agents, β -blockers, statins, and angiotensin-converting enzyme (ACE) inhibitors. According to contemporary recommendations, medications from these classes should be prescribed to all patients with IHD who lack contraindications. This requirement notably pertains to high-risk patients, especially those who have experienced acute coronary syndrome (ACS—myocardial infarction (MI) or episodes of unstable angina) and revascularization procedures (coronary artery bypass grafting (CABG) and percutaneous coronary interventions (PCI)). Therapy with drugs proven to influence prognosis should commence during the inpatient phase and continue during rehabilitation in sanatorium and outpatient care settings [9].

Currently, personalized databases and registries are actively being developed and implemented in practical healthcare to streamline information and address management tasks. In the future, the collection, accumulation, storage, processing, and provision of necessary data to all participants in the system for medical support (in our case, cardiac surgery) is advisable to be entrusted to a single information center—a specialized registry operating within a single institution. Utilizing such a registry in healthcare management practice will allow tracking the dynamics of patient condition indicators over time across various key points (before the operation, during inpatient, sanatorium, and outpatient phases). Therefore, testing the application of such systems in practical activities is relevant, including for monitoring patient status after cardiac surgical treatment [10]

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**The role of traditional medicine in the comprehensive treatment of patients with
rheumatoid arthritis
(Literature review)**

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Annotation

Rheumatoid arthritis (RA) is a complex autoimmune disorder characterized by joint pain, swelling, and significant healthcare costs. Despite advancements in treatment, many patients experience uncontrolled disease activity, highlighting the need for personalized management strategies. Current approaches, including pharmacological therapies, have limitations, such as variable efficacy and potential adverse effects. This underscores the importance of exploring alternative treatment modalities.

Traditional medicine, particularly folk remedies and practices rooted in cultural contexts, may offer unique benefits when integrated into the treatment of RA. For instance, Tibetan medicine regards RA as a form of "Grum bu disease" and emphasizes dietary regulation and holistic interventions. Similarly, Chinese herbal medicine harnesses botanical resources like *Tripterygium wilfordii* and *Curcuma longa* to alleviate symptoms and potentially modify disease progression. The combination of Traditional Chinese Medicine (TCM) and Western medicine (WM) has shown promise in improving treatment outcomes and reducing side effects.

In addition to cultural practices, recent advancements in machine learning and deep learning models offer new opportunities to predict RA disease activity and tailor treatments to individual patients. The integration of these advanced technologies with holistic approaches may enhance disease management and improve patient quality of life.

In conclusion, the complex treatment of RA could benefit significantly from a multifaceted approach that incorporates traditional medicine, dietary modifications, and state-of-the-art predictive modeling to address the unique needs of each patient, providing a comprehensive framework for improving therapeutic outcomes in RA management.

Keywords: arthritis, osteoarthritis, rheumatoid arthritis, septic arthritis, electronic health records, artificial intelligence, deep learning, traditional Chinese medicine, Tibetan medicine, CTLA4Ig, disease activity prediction, therapeutic approaches, cardiovascular health, immune modulation, joint health, pharmacologic interventions, clinical management, treatment outcomes, herbal medicine.

Randomized controlled trials (RCTs) are often seen as the gold standard for evaluation; however, they come with several significant limitations that impacted the formulation of final recommendations. These include potential publication bias (which favors the release of positive findings), insufficient blinding, and the lack of necessary active comparators and appropriate sham controls. Moreover, short-term RCTs fall short in delivering adequate prognostic information for complex diseases like osteoarthritis (OA), where pathophysiological processes develop gradually over many years. Our focus was on management options available in the United States, particularly on pharmacological therapies using agents in pharmaceutical-grade formulations, thereby excluding most nutraceuticals. We confined our review to literature published in English and utilized the website

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www.clinicaltrials.gov to find phase 2 and 3 trials that could be at an advanced stage enough to receive approval from the US Food and Drug Administration (FDA) by the time this guideline was released (1).

Rheumatoid arthritis (RA) is a complex systemic inflammatory disease characterized by joint pain and swelling that affects approximately 1 in 100 people worldwide (1). A chronic autoimmune disease, RA is associated with significant morbidity and high costs of care. Disease progression varies greatly among people, and although numerous treatment options exist, individual responses to treatment vary widely. Although advances in therapeutics and clinical disease management have greatly reduced the proportion of treated patients living with uncontrolled disease activity, remission and durable response are less common. Data from the American College of Rheumatology's (ACR's) Rheumatology Informatics System for Effectiveness (RISE) registry indicate that 42% of patients nationwide had moderate or high disease activity at their most recent visit. These data suggest that additional tools to facilitate and personalize disease management are needed. Given the volume of data available in electronic health records (EHRs), the number of possible treatment and outcome trajectories associated with heterogeneous patient comorbidities, medications, and other factors is greater than a human, even an experienced physician, can use. Many machine learning methods have been applied to clinical data, such as Cox proportional hazards regression, random forests, and LASSO (least absolute shrinkage and selection operator). However, these methods are often not well-suited to forecast outcomes based on EHR data because of the unequal numbers of data points among patients, large amounts of missing data, and highly variable dimensions with time-dependent interactions (eTable 1 and eTable 2 in the Supplement). Deep learning, a subdiscipline of artificial intelligence, has redefined computer vision and demonstrated multiple successes in clinical applications that involve image data for melanoma, retinopathy, metastatic breast cancer, and other biomedical and healthcare domains. Deep learning is being applied to a rapidly increasing number of EHR-related data sets, and like the application of technology to any new field, there are numerous opportunities and challenges. A subfamily of deep learning called recurrent neural networks has become state-of-the-art in longitudinal predictions, solving complex problems in sequence-modeling fields, such as language translation and self-driving cars. Longitudinal deep learning models have previously been applied to EHR data, classifying cardiovascular arrhythmias and predicting inpatient mortality and emergency department readmissions. To our knowledge, there has been no attempt to forecast RA disease activity in future clinic visits using any deep or machine learning approach. In the current study, we aimed to use structured data from the EHR to build a model that would most accurately predict RA disease activity. If successful, the ability to forecast disease activity could be clinically used to inform the aggressiveness of treatment on an individualized basis at each clinical visit. Models developed for predicting RA disease activity may be informative for other health conditions with quantifiable outcomes in the outpatient setting (2).

In the theoretical system of Tibetan medicine, RA is regarded as a kind of "Grum bu disease," which belongs to the category of joint disease and is similar to the "arthralgia disease" of traditional Chinese medicine (Zhijia and Ciren, 2021). According to the Tibetan medical classic "blue glaze," the occurrence and development of the disease are related to three factors (r-lung, mKhris-pa, and Bad-kan). Tibetan medicine states that the disease is due to living in a humid place for a long time and the excessive consumption of fatty, hot, sour, and spicy food, which disrupts the balance of the internal and external environments of the human body and causes stomach fire and dysfunction, as well as the gradual transformation of Bad-kan into mKhris-pa. Moreover, "yellow water" in the body

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causes lesions in the meridians, muscles, and joints, resulting in restricted joint movement, stiffness, redness, swelling, and other pathological manifestations of difficult diseases (Ge and Nima, 2021). “Yellow water” is scattered in the skin, bones, and internal and external organs, exerting nourishing, lubricating, and other physiological effects, nourishing internal organs, and ensuring that the joints move freely. Under the influence of various internal and external pathogenic factors, the human body has three factors of imbalance, resulting in the abnormal quality and quantity of “yellow water,” inducing “yellow water” disease (Bian et al., 2019). In modern medicine, the “yellow water” disease is mainly manifested in RA and skin diseases (Grum bu disease). Owing to the geographical environment, people’s living habits, and other factors in plateau areas, “Grum bu disease” is a common disease. Thus, its treatment has been systematically researched in Tibetan medicine. It is recorded that the treatment of RA mainly focuses on combinations of internal and external treatment and begins with the regulation of diet and living. The combination of Tibetan medicine with medicinal baths, fire moxibustion, and other characteristic external treatment methods has achieved a unique clinical effect for the treatment of the “Grum bu disease” (Zhijia et al., 2021) (3).

China has abundant botanical resources, which have been widely used in RA treatment (13–15). **Tripterygium wilfordii** Hook. f., **Aconitum carmichaelii** Debx., and **Curcuma longa** L. represent a few of the many medicines of botanical origin for RA in traditional Chinese medicine (TCM), which may have a positive effect not only on the symptoms but also on disease progression (16–18). Formula is the main category of herbal remedies. Guizhi Shaoyao-Zhimu Decoction is a representative prescribed formula to treat RA. A synthetic approach (19) that combined drug target prediction, network analysis, and experimental validation indicated that Guizhi-Shaoyao-Zhimu Decoction may partially attenuate RA by reversing inflammation-immune system disequilibrium and regulating the HDAC1-HSP90AA1-NFKB2-IKBKB-TNF- α signaling axis. As one of the novel Chinese patent medicines, Xinfeng capsule shows benefits in alleviating joint pain, swelling, and early morning stiffness, and it could also ameliorate extra-articular manifestations such as anemia, platelet disorder, lipid metabolism disturbance, abnormal cardiopulmonary function, depression, and quality of life with few adverse reactions. Many effective ingredients of antirheumatic Chinese herbs have been found to inhibit RA development, and some of the effective extracts have been verified. Luo et al. summarized evidence on the efficacy and safety of the clinical application of tripterygium glycosides and total glucosides of paeony, suggesting that they might be potential beneficial complementary and alternative medicines for RA patients. **Artemisia asiatica** has a long history of ethnopharmacological use in Asian countries such as China, Korea, and Japan, and a novel antioxidative and anti-inflammatory formulation prepared from the ethanol extracts of **Artemisia asiatica** named DA-9601 is now on sale in South Korea. A recent study has shown that DA-9601 injection reduced arthritis scores in collagen-induced arthritis mice; moreover, eupatilin, the main active component of DA-9601, could markedly downregulate the expression of inflammatory cytokines and suppress the differentiation of osteoclasts, indicating that DA-9601 and eupatilin are candidate anti-inflammatory agents. TCM has special advantages in reducing the adverse reactions of WM and improving its curative effect. Therefore, the combination of TCM and conventional WM provides a new approach for improving the quality of life and disease control of RA patients. Many studies have shown that the integrated TCM-WM therapy has a positive effect on the treatment of RA. However, due to the small sizes of multi-samples and uneven quality of articles, it is difficult to draw reliable conclusions based on small-sample randomized controlled trials (RCTs). Therefore, we conducted this meta-analysis aiming to systematically evaluate the efficacy and safety of integrated

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TCM-WM versus WM monotherapy for the treatment of RA. We suppose that this research could provide evidence for the superiority of treating RA with integrative medicine (4).

Rheumatoid arthritis (RA) is an autoimmune disorder that causes inflammatory arthritis, as well as extra-articular manifestations, and mostly affects synovial joints. It often begins in small peripheral joints, and it is commonly symmetric. If left untreated, it continues to affect proximal joints. Over time, joint inflammation causes cartilage and bone degradation, resulting in joint degeneration. Early RA is described as having symptoms for less than six months, while established RA is defined as having symptoms for more than six months. Most clinical signs of RA show that the wrists, metacarpophalangeal joints, proximal interphalangeal joints, and metatarsophalangeal joints in the foot are always painful and swollen. The cause of RA is still unclear. It is hypothesized to be caused by the interplay of a patient's genetics and environment. Rheumatoid disease has a heritability of 40–65% for seropositive rheumatoid arthritis and 20% for seronegative rheumatoid arthritis. Genetic studies showed that HLA-DRB1 alleles (HLA-DRB1*04, *01, and *10) have been linked to an increased chance of developing rheumatoid arthritis. Cigarette smoking is the most significant environmental risk factor for rheumatoid arthritis. There is an association between genes and smoking that raises the incidence of RA in ACPA (anti-citrullinated protein antibody)-positive persons. On the other hand, the diversity of the gut microbiome changes in RA patients (dysbiosis) shows a lower gut microbiome diversity compared with healthy individuals. **Collinsella** has been linked to increased RA disease severity by altering the gut mucosal permeability. RA generally appears between the ages of 35 and 60, with periods of remission and aggravation. It can also affect young children before the age of 16, which is known as juvenile RA (JRA), which is identical to RA except that no rheumatoid factor is present. JRA is divided into five subtypes: oligoarticular, polyarticular arthritis, systemic arthritis, enthesitis-related arthritis, and psoriatic arthritis. The previous subtypes are seronegative except for polyarticular arthritis, which may be seropositive like adults or seronegative. The prevalence of RA in the West is estimated to be 1–2%, with a global incidence of 1%. The interplay of genetic and environmental variables might cause RA in the potential trigger sites (lung, oral, and gut), which is defined by the initiation of self-protein citrullination and the development of autoantibodies against citrullinated peptides (5).

Rheumatoid arthritis (RA) is a chronic autoimmune disease with symmetric and erosive arthritis as the principal clinical manifestations. The primary pathological changes are persistent synovial hyperplasia and pannus formation. The gradual articular cartilage and bone destruction would eventually lead to joint deformities and loss of function. With the development of biological agents, the disease process of RA patients is effectively controlled, and the joint and bone damage caused by it is significantly reduced. However, in addition to joint damage, complications of other systems also significantly affect RA patients, such as severe infections, cancer, osteoporosis, cardiovascular, and respiratory diseases. Cardiovascular disease (CVD) is the leading cause of mortality. Previous studies demonstrated that people with RA had a 1.5-fold higher risk of CVD than healthy controls. Traditional risk factors for CVD include obesity, hyperlipidemia, hypertension, and diabetes. These factors have a higher prevalence and incidence among patients with RA. Apart from this, the interaction between inflammation and traditional CVD risk factors can exacerbate the risk of CVD, such as higher disease activity and autoantibodies formed after post-translational modifications of proteins in patients with RA can help promote local/systemic inflammation and ultimately lead to endothelial dysfunction. Therefore, it is necessary to monitor the cardiovascular risk factors of RA

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patients in clinical practice. How to improve the awareness and treatment strategies of CVD in RA patients is an issue that should concern rheumatologists and cardiologists (6).

Rheumatoid arthritis is a systemic disease that causes progressive joint damage and disability. The macrophage is an important pathogenic mediator in rheumatoid arthritis, and cytokines such as tumor necrosis factor alpha (TNF- α) and interleukin-1 are therapeutic targets. Drugs that block TNF- α decrease joint inflammation and slow radiographic progression. However, since only approximately 40 percent of patients have an improvement of 50 percent, according to the criteria of the American College of Rheumatology (ACR), during treatment with TNF- α inhibitors, effective therapies directed against novel targets are needed. Class II major-histocompatibility-complex (MHC) phenotype confers susceptibility to rheumatoid arthritis. HLA-DR1 and DR4 are expressed in over 80 percent of white patients with rheumatoid arthritis. Class II MHC molecules present antigens to CD4⁺ T cells, suggesting an important role of T cells in the pathogenesis of rheumatoid arthritis. The rheumatoid synovium contains activated T cells, providing further support for the theory that T cells have an important role in rheumatoid arthritis. Cells resembling monocytes and macrophages and dendritic cells are also present in the rheumatoid synovium. These antigen-presenting cells are activated and express both class II MHC and costimulatory molecules such as CD80 (B7-1) and CD86 (B7-2). These observations suggest that synovial T cells, macrophages, dendritic cells, and B cells may have a direct role in the disease process. T cells require at least two signals to become fully activated. Signal 1 is antigen-specific and is delivered by engagement of the T-cell receptor with an MHC-peptide complex on an antigen-presenting cell. Signal 2 is delivered by the binding of a costimulatory receptor on T cells to a ligand on the antigen-presenting cell. A key costimulatory signal is provided by the interaction of CD28 on T cells with CD80 or CD86 on antigen-presenting cells. In the presence of optimal T-cell-receptor and CD28 signals, T cells proliferate and produce cytokines that can activate other inflammatory cells, such as macrophages. With only a T-cell-receptor signal and no CD28 signal, T-cell activation is not optimal, and T cells may be rendered poorly responsive to otherwise optimal subsequent stimulation, or they may undergo apoptosis. Cytotoxic T-lymphocyte-associated antigen 4 (CTLA4) is expressed on the surface of T cells hours or days after they become activated. CTLA4 is the high-avidity receptor for both CD80 and CD86, binding approximately 500 to 2500 times as avidly to these ligands as to CD28. CTLA4Ig is constructed by genetically fusing the external domain of human CTLA4 to the heavy-chain constant region of human IgG1. CTLA4Ig binds both CD80 and CD86 on antigen-presenting cells, thereby preventing these molecules from engaging CD28 on T cells. By blocking the engagement of CD28, CTLA4Ig prevents the delivery of the second costimulatory signal that is required for optimal activation of T cells. Blocking the second signal is a novel therapeutic concept. Preclinical studies demonstrated the efficacy of CTLA4Ig in many animal models of autoimmune disease (26, 27) and allograft rejection (28). In a three-month pilot study in which patients with rheumatoid arthritis were given 0.5, 2, or 10 mg of CTLA4Ig per kilogram of body weight as monotherapy on days 1, 15, 29, and 57, 53 percent of patients who received the dose of 10 mg per kilogram had a 20 percent improvement (an ACR 20 response) after 85 days, and 16 percent had a 50 percent improvement (an ACR 50 response), according to the ACR criteria (29). Here, we report the results of a six-month, double-blind, randomized, placebo-controlled investigation of the effectiveness of CTLA4Ig therapy in patients with rheumatoid arthritis who had an inadequate response to methotrexate (7).

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**Study of the Quality of Life Characteristics of Patients with Ischemic Heart Disease, Chronic Kidney Disease, and Type 2 Diabetes Mellitus
(Literature review)**

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Annotation

This compilation provides a comprehensive overview of the quality of life characteristics of patients dealing with ischemic heart disease (IHD), chronic kidney disease (CKD), and type 2 diabetes mellitus (T2DM). It highlights the interconnected nature of these chronic conditions, emphasizing that patients with CKD and T2DM experience high residual cardiorenal morbidity and mortality, as well as an increased risk of cardiovascular events. Key findings from recent studies indicate that chronic conditions like CKD significantly deteriorate patients' quality of life (QoL) due to complications such as cardiovascular morbidity, fatigue, and anemia.

Cardiac rehabilitation (CR) emerges as a critical component for secondary prevention in IHD patients, demonstrating effectiveness in reducing recurrent cardiovascular events and improving mortality rates while enhancing patients' ability to return to work. With international guidelines recommending comprehensive CR programs, the necessity for assessment and improvement of patient engagement in CR is highlighted, especially in the context of Poland, where referral and participation rates remain low. Moreover, medication adherence is identified as a crucial factor influencing health outcomes, with significant variability among CKD patients, further reinforcing the need for patient-centered care approaches.

The annotation also delves into the prevalence of T2DM, indicating its status as a leading global public health issue, particularly in Turkey and Iran, where significant segments of the population are affected. It stresses the importance of self-management practices and education to enhance patients' capabilities in managing their conditions, thereby improving their overall health and QoL.

Further discussing psychosocial aspects, the text notes the prevalence of depression and anxiety in CKD patients, emphasizing the necessity for timely interventions that can mitigate these mental health concerns and enhance treatment outcomes. Overall, this collection of information underscores the need for integrated care strategies that encompass physical, psychological, and educational support to improve the quality of life for individuals suffering from IHD, CKD, and T2DM.

Key words: ischemic heart disease, chronic kidney disease, type 2 diabetes mellitus, quality of life, medication adherence, cardiac rehabilitation, cardiovascular morbidity, physical health, psychosocial support, chronic conditions, patient education, self-management, depression, anxiety, health outcomes, healthcare access, comorbidities, risk factors, renal failure, metabolic disorders, patient-centered care, lifestyle modifications, systematic interventions, healthcare disparities, integrated care.

Patients with chronic kidney disease (CKD) and type 2 diabetes have high residual cardiorenal morbidity and mortality despite current therapies. The risks of progression towards kidney failure and cardiovascular events increase with disease severity and CKD stage. Compared with patients who have advanced kidney disease and are more likely to progress to dialysis, those with better-preserved

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kidney function still face significant risks of cardiovascular morbidity, such as heart failure, myocardial infarction (MI), stroke, or death from cardiovascular causes.

Evidence suggests that overactivation of the mineralocorticoid receptor (MR) leads to inflammation and fibrosis in the heart, kidneys, and vasculature, where the MR is extensively expressed. This overactivation can drive the progression of CKD and cardiovascular disease. Finerenone is a novel, selective, nonsteroidal mineralocorticoid receptor antagonist (MRA) that blocks MR-mediated sodium reabsorption and overactivation, demonstrating anti-inflammatory and anti-fibrotic effects in preclinical models of kidney and cardiovascular disease.

The Finerenone in reducing kidney failure and disease progression in Diabetic Kidney Disease (FIDELIO-DKD) and Finerenone in reducing cardiovascular mortality and morbidity in Diabetic Kidney Disease (FIGARO-DKD) phase III trials are complementary in nature due to their similar designs and endpoints. Together, they represent the largest cardiorenal outcomes program in CKD among patients with type 2 diabetes to date. Both trials investigated the efficacy and safety of finerenone, on top of maximum tolerated renin-angiotensin system inhibition, on kidney and cardiovascular outcomes in patients with mild-to-severe CKD.

In FIDELIO-DKD, finerenone significantly reduced the risk of the primary kidney composite outcome and the key secondary cardiovascular composite outcome in patients predominantly with stage 3–4 CKD, who also presented with severely increased albuminuria and type 2 diabetes. In FIGARO-DKD, finerenone significantly reduced the risk of the primary cardiovascular composite outcome in a broader patient population than that studied in FIDELIO-DKD (including patients with stage 2–4 CKD and moderately increased albuminuria or stage 1–2 CKD with severely increased albuminuria).

The FIDELIO-DKD trial was designed to detect treatment effects of finerenone on kidney failure endpoints, whereas the FIGARO-DKD trial aimed to assess the effects on a primary cardiovascular composite endpoint. To improve the ability to detect a treatment effect on kidney failure outcomes, patients with a higher urine albumin-to-creatinine ratio (UACR) were preferentially selected in the FIDELIO-DKD trial. In contrast, FIGARO-DKD aimed to provide a greater kidney failure-free interval to assess treatment effects on cardiovascular events, selecting a population with moderate UACR and a wider range of estimated glomerular filtration rates (eGFR).

Thus, the two trials complemented each other with some overlap in the populations studied, and their similar designs and overlapping research sites allowed for the comparison and pooling of their results [1].

Cardiac rehabilitation (CR) is one of the core elements of secondary prevention in patients with ischemic heart disease (IHD), aiming to improve risk factors, reduce hospital readmission, and produce a more favorable survival outcome. Two large meta-analyses of 34 and 18 randomized controlled trials have shown that CR reduces recurrent cardiovascular events and improves mortality rates in patients with myocardial infarction. Moreover, CR has also been shown to improve patients' quality of life and ability to return to work quickly.

International guidelines recommend that all patients who have had a planned revascularization procedure or have acute coronary syndrome (ACS), chronic stable angina, or heart failure should engage in a CR program to reduce subsequent events. Moreover, recently revised practice guidelines urge for a "comprehensive rehabilitation" program covering a range of aspects: exercise training aimed at improving clinical profiles (optimization of blood pressure, lipid and glucose levels, and weight), healthy heart education (appropriate diet and smoking cessation), and psychological

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counseling to reduce stress and improve quality of life. These comprehensive efforts are intended to foster better cardiovascular risk management than could be achieved by supervised exercise alone. In Poland, cardiovascular disease is one of the major causes of mortality, accounting for 46% of total deaths in 2010, with nearly half of these attributable to IHD. To address this serious situation, healthcare experts have been trying to promote a preventive approach through CR and life style changes. In addition, there has been an increase in the efforts to manage care for patients with IHD, including increased access to CR programs.⁸ To our knowledge, there are no multi center studies to investigate disparities in referral rates and participation in CR and the effectiveness of CR in Poland. However, referrals for CR programs and the impact of such programs in the real world have been suboptimal⁹ both in Europe and the USA. A summary of a large cross-sectional survey carried out by the pan-European group, EUROASPIRE (European Action on Secondary and Primary Prevention by Intervention to Reduce Events), reported that CR referral rates and hence participation rates in Europe remain low. Thus, there is the need for urgent action to increase referral and enrollment rates in CR programs. This study assessed the effectiveness of CR in a patient population enrolled in a CR program in 14 cardiology centers from 4 different regions of Poland, all of which participated in the EUROASPIRE [2].

According to the global implementation plan of the World Health Organization (WHO) on preventable and controllable noncommunicable diseases, cardiovascular disease, cancer, chronic respiratory tract diseases, and diabetes are the primary causes of deaths worldwide, with incidences of 48%, 21%, 12%, and 3.5%, respectively (WHO, 2019). Cardiovascular disease is the leading cause of morbidity and mortality in Turkey. According to the 2009 Cardiac Diseases and Risk Factors in Turkish Adults report, coronary artery disease (CAD) is the largest cause of death in Turkey (Onat, 2009). CAD negatively affects an individual's course of life, maintenance of health, and progression of disease owing to its accompanying physical, psychological, social, and economic problems (Hassani et al., 2010; Sevinç & Akyol, 2010). In addition, this disease reduces functional skills and self-care abilities (Hassani et al., 2010), prevents completion of self-care responsibilities, and disrupts quality of life (Dilek et al., 2010; Durmaz et al., 2009; Norris et al., 2009). Studies on CAD have identified a high prevalence of modifiable risk factors and determined that effective risk factor management may substantially reduce the pace of morbidity and mortality and, eventually, improve health and quality of life (Durmaz et al., 2009; Saffi et al., 2014; Sevinç & Akyol, 2010). Education is crucial to increasing awareness to protect and help individuals maintain health and make necessary changes in lifestyle (Hall, 2013; Taylor et al., 2011). Previous studies have revealed that providing education to patients with CAD improves self-care agency (Hassani et al., 2010), quality of life (Küçükberber et al., 2011), and self-care information as well as motivation and skill levels (Mohammadpour et al., 2015).

In nursing practice, the use of theory helps systematize care planning, organizes professional knowledge into a conceptual framework, and guides nurses on how and why certain steps must be taken, thereby increasing the effectiveness of services by providing cost-effective care (Johnson, 2015). A crucial issue in improving quality of life in patients with chronic illness is ensuring patient participation in their treatment and care (Johnson, 2015). In this context, a basic principle of self-care is patient participation and assumption of responsibility (Hassani et al., 2010). Self-care, defined as performing individual duties to protect life, health, and well being, develops gradually through communication, culture, education, and interaction (Berbiglia & Banfield, 2014; Fawcett & DeSanto-Madeya, 2013; Johnson, 2015). Orem's self-care deficit nursing theory (SCDNT) considers each

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individual as a self-care agent with the necessary ability to perform self-care activities individually (Berbiglia & Banfield, 2014; Fawcett & DeSanto-Madeya, 2013; Johnson, 2015). In promoting the health status of patients with CAD, it is critical to effectively combat interchangeable risk factors, increase awareness, and improve self-care agency and quality of life (Butcher & Castelluci, 2011; Hassani et al., 2010). Therefore, training that is based on Orem's SCDN has been [3].

The implantable cardioverter-defibrillator (ICD) is the mainstay of therapy for the prevention of sudden cardiac death in patients after myocardial infarction presenting with recurrent ventricular tachyarrhythmias.^{1,2} Although lifesaving, ICD shocks are painful and associated with depression, anxiety, worsening of heart failure, and higher mortality.^{3–9} Catheter ablation of scar-related ventricular tachycardia (VT) can reduce arrhythmia recurrence and the number of ICD shocks.^{10,11} Moreover, elimination of VT after catheter ablation may be associated with lower mortality and slower heart failure progression than a less effective ablation followed by VT recurrences.¹² Although VT ablation is typically performed after multiple ICD interventions,^{13–15} 3 recent randomized, controlled trials explored preventive ablation before the first ICD shock in patients with ischemic cardiomyopathy with documented VT^{16–18}; however, the optimal timing of VT ablation remained unknown. In the BERLIN VT trial (Preventive Ablation of Ventricular Tachycardia in Patients With Myocardial Infarction), we examined whether a preventive VT ablation strategy before ICD implantation, aimed at preventing ICD shocks for VT, improves a composite end point of all-cause death and hospitalization for heart failure or arrhythmia compared with the commonly used deferred ablation strategy after multiple ICD interventions [4].

Coronary artery disease (CAD) is the leading cause of death worldwide.¹ Over the past 30 years, advances in interventional and secondary preventative cardiology have dramatically improved survival for people with CAD.^{2–3} In high-income countries, living with CAD, as a long-term condition, is now common. Of the 200 000 people who have a myocardial infarction annually in the UK, 7 out of 10 survive. In 2018, there were over 900 000 survivors of myocardial infarction and 2.3 million people living with CAD in the UK.⁴ This longevity after myocardial infarction represents a substantial and increasing burden on healthcare resource. There is a need for medical and lifestyle interventions that improve quality of life (QoL), maintain physical and psychosocial independence, and reduce long-term health and social care utilisation. Cardiac rehabilitation (CR) has long been considered integral to the management of CAD.⁵ Exercise training in conjunction with cardiovascular risk factor management, psychosocial support and behaviour change ('comprehensive' CR) are the core components of a complex health and lifestyle intervention, which is unreservedly advocated in international guidelines and policy.^{6–7} Multiple meta-analyses incorporating trials spanning 1975–2018 reported favourable effects on functional capacity, hospital readmissions and mortality [5].

Medication adherence is the primary determinant of treatment success, yet 43% to 78% of people receiving medications for chronic diseases are nonadherent to medical treatment. The reported prevalence of medication nonadherence in chronic kidney disease (CKD) also varies considerably; 12%–53% in stage 3 to 4 CKD and 21%–74% in end-stage kidney disease (ESKD). Medication adherence is particularly relevant in people with CKD, given its potential importance in slowing disease progression and, therefore, improving health outcomes. Poor adherence to antihypertensive medications in CKD, reported in nearly one-third of patients, is associated with uncontrolled hypertension. Research also indicates that nonadherence to cardiovascular medications at the predialysis stage is an independent predictor of post-dialysis mortality in people with advanced CKD. Patient-centred outcomes, such as health-related quality of life (HRQOL), are important measures

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that capture patients' perspectives and experiences about their functionality and wellbeing. These outcome measures are particularly relevant in patients with advanced CKD, as they inform treatment goals and modalities. Nevertheless, there is limited data on patient-centred outcomes in people with advanced CKD, particularly in those not receiving renal replacement therapy. More importantly, the relationship between HRQOL and medication-related factors, such as medication burden and adherence, is relatively under-examined in this patient group. The actual and perceived medication burden can be assessed in different ways, including the complexity of medication regimens and the number of medications used. Medication regimen complexity and the number of medications would be expected to influence adherence, although the findings on this subject are not consistent. In patients with CKD, the association between medication regimen complexity and adherence is inconclusive. Moreover, despite the high medication burden in patients with advanced CKD, evidence is lacking on medication-related factors and patient-centred outcomes in predialysis CKD. This study aimed to (i) identify factors associated with medication burden (perceived and actual), (ii) examine the association between medication burden (actual and perceived) and adherence in adults with predialysis CKD, (iii) examine the association between HRQOL and actual medication burden, and (iv) evaluate the relationship between medication adherence and change in HRQOL over time [6].

Depressive symptoms are among the most frequent co-morbidity among patients with CKD. Early diagnosis of depression is often missed, owing to the similarities between depressive symptoms and uremic symptoms. This might explain the lower prevalence of depressive disorder in the early stages of CKD. Depression can be affected by some socio demographic factors as well as by individual general condition, and its association with suicide, fatigue, sleep disorder and pain in ESRD patients. In these patients, depression is up to three times more prevalent than in the general population. The precise prevalence of anxiety disorders in haemodialysis patients is unclear, but estimates have ranged from approximately 12% to 52% in various studies. In a recently published Indian study, the prevalence of depression and anxiety was found to be 61.3% and 28% respectively. As anxiety, depression and related factors are prevalent in patients with CKD undergoing hemodialysis, they significantly affect the sufferer's quality of life and disease outcome. Medical co-morbid conditions such as, hypertension and diabetes mellitus, are known contributors to CKD. Hence, primary care physicians have a crucial role in both managing the early stages of CKD as well as in providing comprehensive care along with nephrologists in the advanced stages of this disease. Furthermore, brief and timely psychosocial interventions even by primary care physicians can improve overall treatment outcomes. Studies assessing psychiatric morbidity in CKD patients undergoing haemodialysis are few in India and especially in western Rajasthan. Hence, the present study was planned for evaluation of depression, anxiety and related socio-demographic factors in these patients [7].

Chronic kidney disease (CKD) is a progressive condition defined by the presence of kidney damage and decreased level of kidney function, most commonly expressed in terms of estimated glomerular filtration rate (eGFR). CKD has a global prevalence of 11–13%, with estimates ranging from 3.9 to 15.3%, depending on geographical region. The lowest estimates have been reported for Europe and the highest for China. In 2015, it was estimated that more than 20 million people in the USA had CKD, with the majority having stage 3 disease, and only a small proportion at stage 4 or 5. Anemia, a decrease in the hemoglobin (Hb) carried within red blood cells, is a common complication of CKD and is associated with debilitating symptoms, including fatigue, weakness, shortness of breath, dizziness, headaches and depression [8].

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The ability to manage one's own health is a key determinant in improving long-term health outcomes and quality of life (QoL) for a variety of chronic health conditions. The concept of patient activation describes the knowledge, skills and confidence to manage one's own health and healthcare. The most widely used tool for assessment of activation is the Patient Activation Measure (PAM). The PAM categorises individuals into one of four activation levels ranging from Level 1 (passive and lacking knowledge and skills) to Level 4 (active, well informed and competent). Higher levels of activation are often associated with lower healthcare costs and improved health outcomes. Individuals described as being highly activated are also more likely to participate in healthy lifestyle behaviours and access health services including check-ups, screening and immunisations. Patient activation is increasingly acknowledged to underpin self-management. In order to effectively manage long-term conditions such as chronic kidney disease (CKD), individuals are required to take an active role in their health using skills developed through information and support obtained from various educational and healthcare resources. In CKD, poor engagement with self-management behaviours are associated with poor clinical outcomes such as progression to end-stage kidney disease (ESKD), cardiovascular disease, and death. Patient activation has been used to tailor self-management support interventions to improve behavioural and health-related outcomes for patients with CKD. The aim of increasing activation levels has also been incorporated into policies involving CKD populations [9].

In parallel with economy development, life standards improvement, lifestyle/diet changes and urbanization, noncommunicable diseases like diabetes mellitus (DM) are the most important public health problems worldwide. The prevalence of DM is increasing in the developed and developing countries. WHO reported that the number of diabetic patients in the world has increased from 110 million in 1994 to 240 million in 2010 and it is estimated to raise at 300 million in 2025. In Iran, the prevalence of DM is relatively high and has been estimated by various studies 12.4% in individuals aged 15–75, 12.6% in aged group 40–64, and 24.5% in the people aged 40–80years old. As with any other chronic disease, DM is associated with many personal, familial, social and financial issues and even higher mortality rate. Problems such as increased blood glucose, dietary and exercise limitation repeatedly demand for insulin injection, musculoskeletal complications, physical disabilities, sexual dysfunction and vascular disorders are some examples which negatively affect the lives of patients with DM. Moreover, job loss, frequent hospitalization, higher demand for medical and patient care, indirect costs related to early death, reduced social and familial interactions, and worsening in lifestyle are some of the major problems which affect the familial, social and economic status of these patients [10].

Diabetes is considered one of the most important health problems of the 21st century. Diabetes and its complications are currently among the leading causes of death in many countries. In 2017, 424.9 million people aged 20–79 years and 451 million people aged 18–99 years were living with diabetes. By 2045, 629 million people aged 20–79 years and 693 million people aged 18–99 years are expected to suffer from diabetes worldwide (Cho et al., 2018). In a study performed on 26,499 individuals aged 20 years and older in Turkey, it was determined that the incidence of diabetes has reached 13.7%, the rate of increase for diabetes is 90%, and the incidence of impaired glucose tolerance has reached 7.9% (Satman et al., 2013). On the basis of these estimates, Turkey will be among the top 10 highest populations of persons with diabetes worldwide in 2035 (International Diabetes Federation, 2015). It is important to prevent complications of diabetes to decrease the burden of this disease on individuals and society (Turkish Ministry of Health, Public Health Institution, 2014). Patients with diabetes must monitor and manage their disease to prevent complications. However,

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patients often face obstacles to successful monitoring that may hinder optimal disease management (Boussageon, Gueyffier, & Cornu, 2014; Song & Kim, 2009). Decreasing disease symptoms, emergency admissions, and hospitalizations; reducing disease related physiological and psychological effects; preventing dependence on caregivers; and enhancing quality of life may be achieved through effective and sustainable disease management (Demirağ, 2009; Haskett, 2006). If obstacles to self-management are not identified, noncompliance with recommended self-care treatments and complications such as hypoglycemia and impairment in health and quality of life may result (Munshi et al., 2013). Reducing obstacles to coping with disease in patients with diabetes may improve management efficacy and health-related outcomes [11].

Type 2 diabetes mellitus (T2DM) is a chronic metabolic disorder in which the pancreas fails to secrete adequate insulin to maintain glucose homeostasis. Blood glucose levels are normally controlled by a series of anabolic and catabolic hormones, primarily insulin and glucagon, respectively. It is evident that T2DM poses an extensive economic burden and negative consequences to health and healthcare systems. In 2014, an estimated 422 million people suffered from diabetes mellitus. This equates to approximately 1 in 11 adults worldwide, 90% of whom suffer from T2DM. The prevalence has nearly quadrupled since 1980 and current projections suggest that 642 million people will suffer from diabetes by 2040. This is mainly attributed to rapid urbanisation, sedentary lifestyles and poor dietary habits. In 2013, the Global Burden of Disease study found that diabetes was the 9th most common cause for reduced life expectancy. Furthermore, 5 million deaths were attributed to diabetes in 2015, equating to 1 death every 6 s. The estimated global economic burden of diabetes mellitus in 2015 was over 1.2 trillion USD. A longitudinal cohort study that followed 117629 female nurses over 20 years found that participants with T2DM at baseline had a 5-times greater risk of myocardial infarction and cerebrovascular disease when compared to those without diabetes. Additionally, diabetes was the leading cause of blindness in individuals aged 20-74 years in 2011 and it was responsible for 44% of end-stage kidney disease and 60% of non-traumatic lower limb amputations. Diabetes can also cause neuropathy through vascular disruption and direct neuronal injury. This may manifest as peripheral neuropathy affecting the extremities or autonomic neuropathy with organ dysfunction [12].

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**APPLICATION AND EVALUATION OF THE EFFECTIVENESS OF
TRADITIONAL GYMNASTICS ELEMENTS IN THE COMPLEX REHABILITATION OF
CHILDREN WITH OLDER STRUCTURAL DISORDERS
(Literature review)**

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Annotation

One of the indicators of the physical development of children is the state of their musculoskeletal system (Kashuba et al., 2017; Ivanchykova et al., 2018; Metalnikov, 2020). Its correct position is evidence of the child's harmonious physical development. The analysis of scientific literature sources indicates a significant prevalence of deviations from the musculoskeletal system in children and adolescents in various countries (Balkó et al., 2017; Kashuba et al., 2019). Musculoskeletal system disorders are most often recorded during the period of intensive growth and puberty of a young organism (Metalnikov et al., 2021). The correct formation of a child's postural status largely depends on the body muscular system development, which performs the function of a muscular corset. The ability of the muscular system to work effectively and for a long time in static mode allows maintaining the correct position of the trunk (Kotliar et al., 2019). One of the causes of disorders in the musculoskeletal system in children is flat feet, which shifts the center of gravity of the trunk, which causes vertebral column deformation (Romanova et al., 2022a). In more than 90% of children, flat feet occur simultaneously with a violation of postural status. Heredity and numerous environmental factors influence musculoskeletal system disorders. Various deviations from the child's spine negatively affect the work of the cardio-respiratory, digestive, nervous and other functional systems of the body. As a result, physical performance, cognitive abilities decrease and the quality of life deteriorates (Kozina et al., 2017; Timnea et al., 2019). At the first stages of posture disorders occurrence, pathological abnormalities are of a functional nature and do not require surgical treatment (Metalnikov et al., 2022). Disorders in the musculoskeletal system can be effectively corrected by physical exercises with orthopedic correction (Yarmak et al., 2017; Kashuba et al., 2019). Static exercises (Kukoba, 2011), various fitness technologies (Ivanchykova et al., 2018; Chekhovska et al., 2018), Pilates (Mischenko et al., 2020b), Fitball (Mischenko et al., 2021), health-improving gymnastic exercises (Cruz-Ferreira et al., 2013), means and methods from martial arts are practised (Mischenko et al., 2020a; Romanova et al., 2022b). According to Eidelman (2020) and Grygus et al. (2020) the effectiveness of using choreography and dance tools aimed at preventing and correcting spinal abnormalities, weight loss, improving psycho-emotional state and life satisfaction is noted. Bendíková et al., (2020) proposed an effective set of physical exercises aimed at improving the dynamic function of the spine. The approbation of these exercises showed a positive result in postural disorders correction among Czech and Slovak adolescents. The use of physical exercises to correct posture in children is aimed at developing the strength abilities of the trunk and abdominal muscles, which form the muscular corset. It is necessary to develop the flexibility of the joints and spine to correct the pathology of the postural status in children (Kashuba et al., 2019). Primary school education is characterized by intensive growth and development of the main body systems, mental and cognitive abilities, during this period a child is socialized. Under these conditions, physical activity plays an important role in the upbringing and development of all functional systems of

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children's body (Butenko et al., 2017; Afanasiev et al., 2018). According to the WHO recommendation, during this age period, children's daily physical activity should be at least 60 minutes. Numerous studies by scientists indicate low rates of children's and adolescents' physical health in many countries of the world (Yang, Dong, 2017; Görner, Reineke, 2020; Nesterchuk et al., 2020). There is a low motivation of young people to physical activity, therefore, it reduces the healing effect of physical exercises (Andrieieva et al., 2020). Especially low indicators of motivation of children are registered in traditional PE classes (Galan et al., 2021) [1].

Moderate physical activity has a positive effect on the development of the musculoskeletal system in adolescents, contributing to the growth of bone mass (Dmytriiev, 2018; Latka et al., 2021). Low physical activity, on the contrary, negatively affects the formation of the skeleton. It is noted that insufficient physical activity is observed in 35–40% of primary school children and 75–85% of senior schoolchildren. As a result of insufficient motor activity, hypokinesia develops, which leads to hypodynamia. The latter condition is characterized by a number of negative structural and functional changes in many organs: muscular atrophy, general physical detraining, detraining of the cardiovascular system, decreased orthostatic stability, changes in water and salt balance, circulatory system disorders, bone demineralization, etc. As a result, there is a decrease in the functional activity of organs and systems, as well as the activity of regulatory mechanisms, which reduces resistance to adverse factors. In addition, there is a decrease in the intensity and volume of afferent information associated with muscle contractions, as a result of which there is disruption of movement coordination, decrease in muscle tone, endurance and strength parameters. Anti-gravity muscles (neck, back) are the most resistant to the development of hypodynamic states. In the abdominal muscles, atrophy develops quite quickly, which negatively affects the functional state of the circulatory, respiratory and digestive systems. With hypodynamia, there is a decrease in the force of heart contractions due to a decrease in venous return to the atria, weakening of the heart muscle, a decrease in the amount of circulating blood due to its stagnation in pools and capillaries. There is also a weakening of the arterial and vascular tone, a drop in blood pressure, development of hypoxia and general metabolic disorders. Currently, the pathology of musculoskeletal system occupies a leading place in the structure of morbidity along with diseases of the organs of vision and diseases of the gastrointestinal tract. According to the GBD (Global Burden of Disease), approximately 1.71 billion people worldwide suffer from musculoskeletal system diseases (Cieza et al., 2020). The highest prevalence of these diseases is noted among the population of high-income countries — 441 million people, followed by the WHO Western Pacific Region with 427 million and the South-East Asia Region with 369 million. Musculoskeletal system pathologies also contribute significantly to disability of the population, which amounts to 149 million people (17%) worldwide (Hartvigsen et al., 2018). In Ukraine, musculoskeletal system diseases rank third after cardiovascular and oncological pathologies (sereda and Liannoy, 2013). Among adolescents, there is an increase in functional and chronic pathologies of the musculoskeletal system by 10–25%, scoliosis in particular (Mansurova et al., 2019) [2].

The problem of the incidence of infantile cerebral palsy (CP), which is the main cause of childhood disability, remains an urgent issue in pediatric neurology, as the incidence rate does not tend to decrease both worldwide and in Ukraine. In most children with cerebral palsy, organic lesions of the central nervous system cause motor impairments associated with sensory and mental disorders. Furthermore, somatic health, physical development, and regulatory mechanisms of the body are also affected (Bogdanovskaya et al, 2014). The issue of physical rehabilitation of children with cerebral

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palsy is being actively studied by modern scientists all over the world. According to the researchers, physical rehabilitation is the main part of the complex of rehabilitation measures, which is realized through the use of physical culture, which utilizes movements as the main biological function of the body and provides stimulation of growth and development and maintenance of homeostasis (Bobath, 1966). The main task of physical rehabilitation for cerebral palsy in children is to develop motor abilities and motor function through the integrated application of physical rehabilitation methods (Imas et al, 2018). All of the above and the diversity of the clinical picture of cerebral palsy form the basis for the creation of modern programs combining different methods of physical rehabilitation, the primary means of which is physical exercise, that is confirmed by a large amount of scientific research (Vasilenko et al, 2015). It is appropriate to underline that, according to the results of modern scientific researches, application of the Bobath approach in physical rehabilitation of children with cerebral palsy promotes formation of motor skills and free movement in space, both independently and with the additional equipment. Despite the proven positive effects of Bobath therapy techniques (exercise, positional treatment, teaching self-care and child-care skills) on physical rehabilitation of children with cerebral palsy, the issue of their use in many aspects is still unresolved, and there is no differentiation of the means according to the severity of motor impairments (Imas et al, 2018) [3].

A serious orthopedic disease of a person is flat foot, which negatively affects the function of the entire musculoskeletal system, violates posture, worsens well-being, and reduces endurance to physical exertion and performance. Musculoskeletal system disorders are often found among the child population of many countries: in Russia (Chernozemov et al., 2017), Ukraine (Kashuba et al., 2019; Hakman, 2020), the Czech Republic (Balkó et al., 2017) and other states. The number of musculoskeletal system disorders in childhood increases during the period of active growth, as well as during puberty. Kirillov's research works (2003) proved that flat foot occurs as a result of congenital weakness of the lower leg and foot muscles, ligamentous apparatus or increased loads on the legs (obesity, weightlifting), rickets or foot injury. People suffering from flat foot are more likely to develop dystrophic disorders in articular cartilage, in intervertebral discs (osteochondrosis). Due to the displacement of the center of gravity of the human body caused by flat foot, this state leads to the vertebral column deformation and the formation of scoliosis (Erdenebileg et al., 2015). In 90% of cases, flat foot and scoliosis occur simultaneously. Therefore, recovery from flat foot reduces the risk of a person developing posture disorders.

here are known approaches to solving the problems of educational activity, including working with parents (Giuseppe Madonna & Patrizia Belfiore, 2020). There are training programs in which there is a section on the joint participation of teachers, coaches and families in increasing the children's physical activity. Such physical training technologies have shown a high positive result (Kriemler, 2011). However, the issues of using corrective gymnastics with the involvement of parents to correct flat foot and posture in children have not been fully studied. This fact does not allow achieving a high effect of correctional, pedagogical and health-improving effects of physical exercises on correcting violations of the arch of the foot and posture in children aged 6. Therefore, improving the methods of correcting flat foot and posture at an early age by means of physical culture and participation of parents in this process seems to be an urgent task. The purpose of this research is to test and evaluate the effectiveness of the use of means and methods of physical education for the correction of flat feet and posture disorders in 6-year-old children through a comprehensive online program for parents [4].

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A person's physical activity is an effective non-medical product for preserving and promoting health (Potop et.al., 2017; Zurita-Ortega et.al., 2019). Human physical health foundations formation is particularly intensive in the preschool age period (Marouli et. al., 2016). During this age period of the child's development, physical culture and health education in children's educational institutions is of great importance. A child's health potential depends on its physical qualities (endurance, strength, speed, speed, flexibility), which determine the child's body morphofunctional development. An analysis of the literature indicates that many children who attend preschool educational institutions have low physical fitness (Karpov et. al., 2019). In the literature, there are materials on insufficient physical activity of a person (Chekhovska et. al., 2020; Bakiko et. al., 2020), may be the causes of some non-communicable diseases (Metalnikov et al., 2020). Reduced physical activity leads to an adverse effect on children's health and functional performance (Global Recommendations on Physical activity for Health, 2010; Piercy et.al., 2018). The level of children's physical inactivity increases in primary school. 6-11-year-olds attending primary school classes in Russia have low physical activity, note the absence of a developing and teaching effect in PE lessons (Kondakov et. al., 2020). In recent years, there has been a decline in children's, adolescents' and young people's interest in the generally accepted forms of PE classes (Kuśnierz et. al., 2020). One of these areas of children's physical fitness improving and preventing various diseases is fitball aerobics classes (Sbitneva, 2018; Mishchenko, Badretdinova, 2019). The results of the authors' research indicate the need to improve children's physical education even before entering school. An innovative approach to the content and technology of conducting a PE training session is a promising direction for the modernization of the system of physical education in educational institutions (Andrieieva et. al., 2020). Exercises on large gymnastic balls cause an emotional and health-improving effect, which is confirmed by the experience of working in specialized correctional and rehabilitation medical centers (Pesina, Mishchenko, 2019). The use of fitballs in physical education provides a comprehensive development of the vestibular, auditory, visual, tactile and olfactory analyzers. Fitball aerobics forms the correct posture, increases the joints and spine mobility, strengthens the cardiovascular system, activates the sensory systems, normalizes the child's psycho-emotional state and arouses great interest in children, educates children's strength, agility, speed, flexibility, endurance and coordination abilities (Gorbunova, Steblius, 2015; Safronova et.al., 2016). The effectiveness of the gymnastic exercises with fitball is confirmed by scientific studies (Lavrukhina, Gorbunova, 2018). However, there are few reports of the use of phytballs aerobics in the system of preschool children's physical education, aimed at developing their reserve and adaptive capabilities of the body before entering school [5].

Medical scientific community has always avoided admitting that the performance sports practice may cause health-related issues and this because nothing could be said against the physical exercise which is, as we all know, recommendable. Recent investigations conducted by Australian researchers from the University of Melbourne, who analyzed the evolution of 40 Australian elite athletes performing endurance sports disciplines (marathon, alpine cycling, triathlon etc.), have arrived at the conclusion that exceeding some limits in the performance sports practice has a negative impact on health. The respective research investigated the effort influences that may induce long-term negative alterations in the heart morphology. Doctor André La Gerche, the main author of this investigation, specifies that the possible implications cannot be extrapolated to all the performance athletes, without asserting that the intense physical exercise should be avoided for health reasons. The research findings suggest that some athletes can be congenitally more susceptible to suffer from

cardiac damages after the practice of endurance sports over a long period of time (La Gerche et al., 2011).

Our interest in this topic is related to the specific effort implications on the spinal column health. Practical reality is supported by data from the specialty literature provided by the physical education, sports and kinesitherapy fields, which presents the impact of the different effort types on the vertebral column (Liebenson, 2002; Liemohn, 2005; Pretince, 2001). Balius et al. (1987) and Martin Recio (2009) classified sports disciplines according to their impact on the vertebral column. In the “sports with a negative impact” category, one of the sports branches nominated by the authors was gymnastics, with all its component disciplines, and this aspect determined us to use, as subject of our study, a female athlete practicing performance aerobic gymnastics. In performance gymnastics, the sports activity interruption, particularly for medical reasons, has a negative impact on the performance capacity, that is why we should implement a complex recovery and rehabilitation program which allows the athletes to restart as soon as possible their specific activity and also to maintain an optimum health condition. The program conceived for our female gymnast includes the following complementary kinetic means: shiatsu, yumeiho, reflexotherapy and qigong. Shiatsu is a complementary kinetic means specific to the Japanese traditional medicine, which synthesizes and associates the occidental scientific-medical knowledge to the oriental millenary wisdom of medicine. It consists of pressure application with thumb or palm to certain points called “tsubos”, for the health condition maintaining and enhancement. Its contribution allows the improvement of some imbalances and the activation of the body self-healing capacity, with no side effects (Shigeru, 1998). This technique, which aims at making the “Qi” vital energy re-circulate in the body zones where this is either missing or in excess, is practiced by exerting a stronger or a less strong pressure with fingertips, but also with fists, elbows, knees and feet over some precise points located along the energetic meridians corresponding to a specific organ or function [6].

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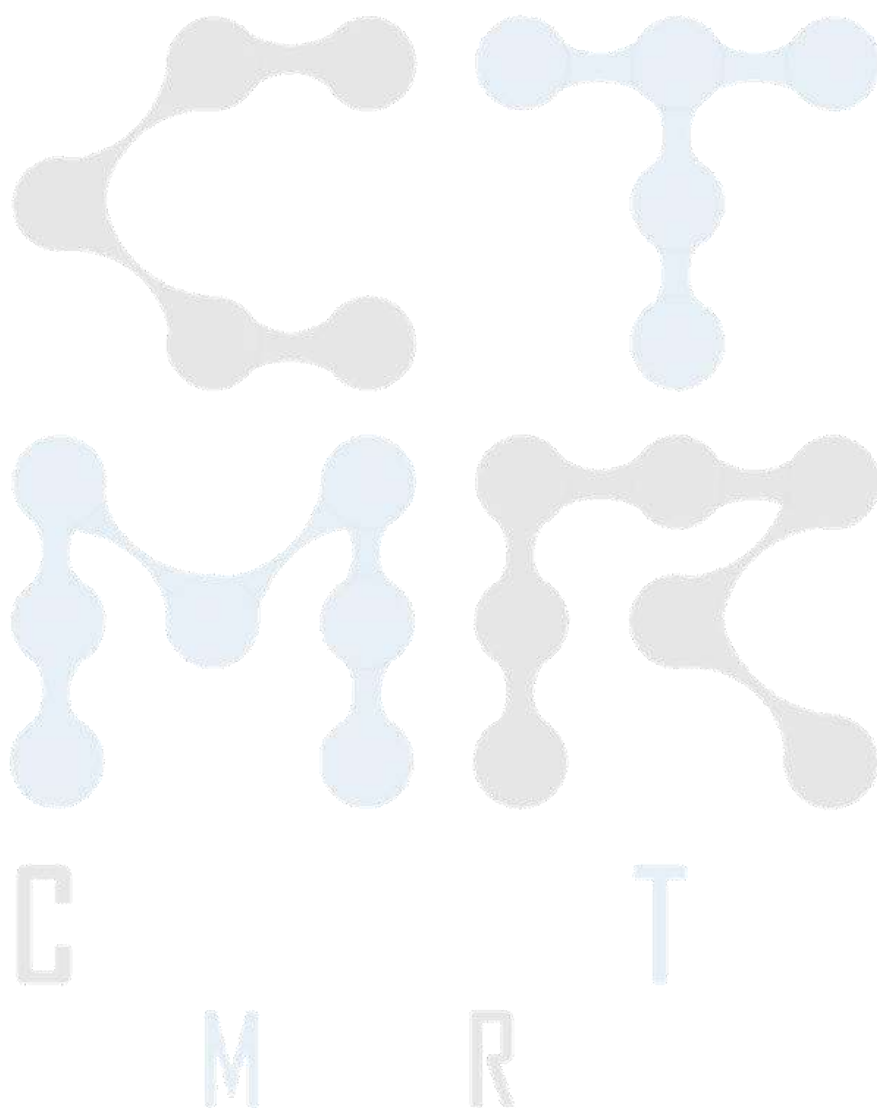
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**Clinical functional and genetic predictors of ischemic heart disease in the context of obesity
(Literature review)**

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Annotation

Obesity has emerged as a significant risk factor for ischemic heart disease (IHD), particularly in western countries where the availability of energy-dense processed foods has led to increased prevalence rates. This rise in obesity prevalence in diverse populations highlights the importance of understanding clinical, functional, and genetic predictors of IHD in the context of excess adiposity. While traditional health risks associated with obesity, such as type 2 diabetes and hypertension, are well-recognized, emerging research indicates that factors like fat distribution, metabolic profiles, and genetic predispositions play crucial roles in determining individual risk for IHD.

The relationship between obesity and cardiovascular health is complex; studies show that visceral fat, as indicated by waist circumference, is a better predictor of cardiovascular risk than body mass index (BMI) alone. Additionally, recent findings suggest that insulin resistance is critically linked to both obesity and the development of IHD, with variations in individual responses to weight and fat distribution further complicating risk assessment.

Research exploring the genetic underpinnings of obesity-related IHD is expanding, revealing various susceptibility loci that may influence disease progression in different populations. Notably, the interaction between lifestyle factors—such as physical activity—and genetic predispositions can shape the trajectory of IHD risk among individuals with obesity.

Furthermore, recent studies underscore the importance of holistic approaches combining clinical assessments, metabolic profiling, and genetic screening for accurately identifying individuals at high risk for IHD. Despite advancements in treatment options, including statin therapy, the efficacy of these interventions in obese populations presents ongoing challenges, necessitating further research to optimize management strategies and improve patient outcomes. Understanding these complex interrelations can lead to better prevention and therapeutic measures for ischemic heart disease that consider individual patient profiles within the context of obesity.

Keywords: obesity, coronary heart disease, insulin resistance, waist circumference, body mass index, adiposity, physical inactivity, cardiovascular disease, genetic predisposition, nutrition, processed foods, visceral fat, metabolic health, ethnopharmacology, lifestyle interventions, health risks, preventive strategies, statin therapy, health expenditure, epidemiology.

Obesity has always existed in human populations, but until very recently it was comparatively rare. The availability of abundant, energy-rich processed foods in the last few decades has resulted in a sharp rise in the prevalence of obesity in westernized countries. Although it is the obesogenic environment that has contributed to this major healthcare problem, it is acting by revealing a sub-population with a pre-existing genetic predisposition to excess adiposity. There is substantial evidence for the heritability of obesity, and research into both rare and common forms of obesity has

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identified genes with significant roles in its etiology. The application of this understanding to patient care has been slower. Until very recently, the health risks of obesity were thought to be well understood, with a straightforward correlation between increasing obesity and increasing risk of health problems such as type 2 diabetes, coronary heart disease, hypertension, arthritis, and cancer. It is becoming clear, however, that the location of fat deposition, variation in the secretion of adipokines, and other factors govern whether a particular obese person develops such complications. Prediction of the health risks of obesity for individual patients is not straightforward, but continuing advances in our understanding of genetic factors influencing obesity risk and improved diagnostic technologies suggest that the future for such prediction is looking increasingly bright.

According to the World Health Organization, the escalating international epidemic of obesity is now the most significant contributor to ill health. More than 30% of US adults are obese, defined as a body mass index (BMI) of $\geq 30 \text{ kg/m}^2$, and it is feared that one in three children born in the early 21st century will develop diabetes with a consequent reduction in lifetime expectancy. Obesity accounts for 5–7% of national health expenditure in the US and now outranks both smoking and drinking in its deleterious effects on health and health costs. Prevalence levels in the UK are following closely behind. The pediatric picture is just as gloomy with a 2–2.8-fold increase over a 10-year period in childhood obesity [1].

There is a strong correlation between overall obesity and abdominal obesity; however, some individuals may be classified as having overall obesity but not abdominal obesity. Conversely, there may also be individuals with abdominal obesity in the absence of overall obesity based on the BMI definition of obesity. The presence of cardiometabolic disease and cardiovascular disease (CVD) in those with “normal weight obesity” leads to misclassification and underdiagnosis of CVD risk in clinical practice, particularly among patients who have excess fat but are not classified as obese by BMI. Thus, high waist circumference (WC), even in individuals with normal weight, may unmask higher CVD risk because WC is an indicator of abdominal body fat, which is associated with cardiometabolic disease and CVD and is predictive of mortality. WC, as a measure of abdominal obesity, provides an indicator of body composition and adds critical information along with BMI. Several organizations and expert panels have recommended that WC measures be assessed along with BMI in clinical evaluations because increasing evidence supports visceral adiposity as a marker of cardiovascular risk. The development of imaging techniques such as computed tomography (CT) and magnetic resonance imaging (MRI) has been a remarkable advance in the study of human body composition and its relationship with CVD risk. With these methods, cross-sectional images of the body at any level allow the quantification of areas or volumes of various adipose tissue and ectopic fat depots. An ectopic fat depot is generally considered a lipid deposit that is not physiologically stored in adipose tissues, such as in the liver, pancreas, heart, and skeletal muscle. Cohort imaging studies have shown that all adipose and ectopic fat depots are correlated with one another. However, at any BMI or total adiposity level, there is considerable individual variation in the amount of subcutaneous versus intra-abdominal or visceral adipose tissue (VAT) in the abdominal cavity. There may be a 2- to 3-fold variation in the amount of VAT at any level of total or subcutaneous adiposity. Within overweight and obese categories, individuals with low levels of VAT are characterized by a more favorable CVD risk profile, sometimes referred to as metabolically healthy obesity. Recent data suggest that metabolically healthy obesity may be a transient phenotype for the majority of the population, with the duration of metabolically healthy obesity differing by race/ethnicity and sex [2].

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The results of the current population-based study provide additional insight into the relationship between obesity and insulin resistance and are reasonably similar to the only published study in which this relationship has been evaluated in a large number of individuals using a specific method to determine insulin-mediated glucose disposal. In addition to supporting previous results that differences in weight modulate insulin action, the data presented provide a quantitative estimate of the role of obesity in regulating insulin-mediated glucose disposal. The relationship between BMI and SSPG shown in Figure 1 and Table 1 indicates that only approximately 22% of the variability in SSPG concentration (r^2) in this healthy volunteer population can be attributed to differences in BMI, an estimate that is consistent with the report of the European Group for the Study of Insulin Resistance (EGIR). This group quantified insulin action in 1,146 nondiabetic, normotensive individuals with the euglycemic, hyperinsulinemic clamp and defined insulin resistance as the value of insulin-mediated glucose disposal in the lowest 10% of the normal weight population ($\text{BMI} < 25.0 \text{ kg/m}^2$). With this criterion, they found that 26% of the obese individuals ($\text{BMI} \geq 29.0 \text{ kg/m}^2$) to be insulin-resistant [3].

Obesity, traditionally defined as an excess of body fat causing prejudice to health, is usually assessed in clinical practice by the body mass index (BMI), which is expressed as the ratio of body weight in kilograms divided by height in square meters (kg/m^2). Since its introduction, many large population studies have reported a J-shaped relationship between BMI and mortality/morbidity risk—a BMI above 30 kg/m^2 (defining obesity in many guidelines) being clearly associated with increased morbidity/mortality risk. Despite its limitations, BMI has been adopted as a quick and simple clinical tool to first classify patients into risk categories and to monitor changes in adiposity over time at both the individual and population levels. Despite considerable research efforts devoted to understanding the biology of obesity and energy balance, it has become obvious that available knowledge has to date been of little help in curbing the obesity epidemic and that no part of the world has been spared from this phenomenon. It has been estimated by the Global Burden of Disease Obesity Collaborators that over 603.7 million adult individuals are obese. The Global Burden of Disease group has also estimated that elevated BMI values were responsible for 4 million deaths in 2015, with two-thirds of this number attributed to cardiovascular disease (CVD). In the United States, the prevalence of obesity reached almost 40% in 2015 to 2016 in a nationally representative survey (National Health and Nutrition Examination Survey). Furthermore, severe obesity (class III and above), defined by a $\text{BMI} \geq 40 \text{ kg/m}^2$, has been reported to reach 7.7% with considerable disparities among ethnic groups [4].

Both obesity and physical inactivity are recognized as major risk factors for the development of coronary heart disease (CHD), and modifying these factors is considered an effective lifestyle intervention for CHD prevention. However, the relative importance of obesity and physical activity as predictors of CHD risk remains controversial. In a recent report, Wessel et al. found that among 906 women undergoing coronary angiography or suspected ischemia, self-reported physical fitness scores but not measures of obesity were independently associated with CHD incidence. This study was relatively small, however, and most women had existing coronary disease at baseline. Thus, it is not clear whether the results apply to healthy women. Recently, we reported that body mass index (BMI) and physical activity independently predicted total and cause-specific mortality. In the present study, we examined independent and joint associations of physical activity and adiposity measures (BMI, waist circumference, and waist-to-hip ratio [WHR]) with incidence of CHD during 20 years of follow-up in the Nurses' Health Study (NHS).

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Physical activity measures were described in detail previously. Women were first asked about physical activity on the 1980 questionnaire. They were asked to report the average number of hours spent each week during the past year on moderate (e.g., brisk walking) and vigorous recreational activities (e.g., vigorous sports and jogging). A similar question was included in the 1982 questionnaire. In 1986, 1988, 1992, 1996, and 1998, women were asked to report the average time spent per week on the following activities: walking, jogging, running, bicycling, lap swimming, playing tennis or squash, and participating in calisthenics. Using this information, we calculated the average amount of time per week spent on moderate-to-vigorous activities (requiring 3 or more metabolic equivalents per hour, including brisk walking) at each time point. Our validation study indicated relatively good validity and reproducibility for the questionnaire. The correlation between physical activity reported on 1-week recalls and that reported on the questionnaire was 0.79. The correlation between moderate to vigorous activity reported in diaries and that reported on the questionnaire was 0.62. In a separate population aged 20 to 59 years, recruited from a university community (n=103), the correlation between the physical activity score on a very similar questionnaire and maximum oxygen consumption was 0.54 [5].

Coronary heart disease continues to be a leading cause of morbidity and mortality among adults in Europe and North America. Risk factors have included blood pressure, cigarette smoking, cholesterol (TC), low-density lipoprotein cholesterol (LDL-C), high-density lipoprotein cholesterol (HDL-C), and diabetes. Factors such as obesity, left ventricular hypertrophy, family history of premature CHD, and estrogen replacement therapy (ERT) have also been considered in defining CHD risk. Data from population studies have enabled the prediction of CHD during a follow-up interval of several years, based on blood pressure, smoking history, TC and HDL-C levels, diabetes, and left ventricular hypertrophy on the ECG. These prediction algorithms have been adapted to simplified score sheets that allow physicians to estimate multivariable CHD risk in middle-aged patients. The present article develops a simplified coronary prediction model, building on the blood pressure, cholesterol, and LDL-C categories proposed by the JNC-V and NCEP ATP II. The analysis evaluates the utility and accuracy of blood pressure, cholesterol, and LDL-C recommended categories in multivariable CHD prediction, using a Framingham Heart Study sample that pooled information for the original and offspring cohorts and followed them for 12 years. This approach emphasizes the established, powerful, independent, and biologically important factors. Family history for heart disease, physical activity, and obesity are not included because these factors work largely through the major risk factors, and their unique contribution to CHD prediction can be difficult to quantify. The prediction of initial CHD events in a free-living population not on medication is emphasized. Consequently, ERT for postmenopausal women, treatment of high blood pressure, and therapy for high blood cholesterol are not included in the formulations [6].

Coronary heart disease (CHD) is the leading cause of death in most industrialized countries, with a growing epidemic in low and middle-income countries. The development of the disease depends on a complex interaction between environmental and genetic factors. Modifiable risk factors such as hypertension, dyslipidemia, diabetes, obesity, and smoking can predict 80%-90% of the risk of CHD in most populations around the world. However, wide differences in CHD incidence and mortality rates between populations or ethnic groups are not fully explained by their respective distribution of traditional cardiovascular risk factors (TCRFs). Indeed, some populations may have a lower burden of CHD than others despite similar rates of TCRFs. The epidemiology of CHD in Afro-Caribbean individuals is a striking example of the disproportionate relationship between CHD

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occurrence and TCRF distribution at the population level. In the French Caribbean island of Guadeloupe, approximately 80%-85% of the population is of Afro-Caribbean origin. Although there are few smokers (15%), there is a high prevalence of hypertension (30%), diabetes (10%), and obesity (23%). However, observational data indicate lower standardized mortality rates from CHD in both men (about 50%) and women (about 40%) compared with mainland France, which has one of the lowest incidences of CHD in Europe. Similar differences between white and Afro-Caribbean communities have also been reported in the United Kingdom and remain unexplained. The study of such ethnic differences is important not only for the concerned populations but also for all populations, as it can provide key information for the management of CHD and identify new targets for treatment and preventive strategies. The lack of a strong correlation between CHD incidence and TCRFs suggests that genetic variation could lie behind the interpopulation variability in coronary mortality. In the past few years, several susceptibility loci for CHD have been identified, mostly in white populations; however, no data are available in Afro-Caribbean populations. Genetic risk scores (GRSs) could be a valuable tool to assess.

The Afro-Caribbean participants were recruited from the island of Guadeloupe, a French Caribbean region with a wide availability of health services and easy access to medical care regardless of income. All participants were Afro-Caribbeans. The ethnic origin was determined when the patient defined themselves and two first-degree relatives as Afro-Caribbean. Cases were extracted from the Department of Cardiology at the University Hospital of Pointe-à-Pitre. Patients were eligible if they had a documented history of previous acute myocardial infarction according to the World Health Organization criteria, coronary bypass surgery (or both), or coronary angioplasty. Control participants were selected from a public health center on the same island and had no suspicion or history of cardiovascular disease. TCRFs were determined using the same definition in cases and controls. Participants were considered to have hypertension if they had a history of hypertension or were prescribed antihypertensive therapy. Similarly, they were considered to have diabetes or hypercholesterolemia if they had a history of diabetes or hypercholesterolemia or were prescribed hypoglycemic agents (including insulin) or lipid-lowering therapy, respectively. Participants were considered to be current smokers if they were regularly smoking more than one cigarette per day at the time of inclusion. Body mass index (BMI) was calculated as weight/height² (kg/m²), and obesity was determined by a BMI ≥ 30 kg/m². All participants gave their written informed consent to participate in the study, which received the approval of the inter-regional ethics committee (Sud-Ouest/Outre-Mer III, France). The white sample used was from the Second Northwick Park Heart Study (NPHSII) and has already been described. Briefly, 3,052 middle-aged men (50-64 years of age) with no previous history of cardiovascular disease were recruited from nine general practices in the United Kingdom. The study started in 1989, and incident cases of acute or silent myocardial infarction and coronary surgery were recorded during a median of 13.5 years of follow-up. All participants gave written informed consent, and the study was approved by the National Health Service Health Research Authority Research Ethics Committee London Central [7].

Hydroxymethylglutaryl coenzyme A reductase inhibitor (statin) therapy lowers morbidity and mortality in coronary artery disease (CAD) and other atherosclerotic vascular diseases, as evidenced by multiple large-scale clinical trials. Additional analyses of these trials have shown that statin therapy also reduces the risk of developing heart failure (HF). A reduction in cardiovascular events with statin therapy has been demonstrated irrespective of baseline low-density lipoprotein (LDL) cholesterol. Therefore, it is reasonable to hypothesize that statins would confer a survival benefit in

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patients with ischemic HF. Yet, the impact of statin therapy on HF progression has not been previously studied. The major clinical trials of statin therapy have generally excluded patients with symptomatic or severe HF. Statins have therapeutic properties that are potentially beneficial for patients with HF of ischemic and non-ischemic etiologies, irrespective of lipid levels. Statins may improve endothelial function, inhibit inflammatory cytokines, potentiate nitric oxide (NO) synthesis, restore impaired autonomic function, and reverse pathological myocardial remodeling. On the other hand, concern has also been raised about the potential adverse effects of statins in HF. Low cholesterol levels are associated with poor outcomes in advanced HF, calling into question the safety of lipid-lowering therapy in this population. Furthermore, statins decrease levels of ubiquinone (coenzyme Q10), which may impact ventricular function and exercise tolerance in HF patients. Statins are included as part of the medical regimen of only a portion of patients with CAD and HF. One-third of ischemic HF patients in one large population cohort and between 11% to 45% of patients in large HF clinical trials were treated with statins. Based on autopsy data, up to 33% of the deaths in HF patients are related to acute coronary syndromes. If statin therapy is safe and effective in reducing acute coronary events in patients with HF, millions of HF patients who would benefit from such therapy are not currently being treated. Alternatively, if statins have adverse effects in HF, a large number of HF patients are being exposed unnecessarily. In light of the controversy surrounding statin use in patients with HF, and without the results of ongoing clinical trials, we undertook the present study to evaluate the effect of statin therapy in a large, diverse cohort of patients treated for advanced HF of multiple etiologies at a single university center [8]

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**AKROBATIK GIMNASTIKADA MUVOZANAT VA KOORDINATSIYA
KO'NIKMALARINING RIVOJLANISHI
DEVELOPMENT OF BALANCE AND COORDINATION SKILLS IN ACROBATIC
GYMNASTICS
РАЗВИТИЕ НАВЫКОВ РАВНОВЕСИЯ И КООРДИНАЦИИ В АКРОБАТИЧЕСКОМ
ГИМНАСТИКЕ**

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Annotatsiya: Ushbu maqola akrobatik gimnastikada muvozanat va koordinatsiya ko'nikmalarini rivojlantirish masalalariga bag'ishlangan. Muvozanat va koordinatsiya sportchining texnik mahorati va barqarorligining asosi bo'lib, ularning fiziologik va psixologik jihatlarini yoritilgan. Maqolada bu ko'nikmalarni rivojlantirishga xizmat qiluvchi mashg'ulot usullari, yoshga mos yondashuv va amaliy natijalar tahlil qilingan. Tadqiqot natijalari akrobatik gimnastika bo'yicha mashg'ulotlarni yanada samarali tashkil etish uchun ilmiy asoslarni taqdim etadi.

Kalit so'zlar: Akrobatik gimnastika, muvozanat, koordinatsiya, mashg'ulot usullari, vestibulyar apparat, sport fiziologiyasi, harakat barqarorligi.

Abstract: This article is devoted to the development of balance and coordination skills in acrobatic gymnastics. Balance and coordination are the basis of an athlete's technical skills and stability, and their physiological and psychological aspects are covered. The article analyzes training methods, age-appropriate approaches, and practical results that serve to develop these skills. The results of the study provide scientific foundations for more effective organization of acrobatic gymnastics training.

Keywords: Acrobatic gymnastics, balance, coordination, training methods, vestibular apparatus, sports physiology, stability of movement.

Аннотация: Статья посвящена развитию навыков равновесия и координации в акробатической гимнастике. Равновесие и координация являются основой технического мастерства и устойчивости спортсмена, и в книге рассматриваются их физиологические и психологические аспекты. В статье анализируются методы обучения, подходы, соответствующие возрасту, и практические результаты, способствующие развитию этих навыков. Результаты исследования дают научную основу для более эффективной организации занятий по спортивной акробатике.

Ключевые слова: Акробатическая гимнастика, равновесие, координация, методика тренировки, вестибулярный аппарат, спортивная физиология, устойчивость движения.

Kirish:

Akrobatik gimnastika jismoniy tarbiya va sportning murakkab turlaridan biri bo'lib, unda sportchilarning muvozanatni saqlash va harakatlarni koordinatsiya qilish qobiliyatlari muhim ahamiyatga ega. Ushbu maqola akrobatik gimnastikada muvozanat va koordinatsiya ko'nikmalarini rivojlantirishning ilmiy asoslari va amaliy jihatlarini yoritishga qaratilgan. Akrobatik gimnastika jismoniy tarbiya va sportning eng murakkab va tomoshabop turlaridan biri hisoblanadi. Ushbu sport turi nafaqat kuch va moslashuvchanlikni, balki yuqori darajadagi muvozanatni saqlash va koordinatsiya qobiliyatlarini ham talab qiladi. Sportchining texnik mahorati murakkab harakatlarni

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bajarishda tananing barqarorligini saqlash va mushak harakatlarini aniq boshqarish bilan bevosita bog'liq. Muvozanat va koordinatsiya gimnastik elementlarni to'g'ri bajarishning asosi hisoblanadi. Bu ko'nikmalar, ayniqsa, akrobatik harakatlar, piramidalar, aylanishlar va sakrashlar jarayonida sportchining muvaffaqiyati uchun hal qiluvchi omil bo'lib xizmat qiladi.

Asosiy qism:

Muvozanat – tananing har xil pozitsiyalarda barqarorligini saqlash qobiliyati bo'lsa, koordinatsiya – turli mushak guruhlarining harakatlarini o'zaro moslashtirish jarayonidir. Akrobatik gimnastikada bu ikki sifat murakkab elementlarni bajarishda, jumladan, piramidalar, sakrashlar va aylanishlar paytida muhimdir. Harakatlarning aniqligi va barqarorligi sportchining yuksak mahoratini belgilaydi. Muvozanat va koordinatsiya rivojlanishining fiziologik asoslarini quyidagilarda ko'rishimiz mumkin. Muvozanat vestibulyar apparat, sensor tizimlar (ko'z, quloq, teri reseptorlari) va markaziy nerv tizimi o'rtasidagi muvofiqlashtirilgan faoliyat natijasida ta'minlanadi. Koordinatsiya esa miya yarim sharlarining motor zonalarini va orqa miyaning faoliyati bilan bog'liq. Akrobatik gimnastika mashg'ulotlari vaqtida: Vestibulyar apparat kuchayadi, mushak-motor tizimi moslashuvchanlikka erishadi, harakat reflekslari takomillashadi.

Muvozanat va koordinatsiyani rivojlantirish akrobatik gimnastikada sportchining texnik mahoratini oshirish va xavfsiz harakatlarni ta'minlash uchun muhim ahamiyatga ega. Ushbu qobiliyatlarni rivojlantirish uchun statik, dinamik va koordinatsion mashqlarni o'z ichiga olgan maxsus mashg'ulotlar samarali hisoblanadi. Statik mashqlar tananing turli pozitsiyalarda barqarorligini ta'minlashga xizmat qiladi, dinamik mashqlar esa harakatlar davomida muvozanatni saqlashni kuchaytiradi. Koordinatsiya ko'nikmalarini rivojlantirish uchun murakkab harakatlar ketma-ketligi va maxsus kombinatsiyalar mashq qilinadi. Shu bilan birga, notekis sirtlarda yoki yopiq ko'zlar bilan bajariladigan mashqlar vestibulyar apparatni mustahkamlashda alohida rol o'ynaydi. Muvozanat va koordinatsiya mashg'ulotlarining muntazamligi va xilma-xilligi sportchilarning umumiy jismoniy imkoniyatlarini oshirib, ularning akrobatik elementlarni barqaror va aniqlik bilan bajarishini ta'minlaydi. Shu sababli, bu usullarni reja asosida qo'llash yuqori samarali natijalarga erishishning asosiy omilidir. Akrobatik gimnastikada muvozanat va koordinatsiyani rivojlantirish uchun quyidagi usullar qo'llaniladi:

1. Statik mashqlar: Tana vaznini bir nuqtada saqlash mashqlari (masalan, bir oyog'da turish).
 2. Dinamik mashqlar: Harakat davomida muvozanatni saqlash (sakrashlar, aylanishlar).
 3. Koordinatsion mashqlar: Turli murakkab harakatlar ketma-ketligini aniq bajarish.
 4. Vestibulyar trening: Boshi bilan aylanish, yuqori tezlikdagi harakatlar orqali muvozanatni saqlash qobiliyatini kuchaytirish.
 5. Mashg'ulotlarni o'zgartirish: Mashqlarni notekis sirtlarda yoki yopiq ko'zlar bilan bajarish.
- Amaliyotdan misollar:

Yuqori darajadagi akrobatik gimnastlar orasida olib borilgan tadqiqotlar shuni ko'rsatadiki: Haftasiga 3-4 marta 40-60 daqiqalik maxsus mashg'ulotlar muvozanat ko'rsatkichlarini 15-20% yaxshilaydi. Koordinatsiyani rivojlantirish uchun har xil darajadagi og'irliklar bilan bajarilgan mashqlar samaradorligi ancha yuqori.

Akrobatik gimnastikada yoshga mos rivojlanish turli xil kechishi mumkin. Bolalar va o'smirlar bilan ishlashda individual yondashuv muhimdir. Yosh sportchilarda vestibulyar apparat to'liq shakllanmagani sababli, mashqlar asta-sekinlik bilan murakkablashtiriladi. Katta yoshdagi sportchilar uchun esa yuqori intensivlikdagi mashqlar tavsiya etiladi. Akrobatik gimnastikada yoshga mos rivojlanish sportchilarning jismoniy va psixologik imkoniyatlarini hisobga olgan holda

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mashg'ulotlarni tashkil etishni talab qiladi. Yosh bolalar bilan ishlashda vestibulyar tizim va asosiy koordinatsion ko'nikmalarni rivojlantirishga e'tibor qaratiladi. Mashqlar asta-sekinlik bilan murakkablashtirilib, xavfsizlik va barqarorlik asosiy ustuvorlik sifatida qo'llaniladi. O'smir va katta yoshdagi sportchilar uchun esa muvozanatni saqlash va koordinatsiya qobiliyatlarini yuqori darajada takomillashtirish maqsadida dinamik va statik mashqlar kombinatsiyasiga alohida ahamiyat beriladi. Mashg'ulotlar jarayonida individual yondashuv va tana imkoniyatlariga mos dasturlar sportchilarning texnik mahoratini oshirishga yordam beradi. Yoshga mos yondashuv orqali nafaqat sport natijalari yaxshilanadi, balki jarohatlanish xavfi kamayadi va sportchilarning umumiy jismoniy rivojlanish darajasi ham oshadi. Shunday qilib, yoshga mos rivojlanish akrobatik gimnastikaning samarali mashg'ulot tizimini yaratishda muhim omildir.

Xulosa: Akrobatik gimnastikada muvozanat va koordinatsiya sportchining muvaffaqiyati uchun asosiy omillardan biridir. Ushbu ko'nikmalarni rivojlantirish uchun nazariy bilim va amaliy mashg'ulotlar uyg'unligi muhimdir. Maxsus mashqlar va texnik usullarning muntazam qo'llanilishi sportchilarning harakatlar aniqligi, barqarorligi va samaradorligini sezilarli darajada oshiradi. Akrobatik gimnastikada muvozanat va koordinatsiya ko'nikmalarini rivojlantirish sportchining umumiy jismoniy tayyorgarligini oshirishda va texnik elementlarni muvaffaqiyatli bajarishda muhim ahamiyatga ega. Tadqiqot va mashg'ulot jarayonida aniqlangan natijalar shuni ko'rsatadiki, muntazam va nazorat ostidagi mashg'ulotlar vestibulyar apparatni kuchaytiradi, mushak-motor tizimini moslashtiradi va harakatlar aniqligini oshiradi.

Takliflar:

1. Muvozanat va koordinatsiya ko'nikmalarini rivojlantirish uchun mashg'ulotlarda turli xil statik va dinamik mashqlarni keng qo'llash.
2. Yosh sportchilar uchun dasturlarni ularning rivojlanish darajasiga moslashtirib, harakatlar murakkabligini bosqichma-bosqich oshirish.
3. Mashg'ulotlarni notekis sirtlarda yoki yopiq ko'zlar bilan o'tkazish orqali vestibulyar tizimni mustahkamlash.
4. Zamonaviy texnologiyalar, masalan, videodiagnostika va harakatlarni tahlil qilish tizimlaridan foydalanib, mashg'ulot samaradorligini oshirish.
5. Harakatlarni xavfsiz bajarishni ta'minlash maqsadida zarur bo'lgan maxsus qizdirish va tiklanish mashqlarini mashg'ulot rejalariga kiritish.

Ushbu yondashuvlar orqali akrobatik gimnastikada sportchilarning texnik va jismoniy imkoniyatlarini yanada yuqori darajaga ko'tarish mumkin.

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Bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish

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Annotatsiya: Ushbu tadqiqotda bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish masalalari ko'rib chiqiladi. Muloqotchanlik, o'qituvchilarning professional faoliyatida muhim ahamiyatga ega bo'lib, ta'lim jarayonida samarali o'zaro aloqalar o'rnatish, talabalarning fikrlarini tinglash va ularga mos ravishda javob berish qobiliyatini o'z ichiga oladi. Tadqiqotda muloqotchanlikni rivojlantirishning turli metod va usullari, jumladan, o'yinlar, guruhviy ishlar va interaktiv darslar orqali amalga oshirilishi ko'rsatib o'tiladi. Shuningdek, o'qituvchilarning muloqotchanligini baholash mezonlari ham yoritiladi. Ushbu tadqiqot natijalari bo'lajak o'qituvchilarga ta'lim jarayonida samimiy va samarali muloqotni ta'minlashda yordam berishi kutilmoqda. Tadqiqotning maqsadi — bo'lajak o'qituvchilarni muloqotchanlik qobiliyatlarini oshirish uchun zarur strategiyalarni aniqlash va ularni amaliyotga tatbiq etishdir. Natijada, bu nafaqat o'qituvchi sifatida muvaffaqiyatli faoliyat yuritishlariga yordam beradi, balki talabalar bilan ijobiy munosabatlarni rivojlantirishga ham xizmat qiladi.

Kalit so'zlar: munozara, maqsadga yo'naltirilgan muloqot, konstruktiv fikr bildirish, ijtimoiy ko'nikmalar, empatiya, aktiv tinglash

Аннотация: В данном исследовании рассматриваются вопросы коммуникативного развития будущих учителей. Коммуникация имеет важное значение в профессиональной деятельности педагогов и включает в себя умение налаживать эффективное взаимодействие в образовательном процессе, прислушиваться к мнению обучающихся и соответственно реагировать на них. Исследование показывает применение различных приемов и способов развития общения, в том числе игр, групповой работы и интерактивных уроков. Также будут освещены критерии оценки коммуникативности учителей. Ожидается, что результаты данного исследования помогут будущим учителям обеспечить искреннее и эффективное общение в образовательном процессе. Цель исследования – выявление необходимых стратегий улучшения коммуникативных навыков будущих учителей и их реализация. В результате это не только помогает им добиться успеха в качестве учителей, но и помогает развивать позитивные отношения со студентами.

Ключевые слова: дискуссия, целенаправленное общение, конструктивная обратная связь, социальные навыки, эмпатия, активное слушание.

Abstract: This research examines the issues of communication development of future teachers. Communication is important in the professional activity of teachers, and includes the ability to establish effective interactions in the educational process, listen to the opinions of students and respond to them accordingly. The research shows the implementation of various methods and methods of communication development, including games, group work and interactive lessons. Also, the criteria for evaluating the communicativeness of teachers will be covered. It is expected that the results of this research will help future teachers to ensure sincere and effective communication in the educational process. The purpose of the study is to identify the necessary strategies for improving communication skills of future teachers and their implementation. As a result, it not only helps them to be successful as teachers, but also helps to develop positive relationships with students.

Keywords: discussion, goal-directed communication, constructive feedback, social skills, empathy, active listening

Kirish: Bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish mavzusi bugungi kunda ta'lim tizimining muhim jihatlaridan biridir. Zamonaviy jamiyatda muloqotchanlik, shaxsiy va professional muvaffaqiyat uchun zaruriy ko'nikmalardan biridir. O'qituvchilar o'zlarining talabalari bilan samarali aloqalar o'rnatish, ularning ehtiyoj va qiziqishlarini tushunish, shuningdek, dars jarayonida interaktiv muhit yaratishlari lozim.

Mavzuning dolzarbligi:

1. Ta'lim sifatini oshirish: O'qituvchilar muloqotchanligi yuqori bo'lsa, ularning darslari yanada samarali bo'ladi. Talabalar bilan yaxshi aloqa o'rnatish orqali o'qituvchi ularning bilim olish jarayonida faol ishtirok etishini ta'minlaydi.

2. Samarali muloqot: O'qituvchilar talabalar bilan samarali muloqot qilish orqali muammolarni tezda aniqlash va hal qilish imkoniyatiga ega bo'lishadi. Bu esa ta'lim jarayonini yanada qulay va natijador qiladi.

3. Shaxsiy rivojlanish: Muloqotchanlik ko'nikmalari nafaqat professional sohada, balki shaxsiy hayotda ham foydalidir. O'qituvchilar o'zaro munosabatlarni rivojlantirish va jamoada ishlash ko'nikmalarini oshirish orqali o'zlarini yanada rivojlantirishi mumkin.

4. Innovatsion pedagogik yondashuvlar: Zamonaviy ta'lim metodlari interaktiv va hamkorlik asosida qurilgan bo'lib, bu esa o'qituvchi va talabalar o'rtasidagi muloqotni kuchaytiradi. Muloqotchanlikni rivojlantirish orqali yangi pedagogik yondashuvlarni joriy qilish mumkin.

5. Jamiyatga ijobiy ta'sir: Ta'lim tizimida yuqori darajadagi muloqotchanlik jamiyatdagi ijtimoiy munosabatlarni yaxshilaydi, bu esa kelajak avlodlar uchun barqaror va ijtimoiy jihatdan mas'uliyatli shaxslar tayyorlashga yordam beradi.

Umuman olganda, bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish nafaqat ularning professional faoliyatiga, balki jamiyatimizning ta'lim sifati va taraqqiyotiga katta hissa qo'shadi. Bu mavzu ta'lim tadqiqotchilari, amaliyotchilar va mutaxassislar uchun dolzarb ahamiyatga ega bo'lgan bir soha hisoblanadi.

Asosiy qism: Bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish, ta'lim jarayonining muhim jihatlaridan biridir. Muloqotchanlik, o'qituvchining talabalari bilan samarali aloqa o'rnatishi, ularni tushunishi va ularga kerakli yordam ko'rsatishi uchun zarurdir. Quyida bo'lajak o'qituvchilarning muloqotchanligini rivojlantirishga qaratilgan asosiy yo'nalishlar keltirilgan:

1. Muloqot ko'nikmalarini rivojlantirish

- Tinglash ko'nikmalari: O'qituvchilar yaxshi tinglovchilar bo'lishi kerak. Talabalar fikrlarini to'liq tushunish va ularga mos ravishda javob berish muhim.

- So'zlash ko'nikmalari: O'qituvchi o'z fikrlarini aniq va sodda ifoda etishi lozim. Bu talabalar bilan samarali aloqa o'rnatishga yordam beradi.

- Nonverbal muloqot: Tana tili, mimika va boshqa nonverbal kommunikatsiya elementlari haqida bilim egallash muhimdir.

2. Emotsional intellektni rivojlantirish

- O'qituvchilar o'z emotsiyalarini boshqarish va boshqalarning emotsiyalarini tushunish ko'nikmalarini rivojlantirishi lozim. Bu talabalar bilan yaxshi munosabatlar o'rnatishga yordam beradi.

3. Fikr almashish va munozara olib borish

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- Talabalarni fikr almashishga jalb etish orqali ularning tanqidiy fikrlash qobiliyatlarini rivojlantirish mumkin. Munozaralar tashkil etish orqali talabalar bir-birlari bilan o'z fikrlarini baham ko'radilar.

4. Guruhli ishlar

- Talabalarni guruhlariga bo'lish va jamoaviy ishlar qilish ularda hamkorlik, muhokama qilish va mas'uliyatni his qilish kabi ko'nikmalarni rivojlantiradi.

5. O'quv jarayonida innovatsion metodlardan foydalanish

- Yangi texnologiyalar va interaktiv usullarni (masalan, onlayn platformalar yoki multimedia vositalari) qo'llash orqali talabalarning qiziqishini oshirish mumkin.

6. Tajribali o'qituvchilar bilan mentorlik dasturlari

- Tajribali o'qituvchilardan maslahatlar olish, ularning tajribasidan foydalanish orqali bo'lajak o'qituvchilarning muloqotchanligini oshirish mumkin.

7. O'z-o'zini baholash va refleksivlik

- O'qituvchilar o'z faoliyatlarini doimiy ravishda baholab borishi, xatolaridan saboq olishi kerak.

Ushbu yo'nalishlarga e'tibor berib, bo'lajak o'qituvchilarning muloqotchanligini rivojlantirish uchun zarur sharoitlarni yaratishda yordam berilishi mumkin. Bu esa natijada ta'lim sifatining oshishini ta'minlaydi.

Xulosa va takliflar.

Xulosa

1. Muloqotchanlikning ahamiyati: O'qituvchini muvaffaqiyatli faoliyat yuritishi uchun kommunikativ ko'nikmalarga ega bo'lishi zarur. Muloqotchanlik, o'qituvchi va talabalar o'rtasidagi munosabatlarni mustahkamlashga yordam beradi.

2. Muammolar: Ko'plab bo'lajak o'qituvchilar muloqotda qiyinchiliklarga duch kelishadi, bu esa ta'lim sifatiga salbiy ta'sir ko'rsatadi.

3. O'zaro aloqalar: Muloqotchanlik orqali o'qituvchilar talabalari bilan yanada yaqin aloqada bo'lishi va ularning ehtiyojlarini yaxshiroq tushunishi mumkin.

Takliflar

1. Trening dasturlari: Bo'lajak o'qituvchilar uchun muloqot ko'nikmalarini rivojlantirish maqsadida treninglar va seminarlar tashkil etish.

2. Amaliy mashg'ulotlar: O'qituvchilarni amaliy mashg'ulotlarda qatnashishga undash, bu orqali ular real vaziyatlarda muloqot qilishni o'rganishlari mumkin.

3. Mentorlik tizimi: Tajribali o'qituvchilar tomonidan yangi avlod o'qituvchilarga mentorlik qilish tizimini joriy etish, shuningdek, tajribalarni almashish imkoniyatlarini yaratish.

4. Guruhli muhokamalar: O'quv jarayonida guruhli muhokamalarni tashkil etish, talabalar bilan birgalikda fikr almashishni rag'batlantirish.

5. O'z-o'zini baholash: O'qituvchilarni muloqot ko'nikmalarini baholash va rivojlantirish uchun doimiy ravishda mulohaza yuritishga undovchi vositalarni joriy etish.

Bu takliflar orqali bo'lajak o'qituvchilarning muloqotchanligini oshirib, ta'lim sifatini yanada yaxshilash mumkin.

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GLOSSITIS. ETIOLOGY, SYMPTOMS, PREVENTION AND TREATMENT

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Abstract: Glossitis, an inflammatory condition of the tongue, results from various factors such as nutritional deficiencies, infections, allergies, and systemic diseases. It manifests as redness, swelling, pain, and changes in tongue texture, often affecting oral health and overall well-being. Prevention involves balanced nutrition, good oral hygiene, and avoiding irritants. Treatment focuses on addressing the root cause, including supplementation for deficiencies, antimicrobial therapies, or managing underlying conditions. Symptomatic relief and hydration are also essential. Understanding glossitis and its associations with systemic health is crucial for effective prevention and management. This article highlights its etiology, symptoms, prevention, and treatment strategies.

Keywords: Glossitis, tongue inflammation, nutritional deficiencies, oral health, systemic diseases, prevention, treatment, infections.

Glossitis, an inflammatory condition of the tongue, can significantly impact oral health and overall well-being. Characterized by swelling, redness, and changes in texture, glossitis often indicates underlying systemic or local health issues. While it may appear as a standalone condition, glossitis is frequently a symptom of broader concerns, making its management essential for maintaining overall health. This article delves into the etiology, symptoms, prevention, and treatment of glossitis, emphasizing its multifaceted nature and importance in health care.

The etiology of glossitis is diverse, encompassing various internal and external factors. Nutritional deficiencies, particularly in vitamins such as B12, folic acid, and iron, are among the most common causes. These nutrients play a vital role in maintaining healthy epithelial cells and blood supply to the tongue. A deficiency in vitamin B12, for example, can lead to megaloblastic anemia, often associated with a swollen and inflamed tongue. Similarly, iron deficiency, seen in conditions such as anemia or malabsorption syndromes, can cause glossitis due to reduced oxygen delivery to tissues.

Allergic reactions and sensitivities also play a role in the development of glossitis. Certain foods, oral hygiene products, or medications may trigger an immune response, leading to tongue inflammation. In some cases, glossitis results from contact with irritants, such as alcohol, tobacco, or spicy foods. Furthermore, infections caused by bacteria, fungi, or viruses can provoke glossitis. For instance, *Candida albicans* infection often manifests as a white, coated tongue that is inflamed and sensitive, while viral infections like herpes simplex virus can lead to painful ulcers on the tongue.

Systemic diseases also contribute to the onset of glossitis. Autoimmune disorders such as Sjögren's syndrome or pemphigus vulgaris can cause chronic inflammation of the oral mucosa, including the tongue. Hormonal imbalances, particularly those seen in pregnancy or menopause, may predispose individuals to glossitis due to altered blood flow and tissue hydration. Moreover, systemic conditions such as diabetes or celiac disease are associated with tongue inflammation, highlighting the importance of investigating underlying causes when diagnosing glossitis.

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The symptoms of glossitis vary depending on the underlying cause and severity. The condition often presents as a swollen, red tongue with a smooth surface due to the atrophy of papillae. Patients may experience pain, tenderness, or a burning sensation, particularly when consuming hot, spicy, or acidic foods. In some cases, the tongue may feel unusually dry, accompanied by difficulty swallowing or speaking. Changes in taste perception, such as a metallic or bitter taste, are also common. Chronic glossitis may result in persistent discomfort, affecting quality of life and daily activities.

The clinical presentation of glossitis is often categorized based on its appearance and cause. Acute glossitis typically arises suddenly, often due to allergic reactions or infections, and resolves with prompt treatment. In contrast, chronic glossitis may persist for months or years, often linked to systemic diseases or long-standing deficiencies. Geographic tongue, a form of glossitis characterized by irregular, map-like patches on the tongue, is a benign but recurrent condition that may be associated with stress or nutritional deficits.

Preventing glossitis involves addressing its underlying causes and adopting good oral hygiene practices. Ensuring a balanced diet rich in essential nutrients, particularly vitamins and minerals, is paramount in preventing glossitis caused by nutritional deficiencies. Foods such as leafy greens, lean meats, fortified cereals, and dairy products can provide adequate levels of B12, iron, and folic acid. For individuals with dietary restrictions or absorption issues, supplementation may be necessary under medical guidance. Avoiding known allergens and irritants, such as tobacco, alcohol, and certain foods, can also reduce the risk of glossitis. Maintaining proper oral hygiene, including regular brushing, flossing, and the use of non-irritating mouthwashes, can help prevent infections and inflammation.

Treatment for glossitis depends on identifying and addressing its root cause. In cases of nutritional deficiencies, supplementation with the deficient nutrient is often effective in resolving symptoms. For example, intramuscular injections of vitamin B12 are commonly prescribed for patients with pernicious anemia, while oral iron supplements are used to correct iron deficiency. If glossitis is caused by an allergic reaction, identifying and eliminating the allergen is crucial, and antihistamines may be prescribed to reduce inflammation.

Infectious causes of glossitis require targeted antimicrobial therapy. Fungal infections such as oral thrush are typically treated with antifungal agents like nystatin or fluconazole. Bacterial infections may require a course of antibiotics, while antiviral medications are used for viral infections like herpes simplex. For autoimmune-related glossitis, treatment often involves managing the underlying condition with immunosuppressants, corticosteroids, or other disease-specific therapies.

Symptomatic relief is an essential component of glossitis management, particularly for patients experiencing significant discomfort. Topical anesthetics, such as lidocaine gel, can be applied to the tongue to alleviate pain and facilitate eating and speaking. Additionally, over-the-counter pain relievers, such as ibuprofen or acetaminophen, may help reduce inflammation and discomfort. Hydration is also important, as dryness can exacerbate symptoms. Sipping water throughout the day or using a humidifier can help keep the tongue moist and comfortable.

In cases of recurrent or chronic glossitis, a comprehensive medical evaluation is necessary to rule out underlying systemic diseases or conditions. Diagnostic tests, such as blood work, biopsies, or imaging, may be performed to identify potential causes. Regular follow-ups with healthcare providers are essential to monitor progress and make adjustments to treatment plans as needed.

Despite its discomforting symptoms, glossitis is often manageable with timely intervention and lifestyle modifications. Raising awareness about the condition among patients and healthcare

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professionals can improve early detection and treatment outcomes. Moreover, continued research into the causes and treatment of glossitis can enhance our understanding of its connection to systemic health, paving the way for more effective preventive and therapeutic strategies.

In conclusion, glossitis is a multifaceted condition with diverse causes, symptoms, and treatment options. Its management requires a holistic approach that addresses both local and systemic factors. By maintaining good oral hygiene, ensuring adequate nutrition, and seeking prompt medical care for symptoms, individuals can minimize the impact of glossitis on their oral and overall health. The condition's links to broader health issues underscore the importance of vigilance and comprehensive care in its prevention and treatment.

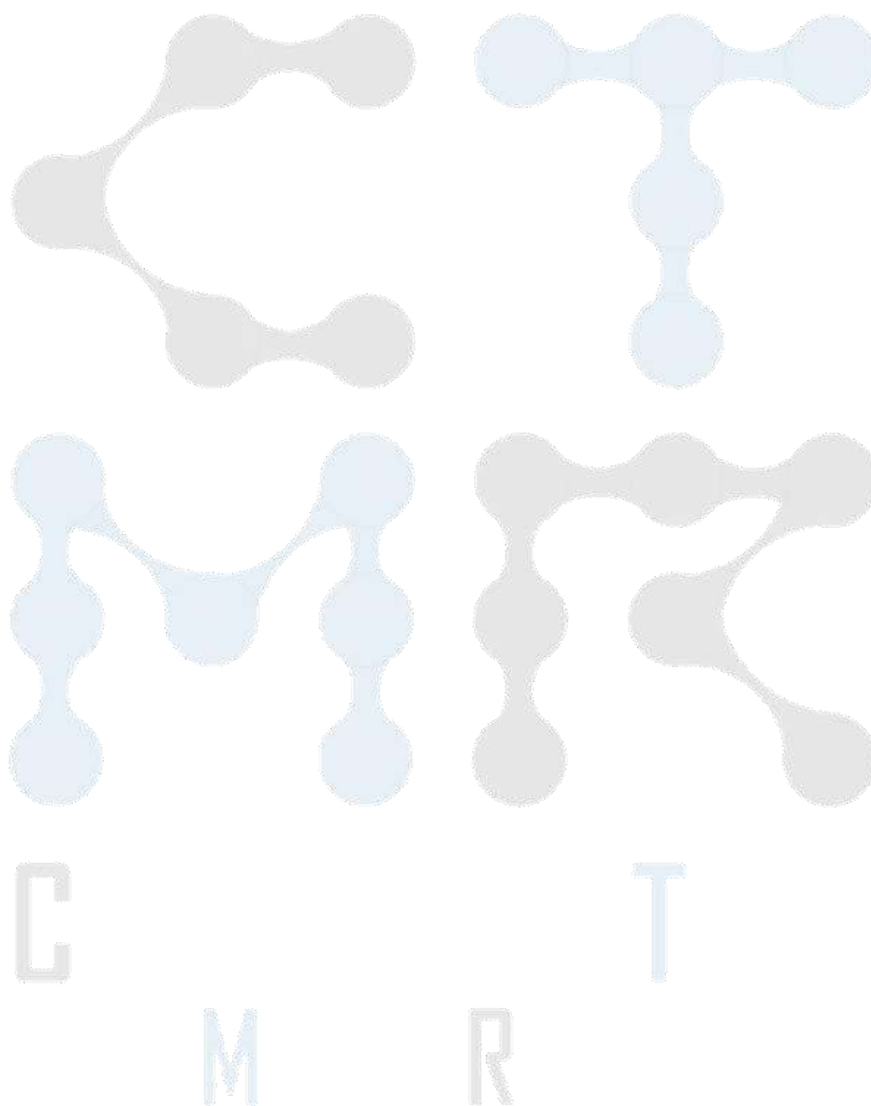
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MUSIQIY TAFAKKUR TUSHUNCHASI VA TAKOMIL BOSQICHLARI

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ANNOTATSIYA

Maqolada musiqiy tafakkur tushunchasi, tafakkur tushunchasi o'z aslida nimaga xizmat qiladi va takomil bosqichlari tushuntirilib berilgan.

Kalit so'zlar: Musiqiy tafakkur, takomil bosqichlari, psixo-emotsional, barkamol, nazariy g'oyalar, madaniyat.

ANNOTATION

The article explains the concept of musical thinking, what the concept of thinking actually serves, and the stages of improvement.

Key words: Musical thinking, development stages, psycho-emotional, mature, theoretical ideas, culture.

АННОТАЦИЯ

В статье объясняется понятие музыкального мышления, чему собственно служит понятие мышления и этапы его совершенствования.

Ключевые слова. Музыкальное мышление, этапы развития, психоэмоциональные, зрелые, теоретические представления, культура.

KIRISH

Musiqi tinglash insonning tafakkurini kengatirishga, psixo-emotsional rivojlanishiga ijobiy va sezilarli ta'sir qiladi. Yaxshi musiqi san'atni tanitadi, ustozlar ta'kidlaganidek estetik didni hamda estetik mahoratni shakllantiradi. Musiqi ham juda keng va boy tarixiy rivojlanishni bosib o'tgan. Ko'pgina mashhur asarlar milliy musiqamizda ham, klassik musiqamizda ham bor. Yurtimizda amalga oshirilayotgan tub islohotlar milliy va ma'naviy qadriyatlarining tiklanishida, zamonaviy, barkamol, yetuk, aqlan sog'lom, keng fikrli insonni shakllantirishda, ma'naviy omillar masalasiga yangicha yondashish, shaxsning ma'naviyati, madaniyati rivojlanishiga o'zgacha munosabatning e'tirof etilishi - jamiyat taraqqiyotining yangi bosqichga kirganligini bildiradi. Kelajagimiz bo'lgan yoshlarda yuksak odamiylik fazilatlarini shakllantirishda, shuningdek, ularning ma'naviy dunyoqarashini kengaytirishda, musiqiy tafakkurning o'rnini va ro'li muhim ahamiyatga ega hisoblanadi. Yoshlarda milliy, zamonaviy musiqiy tafakkurni shakllantirish, mazkur jarayonni yangilash, uni zamon talablariga munosib tarzda yuksaltirish va yoshlarning badiiy-musiqiy dunyoqarashini kengaytirish bilan bog'liq muammolar - jamiyatimiz ijtimoiy hayotining dolzarb masalalariga aylangan.

“Musiqi – millat ruhining psixologik tili, musiqi- millat his-tuyg'ularining tarjimonidir. Shuning uchun faqat estetik tarbiyada emas, axloqiy, ma'naviy, ruhiy, hattoki, diniy- ilohiy va psixologik tarbiyada musiqaning xizmatlari beqiyosdir”, deb aytadi filologiya fanlari doktori, adabiyotshunos olim Ibrohim Haqqul o'zining adabiy suhbatlarining birida.¹

¹ Mahmudova. S.A. Musiqiy madaniyatni shakllantirishda pedagogik tizimning ilmiy-nazariy asoslari. O'quv uslubiy qo'llanma. Farg'ona-2023, 6-bet.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Xorijiy , ilmiy tadqiqotlarda, milliy musiqa madaniyatida, musiqiy tafakkur tushunchasini rivojlantirish, uning mohiyati va mazmuniga oid fundamental tadqiqotlar G.Riman, E.Praut, G Katuar tomonida o'rganib chiqilgan. Ular asosan musiqiy tafakkurning mantiqiy-psixologik hamda funksional jihatlarini tahlil etishgan edi. Mustaqil hamdo'stlik davlatlarida esa V.M. Belyayev, V.A.Uspenskiy, I.V.Sposobin, B.Kabalevskiylar tomonidan musiqiy tafakkurning asosan falsafiy-pedagogik muammolari tahlil qilingan edi. So'nggi yillarda milliy musiqa madaniyati hamda uning yoshlar musiqiy tafakkurini rivojlantirish , kengaytirish imkoniyatlari, aqliy qobiliyatiga oid ko'plab ilmiy-tadqiqot ishlari bo'lganligini alohida e'tirof etish mumkin bo'ladi. Jumladan, ma'lumki yoshlarning musiqiy tafakkurini rivojlantirish masalalarining umumnazariy va metodologik va tarixiy jihatdan yoritishda I.R.Rajabov, Y.Rajabiy, F.Karamatov, O.Matyakubov, S.Mannopov kabi ko'plab musiqashunos olimlarning ilmiy, nazariy g'oyalari muhim ahamiyatga ega hisoblanadi. Ushbu izlanishlarda musiqiy tafakkurda shaxsning ijodiy va tanqidiy dunyoqarashi, fikrlashi, ijtimoiy faolligi masalalariga yetarlicha ahamiyat berish zarurligi asoslangan. Shuningdek, musiqiy tafakkurning rivojlanishini , kengayishini va uning o'ziga xos xususiyatlarini hamda yangilanish tendensiyalarini pedagogika qonuniyatlari bilan bog'lab o'rganishda T.G'ofurbekov, A.Xasanov, I.Qirg'izov, A.Umarov, S.Dadajonovlarning xizmatlari nihoyatda kattadir. Kelajagimiz yoshlarining musiqiy tafakkurini shakllantirishning ijtimoiy-falsafiy, axloqiy-estetik, ma'naviy-ma'rifiy hamda pedagogik va psixologik asoslarini ilmiy tahliliga bag'ishlangan bir qator ilmiy tadqiqot ishlari va maqolalar chop etilgan edi. Yana bir qator shu kabi Q.Ro'zmatzoda, A.Qambarov kabi olimlarning maxsus ilmiy tadqiqot ishlarini alohida qayd etish mumkin. Aslida musiqaning o'zi insonni , tinglovchini va yaratuvchini tafakkurini rivojlantiradi va kengaytiradi, chuqur o'ylarga yetaklaydi, fikrlashini ham rivojlantiradi. Musiqa murakkab psixologik- fizologik jarayon bo'lganligi sababli musiqa darslarida vokal - xor asarlari, o'quvchilarni axloqiy - estetik tarbiya uchun o'qitishning eng foal shakli hisoblanadi. Musiqani eshitishda, idrok etishda o'quvchilarning diqqat - e'tibori kuchayadi, xotirasi, nutqi rivojlanib, dunyoqarashi ham rivojlanib, shakllanib boradi, faolligi oshib , yoqtirgan musiqalarini tinglaganda zavqlanish hissi paydo bo'la boshlaydi. Milliy madaniyatimiz , milliy musiqamiz rivoji mamalakat uchun ham juda mafaatli va xalq uchun ham foydalidir. Shu munosabat bilan bir qatorda davlatimiz rahbari, prezidentimiz SH.M . Mirziyoyev ham o'zining qaror va farmonlarida musiqaga , madaniyatga va uning rivoji uchun katta e'tibor qaratmoqda. Bu albatta insonlarda musiqiy tafakkur tushunchasini yanada bilishiga va rivoji uchun ham juda ahamiyatlidir. Jumladan, O'zbekiston Respublikasi prezidentining qarori, 28.11.2018 ildagi PQ-4038-soni, Milliy madaniyatni yanada rivojlantirish konsepsiyasini tasdiqlash to'g'risida edi. Xususan O'zbekiston ijodkorlarini qo'llab-quvvatlash "Ilhom" jamoat fondi, O'zbekiston Respublikasi madaniyat vazirligi huzurida Madaniyat va san'atni rivojlantirish jamg'armasi, O'zbekiston kompozitorlari va bastakorlari uyushmasi, O'zbekiston davlat filarmoniyasi, O'zbekiston san'at va madaniyat institutining Farg'ona mintaqaviy filiali tashkil etildi. O'zbek mumtoz va folklor san'atining noyob namunalari , o'ziga xos ijro maktablari va an'analarini asrab-avaylash va rivojlantirish tizimi yaratildi. O'zbek milliy maqom san'ati markazi va muzeyi tashkil etildi. Har 2 yilda 1 marta Xalqaro maqom san'ati anjumani hamda Xalqaro baxshichilik san'ati festivalining o'tkazilishi noyob merosimizning nufuzini jahon miqyosida oshirishi bilan bir qatorda, muhim amaliy qadam ham bo'ldi. Musiqiy madaniyat ijtimoiy ong shakillaridan biri hisolanadi hamda inson estetik tafakkurini rivojlantiradi. Jamiyat axloqi-ma'naviy hatti-harakatini tartibga solib turadi. Musiqa madaniyati juda qadimiy davrlardan buyon o'rganilib,

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rivojlantirilib kelinmoqda. Tarixiy manbalarning namoyon bo'lishicha, o'zbek musiqa madaniyatining ildizlari juda qadimiy hisoblanadi. Tarixiy adabiyotlardan, ma'lumotlardan ma'lum bo'lishicha, miloddan avvalgi IV asrda Iskandar Zulqarnan Markazi Osiyoni zabt etib olganda yunon ahli bizning ajdodlarimiz bo'lmish so'g'diylar, baqtriyaliklar va xorazmiliklarning boy va serqirra musiqa madaniyatidan lol qolganlar. Ularning xonandalari ajdodlarimizning ajoyib kuy-qo'shiqlarini, ijrochilik san'atini va yana ana shu kabi turli xil cholg'u asboblari mahorat bilan o'rganib, o'zlarining musiqa madaniyati rivojlanishida foydalanishgan.

NATIJALAR VA MUHOKAMA

IX-X asrlarda, Somoniylar hukmronligida Buxoro yuksak san'at va boy ilm-fan maskaniga aylangan edi. Bu davrda olamga mashhur bo'lgan olimlar, shoirlar va musiqachilar yetishib chiqqanlar. Bulardan mashhur allomalarimiz bo'lmish Al-Farobiy, Ahmad Farg'oniy, Abu Rayhon Beruniy, Ibn Sino, A.A.Rudakiy, A. Firdavsiylar O'rta asr Sharq musiqa madaniyatiga o'zlarining katta xissalarini qo'shganlar. Bulardan Al-Farobiy va Ibn Sino Sharq musiqashunosligi ravnaqiga sezilarli xissa qo'shdilar. Tariximizda musiqa rivoji uchun shu va shu kabi allomalarimizning xissalari nihoyatda behisobdir, ana shu bilimlarni o'rganganimizda o'z musiqiy tafakkurimizni yanada rivojlantirib, sermazmun, bo'lishini ta'minlaymiz. Musiqiy tafakkur insonni nafaqat zihnini, bilimini va ilmini balki dunyoqarashini ham rivojlantiradi. Musiqiy tafakkur inson aqliy faoliyatini rivojlantiradi. Aslida tafakkur tushunchasi, tevarak-atrof muhitni, ijtimoiy hodisalarni hamda voqelikni bilish quroli hisoblanadi, shu bilan bir qatorda, inson faoliyatini amalga oshirishning asosiy sharti hisoblanadi. U sezgi, idrok, tasavvurlarga solishtirilganda voqelikni to'la va aniq aks ettiruvchi yuksak bilish jarayoni hisoblanadi. Tafakkur deb, voqelikdagi narsa hamda hodisalarni va ular o'rtasidagi bog'lanishlarni fikran umumlashtirib, vositali yo'l bilan aks ettirishga ham aytiladi. Voqelik tafakkurda, idrok va tasavvurgina nisbatan chuqurroq, sezilarliroq hamda to'laroq aks etadi. Biz sezgi, idrok vositasi bilan bilishimiz mumkin bo'lmagan narsa yoki hodisalarni, narsa yoki hodisalarning xususiyatlarini, ularning bog'lanish va munosabatlarini tafakkur vositasi bilan bilib olishimiz mumkin bo'ladi. Tafakkur -inson miyyasining alohida funksiyasi hisoblanadi. Uning nerv fiziologik asosi ham birinchi va ikkinchi signal sistemalarining o'zaro munosabatidan iborat. Tafakkur qilish jarayonida insonda fikr, mulohaza, g'oya va faraz kabilar paydo bo'ladi hamda ular shaxsning ongida tushunchalar, hukmlar, xulosalar shaklida namoyon bo'ladi. Tafakkur- til va nutq bilan chambarchas, uzviy bog'liq ravishda namoyon bo'ladi. Fikrlash faoliyati esa nutq shaklida paydo bo'ladi. Nutq aloqasi jarayonida insonning xissiy mushohada doirasi kengayibgina qolmay, orttirilgan tajriba boshqa kishilarga ham beriladi. Inson o'zining ongi, tafakkuri, nutqi, fikrlashi hamda ongli xatti-harakati bilan boshqa mavjudotlardan farqli ravishda ajralib turadi. U fikr yuritish faoliyatida o'zida mavjud bo'lgan, aks ettirgan, idrok qilgan, tasavvur etgan narsa hamda hodisalarning haqiqiylikni aniqlaydi, buning natijasida hosil qilingan hukmlar, tushunchalar, xulosalar chin yoki chin emasligini belgilay oladi. Inson tafakkuri orqali voqelikni umumlashtirib va uni bevosita (bilvosita) aks ettiradi, narsa hamda hodisalar o'rtasidagi eng muhim bog'lanishlar, munosabatlar, xususiyatlarni anglaydi. Shu bilan bir qatorda, inson muayyan qonun va qonuniyat hamda qoidalarga asoslangan holda ijtimoiy voqea va hodisalarning vujudga kelishi, kengayishi, rivojlanishi va oqibatini oldindan ko'rish imkoniyatiga ega hisoblanadi. Shunday ekan tafakkur har qanday sohada insonni rivojlantiradi. Musiqiy tafakkur esa insonni ham tartibga soladi, ham tarbiyalaydi. Buyuk alloma Abu Ali ibn Sino o'zining barkamol shaxsni tarbiyalash g'oyasida

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musiqani asosiy vosita sifatida ta'riflaydi.² Musiqa asarlari mazmun-mohiyatida badiiy g'oyalar umumlashgan holatda berilgan bo'lib, musiqali obrazlarning o'zaro munosabatlari (taqqoslanish, to'qnashuv, rivojlanish) jarayonida shakllana boradi. Bu esa musiqiy tafakkurning yanada rivojlanishida, boyishida, kengayishida, ravnaq topishida xizmat qiladi. Musiqiy tafakkurning rivojlanish ilmi asosan uchta uslubiy yo'nalishni o'z ichiga qamrab oladi: Bular: 1. Musiqa ijodiyoti an'analarini Yunoniston mantiq ilmi negizi bilan bir qatorda umumlashtirishga asoslangan ilmiy-ratsionalistik yo'nalish hisoblanadi. 2. Muayyan bir ijodiy uslub, maktab yoki musiqaning ma'lum bir sohasini amaliy o'zlashtirishga mo'ljallangan amaliy-emperik yo'nalish hisoblanadi. 3. Qur'on, hadislar, shariat arkonlari, allomalarning fikrlari hamda tasavvuf g'oyalari nuqtai nazaridan kelib chiqqan holda musiqiy tafakkurni rivojlanishining ma'naviy mohiyati, tarbiyaviy ahamiyati masalalarini o'rganishga bag'ishlangan diniy-ma'naviy yo'nalish hisoblanadi. Mamlakatimizda yoshlar musiqiy tafakkurini rivojlantirishda oiladagi ijodiy muhit, keng fikrli va bilimga chanqoq yoshlar guruhini tashkillash, innovatsion ta'lim, kitobxonlikning yoshlar musiqiy tafakkurini, ongini rivojlantirishdagi yondashuvni yo'lga qo'yish maqsadga muvofiqdir.

Xalq musiqasi va professional musiqa – yoshlarni tafakkurini oshirishda, axloqiy-estetik tarbiyalashda muhim vosita hisoblanadi. Musiqiy tafakkurni yanada rivojlantirmoqchi bo'lsak, musiqa tarixiga nazar solishimiz kerak. Masalan, 20-yillarda chinakkam o'zbek professional musiqasi hali paydo bo'lmagan edi. Uni yaratish uchun xalqning boy musiqa merosiga va zamonaviy qo'shiq ijodkorligidan foydalanish kerak edi. Shu sababli quyidagi 3 ta yo'nalishda juda katta tayyorgarlik ishlari amalga oshirilgan: barchaga ma'qul keluvchi konsertlar va dostonlar orqali musiqa san'atining eng yaxshi yutuqlarini ko'rsatish va namoyish etish; o'zbek musiqa merosini tubdan o'rganish; kerakli kadrlar va mutaxassislar tayyorlashni ta'minlash uchun keng miqyosda musiqa ta'limini yo'lga qo'yish kerak bo'lgan. Yuqoridagi shu 3 yo'nalishning haqiqiy tarafdori va fidokorlaridan biri Hamza Hakimzoda Niyoziy bo'ldi. Inqilobgacha samarali va foydali faoliyat ko'rsatgan Hamza birinchilardan va ancha keng shuhrat qozongan san'at arboblardan biri sifatida ishladi.

Hamzaning qo'shiq ijodkorligi rivojlanganini va uning o'zbek she'ri hamda musiqiy xalq ijodi bilan bog'liqligini 1915-1919 – yillarda nashr etilgan "Milliy asarlar" nomli qo'shiqlar to'plami to'la tasdiqlaydi. Bu to'plab 8 qismdan iborat bo'lib, ularning yettitasi 1915-1917-illarda chop etilgan va 40 ta qo'shiqni o'z ichiga olgan. Ular o'zbek qo'shiqlaridan hamda uyg'ur, tatar va tojik qo'shiqlarining namunalardan iboratdir. Bundan anglashiladiki, Hamza o'zbek xalq og'zaki ijodi bilan emas, balki yana shu qatorda o'zbeklarga yaqin xalqlarning merosi bilan ham shug'ullangan.³ Bundan ko'rinib turibdiki tariximizda ham juda ko'plab allomalar o'zining noyob asarlari bilan musiqiy tafakkurimizni rivojlantirishimiz uchun yetarilicha namunalar qoldirganlar.

XULOSA

Musiqa madaniyatining yoshlar musiqiy tafakkurini shakllantirishdagi tutgan o'rni hamda rolini nazariy jihatdan aniqlash, yoshlarning musiqiy tafakkurini rivojlantirishda milliy musiqa namunalarini bilan bir qatorda jahon musiqasining o'rni masalalarini joriy etish; musiqiy durdonalardan unumli foydalanish - yoshlarning ma'naviy barkamol bo'lib tarbiya topishlarida muhim omil sifatida qarashlar va yosh musiqashunos tadqiqotchilar, mumtoz musiqa hamda musiqa estetikasi bilan

² Mahmudova. S.A. Musiqiy madaniyatni shakllantirishda pedagogik tizimning ilmiy-nazariy asoslari. O'quv uslubiy qo'llanma. Farg'ona-2023.

³ Musiqa va tarbiya. Alijon Xasanov. Toshkent "O'qituvchi" 1993. 7-bet

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shugʻullanuvchi tashkilotlar, ijodiy uyushmalar faoliyatini bosqichma – bosqich rivojlantirishda va musiqa darslarida musiqiy madaniyatni qoʻllab-quvvatlashga yoʻnaltirilgan tashabbuslarni tizimli asosda amalga oshirish ishlarini belgilashda amaliy yordam beradi. Musiqiy tafakkurni rivojlantirish talaba yoshlar va boʻlajak musiqa oʻqituvchilari uchun ijodiy faoliyati, amaliyotida juda foydali hisoblanadi.

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УДК 617.753.2

**ЎСМИРЛАРДА РИВОЖЛАНГАН МИОПИЯДА ТЎР ПАРДА
ДИСТРОФИЯСИНИНГ КЛИНИК КЕЧИШИ**

Андижон Давлат Тиббиёт Институти

Т.Ж. Усманова, Д.Абдурахманова

Аннотация. Илмий мақолада ўсмирларда ривожланган миопияда тўр парда дистрофиясини ривожланишига таъсир этувчи хавф омиллари ва уларни бартараф этиш профилактикасининг долзарблиги кўрсатиб ўтилган. Хозирги кунда офтальмологиянинг долзарб муаммоларидан бири XX1 аср эпидемияси бўлган бу клиник рефракция касалликлари бўлмоқда. Касаллик кўсатгичи йилдан йилга ўсиб бориши, касалликнинг ёшариши ва оқибатда ногиронлик ни кўпайиш сабабини ўрганишдан иборат мақсад қўйилди..

Калит сўзлар: Рефрактометрия, скиаскопия, ОКТ, Фундус, А - скан.

**КЛИНИЧЕСКОЕ ТЕЧЕНИЕ СЕТЧАТОЙ ДИСТРОФИИ ПРИ
ПРОГРЕССИРУЮЩЕЙ МИОПИИ У ПОДРОСТКОВ**

Андижанский Государственный Медицинский Институт

Т.Ж. Усманова, Д.Абдурахманова.

Аннотация. В научной статье показана актуальность факторов риска, влияющих на развитие сетчатой дистрофии, и профилактики их устранения при близорукости, развившейся у подростков. В настоящее время одной из наиболее актуальных проблем офтальмологии являются эти клинически рефрактерные заболевания, которые являются эпидемиями 201-го века. Возбудитель заболевания заключается в изучении причины увеличения роста заболевания из года в год, омоложения заболевания и инвалидности у оcybat..

Ключевые слова: рефрактометрия, скиаскопия, ОКТ, глазное дно, а-сканирование

**CLINICAL COURSE OF NET CURTAIN DYSTROPHY IN ADVANCED MYOPIA
IN ADOLESCENTS**

Andijan State Medical Institute

T.J. Usmanova, D.Abduraxmanova.

Annatation. The scientific article shows the relevance of risk factors affecting the development of mesh dystrophy and the prevention of their elimination in myopia developed in adolescents. Currently, one of the most pressing problems of ophthalmology are these clinically refractory diseases, which are epidemics of the 201st century. The causative agent of the disease is to study the causes of the increase in the growth of the disease from year to year, the rejuvenation of the disease and disability in ocybat..

Key words: refractometry, skiascopy, OCT, fundus, a-scan

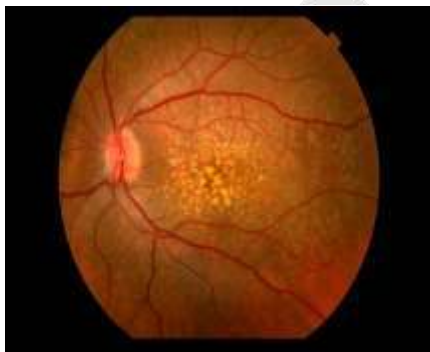
Ривожланган миопияда тўр парда дисрофияси – Энг кўп таркалган кўз касалликларидан бири бўлиб кўриш ўткирлигини сезиларли даражада пасайишига, кўриш орқали ногирон бўлиши ёки кўрмай қолишига сабаб бўлади. Дунё бўйича касалликнинг тарқалиши ЖССТ

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маълумотига кўра касаллик билан мурожат қилганлар сони хар 300 минг аҳолининг 160 мингини ташкил қилади. Иктисодий ривожланган мамлакатларда ривожланган миопияда тўр парда дисрофияси кўриш туфайли ногиронлик бўйича глаукома ва диабетик ретинопатиядан сўнгра учинчи ўринда туради. Ривожланган миопияда тўр парда дисрофиясида иккала кўзни шикастланиши 60% ташкил қилади.

Касаллик икки томонлама сурункали характерга эга. Ривожланган миопияда тўр парда дисрофияси асосий ривожланишга таъсир этувчи омиллар, генетик фактори ва ультрабинафша нур таъсири, ахборот ресурс технологияларидан нотўғри фойдаланиш ва нотўғри овқатланиш.



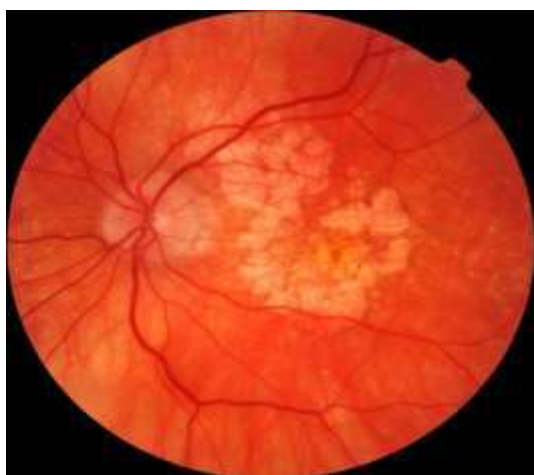
Касалликни эртанги аниқлаш, уни ривожланишини ва асоратларини олдини олиш офтальмологиянинг долзарб муаммоларидан бири ҳисобланади.

Касалликни ўрганишдан мақсад Ривожланган миопияда тўр парда дисрофияси ривожланишидаги клиник факторларни ва хавф омилларини ўрганиш.

Материал ва методлари. Андижон вилоят кўз касалликлари клиник шифохонасида 2 йил давомида 131 та бемор ривожланган миопияда тўр парда дисрофияси ташҳиси билан стационар даволанди. Беморлар ёши 16 дан 55 ёшгача. Эркаклар 85 та, аёллар 46 тани ташкил қилди. Барча беморларга тўлиқ офтальмологик текширувлар стандарт асосида олиб борилди. Анамнез йиғиш давомида беморлардаги зарарли одатлар тамаки чекиш, спиртли ичимликлар истемол қилиши, хамрох касалликлар, бемор бўйи, оғирлиги аниқланди. Беморларда кўриш ўткирлиги, КИБ, переметрия қилинди. Кўз туби гониолинза ёрдамида кўрилиб, ОКТ ва ФУНДУС камера текшируви ўтказилди.

Текширув натижалари. Ўтказилган текширувлар натижасига асосан беморлар ёшига қараб 3 та гуруҳга бўлинди. 16-25 ёшгача 38 та бемор, 25 - 35 гача 55 та бемор, 35 -55 гача -38 та бемор.

Тоғли ҳудудларда яшовчи беморлар билан шаҳарда яшовчи беморлар 66% ва 34% ташкил этди. Беморларни 36 таси юкори тоғли ҳудудларда яшайди. Беморлар вазни 65 кгдан 78 кг гача: 4 та беморда - 70 кг дан - 80 кг гача; 80% беморларда тана оғирлигининг юкори даражадалиги кузатилган. Олинган натижаларни таҳлил қилинганда қишлоқ аҳолиси орасидагига нисбатан, шаҳар аҳолиси орасида семизликга чалинганларда тўр парда макуляр дегенерацияси 9 баробар юкорилиги аниқланди.



Ёмон одатлар билан одатланганларда: спиртли ичимликлар истемол қилганларда 39 (29%) тамакида - 45 %). 8 та беморда генетик фактор таъсири аникланди. Булар яқин қариндошлик никохларда.

Шифохонада даволаниш даврида назоратга олинган беморларда шуни кузатилдики, барча беморларда хамрох касалликлари борлиги аникланди. Шуни таъкидлаш зарурки, энг кўп ривожланган миопияда тўр парда дисрофияси ошқозон ичак системаси касалликларида 68%, сурункали колитда 38%, суяк бўғим системаси касалликларида - 34% учради

Кўз олмаси томирли қавати хориокапилляр кисми, шишасимон тана лойқаланиши ва тўр парда пигмент эпителийси яллиғланишлари кузатилди.

Хулоса. Олинган натижалар шуни кўрсатадики сахар аҳолиси орасида ривожланган миопияда тўр парда дисрофияси 76% ҳолатда, шундан 60% - аёлларда, (80%) семизликга чалинган ва хамрох касаллиги бор беморларда бўлади.

Бу шуни кўрсатадики, барча мутахассислар асосан терапевт, ортопед, эндокринолог албатта офтальмологлар билан ҳамжихатликда фаолият кўрсатиши мақсадга мувофиқ бўлади. Ривожланган миопияда тўр парда дисрофияси профилактикаси амалга оширилади

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Myopia and age-related macular degeneration

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KEY WORDS: age-related macular degeneration, myopia, myopic maculopathy, staphyloma, choroidal neovascularization

Myopic macular degeneration (myopic maculopathy) is a complex of potentially coexisting degenerative changes in the macular region associated with myopia, including atrophic (mosaic changes, focal and diffuse chorioretinal atrophy, mHNV-associated atrophy), traction (myopic traction maculopathy) and neovascular (mHNV and its outcomes) components. It is considered as the most serious, irreversible, vision-threatening complication and the leading cause of bilateral visual impairment and blindness due to myopia.

The aim of the work is to identify the relationship between structural and anatomical changes in the eyeball in age—related macular degeneration and moderate and high myopia, as well as to search for the relationship between different types of myopic staphylomas and changes in visual functions.

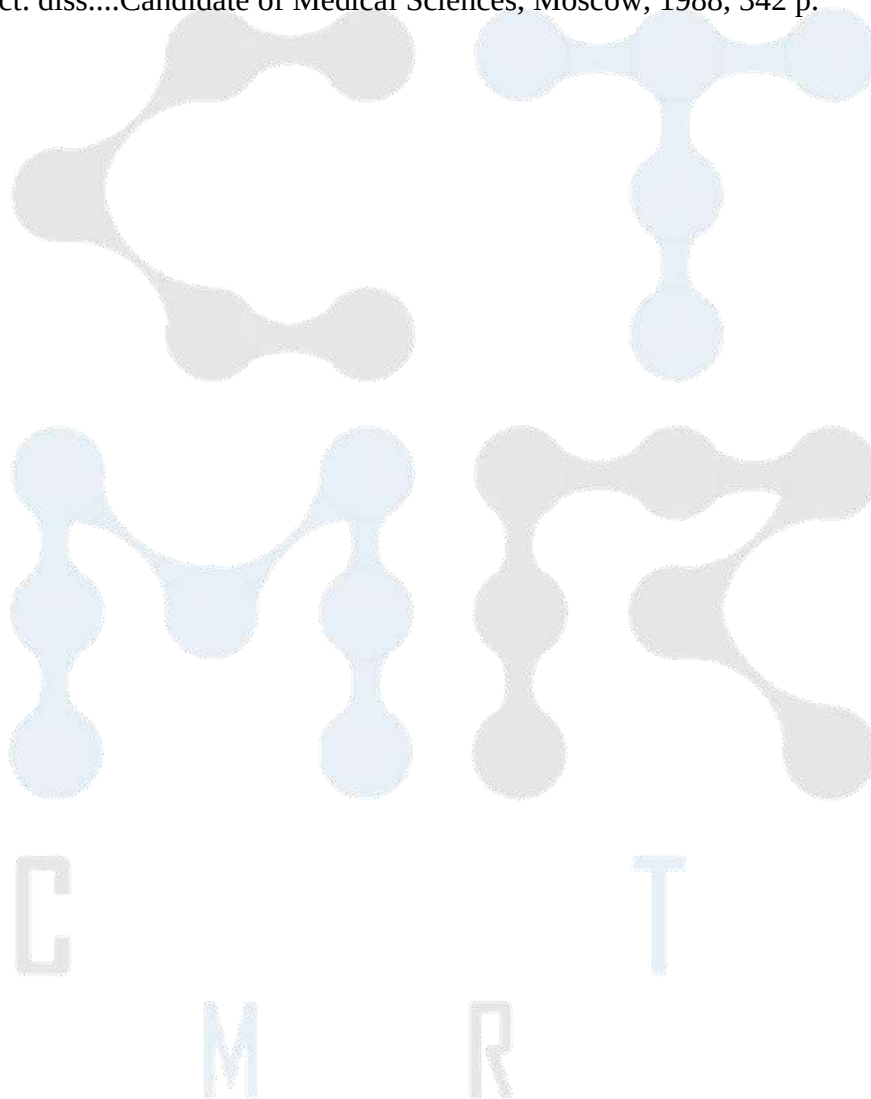
Material and methods. 60 patients (120 eyes) aged 18 to 45 years with moderate and high myopia, as well as with age-related retinal changes were examined. A pairwise analysis of quantitative and qualitative characteristics was carried out. Quantitative signs included the age of patients, maximally corrected visual acuity (MCI), computer perimetry indicators, axial eye length and retinal thickness in the central zone. Retinal changes were attributed to qualitative signs: pigment epithelial defects (PE), druses, PE detachment, choroidal neovascular membrane, Fuchs spot and diffuse chorioretinal atrophy. The influence of different types of staphylomas on visual functions was also assessed.

Results. A direct dependence of visual functions on the integrity of the retina PE has been established: in the presence of its defects or detachment, as well as other diseases, there is a decrease in the indicators of computer perimetry and MCOZ. The presence of Fuchs's spot and diffuse chorioretinal atrophy reduces MCOZ and causes a decrease in MD. The lowest visual acuity and deep depression of retinal photosensitivity were recorded in patients with combined staphylomas.

Conclusion. The data obtained indicate a direct effect of retinal dystrophic processes on visual functions: MCOZ and retinal photosensitivity indicators decrease with all the described retinal changes. The presence of staphyloma, as a factor aggravating myopia, undoubtedly changes the values of most of the studied indicators in the direction of deterioration.

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Ёшга боғлиқ макула дегенерацияси (адабиётлар шархи)

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Аннотация. Ёшга боғлиқ макула дегенерацияси (ЁБМД) - бу доимий равишда кўрликка олиб келадиган, тўр парда пигмент эпителиясида, Брух

мембранасида ва тўр парданинг макула зонасининг хориокапилляр қатламида сурункали дегенератив жараён сифатида намоён бўладиган прогрессив касаллик. Спектрал оптик когерент томография (СОКТ) ва статик автоматик периметрия (САП) тўр парда касалликлари бўлган беморларда морфометрик текширишнинг энг инфорамцион усули ҳисобланади. Бу мутлақ ва нисбий ўзгаришларнинг миқдорий ва фоиз нисбатларини кўрсатиб, марказий кўриш соҳасидаги ўзгаришларнинг хусусиятларини баҳолашга имкон беради.

Калит сўзлар: глаукома, макула дегенерацияси, оптик когерент томография, статик периметрия. (РПД) -Ретикуляр псевдодрузлар, ЁБМД.

Возрастная макулярная дегенерация (обзор литературы)

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Аннотация. Возрастная макулярная дистрофия (ВМД) – прогрессирующее заболевание, неуклонно ведущее к слепоте и проявляющее себя хроническим дегенеративным процессом в пигментном эпителии, мембране Бруха и хориокапиллярном слое макулярной зоны сетчатки. Наиболее информативным методом морфометрического исследования у пациентов с заболеваниями сетчатки является спектральная оптическая когерентная томография (СОКТ). Среди функциональных наиболее информативна статическая автоматическая периметрия (САП), позволяющая оценивать особенности изменений центрального поля зрения с указанием количественного и процентного соотношения абсолютных и относительных скотом.

Ключевые слова: глаукома, макулодистрофия, оптическая когерентная томография, статическая периметрия.

Age-related macular degeneration (literature review)

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Annotation. Age-related macular degeneration (AMD) is a progressive disease that steadily leads to blindness and manifests itself as a chronic degenerative process in the pigment epithelium, Bruch's membrane and choriocapillary layer of the macular zone of the retina. Spectral optical coherence tomography (SOCT) is the most informative method of morphometric examination in patients with retinal diseases. Among the functional ones, static automatic perimetry (SAP) is the most informative, which makes it possible to evaluate the features of changes in the central field of vision, indicating the quantitative and percentage ratio of absolute and relative changes.

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Key words: glaucoma, macular degeneration, optical coherence tomography, static perimetry.

Қариялардаги кўришнинг бузилишлар инсон саломатлигидаги глобал муаммо бўлиб, дунё бўйлаб миллионлаб одамларнинг ҳаёт сифатига сезиларли таъсир қилади [53, 167]. ЁБМД ривожланган мамлакатларда марказий кўришнинг жиддий ва қайтарилмас йўқолишининг асосий сабабидир [129]. Шуни ҳам таъкидлаш керакки, кўплаб беморлар учун ЁБМД билан боғлиқ кўриш ўткирлигини бузилишлари мустақилликни йўқотиш, депрессия ва молиявий муаммоларнинг кўпайишини англатади [55, 260]. Мета-таҳлилга кўра, 2040 йилга келиб, дунёдаги ушбу касаллик билан касалланганлар сони 288 миллион кишига етади [129]. Эрта босқичларда ЁБМД билан касалланиш 6,8% га баҳоланмоқда, кеч босқичларда эса 1,5% [230]. ЁБМД нинг дастлабки босқичидан кеч босқичга ўтиш тезлиги ва даражаси жуда ўзгарувчан. Шундай қилиб, Beaver Дам Её маълумотларига кўра, 43-86 ёшдаги беморларда 15 йиллик кузатув давомида иккала кўзда дастлабки ЁБМД белгилари умумий аниқлаш даражаси 13,5% ва 14,8% ни ташкил этди [115]. Шимолий Америка, Европа ва Австралиядан учта ирқий популяцияда кўз касалликларининг тарқалиши тўғрисидаги демографик маълумотларнинг биргаликдаги таҳлили ЁБМД нинг ёшга боғлиқ тарқалишини кўрсатди. Умуман олганда, ЁБМД 21 ёшдан 55 ёшгача бўлган умумий аҳолининг 64 фоизда аниқланди. Ушбу кўрсаткич 13,05 ва ундан катта ёшдаги одамларда 85% гача ўсди. ЁБМД ҳўл шаклининг тарқалиши 17 ёшдан 55 ёшгача бўлган субъектлар орасида 64% дан ва 58 ёшдан ошган одамлар орасида 85% гача ошди. Географик атрофия (ГА) тарқалиши бир хил ёш гуруҳларида 0,04% дан 4,2% гача ошди [230]. 16 ЁБМД турли хил хавф омилларининг яқинлашувидан келиб чиқадиган касаллик сифатида қаралади. Қарилик, чекиш, антиоксидантларни кам истеъмол қилиш, тана массаси индексининг ошиши, оилавий тарих, гипертония, катта юмшоқ друслар ва субретинал друсеноид конлари ва хориоидал неоваскуляризация (ХНВ) ривожланиш хавфини ошириши аниқланди [88, 230, 232, 233, 256, 258]. Бир қатор муаллифларнинг фикрига кўра, метаболик ва таркибий ўзгаришларнинг генетик ва экологик хавф омиллари билан ўзаро таъсири патологик ўзгаришларни келтириб чиқаради, касалликнинг эрта бошланиши натижасида бу фенотипик ўзгаришларнинг ривожланишига ёрдам беради [81, 125]. Бугунги кунга қадар ЁБМД билан боғлиқ 34 харитага туширилган ва турли ҳисоб-китобларга кўра, ушбу касалликнинг ривожланишига таъсир қилиши мумкин бўлган 33 дан 50 гача полиморф генлар мавжуд. Бундан ташқари, қуйидагилар ўтказилади. Турли хил кеч босқичли ЁБМД фенотипларининг хусусиятларини аниқлашга қаратилган генетик тадқиқотлар [12, 28, 150]. ЁБМД ривожланишида генларни кодлашнинг генетик полиморфизмлари алоҳида ўрин тутди: комплемент фаоллашувининг муқобил йўлининг оксил - ингибитори - Х (СФХ), серин протеаз 1 (ХТРА1), ЁБМД юқори сезувчанлик фактори 2(АРС2), хужайра пролиферацияси регулятори, лимфоцит активатори ПЛЕХА1 макулада ифодаланган. Клиник белгиларга кўра, ЁБМД икки шаклга бўлинади: экссудатив "ҳўл" (ёки неоваскуляр) ва экссудатив бўлмаган "қурук" (ёки атрофик). Ёшга боғлиқ кўз касалликларини ўрганиш (АРЕДС) томонидан таклиф қилинган умумий ташкил этилган ва тез-тез ишлатиладиган клиник тасниф, унга кўра ЁБМД нинг эрта, оралик ва кеч босқичлари ажратилган. Энг аниқ ўзгаришлар ЁБМД нинг оралик ва кеч босқичларида кузатилади. ЁБМД нинг оралик босқичи (3-тоифа АРЕДС) 17 кўп сонли ўрта друслар, камида битта катта друза (диаметри 125 микрон) ёки кнд атрофияси билан тавсифланади, бу марказий фоссага таъсир қилмайди. Асосан, кўришнинг жиддий йўқолиши ЁБМД нинг кеч босқичи (4-тоифа АРЕДС) билан боғлиқ бўлиб, қуйидаги белгилардан бири

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мавжудлиги билан намоён бўлади: кнд, фоторецептор қатламининг прогрессив атрофияси деб номланувчи марказий чуқурчани олиб қўйиш билан хориокапиллярлар ва янги ҳосил бўлган томирларнинг ўсиши [85] деб номланувчи Брух мембранаси орқали (ХНВ)нинг замонавий таснифи неоваскуляризация келиб чиқиши ва шикастланиш даражасига асосланади: ХНВ 1-тоифа (яширин) томирлар хороиддан келиб чиқади ва КНД остида қолади; ХНВ 2-тоифа (классик) томирлар ҳам хороиддан келиб чиқади, лекин улар КНД орқали ёрилиб, унинг устида жойлашади. Неоваскуляр комплекда у ёки бу компонентнинг устунлигига қараб, "асосан классик" ва "асосан яширин" турлари ажратилади. Тўр парда ангиоматоз пролиферация (ТПАП) деб аталадиган 3-турдаги ХСВ томирлари тўр парда артериялардан ҳосил бўлади ва хороид томон ўсиб чиқади, ретиноид анастомозни ҳосил қилади [147]. ЁБМД яна бир клиник шакли бир шохланган томир тармоғи шаклида хороидал томирлар аномалия ва "полип-каби" томир борлиги идиопатик хороидал вассулопатия ҳисобланади. Мавжуд ГА фонида юзага келадиган ХНВ ривожланишига эътибор қаратиш лозим [126, 206, 228, 239]. Гистопатологик тадқиқотлар атрофия ва ХНВ нинг кўзларида биргаликда мавжудлигини намоёиш этди, бу ерда иккинчиси клиник жиҳатдан аниқланмаган [253]. Ушбу иккала усул ҳам кам ўрганилган ва алоҳида қизиқиш уйғотадиган учинчи, аралаш, кеч босқичли ЁБМД фенотипининг мавжудлигини англатади. Яқинда мавжуд ХНВ билан кўзларда атрофия ривожланиши фаол муҳокама қилинмоқда. ЁБМД ҳўл шаклда узоқ муддатли антиангиогениз даволаш узоқ муддатда кўриш вазифаларни барқарорлаштиришга эга. Ушбу атама аниқ белгиланмаган ва "ГА" нинг синоними сифатида ишлатилганига қарамай, бир қатор нашр этилган ишларда у ХНВ регрессияси ва фонида атрофик ўзгаришлар мавжуд бўлганда клиник тадқиқотлар контекстида қўлланилади. Неоваскуляр мембрана белгиларисиз ЁБМД курук шаклининг ривожланишининг якуний босқичи, "ГА" атамаси қўлланилади." [138, 139, 168, 260]. ЁБМД нинг дастлабки клиник кўринишлари турли хил кисталар ва ёки пигментли ўзгаришлар аниқланади. Кўпгина ҳолларда, қаттиқ ёки юмшоқ друзлар, шунингдек, уларнинг бир кўзда комбинацияси мавжуд. Думалоқ ва дискрет сариқ-оқ доғларга ўхшаш қаттиқ друзлар одатда кўплаб популяцияларда аниқланади. Улар ёшга боғлиқ эмас ва неоваскуляризация ривожланиш хавфини оширмайди. 63 микрон ёки ундан ортиқ ўлчамдаги ноаниқ чегараларга эга юмшоқ друзлар ёши билан ва ЁБМД [12, 42, 101] нинг кеч босқичига ўтиш хавфи юқори.

Ретикуляр псевдодрузлар (РПД) тузилиши ва субретинал локализацияси билан фарқланади. Уларнинг мавжудлиги ЁБМД илғор шаклларига прогрессиянинг юқори хавфи ва ангиогенез ингибиторлари [87, 174, 231] интравитреал атрофияси ривожланиши билан боғлиқ. ЁБМД нинг кеч шакллари ҳали ҳам кўплаб маҳаллий ва хорижий тадқиқотчилар томонидан ўрганилмоқда. ГА клиник жиҳатдан осонгина тан олинади, чунки ранг ўзгариши билан тўр парданинг аниқ ажратилган майдони аниқланади, бу эса хороидал томирларни тасаввур қилиш имконини беради. Неоваскуляр ЁБМД клиник белгилари қуйидаги белгиларни ўз ичига олиши мумкин: шиш, нейроэпителлий, қон кетиши, экссудат чўкма, пигмент эпителий [128]. Соҳасида тўпланган тажрибага қарамай бугунги кунга қадар ушбу патологиянинг ривожланишининг замонавий патогенетик асослари тўлиқ ўрганилмаган, бу батафсил ўрганишни талаб қилади.

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БОЛАЛАРДА ТЕРМИНАЛ ШАРОИТДА КАРДИОПУЛЬМОНАЛ РЕАНИМАЦИЯ

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Аннотация. Ушбу мақоладаги асосий мақсад болаларда терминал шароитда кардиопульмонал реанимация клиник ўлим-бу ҳаёт ва биологик ўлим ўртасида ўтиш даври бўлган ҳолат, у онг, нафас олиш ва қон айланишининг тўлиқ йўқлиги, арёф лекция ва қорачиғнинг кенгайиши билан тавсифланади. Болаларда нафас олишни тўхтатиш оғир жароҳатлар, чўкиш, кимёвий заҳарланиш, токсикоз, яллиғланиш касалликлари, нафас йўллариининг обструкцияси сабаб бўлиши мумкин. Реанимацион ёрдамни қиёсий баҳолаш ва болаларда касалликнинг асосий сабабларини аниқлаш эди.

СЕРДЕЧНО-ЛЕГОЧНАЯ РЕАНИМАЦИЯ В ТЕРМИНАЛЬНЫХ СОСТОЯНИЯХ У ДЕТЕЙ

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Аннотация. Основной целью данной статьи является клиническая смерть при проведении сердечно-легочной реанимации в терминальных состояниях у детей - состояние с переходным периодом между жизнью и биологической смертью, характеризующееся полным отсутствием сознания, дыхания и кровообращения, сокращением сердца и увеличением желудочка. Остановка дыхания у детей может быть вызвана тяжелыми травмами, утоплением, химическим отравлением, токсикозом, воспалительными заболеваниями, обструкцией дыхательных путей. Реанимация - это сравнительная оценка оказания помощи и выявление основных причин заболеваний у детей.

CARDIOPULMONARY RESUSCITATION IN BALLARD'S TERMINAL CONDITIONS

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Annotation. The main purpose of this article is clinical death during cardiopulmonary resuscitation in terminal conditions in children - a condition with a transitional period between life and biological death, characterized by a complete absence of consciousness, respiration and blood circulation, heart contraction and ventricular enlargement. Respiratory arrest in children can be caused by severe injuries, drowning, chemical poisoning, toxicosis, inflammatory diseases, and airway obstruction. Intensive care is a comparative assessment of care and identification of the main causes of diseases in children.

Мавзунинг долзарблиги. "Кардиопульмонал реанимация" атамаси қабул қилинган, чунки бугунги кунда амалда терминал шароитида ушбу иккита энг муҳим функцияни тузатиш

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мумкин. Охир оқибат, реанимациянинг асосий мақсади бутун тананинг ҳаётий функцияларини тиклашдир. Теринал ҳолат деганда биологик ўлимдан олдинги организм ҳаётий фаолиятининг охирги даври тушунилади, бунда қайтарилмас ўзгаришлар биринчи навбатда мия ярим шарларининг хужайраларида содир бўлади. Теринал шароитларига преагонал давр, азоб ва клиник ўлим киради. Преагонал давр оғир, қон босимининг 60-70 мм сим. уст. гача пасайиши ва жуда саёз нафас олиш билан тавсифланади. Азобда юрак фаолияти янада инҳибе қилинади; қон босими қоида тариқасида аниқланмайди, юрак тонлари жуда сустлашади ва пульс периферияда аниқланмайди. Нафас олиш кескин тушқун ва аритмикдир. Клиник ўлим-бу ҳаёт ва биологик ўлим ўртасида ўтиш даври бўлган ҳолат, у онг, нафас олиш ва қон айланишининг тўлиқ йўқлиги, арефлексия ва қорачиғнинг кенгайиши билан тавсифланади. Болалардаги терминал шароитларининг сабаблари жуда хилма-хилдир. Кўпинча, худди шу сабаб нафас олиш ва юрак тўхташига олиб келиши мумкин, аммо бу функциялардан бири бўлмаганда юрак ёки нафас олиш фаолиятини вақтинча ушлаб туриш аллақачон терминал ҳолатини кўрсатади ва реанимацияни талаб қилади. Болаларда нафас олишни тўхтатиш оғир жароҳатлар, чўкиш, кимёвий захарланиш, токсикоз, яллиғланиш касалликлари, соқчилик, нафас йўллариининг обструкцияси (бегона жисм) сабаб бўлиши мумкин. Болаларда асфиксиянинг энг кенг тарқалган сабаби нафас йўллариининг обструкцияси бўлиб, бу нафас йўллариининг торайиши, тилнинг катта илдизи, трахеядан рефлексларнинг пасайиши, нафас олиш мушакларининг ёмон ривожланиши, болаларнинг балғамни ютолмаслиги каби нафас олиш тизимининг анатомик ва физиологик хусусиятлари билан осонлашади. Нафас олишни тўхтатиш механизми: юқоридаги сабаблар натижасида гипоксия, гиперкапния ва ацидоз пайдо бўлади, бу эса нафас олиш марказини сусайтиради. Болаларда қон айланишини тўхтатиш кўпинча асфиксия, гипоксия, катта қон кетиш, юрак касалликлари, фармакологик дориларнинг ножўя таъсири (адреналин, юрак гликозидлари, новокаин ва бошқалар) натижасида содир бўлади. Болаларда, кўпинча катталарда қон айланишини тўхтатиш рефлексли, масалан, рефлексоген зонани манипуляция қилиш пайтида содир бўлиши мумкин. Юракни тўхтатиш механизми жуда хилма-хилдир. Кўпгина ҳолларда юрак тўхташининг сабаби гипоксия, гиперкапния, гиперкалемия ва метаболик ацидознинг комбинацияси бўлиб, улар миокарднинг кўзғалувчанлиги, ўтказувчанлиги ва контрактиллигини бузади. Рефлексли юрак хуружлари рефлекснинг кучайиши натижасида содир бўлиб, қон босимининг кескин пасайишига олиб келади. Терминал ҳолати нафас олиш ёки қон айланишини тўхтатиш ёки оғир депрессия билан тавсифланади. Нафас олиш етишмовчилигининг белгиларига онгни йўқотиш, оғир цияноз, нафас олишнинг тўлиқ йўқлиги ёки индивидуал нафас олиш ҳаракатлари, баъзан эса беихтиёр сийиш ва дефекация киради. Қон айланишини тўхтатиш кўпинча қон босимининг кескин пасайиши, брадикардия ёки тўсатдан тахикардия, циянознинг тез ўсиши ёки терининг оқариши, нафас олиш аритми, экстрасистолия, қоринча тахикардияси, артериал қоринча блокиннинг 2 даражаси каби продромал белгилар билан бошланади. Қон айланишини тўхтатишнинг дастлабки аломати катта артерияларда пулснинг йўқлиги. Қорачиғнинг кенгайиши қон айланишини тўхтатгандан 30-60 сониядан кейин содир бўлади, шунинг учун сиз унинг пайдо бўлишини кутмаслигингиз керак.

Хулоса. Мия ярим кортексининг хужайралари қон айланишини тўхтатиш пайтида 3-4 дақиқа давомида яшовчан бўлиб қолиши туфайли бу давр жуда муҳим, шундан кейин мияда қайтарилмас ўзгаришлар содир бўлади. Баъзида, масалан, гипотермия фонида, мия ярим кортексининг хужайраларига зарар етиши мумкин, аммо нормал шароитда реанимация учун

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вақт захираси 3-4 дақиқадан ошмайди. Реанимация чоралари жабрланувчини биринчи марта кашф этган шахс томонидан бошланиши керак ва нафас олиш ёки юрак фаолиятининг тўлиқ тўхташини кутмаслик керак. Кардиопулмонал реанимация аллақачон преагонал ва атонал ҳолатда, оғир нафас олиш ва қон айланиш депрессияси мавжуд бўлганда бошланиши керак. Реанимациянинг асосий тамойиллари терминал ҳолатига сабаб бўлган сабабдан қатъи назар, максимал стереотиплаш билан тавсифланади. Интенсив терапияни икки босқичга бўлиш мумкин. Биринчи босқич (тиббийгача ёки ҳатто тиббийгача) нафас йўллариининг ўтказувчанлигини тиклаш, механик шамоллатиш ва билвосита юрак массажини ўз ичига олади. Иккинчи босқич (ихтисослаштирилган ёрдам) мустақил нафас олиш ва қон айланишини тиклашга қаратилган чора-тадбирларни амалга оширишдан иборат. Биринчи босқичда реанимация тадбирларининг кетма-кетлиги қуйидагича: Дори-дармонлар йўқ, бунга вақт сарфламанг! 1. Болани орқа томонига қаттиқ нарсага (полга, столга) қўйинг. 2. Нафас олиш йўллариини бўшатинг ва уларнинг бўш ўтказувчанлигини сақланг: бошини орқага буранг (қўлингизни елка остига қўйинг), орофаренкни бузиш ёки сўриш билан тозаланг, пастки жағи олдинга олиб боринг (бошқа қўлнинг кўрсаткич бармоғи пастки жағ бурчагига). 3. Икки ёки учта сунъий нафас: оғиздан оғизга усул, нафас олиш сумкаси ёрдамида. 4. Билвосита юрак массажини бошланг: стернумнинг пастки учдан бирига кафт билан ўртада 4-5 марта босиш, шунда катта ёшдаги болаларда стернум умуртқа поғонасига 4-5 см яқинлашиши ва чакалоқларда бош бармоқ босими стернумнинг 1,5—2 см силжиши билан бажарилади. Ритм ёшга боғлиқ юрак уриш тезлигига мос келиши керак. 5. Нафас олиш учун 4 та юрак қисқариши нисбатида шамоллатиш ва билвосита юрак массажини давом эттиринг. Нафас олиш пайтида массаж қилинмайди ва массаж пайтида механик шамоллатиш амалга оширилади. Иккинчи босқичда қуйидаги чора-тадбирлар давом эттирилади ва амалга оширилади: 6. Билвосита юрак массажи ва вентилизациясини давом этинг, иложи бўлса, Селлиск техникаси ёрдамида трахеяни интубация қилинг (қаттиқ трахея эластик қизилўнгачни қисиб қўйиши ва регургитацияни олдини олиш учун қалқонсимон безга босим) ва кислородни уланг. 7. Вена ичига ёки интракардиал (агар вена ичига юбориш мумкин бўлмаса) адреналин ва 4% натрий бикарбонат эритмасининг вена ичига юбориладиган фазаси. Ушбу дориларни қабул қилиш ҳар 5-10 дақиқада такрорланади. Калций хлорид (2-5 мл 5% эритма) ва гидрокортизон (10-15 мг / кг) ҳам томир ичига юборилади. 8. Бошга муз қўйинг-краниосеребрал гипотермия. 9. Электрокардиографни уланг ва агар керак бўлса, юракнинг электр деполаризациясини бажаринг — болада биринчи доз 2 Ж / кг, энг юқори такрорий доз 5 Ж / кг. 10. Эрта қоринча қисқаришини даволаш учун аста-секин лидокаинни 1-2 мг / кг дозада томир ичига юборинг. 11. Гиповолемиyani бартараф этиш учун "Лактасол" инфузиялари ёки инсулин билан глюкоза-калий эритмалари, қон йўқотиш билан, ювилган эритроцитлар билан Реополиглукин ишлатилади. 12. Иложи бўлса, вентиляторни уланг.

Адабиётлар

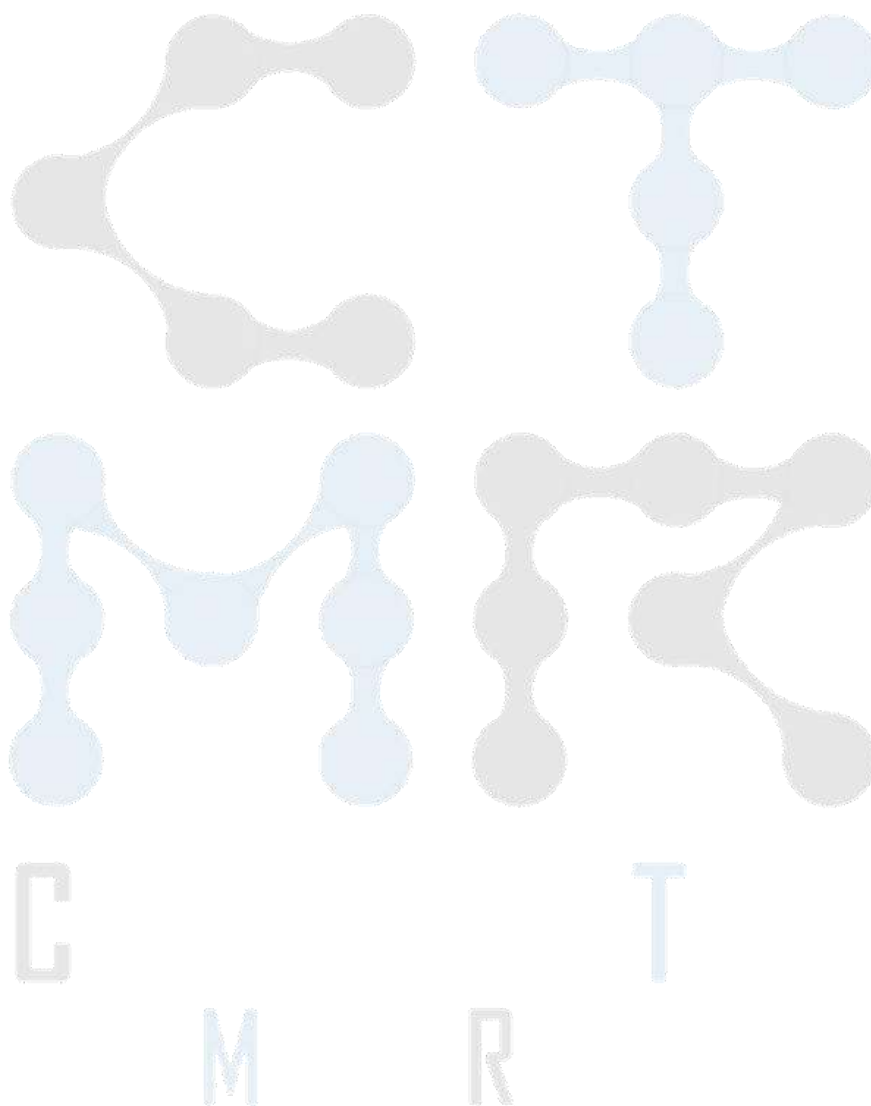
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**"THE ROLE OF TOURISM IN SOUTH KOREA'S ECONOMIC
MIRACLE"**

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Abstract: South Korea's rapid transformation from a war-torn country in the 1950s to one of the world's leading economies is often referred to as the "Miracle on the Han River." This article examines the role of tourism in this remarkable economic development. By leveraging its unique culture, history, and modern attractions, South Korea has positioned tourism as a key sector in its economic growth strategy. The analysis highlights the evolution of the tourism industry, government policies, and its socio-economic impact. Furthermore, challenges and strategies for the sustainable development of tourism in South Korea are discussed.

Keywords: Tourism Development, South Korea, Economic Growth, Hallyu (Korean Wave), Cultural Tourism, Economic Miracle, Sustainable Tourism, Infrastructure Development, Foreign Direct Investment (FDI), Globalization.

INTRODUCTION

South Korea's economic miracle is attributed to various factors, including industrialization, technological advancement, and education. However, the contribution of tourism remains an underexplored yet significant element. Tourism has not only enhanced South Korea's international visibility but also played a crucial role in fostering economic diversification, cultural export, and infrastructural development. This article aims to explore the historical development of tourism in South Korea, its socio-economic impact, and its ongoing evolution.

Development of Tourism in South Korea South Korea's journey in developing its tourism sector began in earnest during the 1960s. The establishment of the Korean Tourism Organization (KTO) in 1962 marked a pivotal moment, signaling the government's commitment to fostering tourism as a key economic driver. Key phases in this development include:

Cultural Tourism: South Korea's rich cultural heritage became a foundational aspect of its tourism strategy. Sites like Gyeongbokgung Palace, Bulguksa Temple, and the traditional hanok villages of Jeonju have become iconic attractions.

Modern Attractions and Urban Development: Urban centers like Seoul, Busan, and Incheon evolved into tourism hubs, blending traditional culture with modernity. Landmark projects, such as Lotte World Tower and Dongdaemun Design Plaza, have attracted millions of tourists.

Hallyu (Korean Wave): Since the early 2000s, the global popularity of Korean dramas, music, and fashion has created a powerful pull for international tourists. Destinations associated with K-pop stars and famous TV series, such as Nami Island and filming locations from "Winter Sonata," have become tourism hotspots.

Event-based Tourism: Hosting global events, including the 1988 Seoul Olympics, 2002 FIFA World Cup, and 2018 Pyeongchang Winter Olympics, boosted South Korea's global image as a tourist-friendly nation.

Government Policies and Investments South Korea's government has been instrumental in fostering a tourism-friendly environment through strategic initiatives:

Infrastructure Development: Major investments in airports, high-speed rail, and luxury hotels have enhanced accessibility and tourist satisfaction. Incheon

International Airport, recognized globally for its efficiency, plays a central role in this.

Marketing Campaigns: Campaigns such as “Imagine Your Korea” have effectively showcased South Korea’s unique attractions.

Visa Policies: Simplified visa procedures and visa-waiver agreements for key markets have facilitated increased tourist arrivals.

Support for Regional Tourism: Government incentives have driven the development of lesser-known destinations, ensuring balanced growth across regions.

Economic Impact of Tourism: Tourism’s contribution to South Korea’s economic miracle extends beyond direct revenues to include:

Job Creation: Tourism-related sectors, including hospitality, retail, and transportation, have created millions of jobs, particularly for young people and women.

Foreign Exchange Earnings: International tourists have contributed substantially to South Korea’s foreign reserves, with China, Japan, and Southeast Asian countries being major markets.

Cultural Export: Tourism has supported the broader export of Korean culture, driving demand for Korean products and media worldwide.

Regional Development: Investments in less-developed areas have reduced regional disparities, enhancing living standards across the country.

Challenges and Future Directions: Despite its successes, South Korea’s tourism sector faces several challenges:

Market Dependency: A heavy reliance on Chinese and Japanese tourists exposes the sector to geopolitical risks and economic fluctuations in these markets.

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Overtourism: Popular destinations like Jeju Island face environmental and infrastructure strains due to high tourist volumes.

Sustainability Concerns: Balancing economic growth with environmental preservation is increasingly critical.

Strategies for Sustainable Tourism To address these challenges, South Korea is adopting measures such as:

Promoting sustainable and eco-tourism initiatives.

Diversifying target markets to reduce dependency on specific countries.

Enhancing digital infrastructure to improve tourist experiences through smart tourism solutions.

Conclusion

Tourism has played a vital role in South Korea's economic miracle, contributing significantly to GDP, employment, and cultural exchange. By combining government support, strategic marketing, and the global appeal of Hallyu, South Korea has created a thriving tourism industry. Addressing sustainability challenges and market dependencies will be key to ensuring the long-term success of this sector.

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**Integrating strategies for the treatment of ischemic heart disease based on clinical instrumental and molecular genetic analysis
(Literature review)**

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Annotation

Recent progress in the comprehension and management of heart diseases, specifically those related to atherosclerosis, is highlighted. The importance of employing genetic insights alongside advancements in biotechnology and pharmacology is underscored to create tailored treatment options for individuals suffering from severe forms of conditions such as Familial Hypercholesterolemia, who do not respond effectively to conventional lipid-lowering interventions.

Limitations of current tools used for assessing cardiovascular risk, particularly in secondary prevention settings, are discussed. There is a critical need to enhance understanding of patient variability and the impact of lifestyle and environmental factors on health outcomes. Additionally, how gut microbiota and dietary practices contribute to inflammatory processes associated with atherosclerosis is examined, emphasizing the necessity for a comprehensive approach to understanding disease mechanisms.

Furthermore, the analysis elaborates on discoveries from large-scale genetic studies that illuminate the complex genetic landscape of coronary artery issues and the significant influence of specific genetic variations. Integrated approaches across multiple biological layers are advocated to discover functional pathways connected to coronary conditions, while also identifying potential biomarkers relevant to acute myocardial infarction and subsequent heart failure.

The relationship between oral health issues, such as gum disease, and cardiovascular problems is explored, with suggestions for using modern statistical methods to establish causality. Lastly, the significance of adopting innovative imaging methods and blood markers is emphasized to enhance diagnostic and prognostic capabilities in relation to coronary artery disease and similar conditions. This synthesis reflects a dynamic shift in research focused on improving prevention, diagnosis, and therapeutic strategies for ischemic heart disease.

Key words: cardiovascular disease, atherosclerosis, risk assessment, genetic information, secondary prevention, Familial Hypercholesterolemia, acute myocardial infarction, biomarkers, multiomics, Mendelian randomization, coronary artery disease, ischemic heart disease, stroke, heart failure, network pharmacology, metabolomics, Traditional Chinese Medicine, inflammatory diseases, periodontitis, epidemiological studies, gene expression profiling, machine learning, health outcomes, ischemic stroke, variability, personal health, lifestyle factors, health burden, clinical practice, predictive biomarkers.

The most common forms of cardiovascular disease, presenting with atherosclerosis as the etiopathological factor (ACVD) (e.g., secondary prevention patients complicated by metabolic alterations, severe heterozygous forms of Familial Hypercholesterolemia (FH) or, even more severe, homozygous FH) were untreatable using classical lipid-lowering treatments, before the use of genetic information and tremendous the advances in both biotechnological and pharmaceutical research.

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These advances, that have occurred in recent years, both heralded new therapeutic horizons and contributed further knowledge on the pathophysiological bases of such diseases, making it possible to identify markers at every stage of a molecular or cellular pattern, that can help to cluster patients who require the earliest and most aggressive forms of intervention. The latter is of immediate interest since, persisting through to today, the multitude of tools currently available in the clinics for risk assessment and the prevention of fatal and non-fatal cardiovascular events are often inaccurate. When addressing the issue of secondary cardiovascular prevention, for example, despite numerous attempts, a tool for a more precise risk assessment in terms of cardiovascular complications has not yet been implemented in clinical practice. Within this group of patients, there may be the potential for heterogeneity in the recurrence of cardiovascular events, which represents a particular concern. This can be viewed as a causative factor for subsequent studies focusing on the patient's position in secondary ACVD prevention. ACVDs, for all degrees of risk and at every stage, are diseases encompassing a multitude of complex, hardwired biological systems. Thus, in attempts to find a solution for a more accurate risk assessment, numerous factors should be taken into account and blended together, including not only the clinical phenotype of patients, laboratory and instrumental findings but also the impact of external environmental factors that characterize the daily life of a person. For example, the classical "metabolic-centric" vision of unhealthy dietary habits in the development of atherosclerosis and the related ACVD risk has been recently implemented in an immune-inflammatory context and is able to induce long-lasting changes in the gene expression and activation of entire molecular systems of the host. In fact, low quality in dietary habits (e.g., elevated consumption of industrially processed foods in place of fibers and vegetables), which reflects the environmental and socioeconomic status of the subjects, induces a long-term somatic leukemogenic expansion of the hematopoietic stem cells, and has been associated with ACVD. An analysis of gut microbiota composition conducted through the use of metagenomic sequencing, recently revealed that the variety of specific bacterial species, associated and implicated with subclinical atherosclerosis and its clinical manifestation, predisposes individual metabolic and inflammatory responses to foods [1].

The human genome is complex and regulated at multiple levels. Although findings from a genome-wide association study (GWAS) indicate that a single nucleotide polymorphism (SNP) is associated with a phenotype, a GWAS study cannot provide insight into the molecular mechanism whereby an SNP exerts its effect. Functional studies in the laboratory then are required to identify the underlying genes. Such studies often require collecting additional biomedical data on the study participants, which are not always possible because of privacy concerns and other logistical considerations. Parallel to the GWAS studies, in the past years, numerous studies have also been carried out to systematically investigate the role of SNPs at different molecular levels (transcriptome, proteome, epigenome...) and across our tissues. Therefore, a set of SNPs that significantly and independently contribute to a molecular biomarker (probe) can be used as an instrument to infer a causal effect between the probe and a phenotype using Mendelian randomization (MR) analysis. The past decade of research has provided a broader understanding of the genetic architecture of coronary artery disease (CAD) and demonstrates that it largely derives from the cumulative effect of common SNPs throughout the genome each of small effect size rather than rare variants with large effects on CAD risk. Despite this success, there has been limited progress in understanding the function of the

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novel loci, the majority of which are in noncoding regions of the genome. In the current study, we thought by integrating the GWAS summary statistics for CAD with GWAS findings from omic studies, we may be able to find functional mechanisms whereby a CAD locus exerts its effect and find molecular probes causally associated with CAD risk. For this purpose, we devised a multiomics data analysis plan (Figure I in the Data Supplement) based on MR and utilized it to search for molecular probes causally associated with the risk of CAD [2].

Acute myocardial infarction (AMI) is a consequence of rupture or erosion of a vulnerable, lipid-laden, chronic atherosclerotic coronary plaque, resulting in acute interruption of myocardial blood flow and ischemic myocardial necrosis, which remains a common cardiac emergency incidence with substantial morbidity and mortality worldwide. Concurrently, low and middle-income countries now cover more than 80% of deaths from cardiovascular disease worldwide, which contributes to the societal burden, as assessed by impaired disability-adjusted life-years. The current diagnostic evaluation for the presence of AMI relies on troponin or creatine kinase MB-fraction assays in addition to an electrocardiogram (ECG), which detects necrotic cardiomyocytes. However, it has been recognized for decades that most atherosclerotic lesions underlying AMI are only partial luminal narrowing prior to acute plaque rupture and not obstructing the coronary blood flow. Consequently, the inability to accurately and temporally predict the occurrence of AMI impairs our capability to further improve patient outcomes. Acute myocardial infarction has traditionally been classified on the basis of the presence or absence of ST-segment elevation (STEMI or non-STEMI) on the ECG. It is pertinent to note that a totally occlusive thrombus typically leads to STEMI and develops transmural or Q-wave MI, whereas most patients with non-STEMI have a partial occlusion or occlusion in the presence of collateral circulation, develop subendocardial, non-transmural, or non-Q-wave MI. However, STEMI is not only in both elderly and non-elderly (age < 65 years) patients, but survivors of acute STEMI are prone to develop progressive ventricular remodeling and dysfunction that leads to heart failure (HF). While advances in the contemporary management of STEMI have improved rates of short-term survival, the subsequent progression of HF is emerging as a prominent cause of long-term outcomes, despite the sustained potency of the infarct-related artery, by the successful percutaneous coronary intervention (PCI). Moreover, recommended HF-associated biomarkers, including B-type natriuretic peptide (BNP) and N-terminal probrain natriuretic peptide (NT-proBNP), lack specificity that they can also exhibit elevated levels in patients with congestive HF, renal failure, primary aldosteronism, and thyroid disease. There are, therefore, novel robust biomarkers with predictive potentiality for screening the chronic ischemic preconditioning and the occurrence of STEMI, and also the development of post-STEMI HF remains a crucial target for scientific advancement in cardiovascular diseases. Next-generation sequencing (NGS) technology is the driving force for genome-wide gene expression profiling, and transcriptome analysis via indispensable bioinformatics approaches has been extensively used for obtaining novel insights into mechanisms underlying the development of diseases and identifying the potential biomarkers. In the present study, we performed an integrated gene expression profiling analysis and applied a machine-learning algorithm to investigate the shared molecular patterns and identify prognostic/diagnostic differentially expressed genes (DEGs) associated with STEMI and post-STEMI HF, and detectable in the peripheral blood of patients, which may contribute to the early warning and optimized risk stratification of AMI [3].

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Coronary heart disease (CHD) is characterized by insidious onset, rapid onset, and easy progression to fatal types, such as acute myocardial infarction and heart failure. It is one of the most common ischemic heart diseases and the main reason for cardiovascular death. Since 2000, the number of deaths caused by ischemic heart disease has increased annually, contributing to 16% of the total deaths worldwide, thus becoming the world's largest killer for both men and women. At present, the main treatment methods for CHD include drug therapy, interventional therapy (endovascular balloon dilatation and stent implantation), and surgery (coronary artery bypass grafting). The aim of these treatments is to rescue ischemic myocardial tissue and cells by restoring blood supply to the ischemic area in a timely manner. However, the current methods have limited efficacy, and some of them even produce significant side effects. Therefore, targeted intervention programs should be formulated without delay to improve patients' quality of life. Some Chinese herbs have the advantage of low price, low toxicity, and synergistic effect, and are generally included in Traditional Chinese medicine (TCM) which is a very popular, complementary, and alternative medical practice. The Chinese herbal formula Xuefu Zhuyu (XFZY) is a boiled water extract of 11 herbs. It was first recorded >200 years ago in the book "Correction of Errors in Medical Classics" but remains very popular in China. During the past years, substantial research studies verified the effectiveness of XFZY in the treatment of CHD. However, because XFZY is composed of 11 Chinese herbs, its drug composition and metabolism are complex, thus rendering its pharmacological research challenging. Metabolomics is a high-throughput technology for the identification of disease biomarkers and the exploration of complex effect relationships between living systems and drugs. By analyzing the metabolite profile, metabolomics dynamically track and analyze metabolites in the metabolic cycle. With the help of multivariate statistical analysis methods, metabolomics instantly and sensitively reflect the functions of organisms caused by internal and external factors, such as genes and the surrounding environment. Furthermore, potential changes in state provide information to clinical practice. Because of these advantages, a growing number of researchers utilize metabolomics to reveal the pharmacological mechanism of TCM prescription. Network pharmacology, which constructs a "component-target-pathway" multi-layered network, vividly reflects the characteristics of TCM, and intuitively clarifies the mechanism of drug compatibility. Network pharmacology significantly contributes to revealing the intrinsic therapeutic mechanisms of Chinese medicine and its related compounds, and also provides more options for investigating and understanding the mechanism of TCM action. Recently, some researchers combined metabolomics and network pharmacology, and significant progress has been made toward understanding the action mechanism of TCM. In this work, we applied the combined method of network pharmacology and metabolomics to investigate the action mechanism of XFZY in the therapy of CHD and to predict its effective components, key targets, and related pathways [4].

Cardiovascular disease (CVD) is a common and complex disease, especially in middle-aged people over 50 years old; its morbidity, disability, and mortality rates are relatively high, posing a serious threat to human health. Every year, the number of people dying from CVD is as high as 17 million, ranking first among all causes of death. Ischemic heart disease, stroke, heart failure (HF), cardiomyopathy, and atrial fibrillation (AF) account for more than 95% of cardiovascular disease-related deaths. CVD is caused by heredity, environment, and their interactions; conventional risk factors for CVD are mainly lifestyle risk factors, including smoking, lipid metabolism disorders, hypertension, and altered glucose metabolism, all of which can be improved by lifestyle improvements. Currently, genetic studies have found a variety of CVD susceptibility genes. As

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knowledge of cardiovascular disease continues to increase, several chronic infectious, inflammatory, and immune diseases—such as periodontitis—are being found to be related to a significantly increased risk of adverse cardiovascular events. Periodontitis is one of the most common inflammatory diseases worldwide, with an incidence rate of 20–50%. Periodontitis is common in adults and is the sixth most prevalent disease globally, characterized by the gradual disintegration of the tooth-supporting apparatus. The World Health Organization reports that periodontitis is the leading cause of tooth loss in adults. Dental caries and periodontitis are prevalent in adults, especially in individuals who are older, leading to momentous health and financial burdens. Epidemiological studies have indicated that severe loss of support structure and tooth loss caused by advanced periodontitis affect ~15% of the world's population, mainly affecting adults, and morbidity increases with age in all populations. Familial and twin studies have emphasized the role of genetics in chronic periodontitis. There is now substantial evidence supporting an independent association between severe periodontitis and CVDs. Periodontal disease (PD) may lead to an overall burden of inflammation in the body and can play a role in the pathogenesis of CVDs. Evidence-based studies have revealed that dental diseases—such as periodontitis, dental caries, and tooth loss—increase the risk of diabetes mellitus, atherosclerosis (AS), stroke, coronary artery disease (CAD), HF, and AF. Research has shown that patients with moderate to severe periodontitis have a higher risk of an initial cerebrovascular event than patients without periodontitis or with mild periodontitis; people suffering from periodontitis have more than twice the risk of stroke than periodontally healthy people. Several studies have also reported a positive relationship between periodontitis and HF. A large-scale study from Asia based on the Taiwan National Health Insurance Research database suggests that the incidence of AF in patients with periodontal disease is significantly higher than that in patients without periodontal disease. Recently, large-cohort studies have indicated that both new-onset and prevalent periodontitis are related to increased CAD risk, and in patients with stable CAD, there are graded associations between tooth loss, stroke, and cardiovascular and all-cause death. However, the causality between PDs and CVD remains unclear, since observational studies are impeded by reverse causal bias and residual confusion. Due to the nature of the study design, the existence of potentially significant confounding effects may bias the results of observational studies. Mendelian randomization (MR) is a kind of data analysis method that is mainly used in epidemiological etiology inference. Alleles are randomly assigned to progeny gametes during gamete formation based on the Mendelian independent distribution law. Therefore, the associations between genes and diseases are not influenced by common confounding factors such as postnatal environment, socioeconomic status, or behavioral factors, and the causal timing is reasonable, making the effect estimates closer to the real situation [5].

Stroke is a heterogeneous and complex disease composed of 3 main types: ischemic stroke, intracerebral hemorrhage, and subarachnoid hemorrhage. Within the phenotype of ischemic stroke, various subtypes appear to differ in degree of heritability. Here, we focus on ischemic stroke and its subtypes. GWASs have provided the strongest evidence for loci associated with the common form of ischemic stroke (Table 2). To date, all such loci have had 2 characteristics. First, most of the loci have been discovered in other mechanistically related conditions such as atrial fibrillation, CAD, and coagulation, with subsequent confirmation of associations with ischemic stroke. This is not unexpected, given the pathogenic associations between stroke and these other traits, and because the GWASs of these other conditions have far greater sample sizes and statistical power compared with the GWASs of ischemic stroke. Second, the associations are specific to subtypes of ischemic stroke.

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For example, a locus on chromosome 4q25 adjacent to the transcription factor PITX2 (codes for pituitary homeobox 2), found to be associated with atrial fibrillation, was subsequently found to be associated with cardioembolic stroke.⁵² Additionally, a locus on chromosome 16q22 involving ZFHX3 (the zinc finger homeobox protein 3) has been associated with both atrial fibrillation and cardioembolic stroke.⁵³ Similarly, a pooled analysis demonstrated that 6 SNPs in the chromosome 9p21 locus, first identified through a heart disease GWAS,²⁶ are associated with atherosclerotic stroke independently of demographic variables, CAD, MI, and other vascular risk factors.⁵⁴ The 9p21 locus seems to affect stroke risk independently of the risk of MI. Genetic variants identified through GWASs of coagulation/fibrin phenotypes were subsequently examined for association with ischemic stroke. The rs505922 in the ABO gene was found to have a replicated association with large-vessel and cardioembolic stroke.^{28,55} GWASs have yet to identify a locus that imparts risk by modifying tissue sensitivity to ischemic injury. A genetic variant that imparts sensitivity of the brain parenchyma to focal ischemia might be expected to have an association across ischemic stroke subtypes while lacking an association with conventional atherosclerotic risk factors for stroke such as atrial fibrillation and hypertension (parenchymal hypothesis) [6].

Cardiovascular diseases (CVDs) are the primary cause of mortality worldwide with 17.3 million deaths per year, and an estimation of 23.6 million in 2030, placing it as a relevant issue for the public health system. Coronary heart disease (CHD) is the largest contributor of CVDs and the mortality rate is due in prevalence to atherosclerosis, a chronic inflammatory condition of the arterial wall. Unfortunately, myocardial infarction (MI) is still a first common manifestation of CHD and, in about 50% of patients, angina pectoris is the first symptom of the pathology. For this reason, an accurate and prompt diagnosis in CHD patients could improve prognosis and/or quality of life and allow timely and adequate therapeutic treatments (percutaneous or surgical myocardial revascularization, pharmacological therapy). Furthermore, efforts should be focused on primary prevention or early detection of subjects suffering from coronary atherosclerosis, in order to implement therapeutic strategies, so reduce morbidity, health expenditure, and mortality. The risk of clinical manifestations of CHD is currently estimated according to multifactorial integrated prediction models developed on the basis of population studies that have allowed to evaluate the likelihood of cardiac events, even though some of them have a poor predictive value. Imaging techniques have deeply increased early detection of CHD, although the invasive approach restricts their feasibility mainly to symptomatic patients. Among them, for their higher spatial resolution, intravascular ultrasound (IVUS), X-ray angiography (XRA), and computed tomography coronary angiography (CTCA) provide a direct evaluation and quantification of coronary artery alteration, while cardiac magnetic resonance (CMR) and nuclear medicine techniques (single photon computed tomography (SPECT), and positron emission tomography (PET)) provide indirect information of CHD, estimating myocardial perfusion and metabolism abnormalities that are consequent to coronary artery disease. In addition, serum/plasma biomarkers can be minimally-invasively extracted in asymptomatic patients in order to analyze at different levels (e.g., cellular, biochemical, epigenetic, and/or transcriptional) atherosclerosis and CHD development. This review underlines the role of different imaging modalities in the setting of coronary atherosclerosis and describes novel blood-based markers that could improve diagnosis and have a better predictive value in CHD [7].

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ИССЛЕДОВАНИЕ ПРОЦЕССОВ ПОЛУЧЕНИЯ ПОПЕРЕЧНО КЛИНОВЫМ ПРОКАТОМ ПОКОВКУ РЕЗЦА РШ 38/30-75L53/19

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Аннотация: Представлены результаты исследования процесса получения резца РШ 38/30-75L53/19 методом поперечно клиновой прокатки с помощью компьютерного моделирования.

Ключевые слова: резец РШ 38/30-75L53/19, поперечно-клиновая прокатка, метод конечных элементов, программный комплекс Qform.

Задачей этого исследования является процесс получения резца РШ 38/30-75L53/19 поперечно-клиновой прокаткой, для выявления наиболее оптимальных режимов их ведения. Метод поперечно-клиновой прокатки является эффективным при серийном и крупносерийном производстве. Использование поперечно клиновой прокатки даёт возможность сделать получаемую деталь более прочным, также увеличивает его производительность.

Схема получения резца РШ 38/30-75L53/19 методом поперечно клиновой прокатки который показан на рис.1. заключается в обработке металла осесимметричными формами с помощью клиновидных инструментов. Инструмент устанавливается в плоских плитах прокатных станов. В процессе ПКП, инструмент состоит из трех следующих зон: ножевой, формовочной и калибровочной. В ножевой зоне клин постепенно погружается в материал, уменьшая диаметр заготовки до предполагаемого значения. В зоне формования за счет воздействия боковых стенок клина происходит спиральное обжатие по всей длине l прокатываемой ступени. В зоне калибровки заготовка подвергается ротационному обжатию, в ходе которого удаляются все неровности формы, образовавшиеся на предыдущих этапах процесса.

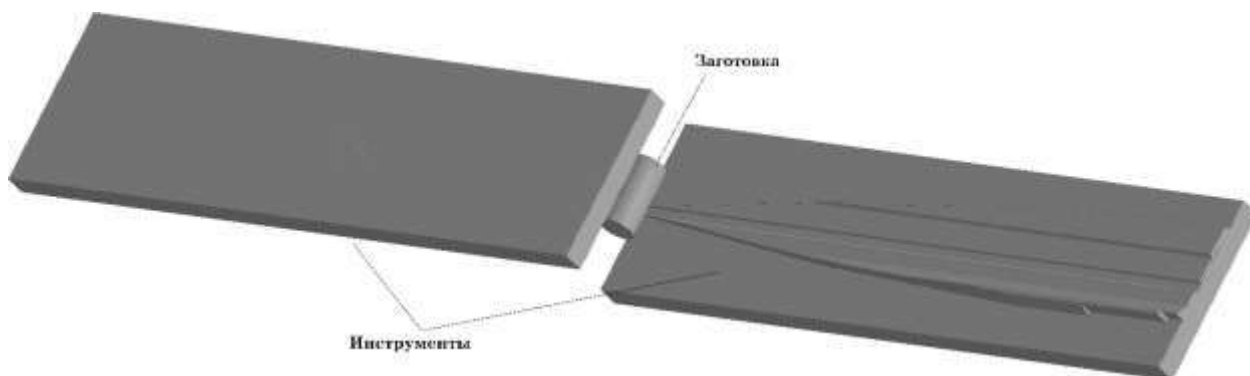


Рис.1. Схема процесса поперечно клиновой прокатки для получения поковку резца «РШ 38/30-75L53/19».

Для анализа процесса изготовления резца РШ 38/30-75L53/19 был использован программный комплекс QForm 2D/3D. Конечно-элементная модель представлена на рис. 2.

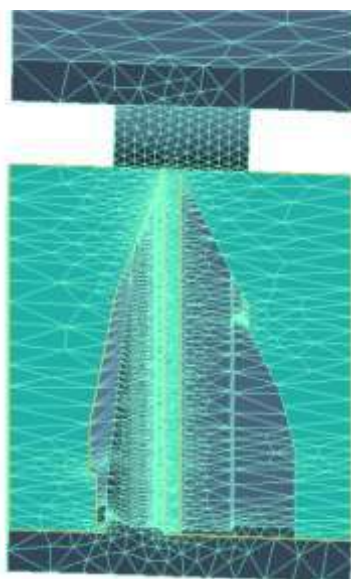


Рис.2. Конечно-элементная модель.

В ходе процесса спроектирован инструмент - для поперечно-клиновой прокатки изделия «РШ 38/30-75L53/19», который содержит две инструментальные плиты с параллельными опорными поверхностями, имеющие одинаковые противолежащие клиновые деформирующие элементы с деформирующей гранью и с плоской калибрующей гранью, наклоненной к опорной поверхности, отличающийся тем, что, с целью повышения качества изделий путем уменьшения некруглости их конических концевых частей за счет минимизации объема металла, вытесняемого калибрующими гранями, каждый клиновой деформирующий элемент выполнен с дополнительной деформирующей гранью, сопряженной с его калибрующей и деформирующей гранями, образующая которой прямолинейна, параллельна опорной поверхности и имеет длину, меньшую длины проекции образующей деформирующей грани на опорную поверхность.

В инструменте реализованы углы наклона боковой грани и углы заострения для получения изготавливаемой детали (рис.3). В деформирующем клине 1, реализованы угол заострения $\beta_1 = 6^\circ$ и угол наклона боковой грани $\alpha_1 = 24.9^\circ$ на длине 328 мм, в деформирующем клине 2, угол заострения $\beta_2 = 8^\circ$ и угол наклона боковой грани $\alpha_2 = 24.8^\circ$ на длине 356 мм, в деформирующем клине 3, угол заострения $\beta_3 = 3^\circ$ и угол наклона боковой грани $\alpha_3 = 60^\circ$, на длине 349 мм, в деформирующем клине 4, угол заострения $\beta_4 = 8^\circ$, и угол наклона боковой грани $\alpha_4 = 24.8^\circ$, на длине 140 мм, в деформирующем клине 5, угол заострения $\beta_5 = 4^\circ$, и угол наклона боковой грани $\alpha_5 = 60^\circ$, на длине 209 мм. Толщина инструмента 32 мм. Инструменты ПКП выполнены из высоколегированной стали 5ХНМ. Начальная температура инструментов составляет 20°C . При процессе ПКП нижняя часть инструмента останется не подвижным, а верхняя часть будет двигаться со скоростью 150 мм/сек.

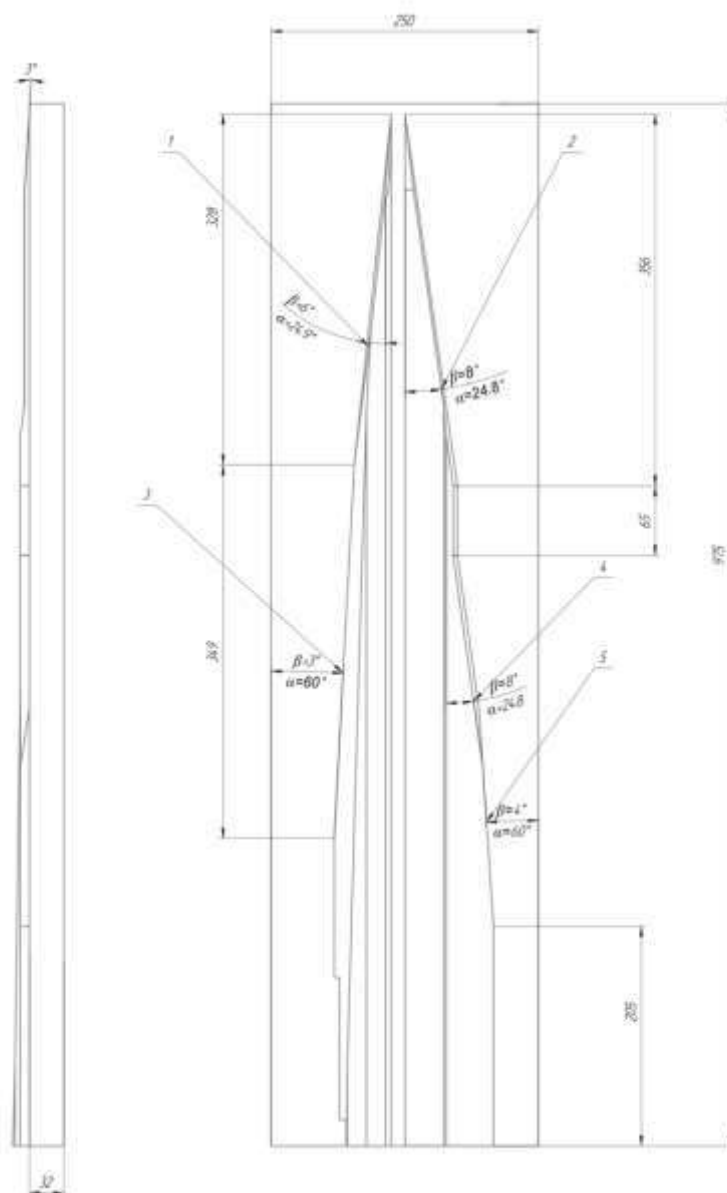


Рис.3. Геометрические параметры инструмента

Диаметры формируемой ступеней РШ 38/30-75L53/19 $d_1 = 21$ мм, $d_2 = 38$ мм, $d_3 = 48$ мм, $d_4 = 31$ мм, $d_5 = 39$ мм, а также длина прокатываемого сечения $l = 130$ мм. (Рис.4.). Степени обжатия соответственно $\delta_1=2,29$, $\delta_2=1,26$, $\delta_3=1$, $\delta_4=1,55$, $\delta_5=1,23$, то есть $1 \leq \delta \leq 2,29$. Для изготовления детали с такими размерами выбрана заготовка в форме прутка имеющий длину 98 мм в диаметре 48 мм. Материал заготовки выполнен из стали 35ХГСА. Начальная температура заготовки 1200°C.

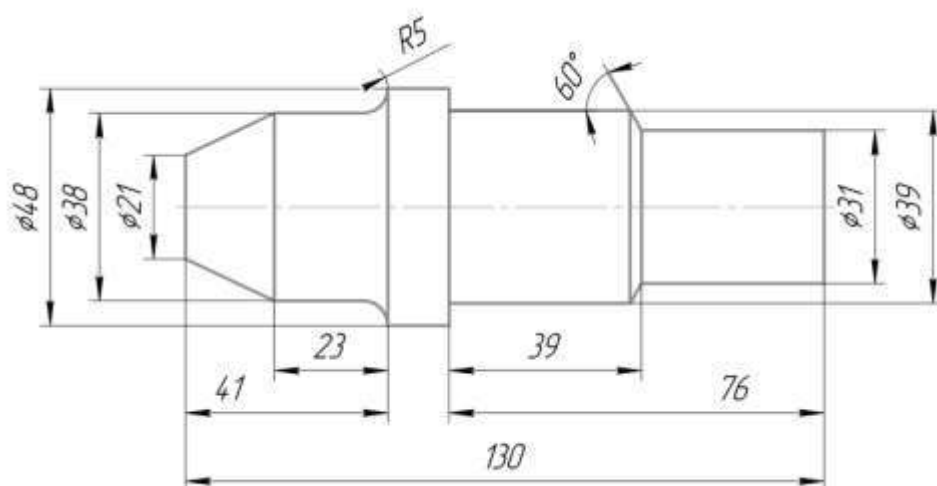


Рис.4. Геометрические параметры изготавливаемой детали

Благодаря расчетам, выполненным с помощью QForm 2D/3D, можно проследить ход процесса прокатки резца РП 38/30-75L53/19, показанного на рисунке 5. Таким образом, было доказано, что изготавливаемый деталь должен сформироваться правильно. Модель сформированной детали (вместе с концевыми отходами), представленная на рисунке 6, подтверждает это. Более того, на основе сформированной готовой детали с концевыми отходами металла на торцевой части, можно утверждать, что процесс прокатки может быть дополнительно оптимизирован за счет уменьшения объема заготовки.

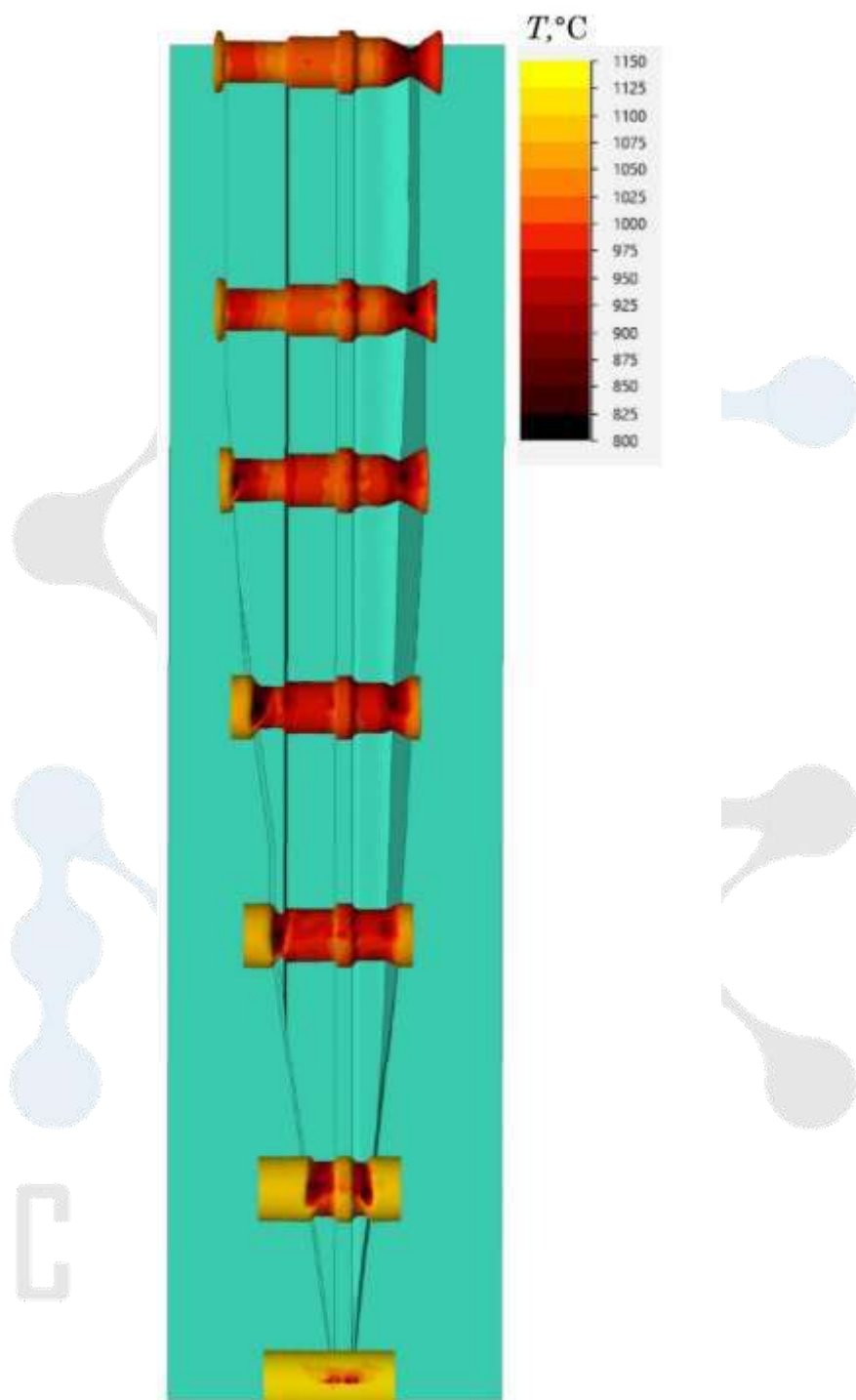


Рис.5. Изменение формы заготовки при прокатке поковку резца РШ 38/30-75L53/19 с указанием распределения температуры (в $^{\circ}\text{C}$)

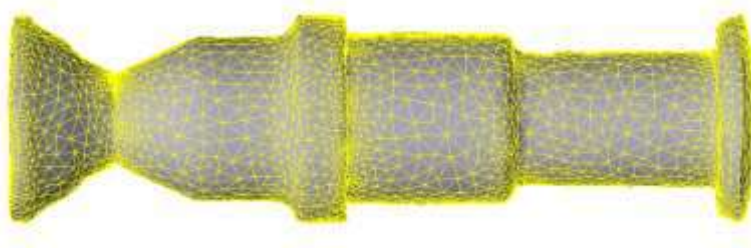


Рис.6. Изготавливаемая деталь (вместе с концевыми отходами)

Рисунок 5 также иллюстрирует изменения температуры материала заготовки, происходящие в ходе процесса формования. В результате длительного воздействия инструмента на материал (время прокатки составляет около 13 сек) температура материала снижается. Однако снижение температуры, вызванное теплообменом, компенсируется за счет тепла, выделяемого при деформации и работе трения.

В программе Qform выполнялось 1921 шагов расчёта. В результате расчёта на каждом шаге определялись, перемещения U , деформация ϵ , скорость деформации ξ , среднее напряжение σ_m (равное $\frac{1}{3}$ суммы напряжений, расположенных на главной диагонали тензора напряжений), компоненты тензоров деформации и напряжений, интенсивность деформаций, интенсивность напряжений, сила нормального давления, сила трения на поверхности контакта металла с инструментом. Некоторые расчёты представлены в этой статье.

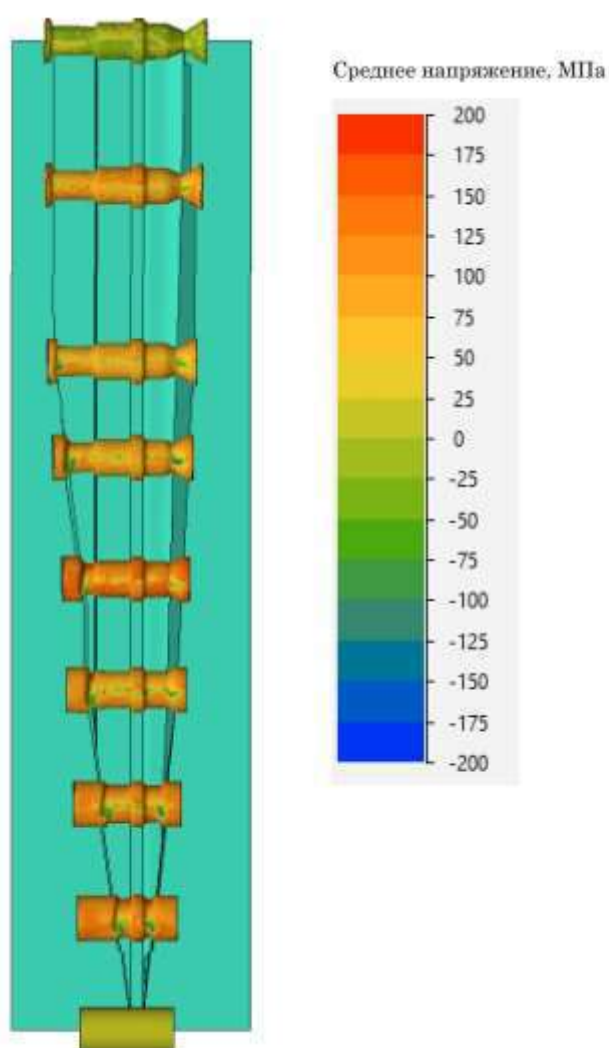


Рис.7. Изменение формы заготовки при прокатке поковку резца РШ 38/30-75L53/19 с указанием распределения средних напряжений (в МПа)

Также в результате проведенного численного моделирования удалось определить распределения составляющих силы обкатывания: тангенциальной (движущей в клине, сила по оси Z) и радиальной (перпендикулярной к размерной поверхности инструмента, сила по оси Y). Эти распределения представлены на рисунке 8, и их анализ показывает, что наибольшие усилия возникают при прокатке захватной части резца РШ 38/30-75L53/19 (диаметром 30 мм), что обусловлено тем, что из-за наибольшего уменьшения поперечного сечения заготовки площадь контакта материала с инструментом достигает наибольшего значения.

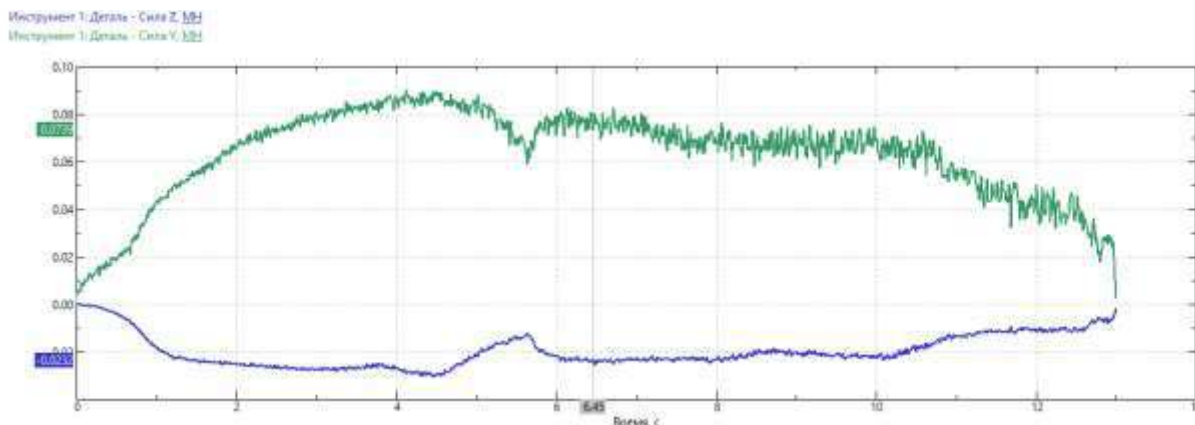


Рис.8. Распределение составляющих сил качения, возникающих при обкатывании поковку резца РШ 38/30-75L53/19.

Вывод:

1. Используя программный комплекс «Qform», выполнено компьютерное моделирование процесса прокатки поковку резца РШ 38/30-75L53/19. При этом рассматривался процесс формирования ступеней заготовки, профиль которого соответствует чертежу изготавливаемой детали, поперечной прокаткой с помощью подвижной и неподвижной инструментов.
2. На основании выполненных расчётов определены параметры напряженно-деформированного состояния заготовки в процессе прокатки, радиальные и тангенциальные силы, действующие на подвижный инструмент, изменение температуры заготовки в процессе накатывания и другие параметры.
3. Полученная информация о тангенциальных силах накатывания может быть использована в качестве исходных данных при определении мощности привода прокатных станков и расчёте деталей привода.
4. Информация о радиальных силах накатывания и касательных напряжениях на поверхности контакта накатываемой заготовки с инструментом использовалась в рамках данной работы при разработке методик прогнозирования точности резца РШ 38/30-75L53/19 и прогнозирования износостойкости инструмента.

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**БЕСПИЛОТНЫЕ ЛЕТАТЕЛЬНЫЕ АППАРАТЫ КАК СРЕДСТВО МОНИТОРИНГА
ЗА МЕЛИОРАЦИЕЙ**

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Аннотация: Данной статье рассматривается использование цифровых технологий для мониторинга мелиоративных процессов в сельском хозяйстве Узбекистана. Основное внимание уделяется современным методам мониторинга и контроля мелиоративных процессов с использованием беспилотных летательных аппаратов (БПЛА).

Ключевые слова: Цифровая трансформация сельского хозяйства, мониторинг, БПЛА, цифровые решения, цифровые технологии, мелиорация.

Текст статьи: Сущность цифровой технологии БПЛА. Беспилотный летательный аппарат – аппарат без экипажа на борту, пилотируемый с земли или выполняющий программу автоматически. Используются различные сокращения: БЛА, БПЛА, «англ. drone», «Беспилотный летательный аппарат». Беспилотные летательные аппараты относятся к группе цифровых технологий: Беспилотный летательный аппарат, робототехники.

Разновидности Беспилотный летательный аппаратов. Беспилотный летательный аппарат делятся на 2 основные группы: с неподвижным крылом и винтокрылые. Беспилотный летательный аппарат с неподвижным крылом внешне похож самолёт и летит за счет тяги и аэродинамической подъёмной силы. Винтокрылые БПЛА можно разделить на вертолётные и многомоторные. Вертолётные имеют один большой пропеллер, а роторные несколько маленьких.

Причины актуальности Беспилотный летательный аппаратов в сельском хозяйстве. Сельское хозяйство из-за своего стремительное развитие цифровых технологий является одной из перспективных сфер для применения Беспилотный летательный аппаратов наряду с космос съёмкой [11]. С помощью БПЛА появляется возможность добраться до труднодоступных участков поля и оценить их состояние. Такую оценку можно произвести быстро и сразу для большой территории [1]. Кроме того, БПЛА могут выступать в качестве основного или дополнительного средства сбора данных при внедрении комплексного подхода к организации умного сельского хозяйства на предприятии [8]. Аналогичный путь проходят многие аграрные хозяйства и за рубежом [9].

Наиболее рентабельным и действенным в данном случае является осуществление аэрофотосъёмке и видеосъёмки с помощью беспилотных летательных аппаратов участков сельского хозяйства, агропродовольственного и растительных покровов [7].

Операции, выполняемые Беспилотный летательный аппаратами. Технологично оснащённые Беспилотный летательный аппарат в сельском хозяйстве способны выполнять разнообразные операции:

1. Аэрофотосъёмка
2. Видеосъемка
3. 3D моделирование
4. Лазерное сканирование

Задачи в сельском хозяйстве, решаемые Беспилотный летательный аппаратами. Современные беспилотные системы решают следующие задачи [2]:

1. Мониторинг за качеством посевов
2. Мониторинг за качеством мелиорации
3. Анализ рельефа и создание карты вегетационных индексов
4. Аудит и инвентаризация земель, необходимые для совершения сделок;
5. Анализ рельефа и создание карты вегетационных индексов PVI, NDVI;
6. Сбор информации для службы безопасности, в том числе с выявлением факта незаконного выпаса скота на полях;
7. Создание карт для дифференцированного удобрения и опрыскивания полей.

БПЛА, как способ мониторинга за качеством мелиорации.

Мониторинг – это один из универсальных и важных методов во многих областях деятельности. В сельском хозяйстве мониторинг необходим для получения информации о состоянии угодий и посевов.

При использовании Беспилотный летательный аппаратов для мониторинга мелиорации основным внутренним заказчиком и потребителем будет являться мелиоратор. Беспилотный летательный аппарат помогают им решить проблему ограниченного обзора, позволяя оценивать участки с высоты. Благодаря БПЛА мелиоратор может обозреть всё поле за короткое время, зафиксировать состояние локальных фаций почв и найти решение возникших проблем [6].

Примеры реализации технологии в производстве. Примером реализации технологии БПЛА в сельском хозяйстве может служить продукция группы компаний Геоскан. Компания впервые в мире решила задачу в одной из областей искусственного интеллекта – автоматическое создание 3D-модели объекта по серии изображениям фотографий, это ПО используется в различных областях, в том числе в мониторинге качества мелиорации; в настоящее время это ПО поставляется в 131 страну мира [4].

Группа Геоскан – единственная в мире владеет всеми компонентами технологии беспилотных летательных аппаратов для аэрофотосъемки и геологоразведки.

Решения проблемы на рынке. В настоящий момент рынок «сельскохозяйственных» БПЛА находится на начальной стадии развития. Однако эксперты полагают, что в будущем сельское хозяйство станет одним из самых крупных сегментов рынка для Беспилотных летательных аппаратов, поскольку имеет ряд преимуществ перед космической съёмкой и несёт ряд дополнительных возможностей по выполнению агротехнологических мероприятий, таких как внесение удобрений и применение средств защиты растений, особенно в труднодоступных для человека или тракторной техники местах [12].

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Среди крупнейших игроков мирового рынка БПЛА, которые ориентируются на сельское хозяйство, можно выделить таких представителей, как AeroVironment, Yamaha Motor и др. Стоимость реализации технологии БПЛА. В стоимость реализации входит закупка оборудования, обучение персонала, получение лицензии по использованию информационную систему или создание своей собственной, эксплуатация БПЛА и Софта [5]

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ORGANIZATIONAL PEDAGOGICAL BASES OF MANAGEMENT OF STUDENTS'
WORK OUTSIDE THE CLASSROOM AND OUTSIDE THE SCHOOL

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Abstract: In the educational process, students' extracurricular and extracurricular activities are of particular importance. This activity expands the content of education, develops children's creative abilities, forms teamwork skills, and complements the educational process. Therefore, a pedagogically correct approach to work in this area is required.

Keywords: The essence of extracurricular and extracurricular activities, Organizational and pedagogical foundations of leadership, Activity planning, Creating a developmental environment, Individual approach, The principle of teamwork, Analysis of activity results, The role and tasks of the teacher, The educational significance of extracurricular and extracurricular activities

Main part: Extracurricular and extracurricular activities are activities organized to deepen students' knowledge, identify and develop their interests, and strengthen spiritual and moral education. In these processes, students' collective and independent activities are organized, and they have the opportunity to apply their theoretical knowledge in practice.

These activities are carried out in the following areas:

Social and educational activities: joining youth organizations, various clubs and societies;

- Creative activities: art circles, stage performances, literary competitions;
- Scientific activities: science olympiads, scientific conferences;
- Sports and physical education: sports competitions, health-improving activities;
- Entertainment and cultural activities: excursions, parties, art festivals.

Organizational and pedagogical foundations of leadership

The following pedagogical foundations are important for effective leadership of students' activities outside the classroom and outside the school:

a) Planning activities

Each event or work should be carried out according to a plan. This plan takes into account the interests of students, age characteristics, school conditions and local opportunities.

b) Creating a developing environment

It is necessary to create favorable conditions for students to demonstrate and develop their abilities. This environment stimulates their creativity and encourages initiative.

c) Individual approach

Each student should be involved in activities according to their abilities and interests. At the same time, their personal needs and aspirations are taken into account.

d) The principle of teamwork

Classroom and extracurricular activities require teamwork. In this process, students learn to work in an atmosphere of mutual assistance and solidarity.

e) Analysis of the results of activities

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After each activity, it is necessary to analyze its effectiveness, identify errors and draw conclusions for further work. This process helps to develop students' critical thinking.

The role and tasks of the teacher

When organizing classroom and extracurricular activities, the teacher performs the following tasks:

- ✓ Studying the interests and abilities of students;
 - ✓ Selecting and organizing types of activities;
 - ✓ Providing leadership and assistance;
 - ✓ Increasing students' motivation.
- The educational significance of extracurricular and extracurricular activities
- ✓ Through these activities, students:
 - ✓ Develop spiritually and morally;
 - ✓ Acquire social skills;
 - ✓ Learn to treat themselves and others with respect;

Organized extracurricular activities complement the educational activities in the lives of students. They help them to correctly form their worldview and achieve moral maturity. They create the basis for the close connection of theoretical knowledge with practice and production. The tasks of organizers who lead extracurricular activities are also multifaceted. The tasks of the organizer of extracurricular educational activities include: monitoring the planning and implementation of extracurricular educational activities; organizing multifaceted extracurricular activities of students with the help of the pedagogical team, class activists of student organizations; providing methodological assistance to teachers, class leaders, parents, student organizations, class activists, directly supervising the direction of extracurricular activities; participation in the most important educational events held in general and inter-school; extensive use of educational and cultural institutions and the public in organizing students' free time; In this regard, three main aspects of the organizers' activity can be seen: organizational, methodological and administrative.

Conclusion: Management of extracurricular and extracurricular activities is an integral part of the pedagogical process. Proper organization of this activity contributes to the formation of students as individuals, the development of their social activity and creative potential. Therefore, teachers should pay special attention to planning and directing students' activities in this regard

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PEDAGOGICAL CONDITIONS OF DEVELOPING LEGAL AWARENESS IN PRIMARY STUDENTS

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Abstract: The development of legal awareness in primary school students is a process of teaching them the basics of rights and freedoms, civic responsibility, respect for personal rights, and helping them find their place in society. For the successful implementation of this process, there are a number of pedagogical conditions that serve to form the legal awareness of students.

Keywords: Relevance and age-appropriateness of educational materials, Pedagogical skills and motivation of the teacher, Use of interactive methods in legal topics, Formation of legal culture, Explanation of laws and legal norms, Cooperation with society

Main part: Materials should be selected that are appropriate for the age and psychological characteristics of students. The main goal of educational programs in the development of legal awareness for primary school students is to simplify legal concepts and make them interesting and understandable to students in the learning process. This helps them develop legal thinking and responsibility.

The teacher's own legal knowledge and pedagogical qualifications play an important role in developing legal awareness in primary school students. The teacher must choose a methodological and psychologically accurate approach to teaching students legal concepts. This helps the teacher to interest students in legal issues, motivate them, and organize the process of learning legal knowledge for them in an interesting and interactive way.

It is necessary to ensure the active participation of students in the development of legal awareness. For this purpose, various interactive methods, games, problem-solving and group discussion-style lessons can be used. For example, dividing students into small groups on legal topics, presenting them with various problems and creating the opportunity to find solutions helps to develop legal thinking.

Instilling legal culture in students is important in developing legal awareness. Students should be explained what rights and freedoms exist in society, taught to protect their rights and respect the rights of other individuals. In this process, students learn to think about their rights, freely express their opinions, and ensure justice in legal disputes.

Laws and legal norms should be explained to primary school students in a simple and understandable way. Informing students about the importance of laws in society and their impact on their personal lives develops their legal thinking. At the same time, it is also important to teach the correct approach to resolving legal disputes.

It is necessary to ensure cooperation between school and society in developing legal awareness in students. Helping students understand their responsibilities, rights, and freedoms as citizens living in society allows them to develop legal awareness not only at school, but also in society. In such partnerships, external sources (lawyers, community organizations, legal training) that include legal education provide students with practical experience.

Results

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As a result of the study, it was concluded that the implementation of technology for the development of legal awareness of pupils of primary classes should be based on the pedagogical conditions based on the following classification: - According to the level of application: integrated local-modular technology-legal education and upbringing; - on a philosophical basis - persuasion and belief; - on the main developmental factor: sociogenic, i.e. the main focus is on the development of a full-fledged human being who is an active member of society, as well as biogenic factors, i.e. the comprehensive development of the primary school student; - according to the concept of mastery: as an associative-reflector, suggestion (based on a pattern, example, example, illustration); - on the basis of qualities: informative, that is, focused on the formation and strengthening of knowledge, skills, abilities to master the rules of society, norms of behavior; - on the content features: to give a central place to didactics in the organization and conduct of legal educational process in accordance with the requirements of scientific, anthropological, legal, ESS: - by type of management: traditional textbook teaching, innovative (technical means of education are included); - at approach to the child: didactic-oriented; - mostly used methods: explanatory-visual, game method; - by categories of students: group, team.

Conclusion: Pedagogical conditions for the development of legal awareness in primary school students are based on the age, interests, psychological characteristics of students and legal norms existing in society. Interactive methods, pedagogical qualifications of the teacher and cooperation with society are important in the formation of legal awareness of students. Through this, they learn to understand their rights, feel personal responsibility and respect the law in society.

In short, the aims and objectives of the development of legal awareness of pupils of primary classes, the content of teaching, the design and planning of pupils' learning opportunities in accordance with the expected outcome guarantee the methodological effectiveness of this process

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INNOVATIVE APPROACH TO DEVELOPING COMMUNICATIVE COMPETENCE IN STUDENTS

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Abstract: In the modern education system, the development of students' communicative competence is of great importance. Communicative competence is the ability of a person to clearly and effectively express his or her thoughts, communicate with others, and interact correctly and flexibly in various situations. The development of this competence in the educational process, in turn, serves the personal, academic and professional development of students.

Keywords: Communicative Competence, The Importance of the Role of Innovative Approaches, The Use of Information Technologies, Interactive Teaching Methods, Collaborative Learning. New Learning Format - "Flipped Classroom", Increasing Student Activity

Main part: Communicative competence includes such skills of a student or specialist as speaking and writing, listening and understanding, debating, and working in a team. The development of this competence, especially in the 21st century, is closely related to global communication and information technologies. New methods and technologies play an important role in increasing this competence through innovative approaches.

Innovative approaches help to effectively develop students' communicative competence by introducing new methods and technologies into the educational process. Such approaches differ from traditional methods in education, as they are aimed at increasing the student's activity, independent thinking and practical skills.

Computer technologies, the Internet and multimedia tools allow students to express their opinions, conduct scientific research, communicate globally through video conferences. For example, through online platforms (Zoom, Microsoft Teams, Google Meet), a student can share his or her thoughts not only with the teacher, but also with other students and specialists.

Interactive teaching methods enhance student interaction and encourage them to actively participate in communication. These include methods such as group discussions, role-playing games, debates, and project-based work. This approach allows students to develop skills such as expressing opinions, analyzing arguments, and listening to others.

Collaborative learning is an educational method based on students working in teams. This approach develops communicative competences by students working together. For example, by working together, a student improves communication skills by explaining his or her thoughts to others and listening to them, and discussing different opinions.

The "flipped classroom" model organizes the educational process in a new way. In this model, the teacher does not give direct lectures, but provides students with online materials and video tutorials. In the classroom, students learn through practical application and mutual discussion of educational materials. This approach allows students to express their thoughts and communicate with others.

Advantages of Innovative Approaches in Developing Communicative Competence in Students

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1. Increasing Student Activity: Innovative methods activate students, as they actively participate in the learning process, instead of passively receiving information from the teacher.
2. Developing Independent Thinking: With the help of new methods, students not only absorb information, but also develop the skills to analyze it and compare it with other ideas.
3. Improving Teamwork Skills: Innovative approaches encourage students to work in groups, which increases the ability to think collectively and solve problems together.
4. Successful Use of Technology: With the help of modern technologies, students can further consolidate their knowledge, easily access various information, and acquire new knowledge in an interesting way.

In addition, the leading factors hindering the introduction of innovations into the educational process are:

- insufficient provision of educational institutions with computers and electronic means (some higher education institutions do not have stable Internet, electronic manuals and methodological recommendations for practical and laboratory work are not enough);
- insufficient qualifications of professors and teachers in the field of ICT;

Conclusion: Innovative approaches to developing communicative competence in students allow making the educational process more effective and interactive. With the help of these approaches, the student develops skills such as not only acquiring knowledge, but also exchanging ideas, communicating with different people. Thus, the use of innovative methods in the educational system is an effective tool for improving the student's communicative competence.

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APPLYING ONLINE DISPUTE RESOLUTION MECHANISMS IN RESOLVING ECONOMIC DISPUTES

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ABSTRACT

This article analyzes the online mechanisms of alternative dispute resolution methods for various economic disputes between entrepreneurs, specifically the use of online mediation and arbitration. It examines the origins and systems of these approaches, as well as their distinctive features. The emergence of online mediation and its differences from traditional mediation are discussed, along with the characteristics of online arbitration. The article also provides a systematic analysis of the specific advantages and disadvantages of online mediation and arbitration institutions.

Keywords: online mediation, online arbitration, alternative dispute resolution, online dispute resolution.

INTRODUCTION

In today's world, digital technologies are penetrating various fields and exerting their influence. Particularly, the events of the last five years, namely the COVID-19 pandemic, have led to various restrictions on human activities. During this period, many people were forced to work remotely. In this situation, modern technologies undoubtedly provided assistance to them. As a result, new systems have emerged in the field of jurisprudence, such as online dispute resolution mechanisms.

During the pandemic, various international arbitration institutions, mediation centers, and law firms began transitioning their operations to digital systems, specifically remote dispute resolution systems, to prevent the suspension of their services. This process involved the adoption of resources such as video conferencing, electronic document submission, and tools that facilitate virtual hearings for parties and streamline other types of proceedings. This system has opened up new opportunities for more efficient and cost-effective dispute resolution.

The basic rules of the online dispute resolution procedure can be seen in the regulation approved by the regulation of the European Parliament and Council No. 524/2013 "Online dispute resolution in consumer disputes" dated May 21, 2013. Through this provision, we can see the legal framework for how online mediation and arbitration processes are conducted.

METHODS

In the process of developing this article, methods of logical reasoning, consistency, and objectivity in scientific inquiry were extensively employed. This article examines the evolution and distinctive features of online mediation and arbitration institutions. The origins, development, advantages, and disadvantages of online mediation and arbitration institutions have been thoroughly analyzed.

The methodological basis for this study is derived from Directive No. 52 of the European Parliament and Council dated May 21, 2008, concerning the application of mediation in civil and commercial matters, and on online dispute resolution for consumer disputes and amending Regulation (EC) No 2006/2004 and Directive 2009/22/EC (Regulation on consumer ODR)

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The research extensively utilized the scientific works and experiences of domestic legal scholars I. Rustambekov and M. Bakhramovna, as well as foreign legal scholars N. Alexander, D.D. Noce, S. Hattotuva, M.C. Tyler, L.J. Gibbons, Amy Holtzworth-Munroe, Amy G. Applegate, Connie J. Beck, Jeannie M. Adams, Darrell F. Hale, Noam Ebner, Joseph W. Goodman, and Andrea M. Braeutigam, who have conducted various studies on alternative dispute resolution processes.

RESULTS

This article analyzes the following:

- Distinctive features of online mediation and arbitration institutions;
- Advantages and existing shortcomings of online mediation and arbitration

DISTINCTIVE FEATURES OF ONLINE MEDIATION AND ARBITRATION INSTITUTIONS

Today, we can employ two different methods to resolve various disputes: national courts and alternative dispute resolution methods, which are considered pre-trial systems. As a result of the development of modern technologies, alternative dispute resolution (ADR) has evolved to include online dispute resolution (ODR), which is becoming increasingly widespread. While online dispute resolution (ODR) primarily involves addressing e-commerce and other Internet-related disputes, it now also encompasses mediation and arbitration processes. In other words, there are online forms of both mediation and arbitration available. Let us first examine online mediation.

Online mediation, in particular, involves the use of traditional mediation techniques in an online environment. In the online mediation process, all procedures typically used in traditional mediation are conducted remotely. These processes are carried out through modern technological tools and directly via the Internet network.

While face-to-face meetings are crucial in traditional mediation, online mediation conducts sessions in virtual reality, where the disputing parties and the mediator do not actually meet in person. This means that people from various parts of the world can utilize online mediation to resolve disputes through secure encrypted email, secure chat rooms, or in some cases, via videoconferencing. Parties wishing to use online mediation require a computer with internet connectivity. The mediation system and associated files are hosted on a server accessible only to authorized individuals. The system is typically provided by a mediator or, more commonly, by a mediation organization.

The online mediation process does not differ significantly from the traditional mediation process. However, in online mediation, alternative forms of communication are used instead of the traditional face-to-face procedure. The first step in the online mediation process is submitting the dispute to the website of an online mediator or mediation organization. The next stage is carried out by the mediation organization. The organization contacts the parties to determine if they are willing to participate in the online mediation procedures. If the mediating organization confirms that the parties are ready to participate in online mediation, the mediator is either selected by the parties or appointed by the organization. Both parties must be aware of the mediation rules, which is typically achieved through a link provided on the relevant website. The mediator introduces themselves and explains the process to the parties. In some cases, a mediation agreement is signed indicating the parties' intention to resolve their issues through mediation.

The process of remote mediation can be divided into two types. First, the parties and the mediator can conduct the process in real-time through various electronic means, directly viewing or hearing it remotely. This process can be called online mediation. The second is electronic mediation, in which the parties only exchange documents presenting their positions on the dispute. In this process, the

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parties do not use video or audio technology, but only tools that are convenient for document exchange. The mediator reviews their documents and proposes alternative solutions. Additionally, in electronic mediation, the parties' documents can be analyzed through various artificial intelligence systems, which can provide alternative solutions. The main difference between these types is that in online mediation, the parties and the mediator conduct negotiations simultaneously despite being in different locations. In electronic mediation, the parties primarily communicate their positions in writing to the mediator and to each other. In this process, the parties can familiarize themselves with the dispute at any time, study the positions of the mediator and the opposing party, and express their opinions.

Now, based on the analysis provided above, the differences between traditional mediation and online mediation are briefly summarized in the following table.

Traditional mediation	Online mediation
Live meetings between the parties and the mediator are conducted at designated locations	Meetings between the parties and the mediator can be conducted remotely
In traditional mediation, large-scale conflicts and those arising through more conventional methods are considered	Online mediation is more commonly applied to small-scale disputes and conflicts arising from online transactions
Traditional mediation is more commonly applied in cases where the parties are citizens of the same state	In online mediation, the parties are often considered representatives of different states
The mediator tends to use a more colloquial speaking style	Mediator to use more written negotiation style
The high costs associated with mediation	Low costs associated with mediation
Involvement of human emotions in addition to conflict-related facts	The lack of face-to-face contact in the conflict resolution process
Solutions related to conflicts are increasingly being developed by people	On online dispute resolution platforms, initial solutions for minor disputes are automatically generated by artificial intelligence systems

Now, let's turn our attention to the analysis of the online arbitration institution. Online arbitration is similar to online mediation, as we examined earlier. Both involve conducting traditional ADR remotely in an online environment. Therefore, let's first address the arbitration system.

Arbitration is a process in which a neutral third party (arbitrator) makes a final and binding decision for both parties. As it replaces a court decision, it can be described as a quasi-judicial procedure. In arbitration proceedings, the parties can usually choose the arbitrator and the applicable law for resolving the dispute. Furthermore, arbitration is considered closer to court proceedings than other types of alternative dispute resolution (ADR). However, this system is less formal than a court procedure. Arbitration is primarily a dispute resolution system for addressing economic disputes. Once arbitration proceedings have begun, the parties cannot withdraw from them. Another feature of arbitration is that the 1958 New York Convention on the Recognition and Enforcement of Foreign Arbitral Awards ensures the enforcement of arbitral decisions. Moreover, enforcing arbitral awards is often easier than enforcing foreign national court decisions.

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Online arbitration is considered the least frequently used type of ODR (Online Dispute Resolution) method for resolving consumer disputes, especially at the international level. This is because it is difficult to secure the consent of the other party for online arbitration after a dispute has arisen. Currently, arbitration processes are not fully adapted to online systems. The consideration of relatively large economic disputes in arbitration and their potential to be prolonged make it impractical to conduct the entire process online. However, despite these limitations, ODR electronic platforms can be used to submit applications for arbitration online, accept them, and conduct small hearings on certain disputes.

Furthermore, one of the main obstacles to conducting arbitration proceedings entirely online is the enforcement of issued decisions. Decisions rendered in traditional arbitration proceedings can be enforced without difficulty through the New York Convention. However, if arbitration is conducted fully online and its decision is made online, certain obstacles arise in ensuring its enforcement. This is because, as we mentioned above, the New York Convention stipulates that only the decisions of traditional arbitrations are enforceable. In other words, at the time this convention was adopted, the ODR system did not yet exist. For arbitration processes to be conducted entirely online, it will be necessary to make appropriate amendments to the New York Convention to enable the enforcement of decisions made through this system. Additionally, a separate convention or international legal norm should be developed to regulate the online arbitration system.

DISTINCTIVE ADVANTAGES AND DISADVANTAGES OF ONLINE MEDIATION AND ARBITRATION

Resolving disputes through online mediation and arbitration has several distinct advantages and disadvantages. We will analyze these as follows:

Advantages:

- Firstly, online mediation and arbitration offer convenience in conducting dispute resolution processes. Entities participating as parties in arising disputes are not required to leave their respective territories. This is because disputes are resolved through various online mediation and arbitration system procedures. These procedures are facilitated by various technological tools. Through these tools, parties can submit their claims and objections to mediation and arbitration centers. Each submitted message is received through mediation and arbitration providers, upon which mediators and arbitrators can provide their conclusions.
- Secondly, this results in saving time and unnecessary expenses. This is because resolving disputes through online systems does not require traveling from one place to another. Consequently, this leads to saving extra time and resources for the involved parties.
- Thirdly, the prevention of jurisdictional issues. If a dispute between parties is considered within the national judicial system, in most cases, attention is primarily given to the legislation of that state when resolving the dispute. However, resolving disputes through ODR systems can potentially eliminate these jurisdictional problems.
- Fourthly, it is a convenient system for people with physical disabilities. Although traditional mediation and arbitration processes create conditions and opportunities for people with physical disabilities, traveling to the locations where dispute resolution processes are held can be challenging for them. However, in online mediation and arbitration systems, there are no such difficulties.

Disadvantages:

- Firstly, the lack of human emotions (loss of face-to-face contact). We know that in both mediation and arbitration processes, parties seek solutions to problems through direct, in-person confrontation.

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This increases their chances of understanding each other and making concessions in resolving disputes. However, if these processes are conducted remotely through technological means, the parties' ability to utilize such approaches becomes somewhat limited.

- Secondly, limitations on the use of the Internet and other electronic means when accessing the online environment.

- Third, deficiencies in privacy and security. This problem is rarely encountered in traditional dispute resolution processes. However, in the process of resolving disputes online, it is difficult to adhere to the privacy policy for documents and other evidence pertaining to the parties. This is because ensuring information security in the online environment remains one of the problematic issues today.

- Fourth, difficulties in verifying identity.

CONCLUSION

In general, the application of digital technologies in the legal field presents a significant opportunity for further development of this system and achieving new advancements. Consequently, digital advocacy and online dispute resolution are among the emerging areas of jurisprudence today. In particular, online mediation and arbitration institutions have their own distinct advantages as well as certain limitations mentioned above. Overall, the widespread implementation of online mediation and arbitration in practice is leading to fast, high-quality, and convenient resolution of disputes.

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**DILATED CARDIOMYOPATHY IN PATIENTS OF DIFFERENT AGE GROUPS
DIAGNOSTIC AND TREATMENT FEATURES**

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Annotation: Dilated cardiomyopathy (DCM) is a severe myocardial disorder characterized by progressive dilation and dysfunction of the left ventricle, ultimately leading to heart failure. This article examines the age-related features of the manifestation, diagnosis, and treatment of DCM. The study is based on an analysis of data from 200 patients divided into three age groups. Key diagnostic markers are highlighted, including echocardiographic parameters and laboratory findings, as well as specific treatment approaches utilizing modern therapeutic strategies. Particular attention is paid to the individualization of treatment based on age and the presence of comorbidities.

Keywords: Dilated cardiomyopathy, heart failure, age groups, diagnosis, treatment.

Relevance: Dilated cardiomyopathy (DCM) is a critical condition of the myocardium characterized by an enlargement and impaired contractility of the left ventricle, resulting in chronic heart failure. This condition poses significant challenges for diagnosis and management, particularly given its progressive nature. The article delves into the age-related clinical manifestations, diagnostic methods, and treatment strategies of DCM. Data from 200 patients, categorized into three distinct age groups, were thoroughly analyzed. The research focuses on vital diagnostic tools such as echocardiographic assessments, laboratory biomarkers, and their role in understanding disease progression. Modern treatment modalities, including pharmacological and non-pharmacological approaches, are reviewed with an emphasis on tailoring therapies to individual patient profiles, considering their age and coexisting medical conditions. This targeted approach is crucial to improving patient outcomes and addressing the complex needs of diverse age groups.

Objective of the Study: To identify the clinical features, diagnostic challenges, and treatment strategies of dilated cardiomyopathy in patients across different age groups, with a focus on enhancing therapeutic outcomes through personalized care.

Materials and Methods: This study involved an in-depth analytical review of 200 medical records of patients diagnosed with dilated cardiomyopathy (DCM), a progressive cardiac pathology that can lead to heart failure and other severe complications. The primary inclusion criterion was a confirmed diagnosis of DCM based on clinical evaluations and instrumental examinations. Participants were required to be over 18 years old and to provide voluntary informed consent for inclusion in the research, adhering to ethical standards and recommendations.

Key exclusion criteria included acute conditions such as myocardial infarction, severe comorbidities like advanced-stage oncological diseases, and insufficient diagnostic data that could compromise the accuracy and reliability of the findings. Excluding such cases ensured the homogeneity of the study group and minimized potential data biases.

The cohort of 200 patients was divided into three age groups for a comprehensive analysis of clinical and diagnostic data. The first group included young patients aged 18 to 45 years, the second group consisted of middle-aged patients (46 to 65 years), and the third group comprised elderly patients above 66 years. This stratification allowed for an evaluation of the influence of age on the

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development and progression of DCM, as well as the effectiveness of various treatment modalities across different age categories.

Modern diagnostic tools were utilized to assess the condition. Echocardiographic examinations, including detailed evaluations of left ventricular ejection fraction and volume, provided precise insights into the cardiac status of each patient. Laboratory tests included measurements of natriuretic peptide levels, a key marker of heart failure, and creatinine levels to detect potential renal dysfunction. Additionally, exercise tolerance tests were employed to assess the functional state of the cardiovascular system and the body's capacity to adapt to physical activity.

Pharmacological therapies prescribed to patients were evaluated based on treatment regimens, drug dosages, and the frequency of adverse effects. The effectiveness of treatment was analyzed by examining its impact on key clinical and laboratory indicators, as well as on the patients' quality of life.

This comprehensive approach to studying DCM across different age groups provided a detailed understanding of its prevalence and management. The findings aim to contribute to the development of tailored therapeutic strategies, considering the patient's age and disease stage, thus optimizing treatment outcomes and improving patient care.

Study Results: The study analyzed 200 patients diagnosed with dilated cardiomyopathy (DCM), categorized into three age groups to assess clinical presentations, diagnostic findings, and treatment outcomes.

1. Young Adults (18–45 years):

- **Etiology:** DCM in this group was predominantly associated with genetic mutations and myocarditis.
- **Cardiac Function:** Patients exhibited relatively preserved left ventricular ejection fractions (LVEF), averaging around 40%, indicating better systolic function compared to older cohorts.
- **Compensatory Mechanisms:** Myocardial hypertrophy was more pronounced, serving as a temporary compensatory response to maintain cardiac output.

2. Middle-Aged Adults (46–65 years):

- **Etiology:** Ischemic heart disease and metabolic disorders, such as type 2 diabetes mellitus and obesity, were more prevalent in this group.
- **Cardiac Function:** LVEF decreased to approximately 30–35%, with a 20% increase in left ventricular volume compared to normal values, indicating progressive ventricular dilation and systolic dysfunction.
- **Case Example:** A patient with type 2 diabetes exhibited significant diastolic dysfunction, complicating the management strategy.

3. Older Adults (66 years and above):

- **Clinical Presentation:** This cohort experienced advanced heart failure symptoms, reduced exercise tolerance, and a high prevalence of comorbidities.
- **Comorbidities:** Chronic kidney disease and hypertension were present in 60% of patients, necessitating adjustments in standard therapeutic approaches.
- **Cardiac Function:** Echocardiography revealed a 30% increase in left ventricular volume and a reduction in LVEF to 25%, reflecting severe systolic impairment.

Treatment Outcomes Across Age Groups:

- **Pharmacotherapy:** The regimen included angiotensin-converting enzyme inhibitors, β -blockers, and mineralocorticoid receptor antagonists. While effective across all age groups, older patients exhibited a higher incidence of adverse effects.

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• Adverse Effects: Hyperkalemia occurred in 40% of patients over 65, requiring dosage adjustments to mitigate risks.

Conclusions: DCM manifests with distinct age-related clinical features, diagnostic challenges, and therapeutic responses. In younger patients, emphasis should be placed on genetic predispositions and inflammatory etiologies. Conversely, management in middle-aged and older adults should focus on controlling comorbid conditions and metabolic disturbances. Implementing individualized diagnostic and therapeutic strategies enhances treatment efficacy and improves patient quality of life.

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PEDAGOGICAL CONTENT OF TEACHING LOGICAL THINKING IN ELEMENTARY STUDENTS.

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Abstract: The primary education system lays the foundation for students' personal development and future success. Teaching primary school students to think logically, in particular, gives them the opportunity to build a solid foundation in education and life. Logical thinking is encouraging students to take an active and logical approach to solving problems, making decisions, and learning new knowledge.

Keywords: What is logical thinking, methods for developing logical thinking, analysis through questions, logical thinking games, dialectical approach, tests and tasks, simple examples and games at the beginning, joint problem solving

Main part: Logical thinking is a person's ability to understand the phenomena occurring in the environment, connect causes and effects, and draw conclusions through the correct organization and analysis of ideas. This skill is important not only for academic success, but also for solving life's difficulties.

The process of developing logical thinking in primary school helps students to understand the topics they are studying more broadly and to consolidate them through correct thinking, logical approaches and problem solving. Logical thinking not only provides students with specific knowledge, but also develops their creative, analytical and independent thinking skills.

The importance of logical thinking

In the process of primary education, logical thinking helps students:

- ✓ Teaches students the skills of analyzing and solving problems.
- ✓ Develops creativity and imagination, as students find their own approaches to solving new tasks independently.
- ✓ Teaches them to clearly and correctly express concepts and ideas.
- ✓ Develops the use of a logical approach to decision-making, which forms students as independent, free-thinking individuals.

Pedagogical approaches aimed at developing logical thinking

- ✓ Initially, develop logical thinking through simple examples and games. Offering students various logical games, problems and riddles helps to form logical thinking. For example, by asking simple questions such as "who did what?", "why did this happen?", students can be encouraged to observe and draw conclusions.
- ✓ Analysis through questions. The teacher should give students problems to better understand the topics they have studied and ask them to solve them through their own logical thinking. Creating opportunities for students to think independently through questions and answers makes the learning process more interesting and effective for them.
- ✓ Organize initial games based on logical rules. It is important for students to learn logical rules and implement them through games in their own classroom or in groups. For example, expressing various conditional expressions using logical rules develops students' mental abilities.

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✓ Solving problems together. The teacher should teach students to work individually and in groups. This method teaches students important skills such as exchanging ideas, analyzing ideas within a group, and respecting different points of view.

Methods for developing logical thinking

✚ Problem-based teaching. Offering students to solve various problems encourages them to think and develop their own approaches. For example, the question “How can we improve the school?” can encourage students to study social issues.

✚ Logical thinking games. Students' mental abilities are developed through examples and tasks. Teaching students to think logically through simple logical problems, mathematical examples, and games is effective.

✚ Dialectical approach. Encouraging students to discuss opposing views. For example, teaching students to look at some issues from two different perspectives and analyze the arguments of each side. This method helps to develop logical argumentation.

✚ Tests and tasks. Provide various tests and tasks to determine the level of logical thinking of students. These tests develop students' abilities such as equality, cause-and-effect relationships, and drawing logical conclusions.

The Role of the Teacher in Developing Logical Thinking

The primary school teacher plays an important role in developing logical thinking. He/she should understand the students' thoughts, take into account the logical abilities of each of them, and use different approaches. The teacher:

✚ Encourages students to think by asking questions.

✚ Creates opportunities for exchanging ideas and working in groups.

✚ Encourages students to think logically continuously through creative and social problem-solving.

✚ Encourages students' social activity in the process of logical thinking and creates a stimulating learning environment.

Conditions for Successful Teaching of Logical Thinking

✓ Extensive and rich educational resources. A wide range of educational resources (books, electronic resources, curricula) for students is necessary for the development of logical thinking. Through resources, students are given the opportunity to independently research and learn on various topics.

✓ Social environment. The social and cultural environments of students are also important in the development of logical thinking. The teacher's motivation, the family environment of students, the educational system at school and the general way of thinking in society all affect the effectiveness of the educational process.

Conclusion: Teaching elementary school students to think logically is not only about ensuring academic success, but also about creating a foundation for their future success. The correct choice of pedagogical approaches has a great impact on the development of logical thinking and problem-solving skills. By developing logical thinking in elementary school, students can be formed as independent and analytical thinkers, which will help them not only in academic activities, but also in all aspects of life.

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DEVELOPING SOCIAL-COMMUNICATIVE SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract: This article discusses the pedagogical significance of developing social-communicative skills in young schoolchildren, with a detailed analysis of the methods and tools used in this process. Social-communicative skills are an important factor for children's personal development and their adaptation to society. Children of school age acquire various communication skills during the active integration process into social life, which strongly influences their personal and social success. The article covers the content of these skills, the main stages of their development, effective methods and technologies for implementing them in practice, as well as the challenges faced in the process of developing them. Additionally, pedagogical approaches aimed at increasing children's social activity in social interactions within the modern social environment and education system are analyzed.

Social-communicative skills are crucial not only for children's success at school but also for their future professional and personal lives. Children's social abilities, positive interactions with others, and teamwork skills can be actively developed with pedagogical tools. From this perspective, the article also elaborates on the role of innovative methods and technologies used in the modern educational process.

Keywords: social-communicative skills, young school age, communication, pedagogical methods, learning process, social environment, innovative approaches, child psychology.

Relevance of the Topic: The development of social-communicative skills has always been one of the key tasks in the education and upbringing process, requiring special attention. This is because early school age is a critical period for children's personal, social, and intellectual development. During this stage, children experience significant changes, not only in adapting to the learning process but also in establishing active communication with the environment, forming personal traits, and acquiring skills for communication within a group. The rapid changes in society, including digitization processes and globalization, further emphasize the importance of social competence in children. Therefore, developing social-communicative skills is crucial not only for educational institutions but also for the sustainable development of society.

At a young school age, children's ability to adapt to the system of social relationships develops rapidly. During this period, they not only acquire new knowledge but also learn to participate in group activities, manage their personal emotions and needs, and acquire skills to express their thoughts clearly and coherently. The modern methods used by educators play a key role in developing children's social abilities. In particular, the use of innovative pedagogical technologies supports children in effectively integrating into society.

In modern society, the demand for children's social competence is growing because social-communicative skills are a decisive factor not only in the learning process but also in their future personal and professional success. At the same time, developing social-emotional intelligence helps improve children's psychological well-being, enhances their ability to participate effectively in teamwork, and contributes to successful interpersonal relationships.

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Research Objective: The primary goal of this article is to comprehensively study the process of developing social-communicative skills in young schoolchildren. By identifying effective pedagogical methods and tools used in this process, the article aims to offer important recommendations for educational institutions. Additionally, the article seeks to analyze the challenges encountered in shaping social relationships and suggest effective solutions for overcoming them. The article also discusses innovative approaches aimed at developing social-emotional intelligence and improving teamwork skills in children.

Materials and Methods: The study is based on the results of practical research conducted with young schoolchildren (ages 7–10). The methods used include observation, surveys, didactic games, and pedagogical experience techniques. The collected data were statistically analyzed to ensure the reliability of the results.

Social-Communicative Skills Content: Social-communicative skills encompass the ability to engage in active communication within a social environment, interact with others, express thoughts clearly, and understand others. These skills include:

1. **Verbal communication skills:** speech culture, clear and accurate speaking, proper use of emotion and intonation in speech.
2. **Non-verbal communication skills:** understanding and influencing others through gestures, facial expressions, body language, and eye contact.
3. **Empathy:** understanding and responding to the feelings of others.
4. **Responsible social activity:** participation in group work, adherence to rules, helping others.

Research Results: The results of the research show that educators can use the following effective methods to develop social-communicative skills in young schoolchildren:

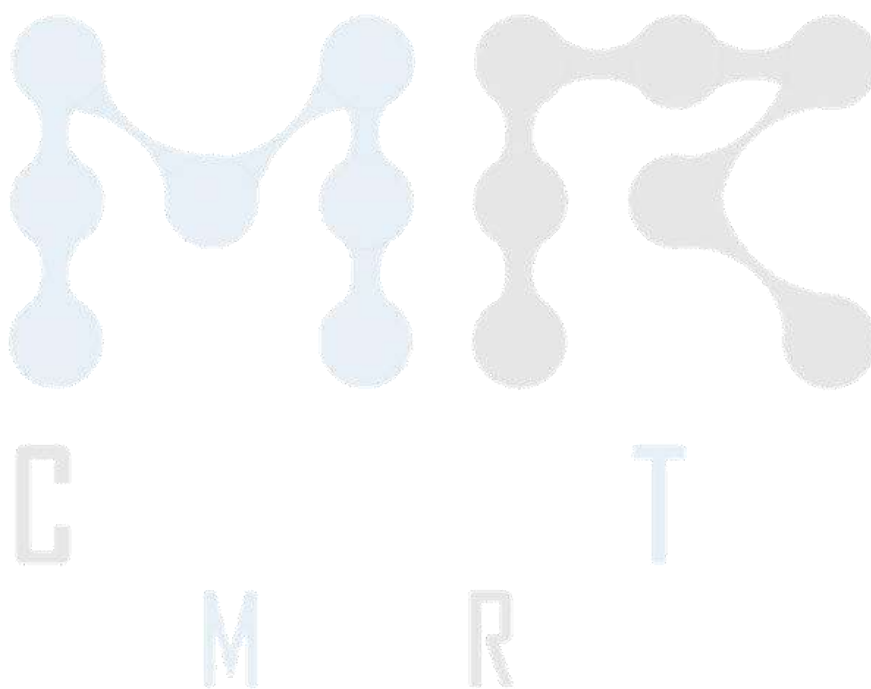
1. **Role-playing games:** developing communication skills by involving children in various social situations, such as "Shopping at a store" or "Debating in class."
2. **Group didactic games:** engaging children in team activities to improve their communication abilities.
3. **Free communication classes:** creating an environment for students to freely express their opinions.
4. **Model stories and situation analysis:** using real or hypothetical situations to study the positive and negative aspects of social interactions.

Problems and Solutions: During the research, some problems were identified, including: • Lack of self-confidence in children in social situations. • Difficulties in verbal and non-verbal communication. • Lack of teamwork skills. To address these problems: • Involving consultative educators to support children. • Organizing group learning sessions and training. • Collaborating with parents to enhance children's social activity through various activities is recommended.

Conclusion: Developing social-communicative skills in young schoolchildren plays a crucial role in their personal and social development. These skills not only ensure success in their educational process but also serve as a foundation for future social interactions. Achieving high effectiveness in pedagogical activities can be accomplished by applying modern methods and considering the individual characteristics of the children.

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ИЗУЧЕНИЕ ИСПОЛЬЗОВАНИЯ *PUNICA GRANATUM L* В НАРОДНОЙ МЕДИЦИНЕ

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Аннотация: Гранат обыкновенный, *Punica granatum L*, вкусный и привлекательный фрукт обладает множеством полезных свойств. Кожура и семена граната являются лекарственным сырьём. Наличие в кожуре, корнях и ветвях граната вещества пельтьерин отличает его от других растений и фруктов. Гранатовая кожура — универсальное средство от многих бактерий и инфекций, отравляющих организм.

Ключевые слова: *Punica granatum L*, аскорбиновая, яблочная, лимонная и щавелевые кислоты, витамины группы В, минералы, пельтьерин, антиоксидантные свойства, лекарственные препараты, кожура граната, Гиппократ, Абу Али ибн Сина, алкалоиды.

Существует популярная поговорка: «Сколько зерен в гранате, столько же в ней и лекарств от болезней».

Этот вкусный и привлекательный фрукт обладает множеством полезных свойств. Он укрепляет сердце, защищает от рака и повышает уровень гемоглобина. Плоды граната содержат 80 процентов воды, 12–15 процентов сахара, 19 процентов аскорбиновой кислоты и чистые органические кислоты — яблочную, лимонную и щавелевую. Он содержит витамины группы В — В1, В2, В6, В9 и каротин, витамин А, а также минералы, такие как калий, магний, кобальт, железо, кальций и фосфор. Гранат повышает кровь и обладает способностью омолаживать организм благодаря содержащимся в нем антиоксидантным свойствам. Кроме того, из коры, цветов, листьев и корней гранатового дерева изготавливают различные лекарственные препараты[1].

Уникальные свойства кожуры граната: Гранат — не только сладкий, но и полезный фрукт, а его целебные свойства кроются не только в его зернах, но и в кожуре и семенах. Гранатовая кожура — универсальное средство от многих бактерий и инфекций, отравляющих организм. Отваром коры можно за короткий срок (5-7 дней) вылечить язву кишечника, дизентерию, дисбактериоз, сальмонеллез, глисты, холеру, брюшной тиф и многие другие заболевания. Кожура граната содержит красящие вещества, калий, кальций, магний, железо, хром, бор и другие макро- и микроэлементы.

Наличие в кожуре, корнях и ветвях граната вещества пельтьерин отличает его от других растений и фруктов.

Известно, что Гиппократ лечил порезы и раны отваром из сушеной кожуры граната. То есть, к ране прикладывали чистую хлопчатобумажную ткань, смоченную гранатовым соком, и оставляли ткань до тех пор, пока рана не заживет[2].

Положите сушеную кожуру граната в чайник с зеленым чаем и залейте кипятком. Если вы выпьете этот чай перед сном, вы будете спать крепко.

Кожура граната является источником витамина С. Таким образом, он улучшает обмен веществ и помогает лечить все виды кровотечений и острый геморрой. 8 г порошка высушенной коры (1 чайная ложка) смешивают с необходимым количеством воды комнатной температуры и доводят до состояния пасты. Принимается утром и вечером. Измельчение кожуры граната в порошок, смешивание ее с водой и полоскание горла при кашле может помочь облегчить

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першение в горле. Также высушите и смешайте порошок кожуры граната с горькой косточкой в соотношении 8х1, сделайте из этого круглую таблетку, добавьте достаточное количество воды и сделайте густую пасту. Принимать по 1 таблетке 3 раза в день. Рассасывание этих таблеток при кашле очень полезно.

Если ребенок страдает от кашля, ему достаточно просто подержать во рту сушеную кожуру граната, и кашель прекратится. Экстракт кожуры граната также является эффективным средством для предотвращения выпадения волос и перхоти.

Если смешать с розовой водой измельченную в порошок кожуру, она полезна будет при угревой сыпи и других высыпаниях на лице, а также будет омолаживать организм.

Кожура граната также полезна для кожи лица. Если у вас очень жирная, склонная к акне и неровная кожа лица, слегка обжарьте кожуру граната в оливковом масле, слегка остудите и нанесите на лицо, пока она еще теплая. Подержав маску 5-10 минут, смойте ее теплой водой.

Если порошок из кожуры граната заварить с мятой, имбирем, тмином и зеленым чаем, это поможет при расстройствах пищеварения и нарушениях моторики кишечника.

Очищает почки и печень, избавляет от вредителей. Для этого заварите 1 чайную ложку порошка кожуры граната в 1 стакане воды, дайте настояться 5 минут, добавьте мед и выпейте. Для приготовления водной настойки смешайте кожуру граната и воду в соотношении 1:20. Добавьте 10 г кожуры граната в горячую воду и доведите до кипения в закрытой емкости. Снимают с огня и пьют сразу после закипания.

Полоскание горла кипяченой водой из кожуры граната может облегчить зубную боль, гингивит и простуду. Потому что он обладает свойством бороться с бактериями и вирусами в полости рта.

Приготовление лечебной кожуры граната одинаково для большинства заболеваний, отличается только ее прием. Например, при таких заболеваниях, как острый аппендицит, холера, кишечная палочка и дизентерия, выпивают полстакана этого напитка. Отвар через марлю не процеживается. Оставшийся напиток оставляют рядом с пациентом. Если вы выпили это средство при диарее и почувствовали себя лучше в течение 10 минут, это простое кишечное расстройство. Поэтому вы можете спокойно выходить на улицу или идти на работу. Больше диарея вас не будет беспокоить. Если вам не станет лучше в течение 10 минут, у вас может быть брюшной тиф, дизентерия, сальмонеллез или другие заболевания. В этом случае вам следует остаться дома и продолжить пить настой гранатовой кожуры. Процесс лечения займет еще 3 часа. Выздоровление наступает в течение 5 дней после начала лечения.

Для лечения язвы желудка и кишечника, дисбактериоза, колита за 1 неделю заварите отвар из сушеных корок граната и пейте его в течение 25–30 минут. В этом случае принимают по 25–30 мл в день за один прием. Это поможет вам восстановиться в течение недели. При лечении этим средством вредные бактерии погибают, а полезные выживают. Помните, что во время лечения гранатовой кожурой ни в коем случае нельзя употреблять алкоголь. Тонкая мембрана между зернами граната издавна используется для лечения грыж и различных раковых опухолей.

Кипячение кусочков кожуры граната в воде и полоскание ею рта может помочь устранить кровоточивость десен и укрепить их. При бактериальных кишечных заболеваниях клизма из отвара из тонкого слоя гранатового сока, , лечить слизистые выделения из толстой кишки.

Древние источники не упоминают о негативном воздействии кожуры граната. Результаты клинических исследований состава коры подтвердили ее эффективность в улучшении общего

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самочувствия, снятии боли, стимуляции аппетита и лечении запоров. Употребление 75 г отвара в день помогает при заболеваниях желудочно-кишечного тракта. В этом случае следует принимать по 300 мг 4 раза в день в течение 1 года.

Препараты из коры, а именно отвар, полезны при обильных менструациях, кровохарканье, заболеваниях полости рта. Для приготовления этого отвара заварите 1 столовую ложку сушеной кожуры граната в 1 литре воды. Затем снимите с огня, перелейте в термос и дайте настояться в течение 2 часов. Пить по 50-100 мл до еды. Это средство также лечит ожоги и другие повреждения кожи[2].

Спиртовая настойка из кожуры граната также применяется при ряде заболеваний. Для приготовления этого средства кожуру 1 граната измельчают и заливают 100 мл 40-процентного спирта. Через 1 неделю добавляется глицерин в соотношении 1:1. Полученная мазь при нанесении на рану быстро заживает. При ожогах кожу сначала ополаскивают гранатовым соком, смешанным с водой в соотношении 1:5, затем добавляют воду и посыпают сверху измельченной гранатовой кожурой.

Мазь из кожуры граната можно использовать для лечения гриппа, простуды и насморка. Для этого полощите горло 5–6 раз в день настойкой из порошка коры граната, дуба или ивы. Чтобы приготовить эту противомикробную и противовирусную жидкость, заварите 1 столовую ложку смеси в 1 стакане кипятка. Оставьте на 4 часа. Затем пейте по трети стакана 3–4 раза в день. Продолжительность лечения составляет 7–10 дней. Лечение кожурой граната не вызывает никаких побочных эффектов. Однако натуральное средство, приготовленное из кожуры граната, не следует принимать одновременно с антигистаминными препаратами и превышать указанную дозировку. Также следует отметить, что мази из кожуры граната не следует использовать, если у вас есть склонность к запорам, геморрою или заболеваниям почек.[2]

Помимо плодов и коры, для лечения различных заболеваний используются также ствол и кора дерева. Кожура граната содержит алкалоиды, дубильные вещества, смолы, красители и другие соединения, а кожура плода также содержит большое количество лекарственных и дубильных веществ. Пельтьерин и другие алкалоиды выделяют из содержащегося в нем алкалоидного комплекса. Плоды граната содержат органические кислоты, до 21 процента сахаров, витамины и другие соединения. Для медицинского применения из кожуры плодов извлекают танин, а из сока плодов — лимонную кислоту. Абу Али ибн Сина использовал кожуру граната при кровохарканье, кровоточивости десен, заболеваниях желудка (понос, кровавый понос), мочеиспускании, укреплении зубов и десен, лечении ран и других заболеваний. В народной медицине плоды, фрукты кожура и цветки граната используются при водянке, чесотке, кашле, диарее, дизентерии и желтухе, а также как разжижающее кровь, мочегонное и рвотное средство.

Гранатовый сок назначают при синусите, а также пьют для стимуляции аппетита.

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THE ROLE OF MOTIVATION IN LEARNING ENGLISH: TECHNIQUES FOR ENGAGING STUDENTS

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Annotatsiya. Motivatsiya, ayniqsa, ona tili ingliz tili bo'lmaganlar uchun, ingliz tilini muvaffaqiyatli o'rganishda muhim ahamiyatga ega. Ushbu maqolada motivatsiyaning til o'rganishdagi o'rni tushuntiriladi va o'quvchilarni darslarda qiziqtirish va rag'batlantirishga yordam beradigan usullar ko'rsatiladi. Shuningdek, O'zbekistondagi Ibrat tashkiloti va Duolingo kabi vositalarning bepul va qiziqarli ingliz tili darslariga kirishni yaxshilashdagi roli muhokama qilinadi. Maqolada o'yinlar, texnologiyalar va madaniy integratsiya kabi strategiyalar talabalarning motivatsiyasini va muvaffaqiyatini oshirish yo'llari sifatida ko'rib chiqiladi.

Kalit so'zlar: motivatsiya, ingliz tilini o'rganish, Duolingo, Ibrat tashkiloti, o'qitish usullari.

Аннотация. Мотивация играет ключевую роль в успешном изучении английского языка, особенно для носителей других языков. В статье объясняется значение мотивации в изучении языка и предлагаются методы, которые помогают учащимся сохранять интерес и энтузиазм на уроках. Также обсуждается, как организации, такие как «Ибрат» в Узбекистане, и инструменты, такие как Duolingo, способствуют улучшению доступа к бесплатным и увлекательным занятиям по английскому языку. В статье рассматриваются стратегии, такие как использование игр, технологий и культурной интеграции, которые могут повысить мотивацию студентов и их успехи.

Ключевые слова: мотивация, изучение английского, Duolingo, организация «Ибрат», методы преподавания.

Abstract. Motivation is essential for learning English successfully, especially for non-native speakers. This paper explains the importance of motivation in language learning and highlights techniques to help students stay interested and excited in class. It also discusses how organizations like Ibrat in Uzbekistan, as well as tools like Duolingo, contribute to improving access to free and engaging English lessons. Strategies like using games, technology, and cultural integration are explored to show how they can enhance student motivation and success.

Key words: motivation, English learning, Duolingo, Ibrat organization, teaching methods.

INTRODUCTION

Learning English as a second or foreign language is both exciting and challenging. Many students lose motivation because they feel the lessons are boring or too hard. Motivation, however, can help students overcome these challenges and build confidence. In Uzbekistan, efforts like the Ibrat organizations, which provide free language lessons, and modern tools like Duolingo, are making language learning easier and more accessible for everyone.

Teachers also play a big role in keeping students motivated. This paper explores why motivation is so important and explains practical ways to make English classes enjoyable, such as using games, technology, and activities that connect to students' interests.

Methods

To understand the role of motivation in learning English, the following methods were used:

1. Surveys

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- 50 students and 10 teachers were asked questions about their favorite learning activities and tools.
- Questions included, “What makes English lessons interesting?” and “Do you use apps or free lessons outside of class?”

2. Classroom Observations

- Observations were conducted over 6 months in various English classes.
- Methods like using games, group activities, and technology were carefully noted to see how they affect student engagement.

3. Interviews

- Teachers shared their strategies for keeping students motivated. Many mentioned free resources like Ibrat lessons and Duolingo as helpful tools.

4. Exploring Free Resources in Uzbekistan

- The role of organizations like Ibrat, which offer free language courses, was analyzed.
- Apps like Duolingo, which combine fun activities with learning, were also studied for their motivational impact.

Results

The study revealed several successful techniques for motivating students in English learning:

1. Free Resources in Uzbekistan

- Ibrat Organizations:

In Uzbekistan, Ibrat organizations provide free English language lessons to students of all ages. These programs not only reduce financial barriers but also give students access to professional teachers and engaging activities.

- Students reported that the friendly environment in these programs made them feel confident and supported.

- Teachers in Ibrat often use games, songs, and cultural discussions, which increase both motivation and language skills.

- Free Apps like Duolingo:

- Duolingo is very popular among students because it is easy to use and feels like playing a game.
- The app offers rewards like badges and streaks, which keep learners motivated to continue their daily lessons.

- Teachers recommended Duolingo as a tool for self-study and a way to practice outside the classroom.

2. Technology in the Classroom

- Using videos, music, and online games makes lessons more interactive and exciting.
- Apps like Kahoot and Quizlet were especially useful for vocabulary and grammar practice.

3. Personalized Lessons

- Teachers who adapted lessons to match students’ interests saw better engagement. For example:
- Sports-related topics for athletic students.
- Music and pop culture for creative learners.

4. Fun Activities

- Group Work and Games: Students enjoyed learning in groups where they could compete or cooperate.

- Cultural Activities: Learning about English-speaking cultures through movies, food, and traditions made classes more interesting.

5. Positive Feedback and Encouragement

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- Teachers who praised students regularly and gave small rewards, like stickers or certificates, noticed that students worked harder.

Discussion

Motivation is both intrinsic (coming from personal interest) and extrinsic (influenced by rewards or grades). For example:

- Intrinsic Motivation: Students using Duolingo may feel motivated because they enjoy the process of learning.
- Extrinsic Motivation: Students attending Ibrat lessons may be motivated to earn certificates or learn skills for future jobs.

Both types of motivation are important. Teachers should mix different techniques to reach all types of students. Free programs like Ibrat and tools like Duolingo are excellent examples of how technology and accessibility can make language learning more engaging.

Acknowledgment

I would like to express my deepest gratitude to everyone who contributed to the success of this study. First and foremost, I am thankful to the teachers and students who participated in the surveys and shared their experiences. Their honest insights and feedback formed the foundation of this research and highlighted the practical challenges and opportunities in English language learning.

A special thanks goes to the Ibrat Academy, a remarkable organization in Uzbekistan that has made significant strides in promoting free and accessible language education. The academy offers free English lessons both online and offline, catering to learners of various ages and skill levels. What sets Ibrat Academy apart is their commitment to quality and comprehensive learning. After each online lesson, students are required to take a test designed to assess their understanding and measure their progress. These tests are not only an effective way to reinforce learning but also help students determine their current proficiency level.

Furthermore, the Ibrat Academy motivates students by awarding certificates upon completion of their courses. These certificates are highly valued as they serve as tangible proof of achievement and can even be used to enhance professional or academic opportunities. The academy also incorporates innovative teaching methods, such as integrating interactive activities, cultural discussions, and practical applications of the language, which significantly contribute to boosting student engagement and confidence.

Finally, I would like to thank platforms like Duolingo, which have revolutionized the way we learn languages. Their gamified approach and user-friendly interface make English learning accessible and enjoyable for learners worldwide. Combining the structured teaching of organizations like Ibrat Academy with the flexibility of tools like Duolingo creates a holistic approach to language acquisition that caters to diverse learning preferences.

This research would not have been possible without the contributions of these incredible organizations, dedicated teachers, motivated students, and the innovative tools that continue to shape the future of education. Thank you all for inspiring a deeper understanding of the role of motivation in learning English.

Conclusion:

Motivation plays a critical role in the process of learning English, particularly for non-native speakers. It influences how students engage with the language, overcome challenges, and achieve success. This study highlights the importance of combining intrinsic and extrinsic motivational strategies to create an engaging and effective learning environment. Techniques such as gamification, personalized

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teaching, the use of technology, and cultural integration have proven to be highly beneficial in maintaining student interest and enhancing language acquisition.

The contributions of organizations like Ibrat Academy in Uzbekistan cannot be overstated. By offering free, accessible, and high-quality English lessons, coupled with assessments and certification programs, Ibrat has set a strong example of how education can be made inclusive and motivating. Additionally, platforms like Duolingo have shown how gamified learning tools can complement traditional teaching methods, providing learners with flexible and enjoyable opportunities to practice English.

To maximize the benefits of these approaches, educators must continuously innovate their teaching techniques and explore new ways to motivate students. By fostering a love for learning and addressing the diverse needs of students, educators can help them achieve their goals and unlock their full potential in mastering the English language. This research reaffirms that with the right motivation and resources, the journey of learning English can be both enjoyable and transformative.

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OLIY TA'LIM MALAKA OSHIRISH TIZIMIDA PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISHNING AYRIM MUAMMOLARI VA YECHIMLARI

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Проблемы и решения использования педагогических технологий в системе повышения квалификации в области высшего образования

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Developing Students' Key Competencies: Methodology and Approaches for Developing Critical Thinking, Social Cooperation, Problem-Solving, and Communication Skills

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Annotatsiya: Ushbu ilmiy maqolada oliy ta'lim malaka oshirish tizimida oliy ta'lim tizimi mashg'ulotlarini kreativ tashkil etishda tinglovchilarni kompetentsiyalarini rivojlantirish texnologiyasi yoritib berilgan.

Kalit so'zlar: Texnologiya, Primitiv, Kreativ

Аннотация: В данной научной статье рассматривается технология развития компетенций слушателей в системе повышения квалификации высшего образования при организации креативных занятий в системе высшего образования.

Ключевые слова: Технология, Примитив, Креатив

Annotation: This scientific article discusses the technology of developing the competencies of participants in the higher education professional development system while organizing creative activities within the higher education system.

Keywords: Technology, Primitive, Creative

KIRISH:

Oliy ta'lim tizimi doirasida malaka oshirish kurslari, ta'limning sifatini oshirish va pedagogik mahoratni rivojlantirishda muhim ahamiyat kasb etadi. Pedagogik texnologiyalar esa ta'lim jarayonini samarali tashkil etish va innovatsion metodlarni joriy etishda muhim vosita hisoblanadi. Oliy ta'lim malaka oshirish tizimida pedagogik texnologiyalarni qo'llash ko'plab imkoniyatlar yaratadi, biroq u bilan bog'liq bir qator muammolar ham mavjud. Mazkur maqolada ushbu muammolar va ularni yechish yo'llari tahlil qilinadi.

Pedagogik texnologiyalarning ahamiyati

Pedagogik texnologiyalar ta'lim jarayonini maqsadga yo'naltirilgan, tizimli va samarali boshqarishga imkon beradi. Bu texnologiyalarning asosiy maqsadi — ta'lim jarayonida talabalar va o'qituvchilar

o'rtasidagi o'zaro aloqalarni yaxshilash, o'qitish va o'rganishning yangi shakllarini yaratishdir. Oliy ta'limda malaka oshirish kurslari pedagogik texnologiyalarni joriy etish orqali o'qituvchilarning ilmiy-pedagogik salohiyatini oshirishga, samarali ta'lim metodlarini qo'llashga yordam beradi.

Oliy ta'lim malaka oshirish tizimida pedagogik texnologiyalarning qo'llanishidagi muammolar

1. Infratuzilmaning yetarli bo'lmasligi ya'ni tadbqiq qilishdagi texnik yoki guruhning tayyormasligi hamda xonadagi shart sharoitlarning yetarli emasligi

Pedagogik texnologiyalardan samarali foydalanish uchun ta'lim muassasalarida zarur infratuzilma bo'lishi kerak. Ko'plab oliy ta'lim muassasalarida kompyuterlar, Internet aloqalari yoki texnik vositalar yetishmaydi. Bu, ayniqsa, malaka oshirish kurslari uchun mo'ljallangan onlayn platformalarda o'qituvchilar va talabalar orasida ma'lumot almashishning qiyinlashishiga olib keladi.

Yechimlar:

Oliy ta'lim tizimi malaka oshirish uchun zarur infratuzilmani yaratish, ya'ni zamonaviy kompyuter texnikalari va yuqori tezlikdagi internet aloqalarini ta'minlash zarur. Shuningdek, o'qituvchilarni va talabalarni pedagogik texnologiyalarni qo'llashga o'rgatish uchun malaka oshirish dasturlari tashkil etilishi lozim.

2. O'qituvchilarning pedagogik texnologiyalarga nisbatan tayyorgarlik darajasining pastligi yani qo'llaniladigan texnologiyani mavzuga mos emasligi

Ko'plab o'qituvchilar pedagogik texnologiyalarni qo'llashda yetarli bilim va ko'nikmalarga ega emaslar. O'qituvchilarning ko'pchiligi eski pedagogik metodlardan foydalanishga odatlangan, bu esa yangi texnologiyalarni joriy etishda to'siqlar yaratadi.

Yechimlar:

O'qituvchilarni pedagogik texnologiyalarga moslashtirish uchun malaka oshirish kurslari tashkil etish zarur. Bu kurslar o'qituvchilarni zamonaviy ta'lim texnologiyalarini amalda qo'llashga o'rgatish, texnik vositalarni ishlatish bo'yicha ko'nikmalarni rivojlantirishni o'z ichiga olishi kerak. Shuningdek, o'qituvchilarni tizimli ravishda yangiliklardan xabardor qilish va yangi texnologiyalarni o'z ishlarida qo'llash uchun rag'batlantirish tizimini joriy etish muhimdir.

3. Talabalar tomonidan texnologiyalarga nisbatan ishonchsizlik

Ba'zi talabalar pedagogik texnologiyalarni ishlatishda ishonchsiz bo'lishi mumkin. Bu, ayniqsa, texnologiyalarni yaxshi bilmagan yoki ilgari bu kabi texnologik vositalardan foydalanmagan talabalar orasida uchraydi.

Yechimlar:

Talabalarni pedagogik texnologiyalar bilan tanishtirishda bosqichma-bosqich yondashuvni qo'llash zarur. Dastlab oddiy va tushunarli vositalar bilan boshlash, keyin esa murakkab tizimlarga o'tish talabalar uchun ancha samarali bo'ladi. Shuningdek, onlayn kurslar, seminarlar va interaktiv mashg'ulotlar orqali talabalar texnologiyalarga bo'lgan ishonchni oshirish mumkin.

4. Pedagogik texnologiyalarning kontentiga yuqori talablar

Oliy ta'lim malaka oshirish tizimida qo'llaniladigan pedagogik texnologiyalarning kontenti ham muhim rol o'ynaydi. Ba'zida mavjud materiallar yangilanishi yoki takomillashtirilishi lozim bo'lgani uchun malaka oshirish kurslarining ta'siri kamayadi.

Yechimlar:

Kurslar va darsliklarni muntazam ravishda yangilab turish, zamonaviy pedagogik metodlarni va amaliyotlarni o'z ichiga olgan materiallarni ishlab chiqish zarur. Bu o'qituvchilarga o'z bilimlarini yangilash imkonini beradi va kursning samaradorligini oshiradi.

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5. **Motivatsiya va rag'batlantirishning yetishmasligi**

O'qituvchilarning pedagogik texnologiyalarni o'z ishlarida qo'llashga bo'lgan motivatsiyasi ba'zida past bo'lishi mumkin. Rag'batlantirish tizimlarining yetarli bo'lmasligi ham bu muammoni kuchaytiradi.

Yechimlar:

O'qituvchilarning pedagogik texnologiyalarni qo'llashga bo'lgan qiziqishlarini oshirish uchun mukofotlash tizimi joriy etish lozim. Bu mukofotlar ilmiy ishlar, metodik materiallar yoki innovatsion pedagogik amaliyotlar orqali ko'rsatilishi mumkin. Shuningdek, o'qituvchilarga yangi texnologiyalarni joriy etishda yordam beradigan qo'llab-quvvatlash tizimi yaratish muhimdir.

Pedagogik texnologiyalarning samarali qo'llanilishi uchun tavsiyalar1. **Interaktiv va zamonaviy texnologiyalarni joriy etish**

Ta'lim jarayonida interaktiv texnologiyalarni qo'llash, masalan, onlayn testlar, simulyatsiyalar, video darslar va forumlar talabalar va o'qituvchilar o'rtasidagi interaktivlikni oshirishga yordam beradi. Bu metodlar o'qituvchilarning va talabalarining motivatsiyasini oshiradi va ta'lim sifatini yaxshilaydi.

2. **Tizimli malaka oshirish dasturlarini ishlab chiqish**

O'qituvchilar uchun pedagogik texnologiyalarni qo'llash bo'yicha tizimli va uzluksiz malaka oshirish dasturlarini ishlab chiqish, ularning yangi texnologiyalarni samarali qo'llash imkoniyatlarini oshiradi.

3. **Ilmiy tadqiqotlar va amaliyotlar asosida o'qituvchilarga qo'llab-quvvatlash**

Pedagogik texnologiyalarni rivojlantirish uchun ilmiy tadqiqotlar va amaliyotlardan foydalanish, o'qituvchilarga yangi texnologiyalarni o'z ishlarida qanday qo'llashni amaliy ravishda ko'rsatib berish muhim ahamiyatga ega.

4. **Pedagogik texnologiyalarni integratsiya qilish**

Pedagogik texnologiyalarni o'quv jarayoniga chuqur integratsiya qilish, ya'ni ular nafaqat o'qitish, balki talabalarining mustaqil o'rganishi uchun ham qo'llanilishi kerak. Bu esa o'quv jarayonini yanada samarali va interaktiv qiladi.

Tavsiya etiladigan ta'lim texnologiyalari

Talaba va malaka oshirish tizimi tinglovchilarda interaktiv ta'lim texnologiyalari ta'lim jarayoniga talaba-tinglovchilarni faol jalb qilishni ta'minlaydi. Bu texnologiyalar yordamida o'qituvchi va talabalar o'rtasida doimiy aloqalar o'rnatiladi, bu esa ta'limni qiziqarli va samarali qiladi.

- **Interaktiv ta'lim taxtalari** (Smart boards) — bu ta'lim jarayonida matn, rasm, video yoki boshqa multimedialarni ishlatish imkonini beradi. O'qituvchilar va talabalar ta'lim jarayoniga bevosita ishtirok etishlari mumkin. Ro'lli o'yinlar, kichik "keys-stadiy", "ESSE", "Rezyume" va boshqalarni keltirish mumkin.

- **Qayta aloqa tizimlari** — talabalar o'z fikr-mulohazalarini tezkor tarzda bildirishlari mumkin. Misol uchun, "kahoot", "Quizizz" kabi interaktiv test platformalaridan foydalanish.

Misol uchun: FSMU texnologiyasini tadbiqiy jarayoni

Texnologiya savoli: Ta'lim jarayonida pedagogik texnologiyalardan foydalanishning talabalar kelgusi kasbiy faoliyatini rivojlantirishdagi ahamiyati va ro'li

F (Fikringiz)	S (Sababi)	M (misol keltiring)	U (umumlashtiring)

Xulosa

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Oliy ta'lim malaka oshirish tizimida pedagogik texnologiyalardan foydalanish — bu nafaqat o'qituvchilarning malakasini oshirish, balki ta'limning umumiy sifatini yaxshilash yo'lidagi muhim qadamdir. Pedagogik texnologiyalarni qo'llashdagi mavjud muammolarni hal qilish uchun o'qituvchilarni tayyorlash, infratuzilmani yaxshilash, motivatsiya tizimini takomillashtirish va zamonaviy texnologiyalarni integratsiya qilish zarur. Bu yondashuvlar ta'lim jarayonining samaradorligini oshirishga, o'qituvchilarning pedagogik mahoratini yanada rivojlantirishga va talabalar uchun yuqori sifatli ta'lim taqdim etishga yordam beradi.

Foydalanilgan adabiyotlar

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ПОДГОТОВКА КОНКУРЕНТОСПОСОБНЫХ СУРДОПЕДАГогов МИРОВОГО УРОВНЯ

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Аннотация: В этой статье раскрывается процесс подготовки конкурентоспособных сурдопедагогов мирового уровня. Анализируется технология развития методических компетенций будущих сурдопедагогов.

Ключевые слова: технология методические компетенции, будущих сурдопедагогов, обучения, воспитания, коррекция слабослышащих обучающихся, учитель, методология специальные методы, частные методы, методические задачи.

Abstract: This article reveals the process of training competitive world-class teachers of the deaf. The technology of developing methodological competencies of future teachers of the deaf is analyzed.

Keywords: technology, methodological competencies, future teachers of the deaf, training, education, correction of hearing-impaired students, teacher, methodology, special methods, private methods, methodological tasks.

В образовательных учреждениях мира особое внимание уделяется научным исследованиям, направленным на активизацию инновационных технологий формирования методической подготовки будущего сурдопедагога, педагогико-психологическим аспектам использования системы ценностей совершенствования диагностической культуры, совершенствования модели развития конкурентоспособной подготовки сурдопедагогов. В частности, при эффективной организации процесса подготовки будущих сурдопедагогических кадров очевидна необходимость разработки динамически иллюстрированных учебных материалов в условиях инновационной образовательной среды.

В нашей стране особое внимание уделяется исследованиям по переходу к новым парадигмам в высшем образовании, созданию методического обеспечения совершенствования инновационных подходов к самореализации будущего сурдопедагога. Приоритетным поставлен вопрос “повышения качества образования в школах, вывода знаний и квалификации педагогических кадров на международный уровень, целенаправленной подготовки 10 потенциальных высших учебных заведений к включению в международные рейтинги QS и THE к 2026 году”. В результате, повысится эффективность проведения исследований в высших учебных заведениях, направленных на совершенствование системы управления качеством развития методических компетенций путём применения интенсивных образовательных технологий Развитие профессионально-педагогического творчества будущих педагогов на основе компетентностного подхода в коррекционной педагогике исследовали О.А.Куйсинов, Х.А.Маматкулов, Д.Р.Пулатова, Ф.М.Рашидова, К.Ж.Рискулова, М.Б.Уразова, А.А.Халиков; развитие профессионально-методических компетенций у будущих логопедов в специальной педагогике исследовали М.Махмудова, Л.Хайитов; развитие профессионального творчества у будущих сурдопедагогов исследовали Ф.Р.Тешабоева, Д.Б.Якубжанова.В странах СНГ развитие методических компетенций студентов вузов широко проанализировали Р.Е.Алюшин, В.И.Байденко, Н.В.Кузьмина,

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Л.Н.Макарова, М.П.Меситова, Е.С.Семенова; подготовка будущих дефектологов тщательно проанализировали Р.О.Агавелян, И.В.Галанова, В.А.Генкина, А.Д.Гонеев, Н.М.Назарова, Е.В.Рязанова, Н.А.Строгова. В странах Европы развитие профессионально-педагогической компетентности учителей раскрыли Richerd Rieser, Edvard de Bono, Spek Otto, Bill Roberts, Sandy Mac Kenzie[3;-437.6].

Важнейшей задачей повышения качества организации и внедрения эффективного образования в вузах и профессионального образования в нашей стране является подготовка конкурентоспособных выпускников мирового уровня. Сегодня перед высшим педагогическим образованием поставлена задача подготовки сурдопедагога с новыми методическими компетенциями. Учитель начальных классов должен учитывать физиологические особенности учащихся 1-4 классов с нарушениями слуха, возникающими в результате нарушения слуха, проводить с ними коррекционно-компенсаторную работу, приобретать опыт формирования и развития речевой деятельности. При анализе компетентного подхода следует отметить, что существуют противоречивые мнения о понимании сущности основных понятий «компетентность» и «компетенция», а единодушных мнений о понимании данной терминологии нет. И.А.Зимняя исходит из того, что «компетенция – это способность эффективно выполнять деятельность», а «компетентность – это способность выполнять трудовые функции в соответствии с требованиями». В.И.Байденко, Н.Хомский, В.Хутмахер компетентность относят к базовым качествам личности и подчеркивают, что работа считается эффективной или очень хорошей по ее необходимым критериям[5;-45.6]. Вопросы изучения и анализа сущности понятий «компетенция» и «компетентность» в Республике Узбекистан основаны на этимологическом анализе Н.А.Муслимовым понятий «компетенция» и «компетентность». По его мнению, компетентность – это способность использовать знания, умения и личностные качества для успешной деятельности в определенной сфере, понятие компетентности определяется как «приобретенные личностью знания, умения и личностные качества в определенной области образования или специальности, а также сформированные личностные качества, умение успешно использовать их в своей работе». [2;-65.6].

Методическая деятельность как вид педагогической деятельности включает в себя необходимые знания, умения и способы анализа методических ситуаций и осуществления действий, направленных на решение большого количества методических задач. Исследования в области методической (учебно-методической) деятельности, ее содержание и порядок не определены, но основой могут служить работы в области педагогической деятельности. Овладение педагогической (методической) деятельностью у студентов происходит в результате осуществления учебной деятельности, имеет общую структуру с педагогической деятельностью, но отличается своими особенностями. В ее порядке выделяются учебные ситуации и задачи, учебные действия. Ее единицей является учебная задача. При этом в рамках профессиональной подготовки он должен сочетать важные характеристики учебной задачи и педагогической задачи. Программы дисциплины “Родной язык”, дисциплины “Развитие речи”, дисциплины “Чтение” отличаются друг от друга по целям, задачам и содержанию в том случае, когда на отрезке периодов учитывается общий и речевой уровень развития учащихся. Поэтому будущий сурдопедагог должен учитывать уровень общего и речевого развития глухих и слабослышащих учащихся в каждом периоде, исходя из того, что в специализированной школе программы дисциплин “Родной язык”, “Развитие речи”, “Чтение” отличаются друг от друга целью, спецификой задач, представляют в качестве образовательной

цели развитие организационных педагогико-психологических и нормативно-правовых документов, соблюдение обучающимся дисциплины “Родной язык” в форме интегративно-инновационного и инклюзивного образования с осознанным подходом к гигиеническим требованиям; знание теоретических, правовых, методологических основ специальной методики обучения родному языку, анализ уроков, программ и подготовка курсовых разработок с опорой на них; использование специальной методики обучения родному языку для преподавания предметов в специализированной программе школы[2;-87.б.]..

Осуществление коррекционно-педагогической деятельности в условиях опоры на интеграцию методики с организацией содержания циклов обучения родному языку на основе интегративного подхода; развитие устно-дактильной речи, разговорно-связной речи, подготовка плана урока, внеурочной деятельности на основе методики обучения письму и чтению; подготовка разработки уроков, специфичных для различных этапов обучения родному языку на основе программ дисциплин “Родной язык”, “Развитие речи”, “Чтение”, предназначенных для 1-4 классов с учетом особенностей психического развития глухих, поздно глухих и слабослышащих детей; планирование процессов словесного выражения звуков, слогов, слов, словосочетаний и предложений глухих, позже ставших глухими и слабослышащими детьми с учетом требований уроков дисциплины “Родной язык”, дисциплины “Развитие речи”, дисциплины “Чтение”; иметь квалификацию для самостоятельной работы с педагогико-психологическими документами психического развития и нормативно-правовыми актами специализированной школы.

В случае обобщения теоретико-научного знания интеллектуально-познавательного развития методические компетенции будущего сурдопедагога имеют сложную структуру, процессуальный компонент включает в себя планирование, развитие коррекционно-сурдопсихологического процесса, осмысление субъектно-объектных взаимодействий, специальную методику обучения предмету родному языку, применение методов на практике.поняли.

Изучая методическую направленность деятельности сурдопедагога, необходимо выделить методические компетенции, создать методическое обеспечение их формирования[2;-87.б.].. Психолого-педагогический контент-анализ методических компетенций будущих сурдопедагогов послужил совершенствованию требований к развитию методических компетенций будущих сурдопедагогов в педагогическом вузе.

Совершенствование методической подготовки будущих сурдопедагогов на основе квалификационных требований, предъявляемых к будущему сурдопедагогу в рамках государственных образовательных стандартов по обучению родному языку в высших учебных заведениях, должно проводиться путем совершенствования и популяризации образцовых учебных программ по специальным дисциплинам, учебно-методического комплекса, учебников с интеллектуально-познавательным подходом к содержанию учебных пособий. В частности, определена широта возможностей дисциплины «специальная методика обучения родному языку» в совершенствовании методической подготовки будущих сурдопедагогов. В теории специальной педагогики методическая компетентность и компетенции сурдопедагога не изучались в исследовании, направленном на конкретную цель, что доказывает необходимость изучения методической компетентности и системы развития компетентности будущих сурдопедагогов.

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Разработана экспериментальная учебная программа, включающая работу по блокам (*систематико-методический, общеметодический, отдельно-методический*), демонстрирующих дедуктивно-педагогический метод обучения для реализации предложенного нами подхода к обучению специальным методам[2;-87.6.]. Для ее реализации разработана система учебно-методических заданий, использованы такие методы, как моделирование методических ситуаций и действий, наблюдение и анализ методических ситуаций, решение методических вопросов.

На *общеметодическом уровне* – на уровне ситуаций, раскрывающих общие закономерности взаимодействия с окружающей средой и ее внутренней структурой в рамках конкретно-общих особенностей разработки отдельной методики обучения и конкретной методики, например, обучения родному языку по специализированной школьной методике (для понимания общей характеристики компонентов системы сортировки, определяемых в учебном процессе). Общие внутренние закономерности методологических систем и их сосуществование с внешней средой описываются как системно-методический уровень исследования. Единицей изучения педагогической системы является педагогическая ситуация и как ее особое выражение – методическая ситуация; представленная модель методической системы повторяет лишь часть предполагаемой основы, направленной на овладение определенными профессиональными действиями, и состоит из содержания дисциплины изучения (*содержательная сторона методологических компетенций*).

Специальный методологический уровень представлен изучением элементарных взаимодействий между компонентами и их сортировкой в ситуациях (взаимосвязь учебных целей и выбора форм: с формами и методами; с методами и средствами и т.д., в ситуациях с конкретными особенностями развития учащихся, с предметом изучения).

Для формирования методических компетенций и возможности решения различных методических задач в рамках коррекционной подготовки на их основе наибольшее значение имеет направленность предмета изучения в исследовательских действиях, что называется движением в предмете изучения (*процессуальная сторона методических компетенций*).

Исходя из этого, изучение методической системы состоит из социально-психологических, предметных, педагогических аспектов обобщенных внешних факторов, влияющих на содержание системы. В модели выделены основные аспекты учебной деятельности, вытекающие из ее функций по обучению родному языку учащихся с нарушением слуха: коррекционно-развивающие, воспитательные, воспитательные аспекты воспитательной деятельности; направления конкретных методических действий по каждому аспекту образовательного процесса; анализ результатов деятельности в виде ее компонентов для изучения методической системы.

Как видно из модели, социально-психологический аспект обучения считался ведущим аспектом методических действий будущих сурдопедагогов, подчеркивал необходимость выявления ребенка как субъекта обучения (уровень развития психических процессов и целостности деятельности познания, воспитанности родителей, их профессиональной занятости, воспитательных возможностей семьи, взаимоотношений, сферы деятельности ребенка).

Анализ этих данных помогает составить четкое представление об уровне развития и воспитанности ребенка, а также о роли семьи в его жизни и возможностях его помощи в процессе обучения и воспитания, что позволяет сурдопедагогу ориентироваться на

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среднестатистического слабослышающего ребенка, но необходимо знать специфические особенности психического развития учащихся, индивидуализировать их в каждом отдельном ребенке.

Обучение таким формам обучения, как дистанционное обучение, электронное обучение, индивидуальное обучение, дидактические средства, электронный учебник, учебные пособия, курс электронного обучения, глоссарий, технологии «2-частный дневник», технологии «Мозаика», технология «3-шага», технология «Креативный сурдопедагог», технология «Концепция», «Т-таблица» и «Диаграмма Венна» нашли свое выражение в «Диаграмма Венна», стратегии «ФГМУ», стратегии самооценки, технологии «Карусель», «Уголки». Рассмотрение ситуаций обучения учащихся с нарушениями слуха требует рассмотрения компонентов и последовательностей, выделенных в предложенной модели, характеризующих общие принципы и направления исследований дисциплины.

На наш взгляд, адекватными представляются направления действий учащихся в учебной деятельности по отдельным сторонам учебного процесса. На его основе выявляются коррекционные возможности предмета изучения, вырабатываются знания об их выделении в общей структуре научной области и использовании при сортировке и структурировании содержания преподавания предмета родного языка в специализированной школе. Образовательная сторона выражается в учебно-методических действиях, учитывающих уровень усвоения ребенком с нарушением слуха, выделение форм и методов педагогической деятельности, знание учащимся выбора и структурирования содержания обучения родному языку. Направления учебно-методических действий учащегося в части изучения коррекционно-развивающей стороны обучения предмету родному языку в специализированной школе, выявление особенностей познавательной деятельности ребенка и выявление возможностей их коррекции, развития; выбор, анализ форм, методов, средств обучения родному языку; обучение родному языку, образовательная программа, охватывающая анализ предметных знаний с позиций основных направлений коррекционной работы, составлена на основе учебных предметов «Методика обучения родному языку в профильной школе».

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ЭМОЦИОНАЛЬНЫЙ ИНТЕЛЛЕКТ НА УРОКАХ РУССКОГО ЯЗЫКА

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Аннотация: Статья посвящена исследованию влияния эмоционального интеллекта (ЭИ) на процесс преподавания русского языка. Рассматриваются методы и подходы, направленные на развитие эмоционального интеллекта у учащихся, и их влияние на повышение успеваемости, улучшение коммуникативных навыков и эмоциональной устойчивости. Приведены результаты исследования, а также предложены практические рекомендации по интеграции ЭИ в образовательный процесс.

Annotation: The article is devoted to the study of the impact of emotional intelligence (EI) on the process of teaching the Russian language. Methods and approaches aimed at developing emotional intelligence in students are considered, as well as their impact on academic performance, communication skills, and emotional resilience. The study results are presented, along with practical recommendations for integrating EI into the educational process.

Annotasiya: Maqola emotsional intellektning (EI) rus tilini o'qitish jarayoniga ta'sirini o'rganishga bag'ishlangan. Talabalarda emotsional intellektni rivojlantirishga qaratilgan metod va yondashuvlar, ularning o'quv muvaffaqiyati, kommunikativ ko'nikmalar va emotsional barqarorlikka ta'siri ko'rib chiqilgan. Tadqiqot natijalari bayon qilinib, EI ni ta'lim jarayoniga joriy qilish bo'yicha amaliy tavsiyalar berilgan.

Ключевые слова: эмоциональный интеллект, русский язык, обучение, эмпатия, педагогика, эмоциональная устойчивость.

Keywords: emotional intelligence, Russian language, teaching, empathy, pedagogy, emotional resilience.

Kalit so'zlar: emotsional intellekt, rus tili, ta'lim, empatiya, pedagogika, emotsional barqarorlik.

Введение. Современная система образования требует внедрения новых подходов, направленных на развитие личности ученика. Одним из таких подходов является развитие эмоционального интеллекта (ЭИ), который помогает улучшить эмоциональную устойчивость, развивать эмпатию и коммуникативные навыки. На уроках русского языка эмоциональный интеллект играет важную роль, так как позволяет ученикам лучше понимать тексты, выражать свои мысли и развивать эмоциональную чуткость.

Целью данной работы является изучение влияния методов развития ЭИ на уроках русского языка, их эффективности и внедрение данных подходов в образовательную практику.

Материалы и методы. Для проведения исследования были использованы следующие методы:

1. Анкетирование учащихся и преподавателей. Определялся исходный уровень ЭИ у учащихся с использованием теста Гоулмана.
2. Наблюдение. Проводилось за поведением учащихся в классе до и после внедрения методик ЭИ.
3. Эксперимент. Экспериментальная группа занималась с применением методик развития ЭИ (ролевые игры, групповые дискуссии, эмоциональный анализ текстов). Контрольная группа обучалась традиционными методами.

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Объект исследования: учащиеся средней школы (150 человек) и их учителя (15 человек).
Период исследования: один учебный год.

Результаты. Результаты исследования показали, что внедрение методов развития ЭИ на уроках русского языка способствует:

1. Улучшению успеваемости: Средний балл учащихся в экспериментальной группе повысился на 20% по сравнению с контрольной.
 2. Развитию эмпатии: Учащиеся стали лучше понимать эмоции своих одноклассников и выстраивать конструктивный диалог.
 3. Улучшению атмосферы в классе: Количество конфликтных ситуаций снизилось на 30%.
 4. Повышению мотивации: Ученики проявляли больше интереса к изучению русского языка.
- Преподаватели отметили, что работа с эмоциональными аспектами текста (например, анализ чувств героев произведений) способствует не только пониманию литературы, но и личностному развитию учащихся.

Обсуждение. Результаты исследования подтверждают, что развитие эмоционального интеллекта на уроках русского языка положительно влияет на образовательный процесс. Однако внедрение данных методов требует:

1. Разработки специализированных учебных материалов, включающих задания на развитие эмпатии и эмоциональной устойчивости.
2. Повышения квалификации учителей, их обучения работе с эмоциональной составляющей текста.
3. Интеграции методов ЭИ в школьные программы.

Эффективные практики включают:

Использование литературных произведений для обсуждения эмоций героев. Групповую работу с акцентом на эмоциональное взаимодействие.

Проведение уроков-дискуссий на темы, связанные с эмоциональным опытом.

Заключение

Эмоциональный интеллект является важной составляющей современного образования. На уроках русского языка его развитие способствует улучшению академической успеваемости, созданию благоприятной атмосферы и формированию устойчивой личности. Для успешного внедрения методов развития ЭИ в образовательный процесс необходима поддержка со стороны школы и общества, а также соответствующая подготовка педагогов.

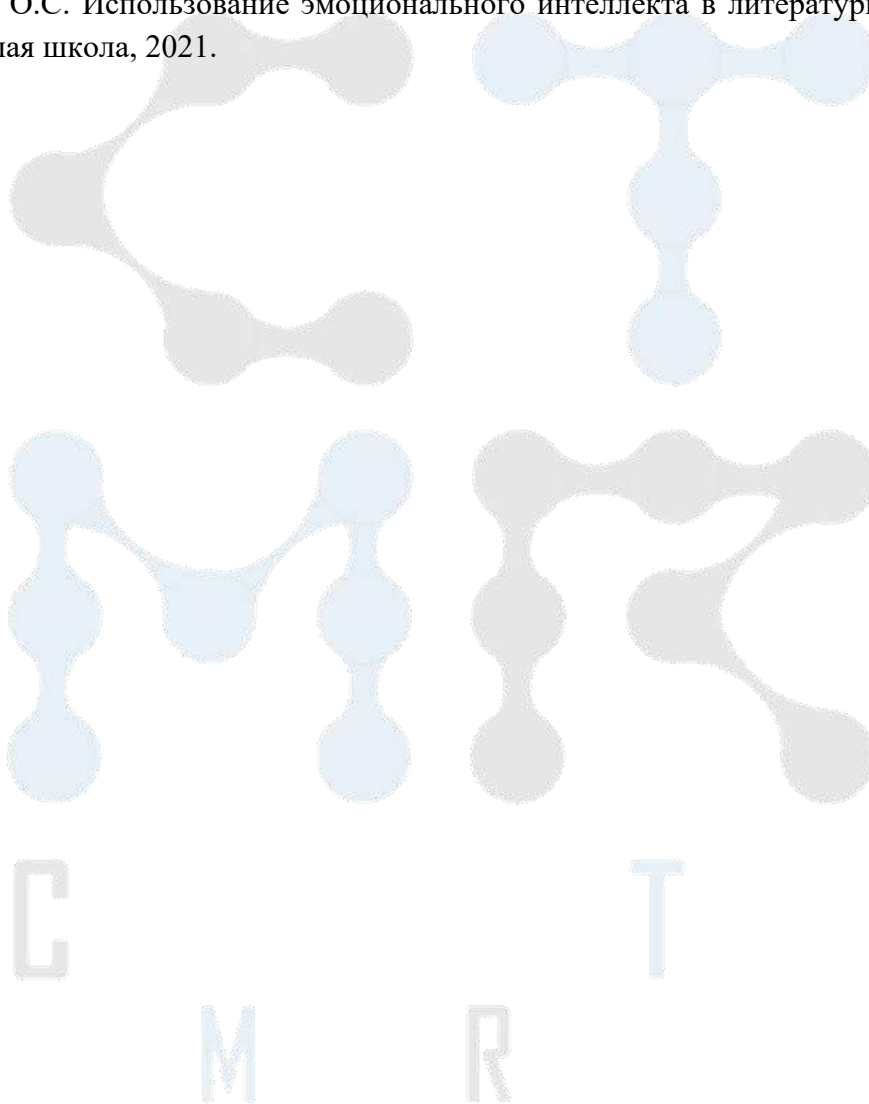
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Diabetic Arthropathy: Medical Potential and Treatment Methods

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Abstract

Diabetic arthropathy, a joint disease commonly associated with long-standing diabetes mellitus, is a significant complication that affects a large proportion of individuals with diabetes. This condition encompasses a variety of musculoskeletal issues, including osteoarthritis, neuropathic joint changes, and diabetic foot problems, all of which contribute to decreased mobility, quality of life, and increased healthcare costs. Despite advances in the understanding of diabetic arthropathy, early diagnosis, and appropriate management strategies remain challenging. This article reviews the pathophysiology, diagnostic approaches, and treatment options for diabetic arthropathy, emphasizing current medical interventions and potential future therapies.

Keywords: Diabetic Arthropathy, Glycemic Control, Neuropathy, Joint Degeneration, Stem Cell Therapy, Biologic Agents.

INTRODUCTION

Diabetes mellitus (DM) is a chronic metabolic disorder that significantly impacts various organ systems, including the musculoskeletal system. Among the complications that arise due to long-term hyperglycemia, diabetic arthropathy has become increasingly recognized as a debilitating condition. Characterized by joint pain, inflammation, and deformities, diabetic arthropathy often leads to functional impairment and reduced mobility in affected individuals. The pathophysiology of this condition is complex and involves both microvascular changes and neuropathy, which contribute to joint damage and abnormal healing processes.

This article aims to explore the medical potential in diagnosing and treating diabetic arthropathy, focusing on the latest therapeutic strategies and interventions.

Pathophysiology of Diabetic Arthropathy

The development of diabetic arthropathy can be attributed to a combination of factors related to uncontrolled blood glucose levels. The most significant contributors include:

1. **Neuropathy:** Diabetic neuropathy, especially in the lower limbs, leads to altered joint sensation and proprioception. This causes individuals to unintentionally stress joints, leading to wear and tear and contributing to osteoarthritic changes over time.
2. **Microvascular Damage:** Chronic hyperglycemia induces microvascular damage, leading to decreased blood flow to the joints. This impairs the delivery of nutrients and oxygen to the cartilage, leading to accelerated degeneration and inflammatory responses in the affected joints.
3. **Metabolic Changes:** Elevated blood glucose levels can lead to the accumulation of advanced glycation end products (AGEs), which negatively affect collagen and other structural proteins in the joint tissues, resulting in stiffness, reduced elasticity, and further joint degeneration.
4. **Inflammation:** Prolonged inflammation due to hyperglycemia also exacerbates joint damage. The inflammatory response increases the production of pro-inflammatory cytokines and enzymes, which break down cartilage and other joint structures.

Diagnosis of Diabetic Arthropathy

Accurate and early diagnosis of diabetic arthropathy is crucial to prevent irreversible joint damage. Several diagnostic tools and methods are employed:

1. **Clinical Assessment:** A thorough patient history and clinical examination are the first steps in identifying the presence of diabetic arthropathy. Symptoms such as joint pain, swelling, and stiffness, particularly in the weight-bearing joints, should prompt further evaluation.
2. **Imaging Techniques:** Radiographs (X-rays) are commonly used to assess joint deformities, bone damage, and signs of osteoarthritis. Advanced imaging modalities, such as MRI and ultrasound, may provide additional information about soft tissue damage, joint inflammation, and cartilage degradation.
3. **Laboratory Tests:** While no specific biomarkers exist for diabetic arthropathy, blood tests to assess glycemic control and inflammatory markers (such as C-reactive protein) can be helpful in evaluating disease activity and guiding treatment strategies.

Treatment Approaches for Diabetic Arthropathy

Managing diabetic arthropathy requires a multidisciplinary approach, focusing on both symptom relief and the prevention of further joint damage. Current treatment strategies include:

1. **Glycemic Control:** Optimizing blood glucose levels remains the cornerstone of preventing and managing diabetic arthropathy. Tight glycemic control reduces the risk of joint complications and slows the progression of joint degeneration.

2. Pharmacological Interventions:

Analgesics and Nonsteroidal Anti-Inflammatory Drugs (NSAIDs): These medications provide symptomatic relief from pain and inflammation but should be used cautiously due to potential side effects in diabetic patients, such as gastrointestinal disturbances and renal issues.

Disease-Modifying Antirheumatic Drugs (DMARDs): In cases of severe inflammation or concurrent autoimmune processes, DMARDs may be considered to suppress inflammation and prevent joint destruction.

Corticosteroid Injections: Intra-articular corticosteroid injections are commonly used to reduce inflammation and pain in the affected joints.

3. **Physical Therapy and Rehabilitation:** Physiotherapy plays an essential role in improving joint function, mobility, and strength. Structured rehabilitation programs help prevent joint contractures, improve muscle strength, and reduce pain.

4. **Surgical Interventions:** In cases where conservative management fails and joint damage is severe, surgical options such as joint replacement or arthrodesis (fusion) may be necessary to restore function and improve quality of life.

Future Directions in Treatment

Despite the current treatment strategies, there remains a need for more targeted and effective therapies for diabetic arthropathy. Recent research has focused on:

1. **Stem Cell Therapy:** Stem cell-based therapies have shown promise in promoting tissue regeneration and healing in damaged joints, offering potential for improved cartilage repair and restoration of joint function.

2. **Biologic Agents:** The use of biologic therapies, such as tumor necrosis factor (TNF) inhibitors and interleukin-6 (IL-6) inhibitors, is being explored in diabetic arthropathy. These drugs target specific inflammatory pathways that contribute to joint damage and may provide more effective control of inflammation compared to traditional therapies.

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3. **Gene Therapy:** Emerging research into gene therapy aims to directly modify genetic factors contributing to joint degradation, potentially offering a long-term solution for patients suffering from severe diabetic arthropathy.

Conclusion

Diabetic arthropathy remains a challenging complication of diabetes mellitus, with significant impacts on patients' quality of life. Early diagnosis, tight glycemic control, and a combination of pharmacological and non-pharmacological treatments are essential to managing this condition effectively. While current therapies can provide symptom relief and prevent further joint damage, continued research into advanced treatments, such as stem cell therapy and biologics, holds promise for more effective management and improved outcomes for affected individuals.

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ТЕОРИЯ И ПРАКТИКА ФОРМИРОВАНИЯ ПОЛИКУЛЬТУРНОГО ОБРАЗОВАНИЯ
УЧАЩИХСЯ В ФИЛИАЛЕ РГПУ ИМ. А.И. ГЕРЦЕНА В Г. ТАШКЕНТ

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Аннотация: В статье рассматриваются теоретические основы и практические аспекты формирования поликультурного образования учащихся в филиале РГПУ им. А.И. Герцена в г. Ташкент. Поликультурное образование представляется как важнейший элемент подготовки студентов к жизни и профессиональной деятельности в глобализованном обществе. Приводятся методики и результаты исследования, направленные на интеграцию межкультурных подходов в учебный процесс, а также предлагаются рекомендации для повышения эффективности поликультурного образования.

Annotation: The article examines the theoretical foundations and practical aspects of forming multicultural education among students at the Herzen State Pedagogical University branch in Tashkent. Multicultural education is presented as a vital component of preparing students for life and professional activities in a globalized society. The article provides methodologies and research results aimed at integrating intercultural approaches into the educational process, along with recommendations for improving the effectiveness of multicultural education.

Annotatsiya: Maqolada Toshkent shahridagi A.I. Gertsen nomidagi RGPU filialida talabalarda ko'p madaniyatli ta'limni shakllantirishning nazariy asoslari va amaliy jihatlari ko'rib chiqiladi. Ko'p madaniyatli ta'lim global jamiyatda hayot va kasbiy faoliyat uchun talabalarni tayyorlashning muhim elementi sifatida namoyon bo'ladi. Ta'lim jarayoniga madaniyatlararo yondashuvlarni integratsiya qilishga qaratilgan metodikalar va tadqiqot natijalari keltirilib, ko'p madaniyatli ta'lim samaradorligini oshirish bo'yicha tavsiyalar taklif etiladi.

Ключевые слова: поликультурное образование, межкультурная компетенция, глобализация, педагогика, толерантность.

Keywords: multicultural education, intercultural competence, globalization, pedagogy, tolerance.

Kalit so'zlar: ko'p madaniyatli ta'lim, madaniyatlararo kompetensiya, globallashuv, pedagogika, bag'rikenglik.

Введение. Глобализация предъявляет новые требования к образовательной системе, одной из которых является подготовка учащихся к жизни и работе в условиях многонациональной и мультикультурной среды. Поликультурное образование позволяет учащимся развивать межкультурную компетенцию, необходимую для эффективного взаимодействия с представителями различных культур. Филиал РГПУ им. А.И. Герцена в Ташкенте, функционирующий в многонациональной среде, является уникальной площадкой для апробации методов поликультурного образования. Настоящая статья посвящена исследованию теоретических подходов, анализу практического опыта и разработке рекомендаций по формированию поликультурной компетенции у студентов.

Материалы и методы. В исследовании использовались следующие методы:

1. Анкетирование студентов. Анкета включала вопросы о восприятии поликультурности, уровнях толерантности и готовности к межкультурному взаимодействию.

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2. Контент-анализ. Анализировались учебные программы и материалы на предмет интеграции элементов поликультурного образования.

3. Наблюдение. Проводилось наблюдение за учебным процессом, включая участие студентов в межкультурных мероприятиях.

4. Педагогический эксперимент. Экспериментальная группа студентов участвовала в специально разработанных занятиях, направленных на развитие межкультурной компетенции.

5. Интервью с преподавателями. Оценивались их мнение о необходимости внедрения поликультурных элементов в образовательный процесс. Участниками исследования стали 200 студентов и 25 преподавателей филиала.

Результаты. Результаты исследования выявили:

1. Повышение межкультурной компетенции. Студенты экспериментальной группы показали улучшение навыков межкультурного общения и толерантного поведения.

2. Интерес к межкультурным темам. Внедрение поликультурных материалов вызвало рост интереса к изучению культурных традиций и языков.

3. Развитие критического мышления. Студенты стали лучше анализировать и понимать различия в культурных традициях, избегая стереотипного восприятия.

4. Укрепление академической мотивации. Участие в межкультурных дискуссиях стимулировало студентов активно включаться в учебный процесс. Эксперимент показал, что поликультурное образование способствует не только улучшению учебных результатов, но и формированию гармоничных межличностных отношений среди учащихся.

Обсуждение. Эффективная реализация поликультурного образования требует интеграции межкультурных элементов в учебные планы и программы. Основные рекомендации для повышения эффективности:

1. Разработка новых учебных материалов. Учебники и пособия должны учитывать культурное разнообразие, включать примеры из разных культур.

2. Организация межкультурных мероприятий. Праздники, фестивали и дискуссионные клубы помогают учащимся лучше понимать и уважать культуру других народов.

3. Проведение тренингов для преподавателей. Необходимы курсы повышения квалификации по вопросам межкультурного образования и толерантности.

4. Использование современных технологий. Цифровые платформы, онлайн-курсы и мультимедийные материалы могут значительно расширить возможности поликультурного образования. Филиал РГПУ им. А.И. Герцена в Ташкенте демонстрирует высокий потенциал для внедрения поликультурных подходов благодаря многонациональному составу студентов и преподавателей.

Заключение

Поликультурное образование является неотъемлемой частью подготовки студентов к жизни в современном глобализированном мире. Внедрение поликультурных элементов в образовательный процесс филиала РГПУ им. А.И. Герцена в Ташкенте способствует формированию у студентов толерантности, уважения к культурному разнообразию и навыков межкультурной коммуникации. Рекомендуется продолжить разработку и внедрение инновационных методов поликультурного образования, а также активно распространять положительный опыт среди других образовательных учреждений.

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THE ROLE OF INFORMATION TECHNOLOGIES IN TEACHING PHYSICS

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Abstract. The organization of interesting, useful and effective lessons through information and communication technologies depends on the creativity and initiative of teachers. The teacher must teach students to acquire knowledge by analyzing Internet messages and sources, and ensure that the student does not just hear and see in the educational process, but also becomes an active participant in studying the subject and content of the lesson. If the teacher can master information and communication technologies in physics and introduce them into his pedagogical activities, he will be able to ensure the quality and effectiveness of the lesson.

Keywords: experiment, independent work, distance learning technology, pedagogy? Information technology.

INTRODUCTION.

Nowadays, the use of modern information and communication technologies is of great importance in the reforms being carried out in our republic, in the democratization and renewal of our society, in the improvement and reform of the modern image of our country. Based on this, the main tasks are to form a national informatization system in the field of information and communication technologies in our republic, to mass introduction and use of modern information technologies, computer equipment and telecommunications in all advanced spheres of public life and management, to fully satisfy the information needs of citizens and to expand the possibilities of connecting to world information resources. The main task of teaching students the optics department of physics in higher educational institutions is to form skills in students about the properties of light and the processes of interaction with various substances. Today, a lot of literature has been published on the optics department of physics. These publications present theoretical lectures and practical exercises on the propagation of light in media, its interaction with matter, and the observation of nonlinear optical effects in various media [1-3].

Research methodology.

Education based on information and communication technologies, in turn, consists of methods such as teaching using computer programs, distance learning, teaching based on Internet networks, and media education. A lesson organized through information and communication technologies develops in students activities such as analysis, logical thinking, independent decision-making, working in groups or teams, and language learning.

information and communication technologies (electronic textbooks, educational films, virtual laboratory work) in physics creates a basis for increasing the effectiveness of lessons. Educational films are distinguished by their demonstration. They provide a wide opportunity to demonstrate physical phenomena and processes that are impossible to demonstrate in the classroom, as well as machines and mechanisms created on the basis of physical laws [4].

The advantage of using electronic textbooks is that there is an opportunity to explain a new topic, ask questions and problems to reinforce the topic, and perform demonstration experiments in the absence of equipment during the lesson using animation. Since physics is a science that relies on practical experiments, the demonstration of each topic based on experiments undoubtedly increases efficiency.

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Today, the effective use of information and communication technologies in the education system in our country is one of the pressing issues. The main goal of introducing information and communication technologies into the educational process is to create a modern information environment in the education system and introduce new types of education. Information and communication technologies have a great impact on the development of theoretical and creative thinking of students, and they also provide a figurative representation of a particular phenomenon or process in the student's memory, helping to master it scientifically.

General physics chair actually experimental physics course to say more correct would be . Because , from physics in lectures also to experiments big place is given . In physics every one rule experimental proof from what he found only later law , principle and rule right Students will receive from physics laboratory in training their activities physics chair teaching process the most important and effective part organization For this reason , the laboratory their training correct organization to do it develop to the problems related issues working exit physics in education very big importance [5] .

Laboratory training methodology working exit difficulty, its many componentiality , complex to the character He is in possession of many in terms of every kind High training in their homeland there is laboratories different at the level technician availability , expertise direction , training take to go methodology , computers where at the level being used and taken experimental the results analysis to do level , experiment to transfer students readiness check methods , report shape and etc..

Physics science in learning laboratory their work to perform important place occupies . Laboratory their work to perform according to training during students own knowledge increases, received theoretical knowledge reinforcements, physics main concepts and laws deep rock understanding and realizing to take achievements , experimental issues solution qualifications and skills harvest to do , physics tool and devices , as well as measurement tools with to work , to observe and experience the results working exit skills harvest they do necessary . In this new information from technologies using teaching good results gives . Such education styles working exit knowledge to the theory , methodology of the science being studied , knowledge process psychology , teaching didactic to the processes and person upbringing and of formation pedagogical to the basics relies on .

In physics education, the knowledge gained through laboratory experiments has a great importance in terms of its didactic properties. These opportunities should be widely used, especially at higher education levels.

Educational laboratory experiments allow students to learn [6]:

- main physical events and their laws with experimental acquaintance ;
- general physics of the course all main in the departments physical sizes measurement styles study;
- modern measurement tools with acquaintance;
- measurement the results mathematics working exit styles with acquaintance;
- in the experiment and his/her the results working on the way out from the computer use .

Physical of the experiment three main stage showing transition possible:

1. Research purpose to determine ;
2. Research style and him/her done increase the ways selection;
3. Obtained the results mathematical in methods calculating exit

Computer systems equipped with multimedia devices and programs, as well as interactive whiteboards, are gradually becoming universal teaching or information tools in human activities and in all fields of knowledge. Personal computers with multimedia boards are becoming universal

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teachers and information tools in almost all fields. Information and communication technologies expand the possibilities of the teacher in introducing students to an interesting world, where students independently search for information, download it using a computer, analyze it and convey it to others. Teaching students to work with information and read is an important task of modern education. Electronic presentations consist of several slides prepared on a personal computer on a specific topic. To display them, a computer and, if possible, a projector are needed.

Presentations have several advantages:

- allows students to access more information beyond the textbook;
- creates conditions for students to fully understand the topic presented;
- animations, photos, and videos help students visually understand how physical processes occur;
- makes students interested in the lesson, ensuring that they master the subject gradually;
- The topic covered can be reinforced by repeating the slides over and over again.

In addition, electronic presentations can be processed by the teacher at his own discretion, making changes and additions to them. Presentations are aimed at students' auditory and visual perception of information and are a means of demonstration. The advent of Internet technologies has changed the situation that has remained unchanged for several centuries. This was manifested in the replacement of ordinary correspondence with e-mail, and libraries with websites. Now, instead of traditional forms of education in the education system, elements of distance learning in the web environment have entered.

Distance education - an information and educational environment consists of a systematic and organizational set of data transmission tools, information resources, communication protocols, hardware programs and organizational and methodological support designed to meet the educational needs of users. Distance education is a set of information technologies that provide students with the main volume of the material being studied, interactive interaction between students and teachers during the learning process, allowing students to work independently on the independent mastery of the material being taught, and assessing the knowledge and skills they have acquired during the learning process. Virtual training laboratory according to scientific - methodological of affairs existing ones also mainly virtual tool and them laboratory in training of application lighting with limited , but our in our opinion , virtual training in the laboratory only virtual tools not , maybe virtual teaching mothers technician objects project , mathematics and interaction modeling systems , practical programs training and working release packages own inside The virtual learning laboratory itself can be used not only in laboratory classes, but also in students' course and diploma projects, and in educational and research work. "Virtual" the concept of " laboratory " essence structural part was virtual tool using (simple electronic tool with as if working) on the computer work opportunity giving , simple to the computer additional made hardware and programmed tools set from expressing An important part of a virtual tool and a virtual laboratory is a software tool with an effective graphical user interface (i.e., providing a convenient, interactive mode of user interaction with the computer), a graphical menu system in the form of visual graphic examples in a typical subject area. Training virtual laboratory - this completed programmed product is , its to oneself characteristic x automated and design efficiency to increase directed big programmed systems design modern from concepts use is considered . Methodological in terms of virtual laboratories artificial intellect in systems acceptance made process , declarative and hybrid systems to the types based knowledge to give , to imagine from models come to go out , to group possible .

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Virtual training in the laboratory practical process basis practical programs training package or their industry analogues organization . When creating them, the main attention is usually paid to mathematical modeling, optimization of the studied process or objects, and computational work. In order to eliminate problems in the use of information technologies in the teaching process of physics , it is necessary to create conditions for teachers to work independently, prepare for training; widely promote information technologies prepared by innovative teachers in each subject area and used in training, and provide teachers with an individual approach to the subjects they teach during their professional development. Teachers also made a number of proposals to increase the effectiveness of the use of information technologies at the stages of education. In particular:

1. Enriching the coverage of scientific topics with new scientific information and data;
2. To ensure effective student learning, constantly engage students in dialogue during the lesson, ask them problematic questions, and use visual, graphic, and organized materials;
3. Lecture, practical and laboratory rooms equipping with information and communication technology tools necessary ;
4. Innovative education technologies material and technical supply by 100% to deliver ;
5. In teaching physics different holistic application of technologies with to fill , to force can be counterproductive . Using animation, graphics, videos, and presentations and developing them against a relevant background to the goal appropriate to be and good results in;
6. Material - technician base training developments, slides, virtual demonstration and laboratory from experiments use;
7. All teachers innovative education technologies about concepts further based on new information enrichment need ;
9. All education stages modern education process efficiency increase for necessary was devices and with equipment equip necessary, auditoriums: computer , projectors , electronic boards and laboratory devices with equipped , with internet provided to be necessary ;
10. Modern equipment with equip and to provide ;

Conclusion.

The effectiveness of using information technologies in education has been proven by experience and cannot be abandoned, so it is necessary to overcome the above obstacles that arise in it with the help of scientific research and experiments. A lot of work is being done in our Republic in this regard. The correct selection of pedagogical personnel, their good knowledge of their subject, and their being armed with information technologies is the demand of the time. Of course, thanks to our ongoing efforts, we will achieve the training of young specialists, as our President put it, highly intellectual, competitive specialists.

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INTEGRATION WITH INFORMATION COMMUNICATION TECHNOLOGY IN ORGANIZING PRIMARY CLASSES

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Annotation: This article discusses the issue of integrating primary school lessons with information and communication technologies (ICT). The impact of using ICT on students' learning process, development of creative thinking skills, and effective organization of lessons is analyzed. It also considers the advantages of organizing interactive lessons, using online platforms and multimedia tools, and the importance of ICT for the development of modern education. The article provides examples of technological approaches and practical applications adapted for primary school students.

Keywords: Information and communication technologies, primary education, interactive lessons, online platforms, multimedia tools, learning process, creative thinking, digital education.

Nowadays, information and communication technologies (ICT) are gaining importance in organizing the educational process based on modern requirements. Especially, the use of ICT tools at the primary education stage not only makes the learning process of students interesting and effective, but also helps to develop their worldview and creative thinking skills. In the context of global integration of the education system and digital transformation, the integration of primary school classes with ICT is one of the relevant directions of the pedagogical approach.

This article is aimed at analyzing the importance, methods and effectiveness of using ICT tools in organizing primary school classes. It also highlights the experiences of using ICT capabilities in modern educational processes in accordance with the age characteristics of students and educational goals. On this basis, new opportunities for increasing educational efficiency and introducing innovative pedagogical technologies are considered.

By using ICT tools, it is possible to actively involve students in the lesson, increase their interest and motivation in learning activities. By using information technologies, it is possible to further deepen students' understanding and develop practical skills, as well as strengthen students' knowledge and skills. By using ICT tools, it is possible to make lessons modern and interactive by teaching lessons interesting and effective through various media formats (video, animation, interactive programs). To teach students to use modern computer technologies, develop their digital skills. Using ICT tools, help students choose appropriate learning methods for themselves, organize lessons adapted to students at different levels.

The use of video, animation, interactive whiteboards and other multimedia tools is very important to ensure that students understand and remember the topics better. Online platforms and various applications allow you to manage the learning process, that is, provide students with online tests, quizzes, problems and lesson materials, as well as improve communication between teachers and students. ICT tools serve as an important tool for developing mathematical and scientific thinking, design and other skills in students. Using digital resources, students are encouraged to consolidate their knowledge and independently learn new information.

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Conducting trainings and seminars for teachers on integrating ICT tools into lessons, increasing their ability to effectively use technology, providing students with modern teaching methods and making the educational process effective through them, the above will help provide knowledge and skills, improve the quality of teaching, and also ensure their adaptation to the technological environment. Integrating ICT tools in primary school teaching will greatly help make the educational process modern and interactive. ICT tools allow teachers to make the lesson interesting, effective, and understandable for students [1-2].

There are several benefits and ways to use ICT in the primary classroom. Using them to explain complex topics to students visually, such as showing numbers, shapes, or simple mathematical operations through videos or animations, can improve student understanding. For example, using programs such as GeoGebra, Khan Academy, and Scratch, students can test their thinking skills in solving mathematical problems.

Creating interactive textbooks for primary school students. They combine text, images, animation and sound elements to make the learning process more interesting and memorable. Using educational websites and applications on the Internet, for example, apps such as Duolingo and ABCmouse for teaching mathematics and languages, to make the lesson more interesting. Using interactive whiteboards, students directly participate in the lesson, for example, performing mathematical operations, arranging or writing words in the correct order. Electronic devices (tablets, laptops) Students can independently use the programs to browse educational resources. This is especially useful for individual reinforcement of knowledge. In programs such as Microsoft Word or Google Docs, students develop their creativity by writing and editing text, adding graphics and images. Online tests and quizzes Conducting interactive quizzes using online platforms (for example, Quizizz, Kahoot!) to assess students' knowledge. This allows students to quickly check what they have learned. By encouraging students to be creative, using block programming, and using platforms such as Scratch or Code.org, elementary school students can learn to code. This develops their analytical thinking and problem-solving skills. Creating digital stories, students can use multimedia tools to create their own stories, telling the story with pictures or animations. To enable students to study from home, online platforms such as Google Classroom or Edmodo can provide learning materials, track and analyze exercises and assignments. Learning can be further enriched by organizing virtual excursions for students to different places, such as museums or historical sites. The teacher can communicate with students via email, online forums or messaging platforms to encourage them to prepare for lessons, discuss questions and express their opinions.

Here are some examples of how to use ICT in primary schools:

Students can reinforce their knowledge by transforming numbers, shapes, images and diagrams on a smart board. Represent geometric shapes in 3D, for example, by showing the shape and structure of a cube and pyramid through animation. Quizizz, Kahoot! or Mentimeter: Create quizzes and tests for students on these platforms [3-4].

Innovations and conveniences related to the integration of ICT tools in primary education have been developing significantly in recent years. A number of initiatives are being implemented by the state to widely use ICT tools to make the teaching process more effective and improve the quality of education.

In Uzbekistan, online education platforms such as EduNation offer interactive lessons, videos, tests, and quizzes for primary school students. On these platforms, students use digital resources to consolidate their knowledge. Uzbekistan is implementing a comprehensive program to provide tablets

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and computers to primary school students. These technologies are used to make the teaching and learning process more interactive and effective. During the COVID-19 pandemic, the Uzbek education system tested the benefits of distance learning. Thus, the use of online educational resources and platforms has been introduced in primary schools as well. Various interactive lessons, tests, and materials are provided for teachers and students through the educational portal of the Republic of Uzbekistan: edu.uz. This portal also contains necessary resources for primary schools. Parental use of ICT in primary education is an important part of the modern education system, requiring parents to explore the possibilities of using information and communication technologies to support the educational process of their children. ICT allows parents to help their children learn, actively involve them in the educational process, and monitor their children's development.

As an example, we can consider the “Kundalik.com” platform. Kundalik.com is an online education platform created in Uzbekistan, which is a set of services designed for teachers, students and parents. The platform is aimed at digitizing the educational process and facilitating its effective management. Kundalik.com services:

1. *For teachers:* Teachers will be able to plan their lessons, create lesson schedules, and track student progress. Teachers can electronically enter student homework, tests, and other assessments. Teachers can send materials, resources, and assignments to students through the platform.
2. *For students:* Students can view their class schedules and homework, and check their progress. Students can view their grades, test results, and other learning activities in real time. There is an opportunity for online classes and meetings between students and teachers.
3. *For parents:* Parents can view their children's grades, lessons, and test results. Parents have the opportunity to give their children the necessary advice and support to succeed in their education [5-7].

Advantages of the Kundalik.com platform: Convenience and ease of use: Kundalik.com has an interactive and user-friendly interface, so it is very easy for teachers, students, and parents to use the platform. Online learning and assessment: The opportunity to effectively manage the educational process in a virtual format has been created. Lessons and tests can be conducted online. Quick assessment of success: Teachers have the opportunity to automatically evaluate students' work, which helps save time and work more efficiently. Strengthening communication between teachers and parents: Parents can monitor their children's academic performance in real time and quickly communicate with teachers. Kundalik.com is a platform that allows you to manage the educational process online and interactively. It greatly helps to strengthen communication between teachers, students and parents, effectively organize the educational process and improve student success. This platform is one of the important tools in the digitalization of the education system of Uzbekistan. Various trainings, seminars and courses are being organized in Uzbekistan to teach teachers to use information and communication technologies. This will help teachers master modern teaching methods. Teachers will have the opportunity to develop their skills in using new modern technologies, conduct lessons interactively and effectively. Various trainings, seminars and courses are being organized in Uzbekistan to teach teachers to use information and communication technologies. This will help teachers master modern teaching methods. Teachers will have the opportunity to develop their skills in using new technologies, conduct lessons interactively and effectively [8-9].

In conclusion, the use of information and communication technologies in primary school classes makes the educational process more effective and interactive. ICT tools increase students' interest in lessons and serve to strengthen their knowledge and skills. Various multimedia tools and online

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platforms make it possible to easily explain complex topics and use teaching methods that are appropriate for the individual characteristics of students. ICT also helps to increase the effectiveness of teachers in organizing lessons and integrate modern technologies into the educational process. Thus, the widespread use of ICT tools in primary education not only improves the quality of the learning process, but also accelerates the digital transformation of the education system.

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FONETIK O'ZGARISHLAR, URG'U VA BO'G'INNI MILLIY QADRIYATLAR ASOSIDA O'RGATISH

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ANNOTATSIYA. Ushbu maqolada o'quvchilar va oliy ta'lim muassalari talabalariga "Ona tili" , "Tilshunoslik" kabi fanlarda fonetik o'zgarishlar , urg'u va bo'g'inni milliy qadriyatlar asosida , ular bilan birgalikda o'qitish metodlari va texnologiyalari haqida so'z boradi. Bunda milliy an'ana va qadriyatlarimizga muvofiq bo'lgan "Ustoz va shogird suhbatlari" , " Bobomning hikmatlari" , "Milliycha garderoab" kabi metod va texnologiyalardan foydalanilgan.

KALIT SO'Z VA IBORALAR. Fonetik hodisalar , tovush tushishi, tovush almashishi, tovush ortishi, ochiq bo'g'in, yopiq bo'g'in, so'z urg'usi , gap urg'usi, "Ustoz va shogird suhbatlari" , " Bobomning hikmatlari" , "Milliycha garderoab" .

ANNOTATION. This article shows that the methods of teaching phonetic occurrences , accent and syllable based on national ceremonials in subjects such as " Mother tongue" and " Linguistics" to pupils and students. According to our national ceremonials, methods like "Conversation of teacher and pupil" , " Grandfather's words" , " National wardrobe" are used in this article.

KEY WORDS AND PHRASES. Phonetic occurrences, loss of sound , changing of sound , growth oh sound , open syllable, closed syllable , accent of word , accent of sentence, "Conversation of teacher and pupil" , " Grandfather's words" , " National wardrobe" .

KIRISH.

"Milliy qadriyatlarni o'quvchilarga o'rgatishda til asosiy vositadir. Ayniqsa, xalq og'zaki ijodi va she'riyat orqali o'zbek tilining boy imkoniyatlari ochib beriladi"[1.103]. O'zbek tilida fonetik hodisalar, urg'u va bo'g'inni milliy qadriyatlar asosida o'qitish jarayoni o'quvchilarga nafaqat tilning nazariy asoslarini o'qitishda, balki milliy madaniyat va qadriyatlarni singdirishda ham muhim ahamiyatga ega. Bilamizki , o'zbek tilida fonetik hodisalar asosan uchta hisoblanadi. Ular tovush almashishi , tovush tushishi va tovush ortishidir. Bu hodisalar ayrim so'zlarga yoki so'z asosiga biror qo'shimcha qo'shganimizda sodir bo'ladi. Ochiqroq aytgach, talaffuz qulayligiga erishish maqsadida ketma- ket kelayotgan tovushlarga boshqa tovush yoki qo'shimcha ta'siri natijasida aodir bo'ladigan o'zgarishlarga fonetik o'zgarishlar deymiz. Fonetik hodisalarni fuziya deb ham ataymiz. Fonetik hodisalarni dars davomida tushuntirish biroz qiyinchilik va tushunmovchiliklar keltirib chiqarishi mumkin. Chunki bu mavzu o'zi chalg'ituvchi o'rinlarga egadir. Darsni qiziqarli , maroqli va samarali , tushunishga oson qilish uchun biz o'zbek xalqi milliy qadriyatlariga tayanamiz. Darslarni milliy qadriyatlar asosida tashkil qilish nafaqat dars qiziqarli bo'lishiga, qolaversa, o'quvchilarning milliy qadriyatlar haqida tushuncha va bilimlar egallashiga ham yordam beradi. Savod chiqarishda va yozuvda bo'g'in katta ahamiyatga ega.Bo'g'in unli tovushlar asosida hosil bo'luvchi , bir havo zarbi bilan aytiluvchi tovush yoki tovushlar birikmasi hisoblanadi. So'zda nechta unli bo'lsa, shuncha bo'g'in bor degani. Demak, unli tovush yakka o'zi ham bo'g'in hosil qila oladi. Bo'g'inning 2 turi : ochiq va yopiq turlari mavjud. Ochiq va yopiq bo'lishiga unli yoki undosh tovush bilan tugashi sababchidir. Endi ana shu bo'g'inlardan biri yokida gap tarkibidagi so'zlardan birining qolganlaridan ko'ra kuchliroq talaffuz etilishiga urg'u deymiz. Urg'u ham ikki turli: so'z urg'usi va gap urg'usiga

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bo‘linadi. Urg‘u va bo‘g‘inlarni milliy qadriyatlar asosida o‘qitish o‘zbek tilining xilma-xil xususiyatlarini yanada chuqurroq tushunishga yordam beradi. Bu jarayonning ba’zi asosiy jihatlari bordir. Urg‘u va bo‘g‘inlarni o‘rganayotganda, milliy qadriyatlar va ularning tilga qanday ta’sir ko‘rsatishi haqida ma’lumot berilishi muhimdir. Bu, o‘zbek tilining o‘ziga xosligini va madaniyatini ko‘rsatadi. Urg‘u so‘zlar va iboralarning ma’nosini va hissiyotlarini ifodalashda katta ahamiyatga ega. Milliy qadriyatlar maxsus urg‘u va emotsiyalarni ta’minlaydi.

METODLAR.

“Fonetik hodisalar tilning ma’no ifodalash xususiyatini oshiradi va milliy madaniyatning boy ifodasidir. Ayniqsa, sheva va lahjalarda fonetik o‘zgarishlar orqali xalqning o‘ziga xos madaniy xususiyatlari aks etadi”[2.25]. Milliy qadriyatlar asosida fonetik o‘zgarishlarni o‘qitish borasida "Ustoz va shogird suhbat" nomli metod juda samarali hisoblanadi. Keling bu metod qanday ekanligini ko‘rib chiqamiz. Bu metod she’riy yo‘l orqali fonetik hodisalarni o‘quvchiga tushuntiradi. Bunda o‘quvchi ustozidan fonetik hodisalar nima ekanligini, uning sir-asrorini o‘rgatishini so‘raydi. Quyida shu metod keltirilgan:

"Ustoz va shogird suhbat"**Shogird:**

-Kitoblarim varaqlab,
O‘tirvolib o‘ylayman.
Fonetik hodisalar
Nimaligin bilmayman.
Fonetik o‘zgarishlar
O‘rgating menga, ustoz!
O‘rgating uning sirin,
O‘rganmoqchiman barin!

Ustoz:

- Xo‘p, yaxshi, bilimdonim,
Senga bir she’r aytayin.
Diqqatingni jamlagin,
Senga tushuntirayin!
Fonetik hodisada
Bordir uchta o‘zgarish.
Ular esa quyida:

Tushish, ortish, almashish.

Men - men**ing**, sen- sen**ing**

Qaratqichni qo‘shamiz. **(-ning)**

O‘g‘il-o‘g‘**lim**, bag‘ir - bag‘**rim**

Egalikni qo‘shamiz. **(-i)m)**

Qiziq, bunda **n** va **i**

Qayerga g‘oyib bo‘ldi?

Tovush tushish hodisasi

Shunda namoyon bo‘ldi.

Deyildi va mavzu**yim**

Asosdir **de** va mavzu.

"Y" qayeydan kelib qoldi?

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Tovush ortishidir shu!
 Olmoshlar- **u, bu, shu** ga
 -**da** va -**day** ni qo'shamiz.
Unda, bunda, shunday qilib ,
"N" ortganin bilamiz!
 Tinglagin, bilag'onim,
 Almashishga keldi navbat.
 Bularni yodlab olgin,
 Bir kun asqotar , albat!
Sana, sanoq, sanog'im,
Bo'ya, bo'yog, bo'yog'im,
Tara, tarog, tarog'im,
So'ra, so'rog, so'rog'im.
 So'zlar yasalishiga
 Diqqat bilan razm sol,
 Bunda tovush almashar,
 Qara, o'rgan, bilib ol.
 Sondan sana, sanadan sanoq
 Hosil bo'ldi sanog'im.
A—o ga , **q—g'** ga
 Almashdi , bo'talog'im.
 Bo'yog'im va tarog'im
 Ham so'rog'im so'zlari
 Shu tarzda yasaladi.
 Va yasalish chog'ida,
 Tovush almashinadi.
 Mana senga fonetik
 Hodisalarning siri.
 O'rganging kelaverar,
 Sir ochilgani sari.
Shogird:
 - Mehridaryo ustozim,
 O'rgatdingiz chin dildan.Sizga ta'zim aylayin,
 Rahmat, deb chin ko'ngildan!

Bu she'riy dialogda fonetik hodisalarning 3 turi misollar bilan tushuntirib berilgan. "Urg'u va bo'g'in tilda nafaqat talaffuzning aniqligini, balki gapning ma'no yukini belgilovchi muhim omillardan biridir. Ularni o'quv jarayonida milliy qadriyatlar bilan bog'lab o'rgatish samarali natijalarni beradi"[3.14].

"Bobomning hikmatlari" metodi.

Ushbu metod orqali ham urg'u o'rgatiladi ham milliy qadriyatlarimizdan biri bo'lgan hikmatlar o'rgatiladi. Bunda ulug' mutafakkir Alisher Navoiy hikmatlaridan foydalanamiz. Dastavval urg'u bo'yicha tushunchalar berilib, mavzu tushuntiriladi. Shundan so'ng mavzuni to'liq tushuntirish va

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mustahkamlash uchun bu metod qo'llanadi. Darsda o'quvchilar 3 guruhga bo'linadilar. Har bir guruh uchun to'rttadan Navoiy hikmatlari bo'lib beriladi, ammo jumboqli tarafi shundaki, bu hikmatlar so'zlar o'rnini almashtirilib beriladi. O'quvchilardan 2 narsa talab qilinadi: 1) (so'z urg'usi bo'yicha) Urg'u so'zning qaysi bo'g'iniga tushayotganini topishlari kerak.

2) (gap urg'usi bo'yicha) So'zlardagi urg'u tushgan bo'g'inlar topilib, tahlil etilgach, so'zlarning o'z o'rnini tiklab, hikmatlarni hosil qilishlari hamda o'sha gapdagi mantiqiy urg'u ya'ni, so'z urg'usi gapdagi qaysi so'zga tushayotganligini aniqlashlari kerak. Misol uchun:

1. E'tiborsiz, tilga, ixtiyorsiz, elga.
2. Til, xazinasining, ko'ngil, qulfi.
3. Imtiyozlidir, tili, odam, bilan, hayvonlardan.
4. Muxtasar, so'z, chin, yaxshi, mo'tabar, so'z.

1-topshiriq.

Yuqoridagi so'zlarda urg'u qaysi bo'g'inga tushayotganini aniqlang.

Topshiriq ijrosi:

1. E'tiborsiz, tilga, ixtiyorsiz, elga.
2. Til, xazinasining, ko'ngil, qulfi.
3. Imtiyozlidir, tili, odam, bilan, hayvonlardan.
4. Muxtasar, so'z, chin, yaxshi, mo'tabar, so'z.

2-topshiriq.

Yuqoridagi so'zlarni o'z o'rniga qo'yib hikmatlarni hosil qiling va undagi gap urg'usini toping.

Topshiriq ijrosi:

1. Tilga ixtiyorsiz - elga e'tiborsiz.
2. Ko'ngil xazinasining qulfi- til.
3. Odam tili bilan hayvonlardan imtiyozlidir.
4. Chin so'z - mo'tabar, yaxshi so'z - muxtasar.

"Milliycha garderob" metodi.

Bu metodda barcha o'zbek milliy liboslari sur'atlari jamlanadi. Aqlli doskada ular birma-bir o'quvchilarga namoyish etiladi. O'quvchilardan bu kiyimlar nomini topish va uni bo'g'inlarga ajratib talaffuz etish, ochiq yoki yopiq bo'lin ekanligini ajratish talab qilinadi. Masalan:

"Aziz o'quvchilar, ko'rib turganingiz - "Garderob"! Garderob bu kiyimlar turarigan shkaf. Keling biz bu shkafni ichini ochamiz va unda qanday kiyimlar borligini topamiz.



1. do'p-pi. Do'ppi so'zi 2 bo'g'indan iborat. 1-bo'g'in yopiq, 2-si ochiq.



2. atlas kuylak. Atlas so'zi 2 ta yopiq bo'g'indan iborat. Kuylak so'zi ham 2 ta yopiq bo'g'indan iborat.



3. belbog'. Belbog' so'zi 2 yopiq bo'g'indan tashkil topgan.



4. cho'girma- Xiva milliy bosh kiyimi. Cho'girma so'zi 2 ochiq va 1 yopiq bo'g'inglardan tashkil topgan. Shu tarzda davom etadi. Oxirida kiyim javoniga " Milliycha garderob" deb nom beramiz

NATIJALAR.

1. " Ustoz va o'quvchi suhbat" nomli metod qo'llash orqali:

- 1) Mavzu o'zgacha uslubda tushuntiriladi. O'quvchi doimiy, bir xil qoida- tushuntirishlardan qochadi , mavzuni o'zlashtirgisi kelmaydi. She'riy yo'l bilan esa intiqib tushunadi.
- 2) O'quvchilar diqqat- e'tibori jamlanadi , buning natijasida mavzu o'zlashtirilishi osonlashadi.
- 3) Mavzu bilan birgalikda ustoz- shogird an'anasi muqaddas qadriyatlardan biri ekanligi ham singdirib boriladi.

2. " Bobomning hikmatlari" metodi orqali:

- 1) O'quvchilar mavzuga bo'lgan qiziqishi ortadi
- 2) So'zlarni o'z o'rniga qo'yish chog'ida ularning aqliy salohiyati yuksaladi.
- 3) Har bir so'zni o'qish va urg'uni qo'yish orqali mavzu o'rganiladi.
- 4) Hikmatli gaplarni o'qish orqali o'quvchilarga didaktik tomondan ta'sir etiladi.
- 5) Ham mavzu ham milliy qadriyatlardan biri hikmatli so'zlar o'rgatiladi.

3. " Milliycha garderob" metodi orqali:

- 1) O'zbek milliy kiyimlari tanishtirib o'tiladi.
- 2) O'quvchi diqqat- e'tibori bir nuqtaga qaratiladi va o'quvchi nima sodir bo'lishini intiqlik bilan kutadi.
- 3) Kiyim haqida o'ylashi orqali uning aqliy salohiyati rivojlanadi hamda tasavvuriga muhrlash orqali unda xotira mustahkamlanadi.
- 4) Kiyim nomlarini bo'g'inglarga bo'lish oson va tushunarli bo'lgani sababli o'quvchi yaxshi o'zlashtiradi va esdan chiqarmaydi.
- 5) Kiyimlarni ozoda va tartibli saqlash haqida uqtirib ketisj orqali didaktik ta'sir o'tkaziladi.

MUHOKAMA.

Biz yuqorida qo'llagan metodlarimiz o'zbek tilini o'qitishda qanchalik o'rinli va samarali? Uning salbiy va ijobiy tomonlari bormi? Ulardan ko'zlangan maqsad nima? Yuqoridagi kabi metodlar qo'llashimizdan asosiy maqsad - o'zbek tilini milliy qadriyatlar asosida o'qitishdir. Nega aynan milliy qadriyatlar? Bugungi rivojlanib borayotgan zamonda chetdan turli xil unsurlar kirib kelyapti. Qaysi sohani qaramang hamma yerda yangilanishlar, yevropa unsurlari. Biz axir o'zbeklarmiz. O'z milliy qadriyatlarimizni bilishimiz, ularni doimo e'zozlab , hurmat qilishimiz kerak. Bu qadriyatlar bizga ona tilimiz bilan birga singadi. "Ustoz va shogird suhbat" metodi haqida to'xtalsak, qadim-qadimdan o'zbeklarda ustoz-shogird an'anasi bordir." Ustoz- otangdek ulug'" deyishadi xalqimizda. Hayotda

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adashmaslik, xato qilmaslik uchun ustozlar bordirlar, ular bizga bilmaganimizni o'rgatib , o'qimaganimizni o'qitib-uyatirib qo'yishadi. Insonning vaqti kelib kelajakdagi yutuqlari shu ustozlari tufayli bo'ladi. Bu metod o'quvchilarga shu jihatlarni singdiradi. Ijobiy tomoni ham til ham qadriyat o'rgatiladi. " Bobomning hikmatlari" metodi ham xuddi shu jihatlarni qamrab oladi. Hikmatli so'zlar odamlarni to'g'ri yo'lga boshlaydi. Yomonlikdan yiroq qiladi. Metod nomlanishi ham bejizga emas.O'zbeklar tushunchasida bobo - shaxsiyati ulug' , hayotning past-balandini bilguvchi va shu sababli , ko'pni ko'rgan hisoblanuvchi shaxsdir. Bu metodning maqsadi hikmatlar orqali urg'uni o'rgatish. Ijobiy tomoni ham urg'uni o'rganadi va o'rganish chog'ida hikmatlarni yodlaydi. " Milliycha garderob" metodi bo'g'in mavzusini o'zbek milliy kiyimlari, liboslari asosida o'rgatadi. Bunda milliy liboslarni bilmagan o'quvchi bilib oladi. Shu bilan birga bo'g'in mavzusini ham o'zlashtiradi.

XULOSA.

O'zbek tilida fonetik hodisalar, urg'u va bo'g'inni milliy qadriyatlar asosida o'qitish, talabalarning til bilimini oshirish barobarida ularni milliy o'zlikni anglash va qadriyatlarni hurmat qilishga va qadrlashga undaydi. Bunda amaliy va nazariy metodlarni birgalikda qo'llash muhim ahamiyat kasb etadi.Fonetik hodisalar, urg'u va bo'g'inni milliy qadriyatlar asosida o'rgatish o'quvchilarda nafaqat o'z ona tiliga bo'lgan muhabbatni, balki milliy o'zlik va qadriyatlarimizga bo'lgan hurmatni shakllantiradi.

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**ИНФОРМАТИКА ВА АТ ФАНИНИ ЎҚИТИШДА ЭЛЕКТРОН ТАЪЛИМ
РЕСУРСЛАРИДАН ФОЙДАЛАНИШНИНГ АФЗАЛЛИКЛАРИ**

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**ПРЕИМУЩЕСТВА ИСПОЛЬЗОВАНИЯ ЭЛЕКТРОННЫХ ОБРАЗОВАТЕЛЬНЫХ
РЕСУРСОВ ПРИ ПРЕПОДАВАНИИ ИНФОРМАТИКИ И ИНФОРМАЦИОННЫХ
ТЕХНОЛОГИЙ**

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**ADVANTAGES OF USING ELECTRONIC EDUCATIONAL RESOURCES IN
TEACHING COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

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Аннотация. Замонавий таълим тизимида электрон таълим ресурсларининг роли ҳар хил фанларда, хусусан информатика ва ахборот технологиялари фанларини ўқитишда жуда муҳим аҳамиятга эга. Электрон таълим ресурслари ўқувчиларга замонавий билимларни олиш, ўқитиш жараёнини самарали ташкил қилиш ва таълим сифатидаги ўзгаришларни таъминлаш имконини беради. Ушбу мақолада Информатика ва ахборот технологиялари фанини ўқитишда электрон таълим ресурсларидан фойдаланишнинг асосий афзалликлари кўриб чиқилади.

Аннотация.

Роль электронных образовательных ресурсов в современной системе образования очень важна в различных дисциплинах, в частности в преподавании информатики и информационных технологий. Электронные образовательные ресурсы позволяют ученикам приобретать современные знания, эффективно организовывать учебный процесс и обеспечивать изменения в качестве образования. В данной статье рассматриваются основные преимущества использования электронных образовательных ресурсов при преподавании информатики и информационных технологий.

Annotation. The role of electronic educational resources in the modern education system is very important in various disciplines, in particular in the teaching of computer science and information technology. Electronic educational resources allow students to acquire modern knowledge, effectively organize the educational process and ensure changes in the quality of education. This article discusses the main advantages of using electronic educational resources in teaching computer science and information technology.

Калит сўзлар: Информатика ва ахборот технологиялари, ахборот-коммуникация технологиялари, таълимни рақамлаштириш, электрон таълим ресурслари, интерактивлик ва фаоллик, индивидуаллаштириш, молиявий самарадорлик.

Ключевые слова: Информатика и информационные технологии, информационно-коммуникационные технологии, цифровое обучение, электронный образовательный ресурс, интерактивные и информационные технологии, индивидуальное обучение, финансовая эффективность.

Keywords: Computer science and information technologies, information and communication technologies, digital learning, electronic educational resource, interactive and information technologies, individual learning, financial efficiency.

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Замонавий ахборотлашган жамиятида руй бераётган ўзгаришлар таъсири остида нафақат шакллар, балки мактаб таълими мазмуни ҳам қайта кўриб чиқилмоқда. Бу ҳар қандай инсон фаолиятининг ажралмас қисми бўлган ахборот оқимининг кўпайиши билан боғлиқ. Шахсни ҳар томонлама ривожлантиришда, ўқув ва мулоқот қобилиятларини шакллантиришда информатика бошқа ўқув фанлари билан бир қаторда муҳим рол ўйнайди.

Таълим муассасалари рақамли ўқув жараёнини компьютер технологиялари ва дастурий таъминотнинг энг сўнгги янгиликлари билан таъминлаш муаммосига дуч келмоқдалар, бу тегишли ахборот хизматини таъминлаш учун катта моддий ҳаражатларни талаб қилади.

Ривожланган хорижий мамлакатлар тажрибаси шуни кўрсатадики, таълим жараёнига электрон таълим ресурслари (ЭТР)ни жорий этиш таълимни рақамлаштириш муаммоларини ҳал этишга кўмак беради.

Ушбу мақолада информатика ва АТ фанини ўқитишда электрон таълим ресурсларидан фойдаланишнинг асосий афзалликлари кўриб чиқилади.

Республикамиз умум ўрта таълим мактабларига Информатика ва ахборот технологиялари (АТ) курси жорий этилганидан буён мактаб информатика фанининг шаклланиши жараёнида тушунчалар, таълим стандартлари, дастурларнинг доимий ўзгариши билан тавсифланади. Бу информатика фан сифатида жадал ривожланиши ва кўплаб одамларнинг амалий фаолияти, ахборот-коммуникацион технологияларининг техник таркибий қисмининг доимий такомиллаштирилиши билан боғлиқ.

Янги таълим стандартлари, давлат таълим дастурлари талаблари жорий этилиши билан, муаммолар ҳам ўзгаради. Ўқувчини индивидуал таълим йўналиши ва ўқув муҳитини кенгайтиришга йўналтиришда ўқитувчи учун тақдим этиладиган материаллар етарли бўлмаслиги мумкин. Бу шуни англатадики, ўқитувчи ўзи муаллиф ва дастурчи бўлиши керак. Бу эса, қўйидаги айрим муаммоларни келтириб чиқаради:

- ўқитувчи тармоқ хизматлари билан ишлашда етарлича ваколатларга эга эмас;
- ўқитувчилар ўртасида ўзлари яратган маҳсулотларни ўзаро алмашиш жуда кам йўлга қўйилган;
- ўқитувчилардан иборат бўлган кичик гуруҳларда лойиҳавий масалаларни ҳал қилиш тажрибаси мавжуд. Муаммо шундаки, бу ўқитувчилар гуруҳи доимий бир хил таркибдан иборат ва ҳамкорлик учун бошқа ўқитувчиларни жалб қилиш имкони йўқ;
- аксарият ўқитувчилар ўқув материалларини ишлаб чиқишдаги ҳамкорликни йўлга қўйишда кам ёки умуман тажрибага эга эмаслар.

Таълимни рақамлаштириш шароитида “Тескари таълим” технологияси элементларини электрон таълим ресурслари имкониятларидан фойдаланган ҳолда кундалик ўқув амалиётига фаол жорий этиш замонавий рақамли жамиятнинг янги талабларига жавоб беради ва ўқув жараёнини талабаларни ўз билим ва кўникмаларини яратишда фаол иштирок этиш деб ҳисоблаш имконини беради.

Ўз-ўзини ўқитиш маконини ташкил қилишнинг самарали воситаларидан бири электрон таълим ресурслари имкониятларидан фойдаланишдир. ЭТР ўқувчиларга замонавий билимларни олиш, ўқитиш жараёнини самарали ташкил қилиш ва таълим сифатидаги ўзгаришларни таъминлаш имконини беради.

Умум таълим мактабларида ўқитиладиган Информатика ва АТ фанини ўқитишда электрон таълим ресурсларидан фойдаланиш орқали қуйидагиларни беради:

1. Осон ва тез кириш.

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Электрон таълим ресурслари ўқувчиларга интернет орқали 24/7 давомида материалларга кириш имконини беради. Бу, ўқувчиларнинг ўқиш жараёнини ўз вақтида ташкил қилиш ва ўзларининг индивидуал ўқиш графикларига мослашиш имконини беради. Масалан, видеолар, интерактив тестлар ва онлайн курслар ўқувчиларнинг ўқишини осонлаштиради.

2. Интерактивлик ва фаоллик.

Электрон таълим ресурслари интерактив элементларни ўз ичига олади, масалан, симуляциялар, интерактив тестлар, форумлар ва жамоавий лойиҳалар. Бу, ўқувчиларнинг фаоллигини ошириб, уларни ўқиш жараёнига жалб қилиш имконини беради. Интерактивлик, ўқувчиларнинг мавзуларни яхшироқ тушунишини ва амалий кўникмаларини ривожлантиришини таъминлайди.

3. Индивидуаллаштириш.

Электрон таълим ресурслари ўқувчиларнинг индивидуал эҳтиёжларини инобатга олиш имконини беради. Ўқувчилар ўз суръатлари билан ўқишлари, алоҳида мавзуларни қайта кўриб чиқишлари ва ўзларига мос материалларни танлашлари мумкин. Бу, ўқувчиларнинг қизиқишлари ва қобилиятларига мос равишда таълим бериш имконини яратади.

4. Янгиланиш ва замонавийлик.

Электрон таълим ресурслари тезкор янгиланиш имконини беради. Информатика ва АТ соҳалари доимий равишда ривожланиб боради, ва ЭТР орқали ўқувчиларга энг сўнгги маълумотлар, технологиялар ва методикалар билан танишиш имкони туғилади. Бу, ўқувчиларни замонавий талабларга мослаштиришда муҳим аҳамиятга эга.

5. Молиявий самарадорлик

Электрон таълим ресурслари кўпинча анъанавий таълим материалларига қараганда арзонроқ бўлади. Ўқувчилар учун китоблар, журналлар ва бошқа материалларни сотиб олишдан кўра, онлайн ресурсларга обуна бўлиш ёки бепул ресурслардан фойдаланиш молиявий жиҳатдан самаралироқ. Шунингдек, таълим муассасалари учун ҳам ЭТРни жорий қилиш, ресурсларни тежаш имконини беради.

6. Технологик кўникмаларни ривожлантириш.

Информатика ва АТ фанини ўқитишда электрон таълим ресурсларидан фойдаланиш, ўқувчиларнинг технологик кўникмаларини ривожлантиришга ёрдам беради. Ўқувчилар, онлайн платформаларда ишлаш, программалаштириш муҳитлари билан танишиш ва рақамли алоқа воситаларини фойдаланиш каби кўникмаларни ривожлантириш имконини оладилар.

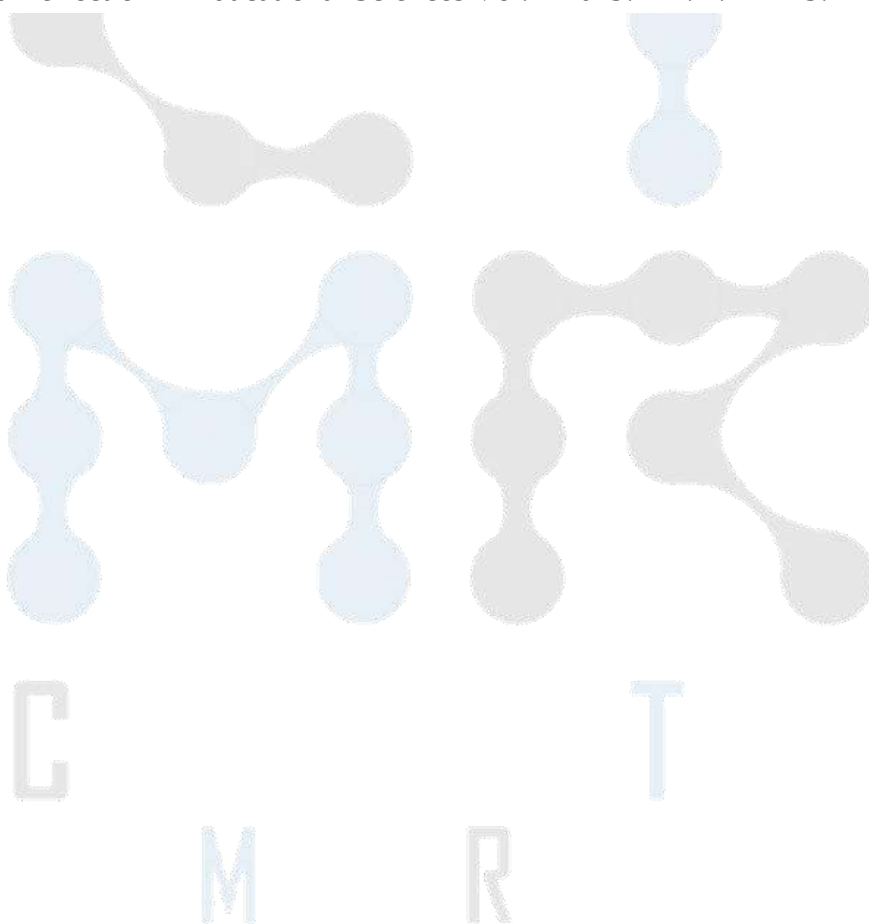
Хулоса сифатида шуни айтиш мумкинки, Информатика ва АТ фанини ўқитишда электрон таълим ресурсларидан фойдаланиш, таълим жараёнини самарали ва қизиқарли қилиш, ўқувчиларнинг фаоллигини ошириш, индивидуаллаштириш ва замонавий билимларни олиш имконини беради. Шунингдек, ЭТРнинг жорий қилиниши, таълим муассасалари учун молиявий самарадорликни таъминлайди. Ушбу афзалликлар, электрон таълим ресурсларни умумий ўрта таълим мактабларида самарали тарзда қўллашни таъқоза этади.

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Sociocultural competence of students -philologists studying Russian language

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Annotation. The article is devoted to one of the most pressing problems of modern methods of teaching Russian to philologists with Uzbek as the language of instruction. The article highlights issues of the importance of socio-cultural aspects in the development of methods of teaching Russian as a foreign language. The methods of teaching philology students are analyzed from the point of view of the effectiveness of its application for the formation of students' communicative competence.

Key words : teaching methods, globalization, internationalization, socio-cultural approach, sociocultural competence , national culture, dialectical method, intercultural communication

World education is gradually beginning to develop in the context of a dialogue of cultures. The main goal of modern education is not just to prepare a highly professional specialist in a particular field, but also a comprehensively developed person of culture, capable and ready to communicate and cooperate with people of different nationalities, religions and cultures, a person who has absorbed the wealth of the cultural heritage of his people and the peoples of other countries, striving for mutual understanding with them, capable and ready to carry out interpersonal and intercultural communication.

One of the strategic tasks in the period of globalization of the modern educational space is the education of a comprehensively developed and harmonious generation. Intensive communication processes of the modern world in the educational process force us to evaluate the role and importance of the Russian language as a foreign language in a different way. Today it is impossible to imagine the formation of a highly qualified specialist without knowledge of any foreign language.

Globalization of the modern educational space implies the formation of foreign language speech communications in students, allowing them to speak and communicate freely in another socio-cultural environment . In teaching Russian , students primarily encounter not linguistic problems, but factors that determine the social, everyday and cultural spheres of the country of the studied language. Therefore, modern methods of teaching Russian should include socio-cultural aspects and approaches to teaching the language, because only on its basis can the effect of linguacultural immersion be achieved .

Modern methods of teaching Russian as a foreign language, as the results of the study show, should include socio-cultural aspects, which allows students studying Russian to adapt more quickly in any multicultural environment.

The idea that is used in practice in the educational process in Russian language lessons, that is, teaching students Russian with the study of the cultural and everyday life of native speakers, is not new today, but, unfortunately, in the methodological aspect it is not yet fully used. Methodologists-teachers believe that the learning process should include only real socio-cultural conditions of communication, in this case - the conditions of the country whose language is to be studied.

It has become fashionable for modern youth to read fiction in the original, watch films in a foreign language. Many respondents explain that this is the desire of young people to more deeply understand the history and established cultural traditions of these states. Of course, this is undoubtedly true, first

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of all, these features are expressed through language. Therefore, in our scientific research, the main emphasis falls on the linguistic component, as the most significant component in the cultural system [1].

The reforms and changes that are being implemented in education, economics and state policy have made modern society more open, which in turn has led to changes in the teaching of Russian as a foreign language: today, live communication and analysis of specific speech situations necessary in everyday life are most in demand. It should be noted that the socio-cultural approach was taken into account earlier in language teaching, and therefore more attention should be paid to this aspect in the educational process.

Why is the socio-cultural approach a necessary part of the methodology of teaching Russian as a foreign language? The socio-cultural approach in the methodology of teaching Russian as a foreign language is a direction that incorporates not only the philological aspect, but also the study of the country itself, its culture, rituals and customs of life, the history of the language being studied.

T. Yu. Nazarenko notes the main objective of this direction in her research, the socio-cultural approach in the methodology of teaching the Russian language: "is the study of linguistic units that most vividly reflect the national characteristics of the culture of the people - the native speaker, that is, realities. Ideas and necessary information about other peoples and countries are formed on the basis of stereotypes. Such stereotypes can be conveyed through key words and concepts, and this is how the linguistic picture of the world reflects its cultural picture" [1].

Ovsyannikova T.A. rightly notes that "each ethnic culture has its own unique structure and its own logic, and only on the basis of this logic can one explain what is of fundamental importance for a given culture and what is of secondary importance.

It is obvious that the interrelations of its various structural elements and behavioral components are individual for each ethnic group, for each ethnic culture" [4]. Therefore, knowledge of the language of a given people is a kind of hint to discovering the secrets of the culture of the ethnic group speaking this language. Language is not only a means of communication and expression of thought, but also a perception of cultural values. Language reflects the experience and life of the people, its history, material and spiritual culture. We can call the reality of this time multicultural, when communication occurs between people belonging to nations speaking different languages

"Language teaching, combined with familiarization with the historical and ethnographic features of the country of the language being studied, can and should become a powerful means of mutual understanding between peoples. Also, the formation of linguistic and linguacultural competence is valuable for enriching one's own culture: communication, speech, mental work" [2].

The idea of the relationship between national culture and language is beyond doubt for many educational researchers and has long been used in foreign language teaching methods. Although the vast majority of educational institutions continue to use teaching materials that involve cramming texts that are not relevant or interesting to students.

Today, thanks to the openness of the educational and cultural space, interest in the history, ethnography and everyday life of the countries of the studied language has increased significantly. This interest, as a motivator, must be used in the construction of teaching methods, studying the Russian language in parallel with the national culture of the country of the studied language

In our opinion, when developing educational methods, it is necessary to take into account and rely on the following principles: content, communication, cognition, culture. "Since language, thinking and

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culture are inextricably linked, this principle implies the possibility of “acting” in other cultures through teaching in the language of these cultures.

A good result is achieved by using a method in which the language is integrated with other subjects. This experiment can last for about two months. It includes various classes in the classroom and a visit to the city's Museum of Local History. Before visiting the museum, the main concepts and principles were studied. The visit to the museum included enrichment and expansion of the activity. The students were given handouts with instructions in a foreign language, as well as a bilingual glossary that can be used during the visit.

The positive effects achieved by the end of the project were: improvement of the students' general target language competence, increase in students' motivation, development of their multilingual interests and views, and access to the target language terminology for a specific subject [6].

The sociocultural approach to language teaching was used by a number of academic researchers to teach students studying Russian in the first year of the philological program with Uzbek instruction. By the methodology they developed, the study of a foreign language took place directly through familiarization with Russian culture, which was completely new for the students. In achieving the successful formation of this competence, it is precisely communicativeness that plays a major role, which in turn focuses on the inclusion of students in the direct act of communication with each other (or with the teacher) to solve life problems that arise in the course of "changing reality" [7]. This is successfully achieved in those language trainings where increased attention is paid to listening comprehension and speaking, since writing (reading) and oral speech of any person are quite different [2].

This approach has become widespread, because it copes well with the task of overcoming the language barrier, helps to memorize the necessary clichéd phrases, etc. But on the other hand, this method is not free from shortcomings, which, first of all, practicing teachers include, superficiality in learning the language, as well as the linguistic incompetence of students, "since, according to Tlevtsezhev M.A., it does not pay sufficient attention to the grammatical side of speech, pronunciation, mainly it is a mechanical reproduction of speech models [8].

"Despite the lack of a holistic approach to solving the problem of effective teaching of foreign languages, this approach remains in demand today, that is, some strategies are used in the communicative methodology that meet the needs of society. Such strategies primarily include the use of the information gap in foreign language speech practice" [8, p. 180].

Today, we can talk about “the development of new approaches and pedagogical methods in teaching Russian as a foreign language, which will be specifically aimed at integrating this subject with the block of humanitarian disciplines based on multiculturalism .

Based on the above, we can conclude that the sociocultural approach to teaching Russian as a foreign language is extremely necessary, as it allows students to perceive the language in conjunction with the culture, traditions, history, religion, and everyday behavior of the people whose language they are studying.

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STRUCTURAL AND SEMANTIC ANALYSIS OF ERGONYMS IN ENGLISH AND UZBEK LANGUAGES

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Annotation: This research focuses on the structural and semantic analysis of ergonyms in English and Uzbek languages. Ergonyms are proper names of enterprises, institutions, and organizations. The study investigates the formation models, linguistic components, and semantic features of ergonyms in both languages. It also compares the cultural and linguistic peculiarities that influence ergonym formation. The research aims to identify structural similarities and differences, analyze the meanings conveyed by ergonyms, and examine their linguistic functions. By conducting a comparative study, the work seeks to contribute to onomastic studies and provide a deeper understanding of ergonyms as a linguistic phenomenon in English and Uzbek. The findings are expected to be valuable for linguists, language learners, and scholars interested in onomastics.

Keywords: ergonym, structural analysis, semantic features, onomastics, English language, Uzbek language

СТРУКТУРНО-СЕМАНТИЧЕСКИЙ АНАЛИЗ ЭРГОНИМОВ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация: Данное исследование посвящено структурному и семантическому анализу эргонимов в английском и узбекском языках. Эргонимы представляют собой собственные названия предприятий, учреждений и организаций. В работе рассматриваются модели формирования, языковые компоненты и семантические особенности эргонимов в двух языках. Исследование также включает сравнение культурных и лингвистических особенностей, влияющих на формирование эргонимов. Цель исследования — выявить структурные сходства и различия, проанализировать значения эргонимов и их языковые функции. Проведение сравнительного анализа способствует развитию ономастических исследований и углубленному пониманию эргонимов как лингвистического явления в английском и узбекском языках. Результаты исследования будут полезны для лингвистов, изучающих язык и ономастику.

Ключевые слова: эргоним, структурный анализ, семантические особенности, ономастика, английский язык, узбекский язык

INGLIZ VA O‘ZBEK TILIDA ERGONIMLARNING TUZILIK-SEMANTIK TAHLILI.

Annotatsiya: Ushbu tadqiqot ingliz va o‘zbek tillaridagi ergonimlarning struktura va semantik tahliliga bag‘ishlangan. Ergonimlar korxona, muassasa va tashkilotlarning nomlari sifatida qaraladi. Tadqiqotda ergonimlarning shakllanish modellari, lingvistik komponentlari va semantik xususiyatlari o‘rganiladi. Shuningdek, ergonimlarning shakllanishiga ta’sir qiluvchi madaniy va til xususiyatlari taqqoslanadi. Tadqiqotning maqsadi struktura jihatidan o‘xshashlik va farqlarni aniqlash, ergonimlarning ma’nolarini tahlil qilish va ularning lingvistik funksiyalarini o‘rganishdan iborat. Taqqoslash asosida olib borilgan ish onomastika bo‘yicha izlanishlarga hissa qo‘shib, ergonimlarni lingvistik fenomen sifatida chuqurroq anglashga yordam beradi. Natijalar tilshunoslar va onomastikaga qiziqqan tadqiqotchilar uchun foydali bo‘ladi.

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Kalit so‘zlar: ergonim, struktura tahlili, semantik xususiyatlar, onomastika, ingliz tili, o‘zbek tili

INTRODUCTION

The study of ergonyms, or proper names of organizations, enterprises, and institutions, is an essential area of onomastics, a branch of linguistics that deals with proper names. While much research has been conducted on the structural and semantic characteristics of names in general, there is limited literature specifically focused on ergonyms. This research aims to address this gap by examining ergonyms in two distinct linguistic and cultural settings: English and Uzbek. The selection of these two languages allows for a cross-cultural comparison, shedding light on how ergonyms in both languages are influenced by cultural, social, and historical factors. In English-speaking countries, ergonyms are often influenced by global trends and English-language dominance, while in Uzbekistan, traditional and local practices may play a more significant role. The primary goal of this study is to analyze the structural formation, linguistic components, and meanings embedded in ergonyms in both languages. By identifying patterns, this research will offer insights into the similarities and differences in ergonym construction. The study also explores how cultural values, market forces, and political factors shape these names. Furthermore, it aims to explore how ergonyms function within the context of communication, marketing, and branding in both languages. Ultimately, this research will contribute to the understanding of ergonyms as a linguistic phenomenon and provide a broader perspective on their role in society. The research methodology will involve both qualitative and quantitative approaches to ensure a comprehensive analysis of ergonyms. Through this study, the work will provide practical implications for linguists, branding professionals, and language scholars. This investigation into ergonyms also offers a rare comparative lens for analyzing names in two typologically different languages. In the following sections, the methods and results of this research will be outlined, followed by a discussion of the findings.

Methods

The research employs a mixed-methods approach, combining both qualitative and quantitative techniques. The first step involves collecting a comprehensive database of ergonyms from English and Uzbek sources. These ergonyms are taken from various fields, such as businesses, educational institutions, non-governmental organizations, and state institutions, ensuring a diverse range of data. The ergonyms are selected from online directories, advertisements, and public documents. Once collected, the data is categorized based on structural features, including the use of language (English, Uzbek, or code-switching), length, and word composition. This categorization helps identify patterns in ergonym formation. In addition to structural analysis, the study performs semantic analysis to explore the meanings conveyed by ergonyms. A detailed examination of the linguistic components, such as metaphors, cultural references, and symbolism, is conducted. This analysis will reveal how these names convey values, appeal to consumers, and reflect cultural identity. Furthermore, a comparative method is applied to examine the differences and similarities between the ergonyms in the two languages. Statistical tools, such as frequency counts and comparative charts, are used to analyze the data quantitatively. The analysis is supplemented with case studies of specific ergonyms to illustrate the findings in a practical context. For example, the research examines the names of multinational corporations in both languages and their localized counterparts in Uzbekistan. The methodological approach is designed to ensure a comprehensive understanding of the structural, semantic, and functional aspects of ergonyms in both English and Uzbek. The mixed-methods design also allows for triangulation, enhancing the reliability and validity of the results.

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Results

The analysis of ergonyms in both English and Uzbek revealed several interesting findings. In terms of structure, English ergonyms tend to favor shorter, more dynamic names, often using abbreviations or acronyms, such as “IBM” or “Apple.” In contrast, Uzbek ergonyms are more likely to employ longer, descriptive names, reflecting national identity or cultural values, such as “Uzbekneftgaz” (Uzbek Oil and Gas) or “Termiz Davlat Universiteti” (Termiz State University). This difference in length is partly due to the linguistic structures of the two languages and the cultural preferences for naming. Additionally, in English, ergonyms are often created using a mix of native and borrowed elements, while in Uzbek, there is a stronger preference for using native linguistic resources. A significant number of Uzbek ergonyms also incorporate words of Arabic or Russian origin, reflecting the historical influence of these languages. Semantically, both English and Uzbek ergonyms often aim to convey positive attributes, such as success, innovation, or strength. For example, names like “Microsoft” and “Samsung” convey innovation and leadership in their respective fields. Similarly, in Uzbekistan, names like “O‘zbekistan Temir Yo‘llari” (Uzbekistan Railways) evoke a sense of national pride and reliability. A notable observation is the use of metaphors in both languages. In English, terms such as “Lionheart” and “Silverlight” are commonly used, which evoke power and clarity, while in Uzbek, metaphors tend to be linked to nature, such as “Barkamol Avlod” (A Harmonious Generation), which emphasizes growth and development. From a semantic perspective, there is a clear connection between ergonyms and the branding strategies of companies, with both languages utilizing names to create a specific public image. Quantitative analysis showed that English ergonyms are slightly more likely to employ international or modern-sounding names, while Uzbek ergonyms tend to favor names that are grounded in tradition or local culture.

Discussion

The findings of this research provide valuable insights into the structural and semantic characteristics of ergonyms in English and Uzbek. One of the most striking differences observed is the tendency of English ergonyms to favor brevity, while Uzbek ergonyms often prioritize descriptive and culturally resonant names. This difference can be attributed to the global nature of the English language, where brevity and ease of recognition are key in international markets. On the other hand, Uzbek ergonyms are deeply connected to the country’s cultural and linguistic heritage, reflecting a sense of national identity. The preference for longer names in Uzbek may also stem from a desire to preserve the language and resist the influence of global language trends. In terms of semantics, both English and Uzbek ergonyms aim to convey positive attributes, but the types of metaphors and cultural references used vary significantly. English ergonyms tend to use universal metaphors, focusing on power, speed, and innovation, which are valued in the global market. In contrast, Uzbek ergonyms are more likely to incorporate metaphors related to nature, strength, and community, which resonate more strongly within the local context. This observation highlights the different ways in which names are used to align with societal values and expectations. Additionally, the analysis reveals that while English ergonyms are often influenced by international business trends, Uzbek ergonyms are more likely to reflect local traditions and historical contexts. Despite these differences, both sets of ergonyms share the common goal of establishing a strong, recognizable brand identity. This study also suggests that the influence of globalization on ergonym formation is more pronounced in English, where the dominance of English in international commerce and media promotes certain naming conventions. In contrast, Uzbek ergonyms show a stronger attachment to local linguistic features and cultural symbols, which reinforces national identity. The comparative analysis highlights the importance of

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considering both linguistic and cultural factors when studying ergonyms. Future research could expand on this by exploring how ergonyms evolve over time and their impact on consumer behavior and perception.

Conclusion

In conclusion, this study has provided a comprehensive structural and semantic analysis of ergonyms in English and Uzbek, highlighting both similarities and differences between the two languages. The research found that while English ergonyms tend to favor shorter, more dynamic names that reflect global business trends, Uzbek ergonyms prioritize longer, descriptive names that are more closely tied to cultural identity and national pride. This distinction reflects the broader linguistic and cultural dynamics that influence ergonym formation in both languages. Semantically, both English and Uzbek ergonyms aim to convey positive attributes such as innovation, strength, and reliability, but the metaphors and cultural references used differ, with English names often drawing on universal concepts and Uzbek names incorporating more localized imagery tied to nature, tradition, and community. The comparative analysis has demonstrated that while globalization plays a significant role in shaping English ergonyms, Uzbek ergonyms are more resistant to external influences, reflecting a stronger attachment to local traditions and linguistic practices. This suggests that the naming strategies of organizations in each language are not only driven by linguistic factors but also by broader societal and cultural contexts. Furthermore, the study has shown that ergonyms serve an important function in branding and communication, as they help establish a distinct identity for organizations and convey specific messages to their target audiences. Overall, this research contributes to the field of onomastics by providing valuable insights into the linguistic and cultural aspects of ergonyms in English and Uzbek. It also opens up avenues for future studies on the evolution of ergonyms, their impact on consumer behavior, and their role in cross-cultural communication. The findings of this study offer a deeper understanding of how names function as linguistic phenomena and how they reflect the broader social and cultural values of the societies in which they are used.

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HISTORICAL ROOTS OF SHASHMAKOM

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Abstract: This article presents a well-founded reflection on the origin and formation processes of Shashmaqom, the role of maqoms in Eastern musical art, and their initial theoretical foundations.

Keywords: Shashmaqom, national heritage, maqom, Buzruk, Rost, Nav, Dugoh, Segoh, Iraq.

The historical task of studying the traditions of our national music, inherited from our ancestors, and making them serve the development of world civilization, has been the great traditional nourishment achieved by our people in the field of culture and art during the years of independence.

Shashmaqom (Russian: Шашимаком; Tajik: шашмаком; Persian: ششمقام) is a group of maqoms that occupy a central place in the musical heritage of the peoples of Central Asia (mainly Uzbek and Tajik); a set of classical melodies and songs that are inextricably linked by means such as parada, melody, method, form, and style. It emerged as a result of centuries-old scientific and creative experience and research in the fields of musical folklore and professional music under certain conditions. Shashmaqom is an encyclopedic product of the art of a number of generations of composers as a result of the historically long development of national and regional classical musical traditions. In the musicology of the peoples of the Middle Ages, maqom mainly expressed the concept of parada structures and melodies and songs created in accordance with them. The maqams initially developed in scattered forms, and in the 13th century, Safiuddin al-Urmawi brought them into the form of a theoretical system consisting of twelve main maqams. After the 17th century, the Twelve Maqam system fell into crisis, and on its basis new national and local forms of maqams began to emerge among the peoples of the East.

In particular, in the middle of the 18th century, in the creative performing activities of court musicians, singers and composers in Bukhara, one of the largest cultural centers of Central Asia, shashmakom was formed indiscriminately, and was also carried out under the names of Bukhara maqoms, Bukhara Shashmakomi. Of the Uzbek maqom types, Khorezm maqoms, Fergana-Tashkent maqom paths, as well as wild (free-form) maqoms, surnay, dutar paths, etc. developed under the influence of shashmakom. Unique examples of genres such as amal, kor, naqsh, peshrav, savt, tarona, qavl, which were widely used in the composition of the past, have reached us as part of shashmakom.

Shashmaqom consists of the maqoms of Buzruk, Rost, Nav, Dugoh, Segoh and Iraq, and consists of more than 250 samples of melodies and songs in various forms. To date, musicians, hafiz and composers have discovered many performance interpretations of maqom paths, created single-part and series works on maqom paths for ovoz, tanbur, surnay, dutar and others, and created new melodies and songs based on them.

Maqoms have been performed by musicians and singers, both solo and in chorus. In particular, in the palace of the emirs of Bukhara, in the most recent period, the chorus mainly consisted of 2 tanburs, 2 doiras (the doira players were also singers), Afghan rubab, sato or qobiz, and, if possible, bolamon instruments.

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In the performance of maqom, the tanbur is considered the leading instrument. Because it has certain advantages in adjusting its strings to the maqom tones and in perfectly reproducing the maqom lines. The doira serves as a necessary tool for musicians and singers to perform shasmaqom parts according to the established method. The main sound of each maqom is unique and relatively stable, and some changes occur in its tones during the entire musical performance of the series. Because in the formation of shashmaqom, the composition of the maqom includes other branches and maqom paths from 12 maqoms that are close to the tones of this maqom and are in harmony with the nature of the melody theme. Their cadence and tonality may sometimes not correspond to the main maqom paths. Each of the maqoms that make up the shashmaqom consists of two large sections - instrumental (mushkilot) and vocal (prose) sections. In the instrumental sections, there are instrumental parts with the same name, the melodies are characteristic of the maqom melody to which they belong, and the circle methods are the same.

The main ones are called Tasnif, Tarje, Gardun, Muhammad and Saqil. These parts are named after the maqom names (such as Tasnif Buzruk, Tarjei Dugoh, Garduni Segoh), and some are named after the composers (such as Muhammadi Nasrullovi, Saqili Islomkhan). Some instrumental parts have separate names (such as Nag'mai Orazi Navo), and in Dugoh and Segoh they are called after the maqom name (such as Peshravi Dugoh, Samoi Dugoh, Khafifi Segoh). The instrumental parts of Shashmaqom consist of chamber and bozgoi melody structures. The peshravi style, which is used to develop regularly changing chambers, is of particular importance. Instrumental parts such as Tasnif, Tarje, Nag'mai Oraz, Samoi, Khafif are similar to each other, small in size;

Gardun and Peshrav are somewhat more developed; Mukhammad and Sakil paths are created on the basis of long and complex circle methods. Although the internal structure of the shashmaqom instrumental paths is complex, with its smooth melody and variety, it is directly related to the sub-topics of this maqom. These works express deep philosophical and diverse lyrical moods, and require listeners to have auditory skills. Usually, after the shashmaqom instrumental parts are performed one after the other in a complete sequence, it is followed by its "Prose" section. The ashula parts consist of more complex branches, their taronas or branches. These are also performed in the form of a whole series. The shashmaqom song sections consist of two types of structurally different groups of branches; The first includes the branches known as Sarakhbor, Talqin, Nasr, and the final Ufar section, and the second includes mainly the branches called Savt and Mo'gulcha and their branches. Although the melodies of the namesake branches of the shashmaqom (Sarakhbori Buzruk, Sarakhbori Navo, etc.) are different, the circle method and the verses sung to the tunes are the same. The group includes branches called Talqincha, Qashqarcha, Soqiynama and Ufar, and they are played in the specific circle methods of the same name. Avj and Namuds are of particular importance in the development of Shashmaqom branches. They are crucial in the formation of a large-scale song and its deepening in content. Namuds are freely used in maqom paths as single avjs or in groups. In the past, the number of Namuds (up to 4 in one branch) varied depending on the wishes and capabilities of the hafiz. The branches of the Shashmaqom ashul section are harmonious in form, and the composition of the internal structures may vary. For example, each branch path begins with an instrumental introduction. Then the main khat called khut is performed and moves on to the miyonkhat sentences expressed in the middle verses. Depending on the place, the upper verses are conquered in the dunasr structure. Then, in the climax characteristic of the branches, the namuds are sung, and the song path ends with a furovard (descending) structure that is connected with or without miyonkhat. The structure of some branches may also be different.

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When the first group of branches of the Shashmaqom ashul section is performed in a series, it begins with Sarakhbor, and then its taronas (up to 6) are read. The last of the taronas smoothly connects to the Talqin branch with the help of the suporish part, which is sung in the talqin circle method. The Talqin tarona is performed, and through the prose circle method of suporish, the series moves to the Nasr sho'basi and its tarona (there are up to 2-3 examples of the Nasr sho'basi in one maqom). The last Nasr sho'basi is usually read without tarona, directly joining the Ufar ashul paths, and the series ends with the final suporish. The branches of the second group of the Shashmaqom section are considered independent song paths, each of which mainly forms a 5-part series. For example, after the main Savt or Mongolian song path, new meter-based examples of this melody theme (Talqincha, Qashqarcha, Soqiynoma and Ufar) are alternately connected to it. Historical, theoretical, and aesthetic issues of maqoms have been comprehensively studied by musicologists from the distant past to the present. In particular, medieval music treatises present the pitch-note structures characteristic of Eastern classical music, and consider the structure of the sound range and methods characteristic of maqom and folk music. In the early and mid-19th century, a special written collection of poetry about shashmaqom appeared - bayazers. They include the texts of ghazals sung to the maqams, the names of maqams and sub-maqams, and the order of the series of songs to be performed. The Khorezm maqams recorded using the tanbur line by Kamil Khorezmi and his son Muhammad Rasul also provide valuable information about 19th-century examples of shashmaqom. Shashmaqom was passed down from generation to generation, mainly orally, in the tradition of teacher-student. In the 1920s, special music schools and educational institutions were established in Bukhara, Samarkand, and Tashkent, where attention was paid to mastering maqom and folk music; maqom-playing musicians and hafiz such as Ota Jalol, Otag'iyos Abdug'aniyev, Domla Halim Ibodov, Shorahim Shoumarov, Abdusoat Vahobov, and Usto Shodi Azizov were attracted to teach young people.

Shashmaqom was first published by V.A. Uspensky in modern notation from the performances of Ota Jalol and Ota Ghiyos ("Shashmaqom, Shest muzmkalnikh poem", M. - Bukhara, 1924). The treatises "History of Khorezm Music" by Mulla Bekjon Rahmon oglu and Muhammad Yusuf Devonzoda (M., 1925), "History of Uzbek Classical Music and Its History" by Fitrat (Samarkand - T., 1927) are the first examples of maqom studies of the 20th century and contain valuable information. The study of shashmaqom began to be given more importance, especially since the 1950s. The study "On the Issue of Maqoms" (T., 1963) by Ishaq Rajabov raised the development of Uzbek maqom studies to a new level. In Tajikistan, B. Fayzullayev, Shashmaqom Sahibov, and F. Shahobov recorded their performances and published 5 volumes of Shashmaqom under the editorship of V.M. Belyaev ("Shashmaqom", M., 1950-67).

In Uzbekistan, Yunus Rajabiy recorded shashmaqom from performances by himself and other musicians and singers and published it twice - under the title "Uzbek folk music" (Vol. V, T., 1959) and "Shashmaqom" (Vols. I-VI, T., 1966-75). The Tashkent Conservatory established the Department of "Oriental Music" (1972), and on its basis the Departments of "Oriental Music" and "Traditional Performance" (since 1992), which provided scientific study and practical mastery of shashmaqom at higher, secondary specialized and primary education levels. Since 1983, the republican competition of maqom performers (since 1991 named after Yu. Rajabiy) has been held regularly. Shashmaqom, which arose on the basis of the musical wealth of the Uzbek people, in turn, had a positive impact on the development of modern musical art. Uzbek composers and composers continue to use shashmaqom extensively in their work. Among them, M. Ashrafiy, M. Burhonov, K.

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Jabborov, T. Jalilov, D. Zokirov, S. Kalonov, Y. Rajabiy, T. Sodiqov, Fahr. Sodiqov, M. Tojiyev, O. Hotamov and others have achieved significant success in increasing the potential of maqoms in their songs, romances, choral, symphonic and opera works. The film "Shashmaqom" was shot by the "Uzbektelefilm" studio. Currently, professional ensembles, such as the Maqom Ensemble, specializing in performing shashmaqom throughout Uzbekistan, and amateur artistic groups are effectively working on the creative development and promotion of maqoms.

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CHET TILINI KENG FANLARARO ALOQALAR NUQTAI NAZARIDAN O'RGANISH.

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Annotatsiya. Mazkur maqolada biz ko'p madaniyatli ta'lim sharoitida bo'lajak o'qituvchining kommunikativ kompetentsiyasini rivojlantirish muammosining nazariy jihatlarini ko'rishimiz mumkin.

Kalit so'zlar: AKT, Kommunikativ, Kompetentsiya,

Bugungi kunda pedagogning o'z bilim sohasi bo'yicha yangiliklarga tezkor ega bo'lishini ta'minlash, ularning zamonaviy ta'lim texnologiyalaridan xabardorlikka, yetarli axborot egasi bo'lishga talab va ehtiyoj har qachongidan ko'ra ortganligi haqiqat. Binobarin, jamiyatni axborotlashtirish tobora muhim ahamiyat kasb etib, hayotiy zaruratga aylanmoqda. Bu qonuniy va ob'ektiv jaran bo'lib, butun jahon hamjamiyatiga xosdir. Mazkur jarayon inson faoliyatining barcha jabhalarini qamrab olmoqda. Jahon tajribasida AKT rivojida odatda quyidagi asosiy yo'nalishlar ajratib ko'rsatiladi. Ta'lim jarayonidagi so'nggi yangiliklar, innovatsiya va modernizatsiyalanish jarayonlari oliy ta'lim tizimidan umumiy o'rta ta'lim maktablari uchun o'qituvchi-kadrlarni tayyorlab berishni taqozo etadi. Shunday ekan, bugungi kunda ta'lim turlari orasidagi uzviylik va uzluksizlik nafaqat DTS yoki malaka talablaridagi muammolar, balki pedagog kadrlarning kasbiy tayyorgarligi nuqtai nazardan ham belgilanishi lozim.¹ Pedagogika oliy ta'lim muassasasi talabalari, ya'ni bo'lajak o'qituvchilar zamonaviy axborot texnologiyalari vositalari asosida ta'lim-tarbiya maqsadlariga erishish yo'lida didaktik vazifalarni bajarishlari uchun talab etiladigan quyidagi bilim, ko'nikma, malaka va kompetentsiyalarga ega bo'lishlari lozim:

- axborotlarni saqlash, qayta ishlash, tarqatish va namoyish qilish tamoyillarini bilish;
- kompyuter va kommunikatsiya vositalari, ularning xarakteristikalarini bilish;
- ta'lim jarayoni va ilmiy izlanishlarida Internetdan foydalanish;
- ta'lim jarayonida kompyuter va kommunikatsiya texnologiyalaridan foydalanish metodologiyasini bilish;
- dasturiy ta'minotning asosiy turlarini bilish va ulardan foydalanish;
- fanlardan maxsus taqdimotlar va elektron resurslar tayyorlash vositalaridan foydalanish;
- ta'lim jarayonida amaliy masalalarni yechishda axborot texnologiyalarini qo'llash;
- masofaviy ta'lim elektron o'quv-metodik bazasini yaratish va undan foydalanish.²

Tadqiqotimiz gipotezasiga ko'ra, ko'p madaniyatli ta'lim jarayonida bo'lajak o'qituvchining kommunikativ kompetentsiyasini shakllantirish, agar chet tilini o'rganish keng fanlararo aloqalar aspektida amalga oshirilsa, samarali amalga oshiriladi. Ko'p madaniyatli ta'lim mazmuni ko'p qirrali bo'lib, yuqori darajadagi fanlararo aloqadorlikni o'z ichiga oladi. Ushbu yondashuv ko'p madaniyatli ta'lim muammolarini gumanitar va tabiiy fanlar o'quv fanlarining bir qismi sifatida ko'rib chiqishga

¹ "Tilshunoslikning dolzarb muammolari, chet tillarini o'qitishning psixologik-pedagogik va uslubiy jihatlarini"

² "Madaniyat va ta'lim: an'analar va innovatsiyalar" (Chita, 2001)

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imkon beradi. Ob'ektlarning barcha tsikllari madaniy xilma-xillik g'oyasi bilan singdirilishi kerak.³ V.I.Matisning fikricha, "ta'limga ko'p madaniyatli yondashuv bilan har qanday o'quv intizomi o'z-o'zini ta'minlashdan to'xtaydi va nafaqat yangi bilimlarni o'zlashtirish, balki ko'p madaniyatli shaxs rivojlanishini shakllantirish uchun ham yagona yaxlit jarayonning organik qismiga aylanadi".

XXI asr fanlararo tadqiqotlar asri deb ataladi. Dunyoning tizimliliigi yoki yaxlitligi va u haqidagi ilmiy bilimlar, rivojlanishning nochiqizililigi, tartibsizlik va tartib o'rtasidagi chuqur bog'liqlik g'oyalariga asoslangan sinergetika bilimlarning fanlararo sintezi uchun asos bo'lishi mumkin. Sinergetika nuqtai nazaridan tabiat va insoniyat o'rtasidagi munosabatlarning ma'lum bir umumiy nuqtai nazarini ishlab chiqish, shaxslarni, madaniy va tarixiy jamoalarni birlashtirishning yangi tamoyillarini o'rnatish, muloqot maydonini, odamlar o'rtasidagi muloqotni tashkil etish, tashuvchilarni o'rnatish mumkin. turli madaniy va hayotiy qadriyatlar Ko'p madaniyatli ta'lim nuqtai nazaridan bo'lajak o'qituvchilar uchun kasbiy tayyorgarlikning mazmuni talabalarning bag'rikenglik xulq-atvori va etnikmadaniy o'zaro munosabatlarga bo'lgan munosabatini rivojlantirishga asoslangan bo'lishi kerak, deb hisoblaymiz.⁴ O'qituvchi ta'limining mazmuni kasbiy faoliyat vazifalarini bajarishga yuqori darajadagi tayyorgarlik va o'qituvchining umumiy madaniyati sifatida kasbiy mahoratning asosini tashkil etuvchi fundamental uslubiy bilimlarning uzviy birligini ta'minlashga qaratilgan. "Oliy pedagogik ta'lim davlat ta'lim standarti" (1995) talablariga muvofiq bo'lajak o'qituvchi madaniyat va sivilizatsiyalarning tarixiy xilma-xilligi, madaniyat va sivilizatsiya evolyutsiyasida etnik va milliy omillarning o'rni haqida tushunchaga ega bo'lishi kerak. madaniyatlararo muloqotning xususiyatlari va xususiyatlarini bilish. Bizningcha, ko'p madaniyatli ta'lim ana shunday bilim va g'oyalarni egallashga xizmat qiladi. Biz o'z tadqiqotimizda bo'lajak o'qituvchilarning ko'p madaniyatli tarbiyasini tabiiy fanlar va gumanitar fanlar madaniyati vakillari o'rtasidagi muloqot, shuningdek, madaniyatlararo muloqot va muloqot uchun asos sifatida ko'rib chiqamiz.

J.Benksning fikricha, ko'p madaniyatli ta'lim mazmuni turli etnik guruhlar madaniyati va umumiy madaniyatini aks ettirishi kerak. Ta'lim mazmuni etnik plyuralizmni qo'llab-quvvatlovchi qadriyatlar, munosabat va xulq-atvorni rivojlantirishga qaratilgan bo'lishi kerak. Bizningcha, ta'lim mazmunini bunday yo'naltirish shaxsning madaniyat sub'ekti sifatida shakllanishiga olib kelishi mumkin.

Z.T.Hasanov ko'p madaniyatli mintaqada ta'limni tashkil etish masalalarini ochib berar ekan, millatlar va xalqlar o'rtasidagi teng huquqli muloqot tarafdori. "Shuning uchun hozir ko'p millatli davlat aholisini millatlararo va xalqaro munosabatlar asoslari bo'yicha minimal bilimlar bilan qurollantirish, ularga mamlakatda yashovchi xalqlarning madaniyati va an'analari haqida tushuncha berish juda muhim, respublika, viloyat ta'lim mazmunini shunday tashkil etish zarurki, u maktab o'quvchilari va talabalarga qaysi xalqlar vakillari bilan ta'lim olayotgani, ularning madaniyati, urf-odatlar, axloqi, turmush tarzi to'g'risida bilimlar beradi"

Fanlararo aloqadorlik deganda fanlar tizimi va didaktik maqsadlar bilan belgilanadigan o'quv rejalarining o'zaro izchilligi tushuniladi. Bunday bog'lanishlar turli o'quv predmetlarini o'rganishda mazmunli va protsessual bog'lanishlar tizimidir. O'quv fanlarining fanlararo o'zaro ta'siri dunyoning yaxlit ilmiy manzarasini rivojlantirishga yordam beradi, talabaga oldingi mashg'ulotlar va atrofdegilar bilan kengroq o'zaro ta'sir ostida shakllangan sub'ektiv tajribaga maksimal darajada e'tibor qaratgan holda turli o'quv fanlari bo'yicha bilimlarga tayanishga imkon beradi. haqiqat.

³ "XXI asrda ta'lim" (Tver, 2003),

⁴ "Yangi ming yillik boshlarida ta'lim tizimida tarbiyani rivojlantirishning dolzarb muammolari (Chita, 2004).

XULOSA

Mazkur asosga tayanib shuni aytish mumkinki, yangi ta'limiy natijalarni qo'lga kiritish imkonini beradigan innovatsion tashkiliy shakllardan samarali foydalanish uchun bo'lajak o'qituvchilar mazkur o'qitish shakllarini ijodiy yondashuv asosida qo'llash malakasiga ega bo'lishi lozim. Chunki umumiy o'rta ta'lim maktablarida foliyat olib boradigan zamonaviy o'qituvchi ijodiy tafakkur yuritish orqali individual va guruhii maslahat, shu jumladan, email maslahatlar o'tkazishi, ta'limiy forumlar, treninglar tashkilotchisi bo'lishi zarur, kompyuter testlarini o'tkazish, o'quvchilarning individual ta'limiy trayektoriyasini qo'llab-quvvatlash uchun o'qituvchi va o'quvchilarning jamoaviy o'zaro birgalikdagi harakatini tashkil etish ko'nikmalariga ega bo'lishi zarur.

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PITUITARY GLAND INSUFFICIENCY (HYPOPITUITARISM)

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Annotation. The syndrome of endocrine pituitary insufficiency is characterized by a complete or partial cessation of hormone production by the anterior and posterior lobes of the pituitary gland. In isolated hypopituitarism, there is a disruption in the production of one of the pituitary tropic hormones: ACTH, STH, LH, FSH, TSH. Total hypopituitarism (panhypopituitarism) occurs when the production of all tropic hormones in the pituitary gland stops. In interstitial-pituitary insufficiency, there is a disruption in the secretion of all tropic hormones, which is combined with a deficiency of vasopressin (diabetes insipidus).

Keywords: endocrine insufficiency syndrome, pituitary gland, hypothalamus, hypopituitarism.

ETIOLOGY AND PATHOGENESIS. Simmonds was the first to link the clinical manifestations of hypopituitarism with postpartum necrosis of the anterior pituitary gland, accompanied by cachexia and senile involution of organs and tissues. However, a decrease in the production of pituitary tropic hormones is observed not only in postpartum necrosis of this gland, but also in various pathological conditions, as well as in damage to the hypothalamic nuclei, and partial or complete necrosis of the anterior pituitary gland is not always accompanied by cachexia. Sheehan's syndrome (postpartum hypopituitarism) is an acute ischemic necrosis of the pituitary gland caused by spasm of the pituitary vessels that occurs after childbirth with severe bleeding and decreased blood pressure. According to statistics, pituitary damage of varying degrees develops in 32% of women who have suffered bleeding and vascular collapse during childbirth. Clinical manifestations of hypopituitarism develop only in cases where 75-90% of the adenohypophysis tissue is destroyed. The development of pituitary insufficiency is caused by: hormonally active and inactive pituitary adenomas; infiltrative processes (autoimmune lymphocytic hypophysitis, granulomatosis); postpartum pituitary necrosis or Sheehan's syndrome, which occurs during bleeding during childbirth; consequences of surgical or radiation interventions in the pituitary gland; pituitary infarctions; metastases to the pituitary gland or pituitary stalk; injuries, infections, hemochromatosis, vascular disorders; rare causes of hypopituitarism (diabetic angiopathy and sickle cell anemia). When at least 75% of all pituitary tissue is destroyed, hypopituitarism develops, in which pituitary tropic hormones are insufficiently produced, hypothyroidism and adrenal insufficiency develop. Hypopituitarism is conventionally divided into primary and secondary. Primary hypopituitarism develops due to the absence or destruction of secretory cells of the pituitary gland, and secondary hypopituitarism is caused by a deficiency of stimulating effects on the secretion of pituitary hormones: disruption of vascular and/or neural connections with the brain at the level of the pituitary stalk; hypothalamus or extrahypothalamic areas of the central nervous system. The most common cause of panhypopituitarism are pituitary tumors (active and inactive), as well as irradiation of the hypothalamic-pituitary region and surgical hypophysectomy. Pituitary insufficiency often develops after hemorrhage (pituitary apoplexy). The most common causes of hypopituitarism in women are: childbirth complicated by eclampsia in the last months of pregnancy, sepsis, thromboembolism, massive blood loss; repeated and frequent

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pregnancies and childbirth leading to pituitary gland strain; abortion; autoimmune lymphocytic hypophysitis (in women with severe toxicosis in the second half of pregnancy). In this case, other autoimmune processes are often detected. One of the signs of hypopituitarism is a violation of the menstrual cycle due to the loss of LH and FSH secretion. With the appearance of other tumors (somatotropinomas, corticotropinomas, thyrotropinomas, prolactinomas (secreting STH, ACTH, TSH, prolactin)) the menstrual cycle is also disrupted, which is caused by a violation of the impulse secretion of gonadotropin-releasing hormone. The function of the neurohypophysis is also disrupted, which is accompanied by the development of diabetes insipidus or panhypopituitarism.

CLINICAL PICTURE

The clinical picture depends on the extent of destruction of the anterior pituitary gland. In most cases, the somatotropic and gonadotropic functions of the pituitary gland are the first to decrease, followed by thyrotropic and adrenocorticotrophic insufficiency. In some cases, one of the first symptoms of hypopituitarism is progressive weight loss, which in severe cases can reach 30 kg. Weight loss is usually uniform, a decrease in the volume of internal organs and muscle atrophy are noted. The skin of patients is wrinkled, thinned, pale yellowish in color, and dirty lemon pigmentation appears on the natural folds of the skin and face. The nipples and skin in the perineum are depigmented. Amenorrhea occurs due to ovarian failure. The internal and external genitalia and mammary glands atrophy. In men, secondary sexual characteristics disappear, testosterone levels decrease, the internal and external genitalia atrophy, and oligozoospermia sets in. One of the important symptoms of hypopituitarism is the disappearance of hair in the armpits and pubis. Early graying, decalcification of bones, atrophy of the lower jaw, decay and loss of teeth are observed. Edema is usually absent. Sweating and secretion of the sebaceous glands weaken. The phenomena of marasmus and senile involution increase. There is a sharp general weakness, apathy, adynamia up to complete immobility, orthostatic collapse and coma. Body temperature decreases. Death occurs without specific treatment. One of the first signs of hypopituitarism leading to the development of hypothyroidism is the loss of the thyroid-stimulating function of the pituitary gland. Chilliness, drowsiness, lethargy, adynamia, decreased mental and physical activity are noted. Blood pressure decreases, heart sounds become muffled. Atony of the gastrointestinal tract and constipation develop. When the disease develops after childbirth, amenorrhea and agalactia are observed. Loss of the gonadotropic function of the pituitary gland is accompanied by a violation of the menstrual function and leads to amenorrhea. In rare cases of erased and protracted course of the disease, the menstrual cycle is disrupted, but persists. In such cases, pregnancy is possible. Reduction of internal organs, genital and mammary glands is due to a violation of the function of somatotropin and a decrease in the production of somatotrophic hormone by the pituitary gland. With insufficient production of adrenocorticotrophic hormone by the pituitary gland, adrenal insufficiency develops. Hypopituitarism develops with hypothalamic insufficiency, in which there is a violation of the menstrual cycle up to amenorrhea. In typical cases, diagnosis of hypothalamic-pituitary insufficiency does not cause difficulties. The appearance of hypopituitarism with the development of insufficiency of the thyroid and sex glands, as well as the adrenal glands after complicated childbirth or in connection with other reasons indicated above, may indicate hypopituitarism syndrome. In severe forms of hypothalamic-pituitary insufficiency (Simmonds' disease), atrophy of muscles, skin, subcutaneous tissue, weight loss, hair loss, osteoporosis, hypotension, hypothermia, apathy, and mental dementia predominate. Blood tests show normo- or hypochromic anemia in most patients, while some have leukopenia and eosinophilia with lymphocytosis, low blood glucose levels, and a flattened glycemic curve. There is a decrease in the

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levels of peripheral endocrine gland hormones (T4, testosterone, estradiol, daily excretion of free cortisol in the urine) with a decrease in the levels of ACTH, thyrotropin, STH, gonadotropic hormones (LH and FSH), and prolactin. The concentration of corticosteroids is also reduced. In order to clarify the reserves of pituitary hormones, stimulating tests with releasing hormones (Thyroliberin, gonadotropin-releasing hormone) are prescribed. Mineralocorticoid secretion does not decrease in secondary hypocorticism, since the production of the latter is regulated independently of the effects of ACTH. In addition to the fascicular and reticular zones, with prolonged ACTH deficiency, the glomerular zone of the adrenal cortex may undergo atrophy, which is accompanied by a decrease in the plasma level of aldosterone and an increase in the activity of renin in the blood plasma. To diagnose secondary hypocorticism, tests with metyrapone, synacthen and insulin hypoglycemia are performed.

DIFFERENTIAL DIAGNOSIS

A number of diseases accompanied by weight loss (malignant tumors, tuberculosis, enterocolitis, porphyria, etc.) must be differentiated from profound atrophy combined with hypothalamic-pituitary insufficiency. Secondary sexual characteristics may be preserved in extreme cases of exhaustion, which is an outcome of the disease, not its dominant manifestation. In this case, the presence of anemia provides grounds for differential diagnosis with blood diseases. In clinical practice, it is necessary to differentiate pituitary cachexia from exhaustion that has developed against the background of nervous anorexia due to the girl's desire to lose weight and forced refusal of food. Refusal of food, sometimes alternating with bouts of bulimia, is accompanied by disruption or disappearance of menstruation, the genitals gradually atrophy, functional symptoms of endocrine insufficiency appear, occurring even before the development of severe exhaustion. Physical, intellectual, and sometimes creative activity are preserved. In case of severe anemia, differential diagnostics with blood diseases should be performed. In case of hypothalamic-pituitary insufficiency, hypoglycemic conditions can simulate organic hyperinsulinism (insulinoma). Patients with hypothalamic-pituitary insufficiency are prone to hypertrichosis. The level of pituitary tropic hormones can be normal, elevated or decreased. This is the functional nature of insufficient hormone production in nervous anorexia. Stimulation tests show their normal release. A combination of insufficiency of several endocrine glands is observed in autoimmune polyglandular syndromes. In this case, primary insufficiency of the endocrine glands and a high level of pituitary tropic hormones are observed.

Treatment of hypothalamic-pituitary insufficiency is aimed at eliminating hormonal deficiency and, if possible, eliminating the cause that led to the development of hypopituitarism. In the presence of a tumor or cyst that leads to the development of destructive processes, surgical treatment or radiation therapy is performed. When conducting hormone replacement therapy, it is necessary to compensate for adrenal insufficiency first. If you start treating hypothyroidism before compensating for adrenal insufficiency, acute adrenal insufficiency may develop. In secondary hypopituitarism, there is no need to prescribe mineralocorticoids (9 α -fluorocortisol, Cortineff), since the secretion of the latter is regulated independently of ACTH. Thyroid hormone preparations are prescribed to regulate thyroid insufficiency. Treatment begins with L-thyroxine at a daily dose of 25 mcg, followed by an increase in the dose of the drug. In order not to worsen the condition of the cardiovascular system, elderly patients begin treatment with a dose of 12.5 mcg. In case of impaired somatotrophic function of the pituitary gland with a decrease in the function of the hypothalamic-pituitary system, growth hormone is prescribed. To diagnose total somatotrophic insufficiency, stimulation tests (insulin, clonidine) are

carried out, against which the level of growth hormone increases. Euthyroidism is a necessary condition for conducting stimulation tests. An important study in the diagnosis of somatotrophic insufficiency is the determination of IGF-1, as well as somatomedin-binding protein-3. First of all, the corresponding study should be prescribed to patients with somatotrophic insufficiency. The simplest and most informative study is the determination of the level of IGF-1 (somatomedin C) in the blood. A decrease in the level of the latter suggests stimulating tests with insulin, clonidine, arginine, somatoliberin. In case of insufficiency of the sex glands and atrophic processes in the genitals, patients with hypothalamic-pituitary insufficiency are prescribed hormone replacement therapy with combined oral contraceptives (Zhanin, Belara, Diane-35, Lindinet, Novinet, etc.). If necessary, fertility is restored with drugs that stimulate ovulation (Menopur). Men with hypopituitarism are prescribed androgenic drugs (Androgel, Nebido, etc.). In case of hypopituitar coma, treatment is carried out in the same way as in case of acute adrenal insufficiency.

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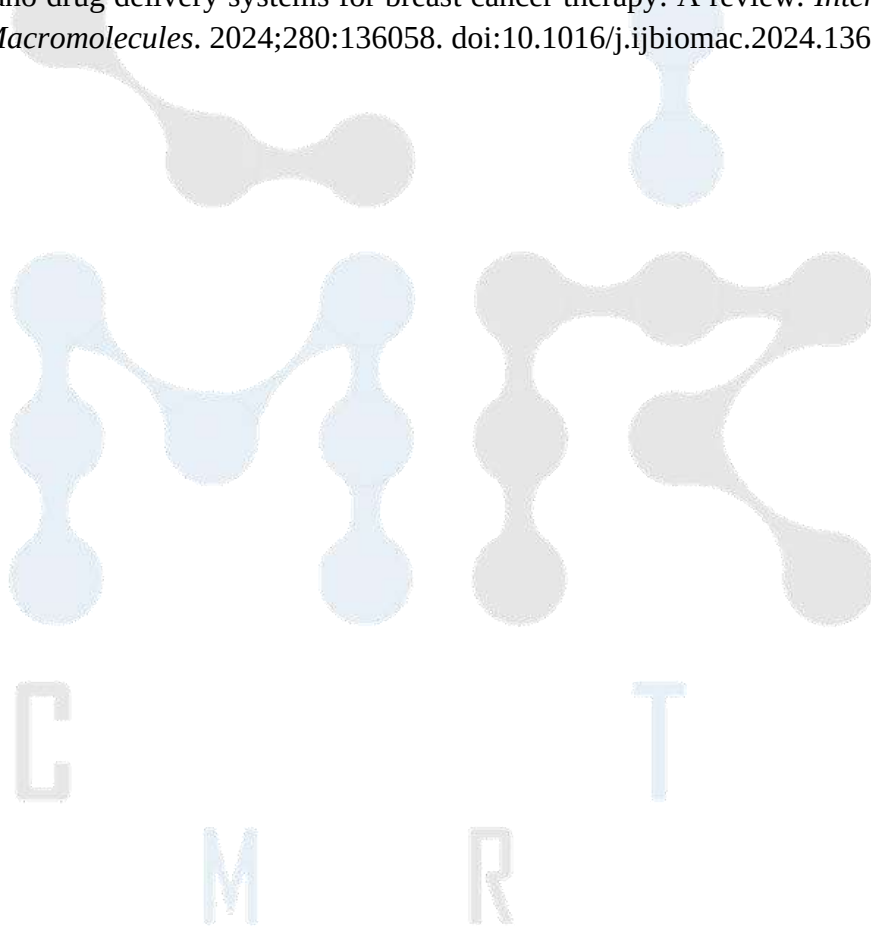
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LINGUISTIC FEATURES OF AMERICAN DIALECTOLOGY

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Abstract: American dialectology is the branch of linguistics that studies regional, social, and historical variation in American English. This article examines the major linguistic features that distinguish American dialects, including phonology, morphology, syntax, and lexis, and examines the social and historical factors that influence their development. By examining these features, we can understand the diversity of American English and how geographic, social, and historical forces shape the development of the language.

Keywords: American English, Dialectology, Phonology, Syntax, Vowel Shifts, Rhoticity, Northern Cities Vowel Shift, Southern Vowel Shift, California Vowel Shift, Caught-Cot Merger, Monophthongization, Double Modals, Negative Concord, Subject-Verb Agreement, Zero Copula, African American Vernacular English (AAVE), Habitual "Be", Auxiliary Verbs, Lexical Variation, Morphology, Second-Person Pronouns, Negative Expressions, Syntactic Variation, Regional Accents, Linguistic Identity, Sociolinguistics, Language Variation, Informal Speech, Standard English, Linguistic Diversity

INTRODUCTION

American English, spoken throughout the United States, is a patchwork of dialects influenced by historical migration, geography, social class, ethnicity, and cultural shifts. Dialectology, the study of dialects and their variations, plays a crucial role in understanding the dynamics of this language change. The linguistic features that characterize American dialects are numerous and multifaceted, including differences in pronunciation, grammar, and vocabulary. These features provide insight into the cultural and historical development of the American population and contribute to the distinctive character of American English.

Phonology, or the sound system of a language, is one of the most prominent aspects of American dialects. Regional accents in America can be divided into Northern, Midwestern, Southern, and Western varieties, each with its own unique phonological characteristics.

- Vowel Shift: Northern Urban Vowel Shift (NCVS) is a significant phonological change observed in cities such as Chicago, Detroit, and Buffalo. This shift involves the rearrangement of vowels, particularly the raising of vowels in words such as "cat" and "cradle".

- Non-rhoticity: In some southern dialects, the "r" sound at the end of words such as "car" or "hard" is often not pronounced, a feature known as dispropotion. This is a feature common to several British English dialects, but is distinct in American dialects.

- Vowel fusion: The fusion of "caught" and "blanket" is a feature common to many dialects, especially in parts of the Midwest and the West. The vowels in these two words are pronounced the same, a change that has caused much linguistic debate.

The phonological characteristics of American dialects exhibit a remarkable range of vowel changes, consonant sounds, and regional speech patterns. From the vowel changes in northern cities to the distinctive rhotic and non-rhotic changes in the south, these phonological differences help define the different regional accents in the United States. The diversity in pronunciation not only

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highlights the rich linguistic heritage of American English, but also highlights the deep connections between language, geography, and culture.

Morphology is the branch of linguistics that deals with the structure of words and how they are formed. While phonological differences are often prominent in American dialects, morphological differences also play an important role in regional variation. These morphological features in American English reflect the influence of historical settlements, regional speech communities, and social dynamics. The following are some of the main morphological features that characterize the various American dialects:

- Verb forms: In Southern dialects, a specific verb form, such as “y’all,” serves as the second-person plural pronoun, replacing the standard “you” in plural contexts. In addition, in some Southern dialects, the past tense of verbs is formed using “did,” as in “I told you.”
- Plural forms: Another notable morphological feature is the use of “y’all” and “you” as the plural form of “you” in some parts of the country.

The morphological features of American dialects reflect a complex interplay of historical, geographical, and social factors. These features range from the unique use of auxiliary verbs, such as “did,” in the South to the formation of second-person plural pronouns, such as “y’all.” They also emphasize how language develops to reflect societal and regional identity.

Syntax refers to the rules that govern sentence structure. American dialects show significant syntactic differences, often influenced by historical patterns of settlement and migration.

- Double modals: Double modals such as “might could” or “should ought” are more common in Southern American English. This syntactic construction expresses a sense of possibility or necessity that is more nuanced than the standard “could” or “should.”
- Negative agreement: In African American Vernacular English (AAVE), multiple negatives may appear in a sentence for emphasis, such as “I don’t know anything about that,” as opposed to the standard English “I don’t know anything about that.”

Lexis or vocabulary varies greatly among American dialects. Local words, phrases, and idioms have developed in different regions, reflecting historical influences and cultural diversity.

- Regional vocabulary: Words such as “pop” (soda), “coke” (soda in general, especially in the South), and “bubbler” (a drinking fountain in the Midwest) are excellent examples of regional lexical differences.
- Social differences: Ethnolinguistic groups such as African-American communities have developed their own lexicons, including terms such as “lit” (exciting or wonderful) or “fam” (family or close friends) that have entered mainstream American culture.

The evolution of American dialects has been shaped by several historical and social factors, such as migration patterns, settlement history, and contact with immigrant languages. In the 17th century, early English settlers brought their own dialects of English, which interacted with Native American languages, African languages brought by slaves, and later European immigrants.

- African American Vernacular English (AAVE): One of the most studied and complex dialects, AAVE developed as a result of the forced migration of enslaved Africans and their interaction with English. It has its own phonological, syntactic, and lexical forms.
- The influence of immigration: Between the 14th and 20th centuries, large waves of German, Irish, Italian, and other immigrants influenced American speech, contributing to the emergence of distinct dialects, especially in cities with high immigrant populations.

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As we examine the linguistic features of American dialectology, it becomes clear that American English is a very diverse and dynamic language, with a rich array of regional variations. From phonological features such as vowel changes and rhoticity to syntactic differences such as double modal and negative concord, each dialect reflects deep cultural, historical, and geographical influences that shape the language use of its speakers. These dialects are not simply deviations from a simple form, but rather legitimate, systematic forms of language with their own internal laws and structures. Phonologically, American dialects exhibit striking differences, such as the Northern Urban Vowel Change, the Southern Vowel Change, and the California Vowel Change, each of which defines the sound systems of its region. Rhoticity, whether present or absent, serves as a key identifier of regional identity, while phenomena such as Caught-Cot fusion and monophthongization distinguish one dialect from another. These phonological patterns are often the first features noticed when interacting with speakers from different regions, highlighting the importance of sound in the identity of a language.

Syntactically, American dialects exhibit a wide range of variations, from the use of dual modals in Southern dialects to the zero copula in African American Vernacular English (AAVE). These syntactic features contribute not only to the structure of sentences but also to the sociolinguistic identity of speakers. Negative agreement, habitual "to be", and subject-verb agreement changes are a few examples of how syntax plays a role in distinguishing regional dialects, highlighting how grammar develops in response to social and historical forces.

In addition to phonological and syntactic features, the lexicon and morphology of American dialects provide further evidence of linguistic diversity. The use of unique forms of second-person pronouns, such as "you all" in the South and "you" in the Northeast, as well as the introduction of diminutive forms and auxiliary constructions, reflect the adaptation of regional language use to the communicative needs of specific communities. In summary, the linguistic features of American dialectology reveal not only the complexity of American English but also the deep connection between language and identity. Dialects are living expressions of cultural history, migration patterns, and social change, and they provide insights into the ways in which communities interact, develop, and preserve their unique linguistic heritage. Understanding these dialectal features not only enriches our relationship with language but also enhances the value of linguistic diversity as an integral part of American culture.

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Pharmacological and Nanotechnological Approaches in the Treatment of Chronic Pain: Mechanisms, Innovations, and Future Directions

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Abstract:

Chronic pain is a multifactorial and debilitating condition, often resistant to conventional pharmacological treatments. Despite significant advancements in pain management, patients continue to experience limited efficacy, significant side effects, and challenges in achieving optimal pain control. This article explores the pharmacological mechanisms behind chronic pain and the evolving role of nanotechnology in enhancing drug delivery and improving therapeutic outcomes. The integration of nanomedicine promises to overcome many limitations of current therapies by improving the bioavailability, targeting specificity, and reducing systemic toxicity. By synthesizing recent scientific work, this article highlights the growing promise of nanotechnology, alongside traditional pharmacological strategies, in revolutionizing chronic pain treatment.

Introduction:

Chronic pain, defined as pain persisting for over three months, remains a major public health challenge. It is often associated with conditions such as osteoarthritis, neuropathic pain, fibromyalgia, and cancer. While pharmacological approaches—including opioids, NSAIDs, antidepressants, and anticonvulsants—are commonly employed, their effectiveness is frequently compromised by issues such as tolerance, side effects, and insufficient pain relief for many patients. In recent years, researchers have increasingly turned to nanotechnology as a potential solution to overcome these obstacles. Nanoparticles and nanosystems, capable of delivering drugs in a more targeted and efficient manner, hold promise in improving both the efficacy and safety of chronic pain management.

Pharmacological Mechanisms and Nanotechnology in Chronic Pain:

1. **Nonsteroidal Anti-inflammatory Drugs (NSAIDs):** NSAIDs, such as ibuprofen and naproxen, are often used in inflammatory pain conditions. They function by inhibiting cyclooxygenase enzymes (COX-1 and COX-2), reducing the synthesis of prostaglandins involved in inflammation and pain transmission. However, long-term NSAID use is associated with gastrointestinal toxicity and renal impairment. Recent studies, such as those by Cohn et al. (2021), suggest that encapsulating NSAIDs in nanoparticles could minimize systemic exposure and reduce gastrointestinal side effects while maintaining therapeutic efficacy. Nanoparticles like liposomes or polymeric nanoparticles offer enhanced delivery mechanisms, increasing drug concentration at the target site.
2. **Opioids and Their Challenges:** Opioids, including morphine and fentanyl, remain the gold standard for severe pain relief. However, chronic opioid therapy is plagued by issues of tolerance, dependence, and addiction. Opioid-induced hyperalgesia, where patients become more sensitive to pain over time, further complicates management. Nanotechnology offers innovative solutions such as opioid-loaded nanoparticles, which allow for controlled release and reduce the likelihood of addiction by minimizing peak plasma concentrations. Recent advancements by researchers such as Barnes et al. (2022) have shown that nanoparticles can also help bypass the blood-brain barrier, potentially reducing the side effects of opioids on central nervous system receptors.

3. **Antidepressants** and **Anticonvulsants:**

Drugs like gabapentin and amitriptyline, often used for neuropathic pain, modulate the pain pathways by enhancing inhibitory neurotransmission or decreasing excitability. However, these medications can cause significant side effects, including sedation, dizziness, and cognitive dysfunction. The targeted delivery of these drugs via nanocarriers could enhance their therapeutic index, minimizing side effects and improving efficacy. Nanotechnology, as demonstrated by Robinson et al. (2022), could also enable sustained release formulations, improving patient compliance and reducing the frequency of dosing.

4. **Nanotechnology and Drug Delivery Systems in Pain Management:**

Nanotechnology, particularly in the form of nanoparticles, liposomes, and nanogels, offers a range of novel drug delivery systems that can address the shortcomings of traditional pain medications. These systems provide enhanced drug solubility, improved pharmacokinetics, and the ability to release drugs in a controlled manner at the site of action, thereby enhancing efficacy while reducing off-target effects. Furthermore, targeted drug delivery systems can be designed to interact specifically with pain receptors, inflamed tissues, or nerve cells, increasing the precision of treatment and reducing systemic toxicity. Studies by Zhang et al. (2023) have demonstrated that the use of nanomedicines could significantly enhance the bioavailability of analgesic drugs like NSAIDs and opioids.

Challenges in Chronic Pain Management:

1. **Drug Tolerance** and **Dependence:**

Many chronic pain medications, especially opioids, are associated with the development of tolerance, meaning patients require higher doses over time to achieve the same effect. The use of nanoparticle-based drug delivery systems could help mitigate this issue by providing slow and steady drug release, preventing the rapid fluctuations in plasma concentration that contribute to tolerance. However, challenges such as the potential for nanoparticle accumulation in non-target tissues and the need for long-term safety monitoring remain critical concerns.

2. **Side Effects** and **Individual Variability:**

Pain medications often come with significant side effects, including gastrointestinal disturbances, cardiovascular risks, and central nervous system complications. Personalized medicine, using genetic and phenotypic data to tailor therapy, could play a major role in overcoming these challenges. Nanomedicine could further enhance this approach by offering highly specific, individualized treatment options that minimize side effects. Advances in pharmacogenomics could be combined with nanotechnology to create personalized pain management strategies.

Emerging Therapies and Future Directions:

1. **Cannabinoids** and **Nanoparticle Delivery Systems:**

Cannabinoids, such as CBD and THC, have been investigated for their potential analgesic properties. However, the low bioavailability of oral cannabinoids has limited their clinical application. Recent research, such as that by Wang et al. (2022), suggests that encapsulating cannabinoids in nanoparticles or using transdermal patches could significantly improve their bioavailability and pain-relieving effects. The integration of cannabinoids with advanced nanocarriers holds promise for providing a safer alternative to opioids for chronic pain management.

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2. **Gene Therapy and Nanotechnology:**

Gene therapy, the delivery of genes to modulate the body's own biological processes, is a promising approach for treating chronic pain. Nanoparticles can be engineered to deliver genes that encode for pain-suppressing proteins directly to nerve cells. This could potentially provide long-lasting relief from chronic pain without the need for continuous medication. Emerging work in nanomedicine, including the studies by Zhang et al. (2024), indicates that the combination of gene therapy and nanotechnology could offer transformative possibilities for the treatment of chronic pain.

3. **Multimodal Nanomedicines:**

The future of chronic pain management may lie in multimodal therapies, where nanomedicines combine analgesic agents with other therapeutic modalities, such as anti-inflammatory drugs, or even biomolecules that promote tissue repair and regeneration. Nanomedicines capable of simultaneously addressing multiple pain pathways are a promising avenue for overcoming the limitations of single-drug approaches.

Conclusion:

The treatment of chronic pain is a complex and evolving challenge, with pharmacological therapies facing numerous limitations such as side effects, tolerance, and inefficacy in certain patient populations. Nanotechnology, with its ability to deliver drugs in a targeted, controlled, and personalized manner, represents a promising frontier in chronic pain management. By combining nanomedicines with traditional pharmacological agents, the future holds the potential for more effective, safer, and patient-specific treatments for chronic pain. Ongoing research and clinical trials will be essential in realizing the full potential of nanotechnology in pain management.

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CLOUD TECHNOLOGIES AND DATA TRANSMISSION SYSTEMS IN COTTON AND SEED PRODUCTION

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Annotation: Cotton and seed production is one of the main sectors of the agricultural industry, and technology plays a crucial role in increasing its efficiency. Cloud technologies and data transmission systems enable the optimization of production processes in cotton farming, efficient resource management, as well as real-time data collection and analysis. This article discusses the importance of applying cloud technologies in cotton and seed production, how they modernize agricultural processes, and the development of data transmission systems. Additionally, the article explores methods such as forecasting yields, precise pesticide application, and economically efficient management practices through the use of cloud systems.

Keywords: Cloud technologies, cotton production, seed, data transmission systems, smart agriculture, Internet of Things (IoT), data analysis, yield forecasting, resource management, ecological cotton farming.

Introduction: Cotton and seed production are key sectors of agriculture, playing an important economic and environmental role in many regions worldwide. These sectors not only serve as a source of food and raw materials for people but also contribute to economic development. However, cotton and seed production face significant ecological and economic challenges. Factors such as climate change, limited water resources, and the excessive use of pesticides and fertilizers can reduce the efficiency of cotton farming.

The adoption of new technologies, particularly cloud technologies and data transmission systems, is essential to addressing these challenges. Cloud technologies and IoT (Internet of Things) devices offer opportunities for real-time data collection and analysis, which can significantly improve the efficiency of cotton and seed production. For instance, data on plant and soil conditions in the field can be transmitted remotely, allowing farmers to manage their land effectively, optimize resources, and forecast yields.

Integrating cloud technologies and data transmission systems into cotton farming not only optimizes production but also has ecological benefits. For example, cloud systems enable precise pesticide application, water conservation, and fertilizer optimization, reducing environmental impact. Furthermore, data collection and analysis empower farmers to manage agricultural activities more efficiently and increase economic profitability.

This article provides a detailed discussion on the application of cloud technologies and data transmission systems in cotton and seed production, including their role in yield forecasting, resource management, and enhancing ecological and economic efficiency. These technologies not only drive innovation in cotton farming but also contribute to the development of the entire agricultural industry. Cloud technologies refer to data processing technologies where computer resources are provided to Internet users as a service via the Internet. The term "cloud" is used as a metaphor to represent a complex infrastructure that hides all the technical details. Cloud computing (also referred to as "cloud computing") is a data processing technology in which computer resources and capabilities are

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provided to users as a service over the Internet. Users have access to their data but do not manage it, nor do they need to concern themselves with the infrastructure, operating system, or the software they are using.

The term “cloud” is based on the image of the Internet in computer network diagrams or as a representation of a complex infrastructure where all technical details are hidden. According to an IEEE document published in 2008, “Cloud computing is a paradigm where data is permanently stored on Internet servers and temporarily cached on client devices, such as personal computers, gaming consoles, laptops, smartphones, and so on.”

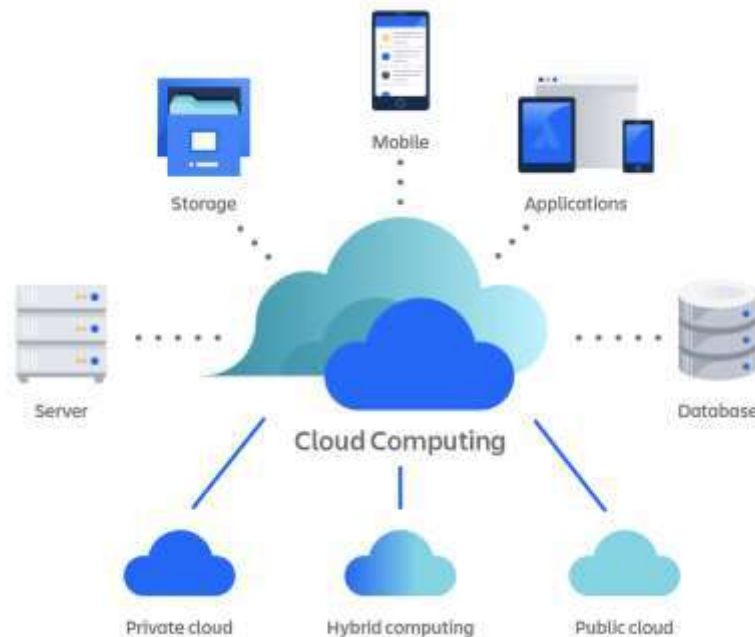


Figure 1. Cloud Technology

Cloud Technologies and Cotton Farming - Cloud technologies play a crucial role in cotton and seed cultivation. With cloud systems, farmers can remotely monitor their cotton fields. These technologies store all necessary data in the cloud, which is transmitted quickly and securely via the internet. The advantages of cloud technologies include:

- Real-time data collection and analysis: Using cloud platforms, cotton and seed growers can remotely monitor the condition of their land. Data collected through sensors and IoT devices is transmitted to the cloud for analysis.
- Optimization and forecasting: To optimize cotton farming processes, decisions such as yield forecasting, fertilization, water conservation, and precise pesticide application are made based on analyzed data.

Table 1: Solutions Used in Cotton and Oilseed Crop Production with Cloud Technologies
Technology Type Application Area Advantages

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Technology Type	Application Advantages	Area
IoT Devices	Soil and climate monitoring in fields	Real-time data collection and monitoring
Cloud Storage Platforms	Collection of soil and yield data	Secure data storage and easy access
GPS Systems	Management of machinery and field processes	Improved precision and productivity
Artificial Intelligence (AI)	Yield forecasting and determination of planting times	Efficient resource utilization and decision-making
Data Analytics Platforms	Analyzing field data	Data-driven decision-making process

This table highlights the different types of technologies used in cotton and oilseed crop production, focusing on cloud technologies. It lists how each technology, such as IoT devices, GPS systems, and AI, is applied in the field to improve efficiency, data collection, and decision-making. The advantages of these technologies include real-time monitoring, secure data storage, and data-driven decision-making processes.

Table 2: Economic Efficiency of Implementing Cloud Technologies in Cotton Production (Annual Estimates)

Indicator	Without Cloud Technologies	With Cloud Technologies	Growth Percentage (%)
Average Yield (tons/ha)	2.5	3.2	28
Production Costs (\$/ha)	500	450	-10
Water Consumption (m³/ha)	Water Consumption (m³/ha)	3800	-24
Processing Efficiency (%)	75	90	20

This table compares the economic benefits of implementing cloud technologies in cotton production. It provides estimated changes in key indicators, such as average yield, production costs, water consumption, and processing efficiency. The data suggests that using cloud technologies increases yields, reduces costs, and optimizes resource use, showing a significant improvement in production efficiency.

Table 3: Key Technologies in Cotton and Oilseed Crop Production

Technology	Application Area	Advantages
Drones	Aerial field monitoring and analysis	High-resolution imagery, fast data collection
Precision Agriculture Software	Data analysis and farm management	Improved decision-making, resource optimization

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Automated Irrigation Systems	Efficient water use in fields	Reduces water consumption, optimizes irrigation cycles
Blockchain Technology	Supply chain tracking and transparency	Ensures traceability, enhances data security
Weather Forecasting Systems	Climate prediction and pest control	Accurate weather data, risk management

This table provides an overview of the key technologies used in cotton and oilseed crop production. It lists the technologies such as drones, precision agriculture software, automated irrigation systems, blockchain, and weather forecasting systems. Each technology's application area is mentioned, along with the benefits they bring, such as improved field management, better resource allocation, and enhanced supply chain transparency.

Recommendations Table

Recommendation	Expected Outcome	Implementation Timeframe
Integrate IoT sensors for real-time monitoring	Enhanced data collection and precision in field management	Short-term (1-2 years)
Implement AI-based decision support systems	Optimized crop management and yield forecasting	Medium-term (2-3 years)
Expand the use of automated irrigation systems	Significant water savings and better resource allocation	Medium-term (2-3 years)
Use drones for regular aerial crop health checks	Increased efficiency in crop monitoring and early detection of issues	Short-term (1 year)
Develop a blockchain-based supply chain management system	Improved transparency and traceability in product distribution	Long-term (3+ years)

This table presents a set of recommendations for improving cotton and oilseed crop production using advanced technologies. It outlines the expected outcomes for each recommendation (e.g., better data collection, water savings, crop monitoring) and the suggested timeframe for implementation (short-term, medium-term, or long-term). The goal is to optimize farming practices and enhance the sustainability of production systems.

Data Transmission Systems and Their Role:

Data transmission systems play a crucial role in cotton and oilseed crop production. Through these systems, cotton growers can monitor and analyze the condition of their fields remotely. In other words, these systems are vital for improving the quality of cotton and oilseeds, efficiently managing yields, and optimizing fertilization.

Advantages of Data Transmission Systems:

- Remote Monitoring: Cotton and oilseed farmers can monitor the condition of the land, fertilization, and irrigation systems remotely.
- Real-Time Data Provision: Using sensors and IoT devices in cotton farming, data is collected and transmitted in real-time.

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- Security and Reliability: Through cloud systems, data is encrypted and transmitted securely, ensuring data security.

Integration of Cloud Technologies in Cotton Farming:

Integrating cloud technologies and data transmission systems into cotton farming also presents some challenges. These include the lack of technical infrastructure, problems in data collection and analysis, and difficulties in integrating devices. However, the development and application of these technologies continue, leading to significant positive changes in cotton farming processes.

Cloud Data Storage - The online storage model, where data is stored on multiple servers distributed across the network and provided to clients, is mainly for third-party use. Unlike the model where data is stored on dedicated servers, which are specifically purchased or leased for these purposes, the number of servers or their internal structure is completely invisible to the client. The data is stored and processed in what is called a cloud, which represents a large virtual server from the client's point of view. Physically, such servers can be located far from each other, in different geographical locations.

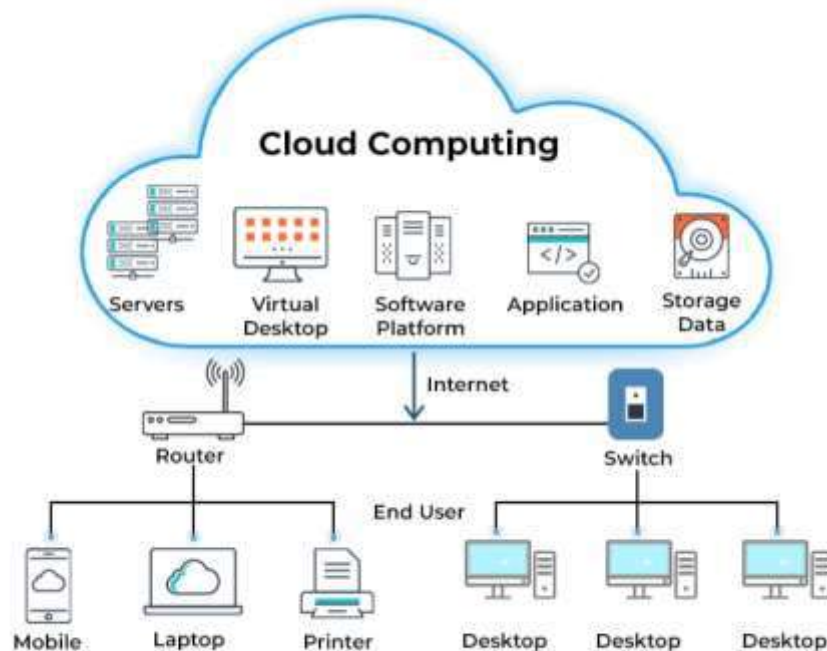


Figure 2. Cloud computing architecture

To understand what the “cloud” is, it’s important to begin with the history of this concept. You need to understand whether this technology really belongs to the category of new ideas or if it’s not so new after all.

Key Features of Cloud Data Storage:

1. Scalability - Cloud storage is highly scalable, meaning it can grow or shrink according to the needs of the user. This makes it an ideal solution for industries where data demands fluctuate, such as agriculture, e-commerce, healthcare, and more. It allows businesses to increase storage capacity as required, without the need for expensive physical hardware.
2. Cost-Efficiency - One of the main advantages of cloud data storage is its cost-efficiency. Businesses no longer need to invest in expensive physical servers and the infrastructure required to

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maintain them. Cloud storage operates on a pay-as-you-go model, which helps businesses save money by only paying for the storage they actually use.

3. Data Accessibility - Cloud storage allows data to be accessed from anywhere with an internet connection. This enhances flexibility and enables collaboration, particularly for businesses with a remote or geographically distributed workforce. It also ensures that data is available for use across multiple devices, such as laptops, tablets, and smartphones.

4. Security - Cloud storage providers often employ robust security measures, including encryption, multi-factor authentication, and regular data backups to protect stored data. This ensures that data is secure from unauthorized access and loss. Additionally, cloud storage providers offer various levels of security controls, allowing users to set permissions and manage access to their data.

5. Reliability - Cloud storage providers typically offer high levels of redundancy and backup mechanisms, meaning that data is stored across multiple locations. This increases data availability and reliability, ensuring that data is protected even in the event of hardware failures.

Benefits of Cloud Data Storage in Agriculture - Real-time Data Access: Cloud storage enables farmers to store and access data related to soil conditions, weather patterns, crop health, and more, in real-time. This facilitates quick decision-making and helps in optimizing agricultural processes.

- Data Analysis and Reporting: By using cloud storage in combination with cloud computing platforms, agricultural data can be analyzed using advanced algorithms and machine learning models. This leads to better insights into crop performance and can help farmers improve their yield and reduce costs.

- Integration with IoT: IoT sensors in fields can transmit data to cloud storage, allowing farmers to remotely monitor crop health, irrigation systems, and environmental conditions. This data can be easily accessed from any device, providing farmers with valuable insights to improve operational efficiency.

- Disaster Recovery: Cloud storage offers a reliable backup for agricultural data, ensuring that critical information such as crop records, financial data, and harvest reports is safe and recoverable in case of natural disasters, system failures, or other disruptions.

Types of Cloud Data Storage:

1. Public Cloud - Public cloud storage is the most common type of cloud storage. It involves storing data on servers owned and managed by third-party service providers. Examples include Amazon S3, Google Cloud Storage, and Microsoft Azure Blob Storage.

2. Private Cloud - Private cloud storage is typically used by businesses with specific needs for control and security. It involves storing data on private servers, which can either be managed internally or by third-party providers. This is suitable for industries like healthcare, banking, and government, where data privacy is paramount.

3. Hybrid Cloud - A hybrid cloud model combines both public and private cloud solutions. This allows businesses to take advantage of the scalability and cost-efficiency of public clouds, while also maintaining control over sensitive data stored in private clouds.

Conclusion. The application of cloud technologies and data transmission systems in cotton and oilseed crop production provides significant innovations in the agricultural sector. These technologies enable the optimization of yields, ensure environmentally and economically efficient management, and allow for the effective use of resources. The ability to transmit and analyze data in real-time takes cotton farming to a new level.

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The Role of Quotations in André Gide's *The Immoralist*: A Scientific Analysis

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Abstract. André Gide's novel *The Immoralist* (1902) presents a complex interplay of philosophical, psychological, and literary elements. One of the most compelling aspects of the text is the use of quotations, which serve as a means to reinforce ideological arguments, highlight character transformation, and engage with broader intellectual traditions. This article examines the significance of key quotations in *The Immoralist*, focusing on their function in character development, intertextuality, and philosophical discourse. André Gide, a seminal figure in French literature, is renowned not only for his narrative innovation but also for the profound philosophical insights embedded in his works. Throughout his career, Gide explored themes of morality, freedom, identity, and self-realization, offering readers a nuanced perspective on human nature. This article delves into the wisdom found in Gide's key works, particularly ***The Immoralist***, ***The Counterfeiters***, and ***The Fruits of the Earth***, examining how his exploration of these themes challenges societal norms and encourages personal liberation.

Key words: wisdom, quota, scientific analysis, novels, essays.

Introduction. André Gide's works are often marked by their psychological depth, philosophical rigor, and complex moral inquiries. His novels, essays, and plays offer readers a unique blend of personal introspection and broader societal critique. A key aspect of Gide's writing is the wisdom he imparts, often through the experiences of his characters. These works challenge conventional ideas of morality, identity, and self-determination, offering profound insights into the human condition.

In works such as *The Immoralist* (1902), *The Counterfeiters* (1925), and *The Fruits of the Earth* (1897), Gide explores themes of freedom, individuality, and the tension between societal expectations and personal desire. This article seeks to uncover the philosophical wisdom woven throughout his oeuvre and consider its relevance in both historical and contemporary contexts.

Quotations in literature often serve as powerful tools for conveying deeper meaning, reflecting the protagonist's psychological state, and positioning a work within a broader intellectual framework. In *The Immoralist*, Gide employs quotations to challenge moral conventions and explore the philosophical evolution of his protagonist, Michel. By analyzing key excerpts from the text, this study aims to elucidate how Gide's strategic use of quotations contributes to the novel's thematic and intellectual depth.

Quotations as Markers of Transformation. One of the defining characteristics of *The Immoralist* is Michel's radical transformation from a conformist scholar to an advocate of hedonistic self-discovery. This transformation is frequently signaled through key quotations. For instance, early in the novel, Michel clings to classical ideals, citing Latin and historical texts that emphasize discipline and duty. However, as he embraces his newfound sensuality, his references shift to more unorthodox and transgressive sources. This shift reflects his rejection of traditional morality and his increasing alignment with existentialist and Nietzschean ideas.

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André Gide's works are often marked by their psychological depth, philosophical rigor, and complex moral inquiries. His novels, essays, and plays offer readers a unique blend of personal introspection and broader societal critique. A key aspect of Gide's writing is the wisdom he imparts, often through the experiences of his characters. These works challenge conventional ideas of morality, identity, and self-determination, offering profound insights into the human condition.

In works such as *The Immoralist* (1902), *The Counterfeiters* (1925), and *The Fruits of the Earth* (1897), Gide explores themes of freedom, individuality, and the tension between societal expectations and personal desire. This article seeks to uncover the philosophical wisdom woven throughout his oeuvre and consider its relevance in both historical and contemporary contexts.

One of the recurring themes in Gide's writing is the concept of freedom—both personal and philosophical. His characters often struggle with the tension between the constraints of societal norms and the desire for personal liberation. Gide's works are a profound meditation on the individual's journey toward self-realization.

In *The Immoralist*, the protagonist Michel undergoes a radical transformation, rejecting conventional morality in favor of a life led by his desires and personal truth. His journey is one of self-liberation, where the tension between duty and freedom leads him to question established norms. Gide's exploration of freedom is not one of simple hedonism but of existential authenticity, where true freedom is achieved through honest self-awareness, even if it leads to alienation from society.

One of the novel's most poignant quotes is: **"It is better to be hated for what you are than to be loved for what you are not."** This sentiment encapsulates Gide's belief in the necessity of embracing one's true self, even at the cost of social rejection.

The Role of Morality and Self-Reflection. Gide's works also engage deeply with the complexities of morality. He does not present morality in absolute terms but instead examines the personal and subjective nature of moral decisions. In *The Counterfeiters*, Gide explores the idea that people often wear masks to conform to societal expectations, hiding their true selves in the process. This exploration of moral hypocrisy challenges readers to reflect on their own beliefs and actions.

The idea of self-examination as a tool for moral clarity is central to Gide's writing. He encourages readers to question the values they have been taught and to understand the motivations behind their actions. Gide's wisdom suggests that self-awareness is the key to moral integrity, and that true moral strength comes from acknowledging and confronting one's inner contradictions.

A key quote from *The Counterfeiters* states: **"What is the point of being a counterfeit if one is not true to oneself?"** This quote reflects Gide's belief that personal authenticity is integral to moral clarity and that self-deception is the ultimate moral failure.

The Pursuit of Individuality. In Gide's works, the tension between individual desires and societal expectations is ever-present. However, Gide does not advocate for selfishness or egocentrism; rather, he explores the importance of developing an authentic self. His characters often face the dilemma of choosing between societal approval and the pursuit of individual fulfillment. In *The Fruits of the Earth*, the protagonist grapples with the notion of personal freedom and the right to seek one's happiness, independent of external pressures.

In this novel, Gide writes: **"To be free, we must choose solitude. It is only in solitude that we can come to know ourselves and discover the nature of our desires."** This sentiment emphasizes the value of introspection and the courage to forge one's own path, even when it diverges from societal norms. Gide's wisdom here is clear: true individuality is cultivated in isolation, away

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from the external voices that seek to define us. The pursuit of individuality, therefore, requires both introspection and the courage to act on one's desires.

The Tension Between Desire and Discipline. A recurring theme in Gide's works is the tension between desire and discipline. His characters often struggle with the balance between fulfilling their desires and adhering to social or personal standards of discipline. In *The Immoralist*, Michel's journey is marked by his shift from a life of restraint to one of indulgence. This shift forces him to confront the consequences of unchecked desire, ultimately leading him to a deeper understanding of himself.

Gide's philosophical wisdom suggests that neither complete indulgence nor total discipline can lead to fulfillment. Instead, true wisdom lies in understanding the complexities of one's desires and learning to navigate them with authenticity. Desire, in Gide's view, is not inherently corrupting; rather, it is the way one engages with it that determines its moral value.

In *The Fruits of the Earth*, Gide writes: **"We are all born with desires, but it is through discipline that we learn to temper them. It is only then that we can truly be free."** This statement reflects Gide's nuanced view of freedom—not as the absence of constraint, but as the ability to govern one's desires with self-awareness and purpose.

Gide's use of quotations also functions as an intertextual bridge, linking *The Immoralist* to the broader intellectual landscape of the early 20th century. Notably, the novel echoes the philosophy of Friedrich Nietzsche, particularly the concept of the *Übermensch* and the rejection of conventional morality. Quotations from historical, religious, and literary sources serve to juxtapose conflicting ideologies, allowing readers to engage in a dynamic interpretative process.

Furthermore, Gide's engagement with Stoic philosophy, as evidenced by Michel's initial adherence to self-discipline, contrasts sharply with the later influence of libertine thought. The strategic deployment of quotations highlights this ideological conflict, making them integral to the novel's philosophical discourse.

Intertextuality and Philosophical Engagement

Gide's use of quotations also functions as an intertextual bridge, linking *The Immoralist* to the broader intellectual landscape of the early 20th century. Notably, the novel echoes the philosophy of Friedrich Nietzsche, particularly the concept of the *Übermensch* and the rejection of conventional morality. Quotations from historical, religious, and literary sources serve to juxtapose conflicting ideologies, allowing readers to engage in a dynamic interpretative process.

Gide's *The Immoralist* presents profound philosophical insights that resonate across cultures. Below are key quotes from the novel along with their Uzbek translations:

1. "It is better to be hated for what you are than to be loved for what you are not."

"O'zingiz bo'lganingiz uchun yomon ko'rilgan yaxshiroq, soxta bo'lganingiz uchun sevilishdan ko'ra."

2. "To know how to free oneself is nothing; the arduous thing is to know what to do with one's freedom."

"O'zingizni ozod qilishni bilish hech narsa emas; haqiqiy qiyin narsa - erkinlik bilan nima qilishni bilish."

3. "Be faithful to that which exists within yourself."

"Ichingizdagi mavjud bo'lgan narsaga sodiq qoling."

4. "What would I do if I could live my life over? Exactly the same."

"Agar hayotimni qaytadan yashash imkonim bo'lsa, men aynan xuddi shunday yashar edim."

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5. **"The most important thing is this: to be able at any moment to sacrifice what we are for what we could become."**

"Eng muhim narsa shuki: biz kimligimizni har qanday vaqtda kim bo'lishimiz mumkinligi uchun qurbon qilishga tayyor bo'lish."

6. **"The world always makes the assumption that the exposure of an error is identical with the discovery of truth – that the error and truth are simply opposite. They are nothing of the sort. What the world turns to, when it is cured of one error, is usually simply another error, and maybe one worse than the first one."**

"Dunyo har doim xatoni fosh qilish haqiqatni kashf etishga teng deb hisoblaydi – xato va haqiqat faqat qarama-qarshi narsalar deb o'ylaydi.

These quotes reflect Michel's journey toward self-liberation and the philosophical depth of Gide's novel.

Conclusion. Quotations in *The Immoralist* are not merely ornamental but serve as critical signposts in Michel's transformation and the novel's intellectual engagement. Through a careful selection of sources, Gide navigates the tensions between duty and desire, morality and self-liberation. This analysis demonstrates that the novel's use of quotations is a sophisticated literary technique that enhances both character development and thematic exploration. By embedding philosophical and literary references, Gide invites readers to grapple with the broader implications of Michel's journey, making *The Immoralist* a profound meditation on identity, morality, and intellectual freedom. André Gide's works are rich with philosophical wisdom that continues to resonate today. His exploration of freedom, morality, individuality, and desire invites readers to reflect on their own lives and the societal norms that shape them. Gide's characters are often caught in the struggle between personal freedom and societal constraints, but it is through this struggle that they come to understand the complexities of human nature.

Gide's writing encourages readers to embrace their authentic selves, to question the values they have been taught, and to navigate the complexities of life with moral integrity. His works are timeless in their exploration of the human condition, offering wisdom that is as relevant now as it was when he first wrote them.

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МЕТОДИКА РАЗВИТИЯ УЧЕБНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ
УЧАЩИХСЯ НА УРОКАХ БИОЛОГИИ

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Аннотация. В данной статье раскрыта методика развития исследовательской деятельности учащихся на уроках биологии.

Ключевые слова: урок, биология, ученик, учитель, исследование, деятельность, навык, задача, решение, развитие, подход, ответственность.

Annotatsiya. Ushbu maqolada biologiya darslarida o'quvchilarning tadqiqot faoliyatini rivojlantirish metodikasi ochib berilgan.

Kalit so'zlar: dars, biologiya, talaba, o'qituvchi, tadqiqot, faoliyat, mahorat, vazifa, yechim, rivojlanish, yondashuv, mas'uliyat.

Abstract. This article describes the methodology of developing students' research activities in biology lessons.

Key words: lesson, biology, pupils, teacher, research, activity, skill, task, solution, development, approach, responsibility.

Исследовательская деятельность на уроках биологии приобретает сегодня особую актуальность, поскольку для полноценной и полномасштабной дальнейшей жизни каждый школьник должен обладать навыками, способствующими его комплексному развитию. В этом процессе особая роль отводится исследовательским навыкам ученика. Тем более, с каждым годом приобретение навыков исследовательской, проектной деятельности учениками, будет необходимым условием повышения их уровня жизни.

В современных условиях происходят стремительные изменения во всем обществе [1], которые требуют от личности новых качеств. Прежде всего, речь идет об умении ученика творчески мыслить, уметь самостоятельно принимать решения, быть инициативным и ответственным. Для выполнения данных задач особое место занимает включение учащихся в учебно-исследовательскую деятельность.

Исследовательский подход как способ познания мира и метод обучения был опробован еще в древности. За многие тысячелетия методика исследования претерпела кардинальные изменения и приобрела особую значимость в условиях модернизации системы непрерывного образования в нашей республике. Целью исследовательской деятельности должны стать воспитание образованной, гармонически развитой и творческой личности.

Исследовательская деятельность позволяет решать следующие задачи, важны в современном обществе: развитие самостоятельности при работе со специальной и научной литературой при выполнении наблюдений и опытов; развитие абстрактного мышления, необходимого ученику; развитие способности формировать свое мнение и умение его отстаивать; развитие умения общаться с аудиторией, выступая на конференциях, в кружках; сформировать чувство ответственности за порученное дело; воспитать уверенность в себе; осознавать значимость выполненной работы; привить желание в дальнейшем заниматься научно-исследовательской работой.

В настоящее время в педагогике идет процесс осмысления новых явлений и методологии развития личности, способного не только быстро и осознанно сделать личный выбор, но и представить продукт собственной деятельности. Выполнение проектных исследовательских работ, по сравнению с другими формами образовательной деятельности, позволяет наиболее эффективно и последовательно осуществить разворот от традиционного подхода в обучении к новому, продуктивному образованию, направленному на развитие таких универсальных способностей и компетенций учащихся, как способность к самообразованию, развитие навыков ориентации в информационных потоках, развитие умений ставить и решать проблемы. Всё это в дальнейшем поможет учащимся легко справляться в жизни с любыми задачами и проблемами.

Кроме того, важно то, что навыки исследовательской деятельности особенно важны на уроках биологии. Интересными представляются размышления М.М.Рубинштейна по поводу учебно-исследовательской деятельности на уроках, который считал, что со строго формальной стороны «во всем том, к чему можно приложить термин «исследование», должны быть даны следующие элементы: проблема, метод и система в разрешении ее и стремление к объективному итогу» [2]. По его мнению, учащиеся субъективно переживают нечто похожее на работу исследователя, «научаются вопрошать окружающую жизнь и наблюдать ее».

Исходя из этого, можно сформулировать методические принципы, на которых строится педагогическое управление исследовательской деятельностью учащихся:

1. Приоритетность исследовательской мотивации. Первая задача педагога – активизировать когнитивную потребность, а вторая – обеспечить условия ее реализации.
2. Благодаря специально организованному общению учителя с учеником в ходе личностно-ориентированного взаимодействия происходит формирование исследовательского интереса и особой жизненной позиции, когда нахождение и решение проблемы приобретает статус жизненной ценности, в процессе которого эти ценности актуализируются, проистекая из внутренних особенностей личности, а не навязывая каждому ребенку от природы дарована склонность к познанию и исследованию.

Правильно поставленное обучение должно совершенствовать эту склонность, способствовать развитию соответствующих умений и навыков. Исследовательская деятельность должна выступать не как самоцель, а как средство воспитания, развития и образования. Следует таким образом организовать учебную работу, чтобы учащиеся осваивали процедуру исследования: предложить неожиданно сформулированное учебное задание, которое при дальнейшей работе оказывается интересным. Увлечь ученика может и необычная тематика исследования. Предложив ученику на выбор несколько тем, учитель стремится понять, какая из них способна пробудить в нём заинтересованность. Дети в группах имеют разный уровень развития и разный темперамент. Как правило, исследовательской работой увлекаются те дети, которых мы называем одарёнными, т.е. опережающими по развитию своих сверстников. Они справляются с учебными заданиями быстрее остальных, и у них остаётся время для иных видов деятельности на уроке. Это время мы используем для исследовательской работы, иногда тем самым, привлекая интерес к этой деятельности и других учащихся.

В педагогической науке существует множество видов нетрадиционных уроков, предполагающих выполнение учениками учебного исследования или его элементов: урок-

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исследование, урок-мастерская, урок критического мышления, урок-экскурсия, урок-творческий отчет, урок самостоятельного поиска знаний.

Для проведения урока-исследования можно использовать следующий алгоритм: 1. Знакомство, выбор темы исследования. 2. Работа над пониманием темы исследования. 3. Формулирование целей исследования. 4. Формулирование гипотез. 5. Распределение на группы, согласно выбранным гипотезам. 6. Сбор информации по теме, измерения, составление графиков, таблиц. 7. Анализ собранной информации и систематизация. 8. Предварительные выводы. 9. Сравнение выводов группы с индивидуально выполнявшими исследование учениками. 10. Обобщение результатов исследования.

При изучении различных разделов программы на уроке можно широко использовать различные виды исследовательской деятельности: Применение исследовательских методов при изучении нового материала, когда учитель предлагает ученику решить проблемное задание. Использование данной педагогической технологии на уроке позволит повысить уровень когнитивных способностей учащихся в учебной деятельности и интерес учащихся к предмету «Биология», когда ученики с интересом будут принимать участие в конкурсах и олимпиадах. Высокий уровень мотивации к учебной деятельности повысит успеваемость и качество знаний учащихся, что будет способствовать общему развитию ученика, создаст благоприятные условия для лучшего взаимопонимания учителя и учащихся, их сотрудничества в учебном процессе.

Ученик становится ищущим, жаждущим знаний, неутомимым, творческим, настойчивым и трудолюбивым. Приобщение учащихся к исследовательской деятельности дает возможность осуществлять оперативный контроль промежуточных результатов деятельности учащихся, позволяет повысить темп урока, увеличив его педагогический эффект. К тому же учитель, используя исследовательский метод, может направить своё внимание на решение более сложных вопросов, требующих высокой квалификации и творческого мышления. Кроме того, развитие учебно-исследовательской деятельности учащихся на уроках биологии способствует увеличению доли самостоятельной работы учащихся, их большей увлеченности предметом. От исследовательской деятельности ученики получают творческий импульс, желание расширять собственные горизонты.

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Annotatsiya

Maqolada Xitoy milliy tibbiyot terminlari o'rganilib chiqilgan. Shuningdek, xitoy milliy tabobati tarixi haqida ham qisqacha ma'lumot berilgan. Xitoy milliy tabobatidagi Yin va Yang nazariyasi va tamoyillari tushuntirilgan.

Abstract

The article explores Chinese national medical terminology. Additionally, a brief overview of the history of traditional Chinese medicine is provided. The theory and principles of Yin and Yang in Chinese medicine are explained.

Tayanch iboralar: xitoy tabobati, 刮痧, 按摩, 针灸, Yin va Yang, dorivor modda, 人参.

Keywords: Traditional Chinese Medicine (TCM), Yin and Yang, medicinal substance, active ingredient, massage, gua sha (technique in TCM), acupuncture and moxibustion.

Kasallarni davolashda qadimgi Xitoy hakimlari boshqa xalqlarda bo'lmagan ko'p o'ziga xos usullarni qo'llaganlar. Bu usullardan eng mashhuri uchta hisoblanadi. Bular, moksa (xitoy tilida 刮痧 guāshā), massaj (xitoy tilida 按摩 Ànmó) va igna sanchib davolash (xitoy tilida 针灸 Zhēnjiū deb ataladi) usullaridir. 刮痧 guāshā moksa-kasal a'zoni, to'g'rirog'i shu a'zoni qoplab turgan terini quritilgan turli shifobaxsh o'simliklarni tutatib, so'ng bir oz kuydirishdir. Bu usulning ta'sirini xitoylar qanday tushunganliklari aniq ma'lum emas, lekin uni hozirgi zamon fani nuqtai nazaridan qaralsa, bu usul teridagi ekstraretseptorlarga (asab tomirlariga) ta'sir qilish prinsipiga asoslanganligi ma'lum bo'ladi. Fiziologiya fanida ekstraretseptorlar orqali ichki a'zolarga ta'sir qilish mumkinligi ma'lum. Demak, moksa usuli ilmiy jihatdan asosli ekanligi isbot etilgan.

按摩 Ànmó massaj (uqalash) usulidan ham xitoylar keng foydalanganlar. Bu usul oyoq-qo'lni yoki tanani xushbo'y, moysimon moddalar bilan uqalashdan iborat. Xitoylar bu usuldan oyoq-qo'l yoki tanadagi og'riqlarni (miozit, nevrit) davolash uchun foydalanganlar. Qadimgi Xitoyda ishlab chiqilgan va keng tarqalgan davolash usuli igna sanchib muolaja qilishdir. Bu usul ham teri retseptorlariga ta'sir qilish prinsipiga asoslangan. Xitoy hakimlarining fikricha odam tanasida og'riq sezmaydigan 360 ta nuqta bor. Shu nuqtalarga igna sanchiladi.

针灸 Zhēnjiū igna sanchib davolash usuli akupunktura nomi bilan hozirgi klinikalarda ham qo'llanmoqda. Qadimgi Xitoy hakimlari igna sanchish usulining mohiyatini boshqacha tushunganlar. Ularning fikricha igna tanada yig'ilib qolgan ortiqcha kasallik omillarini chiqarib yuboradi. Shu maqsadda ignaning uchi kavak qilib yasalgan¹.

Qadimgi Xitoy tabiblari dori-darmonlardan foydalanishda ham muhim natijalarga erishganlar. Ular o'sha vaqtda jahon tibbiyotida ma'lum bo'lgan dori-darmonlardan tashqari bir qancha yangi

¹ Qodirov A.A. Tibbiyot tarixi -Toshkent: 2005-yil. -176 b.

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dorilar kashf etdilar. Masalan, mashhur 人參(rén shēn) jenshen shular jumlasidandir. Bulardan tashqari Xitoy limonni deb ataluvchi dori ham mavjud. O'sha vaqtdayoq Xitoy tibbiyotida o'simliklar, hayvonlar va minerallardan olinadigan mingdan ortiq dorilar mavjud bo'lgan. Xitoylar birinchilardan bo'lib, dorivor moddalarga bag'ishlangan maxsus qo'llanma (farmakopeya) chiqarganlar. Xitoy ilmiy tibbiyotining asoschilaridan biri mashhur tabib 扁鵲(biǎn què) Byan Syaodir. Ushbu tabib eramizdan oldingi VI asrda yashagan. 扁鵲(biǎn què) Byan Syao birinchi bo'lib bemorning tomirini tekshirish usulini ishlab chiqqan. Igna sanchib davolash usulini ham 扁鵲(biǎn què) Byan Syao birinchilardan bo'lib qo'llagan. 扁鵲(biǎn què) Byan Syaoning tibbiyotga oid asari 难经(nán jīng) "Qiyin masala haqida kitob", deb ataladi. Kitob o'sha vaqtda ma'lum bo'lgan hamma tashxis va davolash usullarini o'z ichiga oladi. Shuning uchun uni "Tibbiyot qomusi" deb ataganlar. Shuningdek, an'anaviy xitoy tabobatining beshta elementi mavjud bu xitoy tilida deb ataladi. Uzoq muddatli tibbiy amaliyot asosida qadimgi xitoylik tibbiyot olimlari inson hayotining kelib chiqishi, fiziologik hodisalar o'zgarishlarni tushuntirish va klinik tashxis qo'yish uchun 阴(Yīn) hamda 阳(Yáng) Yin va Yang nazariyasi va tibbiyot sohasida beshta elementdan keng foydalandilar. U an'anaviy xitoy tabobati nazariyasining muhim qismiga aylandi, shuningdek, an'anaviy xitoy tabobatining nazariy tizimining shakllanishi va rivojlanishiga katta ta'sir ko'rsatadi. 阴(Yīn) Yin va 阳(Yáng) Yang va besh element nazariyasi qadimgi Xitoyda paydo bo'lgan dialektik fikrdir. Dunyo moddiy, moddiy olam esa yin va yang ta'sirida tug'iladi, rivojlanadi va o'zgaradi, deb ishonadi. Yog'och, olov, tuproq va metall, suv, beshta eng asosiy moddalar dunyoni tashkil etuvchi ajralmas elementlardir. Bu besh modda bir-birini qo'llab-quvvatlaydi va cheklaydi va doimiy harakat va o'zgarishda bo'ladi. Bu nazariya keyingi antik materialistik falsafaga, ya'ni antik astronomiya, meteorologiya, kimyo, arifmetika, musiqa va tibbiyot kabi ilmlarga katta ta'sir ko'rsatdi, bularning barchasi yin va yang va besh element nazariyasi yordamida ishlab chiqilgan. Besh element beshta moddaning harakatiga ishora qiladi: yog'och, olov, tuproq, metall va suv. Uzoq muddatli hayot va ishlab chiqarish amaliyotida qadimgi xitoyliklar yog'och, olov, tuproq, metall va suv eng zarur va asosiy moddalar ekanligini tushuntiradilar. Bu besh modda o'rtasida bir-birini qo'llab-quvvatlovchi va bir-birini cheklovchi munosabat mavjud bo'lib, unda dinamik muvozanat saqlanadi.

Tadqiqotchilarning ta'kidlashicha, xitoy tabobatining o'ziga xosligi va asrlar davomida to'plangan katta tajribasiga qaramay, zamonaviy va keyingi davrda G'arb tibbiyotidan ancha orqada qolgan, buning sababi nafaqat davolash jarayonini tushunishga bo'lgan asosiy yondashuvlarning farqida, balki Ming sulolasi 明朝(míng cháo) va so'nggi Qing sulolasi 清朝(qīng cháo) davrida Xitoy tibbiyoti sun'iy izolyatsiya sharoitida, ulardan bilim olmasdan shakllanganligidir².

Tez rivojlanayotgan G'arb tibbiyoti Xitoyda ta'lim va klinik amaliyot klassik qonunlar va sharhlarga asoslangan bo'lib, uzoq vaqt davomida kamdan-kam o'zgargan. Quyida xitoy milliy tabobatiga oid terminlarni ko'rib chiqamiz.

中医科zhōngyī kē-an'anaviy Xitoy davolash bo'limi

号脉

hàomài

puls

针灸

zhēnjiǔ

akupunktur, igna bilan
davolash

² Sultanova L.A. Xitoy tilining tibbiyot terminologiyasi (Jarrohlik terminlari misolida) PhD dissertatsiyasi.-Toshkent: 2022. -29 b.

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按摩	ànmó	massaj
刮痧	guāshā	guasha massaji
拔罐	báguàn	banka qo'yish
草药	cǎoyào	o'simlik dori
中成药	zhōng chéngyào	xitoy tabobatida tayyorlangan malham
阴阳平衡	yīnyáng píng héng	Ying va Yang muvozanati
脉络	màilùo	arteriya va venalar
穴位	xuéwèi	akupunktur nuqtalari
气功	qìgōng	chigong

Tibbiy atamalar - tibbiyot bilan bog'liq bo'lgan tibbiy, tibbiy-biologik va boshqa bir necha fanlarga oid alohida atamashunoslik tizimlaridan iboratdir. Ularning ichida o'z tushuncha va obyektlariga lotincha nom bergan bir nechta asosiy yo'nalishdagi tizim bor bo'lib, ular lotin tili so'z boyliklaridan turli hajm va darajada foydalanadi.

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**Очиқ шикастланган кўзли беморларни ихтисослаштирилган
бўлимда реабилитация қилиш**

**Андижон давлат тиббиёт институти
Исмоилов Сайдулло Хабибулло ўғли**

Аннотация. Илмий мақолада охириги 2010-2017 йилларда АДТИ клиникаси кўз касалликлари бўлимига ётқизилган беморлар ва операция қилинган 31 беморни (33 кўз) даволаш натижалари таҳлил қилинди. Беморларни жароҳат турлари, кўрсатилган тезкор ёрдам ва бир неча йилдан сўнггра текширувлар натижасидан сўнггра олиб борилган жаррохлик опнероациялари ва уларни асорати ҳамда даволаш усуллари кенг ёритилган ва таҳлил қилинади.

Калит сўзлар: травма, тўр парда кўчиши, БЖД-ПХО, гемофтальм, эндохирургия.

**Реабилитация пациентов с открытыми поврежденными глазами в
специализированном отделении
Андижанский государственный медицинский институт
Исмаилов Сайдулло**

Аннотация. В статье анализируется, что в клинике за последние 2010-2017 годы был госпитализирован и прооперирован 31 пациент (33 дня). Больные, находящиеся в тяжелом состоянии, получают помощь в лечении и анализе острых ощущений и симптомов, а также могут получить помощь в лечении и анализе симптомов, вызванных острыми ощущениями.

Ключавые слова: травма, отслойка сетчатки, ПХО, гемофтальм, эндохирургия.

**Rehabilitation of patients with open damaged
eyes in a specialized department
Andijan State Medical Institute
Ismailov Saidullo**

Annotation. The article analyzes that 31 patients (33 days) were hospitalized and operated on at the clinic in the last 2010-2017 years. Patients in serious condition receive assistance in the treatment and analysis of thrills and symptoms, and can also receive assistance in the treatment and analysis of symptoms caused by thrills. **Key words:** trauma, retinal detachment, PHO, hemophthalmos, endosurgery.

Мавзунинг долзарблиги. Беморларда кўзнинг очиқ жароҳатида ҳар доим ҳам турли сабабларга кўра шошилиниш ва сифатли офтальмологик ёрдам кўрсатмаслиги мумкин. Жароҳатдан кейинги оғир асоратлар тез-тез ривожланиб, кўришни пасайиши ва кўзи ожизлик сабабли ногиронликга олиб келади [3]. Кўз ичиджаги ёт жисмлар билан мураккаблашган пенетрацион яралар кўзнинг энг оғир жароҳатларидан бири ҳисобланади. Сўнгги йилларда витреал жаррохликнинг яхшиланиши, хусусан, минимал инвазив жаррохлик кўплаб бундай беморларда анатомик жихатдан барқарор ва юқори функционал натижаларга эришишга имкон беради. Кўз ичидаги ёт жисмлар билан пенетрацион кўз жароҳатларини даволашда кўпчилик муаллифлар трансклиар эндохирургик ташрихларни қўллаб-қувватлай дилар ва бу

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ёндашув операцияларнинг узок муддатли натижаларини сези ларли даражада яхшилаиди, деб ҳисоблашади. Шу сабабли, деярли барча жарроҳлар яқинда ушбу технологияни олтин стандарт сифатида тан олишди [2]. Баъзи муаллифлар битта, максимал даражада тўлиқ жарроҳлик аралашувни амалга оширишни энг мақбул деб ҳисоблашади. Бошқа бир қатор мутахассислар, аксинча, жароҳатлардан кейин икки босқичли кечиктирилган реконструктив жарроҳликни афзал кўришади. Бу шикастланган кўз олмасига кириш тешигини муҳрлаш билан кўз ичидаги ёт жисмни олиб ташлашни ўз ичига олади. Кейин гемофтальм, травматик тўр парда кўчиши ва кўз ичидаги ёт жисмни олиб ташлашни кечиктирган эндовитреал жарроҳлик даволаш амалга оширилади [6,7]. Кўз ичидаги ёт жисмни трансклерал кириш йўли билан олиб ташлаш билан кичик ҳажмида бирламчи жарроҳлик даволаш (БЖД-ПХО) билан боғлиқ ёндашувлар ҳам мавжуд. Аммо гемофтальм ва тўр парда кўчиши мавжуд бўлганда, витреал бўшлиққа қўшимча қон кетиш эҳтимолини камайтириш учун витреоектомияни 3 ҳафтадан кўпроқ вақтга қолдириш тавсия этилади. Ёт жисмлар ҳажми катта бўлганда, геморрагик ва яллиғланиш асоратларини олдини олиш учун бир қатор офтальмологлар шикастланган ёки шаффоф гавхарни орқа капсулорексис орқали олиб ташлашни афзал кўришади [1,4,5,8,9]. Ёт жисм кирган ва турли хил оғирликдаги кўз жароҳатларини даволаш тактикаси бўйича бундай турли хил фикрларни ҳисобга олган ҳолда, биз ушбу муаммони ўз материалимизда ўрганишга қарор қилдик.

Мақсад. Турли хил асоратлар билан кечадиган кўз олмасининг бутунлигини бузган ҳолда кўзнинг шикастланишига ихтисослашган икки босқичли ёрдамни ташкил этишни таҳлил қилиш.

Материаллар ва усуллар. АДТИ клиникаси кўз касалликлар бўлимида охириги 2010-2017 йилларда операция қилинган 31 беморни (33 кўз) даволаш натижалари таҳлил қилинди. Пенетрацион кўз шикастланишининг давомийлиги 5 кундан 90 кунгача, ўртача 48,31 кун ташкил этган. Уларнинг ёши 07 ёшдан 45 ёшгача (ўртача 26,12 ёш) ташкил қилади. 24 эркак ва 7 аёл бор эди. Барча ҳолатларда улар илгари яшаш жойидаги шифохоналарнинг офтальмология бўлимларида КВПларда ўтказган. Унинг кўлами фақат кўз ичи инфекциясининг олдини олиш билан кўз олмаси ва унинг шикастланган қисмларини тиклаш учун тақдим этилган. Бир нечта ҳолларда кўз ичи ёт жисмни олиб ташлашга ҳаракат қилинган. Биргаликда асоратлар (тўр парда кўчиши, кўз ичи ёт жисм, турли оғирликдаги гемофтальм) мавжудлиги сабабли, бу беморларнинг барчаси АДТИ клиникасининг кўз касалликлари бўлимига юборилди ва бу ерда жарроҳлик йўли билан даволанди. Улардан факоген иридоциклит ёки эндофтальмитнинг олдини олиш учун бирламчи жарроҳлик тозаловидан кейин 24 соат кечиктирмай шошилиш витреал жарроҳлик 8 та кўзда ўтказилди. Қолган кўзларда ёт жисмлар қонга намланган шишасимон толаларга ўралган ҳолда ҳаракатчан ҳолатда эди. Кўз ичидаги ёт жисм ўлчамлари 1,5 дан 3 мм гача бўлган деярли барча ҳолатларда, уларни олиб ташлашда, трансклерал кириш натижасида тўр парданинг шикастланишига йўл қўймаслик учун трансовитреал киришни афзал кўрдик. Цилиер танаси ҳудудида париетал локализация қилинган фақат битта кўзда у трансклерал тарзда олиб ташланди. Жарроҳлик усули билан даволашнинг клиник самарадорлиги 3-5-кунларда баҳоланди. Беморларнинг динамик мониторинги 3 ойдан 1 йилгача бўлган. Самарадорлик мезони тўр парданинг анатомик мослиги, кўриш ўткирлигининг ошиши, асоратларнинг мавжудлиги ва частотаси уларнинг пайдо бўлиш вақти эди.

Натижалар ва мунозаралар. Витректомия натижасида барча 23 кўзда кўз ичидаги ёт жисмни атравматик равишда олиб ташлаш ва унинг мавжудлиги билан 12 та кўзда тўр парданинг тўлиқ жойлашишига эришиш мумкин эди. Ушбу 12 та кўзда, шунингдек травмадан кейинги асосий тўр парда нуқсонлари бўлган 2 та кўзда тўр парданинг кўчишини такрорланишининг олдини олиш учун лазер қилинган кўз ичидаги ёт жисм жойида силикон тампонад амалга оширилди (жами 8та кўз). Операциядан кейинги даврнинг 3-5-кунларида барча операция қилинган кўзларнинг қониқарли ҳолати қайд этилди. Тўр парда барча кўзларда бузилмаган эди; барча беморлар амбулатория кузатуви учун касалхонадан чиқарилди. Кўриш ўткирлигининг ўсишига барча беморларда периферик ва марказий кўришнинг яхшиланиши билан эришилди. Кўриш кескинлиги 0,005 дан 0,8 гача, ўртача 0,17 гача. Барча ҳолатларда ички мембраналарнинг анатомик жиҳатдан тўғри ҳолати кузатилди. Баъзи беморларда кўриш ўткирлигининг пастлиги шох парда шаффофлиги шунингдек, тўр парданинг марказий соҳасидаги травмадан кейинги дегенератив ўзгаришлар билан боғлиқ эди. Шундай қилиб, бизнинг тажрибамизга кўра, тампонлаш воситаси ёрдамида кечиктирилган ихтисослаштирилган минимал инвазив эндовитреал жарроҳлик барча ҳолатларда барқарор анатомик ва функционал таъсирга эришишга имкон берди. Ушбу ёндашув жуда самарали ва хавфсиздир.

Хулоса. Таҳлиллар шуни кўрсатадики, гемофтальм ва тўр парданинг кўчиши билан мураккаблашган оғир кўз жароҳатлари учун витреоретинал жарроҳликнинг ихтисослаштирилган бўлимида икки босқичли жарроҳлик даволаш яхши анатомик ва функционал натижага эришиш асоратларни ўз вақтида даволашни таъминлаш мумкин. Микроинвазив эндовитреал жарроҳлик билан барча ҳолатларда кўз ичидаги ёт жисмни олиб ташлаш мумкин эди; силикон тампонададан кейин кўчган тўр парданинг барча кўзларга мос келишига эришилди. Кўриш ўткирлигининг ўртача 0,07 га кўтарилди. 12 ойдан кейин тўр парда барча ҳолатларда бузилмаган, кўриш ўткирлиги 0,02 дан 0,6 гача, ўртача 0,44 тенг бўлди. Витреоретинал жарроҳлик ривожланишининг ҳозирги босқичида "эрта" витректомия ва кўз ичидаги ёт жисмни олиб ташлашнинг трансовитреал усулидан фойдаланиш тавсия этилади.

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ЁПИҚ БУРЧАКЛИ ГЛАУКОМАНИНГ ГЕНЕТИК ТАДҚИҚОТЛАРИ (Адабиётлар шархи)

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Аннотация. Бирламчи ёпиқ бурчакли глаукома (БЁБГ) кўришнинг бузилиши нуқтаи назаридан глаукоманинг энг ноқулай шаклларида биридир. Бугунги кунга қадар БЁБГ бўйича ягона тасниф мавжуд эмас ва касалликнинг генетикаси бўйича тадқиқот ишлари кам олиб борилган. Мақолада ёпиқ бурчакли глаукоманинг эпидемиологияси, таснифи ва генетикаси бўйича мавжуд маълумотларни тавсифловчи адабиётлар шарҳи келтирилган. БЁБГ учун хавф омиллари кўрсатиб берилган яъни қарилик, аёл жинси, асаб тизими, осие ирқи.

Калит сўзлар: БЁБГ, эпидемиология, тасниф, генетика, полиморфизм, ўткир глаукома хужуми, ОББ.

Аннотация. Первичная закрытоугольная глаукома (ПЗОГЛ) является одной из наиболее неблагоприятных форм глаукомы с точки зрения нарушений зрения. На сегодняшний день не существует единой классификации ПЗУГ, и генетических исследований этого заболевания проведено мало. В статье представлен обзор литературы, описывающий имеющиеся данные по эпидемиологии, классификации и генетике закрытоугольной глаукомы. Указаны факторы риска развития ПЗУГ, такие как пожилой возраст, женский пол, нервная система, азиатская раса.

Ключевые слова: ПОУГ, эпидемиология, классификация, генетика, полиморфизм, острый приступ глаукомы, УПК.

Annotation. Primary angle-closure glaucoma (CDG) is one of the most unfavorable forms of glaucoma in terms of visual impairment. To date, there is no single classification of CDH, and few genetic studies of this disease have been conducted. The article presents a literature review describing the available data on the epidemiology, classification, and genetics of angle-closure glaucoma. Risk factors for BYOBG development are indicated, such as old age, female gender, nervous system, and Asian race.

Keywords: POAG, epidemiology, classification, genetics, polymorphism, acute attack of glaucoma, CPC.

Мавзунинг долзарблиги. Кўзнинг олд камераси бурчагини ёпилишидаги анатомик хавф омилларига олд камеранинг саёзлиги, кўриш майдони ҳажми, катта эгриликка эга калин рангдор парда ва гавхарнинг катталиги киради. Олд камера бурчагининг бирламчи ёпилиши 3 боскичдан ўтади: олд бўлмани бирламчи ёпилишига шубҳа, олд бўлма бурчагининг бирламчи ёпилиши ва бирламчи ёпиқ бурчакли глаукомани ривожланиши. Агар кўз ичи босимининг кескин ошиши билан иридограбукуляр алоқа кузатилса, глаукомани ўткир хуружи ташхиси қўйилади. Глаукоманинг ўткир хуружи қорчиғ блоки механизми, текис рангдор парданинг конфигурацияси, кўз ичи суюқлигининг нотўғри оқими синдроми ёки аралаш турдаги ривожланиши мумкин. Рангдор парда тўқимасида ҳар хил турдаги коллаген толалар зичлигининг пасайиши рангдор парда майдонининг торайиши ва олд камеранинг кенглигининг ошиши билан боғлиқ бўлиб, бу касалликнинг ривожланишига ҳисса қўшиши мумкин. БЁБГга хос бўлган қатъий ирсий мутациялар ҳали аниқланмаганига қарамай, БЁБГни генетик ва эпигенетик омилларнинг ўзаро таъсиридан келиб чиқадиган кўп факторли, генетик

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жиҳатдан аниқланган касаллик деб аташ мумкин. Генетик полиморфизмлар ва бошқа биомаркерларни кўриб чиқиш касалликни ташхислаш ва даволаш самарадорлигини сезиларли даражада оширади. Бирламчи ёпиқ бурчакли глаукома кўришнинг бузилиши нуктаи назаридан глаукоманинг оқибати жиҳатдан ноқулай шаклларида биридир. Сўнгги пайтларда адабиётларда глаукоманинг диагностикаси ҳақида жуда кўп маълумотлар мавжуд, аммо касалликнинг дастлабки босқичида ёпиқ бурчакли глаукомани аниқлаш алгоритмлари етарли даражада ишлаб чиқилмаган. Замонавий диагностика имкониятларига қарамай, глаукомани аниқлаш, янгиликларни излаш ва ёпиқ бурчакли глаукома ва глаукоманинг ўткир хуружига мойилликнинг аллақачон маълум бўлган генетик белгиларини аниқлаш масалалари жуда долзарб бўлиб қолмоқда. Zhuang B. ва бошқ. (2018), Хитойнинг Миллий тадқиқот дастури rs3753841 в гене COL11A1 (collagen XI, alpha-1 polypeptide), rs1258267 в гене CHAT (Choline O-Acetyltransferase) ва rs736893 генида GLIS3 (GLI-KRUPPEL FAMILY MEMBER COL13753841A11A1 генида (коллаген ХИ, алфа-1 полипептид), ЧАТ генида PC1258267 (холин О-Ацетилтрансфераза) ва ГЛИС736893 генида (ГЛИ-КРУППЕЛ оила аъзоси битта нуклеотид полиморфизмлари БЁБГ билан боғлиқлигини аниқлади. [37]. CHAT гени 10-хромосомада жойлашган ва холин ацетилтрансферазани кодлайди, бу ацетилхолин метаболизми орқали БЁБГ ривожланиш хавфига таъсир қилади деб ишонилади. GLIS3 гени оила тарихида рўйхатдан ўтган янги генетик тури бўлиб, етник келиб чиқиши ёпиқ бурчакли глаукоманинг ривожланиши билан чамбарчас боғлиқ. БЁБГга хос бўлган қатъий ирсий мутациялар ҳали аниқланмаганига қарамай, кўплаб тадқиқотлар унинг пайдо бўлиш хавфига ҳисса қўшадиган генетик омиллар мавжудлигини кўрсатади. COL11A1 генининг БЁБГ ривожланишига "қизиқиши" кўрсаткичлари бошқа тадқиқотларда ҳам учрайди. У склерал тўқималарда юқори даражада ифодаланган 12 турдаги коллагеннинг иккита алфа занжиридан бирини кодлайди. Коллаген синтезидаги ўзгаришлар склеранинг биомеханик ва қайта қуриш хусусиятларига таъсир қилади ва шу билан эксенел узунлигининг ўзгаришини ўз ичига олган глаукомага ва ушбу омил билан боғлиқ рефракция хатолигига олиб келиши мумкин. COL11A1 генидаги битта нуклеотид полиморфизми Япон ва Хитой тилларида миопия хавфи ортиши билан ҳам боғлиқлиги аниқланди [40]. Склеранинг коллаген таркибидаги фарқлар кўрув нерви бошининг субоптималь биомеханикаси билан ўзаро боғлиқ бўлиши мумкин, бу эса сезувчанликнинг ошишига ва кўрув нервининг аксонал шикастланишига олиб келиши мумкин [41]. Тайван (17576) ММП-9 ген (matrix protein киназ-9 ген) rs2013 ягона нуклеотид полиморфизм ўрганиш БЁБГ [42] ривожлантиришда бу ген "қизиқиш" тасдиқлади. ММП-9 гени хужайрадан ташқари матрицани қайта қуришда иштирок этадиган ферментни кодлайди ва бу ўз навбатида склеранинг биомеханик хусусиятларига ҳам таъсир қилади. ММП-9 генининг БЁБГ ривожланишидаги аҳамияти Австралиянинг Европа аҳолисида ҳам тасдиқланган [43]. Зенг Кип ва бошқ. (2017) ген полиморфизмлари ўртасидаги муносабатни аниқлади. Шунингдек, БЁБГ генетик тадқиқотларида генетик полиморфизм ва даволанишга жавоб ўртасидаги боғлиқлик қайд этилган. Zhong Ё. ва бошқ. (2017) БЕСТ1 (Бестропхин1) ген мутациялар ўрганиш бўйича ўз ишида барча ўрганиб беморларда трабекулектотомиядан кейин саёз олд бўлма қайд этди. Шу муносабат билан, у операциядан кейинги даврда кўз тубидаги ўзгаришлар рол ўйнаши мумкин деган хулосага келади. Бесторфин-1 дисфункцияси туфайли ретинал пигмент эпителиясининг ўтказувчанлиги бузилганлиги сабабли субретинал ва интраретинал суюқлик тўпланишининг мавжудлиги, айниқса филтрация мавжуд бўлганда, орқа камера, шишасимон бўшлиқ ва олд камера ўртасида босимнинг пасайишига олиб келиши

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мумкин. Бу гавхарнинг олдинга силжишига ҳисса қўшиши ва трабекулектотомиядан кейин чидамли саёз олд камерага олиб келиши мумкин [45]. Ҳозирги вақтда бестрофинопатиялар БЕСТ1 генидаги мутациялар туфайли ривожланадиган касалликлар ҳисобланади. Буларга Бест касаллиги, катталар бошлаган дистрофиялар, аутосомал рецессив бестрофинопатия, аутосомал доминант витреоретинохориоидопатия ва бошқ. (2006). Рангдор парда платоси синдроми билан оғриган беморлар орасида биринчи даражали қариндошларда Рангдор парда платоси синдроминаинг тарқалишини аниқлаш учун тадқиқот ўтказди. 5 йил давомида синдром билан кузатилган барча беморлар аниқланди. Шундай қилиб, ёпик бурчакли глаукомани кўп факторли, генетик жиҳатдан аниқланган касаллик деб аташ мумкин, бу генетик ва эпигенетик омилларнинг ўзаро таъсири натижасидир ва бу патология хавфи ёшга қараб ортади [42-44]. Ягона мутация оқибатида моноген касалликлардан фарқли ўлароқ, мультифакториал касалликлар йиғиндиси таъсири (генетик компонент) ва экологик омиллар (экологик компонент) (Faulkner, 1965) билан генлар билан боғлиқ мерос билан ифодаланади. Ёпик бурчакли глаукома ривожланишига тасдиқланган генетик мойилликни ҳисобга олган ҳолда, бизнинг фикримизча, касаллик профилактика чораларини ва шахсий даволанишни аниқлашга қаратилган башоратли диагностика моделларидан бирини аниқлатади. 5 "П" тиббиётининг ажралмас қисми бўлган шахсийлаштирилган тиббиёт (шахсийлаштирилган, башоратли, профилактик, беморга йўналтирилган, ижобий) одамларда турли хил патологик шароитларни башорат қилиш, профилактика чораларини ишлаб чиқиш ва индивидуал терапияни режалаштириш учун энг муҳим биомаркерларни аниқлаш, инновацион лаборатория технологияларидан фойдаланишга асосланган. [48]. Башоратли тиббиётнинг вазифаси касалликларни эрта ташхислашдан иборат бўлиб, бу профилактика чоралари билан бир қаторда парҳезга риоя қилиш ва дори-дармонларни қабул қилиш, беморларнинг ҳаёт сифатини яхшилаш ва иқтисодий харажатларни камайтириш орқали бир қатор патологияларнинг бошланишини кечиктириш ёки олдини олишга имкон беради. даволаш [49, 50].

Хулоса. Замонавий диагностика имкониятларига қарамай, глаукомани аниқлаш, янгисини излаш ва ёпик бурчакли глаукома ва глаукомани ўткир хуружга мойилликнинг аллақачон маълум бўлган генетик белгиларини аниқлаш масалалари долзарб бўлиб қолмоқда. Генетик полиморфизмлар ва бошқа биомаркерларни индивидуал кўриб чиқиш, шубҳасиз, БЁБГ диагностикаси ва даволаш самарадорлигини сезиларли даражада оширади. Баъзи биометрик ўзгаришларни ва ёпик бурчакли глаукомага генетик мойилликни аниқлаш ОББ ривожланиши учун хавф гуруҳини шакллантириш мезонларини аниқлаш ва бундай беморлар учун динамик кузатувни бошлаш вақти тўғрисида қарор қабул қилиш, шунингдек, ўз вақтида патогенетик асосланган даволанишни ўтказиш учун зарурдир. Хар бир ҳолатда кўришни сақлаб қолиш ва кўрликни олдини олиш учун шахсий ёндашувни ҳисобга олган ҳолда.

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Annotation: Uzbek national foods reflect the country's rich culture and traditions, offering diverse and flavorful dishes. The centerpiece is plov (osh), a rice dish with meat, carrots, and spices, symbolizing hospitality. Other iconic dishes include lagman (noodles with meat and vegetables), manti (steamed dumplings), and shashlik (grilled skewers). Tandir non (traditional bread) is a staple, while soups like shurpa and sweets such as navat and halva add variety. Uzbek cuisine emphasizes fresh ingredients and hospitality, making it a key part of the nation's identity.

Key words: foods,soup,lagman,tandoor,kebabs,naryn,halva,navat.

Uzbek cuisine is the national cuisine of Uzbekistan. This rich culinary tradition is deeply connected to Uzbek culture, language, and traditions. The variety and uniqueness of the recipes have been significantly influenced by the fact that Uzbeks historically had both sedentary and nomadic lifestyles, which sets them apart from their geographical neighbors. Additionally, the culinary traditions and culture passed down from ancestors, along with interactions with neighboring peoples, have greatly contributed to the diversity and richness of the dishes. Many of these dishes have deep historical roots and have preserved their traditional form.

Certainly! Here's a detailed explanation of Uzbek national dishes in English:

Plov (Osh)

Plov is considered the symbolic dish of Uzbekistan.

Ingredients: Rice, carrots, onions, meat (lamb or beef), vegetable oil, spices (cumin, black pepper, garlic).

Feature: Each region has its own unique way of preparing plov. For example, Samarkand plov is more soupy, while Bukhara plov is drier.

Samsa

Tandoor Samsa: A pastry filled with minced meat, onions, or pumpkin, baked in a tandoor.

Flaky Samsa: Made with layered dough and baked in an oven.

Samsas are always consumed hot and are often served with tea.

Lagman

A hand-pulled noodle dish.

Varieties:

Soup Lagman: Served with vegetables and meat in broth.

Fried Lagman: Noodles mixed with fried vegetables and meat.

Shashlik

Skewered grilled meat, which can be lamb, beef, or chicken.

Accompaniments: Often served with pickled onions or vinegar.

Manti

Large dumplings steamed and filled with minced meat (lamb or beef) and onions. Sometimes pumpkin is added.

Sauces: Typically served with yogurt or vinegar.

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Chuchvara

Small dumplings boiled in soup.

Varieties:

Soup Chuchvara: Served in a broth.

Fried Chuchvara: Fried dumplings served with a sauce.

Shurva

A traditional soup made with lamb or beef, potatoes, vegetables, garlic, and spices.

Varieties: "Fried Shurva" or "Scattered Shurva".

Tandir Non (Tandoor Bread)

Bread baked in a tandoor, an integral part of Uzbek cuisine.

Feature: Each region has its own unique shape of tandoor bread, for example, Samarkand bread is large and firm.

Naryn

A dish made of finely chopped meat (usually horse meat) and homemade thin noodles.

Serving: It is consumed cold, often with onions.

Spicy-Sweet Salad (Achchiqcha)

Ingredients: Tomatoes, cucumbers, onions, vinegar, and herbs.

It is usually served alongside plov or other main dishes.

Halim

A dish made from wheat and meat, cooked slowly. It is typically consumed during the cold season.

Fried Samsa

A pastry filled with various ingredients, deep-fried in oil.

Shakarob

A very simple and healthy salad made of bread, onions, tomatoes, and spices.

Navruz Dishes

Special dishes are prepared for the Navruz holiday:

Sumalak: A sweet dish made from wheat flour, cooked for a long time.

Green Samsa: A pastry filled with greens and baked in a tandoor.

Sweets and Drinks

Navat: Sugar crystals made from grape juice.

Halva: A sweet dish made from flour and sugar.

Tea: Green and black tea are the main beverages in every region of Uzbekistan.

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AGE-RELATED CHANGES IN ALCOHOLIC LIVER CIRRHOSIS: IMPLICATIONS FOR SKELETAL MUSCLE MASS AND OVERALL PROGNOSIS IN OLDER ADULTS

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Abstract. Alcohol use is increasing among adults aged 65 and older, and the size of this population is expanding rapidly. Aging is associated with systemic inflammation, sleep disturbances, cancers, cognitive decline, and increased risk of injury and death from falls and other accidents. Alcohol misuse exacerbates and accelerates these age-related changes. Older drinkers are more sensitive to acute alcohol-induced impairments in memory, coordination, reaction time, and driving performance. Oxidative stress and DNA damage resulting from chronic heavy alcohol consumption contribute to an increased risk of cancer, liver disease, and cardiovascular disease. Medication use increases with age, and many medications prescribed to older adults can negatively interact with alcohol. The rapid expansion of the population aged 65 and older, combined with higher levels of alcohol use and alcohol use disorder (AUD) in the Baby Boomer cohort, could significantly increase the burden of alcohol on the healthcare system. Screening and brief intervention for hazardous alcohol use among older patients, along with education about potential interactions with medications, could substantially reduce the risk of alcohol-related harms, but this approach is currently underutilized.

Keywords: Alcohol use, aging, older adults, alcohol use disorder, healthcare burden, medication interactions, liver aging, liver disease.

Introduction. The number of people aged 65 and older in the United States is increasing rapidly as the Baby Boomer cohort, born between 1946 and 1964, ages. In the decade between 2009 and 2019, the size of the population aged 65+ grew 36% to 54.1 million people, while the population under 65 saw only a 3% increase. By 2030, all individuals in the Baby Boomer cohort will be 65 or older, a demographic shift referred to as the gray (or silver) tsunami (Census Bureau, 2019). By 2040, an estimated 80.8 million people will be aged 65+, more than double the number in 2000.

If the Baby Boomers consumed alcohol at the same levels as the previous generation, the sheer size of the group would lead to a significant increase in alcohol-related harms. In fact, alcohol use levels are higher in this cohort than in the Silent Generation, born between 1928 and 1945. The period of highest per capita alcohol consumption in the United States occurred in the early 1980s when most Baby Boomers were young adults. Subsequently, this cohort, particularly women, maintained a higher total amount and frequency of alcohol consumption than those in preceding or following cohorts (Kerr, Greenfield, Bond, Ye, & Rehm, 2009; Kuerbis, Sacco, Blazer, & Moore, 2014). Thus, the impact of alcohol on health outcomes for older drinkers may significantly increase due to demographic changes and a tendency toward increased alcohol consumption.

Relevance of the Work. According to the results of recent research, the world population is aging, and the incidence of many diseases increases with age, leading to an investigation of cellular senescence and its correlation with age-related diseases. Cellular senescence is characterized by permanent cell cycle arrest, which can be triggered by factors such as DNA damage and oxidative stress. Senescent cells secrete various molecules that affect surrounding cells, potentially serving as markers of senescence and offering therapeutic insights for age-related diseases.

The liver, in particular, is characterized by a slow-aging process that is multifactorial and still insufficiently investigated. It is known that various environmental factors and lifestyles, including

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alcohol consumption and exposure to toxic substances, contribute to the development of chronic liver inflammation. The liver initially reacts to harmful stimuli with the appearance of steatosis, which over time and under the influence of numerous endogenous factors can progress to non-alcoholic fatty liver disease (NAFLD). Studies have shown that the frequency of developing liver cirrhosis in patients with NAFLD increases with age, and patients older than 50 years are at a higher risk for developing severe fibrosis. NAFLD has a tendency to progress to non-alcoholic steatohepatitis (NASH), which is associated with obesity, metabolic syndrome, type 2 diabetes, insulin resistance, and cardiovascular diseases. The frequency of most of these conditions increases with age.

In the case of alcohol abuse, alcoholic steatohepatitis (ASH) occurs, which, if not treated, can lead to progressive fibrosis and the development of liver cirrhosis, similar to NASH. Age is an independent predictor of worse outcomes in patients with ASH. The importance of changes in liver function during aging is also evident in the context of liver transplantation for patients with end-stage liver disease. With the increasing number of patients requiring transplantation, studies have explored the utilization of organs from older donors. Research has shown that the biological and chronological age of the liver can differ, and the liver retains significant regenerative capacity, albeit slower in older individuals. This has implications for donor-recipient matching and the broader management of liver diseases in aging populations.

Purpose. The aim of this study is to investigate the chronological changes in skeletal muscle mass in patients with alcohol-related liver disease (ALD) and viral cirrhosis. We seek to identify key factors influencing rapid muscle loss and assess their impact on the prognosis of patients with liver cirrhosis (LC).

Materials and Methods of Research. This retrospective cohort study included 384 patients with cirrhosis, without hepatocellular carcinoma (HCC) at enrollment, who underwent multiple computed tomography (CT) scans at Gifu University Hospital between March 2004 and June 2021. Clinical characteristics and laboratory results were collected within 1 month of the first CT scan, with follow-ups every 1 to 3 months until death or December 31, 2023. Informed consent was obtained from all participants, and the study protocol conformed to ethical standards.

Results and Discussion. The primary aim of this study was to assess the rate of skeletal muscle loss in patients with ALD, hepatitis B virus (HBV) cirrhosis, or hepatitis C virus (HCV) cirrhosis. We found that the rate of skeletal muscle loss in ALD cirrhosis is faster than that in viral cirrhosis, suggesting a strong association between ALD and rapid muscle loss, which predicts mortality in patients with LC. However, further prospective studies on larger patient populations with various underlying etiologies are needed to validate these findings.

The liver's regenerative capacity, though age-related, plays a critical role in the progression of liver diseases. Research conducted on animal models has shown that complete hepatic restoration in older individuals is slower than in younger ones, highlighting the importance of age as a factor in liver disease outcomes. This underscores the need for tailored interventions for older adults, particularly those with a history of alcohol misuse, to mitigate the accelerated progression of liver damage and its associated complications.

Conclusion. The prevalence of certain liver diseases increases with aging, leading to a higher incidence of advanced liver diseases in older patients. The term "age-related liver disease" has gained popularity, referring to several liver disorders that result in impaired liver function and increased mortality risk. Given the demographic shifts and increased alcohol consumption among older adults, it is crucial to implement interventions to address the rising burden of alcohol-related health issues in

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this population. Screening for hazardous alcohol use, educating patients about medication interactions, and promoting liver health through lifestyle modifications are essential strategies to reduce the impact of alcohol on aging populations.

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INVASIVE DUCTAL CARCINOMA PATHOLOGY: COMPARATIVE ANALYSIS OF PAGET'S DISEASE AND MALE BREAST CANCER

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Abstract. Breast cancer is a significant global health issue, escalating in incidence and affecting millions of lives worldwide. Among the myriad forms of breast cancer, Paget's disease of the nipple stands out as a rare but critical subtype that poses unique diagnostic and therapeutic challenges due to its distinctive clinical manifestations. This article offers an exhaustive analysis of the epidemiological patterns associated with breast cancer, with particular emphasis on Paget's disease and male breast cancer. It examines their clinical characteristics, discusses current therapeutic approaches, and highlights the prevailing trends in incidence and prognosis that warrant urgent attention from medical professionals and researchers alike.

Keywords: Breast cancer, Paget's disease, male breast cancer, epidemiology, treatment strategies, prognostic factors, molecular genetics, early diagnosis, public health, cancer awareness, healthcare disparity, risk factors.

Introduction. Breast cancer has indisputably emerged as one of the most prevalent malignancies affecting women globally and represents a critical focal point in oncological care and research. According to statistical data, it accounts for a substantial proportion of cancer diagnoses and is a leading cause of cancer-related mortality. Every year, more than 1.2 million new cases are reported globally, underscoring the urgent necessity for comprehensive screening, timely diagnosis, and effective treatment strategies. Paget's disease, a rare cutaneous manifestation of breast cancer, accounts for 0.5-5% of total breast cancer cases and frequently complicates the clinical picture, imposing unique challenges for accurate diagnosis and effective management due to its atypical presentation.

As public awareness of breast cancer grows, there is a concomitant increase in the recognition of its diverse forms, which broadens the epidemiological landscape. Male breast cancer, though considerably less frequent, is gaining prominence, with a noted rise in incidence rates that further highlight the pressing need to address this demographic's health concerns through improved screening protocols and targeted research initiatives.

Relevance of the Work. Given the alarming rise in breast cancer incidence, particularly among certain demographic groups and geographic regions, it is essential to undertake extensive research into its varied manifestations. An understanding of both Paget's disease and male breast cancer will significantly enhance strategies geared toward early detection, risk assessment, and management of these complicated diseases. Moreover, as these rare forms of breast cancer present distinct clinical characteristics and treatment outcomes, tailored approaches are imperative to ensure that both males and females receive appropriate care suited to their specific needs.

Purpose. The primary objective of this comprehensive work is to synthesize and consolidate current knowledge on breast cancer, with a specific focus on Paget's disease and male breast cancer. This synthesis aims to identify current trends in incidence, assess clinical outcomes, explore the evolving treatment methodologies, and evaluate prognostic factors influencing patient care across different populations. Additionally, the study aims to bridge existing gaps in understanding the unique

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characteristics of these rare forms of breast cancer, thereby enhancing clinical practice and aiding future research endeavors.

Materials and Methods of Research. To achieve a thorough understanding of the subject matter, a comprehensive review of existing literature was conducted, encompassing both historical and contemporary medical studies, statistical data from reputable organizations such as the World Health Organization (WHO), and insights from national and regional health departments. The analysis focused on epidemiological trends, clinical attributes, and specific challenges associated with Paget's disease and male breast cancer. Furthermore, it delved into the implications of molecular genetic research in prognosis and therapy, scrutinizing the role of specific biomarkers and their clinical relevance in improving patient outcomes.

Results and Discussion. The findings of this study unveil a multifaceted picture concerning the incidence and clinical manifestations of Paget's disease and male breast cancer. Paget's disease typically presents in postmenopausal women aged 50-60, with an average age of diagnosis around 54 years—significantly younger when compared to cases of infiltrative ductal carcinoma, which often occur at a later age. This trend highlights the urgent need for heightened awareness among healthcare providers and patients alike regarding this rare form of breast cancer, as early recognition and intervention can substantially improve prognosis.

In males, the rising incidence of breast cancer has been particularly noted in the 60-79 age demographic, suggesting a critical need for increased awareness, proactive screening practices, and focused public health initiatives aimed at this underrepresented population. Current statistical analyses indicate that for every 100,000 men, breast cancer occurs in approximately 1.5 cases. These figures reflect a troubling trend that requires immediate attention to maximize early detection efforts and improve general health outcomes in male patients.

It is particularly concerning that many patients diagnosed with Paget's disease and male breast cancer often present at advanced stages (II to IV) when the disease is far more difficult to treat effectively. This issue is exacerbated by the silent nature of many early-stage breast cancers and the actual absence of typical symptoms, compounded by a significant lack of awareness within both the general population and the medical community regarding the signs and risks associated with these conditions. As a result, many individuals find themselves engaging with the healthcare system only after clinical symptoms have progressed, confirming the need for extensive educational campaigns focusing on the importance of regular screenings and self-examinations.

The therapeutic approach to Paget's disease, while aligned generally with that of other breast cancer forms, necessitates a keen understanding of disease staging, histopathology, and tumor characteristics such as hormone receptor status and molecular profiling. Treatment strategies may encompass a range from localized therapies, including surgical excision and radiotherapy to more extensive interventions, emphasizing the importance of individualized treatment plans tailored to the distinct needs of the patient.

Furthermore, the implications of identifying the molecular and genetic characteristics associated with these forms of breast cancer cannot be overstated. The discovery and characterization of specific biomarkers provide invaluable insights into tumor behavior, aiding in predicting outcomes, guiding treatment decisions, and potentially identifying patients at risk of recurrence or metastasis.

Conclusion. In summary, while Paget's disease of the nipple and male breast cancer may account for a smaller proportion of breast cancer cases, they present unique clinical challenges that necessitate tailored approaches to diagnosis and treatment. The urgency for continued research into

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the prognostic and molecular characteristics of these rarer forms of breast cancer is paramount for enhancing overall understanding and developing effective therapeutic strategies. Proactively identifying high-risk groups and establishing early screening programs are critical steps toward optimizing health outcomes and ultimately mitigating the impact of this malignancy across all affected populations. Through fostering awareness, promoting education, and implementing robust public health strategies, the healthcare community can hope to effectively address the growing burden of breast cancer, ensuring improved quality of life and better prognostic outcomes for all individuals diagnosed with these conditions.

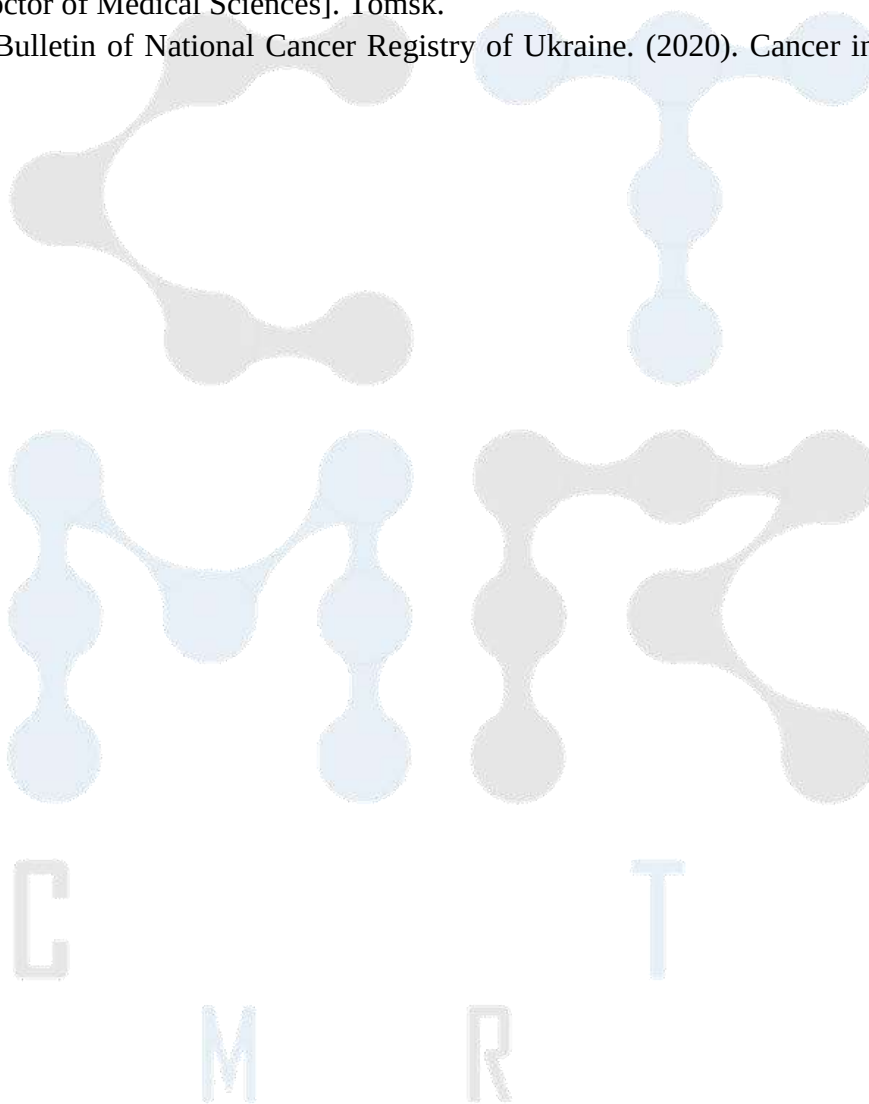
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PATHOLOGICAL ANATOMY AND CAUSES OF ANTENATAL DEATH:
INSIGHTS FROM PLACENTAL HISTOLOGY

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Abstract. Significant advancements in obstetric and neonatal care have led to a gradual decrease in perinatal mortality rates globally and within the Russian Federation. While this improvement is largely due to reductions in early neonatal mortality, the rising stillbirth rate has become a pressing concern, representing an increasing proportion of perinatal mortality. Despite the development of modern prenatal diagnostic techniques, biochemical marker evaluations for identifying pregnancy complications, and targeted referrals of high-risk patients for specialized ultrasound examinations, the challenge of antenatal fetal death remains inadequately addressed. In developed nations, as much as 60% of stillbirths are currently classified as unexplained, in contrast to 4.7% in the Russian Federation. This situation underscores a critical need for enhanced understanding of the mechanisms underlying antenatal fetal death, which is essential for developing effective preventive strategies and improving maternal-fetal outcomes.

Keywords: Antenatal fetal death, stillbirth, perinatal mortality, placental insufficiency, microRNA, prenatal diagnosis, obstetric care, neonatal outcomes, chronic inflammation, risk factors.

Introduction. The percentage of stillbirths in developed countries attributed to unexplained reasons varies significantly, ranging from 37.1% to 60%. Commonly ruled-out causes such as obstetric complications, fetal infections, placental insufficiency, umbilical cord abnormalities, and congenital anomalies mean that cases of stillbirth post-20 weeks of gestation occur at a rate of 1 in 200, surpassing the incidence of neonatal death, including sudden infant death syndrome. Over the last several decades, stillbirth rates have remained unchanged in developed countries. In the Russian Federation, stillbirth rates have shown a troubling trend, increasing from 5.44 % in 2019 to 5.67 % in 2020, with 4.7% of cases lacking an established cause of death. The UN estimates that if current trends persist, an additional 19 million stillbirths may occur globally by 2030.

Relevance of the Work. Identification of two critical points for antenatal fetal death has emerged: at 24 weeks gestation and after 39 weeks. It is particularly challenging to determine the immediate cause of death through standard histological examination in stillbirth cases occurring at term. Therefore, novel approaches are necessary to identify contributing factors to adverse pregnancy outcomes. Important processes deserving investigation include glycolysis regulation, cell differentiation, apoptosis, and hypoxia—each crucial to placental function during pregnancy. The glucose transporter protein 1 (GLUT-1), encoded by the SLC2A gene (1p34), is fundamental for glucose diffusion across the blood-brain barrier.

Purpose. The aim of this study is to perform a comparative histological and immunohistochemical analysis of placentas under the conditions of antenatal fetal death and live births, identifying the related pathological changes and potential risk factors contributing to antenatal fetal death at full term.

Materials and Methods of Research. A comparative histological and immunohistochemical analysis of placentas in cases of antenatal fetal death and live births at 37 weeks 0 days to 41 weeks 6 days of gestation was conducted among 60 patients treated across maternity institutions in the

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Chelyabinsk region from 2019 to 2021. Group 1 comprised 30 patients with antenatal fetal death at term, while Group 2 involved 30 women who experienced live births.

Inclusion criteria for Group 1 included: single-fetus, spontaneously conceived pregnancies, gestation periods of 37 weeks 0 days to 41 weeks 6 days, and stillbirth of unspecified cause (intrauterine fetal death). Inclusion criteria for Group 2 included the same gestation period along with live birth. Exclusion criteria encompassed induced pregnancies, multiple pregnancies, severe maternal somatic pathologies (such as decompensated extragenital diseases, HIV, tuberculosis, and malignant tumors), and an established direct cause of antenatal fetal death.

Placental tissue samples underwent processing via a rotary microtome to obtain 5 μ m sections, which were stained with hematoxylin and eosin for histological examination.

Results and Discussion. Histological evaluation of placental samples from Group 1 revealed characteristics of chronic placental insufficiency in 21 samples (70%). Lymphoid-plasmacellular infiltration of chorionic structures was observed in 16 samples (53.3%), involutive-dystrophic processes in 15 (50%), along with congestion of villous capillaries in 13 (43.3%) cases. Acute chorioamnionitis with neutrophilic infiltration occurred in only 6 (20%) cases, indicative of a maternal inflammatory response. A fetal inflammatory response, represented by chorioamnionitis, was evident in merely one case (3.3%), associated with purulent-destructive chorioamnionitis, suggesting advanced inflammation.

Most exudates localized within the intervillous space consisted mainly of plasma cells, indicative of a chronic inflammatory state. Additionally, chronic forms of placental inflammation, such as basal deciduitis, were noted in 10 cases (33.3%). Signs of hypoxic damage were present in 24 samples (80%), which impacted both maternal and fetal stromovascular compartments: vascular malperfusion, accelerated villous maturation, presence of intervillous fibrin in 13 cases (43.3%), agglutinated villi and syncytial knobs in 8 cases (26.6%), and distal immaturity of villi in 3 cases (10%).

The issue of antenatal fetal protection remains inadequately resolved, as conventional clinical and laboratory methods for assessing intrauterine fetal growth are often indirect and subjective. The annual increase in perinatal morbidity and mortality, heavily influenced by stillbirth, remains significant. Notably, in the Russian Federation, a rise in stillbirth numbers was recorded from 8101 cases in 2019 (5.44 ‰) to 8192 cases in 2020 (5.67 ‰), mirroring trends observed in the Chelyabinsk region where 216 stillbirth cases were recorded in 2019 (6.28 ‰) versus 221 in 2020 (6.8 ‰).

In anticipation, it is critical to recognize that at 24 weeks of gestation, antenatal fetal death is often attributed to chromosomal anomalies, congenital malformations, and infectious diseases, whereas identifying the immediate cause of death is more challenging after 39 weeks. The ongoing demographic crisis in the past decade has not only affected the Russian Federation but extends worldwide, with stillbirth rates highest in developing countries like Pakistan (46 ‰) and Nigeria (42 ‰) while the lowest are seen in developed nations such as Singapore and Finland (2%).

Many studies have sought to explore the causes of antenatal fetal death, primarily identifying acute antenatal complications, particularly intrauterine hypoxia, as the leading cause of fetal death, with occurrence rates ranging from 80.5% to 88%. The absence of a unified international definition and classification for intrauterine fetal death continues to complicate data interpretation. The most widely utilized classification for national monitoring was developed in the UK, known as the CODAC system, which includes 94 subcategories to categorize stillbirth causes and related conditions.

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A retrospective review of antenatal fetal death cases from 37 weeks 0 days to 41 weeks 6 days of gestation, recorded in the Chelyabinsk region from 2019 to 2021, was undertaken. Participants were divided into two groups: Group 1 consisted of 158 women with antenatal death of the full-term fetus, and Group 2 included 50 women who had live full-term births. Medical records—birth history (Form No. 096u), gravidity and parity history (Form No. 111/y 20), autopsy reports, and forms from the Russian Statistics Committee—were thoroughly analyzed. Inclusion criteria for Group 1 dictated that the women had received routine medical check-ups at an antenatal clinic within the gestation range specified.

The analysis revealed that antenatal fetal deaths predominantly occurred in Group II maternity hospitals: 30 cases (65.2%) in 2019, 47 (81%) in 2020, and 41 (69.5%) in 2021, while Group I healthcare facilities recorded substantially fewer cases (4.7%, 3.4%, and 1.7%, respectively). In 2019 and 2020, antenatal deaths in Level I medical care were attributed to premature separation of normally implanted placenta in 50% of cases, with 100% attributed in 2021. Patients experiencing antenatal death of a full-term fetus were statistically more likely to be residents of Chelyabinsk and major cities in the region, have secondary vocational education, and be tobacco smokers. There was also a significant association with diseases such as hypertension, endocrine issues, and specific infections (HIV, hepatitis C, and tuberculosis).

Conclusion. The findings from this study underscore a complex interplay of risk factors contributing to antenatal fetal death at full term. It is paramount to elucidate these factors to develop effective strategies for prenatal care. By addressing modifiable risk factors such as hypertensive disorders, endocrine pathologies, and lifestyle choices (e.g., tobacco use), healthcare providers can improve management and outcomes for at-risk pregnancies. Preventive measures, including the selection of optimal timing and mode of delivery between 37 weeks 0 days and 38 weeks 0 days of gestation, may significantly reduce stillbirth rates and enhance overall perinatal outcomes. As research advances our understanding of the genetic and molecular underpinnings of placental function and the involvement of microRNAs in embryonic development, there lies potential for integrating these insights into clinical practice. Continuous efforts towards improved prenatal monitoring and diagnostic methods are essential in addressing this critical aspect of maternal and fetal health.

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Revolutionizing Ovarian Cancer Diagnosis: The Role of Advanced Imaging Techniques**A.A.Rajabbaev, B.A.Choriyeu**

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Abstract. Ovarian cancer remains one of the most lethal gynecological malignancies, posing a significant public health challenge due to its high mortality rates and frequent recurrence. Despite advancements in screening and diagnostic technologies, the disease is often diagnosed at advanced stages, leading to poor prognoses. This study aims to revolutionize the differentiation of ovarian masses by integrating advanced ultrasound imaging techniques with machine learning algorithms. Data from 121 patients with histologically confirmed ovarian tumors were analyzed using transvaginal and transabdominal ultrasound methods. A combination of logistic regression models and machine learning algorithms was employed to process multidimensional ultrasound data, significantly improving the accuracy of distinguishing between benign and malignant tumors. The implementation of a comprehensive scoring system, alongside logistic regression modeling, demonstrated a remarkable increase in diagnostic accuracy. The predictive model, based on morphological characteristics such as size, shape, echogenicity, and vascularization, achieved a sensitivity of 93%, specificity of 92%, and overall accuracy of 92.5%, as confirmed by ROC curve analysis. This study underscores the transformative potential of machine learning in ultrasound imaging for ovarian tumors, suggesting that advanced assessment and predictive modeling could lead to earlier and more precise diagnoses, ultimately improving patient outcomes.

Keywords: Ovarian cancer, ultrasound imaging, machine learning, predictive modeling, tumor differentiation, benign tumors, malignant tumors, pathology, scoring system, histological features, borderline tumors, ovarian tumors, serous tumors, mucinous tumors, clear cell adenocarcinoma, tumor morphology, diagnostic accuracy, ROC curve, public health, healthcare standards, early detection, treatment sensitivity, survival rate, reproductive health, gynecological oncology, healthcare innovation, patient management, clinical outcomes.

Introduction. Ovarian cancer continues to be a major health concern worldwide, with its high rates of mortality and persistent recurrence making it a significant topic in both clinical and research settings. Over the last three decades, numerous studies have sought to develop ultrasound-based predictive models to assess tumor progression, treatment sensitivity, and overall survival rates. The increasing incidence of ovarian cancer, particularly among women under 40, combined with a general lack of awareness among healthcare providers, often leads to late-stage diagnoses. Statistically, approximately 70% of patients are diagnosed at stages III or IV, significantly lowering the 5-year survival rate, which stands at a disheartening 17%. This alarming statistic emphasizes the necessity for improved screening and diagnostic methodologies to facilitate earlier detection.

Existing screening programs have not shown marked progress in the early detection of ovarian cancer, thus underscoring the urgent need for efficient and accurate diagnostic approaches. Many women present with non-specific symptoms that are often misattributed to other benign conditions, such as gastrointestinal disturbances or menstrual irregularities, leading to delays in critical interventions. The key to improving survival rates lies in early detection; however, achieving this requires innovations in diagnostic technology and clinician education.

Relevance of Work. The relevance of this study cannot be overstated, given the increasing incidence of ovarian cancer and its propensity for late-stage presentation. Predictive models that

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integrate machine learning and detailed imaging analysis could revolutionize how gynecological cancers are diagnosed. Early-stage interventions are key to improving outcomes, and developing algorithms that accurately assess the risk of malignancy from ultrasound imaging presents a promising opportunity to enhance clinical practice.

Moreover, the advent of artificial intelligence and its applications in medical diagnostics provides a unique opportunity to leverage vast amounts of data for improved decision-making. The implementation of sophisticated algorithms allows for a more nuanced analysis of imaging data, potentially identifying malignant growths that traditional assessment methods may overlook. It is crucial to establish these technologies in clinical settings to provide healthcare professionals with enhanced tools for diagnosis and treatment planning.

Purpose. This research aims to develop an advanced ultrasound-based algorithm that combines traditional imaging techniques with modern computational analysis to reliably identify the risk of ovarian cancer. By improving the diagnostic criteria and integrating machine learning techniques, the study aspires to contribute significantly to earlier and more accurate detection of potentially malignant masses. Additionally, the research intends to explore the viability of implementing a standardized scoring system that could assist clinicians in making informed decisions based on quantitative ultrasound data.

Materials and Methods of Research. The study involved the meticulous analysis of data from 121 patients diagnosed with histologically confirmed ovarian tumors, who were referred to our institution for further evaluation. Transvaginal and transabdominal ultrasound techniques were utilized to capture high-resolution imaging data. Advanced analytics, including logistic regression models and machine learning algorithms, were employed to process the ultrasound data. The focus was placed on assessing various morphological parameters—specifically size, shape, echogenicity, and vascularization—considered critical for accurate diagnosis. The study also incorporated a comprehensive review of clinical histories and imaging findings, which contributed to the development of the predictive model.

In addition, statistical validation methods, including cross-validation and ROC curve analysis, were used to establish the accuracy and reliability of the predictive model. This rigorous approach ensures that the findings are statistically significant and clinically relevant, ultimately paving the way for recommendations regarding best practices in diagnostic imaging.

Results and Discussion. The implementation of a scoring system for ultrasound findings, in conjunction with logistic regression modeling, showed a marked improvement in diagnostic accuracy, as evidenced by the model's performance metrics. Initial analyses indicated that serous and mucinous borderline tumors constituted the majority of cases, each with distinct histological characteristics. The study found that serous tumors were frequently bilateral, and they demonstrated specific histological features, such as the presence of mesothelium and secretory cells, while mucinous borderline tumors mainly presented unilaterally and were characterized by cystic structures filled with mucous contents.

The research also highlighted the importance of recognizing the key morphological features associated with malignancy risk. Irregular shapes, complex internal echogenicity, and increased vascularization, observed through Doppler flow studies, were significant predictors indicating a higher likelihood of malignancy. Such findings support the notion that a combined approach utilizing both traditional imaging and advanced algorithms could greatly improve diagnostic rates and effective patient management strategies.

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Moreover, understanding the histological and morphological parameters of borderline tumors contributes to the ongoing discussion regarding their classification and management. While borderline tumors generally show lower malignant potential, their accurate identification is essential to prevent overtreatment and associated complications. The study reinforces the need for heightened awareness and recognition of these tumors within clinical practice guidelines.

Conclusion. This study underscores the necessity of integrating machine learning techniques into ultrasound imaging workflows to enhance ovarian tumor diagnosis. The development of robust predictive models represents a significant advancement in the field of gynecological oncology and holds great promise for improved clinical outcomes through timely and accurate identification of ovarian cancer. Such innovations could significantly reduce the current challenges associated with late-stage diagnosis, allowing for more effective intervention strategies. Most importantly, equipping clinicians with these advanced tools is crucial for optimizing patient care, potentially leading to improved quality of life and heightened survival rates. As we move forward, fostering collaborations between radiology, pathology, and oncological disciplines will be essential to ensure that these new technologies are effectively translated into clinical practice for the benefit of patients worldwide.

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IMMUNE STATUS IN PATIENTS WITH PARASITIC DISEASES IN KHOREZM REGION

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Annotation: Parasitic diseases remain an urgent public health problem, especially in regions with high incidence. This article presents the results of a study of the immune status in 112 patients, including children and adults, diagnosed with parasitic diseases in the Khorezm region. The method of enzyme immunoassay (ELISA) was used to determine the immune status, which made it possible to evaluate the interaction of antibodies and antigens and identify the features of the immune response.

Keywords: parasitic diseases, immune status, enzyme immunoassay, antibodies, antigens.

Introduction

Parasitic infections cause a wide range of clinical manifestations that affect human health. One of the key factors determining the course and outcome of the disease is the state of the immune system. The study of the immune status in patients with parasitic diseases is essential for the development of effective diagnostic and treatment methods.

The aim of the study was to study the immune status of patients with parasitic diseases in the Khorezm region.

Materials and methods:

The study included 112 patients with a diagnosis of parasitic diseases living in the Khorezm region. The study of the immune status was carried out using the method of enzyme immunoassay (ELISA), which allows detecting and quantifying the level of antibodies in the blood serum.

The principle of ELISA is the specific interaction of antibodies and antigens. The antigens were immobilized on a solid-phase carrier, in this case on polystyrene tablets. The formation of the antigen-antibody complex was recorded, and the identification of each complex was carried out by measuring the color-optical density of the substrate mixture, which varies depending on the activity of the enzymatic reaction.

To perform ELISA, the BEST reagent complex was used, which includes highly purified antibodies and standards, which ensures the reliability and accuracy of the data obtained.

Results:

The results of the study showed significant differences in the immune status among groups of patients with different types of parasitic diseases. It was found that in most cases there was a hyperergic reaction of the immune system, manifested by an increased level of specific antibodies to certain antigens.

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In addition, it was observed that children had more pronounced changes in their immune status compared to adults, which may indicate a more sensitive immune response in childhood. A number of patients also had a combination of a hyperimmune response with a hypimmune one, which indicated possible abnormalities in the regulation of the immune response.

Discussion

The obtained data on the immune status of patients with parasitic diseases allow us to conclude that an individual approach to treatment and prevention is necessary. The identified features of the immune response can serve as a basis for further research aimed at clarifying the mechanisms of interaction between parasites and the immune system.

The introduction of new methods of enzyme immunoassay can significantly improve the diagnosis and monitoring of the therapeutic process in patients with parasitic diseases. Taking into account the variability of the immune response in different age groups, the creation of specialized protocols for children and adults is an urgent task. It is important to take into account that the immune status is influenced not only by the characteristics of the infection, but also by environmental factors, nutrition and concomitant diseases. Additional research aimed at studying the molecular and genetic mechanisms of parasites' interaction with the immune system may open up new opportunities for the development of vaccines and immunotherapies. It is also necessary to focus on studying the dynamics of changes in the immune status at various stages of the disease, which will allow for more precise emphasis in treatment.

At the same time, the development of new biomarkers capable of reflecting the state of the immune response provides a chance to obtain an objective assessment of the effectiveness of therapy. This, in turn, will allow medical professionals to adapt the prescribed treatment in accordance with the individual needs of the patient.

To improve the effectiveness of diagnostics, it is necessary to develop interdisciplinary approaches that combine knowledge from the field of infectious diseases, immunology and genetics. Cooperation between scientific and clinical institutions will provide an opportunity to integrate advanced scientific developments directly into practical healthcare.

For the successful implementation of new techniques and biomarkers, it is also necessary to establish active cooperation between research institutes and pharmaceutical companies. This collaboration will not only speed up the clinical trial process, but also ensure that new tests and treatments are available to a wide audience. Joint efforts in the development of new medicines will also reduce financial barriers to innovation in practice. Equally important is the creation of platforms for the exchange of information and experience among specialists.

Conferences, seminars, and webinars can be effective tools for spreading knowledge about the diagnosis and treatment of parasitic infections. This will allow health workers to keep their skills up to date and share successful practices. Research funding and infrastructure development also play a key role. Public and private investments in healthcare can significantly improve the quality of diagnosis and treatment, ensuring that the latest technologies and knowledge are available to the public.

Conclusion

Enzyme immunoassay is an effective method for assessing the immune status in patients with parasitic diseases. The results of our study highlight the importance of monitoring immune responses

in the context of the diagnostic and therapeutic process. Further research is needed to better understand the immunological aspects of parasitic infections and develop new approaches to their treatment. The active implementation of the results of this study in clinical practice will help improve the quality of life of patients and reduce morbidity in the Bukhara and Khorezm regions. Long-term goals include the harmonization of approaches to diagnosis and therapy based on identified immunological features. The importance of educational programs for medical personnel should not be underestimated. Their expertise in modern diagnostic techniques and treatment approaches will help improve understanding of patient characteristics and improve the quality of medical care in regions with high morbidity.

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MUSICAL AND PEDAGOGICAL FOUNDATIONS OF THE ART OF DASTAN

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Keywords The art of doston, Bakhshi, poet-bakhshi, the art of khalfa (singer dosto), zhirav, noma (songs) doston, dumbira, dutar, kubiz, tor doira and other musical instruments, singing the epic with an open voice (traditions of Khorezm), singing with a closed (throat) voice (traditions of Kashkadarya and Surkhandarya Passions), dostana festival, Dostana schools, pedagogy of dostona art, traditions of teaching ustoz (mentor) - shogird (student) in the preparation of bakhshi, propaganda of dostona art.

Annotation

The article deals with such issues as the history, types, forms and content of folk epics, ancient and modern schools of epics, their repertoire, traditions and styles of performance, outstanding creators and performers, harmony of poetry, melody and musical accompaniment in the names of epics, their promotion on a national and international scale (festivals and competitions). It is also based on the fact that the art of the epic has a high pedagogical potential as an incomparable spiritual treasure, its collection and classification of bright samples, integration into the consciousness of young students, by studying on a scientific basis, plays an important role in fostering love for their people, Homeland, in the spirit of boundless respect for national musical traditions.

The art of the epic, which has been created, sung, listened to and heard for many centuries and which embodies the national identity, ancient history and language of our people, their way of life, traditions and customs, has been recognized as an integral part of universal culture, is a work of literary and musical art that has been passed down from generation to generation with dedication, creative skill.

Therefore, the art of an incredibly rich and always youthful epic is an incomparable spiritual treasure, and the integration of the most striking examples into the consciousness of young students plays an important role in educating people to their people, Homeland, boundless respect for national musical traditions.

The word Bakhshi and doston (epic) are essentially related words, they also complement each other in meaning. Bakhshi, baksy is a Turkic word meaning Bakhshi, initiator, poet, teacher, mentor, teacher, educator. It is also observed among the people that the word Bakhshi is called by such terms as poet, sozi, Khalfa, zhirav, etc. The term doston (epic) is a broadly unifying Persian word, has a certain meaningful system of meanings of true and fabulous events, narratives and myths, consists of poetry and prose by unknown authors, poems are used in the form of a Nome accompanied by a musical instrument. "Dostan" means large works of similar meanings, and epics won popular respect by singing Bakhshi, and Bakhshi occupied the highest level in the epic style, which reached the hearts of people through creativity and performance.

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As the epics in the sources show – the history of the people, the description of the past of Elulus, the past of dreams-the past of Armenians, in a word, the song of the history of the people, the tone of fate, the mournful music of fate, the Merry summer of the future. Bakhshi are singers, an incomparable memory of the history of this people, of birth, a golden chain between ancestors and generations, creators and performers of Mohir, who orally transferred history into history, sealed history, left history in history.

In the distant past, when there were no mass media and technical means, cinema and theatrical performances, the influence of our ancestors on the psyche of the world, epics, which were one of the leading tools in their artistic education, still retain their significance and the power of artistic influence. Now in the Samarkand, Kashkadarya, Surkhandarya, Khorezm, Namangan regions of our republic and the Autonomous Republic of Karakalpakstan there are a number of famous Bakhshi, zhirav and khalfa, who perform their folk songs and dances with great skill.

About the activities of famous teachers of the past and present sphere, about the experience of pedagogical education of modern youth of friendship schools, about the use of epic samples in the practice of music education in secondary schools and extracurricular circles, about acquaintance with the epic in the process of general secondary and special music education and the creation of educational films, this is one of the urgent problems of modern music education and upbringing.

The most famous of the samples of the heroic epic of our people, created during the centuries-old history of the art of friendship, is the epic "Alpomish". During the years of independence, our people have comprehended its secrets, its magic has manifested, its identity has been restored, its connection with the social life of the Turkic peoples has been proved. For this reason, on November 6, 1999, celebrations dedicated to the 1000th anniversary of the creation of the epic "Alpomish" were held in the city of Kohna-Termez, scientific and theoretical conferences were held, lectures were given, films were created, a new literary edition of the epic and a musical edition of the sheet music were released. In his speech at the event, the first president of our country, I. A. Karimov, said: "Alpomish teaches us a lesson from the qualities of humanism, teaches us to be fair and truthful, to protect our country, the stronghold of our family, to protect our friend, our honor, the shrines of our fathers from any aggression." Due to independence, some epic samples were included in the standard curriculum of general education classes of musical culture. Although the program did not specify which samples to choose from the epic, it was recommended to listen mainly with readers and sing partial excerpts, choosing names from such epics as "Alpomish", "Gyurgli", "asik Gharib and Shahsanam".

Friends can also be read from the book. But listening to them with the intonations of a Blissful rendition of noma will have a completely different effect. As the famous French writer Victor Hugo said: "music begins where the word ends." That is, deep feelings and experiences that are difficult to understand by some word in the human soul can be vividly expressed in music.

The sphere of Uzbek folk music, which is the creative product of the activities of many musicians and generations of singers, has a wide range of samples that are incredibly rich and have high artistic value. In our republic there are certain positive actions and experience in their collection, storage, classification, mastering on a musical basis, studying the path of development and theoretical foundations, involvement in the process of continuous musical education on this basis.

A relatively complex layer of our national traditional musical heritage is formed by the genres of professional (master's) music in the oral tradition. Professional musical genres differ from other folk

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melodies and songs (folklore) its performance design, structure, prestige, voluminous development, loud flashes and other distinctive features.

To sing musical decorations, such as musical exclamations and escapes, characteristic of the traditional professional musical heritage, to sing with a closed throat voice in the performance of an epic, it is also necessary to have masterful skill and professional experience. Local musical styles can be compared with the concepts of local "dialects" in linguistics. Similar attributes of all existing "musical pieces", in turn, constitute such a collective concept as "general musical style". National local musical styles are divided into four local musical styles according to their unique characteristics, which are relatively comprehensively studied in the subject area of Uzbek musicology. They are called the local styles Tashkent - Fergana, Bukhara-Samarkand, Surkhondarya-Kashkadarya and Khorezm in the names of individual regions.

There are a lot of melodies and songs in all local styles, samples of musical folklore are similar to each other. Along with this, there are genres of music in which they are not repeated. For example, large singing and wild status samples typical of the Tashkent-Ferghana style are not found in other regions. Bukhara - Samarkand local musical style specific to the musical art, "Bukhara" (performed by female musicians) and "Mavrigi" (male performers), Khorezm accompanied by a small orchestra consisting of a narrow or dutor, a section or kushnai, a gidzhak and a circle playing an epic, halves in harmony and in a circle, mostly singing Doston songs and other dancing songs, Surkhondarya-Kashkadarya local musical style the art of playing an epic with an artificially closed (throat) sound, which is a kind of drum, is a genre formed within a certain local style.

Referring to the performing traditions characteristic of all local musical styles, starting with preschool and school musical practice, the main emphasis in the selection of musical material (repertoire) for all stages of continuous musical education should be placed on samples characteristic of the local musical style of the region, as well as corresponding to the goals and objectives of education.

One of the reforms of the education system after the republic gained independence was the development and implementation of state educational standards. In the requirements of the DTS, it is noted that national musical samples in harmony with universal musical art will be a means of forming musical and aesthetic education of students. Based on this, the formation of musical culture, which is an integral part of the spiritual culture of a person among students, is defined as one of the main tasks of general musical education and upbringing. To achieve this goal, the following tasks are assigned to the music teacher:

- development of musical abilities and interests of each student, taking into account his own (individual) characteristics through samples of traditional professional musical heritage;;
- to expand the circle of knowledge, skills and competencies of students about this masterful art by studying samples of traditional musical heritage in the course of circle work in addition to lessons and classes;
- features that are inherent in the heritage of traditional music in the process of various musical actions (screams, escapes, etc.) in order to feel and formulate a desire to match them in performance;;
- to determine the factors of musical development and moral and aesthetic education of students through the artistic and ideological content of various national folk songs and classical professional musical works;;
- to instill in students enthusiasm for the profession of work, profession, in particular, the profession of a music teacher and an artist in the classroom.

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The teacher must possess vivid examples of the traditional national musical heritage, works of Uzbek composers and composers, works of folk art and composers of foreign countries, singing, singing on one or more musical instruments, conducting skills, methods of teaching music, musicology, choreography and all other activities considered as a separate profession, and not less than possess

satisfactory musical and pedagogical knowledge, skills and abilities. Therefore, a Mohir music teacher is required to be a master of his craft and a kind, highly cultured seeker and creator, faithful to the ideology of national independence. It is necessary to know pedagogy, psychology, child physiology, philosophy-based logic, ethics, aesthetics, Sherry, literature and other disciplines.

Active participation in the expansion of mass forms of music education to the AML is also part of the tasks of a music teacher, such as the selection of talented students, participation in extracurricular music circles, lecture or talk concerts, creative meetings with famous artists, various events at school and extracurricular activities and festive events.

To carry out such a multifaceted work, conditions such as a special music room equipped to the extent that it meets modern requirements at school, the necessary technical means for the use of educational and information technologies, phonology of audio and video recordings, instruments of a suitable musical instrument, visual and distributed textbooks, a sufficient number of textbooks are also necessary. Unfortunately, the number of schools with such conditions is very small.

In order to get acquainted with the layer of musical folklore (ordinary folk melodies and songs) of our traditional musical heritage, to study and master them, several musical materials were given in the program and textbooks of musical culture of grades 1-4 of secondary school. considering that some data and excerpts from musical samples were given in the lessons of the 6th-7th grade in the genres of statuses, classical melodies and singing, we focused our main attention on the research and development of methodological recommendations "methodological features of the effective use of samples of epic art in school music education".

As stated in the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the solemn ceremony dedicated to the opening of the Khakar Bakhshi Art Festival, which was held in Termez on April 6-10, 2019, "if we do not work together today to preserve this unique art, then tomorrow, unfortunately, it will be too late, future generations, (3)

To date, the issues of involving samples of epic art in the musical education of a secondary school in the educational process on a scientific basis have not been adequately resolved. We are trying to test them by selecting samples of the eposton from the results of our test papers, the art of the saga, its pedagogical capabilities, the experience that we conducted in order to identify existing problems and problems in this regard. Continuing this work, we intend to test

The educational materials we have selected are also available in other schools of districts, cities and regions. These are:

1. "did not change-did not change" (ojiza Khalfa Suzi and music).
2. "Liberation" (from a stranger and a friend of the king, musical version).
3. "The flower of the year has come" (instrumental version from "friend of the wanderer and the king").
4. "Sayodhon Baghdadur" (from Sayodhon co-friend).
5. "While I was falling, I got up" (from a friend of Asik Gharib and Shahsanam).
6. from Wikipedia, the free encyclopedia
7. "advanced" ("where will you go, Agajon", from the friend of the stranger and the king).

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8. "your voice is like my child, you (from the friend of the stranger and the king).
9. "May the Almighty know On" (from a friend of the blind).
10. "Nayain" (from Asik Gharib and shahsanam's friend).

In order to listen to each epic title or sing several passages, the teacher organizes an audition from his own performance or recording, giving brief information about the art of the epic, the content of the same epic and the recordings of which he will listen to. Bunda plays an important role in the performance of the master. But considering that not all teachers also have satisfactory violations of academic performance, we consider it necessary to recommend the widespread use of skillful writing of academic performance using technical means.

During the test work, students of grades 5-7 undergo experience from simple to complex on the basis of the didactic principle of presenting the content of the art of bakhshichik, the content of the concept of the epic, various performing schools, their well-known teachers, performance methods, instruments used by them, the repertoire of Dostoevsky's works, etc., On the basis of music and art schools in regions where there are traditions According to the epic, it is necessary that students have such concepts as the creation of a special friendship school in the city of Termez and a friendship class, based on the traditions of pedagogical-Shogird education for young people, the global significance of the first class of friendship for young people.

The Bulgur singing epic in our country, Narpai, Nurota, Korgan, Shakhrisabz, Kamai, Sherabad, the tradition of playing with a throaty voice, alone with the clicking of a drum in Uzbek-indifferent friendship schools living in Southern Tajikistan. The most talented representatives of them were the son of Ergash Jumanbula, the poet of the coat of arms, the son of Fazil Yoldash, the son of Sherna Beknazar, the son of Mardonagul Avliyagul, and they told such friends as "Alpomish", "tak Ahmad", "Yunus Pari", "Avazhon", "Aisuluv", "Kuntugmish".

In Khorezm, such famous Bakhshi as Child Bakhshi-Gurbannazar Abdullayev, Rahzimbek Muradov, otakhon Matekubov, Kalandar, sang more romantic lyrical poems such as "asik Garib and Shahsanam", "asik Mahmud", "Hirmandali", "Gur'gli", "Bozirgon" in an open voice.

Modern Bakhshi, such as Ferghana Valley and Karakalpak Bakhshi Jien jirov Dagai son, Berdak kargabai son, otesh Alshinbai son, Kurbanboy Tojibayev, Gayratdin Otemuratov, Gulnara Allamberganova, Ziyada Sheripova - in the open voice of dutorda, zhirovlar bogiz -in the open voice of a lamb with a closed voice "Ulug", "paring El", "Aidos biy", "they sang Amangeldi, Ernazar Biy and other comrades.

In the article "the language of the people and history", eshkobil Shukur, a cultural worker who served in Uzbekistan, says that we must teach young people to hear the epic. The person who tastes it then knows what its secret is. The one who feels pleasure from it follows him from behind... "Young people who later said that the art of happiness, happiness, reached the level that he said it was. In order for our youth not to be distracted by other trivial and Bachkan things, we must look for ways to enrich their hearts with such national arts"(5).)

In Kashkadarya, Surkhandarya, Khorezm and other regions where there are traditions of Dostana art, there are opportunities to introduce students to Dostana art and get an artistic and aesthetic assessment from its bright samples. In order for this to happen, we believe that it is necessary to choose educational materials using productivity from local dialect epics. In some regions where there are no traditions of the city of Bukhara, Samarkand and other art of friendship, it will be somewhat difficult for students to use the performing note of Mohir Bakhshi, performed in a certain dialect. Because students do not understand the poetic text of the title well.

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To partially eliminate this problem, we recommended reading the text of the names before listening to the name in the syllable, tirib during our experimental verification work, the text of the names became a literary language. We also chose fragments of epic names, such as "Grandfather John" ("Alpomish"), "Kadrin na bilsin" ("Gyuryugli") and "your voice is like a child" ("asik Gharib and Shahsanam"), as part of our opportunity to sing with an open voice musical accompaniment in the context of the traditions of Khorezm an epic performance, and then recommended listening to Bakshi's performance on the record.

Well, all our pedagogical work carried out in this area is important with the flourishing, familiarization of the younger generation to the mansion of classical professional music in the oral tradition, in particular, the art of the epic, their integration into the consciousness of the soul and the tonality of the art of the epic, as well as awareness of the essence of the epic itself.

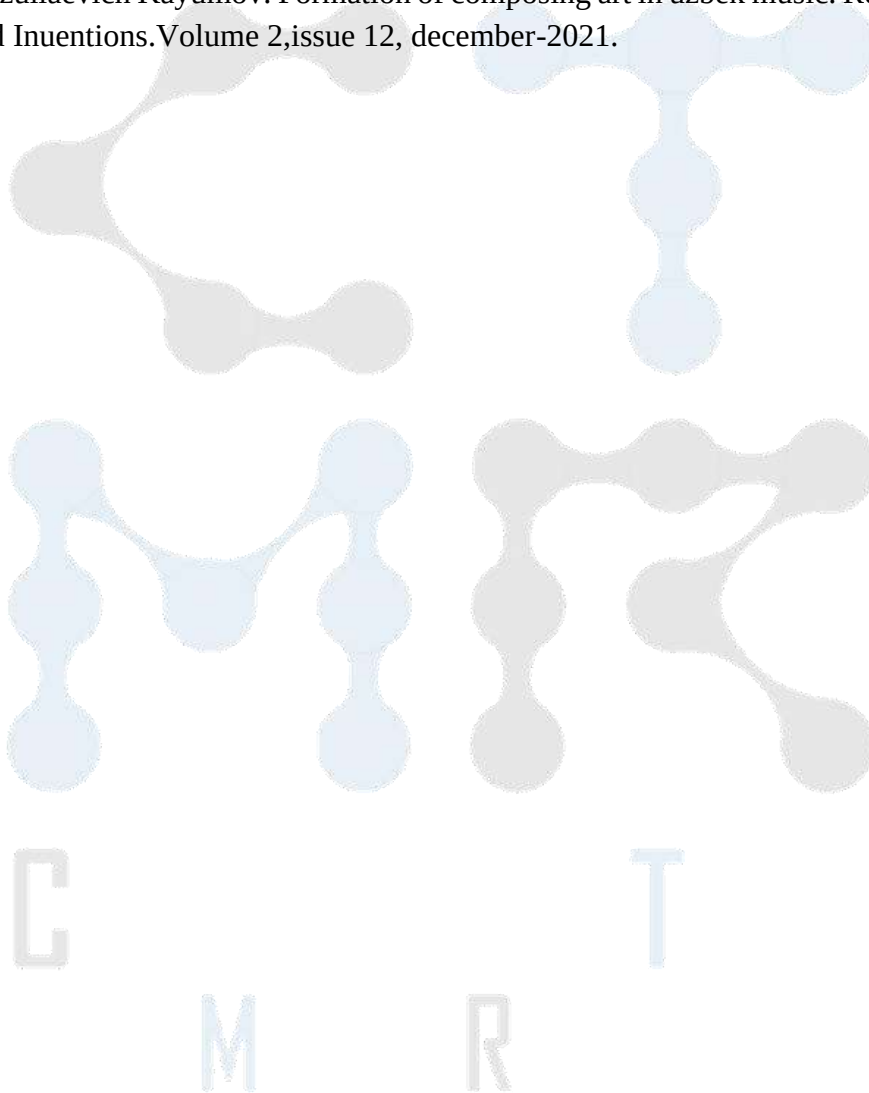
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THE SIGNIFICANCE OF COLOURS IN LITERATURE

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Abstract. This article examines the importance and meaning of colors in literature as their meanings may vary in different contexts.

Key words: cultural meaning, author's vision, character development, connotation.

Colors have always played a crucial role because they help writers describe themes, emotions, and characters in a detailed way. When writers use colors in literature, it is not a random choice; these colors show complex feelings or cultural meanings that people connect with a specific color. For instance, red can mean love or violence, while blue can show calmness or sadness. By using these colors, writers dive into shared meanings that go beyond cultural boundaries, allowing them to connect better with diverse audiences. Analyzing the different uses of colors in literature helps readers understand the author's vision and the main ideas presented in their stories. Recognizing the role of color in literature highlights aspects that might be overlooked but carry important depth. In classic literature, for example, red is linked to love or violence, while blue might represent sadness or peace. Authors strategically use these colors to enhance character development and enrich the story, adding layers of meaning to their work. Moreover, the dual meanings of colors allow for various interpretations. In J.K. Rowling's third book of the Harry Potter series, for example, colors and creatures illustrate the conflict between good and evil. This helps to provide proper moral context and further add to the multifaceted nature of the world built within the book. The unique nature of colors in and of itself displays its importance in literature as writers tend to further emphasize a reader's emotional and mental immersion within the text.

The meaning of colors within texts is significantly intertwined with their color psychology. Colors are associated with emotions which in turn affects how a reader perceives particular characters or even the overall text. For example, red which is a warm color can be linked to passion or even anger whereas blue is a cooler color and can be associated with calmness. Studies highlight that colors in an environment do affect one's mood and can influence decision making. This showcases not only how relevant colors are in real life but also when avoided alongside character creation and thematic elements in literature. In addition, colors can change actors' perceptions of narrative events, which is evident in imagery respiring methods where different sides of a picture are edited to generate contrasting emotional reactions from readers. This connection between colors emotions and their impact on the mind illustrates the broader use of colors as an instrument for writers, giving them more ability to broaden the scope of their writing while appealing to the many emotions of the audience. In color and in the world of literature, yellow, red, purple, orange, and green are also used to inspire authors while telling pictorial stories and put feelings into action in a character. Each color depicts a certain feeling, which gives the writers and the painters the ability to depict even the most intricate and abstract thoughts. For example, the color blue is commonly used to show sadness or gloom and was well depicted in the movie Inside Out by the character Sadness, whose role is to carry the feelings of being lost and self-reflection. On the other hand, the sparkling yellow color of Joy suggests are full of hope and glee, which makes the character's journey and relationship more engaging. The

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relationship of color and emotion is enduringly figurative with regard to character development, as it tends to change with the emotions expressed in a particular scene. For the city dwellers, the connotation of various hues is quite detailed with reference to literature and thus makes reading more interesting and the story more evoking feeling.

The significance a society gives to colors greatly affects their uses in literary works and indicates the interplay of surrounding contexts with sensations.

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Causes of Turbulence Formation and Its Impact on Fluid Dynamics

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Abstract: Turbulence is a complex and universal phenomenon observed in fluid dynamics. This paper explores the fundamental causes of turbulence formation and its significant effects on the behavior of fluids in motion. The transition from laminar to turbulent flow is analyzed through key parameters such as Reynolds number, energy dissipation, and flow instability. The study further delves into the impact of turbulence on momentum transfer, energy efficiency, and the dynamics of engineering systems, while also discussing modern computational approaches for modeling turbulent flows.

Keywords Turbulence, fluid dynamics, Reynolds number, flow instability, energy dissipation, computational fluid dynamics, mixing, momentum transfer, Navier-Stokes equations.

INTRODUCTION

Turbulence is a ubiquitous phenomenon in fluid mechanics, characterized by chaotic and irregular flow patterns. Unlike laminar flow, where fluid particles move in parallel layers with minimal mixing, turbulent flow exhibits complex eddies, vortices, and fluctuating velocities. Understanding the causes of turbulence formation and its implications is essential for optimizing engineering designs, managing environmental processes, and advancing fluid dynamics research.

Causes of Turbulence Formation.

Reynolds Number and Flow Instability

The Reynolds number (Re) is a dimensionless quantity that determines whether a flow is laminar or turbulent. It is defined as:

$$Re = \frac{\rho u L}{\mu}$$

where:

- ρ is the fluid density,
- u is the flow velocity,
- L is the characteristic length, and
- μ is the dynamic viscosity of the fluid.

When the Reynolds number exceeds a critical threshold (typically $Re > 2000$ for pipe flows), inertial forces dominate over viscous forces, causing flow instabilities that lead to turbulence. These instabilities are amplified by velocity gradients, surface roughness, and external disturbances.

Shear and Velocity Gradients

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Turbulence often arises in regions of high shear, where adjacent fluid layers move at significantly different velocities. This velocity gradient generates vorticity, which destabilizes the flow and creates chaotic motion. For example, in boundary layers near solid surfaces, the interaction between slow-moving fluid and faster-moving fluid layers promotes turbulence.

External Disturbances

Environmental factors such as vibrations, pressure fluctuations, and geometric irregularities can trigger turbulence in otherwise stable flows. These disturbances introduce energy into the system, disrupting laminar flow patterns and causing the development of turbulent eddies.

Energy Cascade

The turbulence formation process involves an energy cascade, where large-scale eddies transfer kinetic energy to smaller and smaller eddies until the energy dissipates as heat. This cascade mechanism is a hallmark of turbulence and contributes to the system's chaotic behavior.

Impact of Turbulence on Fluid Dynamics

Momentum Transfer

Turbulence significantly enhances the mixing of fluid layers, resulting in increased momentum transfer. This phenomenon is beneficial in applications such as heat exchangers and chemical reactors, where efficient mixing is required. However, in aerodynamic systems, excessive momentum transfer can increase drag and reduce efficiency.

Energy Dissipation

Turbulent flows are characterized by high energy dissipation due to frictional losses at smaller scales. This energy loss can lead to inefficiencies in industrial processes and power generation systems. Understanding the dissipation mechanism is critical for optimizing energy usage in turbulent systems.

Transport Phenomena

Turbulence accelerates the transport of mass, heat, and momentum across fluid systems. This property is exploited in environmental processes, such as pollutant dispersion in the atmosphere and nutrient mixing in aquatic ecosystems. However, uncontrolled turbulence can disrupt natural balances, leading to ecological challenges.

Structural Impacts

In engineering systems, turbulence exerts fluctuating forces on structures, potentially causing vibrations and fatigue. For instance, turbulent wind loads on buildings and bridges require careful consideration during the design phase to ensure structural integrity.

Modeling and Simulation of Turbulence

Turbulence is inherently difficult to model due to its chaotic and multi-scale nature. Computational Fluid Dynamics (CFD) provides powerful tools for simulating turbulent flows, with common approaches including:

Direct Numerical Simulation (DNS): Resolves all turbulence scales but requires significant computational resources.

Large Eddy Simulation (LES): Simulates large-scale eddies while modeling smaller-scale effects.

Reynolds-Averaged Navier-Stokes (RANS): A practical approach that uses turbulence models to approximate averaged flow properties.

These methods enable researchers and engineers to predict turbulence behavior in complex systems, facilitating improved designs and operational efficiency.

Conclusion

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Turbulence is a fundamental aspect of fluid dynamics with wide-ranging implications for science and engineering. Its formation is driven by factors such as Reynolds number, shear forces, and external disturbances, while its impact is evident in enhanced mixing, energy dissipation, and structural dynamics. Advances in computational modeling continue to provide valuable insights into turbulence, enabling the development of efficient and sustainable fluid systems. Despite these advancements, turbulence remains an open area of research, offering exciting opportunities for discovery and innovation.

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Лексикографиялаштириш қоидалари базавий лексикографик билимларнинг иккинчи компонентиدير.

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Аннотация: Ушбу мақолада ўқув луғатида лексик материални танлашнинг дидактик тамойиллари ва мезонлари кўриб чиқилади. Луғатда унинг тузилишига қўйиладиган дидактик талаблар келтирилган. Луғат танлови асосан турли академик ва таълим даражасидаги олимлар томонидан қўлланилган, университет профессорлари томонидан фойдаланилган.

Таянч иборалар: Матн, мотивация, дидактика, компонент, категория, тизим, жараён, терминология, билим, малака, телеконференция, магистратура, инновация.

Аннотация: В данной статье исследуются дидактические принципы и критерии выбора лексического материала в учебном словаре; в словаре представлены дидактические требования к его структуре. Выбор словаря в основном использовался учеными различного академического и образовательного уровня, используемыми профессорами университетов.

Ключевые слова: Текст, мотивация, дидактика, компонент, категория, система, процесс, терминология, знания, умение, телеконференция, магистрат, инновация.

Abstract: This article explores the didactic principles and criteria for the selection of lexical material in the educational dictionary; the dictionary contains didactic requirements for its structure. The choice of vocabulary was mainly used by scientists of various academic and educational levels used by university professors.

Key words: Text, motivation, didactics, component, category, system, process, terminology, knowledge, skill, teleconference, magistrate, innovation.

Ўқув луғатларини яратиш назарияси ва амалиёти ўқув лексикографиясининг асосий бўлими ҳисобланади. Тилни мулоқот қилиш ва хабар бериш воситаси сифатида ўрганишга ёрдам бериш учун махсус мўлжалланган, ихтиёрий ҳажмдаги ва типдаги лексикографик асар **Ўқув луғати** деб аталади. Ўқув луғатининг асосий (констатация, яъни қайд қилувчи) белгиси сифатида унинг мажбурий **ў қ и ш г а й ў н а л т и р и л г а н л и к** хусусияти намоён бўлади. Ўқув луғатининг ҳал қилувчи белгиларидан бири унинг нисбатан кичик луғат-маълумотнома ҳажмидадир, деган кенг тарқалган фикр нотўғридир.

Нутқ фаолиятининг асосан ўқув луғати билан таъминланадиган турини эътиборга олиб, нофаол луғат типи ҳақида (матнни билиш ва тушуниш учун), фаол типи ҳақида (матнларни ҳосил қилиш ва гапириш учун) ҳамда фаол-нофаол луғатлар ҳақида гапириш мумкин. Кўрсатиб ўтилган типларнинг бирортасига тааллуқли бўлиш луғатнинг ҳам таркибий тузилишида, ҳам ҳажмида, хусусиятида ва маълумотни луғат мақоласи кўринишида ташкил қилишда акс этади.

Луғатлар ҳар бир бош сўз ва умуман сўзлик (луғатга киритиладиган сўзлар рўйхати) ҳақидаги маълумотни излаш усулига қараб луғатлар изоҳли ва намойишли бўлади. Жанрга мос ахброот вербал семантизацияловчи бўлақлар (сўзлар, сўз бирикмалари ва ҳ.к.) ёрдамида ифодаланадиган луғатлар тушунтирувчи луғатлар деб аталади. Тушунтирувчи луғатлар бир тилли (изоҳли) ва таржимавий бўлиши мумкин, бунда мавзу номи бирликлари таржима

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эквивалентлари ёрдамида ёки чиқиш тилида семантизацияловчи матн бўлаклари (изоҳлар) ёрдамида берилиши мумкин. Частотали луғат тушунтирувчи луғатларнинг ўзига хос типи ҳисобланади, луғатнинг бу типига хос ахборот сон ёрдамида ифодаланади.

Ўқув жараёнини лексикографик таъминлаш деганда, биринчидан, ўқув лексикографиясининг зарур асарларини яратиш (аввало ўқув луғатлари, шунингдек лексик ва фразеологик минимумлар, луғат типига қўлланмалар ва ҳ.к.); иккинчидан, ўқув жараёни талабларига жавоб берадиган ҳамда ўқитишнинг ўзига хос воситаси сифатида қўлланилиши мумкин бўлган лексикографик асарларнинг бутун тўпламини тушуниш керак.

Бу бўлимни “луғат проспекти” атамасини муҳокама қилиш билан якунлаймиз. Луғат проспекти – инструктив-баён қилувчи асар бўлиб, унинг мазмунини тегишли лексикографик асарни яратиш мотивлари ҳамда муолажаларининг баёни ҳисобланади. Ўқув луғатининг композицион проспекти одатда куйидаги асосий қисмларни ўз ичига олади: 1) луғатнинг мақсад ва вазифаларини баён қилиш; 2) кимга мўлжалланганлигини аниқ кўрсатиш; 3) луғат композициясининг тавсифи; 4) сўзликнинг тавсифланиши (миқдорий ва сифат тавсифномаси); 5) луғат мақоласининг таркибий тузилишининг тавсифи; 6) луғат мақоласидаги алоҳида элементларнинг изчил ва батафсил тавсифи; 7) белгилар, қабул қилинган қисқартмалар ва шартли белгиларнинг тавсифи; 8) манабаларни, шу жумладан лексикографик манбаларнинг кўрсатилиши; 9) иловаларнинг тавсифи.

Лексикографиялаштириш қоидалари базавий лексикографик билимларнинг иккинчи компоненти ҳисобланади. Улар умумий ва хусусий бўлиши, турли шаклга эга бўлиши мумкин (қайд қилиш қоидалари, тавсиянома-қоидалар, таъқиқловчи қоидалар, эҳтиётловчи қоидалар ва ҳ.к.), айнан лексикография жараёнига, бу жараён субъектига (лексикографга) ва унинг объектига (луғатга) тегишли бўлиши мумкин. Буларнинг баъзи бир умумийларига тўхталиб ўтамыз.

Ихтиёрий лексикографик лойиҳани амалга ошириш бир қатор кетма-кет бажариладиган амалларни ўз ичига оладиган муолажадан иборат. Бу муолажа доирасида учта босқични ажратиб кўрсатилади: дастлабки, асосий ва якунловчи.

Д а с т л а б к и босқич лойиҳа ғоясидан бошланиб, луғат проспекти ва синов материалларини маъқуллаш билан тугайди (маъқуллаш наشريёт шартномаси билан расмийлаштирилиши керак).

Дастлабки босқич мазмуни куйидагилардан иборат: а) луғатнинг асосий ғоясини шакллантириш; б) тегишли адабиётлар ва лексикография анъаналари билан танишиш; в) дастлабки луғат материалларини тўплаш ва ишлаб чиқиш; г) лексикографик манбалар корпусини шакллантириш; д) луғат проспектини (баён қилиниши керак бўлган матннинг қисқача мазмунини) яратиш (тузувчилар учун йўриқномалар); е) луғатда баён қилинган қурилмаларнинг ҳал қилувчи кучини намоиш қилувчи кўргазмали луғат мақолаларини ёзиш; ж) луғатнинг кўзда тутиладиган ҳажмини ва муаллифлик ишини тугатиш муддатларини белгилаш; з) проспектни ва синов материалларини наشريётга топшириш.

Кўрсатилган қадамларни шунчаки санаб ўтишнинг ўзи қараб чиқиладиган босқичнинг нақадар муҳимлигини кўрсатади, унинг номланиши бизда мутлақо шубҳа уйғотмаслиги керак. Моҳиятига нисбатан дастлабки босқич маълум маънода марказий ҳисобланади. Айнан шу ерда, бир томондан, лексикографик лойиҳа асосида ётувчи барча ғоялар туғилади, ўзаро мослаштирилади ва аниқ шакллантирилади (яъни, луғат “яратилади”), бошқа томондан, луғатни яратиш жараёни алгоритмлаштирилади, яъни асосий ғоя ёки ғоялар мажмуасини

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амалга оширилишига олиб келувчи барча қадамлар ишлаб чиқилади ва батафсил баён қилинади. Дастлабки боскичда лексикограф нафақат мутахассис сифатида, балки муҳандис-лойиҳачи (конструктор) сифатида ҳам ўзини намоён қилади.

Луғат концепциясини ишлаб чиқиш ва уни пухта ўйланган проспектда амалга ошириш дастлабки боскичнинг энг масъулиятли вазифаси ҳисобланади. Проспектни ёзиш жараёнида роя қилиниши керак бўлган қоидалар сифатида қуйидагиларни таклиф қилиш мумкин.

I. Луғат муаллифи лексикографик вазиятни синчиклаб баҳолаши ва кўзда тутилаётган луғат тегишли бўлган соҳада юзага келган анъаналарни ўрганиб чиқиши лозим. Бунда тегишли лексикографик билимлар биринчи навбатда ўхшаш ёки бир-бирига яқин (жанри бўйича, ҳажми бўйича ва ҳ.к.) бўлган луғатларда, ундан кейин эса мақолалар, диссертациялар ва монографияларда қайд этилганлигини билиш керак.

II. Ўқув луғатини яратишга киришганда унинг ким учун мўлжалланганлиги, луғатдан фойдаланувчиларнинг психологик, ҳулқий, касбий ва бошқа хусусиятлари, интилишлари, луғатга мурожаат қилиш мотивлари ва бошқалар тўғрисида яққол ва аниқ мулоҳаза ҳосил қилиш керак. Ўқув луғатида лексикографик асар кимга мўлжалланганлиги ноўқув луғатига нисбатан катта аҳамиятга эга эканлигини таъкидлаб ўтиш зарур. Бу нарса, аввало, ўқув луғатлари ўз моҳиятига кўра антропомарказий бўлиб, улар, юқорида айтиб ўтилганидек, луғатни тил онгининг бир қисми сифатида шакллантирилишига қаратилади ва, демак, бу онгнинг ҳам дастлабки ҳолати ва ривожланиш динамикасини, ҳам унинг билиш ва коммуникатив эҳтиёжларини ҳисобга олиш керак.

III. Луғатнинг концептуал асосларини ишлаб чиқиб ва унинг яратилишига олиб келувчи муолажаларни тавсифлашда нутқ фаолиятининг маълум турларининг талабларига изчил ва қатъий роя қилиш керак, чунки буларни амалга ошириш турли хил лексик массивларни, сарлавҳа бирлиги тўғрисида ҳажми ва сифати жиҳатидан турлича бўлган маълумотларни талаб қилади.

Луғатнинг концептуал асосларини ишлаб чиқиш - уни муваффақиятли амалга ошириш гаровидир, бунинг учун қуйидагилар ҳақида аниқ тасаввурга эга бўлиш керак: а) “нутқ фаолияти тури” тушунчасининг ҳажми тўғрисида, нутқ фаолиятининг асосий турлари номенклатураси ва уларнинг ҳар бирининг ўзига хос хусусиятлари тўғрисида; б) луғатда акс этадиган лексик массивнинг бир хил бўлмаслик меъёри тўғрисида; в) луғатга танлаб олинган ҳамда турлича педагогик статусга эга бўлган лексик бирликларни мақсадга мувофиқ тарзда смемантизациялаш тўғрисида.

Ўқув луғатидан фойдаланилиши мумкин бўлган нутқ фаолиятининг асосий турлари нофаол ёки рецептив (ўқиш, тинглаш ва ўрганилаётган тилдан бошқасига таржима қилиш) ва фаол ёки самарали (гапириш, ёзиш, она тилидан бошқасига таржима қилиш)га бўлинади. Биринчисини амалга ошириш таклиф қилинган махсус матннинг мазмунини англаш, тушунишдан, иккинчиси – бундай матнни яратиш, ҳосил қилишдан иборатдир.

Ўқитувчи нуқтаи назаридан атама-сўзлар луғатининг сўз бойлиги ўзлаштириладиган ёки ўзлаштирилмайдиган сўзларга бўлинади. Ўзлаштириладиган сўзларга, шунингдек, нутқ фаолиятининг а) самарали ва б) рецептив турларини таъминлаш керак бўлган сўзлар киради. Кейингисининг мақсадга мувофиқлиги қатор омиллар билан белгиланади: биринчидан, атамаларнинг реал амал қилишини ҳисобга олиш, иккинчидан, ишлаб чиқарувчи ва қабул қилувчи ўртасидаги нутқ фаолиятидаги мумкин бўлган яққол фарқ (биринчиси хабарни коммуникацияни бузувчи тарзда қўполлаштириши, тил комбинаторика механизмидан

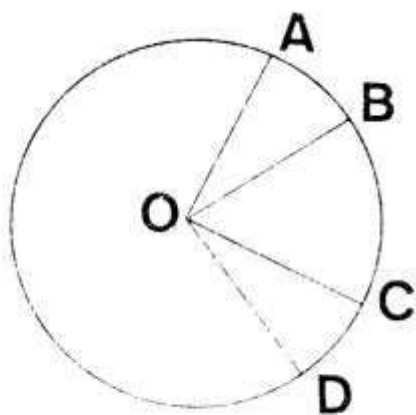
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фойдаланиши, сўзларни тавсифловчи бирикмалар билан алмаштириши, коммуникациянинг новербал воситаларидан (имо-ишора, мимика ва б.) фойдаланиши мумкин, иккинчиси эса шу вақтнинг ўзида унга қаратилган, лексик бирликларни танлаш ҳеч қандай чегаралашларсиз қуриладиган матнга боғланган бўлади); ваниҳоят, учинчидан, атамаларга ўқитиш жараёнини оптималлаштиришга интилишдан иборат бўлади (ортиқча нарсаларни қанча кам таклиф қилсак, ажратилган вақт ичида шунча кўп керакли нарсаларни бериш мумкин бўлади).

Нутқни самарадорлаштириш ва рецепциялаштириш учун махсус мўлжалланган атамаларни ўзлаштириш яна бирор лексик тўпламни рецептив ўзлаштиришни автоматик тарзда етаклаб келади. У юқорида кўрсатилган, луғатнинг ўқувчига таниш бўлган сўз ҳосил қилувчи моделларидан (аввало, “самарали” ва “рецептив” сўзлар орасида кенг тарқалган) ҳосил қилинадиган лексик бирликлардан иборат бўлади. Масалан, нутқ фаолиятининг самарали ва рецептив турларини таъминлаш учун махсус танлаб олинган массивларда *ёрдам – ёрдамчи* каби қатор лексик жуфтларнинг мавжуд бўлиши бу массивда иштирок этмаётган *ҳимоячи* сўзини, агар у *ҳимоя* сўзини билса, қўшимча семантизациялашсиз ҳам тушуниш имконини беради ва ҳ.к. Массивда расмий иштирок этмаса ҳам, аслида имплицит тарзда иштирок этувчи бу каби лексик бирликлар лексик бирликларнинг чуқур маъносини белгилаб беради ва интернационализмлар билан биргаликда **потенциал луғатни** ҳосил қилади. Потенциал луғат талабаларнинг атамашунослик компетенциясини шакллантиришда жиддий роль ўйнайди ва ўқув лексик массивни педагогик жиҳатдан аниқ тасаввур қилишда албатта ҳисобга олиниши керак.

Ўқитиш ва ўрганиш учун мўлжалланган атамашунослик массивини тузилмалаштириш ҳақида айтилганларни схемада яққол кўрсатиш мумкин. Бу ерда маркази О нуқтада жойлашган доира луғатнинг бутун таркибининг тимсоли бўлиб хизмат қилади; АОС секторда педагогик атамаларни ўқитишга база бўлиб хизмат қилишга махсус ажратиб олиннадиган сўзлар мужассамланган; АОВ секторда нутқ фаолиятининг самарали турларини таъминлаш учун мўлжалланган сўзлар; ВОС секторда - нутқ фаолиятининг самарали турларини таъминлаш учун мўлжалланган сўзлар; СОД секторда – талабаларнинг потенциал имкониятларига қирувчи атамалар; АОД секторда – талабаларга у ёки бу даражада маълум бўлган барча атамалар мужассамланган.



IV. Луғатнинг композициясини аниқлашда қуйидагини ёдда тутиш керак: луғатга киришлар қанча кўп бўлса, шунча яхши.

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Маълум бир лингвистик ҳодисани мумкин бўлган икки хил интерпретациясидан (талқин қилинишидан) бирини танлаганда, тенг шароитларда маълумотларга бойроғи афзал кўрилади. V. Луғатнинг проспектини ишлаб чиқишда амалга оширилаётган проспектга жалб қилинган атамаларнинг берилган луғат учун интерпретациясини онгли равишда танлаш керак бўлади, ёки мавжуд интерпретациялардан ҳеч бири тузувчини қониқтирмаса, у ҳолда ўз интерпретациясини таклиф қилиш керак бўлади. Бир томондан у ёки бу интерпретации антропоцентричности ўлчови, бошқа томондан – унинг айнан ўқув лексикографиялаштиришга мослик даражаси бундай танловни бошқариш мезони бўлиши мумкин.

VII. Луғат проспектида батафсил баён қилиш даражаси шундай бўлиши керакки, луғат устида ишлашнинг ихтиёрий босқичида ҳаммуаллифларни киритиш мумкин бўлсин.

Луғатни яратишнинг асосий босқичи – лексикографиялаштириш босқичи бўлиб, концепциянинг ундан олдинги босқичида проспектга қатъий мос равишда амалга оширилади. Бу босқич иккита асосий амални ўз ичига олади: а) сўзлагични шакллантириш ва б) объектни лексикографиялашнинг ўзига хос хусусиятларини ҳамда берилган прагматик йўналишлар йиғиндисини ҳисобга олган ҳолда сўзлагични ташкил қилувчи атамашунослик бирликларининг изчил интерпретациясини.

Бу босқичнинг барча иуолажаларида амал қилиниши керак бўлган умумий қонидани қуйидагича шакллантириш мумкин: шунга ўхшаш нарсалар луғатда доимо ва ўзгаришсиз худди шундай талқин қилинади. Ушбу қониданинг бажарилишини таъминловчи усулларида бири сўзлагич элементларини гуруҳлаб семантизациялаш дейилади (у маъноси жиҳатидан бир-бирига ўхшаш ёки яқин сарлавҳа бирликларини гуруҳларга бирлаштириб, бир-бирига нисбатан семантизациялашдан иборат бўлади).

Яқунловчи босқичнинг мазмуни нашрит билан ишлашдан иборат бўлади.

Базавий лексикографик билимларнинг баъзи муҳим элементарли ана шулардир. Бу билимлар етарлича тўлиқ ҳажмда фақатгина лексикография дарслигида баён қилиниши мумкин, бунинг зарурати аллақачон етилган.

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Pragmatic Features of Somatic Expressions in English and Uzbek Languages

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Abstract: This study explores the pragmatic features of somatic expressions in English and Uzbek, focusing on how non-verbal communication, particularly body-related expressions (somatic expressions), functions within the cultural and linguistic contexts of both languages. Somatic expressions, including gestures, facial expressions, and metaphorical uses of body parts, are integral to communication and often carry distinct pragmatic meanings depending on the social and cultural settings. The research compares the pragmatic roles of somatic expressions in English and Uzbek, highlighting the similarities and differences in their usage in everyday conversations, formal interactions, and cultural rituals.

Keywords: somatic expressions, pragmatic functions, collectivism, intercultural communication, cross-cultural pragmatics, sociolinguistics, body language and metaphorical uses of body parts.

Introduction: Non-verbal communication plays a pivotal role in how humans convey meaning and emotions in social interactions. Among the various forms of non-verbal communication, somatic expressions—which include gestures, body movements, facial expressions, and metaphorical uses of body parts—are central to daily communication. These somatic expressions, often shaped by cultural norms, carry specific pragmatic functions that help speakers navigate social relationships, express emotions, and reinforce or challenge social hierarchies. In both English and Uzbek languages, somatic expressions are not only essential in everyday interactions but also contribute to the broader pragmatics of communication, influencing the interpretation of messages in different social contexts.

Pragmatics, as the study of language use in context, emphasizes how meaning is shaped by social, cultural, and situational factors. While much attention has been paid to the verbal aspects of pragmatics—such as speech acts, politeness strategies, and discourse markers—less attention has been given to the pragmatic role of somatic expressions. This gap in the literature becomes especially apparent when we consider the cross-cultural aspects of communication. As societies differ in how they understand and use body language, the pragmatic features of somatic expressions can vary significantly between languages and cultures. English and Uzbek, as two distinct languages with different cultural backgrounds, offer a fascinating case for comparison in terms of how somatic expressions are used and interpreted in communication.

This study aims to investigate the pragmatic features of somatic expressions in both English and Uzbek, focusing on how gestures, facial expressions, and body-related metaphors function within these two languages. By comparing the use of somatic expressions in various communicative contexts—such as politeness strategies, emotion expression, and social hierarchies—this research seeks to uncover the deeper cultural and pragmatic dynamics that shape communication in each language. Additionally, the study will explore how both languages utilize somatic expressions to

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establish meaning in a social interaction, and the ways in which speakers navigate the complexities of intercultural communication.

The significance of this research lies not only in its contribution to the field of cross-cultural pragmatics but also in its potential to improve intercultural communication. Understanding the pragmatic features of somatic expressions can provide insights into how body language influences communication in a globalized world, where interactions between speakers of different languages and cultures are increasingly common. Furthermore, this study offers practical applications for enhancing communication skills in multilingual environments, promoting cultural awareness and reducing the likelihood of communication breakdowns.

Literature review: The study of somatic expressions—including gestures, facial expressions, and body-related metaphors—has gained significant attention in the fields of pragmatics, sociolinguistics, and cross-cultural communication. Researchers have long recognized the importance of non-verbal communication in shaping the pragmatic function of interactions, especially in cross-cultural contexts. Somatic expressions play a crucial role in conveying meaning, expressing emotions, and negotiating social relationships, often complementing or supplementing verbal language.

English-speaking cultures, particularly in the Western world, have been the subject of much research on non-verbal communication, with scholars like Mehrabian (1972) and Burgoon et al. (2002) highlighting the role of gestures and body language in daily interactions. Somatic expressions in English include both conventional gestures (such as waving for greeting, thumbs up for approval) and metaphorical uses of body parts (such as “heart” for emotions or “head” for intellect). English speakers often rely on these expressions to complement speech, convey emotion, and establish social rapport.

For example, gestures such as a handshake or a wave are commonly used to express politeness and greeting, aligning with the culture's emphasis on individualism and informality. According to Ekman (1992), facial expressions in English-speaking contexts can convey emotions like happiness, sadness, and anger, which are widely recognized across cultures, though the intensity and expression may vary. Additionally, metaphorical expressions like “keeping a straight face” (to conceal emotions) or “having a big heart” (for kindness) are commonly used in English discourse, reflecting Western cultural values of sincerity and individual emotional expression.

In contrast, the role of somatic expressions in Uzbek culture is deeply rooted in Central Asian traditions, where non-verbal cues are used to reflect respect, hierarchy, and collectivism. Uzbek communication emphasizes politeness and respect for elders, with somatic expressions playing a significant role in maintaining social harmony. Gestures such as bowing, handshakes, or the way one sits or stands during conversation carry significant pragmatic weight in Uzbek culture. The formality of a handshake, for instance, is often tied to the age and social status of the individuals involved.

Research by Kasimov A (2021) on non-verbal communication in Uzbek culture explores how somatic expressions function in establishing social hierarchies. According to her, bowing or using a lowered gaze is a form of respect, particularly towards elders, and differs significantly from the more casual forms of physical interaction seen in Western cultures. Additionally, the metaphorical use of body parts in the Uzbek language often involves concepts of respect and family values. For example, the phrase “bosh o‘rni” (head place) refers to a position of honor, illustrating the cultural association between the head and dignity. English and Uzbek somatic expressions often adhere to more rigid cultural norms that emphasize formality, respect, and the preservation of face. This reflects the

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collectivist nature of Uzbek society, where maintaining social harmony and face-saving behaviors is of central importance.

When comparing English and Uzbek languages, significant differences emerge in the use of somatic expressions. English-speaking cultures, influenced by individualism, tend to emphasize personal expression and straightforward communication, where somatic expressions like gestures or facial expressions are often used to reinforce personal emotions, opinions, or individual intentions. Uzbek culture, by contrast, reflects the values of collectivism, where somatic expressions are frequently tied to maintaining respect for social hierarchies and the community's well-being.

Discussion: The pragmatic features of somatic expressions in English and Uzbek languages are deeply intertwined with cultural norms, social structures, and communication practices. These somatic expressions, which encompass gestures, body movements, facial expressions, and metaphorical uses of body parts, play a crucial role in how individuals negotiate meaning in both languages. By analyzing the use of somatic expressions in English and Uzbek, we can uncover not only their shared functions in communication but also the cultural nuances that shape how they are interpreted in each context.

Gestures and body language in both English and Uzbek languages serve critical pragmatic functions, helping to convey emotions, reinforce verbal messages, and negotiate social relationships. In English, gestures like waving, thumbs up, or handshakes are often used to express greetings, approval, or agreement. These expressions are fairly informal and universally understood in many contexts, reflecting the individualistic nature of English-speaking cultures. According to Ekman (1992), gestures in English often accompany speech to emphasize emotions or clarify meaning, with physical expressions of agreement or disagreement playing a key role in everyday interactions.

For example, the thumbs-up gesture, commonly used in English, is often a symbol of approval or encouragement and is understood across many English-speaking societies. This gesture is culturally neutral, and its meaning does not vary widely, making it a universally recognizable form of communication in English-speaking contexts. Similarly, in English, handshakes and nodding often serve as ritualistic markers of politeness and greeting, conveying mutual respect and acknowledgment.

Uzbek culture places a higher emphasis on formal gestures and the respect for hierarchy in social interactions. Somatic expressions in Uzbek are closely tied to collectivist values, where maintaining respect for elders, family honor, and social cohesion is paramount. For instance, when addressing elders or people of higher social status, bowing, lowering the gaze, or using formal hand gestures conveys deep respect. This can be contrasted with the more casual, informal use of gestures in English-speaking cultures. In Uzbek, the act of a handshake is often accompanied by a slight bow of the head, or the positioning of the body in a way that shows deference to the other person. The differences in these practices highlight the role of status and respect in Uzbek somatic expressions, which are not as prevalent in English-speaking societies. In both English and Uzbek, metaphorical uses of body parts are common, yet they reflect distinct cultural conceptualizations of the body and its relationship to emotion, intellect, and social dynamics.

In English, expressions involving body parts such as "heart" and "head" are used to communicate metaphorical meanings. For instance, the phrase "a big heart" often refers to someone who is compassionate and generous, while "a sharp mind" or "to think with your head" suggests rationality or intellectual clarity. These metaphors align with Western individualism, where personal traits such

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as emotions and thoughts are conceptualized as residing in distinct parts of the body, such as the heart for emotional warmth and the head for intellectual reasoning.

Similarly, Uzbek expressions also make extensive use of body parts metaphorically, but these expressions often reflect the collectivist and family-oriented nature of Uzbek society. For example, phrases like "bosh o'ri" (head place) refer to the position of respect or the honored place of an individual in the social hierarchy, particularly in the context of family or community. The head, in Uzbek, is often seen as the symbol of authority, and many Uzbek proverbs and expressions reinforce the importance of maintaining honor and status. The metaphorical use of the heart in Uzbek culture, however, may emphasize family loyalty or devotion rather than individual emotions, as is common in English expressions. This contrast in metaphorical expressions reveals how body parts serve as symbolic anchors for cultural values—individualism and emotional expression in English, versus collectivism and respect in Uzbek. These differences indicate how somatic metaphors are deeply intertwined with the underlying cultural orientation of the respective societies.

The differences in somatic expressions between English and Uzbek cultures can sometimes lead to misunderstandings or misinterpretations in intercultural communication. A gesture that is neutral or even positive in one culture may carry a different, or even negative, connotation in another. For example, the thumbs-up gesture in English-speaking cultures is typically seen as a sign of approval or agreement. However, in some Central Asian cultures, such gestures could be perceived as overly informal or even disrespectful, depending on the context. Additionally, direct eye contact in English-speaking cultures may be interpreted as a sign of confidence or attentiveness, but in Uzbek culture, it can sometimes be considered impolite or challenging, especially when interacting with elders or those of higher social status. These differences underscore the importance of cultural sensitivity in intercultural communication. To prevent misunderstandings, it is essential to recognize the pragmatic features of somatic expressions in each culture and understand how they contribute to the meaning-making process in communication.

Conclusion: The study of pragmatic features of somatic expressions in English and Uzbek languages reveals important insights into how culture influences non-verbal communication and its role in everyday interactions. Somatic expressions, encompassing gestures, facial expressions, body movements, and metaphorical uses of body parts, carry significant pragmatic functions in both cultures. These functions are shaped by cultural values, social norms, and communication styles that differ between English-speaking and Uzbek-speaking societies.

Understanding the pragmatic features of somatic expressions in both English and Uzbek offers valuable insights for improving intercultural competence. Recognizing how somatic expressions function in different social contexts can help individuals navigate communication more effectively, particularly in multicultural settings. It also encourages greater cultural sensitivity and awareness of non-verbal communication cues, which are essential in fostering mutual respect and effective communication between people from different cultural backgrounds. Both English and Uzbek rely on somatic expressions to convey meaning, the way these expressions are used and interpreted is deeply rooted in their respective cultural values and social structures. A nuanced understanding of these differences is essential for improving cross-cultural communication, avoiding potential misunderstandings, and promoting global understanding in an increasingly interconnected world.

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THE IMPACT OF DIGITAL EDUCATIONAL PLATFORMS ON THE QUALITY OF EDUCATION

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Abstract: This article analyzes the impact of digital educational platforms on the quality of education. The study examines the possibilities of improving the quality of education through digital resources.

Key words: Interactive tools, digital education, educational and methodological support, multimedia, informatics, digitalization.

INTRODUCTION

The modern educational process is closely linked to digital technologies. Educational platforms offer innovative solutions in the field of pedagogy, serving to make the learning process interactive and convenient. This article analyzes the impact of digital educational platforms on the quality of education and the possibilities of increasing the effectiveness of student learning through them.

The reasons for choosing the topic and its problem. Digital technologies are emerging as an important tool for the effective organization of the educational process in the field of education. However, the implementation of the use of digital platforms in many educational institutions is slow. The adaptation of students and teachers to new technologies, problems related to infrastructure, and insufficient qualifications of teachers are seen as important problems in this area.[1]

The purpose and objectives of the study. The main goal of this research is to determine the impact of digital educational platforms on the quality of education and to improve the methods of their implementation. The research objectives are as follows:

- Identify the advantages of digital platforms in the educational process.
- Studying the experience of students and teachers in using digital platforms.
- Assessment of the impact of platforms on the quality and effectiveness of education.

The novelty or significance of the research. While numerous studies have been conducted on digital educational platforms, this article introduces novelty by analyzing their comprehensive impact on the quality of education, including the possibilities of interactivity, self-control, and an individual approach. At the same time, the study is significant because it was conducted taking into account regional technological limitations.[2]

A brief overview of previous studies and their limitations. Previous studies have highlighted many aspects of integrating digital platforms into the educational process. For example, Anderson and Dron (2011) analyzed three generations of distance learning in their research. Siemens (2005) reflected on the connections between students in the digital environment. However, most of these studies only highlight the technological possibilities and insufficiently show the limitations of their implementation in practice. At the same time, no attention was paid to territorial and infrastructure restrictions. This article aims to address these shortcomings.

Methods

The following methods were used in the study:

Literature review: Scientific articles and statistical data related to digital platforms were studied.

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Survey: Students and teachers were surveyed about the effectiveness of digital platforms.

Experimental testing: The lesson process was organized using digital platforms, and the results were compared with traditional methods.[3]

Results

The research results showed that the use of digital platforms affects the quality of education as follows:

<i>Increases engagement:</i>	Students will have the opportunity to gain a deeper understanding and master the material. For example, they can easily learn difficult topics through simulations and video materials.
<i>Individual approach:</i>	Each student will be given the opportunity to develop personalized lesson plans.
<i>Self-control:</i>	Students can independently assess their level of knowledge through tests and other assessment tools.
<i>No time and space restrictions:</i>	Opportunities for distance learning will expand.
<i>Educational efficiency:</i>	According to the survey results, students said that they were 30% more effective in acquiring knowledge through the use of digital platforms.

Let's talk about the use of educational and methodological materials created for the subject "Informatika and Information Technology". This educational and methodological resource is intended for schoolchildren and subject teachers in the 8th grade of general education schools with the subject "Informatika and Information Technologies" taught in the Karakalpak language.

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Program title sheet

The homepage has a simple and intuitive interface, allowing quick access to key sections. The user can customize the information on the home page according to their needs, which increases efficiency. The most important sections on the platform (lessons, developments, e-library, tests) open in one tap from the home page. The most up-to-date information, changes and news about the educational process are posted here. The ability to quickly find any lesson development, resource, or topic is very important for users.



Lesson development section

There are lesson plans for teachers and students at the primary, secondary, and advanced levels. The use of video, audio, interactive tests, and graphic materials makes lessons even more interesting. Lesson plans can be downloaded in PDF, DOCX, or PPT formats. Users can comment and evaluate

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the quality and effectiveness of lesson developments. Lesson plans are constantly updated in accordance with modern trends and new educational standards.



How to create a website

The website creation section is designed to explain the process of developing a website to students and developers independently. This section covers the main stages of website creation, programming languages, and methods of working with technologies. The section "Stages of Website Preparation" shows the steps that the student must go through in the process of studying website preparation and provides instructions for finding solutions to emerging problems. What is a website and its key components. Frontend and backend concepts. The difference between static and dynamic websites. Creating web pages, tags, and structures in HTML. CSS design, page style adjustment, responsiveness. Add interactive elements in JavaScript, work with events. Domain selection and registration. Hosting services and uploading files. Bringing a website to the web. Using systems such as WordPress, Joomla, and Drupal. Ready-made templates & Plate.[4]



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Website preparation steps section

Discussion

Digital platforms not only make the learning process interactive and convenient, but also create some limitations. For example:

Technological infrastructure: There are problems with the internet and technological devices in a number of regions.

Teacher Training: Teachers are not always able to fully utilize digital technologies.

Adaptation difficulties: The level of student learning requires rapid adaptation to the digital environment.

However, it has been found that the positive aspects of digital platforms outweigh the negative aspects. In the future, it is necessary to expand the technological capabilities of digital educational platforms and improve the qualifications of teachers.[5]

Conclusion

Digital educational platforms are an important tool for improving the quality of education. They enable the learning process to be interactive, flexible, and user-friendly. The research results show that digital platforms increase the effectiveness of students' learning and improve the learning process. Therefore, it is very important to further expand the implementation of these platforms and develop strategies for their application.[6]

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COSTUME COMPLEX OF THE CENTRAL ASIAN INTERFLUVE: CONTINUITY AND TRANSFORMATION

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Summary: The article discusses the study of the costume complex of the Central Asian interfluve in the aspect of continuity and transformation.

Key words: Fashion, Central Asia, Sart, "design culture", scientific and practical methodologies, Uzbek fashion industry

КОСТЮМНЫЕ КОМПЛЕКС СРЕДНЕАЗИАТСКОГО МЕЖДУРЕЧЬЯ: ПРЕЕМСТВЕННОСТЬ И ТРАНСФОРМАЦИЯ

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Аннотация: В статье рассматриваются вопросы изучения костюмного комплекса Среднеазиатского Междуречья в аспекте преемственности и трансформации.

Ключевые слова: Мода, Центральная Азия, Сарт, «культура дизайна», научно-практические методологии, индустрия моды Узбекистана.

Design in the aspect of the fashion industry is one of the most important spheres of social life, functioning in accordance with the global factors of development of both the sphere of art and the spheres of industry and economics at the same time: "The position of the designer concludes that he must abandon pure creativity and take on a conciliatory role mediator between man and society" [1. p-478]. In the process of modeling a modern suit, those aspects of design that reflect the latest technical and technological innovations of scientific and, above all, creative aspirations become relevant: "Fashion can be understood in different ways. It is both an industrial and cultural phenomenon." [2. p-9].

Although in practical processes, since the independence of our country, modern progress has been achieved in this area, from the point of view of criticism of fashion, until now no research has been carried out on the implementation of key trends in the fashion industry of Uzbekistan at the level of countries with a developed fashion industry. In addition, systematic analysis of aspects of design culture and history, costume design methodology in different countries also remains non-research. For this reason, the fashion industry of Uzbekistan does not have the basis for the introduction of scientific and practical methodologies in the development of conceptual design and commercial collections that combine not only advanced and innovative technologies, but also the achievement of marketing strategies in this area.

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In the process of preparing this study on the priority areas of costume design as a motive and creative source for designers, a lot of work was done to study the historical styles and genesis of the stages of costume design in Central Asia, according to scientific sources existing in such fields of science as historiography, ethnography, cultural studies and art history.

Among the few studies on the history of costume of the early Middle Ages, N. Lobacheva's article "Central Asian costume of the early medieval era according to wall paintings" is an example of a scientific approach to solving the problem of analyzing the costume of the ethnic groups of the Central Asian region. The study provides a description of the costume of the Central Asian interfluvium, which is a detailed analysis of the form and silhouette of the costume of the early Middle Ages of the sedentary peoples of the region - Tajiks and Uzbeks.

This type of research, which served as a significant support in this study, can also include the dissertation research of S. Yatsenko, devoted to the study of the history of the "design culture" of costume in antiquity and the early Middle Ages of the vast Iranian-speaking area: "...Among other things, the costume gives scientists the most valuable (often irreplaceable) information about the ethnogenesis, cultural connections and aesthetic ideals of individual peoples, being an important historical and cultural source. Items of clothing served as diplomatic gifts and objects of trade, they moved along with captives and extradited married to women. The details of the costume of the great empires and representatives of small but active "trading" peoples (such as the Greeks or Sogdians) served as an object of imitation for their neighbors". And also in this dissertation: "The material is studied on the 13 most fully documented ethnic groups and groups of closely related ethnic groups, the three main periods mentioned above: 1) Persians of the Achaemenid era; 2) early Scythians; 3) Scythians of the "classical" period; 4) Pazyryk people of Altai; 5) Khorezmians (three periods); 6) Parthians of Iran; 7) Sarmatians and early Alans; 8) Yuezhi/Kushans of Bactria; 9) Sogdians (second and third periods); 10) Indo-Scythians of Gandhara; 11) Persians of the Sassanid era; 12) Khotanese of Southern Xinjiang; 13) Tokharistans (with the inclusion of a Turkic component)" [3].

In order to clarify the semantic meaning noted in this footnote of the Turkic component, it becomes necessary to provide information from the "Demographic Encyclopedic Dictionary": "Among the ancient ancestors of the Uzbeks are the Sogdians, Khorezmians, Bactrians, Ferghanas and Sako-Massaget tribes. From the 8th century BC e. Ancient states existed on the territory of Central Asia: Bactria, Khorezm, Sogd. By 6th - 4th centuries. include the invasion of the troops of the Achaemenid Empire, the army of Alexander the Great. In the 3rd - 2nd centuries. the territory of Central Asia - as part of the Seleucid state and as part of the Greco-Bactrian kingdom and from the 1st century BC. e. - as part of the Kushan kingdom." [4. p-485].

The population of the Central Asian interfluvium during this period was linguistically Persian-speaking; these were Sogdians, Khorezmians, Bactrians, Ferghanas and Sako-Massaget tribes. After the appearance of the Turkic layer in the region, bilingualism, the so-called Zullisonain, existed in the colloquial speech of the population of the region.

And from other sources: "It is clear from here that in the second half of the 11th century the Sogdians of Semirechye were bilingual. An example of a similar thing can be observed now." [5. p-290]. Which has survived to the present day among the so-called Sart [6. c-46]. layer, the most numerous, inhabitants of cities and oases of ancient agriculture [7].

This study presents an analysis of the costume complex in the light of existing problems both in ethnography and art history in determining the shape and silhouette of a costume as one of the components of the "design culture" of the Central Asian region, during which the presence of a

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number of controversial and unresolved issues was revealed. In particular, in the last quarter of the 19th century, in the process of studying the national costume of those years, the Uzbek national clothing was characterized by ethnographers as “tunic-like”.

This definition is still repeated in various sources, and prevents an objective interpretation of the history of project culture in Central Asia. “The key concepts used in the text are the ethnic costume complex (a set of costume elements documented for a specific ethnic group, with an emphasis on its specific aspects) and types (and mechanisms) of costume contacts. Many colleagues would probably suggest replacing the last term with another - “fashion”. However, for the practical solution of the problems posed in the dissertation, it is extremely inconvenient due to its amorphousness and ambiguity. If by fashion we understand the possibility of individual choice of various innovations.” [3]

With a deeper and more detailed examination of this definition in the historical context of the “design culture” of Central Asia, there are grounds to assert that already in the early Middle Ages in costume design there were all three forms of geometric structure characteristic of the design of the shape and silhouette of a modern costume: straight, trapezoidal and oval silhouettes. These geometric designs of the costume were revealed during the analytical study of the inner clothing - dresses, shoulder and waist clothing of the characters in the wall painting monuments of the early Middle Ages.

It is known that in historiography changes in social relations are usually associated with a change in the social system. Without denying the significance of changes in social relations, B.Ya. Stavisky noted: “... a new stage in the history of the artistic culture of the Central Asian peoples began not with the IV century (the time of the supposed change ... of slave society to feudal), but with the VIII - IX centuries ., – the period of the final victory of the new Muslim ideology over the previous Central Asian cults and beliefs.” [8. p-240]. It was during this period (from the 8th – 9th centuries to the 14th centuries) that transformation processes in costume modeling took place, which determined the appearance of the shape and silhouette of the Uzbek national costume, corresponding to the trends of Islam, what was defined by ethnographers as “tunic-like”.

However, the obvious cannot be denied: the design traditions formed in the early Middle Ages, the design features of clothing, the detailing system, and silhouette forms were used until the 10th century, so:

- despite the demands of religion, the trends in costume modeling that developed during the early Middle Ages (VIII – IX centuries) continued due to inertia;
- we can confidently say that Islam influenced the clothing design trends of the Middle Ages. To prove this, we can refer to the work of our compatriot, the great thinker Imam al Bukhari (“On the Ethics of Dressing”). This work became the basis for the formation of principles for modeling the shape and silhouette of the Uzbek national costume, which complies with Sharia norms;
- the trends in medieval costume can be judged from the works of the Bukhara school of miniatures, which only returned to public life in the 14th century. The works of miniatures contain many images of women's, men's and children's costumes and accessories (the shape and silhouette of the national costume of all levels of society until the 18th century, when the art of miniatures disappeared from public life). But these trends were not interrupted until the emergence of European trends in costume design. I would like to note that, according to Armenia Vambery:

“... the clothes market of Bukhara supplies all the faithful with fashionable clothes as far as Chinese Tartary (Dungans). Kirghiz (as well as Kazakhs), Kipchaks and Kalmyks also tend to come here from

the desert... Here they see the highest example of civilization, Bukhara is his Paris and London” [9. p-47].

In the course of studying current practical problems in clothing design for the construction of modern forms of costume, it was revealed that appeals to the motifs of ancient costumes, unfortunately, are not yet used rationally enough in the country. We have to admit that to date, the formal approach dominates in the use of the form, silhouette and elements of the national costume due to a lack of understanding of the essence and principles of the national costume, especially the historical costume of the early Middle Ages. Due to this:

- the question remains relevant of a deeper study of the formation of the traditions of designing the Uzbek national costume in particular and the ethnographic clothing of the rural population of Surkhandarya and Kashkadarya, which is distinguished by its characteristics, which can be a source of success for young designers in designing and modeling costume collections within the Uzbek fashion industry;
- in the country’s fashion industry there is another underutilized source – an appeal to the form and silhouette of historical costume. That is, an appeal to clothing from antiquity and the early Middle Ages, which can be a source of success for young designers when creating modern costume collections.

In fact, solving the above problems that impede the further development of the fashion industry of Uzbekistan, formed during the years of independence, requires specialists in the field of great responsibility in training creatively wealthy design personnel. The conclusions made during this study from the point of view of criticism of fashion and proposals for solving the above problems are very significant, since they represent a practical strategy for the formation of new stages in the development of the Uzbek fashion industry and serve the task of meeting the needs of consumers and fashion fans.

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GLOBAL MARKETING TADQIQOTLARINI O'TKAZISH JARAYONLARI VA NATIJALARINI TAHLIL QILISH

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Annotatsiya: Bu maqola ustida o'rganilayotgan paytgacha, dunyodagi kompaniyalarning global marketingida o'zgartirilgan, strategiyalarini, va tahlilni bozorga olib chiqishda. Bu bozor, kompaniyalarning global bozorda tahlil bo'lish uchun qanday harakat qilishlari va xalqaro bozorni yaratish usullarini o'rganish, yaxshi marketing strategiyalarini va ularni boshqarish, iqtisodiy marketing kampaniyalarini rivojlantirish, yangi bozorga kirishning muhim jarayonlari haqida nazariy va amaliy ma'lumotlar to'g'risida 'plash va o'rganishni o'z oladi. Bu jarayonlari va sohalari, omillari xalqaro marketing strategiyalarini, global marketing rejalarini ishlab chiqarish chiqish, mahsulotlar va mahsulotlar eksportini importini, global bozorni ishlab chiqarish, kompaniya jarayonlari va o'zgarmasligi, mavzuga oid ma'lumotlar, olish va global kundalik tahlili, marketing kampaniyasining yordami va yordami, xalqaro bozorlarda yuksalish bo'lish uchun xalqaro bilan ishlash va boshqarish bilan bog'liq bo'lishi mumkin.

Kalit so'zlar: Xalqaro tahlil, mahalliy va global muqobil iqtisodiyat, kompaniya xususiyatlari, xalqaro bozorni tanlash, marketing kampaniyalari natijalari, xalqaro bozorda muvaffaqiyat

ANALYSIS OF THE PROCESSES AND RESULTS OF CONDUCTING GLOBAL MARKETING RESEARCH

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Annotation: By the time this article is being studied, the global marketing of companies around the world has changed, strategies, and analysis have been introduced to the market. This market is a study of how companies try to analyze the global market and how to create international markets, develop good marketing strategies and their management, develop cost-effective marketing campaigns, and study the theoretical and practical information about the important processes of entering a new market. These processes and areas, factors may be related to international marketing strategies, global marketing plans, product and product export and import, global market development, company processes and consistency, subject-specific information, acquisition and global daily analysis, marketing campaign support and assistance, working with and managing international to be successful in international markets.

Keywords: International analysis, local and global alternative economics, company characteristics, international market selection, marketing campaign results, success in international markets

АНАЛИЗ ПРОЦЕССОВ И РЕЗУЛЬТАТОВ ПРОВЕДЕНИЯ ГЛОБАЛЬНЫХ МАРКЕТИНГОВЫХ ИССЛЕДОВАНИЙ

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Аннотация: К моменту написания этой статьи компании по всему миру изменили свой глобальный маркетинг, стратегии и анализ при выводе своей продукции на рынок. Этот рынок представляет собой теоретическое и практическое исследование того, как компании действуют на мировом рынке, как создать международный рынок, разработать хорошие маркетинговые стратегии и управлять ими, разработать экономичные маркетинговые кампании и предоставить важные процессы для выхода на новый рынок. Он берет на себя миссию и учится. Эти процессы и области, факторы включают в себя международные

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маркетинговые стратегии, глобальные маркетинговые планы, экспорт и импорт продукции и продуктов, развитие глобального рынка, процессы и последовательность компании, предметно-специфические данные, приобретение и глобальный ежедневный анализ, поддержка и помощь в маркетинговой кампании могут быть связаны. к работе и управлению на международном уровне с целью выхода на международный рынок.

Ключевые слова: Международный анализ, локальная и глобальная альтернативная экономика, характеристики компании, выбор международного рынка, результаты маркетинговой кампании, успех на международном рынке.

Tadqiqot mavzusining dolzarbligi: Global marketing tadqiqotlari mavzusi katta ahamiyatga ega. Bu tadqiqotlar, xalqaro bozorlarda marketingning o'zgarishlari, qonunlar, texnologiyalar, va ijtimoiy o'zgarishlar kabi bir qancha kritik muhim amaliyotlarni o'z ichiga oladi. Ular quyidagi dolzarbligini taqdim etadi: Tadqiqotlar, dunyo miqyosidagi bozorlarni tahlil qilish orqali kompaniyalar uchun yangi rivojlanish va foydalanish imkoniyatlarini aniqlashga yordam beradi. Xalqaro marketing strategiyalari: Tadqiqotlar, kompaniyalar uchun xalqaro marketing strategiyalarini o'rganish va rivojlanish jarayonlarini tahlil qiladi. Ular kompaniyalar uchun qanday strategiyalar tuzish va ulardagi o'zgarishlarni tahlil qilishda yordam beradi. Tadqiqotlar xalqaro miqyosdagi marketing kompaniyalarining natijalarini tahlil qiladi, bu esa kompaniyalar uchun reklama, ijtimoiy kommunikatsiyalar, va boshqa marketing vositalarini o'z ichiga oladi. Rakobat tahlili: Kompaniyalar o'rtasida xalqaro bozorda rakobatni tahlil qilishga yordam beradi. Bu kompaniyalar uchun rakobatni o'rganish va ularni o'zlashtirish imkoniyatlarini aniqlashga yordam beradi. Xalqaro bozorni tanlash: Tadqiqotlar yangi xalqaro bozorlarni aniqlash va ularning o'rganish jarayonlarini tahlil qilish imkoniyatlarini o'z ichiga oladi. Bu tadqiqotlar xalqaro marketing kompaniyalarining o'zgarishlarini va natijalarini tahlil qiladi, bu esa kompaniyalar uchun kompaniyalarini o'zlashtirish va mustahkamligini oshirishga yordam beradi. Tadqiqotlar kompaniyalar uchun xalqaro bozorda muvaffaqiyatli bo'lishni ta'minlovchi tahlil va usullarni o'rganishga yordam beradi. Bu tadqiqotlar kompaniyalar uchun xalqaro bozorda muvaffaqiyat qozonish, yangi bozorlarga kirish strategiyalarini isloh etish va marketing strategiyalarini o'zgartirishda juda katta ahamiyatga ega.

Tadqiqot mavzusidagi mavjud muammolar: Global marketing tadqiqotlarini o'tqazish jarayonlarida ba'zi bir muammolar yuzaga keladi, bu muammolarni hal qilmasdan turib biz oldinga siljishimizni imkoni yo'q. Birinchi navbatda bu muammolarni aniqlab olish kerak va bu muammolarga kerakli yechimni topamiz.

Ma'lumotni to'plash va tahlil qilish: Xalqaro marketing tadqiqotlarini o'tkazishda, tahlil qilinishi kerak bo'lgan ko'p ma'lumotlarni to'plash, saqlash va tahlil qilish jarayonlarining qanday olib borish kerakligi muammolari mavjud. Bu ma'lumotlar, statistika, mijozlar bilan suhbatlar, tijoratning sotib olish jarayonlari va boshqalar orqali olingan bo'lishi mumkin. Xalqaro bozorlardagi qonunlar va huquqiy muammolar: Xalqaro marketing tadqiqotlarida, har bir mamlakatning xalqaro bozorda qo'llanadigan qonunlari va huquqiy tartibotlar tahlil qilinishi kerak. Bu muammolar tijoratni olib borishda muhimdir, chunki har bir mamlakatning qonuniy va huquqiy rejimlari farq qilishi mumkin.

Tadqiqotlar, mahalliy madaniyatlar, tillar va kommunikatsiya usullari orasidagi farqliliklarni tahlil qilishi kerak. Bu, reklama va marketing kommunikatsiyalarining mahalliy obro'lar bilan mos kelishi va to'g'ri fahmlash uchun muhimdir. Kompaniyalar xalqaro bozorda rakobatni o'rganish va bu bozordagi rakobatni tahlil qilishni odatda muammolar qiladilar. Bu, boshqa kompaniyalar va mahsulotlar bilan birga qanday turdagi tashri'atlarni qilish kerakligi haqida o'rganishni o'z ichiga

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oladi. Xalqaro marketing strategiyalarni tuzish: Tadqiqotlar, kompaniyalar uchun to'g'ri xalqaro marketing strategiyalarini tuzish va ularni amalga oshirish jarayonlarini tahlil qilishda muhim muammolarni o'z ichiga oladi.

Xalqaro bozorlar, mamlakatlar, va sohalarda o'zgaruvchilar va iqtisodiy muammolar kengroqliklari mavjud. Bu ko'pmoqimlilik, tadqiqotlar olib borishda o'zgaruvchilar va iqtisodiy o'zgarishlarni o'rganish, tahlil qilish, va ularga mos tahlil qilishni talab qiladi. Xalqaro marketingda internetning roli va texnologiyalar so'zlashuvini o'zgarishi, marketing strategiyalarini o'zgartirish, reklama va mijozlarga qo'llashning yangi usullarini talab qiladi. Ijtimoiy Tarmoq va Kommunikatsiya: Ijtimoiy tarmoq va kommunikatsiya vositalari global marketingda muhim ahamiyatga ega. Bu, ijtimoiy tarmoqdan foydalanish, ijtimoiy media va ijtimoiy kommunikatsiya strategiyalarini o'z ichiga oladi. Mahalliy madaniyat va mamlakatlar o'rtasidagi farqliliklar, global marketing kampaniyalarni o'zlashtirish va mahalliy tijorat qilishni talab qiladi. Bu o'zgaruvchilar tahlil va strategiyalarni o'z ichiga oladi.

Har bir mamlakatning xalqaro bozorda qo'llanadigan qonunlari va huquqiy tartibotlari o'zgarishi, kompaniyalar uchun qonunlar va huquqiy muammolarni o'rganish va tahlil qilishni o'z ichiga oladi. Bu muammolar, global marketing tadqiqotlarini o'tkazish jarayonlarini tahlil qilishda o'zgaruvchilar bo'lib chiqadi va bu muammolar qondirish va tahlil qilishda ilg'or qo'llanmalarni ishlatishni talab qiladi, xalqaro marketing tadqiqotlarini olib borishda, kompaniyalar uchun yangi rivojlanish yo'li va marketing strategiyalarini o'zlashtirishda ilg'or qo'llanmalarni ishlatishni talab qiladi. Bu muammolarni hal qilish bizga juda ham keng imkoniyatlarni beradi, shu jumladan kamchiliklarimizni o'rganishga ham imkon yaratadi.

Muammoni hal qilish usullari: Global marketing tadqiqotlarini o'tkazish jarayonida muammolarni hal qilish uchun quyidagi usullar o'rganish va bajarish mumkin: Ma'lumotlar to'plami: Muammoni tahlil qilishni boshlash uchun, ma'lumotlarni to'plash lozim. Bu ma'lumotlar, jamiyatlar, iqtisodiyotlar, mamlakatlar va soha aloqasi bo'yicha ma'lumotlarni o'z ichiga olishni o'z ichiga oladi. Ma'lumotlar, rasmiy statistika, kompaniya ma'lumotlari, xalqaro marketing va iqtisodiy maqolalar, ijtimoiy tarmoqda olingan so'rovnoma javoblari va boshqa manbalar orqali to'plashi mumkin. To'plangan ma'lumotlar bilan ishlash global marketing tadqiqotlarini o'tkazish jarayonlaridagi muammolarni hal qilishning asosiy qismidir. Ma'lumotlar to'plamini to'plash uchun quyidagi qadamlar olib borishingiz mumkin:

So'rovnoma va anketalar: Siz o'zgarishlarni o'rganish uchun turli mavzularda so'rovnoma va anketalar tuzishingiz mumkin. Ushbu so'rovnoma va anketalar ijtimoiy media, tadbirkorlik va ijtimoiy tarmoq orqali ommalashtirilishi mumkin. Komp'yuterli ma'lumotlar tahlili: Ma'lumotlar bazalari, komp'yuter dasturlar orqali ma'lumotlarni tahlil qilishda yordam bera olishi mumkin. Bu, statistik ma'lumotlarni, tekst ma'lumotlarni, ijtimoiy media ma'lumotlarini va boshqa ma'lumotlar turini o'rganish uchun foydalaniladi. Mahalliy va xalqaro ma'lumotlar olish: Rasmiy va mahalliy tilovatlar, hujjatlar, va ma'lumotlar tashkil etish va o'rganishda muhim manba bo'lishi mumkin. Bu ommalashtirilgan ilmiy tadbirlar, hujjatlar bazasi yoki intervyular orqali olingan bo'lishi mumkin.

Xalqaro tahlil mavzularini o'rganish: Sizning tadqiqotni tahlil qilayotgan mavzular bilan bog'liq xalqaro maqolalarni, kitoblarni va boshqa ilmiy manbalar orqali o'rganishingiz muhim. Bu mavzular o'zgarishlarni, jamiyatlar va marketing bozorlari haqida yangi bilimlar va tahlillarni tushuntirishda yordam beradi. Internetni foydalanish: Internet dunyodagi ma'lumotlarga eng tez va qulay xulosa berish uchun ajoyib manba hisoblanadi. Bu global marketingga oid ma'lumotlar, marketing kampaniyalari, ijtimoiy media va boshqa ma'lumotlar uchun ajoyib manba bo'lishi mumkin.

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Sotsiologik tahlil, jamiyatlar, madaniyatlar, ijtimoiy tarbiya va ijtimoiy tendentsiyalarni o'rganishda yordam beradi. Sotsiologik tadqiqotlar va xalqaro madaniyatlar, insonlar o'rtasidagi munosabatlarni, tendentsiyalarni va modalar va o'zgarishlarni tushuntirishda yordam bera olishi mumkin.

Marketing Kampaniyalari va Media Tahlili: Xalqaro marketing kampaniyalarini o'rganish va ulardagi o'zgarishlarni tahlil qilish muhimdir. Bunda, reklama, ijtimoiy media va ijtimoiy tarmoq orqali ijtimoiy kommunikatsiyalar va marketing kampaniyalari natijalari o'rganiladi. Xalqaro bozorlar va jamiyatlar haqidagi statistika, grafiklar va daryolar o'rganish yordam beradi. Bu miqyosiy o'zgarishlarni tahlil qilish va ularga mos strategiyalarni ishlab chiqishda yordam beradi. Mashxur sotsiologlar, xalqaro marketingni o'rganish, jamiyatlar va global iqtisodiyotdagi o'zgarishlar mavzularida yozilgan kitoblarni va maqolalarni o'rganish tahlil qilishda yordam bera olishi mumkin. Ijtimoiy tadbirlar va tashkilotlar: Jamiyat va madaniyat o'rganish uchun kengroq ijtimoiy tadbirlar, muzeylar, tur va ijtimoiy tashkilotlar tashkilotlari bilan ko'rgazma va yozish tahlil qilishda muhimdir.

Ilmiy asoslangan taklif va tavsiyalar: "Global marketing tadqiqotlarini o'tkazish jarayonlari va natijalarini tahlil qilish" mavzusini ilmiy asoslangan taklif va tavsiyalar quyidagi ko'rinishda bo'lishi mumkin: Muammolar va muammolarni tahlil qilishning boshlang'ich bosqichi mavzunoma va ilmiy maqsadlarni aniqlashdan iborat bo'ladi. Ilmiy maqsadlar va mavzunoma tug'ilganlikning yo'nalishlarini aniqlang va qanday ma'lumotlarni to'plash, qaysi tahlil usullarini qo'llash va oqilona natijalarga yetishish uchun yordam bera olishingiz mumkin. So'rovnoma va Anketalar: Siz o'zgarishlarni tahlil qilish uchun mahalliy va xalqaro so'rovnoma va anketalar tuzishni o'rganishingiz mumkin. Bu so'rovnoma va anketalar muammolarni tahlil qilish uchun o'z ma'lumotlar to'plamini oshirishga yordam beradi.

Sotsiologik Tahlil va Tadqiqot Metodlari: Ma'lumotlarni to'plash va tahlil qilishning sotsiologik metodlarini o'rganishingiz kerak. Bu metodlar jamiyatlar, marketing kampaniyalari va madaniyatlar haqida ma'lumotlarni tahlil qilishda foydalaniladi. Sotsiologik metodlar, insonlar o'rtasidagi munosabatlarni, ijtimoiy tendentsiyalarni, normativligini va o'zgarishlarni tahlil qilishda yordam bera olishi mumkin. Tahlil uchun sotsiologik metodlarni qo'llash, jamiyat va marketingning global tadqiqotlarini tahlil qilishda foydalaniladi. Mashxur sotsiologlar va tadqiqotchilar ma'lumotlaringizni tahlil qilishda qo'llanishga o'rgatish uchun mavzulari va yozilgan kitoblari bilan tanishing. Ularning ilmiy yordamiga ega bo'lgan tahlil va tahlil maqolalari yordam bera olishi mumkin. Muammolar va ma'lumotlarni tahlil qilish uchun tahlil dasturlari va qo'llanmalarni o'rganishingiz mumkin. Bu dasturlar va qo'llanmalar ma'lumotlarni tahlil qilish, statistik ma'lumotlarini yig'ish, va natijalarni tushuntirishda foydalaniladi.

Natijalarni Tahlil va Tushuntirish: Olingan ma'lumotlarni tahlil qilishning o'ziga xos usullarini o'rganishingiz, ularni ilmiy tushuntirishga olib keladi. Tahlil natijalarini tez, ishonchli va ilmiy ravishda ifodalashda yordam beradi. Yangi Tendentsiyalarni Izlash: Global marketing tadqiqotlarining o'tkazilish jarayonlarida va natijalarida yangi tendentsiyalar va o'zgarishlar izlash hamda ularga qarshi tashriq qilish uchun o'zgarishlarni tahlil qilishga diqqat berishingiz mumkin. O'zgarishlarni o'rganishning oxirgi qismi yangi tendentsiyalarni izlash va ularga diqqat qaratishdir. Bu global marketingning o'zgarishlarini tahlil qilishda muhimdir. Bu, muammolar va ma'lumotlarni tahlil qilishning oxirgi qadami bo'ladi.

Ilmiy taklif va tavsiyalar o'zgarishlarni o'rganish va tahlil qilish uchun foydalaniladigan metodlarni o'rganish va ularni ilmiy va amaliy ravishda qo'llashda yordam beradi. Bu usullar o'zgarishlarni tahlil qilish, marketing kampaniyalari natijalarni o'rganish, jamiyat va madaniyatlar haqida tushuntirish va global marketingning o'zgarishlarini tahlil qilish uchun yaxshi tushuntirilgan bo'ladi.

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O'zgarishlarni o'rganish uchun joriy marketing kampaniyalarni, ijtimoiy media natijalarini va bozorning holatini o'rganishga diqqat bering. Bu, xalqaro marketing tendentsiyalarini va jamiyatning o'zgarishlarini tahlil qilishda yordam bera olishi mumkin. Ijtimoiy media va ijtimoiy tarmoq tahlili: Ijtimoiy media va ijtimoiy tarmoq orqali ijtimoiy kommunikatsiyalar va marketing kampaniyalari natijalari tahlil qilinadi Bu, qanday marketing kampaniyalari ommalashtirilganligini va ijtimoiy media maqbuliyatini o'rganishga yordam beradi.

Ilmiy tahlil va tushuntirish: Olingan ma'lumotlarni tahlil qilishning ilmiy va oqilona ravishda tushuntirish uchun ilmiy tahlil va tushuntirishni o'rganing. Bu natijalarni ilmiy jihatdan yaxshi tushuntirishda yordam beradi. Xalqaro qo'shimcha ma'lumotlar: Xalqaro marketing bozorlari va global marketing bo'yicha qo'shimcha ma'lumotlarni to'plashga diqqat bering. Bu, o'zgarishlarni global bosqichda tahlil qilishda foydalaniladi. Tahlil natijalarini ko'rsatish va o'zgartirish: O'rganilgan ma'lumotlarni ilmiy tahlil

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METHODOLOGY FOR THE DEVELOPMENT OF PROFESSIONAL AND PERSONAL ABILITIES OF FUTURE ENGINEERS-TECHNOLOGISTS

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Abstract: This article is dedicated to analyzing the methodologies for developing the professional and personal abilities of future engineers-technologists. The article discusses methods for improving the professional skills of engineers-technologists, such as studying, practical training, innovative thinking, and adapting to technological changes. From the perspective of personal development, methods for enhancing communication skills, problem-solving, decision-making, and stress management are described. Adapting to new technologies and future development trends is crucial for ensuring the success of engineers-technologists. The article provides ways for future engineers to improve both their professional and personal abilities.

Keywords: engineers-technologists, professional abilities, personal abilities, development methodologies, innovative thinking, technological innovations, practical training, communication within the company, problem-solving, decision-making.

Аннотация: Настоящая статья посвящена анализу методик развития профессиональных и личных качеств будущих инженеров-технологов. В статье рассмотрены методы повышения профессиональных навыков инженеров-технологов, такие как обучение, практика, инновационное мышление и адаптация к технологическим новшествам. С точки зрения личностного развития описаны методы развития коммуникативных навыков, решения проблем, принятия решений и управления стрессом. Адаптация к новым технологиям и будущим тенденциям развития имеет важное значение для обеспечения успеха инженеров-технологов. Статья предоставляет способы для будущих инженеров улучшать свои профессиональные и личные качества.

Ключевые слова: инженеры-технологи, профессиональные качества, личные качества, методики развития, инновационное мышление, технологические новшества, практика, коммуникация в компании, решение проблем, принятие решений.

Introduction

The professional and personal abilities of future engineers-technologists are highly significant in modern society. The success of any engineer depends not only on technical knowledge but also on the development of various personal abilities and skills. This article analyzes the methodologies for the development of professional and personal abilities of future engineers-technologists. In the modern world, professional and personal development is interrelated. For future specialists, especially engineers-technologists, the development of professional and personal abilities is crucial not only for success in their work but also for their personal life. Professional abilities refer to the technical and practical knowledge and skills that ensure a specialist's success in their field. Personal abilities refer to self-management, effective communication with others, and the ability to adapt to changing situations. This article examines the methodology for developing professional and personal abilities and the important approaches in this process.

Methodologies for developing professional abilities

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One of the primary tasks of an engineer-technologist is to acquire technical knowledge and practical skills. This process takes place through university education, various technical courses, seminars, and practical sessions. In order to learn new technologies and adapt to changes in the field, continuous learning is necessary.

Professional knowledge is based on modern technologies and scientific research. The key factor for the professional development of engineers-technologists is the constant acquisition of new knowledge and its application in practice. University education, internships, courses, and training sessions are essential for gaining new knowledge. The professional competence of each engineer-technologist depends on their ability to learn and apply the innovations in their field. Internships and practical training play an important role in professional development. Students and future specialists need to test their knowledge in the production process. Through practical sessions, laboratory work, and real projects, professional skills are developed. During this process, engineers-technologists can acquire new technical skills and gain practical experience in solving problems. Practical training allows engineers-technologists to test their knowledge in real-world conditions. Internships, apprenticeships, and specialized training in companies and organizations help improve their professional competencies. This process allows engineers not only to acquire technical skills but also to develop creative approaches to solving problems.

Innovative Thinking and Technological Innovations: Constant attention to technological innovations and applying them in their profession is essential for engineers-technologists. By developing innovative thinking, engineers-technologists can create new technologies and improve existing ones. This process relies heavily on scientific research, innovative ideas, and practical projects.

Personal Abilities: Personal abilities include self-management, communication, problem-solving, and stress management. These skills are essential for the success of engineers-technologists both in their professional and personal lives. The success of engineers-technologists is greatly influenced by their ability to manage themselves. Efficient time management, striving to achieve goals, and maintaining motivation are essential. Various methods, such as planning time and setting goals, can be used to develop these abilities. Engineers-technologists often work in teams, so they need to have good communication skills. Being able to work in a team, exchange ideas with others, and express thoughts clearly and understandably are key aspects of personal development. For this, engineers need to learn various communication methods and ensure mutual understanding within the team.

Methodologies for developing personal abilities: Communication within the Company and Teamwork Skills In the personal development of engineers-technologists, teamwork and effective communication skills play a critical role. These abilities are beneficial not only in professional activities but also in personal life. Engineers need to be proficient in teamwork, exchanging ideas with others, and expressing their thoughts clearly and understandably. Problem-Solving and decision-making engineers often face complex problems that require rapid decision-making. To address these challenges, it is essential to develop critical thinking and the ability to systematically analyze problems. For instance, every decision should involve considering multiple alternatives and selecting the most suitable one. Self-Management and Stress Management Self-management is crucial for engineers-technologists. They need to be physically and mentally resilient and know how to manage stress. To develop self-management, engineers should learn various psychological methods and stress management techniques.

New technologies and the future of the profession: The professional and personal development of engineers-technologists is closely tied to new technologies and future trends. Fields such as artificial

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intelligence, robotics, automation, and other advanced technologies are influencing the development of the profession. Therefore, future engineers must be prepared to learn about these innovations and work with modern technologies.

Conclusion: In conclusion, the methodologies for developing the professional and personal abilities of future engineers-technologists are based on modern educational systems and practical training. Acquiring new knowledge, gaining experience in practice, and focusing on personal development are crucial for success in the field. Thus, the professional and personal development methodologies of engineers-technologists directly impact their future achievements and social relevance.

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USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN INCLUSIVE EDUCATION

Abstract: This article analyzes the importance of the use of innovative educational technologies in inclusive education and its impact on the learning process of students and innovative technologies, including computer programs, multimedia tools, virtual reality technologies and distance learning. Learning platforms play an important role in inclusive education in individualizing learning for people with disabilities, creating an educational environment tailored to the specific needs of students it will be said.

Key words: Inclusive education, innovative education, computer technologies, multimedia tools, braille system and voice programs, simulation and virtual reality technologies, individualization and customization.

The English term “inclusive” means integration, cooperative education, and is recognized by the world community as the most humane and effective education. Inclusive education is the provision of equal rights to education in educational institutions, taking into account the differences in special educational needs and individual capabilities for all students.

It was also approved in September 2020 by the Law on Education in our country. Before approval, the Association of People with Disabilities of the Republic of Uzbekistan, together with experts, conducted an analysis of the compliance of the draft law with the principles of inclusive education. Article 20 of the law provides for inclusive education in educational institutions for children with physical, mental, sensory and mental disabilities. In order to fully fulfill the tasks defined in this law, on October 13, 2020, the Resolution of the President of the Republic of Uzbekistan No. PQ-4860 “On measures to further improve the system of education for children with special educational needs” [1], and No. 638 of the Cabinet of Ministers dated October 12, 2021 “On approval of normative legal documents regarding education of children with special educational needs” [2] decisions were made [3;873-p].

At present, the recognition of inclusive education in all countries does not depend only on legislation. Fighting discrimination and social prejudice is the most important thing. That is, it is the first time to carry out propaganda work among the population, recognizing inclusive education [4;568-p].

Inclusive education is a special educational environment created for all students, students, including those with disabilities, to receive education according to their abilities. The use and development of innovative technologies, including telecommunication systems and computer equipment, in the process of inclusive education is related to the dynamic and intensive features of the current society. These technologies help to bring a person closer to society, to form and develop a certain level of education, culture, worldview and intellectual abilities [5; 36-40-p]. Innovative educational technologies are new methods and tools that help to develop the educational process more effectively and comprehensively. The use of innovative technologies in inclusive education is of great importance in organizing the educational process, taking into account the specific needs of students. The use and development of innovative technologies, including telecommunication systems and computer equipment, in the process of inclusive education is related to the dynamic and intensive features of the current society. These technologies help to bring a person closer to society, to form

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and develop a certain level of education, culture, outlook and intellectual abilities. The use of innovative technologies in the education of persons with disabilities opens up support for the development of their communication skills, opportunities for communication with teachers, tutors and other students, which allows students with disabilities to contribute to society. helps to integrate. These opportunities are realized through the use of technical tools in the educational process. The choice of material and technical support within the framework of inclusive education is based on the ratio between the maximum variability and invariance of all its components. For example, hearing-impaired students need sound amplifiers, multimedia equipment, and wireless audio transmission technologies, which allow for existing forms of information exchange and help compensate for the hearing function.

Computer technologies: The educational process can be made effective through computer programs that help students learn information, platforms that provide interactive communication between teachers and students, and multimedia tools. Such technologies make it easier for students with hearing, vision or mobility disabilities to receive information using special programs.

Multimedia tools: taking into account the different knowledge and perception capabilities of students, multimedia tools such as video, audio-visual materials, interactive educational programs are widely used in the educational process [6;200-p]. These technologies allow students to better understand and remember the material they are learning.

Braille and Voice Programs: Braille, special voice programs, and screen reading technologies are used for visually impaired students. These technologies allow students to listen to the text and understand it. For example, teaching the visually impaired requires the availability of special equipment in the educational institution: video amplifiers, electronic magnifiers, Braille computer equipment, speech synthesizer programs, and other visual functions. tools that do not require use. The uniqueness of these technical tools is that they convert computer data into forms accessible to students with visual impairments, i.e. to enhance residual vision or to convert visual information into sound and tactile signals gives [7;20-p].

Simulation and virtual reality technologies: For students with mobility or other physical limitations, virtual reality technologies can help make the learning process more lifelike and interesting. Through such technologies, students can perform various tasks in a safe and comfortable environment for themselves. In addition, distance education and online platforms: Innovative technologies play a major role in the development of distance education. With online classes, video chats, forums, and learning resources, students can learn at their own time and place.

Individualization and customization: Through computer technology, teachers can personalize the learning process, taking into account the individual needs of each student. By changing the font size, playing with colors, presenting educational materials in different forms (audio, visual, text), you can create a comfortable reading environment for each student.

In conclusion, it can be said that the use of innovative educational technologies in inclusive education creates an opportunity for students to receive education in accordance with their capabilities and needs. With the help of these technologies, students have the opportunity to work with educational materials adapted to their abilities and needs, which, in turn, makes the process of learning more effective and convenient for students. Also, innovative technologies help to develop communication skills in inclusive education and ease the process of students' integration into society. Thus, the use of innovative technologies in inclusive education creates opportunities for students to receive equal education, further develops the educational process taking into account their individual needs, and

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helps to educate socially active, free-thinking individuals in society. This approach increases the effectiveness of inclusive education and serves the sustainable and fair development of the education system.

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THEORETICAL AND PRACTICAL ASPECTS OF TAXATION OF PERSONAL INCOME

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Annotation: The taxation of personal income is one of the key areas of tax policy in every country and has a significant impact on the socio-economic development of the state. The principles of taxation of personal income may vary depending on the economic system, legislation, and cultural characteristics of each country. Taxation of all types of income, progressive tax rates, deductions, and benefits, as well as the principles of fairness and transparency, are fundamental factors in forming an effective tax system.

Keywords: tax policy, globalization, efficiency, investment, importance, fair taxation, Flexibility and adaptability.

In the context of globalization and the growing need for equitable distribution of income, the role of personal income taxation is increasing. In particular, this issue is gaining relevance in Uzbekistan within the framework of reforms aimed at increasing the transparency of the tax system, reducing the shadow economy, and improving the business environment.

The relevance of studying the principles of personal income taxation can be explained by several factors. First, the need to improve the efficiency of tax collection and ensure the equitable distribution of the tax burden determines the importance of this issue. Second, in the context of the digitalization of the economy and changing labor relations, there arises the necessity to adapt the tax system to new conditions.

In Uzbekistan, this issue is of particular importance because the economy is in a phase of growth and reform. Establishing a fair and efficient system of personal income taxation not only increases state budget revenues but also stimulates economic activity, reduces poverty, and strengthens social stability.

The main principles of personal income taxation may differ in each country and are generally comprised of the following:

1. The Principle of Taxation of All Types of Income. This principle implies that all income received by an individual from various sources (e.g., wages, interest on deposits, income from investments) is subject to taxation. All income of individuals, unless certain categories of income are exempt from taxation by law, should be taxed without exception.
2. The Principle of Progressive Taxation. This principle stipulates that the tax rate increases as income grows. In other words, individuals with higher incomes must pay higher tax rates.
3. The Principle of Taxation After Deductions and Benefits. Based on this principle, the tax system can provide various exemptions and benefits for certain categories of individuals to reduce their tax burden, such as deductions for specific expenses (e.g., education or medical expenses).
4. The Principle of Tax Reciprocity. This principle means that individuals who earn income must pay taxes in the country where they reside or hold citizenship, regardless of where the income was earned.
5. The Principle of Fair Taxation. This principle implies that the tax system should be fair and equitable for all citizens and take into account their capabilities and circumstances.

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6. The Principle of Transparency and Clarity of the Tax System. The tax system should be transparent and comprehensible to ensure that taxpayers fulfill their tax obligations knowingly and correctly.

7. The Principle of Efficiency and Economic Incentives. Under this principle, the tax system should promote economic growth and efficient resource use, while encouraging investment, labor activity, and entrepreneurship.

These principles typically serve as the basis for income taxation in most countries; however, the tax policy implemented in each country may differ. Additionally, these principles may be applied in various ways depending on the unique tax system and legislation of different nations.

The main aspects of the principles of personal income taxation in Uzbekistan can be reviewed through the following table:

Table

Key Aspects of the Principles of Personal Income Taxation in Uzbekistan

Principles	Description	Examples	Impact on Taxpayer	Notes
Taxation of all types of income	Obligations for paying taxes are defined for all individuals earning income.	Taxation of any income recipients, employees, entrepreneurs, capital income earners, etc.	Broadening the tax base, equitable distribution of the tax burden.	Exceptions may apply for certain groups of taxpayers.
Fair taxation	Taxes should comply with principles of fairness and equality.	Progressive taxes, granting tax benefits to low-income individuals.	Equitable distribution of the tax burden, reducing income inequality.	Progressive tax rates may vary based on income levels.
Transparency and clarity	Tax legislation must be clear and predictable, and taxpayers must fully understand their obligations.	Precise definition of the tax base, rates, and payment deadlines.	Reduces uncertainty and misunderstandings, increases trust in the tax system.	Regular updates and public explanations of tax laws are essential.
Convenience and simplicity	The taxation mechanism should be simple and convenient.	Availability of online declaration filing, automatic tax withholding by employers.	Reduces administrative costs and time spent on tax compliance.	Development of electronic services and online filing of declarations is vital.

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Principles	Description	Examples	Impact on Taxpayer	Notes
Efficiency and economic incentives	The tax system should minimize negative economic effects of taxes and encourage economic growth.	Tax benefits for investments in specific sectors, reducing the tax burden for small businesses.	Stimulates investments, innovation, and entrepreneurial activity, reduces tax barriers to economic development.	Tax rates can be adjusted based on economic conditions.
Flexibility and adaptability	The tax system should adapt to changing economic conditions and societal demands.	Temporary tax benefits and preferences, adjusting tax rates based on inflation or unemployment levels.	Provides quick responses to economic challenges, supports economic stability.	Monitoring and analyzing economic conditions is crucial for policy adjustments.

The personal income taxation system in Uzbekistan is structured in accordance with general principles and goals. This system has several important features:

1. **Taxation of All Types of Income.** This principle implies that any income earned by individuals is subject to taxation. It is implemented to ensure the equitable distribution of the tax burden among income earners. Broadening the tax base increases revenues to the state budget.

2. **Fair Taxation.** The principle ensures that the tax system is fair and adheres to equality. Through progressive taxes and tax benefits for low-income individuals, income inequality is reduced. This contributes to economic stability.

The Principle of Transparency and Clarity in Taxation is pivotal in ensuring that taxpayers have a precise understanding of their obligations. Tax legislation that is clear and predictable enhances confidence in the tax system, mitigates uncertainties, and minimizes misinterpretations. This principle ensures timely and accurate tax compliance, thereby fostering trust between the state and its citizens.

The Principle of Convenience and Simplicity underscores the necessity of a tax administration process that is streamlined and accessible. Mechanisms such as electronic filing systems and automated tax collection reduce administrative burdens and operational costs, simultaneously enhancing taxpayer satisfaction and compliance rates.

The Principle of Efficiency and Economic Incentivization emphasizes the role of taxation in stimulating economic growth while mitigating adverse economic impacts. By introducing targeted tax benefits and reducing fiscal burdens on small and medium enterprises (SMEs), this principle seeks to attract investments, foster innovation, and bolster entrepreneurial **activities**.

The Principle of Flexibility and Adaptability addresses the need for a dynamic tax system that aligns with evolving economic conditions and societal demands. By enabling adjustments in tax rates and temporary exemptions in response to macroeconomic challenges, this principle supports economic resilience and sustainability.

The analysis suggests that Uzbekistan's personal income taxation framework adheres to foundational principles of fairness, transparency, efficiency, and economic incentivization, thereby

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contributing to economic stability and the socio-economic development of the nation. This system reflects a commitment to balancing fiscal goals with broader societal objectives.

Key Principles and Their Implications:

1. **Fair Distribution.** The progressive taxation model, coupled with targeted tax benefits for lower-income groups, mitigates income disparities and ensures equitable distribution of the tax burden. This fosters social equity and economic inclusiveness.
2. **Transparency and Accessibility.** The establishment of a transparent tax regime, supported by digital tools and simplified compliance procedures, reduces ambiguities, broadens the tax base, and reinforces public trust in governance.
3. **Economic Stimulation.** The rational reduction of tax burdens and the provision of fiscal incentives aimed at attracting domestic and foreign investments catalyze economic growth and enhance the competitiveness of SMEs.
4. **System Adaptability.** A responsive tax policy framework, capable of adapting to shifting economic and global dynamics, ensures fiscal sustainability and economic stability.

The effective implementation of these principles is critical for augmenting state budget revenues, sustaining macroeconomic stability, and improving the overall standard of living. However, the analysis also reveals key areas for further optimization, including the enhancement of policy coherence, alignment with global tax standards, and the integration of advanced digital solutions in tax administration.

By addressing these areas, Uzbekistan's personal income taxation system can evolve into a more robust, equitable, and growth-oriented framework, positioning it as a model for emerging economies.

Based on the research findings, the following proposals and recommendations can be made:

1. **Revising the Progressive Taxation System.** Expanding the range of progressive tax rates and introducing additional tax rates for high-income individuals would be appropriate to further reduce income inequality in Uzbekistan.
2. **Improving the Tax Benefits System.** Simplifying the procedure for granting tax benefits and expanding targeted incentives would enhance investments in priority sectors such as education, healthcare, and innovation.
3. **Advancing Electronic Services.** Expanding the coverage of online tax services and improving mobile application-based tax payment options is essential for full digitalization of the tax system and creating convenient conditions for taxpayers.
4. **Monitoring Tax Burden.** Establishing a system for regular monitoring of the impact of the tax burden on different population groups and adjusting taxation strategies based on these findings is crucial.
5. **Establishing Research Centers for Tax Analysis.** Setting up specialized research centers to study and analyze the tax system would facilitate the adoption of adaptable models tailored to the national tax system by leveraging foreign experience.
6. **Support Programs for Taxpayers.** Expanding support programs to address tax-related inquiries from individuals and small businesses, along with strengthening advisory services, would enhance taxpayers' awareness and compliance.

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7. Regular Updates to Tax Legislation. Regular updates to tax laws in alignment with international standards, incorporating feedback from entrepreneurs and experts, are critical for ensuring the system remains relevant and effective.

Implementing these recommendations will make Uzbekistan's tax system more equitable, efficient, and transparent. By addressing structural challenges and fostering a favorable environment for economic activities, the proposed reforms will support the country's long-term socio-economic development goals.

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Global Relations Theory: Youth Development Ideas

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Abstract: This article discusses environmental protection, green economy, and demographic processes. The ideas of youth development are an important part of these processes and play a significant role in bringing about positive global changes. The worldview, innovative thinking, and active participation of the younger generation open new horizons for global development.

Keywords: Demography, UN Climate Change Convention, Green Economy, Education and Innovation, Global Cooperation.

Youth's Role in Global Relations

Youth are actively participating in various fields of global relations, contributing significantly to social justice, environmental protection, peacebuilding, and technological development. Their involvement in the following areas is particularly crucial:

1. **Social Justice and Human Rights:** Youth strive to reduce inequalities in society by promoting equality and justice. They engage in volunteer work through international organizations, actively defending human rights.
2. **Environmental Protection:** Environmental protection refers to efforts aimed at maintaining a sustainable balance between humanity and nature, including measures to preserve and restore ecological resources. This field involves addressing ecological problems, mitigating climate change, protecting biodiversity, and promoting the rational use of natural resources. Key areas for environmental protection include:
 - Protecting natural resources, such as air, water, and soil, from pollution.
 - Restoring ecosystems and preserving biodiversity.
 - Expanding the use of renewable energy sources.
 - Combating global climate change and reducing greenhouse gases.

Global Cooperation and Legislation

- **UN Climate Change Convention (UNFCCC):** Establishes the basis for international cooperation in limiting climate change and ensuring global ecological stability.
- **Paris Agreement (2015):** Commits to keeping the global temperature rise between 1.5°C and 2°C.
- **Montreal Protocol (1987):** Agreement aimed at reducing the production and consumption of substances harmful to the ozone layer.
- **Stockholm Declaration (1972):** One of the first international documents setting out principles and goals for environmental protection.
- **Uzbekistan's Legislation:** The Republic of Uzbekistan's Law on Environmental Protection contains key legal standards for ensuring ecological sustainability and preserving natural resources.

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In recent years, Uzbekistan has implemented a range of measures to ensure ecological security, improve the ecological situation, prevent the harmful effects of waste on human health, and promote the rational use of natural resources. The "Green Space" national project is being carried out across the country, with a moratorium on the cutting of valuable non-forest trees.

3. **Green Economy** Green economy is an economic model focused on sustainable growth without harming the environment, based on the rational use of natural resources. It emphasizes reducing ecological risks and ensuring balanced growth while preserving the environment. The main characteristics and principles of a green economy include:

- **Renewable energy sources:** Utilizing solar, wind, and geothermal energy.
- **Waste reduction:** Developing technologies for recycling waste, limiting single-use plastics, and promoting reuse practices.
- **Sustainable agriculture:** Promoting organic farming, minimizing chemical use, and conserving water and soil resources.
- **Energy efficiency:** Implementing energy-saving technologies in buildings and industries.
- **Environmental sustainability:** Protecting biodiversity and promoting the restoration of natural resources.

International Agreements and Conferences Supporting Green Economy Development

- **Rio de Janeiro Conference (1992):** Adoption of the "Agenda 21" program for promoting sustainable development.
 - **Kyoto Protocol (1997):** Set international commitments to reduce greenhouse gas emissions.
 - **Johannesburg Sustainable Development Summit (2002):** Focused on the economic and social aspects of sustainable development.
 - **Paris Agreement (2015):** Commits to limiting global warming to 1.5-2°C.
 - **UN Sustainable Development Goals (2015-2030):** 17 goals, including environmental protection and promoting green economies.
4. **Demographic Issues** Population growth and urbanization are among the global challenges. Youth are proposing the following initiatives:
 - Developing technological solutions for sustainable population management.
 - Promoting urban development without harming the environment.
 - Improving infrastructure and providing healthy living conditions for youth.
 5. **Peace and Security** Youth help strengthen peace by fostering communication between different nations and cultures. They propose innovative approaches to preventing and resolving conflicts.
 6. **Technological Innovations** Youth are making significant contributions to the development of modern technologies and their application in solving global problems. Through startups and inventions, they are creating new opportunities.

Youth Development Ideas

Youth propose various development ideas, including:

- **Education and Innovation:** Modernizing the education system to ensure effective use of technologies and provide youth with necessary skills and knowledge.
- **Sustainable Development:** Ensuring social and economic growth without harming the environment.

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- **Global Cooperation:** Strengthening international dialogue and cultural cooperation to accelerate development.
- **Green Economy:** Promoting environmentally sustainable economic models, utilizing renewable energy sources, and reducing carbon footprints.
- **Demographic Issues:** Developing innovative approaches to managing population growth and urbanization.

Demography: The study of population dynamics, such as birth rates, death rates, marriage, and divorce patterns, and their impacts on society. Demography examines the factors influencing population growth and suggests solutions for sustainable population management.

Suggestions and Recommendations

1. **Increasing Youth Participation in Global Relations:** Creating specialized programs and educational projects to engage youth in global relations and social processes is essential. Their role in global cooperation, environmental protection, and social justice must be strengthened.
2. **Promoting Green Economy and Ecological Sustainability:** Youth should be encouraged to contribute to green economy initiatives, such as using renewable energy, recycling, and proposing innovative environmental solutions. New educational programs and seminars on green economy should be developed.
3. **Modernizing the Education System:** The education system should be modernized to provide youth with the knowledge and skills needed for the implementation of development ideas, emphasizing technological literacy and digital skills.
4. **Strengthening Global Cooperation:** Efforts should be made to enhance international cooperation and cultural exchanges. Programs to foster youth interaction and knowledge sharing should be expanded to support positive global change.
5. **Supporting Youth in Social Justice Initiatives:** Youth initiatives focused on social justice and human rights should be supported. Training programs, conferences, and international seminars can be organized to enhance youth's legal knowledge and activism in human rights.

Conclusion

Global relations and youth development ideas are of great importance today. Youth actively participate in social, political, and economic processes, contributing to environmental protection, social justice, peacebuilding, and technological innovations. They also play a crucial role in promoting green economy and sustainable development. Furthermore, through educational reforms, innovative technologies, and enhanced global cooperation, youth can realize their development ideas and ensure ecological sustainability.

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ИҚТИСОДИЁТ ТАРМОҚЛАРИНИ КРЕДИТЛАШ ЖАРАЁНИДА КРЕДИТНИНГ ҚАЙТМАСЛИК ДАРАЖАСИ ТАҲЛИЛИ

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Аннотация. Иқтисодиёт тармоқларини кредитлаш жараёнида кредитларнинг қайтмаслик даражаси таҳлили молиявий институтлар учун муҳим аҳамиятга эга. Ушбу таҳлил кредит сиёсатини шакллантириш, таваккалчиликни бошқариш ва банк тизимининг барқарорлигини таъминлашда муҳим ўрин тутади. Ушбу мақолада кредит қайтмаслигига таъсир этувчи омиллар, уларни баҳолаш усуллари ва таҳлил механизмлари кўриб чиқилади. Шунингдек, турли соҳаларда кредитлар бўйича дефолт даражасини камайтириш бўйича тавсиялар ҳам тақдим этилади. Тадқиқот натижалари молиявий ташкилотларга самарали кредитлаш стратегиясини ишлаб чиқишда ёрдам беради.

Калит сўзлар: кредит, банк, харажат, тўлов, молия, фоиз, мамлакат, миқдор, ставка, ҳудуд, риск, муаммоли кредитлар, кредит портфели, йўқотишлар, мониторинг.

АНАЛИЗ НОРМЫ НЕВОЗВРАТА КРЕДИТА В ПРОЦЕССЕ КРЕДИТОВАНИЯ ОТРАСЛЕЙ ЭКОНОМИКИ

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Аннотация. Анализ нормы невозврата кредитов в процессе кредитования отраслей экономики важен для финансовых институтов. Этот анализ играет важную роль в формировании кредитной политики, управлении рисками и обеспечении стабильности банковской системы. В этой статье будут рассмотрены факторы, влияющие на невозврат кредитов, методы их оценки и механизмы анализа. Также приведены рекомендации по снижению уровня невозврата кредитов в различных отраслях промышленности. Результаты исследования помогут финансовым организациям разработать эффективные стратегии кредитования.

Ключевые слова: Кредит, банк, расходы, платеж, финансы, проценты, страна, клиент, ставка, регион, риск, проблемные кредиты, кредитный портфель, убытки, мониторинг.

ANALYSIS OF THE RATE OF NON-RETURN OF CREDIT IN THE PROCESS OF LENDING TO SECTORS OF THE ECONOMY

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Annotation. Analysis of the rate of non-return of loans in the process of lending to sectors of the economy is important for financial institutions. This analysis plays an important role in the formation of credit policies, risk management and ensuring the stability of the banking system. This article will look at the factors affecting credit non-return, methods of their assessment and mechanisms of analysis. Recommendations for reducing the default rate on loans in various industries are also provided. The results of the study will help financial organizations develop effective lending strategies.

Keywords: Credit, bank, expenses, payment, finance, interest, country, client, rate, Area, risk, problem loans, loan portfolio, losses, monitoring.

Кириш

Мамлакатимиз иқтисодий тармоқларининг барқарор ривожланиши шароитида тўлов қобилиятининг пастлиги, кўп жиҳатдан, бир қанча ишлаб чиқаришларнинг самарасизлиги туфайли вужудга келганлиги сабабли иқтисодий тармоқларидаги вазиятни принципиал яхшилашнинг шартларидан бири бўлиб ундаги таркибий ўзгаришларни амалга ошириш бўлиб, бунинг натижасида талабга эга бўлмаган маҳсулот ва бозорий келажакка эга бўлмаган корхона бозордан чиқиб кетиши лозим. Одатда, бозорий келажакка эга бўлмаган корхоналар тўловсизликлар занжирида бошланувчи ҳисобланади ёки улар ўз маҳсулотларининг баҳоларини ошириб, истеъмолчиларда моддий харажатлар қўшимча ўсишининг омили бўлиб хизмат қилади.

Тўлов айланмасига хос бўлган муаммолардан бири бу тўловсизликлар муаммоси эканлиги кўриниб турибди. Шу муносабат билан таъкидлаш лозимки, мамлакатимизда иқтисодий ислохотларни муваффақиятли амалга оширилиши иқтисодиётнинг реал секторига эътиборни кучайтиришнинг зарур эканлигини яна бир бор кўрсатаёпти. Айни вақтда “банк корхона”нинг ўзаро таъсирчанлигини фаоллаштиришда бир неча омиллар тўсик ролини ўйнамоқда.

Хусусан, тижорат банки учун кредит фоизининг юқори даражада эканлиги, кўп жиҳатдан, доимий бўлиб қолаётган тўловсизликлар билан белгиланмоқда. Банкдан кредит олган корхона, қиёсий жиҳатдан барқарор молиявий аҳволга эга бўлса-да, ўзининг интизомсиз ҳамкорлари туфайли тўловсизликлар занжирига тортилиб қолиши ва бунинг натижасида эса, банкка кредитни қайтариш ва унга фоиз тўлаш имконига эга бўлмасдан қолиши мумкин. Тўлов айланмасининг муаммолари, энг аввало, уни амалга ошириш ҳозирги амалиётининг замонавий бозор иқтисодиёти талабларига етарли даражада жавоб бераолмаётганлиги билан белгиланишини кўрсатди ва уларнинг, асосан, қуйидагилардан иборат эканлигини аниқлаш имконини берди:

- тўлов айланмасининг етарли даражада барқарорлик касб этмаётганлиги;
- тўлов нисбатларининг бузилишига йўл қўйилаётганлиги;
- тўловларнинг иқтисодий асосларидан чекиниш ҳолларининг содир бўлаётганлиги;
- тўловсизликларнинг даражаси, айрим саналарда, юқори кўринишга эга бўлаётганлиги;
- амалиётда тўлов айланмасининг ролига етарли даражада баҳо берилмаётганлиги;
- тўлов айланмаси корхона ва ташкилотларни кредитлашнинг асосий субъекти сифатида фойдаланилмаётганлиги оқибатида тижорат банкларининг кредит рисклари, кўп жиҳатдан, ана шунга боғлиқ бўлиб қолаётганлиги;

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- тўловсизликнинг асосий сабабларини ва ҳўжаликдаги эскириб қолган муддати ўтган кредиторлик қарзларининг реструктуризация қилиш масалаларини аниқлаш ўзининг ечимини талаб қилаётганлиги;

- мамлакатимизда монетизация коэффицентининг амалдаги даражасини халқаро амалиётда қабул қилинган андозавий даражага (камида 40%) нисбатан сезиларли даражада паст эканлиги.

Тадқиқот методологияси

Мазкур тадқиқотнинг асосий мақсади иқтисодиёт тармоқларини кредитлаш жараёнида кредитларнинг қайтмаслик даражасини таҳлил қилиш ва бу ҳолатнинг асосий сабабларини аниқлашдан иборат. Шунингдек, кредитлаш жараёнини янада самарали қилиш бўйича тавсиялар ишлаб чиқилади. Кредитлаш жараёнида кредитларнинг қайтмаслик даражасини аниқлаш учун статистик маълумотлар асосида таҳлил ўтказилди, кредит қайтмаслик даражасининг турли тармоқлардаги фарқларини аниқланди.

Адабиётлар шарҳи

В.Усоскин (1994) ўзининг “Замонавий тижорат банки: операциялари ва бошқариш” номли монографиясида тижорат банклари кредитлаш амалиётининг асосий жиҳатларини тадқиқ қилган. У тадқиқот натижаларига асосланган ҳолда, бир қатор илмий хулосаларни шакллантирган. Ана шундай муҳим хулосалардан бири миқозни банк томонидан кредит линияси очиш йўли билан кредитлаш орқали кредит рисқи даражасини сезиларли даражада пасайтириш мумкинлигидир. Унинг фикрига кўра, кредит линияси орқали миқозни кредитлашда компенсацион қолдиқдан фойдаланиш орқали миқозни нисбатан паст фоиз ставкасида кредитлаш мумкин. Бу эса, кредит рисқини камайтишига, кредитни қайтиш эҳтимолини ошишига олиб келади.

Тижорат банкларида рисқларни бошқаришда асосан П.С.Роуз (2015) томонидан таклиф қилинган 6 турдаги рисқ бўйича амалга оширилади. Ушбу рисқ турлари ичида кредит рисқи ўз-ўзидан бошқа турдаги рисқларни келтириб чиқаради. Шу сабабли кредит рисқи тижорат банкларида энг катта рисқи ҳисобланиб, тижорат банклари уни бошқаришга катта эътибор қаратишади.

Муаммоли кредитлар банк секторида учраш мумкин бўлган энг катта муаммолардан бири ҳисобланади. Бу борада кўплаб тадқиқотлар ва илмий ишлар олиб борилган. Жумладан, Smith ва Jones (2015) ўзларининг тадқиқотларида муаммоли кредитларни олдини олишда банк ходимларининг малакасининг муҳимлигини таъкидлашади. Улар, ходимларнинг молиявий таҳлил қобилиятларини ошириш орқали кредит бериш жараёнининг сифатини яхшилаш мумкинлигини кўрсатиб беришган.

Бундан ташқари, Brown ва бошқ. (2018) ўз ишларида муаммоли кредитлар бўйича мониторинг ва назорат тизимларининг аҳамиятига тўхталиб ўтадилар. Улар, замонавий технологиялар ёрдамида кредит портфели ҳолатини доимий кузатиб бориш орқали банкларда муаммоли кредитларни олдини олишни тақозо этмоқда.

Лее ва Нгуен (2019) эса кредит таҳдидларини бошқаришда сунъий интеллект ва катта маълумотлардан фойдаланиш имкониятларини таҳлил қиладилар. Улар, бу технологиялар ёрдамида банклар кредит қарздорларининг хавф даражасини аниқроқ баҳолай олишлари ва шу тариқа муаммоли кредитларни камайтиришда самарали натижаларга эришишлари мумкинлигини исботлашган.

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Д.Полфреман, Ф.Фордлар (1996) муаллифлигидаги “Основи банковского дело” китобида мижознинг кредит йиғма жилдини ўрганишга эътиборни кучайтириш кредитлаш амалиётини самарали ташкил этишнинг муҳим омили сифатида қаралган.

А.Миан ва А.Сафи (2013) томонидан ўтказилган тадқиқотлар кўрсатдики, уй хўжаликларининг ўз рискларини назорат қилиш имкониятлари фирмаларникига қараганда сезиларли даражада чеклангандир. Бу эса, сув хўжаликларига берилган кредитларни ўз вақтида қайтмаслик эҳтимолини оширади.

Ж. Исаковнинг (2016) хулосасига кўра, тижорат банклари томонидан хизматлар соҳасига ажратилаётган кредитларнинг ўртача йиллик фоиз ставкасининг ўртача бир фоизга ошиши берилган кредитлар даромадлилигини 0,8 фоизга ошишига, берилаётган кредитлар ҳажмини бир фоизга ошиши кредитлар даромадлилик даражасини 1,8 фоизга камайишига олиб келади.

Ф.Холмаматовнинг (2019) тижорат банкларининг кредитлаш амалиётини такомиллаштириш масаласини илмий асосда тадқиқ қилган ва қуйидаги хулосани шакллантирган: тижорат банклари кредит портфелининг сифатини ошириш учун кредитлар бўйича эҳтимолий йўқотишларни қоплаш учун заҳиралар шакллантириш методикасини такомиллаштириш мақсадида кредитларнинг сифатини реал баҳолаш ва уларга заҳира ташкил этиш бўйича қуйидаги мезонлар таклиф этилган: субстандарт кредитлар бўйича 1 фоиздан 10 фоизгача; қониқарсиз кредитлар бўйича 11 фоиздан 25 фоизгача; шубҳали кредитлар бўйича 26 фоиздан 50 фоизгача; умидсиз кредитлар бўйича 100 фоизгача.

Таҳлил ва натижалар

Амалиётда банклар томонидан ўз мижозларини кредитлаш ҳамиша самарали натижалар билан якулланавермайди. Айрим ҳолларда корхонанинг ўз бизнес-режаларининг номукамал ишлаб чиқишлари ва фаолиятини мақсадли амалга оширилмаганликлари, шунингдек, бошқа ҳар хил сабаблар оқибатида банклар томонидан тақдим этилган кредитларнинг вақтида ундирилиш муаммоси юзага келади. Албатта, муаммоли активлар ўз-ўзидан пайдо бўлмайди ва уларни вужудга келтиришнинг ўзига хос омиллари мавжуд бўлади.

Муаммоли активларни келтириб чиқарадиган омилларнинг белгилари, кредитнинг мўлжалланган мақсадлари бўйича ишлатилмаслиги, шартнома, бизнес режа, техник-иқтисодий асослаш ва бошқа кредит ҳужжатларида кўрсатилган ишларнинг амалга ошмаслиги, қарз олувчининг молиявий иқтисодий аҳволининг ёмонлашиш тенденцияси ва бошқалар бўлиши мумкин.

Кредит мониторингини доимий равишда олиб борилмаслиги натижасида кредитнинг асосий қарзи ва унинг фоизини қайтариш борасида узилишларга олиб келмоқда. Муаммоли активлар бирданига содир бўлмасдан унинг элементлари кредитлаш жараёнида аста-секин юзага кела бошлайди. Муаммоли активларнинг доимий мониторинг олиб борилмаслиги натижасида ҳам содир бўлади.

Мониторинг жараёнида қарздорнинг бухгалтерия ҳисоботларида молиявий камчиликлар аниқлангандан сўнг, банк ходими албатта корхонага ташриф буюриши (мижоз офисига) керак. Кредитдан унумли фойдаланиш жойларда, корхона ва ташкилотларда, қоида тариқасида, ҳар чорақда текширилиши керак. Кредитлаш жараёнида йўл қўйилган хато банк кредит сиёсатининг нотўғри тузилганлигидан далолат беради.

Муаммоли актив асосан кредит портфели таркибидаги кредитларнинг фоизлари билан қайтаришда имтиёзли даврнинг кўп берилишида кузатилмоқда. Шунингдек кредит мониторингида доимий назоратнинг олиб борилмаслиги ва унинг натижасида кредит ва унга

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тўланадиган фоизларни вақтида тўланмаслиги, охир оқибатда мижознинг кредиторлик юкини ошиб кетиши ва уни тўлаш бўйича молиявий ҳолатининг ёмонлашувига олиб келмоқда.

Таҳлил натижаларига асосланиб банкларда кредит амалиётлари самарадорлигининг пасайиб бориши қуйидаги ҳолатлар таъсири натижаси деган фикрга келдик:

1. Мижозларнинг тармоқ хусусиятига қараб кредитлашнинг шакл ва усуллари татбиқ этишда, шунингдек, қарздорнинг кредит тўловига лаёқатлилигини аниқлашда банк ходимининг малака ва тажрибасининг етишмаслиги.

2. Банк кредит қўмиталари қарорлари сифатининг пастлиги.

3. Кредитлашнинг таъминланганлик тамойилини амалга оширишда ходимларда малака ва тажрибаларининг етишмаслиги.

4. Кредит муносабатларида мижоз манфаатларига раҳна солувчи шартнома шартларининг амалиётга татбиқ этилаётганлиги.

5. Қарздор устидан етарлича мониторинг ўрнатилмаганлиги.

6. Кредит муносабатларида мажбурият ижросини таъминлашга доир миллий қонунчилик ҳужжатлари қоидаларини такомиллаштиришнинг зарурлиги.

1-жадвал

Муаммоли активларни келиб чиқишига таъсир этувчи омиллар

№	Таъсир этувчи омиллар	Даражаси (%)
	Ички омиллар	67 %
1	Таъминот етишмаслиги	22 %
2	Ссуда буюртмасини ўрганишда ахборотни нотўғри баҳолаш	21 %
3	Операция назоратининг заифлиги ҳамда дастлабки огоҳлантирувчи белгиларни ўз вақтида аниқланмаслик ва улар юзасидан тегишли чоралар кўрмаслик	18 %
4	Гаров таъминоти сифатининг пастлиги	5 %
5	Шартномада кўрсатилган таъминотни олиш имконияти йўқлиги	1 %
	Ташқи омиллар	33 %
6	Компаниянинг банкрот бўлиши	12 %
7	Кредиторларнинг қарзларини қайтаришни талаб қилиши	11 %
8	Компаниянинг бозорда ўз ўрнини йўқотиши ва ички ижтимоий муаммолар	6 %
9	Ўғирлик, муттаҳамлик	4 %

Манба: Тоғаев, С., Очилова, И., & Аманов, А. (2023). Тижорат банкларида муаммоли активларнинг юзага келиш сабаблари ва уларга таъсир этувчи омиллар. Иқтисодий тараққиёт ва таҳлил, 1(6), 80–85. <https://doi.org/10.60078/2992-877X-2023-vol1-iss6-pp80-85>

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Пул маблағларини кредит сифатида беришда, юқорида таъкидлаганимиздек, қуйидаги шартларга риоя қилиниши талаб этилади: муддатлилик; тўловлилик; қайтаришлик; таъминланганлик ва мақсадлилик. Табиийки, мазкур шартларни тўлиқ бажарилиши берилган кредит бўйича рискнинг ошишига йўл қўймайди. Кредитнинг мақсадлилиги унинг мижоз фаолиятининг банкка маълум бўлган ва банк томонидан маъқулланган йўналишга берилишини аңлатади.

Тижорат банки кредит портфелининг диверсификация даражасининг паст эканлиги кредит rischi даражасининг юқори бўлишига сабаб бўлади. Халқаро банк амалиётида тижорат банкларининг кредит портфелини мижозларнинг тармоқ хусусиятига кўра диверсификация қилиш кенг қўлланилади.

Масалан Ипотекабанк кредит портфелининг 55 фоиздан ортиқ қисми саноат корхоналарига берилган кредитларнинг ҳиссасига тўғри келиши кредит портфелининг диверсификация даражасининг паст эканлигидан далолат беради. Чунки, халқаро банк амалиётида қабул қилинган қоидага кўра, тижорат банкининг битта тармоқ ёки соҳага берган кредитлари унинг кредит портфелининг 25 фоиздан ошмаслиги лозим.

Шунингдек, моддий-техника таъминоти, қишлоқ хўжалиги, транспорт ва коммуникация тармоқларига берилган кредитларнинг кредит портфелидаги салмоғини жуда кичиклиги кузатилди.

Хизматлар соҳасига берилган кредитларнинг тижорат банклари кредитларининг умумий ҳажмидаги салмоғини ва унинг динамикасини ўрганиш хизматлар соҳасини ривожлантиришда банкларнинг кредитлари қандай роль ўйнаётганлигини баҳолаш нуқтаи-назаридан муҳим аҳамият касб этади. Тижорат банклари томонидан ажратилган кредитлар миқдори 254 277,6 млрд. сўмни ташкил қилиб, иқтисодиёт тармоқларини ривожлантиришда жуда катта аҳамиятлидир.

2-жадвал

Тижорат банклари томонидан ажратилган кредитлар млрд. сўм

Сана	Жами	шундан:						
		Саноат	Қишлоқ хўжалиги	Қурилиш	Савдо ва умумий овқатланиш	Транспорт ва коммуникация	Жисмоний шахслар	Бошқалар
2020 йил	127 207,5	41 603,0	18 772,2	4 939,5	18 262,1	4 366,4	28 466,6	10 797,8
2021 йил	166 673,5	51 335,6	21 133,2	6 745,4	26 849,6	6 309,6	40 520,9	13 779,3
2022 йил	203 126,6	60 198,7	15 963,9	7 828,5	30 303,7	7 217,8	65 288,5	16 325,5

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2023 йил	251 401,5	66 913,9	14 602,5	6 826,8	30 511,1	9 594,3	100 234,8	22 718,1
2024 йил	254 277,6	64 975,1	18 972,2	7 270,7	33 585,3	6 300,4	93 410,5	29 763,5

Манба: Ўзбекистон Республикаси Марказий банкининг статистик бюллетень маълумотлари асосида шакллантирилди.

Кредит йўқотишларига таъсир этувчи турли ҳил омиллар таъсир кўрсатиб, уларни умумий қилиб, ички ва ташқи омилларга гуруҳлаш мумкин. Адабиётларда кўрсатилитишча, ички омиллар 67%ни, ташқи омиллар эса 33%ни ташкил этмоқда. Ички ва ташқи омилларнинг ҳар бирини алоҳида моддалари бўлиб, уларнинг кредит қайтмаслигида турли микдорда таъсир этади.

Масалан ички омиллар ичида таъминот етишмаслиги 22%ни, кредит аризаси таҳлил қилинганда нотўғри баҳолаш 21%ни, мижоз фаолиятини яхши ўрганилмаслиги 18%ни ташкил этади. Таъминотнинг ёмонлиги ҳам банкнинг кредит йўқотишларига таъсир этувчи омил бўлиб, улар ички омилларнинг 5%ини эгаллайди. Кредит йўқотишларига таъсир этувчи ташқи омилларга компаниянинг банкротлиги, кредиторлар ҳақларининг талаб қилишлари, оилавий муаммолар ва таъмагирлик ва бошқа омиллар кириб, кўпроқ улушни корхона банкротлиги (12%), ва кредиторлар ҳақларининг талаб қилишлари (10%) ташкил этади.

3-жадвал

Тижорат банклари кредитлари қолдиғи млрд. сўм

Сана	Жами	шундан:								
		Саноат	Қишлоқ хўжалиги	Қурил иш соҳаси	Савдо ва умумий хизмат	Транспорт ва коммуникация	Моддий ва техник таъминотни ривожлантириш	Уй-жой коммунал хизмати	Жисмоний шахслар	Бошқа соҳалар
2020 й.	270 716,5	99 434,4	27 482,6	7 333,0	19 307,3	26 362,2	3 977,7	3 722,4	54 080,3	29 016,4
2021 й.	320 812,5	115 031,7	34 903,4	9 445,7	27 067,9	28 392,1	3 874,7	3 137,7	68 124,7	30 834,4
2022 й.	382 078,1	126 471,7	40 372,3	10 100,8	29 122,2	28 449,9	3 809,6	1 835,3	97 698,5	44 217,7
2023 й.	465 493,4	137 150,0	47 290,5	12 529,9	31 589,9	33 819,2	3 739,5	1 787,7	146 708,9	50 877,8
2024 й.	525 886,5	150 145,8	50 886,8	13 377,9	37 138,0	33 598,7	3 746,9	2 261,0	175 350,4	59 381,0

Манба: Ўзбекистон Республикаси Марказий банкининг статистик бюллетень маълумотлари асосида шакллантирилди.

Кредит таъминотини такомиллаштириш бўйича қуйидаги таклифларни келтириб ўтмоқчимиз:

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1. Банкларда мижозларининг асосий қисмида юқори ликвидли гаров объектларининг етишмаслигини ҳисобга олиб, банкларда мижозларнинг кредит тўловига лаёқатлилигини баҳолашнинг молиявий коэффицентлар тизимидан тўлиқ фойдаланишни йўлга қўйиш лозим.

2. Кредитларни суғурталаш. Кредитни суғурталаш унинг қайтмаслик рискинни тўлиқ суғурта билан шуғулланувчи ташкилот зиммасига юкланишини кўзда тутди. Суғурталаш билан боғлиқ барча харажатлар кредит олувчилар томонидан тўланади.

3. Етарли таъминотни йўлга қўйиш. Бундай метод банкка берилган сумманинг қайтишини ва фоиз олинишини кафолатлайди. Кредит таъминоти турларига мулк гарови, кафиллик, кафолат кабилар киради. Кредит рискидан ҳимоя қилишда асосий эътибор зарарларни қоплаш учун мўлжалланган етарли таъминотни жалб қилинишига эмас, балки ушбу зарарларга йўл қўймаслик учун қарздорнинг кредитга лаёқатлилигини таҳлил қилишга қаратилади. Чунки инвестиция лойиҳаси учун маблағлар кредит келишувига мувофиқ қайтарилишини ҳисобга олиб берилди.

4. Тижорат банклари томонидан микрокредитлар беришда асосий эътиборни кредит олувчиларнинг пул оқимини баҳолашга ва тўловга қобиллик даражаси юқори бўлган учинчи шахсларнинг кафиллигини таъминот сифатида олишга қаратиш лозим. Учинчи шахс даромад манбаини йўқотган шароитда микрокредитни қайтариш давлатнинг Кредит кафолати фонди маблағлари ҳисобидан қайтарилиши лозим. Акс ҳолда, тижорат банкларининг микрокредитлаш амалиётидаги кредит рискиннинг даражаси сезиларли даражада ошиб кетиши мумкин.

5. Банк томонидан кредитни қайтмаслик ҳатарини суғурта қилиш шarti билан кредит бераётганда суғурта ташкилотининг молиявий жиҳатдан барқарор эканлигини эътиборга олиш ғоят катта аҳамиятга эга.

6. Банк кредит таъминоти устидан мониторинг ўрнатишни таъминот ҳатарини олдини олишнинг энг биринчи шarti деб қараш лозим. Чунки ҳар қандай тажрибали банк ходимлари билан ишламанмасин, улар томонидан мониторинг ишлари олиб борилмас экан таъминот ҳатарини камайтириш мумкин эмас.

4-жадвал

Тижорат банкларининг муаммоли кредитлари (NPL) млрд. сўм

Сана	Кредитлар			Муаммоли кредитлар (НПЛ)			Муаммоли кредитларнинг жами кредитлардаги улуши, фоизда		
	Жами	шундан:		Жами	шундан:		Жами	шундан:	
		давлат улуши мавжуд банклар	бошқа банклар		давлат улуши мавжуд банклар	бошқа банклар		давлат улуши мавжуд банклар	бошқа банклар
2020 й.	270 716,5	239 120,2	31 596,2	6 518,2	5 893,4	624,8	2,4	2,5	2,0
2021 й.	320 812,5	275 757,2	45 055,3	18 392,1	16 117,8	2 274,2	5,7	5,8	5,0
2022 й.	382 078,1	318 787,9	63 290,1	15 344,1	13 828,4	1 515,7	4,0	4,3	2,4

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2023 й.	465 493,4	331 070,3	134 423,1	17 631,4	13 750,0	3 881,4	3,8	4,2	2,9
2024 й.	525 886,5	363 938,6	161 947,9	22 446,6	14 981,9	7 464,7	4,3	4,1	4,6

Манба: Ўзбекистон Республикаси Марказий банкининг статистик бюллетень маълумотлари асосида шакллантирилди.

Банк секторида муаммоли кредитлар билан боғлиқ муаммолар иқтисодиётнинг умумий барқарорлиги учун жиддий тахдид солади. Шу сабабли, бу кредитларни бошқариш ва камайтириш банклар фаолиятининг самарадорлигини ошириш ва умумий молиявий тизимни мустаҳкамлашнинг муҳим қисмларидан бири ҳисобланади. Ушбу мақолада кўриб чиқилган стратегиялар ва ёндашувлар орқали банклар ўз кредит портфелини янада самарали бошқаришга ва муаммоли кредитлар сонини камайтиришга эришиши мумкин.

Банклар ушбу тадбирларни амалга ошириш орқали нафақат муаммоли кредитлар хавфини камайтиради, балки умумий молиявий барқарорликни таъминлайди ва иқтисодиётнинг ўсишига ҳисса қўшади. Шу билан бирга, бу жараёнлар мижозлар билан ишончли ва ўзаро манфаатли муносабатларни ривожлантиришга ёрдам беради, бу эса ўз навбатида банк хизматларининг сифати ва самарадорлигини яхшилади. Шундай боис, муаммоли кредитларни бошқариш банклар учун фақат молиявий масала эмас, балки стратегик аҳамиятга эга бўлган кенг қўламли вазифадир.

Хулоса ва таклифлар

Бизнингча мамлакатимиз тижорат банкларида муаммоли кредитлар юзага келишини олдини олиш мақсадида қуйидаги тадбирларни амалга ошириш мақсадга мувофиқ деб ўйлаймиз:

- банк мижознинг кредит сиёсати ва кредитлаш тамойиллари шартларига риоя этилишини назорат қилиши ҳамда кредитлаш жараёнида вужудга келиши мумкин бўлган хатарларни баҳолаш, уларни таҳлил қилиши;

- кредит аризасини кўриб чиқилаётган даврда мижоз томонидан банкка тақдим этаётган ҳужжатлар тўпламининг тўлиқлигини ва уларнинг тўғрилигини текшириш ҳамда банкларга кредит учун келиб тушган ариза бўйича мижознинг характери, унинг молиявий аҳволига, бизнес ҳамкорлари орасидаги мавқеига ва ушбу соҳадаги тажрибасига асосий эътиборни қаратиш;

- корхонанинг мол-мулкни баҳолашда банкнинг ўзи ҳам мулкни мустақил е-баҳолаш тизимида баҳолаши лозим ҳамда кредит таъминоти сифатида тақдим этилган мол-мулкни доимий равишда назорат қилиб бориш;

- кредит ажратилган даврдан бошлаб, мижознинг бизнес-режаси бўйича амалга ошираётган ишларини, маблағлар айланмасини доимий равишда назорат қилиб бориш;

- муаммоли кредитларни бошқаришнинг янги усуллари шакллантириш ва домоий равишда амалиётда қўллаш.

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RESEARCH PAPER: ANCIENT EGYPTIAN AND GREEK GODS

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Abstract: The gods and goddesses of Ancient Egypt and Ancient Greece occupy central roles in their respective cultures' understanding of the universe, human existence, and the natural world. Despite both civilizations being polytheistic, the nature, representation, and roles of their deities reveal distinct religious and philosophical frameworks. In Egypt, deities were seen primarily as powerful forces of nature, guardians of cosmic order (*Ma'at*), and controllers of life, death, and the afterlife. The gods, such as Ra, Osiris, and Isis, were linked to the natural cycles, with a strong emphasis on death and resurrection, as well as the importance of divine kingship, where pharaohs were regarded as earthly representatives of the gods. In contrast, Greek gods, such as Zeus, Apollo, and Athena, were depicted with human-like traits, exhibiting emotions, flaws, and personal conflicts that made them more relatable to mortals. Greek mythology was characterized by divine intervention in human affairs, with gods often engaging in personal rivalries and dramas, reflecting the Greeks' views on fate, individualism, and the unpredictable nature of life. This comparative study explores the differences and similarities in how the two cultures conceptualized their deities, the functions these gods performed, and the ways in which their divine systems influenced societal governance, cultural practices, and worldview. By analyzing the rich mythology and religious systems of Egypt and Greece, this paper provides a deeper understanding of the intersection of religion, culture, and politics in these ancient civilizations.

Keywords: Ancient Egyptian gods, Ancient Greek gods, polytheism, mythology, Ra, Zeus, *Ma'at*, afterlife, anthropomorphism, divine kingship, Osiris, Athena, religious practices, cosmic order, death and resurrection, divine intervention, cultural values.

INTRODUCTION

The study of ancient mythologies provides valuable insight into the fundamental beliefs and worldviews of early civilizations, revealing how societies perceived the divine, the natural world, and their place within it. Among the most prominent of these ancient mythologies are those of Ancient Egypt and Ancient Greece. Both civilizations developed intricate systems of polytheism, where multiple gods and goddesses were venerated and believed to govern various aspects of existence. Despite the similarities in their polytheistic frameworks, the gods of Ancient Egypt and Greece differed significantly in their nature, functions, and relationships with humans.

In Ancient Egypt, the gods were deeply connected to the forces of nature, celestial phenomena, and the maintenance of *Ma'at*, or cosmic order. Egyptian religious beliefs were closely linked to the physical world, with gods personifying elements like the sun, the Nile River, fertility, and the afterlife. Major deities such as Ra, the sun god, Osiris, the god of death and resurrection, and Isis, the goddess of magic and healing, played pivotal roles in shaping both the spiritual and political life of the Egyptians. The Pharaoh, seen as a divine ruler, was regarded as the intermediary between the gods and the people, ensuring the stability of the kingdom and the continuation of divine order.

In contrast, Greek mythology is marked by a more anthropomorphic portrayal of the gods. Greek gods such as Zeus, Hera, Apollo, and Athena were conceived not only as powerful forces of nature but also as beings with human-like personalities, emotions, and flaws. They frequently interacted with mortals, intervening in human affairs, and embodying both the virtues and vices of humanity.

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This gave rise to a complex and dynamic pantheon, where gods were seen as deeply intertwined with human lives. Greek mythology also placed a greater emphasis on individualism and the idea that gods could embody particular concepts—such as wisdom, love, war, or beauty—through their various attributes and stories.

The religious practices and mythological narratives of these two civilizations offer significant contrasts. Egyptian gods were often seen as eternal and unchanging, closely tied to the cyclical nature of the world, particularly in their association with death, resurrection, and the afterlife. Conversely, Greek gods were often involved in mythological tales that emphasized their personal desires, conflicts, and relationships with one another and with humans, reflecting a more dynamic interaction between the divine and mortal realms. Additionally, while both civilizations developed elaborate rituals, temples, and priesthoods dedicated to their deities, the nature of divine intervention and the relationship between gods and humans varied considerably between the two cultures.

This paper aims to explore and compare the pantheon of gods from both Ancient Egypt and Ancient Greece, examining their characteristics, roles, and representations. By analyzing their mythological narratives, the functions of the gods in society, and the underlying religious philosophies of each civilization, this study seeks to better understand how both the Egyptians and the Greeks conceived of the divine and how these conceptions influenced their broader cultural, social, and political systems. Through this comparison, the research will highlight the unique aspects of each civilization's pantheon and offer insights into the ways in which ancient societies sought to explain the forces that governed the world around them.

Ancient Egyptian Gods

The ancient Egyptian pantheon consists of a vast array of gods and goddesses, each with distinct roles in the cosmology, natural world, and afterlife. Egyptian religion was deeply intertwined with daily life, governance, and the natural environment, with deities representing forces of nature, elements of the cosmos, and key aspects of life, death, and the afterlife. Below are some of the most significant and widely revered gods and goddesses in ancient Egypt.

1. Ra (Re) – The Sun God

Ra was one of the most powerful and central deities in ancient Egypt. He was the god of the sun, creation, and the universe. Ra was often depicted as a man with the head of a hawk, with a solar disk above his head, symbolizing the sun's journey through the sky. Each day, Ra was believed to sail across the heavens in a boat, bringing light to the world, and at night, he would travel through the underworld, *Duat*, battling the serpent *Apep* to ensure the sun's return. Ra was also considered the creator god, responsible for giving birth to other gods and the world itself.

2. Osiris – God of the Afterlife and Resurrection

Osiris is perhaps one of the most iconic gods in Egyptian mythology. He was originally the god of fertility, agriculture, and the cycle of life, but his role as the god of the afterlife and resurrection became central to Egyptian religion. The myth of Osiris revolves around his murder by his brother *Set*, who embodies chaos and disorder, and his resurrection by his wife *Isis*. Osiris was associated with death and rebirth, and his story symbolized the annual flooding of the Nile River, which revitalized the land and was seen as a metaphor for death and resurrection. Osiris ruled over the underworld, where the souls of the dead were judged.

3. Isis – Goddess of Magic, Healing, and Protection

Isis was one of the most revered goddesses in ancient Egypt. She was the wife of Osiris and the mother of Horus, and was associated with magic, healing, protection, and motherhood. Known for

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her wisdom and magical abilities, Isis was often depicted as a woman with a throne-shaped crown on her head, or as a woman with a cow's horns and a solar disk. She played a key role in the resurrection of Osiris and became a protector of the living and the dead, frequently invoked in spells for healing and protection. Isis' influence spread beyond Egypt, becoming a prominent deity in the Greco-Roman world.

4. Horus – God of the Sky and Kingship

Horus, the son of Osiris and Isis, was one of the most significant deities in Egypt, associated with the sky, war, and kingship. He was typically depicted as a falcon or as a man with the head of a falcon, symbolizing his dominion over the sky. The most famous myth involving Horus is his battle with his uncle Set for the throne of Egypt, following the death of Osiris. Horus' victory symbolized the triumph of order over chaos, and he became the divine protector of the pharaohs, who were considered his earthly representatives.

5. Anubis – God of Mummification and the Afterlife

Anubis was the god of embalming, mummification, and the protection of the dead. He was often depicted as a man with the head of a jackal or as a jackal itself, an animal associated with cemeteries and burial grounds. Anubis played an important role in the Egyptian burial process, guiding the dead to the afterlife and overseeing their mummification. He was also present in the judgment of the dead, where the hearts of the deceased were weighed against the feather of *Ma'at* (truth and justice), with Anubis acting as a protector of the soul in the afterlife.

6. Thoth – God of Wisdom, Writing, and Knowledge

Thoth, often depicted as a man with the head of an ibis or a baboon, was the god of wisdom, writing, and knowledge. He was credited with the invention of writing and the creation of hieroglyphs, making him an essential deity for scribes and scholars. Thoth was also associated with the moon and was considered the mediator between gods, maintaining the divine order by recording the deeds of gods and humans. He played a key role in the judgment of the dead, where he assisted in the weighing of the heart in the afterlife.

7. Set (Seth) – God of Chaos, Storms, and Disorder

Set, the brother of Osiris, was a god associated with chaos, storms, desert winds, and violence. He was often depicted as a man with the head of a mysterious creature, known as the *Set animal*, which has the body of a canine or pig and an unusual elongated face. Set's most infamous act was murdering his brother Osiris in a bid for the throne of Egypt, but he was ultimately defeated by Horus in a battle for the throne. Set was both feared and revered, seen as a necessary force of destruction to maintain balance in the universe, though his actions often brought disorder.

8. Ma'at – Goddess of Truth, Justice, and Cosmic Order

Ma'at was the goddess who personified truth, justice, and the cosmic order that governed the universe. She was often depicted as a woman with an ostrich feather on her head, which represented balance and order. Ma'at was crucial to the functioning of the world; without her, chaos would prevail. The pharaohs were seen as the upholders of Ma'at, ensuring that truth and justice were maintained in society, both in life and in the afterlife. The heart of the deceased was weighed against her feather during the judgment of the dead, symbolizing the importance of living a life of truth and fairness.

9. Hathor – Goddess of Love, Music, and Fertility

Hathor was a goddess associated with love, music, fertility, and motherhood. Often depicted as a cow or as a woman with cow horns and a solar disk, Hathor was considered the mother of the pharaohs

and a nurturing force in the lives of the living. She was also seen as a goddess of joy and music, and she played a central role in celebrations and festivals. Hathor's nurturing qualities made her one of the most beloved deities in Egypt, and she was considered a protector of women, children, and the home.

10. Sekhmet – Goddess of War and Healing

Sekhmet was a fierce lioness-headed goddess associated with war, destruction, and healing. She was considered the protector of the pharaoh and a warrior goddess who would defend Egypt from invaders. However, Sekhmet was also known for her healing powers, which were invoked to cure diseases and bring restoration. Her dual nature as both a destroyer and healer reflected the complex nature of life, where destruction and renewal are intertwined.

The gods of Ancient Egypt were deeply intertwined with every aspect of Egyptian life, from the governance of the state and the health of the people to the cycles of nature and the afterlife. Each deity represented an essential force in the universe, and their myths and symbolism served to explain the mysteries of existence, the natural world, and the divine order. These gods were not only objects of worship but were central to the religious, cultural, and political life of Egypt, influencing everything from temple practices to the construction of monumental architecture, and they continue to captivate the imagination of scholars and enthusiasts alike.

While both the Egyptians and Greeks had complex mythologies and a rich pantheon of gods, there were key differences in how these gods were understood and worshipped.

1. **Role of Deities:** In Egypt, the gods were closely tied to the forces of nature and cosmology. They were seen as maintaining the balance of the universe, and their relationships were often based on cycles, such as the daily rising and setting of the sun. In contrast, Greek gods were more human-like, characterized by personal emotions, desires, and conflicts. Their roles often centered around personal vendettas and interrelations with one another, rather than the maintenance of cosmic order.

2. **Concept of the Afterlife:** The Egyptian gods had a very specific focus on the afterlife. Deities like Osiris and Anubis were responsible for guiding the dead through the underworld and ensuring their safe passage into the afterlife. Egyptian religious practices, including the elaborate burial rituals, emphasized the importance of the afterlife as a continuation of life on earth. In Greek mythology, the afterlife was less certain, and the gods of the underworld like Hades and Persephone were more concerned with the dead's souls residing in the underworld rather than offering eternal life or resurrection.

3. **Pantheons and Hierarchy:** In Egypt, gods were often worshipped in smaller, local groups with regional variations. While there was a central pantheon, each region had its own patron deity, and the gods had clear hierarchies, with the sun god Ra often being the highest authority. Greek gods were more centralized, with the Olympian gods serving as a dominant pantheon, and their interactions with each other were often more personal and volatile.

4. **Cultural Significance:** Egyptian gods were deeply tied to the state's political structure, with the pharaoh considered an intermediary between the gods and the people. Greek gods, while still important to the civic life, were more distant and interacted with humans through myths and stories. The Greeks often personified virtues, abstract concepts, and natural phenomena in the form of deities, while the Egyptians maintained a more structured, orderly pantheon.

The gods of ancient Egypt and Greece were foundational to their respective civilizations, serving as both spiritual entities and cultural symbols that shaped societal values, governance, and the relationship between humans and the divine. Despite the shared characteristic of polytheism in both

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cultures, the distinct approaches to divinity reveal deep differences in their understanding of the world, the cosmos, and the human experience.

In Ancient Egypt, the gods were perceived as powerful, timeless forces that maintained *Ma'at*, the universal balance and order essential to the functioning of both the cosmos and society. Egyptian gods like Ra, Osiris, and Isis were often associated with natural phenomena and the afterlife, underscoring the Egyptians' belief in a cosmic order that extended beyond earthly life. The concept of divine kingship further reinforced the pharaoh's role as the living god on earth, linking religious authority directly to the governance of the state. This hierarchical and order-centric view of the gods reflects Egypt's broader emphasis on stability, continuity, and the cyclical nature of existence.

In contrast, Greek gods were anthropomorphic, exhibiting human-like qualities, emotions, and flaws, which made them more relatable to the people. The gods of Greece, such as Zeus, Athena, and Apollo, were not only deities of nature but also representations of human virtues, ideals, and vices. Greek mythology often explored complex themes of personal ambition, love, power, and morality, and the gods' active involvement in mortal affairs illustrated a worldview that emphasized personal agency, individual destiny, and the unpredictability of fate. Greek gods, while still powerful, were portrayed as more fallible and less detached from human experiences than their Egyptian counterparts.

Another significant difference between Egyptian and Greek religious thought lies in their treatment of the afterlife. Egyptian gods, particularly Osiris, were central to the Egyptians' conception of death, resurrection, and the eternal soul. The afterlife was an integral part of Egyptian religious practices, with elaborate burial rituals designed to ensure safe passage into the next life. The Greeks, however, had a more ambiguous view of the afterlife. The underworld, ruled by Hades, was a shadowy realm, and while certain individuals, like heroes and demigods, were granted a form of immortality, the general Greek perspective on life after death was less optimistic than that of the Egyptians.

Despite these differences, both cultures shared the fundamental idea that gods governed the forces of nature and had a profound impact on human lives. Both Egyptian and Greek gods served as a means of explaining the mysteries of the universe, the cycles of life and death, and the complexities of human existence. They were not just objects of worship but also symbols of the civilizations' deepest beliefs about order, chaos, and the relationship between the divine and the mortal.

Furthermore, the gods of both cultures have left an indelible mark on modern thought, art, and literature. Egyptian deities, with their rich symbolism and connection to cosmic principles, have influenced later religious traditions and continue to be studied for their philosophical implications on life, death, and the nature of the universe. Greek mythology, with its dynamic portrayal of gods and their relationships with humans, has deeply impacted Western literature, philosophy, and the arts, providing enduring themes of personal conflict, heroism, and divine intervention.

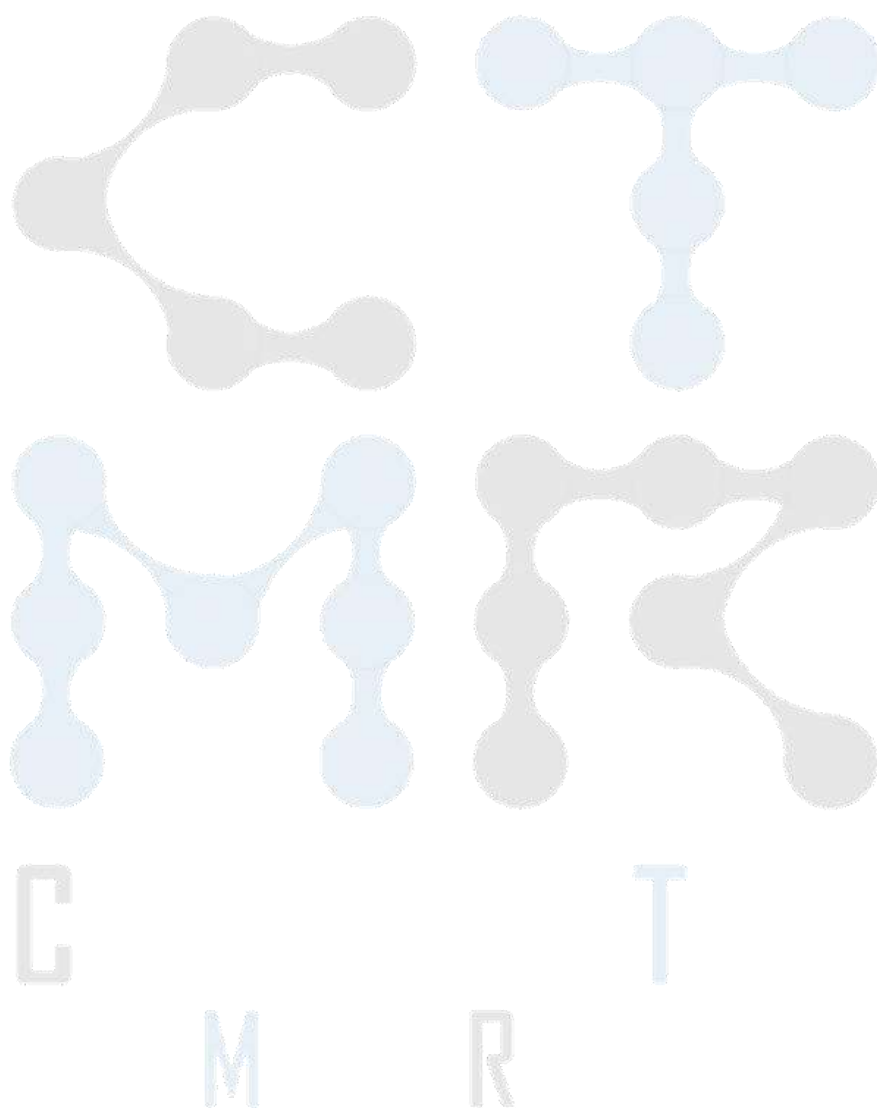
In sum, the ancient Egyptian and Greek pantheons offer invaluable insights into the ways these civilizations understood the divine and its interaction with the world. Their gods were more than just mythical figures; they embodied the values, hopes, and fears of their respective cultures, providing a lens through which we can better understand the spiritual and societal frameworks that governed ancient Egyptian and Greek life. The study of these gods not only illuminates the past but also serves as a reminder of humanity's perennial quest to understand the divine forces that shape our lives and the world around us.

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DESCRIPTION OF SOME TOPONAMES USED IN ISHAQKHON TORA IBRAT'S
"HISTORY OF FERGANA"

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Annotatsiya. Mazkur maqolada Is'hoqxon Ibratning "Tarixi Farg'ona" asaridagi toponimlarning lingvistik va tarixiy-geografik tahlili amalga oshirilgan. Ayrim toponimlar semantik va etimologik jihatdan tadqiq qilinib, ularning tarixiy shakllanishi va hududning ijtimoiy-madaniy jarayonlaridagi o'rni ochib berilgan.

Kalit so'zlar: *tarixiy rekonstruksiya, toponim, toponimik indikator, toponimik nomenklatura, transonimizatsiya, polisanim, nekronim, apellyativ.*

Annotation. This article analyzes the linguistic and historical-geographical aspects of toponyms in Iskhakxon Ibrat's work History of Ferghana. Certain toponyms have been examined from semantic and etymological perspectives, revealing their historical formation and role in the socio-cultural processes of the region.

Keywords: *historical reconstruction, toponym, toponymic indicator, toponymic nomenclature, transonymization, polysonym, necronym, appellative.*

Аннотация. В данной статье проведён лингвистический и историко-географический анализ топонимов, представленных в труде Исхакхона Ибрата История Ферганы. Отдельные топонимы рассмотрены с семантической и этимологической точек зрения, что позволило выявить их историческое формирование и роль в социально-культурных процессах региона.

Ключевые слова: *историческая реконструкция, топоним, топонимический индикатор, топонимическая номенклатура, трансонимизация, полисоним, некроним, аппелятив.*

Toponyms are geographical names, which are names given to a specific territory, place, object or complex of objects. Toponyms are closely related to the fields of linguistics, history, ethnography, culture and geography, and they reflect the spiritual and material culture of the people. Through toponyms, it is possible to study the places of residence of ancient peoples, migration routes, customs and historical processes. We can see that toponyms are a versatile source for reconstructing geographical, historical, linguistic and cultural processes on the example of the following content:

1) reflect ecological and natural-geographical conditions. Toponymic units appear as linguistic markers reflecting the geomorphological structure, climatic features and ecological changes of a particular territory.

2) as indicators of ancient transport and trade routes. Toponymic nomenclature (classification of place names) serves to identify many historical trade and migration routes. Toponyms associated with the Aitaylik, caravan routes, river ports and border regions (Namangan, Fergana, Kokand, Margilan) are of great importance in determining the geopolitical significance of the Silk Road and other important economic routes. Semantic-structural analysis of such toponyms helps to understand the historical dynamics of transport and communication systems.

3) as scientific evidence for cultural and religious research. Religious and cultural toponyms preserve historical traces of religious beliefs, places of pilgrimage and spiritual values formed in a particular territory. For example, necronyms (Hazrati Davud, Chashma, Shahi Zinda) are used as linguistic and

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historical evidence in the study of religious practices, the Sufi movement and the evolution of local beliefs.

4) as a linguistic-indicative source for studying social and ethnic composition. Toponymic units embody important linguistic information about historical ethnic migrations, ethnogenesis of the people and demographic processes.

Toponyms and their aforementioned aspects can be seen on the example of some toponyms in the work of Is'hoqkhon tora Ibrat "History of Fergana". Below, some of them will be studied from a linguistic, historical and etymological point of view.

The author, stopping at each toponym, describes its genealogical and typological classification, as well as its lexical-morphological analysis and transonymization. Giving a description of the cities of the Fergana Valley one by one, first of all, he explains the Fergana polysonym (names of inhabited places; names of cities). The scholar, referring to the work of al-Ma'sudi, who lived and worked in the 10th century, "Kitab akhbor uz-zamon va chandy ul-buldan", expresses the following opinion: "... In "Ajayib ul-buldan", it is written that Fergana is a city. During the time of Hazrat Alexander, when he went to Aqsa Sharif, one or two Persians immigrated to the land of Fergana, ... when Tsar Alexander asked: "What is your request?" They said: "Our request is: if you make this place where we live a city," they appointed a wise and intelligent man from among their emirs and ordered him to build a city. That man's name was Fergana Bahadir. How many years did that man work, bringing people from every city and every region, naming it Har Khana, and Har Khana Pargana, and naming it after the founder, and Fergana became famous".¹

Scholars emphasize that the word Fergana was written in the Sogdian inscriptions as early as the 13th century in the forms of "Pargana", "Pragana" and in the Indo-Sanskrit language it meant "small region"; in Persian it meant "valley between mountains", "surrounded by a steep valley". In particular, the fact that the Fergana Valley is surrounded by mountains on all sides finds its explanation in the Persian term.² Also, people from different places built buildings and planted crops in this area. Since they came from different places, people began to call them Az har xana "those who came from different households" (kurama). Then the suffix -az was dropped and it became Harxona, which gradually took the form of Fergana.³ It can be seen that as a result of linguistic development, the toponym underwent phonetic, morphological, and dialectal changes and came to this form.

Khoqand (Kokand) is a pleasant, graceful city, a good city. This toponym is discussed in the work "History of Fergana" with many explanations and descriptions, and historical facts are presented. "...Kho'kand is this, ...when it was not a city, the land of Kho'kand was covered with groves and reed beds,... They dug the land and ate all kinds of food, in this regard, when the Tajik khodas came, how many lands did they dig... When asked who dug it, the Tajik answered: "kho'k kand", that is, when they said that the pig dug it, the name of those lands was "Kho'k kand", and Kho'k kand is difficult to pronounce, and in our Turkic language, it became kho'kand because of the strong letter "qof", the Turks replaced the Persian "kof" with the Turkish "qof", which is a word. Now, here's another change, in Russian there is no "qof" and it's "Ko'kand"... Some Khokandi people say Kho'yi kand with a good

¹ Ishakkhan tora Ibrat. Selected works. – Tashkent: Manaviyat, 2005. p. 60.

² National Encyclopedia of Uzbekistan. Volume 14. Volume 9. – Tashkent: State Scientific Publishing House, 2000-2005, page 192.

³ Karayev S. Toponymy. – Tashkent: National Society of Uzbek Philosophers, 2006, p. 37.

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*interpretation, that is, the verb is Kho'yi kand.*⁴ That is, the place of the city of Khokand (Kokan) has long been a grove, and the pigs dig deep into the land, and the Tajiks call those places “khok kand”, that is, “the places where the khok (wild animal) dug”. And in order to make the word more convenient, the work provides detailed information about how the letter “kof” in the Persian-Tajik language was replaced with “qof” in Turkic, and became the polysonym “Khokand”, and in Russian, “Kokand”. Kand means “dug place”. In addition, there are names such as Kokand, Havokand, Huvaqan, Huvakent, Havokent, Kuqand in relation to the toponym Khokand. Khossatan, Havokent is also called the city of winds, which often changes the weather, cools the climate, opens the heart, and ensures purity.⁵

In the chapter “History of Namangan” of the work, the author refers to the Namangan khoronym (names of administrative regions): “...that place (s) was a salt lake, the whole side of the river was covered with salt. Therefore, it was called a salt mine, that is, a salt mine. This salt mine was written as “gon” in Persian, and the salt mine was called Namangon, and with one “nun” it became Namangan, which is originally salt mine,” he says. However, this name has been disputed by many scholars. A. Vamberi connects the name of the city with the word Namang - “coral” and explains it as “coral mine”. A. Zhuvonmardiev expresses the opinion that Namangan is a city of noble and famous people with a noble gon⁶. There are also other meanings of the toponym Namangan: “Namoyon” - “showing off”, “Navmangan” - “New palace by the stream”, “New castle by the river”⁷. We also support this view in the course of our small study.

The polysonym turakurgan is formed by derivation and is considered a noun of the type ot+ot. In this case, tura means a person belonging to the upper class; a nobleman, a white-haired man, an aristocrat, and a word used in honor or in honor of people's names, titles, positions, as well as words denoting certain things in a portable sense, while kurgan has many meanings and also means a courtyard surrounded by a wall in the field and generally outside the city and the buildings inside it (the surroundings usually consist of a garden, fields)⁸. In the work “History of Fergana”, the author describes many historical facts through the description of this toponym. “...the capital of the Namangan-makarri government was Turakurgan, and due to its antiquity and climate, the Islamic rulers made this place a place of fortresses and fortresses, and the soldiers of Islam were the homeland and makarri. However, the two sons of Shigai Khan, Ya'qub Tora and Yusuf Tora, who became famous as Turakurgan, were the two sons of this fortress, which was called Turakurgan because it was a fortress for the Khan. Its original name is Qal'ai Khandur, and its Turkish name is Turakurgan⁹. There was a view that the toponym Turakurgan etymologically meant “the fortress of the Toras”. The source we are talking about also expressed similar views. In addition, it is said that the rulers built fortresses in these places because of its atmosphere and antiquity, and that its original name was Qal'ai Khan, and Turakurgan is its Turkic name, and that it was named after the names of two Toras named Yusuf and Ya'qub. There are also many other toponyms formed using this appellation basis. In particular, the toponym Uchkurgan was also formed using this topographic basis: “The snake on the Namangan River went to Uchkurgan, and then went to the place of his father-in-law, Iriskulibek,

⁴ Ishak Khan Tura Ibrat. Selected Works. – Tashkent: “Manaviyat”, 2005, p. 60.

⁵ Madrahimov Z. Historical toponymy. – Tashkent: “Navruz”, 2017, p. 81.

⁶ Dusimov Z., Egamov Kh. A brief explanatory dictionary of place names. — Tashkent, Ukituvchi, 1977. — P. 177

⁷ Madrahimov Z. Historical toponymy. – Tashkent: Navruz, 2017. 130 p.

⁸ Explanatory dictionary of the Uzbek language. – Tashkent: National Encyclopedia of Uzbekistan, 2008. – 5th ed. – P. 416..

⁹ Example. History of Ferghana. Valley. Socio-historical, scientific and popular magazine. 2/2017. - B. 29.

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the Kyrgyz, and hid in Ketmontefa, where his father-in-law was." "Kurgan" - this word exists in the Old Turkic language in the form "kurgan" or "kurgan", and means "fortification", "assembly or large stone fortress or house"¹⁰. So, "fortress" is associated with protecting a place, defending it, or establishing a village in a safe place. Semantically, it means "three forts" or "three fortified places." This suggests that there may have been three protective, defensive structures at this place at some point. According to information, people lived in these places as early as the 4th century BC. At that time, there were three forts on the right side of the Naryn Gorge, the ruins of two of which have survived to this day, in the settlement of Mug (later passed to Kyrgyzstan) and near the village of Kyzylravot¹¹. The work also mentions the toponym Kattakurgan: "From there, Kattakurgan was taken. Then, a compromise was reached with the Amir, and reforms were introduced." Kattakurgan is a city in the Samarkand region. The city is the center of the Kattakurgan district, located approximately 90 km from the city of Samarkand. This area is of great historical and economic importance. The word Katta is derived from the Iranian word kanta - fenced, dug; kurgan - hill, and Kattakurgan means "city on a hill", "fortification on a hill"¹². In conclusion, toponymization using the indicator of the mound served as a typical and typical toponymic process for this period.

In addition, it can be said that in the work of Is'hoqkhon Tora Ibrat "History of Fergana" one can also find many place names formed on the basis of toponymic indicators such as tepa, arik, mazar, kand, ota, bog', bodom. For example, oikonoms: O'ratepa, Ketmontepa; necronyms (Greek vexpwv – cemetery + onoma – noble noun): Yormozor, Avliyoota and the following comonyms (names of villages, villages, guzars, neighborhoods, villages, fortresses, in short, small settlements): Konibodom, Gorkand, Gulbog', Chimkand, Beshariq. Many place names are cited in the work, although without explanation. In particular, oronyms (Greek oros - mountain, i.e. relief names of the earth's surface) such as Chodak, Kandir, Sarsonchap are also mentioned: Sarsonchap was a mahoraba on the western side of Turakurgan. Kandir is approximately a davon between Khokand and Tashkent, and in the term it means hemp, that is, a perennial plant that grows wild, the fiber of which is used as a raw material in textiles, and its fiber.¹³ As a result, it is understood that this type of plant was named as a toponym because it was a place where it grew.

The study of toponyms in the work of Is'hoqkhon Ibrat "History of Fergana" helps to analyze the historical and geographical location, cultural and social status and economic relations of the Fergana Valley and its important cities. The place names analyzed in the article, such as Fergana, Namangan, Turakurgan, Kokand, Uchkurgan, Kattakurgan, shed light on the historical development, social structure and cultural relations of the region through their linguistic, semantic and etymological features.

Toponymic indicators are an important tool in reflecting the economic and cultural activities of these regions, as well as in studying the ethnic composition and migration processes. The etymology of place names in the Fergana Valley helps to determine, in particular, the linguistic heritage of the Turkic peoples and their geographical features. The analysis of place names also reveals their significance in historical processes, which allows for a better understanding of the rich cultural and social history of the Fergana Valley.

¹⁰ Abaev V. I. Istoriya Turkskih Yazyikov. - Moscow: Nauka, 1964.

¹¹ A. Jabbar. Namangan region (compact data set) - Namangan, 2011. - B. 226.

¹² Murzaev E. Central Asia. - Moscow, 1964. - B. 247.

¹³ Explanatory dictionary of the Uzbek language. - Tashkent, 2008. - 2nd ed. - P. 314.

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BIR TIZIMLI TILLAR FONETIKASIDAGI AYRIM O'XSHASH VA FARQLI XUSUSIYATLARGA DOIR

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Annotatsiya: Ushbu maqolada bir tizimli(o'zbek va turk) tillarining unli va undoshlar tizimi, fonetikasidagi o'xshash va farqli xususiyatlar tahlil qilinadi.

Kalit so'zlar: tillar oilasi, bir tizimli tillar, fonetik sath, qisqa unli, cho'ziq unli, sifat va miqdor o'zgarishlari, singarmonizm, tanglay garmoniyasi.

SOME SIMILARITIES IN THE PHONETICS OF SINGLE-SYSTEMED LANGUAGES AND WITH DIFFERENT CHARACTERISTICS

Annotation: This article analyzes the vowel and consonant systems of uzbek and Turkish languages, examining their similarities and differences in phonetics.

Key words: language family, monosystemic languages, phonetic level, short vowel, long vowel, quality and quantity changes, sinharmony, palatal harmony.

СХОДСТВА В ФОНЕТИКЕ ОДНОСИСТЕМНЫХ ЯЗЫКОВ И С РАЗЛИЧНЫМИ ХАРАКТЕРИСТИКАМИ

Аннотация: В статье анализируются односистемные языки (узбекский и туретские), система гласных и согласных звуков, сходство и различие в их фонетике.

Ключевые слова: языковые семьи, односистемные языки, фонетический уровень, краткая гласная, изменение суммы и качества, сингармонизм, гармония нёба.

Tillar oilasi – kelib chiqishi jihatidan o'zaro qarindosh, tuzilishi va ayrim leksik, grammatik xususiyatlariga ko'ra o'xshash tillar majmui.

O'zbek va turk tili ham genetik jihatdan, ham tipologik jihatdan bir-biriga yaqinligi tufayli bir oilaga, ya'ni turkiy tillar oilasiga mansub. Turkiy tillar oilasiga Sibirdan Bolqon yarim oroligacha bir chiziq bo'ylab cho'zilgan ulkan geografik hududda tarqalgan o'zbek, uyg'ur, qozoq, qirg'iz, qoraqalpoq, saxa (yoqut), tuva, xakas, oltoy, karagas, shor, turkman, ozarbayjon, turk, gagauz, tatar, boshqird, chuvash, qo'miq, no'g'ay, qorachoy-bolqor, tofa, chuvash kabi 25 dan ortiq tillar kiradi. Har bir til oilasining boshqa til oilalaridan ajratib turuvchi xususiyatlari mavjud bo'lgani kabi turkiy tillar oilasi uchun xos bo'lgan singarmonizm hodisasi, so'z boshida undoshlarning ketma-ket kela olmasligi, bir bo'g'inda undoshlarning qator kelmasligi, gap bo'laklarining joylashish tartibi kabi xususiyatlar bu tillarni boshqa til oilalaridan farqlab turadi.

N.A.Baskakov turkiy bobo tilni ikki guruhga ajratgan: 1) g'arbiy turkiy tillar: bulg'or, o'g'uz, qipchoq, quman, saljuqiy, usmonli turk, turkman, chuvash, gagauz, ozarbayjon, qaraim, qumiq

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tillari; 2) sharqiy turkiy tillar: o'rxun-enasoy, qadimgi uyg'ur, uyg'ur, qarluq, tatar, boshqird, qozoq, no'g'ay, qoraqalpoq, o'zbek, qirg'iz, oltoy, tuva, xakas, shor, yoqut tillari.¹

Radlov esa to'rt guruhga ajratadi: 1) sharqiy guruh: oltoy, chulum turklari, karagas, xakas, shor, tuva va enasoy turklari tillari; 2) g'arbiy guruh: sibir tatarlari, qirg'iz, qozoq, boshqird, tatar, qoraqalpoq tillari; 3) O'rta Osiyo guruhi: uyg'ur va o'zbek tillari; 4) janubiy guruh: turkman, ozarbayjon, turk tillari.

Bu bo'linishlar xalqlarning geografik hududiga ko'ra, xususiyatlariga ko'ra bo'lib, tillarning ma'lum bir jihatdan farqlanishini ko'rsatadi. Jumladan, o'zbek va turk tillari ham fonetik, leksik, grammatik, sintaktik xususiyatlari jihatidan farqlovchi va ayrim birlashtuvchi belgilarga ega. Masalan:

Fonetik sathda o'zbek va turk tilining farqlovchi va birlashtiruvchi tomonlari ulardagi unlilar sistemasida yaqqol ko'zga tashlanadi. Chunki hozirgi turkiy tillarda unli va undosh tovushlar miqdori bir xil emas. Xususan, o'zbek tilida unlilar 6 ta, undosh tovushlar 24 ta bo'lsa, turk tilida unli tovushlar 8 ta, undosh tovushlar esa 21tani tashkil etadi.

V.V.Radlov fikricha, umumturkiy bobo til davrida sakkizta unli mavjud bo'lgan. Turkiy tillarning aksariyatida unli fonemalar 8 ta: Qisqa unlilar: a, ə, o, ɵ, u, ü, i, ı. Cho'ziq unlilar a: ə: o: ɵ: u: ü: ı: i: Turk tilida 8 ta unli saqlanib qolgan, o'zbek tilida esa 6 ta.

O'zbek tilida unlilar tasnifi uch jihatdan amalga oshiriladi:

1. Lablarning ishtirokiga ko'ra: lablangan: o, u, o'; lablanmagan: a, e, i.
2. Tilning gorizontal harakatiga ko'ra: old qator unlilar: a, e, i; orqa qator unlilar: o', u, o.
3. Tilning vertikal harakatiga ko'ra yoki og'izning ochilish darajasiga ko'ra: yuqori tor unlilar: i, u; o'rta keng unlilar; e, o'; quyi keng unlilar: a, o

Turk tilida ham unlilar uch tomonlama tasnif qilinadi:

1. Tilning gorizontal harakatiga ko'ra: orqa qator (qalin) unlilar: a, ı, o, u; old qator (yumshoq) unlilar: e, i, ɵ, ü.
2. Lablarning ishtirokiga ko'ra: lablangan unlilar: o, ɵ, u, ü; lablanmagan unlilar: a, e, i, ı.
3. Og'izning ochilish darajasiga ko'ra: keng unlilar: a, e, o, ɵ; tor unlilar: u, ü, ı, i.

Ko'rinadiki, turk va o'zbek tillarida unlilar tasnifi bir xil, ya'ni uch jihatdan tasniflanmoqda. Ammo unlilarning sifat va miqdor o'zgarishlariga ko'ra farq mavjud. Masalan, i unli tovushini oladigan bo'lsak, o'zbek tilida yumshoq yoki qattiq unlini ajratib bo'lmaydi. Har ikki holatda ham i harfi bilan belgilanadi. Ammo turk tilida yumshoq (yumushak) unli va qattiq (kalin) unli ajratiladi. Birining o'rnida boshqasi ishlatilmaydi. Bu hatto so'z ma'nosining o'zgarib ketishiga ham sabab bo'lishi mumkin. Masalan, dıř va dıř so'zlari boshqa-boshqa ma'no anglatadi. Dıř so'zi "tashqi, sirt" ma'nolarida keladi: *Hafta sonunda řhrin dıřına řıkıyırız.*

Dıř so'zi inson a'zosi y'ni tishi ma'nosida keladi: *İnsanda otuz iki tane dıř vardır.*

On va ön so'zlarida ham shunday. On – raqam ma'nosida; ön – oldinda, oldida ma'nolarida keladi: *Ben, Anafartalarda Mustafa Kemalın bulunduęu en ön siperlerde de kurřun attım. (A.Gündüz)*

Turkiy tillarning o'ziga xos xususiyatlaridan biri sifatida singarmonizm hodisasi e'tirof etiladi. Singarmonizm hodisasi unlilar garmoniyasi deb ham atalib, muayyan so'z shaklining (ham asos, ham affikslarning) barcha unlilari (artikulyatsiya) jihatdan bir turli: old yo orqa qatorga mansub (tanglay garmoniyasi) yoki lablangan-lablanmagan (lab garmoniyasi) bo'ladi. Tanglay garmoniyasi qonuniga muvofiq, so'zning boshida (o'zakda) til oldi unlisi kelsa, so'z o'rtasidagi va oxiridagi unlilar ham til

¹ Баскаков Н.А. Тюркские языки. – Москва, 1960.

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oldi unlisi bo'ladi. Til orqa unlisi bo'lsa ham shunga muvofiq bo'ladi. Lekin hozirgi o'zbek adabiy tilida singarmonizm hodisasi sezilmas darajaga kelib qolgan. Bu hodisa ayrim so'zlar tarkibidagina saqlangan: qipchoq va o'g'uz dialektlariga mansub o'zbek shevalarida saqlangan: olgan (adabiy tilda) – alg'an(qipchoq lahjasi shevalarida), borgan (adabiy tilda) – barg'an (qipchoq lahjasi shevalarida), kelgan (adabiy tilda) kelgan (qipchoq lahjasi shevalarida), o'ttiz (adabiy tilda) – o'ttuz (qipchoq lahjasi shevalarida), uyimga (adabiy tilda) – uyuma (o'g'iz lahjasi shevalarida) kabi. O'zbek adabiy tilida singarmonizmning buzilishi, birinchi navbatda, o'zbek tilining ichki taraqqiyoti asosida yuz berdi. Buni boshqa turkiy tillardagi singarmonizm qonuniyatiga bo'ysunmaydigan affiksalar, singarmonistik variantlaming mavjudligi ham tasdiqlaydi. O'zbek adabiy tilidagi singarmonizmning kuchsizlanishida sug'd, xorazmiy, saq va fors-tojik kabi sharqiy eroniy tillar hamda arab tilining ta'siri katta bo'ldi. Bu tillar ta'siri natijasida turkiy til (eski o'zbek tili) fonetikasi, leksikasi, grammatikasida ayrim o'zgarishlar yuzaga keldi.²

Turk tilida esa singarmonizm saqlanib qolgan. Turk tilidagi so'zlarda o'zakda til oldi unlisi kelsa, qo'shimcha ham shunga muvofiq qo'shiladi, aksincha, til orqa unlisi kelsa, qo'shimchadagi unli ham til orqa unlisi bo'ladi: *Zemin katta küçücük, alçak tavanlı bir dairede doğup büyüdü. Annemle babam, her akşam, açıldığında odalarını neredeyse duvardan duvara kaplayan bir kanepede yatarlardı. (Aşk ve Karanlık. Asmos Oz.)* küçü+cük, tavan+lı, daire+de büyü+düm, oda+lar+ı+nı. Qo'shimchalar qo'shilishini kuzatadigan bo'lsak, o'zakda old qator unli bo'lsa qo'shimchada ham old qator, orqa qator unli bo'lsa qo'shimchada ham orqa qator unli kelmoqda.

O'zbek tilida ushbu fonetik hodisaning kuchsizlanishining sababi o'rta asrlarda fors-tojik va arab tillari ta'siri natijasida o'unlisining kirib kelishi bilan bog'lanadi va bu holat o'zbek tilining boshqa turkiy tillar bilan fonetik jihatdan o'zaro farqlanishiga olib kelgan.

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THE PEDAGOGICAL FOUNDATIONS OF TEACHING FOLK CRAFTS USING INTERACTIVE METHODS

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ANNOTATION. This article explores the pedagogical foundations of teaching folk crafts using interactive methods. Folk crafts are an integral part of national culture and heritage, requiring innovative approaches to ensure their preservation and transmission to future generations. The study emphasizes the role of interactive teaching methods in enhancing students' engagement, creativity, and practical skills. The research highlights key interactive strategies, including problem-based learning, project-based learning, and collaborative activities, which contribute to a more effective and dynamic educational process. The findings suggest that the implementation of interactive methods fosters a deeper understanding of traditional craftsmanship, develops students' critical thinking abilities, and improves their hands-on experience. The article concludes that integrating interactive approaches into folk crafts education enhances the learning process and ensures the sustainability of cultural heritage.

Keywords: folk crafts, interactive methods, pedagogy, cultural heritage, practical skills, problem-based learning, project-based learning.

INTRODUCTION

Uzbekistan, with its rich cultural heritage and centuries-old traditions, places significant emphasis on preserving and developing folk crafts. Folk craftsmanship is an integral part of the nation's cultural identity and plays a crucial role in transmitting traditional knowledge and artistic skills from one generation to the next. Given the rapid modernization and globalization processes, ensuring the sustainability of folk crafts has become a pressing issue. Therefore, integrating interactive teaching methods in the education system is essential to enhance the effectiveness of folk crafts training and ensure their preservation.

The government of Uzbekistan has undertaken numerous initiatives to support and promote folk craftsmanship. A key milestone in this regard is the Presidential Decree "On Further Development of Handicrafts and Comprehensive Support for Craftsmen" issued on November 17, 2017. This decree outlines measures to provide financial, organizational, and educational support for artisans, ensuring that traditional craftsmanship continues to thrive. It also emphasizes the importance of "Usta-Shogird" (Master-Apprentice) schools, which serve as fundamental institutions for passing down traditional skills and knowledge to younger generations (president.uz).

Additionally, the Resolution on the Further Development of Handicrafts, adopted on November 28, 2019, highlights the necessity of revising the classification of traditional folk handicraft items and recognizing them as part of the nation's cultural heritage. This legal framework facilitates the safeguarding and promotion of intangible cultural heritage, aligning with UNESCO's conventions on cultural preservation (lex.uz).

Traditional methods of teaching folk crafts often rely on passive learning approaches, where students observe and imitate the work of experienced artisans. While this method has its merits, modern pedagogical research suggests that interactive learning strategies significantly improve student engagement, creativity, and practical skill acquisition (Kolb, 2015; Vygotsky, 1978). Interactive

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teaching methods, such as problem-based learning (PBL), project-based learning (PjBL), and collaborative learning, encourage students to take an active role in the learning process. These methods enhance critical thinking, problem-solving abilities, and hands-on experience, making the learning process more dynamic and effective (Prince, 2004; Bonwell & Eison, 1991).

For example, project-based learning allows students to create real-life folk craft projects, reinforcing their understanding of traditional techniques while fostering innovation (Thomas, 2000). Similarly, problem-based learning challenges students to find creative solutions to craftsmanship-related issues, improving their analytical and decision-making skills (Barrows, 1986). These approaches align with Vygotsky's (1978) sociocultural theory, which emphasizes the importance of learning through social interaction and guided participation.

Despite the numerous benefits of interactive teaching approaches, certain challenges hinder their widespread implementation. These challenges include limited resources, insufficient teacher training, and resistance to change in traditional educational settings (Ertmer & Ottenbreit-Leftwich, 2010). However, the advancement of digital technologies and interdisciplinary teaching methodologies provides new opportunities to enhance the effectiveness of folk crafts education. Digital tools, such as virtual simulations, online collaborative platforms, and multimedia resources, can complement traditional teaching methods, making learning more accessible and engaging (Salmon, 2000).

This study aims to analyze the pedagogical foundations of using interactive teaching methods in folk crafts education. It seeks to explore how these methods can be effectively integrated into the learning process to enhance student engagement, preserve traditional craftsmanship, and ensure knowledge transfer to future generations.

METHODOLOGY

The methodological framework of this study is designed to systematically analyze the pedagogical foundations of using interactive teaching methods in folk crafts education. This section outlines the research design, data collection methods, participant selection, and data analysis procedures, ensuring a comprehensive and reliable approach to addressing the research objectives.

This study employs a qualitative research approach to explore how interactive teaching methods enhance the effectiveness of folk crafts education. A case study methodology is utilized to gain in-depth insights into the experiences of educators and students involved in folk crafts training. This approach allows for a detailed examination of teaching practices, challenges, and outcomes in different educational settings (Yin, 2014).

Additionally, the study incorporates elements of action research, wherein teachers and students actively participate in the implementation and evaluation of interactive teaching strategies (Carr & Kemmis, 1986). This approach ensures that the research is practical and directly applicable to real-world educational contexts.

The study involves three key groups of participants:

Craft educators (masters and instructors) working in vocational schools, training centers, and community-based workshops.

Students and apprentices enrolled in folk crafts programs.

Education policymakers and curriculum developers responsible for shaping craft education policies.

A purposive sampling method is employed to select participants who have substantial experience in folk crafts education. The sample includes:

15 folk craft educators from various regions of Uzbekistan.

30 students enrolled in vocational training programs focused on traditional crafts.

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5 education policymakers from institutions such as the Hunarmand Association and the Ministry of Higher Education, Science, and Innovation of Uzbekistan.

This sample provides a balanced representation of diverse perspectives on interactive teaching methods in folk crafts education.

A combination of qualitative data collection techniques is used to ensure a comprehensive understanding of the research topic:

1. Semi-Structured Interviews

Objective: To explore educators' and policymakers' perspectives on the effectiveness and challenges of interactive teaching methods.

Procedure: Individual and group interviews are conducted with open-ended questions, allowing participants to share detailed insights.

Example Question: How do you integrate interactive methods into your craft teaching practices?

2. Observations

Objective: To analyze real-time classroom interactions and teaching strategies.

Procedure: Observations are conducted in vocational schools, training centers, and community workshops, focusing on student engagement, instructional techniques, and hands-on learning activities.

Observation Checklist: Includes criteria such as student participation, use of digital tools, collaboration in group projects, and application of problem-solving techniques.

3. Document Analysis

Objective: To examine educational policies, curricula, and training manuals related to folk crafts education.

Procedure: A review of key documents, including Uzbekistan's national education policies, UNESCO reports on intangible cultural heritage, and pedagogical guidelines for folk crafts training.

4. Focus Group Discussions (FGDs)

Objective: To facilitate discussions among students about their learning experiences with interactive methods.

Procedure: Small group sessions (5–7 participants per group) where students reflect on their learning experiences, challenges, and suggestions for improving teaching methodologies.

A thematic analysis approach (Braun & Clarke, 2006) is used to analyze qualitative data. This process includes:

Data Familiarization: Transcribing interviews, reviewing observation notes, and compiling document analysis findings.

Coding: Identifying recurring themes related to student engagement, effectiveness of interactive methods, and pedagogical challenges.

Theme Development: Organizing key findings into major categories such as "Effectiveness of Problem-Based Learning," "Impact of Digital Tools," and "Challenges in Implementation."

Interpretation: Drawing conclusions based on patterns observed across different data sources.

Additionally, triangulation is applied by cross-referencing data from interviews, observations, and document analysis, ensuring the validity and reliability of findings (Patton, 1999).

The study follows ethical research guidelines to protect participant rights and ensure transparency:

Informed Consent: All participants provide written consent before taking part in interviews or observations.

Confidentiality: Participant identities are anonymized to maintain privacy.

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Voluntary Participation: Participants can withdraw from the study at any time without consequences. The research is conducted in compliance with the ethics policies of Uzbekistan's higher education institutions and follows international ethical standards set by the American Educational Research Association (AERA, 2011).

RESULTS

The findings of this study are presented in three main areas:

Effectiveness of Interactive Teaching Methods in Folk Crafts Education

Student Engagement and Skill Development

Challenges in Implementing Interactive Approaches

Each section includes a summary of key findings supported by tables for clarity.

1. Effectiveness of Interactive Teaching Methods in Folk Crafts Education

Data collected from interviews with educators and observations indicate that interactive methods significantly enhance student engagement and learning outcomes. Among the most effective methods were Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Collaborative Learning (CL).

Table 1. Effectiveness of Different Interactive Teaching Methods (Educator Survey, n=15)

TeachingMethod	Very Effective (%)	Moderately Effective (%)	Less Effective (%)
Project-Based Learning (PjBL)	73%	20%	7%
Problem-Based Learning (PBL)	67%	26%	7%
Collaborative Learning (CL)	60%	33%	7%
TraditionalLectureMethod	18%	30%	52%

Key Findings:

Project-Based Learning (PjBL) was rated as the most effective method, with 73% of educators considering it "very effective."

Problem-Based Learning (PBL) also performed well, especially in developing problem-solving skills. Traditional lecture methods were considered least effective (52%) in engaging students.

2. Student Engagement and Skill Development

To measure student engagement, a focus group discussion (FGD) was conducted with 30 students, and their self-reported learning experiences were analyzed.

Table 2. Student Perception of Skill Development (Survey, n=30)

Skill Type	ImprovedSignificantly (%)	ImprovedModerately (%)	No Improvement (%)
Creativityand Innovation	80%	17%	3%
Problem-SolvingSkills	73%	20%	7%
TechnicalCraftsmanship	70%	23%	7%
Communication & Teamwork	65%	28%	7%

Key Findings:80% of students reported significant improvement in creativity and innovation after using interactive learning techniques.

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73% observed improved problem-solving skills, particularly in Problem-Based Learning (PBL) sessions.

Collaboration and teamwork also increased, supporting the effectiveness of Collaborative Learning (CL).

3. Challenges in Implementing Interactive Approaches

Despite the benefits of interactive teaching, educators and policymakers highlighted several challenges in implementation.

Table 3. Challenges in Implementing Interactive Methods (Educator & Policy Survey, n=15)

Challenge	Percentage of Respondents Identifying This Issue (%)
Lack of digital resources	67%
Insufficient teacher training	60%
Resistance to new teaching methods	53%
Time constraints in curriculum	47%

Key Findings: 67% of educators cited a lack of digital tools for interactive learning.

60% indicated the need for more teacher training to implement student-centered learning approaches.

53% mentioned resistance from some traditional educators who prefer lecture-based methods.

47% noted time constraints, limiting opportunities for project-based and problem-based activities.

Conclusion of Results

✓ Project-Based and Problem-Based Learning are the most effective teaching strategies for folk crafts education.

✓ Students develop stronger creativity, problem-solving skills, and technical expertise with interactive approaches.

✓ Major challenges include lack of resources, teacher training gaps, and resistance to pedagogical change.

CONCLUSION

This study examined the pedagogical foundations of using interactive teaching methods in folk crafts education in Uzbekistan. The findings highlight that Project-Based Learning (PjBL), Problem-Based Learning (PBL), and Collaborative Learning (CL) significantly enhance student engagement, creativity, and skill development compared to traditional lecture-based methods. However, the successful implementation of these methods requires overcoming certain institutional and logistical challenges.

The integration of interactive teaching methods in folk crafts education is essential for the preservation and sustainable development of Uzbekistan's rich cultural heritage. While significant progress has been made through national policies and educational initiatives, further efforts are needed to enhance teacher training, modernize curriculum structures, and improve access to digital learning tools. By addressing these challenges, Uzbekistan can not only safeguard its traditional craftsmanship but also inspire future generations of artisans to innovate while staying true to their cultural roots.

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М Ибрагимова. NamDU ilmiy axborotnomasi

THE STANDARD IS THE BASIS OF THE ANALYSIS PHENOMENON

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Abstract: This article focuses on the concepts of analogy standards, their specific features, the purpose of choosing a standard, the semantics reflected in it, standards that expand with a qualifier, and failed standards.

Keywords: analogies, standard, semantics, standard with qualifier, logical approach.

As humanity comprehends the world, the role of analogy and comparison is very important. Analogy is inextricably linked to processes such as observation and comparison. However, it is also inappropriate to look for analogies in things and events encountered. Analogy is a phenomenon that, when an object, event, person or situation is observed, it involuntarily reminds us of something else. This situation is the reason for the birth of analogy. In the scientific treatise "Study of the Linguistics of Language" by Nizomiddin Mahmudov, the following is said about analogies: "... it provides an opportunity to easily know an unknown thing-property through comparison alone"¹, – defines. For example, in poetry, it is common to compare the lip to a bud, the eyebrow to a bow, and the face to the moon, because no special knowledge is required to recognize objects such as the moon, the sun, and the bow. Therefore, it is not surprising that the first examples of similes were like this, and even that they have reached the level of stabilization as paremiological units from being used so often. If you think about it, these similes did not arise by themselves. Before describing the lip, the bud was better known, before describing the eyebrow, the bow, before describing the face, the moon. In today's literature, similes are also used in a variety of ways, which increases the reader's imagination and delights, and in its place, determines the skill of the writer or poet.

A standard is a term related to the exact sciences and is a standard that evaluates the properties and qualities of an object, substance, or event. A standard is an entity that measures the properties and qualities of objects. This term is also used in the field of linguoculturology, where as a linguistic term "...things that are understood as a model, example of a certain person, thing, event, or situation, used in the figurative expression of this person, thing, event, or situation"². In Maslow's words, "a standard is a measure of the properties and qualities of objects, phenomena, and events."³.

In the formation of analogies, analogical standards are of great importance. Standards reflect the national worldview, since they are the result of one's own national-customary measurement of world phenomena. "The standard is reflected in the socio-psychological scale in the form of normative ideas of society about nature, phenomena, and man"⁴. Through them, it is possible to measure or imagine the characteristics and qualities of a person, thing, event, object. In places where this characteristic is unknown or difficult to know, standards are considered to be of great importance. "It is often based

¹ Mahmudov N. Study of linguistics. – Tashkent, Mumtaz so'z. 2017. – P.160.

² Usmanov F.F. Linguistic and cultural aspects of Uzbek national values: Doctor of Philological Sciences (DSc)... dissertation. – Andijan, 2024. – P.35.

³ Maslova V. Conceptual basic modern linguistics. Fly away. posobie. - M.: Flinta, 2019. - S. 144.

⁴ Khudoiberganova D. A brief explanatory dictionary of linguistic and cultural terms. – Tashkent: Turan zamin ziyo, 2015. – P. 21.

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on the experience of ancestors or first impressions, and it causes a certain subjectivity in direct assessment and selection”⁵. Within the text of Tohir Malik's works, the standards reveal information about the character's fundamental character in certain speech situations.

“This element constitutes the center, the essence of the comparison, other elements (the subject of comparison, the basis of comparison) unite around this standard. At the same time, while other elements can be expressed implicitly, the standard of comparison must be expressed explicitly, that is, if the standard of comparison does not have a direct linguistic expression, an expression with a similar content cannot be formed. The most important thing is that the uniqueness of the people's vision and understanding of the world, that is, national-cultural and national-connotative information, is directly reflected in this standard of comparison. As a product of the people's national figurative way of thinking, stabilized, standardized images reflect national perception”⁶. The opinion of M. Yuldoshev, who seriously studied this problem, is also noteworthy for its validity: “The linguopoetic basis of any simile is directly formed by the standard of simile. The poetic value and aesthetic weight of simile as a figurative means are also determined by the same standard of simile. The originality of simile arises from the originality of this standard of simile.”⁷

Researchers have shown that when any simile is expressed in language, four elements (members) are necessarily taken into account, namely, 1) the subject of simile, 2) the standard of simile, 3) the basis of simile, 4) the formal indicator of simile.

The most important of the four elements in the structure of similes is the standard. The standard is the main tool that can establish a similarity relationship between the two objects being compared, ensuring beauty in the simile phenomenon. Through it, one can easily understand the national figurative thinking of the people, the linguistic picture of the world in the imagination of the people. For example, the standard of a horse reflected in the simile of being like a horse (healthy) expresses the close knowledge of the Uzbek people about horses, their care and knowledge of their characteristics. Other animals can also be used as a standard, but this analogy shows that running and galloping are characteristic of a healthy person, and only a horse can easily perform the listed movements. Animals such as kangaroos and monkeys can also run fast, but the Uzbek people do not have as much knowledge about these animals as they do about horses. The role of the standard is of particular importance in the inclusion of similes in the list of speech-distracting devices. The characteristics of the standard chosen to reveal it stand out more than the object being compared. Of course, when using a standard, it is advisable to choose a well-known object, situation, or person. When talking about the standard, it should be emphasized that the standard provides all the main conditions such as the ease of the simile, the ability to imagine the object (subject) being compared through it, the stabilization of the simile when the time comes, and the ability to give pleasure to the listener or reader. Therefore, the standard in the structure of analogies can also be called the nucleus of the analogy. The word nucleus is used as a term in a number of sciences. For example, in botany, the nucleus is reflected as the most important part that forms the center of the cell.⁸

In addition, during the observations, it was confirmed that an object, person or event that is closely familiar to a particular people, all the characteristics of which are clear, can serve as a standard. For

⁵ Ashurov D.A. *Linguo-cultural characteristics of the epic poem "Alpomish" /Monography/* – Namangan: 2024. – P.36.

⁶ Mahmudov N. *The charm of national mentality in analogies // Language and literature education.* – Tashkent, 2019. – No. 2. – P.6.

⁷ Yuldashev M. *The secrets of the word Chulpon.* – Tashkent: Manaviyat, 2002. – P. 58.

⁸ *Biology. Textbook. Grade 6.* – Tashkent: Uzbekistan, 2007. – P. 13.

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example, the Uzbek people do not have a gentle simile like a zebra, because the characteristics of an animal called a zebra (even if it is indeed gentle) are not known to the Uzbek people. The function of a standard is to make a situation or object easy for the listener to understand. If an unfamiliar object is used as a standard, it becomes much more difficult to understand speech. Each people has its own customs and views, and these views and customs are often reflected in standards, that is, comparisons in the language of the people are understandable to all representatives of that people. There are standards that, although they serve for several semantics, express negativity, and there are also standards that always serve for positive semantics. In the linguistic culture of the Uzbek people, words such as dog, fox, cat, wolf serve to express negative semantics, and words such as moon, sun, mother, flower serve to express positive semantics. In the process of observing literary texts, we also encountered such standards, which express a neutral meaning, but when accompanied by a corresponding determiner, they serve for positive or negative semantics. In places where the word *adam* is a standard, often when it is expanded with determiners such as good, happy, fought, lost something, neutrality is lost and the determiner serves to reflect the semantics expressed more clearly, for example, from the sentence *U sei sem sabziya* So, words with neutral content can be used with their own determiners and controlled by the semantics of the determiner. Such similes occur in more than fifty places in T. Malik's story "Shaytanat" alone, and each time the standard is used with the determiner. It is also worth noting that the determiner cannot be omitted, because each serves its own subtleties of meaning. In such places, using the word "man" itself as a standard is insufficient. In this regard, in places related to the use of a standard, one should also approach it from the point of view of the science of logic, because for the simile to be successful, the standard must be based on the science of logic, and using the analogy of a heart like a pomegranate is contrary to the science of logic. It is clear to everyone that the heart is smaller than a pomegranate. The redness in it and the scattering of its grains can be the basis for the pomegranate to be a standard. If its shape is applied to the heart, such a simile will be an unsuccessful simile, because the use of standards such as a fist, a stone, or a horse's head in relation to the heart is understandable for the Uyghur people. Therefore, the success of similes, their ability to delight the reader, their ability to give aesthetic pleasure, and even their transition to the status of stability are also related to the standard, because if the standard can give aesthetic pleasure to the reader, the consumers of such a simile will increase, and thus the simile will take a step towards stability. Standards are not simply chosen. The characteristics of the object, person, or event being taken as a standard must be far superior to those of its own kind. For example, to standardize a flower, its beauty is taken as the basis, because its beauty is superior to that of other plants. To standardize honey, its sweet taste is taken as the basis, because the sweetness of sugar and molasses is much less than that of honey.

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LEADERSHIP PR STRATEGIES: PUBLIC RELATIONSHIP MANAGEMENT AND MEDIA PRODUCTION

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Annotatsiya: Ushbu maqola, PR strategiyalarining liderlarning jamoatchilik bilan o'zaro aloqalarini samarali boshqarish va ularning imidjini shakllantirishdagi rolini tahlil qiladi. Maqolada, liderlarning imidjini yaratish jarayonidagi asosiy elementlar, kommunikatsiya vositalari va media strategiyalarining ta'siri hamda jamoatchilik bilan aloqalar orqali liderning ishonch va obro'ini oshirishning turli usullari ko'rib chiqiladi. Maxsus ravishda, maqolada Donald Trampning PR strategiyalari misolida liderlarning ommaviy imidjini qanday boshqarish, jamoatchilik bilan qanday samarali aloqalar o'rnatish va shaxsiy brendni qanday rivojlantirish mumkinligi muhokama qilinadi. Tadqiqot, liderlarning jamoatchilik bilan aloqalarini boshqarish va imidj yaratishdagi muvaffaqiyatli tajribalarini o'rganish orqali, samarali PR strategiyalarining ahamiyatini yoritadi. Ushbu maqola liderlarga jamoatchilik bilan aloqalarni boshqarishda qo'llaniladigan zamonaviy texnikalar va usullarni o'rgatadi, shuningdek, ular uchun foydali bo'lgan tavsiyalarni taqdim etadi.

Аннотация: В данной статье анализируется роль PR-стратегий в эффективном управлении взаимодействием лидеров с общественностью и формировании их имиджа. В статье рассматриваются ключевые элементы процесса создания имиджа лидера, влияние средств коммуникации и медиа-стратегий, а также различные способы повышения доверия и авторитета лидера посредством связей с общественностью. В частности, в статье на примере PR-стратегий Дональда Трампа обсуждается, как управлять публичным имиджем лидеров, как наладить эффективные связи с общественностью и как развивать личный бренд. Исследование проливает свет на важность эффективных PR-стратегий, исследуя успешный опыт лидеров в управлении связями с общественностью и создании имиджа. В этой статье рассказывается о современных методах и методах, используемых лидерами для управления связями с общественностью, а также даются полезные для них рекомендации.

Abstract: This article analyzes the role of PR strategies in the effective management of leaders' interaction with the public and the formation of their image. The article examines the key elements of the process of creating a leader's image, the influence of communication tools and media strategies, as well as various ways to increase the trust and authority of a leader through public relations. In particular, using the example of Donald Trump's PR strategies, the article discusses how to manage the public image of leaders, how to establish effective public relations and how to develop a personal brand. The study sheds light on the importance of effective PR strategies by examining the successful experiences of leaders in public relations management and image creation. This article describes modern methods and techniques used by leaders to manage public relations, as well as provides useful recommendations for them.

Keywords: public relations, image formation, brand creation, interactive and crisis communications, Trump's strategy, the role of the media.

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Ключевые слова: общественные отношения, формирование имиджа, создание бренда, интерактивные и кризисные коммуникации, стратегия Трампа, роль СМИ.

Kalit so'zlar: Public relations, imidjni shakllantirish, brend yaratish, interaktiv va krizis kommunikatsiya, Tramp strategiyasi, OAV roli.

Public Relations (PR) is the art and science of managing public perception. Leadership, on the other hand, is the process of inspiring, directing, and guiding people to achieve common goals. Leaders use PR strategies to emphasize the more positive aspects of their activities, attract more supporters, and hide negative information about themselves.

It is no secret that, in today's rapidly changing world, the study of managerial speech categories in politics is closely linked to the analysis of communication flows that influence management activities. Therefore, it is essential to recognize the importance of linking strategic research in political management to both the study of internal political processes, often involving the introduction of new technologies into political institutions, and the comprehensive analysis of communication technologies that enable us to go beyond the traditional boundaries of a political organization's internal structure through interactive mechanisms formed by a range of communication technologies. Many researchers believe that the main task in the process of creating a policy image is to bring it closer to the population. The formation of the image of a political leader throughout his political career is an interconnected process of transition from population to politician and from politician to population. During this opposite movement, a myth plays, as if lying at the bottom of the collective psyche. In this sense, a political campaign refers to a mythological conspiracy that came to life for some time. This is a myth that in the perception of the population becomes a desired and pleasant reality that stimulates the socio-political behavior of Target groups. According to other researchers, **the formation of a political image** begins with the setting of a goal. By clearly setting goals, it is possible to identify characteristics that correspond to the desired political image. Having determined the goal, it is necessary first of all to develop a shape-oriented image strategy.¹

Improving public relations is an essential part of PR strategies. Several elements are crucial for a successful PR plan.

The initial stage is public education. This involves understanding the needs, desires, attitudes, and behaviors of your target audience. Surveys, interviews, and focus groups can help gather information about what the public wants. **Segmentation** is also important, as it divides the community into different groups such as youth, professionals, activists, etc. Each group requires a **tailored communication strategy**. Finally, feedback is essential to evaluate the effectiveness of PR activities and make improvements.

It can be said that public relations management involves not only the dissemination of information but also the establishment of effective and reliable communication with the audience. One of the scientific approaches to public relations is **interactive communication**, which includes receiving feedback from the public and integrating it into the strategic decision-making process.

Social media and online platforms offer new ways for leaders to communicate with the public quickly and effectively. However, it's important to understand your audience's perspective and respond to their needs with a socio-psychological approach.

¹ К вопросу о технологиях формирования имиджа политического лидера средствами PR. М.В. Назарова. М.А. Куроедова. Слово: фольклорно-диалектологический альманах. С-117-121.

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Effective communication of information is essential for the success of any PR strategy. **Clear and accurate communication** creates good public relations and helps build trust. In particular, adapting to the audience is key, as information must always be presented in a way that meets their needs. This requires an understanding of the audience's language and preferences. The modern audience, in particular, is often overwhelmed by information, so it's important to keep messages concise and meaningful. **Visual elements** such as pictures and videos can make information more interesting and memorable.

Simply presenting information in a passive way is not enough for effective communication. Interactivity and interaction are essential, such as through surveys and questions on social media, to engage audiences and improve communication.

When working with the media, leaders need to establish strong links with the media in their PR strategies. The main goal when working with the media is to convey truthful and accurate information, positively and sincerely highlight changes, achievements and any features. When working with the media, several approaches are used. For example, the preparation of press releases and articles, that is, with the help of press releases and articles, leaders can inform the public about their activities and achievements. This method, widely distributed through media representatives, helps to further strengthen the image of the head. Interviews and press conferences also allow leaders to provide the public with complete information about their vision, activities, and goals by conducting interviews and press conferences with media representatives. This creates trust in society and creates an image of a leader who listens.

Crisis communication strategies can significantly affect the reputation of an organization or leader. For this reason, it is very important to maintain proper and effective communication during a crisis. Here are some elements important for a PR strategy: during a crisis, it is necessary to respond quickly and accurately in order to maintain public relations and restore the reputation of the organization. Effective implementation of crisis communication rapid identification of the situation and decision-making to solve the problem; In the event of a crisis, the organization must clearly explain its actions and causes to the public. It is also important to avoid spreading inaccurate or inaccurate information to the public.

A significant role in shaping a leader's image is played by their personal history, journey, and achievements. Through a public relations strategy, a **leader's story** can be presented in a way that inspires others. For instance, building a brand based on a story and public relations strategies can emphasize the unique experiences and journey of a leader, which helps to establish trust in the leader among the public and strengthen their image.

Managing public relations serves to enhance a manager's social standing and authority. This involves effectively communicating to the public about the organization's or leader's activities, values, and objectives.

Donald Trump's public relations (PR) strategies have significantly contributed to his political success and his unique approach to public relations management. Throughout his PR career, Trump has demonstrated exceptional skill in building and promoting his brand, leveraging traditional communication methods alongside modern digital technologies.

An analysis of his PR strategies reveals key elements that have contributed to his success. Trump's approach emphasizes the use of simple and concise messages, allowing him to effectively communicate his ideas and policies to the public. By presenting his thoughts in a clear and direct manner, he makes his message easily accessible to a wide audience.

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This focus on simplicity and brevity allows Trump to effectively engage with voters, connecting with them on a personal level and making his policies more relatable. His ability to distill complex ideas into concise statements has helped him gain widespread support and recognition.



And manipulating the regular media and creating fake information are Trump's main tactics, as is black PR. In Trump's PR strategy, working with the media had its own peculiarities. He often uses the media to manipulate them in his favor and attract public attention to himself. For example, scandals with the media-Trump quarreled with the media during numerous interviews and press

conferences, which helped him create his personal image and attract public attention. According to his principle of "good and bad PR," He also made any journalistic criticism his way of reporting.

Another factor, "fake news," is another distinctive element of Trump's PR strategy—he tried to promote negative media reports as "fake information." There have been many published negative articles and reports about Trump's personal life or business activities. Trump called these articles and messages "fake" and tried to hide them from the public. For example, he protested widely against these media outlets, accusing major media outlets such as **CNN** of "spreading false information." The term "fake news" shows how Trump entered into his PR strategy, because by doing so he pushed the public towards the media and protected his image. With this strategy, he encouraged the public to rebel against the media and managed to preserve his reputation. One of the key elements of **Trump's PR strategy was to establish direct and direct communication through social media.**

In particular, **Twitter** became his main means of communication, and thanks to this, he clearly and quickly made public not only his views, but also his political decisions. Trump's Twitter career was at the heart of his PR strategy. He used Twitter to establish instant public relations and spread his messages widely. He repeatedly spread his thoughts or political decisions through social media for several hours, which significantly increased his influence.

Trump used a powerful method of creating controversy and hype in his PR strategy. He often raised controversial and sensational topics in order to attract the attention of the public and attract their attention to himself. For example, one of the biggest controversies of the Trump presidential campaign is the idea of building **a wall on the border with Mexico**. During the 2016 election, Trump proposed tough measures against migrants illegally entering the United States from Mexico. This idea has caused widespread debate not only in the United States, but also abroad. This idea of Trump's not only reinforced the existing political differences on migrants and immigration, but also managed to attract the attention of the public and the media. He often emphasized his proposal in public speeches and interviews, which constantly caused him new excitement and social tension.

The attractiveness of the nation and the populist strategy?

Trump used a populist approach in his PR strategy. His goal was to attract broader segments of the population and establish a physical and spiritual connection between them. One of the most striking examples of Trump's populist strategy was the slogan **"Make America great again" (let's make**

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America great again). This slogan has become the main tool used in the Trump presidential campaign to attract public attention and attract a wide audience to him. This slogan was constantly repeated in Trump's campaign speeches and rallies, where he expressed to the general public a positive, encouraging need for change. This slogan was especially liked by the middle class of the United States, segments of the population suffering from economic difficulties and unemployment. Trump promised in his speeches that the American people would return to their peaks and regain their former power, which helped him attract broad support.

Trump also often simplified complex political concepts and spoke the language of ordinary people, unlike traditional politicians in his campaign. For example, he described economic problems and the fight against globalization in a way that was easy to understand and adapt to the daily problems of the nation. Trump also portrayed his opponents as "elitist" in many cases, standing out from the crowd, and thus positioned himself as a representative of ordinary people.

To summarize, Donald Trump's PR strategies have been successfully implemented using his own unique methods. His methods, such as simplified messaging, effective use of social media, media scandals and the creation of fake information, contributed to the success of his PR strategy. Trump's populist and provocative approach, as well as engaging the public and constantly renewing ties with it, have played an important role in building his political brand. These factors indicate that Trump has used PR strategies to perfection, as he has managed to shape his image by effectively using modern means of communication.

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ETHNOGRAPHY AND TOPONOMY OF THE VILLAGES OF ISHTIKHAN DISTRICT.

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Annotation

This article studies the ethnic origin of the population of the villages located in the Ishtikhan district and the toponymy of the villages based on the field survey conducted in the district and the collected data. The data collected during this study and all the scientific work done to date on the ethnic history of the population of the Ishtikhan district were studied and a scientific conclusion was given.

Key words: Miyanqol, Qanjig'ali, Mitan, Xitoy, Barlos, Shixlar, Qipchoq, "Shajarayi turk", Turkman, Bahrin, Oyinli, Mirzoqul, Urug', Nurota, Arab, Kesovli, Tarvuz-tovoq, Orlot, Saroy, Etnotoponim, Chaxar, Qo'rli, Boyto'pi, Qatog'on.

In the study of the history of Uzbekistan, the study of the history and ethnography of districts and villages remains relevant. In particular, the history and ethnography of Ishtikhan district has not been sufficiently studied to date. We can find a lot of information about the history of the district in various sources and literature. However, in-depth research has not been carried out on the ethnic origin, ethnic composition and toponymy of the district population.

Ishtikhan district is located in the Samarkand region of the Republic of Uzbekistan. The district is located in the northern part of the city of Samarkand and is distinguished by its rich historical and cultural heritage. Ishtikhan district is one of the important districts of the Samarkand region, bordering the Kattakurgan, Qoshrobot, Payariq and Pasdargam districts of the region. The district is located in the ancient Miyonqol oasis, between two branches of the Zarafshan River - Akdarya and Karadarya. The northern borders of Ishtikhan district consist of mountains and hills, connecting with the plains on the southern slopes of the Nurota mountain range. The territory of the district consists of mountains, valleys and fields. The climate here is mainly dry and hot, with high temperatures in summer. These areas have long attracted the attention of people, who have been engaged in animal husbandry and agriculture in these areas. The ethnic composition of the population of the villages of Ishtikhan district is mainly Uzbeks, in addition, the district is also home to Russians, Tajiks, Koreans, Ukrainians, Tatars, Armenians and other ethnic minorities. The district is inhabited by people belonging to various Uzbek tribes and clans. Representatives of more than 20 ethnic groups are registered in the center and villages of the Ishtikhan district. They are: Turkmen, Chinese, Mitan, Barlos, Beklar, Alpine, Ayjoryk, Tuvodok, Karakalpak, Iranian, Arab, Georgian, Eshon, Toqchi, Naiman, Jovi, Kanjigali, Topchi, Tashim, Khasangori, Nurim, Alakai, Bolgali, Beshbola, Itborboy, Boytopi, Aytamgali tribes.¹ In addition, representatives of the Kungiroi, Mongolian, Kipchak and Kazakh tribes and clans also live there. The names of many villages are associated with the names of tribes and clans. Some of these include the following villages: Barlos village, Kesovli village, Minglar village, Zhuvantayok village, Kanjikali village, Kaychili village. The name of a certain tribe and clan

¹ N.Elmuurodov, "Zarafshon vohasi o'zbek xalqi etnik guruhlar". Educational and methodological guide, Samarkand-SamSIFL, 2008, page 41

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plays an important role in the naming of these villages. However, most of these villages are not inhabited by people belonging to the clan indicated by the name of the village. Historically, these villages were inhabited by other tribal clans, and later representatives of other tribes and clans may have come and settled these lands. According to the results of field research and field surveys conducted in the Ishtikhan district, the villages of the district are inhabited by the following ethnotoponyms and clans.

Chovli village is a village name located in the Ishtikhan district. The meaning is interpreted as “spoon”. There are also forms of the name Chovli: jov, jov, jovi. Chovli is the name of a small clan belonging to the Kirqoyak clan of the Kipchaks, and people belonging to the clan of the same name live in this village. The tamga (stamp) of the people living in the village of Chovli was in the shape of a spoon. People belonging to the jovi clan live in the village of Opka, Ishtikhan district.

Kesovli village is a village associated with the name of another clan in the district. Kesovli village is inhabited by representatives of the clan called Kesovli, which is part of the Kungirat tribe. The reason for this name of the clan was their tamga in the form of a kesov. Therefore, this clan was called Kesovli. “Kesov” was considered a household item that dug a hearth.

Aqcho'rag'asi village is the name of a village located in the Ishtikhan district. This village is inhabited by people belonging to the Aqcho'ragasi clan, a branch of the Qatagon tribe.

Arabkhona village - there is a village of the same name in the Ishtikhan district, as in other regions and districts. This village is inhabited by people of Arab ethnic origin. The settlement of people in this village in Central Asia dates back to the period of the Arab invasion, that is, to the VIII-IX centuries AD, and those who settled there came later. Currently, the residents of this village claim to be from the Arab clan of Uzbeks. The residents of the Arabkhona village are of Arab ethnic origin, but today they are considered a clan that is part of the Uzbek clans. Ethnic Arabs also live in the villages of Ulqishlok, Tarvuz-tavok, Koktepa, and Rovot.

Kuljomon village is the name of another village in the Ishtikhan district. The name of this village is associated with the name of the Kuljomon clan, a small branch of the Jigaltoy clan, which is a branch of the Akqipchak clan, which is part of the Kipchak tribe. This village is inhabited by people belonging to the Kuljomon clan.

Khalajon village is the name of a village located in the district. This name is considered an ethnotonym and is associated with the name of the Khalaj tribe, one of the ancient Turkic tribes. Representatives of the Khalaj tribe have been integrated into the population here.

Beshbola village is the name of another village located in the district. Beshbola is actually an ethnonym, the name of a clan in the Oynli (Oyinni) division of the Kungiroi tribe. The population of the clan of this name lives in the Beshbola village.

Qiyot village is an ethnotonym found in the Ishtikhan district. This village is inhabited by people belonging to the same clan. Qiyot is the name of 92 Uzbek clans, and its meaning is described as “a flood flowing from the mountain”.

Qanjigali village is the name of another village located in the district. Qanjigali is a large branch of the Qogiroi tribe. This branch is sometimes referred to as “Qanjiga”. People belonging to the Qanjigali clan live in this village. Nine small branches of the Qanjigali clan are located in the Zarband village of Ishtikhan district.

Arlot (Orlot) – one of the villages of Ishtikhan district, inhabited by the Orlot tribe. The village of Arlot is pronounced Orlot by the local population. The origin of the word Arlot comes from the name

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of one of the four Mongol tribes formed for Genghis Khan's son Chigatoy. The Arlot clan is also recorded among 92 Uzbek clans.

Kangni village – the name of one of the villages located in the district. It is possible that the toponym Kangni is a modified form of the toponym Kangar, that is, Kangli, and this ethnonym is very similar to the name of the ancient Turkic tribe Kangli.²

Zhuvantayok village – one of the villages located in the Ishtikhan district, associated with the name of the clan. The Juvantayok Turkic tribes are one of the monotheistic tribes, and this clan is found among the Uzbeks and Kazakhs. This clan is also called Argin. The village of Juvantayok is named after this clan. Because people belonging to this clan live in this village.

Kyrgyz village is one of the villages in the district named after the clan. The Kyrgyz clan is a clan that is part of the 92-bov Uzbek clans. This village is inhabited by people belonging to the Kyrgyz clan.

Yukori Qing'ir village is the toponym of a village located in the Ishtikhan district. Qing'ir is the name of one of the Turkic tribes, which is described by the people with the Turkic word "Kong'ir". This tribe is also associated with the Bijanak tribe.

Yukori Saroy village is the name of another village located in the district. The Saray tribe is a tribe that is part of the 92-bovli Uzbek tribes. Representatives of the Saray tribe live in this village. As for the meaning of the village, it is interpreted as "the upper village where the Saray people live".

To'por village is one of the villages located in the Ishtikhan district. To'por is the name of a small tribe that is part of the Kungirat tribe. People belonging to the tribe of the same name live in the village.

O'tarchi village is the name of a village located in the district. O'tarchi is the name of one of the Uzbek tribes. The original meaning of the word "Otarchi" is interpreted as "temporary resident" or "passerby". This village is inhabited by representatives of the Otarchi clan.

Sari Shirin village is a village in the Ishtikhan district. This is an ethnotoponym. It is related to the Shirin clan, one of the Turkic tribes, and representatives of the Shirin and Chinese clans live in this village. This village is also called Shirin. Shikhlar village is the name of a village located in the Ishtikhan district. This village is inhabited by people who call themselves "shikhlar", that is, "sheikhs". The word "shikh" is considered a modified form of the word "sheikh" and means "leader", "elder". The Shikh clan is also recorded among Uzbek tribes. The reason why people living in this village are called by this name is because religious and intellectual scholars who grew up in this village have grown up. The population of the village is considered to be the descendants of these people. Shikhlar village is also inhabited by people who are of Tatar origin, eshans, toqchis, and people who are currently assimilated into the Uzbek community.³

Chaqar village is the name of a village located in the vicinity of the city of Miytan, Ishtikhan district. The meaning of the word Chaqar is interpreted as "urban". The Chaqar clan may be a corrupted form of the Mongolian word "chakhar" or "sakhar". The meaning of both words is interpreted as "city". It is clear from this that in ancient times people who were related to the clan of the same name lived in the village of Chaqar. Today, representatives of the Moytan (Miytan) clan

² O'zbekiston joy nomlarining izohli lug'ati [Matn]: dictionary / creators R.Y.Xudoyberganov [and others.]. – Tashkent: Donishmand ziyosi, 2022. Page 572.

³ Field survey 2024.05.27 Ishtikhan district.

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live in this village. Representatives of the Moytan (Miytan) clan also live in the villages of Chaqar, Qorli, and Qayirma. Two small divisions of the Moytan (Miytan) clan, the Boylar and the Parkar, live in the village of Qayirma.

Asadbahrin village is the name of one of the streams in the Ishtikhan district. According to historians, the word Bahrin is the name of one of the Turkicized Mongol tribes. In the 17th-19th centuries, people belonging to the Bahrin tribe settled in the territories of the Zarafshan oasis. The meaning of the word Bahrin is ancient Turkic and means “a large bird of prey, that is, a type of falcon.” As for the naming of the Asadbahrin stream, which flows through the Ishtikhan district, in ancient times people belonging to the Bahrin tribe lived around this stream. Later, this stream began to be called by this ethnotoponym. Currently, representatives of the Kipchak tribe live in this village.

Boyto'bi (Boyto'pi) – another ethnonym that is part of the district. Boyto'pi is the name of one of the Turkic tribes. Boyto'pi village is pronounced Boyto'pi by the local population. The reason for the village's name was the people belonging to the Boyto'pi clan living in this village.

Barlos village – another village name located in the vicinity of the city of Miytan in Ishtikhan district. Barlos is the name of one of the Turkic tribes, and its meaning is interpreted as “brave, brave, commander”. This village is inhabited by people belonging to the Barlos clan.⁴ In addition, people belonging to these clans also live in the villages of Qorli, Yo'gantepa, Hazarbobo, Zarband of Ishtikhan district.

Minglar village – this village is one of the villages inhabited by the Ming in Ishtikhan district. Ming 92 is considered one of the most prominent clans among the Uzbek clans. In addition to the Uzbek people, the Ming tribe is also found in the composition of such peoples as the Nugay, Kyrgyz, Bashkir, Karkalpak, Kazakh, Turkmen, Altai, Tuva, and Mongolian Khakass. Representatives of the Ming and Iranian tribes live in the Minglar village.⁵

Kelachi village is the name of another village in the district. The name of this village is associated with the Kelachi clan, a small branch of the Uzbek clan. This village is inhabited by representatives of the population of the same name.

Qatogon village is a village in the Ishtikhan district, which is associated with another ethnotoponym. Qatogon is a large clan that is part of the Uzbek clans. People belonging to the clan of the same name live in the village of Qatogon.

Tumor village is the name of a village located in the Ishtikhan district. Tumor is a small subdivision of the Kipchak tribe. Representatives of the Dumar clan live in this village.

Qatogonsaroy village is the name of a village located in the district. Representatives of the Saray clan live in this village. The Saray clan holds a special place among the 92 Uzbek clans.

Tentakovul or Tentak village is a village named after another clan in the district. The name of these villages is associated with the name of the Tentak clan living in this village. The Tentak is a small subdivision of the Kungirov tribe. The meaning of the word Tentakovul is interpreted as “a village where tentaks live”.

Badoy (Bodoy) village is the name of one of the villages in Ishtikhan district. The Baday is the name of a clan that is part of the nomadic Uzbek tribe. There are also villages named Badayovul and Qoriqbaday in Ishtikhan district, and people belonging to the Baday clan live in these villages.

⁴ Field survey 2024.05.27 Ishtikhan district.

⁵ Nurali Norboyev. “O'zbek elining qabila va urug'lari haqida”, Tashkent, 1997, page 31.

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Therefore, the term Baday is used in the toponyms of these villages. That is, it means “a village where the Badays live”.

Toqmon village is the name of another village in the district. Toqmon is a small branch of the Kungirost clan. The name of this village is associated with the name of the Toqmon clan living in this village.

Qoshtamgali village is one of the villages located in the territory of Ishtikhan district. The village is divided into two parts: Yukory Qoshtamgali and Tov Qoshtamgali. Qoshtamgali is the name of one of the Uzbek clans, which is part of the Kungirost, Yuz, Naayman and Nurota Turkmen. The reason for this name of the clan is the shape of the tamga in the form of a “double” or “double”. The inhabitants of these villages belong to the Qoshtamgali clan, which is part of the Nurota Turkmen.

Qoriqbaday village is another ethnotoponym located in the district. The name of this village is apparently connected with the name of the hay reaper of the Badai clan. People belonging to the Badai clan live in this village.

Qongirost village is the name of a village located in the Ishtikhan district. The name of a large tribe belonging to the Kungirost 92 clan Uzbek clans. The existence of cities, canals, and places named after the Kungirost clan proves that the Kungirosts have been in Central Asia since ancient times.⁶ The village of Kungirost is inhabited by representatives of the Kungirost and Bek clans.

Damchogatoy village is the name of another village in the district. We can give the following explanation for the toponym of this village. The word “dam” in the toponym of the village is used in relation to a place where water does not flow, that is, where water accumulates in one place. The word Chogatoy is the name of one of the Turkic tribes. It is clear from this that it means a place where the Chagatoy clan, which lives in a place where water accumulates, lives.

Barokkhishlok village is the name of one of the villages located in the district. The name of this village is associated with the name of the Turkic “barok” tribe. Barok is mainly part of the Qatagon, Kungirost and Nurota Turkmen Kazakh clans. If we think about which tribe the population living in this village belongs to, it is closer to the truth that the villagers are part of the Nurota Turkmen.

Mirzakul village is the name of a village in Ishtikhan district. The population of the village belongs to the Chinese-Kipchak tribe. In addition, in villages such as Avliyotepa, Do'stlik, Khojaly, Yo'gotepa, Chinok, Ravot, Shilkim, Oktepa, Taka, Yugontepa, Saray and Shirin, the population of the Chinese (Chinese-Kipchak) tribe also lives. The Chinese-Kipchak tribe is found in the Karakalpaks and Uzbeks, as well as in the Kyrgyz.

Kaychili village is the name of a village associated with the name of a tribe in the district. This village is inhabited by people belonging to the “Kaychili” tribe, a division of the Kungirat tribe. The village is named after the tribe here. The tamga of the tribes living in this village was in the form of scissors.

Karakhan village is the name of another village located in the district. This village is inhabited by representatives of the Jigaltoy clan, which is part of the Akqipchaks, which are part of the Kipchaks. The Karakhan clan is a small clan within the Jigaltoy clan.

Shegerbey village is another ethnotoponym in the Ishtikhan district. This village is also inhabited by representatives of the Shegerbey clan, which is a branch of the Jigaltoy clan, which is part of the Kipchaks.

⁶ Nurali Norboyev. “O'zbek elining qabila va urug'lari haqida”, Tashkent, 1997, page 12.

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Karakhoni village is a village located in the district. The inhabitants of this village consider themselves descendants of Saint Karakhoni. Therefore, the representatives of the Karakhoni khoja clan live in this village. Therefore, the village is called by the ethnotoponym Karakhoni.

Karakoyli village is another village within the district. The name of the village is associated with the name of the Karakoyli clan, which is part of the Uzbek clans. The Karakoyli clan is considered a subdivision of the Kirg clan. This clan is also found in the Bin, Yuz and Turkmen. The residents of the Karakoyli village are part of this clan.

Karacha village is the name of a village associated with the name of the clan, which is part of the Ishtikhan district. People belonging to the Karacha clan live in the village.⁷ The Karacha clan is a subdivision of the Kirg, Qatogan and Lakay (Lakay) tribes.

Chimqorgan village is the name of a village located in the Chimqorgan mahalla of the Ishtikhan district. The village got its name from the hills and mountains located in the village area, and the village is located among high hills resembling a mound. The village is inhabited by representatives of the Alpli, Oyjorik and Tovodok clans, which are small clan subdivisions.⁸

Zarband village - located in the district, Zarband village is home to the Khoja, Topchi, Tashim, Kanjigali and Barlos clans. The population of the Kanjigali clan belongs to 9 subdivisions. They are: Tashim, Khasangori, Nurim, Alakai, Balgali, Beshbola, Itborboy, Boytopi and Aytamgali.⁹ People belonging to the Nurim subdivision of the Kanjigali clan also live in the villages of Sebiston and Pitov.

We can meet many more representatives of different clans in the villages of Ishtikhan district. For example: in the village of Opka, we can find the Jovi, Naiman, Eshon, Toqchi clans, in the village of Koktepa the Arab, Naiman clans, in the village of Pitov the Kanjigali, Beklar clans, in the village of Qorli the Barlos, Moytan clans, in the village of Kamar the Chimma, in the village of Toytovuq the Kenagas, in the village of Rovot the Georgian, Arabs, in the village of Shovan the Turkmen, in the village of Khojali the Turkmen, in the village of Yukoritepa the Chinese, Barlos, in the villages of Khozorbobo, Khna, Bahrin the Kipchak clans, in the villages of Khoja Isokjon, Burkhankhodja, Saray, Kattakangli, Shaykhislam, Safokhaja the Eshon, in the village of Uzbekkurgan the Mytan clans. This situation is also true in many other villages. The origin and location of the clans depends on the ethnic groups in the Zarafshan oasis.

In conclusion, we can say that the tribes and clans living in the Ishtikhan district are very similar to the ethnic groups living in the neighboring district located in the Zarafshan oasis. These similarities are the same as the ethnic clans in the territories of Qoshrabot, Kattakurgan, Payariq, Jomboy and Nurota district of Navoi region. There are also clans in the Ishtikhan district that differ from other districts. During the study, it was observed that clans live in mixed conditions in some of the villages in the district. These villages were formed after the settlement of clans and representatives of different clans from other villages migrated to these villages. The clans living in the district have preserved their history and culture to this day.

⁷ Field survey 2024.10.12, Ishtikhan district.

⁸ N.Elmuurodov, "Zarafshon vohasi o'zbek xalqi etnik guruhlar". Educational and methodological guide, Samarkand-SamSIFL, 2008, page 61-63.

⁹ N.Elmuurodov, "Zarafshon vohasi o'zbek xalqi etnik guruhlar". Educational and methodological guide, Samarkand-SamSIFL, 2008, page 102.

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FOREIGN EXPERIENCE AND OPTIMAL METHODS IN CALIBRATION OF
MEASURING INSTRUMENTS

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Annotation:

The calibration of measuring instruments is a crucial process required to obtain accurate and reliable results in any scientific, industrial, and technical field. This article explores the optimal methods for calibrating measuring instruments. It examines the primary methods used in calibration, including direct and indirect calibration, automatic systems, and statistical analysis approaches. Furthermore, the article discusses the potential use of modern algorithms and control systems to optimize the calibration process. The paper highlights the role and significance of contemporary methods in improving the efficiency of the calibration of measuring instruments and reducing errors. As a result, innovative approaches are proposed to further optimize the calibration processes and enhance their effectiveness.

Keywords: Calibration of measuring instruments, automatic calibration systems, statistical analysis, error reduction, calibration algorithms, regression models, control systems, measurement accuracy, scientific and industrial calibration.

Аннотация:

Калибровка измерительных приборов является необходимым процессом для получения точных и надежных результатов в любых научных, промышленных и технических областях. В данной статье рассматриваются оптимальные методы калибровки измерительных приборов. Анализируются основные методы, применяемые при калибровке, включая прямую и косвенную калибровку, автоматические системы и подходы статистического анализа. Также обсуждаются возможности использования современных алгоритмов и систем управления для оптимизации процесса калибровки. Статья освещает роль и значимость современных методов, применяемых для повышения эффективности калибровки и уменьшения ошибок. В результате предлагаются инновационные подходы для дальнейшей оптимизации процессов калибровки и повышения их эффективности.

Ключевые слова: Калибровка измерительных приборов, автоматические системы калибровки, статистический анализ, снижение ошибок, алгоритмы калибровки, модели регрессии, системы управления, точность измерений, научная и промышленная калибровка.

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Introduction

The calibration of measuring instruments is a crucial process required to obtain accurate results in any scientific, industrial, or laboratory work. Calibration of measuring instruments such as voltmeters, thermometers, and manometers helps identify changes, reduce errors, and make results more precise. This article analyzes the importance of calibrating measuring instruments, the methods used, and the most effective approaches for optimizing the calibration process. Calibration of measuring instruments plays a vital role not only in scientific fields but also in industry, economics, and everyday life[1]. Proper and reliable functioning of measuring instruments is essential for obtaining accurate results. International experiences in the calibration of measuring instruments and approaches focused on increasing efficiency and reducing errors are being successfully applied in various countries. In this article, we will explore the international experience of calibration, particularly the practices of developed countries[2].

Foreign Experience in Calibration of Measuring Instruments: Significant Developments in the Calibration of Measuring Instruments Abroad

Compared to local practices, several major industrialized countries have implemented distinct mechanisms and standards aimed at optimizing the calibration process. High precision, safety, and the reliability of results are essential requirements in the calibration of measuring instruments[3]. Abroad, the following key approaches have been implemented in the calibration of measuring instruments:

- i. **Automation and Digital Systems:** Many developed countries have integrated automation and digital systems into the calibration process of measuring instruments. For instance, in Japan, digital calibration systems ensure accurate and rapid measurement results. This method simplifies the calibration process and enhances efficiency.
 - ii. **Calibration Based on Criteria and Standards:** In many countries, the calibration of measuring instruments is based on international standards, such as ISO 9001 and ISO 17025 certification criteria. These systems are essential to ensure the reliability and repeatability of measurement results[4].
- Main methods used in calibration of measuring instruments abroad:** Calibration methods are widely applied by many developed countries. Some nations have developed highly effective methods for the calibration of their manufacturing systems[5]. The following methods are commonly used in calibration practices abroad: Japan's automatic calibration technologies: Japan has achieved significant advancements in the calibration of measuring instruments using automation and digital systems. This method is highly effective in ensuring the speed and accuracy of measurements, especially in fields where high precision is required. In Japan, automatic calibration systems have been developed for measuring instruments such as thermometers and voltmeters. These automated systems allow for rapid calibration of measuring instruments, reducing costs and ensuring precise results. Japan's calibration system primarily focuses on providing high-precision and reliable measurements. The country is one of the global leaders in this field, and strict standards, technical requirements, and scientific approaches are applied in the calibration of measuring instruments.

Key Points in the Calibration System of Measuring Instruments:

Calibration and Verification Standards: In Japan, the calibration processes for measuring instruments are carried out in accordance with international standards. This is based on accreditation requirements such as ISO/IEC 17025. The Japan National Metrology Institute (NMIJ) and other organizations are responsible for carrying out these tasks. Japan boasts highly qualified calibration laboratories, which

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ensure the calibration of measuring instruments by performing precise measurements, conducting tests, and verifying results.

Targeted Calibration Services:

Calibration services are available for various types of measuring instruments, including:

- i. Mass: Calibration of weights, including large, small, and full-scale checks.
- ii. Temperature: Calibration of thermometers and temperature measurement systems.
- iii. Illumination: Calibration of luminance and photometric measurements.
- iv. Time and Frequency: Verification of accuracy for clocks and systems.
- v. Mechanical Measurements: Calibration of length, force, pressure, and other mechanical parameters.

Accreditation: Japan's calibration organizations adhere to international accreditation systems for implementing accreditation and certification. The work of Japanese laboratories in ensuring measurements is based on the ISO/IEC 17025 certification. The laws and regulations related to measurements are developed by the Japanese government to ensure the accuracy of measuring instruments. These normative documents and standards regulate all types of measuring instruments used in manufacturing, scientific research, and business sectors. Japan's calibration system helps produce high-quality products worldwide, particularly in the technology and industrial sectors, while also ensuring reliable measurements in international trade.

Calibration Methods Based on Standards in Germany and the USA: In Germany and the USA, calibration of measuring instruments is largely based on international standards and regulatory systems. For example, calibration is carried out through ISO 17025 laboratory accreditation standards[7]. In Germany and the USA, especially in the manufacturing of technical equipment, high-quality calibration systems are in place, with the primary goal being quality control and ensuring accuracy.

Calibration Approaches Used in Switzerland and France: In Switzerland and France, calibration of measuring instruments involves a high level of control and the use of precise mechanical systems. In these countries, calibration-related tasks are well-organized, and technical service systems are widely adopted[8]. Compared to other countries, calibration of measuring instruments in Switzerland and France is often conducted through more mechanical and manual processes.

Lessons Learned from Foreign Experience and Opportunities for Implementation in Uzbekistan: Foreign experiences can also be valuable in developing the calibration system of measuring instruments in Uzbekistan[9]. By studying existing foreign practices, there are several opportunities to optimize the calibration system in Uzbekistan:

- i. Implementing Automation and Digital Systems: By learning from Japan's automatic calibration systems, Uzbekistan can also develop automation processes. This will help ensure the rapid and reliable calibration of measuring instruments.
- ii. Adapting to International Standards: For Uzbekistan, aligning with international accreditation systems such as ISO 17025 can enhance the calibration processes, improving their efficiency and quality.
- iii. Education and Skill Enhancement: Based on foreign experiences, it is crucial to train specialists in the calibration of measuring instruments and continuously improve their skills. Additionally, specialized training sessions and courses can be organized to teach new technologies in the field of calibration.

The Importance of Calibration of Measuring Instruments: Calibration is the process of checking and adjusting a measuring instrument to a specific standard or norm[10]. Without calibration, it is difficult to ensure the reliability and accuracy of measurement results. The calibration of measuring instruments serves the following purposes:

- i. **Checking the accuracy of measurements and detecting errors.**
- ii. **Improving the operational efficiency of the measuring instrument.**
- iii. **Reducing discrepancies between scientific and industrial results.**
- iv. **Ensuring compliance with legal and technical standards.**

Calibration Methods: There are several methods used in the calibration of measuring instruments. Each method is selected based on the type of measuring instrument and its application. The following methods are widely used:

Direct Calibration: In this method, the measuring instrument is directly checked against high-precision standard instruments for comparison. During direct calibration, the measuring instrument performs measurements within a certain range, and these results are compared to the standards. This method ensures the accurate calibration of measuring instruments.



Figure 1: Transmitter Calibration Diagram

Indirect Calibration Methods: In this method, calibration of the measuring instrument is performed using several intermediate and complex tools. Indirect calibration involves the use of multiple ranges, measuring instruments, and mathematical models[11].

Automatic Calibration Systems: Today, automatic calibration systems are considered highly effective. These systems allow measuring instruments to calibrate themselves, ensuring minimal errors and high speed. With automatic systems, calibration can be performed quickly, and its effectiveness can be monitored.

Calibration Optimization Methods: There are several approaches for optimizing the calibration process. The most effective methods aim to reduce the error margin of measuring instruments and improve their accuracy[12].

Statistical Analysis and Regression Models: Statistical analysis and regression models can be effective tools in the calibration process of measuring instruments. These methods help determine correlations between measurements and make adjustments to prevent future errors. Regression analysis aids in understanding the errors of the measuring instrument and offers an optimized calibration process.

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Error Reduction and Precise Calibration Algorithms: Optimized calibration methods require the use of advanced algorithms to minimize errors. For example, autonomous systems track errors and correct them in real time[13].

Control Systems and Feedback Methods: Control systems and feedback approaches can improve the efficiency of the calibration process. These methods continuously monitor measuring instruments, adjusting the system whenever errors occur. This approach is particularly important for complex systems in industrial settings.

Developments in Calibration Applications: Currently, calibration processes are being further enhanced with technological advancements[14]. Digital calibration, automated control systems, and computer simulations can further optimize calibration. New methods save time and increase efficiency.

Conclusion: In conclusion, the foreign experience in the calibration of measuring instruments not only incorporates modern technologies but also considers approaches based on international standards. Japan's automatic systems, Germany and the USA's standards-based approaches, and the technical service practices in Switzerland and France can also be implemented in Uzbekistan. By studying foreign experiences and adapting them to local conditions, the calibration system of measuring instruments can be further developed. Calibration of measuring instruments plays a crucial role in scientific and industrial activities. Various calibration methods and optimization approaches contribute to improving the accuracy of results. The future development of automatic calibration systems and statistical methods will further help make calibration processes faster and more efficient.

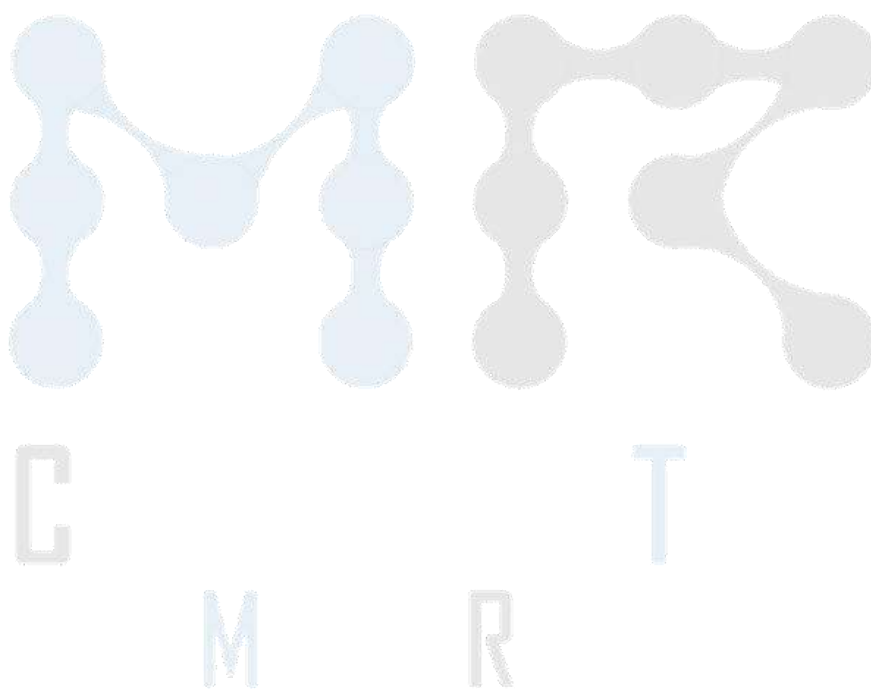
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