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PAPER

THE ROLE OF NEW METHOD SCHOOLS IN THE EDUCATIONAL SYSTEM OF TURKESTAN AT THE END OF THE 19TH CENTURY

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Abstract

The situation that arose in the history of the educational system of the Turkestan region at the end of the 19th century and its impact on the cultural processes of the region are examined. The struggle that arose in the educational arena of the region as a result of the activities of various educational innovations, traditional education, new-method schools, and Russian-system schools is analyzed.

Key words: historical event; history; historical personnel; achievements of history; history lessons.

Introduction

Since then, the opposing trend, that is, people who were in the spirit of feudal-medievalism and religious fanaticism, began to be called kadimists. At the beginning of the 19th century, a number of enlightened madrasah leaders came up with the idea of reforming about 200 madrasahs in the city of Bukhara. The madrasah leader Abu Nasr Al Kursawi was at the forefront of this movement. The kadimists accused them of infidelity and godlessness. The emir of Bukhara, Haydar, threw Kursawi into prison and sentenced him to death. However, his supporters rescued him from prison. Kursawi continued his activities in Kazan and died in 1813. In the 50s–60s of the 19th century, the religious reform movement began to expand further. Now, at the forefront of this movement were the Bukhara mudarris and historian Marjani (1818–1889), the Gijduvan domla Fazil, Mominjon Vobkandi, Mullah Khudoyberdi Baysuni and other mudarris. They wrote that they were not in favor of reforming madrasahs and schools, but of eliminating unnecessary classes.

Discussion

In the late 19th and early 20th centuries, as a result of the strengthening of tsarist colonialism in Turkestan, the Jadid movement

gained strength in many parts of Central Asia. Since this movement was aimed at rebuilding the socio-cultural foundations of the existing society, it encountered strong opposition from supporters of the old system, the old way of life, and the old school. Representatives of this opposing force were called kadim or kadimchis, while those who tried to bring the breath of new life were called jadids or jadidchis. Thus, at the beginning of our century, the Jadids and the Jadid movement emerged. With the beginning of the new century, it was clear to them that it was impossible to live in the same conditions of social humiliation, economic and cultural backwardness as before.

Not only Central Asia, but also the peoples living in Russia could only change their fate and break the foundations of the feudal system and enter a new life. This difficult situation in the country ruled by the White Tsar led to the coup of 1905. The goal of this coup was to democratize society, introduce an eight-hour workday, take away the large land holdings of the nobility and distribute them to the peasants, etc. Having become acquainted with this program of the first Russian coup, the progressive intellectuals of Central Asia followed their Tatar brothers and joined the Jadid movement. The Iranian bourgeois coup of 1907 and the Turkish bourgeois coup of 1908 played a significant role in the formalization and entry into force of the Jadid movement in Central Asia. They began to implement a program aimed at improving the lives of the

people and society and bringing them to cultural heights through social, economic and cultural reforms. Under their influence, the Jadid movement also flourished in other parts of the Uzbek land.

Jadidism set as its main task the development of society not through coups, but through reforms. In fulfilling this task, it did not rely only on one class – the proletariat. In general, Jadidism is not a supporter of dividing humanity into classes. Jadidism even formed an alliance with the ancients and promoted the idea of working together for the benefit of the people and the future, or, in today's terms, the peaceful coexistence and work of people with different political views. Expressing the idea of creating this "united" front, Behbudi wrote, "If our scholars or intellectuals and progressives unite, we will serve the development of religion, nation and homeland." The reason why the Jadids sought to create such a united front was determined by various circumstances. The common people, the rich, the scholars, and the intelligentsia were all people who were more or less oppressed by the tsarist colony. The Russian commercial and industrial bourgeoisie dominated the markets of Central Asia, and representatives of the local bourgeoisie began to suffer. In other words, the local rich and merchants also began to feel the pain of colonialism. In such historical conditions, according to the Jadids, just as it was necessary to improve the economic and cultural life of the common people, it was equally urgent to get rid of the oppression of foreign capital and the shackles of colonialism.

Analysis and Results

In the second half of the 19th century and the beginning of the 20th century, serious changes took place in the education system in Turkestan. This was due to the increasing interaction of European and national cultures. During this period, the modern education system in Turkestan was controlled by regional governors based on Kaufman's instructions. Nevertheless, the enlighteners of Turkestan, that is, the participants in the Jadid movement, made a special contribution to the development of this system. At first, this movement was only of an educational nature. Later, Jadidism turned into a political movement fighting for the independence of Turkestan and had a great influence on the intellectual development of the population of the region, including the population of Turkestan.

We see that Munavvar Qori's views on school education found their expression, first of all, in schools and textbooks organized in a new way. In new-style schools, children of different classes – rich and poor – had the same right to study. The number of new-style schools in Turkestan increased rapidly, especially after 1905. At that time, opinions about the new-style schools were often published in the press. Naturally, the Tsarist Governor-General did not welcome the new-style schools with an open face. Because the Jadids were teaching literacy at a rapid pace and explaining the problems of getting rid of colonialism in various ways. Opinions against Jadid schools were often expressed in the pages of the Turkestan Region Gazette. In particular, one of the newspaper pages gave the following opinions:

Where did the term "new-style" come from? What is this? For example: our ancestors were mullahs who studied the old-style, and we also studied the old-style and learned something. A song called the new-style is a heresy that has recently appeared. "What is a new method? A new method means a new method. When we say a new method, it does not mean a new method in beliefs and teachings, but rather it means reforming the administration and teaching atmosphere of our schools and madrasas, which in the past were in a very difficult state due to the poverty of the people.

At a time when the Jadids were being condemned, Munavvar Qori also expressed the following thoughts about these schools and the educational movement: "I will give the following grounds for assessing Jadidism: When and by whom did the Jadid school come into being? To verify this, it is necessary to look back 20 years.

While people with secondary education nowadays aspire to go to Moscow and other places to study, in the past, every literate person considered it an honor to go to Bukhara to study. Because they considered knowledge to be only a hobby. The environment also demanded this. The founders of the Jadid school were also people who had cultivated old schools, madrasas, and qarikhans. They understood the school of Ismail Gasprinsky, who was living alone in Baghchasaroy, well and bought books.

The new method schools were disliked not only by the tsarist government, but also by local fanatical priests loyal to the tsarist government, as well as by old-school domlas, supporters of the "old method". They carried out propaganda against the new method schools, saying that they "slandered the religion of Islam" and that "the teachers of these schools are infidels." Local religious fanatics helped the tsarist officials in denouncing the new method schools and closing them down, and did not refrain from criticizing the teachers of the new method Jadid school.

By the 1908s, the number of new method schools in Turkestan increased. The tsarist government could not afford to close them by force. The number of teachers applying for permission to open new method schools in Turkestan increased. The opening of Jadid schools was even prohibited. Between 1910 and 1919, the tsarist officials closed more than 50 new method schools.

Education in the new method schools was much better than in the "old method" schools. In these schools, religion The lesson was not denied, but on the contrary, it was taught in depth. For example, lessons were taught using books such as "Tarihi anbiyo", "Turkiy aqid", "Sabot ul-ojizin", "Islom tarikhi", "Quran recitation", "Tajvid". Munavvar Qori's book "Khavoyi diniya" was also used as a separate textbook.

At that time, since the government was in the hands of the tsarist officials, it was not possible to educate children in a special building in a new-style school. Therefore, classes in new-style Jadid schools were held in the homes of teachers and other people interested in science. In new-style schools, children were taught in classes, they sat at desks or tables and chairs. Lessons were conducted based on a clear program, and classes were organized in accordance with schedules. Based on these schedules, religion, Arabic, medicine (practical classes in Arabic), Islamic history, native language, Persian, Turkish literature, history, ethics, geography, arithmetic, Russian, and other subjects were taught. The education and textbooks in Jadid schools clearly reflect the enlightened views of Munavvar Qori Abdurashidkhanov. At the same time, the programs of the Usuli Jadid schools in Tashkent were also developed by Munavvar Qori Abdurashidkhanov. In 1919, Munavvar Qori developed a program for 6 years and began to implement it. Several hundred children studied at Munavvar Qori's school called "Namuna".

Conclusion

It is connected with the socio-economic conditions, political situation and spiritual environment that arose in Turkestan at the end of the 19th and beginning of the 20th centuries. The occupation of Turkestan by the Tsarist administration caused changes in the social structure of the population, as a result of which a local progressive force emerged. The Samarkand Jadids were a patriotic political force that seriously weakened the strategy of the colonial policy of tsarism and forced changes. – It is advisable to look for the sources of the formation of the worldview of the representatives of Samarkand Jadidism, first of all, in the family environment, in close relatives. According to the results of the research, it is necessary to emphasize that the families in which the Samarkand Jadids grew up were among the educated, enlightened families.

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PAPER

TIL IMPERIALIZMI VA G'ARBLASHUV: O'ZBEKISTONDAGI INGLIZ TILI DARSLIKLARIGA DEKOLONIAL NAZAR

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Abstract

Ushbu maqola O'zbekiston davlat maktablarida foydalanilayotgan ingliz tili darsliklarining mazmunini dekolonial yondashuv asosida tahlil qiladi. Tahlil natijalariga ko'ra, darslikda g'arb madaniyatining ustuvorligi kuzatiladi, mahalliy madaniyat esa chetda qolgan. Madaniyatlararo kompetensiya va til siyosatidagi tenglik yetarlicha aks etmagan. Teoretik asos sifatida dekolonial pedagogika, lingvistik imperializm va yashirin o'quv dasturi nazariyalari qo'llanilgan. Maqolada shuningdek, intermadaniy yondashuvni kuchaytirish, o'qituvchi agentligini faollashtirish, va mahalliy madaniy tajribalarni darslikka integratsiyalash kabi amaliy takliflar ilgari suriladi. Xulosa qismida ingliz tili ta'limini madaniy jihatdan inklyuziv va tenglikka asoslangan yo'nalishda tashkil etish zarurligi asoslanadi.

Key words: dekolonial yondashuv; ingliz tili darsliklari; lingvistik imperializm; intermadaniy kompetensiya; mahalliy madaniyat; yashirin o'quv dasturi; inklyuziv ta'lim.

Kirish

So'nggi yillarda ta'lim tizimini dekolonizatsiya qilish g'oyasi global miqyosda dolzarb mavzulardan biriga aylandi. Dekolonizatsiya — bu nafaqat mustamlaka o'tmishidan xalos bo'lish, balki bilimlar, qadriyatlar va o'quv materiallarida g'arb markazchiligini tanqid qayta ko'rib chiqish demakdir. Andreotti va boshqalar (2015) ta'kidlaganidek, dekolonial yondashuv "g'arb paradigmalari ustuvorligini savol ostiga qo'yadi va boshqa bilim shakllarini ham tan olishni targ'ib qiladi."

Til o'rgatishda, xususan ingliz tili chet tili sifatida o'qitilayotgan joylarda, dekolonizatsiya madaniy vakillik, tenglik va til siyosatining adolatli yondashuvini ta'minlashda muhim rol o'ynaydi. Kumaravadivelu (2012) yozganidek, "til o'qitishdagi dekolonizatsiya bu — o'quvchi va jamiyat ehtiyojlariga mos keladigan, lokal kontekstlarni inobatga oluvchi yondashuvni ishlab chiqishdir." Shu sababli, ingliz tili darsliklarini tahlil qilishda ularning nafaqat lingvistik, balki madaniy mazmuni ham diqqat bilan ko'rib chiqilishi lozim.

Mazkur maqolada tahlil qilinadigan darslik O'zbekistonning

umumiy o'rta ta'lim maktablarining 10-sinf o'quvchilari uchun mo'ljallangan ingliz tili kurs kitobidir. Ushbu darslik kitobning so'zboshi qismida ta'kidlanganidek, O'zbekiston Respublikasi Xalq ta'limi vazirligi hamda AQSh xalqaro taraqqiyot agentligi (USAID) hamkorligida ishlab chiqilgan bo'lib, "O'zbekistonda ta'lim sifatini oshirish dasturi" doirasida nashr etilgan. Cambridge University Press nashriyoti tomonidan chop etilgan bu kurs kitobi 1-sinfdan 11-sinfgacha bo'lgan o'quvchilar uchun mo'ljallangan o'n bir qismli to'plamning bir bo'lagi bo'lib, so'nggi ikki yildan beri mamlakat bo'ylab barcha davlat maktablarida foydalanib kelinmoqda.

O'zbekiston Respublikasining 2021-yilda tasdiqlangan Davlat ta'lim standartlariga ko'ra, ingliz tilini o'rganishning bosh maqsadi — xorijiy til doirasida kommunikativ kompetensiyani shakllantirish bo'lib, bu o'quvchilarga kundalik, ilmiy va professional sohalarida, ko'p madaniyatli dunyoda samarali faoliyat yuritish imkonini beradi.

Tahlil qilinayotgan kurs kitobi Farg'ona viloyatining qishloq hududida joylashgan davlat maktabida ingliz tili darslari jarayonida amalda qo'llanilgan. Ushbu kontekstda, darslikning ayrim jihatlari dekolonizatsiya yondashuviga zid ekani kuzatiladi — unda in-

gliz tilida so'zlashuvchi madaniyatning ustuvorligi seziladi, intermadaniy yondashuv esa yetarli darajada aks ettirilmagan.

Maqola doirasida darslik dekolonizatsiya nuqtai nazaridan konseptual jihatdan tahlil qilinadi, mavjud muammolar uchun takliflar ilgari suriladi va yakuniy qismda o'qituvchilik amaliyotiga tayanigan holda o'z-o'zini tahlil qilishga o'rin beriladi.

Shu bilan birga, ingliz tili ta'limining O'zbekistondagi hozirgi shakllanishi ham muhim omillardan biridir. Mustaqillikdan keyin xorijiy tillar, ayniqsa ingliz tilini o'rgatishga alohida e'tibor berildi, ammo dastlabki bosqichlarda o'quv materiallari asosan tarjima yoki xorijdan to'g'ri olib kiritilgan darsliklarga tayanilgan. Bugungi kunda esa mahalliy ehtiyoj va kontekstga moslashtirilgan, lekin xalqaro hamkorlikda yaratilgan darsliklar keng qo'llanmoqda. Shu sababli, mavjud darsliklar tarkibini dekolonial yondashuv asosida baholash, nafaqat nazariy, balki amaliy jihatdan ham dolzarbdir.

Adabiyotlar tahlili

Dekolonizatsiya tushunchasi va uning ta'limdagi o'rni

Bugungi kunda "dekolonizatsiya" atamasi ta'lim sohasida tobora ko'proq eshitilmoqda. Dastlab bu tushuncha asosan siyosiy kontekstdagi mustamlakachilikdan xalos bo'lishni anglatgan bo'lsa, endilikda u ko'proq madaniy va bilim sohalarida ham qo'llanmoqda. Ya'ni, dekolonizatsiya — bu faqat tarixiy bosqinchilikdan chiqib ketish emas, balki ta'limda faqat G'arb nuqtai nazaridan tuzilgan bilim va qadriyatlarni qayta ko'rib chiqish, boshqa madaniy va lokal bilimlarni ham tan olish demakdir. Smith (1999) bu jarayonni "bilimni mustamlaka ta'siridan ozod qilish" deb ta'riflaydi.

Shu nuqtai nazardan qaraganda, ingliz tilini chet tili sifatida o'qitishda ham bu tushuncha juda muhim bo'lib chiqadi. Til darsliklarida ko'pincha ingliz tilida so'zlashuvchi mamlakatlar madaniyati ustuvor o'rin egallaydi. Pennycook (1998) buni "til orqali madaniy kuchni mustahkamlash" deb baholaydi. Bu holat esa o'quvchilarda o'z milliy yoki mahalliy madaniyatini ikkinchi darajali deb qabul qilish xavfini tug'diradi.

Andreotti (2011) ta'limdagi dekolonizatsiya turlicha shakllarda bo'lishi mumkinligini aytadi. Uning fikricha, ba'zi yondashuvlar mavjud tizimni shunchaki "bezatadi" (bu "yumshoq" yondashuv), lekin asosiy struktural muammolar o'zgarishsiz qoladi. Boshqalari esa yanada chuqurroq o'zgarishni, ya'ni kuch va bilim iyerarxiyalarini butunlay qayta ko'rib chiqishni taklif qiladi.

Xuddi shunday, Kumaravadivelu (2012) ham ingliz tilini o'qitishda yagona "to'g'ri metod" yo'qligini, har bir jamiyat, har bir sinf, har bir o'quvchi o'z kontekstiga ega ekanligini ta'kidlaydi. Shuning uchun u o'qituvchini "metodlar ijrochisi" sifatida emas, balki faol agent, ya'ni o'z o'quvchilari va maktab muhitiga mos o'qitish yondashuvlarini ishlab chiqadigan mutaxassis sifatida ko'radi.

Dekolonial yondashuv kontekstida til o'qitish sohasidagi eng muhim tushunchalardan biri bu — lingvistik imperializmdir. Phillipson (1992) ta'riflaganidek, bu atama ingliz tilining boshqa tillar hisobiga global miqyosda ustuvor qo'yilishi va bu orqali madaniy, siyosiy va iqtisodiy kuchlarning mustahkamlanishini anglatadi. Ingliz tilini "zaruriy" yoki "universal" aloqa vositasi sifatida taqdim etish — o'z-o'zidan boshqa tillar va madaniyatlarni ikkinchi darajaga tushiradi. Kramersch (2014) ta'kidlaganidek, til nafaqat aloqa, balki ideologik vosita hamdir: u orqali normalar, qadriyatlar va ierarxiyalar uzatiladi. O'zbekistondagi ingliz tili darsliklari mazmuni ham, agar ular G'arb markazchiligi asosida tuzilgan bo'lsa, o'quvchilarda ingliz tili va madaniyatini "ideal" sifatida ko'rishga olib kelishi mumkin. Bu esa o'z navbatida, mahalliy tillarning ijtimoiy maqomini pasaytirishi va o'z o'quvchilarda mahalliy madaniy o'zlik (local cultural identity)ni qadrlash hissini zaiflashtirishi mumkin. Shu sababli, darsliklarni baholashda faqat til shakli emas, balki tilni o'rgatish ortidagi ideologiyalar ham tan-

qidiy tahlil qilinishi lozim.

Dekolonial yondashuv til ta'limining asosiy maqsadlaridan biri sifatida madaniyatlararo kompetensiyani shakllantirish zarurligini ta'kidlaydi. Biroq bu nafaqat boshqa madaniyatni tanishtirish, balki o'quvchining o'z madaniyatini tushunishi va qadrlashiga ham zamin yaratishi kerak. Byram (1997) madaniyatlararo til o'qitish modelida "interkultural mediator" konsepsiyasini ilgari surib, o'quvchini turli madaniyatlar o'rtasida vositachi sifatida tayyorlashni tavsiya etadi. Bu yondashuv o'quvchiga faqat "to'g'ri" yoki "g'arbona" madaniyatni o'rgatish o'rniga, turfa qarashlarni muhokama qilish, stereotiplarga tanqidiy yondashish va boshqalarning nuqtai nazarini tushunishga intilish imkonini beradi. Afsuski, ko'plab ingliz tili darsliklarida bu yondashuv yuzaki yoki ramziy darajada mavjud bo'lib, real madaniyatlararo dialogga yo'l ochmaydi. Dekolonial yondashuv aynan mana shu formal yondashuvdan chiqib, til o'rganish jarayonini ijtimoiy-madaniy anglash va ishtirok platformasiga aylantirishni ko'zlaydi. Shu sababli, darsliklarda nafaqat madaniy kontent, balki uning qanday tarzda talqin qilinyotgani ham muhim ahamiyat kasb etadi.

Alqissa, dekolonial ta'lim yondashuvi o'quv jarayonida o'quvchi shaxsiyati va ijtimoiy kontekstini markazga qo'yishni taqozo etadi. Aslida, bu yondashuv Paolo Freire (2000) tomonidan ilgari surilgan tanqidiy pedagogika tamoyillariga hamohang bo'lib, ta'limni faqat bilim uzatish emas, balki o'quvchini ijtimoiy adolat sari yo'naltirish vositasi sifatida ko'radi. Shunday ekan, ingliz tili darsliklari ham o'quvchilarga tilni o'rganishdan tashqari, o'z madaniyati, qadriyatlarini va tiliga hurmat bilan qarash imkonini yaratishi zarur.

Xulosa qilib aytganda, ta'limda, ayniqsa chet tilini o'qitishda dekolonial yondashuv faqat madaniyatlar xilma-xilligini inobatga olish emas, balki o'quvchilarni o'zigi, til va madaniyatini qadrlashga undash vositasidir. Ushbu maqolada ham darslik shu yondashuv asosida ko'rib chiqiladi.

Konseptual asos

Ingliz tili darsliklari qanday tuzilishi kerak?

Til o'rgatish bo'yicha mutaxassislar — Macalister va Nation (2010) fikriga ko'ra, til kurslarining mazmuni til birliklari, g'oyalar, ko'nikmalar va strategiyalardan iborat bo'lib, bular kursning umumiy maqsadlariga xizmat qilishi kerak. Long va Crookes (1993) ta'kidlaydilar, o'quv dasturini ishlab chiqish avvalo qanday birlik asosida (ya'ni o'sish yoki rivojlanish birligi) tashkil etilishini aniqlashdan boshlanishi kerak.

Macalister va Nation (2020) ikki turdagi rivojlanish birliklarini tavsiflaydi: birinchisi — ketma-ketlik asosida tuzilgan, ya'ni topshiriqlarda tez-tez uchraydigan lug'at, grammatik birliklar va asosiy til ko'nikmalari; ikkinchisi esa — muayyan tartibni talab qilmaydigan, lekin mazmun jihatidan muhim bo'lgan bilim sohalarini, masalan, g'oyalar, nutqiy muloqot, til ishlatish kontekstlarini o'z ichiga oladi.

Til o'rgatishda yuqori tezlikda uchraydigan lug'at birliklarini tegishli kontekstda taklif qilish juda muhim hisoblanadi. O'quv dasturlari shunday tuzilishi kerakki, o'quvchilar so'z va iboralarni real va mazmunli vaziyatlarda o'zlashtira olishsin. Macalister va Nation (2020) ta'kidlaganidek, kursda asosiy tarkibiy birliklar — mavzular, g'oyalar yoki topshiriqlar bo'lishi mumkin, ammo lug'at, grammatika va nutqiy birliklarning muntazam takrorlanib borishini ham kuzatib borish zarur. Shu maqolada tahlil qilinadigan darslikda ham aynan mavzular, fikrlar, grammatik tuzilmalar va lug'at birgalikda tanlangan.

Shuningdek, Macalister va Nation o'z ishlarida kontentga asoslangan o'qitish (Content-Based Instruction — CBI) yondashuvini rivojlantirgan. Richards va Rodgers (2014) bu yondashuvni ikkinchi tilni o'qitishda darslar asosiy mazmun atrofida qurilishi deb izohlaydi. Ya'ni, o'quvchilar tilni o'z-o'zicha emas, balki aniq bir mavzu asosida — real hayotiy kontekstda o'rganishadi. Bu yondashuv kommunikativ til o'qitish tamoyillariga mos keladi va

tilni faqat grammatik tizim emas, balki muloqot vositasi sifatida o'rganishga yordam beradi. Macalister va Nation (2019) fikricha, bunday yondashuv o'quvchilarning til ko'nikmalarini va mazmuniy bilimini bir vaqtning o'zida samarali rivojlantiradi. Ushbu maqolada tahlil qilinayotgan darslikda ham CBI yondashuvi alohida o'rin egallaydi.

Darsliklar va o'quv dasturlarining jamiyatga ta'siri

Garcia (2019) o'z tadqiqotlarida tarix davomida til qanday qilib hukmronlik, istilo va madaniy ustunlik vositasiga aylanganini ko'rsatadi. Kramersch (2019) esa bugungi kunda chet tilini o'qitish global va milliy ijtimoiy tartiblar kesishgan nuqtada joylashganini ta'kidlaydi. Shu sababli, so'nggi yillarda chet tili ta'limini dekolonizatsiya qilish, ya'ni turli madaniyatlarni o'rgatishga kengroq e'tibor qaratish, mahalliy tillarni qadrlash va o'quvchilar ongida madaniy xilma-xillikni shakllantirish borasida turli tashabbuslar ilgari surilmoqda.

Ingliz tili darsliklari nafaqat tilni, balki shu til vositasida madaniyat, qadriyat va dunyoqarashni ham o'rgatadi. Soto-Molina va Méndez (2020) ingliz tili darsliklarini "neytral bo'lmagan bilim manbai" sifatida baholaydi. Ya'ni, ularning mazmuni qanday g'oyalar tanlangani, qaysi mavzular ko'proq yoritilgani, rasmlar va til kodekslari orqali qanday ijtimoiy normalar ilgari surilayotgani — bularning barchasi mualliflarning qarashlariga bog'liq bo'ladi va bu orqali darsliklar ma'lum ijtimoiy-madaniy pozitsiyani ifodalaydi.

Tuhiwai Smith (1999) esa "yashirin o'quv dasturi" (hidden curriculum) tushunchasini muhokama qilib, mustamlakachilik hatto zamonaviy ta'lim tizimi orqali, ongli ravishda emas, balki tuzilma orqali davom etishini ta'kidlaydi. Shu bois ingliz tili darsliklarini dekolonizatsiya qilish — bu faqat madaniy xilma-xillikni ta'minlash emas, balki mavjud darsliklardagi noto'g'ri qarashlar, stereotiplar va g'arb markazchiligini tanqidiy tahlil qilishdir.

Amaliy tomondan, bu jarayonga turli madaniyat vakillaridan iborat jamoalar bilan hamkorlikda o'quv dasturlarini ishlab chiqish, tanqidiy pedagogikani joriy qilish, va o'quvchilarga hukmron narrativlarni muhokama qilish imkoniyatini berish orqali erishish mumkin. Masalan, Afrika, Osiyo yoki mahalliy mualliflarning matnlarini darslikka qo'shish, yoki turli tillar va madaniy amaliyotlarni aks ettiruvchi multimedia resurslardan foydalanish — o'quvchilarning madaniy idrokini kengaytiradi.

Metodologiya

Ushbu maqola sifat jihatdan tanqidiy-tahliliy metodga asoslanadi. Tadqiqot ob'ekti sifatida O'zbekiston davlat maktablarining 10-sinf o'quvchilari uchun mo'ljallangan ingliz tili darsligi tanlab olindi. Tahlil dekolonial nazariya, tanqidiy pedagogika va lingvistik imperializm konsepsiyalari asosida olib borildi. Darslikdagi mavzular, madaniy mazmun, vizual materiallar va topshiriqlar kontekstual jihatdan baholandi. Shuningdek, darslikda madaniyatlararo kompetensiyaning qay darajada aks etgani, lokal madaniyatning mavjudligi yoki chetda qolgani aniqlashga qaratilgan. Metodologik yondashuvda Andreotti (2011), Pennycook (1998), Kramersch (1998) va Tuhiwai Smith (1999) kabi tadqiqotchilarning nazariy ishlanmalaridan foydalanildi. Tahlil muallifning amaliy tajribasi — Farg'ona viloyatidagi davlat maktabida ingliz tili o'qituvchisi sifatida faoliyat yuritgan davrda darslikni qo'llash jarayonidagi kuzatishlariga ham tayangan. Shu bois, tadqiqot individual kontekstga asoslangan bo'lsa-da, u umumiy ta'lim tizimi va darslik siyosatini baholashda foydali natijalar beradi.

Tahlil

Ushbu bo'limda tanlangan darslikning mazmuni dekolonial yondashuv asosida tahlil qilinadi. Baholash jarayonida madaniyatlararo kompetensiya va til imperializmga aloqador jihatlarga alohida

e'tibor qaratiladi.

Kuchli jihatlar

Tanlangan darslikning asosiy ustunliklaridan biri shundaki, u kontentga asoslangan o'qitish (CBI) yondashuviga tuzilgan. Darslikda ikkita asosiy g'oya — madaniyat va hayotiy ko'nikmalar mavzular sifatida tanlangan bo'lib, ular darslikdagi 20 birlik davomida navbatma-navbat almashib boradi. Dastlabki ikki bo'lim madaniyatga bag'ishlangan bo'lsa, keyingilarida hayotiy ko'nikmalar yoritiladi va bu tartib oxirigacha saqlanadi.

Macalister va Nation (2019) fikricha, darslarda mavzularni asos qilib olish til birliklarini takror-takror uchratish imkonini beradi, bu esa ularni mustahkamlashga xizmat qiladi. Tanlangan darslikda ham aynan shunday yondashuv qo'llanilgan.

Darslikdagi mazmun to'rt asosiy til ko'nikmasi — gapirish, tinglab tushunish, o'qish va yozish — bilan birga grammatika va lug'at materiallarini ham uyg'unlashtirgan. Masalan, "In Fashion" (Moda olamida) nomli darsda avval tegishli sifatsozlar bilan tanishtiriladi, keyin matn o'qish mashqi, undan so'ng esa o'tgan zamon fe'l shakllariga oid grammatik qism beriladi. Dars yakunida esa tinglash va gapirish faolliklari video material bilan boyitiladi. Bu esa o'quvchilarning tilni real kontekstda o'zlashtirishiga yordam beradi.

Macalister va Nation (2019) shuni ham ta'kidlaydiki, til kurslari faqat sinf ichida emas, balki real hayotda ham foyda keltirishi kerak. Ushbu darslikda hayotiy ko'nikmalarga oid mavzular aynan shu maqsadga xizmat qiladi — o'quvchilarni kelajakdagi muhim vazifalarga tayyorlash: ish topish, sog'lom turmush tarzini shakllantirish, do'stlik o'rnatish va muammoli vaziyatlarda to'g'ri qaror qabul qilish. Masalan, "Champions", "My Way of Life", "Call the Police" va "Healthy Future" kabi bo'limlar aynan shu kabi ko'nikmalarni shakllantirishga xizmat qiladi. Bu jihatlar darslikning dolzarbligini oshiradi.

Shuningdek, darslikdagi ayrim topshiriqlar muloqotga yo'naltirilgan bo'lib, o'quvchilarda ijtimoiy kompetensiyalarni rivojlantirishga xizmat qiladi. Masalan, "Call the Police" bo'limidagi rolli o'yinlar va muammoli vaziyatlarni muhokama qilishga asoslangan mashqlar o'quvchilarda shaxsiy xavfsizlik, huquqiy ong va jamiyatdagi faol ishtirokchilik kabi tushunchalarni shakllantiradi. Bu kabi faoliyatlar til o'rganishning faqat lingvistik emas, balki ijtimoiy jihatlarini ham yoritishga xizmat qiladi. Bu esa CBI yondashuvining kengroq ta'limiy maqsadlari bilan uyg'unlashadi.

Bundan tashqari, ba'zi mashqlar o'quvchilarda ijtimoiy mavzular bo'yicha fikrlash va bahslashish ko'nikmalarini rivojlantirishga ham xizmat qiladi. Masalan, "My way of life" bo'limidagi topshiriqlarda o'quvchilar sog'lom turmush tarzi, individual qaror qabul qilish, vaqtni boshqarish kabi mavzularda fikr bildiradi. Bu kabi faoliyatlar til o'rgatish bilan bir qatorda o'quvchilarning tanqidiy tafakkur va kommunikativ kompetensiyasini ham mustahkamlaydi.

Zaif jihatlar

Biroq darslikning ayrim jihatlari dekolonial nuqtai nazardan qaralganda tanqidiy baholashni talab qiladi. Xususan, darslikda madaniyat mavzusi ko'tarilgan bo'lsa-da, u ko'proq ingliz tilida so'zlashuvchi davlatlar madaniyatini targ'ib qilishga qaratilgan va madaniyatlararo qarash yetarli darajada aks etmaydi.

Masalan, "In Fashion" bo'limida ingliz xalqining an'anaviy kiyimlari tasvirlanadi, 10-bo'limda ingliz taomlari haqida matn berilgan, 17-bo'limda esa g'arb va amerikalik mashhurlar haqida so'z boradi. Bu kabi materiallar darslikning ko'p qismida ingliz madaniyatining ustunligini ko'rsatadi, mahalliy yoki boshqa xalqlarning madaniyati esa e'tiborsiz qolgan. Adaskou va boshqalar (1990) fikricha, til o'rgatish nafaqat maqsadli madaniyatni tan-

ishtirishi, balki o'quvchining o'z madaniyatini qadrlash va uni saqlab qolishga ham xizmat qilishi kerak.

Pennycook (2007) va Tollefson (2000) fikricha, bunday yondashuvlar aslida neo-kolonial amaliyotlar bo'lib, ular orqasida "bitta til – bitta madaniyat" g'oyasi turadi. Bu orqali o'quvchilarga g'arbona hayot tarzi, ijtimoiy normalar va qadriyatlar qanday bo'lishi kerakligi ko'rsatib beriladi. Adaskou va boshqalari eng katta xavf aynan madaniyatning ijtimoiy jihatlarida namoyon bo'lishini ta'kidlaydi.

Shuningdek, yashirin o'quv dasturi (hidden curriculum) tushunchasini ham unutmashlik kerak. Kambutu va boshqalar (2020) va Apple (2019) fikricha, ta'lim tizimi orqali ayrim mafkuralar, ijtimoiy ierarxiyalar va qadriyatlar bevosita emas, balki bilinmas tarzda o'rgatiladi. Apple bu holatni timsol va bilimlar tashkiloti orqali jamiyatda qanday nazorat mexanizmlari ishlashini ko'rsatadigan vosita sifatida tushuntiradi. Ya'ni, kimning ovozi eshitiladi, kimning tajribasi markazda bo'ladi — bular o'quv materiallari orqali shakllanadi.

Shu sababli, darslikdagi madaniyatni targ'ib qilishga qaratilgan bo'limlar yaxshi niyat bilan yaratilgan bo'lsa-da, ular mahalliy (o'zbek) madaniyatga e'tibor bermagan. Natijada, bunday monomadaniy yondashuv O'zbekistonning ko'p millatli va ko'p madaniyatli jamiyatga oid siyosiy yo'nalishiga to'g'ri kelmaydi.

Dekolonial yondashuvga ko'ra, bunday darsliklar turli madaniyat va tillarni aks ettirishi, shuningdek, o'quvchilarni o'z madaniyatini tan olishga va tanqidiy fikrlashga o'rgatishi kerak. Paulo Freire (2000) aytganidek, ta'lim o'quvchini o'z hayoti va atrofidagi jamiyatni tanqidiy anglashga undashi, g'arb madaniyatining ustuvorligi va uning nozik ta'sirlariga qarshi mustahkam fikr shakllantirishi zarur.

Shuni alohida ta'kidlash joizki, darslikda ingliz tilida so'zlashuvchi davlatlar madaniyatining ustuvorligi nafaqat matnlarda, balki vizual materiallarda ham yaqqol ko'zga tashlanadi. Illyustratsiyalarning ko'pchiligi oq tanli, g'arbona kiyingan, zamonaviy hayot tarziga ega obrazlarni aks ettiradi. Bunday tasviriy dominantlik ingliz tilini o'rganayotgan o'quvchilarda "standart" yoki "ideal" ko'rinish va xatti-harakat aynan shu madaniyatga tegishli degan noto'g'ri tasavvur shakllanishiga olib kelishi mumkin. Bu esa o'z navbatida, mahalliy madaniy o'zlikka nisbatan ikkilamchi munosabat paydo qilish xavfini tug'diradi.

Natija va takliflar

Til o'qitish bo'yicha o'quv dasturini dekolonizatsiya qilish — mu-rakkab, ammo zarur jarayon bo'lib, u ayrim tillarning boshqa tillardan ustun qo'yilishiga olib kelgan kuch munosabatlarini tanqidiy tahlil qilishni talab qiladi. Phipps (2021) ta'kidlaganidek, til o'qitishdagi dekolonial yondashuv uch bosqichli "fenomenologik" ikki karra uzilish"ni o'z ichiga oladi: birinchidan, dastur doirasida qanday tillar o'rgatilyotganini aniqlash; ikkinchidan, nima uchun aynan shu tillar markazga chiqqanini tanqidiy tahlil qilish; va uchinchidan, tarixiy kolonial amaliyotlar natijasida unutilgan yoki chetga surilgan tillarni e'tiborga olib, ularning ta'limdagi o'rnini qayta tiklash.

Bugungi vaziyatda tanlangan darslik butun mamlakat maktablarida amalda bo'lgani uchun, bu jarayonda o'qituvchi agentligi, ya'ni o'qituvchining tashabbuskorlik va tanqidiy fikrlash roli juda muhim. Cortazzi va Jin (1999) ta'kidlaganidek, na o'qituvchilar, na o'quvchilar, va na darsliklar madaniyatdan butkul mustasno yoki mutlaqo betaraf emas. Darsliklar muayyan bilim va qadriyatlarini uzatadi, va o'qituvchi-tinglovchi bu qadriyatlar bilan muomala qilishda shunchaki qabul qiluvchi emas, balki faol tanqidiy fikrlovchi bo'lishi kerak. Agar madaniy komponentlar muhokama qilinmasa, bu kolonializm jarayonlarining davom etishiga sabab bo'lishi mumkin (Soto-Molina Méndez, 2020).

Muhokoma

Dekolonial yondashuvga asoslangan o'zgarish takliflaridan biri — faqat bitta darslik bilan cheklanmaslik, balki turli madaniyatlarni aks ettiruvchi, tenglikni ta'minlovchi qo'shimcha materiallardan foydalanishdir. Bu materiallar ingliz tilida so'zlashuvchi davlatlar madaniyatiga hurmatni saqlagan holda, mahalliy va boshqa madaniyatlarni ham dars jarayoniga jalb qilishi lozim. Tuihui Smith (2012) o'quv materiallarida mahalliy bilimlar va chetda qolgan ovozlarni markazga qo'yishni taklif qiladi. Bu esa dastur doirasida turli madaniy tajribalarni tan olish va ularni qadrlash zarurligini anglatadi.

Shuningdek, Kramersch (1998) ingliz tilini global lingua franca sifatida tan olgan holda, uni o'rganishda mahalliy kontekst va tillarning o'rnini inkor qilmaslik kerakligini ta'kidlaydi. U tilni nafaqat muloqot vositasi, balki shaxsiyat, madaniyat va hokimiyat ifodasi sifatida ham ko'radi. Shuning uchun o'qituvchilar Kramerschning ishlarini asos qilib olib, o'quvchilarga til qanday qilib ijtimoiy iyerarxiyalarni yaratishi va ularni qanday tahlil qilish mumkinligini tushuntirishda foydalanishlari mumkin.

Darslik mazmunini boyitish yo'llari

Birinchi taklif — madaniy xilma-xillikni aks ettiruvchi ovozlarni va qarashlarni darslikka kiritishdir. Bu turli adabiyotlar, filmlar va boshqa madaniy artefaktlarni darslarga qo'shish orqali amalga oshirilishi mumkin. O'quvchilar o'zlarining tillari, lahjalari va madaniy tajribalari bilan bo'lishishga rag'batlantirilsa, bu ta'lim muhitini yanada inkluziv va adolatli qiladi.

Ikkinchi taklif — darslik va o'qitish amaliyotlaridagi kuch munosabatlarini tanqidiy ko'rib chiqishdir. O'qituvchilar quyidagi savollarni o'zlariga va o'quvchilarga berishlari mumkin:

Qaysi til o'rgatilmoqda?

Qaysi madaniyat ifodalanmoqda?

Qaysi bilimlar ustuvor deb topilmoqda?

Bu savollar yordamida darslikdagi yashirin ierarxiyalarni aniqlash va ular ustidan fikr yuritish mumkin. Shuningdek, Kramerschning ishlaridan foydalanib, o'quvchilarda tanqidiy til ongini shakllantirish mumkin. Ya'ni, til qanday qilib kuch, nazorat va ijtimoiy normalarni barpo etadi va unga qarshi qanday harakat qilish mumkinligini anglash.

Masalan, til darslarida o'quvchilarning o'z hududiga oid madaniy namoyonalar — xalq ertaklari, urf-odatlar, san'at namunalari asosida matnlar tuzish, ularni muhokama qilish imkonini beruvchi topshiriqlar kiritilishi mumkin. Bu, bir tomondan, til o'rganishni kontekstual va hayotiy qiladi, ikkinchi tomondan esa o'quvchining shaxsiy va madaniy o'zligini qadrlashga xizmat qiladi.

O'qituvchilarning ishtiroki va ishonchlari

Ammo o'zgarishni boshlash uchun avvalo o'qituvchilarning ishonch va qarashlari bilan ishlash kerak. Garton (2008) ta'kidlaganidek, o'qituvchilar nimaga ishonishsa — o'sha tarzda dars o'tadilar. Shuning uchun har qanday o'zgarishdan oldin ularning mavjud fikrlarini o'rganish muhim. Macalister va Nation (2019) ham bu fikrni qo'llab-quvvatlab, o'zgarish kiritilayotganda o'qituvchilar ehtiyojlari tahlili (masalan, so'rovnomalarni orqali) orqali ularning fikrini aniqlash zarurligini ta'kidlaydi.

Xulosa qilib aytganda, o'qituvchilar kichik darajadagi (mikro) ishtirokchilar sifatida ko'rinsa-da, aslida ta'limdagi katta o'zgarishlar aynan ular orqali ro'y beradi. Menard-Warwick (2009) fikricha, ingliz tili o'qituvchilari o'rgatilyotgan tilga oid madaniyat obrazlarini qayta yaratish yo'llarini izlab topishlari kerak. Soto-Molina va Méndez (2020) esa intermadaniy pedagogikani taklif qilib, turli madaniyatlar to'qnashuvida muvozanat saqlay oladigan o'qituvchilar aynan o'quvchilarda madaniyatlararo

kompetensiyani shakllantirishda yetakchi bo'lishi lozimligini ta'kidlaydi.

Xulosa

Mazkur maqolada O'zbekiston maktablarida foydalanilayotgan ingliz tili darsligi mazmuni dekolonial yondashuv asosida tahlil qilindi. Tahlil natijalari shuni ko'rsatadiki, tanlangan darslik ayrim jihatlarda intermadaniy kompetensiyani shakllantirishga hissa qo'shsa-da, umumiy mazmunida g'arb madaniyatining ustuvorligi va mahalliy madaniyatlarning chetda qolishi kuzatiladi. Bu holat darslikda ingliz tilini o'rgatish bilan birga, bir til – bir madaniyat tamoyilining singdirilayotganini ko'rsatadi, bu esa dekolonial yondashuvga zid keladi.

Darslikda hayotiy ko'nikmalar va madaniyat kabi mavzularning mavjudligi, til o'rganish jarayonini real kontekstlar bilan boyitishga qaramay, mahalliy va boshqa turli madaniy tajribalarning inklyuziv tasviri yetishmaydi. Bu orqali darslik mavjud kuch munosabatlarini mustahkamlashi, va til o'rgatish jarayonida yashirin mafkuraviy ta'sirlar (hidden curriculum) orqali neokolonial tendensiyalarni davom ettirishi mumkin.

Shunday ekan, ta'lim mazmunini dekolonizatsiya qilish zarurati o'z dolzarbligini saqlab qolmoqda. Bu jarayon o'quv dasturlarini turli madaniy va tilshunoslik nuqtai nazarlarini inobatga olgan holda qayta ko'rib chiqishni, mavjud normativ yondashuvlarni tanqidiy tahlil qilishni, va o'quv materiallarini ko'proq madaniy inklyuzivlik tamoyiliga asoslab tuzishni taqozo etadi.

Xususan, ingliz tili darsliklari tarkibida:

- g'arbga xos madaniy obrazlar bilan bir qatorda boshqa hududlardagi madaniyatlar ham aks ettirilishi;
- mahalliy kontekstlarga mos matn va faoliyatlar kiritilishi;
- turli madaniy ovozlari va tilshunoslik tajribalari jamlangan bo'lishi kerak.

Ta'lim siyosatida va amaliyotida ushbu yondashuvlarni hisobga olish orqali ingliz tilini o'qitish jarayoni yanada adolatli, madaniy jihatdan sezgir va global darajada muvozanatli bo'lishi mumkin.

Shuningdek, ushbu yondashuvni amalga oshirishda faqat darslik mualliflari emas, balki ta'lim siyosatini belgilovchi muassaddi tashkilotlar, ta'lim muassasalari rahbarlari, metodistlar va o'qituvchilar hamkorligi muhim hisoblanadi. Integratsiyalashgan yondashuv asosida ishlab chiqilgan va kontekstga mos, madaniy jihatdan sezgir o'quv materiallari yaratish orqali O'zbekiston ta'limi global muvozanatni saqlagan holda o'zining milliy xususiyatlarini ham saqlab qolishi mumkin.

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PAPER

DYSTOPIAN GENRE IN UZBEK LITERATURE IN THE EXAMPLE OF AHMAD AZAM’S “DREAM OR JOURNEY TO G’ULISTON”, ITS STYLISTIC AND CONCEPTUAL HARMONY

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Abstract

This article includes information about one of the most famous novels in Uzbek literature, how it plays a role in the dystopian genre of Uzbek literature. Ahmad Azam, in the introduction to his novel "Dream or Journey to G'uliston" states, "...regardless of what kind of work it turns out to be, whether I call it a story, a novel, or observations, perhaps they are impressions from the journey; if you read it and are aware of the events within, that is enough." He leaves the classification of the genre of the work up to the reader's interpretation. Although we observe a synthesis of the aforementioned genres in the work, we accept it as a novel due to its artistic scope, the relations between the individual and society encompassing a significant period from a temporal perspective, and finally, its ideological and philosophical aspects. Furthermore, this work also meets the somewhat general and traditional criteria that have been used in literary studies for the novel genre[1].

Key words: dystopia; uzbek literature; G'uliston; G'uliy; G'uliya; chains; newspeak; freedom; society.

Introduction

First, let's address the questions about which literary style this novel belongs to, and what type of novel it is. A. Camus, in his article "Revolt and Style," states: "Reality and imagination are inseparable parts of a whole. The artist selects elements from reality and harmonizes them with imagination through artistic language, ensuring the completeness of the artistic world they create; this is called style." In literary studies, there are various styles, often referred to as schools, directions, or even genres, such as romanticism, realism, modernism, postmodernism, detective fiction, and fantasy, along with utopian and anti-utopian styles.

The utopia genre entered literature with Thomas More's 1516 work "Utopia: A New Island and the Construction of an Ideal State," which is both useful and interesting. The term "utopia" means "a place that does not exist" in Greek. In dictionaries, this genre is described as being close to science fiction, representing the author's perspective on the depiction of a superior societal form, a

fictional invention, and expressing unattainable dreams. A utopian work arises from the author's dissatisfaction with the state of society in which they live, its laws and regulations, and the social relationships, along with a desire to envision them at an ideal level [2].

The Utopian genre entered literature with Thomas More's work titled "Utopia: On the New Island and the Construction of the Ideal State," written in 1516. Utopia means "a place that does not exist" in Greek. In dictionaries, this genre is described as being close to science fiction, a depiction of an ideal society from the author's point of view, a fantasy, and a work that expresses unattainable dreams. A utopian work arises from the author's dissatisfaction with the state of society in which they live, the laws and rules, and their desire to envision them in an ideal form. In the East, we can see elements of utopian works in tales and legends about just kings and wise ministers.

In this sense, Abu Nasr Farabi's book "The Virtuous City" is a

masterpiece in this genre. In anti-utopian works, individual and societal interests are separated, and the hopes and even thoughts of individuals are subordinated. The concepts of spiritual freedom or individual thought are suppressed, and one is conditioned to accept a tyrannical society and its norms as happiness. Interestingly, the anti-utopian works that emerged as a parody of the utopian genre also make individuals aware of themselves and their environment, teaching them to overcome fear and contemplate the ideal individual and society. "In the anti-utopia, the world of society where oppression and tyranny prevail is revealed through the emotional experiences of a person who has tested the laws of that society, and the most important feature of the anti-utopia is the conflict between the individual and the totalitarian society."

That is why this genre was prohibited in Soviet literature," writes literary scholar M. Chernyak. In Uzbek literature, the issue of the individual and society has been reflected to some extent in realistic, detective, historical, and adventure works, but it has not been written in a purely anti-utopian style until the 21st century. If we consider the principles described in the works of anti-utopia theorists and in literary dictionaries, as well as the ideas, plot structures, and character functions presented in examples of anti-utopian works, we can say that Ahmad A'zam's novel "Ro'yo yoxud G'ulistonga safar" can also be regarded as a work written in an anti-utopian style. However, there are certainly some minor differences.

For example, in typical anti-utopian works, heroes who fight against the existing regime usually perish. In "Ro'yo...", however, the narrator-hero returns home. The second difference is that most anti-utopian works take place in a distant future, while in "Ro'yo...", the hero transitions to an imaginary country today, but the time there is vague. Prior to "Ro'yo yoxud G'ulistonga safar", only Erkin A'zam's tale "Chapaklar yoki chalaklar mamalakati" contained some characteristics of anti-utopian style. However, "Chapaklar yoki chalaklar mamlakati" has not been studied from the perspective of elements of anti-utopian literature. Based on theoretical and practical research on the anti-utopian style, I believe it is necessary to compare these two works by Ahmad A'zam and Erkin A'zam with the experience of world literature in the future, especially with Ye. Zamyatin's novel "We". Every event, character, dialogue, and depiction of the country in Ahmad A'zam's novel can be interpreted and explained with comparisons similar to those in "We." [3].

Ahmad A'zam's novel "Ro'yo yoki G'ulistonga safar" is built around the description of a country that the narrator-hero, who sets off from Tashkent, inadvertently veers into while traveling along the Jizzakh road, and the events that unfold during his visit. The name of the country is G'uliston, derived from "g'ul" – meaning "chain." Therefore: "Both the officials and the drivers, as well as the large and small soldiers guarding them, in short, everyone is entangled in chains... They have become so accustomed to it that they cannot walk without it; those who do not walk do not even conceive of walking." People have no names; they call each other "G'uliy." Everyone sings their praises, referred to as "G'uliy," in unison. From the moment they begin to walk, they are bound by chains. Not only every step of the people but even their gazes are monitored for the benefit of the chain, using spies and the most modern surveillance equipment.

This invisible kingdom of slavery is governed by a higher authority, yet they worship it and the chain as if it were God: "One day I asked Xoldor G'uliy: – Who is your leader? He pointed to a picture on the wall that I had never paid attention to before. However, the picture did not understand me; naturally, it did not explain anything to me either; it was merely commanding" [4]. The life of the country is built on strict order and lies. Newspapers and magazines that change every moment with the miracle of electronic ink are filled with lies that strengthen belief in the chain. The supreme goal of G'uliy's apple cultivation is to increase iron in the body so that eventually children are born bound by chains: "In Fuliston, there

is a widespread effort to give birth to chained children; the entire G'uliy people are confident that today or tomorrow, or in the near future, such exemplary offspring will come into the world, and they create with inspiration in this direction." Citizens are informed that those living in chain-free countries are wild, beast-like creatures.

Those who think differently face the ultimate punishment of being deprived of their chains. Finally, to determine the purpose of the narrator-hero's visit to G'uliston, they read a book found in his car, which gives rise to the idea that it is possible to live without chains and shakes their beliefs. After the narrator-hero speaks with the chief inspector Xoldor G'uliy, he says: "In my stories, tales, and novellas, I carelessly wrote such words that were aimed at influencing G'uliy, which are modern spells, all coded with specific ciphers. Here are dozens, perhaps hundreds of words like 'sky,' 'cloud,' 'birds,' 'wide fields,' 'pleasant abode,' 'unrestrained thoughts,' 'flight,' 'running,' 'aspiration,' 'striving' that profoundly and fundamentally impact the steadfast heart of G'uliy, urging him to reconsider his life once again."

That is why lines have formed for those who read my book to undergo a cleansing lesson; there is a growing risk of significant conflict between those who have gone through the lesson and those who have not." Indeed, citizens are divided into supporters and opponents. Even a G'uliy girl who fell in love with the narrator-hero at the state's behest goes so far as to tell the chief inspector, "I will not return now; while fulfilling the program, I found a heart that resonates with mine." Those who have read the book begin to undergo the cleansing lesson. The leadership of G'uliston allows the narrator-hero to leave with a gesture. When he arrives at his destination in Jizzakh, neither the car's odometer nor the passage of time confirms that he has been in G'uliston for several months [5]. It is evident that there is a consistency in the depiction of the regime in the imaginary state, the structure of the plots according to their essence, and the presentation of the author's ideas through exaggerated inhuman situations in these works. The traditions of the anti-utopian style are adhered to in terms of time-space and ideological perspectives, as well as in how the issues are presented within the narrative traditions, including the construction of motives, knots, conflicts, climaxes, and resolutions.

However, Ahmad A'zam's novel differs from the aforementioned works due to the detailed nature of its descriptive style and the inclusion of numerous stories within stories to substantiate situations and thoughts.

Conclusion

In Ahmad A'zam's novel, two hopeful rays remain. The first is the book found in the author-narrator's car and the sense of unchained walking that has spread among the citizens of G'uliston, as well as the open-ended fate of G'uliston. The second ray is when one of the children brought in to wear chains catches sight of the narrator-hero in a shop: "As his mother was leading him by the hand, the boy, being a child, did not cry. When he sat on the knee of a male employee, he looked at me, and even while tightening the collar around his neck and putting shackles on his hands and feet, he kept his eyes on me without blinking. Even when the chains were put on him, and his parents and two brothers were shouting while others were clapping, that little boy kept staring at me. In all that crowd, he was the only one who looked at me! I wondered what he wanted to say with his gaze: was he asking, 'You are free, look what they have done to me?' or was he trying to say, 'Look at this person; he has no chains'? I didn't know, but I squinted my eyes at him; he smiled a little, and his smile was childishly innocent, completely unlike the grown-up G'uliy."

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PAPER

OVERCOMING LISTENING CHALLENGES WITH AUTHENTIC MATERIALS IN EFL EDUCATION

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Abstract

This article explores the various challenges faced by EFL learners in developing their listening skills and discusses how the use of authentic materials can help address these challenges. By exposing learners to a variety of spoken English in real-world contexts, authentic materials enhance comprehension, build listening strategies, and prepare learners for practical language use. The paper concludes by highlighting strategies for effectively integrating authentic materials into EFL classrooms to maximize listening development.

Key words: authentic materials; listening comprehension; efl education; language learning; challenges; listening skills; natural speech; accent exposure; informal language; classroom strategies.

Introduction

In the process of acquiring a second language, listening comprehension is often viewed as one of the most challenging skills to develop. For English as a Foreign Language (EFL) learners, understanding spoken English can be difficult due to various factors such as fast speech, unfamiliar accents, colloquial expressions, and the lack of context in typical textbook dialogues. Authentic materials—real-life resources like radio broadcasts, TV shows, movies, and interviews—can play a significant role in overcoming these listening challenges. These materials provide learners with exposure to natural language use, offering a more accurate reflection of how English is spoken in everyday situations. By incorporating authentic materials into the classroom, learners are able to practice listening to spontaneous speech, encounter diverse accents, and become familiar with idiomatic expressions. This article will examine the common challenges faced by EFL learners in listening and explore how authentic materials can address these challenges effectively.

Literature Review

The use of authentic materials in EFL education has been widely discussed in academic literature, with numerous studies showing their significant role in enhancing language skills, particularly in

listening.

A common challenge for learners is dealing with the wide range of accents and dialects in spoken English. Gilmore (2007) argues that authentic materials offer valuable exposure to diverse accents and speech patterns. By listening to real-world materials like podcasts and interviews, students become accustomed to various regional variations, which helps reduce the difficulty when interacting with speakers from different parts of the world. In the same vein, Flowerdew Miller (2005) highlight that authentic materials broaden learners' exposure to regional differences in pronunciation, making them more adaptable to understanding various accents.

Most textbooks focus on formal, standardized English, often neglecting the informal language used in everyday communication. Krashen (1985) stresses that exposure to authentic language use helps learners internalize the language as it is actually spoken, including colloquial phrases and slang. Peacock (1997) asserts that authentic materials provide students with a richer understanding of the language by exposing them to idiomatic expressions and informal speech patterns. This is essential for learners who wish to engage in real-life conversations, as they will encounter these expressions outside of the classroom.

Common Listening Challenges in EFL Education

Listening comprehension in EFL education presents several difficulties for learners. These challenges include:

- **Fast Speech:** Native speakers often talk quickly, which can make it difficult for learners to follow along. This rapid pace is not usually reflected in traditional textbook recordings, which tend to be slower and more controlled;
- **Accents and Regional Variations:** English is spoken by people all over the world, and learners may struggle with the diverse range of accents they encounter. These regional differences can affect pronunciation and the rhythm of speech, making it harder for learners to understand;
- **Informal and Colloquial Language:** In authentic contexts, English speakers often use informal language, slang, and idiomatic expressions. EFL learners are frequently unprepared for such language, as many textbooks focus on more formal speech and written language.

The Role of Authentic Materials in Overcoming Listening Challenges

Authentic materials provide several benefits that help address the challenges of EFL listening comprehension:

- **Exposure to Natural Speech:** Authentic materials reflect the true pace, rhythm, and unpredictability of spoken language. By listening to podcasts, radio broadcasts, and interviews, learners encounter natural speech patterns, including fast speech, interruptions, and informal discourse. This exposure gradually increases their ability to understand real-world spoken English;
- **Familiarity with Accents:** Authentic materials feature speakers from a variety of regions and backgrounds, providing learners with exposure to different accents and dialects. This helps learners become more adaptable and confident when dealing with diverse English speakers in real-life situations.

Strategies for Integrating Authentic Materials into EFL Lessons

To maximize the benefits of authentic materials in enhancing listening skills, teachers must carefully integrate them into the classroom. Effective strategies include:

- **Gradual Integration:** Start with simpler materials that match the learners' proficiency level. For example, begin with slow-paced podcasts or short video clips and gradually increase the complexity as learners gain confidence;
- **Pre-Listening Activities:** Before listening, engage students with activities that prepare them for the content. This could include introducing key vocabulary, discussing the topic, or making predictions about what the learners will hear. These activities help learners anticipate language structures and content, easing the listening process;
- **Focused Listening Tasks:** Give learners specific tasks to focus on while listening, such as taking notes, identifying main ideas, or answering comprehension questions. These tasks keep learners engaged and help them concentrate on the key elements of the material;
- **Post-Listening Discussions:** After listening, encourage students to discuss their understanding, share challenges, and clarify any unclear points. This reflective discussion helps solidify comprehension and allows learners to develop listening strategies for future tasks.

Conclusion

Authentic materials offer a powerful solution for overcoming the common listening challenges faced by EFL learners. By exposing students to natural speech, diverse accents, informal language, and real-world contexts, authentic materials help bridge the gap between classroom learning and real-life communication. These materials not only improve listening comprehension but also foster greater motivation and confidence in learners. When integrated thoughtfully into the curriculum, authentic materials can be a valuable tool for enhancing listening skills and preparing students for practical, real-world language use. Teachers are encouraged to use these resources creatively and strategically to maximize their impact on learners' listening development.

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PAPER

DRAMATIC PLAY RESEARCH IN TEACHING ENGLISH LITERATURE

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Abstract

The article is devoted to the organization of experimental work on teaching English works of fiction based on dramatization. The article examines the use of dramatic elements in the process of teaching literature as a method that promotes a deeper and more emotional perception of the text. The influence of dramatization on the development of language skills, critical thinking skills and intercultural communication in students is explored. The article analyzes the results of the experiment, showing that the use of dramatization helps to improve the understanding of works, develop creativity and confidence in the use of language, as well as increase interest in literature in general.

Key words: dramatization in teaching a foreign language; role-playing games; adult education; literature; works of art; theatrical production.

Introduction

Research in the field of foreign language learning emphasizes the importance of developing foreign language communicative competencies through game-based methods that actively engage students. This approach aligns with the requirements of the Common European Framework of Reference for Languages (CEFR) and significantly enhances communication skills.

There are five main types of games used for educational purposes: locomotor, social, object-based, linguistic, and dramatic (role-playing).[1] Each of these types has unique advantages for student development; however, in recent years, dramatic play has become particularly important in shaping foreign language communicative competence. Dramatic play typically involves assigning and adopting roles, which are then performed by participants. While drama serves as a powerful teaching tool that enables students to explore various situations, characters, and contexts, dramatic play forms the foundation for creating an entire world of drama and represents a method of deeply understanding the surrounding world through role-based interaction.[2]

Literature Review and Methodology

Drama (from the Greek δράμα – action) is a genre of literary works intended for theatrical performance. The core of drama always revolves around conflict, which may arise between characters or between characters and society. Such works predominantly feature monologues and dialogues, whether in prose or verse. Drama portrays serious confrontations in which relationships between characters or between characters and society are rich in dramatic tension. The plot of a drama is characterized by intense struggles that occur not only at the level of external conflicts between characters but also within their inner worlds.

Eric Berne described dramatic play as a "transaction – a way of interpreting social interactions," in which individuals "try on life" by putting themselves in the roles of adults, animals, and objects. This process helps individuals learn to trust themselves, think independently, make autonomous decisions, and openly express their emotions.

Drama has "a defined beginning, climax, and resolution" and includes dramatic play, story dramatization, improvisational pantomime, shadow plays, and other improvised dramatic forms.

Our research indicates that dramatic play fosters the development of communication skills and self-management by providing

participants with the opportunity to symbolically create and transform emotionally rich events. However, in the modern educational system, a gap persists between recognizing the value of this method and its actual implementation in practice.

As I.D. Gomez stated, "An engaged and interested student will learn, and drama directly engages.[3]" Drama consists of activities such as role-playing, pantomime, modeling, and improvisation.

Role-playing immerses students in real-life situations that may be "stressful, unfamiliar, complex, or contradictory," requiring them to analyze their own emotions in relation to others and their circumstances. At the initial stage, students typically imitate one or two actions, but as the game progresses, they expand their roles to include multiple actions relevant to their characters. Thus, role-playing enhances students' communicative and affective skills by stimulating natural conversations and allowing participants to act in settings that help them overcome their fear of emotional, linguistic, or social constraints.

Results and Discussion

The experimental sessions were organized based on the program and methodology proposed by this study. To determine the effectiveness of improving extensive reading and comprehension skills of literary works in English, the following research hypothesis was formulated: If the educational process is structured in a specific manner, the effectiveness of students' foreign language communicative competence can be increased through the improvement of extensive reading and literary text comprehension skills.

The primary goal of the experiment was to determine the role of drama, staging, and effectiveness in training future foreign language teachers. Based on this goal, the study addressed the following research questions:

1. What are the perspectives of future educators regarding the impact of dramatic activities on:

- Foreign language learning
- The development of intercultural competence
- The ability to work individually or in groups
- The development of vocabulary, speaking, comprehension, and listening skills

2. What are future educators' suggestions for implementing a drama course?

The experimental study was conducted at Fergana State University, Andijan State Institute of Foreign Languages, and Karshi State University in the faculties of foreign language and literature (English language). The courses "Literature of the Target Language Country" and "Home Reading" begin with the selection of literary works in collaboration with students.

The diagnostic functions of the experimental study allowed for the assessment of students' reading skills upon university admission. Based on the collected data, objectives were set, learning content was determined, and expected outcomes were planned.

Pilot experiments were conducted over the past ten years. Staging and performances of English literary works were organized by students, including *Gone With The Wind* by Margaret Mitchell, *The Great Gatsby* by F. Scott Fitzgerald, and *Little Women* by Louisa May Alcott.

By working with dialogue-based situations, students reinforce lexical material, which is particularly important as communication requires the precise use of conversational clichés. These conversational structures enhance the accuracy and appropriateness of speech in the foreign language context. As a result, fluency increases, responsiveness to questions improves, questioning skills develop, and speech becomes more natural.

In this study, various research methods were employed, including literature analysis, the study of pedagogical experiences, analy-

sis of previous research on the topic, student and teacher surveys, and interviews with students and graduates.

Methods of synthesis and abstraction played a key role in problem analysis and conclusion formulation.

In the second phase, experimental elements were developed, teacher coordination was established, and interaction methods with students were refined. Methods such as dramatization of literary works in foreign language learning were used. In the third phase, methods of analysis, synthesis, experimentation, and statistical processing of quantitative data were applied.

In the initial phase of the experimental study, extensive reading was often defined as the opposite of intensive reading. Preliminary investigations were conducted to determine its development.

According to the results, in the experimental groups, high proficiency was 7.6%, medium proficiency was 20.3%, and low proficiency was 72.1%. In the control groups, high proficiency was 8.5%, medium proficiency was 18.4%, and low proficiency was 72.1%. This shows that the initial proficiency levels were almost identical, with a high percentage of low proficiency in both groups.

The study aimed to determine the effectiveness of dramatization and drama in developing foreign language communicative competence. Students demonstrated a positive attitude towards the use of drama and dramatization in classes.

Dramatization can be considered an effective linguistic-didactic method for enhancing foreign language communicative competence. Additionally, most participants stated that active engagement in drama helps students learn continuously and effectively. Moreover, participants noted that dramatic activities create an enjoyable learning environment. Another point mentioned by both experimental and control group students was that dramatic performances help develop abstract thinking skills. Participation in drama helped them better understand explanatory text materials in textbooks.

Regarding the impact of drama on students' intercultural communication skills, our experiments showed that 90% of respondents noted its positive influence on their understanding of foreign cultures. Literature reviews also discuss similar findings.

H. Gardner highlighted the unique social aspects of drama, stating that "interaction with others gives drama a completely distinct quality" [4]. Additionally, social integration through dramatic interaction fosters critical thinking, enhances problem-solving abilities, and improves oral communication skills, making students more sociable, productive, and determined individuals.

Our research demonstrated that social interaction in drama enabled shy students, particularly female students, to gain confidence and overcome embarrassment and timidity.

R.K. Sawyer also argued that classroom drama strategies help develop students' intercultural skills, such as empathy and adaptability, which are essential in the real world. [5]

The assessment of the level of development of foreign language communicative competence of students based on dramatization was carried out using the following criteria: the criterion of meaningfulness of speech utterance, the criterion of productivity, the criterion of communicative motivation, the criterion of purposefulness and the criterion of expressiveness of speech.

Conclusion

Based on the final monitoring results, the following conclusions can be drawn: 1. Through targeted instruction involving dramatization and role-playing, students in the experimental group achieved a higher level of cognitive activity, with some reaching the fourth level of communicative competence.

The absence of such training in the control group prevented the students from remaining in the strong groups. According to the results of the final exam, they ended up in the category of average students, receiving mostly good and satisfactory grades.

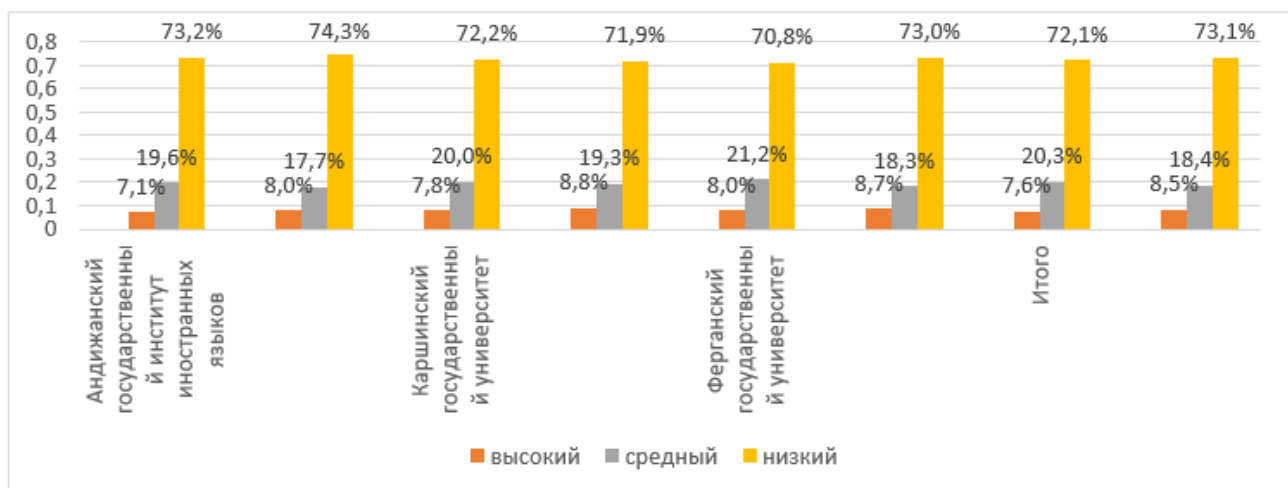
Table 1. Distribution of students in experimental and control groups

№	Educational institutions	Total number of students	Experimental group	
			EG	CG
1	Andijan State Institute of Foreign Languages	225	112	113
2	Karshi State University	229	115	114
3	Fergana State University	228	113	115
Total number		682	340	342

Table 2. Student Performance Levels in Different Universities

Universities		Groups	Number of students	High		Average		Low	
				quant.	in %	quant.	in %	quant.	in %
2*Andijan State Institute of Foreign Languages	EG	112	8	7.1%	22	19.6%	82	73.2%	
	CG	113	9	8.0%	20	17.7%	84	74.3%	
2*Karshi State University	EG	115	9	7.8%	23	20.0%	83	72.2%	
	CG	114	10	8.8%	22	19.3%	82	71.9%	
2*Fergana State University	EG	113	9	8.0%	24	21.2%	80	70.8%	
	CG	115	10	8.7%	21	18.3%	84	73.0%	
Total		EG	340	26	7.6%	69	20.3%	245	72.1%
		CG	342	29	8.5%	63	18.4%	250	73.1%

Figure 1. SAN example figure



2. Our educational system enabled weaker students in the control group to transition to an intermediate level, demonstrating creative approaches in task execution.

Thanks to the training system we developed, students from the control group who were previously considered weak were able to move into the intermediate category. The creative approach to completing assignments is reflected in the selection and organization of learning materials, as well as in the ability to present them in an engaging manner.

Creative assignments, such as reading literary works, composing dialogues, monologues, and polylogues, are completed by students at home with no time restrictions. The primary focus is on the quality of independent creative work. As practice shows, students in the control group (CG) and the experimental group (EG) exhibit different developmental trends at various stages of learning. In the control group, several students, for various reasons, did not complete their individual assignments.

All levels are closely interconnected with the student's internal and external position. The internal position is shaped by their motivation to learn a foreign language and their self-assessment of communicative skills. The external position reflects the realization of the internal one, meaning the practical implementation of

communicative behavior.

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PAPER

FRAZEOLOGIK BIRLIKLARNING EKVIVALENTLIK MASALASI: INGLIZ VA O'ZBEK TILLARIDAGI XARAKTER IBORALARI TIMSOLIDA

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Abstract

Ushbu maqolada frazeologik birliklar, xususan, xarakter iboralari va ularning turli tillardagi ekvivalentlik masalasi tadqiq etilgan. Tadqiqot ingliz va o'zbek tilidagi xarakter iboralarining qiyosiy tahlili asosida olib borilgan. Frazeologik birliklarning tasnifi, ekvivalentlik darajalari va tarjima strategiyalari ko'rib chiqilgan. Ingliz va o'zbek tilidagi 50 dan ortiq xarakter iboralarining ekvivalentlik darajasi ko'rib chiqilib, statistik va komponental tahlil metodlari yordamida o'rganilgan. Tadqiqot natijasida xarakter iboralarining to'rt asosiy ekvivalentlik darajasi (to'liq, qisman, nol va yolg'on ekvivalentlik) aniqlanib, ularning madaniy-lingvistik xususiyatlari tahlil qilingan. Maqola frazeografiya, lingvokulturologiya va tarjimashunoslik sohalari uchun qimmatli ma'lumotlar beradi.

Key words: frazeologik birliklar; xarakter iboralari; ekvivalentlik darajalari; tarjima strategiyalari; lingvokulturologiya; ingliz tili; o'zbek tili.

Kirish

Til jamiyat va madaniyatning eng muhim ko'zgusi hisoblanadi. Har bir tilda mavjud bo'lgan frazeologik birliklar (idiomalar) o'sha xalqning dunyoqarashi, milliy o'ziga xosligi, tarixiy tajribasi va madaniy kodlarini o'zida mujassamlashtiradi. Xarakter iboralari esa insonning tabiati, xulq-atvori, tashqi ko'rinishi va ichki dunyosini aks ettiruvchi eng boy frazeologik qatlamni tashkil etadi. Globallashuv va madaniyatlararo muloqot jadallashgan hozirgi davrda frazeologik birliklarni tarjima qilish va ularning ekvivalentlik masalasini o'rganish dolzarb ahamiyatga ega. Tilshunoslikda frazeologik birliklar tarjimasining umumiy masalalari yetarlicha o'rganilgan bo'lsa-da, xarakter iboralarining ekvivalentlik darajalari, ayniqsa ingliz va o'zbek tillari kontekstida, maxsus tadqiqot obyekti sifatida kam o'rganilgan. Ushbu tadqiqotning dolzarbligi frazeologik birliklar, xususan, xarakter iboralarining ekvivalentlik darajalarini aniqlash orqali, tarjima nazariyasi va amaliyotiga, qiyosiy tilshunoslikka, lingvokulturologiyaga, leksikografiyaga hamda til o'qitish metodikasiga qo'shadigan hissasi bilan belgilanadi. Tadqiqotning maqsadi ingliz va o'zbek tillaridagi xarakter

iboralarining ekvivalentlik darajalarini aniqlash, ularning lingvo-madaniy xususiyatlarini ochib berish hamda tarjima amaliyotida qo'llash mumkin bo'lgan strategiyalarni taklif etishdan iborat. Bu maqsadga erishish uchun quyidagi vazifalar belgilangan: ingliz va o'zbek tillaridagi xarakter iboralarini to'plash va tasnif qilish; xarakter iboralarining lingvomadaniy xususiyatlarini aniqlash; xarakter iboralarining ekvivalentlik darajalarini aniqlash.

Natijalar

Frazeologik birliklar (idiomalar) tuzilishi jihatidan ikki yoki undan ortiq so'zdan tashkil topgan, semantik jihatdan yaxlitlikka ega bo'lgan, tarkibiy qismlarning individual ma'nolaridan kelib chiqmaydigan obrazli iboralardir. Frazeologik birliklarning asosiy xususiyati ularning ko'chma (figurativ) ma'noga egaligi va semantik yaxlitligidir.

Cramley [1] ta'kidlaganidek, idioma "so'z shaklidan uzunroq, lekin gapdan qisqa bo'lgan, ma'nosi tarkibiy qismlar bilimidan kelib chiqmaydigan murakkab birlik"dir. Mona Baker esa idioma-

larni “haqda kam o’zgaruvchan, tarkibiy qismlarining alohida ma’nolaridan kelib chiqmaydigan ma’noga ega bo’lgan til qoliblari” sifatida ta’riflaydi. V.V. Vinogradov [2] frazeologik birliklarni “maxsus kimyoviy aralashma” deb ataydi, chunki ularning ma’nosi barcha komponentlar ma’nosining sintezidan hosil bo’ladi. Frazeologik birliklar tabiati jihatidan madaniy bog’liq bo’lib, ekvivalentlik masalasi tarjima amaliyotida muhim ahamiyatga ega. Ekvivalentlik – bu bir til birligining boshqa tildagi muqobil variant bilan ma’no va funktsiya jihatidan mosligi darajasidir. Nida va Taber [3] idiomalarni tarjima qilishning uchta asosiy strategiyasini taklif qilganlar: Idiomalarni idioma bo’lmagan iboralar bilan tarjima qilish, idiomalarni boshqa idiomalar bilan tarjima qilish, idioma bo’lmagan iboralarni idiomalar bilan tarjima qilish.

Turli tillardagi frazeologik birliklar o’rtasidagi ekvivalentlik darajalarini quyidagicha tasniflash mumkin: to’liq ekvivalentlikda manba va maqsad tillardagi iboralar ham ma’no, ham struktura, ham leksik tarkib jihatidan bir-biriga mos keladi. Bu holatda iboralar nafaqat bir xil ma’noga, balki bir xil obrazli asosga ham ega bo’ladi.

Bu misollardan ko’rinib turibdiki, to’liq ekvivalentlikda ingliz va o’zbek tilidagi iboralar bir xil obrazlardan foydalanadi. Masalan, “lose one’s head” va “boshini yo’qotmoq” iboralarida bosh (head) komponenti mavjud bo’lib, ular bir xil vaziyatda qo’llaniladi. Yoki, yurak somatizmi va o’zbek tilidagi ko’ngil konsepti bir ma’noni bermoqda. Til somatizmi bilan qo’llanilgan iboralarda ham mutloq ekvivalentlik darajasini kuzatish mumkin. Albatta bu darajalar iboralarning har bir turida kuzatilgan. Ammo biz ushbu tadqiqot uchun qisqaroq natijalarni ulashdik. Qisman ekvivalentlik – manba va maqsad tillardagi iboralar bir xil ma’noni ifodalaydi, ammo strukturasini, leksik tarkibi yoki obrazi jihatidan farq qiladi. Bu holatda iboralar semantik jihatdan mos kelsa-da, ularning obrazli asosi turlicha bo’ladi. Masalan: a tough cookie – temir bardoshli; green thumb – qo’li gul; wear one’s heart on one’s sleeve – yuragini ochmoq; green with envy – hasaddan yonmoq. Bu misollar orqali biz qaysidir leksik yoki obrazli o’xshash iboralarning ekvivalentlik darajasini ko’ra olamiz. Ekvivalentsizlik – manba tildagi idiomaning maqsad tilda to’g’ridan-to’g’ri muqobili mavjud emas. Bu holatda tarjimon parafras usulidan foydalanib, iboraning ma’nosini oddiy so’zlar bilan ifodalashi mumkin. Ekvivalentsizlik holatida ingliz tilidagi iboraning o’zbek tilidagi to’g’ridan-to’g’ri muqobili yo’q. Masalan, “blue blood” iborasining o’zbek tilida “ko’k qon” degan so’zma-so’z tarjimasi mavjud emas, lekin “oqsuyak” so’zi bilan ifodalanuvchi tushuncha bilan o’xshashlikka ega. Yolg’on ekvivalentlik – manba va maqsad tillardagi iboralar strukturasini va leksik tarkibi jihatidan o’xshash, ammo ma’nosi jihatidan farq qiladi. Bunday holatlar tarjimada “tarjimonning soxta do’stlari” deb nomlanadi.

Bu misollardan ko’rinib turibdiki, yolg’on ekvivalentlik holatida ingliz va o’zbek tilidagi iboralar tarkibiy jihatdan o’xshash bo’lsa-da, ularning ma’nosi mutlaqo farq qiladi. Masalan, “bite one’s tongue” va “tilini tishlamoq” iboralari tuzilishi jihatidan o’xshash bo’lsa-da, ularning ma’nosi turlicha hisoblanadi. Frazeologik birliklar ekvivalentligini o’rganish tarjima sifatini oshirish, tarjima strategiyalarini to’g’ri tanlash va tarjima muammolarini hal qilish imkonini beradi. Tarjimonlar ingliz va o’zbek tillaridagi xarakter iboralarning ekvivalentlik darajalarini bilishi orqali matnning obrazlilikini, ekspressivligini va milliy o’ziga xosligini saqlab qolish imkoniyatiga ega bo’ladilar. Shu bilan birga, til tizimlari o’rtasidagi o’xshashlik va farqlarni aniqlash, til universalialarini o’rganish hamda til rivojlanishi va o’zaro ta’sir jarayonlarini kuzatish uchun muhim. Ingliz va o’zbek tillari turli til oilalariga mansub bo’lgani sababli, ularning qiyosiy o’rganilishi til tipologiyasi uchun qimmatli ma’lumotlar beradi. Frazeologik birliklar ekvivalentligini o’rganish madaniy kodlarni aniqlash, milliy mentalitetni o’rganish va madaniyatlararo aloqalarni tahlil qilish imkonini beradi. Xarakter iboralar orqali ingliz va o’zbek xalqlari qadriyatleri, stereotiplari va dunyoqarashidagi o’xshashlik va farqlarni aniqlash mumkin. Bundan tashqari, chet tilini o’rganishni osonlashtirish, madaniy

kompetensiyani oshirish va tarjima ko’nikmalarini rivojlantirish uchun zarur. O’zbek talabalari ingliz tilini o’rganishda, ingliz talabalari esa o’zbek tilini o’rganishda frazeologik birliklarning ekvivalentlik darajalarini bilish orqali til kompetensiyasini oshirishlari mumkin.

Tadqiqot metodologiyasi

Tadqiqot metodologiyasi kompleks yondashuvga asoslangan bo’lib, quyidagi metodlarni o’z ichiga oladi: Qiyosiy-kontrastiv tahlil – ingliz va o’zbek tilidagi xarakter iboralarini solishtirib o’rganish uchun foydalanilgan. Komponental tahlil – iboralarning tarkibiy qismlari va ularning semantikasini o’rganish uchun qo’llanilgan. Statistik tahlil – to’plangan ma’lumotlarni miqdoriy jihatdan umumlashtirish uchun qo’llanilgan. Tadqiqot materialini asosan, xarakter iboralarning ingliz va o’zbek tillaridagi ekvivalentlari tahlil etilgan. Tadqiqotda Koller taklif etgan ekvivalentlik tipologiyasi (to’liq, qisman, nol va yolg’on ekvivalentlik) metodologik asos sifatida qabul qilingan. Bundan tashqari, Mona Baker ishlab chiqqan tarjima strategiyalari ham tadqiqot jarayonida qo’llanilgan.

Xulosa

Yuqoridagi tahlillar natijasida shuni ayta olamizki, ingliz va o’zbek tillaridagi xarakter iboralarning ekvivalentlik darajalari to’rt asosiy guruhga bo’linadi: to’liq ekvivalentlik, qisman ekvivalentlik, ekvivalentsizlik (nol ekvivalentlik) va yolg’on ekvivalentlik (psevdo-ekvivalentlik). To’liq ekvivalentlik holatida ingliz va o’zbek tilidagi iboralar ham ma’no, ham struktura, ham leksik tarkib jihatidan bir-biriga mos keladi. Bunday iboralar sonining kamligi tillarning turli oilalarga mansubligi bilan izohlanadi. Qisman ekvivalentlik holatida ingliz va o’zbek tilidagi iboralar bir xil ma’noni ifodalasa-da, ularning strukturasini, leksik tarkibi yoki obrazi jihatidan farq qiladi. Bu guruh eng katta guruhni tashkil etib, frazeologik birliklarning milliy-madaniy o’ziga xosligini ko’rsatadi. Ekvivalentsizlik holatida manba tildagi idiomaning maqsad tilda to’g’ridan-to’g’ri muqobili mavjud bo’lmaydi. Bu guruh ham sezilarli darajada katta bo’lib, tillar o’rtasidagi madaniy-lingvistik farqlarni aks ettiradi. Yolg’on ekvivalentlik holatida manba va maqsad tillardagi iboralar strukturasini va leksik tarkibi jihatidan o’xshash bo’lsa-da, ularning ma’nosi mutlaqo farq qiladi. Bu guruh eng kichik guruhni tashkil etsa-da, tarjima amaliyotida eng ko’p xatolarga sabab bo’ladi. Xarakter iboralarni tarjima qilishda Mona Baker taklif qilgan tarjima strategiyalaridan foydalanish maqsadga muvofiq. Bunda to’liq ekvivalentlik holatida birinchi strategiya (o’xshash ma’no va shaklga ega idiomalardan foydalanish), qisman ekvivalentlik holatida ikkinchi strategiya (o’xshash ma’noga ega, ammo shakli farq qiladigan idiomalardan foydalanish), ekvivalentsizlik holatida uchinchi strategiya (parafras orqali tarjima qilish) qo’llaniladi. Ushbu tadqiqot natijalaridan ikki tilli lug’atlar tuzishda, tarjima amaliyotida, shuningdek, ingliz va o’zbek tillarini o’qitish jarayonida foydalanish mumkin. Kelajakda ushbu tadqiqotni boshqa tillardagi xarakter iboralari bilan qiyosiy o’rganish orqali kengaytirish mumkin.

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Table 1. Ingliz va o'zbek tillaridagi iboralar taqqoslanishi

Ingliz tilidagi ibora	O'zbek tilidagi ibora	Ma'nosi
lose one's head	boshini yo'qotmoq	o'zini yo'qotib qo'ymoq, dovdiramoq
have a heart of gold	Ko'ngli toza	juda saxiy, mehribon
cold-blooded	Sovuqqon	hissiz, berahm
wolf in sheep's clothing	qo'y terisini yopingan bo'ri	ayyor, yomon odam
sharp-tongued	tili o'tkir	keskin gapiruvchi, tanqidchi

Table 2. Ingliz va o'zbek tillaridagi iboralar taqqoslanishi

Ingliz tilidagi ibora	O'zbek tilidagi ibora	Ma'nosi
lose one's head	boshini yo'qotmoq	o'zini yo'qotib qo'ymoq, dovdiramoq
have a heart of gold	Ko'ngli toza	juda saxiy, mehribon
cold-blooded	Sovuqqon	hissiz, berahm
wolf in sheep's clothing	qo'y terisini yopingan bo'ri	ayyor, yomon odam
sharp-tongued	tili o'tkir	keskin gapiruvchi, tanqidchi

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PAPER

YAPON ADABIYOTIDA MONOGATARILARNING AHAMIYATI

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Abstract

Mazkur maqolada yapon adabiyotida monogatarilarning ahamiyati tahlil qilinadi. Monogatarilar faqat badiiy janr bo'libgina qolmay, balki yapon madaniyati, urf-odatlar va tarixini aks ettiruvchi muhim adabiy hodisa sifatida baholanadi. Tadqiqotda monogatarilar tarixi, janr xususiyatlari, yapon jamiyatiga ta'siri va ularning zamonaviy adabiyotdagi o'rni ko'rib chiqiladi.

Key words: yapon adabiyoti; monogatari; tarixiy roman; madaniyat; badiiy janr; hikoya qilish an'analari.

Kirish

Yapon adabiyoti dunyoning eng boy va qadimiy adabiyotlaridan biri bo'lib, o'ziga xos janr va uslublarga ega. Ushbu adabiyotning rivojlanishida monogatarilar alohida o'rin tutadi. Monogatari (物語) so'zi yapon tilida "hikoya qilish", "rivoyat", "qissa" ma'nolarini anglatadi. Bu janrning ilk namunalari VIII-IX asrlarda paydo bo'lgan bo'lsa, keyinchalik u epik roman darajasiga yetib, yapon madaniyatining muhim qismiga aylangan. Ushbu maqolada monogatari janrining mazmuni, ularning yapon adabiyotida tutgan o'rni, janrning rivojlanish bosqichlari hamda zamonaviy adabiyotga ta'siri tahlil qilinadi.

Birinchi navbatda, monogatari so'zining lug'aviy ma'nosiga e'tibor qaratadigan bo'lsak, デジタル大辞泉 Digital Daijisenida quyidagi ta'rif keltirilgan: 文学形態の一。作者の見聞や想像をもとに、人物・事件について語る形式で叙述した散文の文学作品。(Adabiy janrlardan biri. Yozuvchining kechinmalari va tasavvurlari asosida odamlar va voqea-hodisalar haqida hikoya qiluvchi nasriy asar.)

Yapon adabiyotida monogatari janri muhim o'rin egallaydi. Yuqorida aytib o'tilganidek, ushbu janr VIII-IX asrdan boshlab rivojlanib, asosan, qahramonlar va turli xil voqealarni tasvirlovchi asar sifatida shakllangan. Monogatarilar faqat badiiy asar sifatida emas, balki yapon xalqining hayot tarzi, urf-odatlar va ijtimoiy tuzilishini aks ettiruvchi madaniy fenomen sifatida ham baholanadi. Ushbu janr yapon aristokratlarining hayotini, urf-odatlarini, muhabbat va sarguzashtlarni, urushlar tarixini hikoya qilish orqali jamiyatning turli qatlamlariga ta'sir o'tkazgan. Murasaki Shikibuning "Genji monogatari" (XI asr) asari bu janrning eng mashhur namunasidir. "Genji monogatari" singari klassik asar nafaqat

yapon adabiy merosining ajralmas qismi hisoblanadi, balki ko'plab chet ellik tadqiqotchilar tomonidan dunyo tarixidagi birinchi roman sifatida e'tirof etiladi.

Monogatarilar asosan quyidagi asosiy yo'nalishlarda rivojlangan:

1. Fantastik monogatarilar – mifologik voqealar va afsonalarga asoslangan asarlar.
2. Romantik monogatarilar – aristokratlar hayoti, sevgi va jamiyatdagi munosabatlarni tasvirlovchi asarlar.
3. Harbiy monogatarilar – tarixiy janglar va qahramonlik haqida hikoya qiluvchi asarlar.

Metodologiya

Ushbu tadqiqot sifat jihatidan empirik va tarixiy-lingvistik metodlarga asoslanadi. Quyidagi usullar ishlatilgan:

1. Tarixiy tahlil

Monogatarilarning kelib chiqishi va rivojlanishini o'rganish maqsadida tarixiy tahlil usuli qo'llanildi. Ushbu usul orqali turli davrlarga oid monogatarilar o'rganilib, ularning yapon adabiyotidagi o'rni baholandi.

2. Adabiy tahlil

Yapon adabiyotining klassik va zamonaviy asarlarida monogatarilarning janr xususiyatlari o'rganildi. Jumladan, "Takekoto monogatari", "Genji monogatari" hamda "Heike monogatari" kabi asarlar tahlil qilindi.

3. Taqqoslash usuli

Turli davr monogatarilarining o'ziga xos xususiyatlari solishtirilib, ularning janr dinamikasi va evolyutsiyasi ko'rib chiqildi. Masalan, Heian davrining monogatarilari bilan Kamakura davrining tarixiy monogatarilari taqqoslandi.

4. Kontekstual yondashuv

Monogatarilarning yapon madaniyatiga va jamiyatiga ta'sirini o'rganish uchun kontekstual tahlil usulidan foydalanildi. Ushbu usul yordamida monogatarilar va yapon ijtimoiy hayoti o'rtasidagi bog'liqlik o'rganildi.

Natijalar

Monogatarilarning kelib chiqishi va rivojlanishi

Monogatarilar VIII asrda shakllana boshlagan. Dastlabki namunalar "Taketori monogatari", "Ochikubo monogatari" va "Utsuho monogatari" kabi afsonaviy hikoyalar, shuningdek, "Ise monogatari", "Yamato monogatari" kabi she'riy qissalardan iborat bo'lib, keyinchalik "Genji monogatari" singari epik asarlarga aylangan. Keyinchalik, tarixiy, didaktik hamda harbiy monogatarilar shakllanib boradi. Ushbu janrning rivojlanish bosqichlari quyidagicha:

1. Heian davri (794–1185) – aristokratlar va boshqa yuqori qatlam vakillari haqida hikoya qiluvchi monogatarilar ("Taketori monogatari", "Ise monogatari", "Utsuho monogatari", "Genji monogatari" kabilar).
2. Heian davri o'rtalari – tarixiy voqealarni hikoya qiluvchi monogatarilar ("Eiga monogatari", "Okagami", "Imakagami", "Mizukagami")
3. Heian davri oxirlari va Kamakura davri (1185–1333) – xalq og'zaki ijodi hamda Buddizm dini ertaklariga asoslangan didaktik monogatarilar ("Konjaku monogatari" va "Uji Shui monogatari")
4. Kamakura davri (1185–1333) va Muromachi davri (1336–1573) – tarixiy urushlarga asoslangan jangovar va harbiy mazmundagi monogatarilar ("Heike monogatari", "Taiheiki" va boshqalar).
5. Edo davri (1603–1868) – afsonaviy elementlarga ega qiziqarli hamda sarguzasht hikoyalar ("Ugetsu monogatari" va "Nansō Satomi Hakkenden" va boshqalar).

Monogatarilarning janr xususiyatlari

Monogatari janrining asosiy xususiyatlari quyidagilardan iborat.

Qahramon markaziy o'rinda bo'lishi – hikoya qahramonning hayoti atrofida quriladi.

Voqealar tasviri batafsil bo'lishi – tarixiy va madaniy tafsilotlar muhim o'rin tutadi. Lirik va badiiy uslub – monogatarilarda poetik til va tasviriy san'at keng qo'llaniladi. Yapon adabiyotida monogatarilarning roli

Monogatarilar yapon madaniyati va jamiyatining aks etishiga xizmat qilgan. Ular quyidagi jihatlarida muhim rol o'ynagan:

Madaniy meros sifatida – aristokratlarning hayot–tarzi va urf-odatlarini aks ettirgan. Ijtimoiy strukturani yorituvchi manba sifatida – turli ijtimoiy qatlamlarning hayotini tasvirlagan.

Estetik va badiiy tajriba – poeziya va hikoya qilish san'atining rivojlanishiga hissa qo'shgan.

Zamonaviy yapon adabiyotida monogatarilarning ta'siri

Hozirgi yapon adabiyotida monogatarilar an'anaviy hikoya qilish uslubining davomchisi bo'lib qolmoqda. Murakami Haruki va Yoshimoto Banana singari zamonaviy yozuvchilar o'z asarlarida bu an'analarni modernizatsiya qilishmoqda.

Muhokama

Monogatarilar yapon adabiyotining shakllanishida hal qiluvchi rol o'ynagan. Ushbu janr aristokratik madaniyatning ifodasi sifatida boshlangan bo'lsa-da, keyinchalik keng ijtimoiy omma uchun ham qiziqarli janrga aylangan.

1. Janrning rivojlanish tendensiyalari

Monogatari janri turli davrlarda o'zgarib borgan. Dastlab aristokratlar uchun yozilgan afsonaviy hamda romantik mazmundagi hikoyalar sifatida boshlangan bo'lsa, keyinchalik tarixiy va harbiy voqealarni aks ettiruvchi asarlarga aylangan.

2. Zamonaviy yapon adabiyotiga ta'siri

Monogatarilar yapon hikoya qilish san'atining asosini tashkil etgan. Hozirgi kunda ham anime, manga va zamonaviy romanlarda monogatarilarning hikoya tuzilishi va badiiy uslublari keng qo'llanilmoqda.

3. Madaniy va global ta'sir

Monogatarilar nafaqat Yaponiyada, balki xalqaro miqyosda ham qiziqish uyg'otmoqda. Yapon adabiyoti va jahon adabiyotining durdona asari sifatida ma'lum va mashhur bo'lgan, dunyoning ko'plab tillariga tarjima qilingan "Genji monogatari" asari monogatari janrida yozilgan bo'lsa-da, chet ellik yapon adabiyoti mutaxassislari tomonidan "dunyodagi eng qadimiy roman" sifatida yuqori baholangan.

Xulosa

Monogatari janri yapon adabiyotining ajralmas qismi bo'lib, tarixiy rivojlanish jarayonida muhim o'rin egallab kelgan. Ushbu janr yapon jamiyatining madaniy va ma'naviy qiyofasini shakllantirishda katta rol o'ynagan. Zamonaviy adabiyotda ham monogatarilar hikoya qilish san'ati sifatida o'z dolzarbligini yo'qotmagan.

Monogatarilar yapon adabiyotining eng qadimiy va muhim janrlaridan biri bo'lib, uning shakllanishi VIII–IX asrlarga borib taqaladi. Bu janr nafaqat badiiy ijod namunasi, balki yapon madaniyatining, tarixining va ijtimoiy hayotining aks ettiruvchi vositasi sifatida ham katta ahamiyatga ega. Monogatarilar orqali erta o'rta asr hamda o'rta asrlar yapon jamiyatining ijtimoiy tuzilishi, an'analari, urf-odatlar va qadriyatlarini o'quvchilarga yetkazilgan.

Tadqiqot natijalari shuni ko'rsatadiki, monogatarilar aristokratik adabiyot sifatida boshlangan bo'lsa-da, keyinchalik harbiy voqealar, tarixiy hodisalar va xalq og'zaki ijodi unsurlarini ham qamrab olgan.

"Genji monogatari" kabi asarlar butun dunyo adabiyotiga katta ta'sir ko'rsatib, epik roman janrining rivojlanishiga turtki bo'lgan.

Zamonaviy yapon adabiyotida monogatarilarning an'anaviy hikoya qilish uslublari saqlanib qolgan bo'lib, ular anime, manga va zamonaviy romanlarga ham ta'sir ko'rsatmoqda.

Umuman olganda, monogatarilar yapon adabiyotining ajralmas qismi bo'lib, ularning hikoya tuzilishi, badiiy vositalari va madaniy ahamiyati hanuzgacha dolzarbligini yo'qotmagan. Bugungi kunda ham ushbu janrning o'ziga xos xususiyatlari yapon san'ati va adabiyotida namoyon bo'lib kelmoqda. Shu sababli, monogatarilarni tadqiq qilish va ularning evolyutsiyasini o'rganish yapon adabiyotini chuqur tushunish uchun muhim ahamiyat kasb etadi.

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PAPER

HAMZA HAKIMZODA NIYOZIY'S CREATIVE WORK ON WOMEN'S RIGHTS, FREEDOMS, AND GENDER EQUALITY

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Abstract

This article discusses the rights, freedoms, and the role of women in society, as well as issues of gender equality, social inequality, old beliefs, and religious superstitions in the works of Hamza Hakimzada Niyazi, a reformist intellectual. It highlights his analytical views on these topics, with a focus on the rights of women, the importance of education, and the fight against ignorance and outdated customs.

Key words: Women's rights; feminism; gender equality; education; enlightenment; tradition; religion.

Introduction

The rights, freedoms, and problems of women have been one of the most relevant issues both historically and in the present day. After World War II, particular attention was given to the role of women in the family and society, their formation as individuals, and issues of equality. In our country, significant steps have been taken in this area, including the adoption of the "Gender Equality Strategy until 2030," and the implementation of 25 legislative documents related to gender equality. The number of women in the parliament of Uzbekistan has reached 32%, in line with the UN recommendations, ranking Uzbekistan 37th among 190 parliaments worldwide.

Women hold 27% of positions in government, 44% in political parties, 40% in higher education, and 35% in entrepreneurship. To support women economically and socially, the "Women's Register" system was introduced, and 300 billion Uzbek soums are allocated annually from the state budget for this purpose. These reforms are still ongoing, and it is encouraging to see the growing importance and role of women in society.

Looking back at the Jadid movement, intellectuals of that time fought for the education and empowerment of women, especially to lift Uzbek women from ignorance to enlightenment. One such reformist was Hamza Hakimzada Niyazi, who openly discussed women's rights, social inequality, and fought against religious big-

otry. Throughout his works, the ideas of enlightenment are dominant. Hamza advocated for women's education, participation in social and political processes, and their active role in society, while also highlighting the harmful effects of outdated customs and religious superstitions.

Hamza's works, especially his poems and prose, introduced new perspectives in Uzbek literature. He portrayed both men and women as equals, responsible and free individuals. In his poem "To Uzbek Women," Hamza emphasizes the importance of education and criticizes the religious leaders and superstitions that hinder progress:

*"When the time comes to reveal your true self,

Break the chains and scatter the burdens.

Go to school, open your mind,

Let the sword of knowledge shed the blood of anger."*

These lines reflect Hamza's strong belief in the importance of educating women, encouraging them to overcome obstacles, especially the oppressive religious authorities and superstitions of his time. Despite facing serious opposition from religious figures, who criticized his views, Hamza remained steadfast in his commitment to enlightening the people. He argued that knowledge should be equally accessible to both men and women, as it is a fundamental right according to Islam.

In his dialogue "Husbands and Daughters," Hamza again

touches on the issue of women's education and their societal role. His passionate call for women's education is clear:

Husbands:

"We are ignorant, our wives are without knowledge,
Unaware of their own situation, they are ignorant,
Their hands bound, trapped in the cage of ignorance,
Their hearts do not feel, their eyes are blind."

Daughters:

"Why do you say, 'We are ignorant,
Unaware of our own situation, we are ignorant?'
We are prisoners, our hands bound, our eyes blinded,
By the treacherous religion that traps us in its grave."

Hamza's revolutionary spirit, filled with internationalism, criticized the feudal-patriarchal system of his time.

He portrayed the damage caused by ignorance and highlighted the deep longing of women for knowledge and freedom, as expressed in his portrayal of the tragic figure, Tursunoy. In his "Tursunoy Elegy," he mourns the fate of women who were victims of both ignorance and oppression.

Today, even in an era of digital advancements, one might ask: Are there still "Tursunoyes" in our society? Around the world, laws and declarations are being adopted to combat all forms of violence and discrimination against women, while gender equality and gender psychology have spread across every corner of society.

Hamza's contributions to literature and social reform still hold immense relevance. Despite the fact that he was criticized by some for his revolutionary views, it is essential to note that Hamza was neither an enemy of Islam nor an atheist. Rather, he was a progressive thinker who fought against outdated religious beliefs and superstitions.

Hamza's works, along with the reforms of the Jadid movement, aimed to introduce progressive changes to Uzbek society, taking inspiration from global reforms. His awareness of the importance of education led him to express the idea that education was the key to progress and prosperity. As he wrote in his work **New Happiness**:

"God Almighty has told us that happiness lies in knowledge, and ignorance brings misery. Every action follows its own course, and the educated will find happiness, while the ignorant will only find misery."*

Hamza Hakimzada Niyazi, like other Jadid intellectuals, wished to see women as active, free, and independent individuals in society, not merely in the family role. His works reflect the call for gender equality and feminist ideas, urging social and political changes that continue to resonate today.

Conclusion

In conclusion, the creative legacy of Hamza Hakimzada Niyazi continues to have significant social relevance. In the modern context of a "New Uzbekistan," reforms in education, science, and culture continue to emphasize the importance of knowledge and enlightenment, much like the values Hamza championed. As President Shavkat Mirziyoyev has stated, "Whether anyone likes it or not, our people must continue down the path shown by the Jadid intellectuals. Their ideas and programs are in harmony with the strategy for building a new Uzbekistan." It is now our responsibility to study and promote Hamza's creative contributions, keeping his vision alive for future generations.

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PAPER

“Drafting” texnologiyasida grafiklarning ahamiyati va qo‘llanilishi

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Abstract

Ko‘plab talabalarning muammoli nuqtasi hisoblangan yaxshi insho yoza olish har doim oson ish emas. Ba‘zilar yaxshi insho yoza olish uchun tug‘ma qobiliyat bo‘lishi zarur deb hisoblaydilar, aslida esa, yozma muloqot kompetensiyani rivojlantirish uchun talantli bo‘lib tug‘ilish shart emas. Aksincha, bu kabi yozma san‘at asarlari o‘rtirilgan bilim va tajribalar, bundan tashqari, har qanday ishning mukammal va ishonchli yaratilishida u uchun oldindan tashkillangan reja va loyihalash (qoralama)ning o‘rni kattadir. Bu kabi qoralamalarni esa oddiy qog‘ozga emas, balki vizual vositalar asosida tashkillash talabalarda yozishga bo‘lgan qiziqishni o‘rtishiga hamda ijodiy fikrlashga undaydi. Ushbu maqola grafiklardan qoralama sifatida foydalanish yozish ko‘nikmasini rivojlantirishda samarali ekanligini ko‘rsatadi.

Key words: grafik organayzerlar; mindmap; learning map; cluster diagram; spider map; double-bubble map.

Kirish va adabiyotlar tahlili

Ingliz tili ko‘nikmalarini rivojlantiruvchi yana bir samarali vizual vositalardan biri grafik tashkillovchilardir. Aslida, grafik organayzerlar deb ataluvchi bu vosita ma‘lumotlarni tartibga solish va uni ma‘lum bir sxema ostida sinflashga yordam beradigan vizual namoyish usullaridan biri hisoblanadi. Ikki tomonlama kodlash, rasm-so‘z modellarining bir ifodasi bo‘lmish grafik organayzerlar so‘z va rasmlari ma‘lumotni o‘zida birlashtirgani sabab, o‘qitish va o‘rganish jarayonini yanada tushunarli ham samaraliroq qiladi.

Grafik organayzerlar bir qancha vazifalarni bajarishga, xususan, ma‘lumotlarni ma‘lum bir tuzilishga yoki ketma-ketlik asosida jarayonga tadbqiq etish orqali fikrlarni tushunishga, ularni izohlashga va fikrlar o‘rtasida bog‘liqlikni ifodalashga, muammoni yechish yoki qaror qabul qilishga yordam beradi. Bu kabi texnika vizual tuzilma vositasi hisoblangani bois, ma‘lumotlarni egallash va yangi fikrlarni rivojlantirish uchun vaqtinchalik tuzilma vazifasini bajaradi. Grafik organayzerlar yordamida ma‘lumotlarni bir sxema ostida tasniflash, fakt va fikrlarni aniqlashtirish, qiyoslash va zidlash, izohlash hamda xulosa chiqarish kabi amallarni bajarish mumkin [1].

Shu sababli, til o‘rganuvchilarda ma‘lumotlarni tahlil qilish jarayoni paydo bo‘lib, ularning ijodkorlik, tanqidiy-analitik tahlil qilish hamda ijodiy fikrlash qobiliyatlari rivojlanadi. Grafik or-

ganayzerlardan foydalanish ilm-fandagi barcha sohalar qatori til o‘qitishda ham lug‘at, o‘qish va yozish ko‘nikmasini rivojlantirishga yordam beradigan eng kuchli ko‘rsatmali qurilma va strategiya deya tan olingan [2].

Sababi, bu kabi vositalar talabalarni o‘rganilayotgan materialga qisqacha izoh; yangi so‘zlarni va asosiy ma‘lumotlar uchun turli ishoralar; yozma va og‘zaki ma‘lumotlar uchun vizual hodisa hamda qisqacha ko‘rib chiqish texnikasi bilan ta‘minlaydi. Ba‘zi organayzerlar barcha dars jarayonlariga moslasha olganligi sababli, o‘qitishdan oldin, mavzuni tanishtirishda va o‘qitishda, mustaqil izlanishda, o‘qib takrorlashda hamda imtixonga baholash material sifatida keng qo‘llaniladi. Baholash jarayonida ayniqsa samarali vosita hisoblanib, talabalar mavzuni qay darajada o‘zlashtirganliklari, ularning grafik organayzer yaratishga doir fikrlash va ijodkorliklari tekshiriladi. Grafik organayzerlar ko‘p hollarda o‘qish va yozish ko‘nikmasini rivojlantirishda asosiy omil bo‘lib, ko‘p hollarda kalit so‘zlar shaklda namoyon bo‘ladi va bu esa talabalarda ma‘noni anglashda butun gap tuzilishidan ko‘ra ma‘noga ko‘proq o‘z e‘tiborlarini qaratishga xizmat qiladi [3].

Bu xususda tildagi barcha grammatik to‘siqlarni olib tashlashga yordam berib, ma‘noni o‘zigagina urg‘u beradilar. Bunga qo‘shimcha ravishda ayni shu xususiyati bilan barcha darajadagi talabalarni o‘qitishda keng qo‘llanila oladi. J.Bishop ta‘kidlaganidek, yozma ko‘nikmada qiyinchilikka duch keladigan talabalar aynan

grafik organayzerlar tufayli yozma ishlarini rejaga solish, tashkil-lash, munosib so'zlarni tanlash hamda ularni mantiqiy bog'lash san'atini rivojlantira oladilar [4].

Bundan tashqari, grafik organayzerlarning turlariga asoslanib, M.Youman talabalarida o'qib tushunish ko'nikmasini o'stirish va eski bilimlarini yodga olish maqsadida ular o'qiyotgan va allaqachon bilgan ma'lumotlar orasida bog'liqliklar yaratishga xizmat qiluvchi tizim vazifasini bajaruvchi bu kabi vizual materiallarni ahamiyatini yana bir bor ta'kidlaydi [5]. Boshqacha qilib aytganda, biror mavzu berilganda talabalar o'zlari mavzuga oid bilimlarini va yangi o'rganilgan ma'lumotlarini birlashtirgan holda muallif hamda o'zlarining til va madaniy jihatdan farqlarini oson anglaydilar. Natijada, grafik organayzerlar yaratish jarayonida talabalar o'zlari mustaqil izlanadilar va ma'lumotlarni tahlil qilishga majbur bo'ladilar. Bu jarayon darsda o'qituvchining asosiy ro'lidan o'quvchining markazlashuviga olib keladi.

Tildagi barcha ko'nikma turlari bir-biriga uzviy bog'liqligi sabab, talabalar birgina strategiya orqali barcha til ko'nikmalarini rivojlantira olishlari mumkin. Xususan, talabalarida o'qish ko'nikmasini rivojlantirishga xizmat qiladigan grafik organayzerlar yordamida lug'at boyligi hamda muloqot qobiliyati rivojlantirish mumkinligi aniqlandi. S.Mart olib borgan tadqiqotda, talabalar o'quv manbalaridan olgan materiallarni tushunish uchun grafik organayzerlardan foydalandilar va bu ma'lumotlarni sinfda namoyish qilishlari talab etildi. Bu topshiriq orqali talabalar bir qator yangi so'zlarga duch keldilar va bir vaqtning o'zida lug'at boyligini oshiradilar, shu bilan birga olgan ma'lumotlarini kalit so'zlar shaklida qayd qilib borish natijasida ular namoyish vaqtida yangi so'zlardan foydalanib erkin va aniq usulda fikrlarini bayon etishlari isbotlandi [6].

Grafik organayzerlar vazifasi va tuzilishiga ko'ra bir necha xil turlarga bo'linib, har biri ma'lum bir turdagi ma'lumotni namoyish etishga moslashtirilgan. Grafik organayzerlar turlar Gil-Garchia va J.Villegaslar tomonidan olti xil: ta'riflash yoki oddiy tartiblash; vaqt ketma-ketligi; izoh va misol; qiyoslash va zidlash; sabab va natija; muammo hamda yechim ko'rinishlarida tasniflangan [7]. Izlanishlar davomida grafik organayzerlar turli xil shakl va ko'rinishlarda uslubshunoslar tomonidan izohlangan. Lekin bu ko'rinishlarning barchasi yuqoridagi vazifalarni bajarishga xizmat qiladi. Endi esa grafik organayzerlarning qaysi til ko'nikmasini rivojlantirishda muhimligiga ko'ra turlari bilan batafsil tanishib chiqamiz.

Metodologiya va natijalar

Yozish ko'nikmasi va fikrlarni jamlash (brainstorming) texnikasi uchun ko'p foydalaniladigan grafik organayzerlar: Grafik organayzerlarning eng ko'p tarqalgan va keng foydalaniladigan turlaridan biri xaritalardir. Bu oddiygina yo'l xaritasi emas, balki yozma ishni tashkillashda va yozishda kerakli bo'lgan fikr va g'oyalarni joylashtirish usulidir. O'qitishda foydalaniladigan xaritalarning bir qancha turlari mavjud.

• O'rganish xaritasi (learning map)

O'rganish xaritasi til o'rganish, umuman olganda dars jarayonida eng ko'p qo'llaniladigan xarita turi bo'lib, talabalarining darsdan olgan bilim, ko'nikma va malakalarini tekshirib olishda muhim bo'lgan vizual tasvirlash usullaridan biri hisoblanadi. Bu kabi materiallar odatda o'rganilayotgan mavzuga oid tarkibiy qismlarni bir-biriga bog'lash uchun qo'llaniladigan yuqori darajali vizual tasvir bo'lib xizmat qiladi. O'rganish xaritasi ma'lumotlarni qayd qilish yoki fikrlarni jamlash texnikasi uchun juda muhim vositadir. Figure 1.

Bu rasmga asosan, o'zlashtirilishi kerak bo'lgan mavzu xaritaning markaziga yoziladi. Talabalar o'qiyotgan manbalaridan yoki mavzuga oid bilimlarini muhimlik darajasiga ko'ra xarita bo'ylab joylashtirib chiqishlari talab etiladi. Har bir yozilgan fikr yoki so'z markazdagi mavzuga bevosita aloqador bo'lishi kerak. Talabalarning ijodkorligiga ko'ra, xaritaning vizual ko'rinishi turlicha bo'lishi

Figure 1. O'rganish xaritasi ko'rinishi

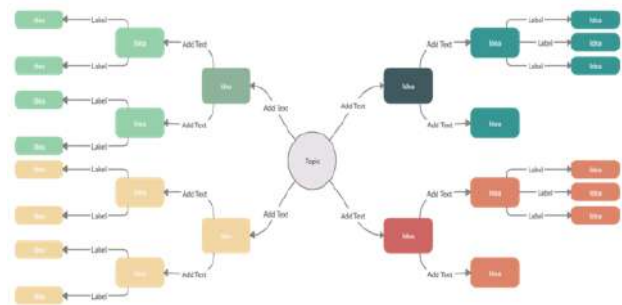


Figure 2. Idrok xaritasi ko'rinishi

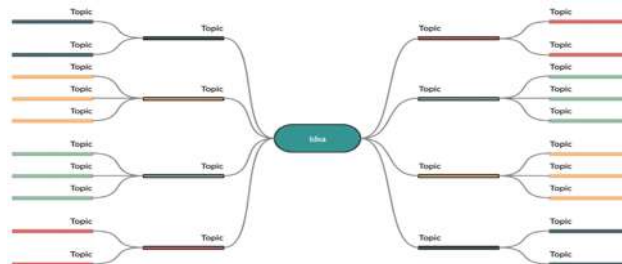


Figure 3. Ikki pufakchali xarita ko'rinishi



mumkin.

• Idrok xaritasi (Mind map)

O'rganish xaritasiga o'xshash bo'lgan keying xarita turi idrok xaritasi bo'lib, mavzuga oid bilimlarni yodga olish va fikrlarni jamlashga yordam beradi. Bundan tashqari, u mavzu haqida ma'lumotlarni tashkillash va ularni guruhlariga tasniflash vazifasini ham bajara oladi. Figure 2.

Bu vizual ko'rinishda ham asosiy fikr tasvirning markaziga joylashtiriladi. O'rtadan boshlab, turli xil tomonlarga tarmoqlar chiqariladi va aloqador fikr va so'zlar yoziladi. Yana shu tarmoqlardan subtarmoqlar chiqargan holda, mavzuga oid fikrlar ko'lamini kengaytirish mumkin.

• Ikki pufakchali xarita (Double bubble map)

Bu nomli xarita eng mashhur o'ylash xaritalaridan biridir. Bu xarita turi ko'rinishidan Venn diagrammasiga o'xshab ketadi va ikki narsa o'rtasidagi o'xshashlik va farqli jihatlarni solishtirishga xizmat qilgani sabab, qiyoslash-zidlash vazifasini bajaruvchi grafik organayzerlar turiga kiradi. Bu xarita orqali talabalar o'rganilgan ma'lumotlarni solishtirib, o'qish ko'nikmasini hamda qiyoslash va zidlash mavzusiga oid insho ustida ishlash orqali yozma nutq ko'nikmasini rivojlantira oladilar. Figure 3.

Bu rasmga ko'ra, solishtirilishi talab qilingan ikki xil fikr yoki mavzu markazdagi pufakchalar ichiga joylashtiriladi. Tahlil qilingandan so'ng, farqli jihatlar markaz turli xil yo'nalishlarga

Figure 4. O'rgimchak xaritasining ko'rinishi [8]

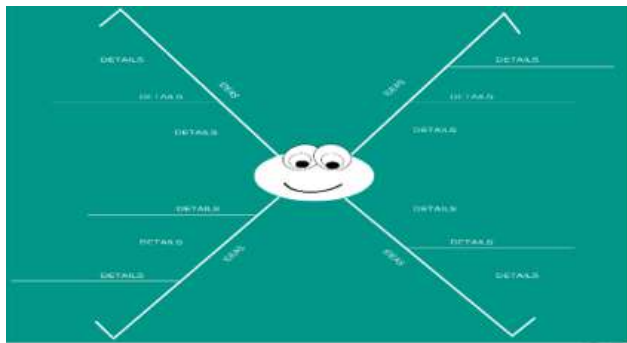


Figure 5. Klaster diagrammasi



qarab joylashtirilgan pufakcha shaklidagi aylanalar ichida yoziladi. O'xshash tomonlari esa ikki mavzu uchun umumlashgan pufakchalar ichiga joylashtiriladi.

O'rgimchak xaritasi (Spider map)

Bu xarita turi, xuddi o'rgimchak to'riga o'xshash holda joylashtirilganligi sabab, shu nom bilan ataladi. Bu xaritani qo'lda chizish orqali ham yaratilishi mumkin. Markazga katta dumaloq aylana chiziladi va undan turli tomonga strelka shaklida o'qlar chiqariladi. Bu kabi xaritalar guruhga tegishli bo'lgan izohni tushuntirishga yordam beradi. Atrofidagi tarmoqlar bo'ylab, ma'lumotning turlari yoki shunga o'xshash bog'liq ma'lumotlar berilishi mumkin. Figure 4.

Dars jarayonida xaritalardan so'ng, eng ko'p qo'llaniladigan grafik organayzerlardan biri bu diagrammalardir. Boshqa vizual texnologiyalar singari diagrammalar ham darsning sifatini oshirishga, talabalarning darsga nisbatan qiziqishlarini orttirishga xizmat qiladi. Xususan, Kunnigham hamda Redmondning fikriga ko'ra, diagrammalar darsni qiziqarli va jo'shqin tashkillashda o'qituvchilar uchun eng oson metod sifatida tanilgan. Bundan tashqari, yozma nutqni o'stirishda diagrammalardan foydalanish yozma nutqda talabalarning gap tuzilishiga doir bilimlarini tekshirishga hamda hech qanday grammatik va strukturaviy xatosiz ma'lumotlarini yozma tarzda ifodalashga yordam beradi [9]. Shunday diagrammalardan eng keng tarqalgan turi Venn diagrammasidir.

Klaster diagrammasi (Cluster diagram)

Klaster diagrammasi ko'p hollarda yangi mavzuni tadbiq qilishda, fikr va g'oyalarni jamlash jarayoniga yordam beradi. Tegishli mavzu diagramma markaziga yoziladi va asosiy g'oya atrofiga mavzuga aloqador kichik mavzular va so'zlar markaz bo'ylab joylashtiriladi. Kichik mavzular ham o'ziga tegishli so'z jummalarni alohida yo'nalishda diagramma bo'ylab qamrab oladi. Har bir subtopikni turli xil ranglar bilan loyihalashtirish mumkin, bu esa ma'lumotlarni o'qishga va tushunishga yengillik yaratadi. Figure 5.

Lotus diagrammasi (Lotus diagram)

Figure 6. Lotus diagrammasi ko'rinishi.



Bu diagramma turi tahliliy vizual vosita hisoblanib, kengroq va murakkab qamrovdagi ma'lumotlarni oson tushunish uchun kichik tarkibiy qismlarga ajratishga yordam beradi. Figure 6.

Markazga 3 ga 3 panjara shaklda jadval joylashtiriladi. Markazga o'rganilishi zarur bo'lgan mavzu yoziladi. Atroflama joylashtirilgan subtopiklarga asosiy mavzuga aloqador kichik bo'linmalar yozib chiqiladi. Xuddi shu kabi jadvaldan yana 8ta chiziladi va har bir bosh joylarga kichik bo'linmalarga tegishli so'z va iboralar yoziladi.

Yuqorida tasvirlangan barcha xarita va diagrammalar asosan, talabalarda yozish ko'nikmasini rivojlantirishda xizmat qilishi mumkin. Xususan, ma'lum bir muammoga bag'ishlangan insho yozishga tayyorgarlik ko'rishdan avval uning qoralama nusxasi yaratiladi. Bu usul talabalarga insho yozishda yuz kelishi mumkin bo'lgan xato va kamchiliklarni oldini olish va inshoning mazmundor hamda samarali chiqishiga yordam beradi, aynan qoralama sifatida grafik organayzerlardan foydalanish talabalarda yozma ishni zavqli jarayonga aylantirishga xizmat qiladi.

Muhokama va xulosalar

Bundan tashqari, yozma ko'nikmani baholash jarayonida foydalani-ladigan bir qancha insho turlari mavjud. Talabalarning eng og'riqli nuqtasi bo'lmish yozma imtixonlarda insho turlarining ko'pligi va ularning tuzilish jihatdan xilma-xilligi bu sohada ko'proq bilimlarning egallanishi va tajriba sifatida amaliy jarayonda keng qo'llanilishini talab qiladi. Yozma nutqda turli xil muammoli vaziyatlarni yoritish, biror muammoning sabab va natijalari, ularni yechish usullari bilan tanishib chiqish jarayoniga yordam beruvchi bir qancha grafik organayzerlar ham mavjud. Bu grafiklarning turlari yordamida talabalar yoritilishi zarur bo'lgan mavzular haqida fikr-mulohaza yuritishlari, ma'lumotlarni ma'lum grafik asosida rejalashtirish hamda undan yozish davomida foydalanishlari mumkin. Bu kabi vizuallik ularda muhokama qilinishi zarur bo'lgan mavzuga nisbatan qiziqish uyg'otishga va muammoga ijodiy yondashishlariga turtki bo'ladi.

Grafik organayzerlar yordamida ma'lumotlarni bir sxema ostida tasniflash, fakt va fikrlarni aniqlashtirish, qiyoslash va zidlash, izohlash hamda xulosa chiqarish kabi amallarni bajarish mumkin. Shu sababli, til o'rganuvchilarda ma'lumotlarni tahlil qilish jarayoni paydo bo'lib, ularning ijodkorlik, tanqidiy-analitik tahlil qilish hamda ijodiy fikrlash qobiliyatlari rivojlanadi.

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PAPER

INCLUSIVE EDUCATION IN PHYSICAL EDUCATION: METHODS AND APPROACHES TO TEACHING STUDENTS WITH DISABILITIES

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Abstract

The article deals with the topical aspects of inclusive physical education aimed at teaching students with disabilities. The existing methods and techniques used to organize inclusive physical education classes are analyzed, focusing on curriculum adaptation and individual approach to each student. The article offers practical recommendations for the implementation of inclusive methodologies in the educational process, including the use of modern technologies and active learning methods.

Key words: inclusive education; physical education; students with disabilities; adaptation of the educational process; teaching methods.

The purpose of the study is to develop and systematize methods and approaches to teaching students with disabilities within the framework of inclusive education in the field of physical education and, on this basis, to develop recommendations for practical application.

Object of the study: Analysis of physical education and sports training programs adapted for students with different disabilities, as well as the study and evaluation of methods and approaches used by teachers for inclusive education.

Methods and organization of the research. Study of normative documents, programs and methodological materials and review of scientific articles, dissertations and reports devoted to the problems of inclusion in education.

Introduction

Inclusive education is an important part of modern educational programs aimed at ensuring equal opportunities for all learners, including students with disabilities. In the field of physical education in particular, inclusion is a significant challenge, as physical education and sporting activities play a key role in overall personal development, health maintenance and social inclusion.

In the context of higher education, where young people acquire skills and knowledge to be used later in the professional market, it is important to take into account the characteristics of students with disabilities so that they can fully participate in the learning process and achieve their goals.

Today there are many methods and approaches to inclusive education, but not all of them are effectively implemented in the practice of physical education. An important issue is the development and implementation of adapted programs and methods that take into account the individual needs of students, promote their involvement in the learning process and provide a positive experience of physical education.

Inclusive education in physical education aims to create conditions in which each participant can fully interact with others, developing their physical skills and abilities, and is based on the following principles:

- equality and accessibility. Ensuring equal access to resources, equipment and places for conducting classes for all participants;
- taking into account the individual needs of participants when planning and conducting classes, which may include individual goals and modifications of exercises;
- using a variety of teaching methods and techniques to meet the different learning styles and capabilities of participants;

- active involvement of all participants in the process of classes with support from coaches, volunteers and other participants;
- creating an atmosphere of respect and support that stimulates self-esteem and confidence of each participant.

When working with students with disabilities within the framework of inclusive education in physical education, it is recommended to use the following methods:

- exercises on specialized or modified sports equipment. For example, wheeled bicycles, easily accessible exercise machines or swimming devices;
- simplification or modification of rules. This is done to take into account the specific needs of the participants, for example, increasing the time for completing tasks or reducing the size of the field;
- development of personalized training plans taking into account the specific physical and psychological characteristics of the trainees;
- use of visual cues. For example, large colored markers and audio cues to assist participants with visual or hearing impairments;
- training of assistants and volunteers. This should be done by organizing special trainings on physical activity adaptation and first aid.

The process of organizing physical education classes for students with disabilities should be carried out in close cooperation with medical specialists, psychologists, teachers and parents of students.

Designing lesson programs for inclusive physical education for students with disabilities requires special attention to the individual needs and abilities of each student. Program development may include the following key aspects:

- conducting a preliminary assessment of students' physical condition and capabilities;
- taking into account different forms of limitations: physical, mental or sensory;
- designing adapted exercises and games appropriate to each student's level of fitness;
- incorporating elements of a playful approach that can increase motivation;
- creating a positive group atmosphere that promotes interaction and support.
- using technology to improve communication (e.g., using sign language or special learning apps).
- engaging students with disabilities in shared activities with their peers to promote socialization and better relationships;
- using group formats where students can work together to support each other;
- receiving regular feedback from students to adjust the program;
- establishing simple evaluation criteria to track progress. Sample plan of the program of classes with students. Program of classes (12 weeks, 2 classes per week):

1-2 weeks: Introduction and assessment of physical abilities. Class 1: Introduction to physical education. General warm-up, discussion of the objectives of the classes, safety basics. Class 2: Assessment of physical abilities (flexibility, strength, coordination tests).

Weeks 3-4: Coordination and balance development. Session 3: Coordination games (e.g. throwing balls of varying difficulty). Session 4: Balance exercises (using balance boards, simple exercises with support). Weeks 5-6: Strength training and general fitness. Session 5: Introduction to strength – adapted exercises with your own body weight and light weights. Session 6: Circuit training – a set of exercises that include different types of loads, taking into account individual capabilities.

Weeks 7-8: Team Sports: Session 7: Introduction to adapted games (e.g., sitting volleyball, bocce) with an emphasis on teamwork. Session 8: Conducting a team sports tournament with mixed

teams (students with and without disabilities). Weeks 9-10: Empowerment through creativity and art. Session 9: Dance Therapy – creating simple dance movements tailored to individual abilities. Session 10: Art Therapy through physical activity – creating choreographic performances.

Weeks 11-12: Completion of the program and evaluation of results: Session 11: Discussion of program results, feedback from students, work in small groups. Session 12: Final celebration – fun relay races, team games and competitions. Evaluation of progress and issuance of certificates of participation.

Conclusion

Designing physical education programs for inclusive education requires creativity and a deep understanding of the needs of students with disabilities. The success of the program depends on ongoing communication, adaptation of materials, and strong support from teachers and other students.

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PAPER

THE RISE OF ATTENTION TO HISTORY TO A NEW LEVEL DURING THE YEARS OF INDEPENDENCE

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Abstract

This article analyzes the attention paid to history in the Republic of Uzbekistan during the years of independence, the enrichment of research areas in the field of history, and the issues of training historians.

Key words: historical event; history; historical personnel; achievements of history; history lessons.

Introduction

After Uzbekistan gained its independence, legal reforms began to form and develop a new state system aimed at building a civil society and a legal state. In the world, improving innovative technologies for teaching history, including the development of person-oriented, critical thinking in history lessons, and modernizing the methodological support for the introduction of modular and interactive educational technologies, are of great importance. As is known, during the years of independence, events aimed at bringing history teaching to the younger generation based on today's requirements and an objective study of history began. During the years of independence, special attention was paid to teaching different periods and stages of the history of Uzbekistan. It is important to develop a special methodological technology for teaching history, develop local-modular technologies for teaching history based on the development of creativity and technological competence of teachers, focused on game, group work, and collaborative learning. A unified concept for teaching and studying the history of Uzbekistan has been developed in our republic, and an important role has been played by the adoption and practical application of advanced foreign experiences in teaching history in academic lyceums in order to in-depth study of historical heritage and form historical memory among students.

Discussion

Goal 77 of the New Uzbekistan Development Strategy directly reflects the legal methodological aspect of this issue. That is, with a view to further developing the study and promotion of the history of Uzbekistan, the President put the issue horizontally: "It is necessary to convey national history to our people, especially our youth, in a national spirit, to instill it in their hearts and minds. Otherwise, it will not have an educational effect. We need to teach our youth to learn from history, draw conclusions, and arm them with historical science and historical thinking. To this end, first of all, a concept for the development of historical science in Uzbekistan until 2030 was developed. [1]

In new Uzbekistan, the study of the history of the peoples of Uzbekistan and its teaching at various stages of education have reached a new level. The idea of national independence was an important stage in the Uzbek people's path to restoring their rights, national identity, and socio-economic and spiritual development. In this process, history, historical consciousness and memory emerged as an important factor that gives the people spiritual strength and spiritual nourishment. The need to restore the true history of the Uzbek people and arm the people with this history has become an urgent task on the agenda. To date, a number of resolutions and decrees have been adopted by the government to further develop the education system. In particular, the resolutions and decrees of the President of the Republic of Uzbekistan dated September 23, 2020 "On Education" are among them. In new Uzbekistan, the study of the history of the peoples of Uzbekistan and its teaching at various stages of education have reached

a new level. The idea of national independence was an important stage in the Uzbek people's path to restoring their rights, national identity, and socio-economic and spiritual development. In this process, history, historical consciousness and memory emerged as an important factor that gives the people spiritual strength and spiritual nourishment. The need to restore the true history of the Uzbek people and arm the people with this history has become an urgent task on the agenda. To date, a number of resolutions and decrees have been adopted by the government to further develop the education system. In particular, the resolutions and decrees of the President of the Republic of Uzbekistan dated September 23, 2020 "On Education" are among them.

Analysis and Results

Historical education has been a leading role in shaping the spiritual image of a person and educating a person for many years. It answers questions about the past, present and future, teaches a person to live, think, and use the experience of ancestors. At the current stage, the path of reform and search for an optimal model of teaching history is being pursued. Its content is based on historical and cultural norms that determine the main directions of historical education and directs teachers to be more active. Increasing the effectiveness of educational work has always been one of the most important tasks of public and educational workers. Because in any society, the role of education given to the younger generation in raising them to the level of modern requirements has become almost vital. The tasks of forming students' thinking skills and abilities in teaching history are to teach them to independently find historical knowledge, systematize it, and apply it in practice, and ultimately to teach students to approach social phenomena of the past and present from a scientific materialistic point of view. The development of speech is also associated with the formation of students' and their intellectual labor skills and abilities. [1]

The history teacher teaches students to view each social phenomenon from a social-materialist point of view, taking into account its connection and relationship with other phenomena in its emergence and development, to be in accordance with the class essence of phenomena, to understand the general objective laws of the historical process. These tasks are set at a level that is not burdensome for students in the teaching of the history course in grades V-VI. As students' knowledge deepens and increases, tasks aimed at developing their thinking also become more complex. [2]

The tasks of forming students' thinking-based skills and abilities in teaching the history of Uzbekistan are to teach them to independently find historical knowledge, systematize it, and apply it in practice, and ultimately to teach students to look at social phenomena of the past and present from a scientific-materialistic point of view.

The relationship between knowledge, skills, and abilities at each stage of the educational process determines the level of intellectual maturity of the student. The success of work aimed at forming students' skills and abilities depends on many conditions. [3]

The history teacher, first of all, must determine what range of previously acquired knowledge and skills can be relied on in this or that class, what skills some students have not developed or do not have. On this basis, a differential approach is then adopted to different groups of students and individual students. The teacher constantly checks and takes into account the level of students in the formation of knowledge and skills in the work process. He tells the children what they have achieved on this path and what they need to work on next. At each stage of the work process, they set goals for themselves. It should be remembered that the development of skills in students of the same age and in the same class varies. This depends on how much the students have grown mentally and in general, and therefore on how much they have prepared in advance in a particular direction and practiced it. The history teacher, first of

all, must determine what range of previously acquired knowledge and skills can be relied on in this or that class, what skills some students have not developed or do not have.

On this basis, a differential approach is then adopted to different groups of students and individual students. The teacher constantly checks and takes into account the level of students in the formation of knowledge and skills in the work process. He tells the children what they have achieved on this path and what they need to work on next. At each stage of the work process, they set goals for themselves. It should be remembered that the development of skills in students of the same age and in the same class varies. This depends on how much the students have grown mentally and in general, and therefore on how much they have prepared in advance in a particular direction and practiced it. [1]

Each course of history, its section and each topic serves as an important stage in this development, in which students acquire knowledge, skills and qualifications. In teaching history in lower and higher grades, the general laws of knowledge of historical reality are followed, these laws are the laws of development of educational content, methods, techniques and methodological structure of textbooks. [2]

This development reflects the growth of students' interests, knowledge, skills and logical thinking in the educational process, and at the same time it stimulates and ensures growth. Teaching history at school can be likened to a ladder that the student climbs step by step, but the person leading the student must be able to see the entire ladder, both the steps taken and the steps to be taken next. Each course topic is a step towards the growth of the level of students, the development of their knowledge and skills. In each history lesson and extracurricular activities, some indication of the ideological, political and educational tasks set for teaching history is implemented. Therefore, the teacher should not forget that the educational tasks to be solved in each lesson are an integral part of the educational tasks to be performed in previous or future lessons. [1]

Conclusion

In conclusion, over the past 30 years since the Republic of Uzbekistan gained its independence, major changes have been made in the state governance system, socio-economic, political and spiritual spheres. A number of innovations have also been implemented in the field of education, and reforms aimed at forming a harmonious generation are being developed. In the current process of globalization, it is important to analyze the essence of events and phenomena taking place in the world, ideological contradictions, and to form historical thinking in order to protect young people from various foreign ideas. In-depth study of the history of Uzbekistan in public education institutions is important for the development of the historical thinking of the younger generation and a full understanding of our history.

The history of Uzbekistan is ancient and very rich in global realities. Our country is considered one of the cradles of world civilization, and the history of Uzbekistan objectively and truthfully studies the life experiences of our ancient and recent ancestors, their contributions to the development of world history. In general, the science of the history of Uzbekistan aims to analyze historical events that occurred in the lives of our ancestors, to reveal their causes and essence, internal and external factors, and general and specific laws.

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PAPER

JAHON MIQYOSIDAGI QASHSHOQLIK VA UNING SABABLARI

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Abstract

Ushbu maqolada dunyo bo'ylab qashshoqlikda qancha aholi yashayotganligi, qashshoqlikka nimalar sabab bo'lishi va uni qisqartirish yo'llarini ko'rib chiqamiz.

Key words: Jahon Banki; UNDP; qashshoqlik; siyosiy beqarorlik; sarmoya.

Kirish

Qashshoqlik aslida nima? Jahon miqyosidagi qashshoqlik haqida so'z yuritar ekanmiz, avvalo, shu savolga javob berishimiz lozim.

Qashshoqlik –bu shaxs yoki ijtimoiy guruhning iqtisodiy holatining o'ziga xos xususiyati bolib ,bunda ular mehnat qobiliyatini saqlab qolish ko'payish kabi hayot uchun zarur bo'lgan minimal ehtiyojlarning ma'lum bir doirasini qondira olmaydilar. Qashshoqlik nisbiy va ko'p ma'noli tushuncha bo'lib , ma'lum bir jamiyatdagi umumiy turmush darajasiga bog'liq (Jini koeffitsiyenti, Teyl indeksi). Qashshoqlik global muammo hisoblanib, uni bartaraf etish bo'yicha turli xalqaro Jahon banki, UNICEF , EPN OXFAM kabi tashkilotlar faoliyat yuritib kelmoqda. Dunyo bo'ylab yashash sharoitlari va xarajatlarni o'rgangan holda Jahon banki tomonidan kuniga 2.15 dollardan kam daromad qiluvchilarni kambag'al deb hisoblanadi, ya'ni minimal yashash xarajatlarni qoplash uchun kuniga eng kamida 2.15 dollar daromad olish kerak.

Hzird kmbg'llik butun dunyoda nfqt iqtisdiy, blki huqur ijtimiy v madaniy mummodir. Birlashgan Millatlar Tashkilotining xabar berishicha, yer yuzida 1.1 milliard aholi o'ta qashshoqlikda yashaydi va ularning 455 millioni, ya'ni yarmi urush va mojarolar bo'layotgan mamlakatlarda istiqomat qiladi. [1] Yaqinda Jahon Banki – UNICEF hisobotida aytilishicha, dunyodagi 1.1 milliard aholining yarmidan ko'pi – 18 yoshga to'lmagan bolalar hisoblanadi. Bu aholining katta qismi urush va mojarolar bo'layotgan mamlakatlarda to'g'ri keladi va aynan mojarolar ichida yashayotgan mamlakatlardagi qashshoqlik ko'rsatkichini kamaytirish ham boshqa amlakatlarga qaraganda ancha sust

kechadi. “ So'nggi yillarda mojarolar kuchayib , ko'payib qurbonlar soni yangi cho'qqilarga ko'tarildi, millionlab odamlarni o'z uylarini tahlab ketishga majbur qildi, ularning hayotini vayron qildi va tirikchilik vositalaridan mahrum qildi” , – deydi UNDP rahbari Axim Shtayner.

Qashshoqlikka barham berish dunyo bo'yicha ustuvor vazifalardan biri bo'lib kelmoqda. Qashshoqlikning tomiriga bolta urish uchun ,avvalo, uning sabablarini o'rganib chiqishimiz lozim. Kambag'allikka sabab bo'luvchi asosiy omillarni yo'q qilibgina, biz uni qisqartirish yo'llarini izlay olamiz. Qashshoqlikning asosiy sabablarini birma-bir ko'rib chiqamiz:

o Iqtisodiy omillar: hozirgi kunda butun dunyodagi rivojlanayotgan mamlakatlarda kam daromad bilan ishlayotgan fuqarolar talaygina. Va bu kishilar o'z ehtiyojlarini qondirishga qiynaladilar. Natijada ish tashlash holatlari yuzaga keladi va ishsizlik darajasi oshgan sari bu xalqaro kambag'allik darajasining oshishiga ham ta'sir qiladi.

Iqtisodiy muammolarni hal qilishda davlatning o'rni katta . Iqtisodiyotni davlat tomonidan tartibga solish deganda davlatning jamiyat a'zolarining ehtiyojlarini qondirish darjasini oshirish uchun cheklangan ishlab chiqarish resurslaridan yanada foydalanishni ta'minlovchi, umumiy iqtisodiy muvozanatga erishishga yo'naltirilgan, ijtimoiy takror ishlab chiqarish jarayonini tashkil etish bo'yicha faoliyati tushuniladi. [2] Umumiy iqtisodiy muvozanatga erishish deganda ishsizlikni kamaytirish, kambag'allikni kamaytirish kabi masalalar ko'zda tutilgan. Bu uchun davlat tomonidan kam daromadli ishlarda oylik maoshlarni qanchadir miqdorda oshirish, ishsiz yoshlarni ish bilan ta'minlash,

aholiga subsidiyalar ajratish samarali yo'للardan biridir.

o Ta'limning yetishmasligi: aynan shu omil ham insonlarning ish topish imkoniyatlarini sezilarli darajada cheklaydi, ayniqsa bugungi rivojlanayotgan dunyoda, albatta, ta'lim muhim o'rinni egallaydi. Afg'oniston kabi urush yoki mojarolar ichidagi davlatlarda ta'lim tizimi yaxshi ahvolda emasligi bois ham qashshqolikdan chiqish bu kabi davlatlarda bir muncha sekin kechadi.

Ta'lim va sog'liqni saqlashda sarmoya kiritish odamlarning ish topish va yaxshi hayot kechirish imkoniyatlarini oshiradi. Har bir ta'lim olgan shaxsning ish topish va yuqori maoshli ishlarda ishlash imkoniyati boshqalarga qaraganda ko'proq bo'ladi va shu bilan birgalikda mamlakatda ta'limga sarmoya kiritish orqali kuchli mutaxassislarni yetishtirish, bu bilan esa mamlakat taraqqiyotiga ham hissa qo'shish mumkin. Kuchli mutaxassislar davlat rivojlanishida, iqtisodiy barqarorlikni saqlashda ham muhim rol o'ynaydi.

o Siyosiy beqarorlik: statistik ma'lumotlarga qaraganda dunyodagi qashshoq aholining 40 % qismi siyosiy jihatdan beqaror mamlakatlarda istiqomat qiladi. Bu aholining ko'p qismini yosh bolalar tashkil etishi esa ayanchli holat. Urush va siyosiy muammolar bilan kurashayotgan mamlakatlarda aholining minimum darajadagi xizmatlardan foydalanishgacha imkoniyatlari yo'q.

Butun dunyo bo'yicha tinchlikni saqlash va kambag'allikni qisqartirish bo'yicha turli chora tadbirlar olib borilmoqdava davlatlar o'rtasidagi ichki nizolarni tinchlik yo'li bilan hal qilishga harakat qilishmoqda.

Conclusion

Xulosa qilib aytganda, Jahon miqyosidagi qashshoqlik murakkab va ko'p qirrali masala bo'lib, uni qisqartirish uchun ko'p tomonlama yondashuv talab etiladi. Iqtisodiy o'sish, ta'lim va sog'liqni saqlashga investitsiyalar, gender tengligi va ijtimoiy himoya tizimlarini mustahkamlash muhim ahamiyatga ega. Qishloq xo'jaligini rivojlantirish va barqaror infratuzilmani yaratish orqali qashshoqlikka chalingan hududlarning iqtisodiy salohiyatini oshirish mumkin. Xalqaro hamkorlik va davlat siyosatining samarali amalga oshirilishi bu jarayonda hal qiluvchi omil hisoblanadi. Innovatsiyalar va texnologiyalarni qo'llash ham qashshoqlikka qarshi kurashda muhim rol o'ynaydi. Uzoq muddatli strategiya va doimiy monitoring orqali maqsadga erishish mumkin.

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PAPER

BOSHLANGICH SINIF O'QUVCHILARINING O'QISH KO'NIKMALARINI INGLIZ TILIDA SHAKLLANTIRISHDAGI PEDAGOGIK MUAMMOLAR

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Abstract

Mazkur maqolada boshlang'ich sinf o'quvchilarining o'qish ko'nikmalarini ingliz tilida shakllantirish muammosi ilmiy-nazariy asosda tahlil qilingan. Ingliz tilining xalqaro maqomi, ilm-fan va texnologiya tili sifatida ahamiyati yoritilib, ushbu tilni erta o'rgatish zarurati asoslab berilgan. Shuningdek, ta'lim jarayonida o'qish ko'nikmalarini rivojlantirishda yuzaga keladigan pedagogik muammolar tahlil qilinib, ularning samarali yechimlari taklif etilgan. Maqola pedagogika va til o'qitish metodikasi nuqtayi nazaridan muhim ilmiy-amaliy ahamiyatga ega.

Key words: Lingvistik xususiyatlari; kognitiv rivojlanish; kontekstual idrok; retseptiv qobiliyatlar.

Kirish

Bugungi kunda chet tilini o'qitish global tendensiyalardan biridir. Ingliz tilini bilish nafaqat xalqaro muloqotda, balki ta'limning boshqa fanlarini o'zlashtirishda ham muhim omil hisoblanadi. Bu, nafaqat lingvistik qobiliyatni rivojlantiradi, balki mantiqiy fikrlashni ham rivojlantiradi. Shu nuqtai nazardan boshlang'ich ta'limda ingliz tilida o'qish ko'nikmasini shakllantirish kelajakda muvaffaqiyatli ta'lim olishning asosiy kafolati bo'lib xizmat qiladi.

O'zbekiston Respublikasida mustaqillikdan so'ng dunyoning boshqa rivojlanayotgan davlatlari qatorida barcha sohalarida ya'ni, ijtimoiy, iqtisodiy, siyosiy, ma'naviy sohalarida jumladan ta'lim tizimida ham bosqichma bosqich islohotlar amalga oshirildi. "Ta'lim to'g'risida"gi [1] Qonunda uzluksiz ta'lim tizimidagi barcha islohotlarni amalga oshirish doirasida chet tillarni o'qitish ustuvor vazifa etib belgilandi [2]. "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi 2012 yil 12-dekabrda 1875-sonli Prezident qarorining qabul qilinishi [3] va xorijiy tillarni boshlang'ich sinflardan boshlab o'qitishning yo'lga qo'yilishi ta'lim sohasida jiddiy islohatlarning o'tkazilishiga olib keldi. Bu qaror, ayniqsa ingliz tilini o'qitish jarayonini sifat jihatidan yangi bosqichga olib chiqishga xizmat qilgan muhim hujjatlardan biridir. Ushbu qarorga muvofiq, 2013–2014 o'quv yilidan boshlab

umumiy o'rta ta'lim maktablarining birinchi sinfidan ingliz tilini o'qitish yo'lga qo'yildi [4].

Adabiyotlar tahlili

Dunyo bo'ylab ingliz tilining keng qo'llanilishi tufayli ingliz tilida o'qish ko'plab sabablarga ko'ra muhim ahamiyatga ega, ingliz tili xalqaro tildir, bu fan va texnika tili va zamonaviy ixtirolar va kashfiyotlar tilidir.

Shu o'rinda o'qish qobiliyati va o'qish ko'nikmasini farqlab olish muhimdir. O'qish qobiliyati (Reading Ability) bu o'quvchining umumiy qobiliyati bo'lib, tabiiy va individual rivojlanish darajasi bilan bog'liq bo'lishi mumkin. U so'zlarni taniy olish, matnni tushunish, o'qish tezligi va ravonligi, mantiqiy tahlil qilish, o'qilgan ma'lumot asosida fikr yuritish kabilarini o'z ichiga oladi. O'qish ko'nikmasi (Reading Skill) bu maqsadli o'rgatiladigan amaliy ko'nikma bo'lib, uni mashq qilish va o'qitish orqali shakllantirish mumkin. O'qish ko'nikmasiga harf va so'zlarni ajratib tanib olish, so'zlarning talaffuzini bilish, matn bo'yicha asosiy ma'lumotlarni ajratish, qisqa va murakkab gaplarni tushunish, o'qilgan matn bo'yicha savollarga javob bera olish kiradi.

Ma'lumki, boshlang'ich maktab yoshi chet tilini o'rganish

uchun eng qulay davr hisoblanadi. Bolaning taqlid qilish qobiliyati, tabiiy qiziquvchanligi va yangi bilimlarga bo'lgan ehtiyoji chet tilini o'rganish oldida turgan qiyinchiliklarni yengib o'tishga yordam beradi. O'qituvchi chet tilidan foydalanib, bir tomondan yosh o'quvchilarni boshqa madaniyat bilan tanishtirsa, ikkinchi tomondan, turli turmush tarziga hurmat va bag'rikenglikni tarbiyalaydi. Hozirgi kunda ingliz tili boshlang'ich va hatto maktabgacha ta'limda ham o'qitiladi. Shuni yodda tutish kerakki, har bir bolaning chet tilini o'rganish uchun o'ziga xos ichki rag'bat bor va o'qituvchining vazifasi bu motivatsiyani rivojlantirishdir. Boshlang'ich bosqichda ingliz tilini o'rgatishning bir qancha sabablari bor.

Asosiylari quyidagilar:

- * lingvistik rivojlanish uchun eng qulay davr hisoblanadi, keyingi lingvistik ta'lim uchun mustahkam asos yaratishda muvaffaqiyatli foydalanish mumkin;

- * erta boshlash ingliz tilini chet tili sifatida o'rganish uchun maksimal vaqtni ta'minlaydi - qanchalik erta boshlasa, o'rganish uchun ko'proq vaqt kerak bo'ladi;

- * maktabgacha yoki boshlang'ich maktab bosqichida birinchi chet tilini o'rganayotgan bolalarning o'rta maktabda ikkinchi chet tilini o'rganish imkoniyati ko'proq bo'ladi;

- * bolalar erta yoshdanoq maqsadli tilda (chet tilida) so'zlashadigan mamlakatlar madaniyati bilan tanishadilar; ular atrofdagi insonlarga bag'rikeng va hamdard bo'lib o'sadi;

- * erta yoshda chet tilini o'rganish amaliy ahamiyatga ega bo'lishidan tashqari, bolalarning ona tilidan yaxshiroq foydalanish qobiliyatini rag'batlantiradi;

- * tillarni o'rganish bolalarning xotirasini, tafakkurini, idrokini, tasavvurini va boshqalarni yaxshilaydi [5].

Respublikamizda davlat umumta'lim maktablarida ingliz tili chet tili sifatida o'qitiladi. Ta'lim berish jarayonida ingliz tilida til ko'nikmalarini shakllantirishda xususan boshlang'ich sinf o'quvchilarida o'qish ko'nikmasini shakllantirish zamonaviy pedagogikaning dolzarb masalalaridan biri hisoblanadi. Chunki o'qish nafaqat individual bilim olish vositasi balki kelajakda ta'lim jarayoni va muloqotning asosiy poydevoridir. Biroq o'quvchilar duch keladigan muammolar quyidagi omillar bilan bog'liq, ya'ni o'quvchilarning ona tili va ingliz tili o'rtasidagi farqlar, ta'lim tizimidagi yondashuvlar, o'qituvchilarning malakaviy tayyorgarligi, darslik va metodik resurslarning yetishmovchiligi, o'quvchilarning psixologik va fiziologik muammolari, motivatsiya bilan bog'liq muammolar va boshqalar.

Ushbu pedagogik muammo bolalarning lingvistik xususiyatlari, kognitiv rivojlanish bosqichlari hamda o'qitish metodikasiga bog'liq holda turlicha namoyon bo'lishi mumkin. Shu sababli, ushbu muammo pedagogik izlanishlar uchun dolzarb hisoblanadi.

Pedagogik nuqtayi nazardan, chet tilida o'qish o'quvchilarning lug'at boyligi, fonetik va grammatik bilimlari, matnini tushunish qobiliyati hamda kontekstual idrok etish kabi jihatlarni o'z ichiga oladi. O'qish ko'nikmasini rivojlantirish o'quvchilarning bilish faolligini oshirishga, mustaqil fikrlashga va nutqiy kompetensiyani shakllantirishga xizmat qiladi [6].

O'qish bu shunchaki chet tilidan ona tiliga dekodlash (o'girish) emas. Ba'zi insonlar o'qishni harflarni bosma sahifalardan tovushlarga o'tkazish jarayoni deb o'ylashadi. Biroq, o'qish bundan mu-rakkabroq jaryondir.

O'qish so'zlar va jumalarni tanib olish va tushunishni o'z ichiga oladi [7]. F.Smit o'qishni yozma yoki bosma matndan ma'no chiqarish jarayoni deb ta'riflagan [8]. Venkatesvaran esa o'qishni uchta omilning o'zaro ta'siri sifatida ta'riflagan: asosiy bilimlar, kontseptual qobiliyatlar va o'rganish strategiyalari [9]. Chet tilida o'qish yanada murakkabroq. Shu munosabat bilan uzoq muddatli xotirada ma'lumotni tartibga soluvchi sxema yoki kognitiv tuzilmalar muhim rol o'ynaydi [10]. Sxema nazariyasi o'quvchilarga parchani tushunish uchun o'zlarining asosiy bilimlarini matndagi ma'lumotlar bilan birlashtirishga imkon beradi [11]. Kognitiv sxema

ularga kiruvchi ma'lumotlarni oldindan saqlangan ma'lumotlar bilan bog'lash imkonini beradi [12]. Chet tilida o'qishni o'rganish odatda o'qituvchi, o'quvchi va matn o'rtasida sodir bo'ladigan sinfdagi o'zaro ta'sirni o'z ichiga olgan jarayondir. Sinfdagi o'zaro ta'sirdan tashqari, o'quv kontekstlari ham o'qishga ta'sir qiladi. Ushbu kontekstlarga jismoniy kontekst, kommunikativ kontekst va ijtimoiy kontekst kiradi. Sinf xonasi, laboratoriya, resurs xonasi, o'quv materiallari, stullar va stollar kabi jismoniy kontekstlar o'quv jarayoniga katta ta'sir ko'rsatadi. Xuddi shunday, og'zaki, yozma, ramziy va tana tili va ijtimoiy kontekst kabi kommunikativ kontekst ham o'rganishga muhim ta'sir ko'rsatadi. F.Smit samarali ta'lim jarayoni uchun ushbu kontekstlarni aralashtirishga e'tibor qaratadi [8].

Natijalar va muhokama

Ba'zi tilshunoslar o'qish va tinglashni passiv yoki retseptiv qobiliyatlar, yozish va gapirishni esa faol yoki samarali qobiliyat deb bilishadi. F.Smit ularning nuqtai nazariga qo'shilmaydi. U o'qishni faol qobiliyat sifatida belgilaydi. U o'quvchining bosma matndan ma'no yaratishda faol ishtirok etishining dalillarini taqdim etadi. O'quvchilar matnning ma'nosini tushunish uchun matn bilan faol munosabatda bo'lishadi. Asosiy fikrlarni olish, matnni sharhlash va tushunish, savollariga javob berish o'quvchilarni o'qishga faol jalb qilishning ayrim shakllaridir. O'quvchilarga o'qish, ko'rish va tinglash ko'nikmalari qabul qilingan muloqotni tushunishga yordam beradi. Boshqa tomondan, o'quvchilar boshqa ikkita ko'nikma, masalan, gapirish va yozish, o'z fikrlarini boshqalarga etkazishga yordam beradi [8].

Yozma matnni yaxshi tushunish va tushunish qobiliyati o'rganilayotgan tilning lug'at bilimi va fonologiyasiga tayanadi. Ko'pgina tadqiqotchilar, olimlar, va o'qituvchilarning ta'kidlashicha, lug'at o'qish ko'nikmalari jarayonini rivojlantirishi mumkin. So'z boyligi o'qish ko'nikmasiga muhim ta'sir ko'rsatadi [13]. Shuni e'tiborga loyiqlik, o'quvchilar kundalik hayot suhbatlari orqali erta yoshda lug'at bilimlarini egallashlari mumkin. Bu bosqichda o'quvchilar nafaqat yangi so'zlarni o'rganadilar, balki bu so'zlardan unumli foydalanishga ham harakat qiladilar.

O'qishda ma'noni anglatuvchi eng kichik grafik birlik so'z deb nomlanadi, bu odatda idrok birligi sifatida qabul qilinadi. O'quvchi uchun ma'lum bir lug'at boyligini egallash juda muhimdir. O'qishni tushunish bilan bog'liq lug'at ikki turga bo'linadi: passiv va potentsial lug'at. Passiv lug'at - bu o'qish paytida aniqlanishi mumkin bo'lgan so'zlarni anglatadi, chunki vizual va eshitish-motor belgilar uzoq muddatli xotirada saqlanib qoladi, bu talabaniy til tajribasida mavjudligi sababli o'qish paytida tanib olish mumkin bo'lgan so'zlar anglanadi. Boshqa tomondan, potentsial lug'at natqda ilgari ishlatilmagan, ammo ularning ma'nosini o'qish paytida tashqi ma'lumot manbalarisiz aniqlash mumkin bo'lgan so'zlarni o'z ichiga oladi. Ushbu so'zlarning ma'nosini kontekst, morfemalar bilan tanishish (so'z yasovchi elementlarni) bilish tufayli yoki ona tili bilan bir o'zakli so'zlar bo'lganidan fahmlab olinishi mumkin [6].

Boshqa bir qator tadqiqotchilarning fikrlariga ko'ra imloni bilish aniq talaffuz va lug'atni o'rganishni kengaytirishga yordam beradi va bu tushunish ko'nikmalarini rivojlantirishga olib keladi [14]. Ovozli imlo ko'nikmalarisiz o'quvchilar o'qish qobiliyatini samarali rivojlantira olmaydi. Boshlang'ich sinf o'quvchilari imloni yaxshilashda muammolarga duch kelishadi. Yana bir asosiy jihat imloni saqlab qolishdir, agar ularga to'g'ri imloni aniqlab, imlo tajribasini saqlab qolishni rivojlantirilsa, bu o'quvchilarda o'qish samaradorligi va tezligini oshirish uchun qulaylik yaratadi. Bu fakt Bryant va Gosvami tomonidan tasdiqlangan, chunki o'quvchilar o'qish ko'nikmalarini egallasa, so'zlarni o'qishning boashqa shakllari bilan bog'lash orqali yangi so'zlarni juda oson o'rganadilar. Ovoz va imlo tizimini bilish tilni o'rganishda, ayniqsa

o'qish ko'nikmalarida asosiy elementlaridan biridir [15]. Shu o'rinda aytib o'tish muhim, o'zbek tili va ingliz tilida alfavit va fonetika farqlari ya'ni tovush-harf mosligini tushunish muammosi boshlang'ich sinf o'quvchilarida asosiy muammolaridan biri bo'lib kelmoqda. Bu muammoni J.J. Jalolov quyidagicha ta'riflagan ingliz tili harf va harf birikmalarining xususiyatlari tahlil qilinsa, unda o'zbek tiliga mos keladigan va keskin farq qiladigan harf va harf birikmalari mavjudligini ko'ramiz. O'qilish qoidalarini quyidagicha tasniflanadi: unli harflarning to'rtta bo'g'ida kelishi, undosh harflarning o'qilishi, unli harf birikmasi (digraf), undoshlar birikmasi (undosh digraf), unli bilan undosh birikmasining o'qilishi, o'qilmaydigan unli/undosh harflar [6]. Bunga misol tariqasida alfavit va yozuv tizimidagi farqlarni olishimiz mumkin. O'zbek tili lotin alifbosida 29 ta harfdan iborat bo'lib, har bir harf ma'lum bir tovushni ifodalaydi. Ingliz tilida esa 26 ta harf mavjud, lekin har bir harf bir necha xil talaffuzga ega bo'lishi mumkin. O'zbek tilida harflar fonetik jihatdan deyarli doimiy tovush beradi. Masalan, "a" harfi doim [a] tovushini beradi. Ingliz tilida esa harflar turli holatlarda har hil o'qilishi mumkin, Masalan, "a" harfi cat [kæt], car [kr] va cake [kek] kabi turlicha talaffuz qilinadi. Yana bir fonetik va talaffuz qiyinchiliklaridan biri ingliz tilidagi ba'zi tovushlar o'zbek tilida mavjud emas, masalan, **th** harf brikmasi beradigan [j] va [ð] tovushlari (think, this) – o'zbek tilida bunday tovush mavjud emas, shuning uchun o'quvchilar uni [s] yoki [t] kabi talaffuz qilishadi (think → sink). **r** tovushi (red, river) – ingliz tilida "r" talaffuzi o'zbek tilidagidan farq qiladi, o'quvchilar ko'pincha uni o'zbekcha [r] kabi talaffuz qilishadi. **v-w** farqi – o'zbek tilida [w] tovushi mavjud emas, shuning uchun west va vest so'zlari bir xil talaffuz qilinishi mumkin.

O'zbek tilida so'z qanday yozilgan bo'lsa shunday o'qiladi. Biroq ingliz tilida bu qoida har doim ishlamaydi, ya'ni ingliz tilida so'z yozilishi va o'rtaida nomuvofiqlik mavjud. Masalan, **knife** – [naf] (k tovushi talaffuz qilinmaydi), **write** – [rat] (w tovushi yo'q), **rough** – [rf] (gh harf brikmasi [f] deb o'qiladi). Bu tafovutlar natijasida boshlang'ich sinf o'quvchilari ingliz tilidagi so'zlarni o'zbek tilidagi tovush-harf mosligiga taqqoslab o'qishga harakat qiladilar. Bu noto'g'ri talaffuz qilish, tushunmovchiliklarga sabab bo'lishi mumkin, tinglab tushunish qobiliyatlari ham noto'g'ri rivojlanishi mumkin. Bu muammo o'quvchilarning talaffuzi, o'qish va yozish savodxonligi va umumiy til o'rganish jarayoniga ta'sir qiladi.

Boshlang'ich sinf o'quvchilarida ingliz tilida o'qish ko'nikmasini shakllantirishda ba'zi psixologik va fiziologik muammolar uchraydi. Ushbu muammolar ta'lim jarayonining samaradorligiga ta'sir qiladi va ularni hal etish maxsus ilmiy yondashuvlarni talab qiladi. Tadqiqotlar shuni ko'rsatadiki, notanish tilda o'qish boshlang'ich sinf o'quvchilarida stress va ishonchsizlikni keltirib chiqaradi [16]. Til o'rganish jarayonidagi murakkabliklar sababli bolalar noto'g'ri o'qishdan qo'rqadi va o'z bilimlarini namoyish qilishga tortinadi. Rus olimi Vigotskiyning rivojlanish psixologiyasi nazariyasiga ko'ra ma'lum va empirik tarzda tasdiqlangan haqiqat shundaki, o'rganish bolaning rivojlanish darajasiga mos kelishi kerak. Masalan, o'qish, yozish va arifmetikani o'rgatish muayyan yosh darajasida boshlanishi kerakligi aniqlangan [17]. Uning tadqiqotlari kichik yoshdagi o'quvchilar rivojlanishi va o'rganishi jarayonida o'yinlar va visual yondashuvlar samaradorligini tasdiqlaydi. O'rganilgan tadqiqotlarga ko'ra, 5-7 yoshli bolalarda diqqatni bir faoliyatga jamlash va uzoq vaqt ushlab turish qiyin. Uzun va murakkab matnlar bolaning diqqatini pasaytirishi va qiziqishini yo'qotishiga sabab bo'lishi mumkin [18]. Yana bir muhim jihatlaridan biri bolalar uchun darslar faqat grammatikaga asoslangan bo'lsa motivatsiya pasayadi, ular ingliz tilini real hayotda amaliy bog'lashni bo'lmasa o'qishga qiziqishlari pasayadi [19]. O'quvchilarda xotira va tushunish muammolari tadqiq qilinganda, kichik yoshdagi bolalarda ishchi xotira (working memory) hali yaxshi rivojlanmagan bo'lishi mumkin. Bu esa yangi so'zlarni eslab qolish va matnni tushunishda qiyinchilik tug'diradi [20]. Hozirgi davrda ortib borayotgan ekran ta'siri ham tadqiqotchilar fikriga ko'ra ta'lim olish jarayoniga

salbiy ta'sir ko'rsatishi mumkin. Ya'ni haddan tashqari ekran oldida vaqt o'tkazish (raqamli qurilmalar, texnologiyalar) bolalarning diqqatini pasaytirishi va o'qish ko'nikmalarini rivojlantirishda muammolar keltirib chiqarishi mumkin [21].

Xulosa

Yuqorida berilgan tadqiqotchilarning fikrlaridan xulosa qilib aytish mumkinki, boshlang'ich sinf o'quvchilari diqqatini qisqa vaqt davomida ushlab turishi sababli ingliz tili darslarida turli xil interfaol o'yinlar va mashg'ulotlar bilan uyg'unlashtirish, bolalarga o'z fikrlarini erkin ifoda etish imkoniyatini berish maqsadga muvofiq. Darslar qisqa segmentlarga bo'linib, dars materiallari real hayot bilan bog'langan holda, video audio materiallar bilan boyitilsa o'quvchilarning motivatsiyasini oshirib, diqqatini ushlab turish osonlashadi, chunki bugungi fan texnika taraqqiyoti shuni taqozo etmoqda. Bundan tashqari, kichik yoshdagi o'quvchilarning tasavvur qilish qobiliyati yuqori bo'lgani sababli visual materiallar (rasmli kartochkalar, grafikalar, interaktiv qo'llanmalar) harakatga asoslangan metodlar (Total Physical Response) ga ehtiyoj yuqori hisoblanadi. Biroq raqamli texnologiyalar va an'anaviy kitob o'qish orasida balans yaratish muhim hisoblanadi. Boshlang'ich sinf o'quvchilarida o'qish ko'nikmalarini ingliz tilida shakllantirishda muammolarni aniqlash va ularga mos yechimlarni qo'llash ta'lim jarayonining samaradorligini oshirishga xizmat qiladi.

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PAPER

KIRISH SO‘Z, KIRISH BIRIKMA VA KIRITMA QURILMALARNING SEMANTIK XUSUSIYATLARI (BADIY MATNLAR MISOLIDA)

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Abstract

Ushbu maqolada kirish so‘z, kirish birikmalar, kirish gap va kiritma gaplarning semantik xususiyatlari badiiy asarlardan olingan parchalar misolida tahlil qilindi.

Key words: : kiritmalar, kirish so‘z; kirish so‘zlarning tiplari; kirish birikma; kiritmali qurilmalar; kirish gap; kiritmali gaplar.

Kirish

So‘zlovchining o‘zi bayon etayotgan fikriga ishonch, gumon, achinish kabi munosabatlarini ifodalovchi sintaksis birliklarga kirishlar deyiladi. Kirishlar so‘z birikma holatida bo‘ladi. [8:466]

Kirish so‘zlar va kirish birikmalar gapning biror bo‘lagi bilan sintaktik munosabatga kirishmaydi. [4:97] Kiritmalar gapdagi boshqa bo‘laklardan yozuvda vergul, tire, ba‘zan qavslar bilan, talaffuzda esa, kichik to‘xtamlar bilan ajratiladi. So‘zlovchining o‘zi ifodalagan fikrga munosabat turlari va har qaysi ma‘no munosabatini ifodalovchi kirish so‘zlar quyidagilar:

1.Ishonch munosabati: *albatta, shaksiz, shubhasiz*. “*Albatta, Kimsan akasi bo‘lganida-ku, to‘yga o‘zi bosh bo‘lardi-ya.*” [12:131]

2.Gumon munosabati: *balki, ehtimol, chamasi*. “*Balki,unday kuch aslida yo‘qdir o‘zi...*” [1:152]

3.Tasdiq munosabati: *to‘g‘ri, darhaqiqat, haqiqatan*. “*Darhaqiqat, rejada mahallani yashillashtirish, bog‘ va xiyobonlar barpo etilishiga alohida e‘tibor berilgan.*” (“Jizzax haqiqati”)

4.Achinish munosabati: *afsuski, attang*. “*Attang, attang, yetmish so‘mli mol edi-ya.*” [9:322]

5.Fikrga yakun yasash munosabati: *xullas, demak*. “*Ikromjon u desa, bu dedi, xullas, Jannat xola bormaydigan bo‘ldi.*” [9:257]

6.Fikrning kimga qarashli ekanligi: *menimcha, uning ta’kidlashicha, fikri o‘jizimcha, aytishlaricha*. “*Aytishlaricha, uni ona qornidan sihat-salomat tushirtirgan va birinchi daf’a yo‘rgaklagan kampir hazilkashligi va sho‘xligi bilan xotin-xalaj o‘rtasida dong*

chiqargan Hamro enaymish.” [1:10]

7.Fikrning tartibi: *birinchidan, ikkinchidan, avvalo, avvalambor*. “*Orqasidan qiling‘an ta‘qibni payqashi esa, avvalo, bu uning bir mulohazasi bo‘lg‘an edi...*” [3:266]

Kiritmalar sodda va murakkab bo‘lib, sodda kiritmalar so‘zlar va so‘z gaplar bilan, murakkab kiritmalar esa so‘z birikmalari, kengaygan birikmalar va gaplar bilan ifodalanadi.

Sodda kiritmalarga misollar: “*Albatta, Solih maxdum og‘irroq kasbni uhda qilolmas, imoratka bo‘lsa, soqoli chiqmag‘anliqdan yarolmas edi.*” [2:12] “*Ehtimol, kecha onam ham shu oymomoga termilib, meni o‘ylab yotgandir.*” [12:13]

Murakkab kiritmaga misollar: “*Shunday qilib, Abduvalilarning uyidan o‘tib guzarga chiqasiz.*” [12:15]

Kirishlarning gap tarkibida qo‘llanilish shakllari. Kirishlar gap tarkibida so‘z, so‘z birikmasi va gap shaklida qo‘llaniladi.

Kirish so‘zlar. Bular bir so‘zdan iborat bo‘lib, ma‘lum so‘z turkumlari bilan bog‘lanadilar, shunga ko‘ra kirish so‘zlar quyidagi tiplarga bo‘linadi:

1. Ot tipidagi kirish so‘zlar: *chamasi, taajjub, modomiki, oxiri, nazarimda, baxtimizga* kabilar. Masalan, “*Modomiki, masala o‘zi bu qadar ravshan va aybdorning o‘zi o‘z og‘zi bilan iqrar qilib turibdi, mayli, muzokara ochib o‘tirmasak ham bo‘ladi.*” [1:290]

2. Olmosh tipidagi kirish so‘zlar: *menimcha, seningcha, uningcha, bizningcha* kabilar. Masalan, “*Menimcha, bu ishda Xo‘jaqulovning ham qo‘li bor.*” [12:58]

3. Sifat tipidagi kirish so‘zlar: *so‘zsiz, to‘g‘ri, durust, qisqasi,*

tabiiy kabi. "To'g'ri, cho'lda tayyor uy yo'q." [9:220]

4. **Son tipidagi kirish so'zlar: birinchidan, ikkinchidan kabi.** "Birinchidan, Zunnunova nega kelibdi?" ("Yoshlik")

5. **Ravish tipidagi kirish so'zlar: dastlab, oxir, nihoyat, umuman, asosan, aksincha kabilar.** "Nihoyat, "Tuya" amaki "mu-jdika"chalishdan charchadi." [12:114]

6. **Fe'l tipidagi kirish so'zlar: kechirasiz, deyman, an-glashiladiki kabilar.**[11:96] "– Yaxshi qiz, kechirasiz, otingizni bil-mayman, siz xotirjam bo'ling, biron joyi bir nima bo'lsa, o'zim tuzatib beraveraman." [9:412]

Kirish birikmalar. Bular birikma holida bo'lib, ularning tuzil-ishi quyidagicha:

1. **Qaratqichli kirish birikmalar: uning fikricha, buning ustiga, sening nazaringda kabilar.** "Buning ustiga chang bosgan yaproqlar yuz-ko'zimga uriladi." [12:32]

2. **Sifatlovchili kirish birikmalar: bir tomondan, shu jum-ladan kabilar.** "Bu daf'a Miryoqub, bir tomondan, mudhish sudning so'roqlarini eslab, Poshshoxonga sovuq muomala qildi." [1:189]

3. **To'ldiruvchili kirish birikmalar: menga desa, qisqasini ayt-sam, to'g'risini aytganda kabilar.** "Qisqasini aytсам, har bir insonning jamiyatda tutgan o'rni birinchi navbatda kelajak avlodga ko'rsatgan namuna va ibrati bilan o'lchanadi desa xato bo'lmaydi." (Samdu.uz)

4. **Holli kirish birikmalar: qisqacha aytganda, boshqacha ayt-ganda, ochiq gapirganda kabilar.** "Taqdirdan qochib bo'lmaydi – boshqacha aytganda, o'z harakatingning muqarrar oqbatlaridan qutul-ish imkonsiz. (Fridrix Angels)"(Afarizmlar.uz)

5. **Aniqllovchi va to'ldiruvchili kirish birikmalar: uning so'ziga qaraganda, sening gapinga qaraganda kabilar.** "Uning so'ziga qara-ganda, uzumning har boshi to'rvadek va g'ujumlari tutning donasidek zich bo'lishi kerak." (Izoh.uz)

6. **Aniqllovchi va holli kirish birikmalar: uning ochiq aytishicha, uning ochiq gapirishicha kabi.**

7. **Aniqllovchi, hol va to'ldiruvchili kirish birikmalar: uning ochiq gapirishiga qaraganda kabi.**

Nutqda kirish so'z va kirish birikmalargina emas, kirish gap va kiritma gaplar ham ishlatiladi. Kirish va kiritma gaplar kirish so'z va kirish birikmalar singari asosiy gapda ifodalanayotgan fikrga so'zlovchining munosabatini bildiradi. Bular kirish so'z va kirish birikmalardan tugal sintaktik konstruktsiya ekanliklari bilan farq qiladi.

Kirish va kiritma gaplar. Kirish gaplar mustaqil gap bo'lib, butun gapga qo'shimcha izoh yoki muallif munosabatini bildiradi. Kirish gaplar mustaqil gap shaklida bo'ladi. Masalan, "Xonim, men sizga aytсам, erining oldida noz qilgan bo'ldi." [1:169]

Kiritma gaplar asosiy gap bilan birga qo'llaniladi va mazmunan anglatgan fikrga obyektiv xarakterdagi qo'shimcha ma'lumot kiri-tadi. Kiritmalar faktlarni yo'l- yo'lakay izohlaydi va shu xususiyati bilan kirish gaplardan farq qiladi. Kiritma gaplar yana shu bilan xarakterlanadiki, ular gapda asosiy fikrga qo'shimcha fikr qo'shish ehtiyoji orqasida kutilmaganda to'satdan kiritiladi va bayon qili-nayotgan fikrni to'laroq tushunishga yordam beradi. [4:99-100] Kiritma gaplar murakkab kiritmalar deb ham ataladi va ogzaki nutqda bir oz toxtam bilan , yozma nutqda esa qavs bilan ajratilib , asosiy gapning ortasida keladi.

Masalan, "Oyim (qora xotinni shunaqa deyishga o'rgandim) piyoz archsa, "soqolini" tashlab yubormaydi." [12:51] Ushbu keltir-ilgan gapdagi qavs ichida berilgan qora xotinni shunaqa deyishga o'rgandim gapi asosiy gapga qo'shimcha ma'lumot berish va asosiy gapni yo'l-yo'lakay izohlab ketish xususiyatini beradi. "Kimsan akam (oyim tayinlagani uchun "aka" deb sizlayman) o'rik yesa danagini tashlamaydi." [12:51] "Azizxon munkayganicha borib tuproq uyumi ustiga ajib chaqqonlik bilan (jindek maqtangan-lik aralash) silkinib qanorni iring'itdi." [9:78] "– Xudoning qanday hikmatlari bordirkim, shu kecha-kunduzlarda bizning tevarag-imizda qonli voqi'alar ko'rila boshladi: bu kun nikoh deganimizda Komilbekni hammomda o'ldirib ketdilar (Kumushbibi yuzida bir yengillik ko'rildi), kecha uyimiz orqasida bir emas, uch kishi o'ldirildilar." [3:280] "Bu kun o'n yetti yoshliq Ra'no kabi qizg'a

sakiz yoshliq Mahmud (Ra'no bilan Mahmud orasida ikki bola nobud bo'lg'an), olti yoshliq Mansur va beshikdagi Mas'udlarga ona bo'ldi." [2:18] "Shunday kezlarda (bunaqa kezlarda ikki-uch bor bo'lgan) Azizxon ketishga shoshilmaydi." [9:82] "Mohirabonudan ikki o'g'il va ikki qiz dunyoga kelib, to'ng'uchi Azimbek, undan keyingisi Xushro'y (yoshligida Xushro'y o'rniga Xushra der edilar), uchinchi Karimbek va to'rtinchi bizning Zaynab edi." [3:384] "Ikki yuz tildan ko'b oqchasi (bu oqchalarni husuli to'g'risida keyin so'z bo'lur) va savodlik bo'g'an bolalar ziyofatidan kiygan ikki sandiqcha sarposi bor edi." [2:19]

"Sotib olingan o'riklarni egalari qoqib yemayotganmikan, deb mahallani mahsichan aylanib devor nahlalaridan qarab yuradi (kalish kiyib yursa, shaloplatib bildirib qo'yishi mumkin)." [9:306] "Kezi kelganda maxdumning yozlik kiyimlarini bir sidra aytib ke-taylik : yo'lluq qizil qalami bo'zdan yaxtak, oq bo'zdan jihak yoqali keng ko'ylak (chunki tor bo'lsa yirtiladir) va lozim (ya'ni ishton) hamda sarpoychan kiyishka yengilcha sag'ri kafsh ammo salla qishin , yozin bitta." [2:15]

Xulosa

Xulosa qilib aytganda, kiritmalar gap tarkibida sozlovchining ifo-dalanayotgan asosiy fikrga munosabatini – gumon, achinish, is-honch, tasdiq va hokazolarni ifodalab, ular soz, soz birikma, ken-gaygan birikma va gaplar holida boladi. Buni badiiy asarlardan olin-gan parchalar misolida ham korishimiz mumkin. Ijodkor voqeani, jarayonni yoki qahramonning fikrini tolaroq izohlab, tushuntirish maqsadida kiritmalardan unumli foydalanadi. Kirish soz va kirish birikmalar asosiy gap tarkibidagi sozlar bilan hech qanday sintak-tik aloqaga kirishmaydi, gapda alohida tarzda ajralib turadi, vergul, tire bilan ajratiladi. Kiritma gaplar esa asosiy gap tarkibida qavs ichida beriladi, asosiy gapning mazmunini tolaroq izohlashga xiz-mat qiladi. Kiritma gaplar toliq (bosh va ikkinchi darajali bolak-lariga ega bolgan) gap, yani tugal konstruktsiya bolib, asosiy gap-ning sintaktik qurilishiga tasir qilmaydi, shunchaki, asosiy gapni izohlab, toldirib, qoshimcha fikr va malumot berib ketish maqsa-dida qollaniladi.

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PAPER

MATN BIRLIKLARI MUAMMOSINING NAZARIY O'RGANISH HOLATI

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Abstract

Ushbu maqola matn birliklari va ularning nazariy o'rganish holatiga bag'ishlangan. Matnning struktura, semantika, kommunikativ va ijtimoiy kontekstual xususiyatlari tahlil qilinadi. Matn birliklarining o'zaro bog'lanishi va ularning mazmuni, auditoriya bilan aloqasi o'rganiladi.

Key words: Matn birliklari; struktura; semantika; kommunikatsiya; ijtimoiy kontekst; intertekstual aloqa; diskurs; semiotika.

Kirish

Tilshunoslikda matn tushunchasi va uning tarkibiy qismlarini aniqlash muhim ilmiy muammolardan biri hisoblanadi. Matn birliklari masalasi matnshunoslik, diskurs tahlili va pragmatika kabi yo'nalishlar doirasida chuqur o'rganilgan. Matnshunoslikda matn birliklarining tuzilishi, ularning bir-biri bilan o'zaro aloqasi, shuningdek, mazmun va shakl jihatidan uyg'unligi muhim ahamiyat kasb etadi. Ushbu maqolada matn birliklari muammosining nazariy jihatlarini tahlil qilinadi.

Matn birliklari tushunchasi. Matn birliklari deganda, matnning yaxlitligini ta'minlovchi lingvistik elementlar tushuniladi. Ular leksik-semantik, sintaktik va pragmatik xususiyatlarga ega bo'lib, matnning mantiqiy tuzilishini shakllantiradi. Matn birliklari orasida so'z, gap, abzats, bo'lim, butun matn kabi elementlar ajratiladi. Shu bilan birga, matn birliklari o'zaro bog'lanish va kontekst asosida aniqlanadi. Matnning yaxlitligi va mantiqiy izchilligi ushbu birliklarning o'zaro aloqasiga bog'liq bo'lib, ularni ajratish mezonlari haqida turli yondashuvlar mavjud. Matn birliklarini ajratish va tavsiflashda turli lingvistik yondashuvlar mavjud bo'lib, ular strukturalistik, funksionalistik va kognitiv yondashuvlarga asoslanadi. Strukturalistik yondashuvga ko'ra, matn birliklari grammatik va sintaktik tamoyillar asosida belgilanadi. Funksional yondashuv esa matn birliklarining kommunikativ vazifalarini tahlil qilishga asoslanadi. Kognitiv yondashuv esa matnning tushunilishi va idrok qilinishi jarayonida matn birliklarining roliga e'tibor qaratadi.

Matn birliklari nazariyasi bo'yicha ilmiy yondashuvlar. Matn birliklari nazariy jihatdan turli olimlar tomonidan o'rganilgan.

Xususan, I.R. Galperin matnni kompozitsion birliklar orqali tahlil qilish muhimligini ta'kidlaydi. Unga ko'ra, "Matn birliklari mustaqil va bir-biri bilan bog'liq holda matn yaxlitligini ta'minlaydi." [1;61] Shuningdek, u matn birliklarini tahlil qilishda lingvistik strukturalar bilan bir qatorda, matnning kommunikativ vazifalarini ham hisobga olish lozimligini ta'kidlaydi. R.A. de Beau-grande esa matn strukturasini sathlarga ajratib tahlil qiladi. Uning fikricha, "Matn faqat grammatik birliklardan iborat emas, balki uning semantik va pragmatik jihatlarini ham muhim ahamiyatga ega." [2;13] Bundan tashqari, u matnning izchilligi va bog'liqligini ta'minlashda referensiya va kohezion vositalarning rolini alohida qayd etadi.

Bundan tashqari, J. Petöfi matn birliklarining funksional xususiyatlariga urg'u beradi. Uning ta'kidlashicha, "Matn birliklari nafaqat grammatik struktura orqali, balki kommunikativ va kontekstual bog'liqlik orqali ham shakllanadi." [3;107] Shuningdek, H.P. Grays matn birliklarining pragmatik aspektlarini muhim deb hisoblaydi. Uning fikriga ko'ra, "Matn birliklari o'zaro hamkorlik tamoyillariga asoslanib shakllanadi va muloqot samaradorligini oshiradi." [4;28] M.A.K. Halliday esa matn birliklarini izchillik (cohesion) va bog'liqlik (coherence) nuqtayi nazaridan o'rganadi. Uning fikricha, "Matn birliklarining samaradorligi ularning lingvistik vositalar orqali bog'langanlik darajasiga bog'liq." [5;98] Shuningdek, D. Biber matn birliklarini korpus lingvistika usullari yordamida tahlil qilishni taklif qiladi va "Matn birliklarining funksional tahlili ularning kontekstga bog'liqligini chuqur o'rganishga imkon beradi." [6;129]

Matn birliklarining asosiy muammolari haqidagi fikrlarni ken-

groq tahlil qiladigan bo'lsak, bu mavzu ko'plab nazariyalar va yondashuvlarni o'z ichiga oladi. Matn birliklarini o'rganish, uning strukturasini va kommunikativ xususiyatlarini tushunishga imkon beradi. Bu muammolar tilshunoslik, semiotika, kommunikatsiya nazariyasi kabi sohalarida keng muhokama qilinadi. Matn birliklari muammolari – bu matnshunoslikda, lingvistikada va kommunikatsiya nazariyasida keng muhokama qilinadigan masalalardir. Matnning lingvistik tuzilmasi va uning kommunikativ xususiyatlarini aniqlashda bir qancha asosiy muammolar yuzaga keladi. Matn birliklarini aniqlash va tavsiflashda bir qator muammolar mavjud:

- Matnning minimal birligini belgilashda aniqlik yo'qligi. So'z, gap yoki abzatsning qaysi biri minimal birlik ekanligi bo'yicha kelishmovchiliklar mavjud.

- Matn birliklarining chegaralarini belgilash qiyinligi. Ularning chegarasi mantiqiy va semantik jihatdan o'zgaruvchan bo'lib, matn tipiga bog'liq holda turlicha talqin qilinishi mumkin.

- Matn birliklarining semantik va pragmatik jihatdan izchil tahlil qilinishi zarurligi. Mazmun va kommunikativ niyatni hisobga olgan holda birliklar o'rtasidagi bog'lanishlar yanada chuqur tahlil qilinishi kerak.

Matn birliklarining kommunikativ xususiyatlari. Matn birliklari faqatgina grammatik va sintaktik birlik sifatida emas, balki kommunikativ ahamiyatga ham ega. Matn tarkibiy qismlarining qanday joylashishi, qanday bog'lanishi va qanday ma'no hosil qilishi muhim ahamiyat kasb etadi. Shuningdek, matn birliklari turli kommunikativ niyatlarni ifodalashda vosita bo'lib xizmat qiladi. Masalan, "Dialogik matnlarda matn birliklari muloqotga moslashgan bo'lsa, monologik matnlarda ularning tizimlashuvi aniqroq bo'ladi." [7;199] Brown va Yule esa matnni diskurs tahlili nuqtayi nazaridan o'rganib, uning kommunikativ xususiyatlarini o'rganish zarurligini ta'kidlaydi. Ularning fikricha, "Matn birliklari nafaqat lingvistik tuzilish, balki ularning muloqotdagi ishlatilish holati orqali ham shakllanadi." [8;203]

Widdowson esa matnni kontekst va oldingi bilimlar bilan bog'liq holda o'rganish muhimligini ta'kidlaydi. Unga ko'ra, "Matn faqat ichki grammatik tuzilish bilangina emas, balki uni o'quvchi qanday qabul qilishi va anglash jarayoni ham muhim rol o'ynaydi." [9;45] U matn birliklarining pragmatik va diskursiv jihatlarini chuqur o'rganish zarurligini ta'kidlaydi. T. van Leeuwen esa "ijtimoiy semiotikaning tilshunoslikdagi o'rni va matnlarning kommunikativ tuzilishini tahlil qilishda ijtimoiy kontekstning ahamiyatini ta'kidlaydi" deya ta'kidlagan. [10;88]

Xulosa

Matn birliklari muammosi matnshunoslik va lingvistikaning dolzarb masalalaridan biri bo'lib, bu borada turli nazariy yondashuvlar mavjud. Turli lingvistik maktablar ushbu muammoni har xil yo'nalishlarda tahlil qilgan bo'lsa-da, matn birliklarining chegaralarini belgilash va ularning kommunikativ xususiyatlarini aniq tasniflash hanuzgacha dolzarb masala bo'lib qolmoqda. Zamonaviy lingvistika nuqtayi nazaridan, matn birliklari nafaqat grammatik, balki semantik, pragmatik va funksional jihatlari bilan ham chuqur o'rganilishi lozim. Kelgusida ushbu masalani yanada kengroq va chuqurroq o'rganish uchun turli eksperimental usullardan, korpus lingvistika yondashuvlaridan va diskurs tahlili metodologiyasidan foydalanish muhim ahamiyat kasb etadi. Bu esa matnshunoslik va umumiy lingvistika fanining yanada rivojlanishiga hissa qo'shishi mumkin.

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PAPER

BIONIKA QONUNIYATLARI ASOSIDA SPORT KOMPRESSION BUYUMLARI ASSORTIMENTINI TADQIQ QILISH VA ISHLAB CHIQISH

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Abstract

Ushbu maqolada kompression buyumlar shu jumladan kompression sport liboslari haqida, kelib chiqishi, avfzalliklari, mahsulotlar ishlab chiqarilishi uchun ishlatiladigan matolarning va dizaynining ro'li haqidagi yoritib berilgan.

Key words: kompressiom buyumlar; sport liboslari; nano texnologiyali matolar.

Kirish

Kiyim-kechak, libos va toqimachilik tarixi insoniyat taraqqiyoti davomida rivojlanib va mavjudligi organilib kelinadi. Kiyim-kechak va toqimachilik turli davrlarda va sivilizatsiyalarda mavjud bolgan materiallar, hamda texnologiyalarni aks ettiradi. Jamiyatda kiyim-kechak va toqimachilik mahsulotlarining xilma-xilligi va tarqalishi turli mintaq, ijtimoiy urf-odatlar hamda turli madaniyatni namoyon etadi. Kiyim kiyish faqat insonning oziga xos va aksariyat insoniyat jamiyatlarining xususiyatidir. Hayotda inson va libos bir biriga uzviy bog'liq bo'lib, muhit, vazifasi va sharoitidan qat'iy nazar inson uchun kiygan libosi qulay bo'lishi kerak. Libos ijtimoiy, madaniy va psixologik jihatdan ham katta ahamiyatga ega. Libos insonning shaxsiy uslubini, shuningdek, kundalik hayotda qulaylik va xavfsizlikni ta'minlaydi. Shuning uchun ham asrlar osha libosning qulayligini va psixologik jihatdan ta'sirini yaxshilash usullari o'rganilib uni takomillashtirish ishlari olib borilmoqda. Shu jumladan, kompression kiyimlarni ro'li bu jarayonda beqiyosdir. Quyida inson uchun libosning ahamiyatini kompression kiyimlari nuqtai nazaridan ko'rib chiqamiz. Kompression kiyim – elastik kiyim (masalan, paypoq, tayt, yeng, korset va boshqalar), ular o'zining mahkam o'rnatilishi sababli tananing alohida qismlarini siqish va ularni qo'llab-quvvatlashni ta'minlaydi. Bu, birinchi navbatda, uzoq vaqt tik turishga majbur bo'lgan yoki qon aylanishi

bilan bog'liq muammolarga duch kelgan odamlarga yordam beradi. Bundan tashqari sportda natija unumdorligini oshirishga ham o'z hissasini qo'shadi. Ushbu turdagi kiyimlar turli siqilish darajasiga ega bo'lishi mumkin (rasm.1).



Figure 1. Mashg'ulot paytida shug'ullanishga mo'ljallangan compression kiyim

Kompressiv sport kiyimlari ko'pincha mashg'ulot paytida sportchilar tomonidan ishqalanish va toshmalarning oldini olishda va mushaklarning qattiqligini ("siqilib qolish") (dinamik qon oqimi tufayli) kamaytirish va mashqdan keyin tiklanishni tezlashtirish

uchun kiyiladi (rasm.2).



Figure 2. Compression paypoqlar

Salomatlik va Reabilitatsiyada – Kompression kiyimlari maxsus dizayn va ishlab chiqarish funksiyalariga ega bo'lib, ular inson tanasiga mo'ljallangan bosimni ta'minlaydi ya'ni qon aylanishini yaxshilab mushaklarga va to'qimalarga yetarli miqdorda kislorod yetkazishni taminlaydi. Limfa oqimini rag'batlantirib, shishish va yallig'lanish jarayonlarini kamaytirishga yordam beradi. Jarrohlikdan so'ngi reabilitatsiya jarayonida qo'llanilishiga sabab bosim mushaklarning tiklanishini tezlashtiradi va og'riqni kamaytiradi (rasm.3).



Figure 3. Davolovchi compression buyumlar

Sport samaradorligini oshirishda – sportchilar kompression kiyimlardan keng foydalanishlariga sabab mushaklar charchashini kamaytiradi. Bosim ta'siri ostida mushaklarning haddan tashqari harakatlanishini cheklash orqali, ularning samarali ishlashiga yordam beradi. Mushaklardagi titroq va charchashlarni pasaytiradi, natijada jarohatlar va mushak zo'riqlashini kamaytirib oldini oladi. Sport paytida qattiq tayanchni ta'minlab, sportchi harakatlarining barqarorligini oshiradi va shu bilan sport natijalarini yaxshilab ijobiy ta'sir ko'rsatadi.

Kundalik hayotda foydalanishning qulayliklari – bugungi kunda kompression kiyimlari faqat sport yoki reabilitatsiya sohalarida emas, balki kundalik hayotda ham qo'llanilishining asosiy foydalari – uzoq vaqt davomida kamharakatlik yoki o'tirish paytida oyoq va qo'l to'qimalariga yordamchi tayanch vazifasini ta'minlaydi. Qon aylanishini yaxshilash orqali oyoqdagi shishish va charchoqni kamaytirishi. Aerobik faoliyatidan so'ng mushaklarni tiklashda yordam berishi sportchilar va faol hayot tarziga ega bo'lgan insonlar

uchun muhimdir.

Kompression buyumlar inson hayot tarzi, sog'lig'ida muhim ro'l o'ynar ekan, ushbu buyumlar albatta eko maxsulot va materiallardan tayyorlanishi kerak. Hozirgi jadallashib rivojlanayotgan bir davrda kompression buyumlar yaratish uchun zamonaviy va nano mato va aksesuarlar kashf qilinmoqda. Mazkur yo'nalishlarni tadqiq qilish va innovatsiyalarni qo'llash orqali yuqori samarali va funksional kompression kiyimlarni yaratish mumkin. Bu foydalanuvchilar uchun nafaqat qulaylik, balki ularning faoliyat samaradorligini ham oshiradi. Zamonaviy sport kiyimlarida qo'llaniladigan materiallar – Sun'iy va tabiiy matolar kombinatsiyasi. Sport kiyimlarida tabiiy (paxta, jun, ipak) va sun'iy materiallar (poliester, elastan, neylon) kombinatsiyasi keng qo'llaniladi.

Paxta (Cotton): Tabiiy tolalardan tayyorlangan bo'lib, teri bilan aloqa qilishda qulay bo'lsada namlikni shimib olgani uchun intensiv jismoniy harakatlar uchun unchalik mos emas.

Polyester: Ko'p foydalaniladigan sun'iy mato. Engil, mustahkam, tez quriydi va yuvishga chidamli. Zamonaviy sport kiyimlarida odatda mikro-teshikchali polyester (microfiber) ishlatiladi.

Elastan (Spandex, Lycra): Kiyimni elastik qilish uchun qo'llanilishi sportchilarga erkin harakatlanishiga yordam beradi.

Neylon: Yengil va mustahkam bo'lib, chang'i kiyimlari, shlem ostidan kiyiladigan kiyimlar va sport nimchalari uchun foydalaniladi.

Nano texnologiyalarni termoregulyatsiyani yaxshilash uchun foydalanish, bu texnologiya orqali mikro va nano o'lchamdagi materiallar ishlatiladi, ular issiqlikni boshqarish, namlikni chiqarish va sportchilar uchun qulay sharoit yaratishda muhim ro'l o'ynaydi. Nano-qoplamalar asosiy funktsiyalari – issiqlikni boshqarish; namlikni boshqarish; havoni o'tkazish qobiliyati; antibakterial himoya; ultrabinafsha nurlardan himoya va b.

Nano-qoplamalar ishlatiladigan materiallar: Nano-zarrachalar: Kumush, grafen, titanium dioksid, yoki kremniy oksidi asosidagi nanopartikullar. Nano-membranalor: O'ta yupqa bo'lsada chidamli qoplamalar issiqlik izolyatsiyasi va namlikni chiqarishda umumli.

Grafen qatlamlari: Grafen issiqlikni o'tkazish va saqlashda yuqori samaradorlik ko'rsatadi.

Xulosa

Xulosa qilib aytadigan bo'lsak, inson uchun libosning ahamiyati keng qamrovli u madaniyat, himoya, psixologik o'zlikni namoyon etish va kundalik qulaylikni ta'minlash kabi ko'plab funktsiyalarni bajaradi. Kompression kiyimlari esa bu an'anaviy vazifalarni qo'shimcha tarzda sog'liqni saqlash, sport samaradorligini oshirish va reabilitatsiya jarayonini tezlashtirish kabi muhim afzalliklar bilan boyitadi. Shunday qilib, libos inson faoliyatida nafaqat tashqi ko'rinishni, balki ichki farovonlik va sog'liqni ham qo'llab-quvvatlaydigan muhim element sifatida namoyon bo'ladi.

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МЕТОДИКА РАЗВИТИЯ НАВЫКОВ АУДИРОВАНИЯ АУТЕНТИЧНОЙ РУССКОЙ РЕЧИ

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Аннотация

В статье рассматривается об методике совершенствование навыков восприятие аутентичной русской речи на слух. Анализируются механизмов аудирования, которые в реальной коммуникации функционируют практически синхронно, позволяет чётко определить возникающие трудности и разработать систему, обеспечивающую корреляцию аудирования с другими видами речевой деятельности. В статье также предложены определённые трудности которые возникают при обучении аудирования.

Ключевые слова: Виды речевой деятельности, механизмы аудирования, технология обучения аудированию.

Введение

Восприятие речи на иностранном языке (аудирование) представляет собой особый вид речевой деятельности, заключающийся в одновременном восприятии и понимании звучащей речи. Данный процесс включает анализ и синтез языковых единиц различных уровней (фонем, морфем, слов, предложений), что позволяет преобразовывать акустические сигналы в осмысленную информацию, обеспечивая её понимание.

Аудирование находится в тесной взаимосвязи с другими видами речевой деятельности. Как аудирование, так и чтение направлены на восприятие и обработку информации, что обуславливает общность механизмов, обеспечивающих рецептивные формы речевой деятельности. Аудирование и говорение представляют собой две стороны единого процесса, известного как устная речь.

Выделяют контактное и дистанционное аудирование. Контактное аудирование является неотъемлемой частью интерактивного устного общения, тогда как дистанционное (например, прослушивание радио, телевидения, фонозаписей и других аудиоматериалов) представляет собой самостоятельную форму речевой коммуникации, обладающую специфическими характеристиками.

Механизмы аудирования

Механизмы аудирования, функционирующие практически синхронно в процессе реальной коммуникации, включают в себя

следующие компоненты:

Механизм оперативной памяти – обеспечивает кратковременное удержание в сознании воспринимаемых на слух слов и словосочетаний на период, необходимый для осмысления фразы или завершённого фрагмента высказывания. Развитая память способствует увеличению объёма воспринимаемой информации.

Механизм вероятностного прогнозирования – позволяет предугадывать окончание слова, словосочетания, предложения или высказывания на основе воспринятого начала.

Механизм долговременной памяти – обеспечивает сопоставление поступающих речевых сигналов с ранее сформированными в сознании языковыми стереотипами. В отличие от других механизмов, долговременная память развивается не посредством специальных упражнений, а на основе накопленного речевого опыта.

Механизм осмысления – отвечает за преобразование словесной информации в образные представления, что способствует глубинному пониманию услышанного.

Механизм внутреннего проговаривания – заключается в преобразовании звуковых образов в артикуляционные. Эффективность данного механизма зависит от сформированности произносительных навыков во внешней речи.

Механизм сегментации речевой цепи – играет ключевую роль в восприятии иностранной речи, позволяя разделять сплошной речевой поток на осмысленные лексико-грамматические единицы (фразы, синтагмы, словосочетания, слова) и определять их

значение. Недостаточное владение данным механизмом является одной из основных причин трудностей в понимании иноязычной речи.

Определенные трудности

Следует особо отметить, что процесс обучения аудированию сопряжен с рядом трудностей, которые можно классифицировать следующим образом. Условия восприятия речи: Однократность и кратковременность предъявления информации требуют оперативности реакции, стойчивости лингвистических стереотипов и способности к быстрому оперированию ими. Восприятие речи незнакомых носителей языка представляет собой сложность, обусловленную необходимостью тренировки слуха для понимания нормативного произношения. Индивидуальные особенности голоса и речи (различия в силе и тембре голоса). Например, мужские голоса воспринимаются легче, так как их тембр ниже.

Темп речи – при ускоренном темпе изменяется качество звуков, что затрудняет восприятие; учащийся не успевает мысленно проговаривать воспринимаемый фрагмент речи. Оптимальная скорость – 140 слов в минуту. Трудности процесса перекодирования. Затруднения, связанные с преобразованием воспринимаемых звуковых сигналов в осмысленную информацию.

Лингвистические особенности звучащего текста. Фонетические трудности: Несовпадение между произношением и написанием слов, различие в членении звучащего и письменного текста (например, plain ice и play nice), сложности в различении на слух гласных звуков (например, i и i:), интонационные особенности, влияющие на понимание смысла высказывания, краткость английских слов, что затрудняет их восприятие.

Лексические трудности: омофоны, парные понятия, непривычные словосочетания, идиоматические выражения, числительные, географические названия, имена собственные, реалии (культурные особенности), многозначность слов, что усложняет интерпретацию контекста.

Грамматические трудности: Незнание сложных грамматических конструкций, используемых в устной речи.

Психологические трудности: Личностные факторы, влияющие на восприятие информации, такие как языковой барьер, тревожность, неуверенность в собственных силах.

Технология обучения аудированию

Отбор текстов и методика обучения аудированию зависят от его вида и целей. Продолжительность звучания определяется этапом обучения, уровнем сложности речевого материала, источником информации и условиями прослушивания (например, в классе или в домашних условиях).

Тексты, предназначенные для аудирования, должны соответствовать возрастным особенностям учащихся, содержать проблематику и актуальные для них темы, иметь логичное построение, а также включать как монологическую, так и диалогическую речь (в комбинированных текстах доля диалога составляет 10–20%). Тексты не должны быть написаны от первого лица, а также должны обладать информативностью и содержать избыточные элементы (например, повторение ключевой идеи и смысловых элементов). Важно наличие фабулы и элементов юмора, а на начальном этапе рекомендуется исключить описательные тексты. Структура текста должна быть динамичной, без чрезмерно длинных фраз, характерных для письменной речи. Оптимальное количество новых слов – не более 7–8 потенциальных лексических единиц и 3–4 незнакомых слова на текст продолжительностью 3–5 минут.

Методика обучения аудированию включает ряд значимых аспектов:

1. Для выделения смысловых ориентиров используются ритм,

паузы, логическое ударение, вводные слова, повторения и риторические вопросы.

2. Заголовок играет роль смысловой опоры, помогая определить тему сообщения.

3. В качестве зрительных опор могут использоваться текст, рисунки, схемы или таблицы.

4. Перед прослушиванием рекомендуется ознакомить учащихся с датами, цифрами, именами собственными и географическими названиями, содержащимися в тексте.

5. Ключевые слова следует выносить отдельно, исключая перегрузку дополнительной лексикой.

6. Должен соблюдаться принцип устной основы и устного опережения, предполагающий предварительное знакомство учащихся с темой и основной лексикой текста.

7. Важно понимание фабулы (сюжетной схемы событий, действий персонажей) для лучшего усвоения материала.

Выводы

В заключение следует подчеркнуть, что процесс обучения любому виду речевой деятельности, включая аудирование, требует соответствующего контроля. Методы контроля могут варьироваться от выбора правильного ответа до пересказа или воспроизведения прослушанной ситуации. Важно, чтобы инструкция к заданиям предоставлялась заранее.

Выбор формы контроля зависит от типа упражнений на аудирование. Для подготовительных заданий целесообразно использовать предметную или иллюстративную наглядность. Общее понимание аудиотекста проверяется с помощью тестовых заданий (например, multiple choice) и вопросов.

Уровень детального понимания оценивается посредством заполнения пропусков в графическом ключе, ответов на вопросы, пересказа или составления развернутого плана.

Критическое понимание аудиотекста включает анализ прослушанного материала, комментарий к деталям, выделение основной информации, а также выполнение проблемных заданий, требующих углубленного осмысления.

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PAPER

QISHLOQ XO'JALIGINI RAQAMLASHTIRISHDA SOLIQ IMTIYOZLARINI BERISH VA UNDAN FOYDALANISH SAMARADORLIGI

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Abstract

Mazkur maqolada qishloq xo'jaligini raqamlashtirishda soliq imtiyozlarining roli va ulardan foydalanish samaradorligi tahlil qilinadi. Shuningdek, soliq imtiyozlarini to'g'ri va samarali tatbiq etishning iqtisodiy va ijtimoiy natijalari ko'rib chiqiladi.

Key words: Qishloq xo'jaligi; strategik tarmoqlar; texnologiya; resurslar; hosildorlik; soliq imtiyozlari; monitoring; savdo tizimi; ishlab chiqarish.

Kirish

Qishloq xo'jaligi — iqtisodiyotning strategik tarmoqlaridan biri bo'lib, mamlakatning oziq-ovqat xavfsizligini ta'minlash, ish o'rinlarini yaratish va tarmoqni rivojlantirishda muhim rol o'ynaydi. XXI asrda qishloq xo'jaligida raqamli texnologiyalarning keng qo'llanilishi, ya'ni "raqamlashtirish", yangi imkoniyatlarni ochish, ishlab chiqarish samaradorligini oshirish va iqtisodiy resurslarni yanada samarali boshqarish uchun zarurdir. Bu jarayonni qo'llab-quvvatlash uchun davlat tomonidan qishloq xo'jaligi korxonalari uchun soliq imtiyozlari taqdim etilishi raqamli texnologiyalarni joriy etishning samaradorligini oshirishi mumkin.

Qishloq xo'jaligini raqamlashtirish — bu zamonaviy texnologiyalar va raqamli yechimlarni qishloq xo'jaligida qo'llash jarayonidir. Bu jarayon qishloq xo'jaligi sohasini yanada samarali, barqaror va raqobatbardosh qilishga yordam beradi. Raqamlashtirish jarayonida soliq imtiyozlari berish va undan foydalanish samaradorligi muhim o'rin tutadi. Qishloq xo'jaligini raqamlashtirish zamonaviy axborot-kommunikatsiya texnologiyalari (AKT) va raqamli innovatsiyalarni qishloq xo'jaligining turli sohalariga, jumladan, ekinlarni parvarishlash, sug'orish, hosilni yig'ish, tashish va saqlash kabi jarayonlarga joriy etish tushuniladi.

Bunday texnologiyalar quyidagi afzalliklarni taqdim etadi:

1. Resurslarni samarali boshqarish: IoT (Internet of Things) qurilmalari va sensorlar yordamida yer resurslari, suv, o'g'itlar va pestitsidlar samarali boshqarilishi mumkin.

2. Hosildorlikni oshirish: Sun'iy intellekt va ma'lumotlarni tahlil qilish orqali hosilni prognozlash, kasalliklarni oldindan aniqlash va agrotexnik tadbirlarni optimallashtirish.

3. Ishlab chiqarish xarajatlarini kamaytirish: Raqamli texnologiyalar ishlab chiqarish jarayonlarini avtomatlashtirish va resurslardan samarali foydalanishni ta'minlash orqali xarajatlarni kamaytiradi.

4. Bozor ma'lumotlari va savdo tizimlarini yaxshilash: Raqamli platformalar orqali fermerlar va ishlab chiqaruvchilar bozordagi talab va taklifni tez va aniq bilib olishlari mumkin, bu esa ularning sotish narxlarini belgilashda yordam beradi.

Soliq imtiyozlari va ularning ta'siri

Soliq imtiyozlari — bu davlat tomonidan tadbirkorlik faoliyatini rivojlantirish maqsadida korxonalarga beriladigan soliq yukini kamaytirishga qaratilgan turtki hisoblanadi. Qishloq xo'jaligida soliq imtiyozlari quyidagi shakllarda taqdim etilishi mumkin:

1. Soliq stavkalarining pasaytirilishi: Raqamli texnologiyalarni joriy etayotgan qishloq xo'jaligi korxonalari uchun soliq stavkalar-

ini pasaytirish. Bu tadbirkorlarga yangi texnologiyalarni sotib olish va o'z faoliyatini raqamlashtirish uchun zarur bo'lgan investitsiyalarni amalga oshirishda yordam beradi.

2. Imtiyozli kreditlar va grantlar: Raqamli texnologiyalarni o'rnatish yoki yangilash uchun ajratilgan maxsus moliyaviy vositalar. Bu, ayniqsa kichik va o'rta fermerlar uchun muhimdir, chunki ularning raqamli texnologiyalarga kirish imkoniyati cheklangan bo'lishi mumkin.

3. Soliq imtiyozlarini vaqtinchalik taqdim etish: Raqamli tizimlarni tatbiq etishga kirishayotgan qishloq xo'jaligi korxonalari uchun soliq imtiyozlarini faqat dastlabki bosqichda taqdim etish. Bu jarayon vaqt o'tishi bilan raqamlashtirishning o'zini oqlashiga yordam beradi.

Soliq imtiyozlari raqamlashtirish jarayonini tezlashtirish uchun samarali vosita bo'lishi mumkin. Ammo, bu imtiyozlar faqatgina ularni qo'llab-quvvatlaydigan tizim va me'yoriy hujjatlar mavjud bo'lgandagina samarali bo'ladi.

Strategiyani amalga oshirishdan kutilayotgan natijalar Strategiya doirasida belgilangan vazifalarni bajarish orqali O'zbekiston respublikasi qishloq xo'jaligi sohasini 2030-yilgacha rivojlantirishda quyidagi ko'rsatkichlarga erishish nazarda tutiladi:

Yer ajratish va uni olib qo'yishda shaffof tizim yaratiladi, korruptsiya va boshqa sub'ektiv holatlarning oldi olinadi, yerdan foydalanuvchilar huquqlarini kafolatlaydigan tizim yaratiladi;

Yerlarni noqonuniy ajratish, ulardan xo'jasizlaricha foydalanish holatlarini keskin kamayishiga erishiladi;

1.1 mln gektar qishloq xo'jaligi yerlari o'zlashtiriladi, 535.6 ming gektar lalmi, yaylov va boshqa yerlardan foydalanish samaradorligi ortadi;

Qishloq xo'jaligiga mo'ljallangan yerlar to'liq xatlovdan o'tkaziladi;

Yer uchastkalariga bo'lgan huquqning haqiqiy bozor narxi shakllanadi, bu huquqdan garov ta'mioli sifatida foydalanish mumkin bo'ladi, tadbirkorlar va aholi qo'lidagi kapital qiymati o'z-o'zidan ortadi, yer solig'i solinadigan bazani kengaytirish imkoniyati yaratiladi;

Respublika hududlarida sug'orishning suv tejovchi tizimlaridan foydalanilish maydonlari kengaytiriladi va ushbu tizimlarni joriy qilishni rag'batlantirish mexanizmlari takomillashtiriladi;

Suv iste'molchilari va suv yetkazib beruvchilar o'rtasida hisob-kitoblar iste'mol qilingan suvni yetkazib berish uchun qilingan haqiqiy xarajatlar hajmidan kelib chiqqan holda bozor mexanizmlari asosida amalga oshiriladi;

Huquqlar iqtisoslashtiriladi, bir joyda bir xil mahsulotlarni yetishtirish, agroinnovatsion g'oyalarni joriy yetish, hosildorlikni oshirish va mahsulot sifatini yaxshilashga sharoit yaratiladi;

Paxta xomashyosi va boshqoqli don mahsulotlarini etishtirishda davlatni ishtirokidan bosqichma-bosqich voz kechiladi;

Paxta xomashyosi va boshqoqli don mahsulotlari yetishtiruvchilari bilan qabul qiluvchilar o'rtasida mahsulot hajmiga qarab shartnoma tuzish tizimi yo'lga qo'yiladi;

Yerlarning turiga qarab yuqori hosil beruvchi ekinlar yetishtiruvchilar tomonidan mustaqil joylashtiriladi;

Mayda qishloq xo'jaligi mahsulotlari yetishtiruvchilarni qo'llab-quvvatlash va yerlardan oqilona foydalanish imkoniyati yaratiladi;

Sifatli raqobatbardosh meva va sabsavotlarni ishlab chiqarish, saqlash, chuqur qayta ishlash va eksport o'sishi barqarorligini ta'minlashga erishiladi;

Ilm-fan, ta'lim va ishlab chiqarishning samarali integratsiyasi amalga oshiriladi;

Kadrlar tayorlashda oliy va o'rta ta'lim o'rtasida uzviy aloqadorlik ta'minlanadi

Ilmiy-tatqiqot muassasalarining moddiy-texnik bazasi yaxshilanadi, laboratoriya jihozlari yangilanadi;

Qishloq xo'jaligi yo'nalishidagi oliy ta'lim muassasalari o'zini o'zi moliyalashtirishga o'tkaziladi;

Boshqoqli donni birja savdolarida cheklavlarsiz sotilishiga imkon yaratiladi, davlat xaridlari kamaytiriladi;

Boshqoqli don bozorida interventsion mexanizmlar joriy etiladi; Qishloq xo'jaligi mahsulotlarining hosildorligi va raqobatbardoshligi ortadi;

Qishloq xo'jaligi ishlab chiqaruvchilariga maqbul qishloq xo'jaligi va ekologik amaliyoti, agrar tadbirkorlikka maqbul ishlab chiqarish amaliyoti va boshqa sifat standartlari joriy etiladi;

Qishloq xo'jaligida xizmat ko'rsatishning shaffoflik va raqobatga asoslangan bozor xizmatlari rivojlanadi;

Qishloq xo'jaligida o'rtacha mehnat unumdorligi 1.7 barobar oshadi;

Qishloq xo'jaligi mahsulotlarini qayta ishlash bo'yicha qo'shimcha 3,4 mln quvvat yaratiladi;

Soliq imtiyozlaridan foydalanish samaradorligi

Soliq imtiyozlaridan foydalanish samaradorligini baholashda quyidagi omillarni e'tiborga olish zarur:

1. Texnologiyalarga kirish imkoniyati: Soliq imtiyozlari faqatgina texnologiyalarni joriy etishga qodir bo'lgan korxonalarga samarali yordam bera oladi. Agar fermerlar yoki qishloq xo'jaligi ishlab chiqaruvchilari raqamli texnologiyalarni olish imkoniga ega bo'lmasalar, imtiyozlar o'zgarishlarni keltirib chiqarmaydi.

2. Raqamli savodxonlikni oshirish: Qishloq xo'jaligida raqamli texnologiyalarni joriy etishdan oldin fermerlar va ishchilarni raqamli savodxonlikka o'rgatish zarur. Aks holda, texnologiyalarni to'liq va samarali ishlatish qiyinlashadi.

3. Monitoring va tahlil tizimlarining mavjudligi: Imtiyozlardan qanday foydalanyapti va ularning samaradorligi qanday o'lgansa, tizimli monitoring va tahlil jarayonlari bo'lishi kerak. Davlat va iqtisodiy organlar bu jarayonni kuzatib borishlari kerak.

Agar soliq imtiyozlari tizimi optimallashtirilsa va fermerlar raqamli texnologiyalarni to'g'ri va samarali qo'llash imkoniyatiga ega bo'lsa, ularning ish faoliyatidagi samaradorlik sezilarli darajada oshishi mumkin. Bu esa o'z navbatida, qishloq xo'jaligi tarmog'ining global raqobatbardoshligini oshirishga, yangi ish o'rinlarini yaratishga va iqtisodiyotning umumiy barqarorligini ta'minlashga yordam beradi.

Soliq imtiyozlari

Soliq imtiyozlari ta'rifi: Qishloq xo'jaligi sohasida faoliyat yuritayotgan tadbirkorlar uchun davlat tomonidan beriladigan soliq imtiyozlari, masalan, soliq stavkalarining pasaytirilishi yoki ba'zi soliq to'lovlaridan ozod qilish.

Xulosa

Qishloq xo'jaligini raqamlashtirish jarayoni mamlakatning agrar sektorining rivojlanishiga katta turtki bera oladi. Soliq imtiyozlari esa bu jarayonni rag'batlantirishda muhim vosita bo'lib, ularni samarali qo'llash natijasida qishloq xo'jaligi ishlab chiqaruvchilarning raqamli texnologiyalarni joriy etish darajasi ortishi mumkin. Biroq, bu imtiyozlar to'g'ri va malakali boshqarish, resurslarga teng kirish imkoniyati, raqamli savodxonlikni oshirish kabi omillarni hisobga olishni talab qiladi. Raqamli texnologiyalarning to'liq integratsiyasi orqali qishloq xo'jaligida ishlab chiqarish samaradorligi oshadi, xarajatlar kamayadi va bozorlar yaxshilanadi. Shu bois, soliq imtiyozlaridan foydalanishning samaradorligini baholashda keng qamrovli yondashuvni amalga oshirish zarur.

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PAPER

1945–1953 YILLARDA MADANIY VA TALIM SOHASIDAGI O'ZGARISHLARNI IJTIMOIIY SOHAGA TA'SIRI

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Abstract

Ushbu Maqolada, 1945–1953 yillar O'zbekiston madaniyati va ta'lim sohasida ro'y bergan muhim o'zgarishlar va yangiliklarni kengroq yoritib berishga xarakat qilingan.. Ushbu davrda teatr, adabiyot, musiqa va san'at sohalarida ko'plab asarlar sahnalashtirildi va madaniyat tadbirlari o'tkazilishi O'zbekistonda milliy g'urur, o'zlikni anglash va madaniy merosni saqlab qolishga xizmat qilganini yoritib bergan. Ta'lim sohasida esa o'zbek tilining rivojlanishi va ta'lim sifatining oshishi uchun muhim qadamlar ijtimoiy hayotga nechog'liq ta'sir o'tqazganini mavjud manbalar asosida yoritishga xarakat qilingan.

Key words: Milliy g'urur; deologik nazorat; repressiya; o'rta ta'lim; iqtisodiyot fakulteti.

Kirish

1945–1953 yillar O'zbekiston madaniyati va ta'lim sohasida muhim o'zgarishlar va yangiliklar bilan to'la davr bo'ldi. Ushbu davrda O'zbekiston, Sovet Ittifoqining bir qismi sifatida, madaniyat va ta'lim sohasida bir qator ijtimoiy o'zgarishlarga guvoh bo'ldi. Teatrlar, kinoteatrlar va madaniyat markazlari faoliyatini kengaytirish maqsadida yangi asarlar sahnalashtirildi va madaniy tadbirlar o'tkazildi.

Ushbu qarorlar va dasturlar O'zbekistonda ta'lim va ma'naviyat tizimini rivojlantirishga, aholi orasida ta'lim olish imkoniyatlarini kengaytirishga va madaniy hayotni boyitishga xizmat qildi. Biroq, bu jarayonda ideologik nazorat va repressiya ham mavjud bo'lib, bu ta'lim va madaniyatning rivojlanishiga salbiy ta'sir ko'rsatdi.

Ta'lim tizimini kengaytirish maqsadida Respublikada 1946 yilda O'zbekistonda o'rta ta'lim muassasalarini ko'paytirish va ularning sifatini oshirishga qaratilgan qarorlar qabul qilindi. Bu davrda yangi maktablar sonini oshirish va mavjud 581 maktablar modernizatsiya qilinib ularning sonini 1000 taga yetkazish rejalashtirilgan edi. 1946–1950 yillar davomida 150 dan ortiq yangi o'rta maktablar ochildi, bu esa umumiy ta'lim oluvchi bolalar sonining ortishiga xizmat qildi, mamlakatda ziyolilar sonini ortishiga katta xizmat qildi. Maktab ta'limini yaxshilash maqsadida 19438336 yilning dekabrda o'qituvchilarni malakasini oshirish bo'yicha dastur ishlab chiqildi. Yil davomida o'qituvchilarning 30% ga yaqinini qayta tayyorlash kurslarida o'qitishga jalb qilingan.

Bundan tashqari pedagog kadrlarning malakaini oshirish maqsadida Toshkent, Buxoro, Samarqanda O'qituvchilarni tayyorlash maqsadida 1946 yilda Toshkent pedagogika institutida yangi fakultetlar ochish va ularning sonini 5 taga yetkazish rejalashtirilgan. Bu orqali har yili 2000 dan ortiq o'qituvchilar tayyorlashga va u yerda yangi a'lim dasturlarida mulkchilik tizimlarining ijtimoiy va iqtisodiy masalalariga oid mavzularni kiritish, shuningdek, o'zbek adabiyoti va tarixiga alohida e'tibor berish bo'yicha o'quv dasturlarini sifatiga yangilanishlar kiritilgan. 1946–1953 yillarda o'rta ta'lim muassasalarini rivojlantirish uchun O'zbekistonning davlat budjetidan ajratilgan mablag'lar yiliga o'rtacha 1 million rubldan yuqori miqdorda belgilangan. [1]

O'zbekistonning ta'lim tizimini sifat jihatidan oshirishni maqsad qilib qo'ygan qarorlar va dasturlar asosida amalga oshirildi. Bu jarayonda aholini ta'lim olish imkoniyatlari yanada kengayib, o'rta ta'lim muassasalari faoliyatini rivojlantirishga yordam bergan. Bundan tashqari yangi fakultetlar xususan: Toshkent davlat pedagogika institutida O'qituvchilarni tayyorlash va pedagogik tadqiqotlarni rivojlantirish maqsadida tashkil etilgan, Toshkent davlat iqtisodiyot institutida Iqtisodiy bilimlarni rivojlantirish va iqtisodiy mutaxassislarni tayyorlash uchun Iqtisodiyot fakulteti, Toshkent davlat tibbiyot institutida tibbiy bilimlarni oshirish va tibbiyot mutaxassislarni tayyorlash maqsadida tibbiyot fakulteti ochildi bo'lib bu fakultetlar O'zbekistonda oliy ta'lim tizimini kengaytirish va sifatini oshirishga xizmat qildi. [2] Yangi fakultetlar ochildishi, shuningdek, mamlakatning iqtisodiy va ijtimoiy rivojlan-

ishiga ham ijobiy ta'sir ko'rsatdi. 1945 yildan keyin O'zbekistonda oliy ta'lim muassasalarining soni va ularning faoliyati kengayib, yangi mutaxassislar tayyorlashga imkon yaratdi. [3]

Shu bilan birgalikda 1947 yilda O'zbekistonda ma'naviyat va madaniyatni rivojlantirishga qaratilgan dasturlar doirasida bir qator madaniyat markazlari ochildi va u yerda turli tadbirlar o'tkazildi. Ushbu tadbirlar va markazlar quyidagi yo'nalishlarda faoliyat ko'rsatdi: O'zbek davlat akademik teatrida (1939 yil) eartda o'zbek klassik adabiyotidan, masalan, Abdulla Qodiriy ("O'tkan kunlar»)va Hamza Hakimzodaning («Hamza»),

"Alisher Navoiy" – Navoiy hayoti va ijodiasarlaridan sahnalashtirilgan spektakllar namoyish etildi. Shuningdek, zamonaviy dramalar va xalq ertaklari asosida spektakllar sahnalashtirildi.

Teatrdan o'zbek tilida sahnalashtirilgan asarlar orqali milliy madaniyatni rivojlantirishga qaratilgan tadbirlar o'tkazilib milliy g'urur va ongni uyg'otishda xizmat qilgan. Ushbu asarlar o'zbek xalqining tarixiy shaxslarini va madaniyatini yoritib, milliy g'urur va o'zlikni oshirishga xizmat qildi. Teatr orqali xalqning tarixiy va madaniy merosi haqida ma'lumot berildi, bu esa ijtimoiy ongni rivojlantirishga yordam berdi. Bundan tashqari, O'zbek davlat filarmoniyasi (1947 yil) yilda O'zbek davlat filarmoniyasi faoliyatini kengaytirdi. Filarmoniyada o'zbek musiqasi va xalq qo'shiqlari konsertlari, klassik va zamonaviy musiqiy asarlar ijro etildi. O'zbek xalq musiqasi va raqs san'atini targ'ib qilishga qaratilgan tadbirlar o'tkazildi.

Toshkent shahridagi Markaziy kutubxona (1947 yil) kutubxona fondi kengaytirildi va yangi kitoblardan to'ldirildi. Kutubxonada adabiy kechalar, kitob taqdimotlari va o'qish tadbirlari o'tkazildi. O'zbek adabiyoti va tarixiga oid kitoblardan taqdim etildi. [4]

Ushbu madaniyat markazlari va tadbirlar O'zbekistonda ma'naviyat va madaniyatni rivojlantirishga, aholi orasida madaniy hayotni boyitishga va milliy an'analarni saqlab qolishga xizmat qildi. 1947- yildan boshlab, bu jarayonlar O'zbekistonning madaniy hayotida muhim o'rin egalladi.

Shu bilan birgalikda, Sovet davrida O'zbek tilini rivojlantirishga qaratilgan chora-tadbirlar va buyruqlar O'zbekistonning madaniy va ta'lim sohasida muhim o'zgarishlarga olib keldi. Ushbu chora-tadbirlar o'zbek tilining rasmiy maqomini mustahkamlash, ta'lim tizimida o'zbek tilini kengaytirish va madaniyatda o'zbek tilining o'rnini oshirishga xizmat qildi. O'zbek tilining rasmiy maqomini mustahkamlashga qaratilgan qarorlar qabul qilindi. O'zbek tilida davlat idoralarida va jamoat hayotida faoliyat yuritish uchun shart-sharoitlar yaratildi. O'zbek tilining rasmiy maqomini mustahkamlashga qaratilgan qarorlar qabul qilindi. O'zbek tilida davlat idoralarida va jamoat hayotida faoliyat yuritish uchun shartsharoitlar yaratildi. O'zbek tilida dars berishni amalga oshirish maqsadida 1940-yillarning oxirlarida va 1950-yillarning boshlarida O'zbek tilida ta'lim berishning kengaytirilishi uchun maxsus buyruqlar qabul qilindi. O'zbek tilida o'qitish uchun yangi darsliklar va o'quv materiallari tayyorlandi va o'zbek tilida dars beradigan maxsus kadrlar tayyorlana boshladi. O'qituvchilar uchun malaka oshirish kurslari tashkil etildi. Bu kurslar o'qituvchilarga yangi pedagogik texnologiyalar, o'qitish metodlari va zamonaviy ta'lim usullarini o'rganishga imkon berdi. [5]

1947 yildan boshlab, har yili o'qituvchilar uchun malaka oshirish kurslari o'tkazildi, bu esa ularning bilim va ko'nikmalarini yangilashga yordam berdi.

O'qituvchilarni tayyorlashda yangi pedagogik metodologiyalar va usullar joriy etildi. Bu metodologiyalar o'qituvchilarga o'qituvchilarning qiziqishlarini oshirish va ta'lim jarayonini samarali tashkil etishga yordam berdi. O'qituvchilarga zamonaviy darsliklar va o'quv materiallari bilan tanishtirildi.

O'qituvchilarni esa, ilmiy tadqiqotlar olib borishga jalb qilish uchun maxsus dasturlar ishlab chiqildi. Bu dasturlar o'qituvchilarning ilmiy salohiyatini oshirishga va ta'lim tizimida ilmiy yondashuvni rivojlantirishga qaratilgan edi. O'qituvchilar o'z sohalarida ilmiy maqolalar yozish va ilmiy konferensiyalarda ishtirok etish imkoniyatiga ega bo'lishdi.

Xullas, O'zbek tilida ta'lim berish uchun o'qituvchilarni tayyorlashga alohida e'tibor berildi. O'zbek tilida dars beradigan o'qituvchilarni tayyorlash uchun maxsus kurslar va dasturlar ishlab chiqildi.

O'zbek tilida dars berish uchun yangi darsliklar va o'quv materiallari tayyorlandi.

Ushbu dasturlar va tashabbuslar O'zbekistonda ta'lim tizimini rivojlantirishga, o'qituvchilarning malakasini oshirishga va ta'lim sifatini yaxshilashga xizmat qildi. 1945-1953 yillar davomida amalga oshirilgan bu o'zgarishlar O'zbekistonning ta'lim tizimida muhim rol o'ynadi.

Lekin, bu amalga oshirilgan ijobiy o'zgarishlarning ham oziga xos salbiy tomonlari bo'lgan. Ushbu maqolada bu xaqida yoritmasak bo'lmaydi. O'qituvchilar uchun malaka oshirish kurslari tashkil etildi. Bu kurslar o'qituvchilarga yangi pedagogik texnologiyalar, o'qitish metodlari va zamonaviy ta'lim usullarini o'rganishga imkon berdi.

Ushbu dasturlar va tashabbuslar O'zbekistonda ta'lim tizimini rivojlantirishga, o'qituvchilarning malakasini oshirishga va ta'lim sifatini yaxshilashga xizmat qilgan bo'lsada ushbu davrda O'zbek ziyolilarining ko'pchiligi taqibga uchrab qatag'on qilindi. O'qituvchilar uchun malaka oshirish kurslari tashkil etildi. Bu kurslar o'qituvchilarga yangi pedagogik texnologiyalar, o'qitish metodlari va zamonaviy ta'lim usullarini o'rganishga imkon berdi.

1947 yildan boshlab, har yili o'qituvchilar uchun malaka oshirish kurslari o'tkazildi, bu esa ularning bilim va ko'nikmalarini yangilashga yordam berdi.

Xulosa

Xulosa qilib ytganda, 1945-1953 yillar O'zbekistonda madaniyat va ta'lim sohasida muhim o'zgarishlar va yangiliklar bilan to'ldi. Ushbu davrda teatr, adabiyot, musiqa va san'at sohalarida ko'plab asarlar sahnalashtirildi va madaniyat tadbirlari o'tkazildi. Ta'lim sohasida esa o'zbek tilining rivojlanishi va ta'lim sifatining oshishi uchun muhim qadamlar qo'yildi. Bu jarayonlar O'zbekistonning madaniy hayotida muhim rol o'ynadi va xalqning tarixiy va madaniy merosini saqlab qolishga xizmat qildi. O'zbek xalqining milliy g'ururi va o'zligini anglash jarayonida bu o'zgarishlar ijtimoiy ongni rivojlantirishga yordam berdi.

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PAPER

TALABALARNING KOMMUNIKATIV KOMPETENSIYALARINI SHAKLLANTIRISH

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Abstract

Mazkur maqolada talabalarining kommunikativ kompetensiyalarini shakllantirishning ahamiyati, metodlari va natijalari tahlil qilinadi. Bugungi kunda ta'lim jarayonida kommunikativ kompetensiya talabalarni zamonaviy mehnat bozoriga tayyorlashda muhim omil sifatida qaralmoqda. Tadqiqot natijalari kommunikativ ko'nikmalarni rivojlantirishda innovatsion yondashuvlarning samaradorligini ko'rsatadi.

Key words: kommunikativ kompetensiya; ta'lim; innovatsion metodlar; talabalar; pedagogika.

Kirish

Zamonaviy ta'lim tizimi nafaqat nazariy bilimlarni, balki amaliy ko'nikmalarni ham rivojlantirishga yo'naltirilgan bo'lishi kerak. Kommunikativ kompetensiya – bu shaxsning muloqot qilish, fikrlarini aniq yetkazish, hamkorlik qilish va jamiyatda samarali faoliyat yuritish qobiliyatidir. XXI asrda kasbiy va shaxsiy muvaffaqiyatga erishishda ushbu ko'nikmalar muhim ahamiyat kasb etadi. Shu bois, ta'lim muassasalarida talabalarining kommunikativ kompetensiyalarini shakllantirishga e'tibor qaratish zarur.

Zamonaviy jamiyatning intellektual va innovatsion rivojlanishida oliy ta'lim tizimi muhim o'rin tutadi. Shuning uchun ham oliy ta'lim tizimini yanada takomillashtirish, uni jahon talablariga mos ravishda isloh qilish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Mazkur islohotlar doirasida quyidagi asosiy yo'nalishlar belgilangan:

Ta'lim sifatini oshirish – zamonaviy pedagogik texnologiyalarni joriy etish, ilmiy–tadqiqot faoliyatini rivojlantirish va ta'lim dasturlarini xalqaro standartlarga moslashtirish.

Professor–o'qituvchilarning malakasini oshirish – xorijiy tajribalarni o'rganish, yetakchi oliy ta'lim muassasalari bilan hamkorlikni kuchaytirish va innovatsion usullardan foydalanish.

Raqamli ta'lim tizimini kengaytirish – masofaviy ta'lim platformalarini rivojlantirish, elektron darsliklar va sun'iy intellektdan foydalanish imkoniyatlarini kengaytirish.

Talabalarining amaliy bilimlarini oshirish – ta'lim va ishlab

chiqarish integratsiyasini mustahkamlash, universitetlarni sanoat korxonalar bilan yaqin hamkorlikka jalb etish.

Xalqaro hamkorlikni rivojlantirish – yetakchi xorijiy universitetlar bilan qo'shma dasturlar yaratish, ikki tomonlama diplom berish tizimini yo'lga qo'yish va talabalar almashinuvini kengaytirish.

Ushbu islohotlar oliy ta'lim tizimining raqobatbardoshligini oshirishga, mamlakatimizda yuqori malakali kadrlar tayyorlash jarayonini yangi bosqichga olib chiqishga xizmat qiladi.

Mazkur maqolada kommunikativ kompetensiyani shakllantirish usullari va ularning samaradorligi tadqiq etiladi. Tadqiqot davomida talabalar bilan olib borilgan amaliy mashg'ulotlar, so'rovnoma va kuzatuv natijalari tahlil qilindi.

Adabiyotlar tahlili

Kommunikativ kompetensiyani shakllantirish bo'yicha ilmiy adabiyotlar tahlili shuni ko'rsatadiki, bu tushuncha turli fanlar – pedagogika, psixologiya va sotsiologiya doirasida keng o'rganilgan. Vygotsky (1978) inson tafakkuri va kommunikatsiyasi o'zaro bog'liqligini ta'kidlagan bo'lsa, Bandura (1986) ijtimoiy ta'lim nazariyasida kommunikatsiyaning ahamiyatini ko'rsatib bergan.

O'zbek tadqiqotchilari ham bu sohada muhim ishlarni amalga oshirganlar. Masalan, Xolmurodov (2019) pedagogik kommunikatsiya jarayonlarining ta'limdagi o'rnini batafsil o'rganib chiqqan.

Shuningdek, Karimova (2021) innovatsion yondashuvlar orqali talabalar muloqot qobiliyatini rivojlantirish usullari haqida fikr yuritgan.

Metod

Tadqiqot eksperimental va nazariy usullar asosida olib borildi. Quyidagi metodlardan foydalanildi:

1. **Adabiyot tahlili** – kommunikativ kompetensiya bo'yicha ilg'or ilmiy ishlanmalar o'rganildi.
2. **So'rovnom**a – 100 nafar bakalavriat talabasi orasida o'tkazildi, ularning kommunikativ qobiliyatlari baholandi.
3. **Eksperiment** – ikki guruh talabalarga turli metodlar asosida ta'lim berildi:
 - o *Nazorat guruhi* – an'anaviy ta'lim metodlari asosida o'qitildi.
 - o *Tajriba guruhi* – interfaol va innovatsion yondashuvlar asosida ta'lim oldi.
4. **Natijalarni statistik tahlil qilish** – ma'lumotlar SPSS dasturi yordamida qayta ishlanib, guruhlar orasidagi farqlar aniqlandi.

Natijalar

Tadqiqot natijalari kommunikativ kompetensiyalarni shakllantirishda interfaol metodlarning samaradorligini ko'rsatdi:

- **So'rovnom natijalari** shuni ko'rsatdiki, talabalar muloqot jarayonida turli xil muammolarga duch kelishadi. So'rovda ishtirok etganlarning 65% o'z fikrlarini aniq ifodalashda qiyinchilik sezishini bildirgan.
- **Eksperiment natijalari** bo'yicha tajriba guruhi talabalarining kommunikativ ko'nikmalari 32% ga oshgani aniqlandi. Ayniqsa, rolli o'yinlar va debatlar orqali o'rgatilgan talabalar yaxshi natija qayd etdi.
- **Statistik tahlil** natijalariga ko'ra, interfaol usullarni qo'llagan guruhda o'zaro muloqot qilish ko'nikmalari sezilarli darajada rivojlandi ($p < 0.05$).

Munozara

Olingan natijalar shuni ko'rsatadiki, an'anaviy yondashuvlar bilan solishtirganda, innovatsion metodlar kommunikativ kompetensiyani shakllantirishda yuqori samaradorlikka ega. Ayniqsa, **debatlar, case-study va rolli o'yinlar** talabalar o'rtasida muloqot madaniyatini rivojlantirishga yordam beradi.

Tadqiqot shuningdek, shaxsiy yondashuv va amaliy mashg'ulotlar kommunikativ ko'nikmalarni mustahkamlashga katta hissa qo'shishini tasdiqladi. Talabalar o'z fikrlarini ifodalash, jamoa bilan ishlash va ijtimoiy faollik borasida aniq o'zgarishlarni his qilishdi.

Shunga qaramay, tadqiqot ba'zi cheklavlarga ega bo'lib, ularning ichida **talabalar sonining cheklanganligi va uzoq muddatli monitoringning yo'qligi** kabilar mavjud. Kelajakdagi tadqiqotlarda ushbu omillar hisobga olinishi lozim.

Xulosa

Talabalarining kommunikativ kompetensiyasini shakllantirish bugungi ta'lim jarayonining muhim yo'nalishlaridan biridir. Tadqiqot natijalari shuni ko'rsatdiki, interfaol va innovatsion metodlar orqali muloqot ko'nikmalarini samarali shakllantirish mumkin. Kelgusida ushbu mavzuda yanada kengroq tadqiqotlar olib borish va yangi pedagogik texnologiyalarni sinovdan o'tkazish muhim ahamiyat kasb etadi.

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PAPER

KO'ZI OJIZ VA ZAIF KO'RUVCHI O'QUVCHILARNI MAQSADLI KASB-HUNARGA YO'NALTIRISH

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Abstract

Ushbu maqolada rivojlanishida nuqsoni bor bolalar ham sog'lom tengdoshlari bilan birdek harakat qilib, kelajakda hayotda o'z o'rinlarini topishga harakat qilmoqdalar. Bu bilan imkoniyati cheklangan bolalarning ham o'z tengqurlari kabi kasb-hunar egallashga bo'lgan qiziqishlari ortib bormoqda bu maqolada imkoniyati cheklangan bolalarni kasb-hunarga yo'naltirish, hayotda o'z yo'lini topishga yordam berish, natijada kelajakda bandlik muammolarini ham hal qilish imkoniyatlari yoritilgan bo'lib ko'zi ojiz hamda zaif ko'ruvchi o'quvchilarni kelajakka tayyorlash, kasb-hunar o'rgatish fundamentlarini yaratish masalalari muhokama etiladi.

Key words: Ko'zi ojiz o'quvchilar; kasb-hunar; metod; maqsadli ta'lim; metod.

Kirish

Bola rivojlanishidagi nuqsonlar har xil bo'ladi, ularning ba'zilari batamom bartaraf etiladi, ba'zilari bir qadar tuzatiladi, korreksiyalanadi, bilinmaydigan holga keltiriladi, boshqalari esa kompensatsiyalanadi. Masalan, bola nutqida og'ir nuqson bo'lsa, ilk yoshda to'g'ri tashkil etilgan logopedik chora-tadbirlar ta'sirida uni to'liq bartaraf etish mumkin. Boladagi nuqson markaziy nerv sistemasidagi organik kamchiliklar natijasida paydo bo'lgan bo'lsa (masalan, aqli zaiflik shunday nuqson jumlasiga kiradi), uni to'liq bartaraf etib bo'lmasa ham, birov kamaytirish, ko'zga ko'rinmaydigan, sezilmaydigan darajagacha tuzatish mumkin. Maxsus pedagogika amaliyotida yana shunday toifadagi alohida yordamga muhtoj bolalar kuzatiladiki, ulardagi nuqsonni tuzatib ham, korreksiyalab ham bo'lmaydi, masalan, tug'ma ko'rlik yoki karlikning ayrim turlari shular jumlasidandir. Bunda ko'rish analizatorining vazifasini sezgi organlariga, eshitish analizatorining vazifasini esa ko'rish analizatoriga yuklash, ya'ni kompensatsiyalash, o'rnini bosish mumkin

Adabiyotlar tahlili

Hozirgi kunda o'quvchilarni kasb-hunarga yo'naltirishda pedagogik-psixologik va umumtexnik va kasb ta'limi mu-

taxassilari olib borayotgan ishlar salmoqli o'ringa egaligi ma'lum. Darhaqiqat, o'quvchi yoshlarning kasbiy bilimlar va ko'nikmalarini shakllantirish, ularga to'g'ri yo'nalish berish ishlari ko'proq kasb-hunarga yo'naltiruvchi mutaxassislar, pedagog-psixologlar zimmasiga tushadi. Shu munosabat bilan o'quvchilarni kasbhunarga yo'naltirishga mas'ul mutaxassislarining quyidagi pedagogik-psixologik va umumkasbiy tayyorgarligiga ega bo'lishi va kasb-hunarga yo'naltirish ishlariga qo'yilgan talablarni amalga oshirish maqsadga muvofiqdir.

Tadqiqot metodologiyasi

Tiflopsixologiyada ikki turlicha yo'nalgan jarayon - ko'rishda nuqsoni bo'lganlarni nisbatan chuqur differentsiatsiyalash: total ko'zi ojiz; yorug'likni his qiladigan ko'zi ojiz; qoldiqli ko'rishga ega ko'zi ojiz; chuqur zaif ko'ruvchi; zaif ko'ruvchi. Bu tendensiyalar ko'rishda nuqsoni bo'lgan bolalarning psixologik tavsifiga ta'sir o'tkazadi, ko'rish patologiyasi turli shakllarining bolalarning psixik rivojlanishiga ta'sir darajasi va kuchini, shuningdek, yakka tartibda ishlaganda va maxsus korreksiyalash mashg'ulotlarida ularni kompensatsiyalash imkoniyatlarini belgilaydi. Ko'rishga aloqador nuqsonlar kelib chiqish sabablariga ko'ra tug'ma va orttirilgan bo'ladi. Tug'ma nuqsonlar sabablari orasida irsiy kasalliklar (masalan, tug'ma kataraktaning ba'zi shakllari va boshqalar),

xomilador ayolning toksoplazmoz, qizilcha kasalliklari bilan o'rishi, xomila ko'rish organlarining embrional rivojlanish paytida zararlanishi, miya o'smasi va shu kabi kasalliklar katta rol o'ynaydi.

Tahlillar va natijalar

Ko'rishga aloqador nuqsonlar kelib chiqish sabablariga ko'ra tug'ma va orttirilgan bo'ladi. Tug'ma nuqsonlar sabablari orasida irsiy kasalliklar (masalan, tug'ma kataraktaning ba'zi shakllari va boshqalar), xomilador ayolning toksoplazmoz, qizilcha kasalliklari bilan og'rishi, xomila ko'rish organlarining embrional rivojlanish paytida zararlanishi, miya o'smasi va shu kabi kasalliklar katta rol o'ynaydi. Ko'rishda nuqsoni bo'lgan bolalar ko'ruv o'tkirligiga ko'ra 2 turga bo'linadi:

1. Total ko'rlar - ko'rish o'tkirligi 0. 2.

2. Qisman ko'rlar. Ko'rish o'tkirligi 0, 05 gacha. Mashg'ulotlarda ular asosan o'quv materialini sezish, eshitish idroki asosida o'zlashtiriladi. Brayl tizimi bo'yicha o'qiydi va yozadilar. Ba'zi bir bolalar saqlangan ko'rish imkoniyatidan o'qish va yozishda foydalanishlari mumkin.

Zaif ko'ruvchilar ko'rish o'tkirligiga ko'ra quyidagicha turga bo'linadi

1. Ko'ruv o'tkirligi 0, 05dan 0, 1 gacha

2. Ko'ruv o'tkirligi 0, 1dan 0, 2 gacha

3. Ko'ruv o'tkirligi 0, 2 dan yuqori 0, 4 gacha.

Ko'rish o'tkirligi pastligi bilan bir qatorda ayrim bolalarda ko'rish maydoni toraygan, fazoviy idrok buzilgan bo'lishi ham mumkin. (Ko'rish o'tkirligi 0,1 bo'lgan bolalar). Bularning barchasi o'quv materialini idrok etish, o'zlashtirishga salbiy ta'sir ko'rsatadi. Zaif ko'ruvchi bolalar maxsus sharoitda, maxsus usul, uskunalar, texnik va optik vositalar yordamida o'qitilishi maqsadga muvofiqdir. Ularga ta'lim-tarbiya berish jarayonida ko'ruv idrokini rivojlantirishga alohida ahamiyat beriladi. Ko'rishdagi nuqsonlar bolaning ruxiy, jismoniy rivojlanishida ikkilamchi nuqsonlar kelib chiqishiga olib keladi. Ko'rishda nuqsoni bo'lgan bolalar va kat-talarning ta'limi va tarbiyasini tashkil etishni o'rganuvchi ilmiy ta'limotlarni o'rganuvchi fan tiflopedagogika fani hisoblanadi.

Nodavlat ta'lim tashkilotlarida kasb-hunarga o'rgatish, ularda kasbiy ko'nikmalarni shakllantirish, axborot texnologiyalari, kompyuterda dasturlash amaliyoti, umumta'lim fanlari va xorijiy tillarni o'rgatish, shuningdek, zarur hollarda yashash va transport xarajatlarini qoplash uchun; Kasbga tayyorlash, qayta tayyorlash, malaka oshirish, tadbirkorlik va kasbhunarga o'rgatish kurslarini muvaffaqiyatli tugatgan hamda maxsus sertifikatni olgan, shuningdek, tadbirkor yoki o'zini o'zi band qilgan shaxs sifatida davlat ro'yxatidan o'tganlarga asbob-uskuna va mehnat qurollarini xarid qilish uchun. Belgilansinki, subsidiyalar har bir nogironligi bo'lgan yoshning talabiga muvofiq, bazaviy hisoblash miqdorining 50 baravarigacha bo'lgan miqdorda mazkur bandda ko'rsatilgan yo'nalishlardan bittasi uchun ajratiladi." kabi ko'rsatmalar berildi.

Davlatimiz rahbari ko'zi ojiz yoshlarning ta'lim-tarbiyasiga ham alohida e'tibor qaratib, bu borada bir nechta qarorlar imzoladi-lar. Jumladan, 18.04.2022 yildagi "Ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab-internatlarda ta'lim berish sifatini oshirish hamda ular faoliyatini yanada takomillashtirish chora- tadbirlari to'g'risida" PQ-209-sonli qarorida: "Ichki ishlar vazirligi hamda Xalq ta'limi vazirligining ko'zi ojiz va zaif ko'ruvchi bolalar uchun ixtisoslashtirilgan maktab- internatlarni Ichki ishlar vazirligiga birlashtirish hamda ularni "Nurli maskan" ixtisoslashtirilgan maktab-internatlari (keyingi o'rinlarda — "Nurli maskan" maktablari) deb nomlash to'g'risidagi taklifga rozilik berilsin deb belgilab berilgan.

Xulosa

Xulosa o'rnida shuni aytish joizki, Imkoniyati cheklangan, shu jumladan, ko'zi ojiz insonlar jamiyatning ajralmas bir bo'lagi sifatida insoniyat tomonidan tan olinishi, e'tibor ko'rsatilishi va ko'mak berilishi muhim ahamiyatga egadir. Chunki, Ijtimoiy tengsizlik jamiyat va davlatning taraqqiy etishiga jiddiy to'siq bo'la oladi. Imkoniyati cheklangan insonlarning boqimandaligiga barham berib, ularni ilm fanga, kasbga yo'naltirish orqali jamiyatga foyda keltirishlariga erishish g'oyat rivojlangan davlatlarga xos bo'lgan jihatlardan biridir.

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PAPER

TO'QIMACHILIK SANOATIDA RESURS TEJAMKORLIK ASOSIDA MATO CHIQINDILARIDAN TOLA OLISH TEXNOLOGIYASI TAHLILI

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Abstract

Ushbu maqolada bugungi kunda dolzarb bo'lgan to'qimachilik sanoatida resurs tejamkorlik muammosining echimi sifatida ishlab chiqarish va ishlab chiqarishda mato chiqindilaridan tola olishning barcha omillaridan iqtisodiy va samarali foydalanish bo'yicha – sanoatda resurs tejamkorlikning maqsadi o'rganildi.

Key words: sanoat; resurs; resurs tejamkorlik; ishlab chiqarish resurslari; iste'molchi resurslari; xom ashyo.

Kirish

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2024-yil 1-maydagi PF-71-son Farmoni to'qimachilik va tikuv-trikotaj sanoatini yangi bosqichga olib chiqish chora-tadbirlari haqida bo'lib, unda resurslarni tejash va ishlab chiqarish samaradorligini oshirishga qaratilgan quyidagi asosiy yo'nalishlar belgilangan:

1. Xomashyo va materiallardan tejamkor foydalanish:

Respublikada ishlab chiqarilmaydigan xomashyo, materiallar, butlovchi buyumlar va ehtiyot qismlarni O'zbekiston hududiga olib kirishda bojxona bojidan ozod qilish orqali korxonalar xarajatlarini kamaytirish.

2. Energiya va suv resurslarini tejash:

To'qimachilik sanoat zonalarida suv tozalash inshootlarini qurish orqali suv resurslaridan samarali foydalanish va atrof-muhitni muhofaza qilish.

3. Ishlab chiqarish jarayonlarini optimallashtirish:

To'qimachilikka ixtisoslashgan kichik sanoat zonolari va industrial texnoparklarni to'liq infratuzilma bilan ta'minlash, shu jumladan suv tozalash inshootlarini qurish ishlarini 2024-yil yakuniga qadar yakunlash.

4. Chiqindilarni kamaytirish va qayta ishlash:

To'qimachilik sanoat zonalarida ishlab chiqarish jarayonlarida ekologik xavfsizlikni ta'minlash uchun suv tozalash inshootlarini

qurish va chiqindilarni qayta ishlash tizimlarini joriy etish.

Ushbu chora-tadbirlar to'qimachilik va tikuv-trikotaj sanoatida resurslarni tejash, ishlab chiqarish samaradorligini oshirish va ekologik barqarorlikni ta'minlashga qaratilgan. To'qimachilik sanoatida resurs tejamkorlik – bu xomashyo, suv, energiya va boshqa resurslarni samarali ishlatish, chiqindilarni kamaytirish va ekologik ta'sirni minimallashtirishga qaratilgan yondashuvdir. Bu sohada resurs tejamkorlik quyidagi yo'nalishlarda amalga oshiriladi:

1. Xomashyo samaradorligi

Ekologik toza materiallardan foydalanish – organik paxta, qayta ishlangan polyester kabi materiallar.

Xomashyo chiqindilarini kamaytirish – chiqindilarni qayta ishlash va qayta foydalanish.

2. Suv resurslarini tejash

Suvni qayta ishlash va filtratsiya tizimlari – bo'yoq va yuvish jarayonlarida suvning aylanishini ta'minlash.

Kam suv talab qiluvchi texnologiyalar – masalan, quruq bo'yash (dry dye) texnologiyasi.

3. Energiya samaradorligi

Energiya tejamkor uskunalar – past energiya talab qiluvchi mashinalar va avtomatlashtirilgan tizimlar.

Qayta tiklanadigan energiya manbalaridan foydalanish – quyosh panellari va shamol energiyasidan foydalanish.

4. Chiqindilarni kamaytirish va qayta ishlash

Matolarni qayta ishlash – foydalanilgan kiyim-kechak va ishlab chiqarish chiqindilaridan yangi mahsulot yaratish.

Zero-waste (nol chiqindi) dizayn tamoyillari – matolarning maksimal ishlatilishini ta'minlash.

5. Yashil ishlab chiqarish texnologiyalari

Kimyoviy moddalarni minimallashtirish – zararli bo'yoq va reagentlar o'rniga ekologik xavfsiz alternativalaridan foydalanish.

Uglerod izini kamaytirish – ishlab chiqarish jarayonida chiqayotgan CO miqdorini kamaytirish.

Resurs tejamlilik nafaqat ishlab chiqarish xarajatlarini kamaytirishga, balki ekologik barqarorlikni ta'minlashga ham yordam beradi. Hozirda ko'plab yirik to'qimachilik kompaniyalari ushbu tamoyillarga rioya qilishga harakat qilmoqda.

Ilmiy-texnik taraqqiyot yutuqlaridan foydalanishga asoslangan, iqtisodiy oshishning jadal resurslarini tejaydigan turiga otish munosabati bilan, kapitalning intensivligi va mahsulotning moddiy istemolini pasaytirish, mehnat unumdorligini oshirish, texnik-iqtisodiy korsatkichlar va mahsulot sifatini yaxshilash hamda resurslarni tejash imkoniyatlarini oshiradi. Resurslarni tejash muammosini hal qilishda ilmiy va texnik taraqqiyot muhim ahamiyatga ega bolsa, yangi uskuna va texnologiyalarni joriy etish juda murakkab va ziddiyatli jarayon hisoblanadi.

Muayyan ishlab chiqarish uchun "yangi texnologiya" kontsept-siyasiga asosan yondashuv – uning yordamida korxona oldidagi maqsadlarga qisqa vaqt ichida erishish imkoniyatini taminlaydi. Bunday chiqarish texnologiyasi mehnat unumdorligini va mahsulot sifatini yuqori darajaga kotarishi mumkin.

Iqtisodiy korsatkichlarining shakllanishi murakkab sharoitida korxona resurslaridan samarali va oqilona foydalanish muammosiga qiziqish ortmoqda. Resurslar sohasidagi boshqaruv qarorlarini optimallashtirish kelajakdagi vaziyatni samarali tahlil qilishni baholash masalalariga alohida etibor berishni talab qilmoqda. Korxonaning moliyaviy siyosatining xususiyatlari resurslardan foydalanishning turli xil variantlarini har tomonlama kompleks iqtisodiy baholash zarurligini korsatmoqda.

Sanoatda xomashyoning samaradorligi juda katta ahamiyatga ega, chunki u mahsulot ishlab chiqarish xarajatlari tarkibining 70 foizidan yuqorisini tashkil etadi. Shu sababli, tayyor mahsulotlar bozorida bir xil xomashyo turlaridan keng foydalanish, hamda materiallardan foydalanish meyorlarining pasayishi kuzatiladi.

Shunday qilib, hozirgi bosqichda ilmiy-texnikaviy taraqqiyotning muhim muammolaridan biri barcha sohalarida mahsulotlarning moddiy istemol qilinishini kamaytirish, xom ashyo va materiallardan foydalanishni yaxshilashni, har bir korxonada xazinalardan oz vaqtda va toliq foydalanishni belgilovchi omillarni har tomonlama organish hisoblanadi. Bu yuqori keltirganimizdek, material sarfi bilan ajralib turadigan tikuvchilik sanoatiga toliq tegishli. Malumki, kiyim-kechak narxidagi materiallar xarajati 80-90

"Chiqindilarsiz texnologiya – bu ishlab chiqarish usuli bolib, unda barcha xom ashyo va energiyadan oqilona va har tomonlama foydalaniladi: xom ashyo – ishlab chiqarish – istemol – ikkilamchi resurslar va atrof muhitga har qanday tasir uning normal ishlashini taminlanishidir.

Chiqindisiz ishlab chiqarishni tasavvur qilishning iloji yoq, albatta ammo chiqindilar ishlab sanoat tizimlarining normal ishlashini xalaqit bermasligi kerak. Chiqindisiz ishlab chiqarishni yaratish juda murakkab va uzoq jarayonni nazarda tutadi. Chiqindisi kamaytirilgan ishlab chiqarish deganda, ularning natijalari atrof muhitga tasiri sanitariya-gigiena meyorlari oshmasligi lozim.

Shu bilan birga, texnik, iqtisodiy, tashkiliy yoki boshqa sabablarga kora xom ashyo va materiallarning malum qismining chiqindilarga aylanishi bilan uzoq muddatli saqlash yoki yoq qilish uchun yuborilishi mumkin. maldagi qonunchilikka muvofiq sanitariya va ekologik meyorlarini buzadigan korxonalar bolmasligi kerak yoki yopilishi kerak, yani barcha zamonaviy korxonalar chiqindilari kamaytirilgan va chiqindilarsiz bolishi kerak. Chiqindisiz ishlab chiqarishni yaratishda bir qator murakkab tashkiliy,

texnik, texnologik, iqtisodiy, psixologik va boshqa muammolarni hal qilish kerak.

Chiqindisiz ishlab chiqarishni rivojlantirish va amalga oshirish uchun bir-biriga bogliq bolgan bir qator printsiplarni ajratish mumkin. sosiyi – izchillik printsipti. Unga muvofiq har bir alohida jarayon yoki ishlab chiqarish butun sanoat dinamik tizimining elementi sifatida, shu jumladan moddiy ishlab chiqarish, insonning iqtisodiy darajasi, tabiiy muhit bilan bogliqligini hisobga oladi. Shunday qilib, chiqindisiz ishlab chiqarishlarni yaratish asosida yotgan izchillik printsipti ishlab chiqarish, ijtimoiy va tabiiy jarayonlarning mavjud va osib borayotgan bogliqligi va ozaro bogliqligini hisobga olishi kerak.

Chiqindisiz ishlab chiqarishni yaratishning yana bir muhim printsipti bu resurslardan foydalanishning murakkabligi. Ushbu tamoyil xom ashyoning barcha tarkibiy qismlaridan va energiya resurslari potentsialidan maksimal darajada foydalanishni talab qiladi. Malumki, deyarli barcha xom ashyo murakkab va ortacha, uning uchdan bir qismidan koprog'i faqat uni qayta ishlash bilan olinadigan elementlar bilan bogliq.

Ishlab chiqarishning tabiiy va ijtimoiy muhitga tasirini cheklash, uning hajmining rejaga asosan oshishini va atrof-muhitning mukammalligini hisobga olgan holda, talablarni chiqindisiz ishlab chiqarishni yaratish uchun kam bolmagan muhim tamoyillarga boglash kerak. Ushbu tamoyil, birinchi navbatda, atmosfera havosi, suv, quruqlik yuzasi, mahalliy resurslar va aholi salomatligi kabi tabiiy va ijtimoiy resurslarni saqlash bilan bogliq. Shuni takidlash kerakki, ushbu printsiptni amalga oshirish faqat samarali monitoring, atrof-muhit xavfsizligini taminlash va uni kop bosqichli boshqarish bilan birgalikda amalga oshiriladi.

To'qimachilik sanoatida resurs tejamlilik – bu xomashyo, suv, energiya va boshqa resurslarni samarali ishlash, chiqindilarni kamaytirish va ekologik ta'sirni minimallashtirishga qaratilgan muhim yondashuvdir.

Shuningdek, ilmiy-texnik taraqqiyotning rivojlanishi resurslarni tejovchi innovatsion texnologiyalarni joriy etish, chiqindisiz ishlab chiqarish tizimlarini yaratish va barqaror iqtisodiy o'sishga erishish uchun muhim omil bo'lib xizmat qiladi. Shu sababli, zamonaviy "nol chiqindi" (zero-waste) ishlab chiqarish tamoyillarini qo'llash va qayta tiklanuvchi energiya manbalaridan foydalanish hozirgi davrda dolzarb masalalardan biri hisoblanadi.

Xulosa

Umuman olganda, to'qimachilik sanoatida resurs tejamlilik nafaqat iqtisodiy samaradorlikni oshirish, balki ekologik xavfsizlik va barqaror rivojlanishni ham ta'minlaydi. Bu esa sohaning kelajagi uchun muhim ahamiyat kasb etadi.

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PAPER

XIZMATLAR SOHASI RIVOJLANISHIDA TRANSPORTNING O‘RNI

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Abstract

Ushbu maqolada xizmatlar sohasi, zamonaviy iqtisodiyotda muhim ahamiyatga ega ekanligi, u turli sohalarda xizmat ko‘rsatish faoliyatini o‘z ichiga olishi haqida batafsil yoritib o‘tilgan. Maqolada transport sektori xizmatlar sohasining ajralmas qismiligi, uning rivojlanishi iqtisodiy o‘rni, ijtimoiy barqarorlik va hududiy rivojlanishda muhim rol o‘ynashi yozilgan. Transport sektorining samarali ishlashi ish o‘rinlarini yaratish, tijorat faoliyatini qo‘llab-quvvatlash va iqtisodiy resurslarni tejamkorlik bilan boshqarishda katta ahamiyatga ega. Shu sababli, transportning xizmatlar sohasidagi roli, uning modernizatsiyasi va raqamlashtirilishi orqali yanada rivojlanishga erishish imkoniyatlari kengaymoqda. Bu, o‘z navbatida, xizmatlar sohasining yuksalishi va umumiy iqtisodiy o‘rni tezlashtiradi.

Key words: xizmatlar; resurs; resurs tejamkorlik; xom ashyo.

Kirish

Xizmatlar sohasi iqtisodiyotning muhim tarkibiy qismiga aylangan va uning o‘rni global miqyosda kuzatilmoqda. Shu bilan birga, xizmatlar sohasining rivojlanishida transport sektori alohida ahamiyat kasb etadi. Bugungi kunda transport xizmatlari, iqtisodiy faoliyatning har bir sohasida, ayniqsa savdo, logistika, turizm, maishiy xizmatlar va boshqa xizmat turlarida asosiy omil hisoblanadi. Transportning dolzarbligi, avvalo, iqtisodiy integratsiya va global savdo aloqalarining kuchayishi bilan bog‘liq. Yaxshi rivojlangan transport infratuzilmasi mamlakat ichidagi va xalqaro bozorga yetkazib berish tizimlarining samarali ishlashini ta‘minlaydi. Bu esa, o‘z navbatida, xizmatlar sektori (masalan, logistika, elektron tijorat, turizm va boshqalar) rivojlanishiga katta ta‘sir ko‘rsatadi. Xizmatlar sektorining rivojlanishi transport tizimining yuqori samaradorligiga va raqamlashtirilgan transport xizmatlariga bog‘liq. Transportning modernizatsiyasi va innovatsion texnologiyalarni joriy etish, masalan, avtomatlashtirilgan va raqamli tizimlar orqali xizmat ko‘rsatishning samaradorligini oshiradi, ish o‘rinlarini yaratadi va iqtisodiy o‘rni tezlashtiradi. Shu bilan birga, transportning ekologik jihatlari ham muhim ahamiyatga ega. Yashil transport, ekologik toza texnologiyalar va barqaror transport tizimlari xizmatlar sektorida barqaror rivojlanishni ta‘minlashda muhim omilga aylanadi. Bunday yangiliklar, nafaqat

iqtisodiy, balki ijtimoiy va ekologik foyda keltiradi. Shunday qilib, xizmatlar sohasi rivojlanishida transportning dolzarbligi uning iqtisodiy samaradorligi, innovatsion yondashuvlar, va ekologik barqarorlikni ta‘minlash bilan bog‘liqdir.

O‘zbekiston Respublikasi Prezidentining 2017-yil 16-yanvardagi “Aholiga transport xizmati ko‘rsatish hamda shaharlar va qishloqlarda avtobuslarda yo‘lovchilar tashish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi qarorida quyidagilar respublikada avtomobil transportida yo‘lovchilar tashishni yanada rivojlantirishning asosiy yo‘nalishlari etib belgilangan:

harakatdagi tarkibni zamonaviy, qulay avtobuslar va mikroavtobuslar bilan yangilash, yo‘nalishlarni oqilona tashkil etish va kengaytirish, yo‘l qoplamalarini birinchi navbatda qishloq joylarda yaxshilash hisobiga aholining avtomobillarda tashuvlarga bo‘lgan talab-ehtiyojini yanada to‘liq qondirishni ta‘minlash;

yo‘lovchilar tashish xavfsizligi chora-tadbirlarini kuchaytirish, yo‘nalishlar bo‘yicha harakatlanish jadvallariga qat‘iy rioya etilishini ta‘minlash, ko‘rsatilayotgan xizmatlarning sifat darajasini oshirish, yo‘lovchilar tashish sohasida iste‘molchilar huquqlarini himoya qilish tizimini shakllantirish, yo‘lkira haqi uchun naqd pulsiz to‘lov tizimini joriy etish;

avtobuslar va mikroavtobuslardan oqilona va samarali foydalanishni ta‘minlash, avtomobil transporti korxonalarining moliyaviy-iqtisodiy holatini mustahkamlash;

yo'lovchilar tashishni boshqarish tizimiga zamonaviy axborot-kommunikatsiya texnologiyalarini keng joriy etish [1].

Adabiyotlar sharhi

Bu borada bir qator xorijiy olimlar o'z izlanishlarini olib borishgan:

Ch.L.Magening asosiy e'tibori transportning iqtisodiy jihatlari, logistika tizimlarining optimallashtirilishi, va xizmatlar sektorining rivojlanishidagi transportning roliga qaratilgan. U transport va logistika o'rtasidagi bog'liqlikni o'rganib, ularning iqtisodiy rivojlanishga ta'sirini tahlil qiladi. Ch.L.Mage o'zining "Transportation and Logistics in the Global Economy" asarida quyidagi asosiy yo'nalishlarni xususiyatlarini keltirib bergan:

1. Transport va logistika tizimlarining samaradorligini oshirish: Magee transport va logistika tizimlarining samaradorligini oshirishga qaratilgan strategiyalarni ishlab chiqadi, bu esa xizmatlar sektori va iqtisodiyot uchun foydalidir.

2. Ta'minot zanjiri va transportni integratsiya qilish: Transportning samarali ishlashi ta'minot zanjirining muhim qismi bo'lib, Magee ta'minot zanjirini yaxshilashga qaratilgan izlanishlar olib boradi. U transport va logistika tizimlarini birlashtirib, umumiy samaradorlikni oshirishni maqsad qiladi.

3. Logistika va transport xizmatlarini optimallashtirish: Magee logistika va transport xizmatlarining eng samarali va iqtisodiy yo'llarini tadqiq qiladi. Bu, ayniqsa, tijorat faoliyati va xizmatlar sektorining yuksalishiga ta'sir qiladi [2].

J.P.Rodrigue o'zining "The Geography of Transport Systems" asarida transportni geografik nuqtai nazardan tahlil qilishda juda foydalidir. U transport tizimlarining iqtisodiy va ijtimoiy hayotdagi rolini tushunish uchun geografiyaning qanday foydalanilishi kerakligini ko'rsatadi. Ushbu asarda global savdo va transport tizimlarining o'zaro ta'siri, shuningdek, transport tizimlarining global iqtisodiyotga qanday ta'sir qilishini tushunish uchun juda muhim ma'lumotlar keltirilgan [3].

Olim Sh.Khamraev transport tizimlarining samaradorligi, shuningdek, O'zbekistonning transport infratuzilmasining rivojlanishi masalalarini o'rganish bilan shug'ullanadi. Uning ishlari, mamlakatda transport sohasining rivojlanishi va uning iqtisodiyotga ta'siri haqida muhim nazariy va amaliy yondashuvlarni taqdim etadi.

B.Tursunov, J.Khusanov kabi olimlar transport xizmatlari, transport logistikasining rivojlanishi, samaradorligini oshirish va xalqaro aloqalar masalalarini o'rganadilar. Ularning tadqiqotlari transport tizimlarining integratsiyasi, ta'minot zanjirining boshqarilishi va transport infratuzilmasining modernizatsiyasi bilan bog'liq.

Tahlil va natijalar

Xizmatlar sohasida transport statistikasi – bu transport tizimining rivojlanishi, samaradorligi va uning xizmatlar sektori bilan bog'liqligini o'rganishga qaratilgan muhim ma'lumotlar to'plamidir. Ushbu statistikalar turli transport turlari (avtomobil, temir yo'l, havo, suv transporti va boshqalar) orqali ko'rsatilgan xizmatlarning hajmi, sifatini va ta'sirini baholashga yordam beradi.

Quyidagi rasmda O'zbekiston Respublikasi Prezidenti huzuridagi Statistika agentligining ma'lumotlariga ko'ra transport xizmatlari hajmining 2020–2024-yillardagi dinamikasi tasvirlangan:

1-rasmdan ko'rinib turibdiki, 2024-yilda transport xizmatlari hajmi 145 trln 124 mlrd 400 mln so'mni tashkil qilgan. Ushbu ko'rsatkich 2023-yilga nisbatan 126,7 % ga o'sganini ko'rishimiz mumkin.

2025-yil 1-yanvar holatiga ko'ra transport xizmatlarining umumiy hajmida avtomobil transportining ulushi 50,0 % ni tashkil etdi. Havo transportida yuk va yo'lovchilarni tashish bo'yicha xizmatlar

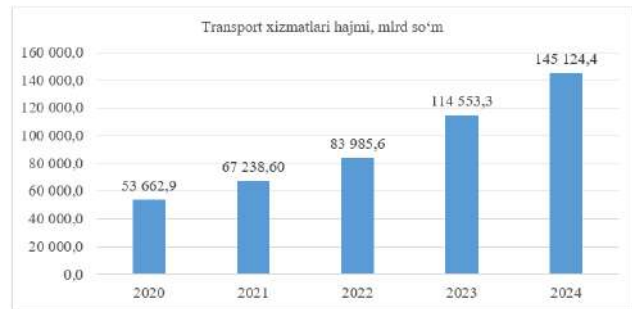


Figure 1. O'zbekiston Respublikasi xizmatlar sohasida transport xizmatlari hajmining 2020–2024 yillardagi dinamikasi [4].

ulushi 14,5 % ni, quvurlar orqali – 13,9 % ni tashkil etdi. Yordamchi transport faoliyati 12,5 % ni tashkil etdi. O'z navbatida, temir yo'l transporti tomonidan ko'rsatiladigan xizmatlar transport xizmatlarining umumiy hajmida 9,1 % ni tashkil etdi.

Quyidagi jadvalda (Table 1) 2022–2024 yillardagi hududlar kesimida transport xizmatlari hajmi (mlrd so'm) keltirilgan [4].

Table 1. 2022–2024 yillardagi hududlar kesimida transport xizmatlari hajmi

Hududlar	2022-yil	2023-yil	2024-yil
Toshkent shahri	13 112,7	19 804,4	28 551,6
Toshkent viloyati	5 946,4	7 268,7	10 246,5
Samarkand viloyati	5 333,6	6 805,1	9 865,5
Farg'ona viloyati	3 990,8	5 091,6	7 205,6
Andijon viloyati	3 460,6	4 312,5	6 240,4
Buxoro viloyati	3 310,8	4 031,1	5 670,0
Qashqadaryo viloyati	3 401,7	4 049,2	5 642,8
Namangan viloyati	2 504,5	3 369,3	4 978,4
Qoraqalpog'iston Respublikasi	2 830,1	3 170,3	4 265,3
Xorazm viloyati	2 354,6	2 839,0	4 164,3
Surxondaryo viloyati	1 926,9	2 346,6	3 309,50
Navoiy viloyati	1 497,9	1 796,3	2 635,90
Jizzax viloyati	1 164,70	1 455,4	2 101,50
Sirdaryo viloyati	666,2	762,4	1 116,10

Yuqoridagi jadvaldan ko'rishimiz mumkinki transport hajmining eng katta ulushi Toshkent shahriga 28 trln 551 mlrd 600 ming so'm, Toshkent viloyati 10 trln 246 mlrd 500 mln so'm hamda Samarqand viloyati 9 trln 865 mlrd 500 mln so'm to'g'ri kelmoqda. Eng kichik ulushni esa Navoiy viloyati 2 trln 635 mlrd 900 mln so'm, Jizzax viloyati 2 trln 101 mlrd 500 mln hamda Sirdaryo viloyati 1 trln 116 mlrd 100 mln so'm tashkil qilmoqda. 2023-yilga nisbatan Toshkent shahridagi transport xizmatlari hajmi 144,2 % ga, Toshkent viloyatida 141% ga, Samarqand viloyatida esa 145 % ga o'sganini ko'rishimiz mumkin.

Xulosa

Xizmatlar sohasida transportning o'rni muhim ahamiyatga ega bo'lib, transport tizimlari har bir iqtisodiy sektorda, xususan xizmatlar sohasida samarali va barqaror rivojlanish uchun asosiy tarmoq hisoblanadi. Transport xizmatlarining rivojlanishi iqtisodiy o'sish, savdo va integratsiya jarayonlarining tezlashishi, shuningdek, shaxsiy va jamoat ehtiyojlariga xizmat ko'rsatishda yuqori samaradorlikni ta'minlashga imkon yaratadi.

Transport sohasining rivojlanishi iqtisodiyotning boshqa tarmoqlariga, ayniqsa xizmatlar sohasiga bevosita ta'sir qiladi. Samarali transport tizimlari, yuklarni va yo'lovchilarni tez va arzon tashish imkoniyatini yaratadi, bu esa iqtisodiy samaradorlikni oshiradi. Shuningdek, transport tarmoqlari xalqaro va mahalliy savdon-

ing rivojlanishiga, investitsiyalar va yangi ish o'rinlari yaratishga yordam beradi. Transport sohasida yangi texnologiyalar va innovatsiyalarni joriy etish nafaqat xizmatlar sifatini oshiradi, balki transport tizimlarining samaradorligini, xavfsizligini va ekologik barqarorligini ham ta'minlaydi. Elektr transport vositalari, raqamli tizimlar, va avtomatlashtirilgan logistik tizimlar transport xizmatlarini rivojlantirishda muhim o'rin tutadi.

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PAPER

OLIY TA'LIM TALABALARIGA KIMYO FANIDAN MUSTAQIL TA'LIMNI TASHKIL ETISH

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Abstract

Ushbu maqolada kimyo fanini mustaqil ravishda o'rganishning samarali uslublari tahlil qilingan. Mustaqil ta'limni tashkil etishda an'anaviy va zamonaviy yondashuvlar, shu jumladan, muammoli ta'lim asosida o'qitish, nazariy hamda laboratoriya ishlarini organishda interfaol metodlar muhim ahamiyat kasb etishi ta'kidlangan. Shuningdek, talabalarining bilimini baholash va monitoring qilish usullari ham bayon etilgan.

Key words: Mustaqil ta'limni, interfaol, individual, oliy ta'lim talabalariga, fikrlash, kimyo fani, topshiriqlar, auditoriya, manbalar, mashg'ulot, bilim, o'quv va ilmiy adabiyotlar, innovatsion.

Kirish

Bugungi kunda ta'lim tizimida olib borilayotgan islohotlar talabalarni mustaqil fikrlashini rivojlantirish, individual hamda guruhlar bilan birgalikda ishlashni talab qiladi. Mustaqil ta'lim talabalarda kreativ fikrlash, nazariy ma'lumotlar bilan birgalikda amaliy ko'nikmalarni shakllantirishga oid muammolarni bartaraf etishga qaratilgan. Oliy ta'lim muassasalarida bu vazifalarni amalga oshirishga bosqichma-bosqich o'tish rejalashtirilgan.

Talabalarga kimyo fanidan mustaqil ta'limni bajarish yuzasidan o'qituvchi tomonidan metodik tavsiyalar berib boriladi. Fanning xususiyatidan kelib chiqib, mustaqil ta'lim turlari turli xil ko'rinishlarda ishlab chiqiladi:

- 1) Talabalar fan bo'yicha ma'ruza mashg'ulotida nazariy ma'lumotlarni olib, mustaqil tarzda ozlashtirishadi;
- 2) Oliy ta'lim talabalariga mustaqil ta'lim mavzulari beriladi, uning maqsadi va vazifalari tushuntiriladi;
- 3) Auditoriyadan tashqarida talabalar darslarga tayyorlanadi, ya'ni berilgan adabiyotlar bilan birgalikda qo'shimcha materiallarni o'qib, mavzularni kengroq o'rganishga harakat qilishadi;
- 4) Mavzu bo'yicha talabalarga turli xil topshiriqlar beriladi.
- 5) Mustaqil ta'lim natijalari reyting tizimi asosida baholanadi.

Mustaqil ta'limni tashkil etishdan maqsad, turli manbalardan foydalangan holda talabalarda mustaqil ta'lim tashkil etish yo'llarini aniqlash va tahlil qilish hisoblanadi. Talabalarda mustaqil ta'limning tashkil etish vazifalari quyidagilardan iborat:

- 1) yangi bilimlarni puxta o'zlashtirish ko'nikmalariga ega bo'lish;
 - 2) kerakli ma'lumotlarni izlab topish, o'rganishning qulay usullari aniqlash;
 - 3) axborot manbalari va manzillaridan samarali foydalanish;
 - 4) o'quv va ilmiy adabiyotlar, me'yoriy hujjatlar bilan ishlash;
 - 5) elektron o'quv adabiyotlar va ma'lumotlar banki bilan ishlash;
 - 6) ma'lumotlar bazasini tahlil etish;
 - 7) topshiriqlarni bajarishda tizimli va ijodiy yondoshish;
 - 8) o'quv xonalarida mustaqil holda ilmiy axborotlarni o'qib olish;
- Amaliy mashg'ulotlarda mustaqil bajarish uchun berilgan amaliy topshiriq va mustaqil ishlarni mashg'ul o'qituvchi va guruh talabalar o'rtasida himoya qila bilish hisoblanadi. Mustaqil ta'limni tashkil etish talabalarining aqliy rivojlanishiga zamin tayyorlab, bu jarayonda tanqidiy va ijodiy fikr yuritishni shakllantirish ustuvor yonalish sanaladi.

Talabalar kimyo yonalishi va mutaxassisligi bo'yicha yuqori bilim va malakalarga ega bo'lishligi uchun ular mustaqil ta'limdan olgan ko'nikmalarini shakllantirishi lozim. Talabalarining mashg'ulotga tayyorgarlik korish jarayonida mustaqil ta'limni tashkil etish uzluksiz va uzviy amalga oshirib borilishi kerak bo'ladi.

Oliy ta'limda talabalarining mustaqil ta'lim olish qobiliyatini shakllantirish ularning nafaqat bilimlarini chuqurlashtirishga, balki mustaqil fikrlash, tadqiqotchilik va ijodiy yondashuv ko'nikmalarini rivojlantirishga ham xizmat qiladi.

Bugungi kunda mustaqil ta'limning bir qator afzalliklari mavjud, ularda tanqidiy fikrlash, ya'ni talabalar ma'lumotni shunchaki o'rganish bilan cheklanmay, uni tahlil qilish, muhokama qilish va baholashni o'rganadilar.

Talabalar izlanuvchanlik – ilmiy va kasbiy rivojlanish uchun kerakli ma'lumotlarni mustaqil qidirish, tahlil qilish va qo'llash odatiga ega bo'ladilar. Shuningdek, mas'uliyat hissi mustaqil ta'limni o'rganish jarayonida talabalar o'z vaqtini to'g'ri boshqarishni, rejalashtirishni va maqsadga yo'naltirilgan faoliyat yuritishni o'zlashtiradilar.

Xulosa

Xulosa qilinsa, mustaqil ta'lim jarayonini amalga oshirish talabalarda innovatsion yondashuv shakllantiradi, yangilik qilish, ijodkorlik va o'z g'oyalarini ilgari surish ko'nikmalari rivojlanadi hamda ular shaxsiy rivojlanish, ya'ni o'z qiziqishlariga mos yo'nalishda chuqur bilim olish imkoniga ega bo'ladilar.

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PAPER

BO‘LJK PEDGOGLRNING ILMIIY-FLSFIY DUNYOQRSHNI RIVOLJLNTIRISH MODELI

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Abstract

Bo‘ljk pedgoglrning ilmiy-flsfiy dunyoqrshni rivojltirish mummolrini thlil etishning zrurti birinchidn, xborot-t‘lim muhiti shroitid xborotlrni izlsh, thlil qilish, srlsh, tizimshtirish, eslb qolish, sqshning ulrning ksbiy foliyatid lohid hmiyat ksb etishi, ikkinchidn, o‘zining bo‘lg‘usi ksbiy foliyatid t‘lim oluvchilrning ilmiy-flsfiy bilish, flsfiy dunyoqrshni nmoyon qilish folligini tshkil et olishi belgilndi.

Buning uchun es, bo‘ljk pedgoglrning ilmiy-flsfiy dunyoqrshni rivojltirishning pedgogik shrt-shroitlrni ko‘ribch qish v shu sosid model yartish v modelni loyihlsh imkoniyatlr yoritib berildi.

Key words: talaba; ta‘lim; pedagog; ilmiy-falsafiy; dunyoqarash; muammolar; rivojlantirish; model.

Kirish

Bo‘ljk pedgoglrning ilmiy-flsfiy dunyoqrshni rivojltirish mummolrini thlil etishning zrurti birinchidn, xborot-t‘lim muhiti shroitid xborotlrni izlsh, thlil qilish, srlsh, tizimshtirish, eslb qolish, sqshning ulrning ksbiy foliyatid lohid hmiyat ksb etishi, ikkinchidn, o‘zining bo‘lg‘usi ksbiy foliyatid t‘lim oluvchilrning ilmiy-flsfiy bilish, flsfiy dunyoqrshni nmoyon qilish folligini tshkil et olishi belgilndi.

Buning uchun es, bo‘ljk pedgoglrning ilmiy-flsfiy dunyoqrshni rivojltirishning pedgogik shrt-shroitlrni ko‘ribch qish v shu sosid model yartish v modelni loyihlsh imkoniyatlr tadqiq qilingan.

Dstlb “pedgogik shrt-shroit” tushunchsig niqlik kiritiladi. “Shrt-shroit” tushunchsi bizning tdqiqotimizd nimgdor bog‘liq holt, biror-bir jryon mlg oshdign muhit siftd tqlin qilindi.

Demk, pedgogik shrt-shroit t‘lim mqsdig erishish uchun professor-o‘qituvchi v tiblrlning o‘zro birglikdgi foliyatig soslngn mxsus tshkil etilgn muhitni ks ettirishi lozim. “Pedgogik shrt-shroit” tushunchsi biln birg tdqiqotchilr “tshkiliy-pedgogik shroit”, “didktik shrt-shroit”, “psixologik-pedgogik shrt-shroit” tmlrini hm qo‘llshdi. Shuningdek, ko‘pchilik tdqiqotlrd “shrt-shroit” tushunchsi biln birg “imkoniyat” so‘zini qo‘llsh hm ko‘p ko‘zg tshlndi.

Pedgogik shrt-shroit “tizimning shxsiy v jryon biln bog‘liq jhtlrig t‘sir ko‘rstuvchi t‘limiy v moddiy-mkong yo‘nlitirilgn muhit

imkoniyatlr mjmui hmd uni smrli tshkil etish v rivojltirishni t‘minlovchi” pedgogik tizim komponentidir [2].

N.V.Ippolitov pedgogik shrt-shroitlrning quyidgi tsnifini jrtib ko‘rstgn:

- t‘limiy vziflrni hl etish uchun o‘quv jryonini tshkil etishg yo‘nlitirilgn tshkiliy-pedgogik shrt-shroitlr;
- pedgogik jryon subyetlr shxsini rivojltirishg yo‘nlitirilgn psixologik-pedgogik shrt-shroitlr;
- o‘quv jryonining texnologiya, shkl, metod v vositlrini niqlb beruvchi didktik shrt-shroitlr [3].

Mullifning fikrig qo‘shilgn hold tshkiliy-pedgogik, psixologik-pedgogik v didktik shrt-shroitlrni pedgogik shrt-shroitning komponentlr siftd qbul qilish mqsdg muvofiq, deb hisoblymiz.

Tdqiqot obykti biln bog‘liqlikd pedgogning ksbiy foliyati, bo‘ljk o‘qituvchilrni ksbiy tyorlshning o‘zig xosliklrig hm tvsif berib o‘tmiz hmd bo‘ljk pedgoglrni tyorlsh tuzilmsid kognitiv kompetentlikning o‘rni v rolini byon etmiz.

Adabiyotlar tahlili

Bir qtor olimlr (V.V.Kryevskiy [4], YE..Kryukov [5], V.V.Serikov [6]) tomonidn ksbiy t‘lim jryonig yangich yondshuvni qror toptirish yo‘llri v ulrning mohiyati borsidgi tdqiqotlr mlg oshirilgn. Ulr o‘z ishlrid ksbiy pedgogik t‘limning sosiy vzifsi, o‘qituvchining mavjud

ilmiy bilimlar bilan qurollantirishdagi iborat emas, balki uning shaxs sifatida o'z mavqei belgilanishi, o'zligini anglashi, ijtimoiy muhitga nisbatan munosabtni shakllantirish yordam berishi lozim bo'lgan vosita sifatida qaydlir. T'lim oluvchilarga bilim berishda o'z fikrini yoqlash, muvohilik va vtoritir mavqei egallash urinish hissidan xos bo'lishni t'minlash lozim bo'ldi.

Bo'ljak pedagoglarning ilmiy-falsfiy dunyoqarashining yuqori darajada bo'lishiga erishish quyidagi holatlar mavjudligini ta'kidlaydi:

- t'limning kasbiy va shaxsiy shakllanish darajasi bu yo'ldan tashkil etilgan j'yonning umumiy mohiyatini yorituvchi falsfiy tizim samardorligiga ega bo'lgan;

- t'limning kasbiy jihatdan shakllantirishni t'minlovchi ilmiy-falsfiy kichik ta'dqiqot j'yonlarining tashkiliy boshqaruvi maqsadga muvofiq tarzda tashkil etilgan bo'ldi. .Piliqin bo'yicha ilmiy foylat va falsfiy bilish strtegiyalrni o'zlashtirish j'yonni quyidagi ko'rinishga ega bo'ldi:

- 1) kognitiv strtegiyalr (fng doir va umumiy)ning t'limlarning samarali tahlil etishi;

- 2) mavjud maqbul kognitiv strtegiyalr (fng doir va umumiy)ning samarali refleksiylasi;

- 3) t'limlarning individul va meyoriy kognitiv strtegiyalrni taqqoslay olishi;

- 4) fng doir va umumiy (shaxsiy-bilish t'limlari) individul kognitiv strtegiyalrni maqsadli va mustqil chuqurlashtirib borishni maqsadga oshirish [7]

..Piliqinning fikriga qo'shilgan holda ilmiy-falsfiy bilish foylati bilan bog'liq j'yonlarni majmuyi dinamik tashkil etish sifatida strtegiyalarning mohiyatini tushunish quyidagi ketma-ketlikdan iborat:

- maqsad va uning erishish mezonlarining o'zaro mosligi;
- natijalarga erishish bo'yicha harakatlar;
- foylat j'yoniga tuzatishlar kiritish;
- olingan natijalarni qayd etish [8]

shunga muvofiq ilmiy-falsfiy strtegiyalarning quyidagi komponentlarini j'rtib ko'rish mumkin:

- motivatsion – mummolarni anglash, foylat maqsadini belgilash;
- j'ryong doir – bilish foylatini bevosita loyihalash va maqsadga oshirish;
- reflektiv – foylatni baholash, natijalarni qayd etish.

Tahlil va natijalar

Maqolada bo'ljak pedagoglarning ilmiy-falsfiy dunyoqarashini rivojlantirish modeli muhokama qilingan. Ushbu modelning asosiy maqsadi – pedagogik jarayonda zamonaviy ilmiy va falsfiy bilimlarni uyg'unlashtirish orqali o'qituvchilarning kasbiy kompetensiyasini oshirishdir.

Ilmiy-falsfiy yondashuvning ahamiyati shundan iboratki, bo'ljak pedagoglarning kasbiy tayyorgarligiga nafaqat aniq fanlar bo'yicha bilimlarga, balki ularning falsfiy tafakkurini rivojlantirishga ham bog'liq bo'lib, ilmiy yondashuv muayyan muammolarni tahlil qilish, ularning mohiyatini tushunish va innovatsion echimlar topishga yordam beradi. Falsfiy tafakkur esa o'qituvchining dunyoqarashini kengaytirib, ularning pedagogik faoliyatida reflektiv yondashuvni rivojlantirishga xizmat qiladi.

Maqolada taqdim etilgan model quyidagi tarkibiy qismlardan iborat:

- **Nazariy asos** – ilmiy va falsfiy bilimlar integratsiyasining mohiyati va zaruriyati.

- **Metodik qism** – bu jarayonda foydalaniladigan pedagogik texnologiyalar va usullar.

- **Amaliyot** – bo'ljak pedagoglarning ilmiy-falsfiy tafakkurini shakllantirish bo'yicha mashg'ulotlar va treninglar.

- **Natijaviy baholash** – model samardorligini aniqlash mezonlari.

Quyidagi innovatsion texnologiyalarni qo'llash orqali ilmiy va falsfiy bilimlarni yetkazish modelning zamonaviyligi va samardorligini ta'minlaydi:

- Interfaol usullar (masalan, falsfiy munozaralar, ilmiy tajribalar, tahliliy tafakkur mashqlari) bo'ljak o'qituvchilarning fikrlash qobiliyatini oshirishga xizmat qiladi.

- Axborot texnologiyalari orqali.

Modelni qo'llash natijasida bo'ljak pedagoglarning ilmiy va falsfiy dunyoqarashi ancha kengayadi. O'qituvchilarning tanqidiy tafakkuri va tahlil qilish ko'nikmalari rivojlanadi hamda pedagogik jarayonda innovatsion yondashuvlarni joriy qilish imkoniyati ortadi, kasbiy kompetensiya oshib, o'qituvchilarning zamonaviy pedagogika talablariga moslashish darajasi yuqori bo'ladi. Modelning joriy etilishi natijasida bo'ljak pedagoglar nafaqat o'z fanini chuqur tushunadigan, balki zamonaviy ilmiy-falsfiy tafakkurga ega mutaxassislar bo'lib shakllanadilar.

Xulosa

Xulosa qilib aytganda, bo'ljak pedagoglarning ilmiy-falsfiy dunyoqarashini rivojlantirish modeli ularning kasbiy tayyorgarligida muhim omil hisoblanadi. Ushbu model ilmiy bilimlar, falsfiy tafakkur, tanqidiy fikrlash va innovatsion yondashuvni o'z ichiga oladi. Mazkur model asosida pedagoglarning dunyoqarashi tizimli tarzda shakllanadi, ya'ni ilmiy bilimlarga asoslangan, tahliliy va kreativ fikrlash qobiliyatiga ega bo'lgan mutaxassislar yetishib chiqadi. Bu jarayon falsfiy bilimlar, metodologik asoslar va amaliy mashg'ulotlar bilan boyitiladi.

Shuningdek, modelda ilm-fan va texnologiyalar rivoji, madaniy-gumanistik yondashuvlar ham muhim o'rin tutadi. Bu esa pedagoglarga zamonaviy ta'lim tizimida o'qituvchilarni ilmiy-falsfiy tafakkurga yo'naltirish imkonini beradi. Bo'ljak pedagoglarning ilmiy-falsfiy dunyoqarashini rivojlantirish modeli ularning nafaqat kasbiy mahoratini oshirishga, balki jamiyatdagi ta'lim sifatining yaxshilanishiga ham xizmat qiladi.

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PAPER

OTKIR HOSHIMOVNING "TUSHDA KECHGAN UMRLAR" ASARI SOTSIOLINGVISTIK TAHLILI

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Abstract

Maqolada Otkir Hoshimovning "Tushda kechgan umrlar" romani sotsiolingvistik nuqtayi nazardan tahlil qilingan. Asarning til qatlami, qahramonlarning nutqiy xususiyatlari, shahar va qishloq dialektlarining uygunligi hamda sovet mafkurasi va milliy ong ortasidagi lingvistik ziddiyatlar o‘rganilgan.

Key words: sotsiolingvistika; til qatlami; dialekt; nutqiy portret; ijtimoiy qatlam; mafkura va lingvistika; jamiyat va til; nutqiy portret.

Kirish

Sotsiolingvistika tilning ijtimoiy tabiatini, uning ijtimoiy funksiyalarini, shuningdek, ijtimoiy omillarning tilga tasirini organadigan sohadir [1]. Til faqat kishilar jamiyatida mavjud ekan, u holda, uning ruhiy tomonidan tashqari, ijtimoiy tomoniga ham har doim etibor qaratishimiz kerak. Nafaqat individual psixologiya, balki sotsiologiya ham tilshunoslikning asosi bolib xizmat qilishi lozim [2]. Yuqoridagi fikrlar asosida Otkir Hoshimov asarlarini sotsiolingvistik jihatdan tahlilga tortishimiz mumkin. Otkir Hoshimov oz asarlarida inson hayoti, jamiyat va davr ruhiyatini aniq aks ettirish mahoratiga ega yozuvchilardan biridir. "Tushda kechgan umrlar" romanida ham jamiyatdagi lingvistik muhit, ijtimoiy tabaqalanish, shahar va qishloq odamlari nutqining farqlari, sovet mafkurasi ta'siri kabi sotsiolingvistik omillar aniq ifoda etilgan. Ushbu maqolada roman qahramonlarining nutqiy xususiyatlari, sotsiolingvistik holatlar va tilning jamiyat bilan bog'liqligi batafsil tahlil qilinadi.

Adabiyotlar tahlili va metodlar

Sotsiolingvistika til va jamiyat o'rtasidagi aloqani o'rganadi. Bu sohaning nazariy asoslari Belikov va Krysinning tadqiqotlarida batafsil yoritilgan bo'lib, unda tilning sotsial tabaqalarga bo'linishi, nutqiy farqlar va lingvistik o'zgarishlar muhokama qilingan [1]. Shuningdek, Boduén de Kurtené tilshunosligi bo'yicha klassik

asarlarida jamiyatning tilga ta'sirini o'rgangan [2].

Muhokama va natijalar

Sotsiolingvistika tilning ijtimoiy guruhlar bo'yicha qanday o'zgarishini va jamiyatdagi o'rni qanday ekanligini o'rganar ekan, "Tushda kechgan umrlar" romani bu nuqtayi nazardan juda boy, chunki unda shahar va qishloq odamlari nutqidagi tafovutlar, ijtimoiy tabaqalanish va til uslubining farqlari, sovet mafkurasi va rasmiy tilning ta'siri, emotsional va ekspressiv nutq shakllari, milliy o'zlik va til o'rtasidagi bog'liqlik kabi jihatlar aniq aks etgan. Asarda qahramonlarning nutqiy portretlari va ularning sotsial statusi ham yaxshi yoritilgan bolib, har bir qahramonning nutqi ularning jamiyatdagi mavqeyi, yashash sharoiti va dunyoqarashini aks ettiradi. Masalan, Rustam – o'ziga ishonchli, haqiqatparast inson. Rustam sobiq harbiy bo'lib, hayotga o'zgacha nigo bilan qaraydi. Uning nutqi qisqa, aniq va qat'iy bo'lib, ba'zan zo'ravonlik ohangiga ham kiradi. Masalan, u qo'shnisi bilan janjallashganda shunday deydi: "Men sening hutoringga borib to'y qilyapmanmi?!" [3] Bu yerda Rustam o'z milliy qadriyatlarini himoya qilish uchun qattiq ohangda gapirayotganini ko'rish mumkin. Bu holat lingvistik jihatdan milliy identifikatsiya va shaxsiy haqiqat uchun kurashni aks ettiradi. Rustam asar davomida bir necha bor adolat uchun kurashadi. Uning boshqa bir o'tkir jumlası: "Haqiqatni topmaganimcha tinchimayman! [3]" Bu nutqiy xususiyat Rustamning fe'l-atvorini va ijtimoiy muhitga

bo'lgan noroziligini ochib beradi.

Qurbonoy xola – xalq donoligi va oddiy hayot timsoli. Qurbonoy xola farrosh bo'lib, oddiy xalq vakili sifatida tasvirlangan. Uning nutqi sof xalqona uslubga ega bo'lib, unda ko'p maqollar va hayotiy iboralar uchraydi: “Eh-he, bolam, dunyo degani shunday ekan-da, sening istagingga boqib turmaydi! [3]” Bunday nutqiy xususiyat xalq tabiatining tildagi aksini ko'rsatadi. Manbalarda til kishilar orasida asosiy muloqot vositasi bo'lishi bilan bir qatorda, xalqning hayotiy tajribasini, an'anasi, milliy xarakterini va hatto bilim darajasini aks ettiruvchi ko'zgu ekanligi alohida takidlanadi [4].

Qurbonoy xolaning tili o'zbekona qadriyatlarni saqlab qolgan, xalqona iboralar bilan boyitilgan. Komissar – sovet mafkurasining og'ir soyasi. Komissar – hukmron mafkuraning ifodachisi bo'lib, uning nutqida rasmiylik va buyruqohang seziladi: “Har kim oz ornini bilishi kerak! Tartib bolmasa, davlat qanday yuradi?! [3]” Bu qahramonning nutqiy xususiyatlari sovet davrida hukmron bo'lgan rasmiy til uslubini aks ettiradi. “Men hamma narsani bilaman. Bu sohada ish boshlaganimda sizning otangiz ham tug'ilmagan edi”. Bu gapdan hukmronlik va mafkuraviy ta'sir o'z aksini topadi. Shahnoza – yangi avlod vakili. Shahnoza yosh talaba bo'lib, uning tili ancha erkin, talabalarga xos jonli va samimiy: “Dadam bilsalar, meni o'ldirishadi! Nima qilamiz endi? [3]” Bu replikalar orqali yoshlarning nutqi kattalarnikidan qanday farq qilishi ham ko'rinadi.

Tilda viloyatlardagi dialektlardan tashqari, mazkur viloyatlarda yashovchilarning yoshi, mavqeyi, mol-mulki bilan bogliq ayrim shakllar ham mavjud boladi. Bular: qishloq aholisi, avom xalq, shaharliklar, zodagonlar, saroy ahli, tarixchi olimlar, din arboblari, qariyalar, erkaklar, ayollar va hatto, bolalarning tillaridir [5]. Ushbu asarda shahar va qishloq odamlarining nutqiy tafovuti ham yaqqol ko'zga tashlanadi. Qishloq odamlari – so'zlashuvda ko'proq maqollar, ramziy ifodalar, hissiyotga boy jumalardan foydalanadi. Masalan, Qurbonoy xola shunday deydi: “Odam yaxshi kunni ham, yomon kunni ham koradi, bolam” [3]. Shahar odamlari – gaplari qisqaroq, ba'zan rasmiy va soflashtirilgan bo'ladi. Masalan, tergovchi Rustamga shunday deydi: “Siz vaziyatni to'g'ri tushunishingiz kerak. Hammasi qonun doirasida hal qilinadi. [3]” Bu tafovut sotsiolingvistik jihatdan shahar va qishloq muhitining tilga qanday ta'sir qilishini ko'rsatadi.

Asarda sovet mafkurasi va til o'rtasidagi ziddiyat ko'rinib turadi. Rustamning qattiq fe'l-atvori, tergov jarayonidagi til tazyiqlari va komissarning mafkuraviy gaplari bunga misol bo'la oladi. Rustamni tergov qilayotgan vaqtida unga shunday deyiladi: “Biz haqni topishimiz kerak, sen his-tuyg'ularga berilib ketma! [3]” Bu holatda sovet davri rasmiy tili bilan insoniy nutq o'rtasidagi ziddiyat yaqqol seziladi.

Xulosa

“Tushda kechgan umrlar” romanining sotsiolingvistik tahlili shuni ko'rsatadiki, asar til orqali ijtimoiy tabaqalanish, mafkuraviy bosim, milliy o'zlik va turli ijtimoiy guruhlar orasidagi tafovutlarni ochib beradi. Rustam – milliy g'urur va adolat timsoli bo'lsa, Qurbonoy xola – xalq donoligi va o'zbekcha til me'yorlarining namunasidir. Komissar – sovet mafkurasining rasmiy til ifodasi bo'lsa, Shahnoza – yangi avlod vakili sifatida tasvirlanadi. Romandagi lingvistik holatlar milliy va rasmiy til o'rtasidagi kurash, shahar va qishloq nutqining tafovuti, emotsional va rasmiy til shakllarining ziddiyati kabi muhim masalalarni ochib beradi. Bu asar nafaqat adabiy, balki sotsiolingvistik jihatdan ham chuqur tahlilga loyiq.

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КУЛЬТУРНАЯ ЗНАЧИМОСТЬ СЛОВА КАК ПРЕДМЕТ РУССКОЙ ИСТОРИЧЕСКОЙ ЛЕКСИКОЛОГИИ

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Аннотация

В статье рассматривается культурная значимость слова как предмет русской исторической лексикологии. Исследуется влияние исторических процессов на изменение семантики слов, анализируются примеры трансформации значений в различные эпохи. Применяются методы сравнительно-исторического, семантического и этимологического анализа. Обсуждаются механизмы взаимодействия языка и культуры, а также роль лексических изменений в формировании национальной идентичности. Ключевые слова: историческая лексикология, культурная значимость, семантические изменения, язык и общество, эволюция лексики.

Введение

Историческая лексикология русского языка исследует процессы изменения словарного состава, выявляя культурные и социальные аспекты, отражённые в языке. Одним из центральных вопросов этой дисциплины является культурная значимость слова, определяемая его исторической эволюцией, семантическими трансформациями и ролью в общественном сознании. Данное исследование направлено на выявление механизмов изменения значения слов и их связи с культурными процессами в разные эпохи.

Методы

Исследование базируется на сравнительно-историческом и семантическом анализе, а также на этимологическом подходе. Используются материалы толковых, исторических и этимологических словарей русского языка (Фасмера, Даля, Ушакова и др.) [1]. Применяется контекстуальный анализ литературных и публицистических источников, позволяющий проследить изменение смысловых оттенков отдельных лексем.

Результаты

Исторические процессы, такие как христианизация Руси, реформы Петра I и советский период, оказали значительное влияние на семантическую эволюцию русской лексики. Например, слово «благодать» в дохристианский период имело значение природной щедрости, тогда как после принятия христианства приобрело религиозный смысл [2]. В XVIII веке появление новых терминов, заимствованных из европейских языков («кампания», «революция»), отражало влияние западной культуры на русское общество [3]. В XX веке лексика подверглась идеологической трансформации, что выразилось в изменении смыслов слов, таких как «товарищ» и «враг народа».

Обсуждение

Культурная значимость слова определяется его ролью в ментальном лексиконе носителей языка. Историческая лексикология показывает, что язык не только фиксирует изменения в обществе, но и сам становится инструментом формирования культурных норм. Например, возврат к традиционным значениям слов в постсоветский период демонстрирует стремление общества к восстановлению исторической преемственности. Современные исследования подтверждают, что лексические изменения являются отражением культурных сдвигов и политических тенденций.

Заключение

Таким образом, культурная значимость слова в русской исторической лексикологии является важным объектом изучения, поскольку она позволяет понять динамику языка и его связь с обществом. Исторические процессы непосредственно влияют на эволюцию словаря, а язык, в свою очередь, оказывает влияние на формирование национальной идентичности. Кроме того, анализ лексических изменений помогает выявить тенденции развития общества и его культурных ориентиров. Изучение исторической лексикологии способствует сохранению языкового наследия и осознанию значимости прошлого в формировании современного языка. Будущие исследования могут быть направлены на детальный анализ отдельных тематических групп лексики и их роли в национальной культуре.

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PAPER

THE IMPORTANCE OF ESP IN TEACHING ENGLISH TO STUDENTS OF THE AGRICULTURAL SECTOR

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Abstract

The aim of this paper is to explore the significance of English for Specific Purposes (ESP) in teaching English to students in the agricultural sector. As globalization increases, the demand for specialized knowledge of English in various industries, including agriculture, grows. ESP courses tailored to the needs of agriculture students play a vital role in preparing them for international collaboration, research, and access to global resources. This paper outlines the key benefits of ESP in the agricultural sector and discusses effective teaching strategies.

Key words: English for Specific Purposes, agriculture, language learning, specialized vocabulary, global communication.

Introduction

The agricultural sector has witnessed significant transformation over recent decades, influenced by technological advances and globalization. As the world becomes more interconnected, there is an increasing need for agricultural professionals to communicate effectively in English, the lingua franca of international business and research. However, traditional General English (GE) courses may not meet the specific linguistic needs of students pursuing careers in agriculture. English for Specific Purposes (ESP) bridges this gap by providing language instruction that focuses on the terminology, communication skills, and contextual knowledge relevant to the agriculture industry. This paper examines the importance of ESP in the context of agricultural education and highlights the benefits of integrating such courses into the curriculum.

Main Part

The Role of ESP in Agriculture Education

English for Specific Purposes (ESP) plays a fundamental role in bridging the linguistic gap for students pursuing education in specialized fields like agriculture. Unlike traditional English courses, which cater to general language learning, ESP is tailored to meet the specific needs of learners in particular disciplines. For agri-

culture students, this focus on specialized language acquisition is indispensable as it equips them with the vocabulary, reading, and communication skills necessary to thrive in their field. The agricultural industry is deeply interconnected with global markets, scientific research, and international trade. Mastery of agricultural English terms allows students to engage with technical documentation, research papers, and reports—resources critical to their academic and professional development.

Moreover, ESP courses prepare students for real-world professional interactions. In agriculture, professionals are required to communicate their findings, collaborate on international research projects, and participate in cross-border business activities. ESP courses provide students with a language foundation that fosters effective participation in these tasks, offering training that goes beyond grammar and syntax to address the practical use of English in professional agricultural settings. For example, agricultural students learn how to write formal research papers, interpret technical jargon, and engage in professional discussions, all of which prepare them for international conferences and collaborations with foreign partners.

Furthermore, ESP courses are built to align with students' existing knowledge and professional interests. Agricultural studies often involve subjects like crop production, soil management, pest control, and agricultural policy—all of which require an understanding of specific terminologies. For instance, students in crop science may need to understand terms related to plant physiology,

biotechnology, and sustainable farming practices, while those in animal husbandry might focus on vocabulary concerning veterinary practices, animal nutrition, and biosecurity. In ESP courses, the teaching materials and exercises are customized to reflect these specialized needs.

In addition to language proficiency, ESP helps students develop soft skills like problem-solving and critical thinking. Agriculture professionals often deal with complex issues, such as food security, environmental sustainability, and climate change adaptation. By fostering analytical skills within a language-learning context, ESP helps students tackle these challenges more effectively. They are trained to think critically about the information they receive and communicate solutions that are both clear and actionable, which is crucial for decision-making in international or multidisciplinary teams.

Benefits of ESP for Agricultural Students

One of the key advantages of ESP for agricultural students lies in its focus on highly specialized vocabulary and context-specific language. Agriculture is a field where precision in language can significantly impact communication effectiveness, particularly when engaging with international peers, researchers, and practitioners. By learning the terminology specific to agriculture—such as terms related to crop rotation, irrigation techniques, pest management, and soil science—students become adept at navigating English-language resources in their domain.

For instance, understanding terms related to soil pH, fertilization, and pest control enables students to comprehend agricultural research papers and manuals, thus improving their ability to implement best practices in farming and research. As agricultural students move from classroom learning to real-world application, the ability to accurately understand and use specialized vocabulary becomes a vital part of their professional toolkit. Additionally, it allows them to communicate complex information clearly, which is crucial for participating in international projects, publishing research, or engaging in trade negotiations.

Furthermore, ESP courses help develop students' communication skills beyond just vocabulary acquisition. As the agricultural sector becomes more globalized, there is a growing demand for professionals who can present at international conferences, collaborate on cross-border projects, and manage international trade relations. ESP equips students with the practical language skills needed for these tasks. They learn to deliver presentations, write reports, and conduct negotiations—all within the context of agriculture. This practical focus helps students transition more smoothly from academic settings to professional environments, where effective communication can determine the success of projects.

Another critical benefit of ESP is that it fosters critical thinking and problem-solving skills. Unlike general English courses, which may focus on day-to-day conversational skills, ESP requires students to analyze and interpret language in specific professional contexts. This is particularly important in agriculture, where students may need to address challenges such as climate change, food security, or sustainable farming. By encouraging students to think critically about the language and its use in their field, ESP courses not only improve their language proficiency but also prepare them for the complex problem-solving required in their careers.

Lastly, ESP fosters cultural competence by familiarizing students with the international norms and practices in agricultural research and business. As students engage with English-language materials from around the world, they become more attuned to global perspectives on agriculture, which enhances their ability to work in diverse teams and contribute to international agricultural development.

Effective ESP Teaching Strategies

Teaching English for Specific Purposes (ESP), especially in fields like agriculture, demands a unique approach that differs significantly from traditional language instruction. One of the first steps in creating an effective ESP course is conducting a comprehensive needs analysis. This involves identifying the specific linguistic and professional requirements of the students. For agricultural students, this means focusing on the language used in key areas such as crop management, animal husbandry, soil science, and agricultural policy. The instructor must design a curriculum that incorporates relevant terminology and practical communication skills necessary for these subjects.

Once the needs analysis is complete, the instructor can begin to build a syllabus that integrates authentic materials. Authenticity is a cornerstone of ESP instruction, as students need to learn the actual language used in their field. For agriculture students, this could involve using scientific journals, agricultural reports, and case studies as teaching materials. For example, reading a research paper on sustainable farming practices or interpreting a technical manual on irrigation systems helps students gain familiarity with the language they will encounter in their professional lives. This method goes beyond textbook learning by offering real-world examples of how English is used in the agricultural sector.

Another effective teaching strategy is the use of task-based learning. In ESP, the focus is not just on language acquisition but also on practical application. This can be achieved through exercises like role-playing, simulations, and project-based assignments. For instance, students could be asked to simulate a business negotiation between an agricultural company and a foreign client or to present their findings on a research project at an international agricultural conference. These tasks give students the opportunity to practice using English in real-life scenarios, thus building their confidence and proficiency in professional communication.

Collaboration and peer-learning are also essential in ESP teaching. Group activities such as peer review, collaborative research projects, and team presentations foster an interactive learning environment where students can learn from each other. This is particularly valuable in agriculture, where professionals often work in teams to solve complex problems such as pest control, soil degradation, or water management. By working together on language tasks, students develop not only their English skills but also their ability to collaborate on agricultural projects.

The integration of technology can further enhance ESP teaching strategies. Online resources, interactive platforms, and agricultural simulation software allow students to engage with the language in innovative ways. For instance, students can use virtual farms or agricultural databases to practice English while learning about farming techniques or market trends. These digital tools make learning more engaging and interactive, while also exposing students to the latest technological advancements in agriculture.

Finally, continuous feedback and assessment are crucial in ESP courses. Unlike traditional language courses, where progress is often measured through exams or quizzes, ESP students benefit from more dynamic forms of evaluation. For instance, students can be assessed through their participation in role-play scenarios, their ability to comprehend and discuss technical texts, or their performance in simulations. This type of feedback helps students understand their strengths and weaknesses in using English for agricultural purposes and guides them in refining their language skills accordingly.

Challenges in Implementing ESP in Agricultural Education

While the benefits of English for Specific Purposes (ESP) in agricultural education are clear, there are also several challenges associated

with its implementation. One of the most significant obstacles is the shortage of specialized instructors who are proficient not only in English but also in agricultural subjects. Teaching ESP requires a unique combination of linguistic expertise and domain-specific knowledge, making it difficult to find qualified educators who can effectively teach agricultural students. Many language instructors may lack the technical vocabulary and industry understanding necessary to provide meaningful instruction in this field, while subject matter experts may not have the language teaching skills required to deliver effective lessons.

To overcome this challenge, institutions may need to invest in teacher training programs that equip instructors with the skills needed to teach ESP in agriculture. This could involve professional development workshops, collaborations between language and agriculture departments, or even partnerships with industry professionals who can provide guest lectures or materials. However, these solutions require time, effort, and resources, which may not be readily available in all educational institutions.

Another challenge is the development of appropriate course materials. Unlike general English courses, where textbooks are widely available, ESP courses require specialized materials that cater to the needs of agricultural students. Developing these materials can be time-consuming and costly, especially as the agricultural sector continues to evolve with new technologies, practices, and research. Keeping course materials up-to-date and relevant is crucial for ensuring that students receive an education that is both current and applicable to the real world.

Moreover, access to industry-specific content may be limited, particularly in regions where resources are scarce or where agriculture is still a developing sector. Instructors may struggle to find authentic texts or case studies relevant to their students' needs, which can hinder the effectiveness of the ESP course. In such cases, educators might have to rely on older or less relevant materials, which may not fully prepare students for the challenges they will face in their professional careers.

Conclusion

The conclusion of a discussion about English for Specific Purposes (ESP) in the agricultural sector must emphasize the critical role it plays in preparing students for success in an increasingly globalized world. The agricultural industry today is no longer confined to local markets or practices. Professionals in the field are required to engage with international research, participate in global trade, and collaborate with peers from different countries. This shift highlights the importance of equipping agricultural students with the language skills they need to thrive in such environments, and ESP is the tool that bridges this gap.

Through ESP, agricultural students can acquire a specialized vocabulary that helps them understand and contribute to scientific research, technical documentation, and professional conversations. This focus on relevant terminology ensures that students are not just learning general English, but rather, the precise language required in their specific fields. For instance, an agronomist would need to understand terms related to soil science, pest management, or crop diseases, while an agricultural engineer might need vocabulary related to machinery, irrigation systems, and sustainable technology.

The benefits of ESP go beyond language acquisition. By focusing on context-specific learning, ESP encourages critical thinking and problem-solving skills. Students are not only learning how to read, write, or speak in English but are also learning how to apply this language to real-world challenges in agriculture. This ability to analyze information, communicate effectively, and offer solutions is essential in a field where professionals often deal with issues like climate change, food security, and resource management.

In conclusion, English for Specific Purposes is not just an op-

tional component of agricultural education but a necessity. As the agricultural sector continues to globalize, the ability to communicate effectively in English becomes more valuable. Institutions that integrate ESP into their curricula will be better positioned to prepare their students for success in a competitive international market. By equipping students with the language skills they need to engage with global resources, research, and partnerships, ESP ensures that they are ready to contribute to the future of agriculture on a global scale.

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PAPER

Nutq va muloqatning rivojlanishi

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Abstract

Ushbu maqolada nutq butun maktabgacha bo'lgan davr davomida jadal rivojlanib borishi, so'z boyligini orta boshlashi, normal rivojlanayotgan bola lug'atida so'zlar soni uzluksiz ortib boradi va maktabgacha bo'lgan yoshda ularning o'sib borishi juda yuqori bo'lib qoladi. Lug'at sifati jihatidan ham o'zgarib boradi: unga barcha so'z turkumlari kiritiladi, har yilda so'z ma'nosi o'zgarib borishi haqida fikr yuritiladi.

Key words: Nutq, aqli zaiflik, muloqat, dizatriya, alaliya, afaziya, dizfunksiya, leksik gramatika, lug'at, axloqiy, estetik tarbiya

Kirish

Nutq rivojlanish darajasi lksik jihatdan tashqari jihati bilan, ya'ni mantiqiy bog'liqliklar va munosabatlar aks etadigan so'zning ma'noviy vazifasi va grammatik til qurilishi hamda muloqot, tushunilishi va faoliyatida nutqning roli, ya'ni uning vazifalari bilan ham aniqlanadi.

Maktabgacha kichik yoshdagi bolada so'z ko'p holda, ytarli umumlashmagan, vaziyatga binoan bo'lmagan yoki aksincha, muhimlashtirilgan, bir qator holatlarda esa noaniq tushunilgan bo'lib chiqadi. Masalan, oddiygina «piyola» so'zi biz uchun ichishga mo'ljallangan idishni bildiradi: shakli, rangi, kattaligi matriali hech qanday ahamiyatga ega emas. Kichik bola uchun esa piyola muayyan vaziyatda uchratadigan (so'zning vaziyatga ko'ra ma'nosi), muayyan shakl, kattalikdagi, rangdagi unga ma'lum bo'lgan idish. Boshqa bir misol: bola sh'r o'qiyapti: tanchada mushuk o'tiribdi va ko'zini qisuyapti. «Ko'zini qismoq» so'zi notanish bo'lgan bola qandaydir «ko'zini qisuvchi» noma'lum hayvonni, mushukni yonida tasavvur qiladi. Bunda u kattalarning izohini qabul qilmaydi va bto'xtov «mnga ko'zini qisuvchini ko'rsat» db so'raydi.

Adabiyotlar taxlili

Bolalar nutqida qo'shimcha tanish so'zlar o'rniga notanish so'zlarning qo'llanilishi tz-tz uchrab turadi Bunday nutq hali bolaga yangi bilimlarni brish uchun mustahkam tayanch bo'lib xizmat qila olmaydi. A. B. Zaporoztsning fikricha, maktabgacha bo'lgan yoshda bilimlarni o'zlashtirish imkoniyati aniq

ko'rgazmali tasavvurlarga tayangan holdagina tushuntirishlar asosida yuzaga kladi, faqatgina maktabgacha bo'lgan katta yoshga klib so'z o'z-o'zidan muayyan mazmun chgarasida, bilimlar, ijtimoiy tajribani brish manbasi bo'lib xizmat qila boshlaydi. Nutqning grammatik qurilishlari, so'z turkumlari klishik, son, zamon, maylni hisobga olmay, qanday qilib fikrning o'zini tushunishi mumkin? Bola barcha bu shakllarni maktabgacha bo'lgan bolalik davrida atsa-skin egallab boradi. Nutq bola hayotida ijtimoiy tajriba, muloqot faoliyatini boshqarish kabi turli vazifalarni bajaradi. Barcha bu vazifalar maktabgacha yosh davrida shakllanadi. Bularning barchasi o'zaro bir-biriga bog'liqdir. Muloqotning o'sib klayotgan ehtiyojlari, maktabgacha yoshdagi bolalarda nutqning barcha shakl va vazifalari rivojlanishiga maktabgacha bo'lgan yoshning har bir (kichik, o'rta, katta) bosqichida nutq bola faoliyatida turlicha darajada ishtirok, bolaga ijtimoiy tajribani kuzatish uchun turli vazifaga ega bo'ladi. Shuningdek, B.G.Ananiev, S.L.Rubinshteyn, M.Argil, V.G.Aseev, L.I.Bojovich, K.Levin, A.N.Leonyev, Z.Freyd va boshqalar olimlar pedagogik mas'uliyat muammosining murakkabligi va ko'p qirraliligi uning mohiyatini, tabiatini, tuzilishini tushunishga, shuningdek uni o'rganish usullariga yondashganlar.

Tadqiqot metodologiyasi

Maktabgacha kichik yoshda kattalarning nutqi yo'naltiruvchi va tashkil qiluvchi vazifalarni bajaradi. U bolaning diqqat-e'tiborini qaratadi, faoliyatga yo'naltiradi, eng oddiy hollarda faoliyat maqsadini aniqlaydi. Biroq so'zli ko'rsatmalarning kiritilishi ma'lum bir faoliyatni o'zlashtirish va amalga oshirishda har doim ham bolaga yordam brmaydi. Bolaga bilimlarni brish faoliyatini tashkil qilishn-

ing boshqa yana bir vositalari zarur, bular: harakatlarni ko'rsatish, namunalar, kattalar va bolaning birgalikdagi harakatlari. Maktabgacha o'rta yoshdagi bolada bu hol o'zgara boshlaydi – so'z bola faoliyatini mos ravishda yo'naltirish va unga bilimlarni brishi mumkin. Maktabgacha katta yoshda ahvol tubdan o'zgaradi: so'zni kiritish nafaqat yangi bilimlarni o'zlashtirish, yangi faoliyatni egallash jarayonini kuchaytiradi, faoliyat va bilimlarni egalash yanada umumlashgan, mutsaxkam qobiliyatlar yangi vaziyat, yangi ob'ktga ngillik bilan o'tadi.

Tahlillar va natijalar

Maktabgacha kichik yoshdagi bolalar ko'rsatmada faqatgina topshiriq mavzusini ajratadi, lkin uning ichidan harakat usulini umuman tushunib olmaydi. Hatto maktabgacha katta yoshdagi bolalar orasida ham uchrab turadi. Biroq maktabgacha katta yoshdagi bolaning so'zli ko'rsatmaga bo'lgan munosabati o'zgaradi, u ko'rsatmadan nafaqat maqsadni, balki unga erishish usullarini ajratib olishga urunib, uni harakatga qo'llanma sifatida ko'rib chiqadi. Maktabgacha bo'lgan yoshdagi bolaning shaxsiy nutqi ham katta o'zgarishlarga duch kladi. Izohlovchidan u avval qayd qiluvchiga, kyin esa rjalashtiruvchiga aylanadi. Izohlovchi va qayd qiluvchi nutq o'rtasidagi farq shundaki, birinchisi xuddi bir bola harakati ortidan kladi, uni takrorlaydi, dyarli hch nimani ajratmaydi va o'zgartirmaydi, ikkinchisi esa asosiy faoliyat turlarini qayd qiladi, bolaga ularni o'ylab chiqishga, vazifasini, qiyinchiliklarini (qiyin joylarda to'xtalishlarni) natijasini ajratishga imkon bradi.

Rjalashtiruvchi nutq kyinchalik yuzaga kladi. U harakatlarni so'z bilan boshqarishning yuqori shakli hisoblanadi. Shunday qilib maktabgacha bo'lgan davrning oxiriga klib normal rivojlangan bola faoliyatida kattalarning nutqi va boshqaruvchi vazifani bajarishi mumkin. Nutq bilimlarni o'zlashtirish, snsor rivojlantirish, fikrlashning rivojlanishi, bolaning axloqiy, esttik tarbiyasi, faoliyati va shaxsi shakllanishiga faol ta'sir etadi. Aqli zaif bolalarda nutqning rivojlanishi yuqorida ta'riflanganidan ancha farq qiladi. Nutqda orqada qolish ular da go'daklikdan boshlanadi. Maktabgacha bo'lgan davrda ular nutqni o'zlashtirishga tayyor bo'lmaydi. Prdmtli faoliyat, atrofqa qiziqish, emotsional, irodaviy rivojlanish, xususan, kattalar bilan bo'lgan muloqat kabi nutqiy rivojlanishning asoslari shakllangan, shuningdk, fonmatik eshitish qobiliyati shakllangan, artikulyatsion apparat rivojlangan bo'ladi. Ko'pgina aqli zaif bolalar nafaqat ilk bolalik davrida, balki, 4–5 yoshlarda ham gapira olmaydi. Ko'pgina aqli zaif bolalarda nutqning rivojlanishi maktabgacha bo'lgan yoshda yuzaga kla boshlaydi. Birinchi so'zlar 3 yoshda, iboralar esa maktabgacha bo'lgan yoshning oxirida namoyon bo'ladi.

Xulosa

Iboraviy nutq yuzaga klgan bolalarda u ko'p sonli fontik va grammatik xatolar bilan farqlanadi. Nutq grammatik qurilishini egalash, odamda, maktabgacha bo'lgan yosh davrda sodir bo'lmaydi. Bunda sonlarning otlar bilan moslashuvi buzilish o'ziga xos xususiyatlardan biri bo'lib chiqadi. Aqli zaif bola ma'lum bir rasm, prdmtga tgishli so'zni talaffuz qila oladi, biroq so'zni boshqa odam notanish holatda talaffuz qilsa, uni tushunmaydi. Bu aqli zaif bolalarda so'zning vaziyatli ma'nosi uzoq saqlanib turishidan dalolat bradi. So'zning vaziyatli ma'nosi, nutqning ytarli bo'lmagan grammatik tuzilganligi, kamchiliklari, fonmatik eshitishning buzilishi va idrok qilishning skinlashishi kattalarni umuman tushunmaslikka olib keladi. Shu bilan birga, kattalarning so'zi aqli zaif bolaning faoliyatini tashkil qilishda katta ahamiyatga ega bo'lishi mumkin. U bola diqqat–tiborini jamlash, faoliyatga uni yo'naltirish, hatto oldiga murakkab bo'lmagan vazifalarni qo'yish mumkin. Bunda alohida so'zli ko'rsatmasdan foydalan-

maslik lozim, balki namuna, kattalar va bolaning birgalikdagi harakatlari bilan brish zarur. Aqli zaif bolalarda bir qator hollarda ekologik nutq kuzatiladi. Nutq shunchalik sust rivojlanganki, u hatto muloqot vazifasini ham amalga oshirmaydi.

Afsuski, nokomunikativ nutq vazifasining yaxshi rivojlanmagan boshqa muloqat vositalari, xususan mimika – ishorali vositalar bilan ham to'ldirilmaydi: mimikasiz ishorani yaxshi tushunmaslik faqatgina oddiy sandart ishoralarni ishlatishning natijasida maktab yoshiga klib o'qitilmagan aqli zaif bolalarda nutqning yaxshi rivojlanmaganligi kuzatiladi. Erta bolalikda bolada shaxs rivojlanishiga asos qo'yiladi. Maktabgacha bo'lgan yoshda kattalar ta'sirida axloqiy myorlarning o'zlashtirilishi o'z harakatlarni o'zlashtirilgan axloqiy va etnik myorlarga bo'ysundirish jamoada to'g'ri xulq-atvorning shakllanishi sodir bo'ladi o'z-o'zini anglash, o'z-o'zini baholash, o'zini na'zorat qilish yuzaga kladi, emotsional va irodaviy soha rivojlanadi, faoliyat motivlari shakllanadi. Maktabgacha bo'lgan yoshda normal rivojlangan bola nafaqat asosiy axloqiy myorlarni o'zlashtiradi, balki, shu myorlarga ko'ra harakatlanishga o'rganadi, unda jamoada uning xulq-atvorini boshqaruvchi axloqiy sifatlar rivojlantiriladi. Bunda asosiy vazifani o'yin, ya'ni bolaning jamoadagi birinchi faoliyati bajaradi. Maktabgacha davrda bolaning o'zi xaqida tasavvuri kskin o'zgaradi: bola yanada to'g'riroq o'zi bu xaqida imkoniyatlarni tasavvur qila boshlaydi, atrofda gilar unga qanday munosabatda bo'lishini, bu munosabat nima bilan yuzaga klishini tushuna boshlaydi. O'z-o'zini anglashdagi o'zgarishlar, o'z-o'ziga baho brishga asoslangan tanbh b rish va ma'qullashga mos bo'lgan javob ishlab chiqariladi. Maktabgacha bo'lgan katta yoshga klib bola bu myorlarni qayta egallay boshlaydi, unda ijtimoiy tajriba to'planadi.

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PAPER

BOLA NUTQI RIVOJLANISHINING BOSQICHLARI

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Abstract

Bolaning nutqining normal rivojlanishi va qulay tarbiya sharoitlari bilan uning faol so'z boyligi juda tez o'sib boradi. U ham miqdoriy, ham sifat jihatidan o'sadi, masalan, 3-4 yoshda so'z boyligi 600 dan 2000 so'zgacha bo'ladi. Bolalar tevarak-atrofdagi narsa va hodisalarni to'g'ri nomlaydilar, predmet va harakatlarning sifatlarini bildiruvchi so'zlarni yetarli miqdorda gapiradilar, nutqda ham o'ziga xos, ham umumiy tushunchalarni, qarama-qarshi ma'noli so'zlarni, sinonim so'zlarni faol ishlatishga harakat qiladilar.

Key words: so'z, ot, sifat, muloqot, A.N.Gvozdev.

Kirish

So'z boyligining miqdoriy va sifat jihatlarini ortishi bilan bir vaqtda bolalarda so'z yasash ko'nikmalari asta-sekin rivojlanadi. Shunday qilib, to'rt yoshli bolalar turli xil kamaytiruvchi qo'shimchalar bilan otlar yaratishda mutlaqo erkindir: barmoq, quyon, peshona, it, burun, qo'g'irchoq, kiyim.

5-6 yoshli maktabgacha yoshdagi bolalar so'z yaratish mashqlarini erkin bajaradilar. Bir ozakdan turli gap bolaklari yasashi mumkin: ot, fel, sifatli kabilar (masalan: qizil, qizarib, qizarib ketish; tutuvchi, tutmoq, tutmoq; suzuvchi, suzuvchi, suzuvchi).

Bolalar otlardan sifatlar yaratish vazifalarini engishadi va bu nafaqat kundalik, tez-tez uchraydigan so'zlarga (temir, temir, shisha, yog'och), balki kundalik hayotda kamroq qo'llaniladigan so'zlarga ham tegishli: kaliko, qor, qog'oz, qum, karton, plast-massa.

Nutqning grammatik to'g'riligini tekshirish uchun bolalarning grammatik shakllar haqidagi tushunchalarini va ularni faol nutqda qo'llash mahoratini aniqlash kerak.

Adabiyotlar taxlili

Bolaning nutqining normal rivojlanishi L.S.Vigotskiy, P.P.Blonskiy, B.G.Anan'ev singari yirik psixologlarning asarlarida o'z aksini topa boshlagan. Keyinchalik bu muammo bilan shug'ullanuvchilar safi ortib bordi, shu bois yosh davrlarini tasniflash muammosi o'zining kelib chiqishi. Ilmiy manbai, rivojlanish jarayonlariga yon-

dashilishi nuqtai nazaridan bir-biridan keskin farq qiladi. Hozirgi vaqtda yosh davrlarini tabaqalash yuzasidan mulohaza yuritishda olimlarning ilmiy qarashlarini muayyan guruhlariga ajratish va ularning mohiyatini ochish maqsadga muvofiqdir. L-S.Vigotskiy psixologlarning yosh davrlarini tabaqalash nazariyalarini tanqidiy tahlil qilib, muayyan rivojlanishni vujudga keltiruvchi ruhiy yangilanishlarga tayanib, yosh davrlarini quyidagi bosqichlarga ajratadi. 1. Chaqaloqlik davri inqirozi. 2. Go'daklik davri - 2 oylikdan 1 yoshgacha, bir yoshdagi inqiroz. 3. Ilk bolalik davri - 1 yoshdan 3 yoshgacha - 3 yoshdagi inqiroz. 4. Maktabgacha davri - 3 yoshdan 7 yoshgacha - 7 yoshdagi inqiroz. 5. Maktab yoshi davri - 8 yoshdan 12 yoshgacha - 13 yoshdagi inqiroz. 6. Pubertat (jinsiy etilish) davri - 14 yoshdan 18 yoshgacha, yoshdagi inqiroz. L.S.Vigotskiy o'zining yosh davrlarini tabaqalash nazariyasini ilmiy asoslab, ta'riflab bera olgan.

Tadqiqot metodologiyasi

Maqolada bolalarning mustaqil gaplarda birlik va ko'plikdagi ot va fe'llardan (ham unumli, ham unumli bo'lmagan sonli) qo'llash, otlarni jins va holga ko'ra o'zgartirish, sifat va sonlarni jins, son, hol bo'yicha otlar bilan muvofiqlashtirish ko'nikmalari tekshiriladi.

Tahlillar va natijalar

Oddiy va murakkab predloglardan foydalanishga alohida e'tibor qaratish lozim. Shu maqsadda bolalarga harakatlarni namoyish qil-

ish paytida rasm, bir qator rasmlar bo'yicha savollarga javob berish taklif etiladi, jumlagi yetishmayotgan so'zni qo'shing, uni kerakli jins, raqam, holatda ishlatib; mos yozuvlar so'zlari yordamida mustaqil ravishda jumla tuzing, nutq terapevt esa turli xil o'yin daqiqalaridan foydalanadi. Masalan: "Kim kimga yordam bermoqda?", "Kim kimni bezovta qilmoqda?", "Kim nima bilan o'zini himoya qilmoqda?", "Kim nima yeydi?", "Hayvonot bog'iga ekskursiya" (kim qafaslarda ko'rindi). ?), "Bo'ri kimdan qo'rqdi?", "Televizorda ular kim haqida gaplashishdi?", "Kim qaerga yashirdi?"

Bolalar nutqining grammatik tuzilishining xususiyatlari:

Nutqning normal rivojlanishi bilan 5 yoshgacha bo'lgan bolalar otlarning barcha turlarini o'zlashtiradilar, ya'ni ular barcha birlik va ko'plik holatlarida ot va sifatlardan to'g'ri foydalanadilar. Bolalar duch keladigan ba'zi qiyinchiliklar genitiv va nominativ ko'plik holatlarida (stullar, daraxtlar, g'ildiraklar, daraxtlar) kam ishlatiladigan otlar bilan bog'liq.

Nutqni normal rivojlanishi bo'lgan bolalarda (A. N. Gvozdevga ko'ra) hollar tugashining quyidagi tartibini qayd etishimiz mumkin:

1 yil 1 oy – 2 yil. O'rinni ko'rsatuvchi ot, kelishik. Old gap tushirilgan (to'pni stolga qo'ying).

2 yil – 2 yil 2 oy. Shaxsni ko'rsatish uchun (Vovaga bering), yo'nalish (old gap tushirilgan: onamga boring); ish-harakat ma'nosida instrumental holat (men qalam bilan chizaman); o'rin ma'nosiga ega bo'lgan bosh gap – yuklama tushirilgan (sumkada yotadi).

2 yil 2 oy – 2 yil 6 oy yuklamalari bilan nasl kelishi, yo'nalish ma'nosi bilan (uydan); bilan (ona bilan) ish-harakatning yuklamalari bilan mos kelishi ma'nosi bilan instrumental holat; usti, osti (stol ustida) yuklamalari bilan o'rin ma'nosi bilan bosh gap.

2 yil 6 oy – 3 yil. Uchun, keyin (onam uchun, yomg'irdan keyin) predloglari bilan genitiv; orqali, ostida (daryo bo'ylab, stol ostida) yuklamalari bilan qaratqich kelishigi.

3 yil – 4 yil. Do predlogli yasama chegarani bildiradi (o'rmonga), o'rniga predlog qo'yiladi (birodar o'rniga).

Bolaning to'g'ri nutqining muhim ko'rsatkichi – predloglardan foydalanish va otlarni sifatlari va raqamlar bilan to'g'ri muvofiqlashtirish qobiliyati. 3-4 yoshgacha bolalar mustaqil nutqda barcha sodda predloglarni (y, in, on, under, with, from, to, for, by, after) odatda to'g'ri qo'llaydilar va ularni gaplarida erkin qo'llaydilar.

5 yoshga kelib, bolalar so'z kelishuvining asosiy shakllarini o'rganadilar: har uch jinsdagi sifatlari bilan otlar, nominativ holatda raqamlar bilan.

Ovoz talaffuzini tekshirish uchun bo'g'inlar, so'zlar va jumlar o'zbek tilining buzilishi, almashtirilishi, aralashtirilishi mumkin bo'lgan tovushlarining asosiy guruhlarini bilan tanlanadi: a) unlilar, b) undoshlar (hushtaklar), v) shivirlash, d) affrikatlar, e) stuporlar, f) ovozsiz, g) qattiq va yumshoq. Har bir tovush guruhi uchun bolalarga berilgan tovushni avval alohida, so'ngra bo'g'in va so'zlar bilan talaffuz qilish so'raladi. Bu tovushli so'zlar va jumlar ham aks ettirilgan, ham rasmlar asosida (mustaqil ravishda) talaffuz qilinadi.

Fonemik eshitishning rivojlanishini aniqlash uchun bolalardan nutq terapevti tomonidan ma'lum bir ketma-ketlikda talaffuz qilingan 2-3-4 bo'g'inli birikmalarni takrorlab, bo'g'inlar qatorini yodlash va ko'paytirish so'raladi. Bunga faqat artikulyatsiya va akustik xususiyatlar (bapaba, dadada) bilan farq qiluvchi to'g'ri talaffuz qilingan tovushlardan iborat bo'g'inlar kiradi.

Tovush tarkibiga oxshash bir qancha sozlar quyidagicha bolishi mumkin: bok—bak—buqa; mushuk—taqillatish—taqillatish.

Tekshiruv davomida so'zda tovush mavjudligini aniqlash qobiliyatini aniqlashga qaratilgan maxsus topshiriqlar qo'llaniladi. So'zlar shunday tanlanadiki, berilgan tovush har xil holatda (so'z boshida, o'rtasida va oxirida), shu tovushni o'z ichiga olgan so'zlar bilan bir qatorda vazifada bu tovushsiz va aralash tovushli so'zlar mavjud. Bu sizga uzoq va yaqin tovushlarni aralashtirish darajasini yanada aniqlash imkonini beradi. (Masalan, so'zda s

tovushining mavjudligini aniqlash uchun quyidagi so'zlar taklif etiladi: etik, mo'ynali kiyim, kosa, burun, dush, mashina).

Misol tariqasida bir nechta so'zlardan foydalanib, bolalar nimani va qanday ta'kidlash kerakligini tushuntirish kerak. Bunday holda, aytilgan so'zlar biroz bo'rttiriladi va ajratilgan tovush intonatsiya qilinadi. Shu bilan birga, berilgan tovushli rasmlarni tanlash va mustaqil ravishda so'zlarni ixtiro qilishdan iborat murakkabroq vazifalar taklif etiladi.

Bo'g'in tuzilishi va tovush tarkibini tekshirish uchun ma'lum tovushli so'zlar tanlanadi (p, b, t, k, g, x, f, v, b, m, n, l, r, s, z, y, h, a, y, n, o, i, e) miqdori va bo'g'in turi har xil bo'lgan: so'z boshida, o'rtasida va oxirida undoshlar qo'shib kelgan so'zlar. Ushbu so'zlarni talaffuz qilishda rasmlarning ham aks ettirilgan, ham mustaqil nomlanishi taklif etiladi (mavzu va syujet). Masalan: o'qituvchi, fotograf, balerina, ekskursiya gid; o'qituvchi talabalarga dars beradi, o'qituvchi bolalarga kitob o'qiydi, gid ekskursiya o'tkazadi. Xatolarni tahlil qilib, nutq terapevti ma'lum bir bola uchun eng xos bo'lgan narsani qayd etadi: bo'g'inlarning qoldirilishi, ularni qayta tartibga solish, undosh tovushlarni qisqartirish.

Agar bola bo'g'in tuzilishi va tovush tarkibi jihatidan murakkab bo'lgan so'zlarni takrorlashda aniq qiyinchiliklarga duch kelsa, uni quyidagilardan iborat bo'lgan bir qator bo'g'inlarni takrorlashga taklif qilish kerak:

- turli unli va undoshlardan (tamoku);
- turli undoshlardan, lekin bir xil unli tovushlardan (ma-bata);
- turli unlilardan, lekin bir xil undosh tovushlardan (kakoku);
- bir xil undosh va unli tovushlardan, lekin turli urg'u bilan (papa; papa – papa, papa pa va boshqalar);
- so'zning ritmik naqshini aniqlang:

Artikulyar apparatlarning xavfsizligi va harakatchanligini tekshirish nutq terapiyasida umumiy qabul qilingan usullardan foydalangan holda tekshiriladi.

Xulosa

Xulosa o'rnida shuni ta'kidlash kerakki nutq terapevti artikulyatsion apparatdagi normadan chetga chiqishlarni qayd etadi: massiv, qalin lablar, old va molarlarning yo'qligi, baland (gotik) yoki tor, tekis tanglay. Tilni tekshirganda, hyoid ligamentning kattaligi qayd etiladi; jag'larning tuzilishida – ularning tishlashidagi nuqson, oldinga chiqadigan yuqori jag (prognatiya) yoki pastki jag (progeniya). Til, lablar va jag'larning harakatchanligini tekshirganda, nutq terapevti bir pozitsiyadan ikkinchisiga o'tish tezligini va tupurik darajasini qayd etadi.

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PAPER

TUPROQ UNUMDORLIGINI SAQLASHDA YANGI BIOTEXNOLOGIK YONDASHUVLAR

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Abstract

Dunyoda aholi sonining ortishi va ekin maydonlarining qisqarishi, qishloq xo'jaligida hosildorlikni oshirish zaruratini tug'dirmoqda. Qishloq xo'jaligida an'anaviy kimyoviy o'g'itlarning uzoq muddatli qo'llanilishi tuproq unumdorligining pasayishiga va ekologik muvozanatning buzilishiga sabab bo'lmoqda. Shu sababli, ushbu muammolarning ekologik xavfsiz va barqaror yechimi sifatida mikroorganizmlar asosidagi o'g'itlardan foydalanish dolzarb masalaga aylanmoqda. Ushbu maqolada o'simlik o'sishini rag'batlantiruvchi rizobakteriyalar asosida ishlab chiqilgan bioo'g'itlarni ekinlarning o'sishi, turli stress omillariga chidamliligiga va tuproq sifatining yaxshilanishiga ta'siri tahlil qilingan. Shuningdek, ushbu o'g'itlarning tuproq mikrobiomasini o'zgarishi, o'simliklarning oziqa elementlari bilan ta'minlanishiga ko'maklashish va ekotizim barqarorligini saqlashdagi roli haqidagi ilmiy ma'lumotlar ko'rib chiqilgan.

Key words: mikrobial o'g'itlar, Tuproq unumdorligi, O'simlik o'sishini rag'batlantiruvchi rizobakteriyalar (PGPR), Biologik azot fiksatsiyasi, Ekologik barqarorlik, Fitogormonlar, Patogenlar.

Kirish

Bugungi kunda, dunyo aholi soni barqaror o'sishda davom etmoqda. Jumladan, 2050-yilga kelib 9 milliarddan oshishi kutilmoqda. Bu esa qishloq xo'jaligida hosildorlikni sezilarli darajada oshirishni talab qiladi [1]. Shu bilan birga, urbanizatsiya va sanoatlashtirish natijasida ekin maydonlari qisqarib, agroekotizimlarga jiddiy zarar yetkazmoqda. Cheklangan qishloq xo'jaligi hududlarida yuqori hosildorlikni ta'minlash zarurati agrokimyoviy moddalardan keng foydalanishga olib keldi [2]. Biroq, ushbu kimyoviy moddalarning uzoq muddatli qo'llanilishi tuproq unumdorligining pasayishiga, atrof-muhitning ifloslanishiga va oziq-ovqat zanjiri orqali inson salomatligiga salbiy ta'sir ko'rsatishiga sabab bo'lmoqda [3, 4].

Shu bois tuproq unumdorligini saqlab qolish va qishloq xo'jaligining barqarorligini ta'minlash uchun muqobil strategiyalar ishlab chiqilmoqda. Xususan, mikroorganizmlarga asoslangan "yashil texnologiyalar" hozirgi vaqtda katta qiziqish uyg'otmoqda. Foydali mikroorganizmlar bilan boyitilgan bioo'g'itlardan foydalanish ekinlarning o'sishini rag'batlantirish, tuproq sifatini yaxshilash va ekologik muvozanatni saqlash uchun muhim strate-

giyalardan biri hisoblanadi [5]. O'simlik ildiz tizimi va uni o'rab turgan mikroorganizmlar orasidagi dinamik o'zaro ta'sir ekinlarning sog'lom rivojlanishi uchun hal qiluvchi ahamiyatga ega [6]. Ildiz zonasidagi foydali bakteriyalar - o'simlik o'sishini rag'batlantiruvchi rizobakteriyalar oziqa moddalari aylanishi, organik moddalarning parchalanishi, tuproq patogenlarini yo'q qilish va o'simliklarning stressga chidamliligini oshirish kabi muhim funksiyalarni bajaradi. Ushbu bakteriyalar biologik azot fiksatsiyasi, fosfat va kaliyning eruvchanligini oshirish, fitogormonlar sintezi, patogenlar rivojlanishini oldini olish va induktsiyalangan qarshilik mexanizmlarini faollashtirish kabi jarayonlarda ishtirok etadi [7, 8]. Bundan tashqari, o'simliklar o'z ildiz zonasiga ikkilamchi metabolitlarni ajratish orqali ularga foydali mikroorganizmlarning o'sishi uchun qulay muhit yaratadi. Natijada, o'simlik va mikroorganizmlar o'rtasidagi simbiotik hamkorlik shakllanadi va bu o'simliklarning o'sishi hamda rivojlanishi uchun optimal sharoit yaratadi [9].

Mikrobial o'g'itlar - foydali mikroorganizmlarni o'z ichiga olgan biologik o'g'itlar bo'lib, ular ekinlarning o'sishini rag'batlantirish va tuproq unumdorligini oshirish uchun

qo'llaniladi [10]. Ular quyidagi turlarga ajratiladi:

1) **Azot fiksatsiyalovchi mikroorganizmlar asosidagi o'g'itlar** *Rhizobium*, *Azotobacter*, *Azospirillum* kabi bakteriyalar tarkibida bo'lib, ular atmosfera azotini o'zlashtirib, o'simliklarga yetkazib beradi.

2) **Fosfor va kaliyni eruvchan shaklga keltiruvchi mikroorganizmlar asosidagi o'g'itlar** *Pseudomonas*, *Bacillus*, *Aspergillus* kabi mikroorganizmlar fosfatlarni eruvchan shaklga o'tkazib, o'simliklar tomonidan oson o'zlashtirilishini ta'minlaydi.

3) **O'simlik o'sishini rag'batlantiruvchi rizobakteriyalar (PGPR)** Fitogormonlar sintez qilish, patogenlarni bostirish va o'simlik stressiga chidamliligini oshirishga yordam beradi.

Mikrobial emlash vositalari (biologik inokulyantlar) O'simlik ildizlari bilan simbioz hosil qiluvchi mikroorganizmlar bo'lib, ildiz tizimini mustahkamlash va ozuqa moddalarini yaxshiroq o'zlashtirishga yordam beradi. Bunday mikrobial o'g'itlar tuproq mikrobiomasining tarkibini diversifikatsiya qilishga yordam berib, o'simliklarning muhim oziqa elementlari bilan ta'minlanishiga ko'maklashadi [11]. Bundan tashqari mikrobial o'g'itlar tuproq unumdorligini oshiradi: Foydali mikroorganizmlar organik moddalarni parchalab, tuproqni oziqa moddalar bilan boyitadi. Ekologik toza: Kimyoviy o'g'itlardan farqli o'laroq, atrof-muhitga zarar yetkazmaydi. Hosildorlikni oshiradi: O'simliklarning oziqa moddalari bilan ta'minlanishini yaxshilaydi va ularning stressga chidamliligini oshiradi. Tuproq mikrobiotasini boyitadi: Foydali mikroorganizmlar sonini ko'paytirib, tuproq biologik faolligini oshiradi. Ilmiy tadqiqotlar shuni ko'rsatadiki, PGPR asosida ishlab chiqilgan mikrobial o'g'itlar hosildorlikni oshirish, stress omillarga qarshi chidamlilikni kuchaytirish va tuproqning biologik faoliyatini qo'llab-quvvatlashda samarali hisoblanadi. Bugungi kunda mikrobial o'g'itlar ekologik toza, qayta tiklanadigan va barqaror qishloq xo'jaligini rivojlantirish uchun muhim alternativ sifatida qaralmoqda. Ushbu maqolada mikrobial o'g'itlarning ekinlarning o'sishiga va atrof-muhit sharoitlariga moslashuvchanligini oshirishdagi ta'sir mexanizmlari hamda ularning tuproqni yaxshilashda qo'llanilish imkoniyatlari tahlil qilinadi.

Mikrobial agentlar yoki mikrobial inokulyantlar, tirik mikroorganizmlarni o'z ichiga olgan biologik o'g'itlar guruhiga kiradi [16]. Ushbu agentlar tarkibida ekinlarning o'sishini rag'batlantiruvchi va tuproq unumdorligini oshiruvchi bakteriyalar, zamburug'lar, aktinomitsetlar va suv o'tlari mavjud bo'lib, ular maxsus mikrobial inokulyatsiya vositalarini ishlab chiqishda ishlatiladi [17, 18]. Hozirgi vaqtda o'simliklar o'sishini rag'batlantiruvchi mikroorganizmlar asosida yaratilgan yangi inokulyantlar ilmiy jamoatchilik e'tiboriga tushmoqda.

Klebsiella, *Azotobacter*, *Azospirillum* va *Bacillus* kabi rizosferada faoliyat yurituvchi bakteriyalar ildiz zonasida ko'payib, o'simliklarning oziqa moddalari bilan ta'minlanishiga ko'maklashadi. *Bacillus* va *Pseudomonas* bakteriyalari esa mikroorganizmlarning xilma-xilligini oshirish va yangi inokulyatsiya vositalarini ishlab chiqishda muhim ahamiyat kasb etadi [19]. Tadqiqotlar shuni ko'rsatadiki, mikrobial inokulyantlar o'simlik o'sishini rag'batlantiruvchi fitogormonlarni sintez qilish, biotik va abiotik stress omillariga qarshi chidamlilikni oshirish kabi muhim funksiyalarni bajaradi. Ushbu mikrobial vositalar patogen ta'sirga ega bo'lmay, ekologik jihatdan xavfsiz bo'lib, o'simliklarning atrof-muhit sharoitlariga moslashuvchanligini oshirishga yordam beradi. Shuningdek, ular o'simliklarning rivojlanish jarayonlarini yaxshilash, tuproqdagi ozuqa moddalari aylanishini faollashtirish va og'ir metallar, pestitsidlar hamda fungitsidlarning zararli ta'sirini kamaytirishda muhim rol o'ynaydi. Mikrobial o'g'itlar qishloq xo'jaligida ekologik barqaror yechim sifatida tobora keng qo'llanilmoqda. Ularning kimyoviy o'g'itlarga muqobil sifatida ishlatilishi tuproq unumdorligini saqlab qolish, ekinlarning sog'lom o'sishini ta'minlash va ekologik muvozanatni saqlashga xizmat qiladi. Kelajakda qishloq xo'jaligida biologik o'g'itlardan samarali foydalanish agrar sohaning rivojlanishiga katta hissa qo'shadi.

Dastlabi bosqichdagi tadqiqotlarda asosan yagona shtamdan iborat inokulyantlar ishlab chiqilgan bo'lib, ular faqat ma'lum bir funksiyani bajarishga mo'ljallangan edi. Biroq, zamonaviy ilmiy izlanishlar natijasida ko'p funktsiyali va kompleks tarkibga ega inokulyatsiya vositalari ishlab chiqilmoqda. Ushbu yangi texnologiyalar o'simlik o'sishini rag'batlantirish va ekologik barqaror qishloq xo'jaligini rivojlantirish uchun istiqbolli yo'nalishlardan biri hisoblanadi.

Tuproq - o'ziga xos geobiologik tizim bo'lib, uzoq davom etadigan shakllanish jarayonining mahsulidir va amalda qayta tiklanmaydigan resurs sifatida qaraladi. U biosferaning ajralmas elementi bo'lib, suvning tabiiy filtri va rezervuari sifatida xizmat qiladi, shuningdek, o'simliklar uchun hayotiy muhim bo'lgan ozuqa moddalarini saqlaydi hamda ko'plab mikroorganizmlar yashash joyi hisoblanadi. Biroq, qishloq xo'jaligidagi yuqori hosildorlikka bo'lgan talab natijasida kimyoviy o'g'itlar, pestitsidlar va boshqa agroximikatlarning ortiqcha qo'llanilishi tuproqda toksik moddalarning to'planishiga olib kelmoqda. Bu jarayon global ekologik muammolarni keltirib chiqarib, tuproq unumdorligining pasayishi va degradatsiyasiga sabab bo'lmoqda.

Sog'lom tuproq ekotizimining barqarorligini ta'minlash va uning degradatsiyasini oldini olish dolzarb masalalardan biri hisoblanadi. An'anaviy tuproqni tiklash strategiyalari ko'pincha fizik va kimyoviy usullarga asoslangan bo'lib, ularning yuqori xarajat talab qilishi, uzoq muddat davom etishi hamda ikkilamchi ifloslanish xavfi mavjudligi kabi cheklavlari bor. Shu sababli, ekologik xavfsiz va barqaror yechimlarni izlash muhim ahamiyat kasb etmoqda.

Global darajadagi ekologik degradatsiya va ekin maydonlarining qisqarishiga qaramay, aholining o'sishi qishloq xo'jaligi mahsulotlarini ko'paytirishni taqozo etmoqda. Kimyoviy o'g'itlar qisqa muddat ichida hosildorlikni oshirishga xizmat qilsa-da, ularning uzoq muddatli salbiy ta'siri ekologik muvozanatni buzadi. Ekotizimga zarar yetkazmasdan hosildorlikni oshirish uchun o'simliklarning o'sishini rag'batlantiruvchi rizobakteriyalar asosida ishlab chiqilgan mikrobial o'g'itlar samarali va barqaror yechim hisoblanadi.

Xulosa

O'simliklarning o'sishini rag'batlantiruvchi rizobakteriyalar va mezbon o'simlik o'rtasidagi foydali o'zaro ta'sir natijasida ekinlarning o'sish sur'ati oshadi, ular ekologik stress omillariga nisbatan chidamli bo'ladi va tuproqning tabiiy unumdorligi tiklanadi. Umumiy olganda, kimyoviy o'g'itlarga ortiqcha bog'liqlik ekologik nomutanosiblikni kuchaytiradi. Aksincha, o'simliklarning o'sishini rag'batlantiruvchi rizobakteriyalarning foydali shtammlaridan tashkil topgan biologik o'g'itlar ekotizimga zarar yetkazmagan holda, tuproq unumdorligini oshiradi, ekinlarning stressga chidamliligini yaxshilaydi va barqaror, yashil qishloq xo'jaligini rivojlantirishda asosiy strategiya sifatida xizmat qiladi.

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PAPER

The Essential Role of Psychologists in Enhancing Adolescent Behavior and Communication Skills in Modern Education

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Abstract

In this article, I have tried to explain why psychologists are necessary in our rapidly developing society and what role they play in improving the behavior and communication skills of adolescent students. I have also attempted to highlight the importance of psychologists conducting training sessions together with students in schools and technical colleges and maintaining close interaction with them. This interaction is not only beneficial for communication with others but also plays a significant role in personal development.

Key words: psychologist, behaviorism, self-confidence, vicious cycle, emotional energy, concentration.

Why we need psychologist?

When people hear the word psychologist, they often think of mental illness. Do only mentally ill people go to psychologists? Why do we need a therapist? If only mentally sick individuals feel the need of psychologist, why there is a staff unit in schools and colleges?

In order to find answers to these questions, first we understand the term of “psychologist”. A psychologist is a professional who studies human behavior, emotions, and mental processes. They help individuals understand and manage their thoughts, feelings, and behaviors. Founder of behaviorism, Watson argued that psychology should focus on observable behavior rather than internal mental states. He defined psychology as the science of behavior. Psychologists work in various fields, including mental health, education, business, and research. Some psychologists provide therapy to help people cope with stress, anxiety, depression, or relationship issues, while others conduct research to understand how the mind works. Freud, the founder of psychoanalysis, viewed psychology as the study of the unconscious mind and its influence on human behavior. Unlike psychiatrists, psychologists usually do not prescribe medication but use counseling and therapy to support mental well-being.

In our Uzbek traditional culture has a different understanding

about this profession. According to most people's consideration, counseling with psychologists and receiving psychological therapy is only for serious mental illnesses. Although psychologists play a crucial role in diagnosing and treating mental disorders such as depression, anxiety and bipolar disorder, in reality, they can help people from all walks of life with a variety of concerns which have nothing to do with mental health problems.

Many people visit psychologists for personal growth, stress management, emotional support or improving relationships. The first thing we should take into consideration is that self-improvement. Individuals search professional help for understanding their emotions, setting goals and increasing self-confidence. Seeing a psychologist is like visiting a doctor for regular check-up-it helps maintain emotional well-being and improve life quality. As a humanistic psychologist, Rogers described psychology as a field that helps individuals achieve self-actualization and develop personal growth.

In our technologically advanced society people are addicted to their smart phones or busy with their job responsibilities to achieve higher career growth. So they give less attention to their offspring and they have no time or will to spend time with them. As a result of these circumstances a great number of teenagers tend to have behavioral issues, age crisis, low self-esteem and difficulty

with making relationship. From my own experience, I met some students who need psychological aid, but their parents or friends understand differently. If someone advice them to take some therapy, their relatives will be angry or show a strong disagreement. Why is it like that? It roots our cultural understanding. They say our grandparents did not go to the psychologist; great-grandparents also did so. But they do not want to understand our life is different from their period, they had no social media addiction or internet dependence.

Taking these conditions into consideration, our educational system gives more attention to the role of psychologists in educational institutions. School psychologists play a crucial role in creating a supportive and effective learning environment for students. They work with students, teachers, and parents to address academic, emotional, and behavioral challenges. Their key responsibilities include supporting teachers and parents and their mental health, academic guidance and learning support, behavior management. Helping students cope with anxiety, stress, depression, and trauma and providing counseling for emotional and behavioral issues help the students to develop emotional resilience which is useful during the whole life.

With the proliferation of individualism and materialism, teenagers put high standards to set friendship with someone like appearance, clothing and using luxury items which leads to bullying and peer pressure. It cannot be ignored the role of psychologists when it comes to assisting students facing bullying, peer pressure, or self-esteem problems. Addressing disruptive behavior in classrooms, teaching conflict resolution and social skills help students develop self-discipline and emotional control resulting in a positive school environment.

As I work with teenagers, I observe them carefully and I often come across students which have familial problems, low self-esteem, disagreement with peers turn into vicious cycle which in turn worsens the original issue. A vicious cycle in peer pressure occurs when a person, especially an adolescent, feels pressured to conform to a group's behaviors, which can lead to negative consequences that reinforce further pressure and unhealthy choices. This cycle continues unless the person recognizes the pattern and actively works to break free, such as by seeking support from positive role models or learning assertiveness skills. I sent one of them to the psychologist regularly during 15 days and she received some talk therapies and analyze her behavior. Then she had no problems with her course mates during three months. It is because of increasing self-confidence and discovering herself. After a few months it began appearing challenges in her studies with the relationship with others and I understand that for some people psychological therapies should be continual. It is like our smart phones, every some time it should be recharged. When it began decreasing our emotional energy like self-esteem, it is handful to fill by the assist of psychology.

In modern world learners also address to these professionals in order to boost their memories and strengthen their mental capacity. Psychological developing strategies to improve students' learning and concentration and working with teachers to create personalized learning plans can assist a good teaching and learning environment which is essential in education. American Psychological Association – The APA defines psychology as "the scientific study of behavior and mental processes", emphasizing both research and applied practice. To become a developed country, fostering a culture of communication among adolescents in schools and technical colleges, as well as ensuring scientific growth and personal development, is crucial. The role of psychologists in this process is invaluable. Therefore, I believe that increasing the number of psychological training sessions in educational programs would be beneficial. Overall, psychologists play a vital role in ensuring students' mental well-being, academic success, and personal growth. They also help people lead healthier and more fulfilling lives.

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PAPER

SARATON KASALLIKLARI (BOSH MIYA O'SMALARI) BILAN OG'RIGAN O'QUVCHILAR BILAN MASHG'ULOTLAR O'TISH TAMOYILLARI

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Abstract

Ushbu maqolada, saraton kasalliklarining bir turi bo'lgan bosh miya o'smalari haqida ma'lumot beriladi. Maqolada bosh miya o'smalarining turlari, rivojlanish jarayoni, sabab va xavf omillari, shuningdek, ularning belgilari va tashxis qo'yish usullari ko'rib chiqiladi. Bosh miya o'smalari, asosan, bosh miya hujayralarining o'sishi natijasida yuzaga keladi va og'ir asoratlarga olib kelishi mumkin. Maqolada o'smolarni davolash usullari, shu jumladan jarrohlik, radiatsiya terapiyasi va kimyoterapiya kabi zamonaviy metodlar muhokama qilinadi. Shuningdek, bosh miya o'smalari bilan kurashishda erta tashxis qo'yish va davolashning ahamiyati ta'kidlanadi. Maqola saratonning bu turi haqida o'quvchilarga zarur bilimlarni taqdim etishga qaratilgan.

Key words: saraton kasalliklari, bosh miya, radiatsiya terapiyasi .

Kirish

Saratonni, asosan, kasallik deb atash mumkin, bu odatda hujayralarning g'ayri tabiiy bo'linishi va normal tana to'qimalariga infiltratsiya tufayli yuzaga keladi.

Fakt va raqamlar: (JSST tomonidan)

- Saraton kasalligi dunyo miqyosida o'limning ikkinchi darajali sababidir. Bu 9.6-da 2018 million kishining o'limiga olib keladi.

- Har bir oltita o'lim saraton kasalligidan kelib chiqadi.

- 70% o'lim darajasi past va o'rtacha daromadli mamlakatlarda sodir bo'ladi.

Saratonning namoyon bo'lishi bir nechta belgilar va alomatlar bilan hujjatlashtirilmaydi. Buning sababi, saraton tananing har qanday qismida paydo bo'lishi va har qanday joyda tarqalishi mumkin. Aniq alomatlar har bir kishida farq qiladi. Biroq, eng keng tarqalgan ba'zi belgilar quyidagilardan iborat:

- Charchoq yoki charchoq

- Tasodifiy vazn o'zgarishi

- Teri ostidagi bo'lak yoki qalinlashgan joy

- Terining qizarishi, yaralar, mollardagi o'zgarishlar yoki terin- ing qorayishi kabi o'zgarishlar.

- Ichak harakatlaridagi o'zgarishlar

- Disfagiya (yutish qiyinligi)

- Ovoz tovushi

- Nafas olish qiyinligi

- Doimiy yo'tal

- Tushunarsiz isitma

- Mushak yoki qo'shma og'riqlar

Agar biron bir anomaliyani uzoq vaqt davomida doimiy ravishda boshdan kechirsangiz, shifokor bilan maslahatlashingiz kerak. Shifokor davolanishning batafsil tarixini olishdan boshlaydi. Bu alo- matlar, o'tmishdagi tibbiy tarix, oila tarixi va chekish, ichish yoki tamaki kabi har qanday ijtimoiy odatlarga tegishli ma'lumotlarni o'z ichiga oladi.

Bu birinchi tayinlash paytida shifokor tomonidan o'tkazilgan klinik tekshiruvdan so'ng. Bunga zararlangan hududni paypaslash va bir necha qo'lda sinovlarni o'tkazish kiradi. Hindistonning eng yaxshi onkologlari agar alomatlar saraton kasalligini ko'rsatadigan bo'lsa, maxsus tekshiruvlar o'tkaziladi, masalan:

Laboratoriya tekshiruvlari.

Qon, siydik, limfa suyuqligi kabi tanadagi suyuqlik namunalari olinadi va laboratoriyada turli fermentlar va kimyoviy moddalar miqdorini o'lchash uchun tekshiriladi. Darajadagi o'zgarishlar saraton hujayralarini ko'rsatishi mumkin. Buning sababi shundaki,

ayrim turdagi hujayralardagi o'sishning ko'payishi yoki ortiqcha miqdordagi kimyoviy moddani ishlab chiqaradi yoki uni iste'mol qiladi.

Ba'zi boshqa tekshiruvlar, shuningdek, o'simta belgilarini aniqlash uchun to'qima namunalari sinashga qaratilgan. O'simta belgilari saratonga javoban saraton hujayralari yoki boshqa hujayralar tomonidan ishlab chiqarilgan moddalardir. Saraton sharoitida o'simta belgilarining darajasi ko'paytiriladi.

Radio-tasvir sinovlari.

Saraton kasalligini aniqlash uchun ko'plab radio-tasvir sinovlari mavjud:

KT tekshiruvi - Bu kompyuterga birlashtirilgan rentgen apparati. Bir nechta organlarni bir nechta rasmlardan suratga olishi mumkin. Bu hududning 3D tasvirini yaratishga imkon beradi. Ba'zi kompyuter tomografiyasi kontrastli bo'yoq materiallarini og'iz orqali yoki tomir ichiga yuborish orqali kiritilishini o'z ichiga oladi. Bu tananing ma'lum joylarini ta'kidlab, rasmlarni osongina o'qishga yordam beradi.

MRI (Magnit-rezonans tomografiya) - Ushbu mashina magnitlanish va radio to'lqinlaridan foydalanib, tananing kesilgan rasmlarini suratga oladi. Tafsilotlarni o'qish uchun tilimlardan foydalaniladi. Bu sog'lom va nosog'lom to'qimalarni farqlashni osonlashtiradi. MRI tekshiruvi ba'zi hollarda kontrastni kuchaytirish uchun maxsus bo'yoq in'ektsiyasini ham o'z ichiga oladi.

Yadro tekshiruvi - Bu tanadagi ichki a'zolari suratga olish uchun radioaktiv materiallardan foydalanishni talab qiladi. Kam miqdordagi radioaktiv material qon oqimi orqali yuboriladi, u suyaklarda yoki organlarda to'planadi. Skaner radioaktivlikni va tashxis qo'yish uchun yordam beradigan tanani aniqlash va o'lchash imkoniyatiga ega.

Suyak tekshiruvi - Bu, shuningdek, suyak saratonini tashxislash uchun maxsus ishlatiladigan g'ayritabiiy joylarni izlash uchun yadroviy tekshirishning bir turi. Radioaktiv material tomir ichiga yuboriladi. Ushbu modda skaner tomonidan tortib olingan suyakning g'ayritabiiy joylarida to'planadi. Ushbu joylar "issiq joylar" deb nomlanadi.

PET tekshiruvi - Bu 3D glyukoza to'planishi natijasida hududlarni suratga olish uchun ishlatiladigan yana bir yadro tekshiruvi. Sinov saraton hujayralari normal hujayralarga qaraganda ko'proq glyukoza oladi, degan fikrga asoslanadi. Tekshiruvdan oldin bemorga radioaktiv glyukoza in'ektsiya qilinadi.

Ultratovush tekshiruvi - Ushbu turdagi sinov yuqori energiyali ovoz to'lqinlaridan foydalanadi. Tovush to'lqinlari tanadagi to'qimalarga aks etadi. Kompyuterga ulangan kompyuter skaner qilinadigan maydonlarning rasmini yaratish uchun ushbu echolarni ishlatadi.

Rentgen nurlari Yo'qolgan dozalarda radiatsiya ichki organlarning rasmlarini yaratish uchun ishlatiladi. Bemor harakatsiz holatda bo'lib, rentgen nurlari tananing bir qismiga yo'naltiriladi.

Biopsiya - Bu juda aniq sinov bo'lib, unda ta'sirlangan to'qima namunasi olib tashlanadi va laboratoriya tekshiruvlariga yuboriladi. To'qimalar mikroskop ostida tekshiriladi va hisobot yuboriladi. Biopsiya ikki xil bo'ladi:

Igni bilan biopsiya: Bu ikki xil, ya'ni ingichka igna aspiratsiya va igna ignasi biopsiyasi. Tekshirish uchun igna to'qima yoki suyuqlikni tortib olish uchun ishlatiladi. Ko'pincha suyak iligi aspiratsiyalari, ko'krak, prostata va jigar biopsiyalari uchun ishlatiladi.

Endoskopik biopsiya - Ta'sir qilingan joylarni tekshirish uchun endoskop deb nomlangan ingichka, engil naycha ishlatiladi. Endoskop tananing tabiiy ochilishi orqali harakatlanadi. Bundan tashqari, xuddi shu endoskop orqali g'ayritabiiy to'qimalarni olib tashlash orqali terapevtik usulda foydalanish mumkin. Bronkioskopiya va kolonoskopiya ba'zi misollardir.

Gormon terapiyasi - Saratonning ayrim turlari tanadagi gormonlar, masalan, ko'krak va prostata saratonini bilan kuchayadi. Ushbu gormonlarni olib tashlash yoki ularning ta'sirini blokirovka qilish ushbu hujayralar o'sishini to'xtatishga yordam beradi.

Maqsadli dori terapiyasi - Davolashning ushbu shakli saraton hujayralarining omon qolishiga yordam beradigan xususiyatlarga qaratilgan.

Saraton hujayralarining tarqalishiga qarab davolashning asosiy maqsadi farq qilishi mumkin. Maqsadlar quyidagi turlarga bo'linishi mumkin:

Birlamchi davolanish - Birlamchi davolanishning maqsadi saraton hujayralarini tanadan yo'q qilishdir. Bu xavfli o'smalar holatlarida va jarrohlik yo'li bilan amalga oshiriladi. Jarrohlik bilan birga radioterapiya yoki kimyoterapiya ham qo'llanilishi mumkin.

Bosh miya saratonini — boshlang'ich joylashuvi bosh miya to'qimasi bo'lgan va hujayralar tuzilmasi, kelib chiqishi sabablari, klinik kechishi va terapiya natijalari bilan farq qiluvchi yomon sifatli o'smalarni o'z ichiga oluvchi umumlashtirilgan nomdir.

Markaziy asab tizimida birlamchi paydo bo'ladigan bosh miya saratonini juda kam uchraydigan kasallikdir. U odatda 8 yoshgacha bo'lgan bolalik davrida kuzatiladi. Bolalarda tarqalganligi bo'yicha miya saratonini qon hosil qilish tizimining yomon sifatli patologiyalaridan keyin ikkinchi o'rinda turadi. Katta yoshdagi bemorlarning yoshi — 65-80 yosh. Statistika ko'ra bu xastalik erkaklar biroz ko'proq kasallanishadi, ammo meningiomalar asosan ayollarda kuzatiladi.

Bosh miya saratonini sabablari

Miya o'smalari rivojlanishining asosiy sababi tashqi omillar deb hisoblanadi: radiatsiya, kanserogenlar, gormonal buzilish, virusli infektsiyalar. Ushbu qo'zg'atuvchilar hujayralardagi genlar shikastlanishini keltirib chiqaradi va ularning mutatsiyasiga olib keladi.

Miya saratonining yagona isbotlangan sababi radiatsiya hisoblanadi. Bundan tashqari, hujayralarning yomon sifatiga aylanishiga quyidagilar ta'sir qiladi deb hisoblanadi:

- Aspartam — shakar o'rnini bosuvchi modda;
- Xlorli vinil — plastmassa ishlab chiqarishda ishlatiladigan kuchsiz shirin hidli rangsiz gaz;
- Mobil telefonlarning elektromagnit radiatsiyasi;
- Yuqori kuchlanishli elektr uzatish liniyalari.

Ba'zi o'sma turlari genetik anomalialar bilan bog'liq. Pilositar astrositoma irsiy kasallik — neyrofibromatozdan (fon Reklingshausen kasalligi) kelib chiqadi.

Umumiy klinik alomatlar va miya saratonining dastlabki belgilari

Miya saratonini bosh og'rig'iga sabab bo'ladi. Bu patologiyaning keng tarqalgan belgisidir va erta bosqichlarda u dastlabki signal sifatida xizmat qiladi. Bosh og'rig'i xuddi yorib yuboradigandek xarakterga ega. U ertalab, uyg'ongandan so'ng, boshni egish vaqtida, qorin mushaklarini kuchantirish holatida, keskin harakatlarni qilishda paydo bo'ladi. Uning paydo bo'lishidan oldin og'irlik, ko'ngil aynishi, boshda bosim seziladi. Vaqt o'tishi bilan og'riq doimiy tus oladi, unga ko'ngil aynishi va qayt qilish hamrohlik qiladi.

Kasallikning qolgan belgilari patologiya paydo bo'lgan miya qismi bilan bog'liq. Odatda turli xildagi ruhiy buzilish belgilari namoyon bo'ladi. Ular qariyalar uchun xos hisoblanadi:

- Har xil turdagi ong buzilishlari;
- E'tiborning kamayishi;
- Idrok qilish, atrofda nima yuz berayotganini tushunish qiyinligi;
- Asta-sekin tempda suhbat qilish, bemor so'zlarni tanlashga qiynalishi;
- Boshqa ruhiy buzilishlar.

Kasallik mahalliy alomatlar bilan ham aniqlanadi, bunda harakat funktsiyalarining buzilishi kuzatiladi: tananing chap yoki o'ng tomoni harakatsizligi, konvulsiv xarakterli tortishishlar, eshitish, ko'rish buzilishi. Kalla suyagi ichidagi bosim oshsa, alomatlar ham kuchayib boradi, bemorning komaga tushib qolishi tahdidi paydo bo'ladi.

Bolalarda miya saratonini. patologiya belgilari

Bolalardagi miya saratoni alomatlari, ayniqsa ularning yoshligida o'z xususiyatlariga ega: o'smaning yashirin o'sishi davridan so'ng kalla suyagining hajmi kattalashishi, bola miyasining moslasha olish qobiliyati tufayli kasallik alomatlarining tezda progressiyasi xarakterlidir.

Ko'pincha qorin bo'shlig'idagi adashgan og'riq erta bosqich deyiladi. To'liqinsimon holda umumiy alomatlar o'sishi kuzatiladi: bolaning boshi og'riydi, ko'ngli ayniydi, qayt qiladi. Psixik jarayonlarining tormozlanishi kuzatiladi, ayniqsa yosh bolalarda. Davriy ravishda alomatlar zaiflashadi. Vaqt o'tishi bilan o'choqli nevrologik buzilishlar o'zlarini namoyon etadi, bu ma'lum miya to'qimalarining zararlanganligidan dalolat beradi.

Miya saratoni hosil bo'lgan joyga qarab, patologiyaning belgilari quyidagicha bo'lishi mumkin:

1. Agar neoplazmalar katta miya yarimsharlarida miya chodiridan yuqorida rivojlansa, erta bosqichlarda patologiyaning belgilari lokal epileptik tutqanoqlar sezilishi, kamroq hollarda mushaklarning qisman falajlanishi, nutq buzilishlari hisoblanadi.

2. Orqa miya suyuqligi siqilishi sayin bosh suyagi ichi bosimi oshishi belgilari — qusish, bosh og'rig'i, ko'ngil aynishi, bosh aylanishi, ko'z olmasining ichki yuzasida dimlanishlar kuzatiladi.

3. Yon qorinchalarda miya saratoni vegeto-tomir buzilishlari (periferik vegetativ asab tizimi shikastlanishi bilan bog'liq buzilishlar) va gidrosefaliya rivojlanishi bilan birga kechadi.

4. Subkortikal-trunkal miya bo'limlari uchun to'rt tepalik sindromli saraton xarakterlidir — miyaning gidrosefaliyasi rivojlanishi fonida ko'zlarning bir-birga yaqinlashishi, yuqoriga sinxron ko'tarilishining buzilishi (yuqoriga qarash parezi).

5. Xiazma gliomalari ko'rish buzilishlari bilan namoyon bo'ladi: ko'z tubi ko'rigi vaqtida nerv atrofiyasi hodisalari bilan ko'rish o'tkirligining pasayishi va ko'rish maydonlarining buzilishi, o'sma gipotalamus tuzilmalarini shikastlashi natijasida gormonal o'zgarishlar.

6. Epifiz neoplaziyasida erta jinsiy va jismoniy rivojlanish qayd etiladi, ko'zni harakatlantirish buzilishlari rivojlanadi.

7. Miyacha va uzunchoq miyani shikastlaydigan o'smalar gidrosefaliya rivojlanishiga olib keladi, chunki u likvor — orqa miya suyuqligining qayta oqishiga to'sqinlik qiladi. Klinik jihatdan, bu gipertenzion-gidrosefal miyachalarli krizlar bilan kechadi — boshda kuchli keskin og'riq, boshning o'ziga xos pozitsiyasini qabul qilish, mushaklarning uzoq muddat qisqarishi, loordinatsion buzilishlar, ko'z olmasining ko'z kosasida tez-tez tebranishi, bosh nervlarining faoliyati buzilishi qayd qilinadi.

Saraton kasalligiga chalingan barcha bemorlar nevropatolog tomonidan tekshiriladi, u kasallikning kelib chiqishi, o'smaning joylashuvi, o'sish tabiatini aniqlash uchun qo'shimcha tekshiruv usullaridan foydalanadi.

Kalla suyagining orqa chuqurchasi o'smalari

Ensa suyagi, chakka suyaklari piramidalari va ponasimon suyak tanasi bilan hosil qilingan kalla suyagining ichki asosi qismi ko'pincha bolalarda saraton kasalligiga chalinadi. Ushbu joyda paydo bo'lgan patologiyalar miyacha astrositomalari va medulloblastomlari, miya poyasining endimomomalari va gliomalari.

Ushbu joylashuvli o'sma bilan og'riq bemorlarda miyacha funksiyalari buzilganligi belgisi bo'lgan klinik alomatlar ustunlik qiladi: uyqusizlik, harakatlar muvofiqligi buzilishlari, ko'ngil aynishi, qusish, bosh suyagining kengayishi, ko'rish buzilishi, konvulsiyalar, boshning majburiy holati, yurish buzilishi, Romberg holatida tura olmaslik.

Medulloblastoma

Medulloblastoma — yomon sifatli miya embrional o'smasi. Ko'pincha bolalik va o'smirlik davrida kuzatiladi. Ko'pchilik bolalarda neoplazma hayotning birinchi o'n yillik davrida klinik jihatdan namoyon bo'ladi, eng yuqori cho'qqisi — 5 yosh.

Ushbu saraton asosan miyachaning chuvalchangsimon qismida joylashadi, ko'pincha qo'shni to'qimalarga o'sib kiradi, eng ko'p to'rtinchi qorincha bo'shlig'iga. Kistoz o'zgarishlar, shish, nekroz

bilan kechadi, kam hollarda kalsinatlar mavjud bo'ladi. Qon ketishlari kam uchraydi.

Qorinchalar tizimi bilan aloqasi uning orqa miya suyuqligi bo'ylab metastazlanishi bilan bog'liq. Bemorlarning uchdan bir qismida, ayniqsa kichik yoshda, tashxis vaqtidayoq metastaz aniqlanadi. Taxminan 5% hollarda u asab tizimidan tashqarida, odatda suyak iligi, suyak, o'pka va limfa tugunlarida aniqlanadi.

Pilositar Astrositoma

Pilositar astrositomalari bolalik davridagi eng keng tarqalgan o'sma bo'lib, qo'shni to'qimalardan yaxshi ajralgan, sekin o'sadi. Birinchi daraja malignizatsiyali saraton kasalligi deb tasniflanadi, kamdan-kam hollarda retsidivlanadi va tarqaladi.

Bu nafaqat miyaning pastki qismi, balki boshqa tuzilmalarini, ko'pincha gipotalamus, ko'rish asablariga (ko'rish nervi gliomasi) ta'sir qilishi mumkin. Kasallikning ilk belgilari namoyon bo'lishi saraton hosil bo'lgan joyga bog'liq.

Ependimomalar

Ependimomalar barcha birlamchi rivojlanayotgan miya saratoni o'smalarining taxminan 8 foizini tashkil qiladi. Ko'pincha bolalar va o'smirlar kasallanadi, ikkinchi yosh cho'qqisi — 30-40 yosh. O'sma miya qorinchalari devorlari va orqa miyaning markaziy kanalini qoplab turuvchi hujayralardan rivojlanadi.

Bu miya saratoni sekin o'sadi. O'sma zich bo'lib, kistoz bo'shliqlarni o'z ichiga olmaydi, yaxshi chegaralangan. Neoplazma miya atrofidagi to'qimaga o'sib kirishidan ko'ra uni ko'proq siljitadi. Ko'p uchraydigan belgilar qon ketishlari, katta kalsifikatsiya sohalari.

Ependimoma II daraja malignizatsiyali saratoni sifatida baholanadi. Neoplazma qorincha tizimi va orqa miya qobiqlari orqali metastaz qiladi.

Bosh Miya Poyasi Gliomalari

Bosh miya poyasi gliomalari — mutlaqo geterogen neoplazmalardir. Kuzatuvlarning 60 foizida poya gliomalari past darajada malignizatsiyali o'smalar deb ta'riflanadi, lekin ba'zan hatto bir xil o'sma doriasida ham tuzilmaviy geterogenlik kuzatiladi.

Alomatlar kalla-miya nervlarning yadrosi patologik jarayonga qanchalik jalb etilganligiga qarab o'zini namoyon qiladi. Gliomalar tarqoq, fokuslangan va aralash bo'lishi mumkin.

Metastatik hosilalar

Bosh miyaning metastatik shikastlanishi — saraton kechishining jiddiy asoratlanishidir. Ularning chastotasi yuqori. Markaziy asab tizimida birlamchi paydo bo'ladigan o'smalardan ko'ra metastazlar ancha ko'proq uchraydi.

Ikkilamchi markazlarning paydo bo'lishi har qanday yoshda kuzatiladi, lekin ko'pincha 45-75 yoshli bemorlarda bo'ladi. Shikastlanishning asosiy manbalari:

- o'pka saratoni — 50
- sut bezlari saratoni — 18-30
- melanoblastoma (pigment hujayralaridan rivojlanadigan teri saratoni);
- qalqonsimon bez saratoni.

Bosh miya metastazlari — o'sma rivojlanishining IV bosqichidir. A'zo ko'plab shikastlanadi.

Ikkilamchi xarakterli miya saratonining birinchi belgilari turlicha bo'ladi:

- O'smaga o'xshash variant — saraton alomatlari ma'lum (qisqa) vaqt ichida o'sib boradi;
- Apopleksik variant, insultga o'xshash — alomatlar o'tkir namoyon bo'ladi va odatda ikkilamchi o'choqqa qon ketishi yoki miya tomirining o'sma bilan tiqilib qolishi bilan bog'liq;
- Remittirlovchi variant — klinik belgilar to'liqinsimon kechadi, tomirli yoki yallig'lanishli rivojlanishni imitatsiya qiladi.

Kasallik kechishi mahalliy va tizimli alomatlarning kombinatsiyasi bilan belgilanadi va ikkilamchi o'choqning hosil bo'lish joyi, o'choq yaqinidagi shikastlanishining namoyon bo'lish darajasi, shish bilan bog'liq. Boshda og'riq, mushaklarning qisman falajlanishi, psixikaning buzilishi, konvulsiv tutqanoqlar yuzaga keladi. Ba'zi bemorlarda kasallik alomatlarsiz kechadi.

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PAPER

BO‘LAJAK MUSIQA O‘QITUVCHILARINI MUSTAQIL BILIMLARINI RIVOJLANTIRISH MODELINI ISHLAB CHIQISH VA ILMIY ASOSLASH

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Abstract

Ushbu maqolada bo‘lajak musiqa o‘qituvchilarini mustaqil bilimlarini rivojlantirish modelini ishlab chiqish va uning almiy asoslari tahlil qilinadi. Zamonaviy ta‘lim jarayonida mustaqil ta‘lim olishning ahamiyati ortib borayotganligi sababli, musiqa pedagogikasida innovatsion texnologiyalar, interaktiv o‘qitish usullari va mustaqil bilim olish ko‘nikmalarini shakllantirish strategiyalari muhim ahamiyat kasb etadi. Maqolada mustaqil ta‘lim jarayonining asosiy tarkibiy qismlari va uni samarali rivojlantirish bo‘yicha aniq takliflar berilgan.

Key words: bo‘lajak musiqa o‘qituvchisi, mustaqil bilim, pedagogik model, innovatsion texnologiyalar, interaktiv o‘qitish, o‘z-o‘zini baholash, mentorlik, gamifikatsiya, O‘zbekiston ta‘lim tizimi.

Kirish

Musiqa ta‘limi madaniy merosni asrab-avaylash va jamiyat ma‘naviyatini yuksaltirishda muhim o‘rin tutadi. Bo‘lajak musiqa o‘qituvchilarining mustaqil bilim olish qobiliyatini rivojlantirish zamonaviy ta‘lim tizimining asosiy vazifalaridan biridir. O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi “Musiqa san‘atini rivojlantirish va sohada kadrlar tayyorlash tizimini takomillashtirish to‘g‘risida”gi qarorida musiqa ta‘limining rivojlanishi va uni innovatsion yondashuvlar asosida takomillashtirish dolzarb vazifalardan biri sifatida belgilangan [1]. Professor N.T.Jo‘rayev esa “Musiqa o‘qituvchilari uchun mustaqil ta‘lim olish ko‘nikmalari ularning ijodiy salohiyatini kengaytiradi va zamonaviy pedagogika talablari bilan uyg‘unlashishiga yordam beradi”, – deya ta‘kidlagan[2]. Darhaqiqat, mustaqil bilim olish – bu shaxsning o‘z ehtiyojlari va maqsadlariga muvofiq mustaqil ravishda bilim egallash jarayoni bo‘lib, zamonaviy ta‘lim tizimida muhim ahamiyat kasb etadi. Ayniqsa, bo‘lajak musiqa o‘qituvchilari uchun mustaqil ta‘lim olish qobiliyati pedagogik faoliyatda muvaffaqiyatga erishishning asosiy omillaridan biridir.

Adabiyotlar tahlili va metodlar

Zamonaviy ta‘lim tizimi ta‘lim oluvchilarni tayyor bilimlarni o‘zlashtirishdan ko‘ra, mustaqil bilim izlash, tahlil qilish va amaliyotga joriy etish ko‘nikmalariga o‘rgatishni maqsad qilgan. Bugungi kundagi ta‘lim jarayonlarida ham mustaqil o‘qitish va mustaqil ta‘lim olish ko‘nikmalarini rivojlantirish muhim hisoblanadi. Mazkur yo‘nalishda olib borilgan tadqiqot va amaliy ko‘nikmalarda T.Jalolov, S.Hasanboyev, Q.Raimqulov, N.To‘rayev, X.Yusupov, G‘.Usmonov, R.Qurbonov, B.Saidov, D.Yo‘ldoshevalarning xizmatlari katta.

Natijalar va muhokama

Ma‘lumki, bo‘lajak musiqa o‘qituvchilarining mustaqil bilim olish qobiliyatini rivojlantirishda zamonaviy texnologiyalardan foydalanish samarali natija beradi. Mustaqil bilim olish quyidagi jihatlardan bilan ajralib turadi:

Ijodiy fikrlashni rivojlantiradi – inson o‘z bilimi asosida yangilik yaratishga o‘rganadi.

Mas‘uliyat va intizomni oshiradi – bilim oluvchi o‘zining natijalari uchun mas‘uliyatni his qiladi.

Hayot davomida o'rganish tamoyilini shakllantiradi – insonning doimiy o'rganishga bo'lgan ehtiyoji mustahkamlanadi.

Zamonaviy kasbiy talablar bilan uyg'unlashadi – pedagogik faoliyatda doimiy ravishda yangiliklarni o'rganish zarur.

Professor A.I.Raximov ta'kidlaganidek, "Musika ta'limida eksperimental yondashuv orqali o'quv jarayonining samaradorligini oshirish mumkin. Chunki bunday yondashuv talabalarning mustaqil o'rganish qobiliyatini shakllantirishga xizmat qiladi" [4].

Ayniqsa, musiqa ta'limida multimediya materiallaridan foydalanish o'quv jarayonining samaradorligini oshiradi. Zamonaviy musiqa o'qituvchilari uchun interaktiv darslar, onlayn kurslar va virtual laboratoriyalardan foydalanish muhim ahamiyat kasb etadi. Musika o'qituvchilari uchun mustaqil ta'limning ahamiyatini quyidagilarda ko'rishimiz mumkin:

Ijodiy va texnik ko'nikmalarni mustahkamlaydi – yangi usullar va texnikalarni o'zlashtirish imkonini beradi.

Pedagogik faoliyatga innovatsiyalarni joriy etish imkoniyatini oshiradi – interaktiv dars uslublari va zamonaviy texnologiyalardan foydalanish imkonini beradi.

Amaliy tajribani boyitadi – dars jarayonida yangicha yondashuvlarni qo'llashga yordam beradi.

Yuqorida ta'kidlaganimizdek, bugungi kunda raqamli texnologiyalar mustaqil bilim olishni yangi bosqichga olib chiqmoqda. Bunda turli xil onlayn ta'lim platformalari mustaqil bilim olish imkoniyatini kengaytiradi va bu orqali o'z-o'zini baholash hamda tahlil qilish imkoniyatlari mustahkamlanadi. O'quvchilar o'zlari uchun mos bo'lgan resurslarni tanlash imkoniyatiga ega bo'ladi.

Musika o'qituvchilarining mustaqil bilim olish ko'nikmalarini rivojlantirish uchun quyidagi model va ilmiy asoslar taklif etishimiz maqsadga muvofiq deb o'ylaymiz. Ushbu model bo'lajak musiqa o'qituvchilarining mustaqil ta'lim olish qobiliyatini shakllantirish va rivojlantirishga qaratilgan.

Mustaqil ta'lim jarayonining bosqichlari:

Bilim manbalarini tanlash – o'quvchilar mustaqil ta'lim olish uchun ishonchli va ilmiy manbalar (kitoblar, maqolalar, onlayn kurslar) bilan ishlashi kerak.

Reja tuzish va vaqtni boshqarish – mustaqil ta'limni rejalashtirish uchun individual ta'lim dasturi ishlab chiqish.

O'z-o'zini baholash va tahlil qilish – ta'lim natijalarini muntazam baholab, bilimlarning chuqurligini tekshirish.

Amaliy qo'llash – o'rganilgan bilimlarni musiqiy amaliyot va pedagogik faoliyatga integratsiya qilish.

Innovatsion texnologiyalardan foydalanish – raqamli resurslar, multimediya darsliklari va onlayn platformalardan foydalanish.

Bo'lajak musiqa ta'limi o'qituvchilarining mustaqil bilim olishni rivojlantirishda rag'batlantiruvchi yondashuvlarni ishlab chiqish ham samarali deb o'ylaymiz.

Interaktiv ta'lim platformalari yaratish – O'zbekiston oliy o'quv yurtlarida musiqa o'qituvchilari uchun maxsus onlayn ta'lim platformalarini yo'lga qo'yish (masalan, Moodle, Coursera kabi tizimlar).

O'z-o'zini baholash va refleksiya tizimi – talabalar o'z bilimlarini baholash uchun elektron testlar, portfolio va mustaqil ijodiy loyihalar yaratishi lozim.

Mentorlik tizimini rivojlantirish – oliy ta'lim muassasalarida musiqa o'qituvchilari uchun tajribali ustozlar tomonidan yetakchilik qilish tizimini yaratish.

Amaliy mashg'ulotlarni ko'paytirish – bo'lajak o'qituvchilar maktablarda yoki san'at markazlarida dars berish orqali o'z bilimlarini mustaqil rivojlantirishga undalishi kerak.

Gamifikatsiya (o'yinlashtirish) usullaridan foydalanish – musiqa nazariyasi va amaliy mashg'ulotlarni interaktiv va qiziqarli tarzda o'rgatish uchun onlayn o'yinlar va testlar ishlab chiqish.

Xulosa

Bo'lajak musiqa o'qituvchilarining mustaqil bilim olish qobiliyatini rivojlantirish zamonaviy ta'lim tizimida muhim ahamiyat kasb etadi. Bunda interaktiv va innovatsion yondashuvlarni qo'llash orqali bu jarayonni yanada samarali qilish mumkin. O'zbekistonning musiqa ta'lim tizimida mustaqil o'qitish usullari faol joriy etilishi lozim. Pedagogika institutlari va konservatoriyalarda talabalarning individual ta'lim rejalarini ishlab chiqish amaliyotga joriy qilinishi kerak va mazkur jarayonda innovatsion texnologiyalar, raqamli vositalardan foydalanish; mustaqil o'qish jarayonini monitoring qilish va natijalarini baholash tizimi ishlab chiqish zarurati mavjud. Shuningdek, musiqiy ijodkorlik va pedagogik faoliyatni uyg'unlashtirish uchun nazariya va amaliyot o'rtasidagi bog'liqlikni mustahkamlash o'ta muhim omillardan sanaladi. Albatta, biz mulohaza yuritgan model va takliflar bo'lajak musiqa o'qituvchilarining mustaqil ta'lim olish qobiliyatini rivojlantirishga xizmat qiladi.

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PAPER

O‘ZBEKISTONDA SUG‘URTA BOZORINI RIVOJLANTIRISH VA BOSHQARISH MUAMMOLARI

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Abstract

Ushbu maqolada mamlakatimizda sug‘urta bozorini rivojlantirish hamda sug‘urta faoliyatini tartibga solishdagi muammolar tadqiq etilgan.

Key words: sug‘urta, sug‘urta bozori, sug‘urtalovchi, sug‘urtalanuvchi, innovatsiya, raqobat, moliya.

Kirish

Bugungi kunda sug‘urta kompaniyalari tomonidan nafaqat mamlakatimizdagi, balki xorijiy mijozlarni ham ishonchini qozona oladigan sug‘urta xizmatlarining keng turlarini ishlab chiqish va amaliyotga joriy etish, mintaqaviy sug‘urta xizmatlarini kengaytirish, sug‘urta kompaniyalari moliyaviy resurslarini samarali boshqarish milliy sug‘urta bozorini rivojlantirishdagi asosiy muammoldan biridir. Bu holat mazkur mavzuning dolzarbligini ifodalaydi. Sug‘urta insoniyat tarixining tadrijiy rivojlanishi bosqichlarida moliyaviy munosabatlarning ajralmas tarkibiy qismi sifatida iqtisodiyotga ta’sir etuvchi muhim omil bo‘lib kelgan.

Zamonaviy davrdagi globallashuv jarayonida sug‘urta bozorining innovatsion rivojlanishi jadal o‘zgarishlar qamrovida kechayotganligi mazkur institut faoliyatini nazariy-amaliy tadqiq etish dolzarb ekanligini anglatadi. Sug‘urta bozori har qanday mamlakat iqtisodiyotining asosiy segmenti hisoblanadi, ayni vaqtda, bevosita uning ravnaqiga ham xizmat qiladi. Shu bilan birgalikda qayd etish lozimki, sug‘urta faoliyati o‘ziga xos tarzda shakllangan va keng qo‘llanilayotgan ijtimoiy hodisa bo‘lib, barqarorlik omili sanaladi. Mamlakat sug‘urta bozori rivojini prognozlash o‘z navbatida, biznes sub’ektlari va aholi manfaatlarini himoyasini kafolatli darajada ta’minlash instituti sifatida sug‘urta faoliyatini rivojlantirish yo‘nalishlarini tadqiq etish zaruratini keltirib chiqardi.

Yurtimizda sug‘urta bozorini rivojlantirish borasida amalga oshirilayotgan islohotlar va chora-tadbirlar muayyan darajada, mamlakat sug‘urta bozorini rivojlantirishga xizmat qilayotgan bo‘lsada, jahon moliyaviy-iqtisodiy inqirozi davom etayotgan sharoitda sug‘urta bozorini rivojlantirish borasida aniq chora-tadbirlarni

ishlab chiqish sug‘urta munosabatlarini rivojlantirishga va mamlakatda ishlab chiqarish uzluksizligini ta’minlashga xizmat qiladi. Ma’lumki, sug‘urta bozorining muhim sub’ekti va uning ishtirokchilaridan biri davlat hisoblanadi.

Muhim vazifalarni bajarish uchun avvalo sug‘urta sohasida jahon talablariga javob beradigan xodimlarni tayyorlash va ularni amaliyotga tayyorlash, aholini sug‘urta to‘g‘risidagi axborotlardan xabardor qilib borish muhim hisoblanadi. Amalda sug‘urta bozorining rivojlanishiga to‘siq bo‘ladigan ko‘plab sabablar mavjud bo‘lib, bunday sabablardan biri monopol holatning yuzaga kelishidir. Bozor iqtisodiyoti rivojlangan mamlakatlarda monopoliyaning yuzaga kelishiga nisbatan xavfsiz holat sifatida bir tarmoqda faoliyat ko‘rsatuvchi kompaniyalar soni kamida o‘n va undan ortiq bo‘lib, bunda bu bozordagi bir kompaniyaning hissasi sug‘urta xizmatlarini sotish bo‘yicha 31 foizdan oshmasligi, ikki kompaniyaning hissasi 44 foizdan oshmasligi, uchta kompaniyaning hissasi 54 foizdan oshmasligi va to‘rtta kompaniya ulushi 64 foizdan oshmasligi kerak.

Bunday nisbat buzilgan holatda bu kompaniyalarga nisbatan davlat iqtisodiy sanksiyalar qo‘llaydi va ularning ishtirokini ushbu bozorda chegaralab qo‘yadi. Sug‘urta bozorini davlat tomonidan tartibga solishning elementlaridan biri bozordagi raqobatni sun’iy ravishda yo‘qotish, ya’ni boshqa qatnashchilarni bu bozorga kirishiga yo‘l qo‘ymaslik maqsadida ikki yoki undan ortiq kompaniyalarning o‘zaro til biriktirishi va o‘zaro kelishuvlariga yo‘l qo‘ymaslikdan iboratdir.

Raqobatning nosog‘lom usul va vositalari bo‘lmish tariflarni sun’iy ravishda oshirish yoki pasaytirish, sug‘urtalanuvchilarga sug‘urtaning ma’lum bir turi to‘g‘risida yoki ushbu turni amalga

oshiruvchi o'z raqobatchilari to'g'risida yolg'on ma'lumotlar berib, ularni arosatga qo'yish mumkin bo'lmagan holatlardir. Bunday holatlarga nisbatan davlat qonunlar va boshqa me'yoriy hujjatlar vositasida doimiy qarshi choralar ko'rib borishi kerak.

O'zbekistonda davlatning sug'urta sohasi bo'yicha faoliyati keng ko'lamli bo'lib, jahon moliyaviy-iqtisodiy inqirozi sharoitidan kelib chiqib davlat aralashuvi samaradorligining yuqori bo'lishini ta'minlash uchun quyidagilarni amalga oshirish maqsadga muvofiq.

- sug'urta himoyasini ta'minlashda yuridik va jismoniy shaxslarning manfaatlarini o'zida mujassamlashtirgan mexanizmni ishlab chiqish;

- O'zbekiston Respublikasi Moliya vazirligi qoshida tashkil etilgan maxsus vakolatli davlat organi bilan sug'urtachi sub'ektlar o'rtasidagi hamkorlik, muammoli masalalarni birgalikda hal etuvchi o'zaro manfaatdorlik asosida ishlovchi tuzilmali mexanizmni shakllantirish;

- sug'urta faoliyatiga doir qonunlar majmuasiga zarur o'zgartirishlar kiritish bilan qonunlarni takomillashtirib borish;

- milliy sug'urta bozorida raqobat muhitining yuzaga kelishini ta'minlovchi, soxta sug'urtachilar faoliyatiga chek qo'yuvchi huquqiy me'yorlarni ishlab chiqish hamda ularning tatbiq etilishini ta'minlash;

- sug'urta kompaniyalari barqaror faoliyat ko'rsatishlarini ta'minlash vositasi sifatida soliq imtiyozlari va boshqa rag'batlantiruvchi huquqiy asoslarni takomillashtirib, ularning samarasi yuqori bo'lishiga erishish;

- sug'urtalovchilarning qimmatli qog'ozlar bozori, fond birligidagi to'g'ridan-to'g'ri faoliyatlarini rag'batlantirish;

- sug'urta sohasida xalqaro hamkorlik aloqalari kengayib bo'rayotgan hozirgi sharoitda tomonlar manfaatlarini o'zida aks ettiruvchi sug'urta himoyasining umumiy qoidalarini ishlab chiqish;

- sug'urta faoliyatini davlat tomonidan tartibga solish va nazorat qilish tizimini takomillashtirishda chet el investorlarining faoliyatini rag'batlantirishni nazarda tutib ish olib borishni yo'lga qo'yish;

- sug'urta faoliyati rivojlangan mamlakatlar bilan hamkorlikni yo'lga qo'yish asosida xalqaro bozorga kirib borish va bu bozorda o'z o'rniga ega bo'lishni maqsad qilib qo'yish;

- respublika sug'urta bozorida yangi sug'urta institutlari (anderrayterlar, aktuariylar, avariya komissarlari) ko'payishini rag'batlantirishdan iboratdir. Xorij tajribasida sug'urta va qayta sug'urta kompaniyalari har bir sug'urta turi bo'yicha alohida sug'urta anderrayterlariga ega bo'lib, biror marta ham bir anderrayter ikki xil sug'urta turi bilan shug'ullanmaydi.

Sug'urta munosabatlarini tartibga solishning erkinlashuvi jarayonlari dunyo sug'urta bozori globalashuvi sharoitida, xalqaro sug'urta xizmatlarining erkinlashuvi, sug'urta va qayta sug'urta kapitalining kontsentratsiyasi yirik transmilliy sug'urta kompaniyalari o'rtasidagi raqobatning keskin kuchayishiga, natijada sug'urta va qayta sug'urtaning ko'plab yangi shakllari paydo bo'lishiga, sug'urta, bank va moliya kapitalining o'sishiga olib kelmoqda.

Sug'urtachilar faoliyati ustidan davlat nazorati tizimida bir qancha o'zgarishlar yuz bermoqdaki, bunda asosiy mavqeni davlatlarning integratsion kelishuvlar, xizmatlar savdosi to'g'risidagi bosh kelishuv egallanmoqda. Internet vositasidagi yangi informatsion muhitning paydo bo'lishi davlatlar o'rtasidagi chegaralarni buzib tashlab, sug'urta xizmatlarining misli ko'rilmagan darajalariga erishilmoqda. So'ngi yillarda dunyo sug'urta bozorining kengayishi kuzatilib, bunda birlashuv, globalizatsiya va integratsiya jarayonlarining kuchayganligini ko'rish mumkin. Sug'urta kompaniyalarining birlashuvi yoki yirik kompaniyalarning kichiklarini qo'shib olish holatlarining yuz berishiga asosiy sabablar quyidagilardan iborat:

Birinchidan, milliy va dunyo sug'urta bozorlari ishtirokchilari orasida yuqori darajadagi kapitalizatsiyaga ega bo'lgan

kompaniyalarning ko'pligi va ular o'rasida kuchli raqobatning mavjudligi.

Ikkinchidan, yirik tavakkalchiliklarni sug'urtalash va qayta sug'urtalashda katta miqdordagi kapitalga ega bo'lgan kompaniyalarga zarurat tug'ilmoqda. Sug'urtachilar qayta sug'urta kompaniyalarini tanlashda birinchi o'rinda ularning kapitali miqdoriga e'tibor qaratmoqdalar. 50 mln. dollardan kam kapitalga ega bo'lgan qayta sug'urta kompaniyalari o'z faoliyatlarini to'xtatishga majbur bo'lmoqdalar.

Uchinchidan, kompaniyada ish yuritishga ketadigan xarajatlarni kamaytirish maqsadi. Mutaxassislarning xulosalariga ko'ra, AQShda bir kompaniyaga sug'urta mukofotlari tushumini 10 mln. Dollarga ko'paytirish, ish yuritishga ketadigan xarajatlar miqdorini 30 foizdan 10 foizgacha kamaytirish imkonini berar ekan. To'rtinchidan, moliyaviy barqaror hamkor hisobiga o'z reytingini ko'tarish ilinji. Birlashish va qo'shib olishlar natijasida yirik transmilliy sug'urta kompaniyalari hosil bo'lmoqda va ular xalqaro bozorda katta miqdordagi javobgarliklarni sug'urtalash va qayta sug'urtalashni amalga oshirmoqdalar. Boshqa sohalarida bo'lgani kabi, sug'urta faoliyatida ham menejmentning yangi davri kirib kelmoqda. Bu yangi davr sug'urta kompaniyalari faoliyatining xavfsizligini ta'minlab berishi kerak. Sug'urta kompaniyalarining faoliyati xavfsizligini ta'minlash hozirgi zamon menejmentining asosiy funktsiyalaridan biridir.

Kompaniya menejerining kompaniya faoliyatiga bo'ladigan xavflarni to'g'ri baholay olmaganligidan va bunga qarshi zarur choralarini ko'rmaganligi tufayli kompaniyaga sezilarli darajada zararlar etishi mumkin. Shuning uchun malakali menejer voqealar rivojining turli ko'rinishlarini hisobga olishi, shunday holatlar yuz berganda strategiya va taktikani tezda o'zgartirishni, zahira fondlarni ko'paytirishni rejalashtirib qo'yishi kerak. Sug'urta bozorining rivojlanishiga to'siq bo'ladigan omillardan biri bozorida tovla-machilikning avj olishidir.

Sug'urta tizimida Adjuster ham faoliyat ko'rsatadi. Adjuster - da'voni ko'rib chiquvchi va uni tartibga keltirishni takomillashtiruvchi shaxs hisoblanadi. Mamlakatimizda ushbu soha vakillari xizmatidan foydalanish keng yo'lga qo'yilmaganligi tufayli bu vazifani kompaniyalarning o'z xodimlari amalga oshirib kelishmoqda. Sug'urta risklarining professional baholovchilari bo'lgan syurveerlar, adjusterlar va aktuariylar faoliyatini yo'lga qo'yish mamlakatimizda qonuniy jihatdan mustahkamlandi, endi ushbu tuzilmalarni amaldagi faoliyatini yo'lga qo'yish milliy bozorni rivojlantirish omillaridan biri bo'ladi.

Xulosa

Tadqiqot natijalariga ko'ra, quyidagilar O'zbekiston Respublikasining sug'urta bozorini isloh qilish va jadal rivojlantirishning asosiy yo'nalishlari quyidagilar:

- sug'urta sohasida normativ-huquqiy bazani takomillashtirish, shu jumladan xalqaro tashkilotlarning standartlari va tavsiyalarini hamda ushbu sohadagi eng yaxshi jahon tajribalarini izchil joriy etish;

- sug'urta xizmatlari iste'molchilari va sug'urta faoliyatining boshqa sub'ektlari huquqlari himoyasini kuchaytirish, aholining sug'urta savodxonligini va sug'urtaga bo'lgan ishonchini oshirish, sug'urta bozorining ochiqligi va shaffofligini ta'minlash;

- yangi innovatsion sug'urta mahsulotlarini joriy etish va ta'lab yuqori bo'lgan an'anaviy mahsulotlarni rivojlantirish orqali ko'rsatilayotgan sug'urta xizmatlari hajmlarini, turlarini kengaytirish va sifatini oshirish;

- sug'urta faoliyatini tashkil etish va tartibga solish sohasida zamonaviy axborot texnologiyalaridan keng foydalanish, sug'urta xizmatlarining elektron turlarini faol joriy etish va rivojlantirish;

- sug'urta bozori mutaxassislarini tayyorlash, qayta tayyorlash va ularning malakasini oshirish tizimini takomillashtirish, sug'urta sohasida ta'lim berishning zamonaviy usullarini qo'llash,

ilmiy-tadqiqot faoliyatini rag'batlantirish;

milliy sug'urta bozorining ijobiy imijini shakllantirish va yuqori darajada ushlab turish hamda investitsiyaviy jozibadorligini, shu jumladan milliy sug'urta bozorini xalqaro va xorijiy sug'urta bozorlari bilan integratsiyalash orqali oshirish lozim.

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PAPER

SIL KASALLIGI BILAN OG‘RIGAN MAKTAB O‘QUVCHILARI BILAN MASHG‘ULOT O‘TISH TAMOIYILLARI

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Abstract

Ushbu maqolada, SIL kasalligining turli shakllari, ularning jamiyatga ta'siri va shaxsiy hayotga qanday salbiy oqibatlar keltirishini tahlil qilishga qaratilgan. Shuningdek, SIL kasalligi bilan kurashishda sog'lom turmush tarzini yaratish, jismoniy faoliyat, to'g'ri ovqatlanish, stressni boshqarish va psixologik qo'llab-quvvatlashning o'rni muhokama qilinadi. Maqola, ilgari surilgan metodlar va yondashuvlar orqali SIL kasalligining oldini olish va uning ta'sirini kamaytirish imkoniyatlarini ko'rsatadi. O'quvchilar uchun mazkur maqola, kasallikning oldini olishda va sog'lom hayot tarzini joriy etishda muhim amaliy tavsiyalarni o'z ichiga oladi.

Key words: sil kasalligi, mashg'ulot, sog'lom hayot tarzi.

Kirish

Sil kasalligi, tuberkulyoz (lot. tuberculum — do'mboqcha) — Mycobacterium tuberculosis complex guruhi mikobakteriyalari tomonidan chaqiriladigan dunyoda keng tarqalgan infeksiyon kasallik. Bakteriya odatda o'pkani shikastlaydi. Kasallik nafaqat salomatlik, balki ijtimoiy holatga ham bog'liq: sil qo'zg'atuvchisiga immuniteti pasaygan, to'yib ovqatlanmaydigan, gigiena standartlariga rioya qilmaydigan va kambag'al ijtimoiy sharoitlarda yashaydigan kishilar eng ta'sirchandır. Biroq, sil yoshi va jinsidan qat'iy nazar butun aholi qatlamiga xavf tug'diradi.

O'lim holatlarining yuqoriligi (yiliga taxminan 3 million kishi) va kasallikning keng tarqalganligiga nafaqat ijtimoiy omillar, balki sil kasalligining hech qanday alomatlarisiz (yashirin) davri uzoq davom etishi ham ta'sir ko'rsatadi. Bu davr uni davolash uchun eng qulay vaqt hisoblanadi. Infeksiya mavjudligini aniqlash uchun organizm Mantu sinov reaksiyasiga baholanadi.

M. tuberculosis bilan yer aholisining uchdan bir qismi infeksiyalangan va har soniyada yangi infeksiya holati sodir bo'ladi degan tushuncha bor. Butun dunyoda har yili tuberkulyoz bilan kasallanadigan insonlar ulushi o'zgarmaydi yoki kamaymaydi. Biroq aholi sonining oshishi tufayli yangi holatlarning mutlaq soni oshib bormoqda.

2007-yilda asosan rivojlanayotgan mamlakatlarda surunkali faol tuberkulyozning 13,7 million hollari qayd qilinishi, 9,3 million yangi kasallanish hollari va 1,8 million o'lim hollari hisoblangan. Bundan tashqari, rivojlangan mamlakatlarda insonlar tuberkulyoz bilan tobora ko'proq infeksiyalanmoqda, chunki ularning immun tizimi immunosuppressiv preparatlar qabul qilish natijasida zaiflashib bormoqda, ayniqsa OIV-infeksiyalarda.

Sil kasalligi butun dunyo bo'ylab teng ravishda tarqalmagan. Ko'pchilik osiyo va afrika mamlakatlari aholisining taxminan 80%da tuberkulinli sinov ijobiy natija beradi. Solishtirish uchun AQSh aholisi orasida bu ko'rsatkich 5-10% ni tashkil etadi.

Jahon sog'liqni saqlash tashkiloti bergan ma'lumotlarga ko'ra, 2015-yilda dunyoda 10,4 millionga yaqin tuberkulyoz bilan kasallanish hollari qayd etilgan. Ulardan 5,9 millioni (56%) erkaklarga, 3,5 millioni (34%) ayollarga va 1,0 millioni (10%) bolalarga to'g'ri keldi. OIV bilan infeksiyalangan bemorlar 1,2 millionni (11%) tashkil etdi.

JSST kasallik haqida bergan ma'lumotga ko'ra, 2015-yilda sil tufayli 1,4 million bemorning o'limi qayd etildi, ular ichida 0,4 millioni OIV bilan aloqador edi.

Tuberkulyoz bilan kasallanish noqulay sharoit (stressli holatlar), shuningdek inson organizmining individual xususiyatlari (masalan qon guruhi yoki yoshi) bilan bog'liq ekanligi qayd qilin-

gan. Kasallanganlar orasida 18–26 yosh guruhi dominantlik qiladi.

Insonni silga bo'lgan ta'sirchanligini oshiradigan bir nechta omillar mavjud:

- Dunyo bo'yicha eng ahamiyatlisi — OIV;
- Chekish (ayniqsa kuniga 20 tadan ortiq sigareta) — kasallanish ehtimolini 2–4 martaga oshiradi;
- Diabet.

Klinik shakllari

Ko'pincha tuberkulyoz nafas olish (asosan o'pka va bronxlar) va siydik-tanosil tizimini shikastlaydi. Tuberkulyozning suyak-bo'g'im shakllarida ko'pincha umurtqa va son suyaklarining shikastlanishi uchraydi. Shu sababli kasallikning ikki turi ajratiladi: o'pka va o'pkadan tashqari.

O'pka tuberkulyozi turli shakllarga ega bo'lishi mumkin:

- Birlamchi tuberkulyoz kompleks (tuberkulyozli pnevmoniya o'chog'i + limfangit, ko'ks oralg'i limfadeniti);
- Tuberkulyozli bronxoadenit, ko'krak ichi limfa tugunlarining izolyatsiyalangan limfadeniti. Tarqalganligi darajasidan kelib chiqib, quyidagi sil turlari farqlanadi:

- Latent (yashirin);
- Disseminatsiyalangan;
- Miliar;
- O'choqli (cheklangan);
- Infiltrativ;
- Kavernoz;
- Firbroz-kavernoz;
- Sirrotik;
- Kazeoz pnevmoniya;
- Tuberkulyoma.

O'pkadan tashqari tuberkulyoz insonning har qanday organida lokalizatsiyalanishi mumkin. Uning quyidagi shakllari farqlanadi:

- Ovqat hazm qilish tizimi — ko'pincha ingichka ichakning distal bo'limi va ko'richak shikastlanadi;
- Siydik-tanosil tizimi — buyak, siydik yo'llari, jinsiy a'zolar shikastlanishi;
- Markaziy asab tizimi va miya qobiqlari — orqa va bosh miya, bosh miyaning qattiq qobig'i shikastlanishi (tuberkulyozli meninjit);
- Suyak va bo'g'imlar — ko'pincha umurtqa suyaklari shikastlanadi;
- Teri va ko'z tuberkulyozi.

Sil qo'zg'atuvchisi. Kasallik inson organizmi *Mycobacterium* bakteriyasi yoki Kox tayoqchasi bilan infektsiyalanganidan so'ng rivojlanadi. Bu mikroorganizmlar past haroratlarda hayotiylikini saqlab qoladi, tashqi muhit ta'sirlariga va yuqori haroratga chidamli bo'ladi.

Kox tayoqchasi o'ta yuqumli infektsiya hisoblanmaydi, biroq kasallangan infektsiya tashuvchisi bakteriyalarni tashqi muhitga tarqatadi. Sog'lom odam bu bakteriyalar bilan kasallanishi ehtimoli juda past. Ko'p hollarda silga chalingan bemor kasallikning faol bo'lmagan shaklida kasalxonaga yotishi talab qilinmaydi va uning harakatlari, ijtimoiy faoliyati cheklanmaydi.

Sil bilan kasallangan kishi bilan doimiy kundalik aloqada bo'lish, masalan oila sharoitida, bemorning sog'lig'i to'g'risida qayg'urishdan tashqari quyidagilarni ham talab etadi:

- Uyda gigienaga to'g'ri rioya qilish;
- Boshqa oila a'zolarining immunitetini mustahkamlash;
- Kasallanishni ertaroq aniqlash uchun (agar yuqgan bo'lsa) tez-tez organizmning Mantu probasiga reaksiyasini aniqlash.

Sabablari va yuqish yo'llari

Sil kasalligi yuqishining asosiy yo'li — havo-tomchi yo'llari sanaladi. Kamroq hollarda kundalik aloqalar va transplantsental yuqish holatlari qayd etiladi. Bakteriya nafas olish yo'llari orqali organizmga kiradi. So'ng bronxlar shilliq qavati va alveolalarga o'tadi va qon orqali butun tanaga tarqaladi.

Inson tanasi uchun Kox tayoqchasi yot mikroorganizmdir. Odatda bunday bakteriyalar organizmga tushsa va rivojlana boshlasa, immun hujayralari ularga hujum qilib, ko'payishi va rivojlan-

ishini oldini oladi. Biroq quyidagi ikki holatda kasallik rivojlanishi ehtimoli mavjud bo'ladi:

1. Immun tizimi zaiflashga, antitanalar ishlab chiqarilishi buzilgan, immunitet tanqisligi holati mavjud bo'lsa, tananing mudofaa qobiliyati boshqa kasalliklar tufayli zaiflashgan yoki boshqa ijtimoiy yoki yosh omili tufayli yetarli darajada shakllanmagan bo'lsa;

2. Kasallik qo'zg'atuvchisi bilan aloqa uzoq, uzluksiz bo'lsa, batsilla tashuvchida kasallikning ochiq shakli jarayoni kechayotgan bo'lsa va tegishli davolash choralari qo'llanilmasa.

O'ziga xos immunitetni pasaytiruvchi va kasallik rivojlanishiga hissa qo'shadigan omillar orasida quyidagilar ajratiladi:

- Bronx-o'pka kasalliklarining rivojlanishi (masalan, surunkali bronxit) omili sifatida tamaki chekish;
- Alkogolli ichimliklarni ortiqcha iste'mol qilish;
- Giyohvandlikning barcha turlari;
- Nafas olish tizimi a'zolarida surunkali yallig'lanish jarayonlari mavjudligi sababli respirator kasalliklariga moyillik;
- Surunkali kasalliklar, boshqa a'zo va to'qimalarda yallig'lanish o'choqlari mavjudligi;
- Qandli diabet, endokrin kasalliklar;
- Yetarlicha ovqatlanmaslik, ovqatlanish ratsionida vitaminlarning yetishmasligi;
- Nevrotik buzilishlar, depressiv vaziyatlar;
- Homiladorlik davri;
- Salbiy ijtimoiy va yashash sharoitlari.

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PAPER

THE ART OF TRANSLATION

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Abstract

The article explores translation as a unique type of activity that possesses artistic characteristics. It analyzes the role of the translator in intercultural communication, as well as the key concept of translation equivalence, which determines the degree of correspondence between the translation and the original text. It is emphasized that translation is not a mere mechanical reproduction of the source text but a creative process that requires analytical thinking, a deep understanding of linguistic structures, and cultural context. The distinction between literal and word-for-word translation is highlighted, along with the necessity of functional equivalence to achieve translation adequacy. The study examines the impact of linguistic asymmetry on the translation process and the need to preserve the stylistic features of the original. The article concludes that translation is not only the transfer of meaning from one language to another but also a complex intellectual act based on the translator's subjective perception.

Key words: translation, translation equivalence, intercultural communication, translation adequacy, linguistic asymmetry, stylistic accuracy.

Introduction

The role of the translator in facilitating intercultural communication is of paramount importance. A translator serves as a crucial intermediary, ensuring the effective transmission of meaning between different linguistic and cultural communities. When reading translated works of foreign authors, one may seldom reflect on the intricacies of translation as an art form. Can translation be classified as an art? If so, should it be regarded as a creative endeavor akin to artistic expression, or is it a meticulously executed practical skill?

Translation, as a professional activity, employs a distinct set of methods and techniques. Many translated works exhibit remarkable craftsmanship, yet translations of the same text by different translators often differ significantly. This variability underscores the substantial expertise and effort required of a translator. Translation entails the precise reproduction of an original text using the linguistic resources of another language while preserving the integrity of both content and style. Unlike retelling, which conveys the general meaning of a text while omitting secondary details and disregarding stylistic fidelity, translation reconstructs the original unity of meaning and style within a new linguistic framework. Con-

sequently, the translated text forms a novel unity, adapted to the linguistic characteristics of the target language.

Like all forms of artistic expression, translation captures and represents reality. The outcome of translation is an individualized interpretation of reality, shaped by the translator's perception and linguistic choices. At the core of translation lies the concept of equivalence—defined as the degree to which a translation corresponds to the original in meaning and function. However, equivalence is rarely an exact replication of the source text; rather, it remains inherently subjective. Contrary to the common assumption that a translator merely recreates the reality depicted in the source text, translation does not entail a direct replication of the objective world described by the author. Instead, through the linguistic framework of the target language, the translator reconstructs the conceptual essence embedded in the original discourse.

Translation is fundamentally influenced by the translator's individual perception of the source text and their subjective ability to determine what is deemed equivalent. However, since no two languages share identical structures, the expressive potential of one language cannot fully encompass that of another¹. The inherent asymmetry of languages—encompassing semantic, structural,

functional, and stylistic elements—further complicates the process. Translation is a complex, multidimensional task that extends beyond mere lexical substitution. Achieving accuracy requires not only the identification of appropriate lexical equivalents but also their integration into grammatically and syntactically appropriate structures. Additionally, stylistic considerations play a crucial role, as they contribute to preserving the intended tone and communicative effect of the original text.

Equivalence in translation can also encompass associative dimensions. In such cases, a translation may lack direct lexical correspondence with the original yet evoke similar emotional responses in the target audience. The study of translation can be approached from multiple perspectives, including historical, philosophical, literary, psychological, and pedagogical viewpoints. Simultaneously, translation operates within the bounds of rigorous logical reasoning, making it an intellectual process that necessitates analytical thinking.

It is essential to distinguish between literal and word-for-word translation, as these concepts are often conflated. Word-for-word translation retains the syntactic structure of the source language without altering sentence construction or significantly modifying word order. In contrast, literal translation frequently distorts the meaning of the original or violates the linguistic norms of the target language. A.V. Fedorov defines an adequate (or optimal) translation as one that accurately conveys the function of the original text while maintaining linguistic and stylistic integrity. Functional precision—an essential feature of adequate translation—often necessitates deviations from direct lexical correspondence to ensure the effective reconstruction of the source text's content and form within the target language system.

Conclusion

In summary, translation is a specialized form of artistic and intellectual activity. Its foundational principle is translational equivalence, which ensures alignment with the original text from ontological, aesthetic, semiotic, and epistemological perspectives.

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PAPER

THE IMPACT OF ENGLISH AS A GLOBAL LANGUAGE ON LOCAL CULTURES

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Abstract

English has emerged as the dominant global language, influencing communication, education, business, and media across the world. While it facilitates international interaction and access to global opportunities, its widespread use also raises concerns about linguistic homogenization and cultural erosion. This study examines the impact of English on local cultures, focusing on language shift, cultural identity transformation, and media influence. A mixed-methods approach was used, combining quantitative surveys with qualitative interviews involving participants from Uzbekistan, Japan, France, Nigeria, and Brazil. The findings suggest that while English enhances global connectivity, it also reduces the use of indigenous languages, influences youth identity, and alters traditional cultural practices. To maintain linguistic and cultural diversity, policymakers and educators should promote multilingualism and support local language preservation.

Key words: English as a global language, linguistic homogenization, cultural identity, language shift, globalization, multilingualism, indigenous languages, cultural preservation.

Introduction

English has established itself as the leading global language, acting as a common medium for communication, trade, education, and media worldwide. With more than 1.5 billion speakers globally, its impact goes beyond language, influencing local customs and traditions. While its widespread use promotes international interaction and economic development, it also sparks concerns about cultural loss and the diminishing diversity of languages [2].

The influence of English is particularly evident in multilingual societies, where it often replaces indigenous languages in education, governance, and media. Additionally, exposure to English-language films, music, and social media influences cultural identity, especially among younger generations. This shift creates both opportunities and challenges: on one hand, English connects diverse communities; on the other, it threatens local traditions and languages [7].

This study aims to explore the impact of English on local cultures, focusing on language shift, cultural identity transformation, and the role of English in media and education. By analyzing these

aspects, the research highlights the extent to which English contributes to cultural homogenization or intercultural exchange.

Materials and methods

This study adopts a mixed-methods research approach, integrating both quantitative surveys and qualitative interviews to gain a comprehensive understanding of how English influences local cultures in various linguistic environments. The quantitative component consists of structured surveys designed to measure participants' perceptions, attitudes, and experiences regarding the role of English in their daily lives, education, and professional settings. These surveys provide statistical insights into language preferences, cultural shifts, and the extent to which English has affected traditional linguistic practices.

The qualitative component involves in-depth interviews with individuals from different cultural and linguistic backgrounds, including students, educators, cultural experts, and community members. These interviews allow for a deeper exploration of personal experiences, opinions, and concerns related to language shift,

cultural adaptation, and identity transformation. By combining numerical data with personal narratives, this mixed-methods approach ensures a well-rounded analysis of the impact of English on local traditions, values, and linguistic diversity across different regions [4].

A total of 250 participants from five culturally diverse countries (Uzbekistan, Japan, France, Nigeria, and Brazil) participated in this study. Participants included students, educators, cultural experts, and community members with varying degrees of English proficiency. The sample was divided into two age groups:

18–30 years old (younger generation) – more exposed to English via media and education.

31–50+ years old (older generation) – more rooted in traditional cultural practices.

30 in-depth interviews were conducted with language educators, cultural analysts, and community leaders. The interviews explored:

Perceptions of cultural change due to English exposure.

Concerns about language loss and generational identity shifts. *Language preference in professional and social settings.*

Perceptions of cultural change due to English exposure.

Concerns about language loss and generational identity shifts.

Survey responses were statistically analyzed to identify patterns in language shift and cultural transformation. Thematic coding was applied to interview transcripts to categorize common themes such as "language loss," "Westernization," and "cultural adaptation" [9].

A comparative analysis was conducted across the five countries to understand regional differences in English's cultural impact.

Conclusion

The study highlights both the positive and negative impacts of English as a global language on local cultures. Key findings suggest that:

English promotes global connectivity and economic opportunities, but it also threatens indigenous languages by replacing them in education and daily communication.

Younger generations are more likely to adopt English-language media influences, leading to cultural shifts in lifestyle, values, and communication patterns.

Traditional practices and linguistic diversity are declining, especially in regions where English is the dominant second language.

Some communities actively resist linguistic homogenization by promoting bilingual education and cultural preservation programs.

While English serves as a bridge for international communication, the challenge lies in maintaining cultural diversity alongside linguistic globalization. To balance the influence of English, governments and educators should encourage multilingualism, support indigenous languages, and integrate cultural preservation strategies in education and media policies.

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PAPER

THE ROLE OF PHRASEOLOGICAL UNITS IN UZBEK AND ENGLISH DIALOGUES

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Abstract

Phraseological units (PUs) play a crucial role in communication by enhancing expressiveness, conveying emotions, and embedding cultural nuances in dialogues. This study examines the role of PUs in Uzbek and English dialogues, focusing on their structure, function, and cultural significance. Using a comparative analysis of authentic conversational examples, the research highlights similarities and differences in the usage of phraseological units in both languages. Findings suggest that while Uzbek and English employ PUs for emphasis, humor, and metaphorical expression, their cultural and historical contexts significantly shape their meaning and application.

Key words: Phraseological units, idioms, Uzbek language, English language, cross-cultural communication, linguistic comparison, translation studies, figurative language, cultural differences, fixed expressions

Introduction

Phraseological units are an essential component of natural language, encompassing idioms, proverbs, collocations, and fixed expressions. These units contribute to the richness and uniqueness of spoken and written discourse, allowing speakers to communicate complex ideas concisely. In both Uzbek and English, PUs serve as a means of expressing emotions, attitudes, and cultural wisdom.

However, PUs often pose challenges for language learners and translators due to their figurative meanings and deep-rooted cultural significance. For example, the English PU “barking up the wrong tree” (meaning to misunderstand a situation) has no direct equivalent in Uzbek, requiring adaptation. Similarly, Uzbek phrases like “tovuqning ham tuxumi bor, xo‘rozning ham g‘ururi” (literally “a hen has eggs, but a rooster has pride”) reflect cultural perspectives that may be unfamiliar to English speakers.

This study is significant for linguists, educators, and translators as it sheds light on the role of phraseological units in dialogues across two distinct languages. By analyzing the similarities and differences in PU usage, the research provides valuable insights for those involved in cross-cultural communication.

The study of phraseology dates back to the early 20th century, with significant contributions from scholars like Charles Bally and Vinogradov. Phraseological units are often classified based on their structural stability and semantic integrity. In English, linguists like Cowie (1998) and Moon (2006) have examined idioms and fixed expressions, while Uzbek researchers such as Mamatov (2012) have explored the cultural and historical significance of Uzbek PUs.

Previous research has shown that while both languages use PUs to convey metaphorical meaning, their origins and applications are deeply influenced by cultural context. For example, English idioms often stem from historical events (“turn a blind eye”—linked to Admiral Nelson), whereas Uzbek idioms frequently derive from folklore and nature (“yurtimning toshi olma”—“the stones of my homeland are like apples,” expressing deep love for one’s country).

Materials and methods

A qualitative comparative analysis was conducted to examine PUs in Uzbek and English dialogues. Data were collected from literary texts, films, and conversational transcripts to ensure a diverse

representation of usage.

Data Collection

• English Corpus: Dialogues from novels, films, and TV shows were analyzed for frequent PU occurrences.

• Uzbek Corpus: Literary works, folk tales, and contemporary media sources provided examples of PUs in natural conversation.

Analytical Approach

Each PU was categorized based on its function, frequency, and semantic meaning. Comparative analysis focused on identifying cultural and linguistic patterns in their application.

Results and discussion

Common Functions of PUs in Uzbek and English Dialogues

Differences in PU Usage

• Cultural Influence: Uzbek PUs often stem from Eastern traditions and nomadic life, while English PUs reflect maritime and historical influences.

• Structural Variations: English PUs are often metaphorical, whereas Uzbek PUs frequently rely on poetic and rhythmic patterns.

• Usage Contexts: English dialogues in media heavily incorporate PUs, while Uzbek dialogues sometimes favor direct expression in formal settings.

The study highlights that while Uzbek and English both utilize PUs to enrich dialogue, their formation and application are shaped by cultural context. English PUs often emerge from historical and literary sources, whereas Uzbek PUs frequently reference nature, traditions, and proverbs. This distinction affects how PUs are understood and translated between the two languages.

Understanding PUs is crucial for learners and translators. Direct translation of PUs often leads to confusion, as their figurative meanings may not be immediately clear. For example, translating “raining cats and dogs” literally into Uzbek would be nonsensical, requiring a culturally appropriate equivalent like “mushuk-ko’ppak yog’ayotgandek” (raining heavily).

Conclusion

This study explored the role of phraseological units in Uzbek and English dialogues, analyzing their functions, cultural significance, and linguistic patterns. The findings reveal that while both languages employ PUs to enhance communication, cultural background plays a significant role in shaping their meaning and application. PUs enrich dialogues by adding expressiveness, humor, and emphasis. English and Uzbek PUs differ in structure, cultural origins, and application. Language learners and translators must consider cultural context when interpreting PUs. Future research could explore how globalization and digital communication influence the evolution of PUs in both languages.

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PAPER

TILNING JAMIYAT HAYOTIDAGI AHAMIYATI VA VAZIFALARI

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Abstract

Bu maqolaga tilning jamiyat hayotidagi oʻrni va insoniyat tarixida muhim ahamiyat kasb etganligi yoritilgan, ijtimoiy taraqqiyot jarayonida aynan tilning muhim ahamiyatga ega ekanligini koʻrsatilgan. Shuni ham tan etirof etish kerakki, yagona til ostida birlashgan maʼlum bir odamlar guruhi jamiyatni tashkil etadi. Jamiyat aʼzolari oʻzlarining fikrlarini bir til orqali bir-birlariga yetkazadilar buning natijasida oʻz ehtiyojlari yoʻlida turli xil gʻoyalarni ilgari suradilar va kashfiyotlarni amalga oshiradilar. Bu jamiyatning yanada rivojlanishiga olib keladi.

Key words: til funksiyasi, kommunikativlik, nutqiy akt, mikrolingvistika, makrolingvistika.

Kirish

Qadim zamonlardan til insonlar oʻrtasidagi koʻrinmas, ammo katta ahamiyat kasb etadigan aloqa vositasi boʻlib kelgan va hozirgi davrda ham ayni shu til orqali jamiyat yuksaladi, rivojlanadi hamda tarqqiy topadi. Til bu ilohiy neʼmat boʻlib, insonning ichki olamini real hayotda modellashirish vazifasini oʻtaydi. Tabiiyki idrok olamdagi barcha hodisalarni tahlil qilish, hamda xulosa chiqarish qobiliyatiga ega boʻlib, ehtiyojni qondirishga boʻlgan hissiyot ham ayni idrokda paydo boʻlib tilda oʻz shaklini namoyon etadi. Yani til tafakkuridagi fikrlarni shakllantirish vazifasini oʻtaydi.

Adabiyotlar tahlili va metodologiyasi

Til tarixiga nazar soladigan boʻlsak, albatta insoniyat rivojlanishining dastlabki davrlariga toʻgʻri keladi. Chunki til muloqotning asosiy vositasi boʻlib, insonlarni jamiyat sifatida shakllanishiga asosiy poydevor vazifasini oʻtaydi. Ibtidoiy davrlarda odamlar yakka-yakka tartibda yashagan, chunki ularni bir-biri bilan bogʻlovchi vosita yaʼni til mavjud boʻlmagan. Keyinchalik odamlar avval imo-ishora orqali, keyinchalik har xil ovoz signallari va asta-sekinlik bilan insoniyatni bogʻlovchi tizim, til, vujudga kelgan. Til insoniyat rivoji yoʻlida katta ahamiyatga ega boʻlib, u insonlarni fikrini bayon qilishi, hamda tajriba almashishiga muhim

rol oʻynaydi. Jamiyat taraqqiyotiga zamin yaratib beruvchi til har doim insoniyatning ehtiyoj markazida boʻladi. Til uzining tarixi va rivojlanish bosqichlariga ega boʻlib, zamon va makon oʻzgarishi tilga taʼsir etmay qolmaydi. Yaʼni inson ongi qancha oʻsib boraversa, til ham shu yoʻlida toblanib ketaveradi. Insoniyat tilga qancha chuqur ahamiyatga ega hodisa sifatida qarasa ham, uning asosiy funksiyasi yaʼni kommunikativ vazifasi oʻzgarmas hodisa boʻlib qolayveradi. “Tilning eng asosiy funksiyasi kommunikativ (lotincha communication-alloqa)lik hisoblanadi” deb taʼkidlaydi Bozorov M. [1.69] Til birinchi navbatda aloqa quroli boʻlib, insonlar oʻrtasida fikr almashish yoʻlida xizmat qiladi. Til hodisasi bu inson his-tuygʻulari va uning ongida yaratilgan gʻoyalarni borliqqa koʻchishi aynan shu vosita orqali amalda paydo boʻladi. Yani nazariya birinchi ongda paydo boʻladi va til vositasida shakllanib real hayotga koʻchadi. Bu aloqa vositasi nafaqat fikrlarni reallashtiradi, balki taʼrixiy hodisalar va tajribalarni avloddan avlodga yetib borishida xolisona xizmat qiladi. Til misoli xotira boʻlib u orqali barcha yangi topilmalar va kashfiyotlar saqlanib kelajak avlodga yetkaziladi. Til barchaga birdek xizmat qilib, u odam tanlamaydi. Til bu mafkurani borliqdagi yaqqol koʻrinishi hisoblanadi. Soʻzlovchi va tinglovchi oʻrtasida aniq maqsad va niyatiga qarab ularning muloqot jaroyoni bir-biridan farq qiladi va bu jarayon nutqiy aktda uch fazada namoyon boʻladi : 1) Til vositasidan foydalanadigan nutqiy akt; 2) Soʻzlovchining niyati va maqsadi jihatidan nutqiy akt; 3) Nati-

jalar va xulq-atvoriga ta'sir qilish jihatidan nutqiy aktl;[1;69]. Ya'ni tilning asosiy vazifasi aloqa manbai hisoblansa, uning usullari ham o'ziga xos bo'lib, ayni shu jarayon muloqotning qay darajada samarali ekanligini anglash qiyin emas. Mario Pie takidlaganidek, til bu maqsadli ravishda ishlatiladigan aloqa vositasi ma'lum bir jamiyat tomonidan, agar jamiyatning ongi o'zgarsa uning tili ham o'zgaradi va natijada avvalgi til o'z qadr-qiyamatini yuqotadi [2;303]. Yagona til ostida birlashgan odamlar to'dasi millat, deb ataladi, millat esa jamiyatdan tashkil topgan bo'ladi. Agar jamiyatning asosiy tili yuqolib borsa, jamiyatning tanazzulga yuz tutganidan dalolatdir. Demak til bu nafaqat aloqa vositasi, balki ma'lum bir shaxslarni yagona bir hodisa orqali birlashtiruvchi omil hamdir. Nutq esa, ma'lum, birqancha nozik qirralari bilan tildan farq qiladi. Ko'p holatlarda til va nutq tushunchasi bir xil, deb tushuniladi, ammo til bu uslub, nutq esa shu uslubni amalda namoyon bo'ladigan va tashqi olamda yuzaga chiqaradigan alohida hodisadir. Ya'ni til nutqsiz rivojlanmaydi va amalda o'z vazifasini bajara olmaydi. Nutq faoliyati ikki jihatlariga bo'linadi: Individual-ruhii; Obyektiv- ijtimoiy;[3;2]. Biz individual nutqni bashorat qila olmaymiz, chunki u inson ichki kechinmalaridan iborat bo'lib, uning qachon, qanaqa nutqiy faoliyat olib borishi mutlaqo shaxsiydir, ammo ijtimoiy nutq esa, inson ma'lum jamiyat qatlamlari bilan o'ziga xos munosabat bildiradi va bu hodisa nutq madaniyatiga ham aloqadorligini bildiradi. Nutq madaniyati insonning jamiyatdagi mavqeiga qarab muloqot qilish kerakligini isbotlab beruvchi omillardan biridir. Inson o'zidan kattalarga hurmat, kichiklarga izzat, do'stlarga samimiy muloqot hamda mehmonlarga yuqori darajadagi ehtirom bildirishi lozim. Bu esa tafakkuriy madaniyatning borliqdagi aksi sanaladi.

Natijalar va muhokama

Til sohasi juda keng, misoli tubsiz ummon, uni o'rganish esa ummondan mayda baliq tutishdekdir. Dastlab tilni o'rganar ekanmiz uni ikki guruhga, ya'ni mikrolingvistika va makrolingvistika ajratish lozim[4;5]. Mikrolingvistika tilni faqat ichki tomonda o'rgansa, makrolingvistika esa uni boshqa fanlar bilan qo'shilgan holatda, ya'ni keng ko'lamda o'rganadi. Tilning ichki qismi deganda har bir yaratiladigan gap fonetika, leksika va sintaksis funksiyalari orqali tahlil qilinadi. Tildagi punktuatsiya bo'limi esa his-hayajonni yozma ko'rinishda bayon etadi. Ammo shu joyda quyidagi savol yuzaga keladi. Xo'sh, tildagi barcha so'zlar qay tarzda vujudga kelgan? Narsalarning nomlari qaysi jihatiga ko'ra nomlangan? Albatta manbalarda aniq bir dalil, isbot yo'qligiga qaramay olimlar bu savolga quyidagicha javob qaytarishgan: Inson narsa va hodisalarning xususiyatiga qarab, kelishib nomlagan, va natijada muloqot usuli vujudga kelgan. Keyinchalik o'rta asrlarga kelib til ichki tomonlama sinchkovlik bilan o'rganila boshlagan va tilshunoslik fani vujudga kelgan. Dastlabki yozma manbalar ham faqat belgi va suratlardan iborat bo'lgan va garchi yozuv til paydo bo'lgandan keyin bir necha ming yillardan so'ng vujudga kelgan bo'lsada, yaratilish uslubi bir xil bo'lgan va ayni shu qo'lyozmalar bunga yaqqol isbot tarzida paydo bo'ladi. Til bu insoniyatni aql bovar qilmas darajada yuksalib taraqqiyot bosqichiga erishishda bosh omil hisoblanadi, chunki aynan shu til orqali insonlar fikrlarini bir birlari bilan bo'lishgan holatda yangi g'oya yaratib ehtiyojlarini qondirish usullarini o'ylab topishadi. Misol uchun afrikalik bolaning elektr energiyasiz yashash tarzini o'zgartirish maqsadida shamoldan elektr olish usulini oddiy bir fizika darsidan o'rganib kashf qilgan, natijada butun bir qishloq aholisi elektr bilan ta'minlangan. Inson til orqali o'zidagi bebaho g'oyalari va kashfiyotlarini amalga oshirish bilan birgalikda ularni kelajak avlodga qoldiri imkoniyatiga ham ega bo'ladi. Til paydo bo'lgan vaqtdan boshlab to hozirgi kungacha o'zining shaklini hamda xususiyatini doimiy tarzda o'zgartirib borgan. Ba'zi tillar esa butkul unutilib jamiyat orasidan yuqolib borgan. Bunga eski qo'lyozmalar va topilmalar yaqqol misol bo'la oladi. Tilning muomaladan chiqib

ketishiga quyidagi uch omil sabab bo'ladi:

- Xalqning fikr almashish vositasi bo'lishdan to'xtash;
- Unda gaplashuvchilarning yo'q bo'lib ketishi;
- Tarixiy, ijtimoiy va madaniy sabablari.[5,4]

Bundan yaqqol ko'rinib turibiki, til bu jamiyat poydevori, jamiyatning davomiyligi esa tilning umrini belgilovchi unsurdur. Ya'ni jamiyat yagona til birligisiz, til esa ma'lum bir jamiyatsiz paydo bo'la olmaydi.

Xulosa

Xulosa qilib shuni aytish joizki, til bu insoning ichki kechinmalari va fikrlarini borliqda aks etirishga xizmat qiladigan bebaho kashfiyotdir. Ba'zi bir olimlar tilning yaratilishi insoniyatning ma'lum bir evalutsion davriga to'g'ri keladi, deb fikr yuritishsa, boshqa bir ilm namoyandalari tilning yaratilishi ilohiy, deb tan olishgan. Bir tasavvur qilib ko'ring, muloqot quroli bo'lmish til insoniyat ta'rixida paydo bo'lmaganda edi, tabiatning yovvoli qatlam qismida qaysi bir hayvon yoki jonzor ro'ida yashagan bo'lar edik. Bundan kelib chiqadiki tilning paydo bo'lishi bu insonlarning o'zligini topishda va anglashda yordam beradigan va dunyoda o'z mavqei hamda o'rniga ega oily mavjudot sarasiga kirishda asosiy omillardan biri ekanligini tan olmasdan iloj yo'q.

Adabiyotlar

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PAPER

TYPES OF NEOLOGISMS AND THEIR CLASSIFICATION IN ENGLISH AND UZBEK

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Abstract

Neologisms play a crucial role in linguistic evolution, reflecting social, cultural, and technological changes. This paper explores the various classifications of neologisms based on linguistic theories, particularly focusing on English and Uzbek languages. The study analyzes word formation processes such as affixation, compounding, borrowing, and semantic shifts. The comparative approach highlights similarities and differences in neologism formation between two languages. By employing a qualitative comparative methodology, the paper provides insights into the role of neologisms in linguistic enrichment and their impact on communication.

Key words: neologism, sociolinguistics, language change, lexical innovation, borrowing, semantic shift, globalization, technological advancement, media influence, cultural exchange.

Introduction

Language is a dynamic system that continuously evolves to accommodate new concepts and ideas. Neologisms, or newly coined words and expressions, emerge as a response to societal, technological, and scientific advancements. This paper aims to classify neologisms based on established linguistic frameworks and examine their formation in English and Uzbek languages. The research investigates how neologisms contribute to lexical enrichment and how they reflect sociolinguistic changes. The study also seeks to identify patterns in the adoption and adaptation of neologisms in both languages, shedding light on broader linguistic trends.

Methodology

The study employs a qualitative comparative approach to analyze neologism formation in English and Uzbek. It reviews linguistic literature, including works by I. Arnold, M. Radchenko, J. Algeo, A. Abduazizov, and to identify key classification models. Examples from both languages illustrate different neologism types. Data is collected from dictionaries, academic articles, and corpora. The comparative analysis method is used to determine similarities and differences in the mechanisms of neologism formation. In addition, the paper examines the sociolinguistic factors influencing

neologism adoption in different speech communities.

Results and Discussion

Linguists categorize neologisms based on their formation process. I.V. Arnold [1,279] identifies three primary types:

M. Radchenko's classification aligns with this model, emphasizing the role of semantic expansion [2].

A. Abduazizov classifies neologisms into lexical-semantic and lexical-grammatical categories:

- **Lexical-semantic neologisms** include borrowed words and semantic shifts.

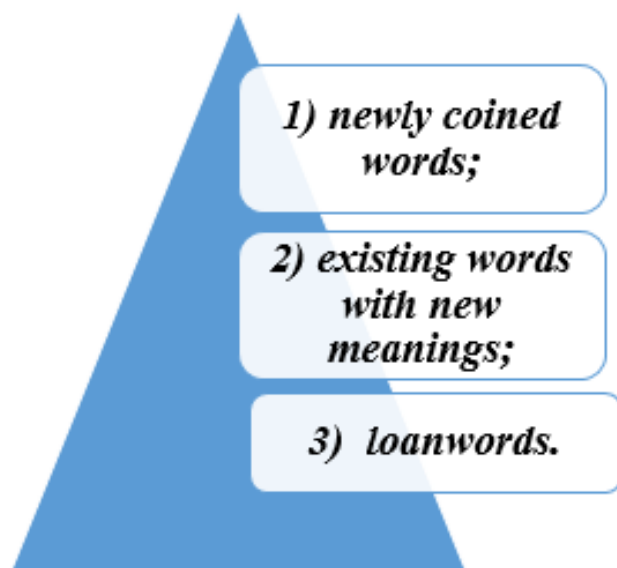
- **Lexical-grammatical neologisms** arise through word-formation processes [3, 86].

Jon Algeo categorizes English neologisms into six main processes: **creation, borrowing, combination, shortening, blending, and shifting**. These classifications provide a foundation for understanding how new words emerge and integrate into everyday language [4].

1. Word Formation (Combining) – new words are frequently created through morphological processes:

Affixation: Adding prefixes and suffixes to existing words (e.g., rebuild, superhero, creation, leadership in English; sertashvish, badavlat, dasturchi, telefonlashmoq in Uzbek).

Figure 1. I.V. Arnold [1,279] identifies three primary types



Compounding: Combining two independent words (e.g., brain drain, starfish in English; ko'zoynak, oqsoqol in Uzbek).

2. Borrowing

Languages adopt words from other languages to fill lexical gaps:

English borrows from Latin, French, and other sources (e.g., pizza, karaoke). Uzbek borrows from Arabic, Persian, and Russian (e.g., kitob from Arabic, stol from Russian).

3. Semantic Shifts

Existing words acquire new meanings due to changes in usage:

Conversion (Shifting): A word changes its grammatical category without modification (e.g., Google as a noun and to Google as a verb).

Metaphorical Extension: Words are used in figurative senses (e.g., virus in biology and virus in computing).

There are types recognized as forms of neologism formation in English that do not exist in the Uzbek language.

4. Shortening

Shortening: Abbreviations and acronyms emerge for efficiency (e.g., NASA, BBC).

In Uzbek, abbreviations are studied within the scope of word formation.

5. Blending

Blending: Two words merge into one (e.g., brunch from breakfast + lunch, spork from spoon + fork). The blending method of word formation is rarely found in the Uzbek language; however, its popularization can be anticipated.

6. Creating

Creating involves inventing entirely new words without using existing morphemes. In this process, new lexical units have completely new phonetic forms and often appear as brand names. (e.g., Reebok, Pepsi, Oreo, Lexus). Onomatopoeia, the formation of words by imitating animal sounds, natural phenomena, or noises, also falls into this category (e.g., moo, pow).

There are also new words in the language whose origin is completely unknown and do not follow any of the above-mentioned category rules. The uncertainty of the origin of such words increases the interest of etymologists in this field and encourages them to find a solution.

In terms of their structure all neologisms are classified as follows:

- **Simple neologisms:** credit – credit (in the form of money or goods)
- **Complex neologisms:** book-keeper – accountant, bookkeeper
- **Term words:** capital income – profit derived from capital [5].

Discussion

Both English and Uzbek exhibit similar neologism formation processes but differ in frequency and application. English relies heavily on conversion and blending, whereas Uzbek favors affixation due to its agglutinative nature. Borrowing patterns also reflect cultural influences, with English adopting from Latin-based languages and Uzbek incorporating Russian and Arabic elements.

Sociolinguistic factors such as globalization, technological advancements, and mass media significantly impact the adoption of neologisms. English, being a dominant global language, sees rapid integration of new words, whereas Uzbek experiences a more regulated process influenced by language policy.

Conclusion

Neologisms are vital for linguistic innovation, enabling languages to adapt to evolving societal needs. The classification and formation processes in English and Uzbek demonstrate universal linguistic principles while highlighting language-specific characteristics. Understanding neologisms' sociolinguistic impact can enhance lexical studies and language policy development. The study underscores the importance of continuous research in neologism formation and its role in modern communication. Future research could focus on corpus-based analysis to quantify neologism usage patterns.

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PAPER

INITIAL TRAINING FOR VOLLEYBALL AND ITS ESSENCE

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Abstract

This article discusses the organization of initial training for young volleyball players and the content, tasks, tools, and training methods.

Key words: training, technical training, initial training, preparation, game skills, training tools, special exercises, training methods, equipment and equipment.

Introduction

In our country, along with the development of physical education and mass sports, great importance is attached to the development of sports. Every year, prestigious international and world-class competitions are held in our republic, which increases the interest of young people in sports. Our athletes participate in Asian, World and Olympic competitions, achieving high results and glorifying the glory of our country. One way to solve this problem is to reorient various types of targeted physical education programs to maximally meet the needs of each student and to take into account the physical development and level of preparation of students as fully as possible.

Unfortunately, although sports games, especially volleyball, are widely developed, high results are not achieved in international competitions. Volleyball is included in the curriculum of all educational institutions as a subject, and training processes are being conducted in sports clubs, children's and sports schools that operate outside of class and work hours.

The process of initial training in sports skills is considered the foundation of a multi-year sports training system. The more thoroughly and qualitatively the initial training is in terms of its organizational, methodological, scientific and material and technical aspects, the shorter and easier the path to training sports substitutes will be. But this, of course, directly depends on the knowledge, professional skills and qualifications of the specialist. Therefore, one of the most important and fundamental sections of the curriculum designed to train specialists is the methodology (technology) of primary education.

One of the main factors in achieving effective results in the competition process is the technical preparation and technical skills of the volleyball player. Therefore, the initial and main goal of the training process is to master the technique of the game.

Literature analysis

To date, a number of scientific studies have been carried out on the problems of the theory and practice of physical education and sports in higher education institutions, which highlight the issues of a differentiated methodology for using sports games in sports improvement groups in higher education institutions. L.R.Ayrapetyans, M.A.Godik, 1991; Yu.D.Zheleznyak, 1994; M.C.Akhmatov, 2004. In addition, the scientific works of V.A.Kobzev, 1996; N.A.Anashkina, 1998; A.Zelensky, 1998; V.P.Guba, 2000 and others describe the scientific, theoretical and practical foundations and methods of using a differentiated approach in organizing the physical education process of students. Movement and game skills - passing, receiving (defending), putting the ball into play, hitting, blocking - are mastered and improved in specific stages, using certain methods and tools. This process is carried out on the basis of pedagogical, biopsychological and biomechanical laws.

Results

The teaching process is a pedagogical process that requires great skill and professional training from the coach-teacher. However, teaching the technique of performing a movement (game skill) also depends on other important reasons.

Including the child's activity, the number, quality, duration of the sessions, auxiliary technical equipment, the conditions of the training venue, the child's interest, range of motion, experience, etc. It is also important to note that the time it takes to master movement techniques depends on the child's family circumstances, his social and economic opportunities, and his mental state. The factors taken into account in the process of education and training listed above should be included in planning documents based on a certain methodological order. In addition, the child's inner potential and existing factors should be identified through a selection program and exercises. The results obtained should serve as a basis for applying teaching methods, stages and technologies.

The initial training process is carried out in several stages, each of which includes its own methods and tools. General developmental exercises are used to improve the physical fitness of the player and the movement skills and abilities necessary for the player.

All exercises, combined according to their direction, form the main parts of the special training of the training, which include general physical, special physical, technical, tactical and game training. Each type of training has its own leading factors that help achieve the intended goal. At the same time, all types of training are inextricably linked to each other. For example, if a student is not physically well prepared, he will not be able to perform a technical exercise in attacking. In this case, it is more beneficial to physically train the student than to repeat the striking technique many times. Initial training should be carried out step by step and based on the principle of training.

The first stage is familiarization with the movement technique being studied. In this, the methods of telling, showing and explaining are used. Along with the demonstration, the trainer uses visual aids such as films, filmstrips, diagrams, field models, etc. The demonstration should be accompanied by explanations. The initial attempts of the trainer-teacher form a primary sense of movement in them.

The second stage is learning the technique in a simplified form. Success at this stage of learning largely depends on the correct selection of introductory exercises. They should be close in structure to the movement technique being studied and be able to be performed by students. Complex movements, i.e., an attack stroke, are broken down into its main components. At this stage, control methods are used, such as commanding, giving instructions, seeing and hearing, observing, technical means, etc., and demonstration movements, such as direct assistance from the coach, the use of auxiliary equipment, information on the force of the impact on the ball, the accuracy of the landing, and the use of light or sound, are of particular importance.

The third stage is training the technique in complicated conditions. The following are used: the repetitive method, performing the movement in complicated conditions, the game and evaluation method, the combined method, and circular exercises. The repetitive method is the most important at this stage. Only repeated repetition forms the skill. Repetition to develop skills requires performing exercises in different conditions, changing the conditions of movement, gradually increasing complexity. Exercises are performed even when tired, combined and game styles are aimed at simultaneously refining technique and solving the problems of developing special physical qualities, as well as improving technical and tactical preparation and game skills.

The fourth stage involves strengthening the movement in the game process. This involves the use of methods for interpreting the movements performed (pictures, tables, educational films, illustrative films), technical and tactical, special training tasks, game

and competition methods.

Discussion

Training and training games aim to learn, improve, and perfect each technique (skill). The ultimate means of strengthening skills is competition.

In volleyball, as in other sports, the main means of training are physical exercises. They are very diverse. Therefore, they are classified according to their role in solving the tasks set at a particular training stage. This classification is based on the competitive activities of volleyball players. In this regard, exercises are divided into two large groups: main or competitive and auxiliary or training.

The effectiveness of tools in teaching volleyball moves often directly depends on the methods of their use. Methods are selected and applied depending on the task, the level of training of the participants, and specific conditions.

Depending on the task at hand, the same tool can be used in different ways and in different ways. In addition, the sequence of tasks and types in each type of training also has a certain logical connection.

The tasks of one type of training change qualitatively, laying the foundation for the next type of training. For example, preparatory exercises express the general structure of the technical method being studied. Approximate exercises serve as a bridge in the transition from special physical training to technical training. Technical exercises built on a certain level of complexity help to form tactical skills. On this basis, individual tactical actions are subsequently studied.

Conclusion

The main movements in volleyball are walking, running, side steps, back steps, stopping, and jumping. In many cases, the movements are not given enough attention, explaining that they are not difficult. This is a misconception. Because the position and location of the player for performing various movements directly affect the effectiveness of the movement performed. Therefore, it is necessary to pay great attention to the training of movements. The correct organization of the initial training process by the coach serves as the basis for the effective formation of such important tasks as ensuring the cohesion of the national teams and cultivating qualified sports reserves.

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PAPER

LIGHT ATHLETICS TO HIMSELF XOS FEATURES

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Abstract

This article focuses on exercises such as walking, running, jumping, and throwing in athletics. This article discusses the uniqueness of athletics.

Key words: athlete, athletics, running, walking exercises, throwing, wrestling, healthy lifestyle, harmonious person, sports competitions.

Introduction

Today, one of the urgent tasks in our country is to raise our young men and women as comprehensively developed, healthy, and well-rounded individuals who are fully responsive to the 21st century. In this process, it is important to attract young people to sports competitions and create all the necessary conditions for them. In particular, it is advisable to develop athletics skills in them so that they can adhere to a healthy lifestyle.

As we all know, athletics is a sport that consists of walking, running, jumping and throwing exercises. —The word athletics is derived from the Greek word, which means competition, struggle, exercise. In ancient Greece, those who competed in strength and agility were called athletes. Athletes performed the exercises easily and at their own will. —The term athletics may have originated in this connection. In ancient times, competitions in running, jumping and throwing were organized at large events and celebrations. Accordingly, these sports were also included in the ancient Olympic Games. Modern athletics also consists of a multi-sport event that includes the above sports: walking, running, jumping, throwing and similar types. Since the sports covered are accessible to everyone, millions of people around the world are involved in athletics. The variety of exercises and their great benefits, as well as the simplicity of the equipment, have led to athletics becoming a popular sport that everyone can engage in. That is why athletics is called the "King of Sports". Nowadays, strong people who have reached physical maturity are called athletes. The name athletics is conditional and is based only on the fact that, at first glance, athletics exercises seem easier than weightlifting exercises. In some countries, athletics is called "athletics" in France or track and field exercises in the USA and England. Athletics consists of five sections.

(Figure 1).

Literature analysis and methodology

The history of the emergence of athletics dates back to ancient times. The great thinker and scientist Abu Ali ibn Sino, along with gymnastics, swimming, and wrestling, effectively used exercises such as walking, running, jumping, and javelin throwing in the treatment of patients. Our great-grandfather, the great-grandfather of the Jahangir general, Amir Temir, regularly used athletics, cross-country running, javelin throwing, stone throwing, and hurdle jumping exercises to train his soldiers to be physically strong, agile, and resilient.

It is known that people have used running, jumping, and throwing as natural and necessary movements in work and everyday life since ancient times.

But many years passed before they became popular as a means of physical education and as a type of sport. During the primitive communal system, athletics were closely related to people's labor activities. They began to become somewhat independent in physical education only when humanity began to transition to a slave society. Running, jumping and throwing were quite developed in ancient Greece. Along with other types of physical exercises, they played a large role in the military-physical training of slaves and were an important part of the Greek religious holidays. The most important of such celebrations are the Olympic Games. Interest in athletics in Uzbekistan increased after the construction of a stadium adapted for this type in Margilan in 1885. Since 1902, athletics competitions have been held in Tashkent, since 1919 national championships, and since 1927 Spartakiads have been held. More than 135,000 peo-

Figure 1. Athletics sections

Light athletics departments				
walk	running	jump	throw	day struggle

Figure 2. Athletics



ple in Uzbekistan are involved in athletics under the guidance of more than 140 coaches, 3 of whom are Honored Athletes of Uzbekistan, and 10 have the title of Honored Sports Master of Uzbekistan (2001). Uzbek track and field athletes have been participating in the Olympic Games since 1952.

Results

Athletics exercises have a multifaceted effect on the human body. They improve health (especially fast running or "cowardly" or "cowardly" or "cowardly"), the main abilities are developed, most physical abilities are developed: all types of endurance, strength, speed, coordination skills, flexibility, speed-cross skills, etc. Athletics is one of the most popular types of sports. It includes running at different distances, athletics, jumping (high, long, triple jump, with a pole vault), throwing (javelin, javelin, shot put), shot put, all-around (wrestling, heptathlon). Athletics is one of the exercises of modern pentathlon and triathlon sports, is included in the training of all sports, educational, military-training, health exercises of educational institutions, and the program of sports tests of students and youth "Alpomish" and "Barchinoy". Information about athletics exercises can be found in Homer's "Iliad", Ibn Sino's "Canons of Medicine" and other books.

Discussion

Track and field is practiced by millions of people around the world. Track and field training develops strength, speed, endurance, and many other movement skills. qualifications increases, volitional qualities educates. Also They have a great health value and help to achieve physical maturity. The variety of athletics exercises and the ability to change the force when walking, running, jumping, throwing allow athletics training with people of different genders and ages. Most of these exercises are not difficult in terms of execution technique, and are easy to teach and can be performed on ordinary fields or in open areas.

In athletics, exercises such as walking, running, jumping, and throwing are of particular importance. Running is a natural way to move from place to place. It is the most common type of physical exercise, and many sports, such as football, basketball, tennis, etc., are also involved. and others is included. Running very many types light is an organic part of various types of athletics. Running places

a much greater demand on the working capacity of the whole organism than running. Running light athletics everyone within the types the most universal is a physical exercise. In athletics competitions, running and various types of relays occupy a leading place, and spectators are also very interested in them. Therefore, running competitions are one of the best organizational tools.

Jumping-hurdles of passing natural method is, short time inside nerve muscle to the power maximum excellent to give with characteristic. Light athletic During jumping training, athletes improve their ability to control their bodies and use their strength, and their strength, speed, agility, and courage increase. Jumping is one of the best exercises for strengthening the leg muscles and developing jumping ability, and is not only beneficial for track and field athletes, but also for athletes who are physically active. to representatives of other sports, especially basketball players, It is necessary for volleyball players and football players.

Light in athletics the most far that is marathon distance 42 km 195 cm It is equal to. It is run between populated areas. Jumping is a natural way to overcome obstacles, providing maximum neuromuscular strength in a short time. It is characterized by. Athletes in track and field jumping training The ability to control one's own body and use one's strength improves, and strength, speed, agility, and courage increase. Jumping strengthens the leg and body muscles and jumping ability harvest to do for the most good from exercises one is, only It is necessary not only for athletes, but also for representatives of other sports, especially basketball players, volleyball players, and football players.

Light in athletics jump also own in turn 2 to the type divided.

1. Jumping over vertical obstacles in order to jump as high as possible, to a height jump and anchor stick with jump is considered.

Jumping over horizontal obstacles in order to jump as far as possible long jump and triple jump. The results achieved in the jump are measured in meters and centimeters. The jump is performed by running quickly from a standing position. Triple jump and pole vault competitions are not held for women. These to perform on time harvest to be hard blows It can disrupt the condition of women's internal organs. Throwing is an exercise in throwing and throwing special projectiles over a distance. The results of these are determined in meters and centimeters. Throwing is characterized by a short period of maximum neuromuscular tension. In this, not only the muscles of the arm, shoulder girdle and body, but also the muscles of the legs are actively involved. Athletics their names To throw a ball far, you need to have highly developed strength, speed, agility, and the ability to gather your strength. It is important to practice throwing. It not only develops qualities, but also helps in the harmonious development of the muscles of the entire body.

Conclusion

It is worth noting that the variety of athletics exercises and the possibility of changing the force when walking, running, jumping, throwing, etc. allow athletics training with people of different genders and ages. Most of these exercises are not difficult in terms of execution technique, and are easy to teach and can be performed on ordinary fields or in open areas. The variety of athletics exercises and the possibility of changing the force when walking, running, jumping, throwing, etc. allow athletics training with people of different genders and ages. Most of these exercises are not difficult in terms of execution technique, and are easy to teach and can be performed on ordinary fields or in open areas.

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PAPER

YOSHLARNING IJTIMOY FAOLLIGINI OSHIRISHDA TA'LIM MUASSASALARI, OILA VA MAHALLA HAMKORLIGI HAQIDA

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Abstract

Mazkur maqolada yoshlarning ijtimoiy faolligini oshirishda ta'lim muassasalari, oila va mahalla hamkorligining o'rni tahlil qilinadi. Yoshlarning jamiyat taraqqiyotidagi ahamiyati ta'kidlanib, zamonaviy bilim va ko'nikmalarni shakllantirish, ma'naviy tarbiyani mustahkamlash va jamoatchilik hayotida faol ishtirok etishga yo'naltirish masalalari ko'rib chiqiladi. Hamkorlikni mustahkamlash orqali huquqiy ongni rivojlantirish, ijtimoiy mas'uliyatni oshirish va yoshlarni jamiyatning faol a'zolariga aylantirish yo'llari tavsiya etiladi.

Key words: Faollik, faoliyat, yoshlarda ijtimoiy madaniyatni shakllantirish, siyosiy madaniyat, demokratik muhit, siyosiy mafkura.

Kirish

Jamiyat bilan doimiy munosabatni ushlab turuvchi, o'z-o'zini anglab, har bir harakatini muvofiqlashtiruvchi shaxsga xos bo'lgan eng muhim va umumiy xususiyat bu uning faolligidir. Faollik (lotincha —actus - harakat, —activus - faol so'zlaridan kelib chiqqan tushuncha) shaxsning hayotdagi barcha xatti - harakatlari namoyon etishini tushuntiruvchi kategoriyadir. Bu - o'sha oddiy qo'limizga qalam olib, biror chiziqcha tortish bilan bog'liq elementar harakatimizdan tortib, toki ijodiy uyg'onish paytlarimizda amalga oshiradigan mavhum fikrlashimizgacha bo'lgan murakkab harakatlarga aloqador ishlarimizni tushuntirib beradi. Shuning uchun ham shaxs, uning ongi va o'z-o'zini anglashi muammolari uning faolligi, u yoki bu faoliyat turlarida ishtiroki va uni udalashi aloqador sifatleri orqali bayon etiladi. Har qanday sharoitda ham barcha harakatlar ham ichki-shaxsiy, ham tashqi - ijtimoiy nuqta nazaridan boshqarilib boriladi. Inson faolligi harakat, faoliyat, xulq tushunchalari bilan chambarchas bog'liq. Inson faolligini mujassamlashtiruvchi harakatlar jarayoni faoliyat deb yuritiladi. Ya'ni, faoliyat - inson ongi va tafakkuri bilan boshqariladigan, undagi turli-tuman ehtiyojlardan kelib chiqadigan, hamda tashqi olamni va o'z-o'zini o'zgartirish va takomillashtirishga qaratil-

gan o'ziga xos faollik shaklidir. Bugungi kunda Ozbekiston xalqi yangi demokratik jamiyat qurmoqda, uni rivojlantirishda manaviyat muhim jihatlardan biri hisoblanadi.

Yoshlarda ijtimoiy madaniyatini shakllantirish - ularga mustaqil davlat tuzilmasining xususiyatlari, mamlakatning xalqaro maydonda tutgan o'rni, vatanparvarlik va millatlararo do'stlik tuyg'ulari, respublikamiz iqtisodiyotini rivojlantirish yo'lida amalga oshirilayotgan ijtimoiy harakatlar, mehnat an'analari, milliy istiqlol g'oyasi va mafkura asoslari haqidagi bilimlarni berish asosida ularda fuqarolik hissini zimmalaridagi burch va majburiyatlarni bajarishga nisbatan mas'uliyat, yot mafkuraviy qarashlarni anglash va unga qarshi bo'lish, ijtimoiy faollik va fidoyilik kabi sifatlarni mujassamlashtirgan yaxlit bir tarbiya jarayoni hisoblanadi. Fuqarolik jamiyati institutlari - o'z-o'zini boshqarish organlari, nodavlat va jamoat tashkilotlarini mustahkamlash hamda rivojlantirish yoshlarning siyosiy-ijtimoiy madaniyatini, faolligini oshirishning muhim shartlaridan biridir. O'zbekistonda davlat qurilishi va fuqarolik jamiyatini erkinlashtirish, kuchli davlatdan kuchli jamiyatga o'tish vazifalarini amalga oshirishda har bir yoshning jamiyatda o'z o'rni bo'lishini bilish, eng muhimi, o'zini jamiyatning ajralmas qismi deb, tushunishi ulkan ahamiyat

kasb etadi. Bu ijtimoiy faollikka erishishda mavjud demokratik institutlar, o'z-o'zini boshqarish organlari, partiyalar, nodavlat va jamoat tashkilotlari muhim o'rin tutadi. Ijtimoiy faollik kishilarning ijtimoiy voqelikning biror bir sohasidagi fikrlari, his-tuyg'ulari va hatti-harakatlarini jamlashga jamiyat hayotiga baho berishga va shu asosda ijtimoiy voqelikning tegishli tomonlarini o'zgartirishga ta'sir ko'rsatadi. Siyosiy madaniyat – insonning ijtimoiy faoliyati, ijtimoiy takomili jarayonida shakllanadigan sifat. Uning ma'no-moqiyatini jamiyatdagi ustuvor munosabatlar, ustuvor qonun-qoidalar mohiyati belgilaydi. Boshqacha aytganda, siyosiy madaniyat muayyan shaxsning jamiyat tomonidan e'tirof etilgan ustuvor munosabatlar, an'ana va qadriyatlar hamda qonun-qoidalarga bo'ysunish darajasi, ular asosida o'z faoliyat ko'nikmasi, xarakter xususiyatlari, xullas, o'ziga xos insoniy qiyofasini shakllantira olishidir.

Jamiyat siyosiy hayotini tashkil etishda fuqarolarning siyosiy munosabatlarda ishtiroki, ularning siyosiy madaniyati, siyosiy ongi, siyosiy qadriyatlar, mentaliteti, milliy-madaniy meros orqali mujassamlashadi hamda jamiyatning tashkil etuvchi muhim jihati hisoblanadi. Jamiyatning o'z-o'zini tashkil etishda fuqarolarning siyosiy madaniyat hal qiluvchi omillardan hisoblanadi. Jamiyatning siyosiy madaniyatini yuksaltirishda milliy-madaniy qadriyatlar uning negizida yotadi va o'ziga xos tuzilishga ega bo'ladi. Siyosiy madaniyatdagi o'zgarishlar, yangi steriotiplar mamlakat siyosiy hayotiga ham o'zining ta'sirini o'tkazmasdan qolmaydi. Mahalliy faylasuf olim I.Saifnazarovning ta'kidlashicha, siyosiy fanlarda siyosiy madaniyatga erishishning asosiy shartlari sifatida quyidagilardan asoslanadi:

Birinchisi. Demokratik muhit. Demokratik muhitning mazmun-mohiyati nimadan iboratligi haqida ozgina toxtalib o'tsak, Demokratik muhit – bir guruh yoki bir nechta guruh yoki bir nechta qatlamli jamoaning yagona qonun-qoidalar asosida o'zaro kelishib, bir-birining insoniy sha'ni, haq-huquqiga ziyon yetkazmasdan yashashi. Demokratik muhit tarkibi bir qancha subyektlardan tashkil topadi: davlat, davlat idoralari, shaxs, oila, jamoat, jamoat muassasalari. Bu subyektlarning hammasi mana shu muhit doirasida qabul qilingan qonunlar asosida faoliyat yuritadi, bir-birini nazorat etadi, bir-birining faoliyatini to'ldiradi.

Ikkinchisi. Erkinlik va majburiyat o'rtasidagi muvozanatning mavjudligi. Erkinlik va majburiyatni anglash fuqaroni ham, davlatni ham, jamoatchilikni ham faqat qonun doirasida harakat etishga undaydi. Natijada qonunlar faoliyat mezonini belgilaydigan asosiy qadriyatga, huquqiy tafakkur esa siyosiy madaniyatning muhim bir omiliga aylanadi.

Uchinchisi. Jamiyatda ko'pfikrlik – plyuralizmning asosiy ijtimoiy meyorga aylanishi. Ya'ni har bir fuqaro, har bir ijtimoiy-siyosiy kuch o'zi tanlagan e'tiqod, o'zi tanlagan yo'l, o'zi tanlagan g'oyani targ'ib etish va jamiyat bag'rida kechayotgan jarayonlarga erkin munosabat bildirish imkoniga ega bo'lmog'i zarur. Chunki fuqaro yoki muayyan ijtimoiy-siyosiy kuch o'z irodasi, dunyoqarashini erkin ifoda etish imkoniga ega bo'lmasa, uning siyosiy sezgisi, siyosiy madaniyati rivojlanmaydi. Siyosiy madaniyat tizimli ravishda o'sib borishi jamiyatda nafaqat siyosiy ong va qarashlarning o'sib borishi, balki ishlab chiqarish, fan, ta'lim, ijtimoiy integratsiyalashvning ham jadal o'sib borishiga tayanch lokomotiv rolini bajarib beradi. Qolaversa, olim: “siyosiy madaniyat yuksalmagan joyda esa ijtimoiy fikrda ham, milliy mafkurada ham, umumiy taraqqiyotda ham olg'a siljish bo'lmaydi, deya uqtiradi. Siyosiy madaniyatni shakllantirishning yo'l va usullari bevosita ta'lim-tarbiya bilan bogliq. Masalan, bola oiladayoq erkin, o'z fikrini mustaqil bayon eta oladigan qilib tarbiyalansa, u voyaga yetganidan keyin ham o'z fikrini dadil, mardona ayta oladigan bo'ladi. Bu jihatdan sobiq sovet davridagi ta'lim tizimi bilan bugungi milliy ta'lim tizimini qiyoslash o'rinli bo'ladi. Ma'lumki, sobiq sovet maktablarida bolaning erkin fikrlashiga yo'l qo'yilmas, o'qituvchining aytgani-aytgan, degani-degan edi. Shuning uchun oxir-oqibatda fikran boshqalarga qaram, o'zicha mustaqil bir ishni amalga oshir olmaydigan bolalar voyaga yetar edi. Shunga munosib ravishda

fuqarolarning ijtimoiy-siyosiy faoliyati ham o'ta sust edi. Ular o'zicha biror-bir tashabbus bilan chiqa olmas, hayolidagi o'yfikrni erkin bayon eta olmas edi. Bu hol, tabiiyki, jamiyatdagi umumiy siyosiy madaniyat darajasiga ta'sir etardi. O'rni kelganda shuni ham ta'kidlash lozimki, aholining siyosiy madaniyati yuksaltirish bilan bog'liq maqsadlar va vazifalar O'zbekiston ichki siyosatidagi eng dolzarb vazifalardan biri bo'lib kelgan. Bu borada davlat va jamiyat tomonidan zalvorli ishlar amalga oshirmoqda. Mahalliy soha olimi A.Haydarov: “Siyosiy madaniyat xalqning salohiyatini namoyish etadigan qadriyatga aylanishi uchun milliy g'oya darkor. Milliy g'oya – mamlakat xalqini olg'a yetaklovchi ezu fikrlar majmui. Milliy g'oyada siyosiy madaniyatga xos xususiyatlar uning negizida yotadi. Bu milliy istiqloql g'oyasi tayanadigan milliy-madaniy qadriyatlar orqali jamiyatning siyosiy madaniyatining ham namoyon bo'lishida asosiy tayanch, negizi bo'lib hisoblanadi. Ularning maqsad va manfaatlarini birlashtirib turadigan bosh g'oya bo'ladi. Bu g'oya mamlakatda demokratik jamiyat ozod va obod Vatan, erkin va farovon hayot qurish maqsadlari bilan mushtarak bo'lib, siyosiy madaniyati yuqori bo'lgan har bir kishi o'z ish faoliyati, siyosiy institutlarga bo'lgan munosabati, o'z manfaatlarini bilan boshqa ijtimoiy guruhlar manfaatlarini uyg'un ko'rishi hamda muvofiqlashtirishda siyosiy madaniyati yaqqol namoyon bo'ladi”, deydi. Siyosiy madaniyat, fuqarolarning siyosatni tushunishi, uni anglab yetishidagina emas, ko'proq unga bo'lgan munosabatda, amal qilish va amalga oshirishning tamoyillarida ularning fe'l-atvor ko'rinishlari, hatti-harakatlari meyorlarining siyosat bilan muvofiq kelish yoki kelmaslik holatlari orqali o'z ifodasini topadi. Bu o'rinda ham soha vakilining fikriga qo'shilish o'rinli, negaki, fuqarolarning siyosatni tushunish va uni qabul qilish holati jamiyatdagi mavjud tarbiya-tamoyillar va siyosiy talablarga mos bo'lsa siyosiy madaniyatning amalga oshishi ham oson kechadi.

Yoshlarda manaviyatni shakllantiradigan muhim omil bu talim-tarbiya tizimidir. Ilmu-marifatga, talim-tarbiyaga inson kamoloti, millat ravnaqining asosiy sharti deb qarash lozim. Shu sababli maktab, yoshlarning talim-tarbiya masalasi davlat nazoratida ekanligi Konstitutsiyamizda belgilab qoyilgan.

Shu sabab yoshlar tarbiyasi davlatimizning doimo diqqat markazida bolib, bu jarayon Mustaqillik yillarida uzluksiz davom etmoqda. Umuman mamlakatimizda qabul qilingan yoshlarga oid qonunlarning barchasida yoshlarimizning puxta bilim olishi bilan bir qatorda xalqaro maydondagi faolligi va ishtirokini taminlash, voyaga yetmagan, boquvchisini yoqotgan, kop bolali oilalarni ijtimoiy-iqtisodiy tomondan himoyalash, iqtidorli yoshlarni aniqlash va qollab-quvvatlash kabi masalalar doimiy nazorat ostida bolmoqda. Mamlakatimizda ota-ona mehridan, ularning tarbiyasidan mahrum bolgan va imkoniyati cheklangan bolalarga alohida etibor, mehr, gamxorlik korsatib kelinayotganligi etiborga molik. Mehribonlik uylari, maktab internatlarining va maktabgacha tarbiya muassasalarining moddiy-texnik bazasini bosqichma-bosqich mustahkamlash, oquv-tarbiyaviy jarayonini tubdan takomillashish masalalari belgilangan.

O'zbekistonning mustaqil rivojlanishi yillarida odamlarning tafakkuri va dunyoqarashi o'zgardi. Demokratik qadriyatlarni mustahkamlash, iqtisodiy va siyosiy hayotni liberallashtirish va jamiyatni yangilashda oz nuqtayi nazarini koradigan yangi avlod hayotga shakllanmoqda. Yangi jamiyat bunyodkorlari yoshlar tarbiyasida mahallaning va keng jamoatchilikning orni buyuk. Yosh yigit va qizlarimiz mustaqil hayotga kirib borishi, yosh oilalarning oz orinlarini topa olishida, kishilar ortasida mehr-oqibatning, birodarlikning tarkib topishida mahalla oqsoqollari va nuroniy otaxonlar, onaxonlarning tutgan orinlari muhimligini takidlash lozim. Yoshlar manaviy tarbiyasida ota-ona mas'uliyati alohida orin tutadi. Insonning eng sof va pokiza tuygulari, ilk bor hayot togrisidagi tushunchalar, dunyoqarashlar, yaxshilik va ezgulik, olijanoblik va mehr-oqibat, or-nomus, andisha kabi inson uchun zarur bolgan muqaddas tushunchalar dastlab oilada qaror topa boshlaydi va songra jamoaga kochadi.

Yoshlarning manaviy ehtiyojlarini tolaroq qondirish uchun

talim-tarbiyaga xizmat qiladigan muhim vositalarni yangi sifat bosqichiga ko'tarish zarur bo'ladi. Shu bilan birga bu sohalaridagi mavjud katta-kichik kamchiliklar va nuqsonlarga tezlikda barham berish va bunday salbiy holatlardan qutulish lozim bo'ladi.

Mamlakatimizda yoshlar manaviy tarbiyasida falsafiy, ijtimoiy, siyosiy va gumanitar fanlar ahamiyati beqiyos, shu sabab bu fanlar vakillari o'zlarining ota mas'uliyatli vazifalarini bugungi kun talabi darajasida bajarishlari lozim bo'ladi. Bu sohadagi darsliklar, oquv qollanmalari, adabiyotlarning hamda mutaxassislarning ham saviyasi yuqori bolishi talab etiladi. Yuqoridagilardan xulosa qilib aytish mumkinki, xalqimiz, eng avvalo yoshlarimiz manaviy olamini kuchaytirish va daxlsizligini asrash uchun doimo sergak, ogoh va hushyor bolishimiz, tahdidlarga qarshi chuqur oylangan, ilmiy uslubga asoslangan va uzluksiz davom etadigan manaviy tarbiyani olib borish lozim bo'ladi.

Bugun siyosiy madaniyat jamiyat rivoji, fuqarolar manfaatlari va ijtimoiy-siyosiy faolligini yuzaga chiqarishga qaratilgan bo'lib, bu jarayonda jamiyatda siyosiy mafkura ham o'ziga bo'lgan ahamiyat kasb etadi. Negaki, siyosiy mafkuraning amal qilish darajasi ijtimoiy-siyosiy faoliyatning tizimli va sohalar kesimida intens va integrativ ijtimoiy jarayonlarni rivojlantirishga ko'mak beradi. Bu xususda, ya'ni jamiyatda siyosiy madaniyat va siyosiy mafkuraning keng amal qilishini ta'minlash maqsadida quyidagi tavsiyalarni ham ilgari surish muhim bo'ladi: Birinchidan, aholining keng ommasi uchun ijtimoiy jarayonlarni tashabbuskorlarini kengaytirish va fuqarolar mas'ulligini oshirishga qaratilgan «Ijtimoiy-siyosiy madaniyat kodeksi»ni ishlab chiqish va amaliyotga tatbiq etilishini yo'lga qo'yish; Ikkinchidan, umumta'lim muassasalari bitiruvchilari, professional ta'lim o'quvchilari va nomutaxassislik oliy ta'lim muassasalari talabalari uchun siyosiymanaviy madaniyatini rivojlantirishga qaratilgan ilmiy-ommabop risolalarni tizimli ravishda muntazam nashr etib borish maqsadga muvofiq.

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PAPER

TOG‘AY MURODNING “YULDUZLAR MANGU YONADI” ASARIDA DIALEKTIZMLARNING QO‘LLANISHI

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Abstract

Ushbu maqolada o‘zbek adabiyotida o‘z asarlarida shevaga oid birliklarning keng qo‘llanishi bilan ajralib turuvchi ijodkor Tog‘ay Murodning “Yulduzlar mangu yonadi” asaridagi dialektizmlar haqida. Bu asarda muallif qarluq lahjasidagi so‘zlarni qo‘llab, o‘zbek tili leksikasining boy imkoniyatlari, fonetik va grammatik qurilishi turfa xilligini ko‘rsata olgan.

Key words: Sheva, dialektizm, fonetik dialektizm, leksik dialektizm, morfologik dialektizm.

Kirish

Badiiy adabiyotda shevaga oid fonetik, grammatik va leksik xususiyatlarning aks etishi dialektizm deyiladi. Bunda shevadagi qaysi yarusning aks ettirilishiga qarab dialektizmlar ham leksik dialektizm, fonetik dialektizm va morfologik hamda sintaktik-stilistik dialektizm turlariga ega bo‘ladi [Ashirboyev, 2016:75].

Badiiy adabiyotda dialektizmlarning qo‘llanishi muallifning asariga o‘ziga xoslik, hayotiylik va mahalliy rang bag‘ishlash maqsadida qo‘llaniladi. Dialektizmlar – bu ma’lum bir hudud xos bo‘lgan so‘zlar, iboralar yoki grammatik shakllar, ya’ni shevalardir. Ularning badiiy asarlarda qo‘llanishi quyidagi jihatlar bilan izohlanishi mumkin:

1. Personajlarning ifodasini boyitish: dialektizmlar personajlarning maqomi, kelib chiqishi, yoshi yoki madaniy merosini ko‘rsatish uchun ishlatiladi. Bu orqali personajlar yanada hayotiy-lashadi va ularning nutqi o‘ziga xos bo‘ladi.

2. Hududiy atmosferani yaratish: muallif asar o‘qish jarayonida o‘quvchini ma’lum bir hududga olib borish, u yerdagi hayotni, madaniyatni va muhitni tasvirlash uchun dialektizmlardan foydalanadi. Bu o‘quvchiga asarning muhitini yanada yaqinlashtiradi.

3. Realizmni oshirish: dialektizmlar asarning real hayotga yaqinligini ta’minlaydi. Chunki real hayotda odamlar turli lahjalar va dialektlarda gaplashadilar. Bu badiiy asarning ishonchliligini oshiradi.

4. Madaniy va tarixiy kontekstni ko‘rsatish: dialektizmlar orqali muallif asarning madaniy yoki tarixiy fonini ko‘rsatishi mumkin. Bu o‘quvchiga asarning davri yoki joyi haqida qo‘shimcha ma’lumot

beradi.

5. Badiiy uslubni boyitish: dialektizmlar muallifning uslubiga xoslik va rang–baranglik qo‘shadi. Bu asarning badiiy jihatdan boyishiga yordam beradi.

Misol tariqasida, o‘zbek adabiyotida o‘z asarlarida shevaga oid birliklarning keng qo‘llanishi bilan ajralib turuvchi ijodkor Tog‘ay Murodning “Yulduzlar mangu yonadi” asarida dialektizmlar alohida ahamiyatga ega. Bu asarda muallif qarluq lahjasidagi so‘zlarni qo‘llab, o‘zbek tili leksikasining boy imkoniyatlari, fonetik va grammatik qurilishi turfa xilligini ko‘rsata olgan.

Fonetik dialektizm badiiy asarda muayyan shevaga oid fonetik xususiyatlarning aks etishidir.

Toboq–toboq palov suzildi.

Toboq so‘zi o‘zbek tilining izohli lug‘atida tovoq.

Tovoq. Yuzi yoyiq, biroz yalpoq, kosa shaklidagi chuqurroq idish (turli o‘lchamda sopol, chinni, metal, ba’zan marmardan tayyorlanadi).

–Ma’qul, polvon bovaning suyaklari davrada qotgan! – dedi davra.

Bova so‘zi o‘zbek tilining izohli lug‘atida buva.

Buva. Gap ketayotgan, tilga olinayotgan shaxsning yoki katta, keksha ekanligini, unga xurmat, yaqinlikni ifodalaydi.

–Yur chaylaga, – dedi Nasim.

–Yoq, ishim zaril.

Zaril sozi ozbek izohli lugatida zarur.

Zarur. Biror ish yoki ehtiyoj uchun kerak; kerakli daskor.

Brigadasida Suluv degich qiz bo‘ldi.

Degich fe‘li o‘zbek izohli lug‘atida degan.

Degan soʻzida de asos –gan feʼl qoʻshimchasi.

De. Atalmoq, nomlanmoq; otga, nomga ega bolmoq; atamoq.

–Polvon bova, nima boʻldi? Tilovberdi, suv opke! – dedi.

Suv opke soʻzi oʻzbek izohli lugʻatida suv olib kelmoq.

Olmoq. Yetakchi feʼl sifatida ot soʻz turkumidagi soʻzlar bilan birikib, qoʻshma feʼl yasaydi.

Leksik dialektizm shevaga oid soʻzlarning badiiy asarlarda qoʻllanishidir.

Olish boshlandi de! Olish soʻzi oʻzbek izohli lugʻatida kurash. Kurash. 1 Yiqitish gʻolib chiqish uchun ikki kishi oʻrtasidagi, maʼlum qoidaga asoslangan olishuv, oʻzaro bellashuv. 2 Yiqitishga asoslangan bellashuvning umumiy nomi, sportning shunday turi. –Jayronxonadan qochgan, – deya kuldi. Jayronxona ozbek izohli lugʻatida jinnixon. Jinnixon. Aqldan ozgan, telbalar shifoxonasi. Borining onasi kadini chuqurchaga yaxshilab joylashtirib qoydi. Kadi ozbek izohli lugʻatida chelak. Chelak. Asosan suyuqliklarni saqlash, tashish uchun xizmat qiladigan, silindr shaklida. –Esa, xoʻsh dengizlar! – dedi. – Bizni izzat qilib kelibsiz, sizlarni Xudo izzat qilsin! Xoʻsh dengizlar oʻzbek izohli lugʻatida xush keldingiz. Xush keldingiz. Mehmon kelganda, hurmat yuzasidan aytiladigan ibora. Tanacha koʻzini suzmasa, buchaqa ipini uzmaydi! Tana soʻzi oʻzbek izohli lugʻatida gʻunajin. Gʻunajin. Ikki yoshdan oshgan urgʻochi mol. Ikki oshnaning haminqadar qalinligini korgan ayroqchilar ularni ogri gumon qilib, podshoga chaqibdilar. Ayroqchilar ozbek izohli lugʻatida aygoqchi. Aygoqchi. Maxfiy agent, josus. –Boʻri, oʻlay agar, hundisan, hundi! – dedi. – Ichimdagini top, deb bezrayib tura berasan! Bir Momoqiz uchun shunchami? Ana, qirtoʻla qiz! Hundi soʻzi oʻzbek izohli lugʻatida kamgap inson.

Kamgap. Koʻp gapirishni yoqtirmaydigan, kam kam gapiradigan.

Obtovada odamlar qoʻliga suv quydi.

Obtova oʻzbek izohli lugʻatida choydush.

Choydush. Suv qoʻyagigan metal idish.

Chollar uyqulari kela bermagach, choʻpchak aytdi, matal aytdi.

Choʻpchak soʻzi oʻzbek izohli lugʻatida ertak.

Ertak. Xalq ogʻzaki poetik ijodining asosiy janrlaridan biri; toʻqima va uydirmaga asoslangan, sehrli–sarguzasht va maishiy mazmundagi poetik badiiy asar.

Morfologik dialektizm badiiy asarda shevaga xos morfologik elementlarning qoʻllanishidir.

Senga qiyoni doʻrjaroq berishida gap bor, de.

Doʻrjaroq soʻzi oʻzbek izohli lugʻatida koʻproq.

Koʻp. 1 Son, miqdor jihatdan meyoridan nisbatan ortiq.

Koʻproq soʻzida –roq qoʻshimchasi sifatning qiyosiy darajasini ifodalagan.

Bundaychikin polvonni yana qaytib davraga yonoshtirmaslik kerak!

Yonoshtirmaslik soʻzi oʻzbek tilining izohli lugʻatida yaqinlashtirmaslik. Yaqinlashtirmaslik soʻzi yaqinlashtirmoq feʼlining boʻlishsizlik shaklida. Yaqinlashtirmoq soʻzi yaqinlashmoq feʼlining orttirma nisbatida.

Yaqinlashmoq. Biror kimsa yoki narsa yaqiniga bormoq yoki kelmoq.

Devordan yoʻtalib–yoʻtalib boʻyladi. Qabatidagi brigadirdan:

–Kampirning oti nima edi? – deya soʻradi.

Qabatidagi soʻzini oʻzbek izohli lugʻatida yonidagi.

Yonidagi soʻzida yon asos –i egalik qoʻshimchasi va –dagi qarashlilik qoʻshimchasidir.

Yon. Umuman oʻng yoki chap tomon; taraf; atrof.

Jonivor, anovi ketayotgan eshaklini koryapsanmi?

Anovi soʻzi ozbek izohli lugʻatida ana u.

Ana. kors. olm. Koz ongida turgan, ozidan nariroqda bolgan narsani yoki yuz berayotgan voqea–hodisani korsatishda ishlatiladi.

Ana u. Yuqorida aytilgan zikr qildirilgan.

–Chiniminan (rostdan) yiqildimmi–a, chiniminanmi–a... – dedi.

Chiniminan ozbek izohli lugʻatida rostdanmi?

Rostdan soʻzida asos rost.

Rost. Haqqoniy, ishonchli, togri, haqiqat.

Enam somonxonaga moyak yashirib qoʻyibdi.

Ena soʻzi oʻzbek izohli lugʻatida ona.

Ona. Farzandni yoki farzandlari boʻlgan xotin (oʻz tuqqan farzandlariga nisbatan); bolali xotin.

Bakovul Denov kattalariga qarab iljaydi.

–Boʻlganlaringiz shumi, okun? – dedi.

Okun soʻzi oʻzbek izohli lugʻatida aka.

Aka. Oʻzidan katta er kishiga murojaatda yoki unga xurmat yuzasidan ishlatiladi (bunda yakka holda yoki nutq qaratilgan shaxsni bildiruvchi soʻz bilan qoʻllaniladi).

–Egachim elakli boʻldi, elagi tilakli boʻldi! – dedi.

Egachi soʻzi oʻzbek izohli lugʻatida opa.

Opa. Oʻzidan katta, baʼzan kichik ayollarga xurmat yuzasidan ishlatiladi.

–Chin, uyda edi. Boyagina doʻxtirga boraman deb ketdi.

Doʻxtir oʻzbek izohli lugʻatida shifokor.

Shifokor. 1 Umuman, kasallikdan xalos qiluvchi; davolovchi.

2 Tibbiyot instituti bitirgan va davolash–profilaktika hamda sanitariya–epidemiologiya muassasalarida ishlash huquqiga ega boʻlgan mutaxassis; vrach, doktor.

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PAPER

THE DEVELOPMENT OF ARCHAEOLOGICAL SCIENCE IN THE SYSTEM OF THE INSTITUTE OF HISTORY

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Abstract

The article analyzes the organization, development, and results of scientific research and scientific investigation work conducted in our country at the Institute of History under the Academy of Sciences.

Key words: historical event, methodological literature, social structures, historian, Academic Center, Uzbek State Scientific Research Institute, Central Asian State University.

Introduction

Uzbekistan, as one of the ancient Eastern regions with preserved archaeological monuments of various periods, was first studied from the end of the 19th century by such prominent orientalists as V. V. Bartold, N. I. Veselovsky, and local enthusiasts as Akram Polvon Askarov, Mirzo Abdullo Bukhari, Mukhammada Vafo, and V.L. Vyatkin, which in turn laid the foundation for the formation and development of one of the young disciplines in Uzbekistan – archeology. The full-fledged formation of the discipline of archeology in Uzbekistan occurred at the beginning of the 20th century, which is directly related to the activities of the Institute of History and Archaeology of the Academy of Sciences of the Republic of Uzbekistan, museums, universities, and periodic expeditions of the Institute of Art History.

In 1936, the large-scale work of the Khorezm expedition, in which S.P. Tolstov and Ya.G. Gulyamov actively participated, gradually made the ancient civilization of Khorezm and its unique historical aspects known to the scientific world. In 1937–1940, the Khorezm archaeological and ethnographic expedition led by S.P. Tolstov registered historical monuments in the Akhadarya basin of the dried-up Amu Darya, placed them on an archaeological map, and conducted excavations at the Jonbos fortress and Tuproq fortress monuments. In the historical period from 1946 to 1991, the expedition members conducted large-scale excavations at the Koykirilgan fortress, Kozalikyr, Ayozkal 1, 2, 3, Qalalikir, and Kuyisoy–2 monuments.

The Khorezm archaeological and ethnographic expedition led

by S.P. Tolstov conducted a large-scale inventory of historical monuments, as a result of which about 400 monuments were found, dating back to antiquity and the Middle Ages. Since 1967, the archaeological group of the Karakalpakstan branch of the Academy of Sciences of Uzbekistan has been conducting archaeological exploration and excavations in the territory of Karakalpakstan and the Khorezm region. E. Bizhanov conducted archaeological excavations at the sites of the Paleolithic in Ustyurt, V. N. Yagodin conducted archaeological excavations at the Kerdar culture, Khorezm and nomads' contacts, A. V. Gudkova conducted archaeological excavations at the Tokkal'a, G. Khojaniyazov conducted archaeological excavations at the monuments of Korgoshin-kal'a, Burli-kal'a, Akchingul, M. Mambetullaev conducted archaeological excavations at the monuments of Katkal'a, Tuprokkal'a, Voyangan Tuprokkal'a (Khiva), Almaotishgan-2, Khiva, K. Sobirov conducted archaeological excavations at the monuments of Katkal'a, Tuprokkal'a, Khazorasp.

After the Second World War, the stagnation in research activities disappeared. Large expeditions covering the entire territory of Central Asia began to be reorganized. Since 1945, the S. P. Tolstov Khorezm archaeological and ethnographic expedition resumed its work. Territorial study of archaeological monuments made it possible to conduct a comprehensive study of monuments belonging to different periods. They identified and studied monuments from the Paleolithic era to the Middle Ages. Comprehensive study made it possible to divide the monuments into historical and archaeological groups and periodization.

Discussion

The Termez Archaeological Complex Expedition, or TAME, led by M.E. Masson, covered a large research complex in the southern regions of Uzbekistan in 1938–1940. New monuments dating from the Paleolithic to the Middle Ages were discovered in this complex. The total area of the Dalvarzintepa monument, located in the Shorchi district, is 30 hectares, and in ancient times it was surrounded by a wall on four sides, which in turn was surrounded by rectangular kungurs, the area between which was 27–30 m. The monument was discovered in 1967 by L.I. Albaumb, and since 1970, an archaeological group of the Khamza Institute of Art History led by G.A. Pugachenkova began research work on the monument. In 1971, 115 gold objects were found in a small box in one of the rooms of the Dalvarzintepa house. They consisted of women's jewelry, namely bracelets, anklets, amulets, and various shaped objects. The Uzbek-Japanese expedition led by B.A. Turgunov is conducting excavations at the monument.

In 1972–1974, a group led by Q. Sobirov conducted a study of the defense system of Zartepa and found that it consisted of a 4-hectare construction period. Zartepa is located 200 m from the right side of the Sherabad-Termez road in the Angor district of Surkhandarya region. Its plan is equal on all four sides, the total area is 16 hectares. It is surrounded by two rows of walls on all four sides, reinforced with semicircular bastions, the distance between them is 34 m. Qoratepa is located in the Old Termez area, since 1972 the archaeological group of the Moscow Art Museum under the leadership of B. Ya. Stavisky has been conducting excavations at the monument, as a result of which a Buddhist temple was found and studied.

From the 30s and 40s of the 20th century, local personnel began to enter archeology. The first of these personnel, the famous archaeologist, historian and orientalist of the Uzbek people, a major scholar of the ancient and medieval history of Uzbekistan, Doctor of Historical Sciences, Honored Scientist of Uzbekistan, Academician Yahyo Gulomovich Gulomov, whose entire life is directly related to the emergence and development of the history of our country. In 1921–1930, Yahyo Gulomovich entered the Uzbek State Pedagogical Academy, which was established in Samarkand, the first capital of Uzbekistan at that time. From 1921 to 1931, Ya.Gulomov worked as an assistant and a graduate student in the history of office under the People's Commissars, and in 1933–1940, he was a research associate and scientific secretary of the Committee for the Preservation of Ancient Monuments and Art (Uzkomstaris). It was from these periods that Yahyo Gulomov participated in archaeological reconnaissance and archaeological excavations, and became closely acquainted with archeology. He participated in expeditions with the largest historians, orientalists and archaeologists of that time, studying their experience. In 1933, he directly participated in the Termez expedition led by M.E. Masson, in the Zarafshan expedition organized by the orientalist A.Yu. Yakubovskiy, and in 1936–1938, in the Khorezm expedition led by S.P. Tolstov. Since 1940, Ya.G.G'ulomov became the head of the department of the Uzbek branch of the Union Academy. Since 1943, he worked as the head of the department of ancient and medieval history of the newly established branch of the Institute of History of the Academy of Sciences of Uzbekistan.

Another of the scientists who taught Ya.G.G'ulomov a lot was V.L.Vyatkin. V.L.Vyatkin was actually an orientalist who, having grown up in Central Asia, knew Arabic and Persian in addition to the local Uzbek and Tajik languages, and could read historical sources written in the Arabic alphabet. In addition, V.L.Vyatkin was also a well-known archaeologist. Therefore, Ya.G.G'ulomov tried to learn a lot from V.L.Vyatkin. Especially in Samarkand, the only teacher he could learn about archeology from was V.L.Vyatkin at that time. One of the reasons why the teacher Ya.G'ulomov later worked by combining orientalist sources with archaeological sources may be the influence of his teacher V.L.Vyagkin. Ya.G.Gulomov's constant

communication with Russian orientalists, historians and archaeologists, as a result of listening to lectures by great scientists from his youth, allowed him to follow in the footsteps of these teachers in life, to write articles and monographs, including conclusions on the subjects of history, archeology, oriental studies and ethnography. Therefore, the domla Ya.G.Gulomov can be included in the ranks of the greatest archaeologists and orientalists of Central Asia, such as S.P.Tolstov, M.E.Masson, A.Yu.Yakubovskiy, A.M.Belenitskiy, A.N.Bernshtam, V.A.Shishkin, M.M.Dyakonov.

Thanks to the tireless efforts of Academician Ya.F. Gulyamov, a unique archaeological school consisting of Uzbek archaeologists was created in Uzbekistan at the Institute of History and Archeology of the Academy of Sciences. It is known that until the second half of the 20th century, archaeological information covering the complete and complete history of the Uzbek people was practically non-existent. That is why, when talking about the history of the Uzbek people, only written sources were used and the activities of our ancestors were mentioned.

In the Tashkent region, the monuments of antiquity are located on the banks of the Shoshtepa – Salar canal, rectangular in shape, 300x150 m, 4.5 ha. In 1978–1979, excavations were carried out on the arch located in the southeastern part of the monument, as a result of which the III construction period was determined. Based on archaeological finds, the chronological period of Shoshtepa was determined. Shoshtepa I – (V – IV centuries BC) Shoshtepa II – (III – beginning of II centuries BC) Shoshtepa III – (II – I centuries BC) Kanka – Built on the banks of the Ahangaran River in an irregular rectangular shape, with a total area of 150 ha. In ancient times, it was surrounded by a wall. An arch is located in the northern corner. The wall was first rebuilt from pakhsa, then from raw brick. There are circular kungurs on the wall, its size is 9 m. Kavardan – in the form of an irregular rectangle, total area – 75 hectares.

Analysis and results

It began to be clearly visible from the second half of the 50s of the 20th century. In 1954, A. V. Golovchenko and O. I. Islamov discovered the Shuralisoy 1 site on the banks of the ancient Bozsuv canal, 10–12 km. northwest of Yangiyul. This site was the Bozsuv 2 site, discovered in 1942 by geologist N. M. Sokolov. The Bozsuv 2 site was studied by A. P. Okladnikov in 1956. In 1958–1959, Kh. K. Nasriddinov managed to find stone tools of the Muste period in several sites in the upper reaches of the Chirchik River. In 1959, employees of this detachment P. T. Konopley and M. Brilyant Khumson conducted archaeological investigations in Khojakent, Ugam, the vicinity of the Birichmullo village, Obirakhmat, Yusufkhona and other nearby places and managed to collect more than thirty stone tools with signs of the Muste period. In 1960, under the leadership of Ya. G. Gulyamov, Eshak-Kuprik, Adam-Sang, Laylakchi, Ak-Tash and a number of other caves and hollows were explored in the Bostanlyk district of the Tashkent region, and finds of various stages of the Stone Age were found in them. In the same year, the Tuse monument was discovered by M. R. Kasimov and A. R. Mukhammadjonov on the slopes of the Karatutbashi branch of the Koksoy mountain range. The Tuse monument served as a place of extraction of raw materials and primary processing of stone tools during the Muste period.

Since the 1960s and 1970s, Central Asia and its constituent parts have been considered. Many scientists have also been engaged in irrigated agriculture in Uzbekistan. For example, in the Fergana Valley, Prof. S. Jalilov studied the history of irrigation in the Tashkent oasis, A. Nabiev studied the history of irrigation of the lands on the left bank of the Chirchik River, G. Dadabaev studied the history of irrigation of the lands on the right bank of the Chirchik River, M. Tagiev studied the history of irrigation of the Zarafshan oasis, S. Anarbaev studied the history of irrigation of the lands on the northern slope of the Turkestan ridge between the Samarkand and

Jizzakh regions, A. Kabirov studied the history of water supply to the city of Binkat, and others.

Tashkent Archaeological Expedition of the Institute of Archaeology of the Academy of Sciences of Uzbekistan — a team of scientists conducting archaeological excavations and observations in the territory of Tashkent. It was established in 1967 on the initiative of Acad. Ya. F. Gulyamov. After the Tashkent earthquake (1966), construction work in the city intensified, the Tashkent Archaeological Expedition (led by V. A. Bulatova, 1967–68, 1971–74; M. T. Aminjonova, 1969–70; M. I. Filanovich, since 1974) began large-scale research work. Along with archaeological research, numismatics, paleoanthropology and ethnogenetic processes in Choch, geomorphology, paleozoology, paleopedology and paleoclimate studies were conducted in conjunction with the study of the initial stage of the development of human society in the vicinity of Tashkent.

The study of these structures, combined with the study of the environment and archaeological context, has shown the decisive role of the human factor and political events in the processes that led to changes in the regime of irrigation facilities, the transformation of once vibrant oases into deserts, the collapse of flourishing civilizations, and the migration of people to new places in search of more favorable conditions for life.

If we look at the activities of archaeologists at the Institute of History and Archeology and other scientific institutions, archaeology as a science was largely formed and developed precisely at the Institute of History. This period was a period of major scientific discoveries, a science covering the period from the most ancient times to the late Middle Ages in all historical and cultural regions of Uzbekistan, a period of focused collection of materials, and excavations. In the first decades of the Institute's activity, the abundance of archaeological materials and facts dramatically changed the balance of the source supply of science. If in the early period, written sources were in the first place in the description of sources in the field of history, and historical research relied on these sources, now the prestige and importance of material sources has increased due to the objects obtained by archaeologists. If we look at the activities of archaeologists at the Institute of History and Archeology and other scientific institutions, archaeology as a science was largely formed and developed precisely at the Institute of History. This period was a period of major scientific discoveries, a science covering the period from the most ancient times to the late Middle Ages in all historical and cultural regions of Uzbekistan, a period of focused collection of materials, and excavations. In the first decades of the Institute's activity, the abundance of archaeological materials and facts dramatically changed the balance of the source supply of science. If in the early period, written sources were in the first place in the description of sources in the field of history, and historical research relied on these sources, now the prestige and importance of material sources has increased due to the objects obtained by archaeologists.

Over the years, the activities of the Institute of History and the Department of Archeology or the Institute of Archeology have been closely intertwined. From the 1970s, when the Institute of Archeology began to develop as a separate scientific institution, to the present day, it is noticeable that it has been transferred to the Institute of History and separated from it. Since July 27, 1998, archaeology has become a department that fully demonstrates its characteristics as a historical science both at the Institute of History and at the Institute of Archeology. For more than half a century, solving the most pressing problems of historical science, including objectively covering the history of the Uzbek people and their statehood, cannot be fully accomplished without the participation of archaeologists.

Due to the extremely active scale of research and their scientific results during the years of independence, the archaeology of Uzbekistan has risen to the level of a world science. This, in turn, has created the basis for the archaeology of Uzbekistan to establish scientific cooperation with the world's leading archaeological

centers and conclude international agreements on an equal basis. Currently, archaeological research is being conducted on the territory of Uzbekistan on an international scale in collaboration with archaeologists from countries such as Australia, the USA, Germany, Italy, Spain, Poland, Russia, France, and Japan. Since 1959, the annual collections "History of the Material Culture of Uzbekistan" and "Archaeological Research in Uzbekistan" have been published, which provide general scientific conclusions of archaeological research conducted on the territory of our Republic. Since 2010, the scientific journal "Archaeology of Uzbekistan" has been published.

Later, in accordance with the Resolution of the President of the Republic of Uzbekistan No. PP-2789 dated February 17, 2017 "On measures to further improve the activities of the Academy of Sciences, the organization, management and financing of scientific research work", it was renamed the Institute of Archaeological Research of the Academy of Sciences of the Republic of Uzbekistan. By Resolution No. 792 of the Cabinet of Ministers of the Republic of Uzbekistan dated September 21, 2019, the National Center for Archaeology of the Academy of Sciences of the Republic of Uzbekistan was established on the basis of the Institute of Archaeological Research of the Academy of Sciences of the Republic of Uzbekistan.

Conclusion

In conclusion, the archaeology of Uzbekistan is currently operating in the interests of the nation, its cultural and spiritual life, and the needs and desires of the ideas of independence, serving science. The scientific heritage of our great predecessors, such as Ahmad al-Farghani, Imam Moturudiy, Imam al-Bukhari, Burhoniddin Marginoni, Sahibkiran Amir Temur, Mirzo Ulugbek, whose births were celebrated, the merits of Uzbek archeology in studying the development of culture of the era in which they lived, in officially determining the blessed historical dates of our ancient cities such as Samarkand, Bukhara, Karshi, Shahrisabz, Khiva, Termez, Tashkent, Margilan, have been incomparable. The fact that these anniversary celebrations were held under the auspices of the UN Special Department UNESCO testified to how rich and fruitful the archaeological research conducted in our country over the past almost 25 years has been. The care shown by our state and the conditions created for a comprehensive and in-depth study of our ancient history were the main cornerstones of this, and it is thanks to these factors that Uzbek archaeology has developed and become known to the world.

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PAPER

ISSUES OF SPIRITUAL UPLIFT IN NEW UZBEKISTAN

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Abstract

The fundamental basis of the radical reforms being implemented in the new Uzbekistan is the implementation of state policy aimed at creating conditions for human and spiritual living, and the historical significance of the strategic programs adopted by the head of state and their results are analyzed in this article.

Key words: national identity, spirituality, spiritual value, national value, historical thinking, ancestral heritage, spiritual theory.

Introduction

Our people have earned respect and recognition among other nations for centuries, thanks to their excellent children who have made a worthy contribution to the development of world civilization, and their scientific and spiritual heritage. In Eastern education and upbringing, virtues such as honor, decency, patience, tolerance, striving for knowledge and enlightenment, leaving behind a good name and good deeds, were as important thousands of years ago as they are today. People whose hearts were illuminated by the light of knowledge and enlightenment refrained from immoral actions, did not give in to arrogance or greed, and lived with a belt of humility around their waists. There are many wise stories in this regard in the spiritual heritage left to us by our great scholars. Generosity, tolerance, meritorious charity work, striving for spiritual perfection in any situation, raising children with faith and convictions are ingrained in the blood of our people. In recent years, under the leadership of our President, many programs have been implemented that provide for a wide range of tasks aimed at ensuring sustainable development, raising the spirituality of our people to a new level, raising a spiritually mature generation and providing comprehensive support. At the same time, the main criterion of our work in the field of spirituality is to widely disseminate the New Uzbekistan Strategy among representatives of all nationalities, ethnicities, and social classes living in our country, to transform its creative spirit into a general social movement, and to strengthen their confidence in the future. This historical and objective socio-political process creates an extremely important and necessary basis for the creation and implementation of strategic principles and practical programs that determine the current and future development of Uzbekistan in the spiritual and educational direction.

Discussion

Reforms are being carried out in our country aimed at building a democratic legal state and a free civil society, a strong economy based on market principles, and a strong spirituality based on the rich heritage of our ancestors and national values. The conceptual and challenging idea of "From national revival to national elevation" is increasingly penetrating our lives. On this basis, we are taking important steps towards fundamentally improving the lives of our people, ensuring human rights and freedoms, the rule of law and social justice, and innovative development. From this point of view, the development of a strategy for spiritual renewal aimed at increasing the effectiveness and efficiency of spiritual and educational work in the process of renewal in the social, economic and political spheres, and strengthening the sense of belonging to the reforms being implemented in the hearts of young people remains an important scientific and research topic. The goal of building a legal state, civil society, and a new spiritual space in our country, the "Dream of a New Uzbekistan", "Creating the Foundation of the Third Renaissance" inspires all of us with a new spirit. However, spiritual and educational work is not an area that can be engaged in for a certain period of time and then left to its own devices. When setting grand goals and tasks for bringing the country's development to a new level, of course, the first task is to improve the spiritual and educational spheres. As the head of our state put it, "If the body of society is the economy, then its soul and spirit are spirituality. Since we have decided to build a new Uzbekistan, we rely on two strong pillars. The first is a strong economy based on market principles. The second is the rich heritage of our ancestors and strong spirituality based on national values." A solid building is built on a solid foundation. Thus, the rich spiritual her-

itage left to us by our ancestors nourishes the roots of the thinking and spirituality of our people, gives it spiritual support and creative strength. The resolution of our President "On Radical Improvement of the System of Spiritual and Educational Work" of March 26, 2021, sets out important tasks ahead of us in this area. In particular, the transformation of a healthy worldview and creativity into a nationwide movement in society through the widespread promotion of the idea of "From National Revival to National Upliftment", ensuring the coherence of spiritual education in the family, educational organizations, and neighborhoods, have been identified as priority areas for radically improving the system of spiritual and educational work. The above tasks also include organizing work in the field of propaganda and education on a scientific basis, increasing the effectiveness of scientific and methodological research in the field, introducing a permanent monitoring system aimed at strengthening the stability of the socio-spiritual environment, and implementing comprehensive measures aimed at eliminating such vices as indifference to the fate of the nation, localism, tribalism, corruption, disregard for family values, and irresponsibility for the upbringing of youth. The unprecedented development of information technologies has radically changed human life. The "mirror of the world", which clearly reflects the whole world, has become an important part of our life and work. We live under the influence of the information flowing from it. Therefore, this resolution also pays special attention to the tasks of increasing the culture of the population in using the Internet, strengthening their ideological immunity against ideological and information attacks. By achieving the primacy of spiritual and moral criteria, national and universal values in culture, literature, cinema, theater, music and all types of art, publishing and printing products, and the media, we will protect ourselves from the influence of alien, destructive ideas that are intruding from outside. In the process of spiritual and educational work, it is always relevant to systematically study geopolitical and ideological processes, conduct an effective ideological struggle against terrorism, extremism, ideological fanaticism, human trafficking, drug trafficking and other dangerous threats, and develop international cooperation in this regard.

Analysis and results

The "Festival of Spirituality" has been traditionally held in all regions of the republic. 18 social projects and promotional campaigns are being held during it. From April 1, 2021, the position of the first vice-rector for youth affairs and spiritual and educational affairs has been introduced in higher educational institutions. In order to show due respect to talented young people, as well as their parents, a republican conference was organized under the slogan "My child is the pride of Uzbekistan!" Last year, 70 talented young people and their parents were awarded with valuable gifts.

A total of more than 10 thousand creative works were submitted to the competitions organized within the framework of the project "My Contribution to the Development of the Motherland". These works were studied by a panel of judges, and the creative works of a total of 126 talented young people were selected and awarded with valuable prizes. More than 200 artistic and journalistic works, scientific articles, and modern media propaganda projects were created within the framework of this competition, which was held on the development of science, creativity, literature and art, and information technologies.

Starting from June 2022, the organization of "Spiritual Caravan" – cultural and educational propaganda events has been launched across the regions. To date, these events, held in the Republic of Karakalpakstan, Khorezm, Kashkadarya, Fergana and Samarkand regions, have attracted more than 1,500 leading scientists, educationists, and representatives of the literary and artistic spheres. With their participation, cultural and educational events, roundtable discussions, and artistic evenings were held in all neigh-

borhoods.

It is natural to ask what this gave to the population, to ordinary villagers. First of all, it brought reforms and popular grand politics closer to the people. People living in remote, remote areas once again felt that the President also paid attention to them, that the state itself cared for them. Also, in an era of spiritual uplift, the sense of belonging to changes in society increases. The speeches of representatives of art and literature gave them a new spirit, a sense of creativity, and a sense of gratitude. Of course, events in this regard will continue systematically.

Conclusion

The promotion of national spirituality and culture in the context of universal dialectical communication, the strengthening and development of cultural ties with the peoples of the world constitute a priority direction of our country's policy, and the strategic reforms carried out in this direction are of great importance and multifacetedness, which reflects the essence of the strategy of spiritual renewal. Today, Uzbekistan actively cooperates with international organizations in order to establish intercultural dialogue in the world community, thereby successfully introducing our national spirituality and culture to the peoples of the world. In this regard, the essence of the activities in the field of developing international cultural ties with UNESCO and preserving our universal and national heritage is explained. It is of scientific and practical importance to study whether philosophical ideas, views and teachings, imbued with national and universal ideas and common goals, serve the democratic development of humanity and are valuable and appreciated as a philosophical heritage. In the development of a democratic society, the calculation of the strategy of spiritual renewal and its foundation on universal principles is a complex process, inextricably linked with the recognition and implementation of the objective laws of social development.

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PAPER

FUNDAMENTALS OF FORMATION OF ECOLOGICAL EDUCATION IN GENERAL EDUCATION INSTITUTIONS

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Abstract

This article focuses on the need to improve the environmental culture of students, to develop responsibility and personal qualities such as self-control, the ability to anticipate the immediate and long-term consequences of their actions in the natural environment.

Key words: Ecology, meta-subject approach, natural resources, nature protection, ecological culture, ecological education, ecological consciousness.

Introduction

Nowadays, the requirements of environmental education and culture are becoming integral qualities of a person's general culture. More and more attention is being paid to environmental education, the formation of environmental awareness, and environmental culture.

The interest in environmental issues is not accidental. It is caused by the alarming ecological crisis and its consequences, as well as the search for new ways out of it. However, technocratic thinking is so strong that the environmental crisis is presented as something external to a person, and not as something that is contained in himself. Therefore, the formation of ecological consciousness, ecological culture and the worldview of the individual as a whole should become the primary task of environmental education and upbringing.

The most serious environmental crisis that has hit our planet has made significant adjustments in relation to man and nature, forced us to rethink all the achievements of world civilization. Since about the sixties of the twentieth century, when humanity first faced the problem of the destruction of all life in connection with industrial activity, a new science began to take shape – ecology, and as a result of this emergence, an ecological culture appeared.

In connection with the global environmental crisis, it is necessary to find out which relations between man and nature can be considered harmonious, how human activity affects the environment and to note why ecological culture and environmental

education are so important especially now. It is important to note how the level of environmental education correlates with the state of affairs in the world, in what correlative relations it consists with the global environmental crisis. As a result, it should be shown that the level of ecological culture is directly proportional to the ecological situation in the world, and is directly dependent on environmental education.

The question of the survival of mankind depends on the level of ecological education and ecological culture, whether a person will be able to stay on our planet, or whether he will face extinction or degradation with subsequent mutation. It is such a discipline as "ecological culture" that today is entrusted with the mission of saving humanity, developing mechanisms to counteract extinction and death. Therefore, it is necessary to take a very careful approach to the problem of the environmental crisis and counteract it through education and by reviewing both the achievements of civilization and all legislation.

Environmental responsibility is directly related to environmental education and to such personality qualities as self-control, the ability to anticipate the immediate and long-term consequences of one's actions in the natural environment, and a critical attitude towards oneself and others. The observance of moral requirements related to the attitude to nature implies the development of conviction, rather than fear of possible punishment and condemnation from others.

The current system of school and extracurricular education and upbringing includes a large amount of environmental knowledge,

skills and abilities that meet the requirements for the growth and development of environmental culture. In the current environmental situation, the greening of the entire system of education and upbringing of the younger generation is important. One of the most important principles of environmental education is considered to be the principle of continuity, an interconnected process of learning, upbringing and development of a person throughout his life. Nowadays, life sets educators and teachers the task of developing the personality of a child, a student as a single, integral process, can be realized when the educator and teacher have a clear picture of the lines of development of ecological culture. Environmental education and upbringing is possible only if the content of educational subjects contributes to an ecologically holistic orientation.

Usually, "environmental education" is understood as fostering a love of nature. Indeed – this is an integral part of such education, but often the methods used to foster such love are very questionable. For example, wild animals are kept in captivity for this purpose, or without proper care – guinea pigs and hamsters that suffer in front of children. And children get used to not noticing their torments. Often, for educational purposes, during summer walks, children are offered to pick flowers or catch butterflies, dragonflies and other insects. Such activities become a constant summer fun for the kids. Having no substitutes, which should not be given to small children, the child has no choice but to tear off the wings, then the legs and finally the head of his victim or to impale her alive on a needle. Thus, such educational activities teach children not to love, but to destroy life, and quite cruelly. The child's environment, social and cultural environment, as well as his special view of everything from an early age play an important role in shaping a person's worldview.

Conclusion

Nowadays, every person, regardless of their specialty, must be ecologically cultured. Only in this case will he be able to really assess the consequences of his practical activities in interacting with nature. If a lot has already been started in the field of environmental education and enlightenment, and most importantly, it is being done, then little has been done in relation to environmental culture. Perhaps this is also due to the difficulty of accurately defining what an "ecological culture" is. In its most general form, we can say that "ecological culture" is a system of knowledge, skills, values and a sense of responsibility for decisions made in relation to nature.

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PAPER

DISTANCE LEARNING IN PHYSICAL EDUCATION. METHODS, SOLUTIONS, PROBLEMS

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Abstract

This article analyzes distance learning in physical education, considers its main methods, solutions and current problems. In the conditions of global changes caused by the pandemic and transition of educational institutions to distance formats, distance learning has become an integral part of the educational process, including physical education. The article discusses the main aspects of using distance technologies in physical movement education, such as video lessons, online training, and the use of mobile applications. The advantages of distance learning, including flexibility and accessibility, as well as the problems faced by teachers and students, such as lack of practical activities, difficulties with motivation and insufficient technical training, are discussed.

Key words: distance learning, physical education, online classes, pedagogical solutions, problems of distance education.

The purpose of the study is to provide a comprehensive analysis of distance learning in physical education aimed at identifying effective methods, reasonable solutions and existing problems faced by educators and students in organizing the learning process in a remote format.

The object of the study is pedagogical technologies – analysis of methods and approaches used to organize physical education teaching in the conditions of distance format, as well as the study of curricula and plans, their content and structure adapted for online education in the field of physical education.

The research methods were: researching existing scientific publications, articles and materials related to distance learning in physical education; conducting surveys among teachers and students to identify their opinions, experiences and problems they face in organizing and participating in distance learning in physical education.

Introduction

The modern educational process is undergoing significant changes caused by the development of information technologies and changes in approaches to learning. Distance learning has become an integral part of the educational system, offering new opportunities

for students and teachers. This direction looks especially relevant in the context of physical education, where traditional methods of learning and physical activity face the need to adapt to the virtual environment.

The importance of studying this issue lies in the need to maintain the physical activity of students and to ensure the quality of education in a distance format. This article aims to identify best practices, problems faced by teachers and students, as well as to develop recommendations for overcoming them.

The study includes analysis of existing methods of distance learning in physical education, assessment of their effectiveness, as well as identification of technical and pedagogical problems inhibiting the implementation of these methods. As a result of the work, solutions will be proposed to improve the quality of distance education in physical education.

Distance learning is a form of acquiring knowledge at a distance while maintaining the components of the learning process and using interactive technologies and the Internet. Throughout the history of development there have been both positive and negative sides of this learning format, not only from the point of view of learners, but also of teachers.

The advantages of distance learning include: the ability to study at your own pace and speed; visual infographics that allow you to track your progress; saving time and money; democracy; an individ-

ual approach depending on the individual characteristics, abilities and needs of the student, whereas in the face-to-face format only differentiation is usually possible; a large selection of work tools for the teacher, which opens up new horizons and opportunities for creative activity; access to lessons and materials 24 hours a day, which allows you to repeat the material or review it if difficulties arise; the opportunity to study with the best teachers and in foreign educational institutions.

Despite the many advantages of distance learning, when implementing it in practice in physical education classes, you may encounter the following problems:

- unstable Internet connection and poor technical equipment;
- despite the informatization of society, not everyone has a stable Internet connection and devices for mastering distance learning;
- learning will become uncomfortable if the Internet speed is slow, this will especially interfere with watching videos or online conferences, as well as passing online tests and assignments for a while, since the number of solved tasks and the amount of points scored, which subsequently affect the grade, will depend on the network speed.

To resolve these contradictions, it is necessary to create a comprehensive methodological support for organizing a differentiated and personality-oriented approach through the use of distance technologies, and to create an electronic theoretical and instructional base for distance learning of students.

Distance education in physical education is based on the following basic principles:

- accessibility of training;
- new forms of presentation and organization of information: multimedia systems, non-linear forms of presentation of information, presence of a large amount of theoretical material;
- reliability of knowledge certification: wide use of knowledge assessment methods based on testing.

When using distance technologies, personality-oriented, multi-level, developmental, problem-based learning using interactive technologies is especially relevant. The following stages are defined for distance learning of physical education classes:

Stage 1: theoretical – studying theoretical material using video lectures and electronic textbooks.

Stage 2: visual – students view the technique of motor actions using video conferences, video fragments, and virtual simulators.

Stage 3: practical – formation of practical skills, students use video equipment to shoot motor actions.

Stage 4: analytical – analysis of errors in performing motor actions, consolidation of knowledge by means of computer testing.

The realization of these stages contributes to:

- increasing students' motivation to physical education and healthy lifestyle;
- development of students' abstract and figurative thinking, students get an opportunity to successfully transfer theory into practice;
- organization of differentiated, developmental and personality-oriented learning;
- formation of students' adequate self-esteem, cultivation of independence and discipline.

Conclusion

The analysis of different methodologies has shown that the use of hybrid formats, which combine video lessons, interactive platforms and outdoor practical activities, helps to increase student engagement and improve their physical activity.

The integration of modern technologies, such as physical activity tracking apps and online platforms for communication with teachers, significantly improves the organization of distance learning and increases student motivation. The main problems of distance learning in the field of physical education are the lack of inter-

action between teachers and students, difficulties in ensuring the necessary level of physical activity, as well as technical problems related to access to the Internet and devices.

For the successful implementation of distance learning in the field of physical education, additional training of teachers is required, including the study of new technologies, methods of interaction with students and adaptation of curricula to the distance format.

It is recommended to develop uniform methodological recommendations for teachers on organizing distance learning in physical education, including elements of game and age approaches, as well as an emphasis on developing students' independence in physical activity.

Further research is needed to assess the long-term effects of distance learning on students' physical fitness and to develop more targeted methods that take into account individual student needs.

Thus, distance learning in physical education is a complex but promising area that requires constant updating of methods and approaches to achieve optimal results. This study emphasizes the importance of an integrated approach to solving emerging problems and the need for active implementation of innovative solutions in the learning process.

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PAPER

DISCURSIV ND CMPNSTRY MNS

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Abstract

This article examines discursive and compensatory means in political discourse, focusing on their functions, classifications, and communicative impact. The study explores how various linguistic and rhetorical strategies shape political messages, influence public perception, and contribute to the construction of ideological narratives. By analyzing contemporary political texts, the research identifies key mechanisms used to manage political communication effectively. The findings highlight the role of discursive and compensatory techniques in shaping political debates, enhancing persuasion, and mitigating communicative failures.

Key words: political discourse, discursive means, compensatory strategies, rhetorical devices, political communication, persuasion, ideological narratives.

Introduction

The development of the conceptual structure can be observed through the process of discourse analysis. Based on the principles of cognition, perception, and comprehension occur in accordance with the cyclical nature of information flow, which is ensured by coreference. Coreferential expressions, forming a chain and naming an object, define both its relative and characteristic features. As a result of repeated names of the object, a concept is formed in consciousness. The formation of the concept is carried out as a result of performing operations reflecting the following psycholinguistic processes:

Abstraction – the formation of a concept (correlation with reality).

Naming – the formation of a coreferential chain: a) identification; b) characterization; c) nomination.

Formation of the concept.

Re-nomination – implementation of the representation process.

Coreferential expressions carry the dominant code of perception, which, coinciding with the code of the corresponding cognitive structure in long-term memory, provides representation of the concept. Studies of coreference in the cognitive aspect confirm that in most cases the role of the activator word is performed by a metaphor.

Discourse is a product of human cognition, yet the author rarely considers which principles should be applied to convey the depth of

their emotional experiences. Nevertheless, the study of discourse by linguists indicates that the structure of discourse is not a spontaneous phenomenon, but a system that develops and exists according to its own laws.

How will the psycholinguistic mechanism of discourse function if the sequence of perception is broken? If discourse is a strictly structured system striving for harmony, then the lack of information about the object should be compensated. The answer to this question was obtained as a result of an appeal to the discourse of N.S. Leskov's novel "On Knives" in six parts, or rather, to its last parts. The IV part of the novel begins with a denouement:

The wound inflicted on Suspicion by Gordonov's treacherous shot was one of serious, dangerous wounds, but not certainly fatal, and Suspicion did not die. The healing of such through wounds through the chest under the fifth rib on the left is classified as miraculous... It all depends on the moment of the bullet's passage through the area occupied by the heart.

The perception of discourse presupposes the establishment of semantic links between coreferential chains. In the structure of discourse, one can note the formation of semantic domains (regions) that ensure the coherence of discourse, which is possible only if there are common zones represented by metaphors. The connection between concepts is carried out through metaphors. We do not form a new cognitive structure, but find a similar one with a similar set of features. It is included in the structure of the "subject – action – object" frame, and, accordingly, is a carrier of code – information.

When reading a discourse from the middle or from the end, the reader's sequence of stages of perception is disrupted. There is no information about previous events and situations. As a rule, it is difficult to understand. There is a state of temporary information isolation. To maximize the saturation of the discourse with information about the concept of the preceding event, i.e., to establish a conceptual connection, the author uses metaphors for the titles of chapters and parts of each chapter, for example, part IV is called "Dead Knot." This allows the reader, who perceives the discourse not from the beginning, turning to his cognitive structures and background knowledge, to assume what could have preceded the denouement.

Coreferential expressions: a wound, a treacherous shot (identification), from serious dangerous wounds, but not, of course, fatal (characterization); such through wounds through the chest under the fifth rib on the left are classified as miraculous (nomination), they report that an event took place, the result of which was a gunshot, but not fatal wound, etc. The coreferential chain ending with the stage of repeated nomination: "The heart's departures, as is known, are produced by its constant contraction and expansion alternately one after another, the following components, called systole and diastole in medicine, give two sounds: tick and so" – causes a representation of the whole duel situation. The title of chapter 1 is metaphorical. The semantic code contained in the metaphorical title of Part IV, "dead," coincides with the semantic code in the words "wound," "shot," "fatal," "on departure." They can be attributed to the same semantic domain "duel." The coreference chain not only defines the concept but also the whole situation: About a month has passed since the massacre organized by Gordonov.

Our conceptual system is metaphorical in nature. The main thing in a metaphor is understanding and experiencing one thing in relation to another. To at least partially compensate for the lack of information, the concept of interest can be considered in relation to other concepts. We do not create new metaphors, but use those that we have received in the process of cognitive activity. This allows the language to implement its main function of communication. The most interesting problem is that a lot of what we consider metaphorical is not. For example, the words "city," "garden" are not metaphors, but, used in the coreference chain, acquire a metaphorical meaning.

Paris! the city! The Evangelist exclaimed with a gentle warning. – No, no, the water will not be sanctified by them; they will not unleash swords into plowshares! The first city on earth was fenced by Cain; he was the first to kill his brother. Notice, – the creator of the city is the creator of death; but Abel shepherds the flock, and the meek will inherit the earth. No, sisters and brothers, multiply, inhabit the earth and plant seeds in it, and do not build a tower, for there is confusion from the tower. "And in the garden the devil persuaded a man not to obey God," the major interrupted.

"Yes, it was in the Garden of Eden; but something else happened in the Garden of Gethsemane": there God gave himself up to suffering. However, you are at the stage of development at which it is said "there is no God," and you are deprived of this sacrifice. We'd better ask the ladies. Who is with the major and who is for me?

"Everyone is with you," the priest's wife, the general's wife and the major's wife responded.

Larisa twirled a dandelion in her hand and was silent.

Well, and you, young lady? – the Evangelist treated her. "I don't know," she answered, shaking her head and blowing the fluff off the stem, threw it into the grass and said:

Isn't it time for us to go to the city? This reminder was not particularly pleasant for the guests, but everyone began to say goodbye with regret that it was too late, and that it was necessary to say goodbye to the poetic priest.

The metaphor "city" activates the concept of "death," and the metaphor "garden" – "life." The heroes of the work, despite the desire for life (they all take the position of the father of the Gospel), in real life are forced to return to the city. Another example:

Gordonov, inciting Vislennov, compared the general's wife Sinyanina with Gibraltar. This went to Alexandra Ivanovna, if you compare her with Gibraltar in her present position, in the hands of the English nation, whose sons, to their credit, are so little characterized by treason, Glafira could also be compared with Gibraltar, but only with the traitor commandant in the citadel.

The author controls the perception of readers, the volume of representations, attracting background knowledge that almost everyone has:

I guessed that the Lord left the lost sheep there to wander his evil path, and the evil beast lurked in the sheepfold, waiting in the wings to pounce and tear the sheep to pieces.

You can also find an appeal to concepts from other works of art:

He got up, locked the door behind her, and thought. ...About what? About that gray-haired Caucasian captain, who in the famous story of Count Leo Tolstoy, preparing for a mortal combat, puzzled over the solution of the question, is jealousy possible without love?

The ideas of metaphor today are based on the idea of identity. At the same time, it can be called in different ways: equivalence, proportional correspondence, similarity, etc. of two objects, images that add up a metaphor. Aristotelian in origin, the idea of identity presupposes a kind of equalization of two different objects according to some common parameters.

The mechanism for creating a metaphor looks like this. Two different subjects are taken from different logical classes, which are identified on the basis of common features, properties or qualities. A metaphor is formed with the help of a categorical error (or otherwise, a taxonomic error). It does not isolate abstract features and qualities, but reveals the semantic image of the very essence of the subject.

Consequently, metaphor as an integral event does not deal with the identification of different objects, but with the distinction within one object, the distinction of the object from itself. More precisely, the point of likening two different objects is the point of likening an object to itself. The difference should be understood not as a logical opposition to the concept of identity, but as a semantic unity. Some kind of distinction, about which Hegel wrote that he is a whole and at the same time his own moment of this whole. Metaphor is, first of all, what is visible (the Aristotelian idea). Secondly, this is what is seen in the object as the distinction of the object from itself.

If we distinguish one object from another, we are dealing with space – if we distinguish an object from itself, we are dealing with time. Metaphor, distinguishing the object from itself in a special way, incarnating reveals its temporal character. Metaphors are such temporal extensions in the events of perception, understanding, vision. The subject begins to last, to be burdened, does the splits in time. It is difficult to grasp a metaphor as a temporal structure because in our perception metaphors are as if with their legs tied, they do not move. They are completely spread out.

Metaphor is considered as manipulation of objects in space, rather than stretching one object in time of subjective experience. It is also difficult to fix temporality because it is not expressed in a linguistic, grammatical way. The length and nature of this temporal gap between the components of the metaphor in the limit will depend on the discourse in which this metaphor is embedded.

The study of the discourse of N.S. Leskov's work "On Knives" (Chapter VI) made it possible to fix the manifestation of metaphor as a temporal structure. The work "On Knives" is the final fragment of a three-dimensional work. The main events of the novel took place much earlier, in the first chapters. The discourse will fill information gaps by establishing temporal-local and causal relationships

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