

O‘ZBEKISTON RESPUBLIKASI
OLIY TA’LIM, FAN VA INNOVATSIYALAR VAZIRLIGI
ANDIJON MASHINASOZLIK INSTITUTI
ELEKTROTEXNIKA FAKULTETI
O‘ZBEK TILI VA ADABIYOTI KAFEDRASI



“RESPUBLIKAMIZDA VA DUNYO HAMJAMIYATIDA
O‘ZBEK TILI VA ADABIYOTINING O‘RNI,
DOLZARBLIGI VA RIVOJLANTIRISH MUAMMOLARI”
MAVZUSIDA

Respublika ilmiy-texnik anjuman
MATERIALLARI

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Bosh muharrir/Главные редакторы/Chief editors:

1. X.U.Maxsudova	dotsent, filologiya fanlari bo'yicha falsafa doktori (PhD)
2. Sh.X.Shahabitdinova	professor, filologiya fanlari doktori
3. G.L.Babayeva	dotsent, filologiya fanlari bo'yicha falsafa doktori (PhD)

O‘zbekiston Respublikasi Prezidentining 2019-yil 21-oktyabrdagi “O‘zbek tilining davlat tili sifatida nufuzi va mavqeini tubdan oshirish chora-tadbirlari to‘g‘risida”gi PF-5850-son qarori; 2020-2030-yillar o‘zbek tilini rivojlantirish va til siyosatini takomillashtirish Konsepsiyasi O‘z.Res.Prezidentining 20.10.2020 y. PF-6084-son Farmoni; “Ilm-fanni 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida” O‘z.Res.Prezidentining 2020-yil 29-oktyabrdagi PF-6097-son Farmoni ijrosini o‘z vaqtida va samaralari bajarilishini ta’minlash maqsadida O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligining 2024-yil 18-yanvardagi 16-son buyrug‘ining 1-ilovasidagi, “2024-yilda o‘tkaziladigan xalqaro va respublika miqyosdagi ilmiy va ilmiy-texnik tadbirlar rejasi”ga ko‘ra 2024-yil 21-22-oktyabr kunlari Andijon mashinasozlik institutida “Respublikamizda va dunyo hamjamiyatida O‘zbek tili va adabiyotining o‘rni, dolzarbligi va rivojlantirish muammolari” mavzusida o‘tkazilgan respublika ilmiy-texnik anjumani materiallar to‘plami

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O'ZBEK TILINING TURLI SOHALARDA QO'LLANILISHI:

MUAMMO VA YECHIMLAR.

Turdialiyev Umid Muxtoraliyevich, t.f.d, professor
Andijon mashinasozlik instituti rektori

Maxsudova Xolisxon Ummatovna, f.f.f.d., dotsent,
Andijon mashinasozlik instituti, O'zbek tili va adabiyoti kafedrası

Ta'lim tizimida nafaqat mustaqil O'zbekistonning ravnaqi yo'lida, balki barcha sohalarda jamiyat taraqqiyotini ta'minlash, uzluksiz ta'lim tizimini joriy etish borasida amalga oshirilayotgan keng qamrovli ishlar ayniqsa muhimdir. Shuningdek, erkin, ijodiy va mustaqil fikrlovchi yoshlarni qo'llab quvvatlash bugungi kunning asosiy vazifalaridan biridir. Respublikamizda birinchi navbatda ta'limga alohida e'tibor qaratildi. Muhtaram Prezidentimizning: "Har birimiz davlat tiliga bo'lgan e'tiborni mustaqillikka bo'lgan e'tibor deb, davlat tiliga ehtirom va sadoqatni ona Vatanga ehtirom va sadoqat deb bilishimiz, shunday qarashni hayotimiz qoidasiga aylantirishimiz kerak"¹ deb ta'kidlaganlar. Barchamiz tilga bo'lgan e'tiqodimiz orqali vatanga muhabbatimizni namoyon etishimiz kerak.

Til odamlar muloqotining eng muhim vositasi, bilimlarni saqlash va kelajak avlodlarga etkazish vositasidir. Til – boy tariximiz, hayotbaxsh qadriyatlarimiz, dinimiz, xalqimizga xos dunyoqarashni ko'rsatuvchi ko'zgu, ajdodlar merosini avlodlarga yetkazuvchi vositadir. Shuning uchun ham o'z tilini yo'qotgan millat o'zligidan mahrum bo'ladi, ma'naviy inqirozga uchraydi².

O'zbek tili turkiy tillar guruhiga mansub bo'lib, u mustaqil til sifatida XI asrdan boshlab shakllana boshladi va to hozirgi kunimizgacha bu tilda ko'plab ilmiy va badiiy asarlar yaratildi. Til fikr ifodalashning muhim vositasidir. Tafakkur bilan tilning munosabati murakkab jarayondir. Til fikr ifodasi sifatida mavjud, o'z navbatida fikr til asosida yuzaga keladigan murakkab jarayon. Til ham, tafakkur ham mehnat jarayonida, kishilik jamiyatida shakllangan.

O'zbek tilini hayotning barcha jabhalarida qo'llash, O'zbekiston davlat tili siyosatining muhim yo'nalishlaridan biridir. Biroq, ushbu maqsadga erishish yo'lida hal qilish uchun kompleks yondashuvni talab qiladigan turli xil muammolar paydo bo'ladi.

- Turli sohalarda ishlash uchun o'zbek tilini yetarli darajada biladigan malakali mutaxassislar yetishmaydi.

¹ uza.uz. Ўзбекистон Республикаси Президенти Ш.М.Мирзиёевнинг “Ўзбекистон Республикасининг “Давлат тили ҳақидаги Қонуни қабул қилинганининг ўттиз йиллигини кенг нишонлаш тўғрисида” ги ПҚ-4479-сон Қарори.

² Fattaxova D.A O'ZBEK TILINING SOHADA QO'LLANILISHI. Oriental Renaissance: Innovative, educational, natural and social sciences

- Fan, texnika, iqtisod, ishlab chiqarish va boshqa qator sohalarda o'zbek tilida to'g'ri va adekvat atamalarning mavjud emas. Terminologiyadan foydalanishda juda ko'p nomuvofiqliklarga duch kelamiz.
- Rus yoki boshqa chet tillaridan foydalanish nufuzi haqidagi stereotiplarni saqlashlanib qolgani, o'zbek tilini sohalarda qo'llashga to'sqinlik qiladi.
- Ayrim fuqarolarning kasbiy faoliyatda o'zbek tilidan foydalanishni xohlamaydi, chunki ular o'zlari uchun boshqa tildan foydalanishni qulay hisoblaydilar.
- Rasmiy hujjatlarda, majlislarda, ommaviy axborot vositalarida va jamiyat hayotining boshqa sohalarda o'zbek tilining yetarli darajada qo'llanilmasligi ham asosiy muammolardan biri hisoblanadi.

Yuqoridagi muammolarni hal qilish uchun aholining turli toifalariga intensiv o'zbek tili kurslarini joriy etishimiz, maktab va oliy o'quv yurtlarida o'zbek tilini o'qitish dasturlarini takomillashtirishimiz, o'zbek tili fanlari bo'yicha mutaxassislar malakasini oshirish markazlarini tashkil etishimiz bugungi kunning dolzarb vazifasi hisoblanadi.

Sohalarga oid atamalarni ishlab chiqish va standartlashtirish uchun atamashunoslik bo'yicha davlat komissiyalarini tuzib, joylarda sohalarda atamalarni to'g'ri qo'llanishini ham nazorat qilish kerak. Elektron lug'atlar va terminologik ma'lumotlar bazalarini yaratishda zamonaviy axborot texnologiyalaridan foydalanish, hamda qo'llashni osonlashtirish muhim talab hisoblanadi.

Davlat organlari va tashkilotlariga ishga qabul qilishda davlat tilini bilish talablarini kuchaytirish, ish yuritish bo'yicha bilimlarini tekshirib olish maqsadga muvofiq. Ommaviy axborot vositalari, reklama va jamiyat hayotining boshqa sohalarda o'zbek tilidan foydalanishni rag'batlantirish, bu borada qabul qilingan qaror va qonunlarga amal qilinmaganligi uchun javobgarlikka tortish o'zbek tilini kengroq ommalashishiga sabab bo'ladi.

O'zbek tilini ommalashtirishga qaratilgan turli tadbirlarni tashkil etish kerak, hamda o'zbek tilida kitoblar, jurnallar va boshqa materiallarni chop etishni qo'llab-quvvatlash darkor.

O'zbek tiliga davlat tili maqomi berilgan bugungi kunda hujjatchilikning shakllanishi uchun butun imkoniyatlar ochildi. Muassasa, tashkilot, korxona va birlashmalardagi ishni ishlab chiqarish taraqqiyotiga muvofiq tashkil etishda, umuman, boshqaruv sohasida hujjatlarning o'rni va ahamiyati beqiyosdir. Ayni paytda hujjatlar matnini tuzish boshqaruv apparati faoliyatidagi eng sermehnat va sarmashaqqat jarayondir. Bu jarayonning oqilonaligi va samaradorligini oshirmasdan turib, umumiy boshqaruv madaniyatini yuksaltirib bo'lmaydi. Jamiyat hayoti barcha jabhalarining jadal rivoji esa boshqaruv madaniyatining

darajasiga bevosita bog'liq. Shuning uchun ham zamonaviy rahbar har qanday zaruriy axborotni rasmiy – ish tilining tegishli shakllarida bimalol ifodalay olishi, idoraviy ish yuritish malakalarini puxta egallagan bo'lishi zarur.

O'zbek tilini hayotning barcha jabhalarida qo'llash O'zbekiston uchun strategik vazifadir. Bu muammoni hal etish ta'lim tizimini takomillashtirish, terminologik bazani ishlab chiqish, til siyosatini o'zgartirish va qulay til muhitini yaratishni o'z ichiga olgan kompleks yondashuvni talab qiladi.

Ma'lumki, yaqin vaqtlargacha hujjatlar asosan rus tilida rasmiylashtirilar edi. O'zbek tilida esa ayrim hujjatlarga yuritilar, ular ham rus tilidagi hujjatlar andozasiga asoslangan bo'lib, milliylikdan yiroq edi. Endilikda respublikamizdagi barcha korxonalar, tashkilotlar, muassasalarda yuritiladigan hujjatlar o'zbek tili qonun-qoidalariga mos ravishda rasmiylashtirilmoqda. Oliy o'quv yurtlarini bitirib chiqayotgan yosh mutaxassislar o'zlari ishga boradigan mehnat jamoalarida ish qog'ozlari, hujjatlarning mantiqiy to'g'ri yozilishi, yoki to'g'ri to'ldirilishi, ishoraviy, imloviy, uslubiy xatolarsiz, davr talabiga javob beradigan tarzda rasmiylashtirishlari lozim. Buning uchun esa bitiruvchi talabalarimiz nafaqat hujjatlar bo'yicha, balki yangi alifbo va imlo qoidalari bo'yicha ham yetarlicha tushunchaga ega bo'lishlari talab etiladi. Va shu maqsadda hozirda bu fan barcha o'quv yurtlarida o'qitilmoqda.

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O‘ZBEK TILI XALQIMIZ UCHUN MILLIY O‘ZLIK VA MUSTAQIL DAVLATCHILIK TIMSOLIDIR

*Abdurashidov Kamoliddin Baxtiyorjon o‘g‘li
Andijon davlat mashinasozlik instituti talabasi*

Tel: +998 93 884 76 64

Email: kabdurashidov391@gmail.com

Annotatsiya: Mazkur izlanishda til millatimizning mavqeyi ekanligi, o‘zbek tiliga davlat tili maqomi berilganligi va o‘zbek tilining tarixi, rivojlanish jarayonlari va uni o‘qitishning afzalliklari yoritib berilgan. Bundan tashqari, maqolani yoritish davomida o‘zbek tilining rivojlantirish jarayonlari va uni madaniyatini yuksaltirishga qaratilgan chora-tadbirlar to‘g‘risida ham fikr mulohazalar yuritilgan.

Kalit so‘zlar: Til, millat, madaniyat, ma’naviyat, dastur, mustaqil davlat, adabiy til, til bayrami, urf-odat, xalqaro.

Kirish: Til – milliy davlatchiligiga ega bo‘lgan har bir xalq suverenitetining muhim belgisi va millat ma’naviyatining ajralmas tarkibiy qismidir. Til jamiyatda insoniyatning ijtimoiy-iqtisodiy va ma’naviy kamolotini aks ettiruvchi ko‘zgu hisoblanadi [1].

1989- yilning 21- oktyabr kuni respublikamizda o‘zbek tiliga davlat tili maqomi berildi. Konstitutsiyamizning 4- moddasida ham davlat tili – o‘zbek tili ekani mustahkamlab qo‘yildi [2]. Xalqimiz o‘rtasida tilga ma’naviy-madaniy meros, umummilliy boylik, oliy qadriyat sifatida yondashuv shakllandi. Tilni milliy ruh va milliy imkoniyatlar asosida ilmiy tadqiq etish harakati kuchaydi, tilning ilmiy, diniy, rasmiy va idoraviy uslublari mustahkamlandi. Bundan tashqari O‘zbek tilining mamlakatimizda davlat tili sifatida amal qilinishining huquqiy asoslari qonunan belgilab qo‘yildi. O‘zbekiston Respublikasining “Davlat tili haqida” gi qonuni 3 tamoyil: umumiylik, majburiylik va huquqiy kafolatga asoslanadi[2]. Darhaqiqat, davlat tilining mustahkam huquqiy maqomi belgilab qo‘yilgani tilimizning boy imkoniyatlaridan keng foydalanishga yetarlicha zamin yaratib, mamlakatimizda istiqomat qiluvchi barcha millat va elatlarning tillari, urf-odatlar va an’analar hurmat qilinishi barobarida o‘zbek tilining erkin muomalada bo‘lishi uchun zarur shart-sharoitni yaratib berdi. O‘zbekiston Respublikasi dunyoda rivojlangan mamlakat bo‘lishi uchun xalqimiz o‘zbek tilining maqomini rivojlanishiga o‘z iste’ dodlarini namoyon etishlari lozim. O‘zbek tilining xalqaro miqyosdagi obro‘– etiborini yuksaltirish, uni milliy va umumbashariy tushunchalar asosida taraqqiy etgan tillar safiga qo‘shish har birimizning muqaddas burchimiz hisoblanadi.

O'zbekiston Respublikasining Prezidenti Sh.M.Mirziyoyev 2019-yil 21- oktyabrda "O'zbek tilining davlat tili sifatidagi nufuzi va mavqeyini tubdan oshirish chora-tadbirlari to'g'risida" gi farmonni imzoladi [3]. Unga muvofiq, 2020-2030- yillarda o'zbek tilini rivojlantirish va til siyosatini takomillashtirish konsepsiyasi tasdiqlandi [3]. 2020-yil 20- oktyabrda esa Prezidentimizning "Mamlakatimizda o'zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to'g'risidagi farmoni e'lon qilindi [4]. Shunga muvofiq mamlakatimizdagi har bir jarayonlar, hujjatlar o'quv jarayonlari va uslubiy loyihlar o'zbek tilida yuritiladigan bo'ldi. Hozirgi kunda o'sib borayotgan yosh avlodimizga o'zbek tilini o'rgatish ham davlatimiz tomonidan yo'lga qo'yildi.

Dunyoning tildagi manzarasi voqelikni madaniy manzarasi orqali o'zida mujassamlashtiradi. Til – madaniyatning o'zagi, lekin madaniyat ham tilning ajralmas qismi hisoblanadi. Dunyoning tildagi manzarasi, inson ongida mujassam bo'lgan dunyo obrazini, ya'ni, insonning jismoniy tajribasi va ma'naviy faoliyati natijasida yaratilgan dunyoqarashni tushunadigan bo'lsak, unda to'laligicha madaniy manzara bilan qamrab olinmagan. Dunyoning madaniy va tildagi manzaralari o'zaro bir-biri bilan chambarchas bog'langan, uzluksiz ravishda o'zaro harakatda bo'ladi va dunyoning real manzarasiga chiqib boradi. Har qanday madaniyatning yemirilishi esa har doim aynan bir yo'l – madaniyat elementlarining izolyatsiyalanishi yo'li bilan sodir bo'ladi, ya'ni, turmush sharoitlari o'zgarishi natijasida simvolizm hayotni tark etganida madaniyatning ajralib qolgan tilning tajovuzlari ham halok bo'lganiga ishonishimiz mumkin.

Muhtaram yurtboshimiz Shavkat Mirziyoyevning "Kimda-kim o'zbek tilining bor latofatini, jozibasi va ta'sir kuchini, cheksiz imkoniyatlarini his qilmoqchi bo'lsa, munis onalarimizning allalarini, ming yillik dostonlarimizni, o'lmas maqomlarimizni eshitsin, baxshi va hofizlarimizning sehrli qo'shiqlariga quloq tutsin" degan so'zlaridan shuni anglab yetishimiz kerakki, til har bir davlat madaniyati va ma'naviyatining o'zagi, u xalq taraqqiyoti kelajagini belgilaydigan, birlashtiradigan, tarbiyalaydigan, o'qitadigan va urf-odat an'analarini saqlaydigan asosiy vosita ekanligini har birimiz chuqur anglab, ona tilimizning xalqaro miqyosdagi obro'-e'tiborini yuksaltirishda, uni milliy va umumbashariy tushunchalar asosida taraqqiy etgan tillar safiga qo'shishda chuqur hurmat bilan yondashimiz kerak.

Prezidentimiz 21- oktyabr kuni o'zbek tiliga davlat tili berilganining 30-yilligiga bag'ishlangan nutqlarida ham o'zbek tiliga bo'lgan hurmat-ehtiromini yuksak darajada baholagan[4].

Hozirgi kunda davlatimiz tomonidan ma'naviy hayotimizni yanada rivojlantirish, jumladan, ta'lim-tarbiya ishlarini zamon talablari asosida tashkil etish, madaniyat, san'at va boshqa adabiyot sohalarini takomillashtirish, kitobxonlik madaniyatini oshirish bo'yicha qabul qilingan o'nlab farmon va qarorlar o'zbek tili ravnaqiga bevosita xizmat qilmoqda. Bu haqda gapirganda, keyingi yillarda ona tilimizda faoliyat yuritadigan yuzlab bog'chalar, maktablar, oliy o'quv yurtlari, yangi gazeta va jurnallar, teleradio kanallar, nashriyotlar, madaniy-ma'rifiy muassasalar, kutubxonalar tashkil etilganini qayd etishimiz lozim.

Hozirgi kunda o'zbek tilini mustahkamlashga qaratilgan islohotlar quyidagi tadbirlarni o'z ichiga oladi: Bular:

– **Milliy ta'lim standartlarini yangilash:** O'zbek tilini o'rganishga doir dastur va o'quv rejalarini takomillashtirish. Ta'lim jarayonida o'zbek tilini o'rganish va uni qo'llashga alohida e'tibor berish.

– **O'qituvchilarning malakasini oshirish:** O'zbek tili o'qituvchilari uchun malaka oshirish kurslarini tashkil etish, yangi metodikalar va onlayn kurslarni takomillashtirish;

– **Til o'rganish resurslarini yaratish:** O'zbek tilini o'rganuvchilar uchun qulay va samarali o'quv materiallarini, jumladan o'quv qo'llanmalarini va elektron resurslarni ishlab chiqarish;

– **Til o'rganish dasturlarini xorijiy tillarni o'rganish dasturlari bilan integratsiyalash:** O'zbek tilini asosini xorijiy tillar bilan o'zlashtirish muhimligini takomillashtirish;

– **Tilning xalqaro o'rni va nufuzini oshirish:** O'zbek tilini xorijda o'rganish va o'rgatishni qo'llab-quvvatlash, jumladan, o'zbek tili kurslarini xorijiy davlatlardagi o'quv muassasalarida yo'lga qo'yish;

– **Milliy madaniyat va san'atga e'tibor qaratish:** Til o'rganuvchilarni milliy adabiyot, musiqa, teatr va kino asarlariga jalb qilish orqali tilni xalqimizni o'rganishga bo'lgan qiziqishini oshirish.

Bu kabi islohotlar o'zbek tilini o'rgatishning sifatini oshirishga va uning tarqalish doirasini kengaytirishga xizmat qiladi.

Hozirgi paytga kelib mamlakatimizda ona tilimiz va miliy adabiyotimizni ulug'lash, uning boy xazinasini, tarovati va nafosatini yosh avlodimizga yetkazish maqsadida, atoqli shoir va adiblarimiz nomlaridagi ijod maktablari tashkil etildi. Muhammad Rizo Ogahiy, Ishoqxon Ibrat, Abdulla Qodiriy, Hamid Olimjon, va Zulfiya, Erkin Vohidov, Abdulla Oripov, Ibroyim Yusupov, Halima Xudoyberdiyeva, Muhammad Yusuf nomidagi ijod maktablarida, eng avvalo, o'zbek tili va adabiyotini, badiiy ijod sirlarini chuqur o'rganish uchun barcha sharoitlar yaratilmoqda. Bundan kelib chiqadiki, bugungi kunda xalqaro

maydonda obro‘-e‘tibori yuksalib borayotgan mamlakatimizni dunyoga tarannum etishda ona tilimiz juda katta hissa qo‘shmoqda.

O‘zbek tilini rivojlantirish, targ‘ib qilish uchun turli darajalarda, jumladan, davlat, ta‘lim, madaniy va ijtimoiy sohalarida bir qancha strategiya va tashabbuslarni amalga oshirish mumkin. O‘zbek tilining o‘sishi va rivojlanishini ta‘minlash uchun quyidagi chora-tadbirlarni amalga oshirishimiz kerak:

1. Til siyosati va qonunchiligi: Hukumat o‘zbek tilining ta‘lim, ma‘muriyat ommaviy axborot vositalari va madaniyat kabi turli sohalarida qo‘llanilishini rag‘batlantirish uchun til siyosati va qonunchiligini ishlab chiqishi kerak. Bunga rasmiy til maqomi, til huquqlari say-harakatlarini qo‘llab-quvvatlashi kiradi.

2. Ta‘lim va savodxonlik dasturlari: O‘zbek tilida sifatli va zamonaviy ta‘lim dasturlarini kengaytirish, maktabdan oliy ta‘lim muassalarigacha O‘zbek tili va adabiyoti fanlariga alohida e‘tibor qaratish kerak. Bu jarayonda multimedia vositalari va interaktiv (onlayn viktorinalar va so‘rovlar, hamkorlikda o‘rganish, interfaol doskalar) o‘quv metodlaridan foydalanishi muhimdir.

3. Madaniyatni asrab avaylash va targ‘ib qilish: O‘zbek tilining lingvistik va madaniy merosini namoyish etuvchi madaniy tadbirlar, festivallar, ko‘rgazmalar, nashrlar va badiiy faoliyatni qo‘llab-quvvatlash uning o‘ziga xos xususiyatlari, an‘analari va iboralarini asrab avaylashi va targ‘ib qilishga yordam beradi.

4. Til tadqiqotlari va hujjatlashtirish: O‘zbek tilining til xususiyatlari, shevalari, og‘zaki ijodi va yozma asarlarini o‘rganish, tahlil qilish va hujjatlashtirish bo‘yicha til tadqiqoti, hujjatlashtirish va saqlash ishlarini qo‘llab-quvvatlash uning samaradorligini oshirishga zamin yaratadi.

5. Madaniyatlararo almashinuv va hamkorlik: Til xima-xilligi, ko‘p yillik va madaniy merosga umumiy manfaatdor bo‘lgan boshqa mamlakatlar, muassasalar va tashkilotlar bilan madaniyatlararo almashinuv va hamkorlikning kuchaytirilishi o‘zbek tilining nufuzi va jahon miqyosida e‘tirof etilishini nazarda tutadi.

Ushbu strategiya va tashabbuslarni amalga oshirish orqali mamlakatimiz o‘zbek tilini mamlakatning madaniy merosi, milliy o‘ziga xosligi va ijtimoiy hamjihatligi uchun zarur bo‘lgan milliy an‘analarini mustahkamlaydi.

Xulosa qilib aytadigan bo‘lsak, tilni sevish, uni ardoqlash millatni sevish va uni ardoqlash bilan teng hisoblanadi. O‘zbek tilini e‘zozlash va asrab-avaylash orqali kelajak avlodimizni tilning go‘zalligi va teran ma‘nosini qadrlashini ta‘minlashimiz mumkin. Hozirgi kunda davlat tili masalasi miliy g‘oyamizning asosiy tamoyillaridan biri hisoblanadi. Yosh avlod qalbiga ona tilimizni bolalikdan

singdirish maqsadida ta'limning barcha bosqichlarida o'zbek tilini zamonaviy va innovatsion texnologiyalar asosida mukammal o'rgatishga alohida e'tibor qaratishimiz lozim. Buning natijasida yoshlarimiz o'zbek tilida ravon o'qiydigan, ravon yozadigan va teran fikrlaydigan insonlar bo'lib yetishadi. Biz xalqimizning taqdiri, ertangi kuni haqida o'ylar ekanmiz, eng avvalo, millatimizning asl fazilatlarini, go'zal urf-odatlarimiz, betakror san'atimiz va adabiyotimizni va ona tilimizni ulug'lashimiz, uning qadriga yetishimiz kerak. Bugungi kunda jahonning barcha mamlakatlarida davlatimiz delegatsiyalari tashrifi, yoshlarimizning yutuqlari, sportchilarimizning g'alabalari sharafiga o'zbek tilida madhiyamiz barallar kuylanmoqda. Bunday g'alabalar respublikamizni yanada yuqori imkoniyatlarini mustahkamlaydi.

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ПРОБЛЕМЫ РАЗВИТИЯ УЗБЕКСКОГО ЯЗЫКА В ТЕХНИЧЕСКИХ НАУКАХ.

Ассистент Рахимов Д.Б.

*Андижанский машиностроительный институт,
факультет «Транспорт и логистика», кафедра «Охрана труда».*

Узбекский язык и литература, являясь важными составляющими культурного наследия Центральной Азии, имеют давние и богатые традиции. Однако, несмотря на историческую значимость, в современном мировом сообществе узбекский язык и литература сталкиваются с рядом проблем, которые препятствуют их более широкому развитию и признанию. В условиях глобализации и стремительного развития информационных технологий важность языкового и культурного разнообразия выходит на первый план, что подчеркивает необходимость решения данных вопросов.

Целью данной статьи является выявление ключевых проблем, связанных с развитием технического узбекского языка в мировом контексте, а также определение возможных путей их преодоления.

Исторический контекст

Узбекский язык принадлежит к тюркской языковой семье и имеет богатую историю, восходящую к средневековому периоду, когда он был языком великих поэтов, ученых и философов, таких как Алишер Навои и Бабур. Литературные произведения, написанные на узбекском языке, оказали значительное влияние на развитие культуры и просвещения не только в Средней Азии, но и в более широком тюркском и исламском мире [1].

Однако в период глобальной индустриализации, цифровизации, и с внедрением новых технологий технический узбекский язык столкнулся с серьезными вызовами.

Изучение технической документации — задача, которая может стать особенно сложной для узбекоговорящего населения по ряду причин. Вот основные проблемы, с которыми сталкиваются люди, говорящие на узбекском языке:

Ограниченное количество ресурсов на узбекском языке.

На данный момент большая часть технической документации доступна на английском языке, иногда на русском, но крайне редко на узбекском. Это вызывает сложности для тех, кто не владеет иностранными языками. Те, кто читает по-русски, могут использовать русские переводы, но и они не всегда доступны, особенно в новых и быстро развивающихся технических областях, таких как искусственный интеллект, машинное обучение или блокчейн.

Недостаток качественных переводов

Даже если перевод доступен, качество его может оставлять желать лучшего. Некачественные переводы могут приводить к неправильному пониманию ключевых концепций. Иногда термины не имеют точного аналога в узбекском языке, что приводит к неясностям и необходимости использовать кальки или заимствования, которые могут не восприниматься интуитивно.

Отсутствие терминологии

Многие технические термины не имеют устоявшихся переводов на узбекский язык. Это приводит к тому, что специалисты либо используют русские или английские термины напрямую, либо пытаются придумать новые слова, что вызывает путаницу. В результате один и тот же термин может переводиться разными способами в зависимости от источника.

Трудности с доступом к обучающим материалам

В узбекском сегменте интернета не так много качественных образовательных ресурсов по техническим дисциплинам. Большинство узбекоговорящих студентов и специалистов вынуждены обращаться к материалам на других языках, что требует высокого уровня языковой

подготовки. Это может замедлять процесс обучения и понимания документации.

Культурные и образовательные различия

Система технического образования в Узбекистане исторически базировалась на русской и советской модели. Это означает, что учебные программы и учебные материалы часто ориентированы на русскоязычные источники, что может создавать дополнительный языковой барьер для узбекоговорящих людей. Технические документы, переведенные на узбекский, могут также не учитывать культурные или образовательные контексты, что усложняет понимание материала.

Трудности с ассимиляцией новых технологий

Быстро развивающиеся области, такие как ИТ, программирование и инженерия, требуют постоянного обновления знаний. Однако многие учебные материалы на узбекском языке не успевают за мировыми тенденциями. Студентам и специалистам приходится учиться на иностранных языках, чтобы быть в курсе последних изменений и разработок.

Недостаток местных инициатив

В Узбекистане пока недостаточно инициатив по переводу и локализации технической документации на узбекский язык. Более того, отсутствует массовая поддержка разработчиков и авторов узбекских материалов, что ограничивает доступность ресурсов.

Способы решения проблемы:

- Увеличение числа переводов: Необходимы государственные и частные программы по переводу качественной технической литературы.
- Создание глоссариев: Разработка единых стандартов для перевода технических терминов поможет снизить путаницу.
- Поддержка местных ИТ-компаний и разработчиков: Государственные и частные инвестиции могут поддерживать создание контента на узбекском языке.
- Популяризация английского языка: поскольку большая часть технической литературы доступна на английском, необходимо усиливать программы по изучению английского языка для технических специалистов.

В заключение можно сказать, что изучение технической документации для узбекоговорящего населения связано с множеством вызовов, среди которых главными являются языковые барьеры, недостаток качественных переводов и ресурсов на узбекском языке, а также отсутствие единой технической терминологии. Для решения этих проблем необходимо предпринимать активные меры по локализации материалов, улучшению качества переводов и поддержке образовательных инициатив. В то же время

важно продвигать изучение английского и других языков, чтобы обеспечить доступ к глобальным знаниям и технологиям. Эти усилия помогут узбекоговорящим специалистам оставаться конкурентоспособными в быстро меняющемся мире технологий и науки.

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XALQIMIZ NUTQIDAGI NUTQIY KALIMALAR URF-ODAT VA AN'ANALARNING MAHSULIDIR

Raximova Irodahon Bahodirovna

O'zbek tili va adabiyoti kafedrası o'qituvchisi,
Andijon mashinasozlik instituti,
E-mail: rakhimova1974@gmail.com

Har bir xalqning o'z tarixi, dini. madaniyat, san'ati, adabiyoti. urf-odati, rasm-rusumlari, an'ana va qadriyatlari; kiyim-kechaklari, pazandachiligi va boshqalar bor. O'z-o'zidan, bularning barchasini ifodalaydigan so'zlari, bu so'zlar asosida vujudga kelgan iboralari bor. Bularning barchasi milliylik belgilari, uning tarkibiy qismlari hisoblanadi.

H. Hamroyev[1.158]ning "Milliy xos so'zlar - realiyalar va badiiy tarjima" maqolasida **milliy kolorit** linguokulturologik leksemasiga quyidagicha ta'rif beradi: **milliy kolorit** bu badiiy asarda aks etgan milliy xususiyatlar yig'indisiga aytiladi. Tarjimon asarda aks etgan milliy koloritni his qilmay turib, asliy tarjimini sifatli amalga oshirolamydi.

Nutqiy kalimalar o'z-o'zidan tilda paydo bo'lmaydi. Ularni shakllantiruvchi bir qator omillar mavjud. Birinchi navbatda, millatning milliy xususiyatlari, milliyliigi, urf-odatları asosiy vositalaridan biri hisoblanadi. Chunki har bir millatning o'ziga xos nutqiy kalimalar bor. Shundan kelib chiqib, birinchi navbatda, nutqiy kalimalarning vujudga keltiruvchi omillarning eng asosiysi milliy urf-odat va a'analar deb qarashimiz kerak bo'ladi.

U.Tursunov[1.154] milliy urf-odat an'analar haqida o'zining nazariy qarashlari haqida fikrlar ham bildirib ketgablar: milliy urf-odat an'analar - donishmandlik manbai, hayt sabog'i hisoblanadi. Tarixiy taraqqiyotning hal qiluvchi kuchi hisoblangan xalq mana shu urf-odat va an'analarining ijodkorlaridir. Jamoat uchun zarur bo'lgan barcha moddiy ne'matlarning-turar joy, oziq-ovqat,

kiyim-kechak kabilarni mehnat malakasiga, ishlab-chiqarish tajribasiga ega bo'lgan kishilar bunyod etgani kabi qadimgi madaniy merosimiz an'ana va urf-odatlarimizni ham xalqimiz vujudga keltirgan. Bugungi kunning qadriga yetish uchun odamlar o'tmishni yaxshi bilishi kerak. Ildizsiz daraxt bo'lmaydi, daraxt qancha tomir otsa, u shuncha gullab yashnaydi, unib o'sadi-bejiz aytishmagan ota bobolarimiz.

O'zbek xalqining milliy an'analari avloddan-avlodga o'tib kelmoqda va yoshlarning tarbiyalashda katta rol o'ynamoqda. Qadimgi urf-odat, an'alarimiz bo'lmaganda edi, hozirgi turmush tarzi bo'lmasdi. Biz fikr yuritayotgan xalqimiz nutqidagi tayyor kalimalar mana shu urf-odat va an'analarning mahsulidir.

Asliy matn: Go'sht ko'tarib yo'lakdan kirgan Solih maxdumning ko'zi Ra'noning shu holiga tushdi:

Tarjima matni: Solikh Mahdum saw Rano: **-Balli, Ra'no**, ana jinnilik!- dedi maxdum, - **atlas ko'ylak senga hayf**, senga bo'zdan boshqasi, albatta, hayf! **-Atta girl**, Rano, good for you, what a mess! - Said Mahdum, - you are **supposed to wear only linen dress, not at-last**²² one! You are not worth the atlas dress!

Tarjimon tomonidan **Balli, Ra'no** nutqiy kalimasiga berilgan "**Atta girl**" iborasi odatda, norasmiy dalda beruvchi ibora hisoblanib, ayol yoki qizni yaxshi ish qilgani yoki topshiriqni muvaffaqiyatli bajargani uchun maqtash va erkalashga nisbatan ham qo'llaniladi. Bu ibora qo'llab-quvvatlash va dalda berishning bir usuli hisoblanadi. Shuningdek, yana bu ibora kimnidir jinsidan qat'iy nazar, maqtovga sazovor biror yutuqqa erishganida rag'batlantirish ma'nosida ishlatilishi mumkin. Keltirilgan izohlarimizdan ko'rinib turibdiki, bu yerda **atta** nutqiy kalimasi maqtash yoki erkalashga emas, balki kesatiq ironiya nutqiy aktiga nisbatan qo'llanilgan. **Kinoya** nutqiy kalimasini o'zbek tilida berilgan izohini berib o'tsak: masxaralash, kulish uchun aytilgan pardali gap; qochirim, istehzo, piching, kesatiq. – Xo'sh, sizcha nima qilish kerak, o'qimishli akam! – dedi kinoya bilan Yo'lchi. Oybek, Qutlug' qon"[2.384]. Keltirilgan matnda Ra'noning otasining istezohli gaplari ma'nosidan kinoya nutqiy aktining mohiyati, gapning qo'llanish maqsadi asosida tavsiflanganligini, nutqiy akt piching, kesatiq ma'nosida murojaat qilganligini tushunishimiz mumkin.

Biz **Atta girl**, Rano, good for you, what a mess! Gapini o'rniga **Wow, What a silly girl, you are!** nutqiy kalimasini qo'llagan bo'lardik.

Keyingi matning taxlilini ham qilib o'tsak: **Asliy matn:** Ra'no o'rnidan turdi, dadasidan **uyalib loyliq qo'llarini orqasig'a yashirdi**.

Tarjima matni: Rano stood up and **hid her messy hands** behind herself being **embarrassed** from her father

Uyalmoq[3.128]-uyat-andisha his-sezgisini tuymoq. Er yigitning uyalgani o'lgani. Maqol. Ortiq bir so'z deyolmadim Andishalik bu ishdan. Lekin otda uyalmadim "Hayr jonim" deyishdan. T.To'la.

to be embarrassed[5.1]- a person who is embarrassed feels shy, ashamed, or guilty about something. He looked a bit embarrassed. ... an embarrassed silence. Synonyms: ashamed, upset, shamed, uncomfortable. **Tarjimasi:** xijolat bo'lgan odam o'zini uyatchan yoki biror narsadan aybdor his qiladi. U biroz xijolat tortdi. ... xijolatli sukunat. **Sinonimlar:** uyat, xafa, uyat, noqulay

yashirmoq[4.314]-1 birov bilmaydigan, ko'rmaydigan yoki topa olmaydigan joyga qo'ymoq, berkitib qo'ymoq. Kalitni yashirmoq. Pulni yashirmoq. Yo'lchi uchun keltirilgan tugunchak yodiga tushdi. Uni paranjisiga o'rab, taxmonning burchagiga yashirib qo'ygan edi. Oybek, Tanlangan asarlar.

to hid one's messy hands[5.3]- kir yoki iflos qo'llarini yashirish iborasi boshqalarni ko'rishning oldini olish uchun qo'llarni samarali qoplaydigan yoki tozalaydigan usullarni topib berkitmoq

Yuqorida berilgan matnning konseptual tahlillaridan shunday hulosaga kelish kerakki, asliy matn linguokulturologik matn hisoblanib, unda o'zbek madaniyatida nihoyatda ustun turuvchi **uyatish** tuyg'usi yuksak darjada berilgan. Ra'no o'zini loy qo'llarini otasidan hijolat yuzasidan orqasiga yashirgani unga berilgan ma'naviy tarbiyaning buyukligandir deb o'ylaymiz. Bunday uyat, hijolat tuyg'usi faqat bizning o'zbekchilik madaniyatimizga hosdir. Matnning tarjimasiga kelsak, matnni o'giran tarjimon o'zbek millatidan bo'lganligi bois, vaziyatni qalban tasavvur qilib tushungan holda o'giranligini ko'rishimiz mumkin. Chunki, o'zbek milliy oilalarida qiz farzand otasiga gap qaytarish u yoqda tursin, ko'zlari bilan qarab tik qarab turolmaydi. Bu ham milly madaniyatimizni yuksakligidandir deb o'ylaymiz.

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РУССКИЕ ЗАИМСТВОВАНИЯ В УЗБЕКСКОМ ЯЗЫКЕ: ВЛИЯНИЕ
СОВЕТСКОЙ ОБРАЗОВАТЕЛЬНОЙ И КУЛЬТУРНОЙ ПОЛИТИКИ
НА ЛЕКСИКУ

Андижанский Государственный Университет, факультет «Лингвистика:
русский язык», магистрант *Анварова М.Д.*

Аннотация: Данная статья посвящена исследованию влияния русского языка на лексику узбекского языка в период Советского Союза. Рассматриваются исторические, социальные и политические факторы, способствовавшие проникновению русской лексики в узбекский язык, а также основные механизмы и сферы заимствования. В статье анализируются примеры прямого заимствования, калькирования и семантических заимствований, затрагиваются изменения в грамматике и фонетике узбекского языка, вызванные русским влиянием. Также обсуждается постсоветский период, когда начались попытки ревитализации узбекского языка и вытеснения русской лексики. Статья демонстрирует, как процесс русификации отразился на формировании современной узбекской лексики, особенно в научно-технической и политической сферах.

Ключевые слова: Узбекский язык, русская лексика, заимствования, Советский Союз, русификация, калькирование, семантические заимствования, наука и техника, политика, постсоветский период.

Введение

Советский Союз, возникший в начале XX века, представлял собой уникальный исторический и социальный эксперимент, в рамках которого пытались объединить многочисленные народы и языки под эгидой единой идеологии и культуры. Одним из ключевых инструментов культурного и идеологического влияния стал русский язык, который к середине XX века превратился в язык межнационального общения, науки и управления в СССР. Узбекский язык, как и другие языки советских республик, оказался под значительным воздействием русского языка, что отразилось в массовом заимствовании русской лексики [1].

Исторический контекст

После присоединения территории современной Узбекистана к Российской империи, а затем создания Узбекской Советской Социалистической Республики (1924), русский язык начал активно проникать в узбекскую лексику. Процесс интенсифицировался в 1930-е годы с началом индустриализации, коллективизации и развития науки и образования. Русский язык в этот период становился основным языком технического прогресса и государственных институтов, что способствовало заимствованию слов, связанных с этими сферами.

Механизмы заимствования

Заемствование лексики из русского языка происходило несколькими основными способами:

1. Прямое заимствование: узбекский язык впитывал русские слова без значительных изменений, особенно в научной, технической и общественно-политической сферах. Примеры таких слов включают: «план», «директор», «инженер», «электричество», «амолёт» и многие другие [2].

2. Калькирование: некоторые русские слова заимствовались не напрямую, а через перевод или калькировку. Примером может служить слово *совет*, которое дало кальку в виде узбекского слова "маслаҳат" (совет, консультация).

3. Семантические заимствования: некоторые узбекские слова получили новые значения под влиянием русского языка. Например, слово *партия* (в значении политической организации) стало широко использоваться в узбекском языке под влиянием русской политической системы.

Основные сферы заимствования

1. Наука и техника: Основной поток заимствований приходился на научно-техническую сферу. Слова, связанные с новыми технологиями, открытиями и процессами, часто не имели узбекских эквивалентов и заимствовались напрямую из русского языка. Примеры: «компьютер», «телефон», «радио», «электроника», «атом».

2. Политика и государственное управление: В условиях советского строя узбекский язык активно заимствовал слова, связанные с партийной и государственной деятельностью. Примеры: «коммунизм», «социализм», «комитет», «партия».

3. Образование и культура: Система образования в Советском Союзе также способствовала внедрению русской терминологии в узбекский язык. Примеры: «университет», «курс», «факультет», «аспирант» [3].

Влияние на грамматику и фонетику. Важной особенностью заимствований является их адаптация к фонетическим и грамматическим правилам узбекского языка. Русские слова зачастую модифицировались в соответствии с особенностями узбекской фонетики и морфологии. Например, слова с исходной русской грамматикой приспособлялись к правилам узбекского словообразования и склонения [4].

Социально-политические последствия. Заимствование русской лексики не ограничивалось сугубо лингвистическими аспектами, но и имело широкий социально-политический контекст. Влияние русского языка стало символом модернизации и индустриализации, но в то же время служило инструментом русификации, что вызывало критику со стороны национально ориентированных кругов.

Постсоветский период. После распада Советского Союза начался процесс ревитализации узбекского языка, включая попытки вытеснения русских заимствований и замены их исконно узбекскими словами или заимствованиями из других источников, таких как арабский или английский языки. Тем не менее, многие русские заимствования по-прежнему остаются в повседневной лексике [4].

Заклучение. Заимствование русских слов в узбекском языке является результатом долгого и сложного процесса взаимодействия двух культур в рамках единого государственного образования. Несмотря на попытки сократить использование русской лексики в постсоветский период, её следы остаются заметными, особенно в технической, научной и политической областях.

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XORIJLIKLARGA O‘ZBEK TILINI O‘RGATISH VOSITALARI

*To‘xtasinova Shoxsanam Abdujalil qizi,
O‘zbek tili va adabiyoti kafedrasi o‘qituvchisi,
Andijon Mashinasozlik instituti
e-mail: toxtasinova95@bk.ru*

Annotatsiya: Ushbu maqolada o‘zbek tilini o‘rganish istagida bo‘lgan xorijliklar uchun ayrim ko‘rsatma va tavsiyalar haqida ma’lumot berilgan. Til o‘rganish va o‘rgatish jarayonida yuzaga keladigan muammo va ularning yechimlari haqida fikr-mulohazalar yuritiladi. O‘quv qo‘llanmalar, adabiyotlar, turli matnlar, videotaqdimotlar, audioyozuvlar va boshqa vositalar yordamida til o‘rganish jarayoni osonlashadi. Shuningdek, O‘zbek tilini o‘rganishda ikki til (ona tili va o‘rganilayotgan til) ni qiyoslab o‘rganish metodi samarali usullardan hisoblanadi.

Kalit soʻzlar: *oʻzbek tili, xorijiy til, lingvomadaniyatshunoslik, xorijlik, grammatika.*

Hozirgi rivojlanayotgan taraqqiyot davrida Oʻzbek tilini oʻrganishga qiziqish dunyoda yildan yilga ortib borayotganligi kuzatilmoqda. Dunyo keng tarqalgan boshqa tillardan (ingliz, rus, nemis, fransuz, ispan tillari va boshqalar.) farqli oʻlaroq, oʻzbek tilini xorijiy til sifatida oʻqitish metodikasi hali yetarlicha tajribaga ega emas. Boshqa til vakillariga oʻzbek tilini oʻqitish jarayoni va undagi muammolar tadqiqotchilar tomonidan hali oʻrganilmagan soha boʻlib kelmoqda. Oʻzbek tilini oʻrganish istagida xorijliklar foydalanishi uchun yaratilgan oʻquv qoʻllanma va oʻquv adabiyotlari ham moddiy bazamizda yetarlicha deb boʻlmaydi [1].

Xorijiy tillarni oʻqitish metodikasi misolida koʻplab metodik tavsiya va koʻrsatmalarni namuna sifatida qabul qilishimiz mumkin. Bir tilni oʻrganish murakkab jarayon ekanligi hamda uni rivojlantirishda til muhitining ahamiyati katta ekanligi hammamizga sir boʻlmasa kerak. Qaysi tilni oʻrganishdan qatʼiy nazar, avvalo aynan oʻrganilayotgan til muhitini yaratish va uni rivojlantirish muhim.

Bundan tashqari, matn ham tilni oʻrganishning muhim birligi hisoblanadi. Matn orqali til oʻrganuvchi oʻzga madaniyatni qabul qilishga yordam beradigan bilimlarni oladi, oʻrganilayotgan til mamlakatining geografik, siyosiy, iqtisodiy, ijtimoiy tuzilishi haqida maʼlumotlarga ega boʻladi. Bu esa lingvomadaniyatshunoslik kompetensiyasi shakllantirishda muhim rol oʻynaydi. Demak, oʻzaro til muhitini yaratish hamda matnlar orqali oʻrganilayotgan tilga kirib borish jarayoni yana tezlashadi [4,5].

Xususan, oʻzbek tilini oʻrgatishga moʻljallangan qoʻllanmalarda oʻzbek xalqining tarixi, milliyligi, urf-odatlar, anʼanalari aks etsa-da, lingvomadaniyatshunoslik nuqtai nazaridan tadqiqotlar olib borilmagan.

Xorijiy mamlakatlarda oʻzbek tili darsliklariga ehtiyojning ortishi bilan oʻzbek tili taʼlimida lingvomadaniyatshunoslik yondashuviga murojaat qilish dolzarb masalaga aylandi. Chet elliklar uchun yaratilgan oʻzbek tilini oʻrgatuvchi qoʻllanmalarning ayrimlarida bu yondashuv mavjudligini kuzatish mumkin. Xususan, N.Azimovanning “Oʻzbek tili. Birinchi bosqich” nomli kitobida audio va videomateriallar bilan ishlash uchun topshiriqlar berilgan. Qoʻllanma A1 daraja uchun tuzilgan va 16 ta mavzudan iborat. Har bir mashgʻulotning tarkibiga “Asl oʻzbekcha (Uzbek Realia)” rukni kiritilgan. Ushbu rukn ostida autentik videolavhalar ilova qilingan. Videolavhalar, filmlardan parchalarni koʻrib, autentik audioyozuvlarni eshitib, ularga doir topshiriqlarni bajarish qoʻllanmada koʻzda tutilgan [2]. Masalan:

- 1) videolavhalarni koʻrib, berilgan satrlarni toʻldirish;

2) audioyozuvda eshitgan soʻzlaringizni berilgan soʻzlar ichidan topib belgilash;

3) sizga kelgan elektron xatni oʻqib, unga javob yozing;

4) koʻrgan filmingiz qahramonlarining surati bilan berilgan taʼriflarni taqqoslang va b.

Shuningdek, ushbu qoʻllanmada suhbatlar, telefon orqali soʻzlashuvlar, nutqiy mavzu boʻyicha jonli ogʻzaki muloqot namunalari koʻp berilgan. Shunisi eʼtiborliki, ularda real, haqiqiy oʻzbekcha soʻzlashuv aks ettirilgan [2].

Oʻzi aslini olganda, yangi tilni oʻrganishni boshlaganda, boshlangʻich Grammatik qoidalarga murojaat qilinadi. Bu holatni, misol uchun, oʻzbek millati vakillari boshqa bir xorijiy tilni oʻrganishga qaror qilganda, birinchi navbatda dastlabki bazaviy grammatik qoidalarni oʻrganishdan boshlashlari hech kimga sir emas.

Shu jihatdan, inglizzabon talabalarga oʻzbek tilini oʻqitish jarayonida, ilk darslarda ularga fikr ifodalovchi ilk tushunchalarni ifodalashda, I am student, I am from India kabi, biz ingliz tilidagi “to be” mavzusi bilan oʻzbek tilidagi shaxs-son qoʻshimchalari kesimlik shakliga tayanamiz. Bunda qiyoslash orqali, ikki tilda (oʻzbek va ingliz tillari) grammatik oʻxshashlikka asoslanildi. Albatta, bu jarayonda dastlab ularga kishilik olmoshlari toʻliqligicha oʻrgatiladi [3].

Xulosa qilib aytadigan boʻlsak, oʻzbek tilini oʻrganish ham boshqa tillar kabi murakkab jarayon hisoblanadi. Zero, xorijiy tillarni oʻqitish tajribasidan foydalangan holda, til muhitini yaratash, oʻrganilayotgan til madaniyatini shakllantirish, videotasvirlar, audioyozuvlar, autentik materiallar hamda turli mavzudagi matnlar vositasida oʻrgatish usullari foydali hisoblanadi. Shuningdek, ikki til (ona tili va oʻrganilayotgan til) ni qiyoslab oʻrganish ayniqsa grammatika misolida samarali metod deb olinadi.

Foydalanilgan adabiyotlar.

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TECHNIQUES OF CREATING GRAMMATICAL CORRECTNESS OF SPEECH IN ELEMENTARY SCHOOL STUDENTS

Abdulloyeva Munisa Oybek qizi

Student, Chirchik State Pedagogical University

Scientific adviser: Mavluda Abduvaliyevna Komiljonova

Teacher, Chirchik State Pedagogical University

ABSTRACT

Learning language, especially grammar, depends on early childhood. Preschoolers' language development depends on grammatical accuracy, hence this article addresses strategies for growth in this regard. Strategies include entertaining games and activities, interactive storytelling and role-playing, correct language shown by consistent speaking and reading, and helpful comments. Often underlined as means of bettering grammar are open-ended communication and self-expression. These techniques enable teachers and parents to create a fun environment where children may learn grammatical structures and improve their language ability.

KEYWORDS: Schoolchildren, language skills, psychological and pedagogical ideas, grammatical rules.

INTRODUCTION

The early years of a child are crucial for the development of language abilities, particularly grammar. Schoolchildren need grammar for effective communication and academic achievement. Children at this age are keen to acquire linguistic standards; thus, teaching grammar is a good chance. This study examines methods by which parents and educators may instruct young children in grammar. We aim to provide a comprehensive review of suitable preschool grammar skills by emphasizing accurate language modeling, engaging stories, enjoyable activities, and constructive feedback. These strategies provide youngsters with a robust linguistic foundation that enhances their language development and prepares them for advanced academic communication abilities.

The grammar of the English language, like the grammar of any other language, is concerned with the study of the structure and change of words, as well as the formation of different kinds of phrases and sentences. To phrase it another way,

this is a particular collection of standards and guidelines that are used in the process of constructing literate speech. Through the application of theoretical knowledge of grammar, we are able to successfully learn the structure of the language and develop the skills necessary for accurate speech creation. The belief that grammar is not difficult and does not cause any difficulty is held by a certain individual. It is difficult to completely utilize a foreign language and use it as a method of communication without having a solid foundation in grammar, which is why it is essential to have a solid foundation in the process of learning any foreign language. However, in today's world, when there is a vast array of content available, teaching English grammar may be transformed into an engaging and stimulating cognitive activity. In order for a student to be able to decline a request, for instance, they need to have a firm grasp of the structure. To put it another way, language is a system that consists of sounds, words, and constructs. The realization of phonetic, lexical, and grammatical systems, each of which has its own set of rules for applications, is what constitutes speech. Within the context of actual communication, communication refers to the use of a language and speech pattern system. Grammar is the base, the foundation of the whole learning process, as shown by the regulation on the language competency of students, which makes it abundantly obvious what function grammar plays in the process of teaching a foreign language. On the other hand, developing fluency in the language is the primary objective of language acquisition. Therefore, while working on grammar, it is important to develop all sorts of speech activity, including reading, writing, listening, and speaking.

Older preschoolers differ from their peers in both cognitive and physical capacities. Preschoolers classified as older have brain growth interconnected with their physical development. This scenario is essential for the child's diverse development. Mental, creative, and moral growth are now gaining significant momentum. The youngster must accurately articulate all phonemes of his native language, reproduce words clearly and unequivocally, possess a vocabulary sufficient for unfettered communication, use a diverse array of grammatical structures, and ensure that his remarks become more meaningful, expressive, and precise. The integration of language is a significant aspect of cognitive development in older preschoolers. Consequently, the critical age (the three-year crisis) associated with the development of "ego-conception" and significant imitative engagement with parents, and to a lesser extent, peers, informs the psychological and pedagogical principles governing the acquisition of grammatical speaking competence. Dickinson (2011) asserts that the instructor may just regulate the grammar learning process, rather than create it. Within the context of natural interaction, preschool children have a pronounced inclination to identify

and categorize their surroundings, as well as to comprehend the relationships between objects and occurrences. Since the 1970s, situational strategies for teaching grammar have been used in random gaming contexts, influenced by trends such as cognitive dissonance. Hart and Risley (1975) asserted that such scenarios may be specifically designed for the kid and seen as typical. Particularly those that are urgent, interrogative, or affirmative significantly contribute to the formation of grammatical structures.

CONCLUSION

Language development is contingent upon early infancy, especially for grammar; hence, enhancing grammar in preschoolers is crucial for academic achievement. Consistent speaking and reading, participatory storytelling, role-playing, engaging games, and constructive criticism are methods for teaching appropriate grammar. Open-ended conversation and self-expression are often emphasized as methods for improving grammar. These tactics assist parents and educators in establishing an engaging environment where young children may choose grammatical structures and enhance their language abilities. The critical age of three years, along with children's pronounced inclination to recognize and classify their environment, establishes the psychological and pedagogical foundations for developing grammatical proficiency in language.

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KONSEPT KLASSIFIKATSIYASI

Maxammadjonov Ne'matillo Dilshodbek o'g'li
Zahiriddin Muhammad Bobur nomidagi Andijon davlat universiteti
1-bosqich tayanch doktoranti

Konseptlar dastlab XX asrning 70-yillarida rus tadqiqotchisi S.A. Askoldov tomonidan tasnif qilingan. Tadqiqotchi konseptlarni **kognitiv (umumiy)** va **badiiy (muallif)** konseptlariga ajratadi. Kognitiv konseptlar – sxematik, umumiy konseptlar bo'ladi. Badiiy konseptlar individual ravishda tuyg'ular, istaklar, tushunchalar va g'oyalar bilan birgalikda aks ettiriladi. Shunday qilib, badiiy konseptlar kognitiv konseptlardan farqli ravishda emotsional va ekspressiv ta'sir doirasini yaratadi. Hissiy baholovchi komponentlar badiiy konseptlar strukturasiga kiradi, ular ijobiy, salbiy, aksiologik, perseptiv xususiyatlarni ifodalaydi [1].

Y. S. Stepanov nuqtayi nazari bo'yicha, konseptlar mazmuniga ko'ra "ramkali konseptlar" va "yadroli konseptlar" ga bo'linadi. Belgining asosiy ma'nosi (yoki barcha ma'nolari) konseptning mazmuniy mundarijasini tashkil qiladi [2].

V.I.Krasik ham konseptlarning boshqa tasnifini taklif qiladi:

1. Etno-madaniy va sotsio-madaniy xususiyatlarni ifodalash uchun ixtisoslashgan konseptlar.
2. Madaniy o'ziga xosligi bo'lmagan xususiyatlarni ifodalovchi konseptlar.
3. Universal konseptlar [3].

Tadqiqotchi etnospetsifik konseptlarni xoslangan va xoslanmagan konseptlarga bo'ladi. Xoslangan konseptlar – bu real obyektlarning xususiyatlarini tasniflovchi kategoriyalardir (muhit, vaqt, miqdor, sifat va b.) Xoslanmagan konseptlar predmetni mazmuniga ko'ra ikki guruhga bo'linadi: tartiblangan (mental ma'lumotlar, ular insonlarning xulq-atvorini belgilaydi va tartibga soladi – baxt, burch, saxovat) tartiblanmagan (turli jamiyatga xos mental ma'lumotlar, qadriyatlar bo'lishi mumkin – sayohat, sovg'a, salomatlik). Regulyativ konseptlar – etnospetsifik, sotsiospetsifik, universal va individual konseptlarga bo'linishi mumkin [3].

A.P.Babushkin konseptlarning navbatdagi tipologiyasini taklif qiladi:

1. Olamning lisoniy manzarasi – shaxsning ijtimoiy tajribalari va individuallikka asoslangan ("babun", "siam egizaklari").

2. Sxemalar (“daryo” moviy lenta).
3. Giperonimlar – umumlashtirilgan obraz, masalan: “poyabzal”.
4. Freymalar – murakkab vaziyatlarni tasvirlaydi, tipik va muhim xususiyatlarni ifodalovchi “ramka” (“Jannat”, “do‘zax”, “savdo”, “bozor”, “Hindiston yozi” freymalari va hokazo).
5. Insaytlar – ongni bevosita anglash harakatlari (leksemalarning lug‘aviy ma’nolarini anglash – “ko‘zoynak”, “soyabon”, “kitob” va hokazo).
6. Ssenariylar – konseptlarning dinamik takrori, ma’lum bir bosqichlardan tarkib topishi, syujet kulminatsiyasi va yakun (“restorandagi uchrashuv”, “to‘y”, “leksiya” va hokazo).
7. Koleydoskopik konseptlar (geshtalt, kognitiv metaforalar) – umumiyashtirishning oliy bosqichi (“Vijdon”, “tinchlik”, “Erkak”, “rashk”, “vaqt”).
8. Mantiqiy qurilgan konseptlar – shaxs va narsalarning xarakter xususiyatlarini anglatmaydi. Ular faqat leksik ma’no anglatadi.

Ushbu tasnif konseptning ko‘pqirraliligi va milliy madaniyatlarga qarab konsept tipologiyasining o‘ziga xos o‘zgaruvchanlikka ega ekanligini ko‘rsatadi [4].

Tadqiqotchi I.A.Sternin fikricha, konseptlar bir bosqichli – ular faqat asosiy qatlam (asosiy leksik ma’no) (sariq, yashil, stakan, tarelka va hokazo), ko‘pbosqichli – u asosiy va kognitiv qatlamlardan iborat bo‘ladi (savodxon), segmentli – ular asosiy qatlam bilan birga bir qancha qo‘shimcha segment ma’nolari bo‘ladi (bag‘rikenglik) [5].

Tadqiqotchi S.G. Vorkachev konseptlarni murakkab konseptlar (burch, baxt, sevgi, vijdon) va oddiy konseptlar (avtomobil, til, erkak) [6].

Rus tilshunoslari Z.D.Popova va I.A.Sterninlarning 2007-yilda nashr qilingan “Kognitiv tilshunoslik” nomli ilmiy risolasida ham konseptlar universal (quyosh, osmon, vatan, suv) hamda milliy (yaponlardagi sabi, finlardagi susi, fransuzlardagi savoir-vivre) konseptlarga ajratiladi [7].

Yana bir rus tadqiqotchisi M.V.Pimenova ham konseptlarni semantik jihatdan tasnif qiladi:

I. Asosiy konseptlar: (tilning asosini tashkil etuvchi va olamning lisoniy manzarasini chizishda faol bo‘lgan konseptlar)

- A) kosmik konseptlar;
- B) geografik konseptlar;
- C) sotsial konseptlar;
- D) ruhiy-psixologik konseptlar.

II. Tavsiflovchi konseptlar (asosiy konseptlar tavsiflash uchun xizmat qiladi):

- A) o‘lchov bildiruvchi konseptlar (hajm, o‘lchov, chuqurlik, balandlik, vazn);
- B) sifatlovchi konseptlar (harorat, sovuqlik, qattiqlik, yumshoqlik va hokazo);

C) miqdor bildiruvchi konseptlar (kifoya, ko‘p, yetarli, oz, bitta va hokazo).

III. Munosabat bildiruvchi konseptlar:

A) baho beruvchi konseptlar (yaxshi-yomon, achchiq-shirin, to‘g‘ri-xato va hokazo);

B) pozitsiya (makon) konseptlari (qarama-qarshi, birgalikda, uzoqda-yaqinda, oldida-orqada va hokazo);

C) privativ konseptlar (do‘st-dushman, olmoq-bermoq, kirish-chiqish va hokazo).

Yana bir rus tadqiqotchisi V.A.Maslova ham konseptlarni tasnif qiladi:

1. Olam konseptlari (vatan, qish tunlari).

2. Narsa va tabiat konseptlari (suv, olov, gullar).

3. Axloqiy konseptlar (haqiqat, uyat).

4. Insonlarga xos sifatlovchi konseptlar (daho, axmoq).

5. Ijtimoiy tushuncha va munosabat bildiruvchi konseptlar (urush, erkinlik, ozodlik).

6. Hissiy konseptlar (quvonch, qayg‘u).

7. Me‘moriy konseptlar (maqbara).

Yuqorida ko‘rib o‘tgan tasniflarimizning barchasi konseptning ko‘pqirrali mohiyatga ega ekanligini ko‘rsatib beradi. Har bir tadqiqotchining tasnifi konseptning u yoki bu xususiyatini ochishga qaratilgan. Shu o‘rinda aytish joizki, konseptlar lingvokulturologik, lingvokognitologik va psixologik hodisa bo‘lganligi sababli tasniflarda ham o‘zgarishlar uchrab turishi tabiiy.

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PSEUDONYMS IN MODERN LINGUISTICS

*Obobakirova Valizaoy Teacher at ASIFL,
Integrated course of English language teaching department*

Annotation. This article discusses the importance of pseudonyms in linguistic research, focusing on their role in sociolinguistics and research ethics. It explores how pseudonyms safeguard participants' privacy, allowing researchers to conduct sensitive studies ethically. The article also addresses the use of pseudonyms by scholars and authors to challenge societal expectations, protect their academic identities, and present new linguistic ideas. The significance of pseudonyms in maintaining ethical standards in linguistic research is emphasized throughout.

Key Words: Pseudonyms, sociolinguistics, research ethics in linguistics, confidentiality in language studies, anonymity in linguistic research, language identity, pseudonymous authorship, sensitive linguistic data.

Аннотация. В статье рассматривается значение псевдонимов в лингвистических исследованиях, с акцентом на их роль в социолингвистике и этике исследований. Описывается, как псевдонимы защищают частную жизнь участников, позволяя исследователям проводить чувствительные исследования этично. Также рассматривается использование псевдонимов учеными и авторами для преодоления общественных ожиданий, защиты своих академических личностей и представления новых лингвистических идей. Значение псевдонимов для поддержания этических стандартов в лингвистических исследованиях подчеркивается на протяжении всей статьи.

Ключевые слова: Псевдонимы, социолингвистика, этика исследований в лингвистике, конфиденциальность в языковых исследованиях, анонимность в лингвистических исследованиях, языковая идентичность, псевдонимное авторство, чувствительные языковые данные.

Annotatsiya. Ushbu maqolada lingvistik tadqiqotlarda taxalluslarning ahamiyati muhokama qilinadi, ayniqsa ularning sotsiolingvistika va tadqiqot etikasidagi roli yoritiladi. Taxalluslar tadqiqot ishtirokchilarining shaxsiy hayotini qanday himoya qilishi va olimlarga nozik tadqiqotlarni axloqiy tarzda olib borish imkoniyatini berishi tushuntiriladi. Shuningdek, maqolada taxalluslarning olimlar va mualliflar tomonidan jamiyat kutilmalarini engib o'tish, akademik

shaxsiyatlarini himoya qilish va yangi lingvistik g'oyalarni taqdim etish uchun qo'llanilishi ko'rib chiqiladi. Lingvistik tadqiqotlarda axloqiy me'yorlarga rioya qilishda taxalluslarning ahamiyati maqola davomida ta'kidlanadi.

Kalit so'zlar: Taxalluslar, sotsiolingvistika, lingvistik tadqiqot etikasida maxfiylik, til tadqiqotlarida maxfiylik, lingvistik tadqiqotlarda anonimlik, til identifikatsiyasi, taxallus muallifligi, nozik til ma'lumotlari.

Pseudonyms, or assumed names, are widely used not only in literature and creative fields but also within linguistics. They serve as tools for maintaining anonymity, reshaping one's identity, or overcoming social limitations. In the realm of linguistics, pseudonyms prove essential, particularly in sociolinguistic research, where the identity of individuals may involve sensitive data. This article examines the historical roots, importance, and impact of pseudonyms in linguistic studies and research.

1. Historical Perspective. The practice of adopting pseudonyms has a long history, often used by individuals seeking to avoid political, social, or cultural repercussions. In the context of linguistic research, pseudonyms help protect the identities of individuals or groups, particularly when their language usage may reveal private or sensitive details.

2. Pseudonyms in Sociolinguistic Research. Sociolinguistics, which studies the interaction between language and society, frequently relies on pseudonyms to protect the identities of research participants. When dealing with personal and sensitive data—such as interviews, language recordings, or specific case studies—pseudonyms offer a necessary level of confidentiality. This practice ensures that researchers can ethically publish their findings without compromising the privacy of the individuals or communities they study. For example, research on bilingualism, language switching, or attitudes toward language often involves personal information that, if made public, could harm participants. By using pseudonyms, linguists create a secure space for participants, improving both trust and the overall quality of the data.

3. Ethical Implications of Using Pseudonyms. In linguistics, pseudonyms are not merely tools for anonymity; they are part of an ethical framework that protects research subjects. Preserving the confidentiality of participants prevents social or psychological harm that could arise from publishing sensitive data. At the same time, pseudonyms should be selected thoughtfully to avoid perpetuating stereotypes or biases, thus ensuring fairness and respect for the individuals involved.

4. Pseudonyms in Linguistic Authorship and Theory. In addition to participant protection, some linguists adopt pseudonyms to separate their personal and academic identities or to challenge biases in the scholarly community. Using a

pseudonym allows researchers to present new or unconventional ideas without the constraints of public reputation. Pseudonymous authorship has contributed to linguistic theory, as it enabled scholars to introduce bold concepts under an assumed name, revealing their true identity only after their work had gained acceptance.

Conclusion

Pseudonyms play an integral role in linguistic research by ensuring ethical standards, protecting privacy, and allowing for creative freedom. Particularly in studies where language intersects with identity and culture, pseudonyms enable both researchers and participants to explore language without fear of personal consequences. Their importance, especially in sociolinguistic studies, remains a cornerstone of ethical research in the field today.

Pseudonyms, or assumed names, are widely used not only in literature and creative fields but also within linguistics. They serve as tools for maintaining anonymity, reshaping one's identity, or overcoming social limitations. In the realm of linguistics, pseudonyms prove essential, particularly in sociolinguistic research, where the identity of individuals may involve sensitive data. This article examines the historical roots, importance, and impact of pseudonyms in linguistic studies and research.

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USE OF THE UZBEK LANGUAGE IN VARIOUS FIELDS: PROBLEMS AND SOLUTIONS

Student of CSPU

"English language theory and practice department"

Ro'zmetova Sevinchoy Alisher qizi

e-mail: sevinchrzmetova0@gmail.com

ABSTRACT

The Uzbek language, as the state language of Uzbekistan, is essential for national identity, cultural heritage, and effective governance. However, its use in various sectors—such as education, government, media, and business—faces significant challenges. This thesis explores the current status of the Uzbek language in these fields, identifying key problems and proposing viable solutions to enhance its prominence and functionality. By addressing these challenges, Uzbekistan can foster a more inclusive environment that respects and promotes its linguistic heritage, ultimately contributing to national unity and cultural pride.

Key words: Uzbek language, language policy, education, cultural identify, curriculum development.

The Uzbek language, a member of the Turkic language family, is spoken by over 32 million people, predominantly in Uzbekistan. Following independence in 1991, the resurgence of the Uzbek language has been a vital aspect of nation-building and cultural revival. Despite this, various sectors still struggle with the effective use of Uzbek. This thesis aims to investigate the challenges faced by the Uzbek language in education, government, media, and business, and to propose practical solutions to overcome these obstacles. Objectives of the Study: to identify the main problems affecting the use of the Uzbek language in key sectors, to analyze the implications of these challenges on national identity and cultural heritage, to propose actionable solutions that can be implemented to enhance the use of Uzbek. Methodology - this study employs a qualitative approach, utilizing literature reviews, interviews with educators, government officials, media representatives, and business leaders to gather insights into the prevailing issues and potential solutions.

The education sector plays a pivotal role in language preservation and promotion. However, many educational institutions lack sufficient resources in Uzbek, particularly at higher levels. The reliance on Russian and English for academic discourse creates barriers for students and teachers alike. Resource Scarcity: Textbooks and academic materials are often unavailable in Uzbek. Proficiency issues: Many educators are trained primarily in Russian or English, leading to inadequate instruction in Uzbek. Proposed solutions: The government and educational institutions should collaborate to develop a comprehensive curriculum and quality educational materials in Uzbek, establish programs aimed at enhancing the proficiency of educators in Uzbek, focusing on modern pedagogical techniques. The scarcity of quality educational materials in Uzbek

hampers effective teaching. Teacher proficiency: Many educators lack the necessary training and proficiency in Uzbek to teach effectively. The influence that the inclusion of foreign languages, particularly Russian and English, often overshadows the importance of Uzbek in the curriculum.

The use of Uzbek in government is essential for effective communication and public service. However, official documents often appear in multiple languages, which can undermine the authority of the Uzbek language. Challenges-bureaucratic Complexity: The prevalence of multiple languages in official communications leads to confusion and inefficiency, terminology disparities: The lack of standardized terminology across government agencies complicates legal and administrative processes, proposed solutions, clear Language Policy: Implement a policy mandating the use of Uzbek in all official documents and communications. Standardization initiatives: create a centralized body responsible for developing and maintaining standardized terminology for use in government.

Media plays a crucial role in shaping public opinion and cultural narratives. However, the Uzbek language is often underrepresented in mainstream media, which predominantly features Russian and English content. Limited Media Outlets: Few media organizations produce content exclusively in Uzbek. The existing content in Uzbek often lacks variety and quality, leading to decreased audience engagement. Support for Uzbek Media: Establish funding programs to encourage the creation of media outlets dedicated to producing high-quality content in Uzbek. Content Development Initiatives: Promote collaborations between writers, journalists, and content creators to enhance the diversity and quality of Uzbek-language media. The rise of digital platforms and technology presents both challenges and opportunities for the Uzbek language. Many websites, applications, and software programs lack Uzbek-language options, which limits the ability of Uzbek speakers to fully engage with the digital world in their native language. Moreover, online content in Uzbek, such as blogs, forums, and educational resources, is still relatively underdeveloped compared to other languages.

In the business sector, effective communication is vital for success. However, many professionals prefer using Russian or English, which can alienate Uzbek-speaking clients and customers. Language Barriers: The dominance of foreign languages in business transactions can hinder communication and customer relations. Underutilized marketing: companies often neglect to use Uzbek in their marketing strategies, limiting their reach. Language training for professionals: Offer programs to improve the Uzbek language skills of business professionals, fostering better communication with clients. Inclusive marketing strategies: Encourage businesses to develop marketing materials in Uzbek to enhance

connections with local consumers. Despite its official status, the Uzbek language encounters challenges in government settings: Many official documents are still issued in Russian, leading to a lack of accessibility for Uzbek speakers. The absence of standardized Uzbek terminology for legal and technical fields complicates communication and understanding. The path to revitalizing the Uzbek language requires a multi-faceted approach involving collaboration among various stakeholders. The government must lead the way by establishing policies that prioritize the use of Uzbek in all aspects of public life. Educational institutions should be equipped with the necessary resources and training to cultivate a new generation of Uzbek speakers. Media organizations need to embrace their role as cultural ambassadors, producing content that reflects the richness of Uzbek culture. Lastly, the business sector should recognize the value of engaging with local consumers in their mother tongue, thereby fostering loyalty and enhancing customer relations. By prioritizing the Uzbek language, Uzbekistan can ensure the continuity of its rich linguistic heritage for future generations. This not only contributes to the preservation of cultural identity but also fosters national unity. As Uzbekistan navigates the challenges of a globalized world, embracing its language and culture will be essential for maintaining its unique identity and heritage.

In conclusion, the challenges facing the Uzbek language across education, government, media, and business sectors are significant but not insurmountable. By implementing targeted solutions that address resource scarcity, proficiency issues, bureaucratic complexities, and underrepresentation in media and business, Uzbekistan can enhance the use and prestige of the Uzbek language. This not only contributes to the preservation of cultural identity but also fosters national unity. A concerted effort from all stakeholders- government, educational institutions, media organizations, and the business community- is essential for the successful promotion of the Uzbek language in all spheres of life. By prioritizing the Uzbek language, Uzbekistan can ensure the continuity of its rich linguistic heritage for future generations.

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QODIRIY ROMANLARIDA QO'LLANILGAN MAQOLLARNING STATISTIK VA STRUKTURAL TAHLILI

Hazratova Charos Shuhrat qizi
Chirchiq davlat pedagogika universiteti
O'zbek tili va adabiyoti yo'nalishi magistranti
Ilmiy rahbar: professor R.Rasulov

ANNOTATSIYA

Xalq og'zaki ijodining yorqin namunasi bo'lgan maqollar badiiy adabiyotda keng qo'llaniladi. Xususan, Abdulla Qodiriy ijodida ham o'zbek maqollarining eng sara namunalariga duch kelamiz. Ushbu maqolada Qodiriy romanlarida qo'llanilgan maqollarning original versiyasi tadqiq qilinib, o'rganib chiqiladi. Ularning badiiy matndagi ma'nosi va funksiyasi statistik va struktural tahlil qilinadi.

Kalit so'zlar: maqol, roman, o'z ma'no, ko'chma ma'no, statistik tahlil, struktural tahlil, metod, badiiy obraz, Abdulla Qodiriy.

KIRISH

Xalq og'zaki ijodining eng kichik va tarixiy namunalaridan biri maqollardir. Muayyan aniq shaklga ega bo'lgan, chuqur mazmunli, mantiqiy tugallangan, qisqa

va lo'nda adabiy janrga maqol deyiladi. Maqollardan badiiy adabiyotda, xususan, nasriy asarlarda personajlar xarakterini ochishda, ma'lum bir g'oyani asarga singdirishda, fikrlarni go'zal ifodalashda foydalaniladi. Milliy romanchiligimizning tamal toshini qo'ygan Abdulla Qodiriyning barcha asarlarida o'zbek xalq maqollaring orginal versiyalariga duch kelamiz. Adib asar tilining uslubi, uning kimga tegishli ekanligini aniqlab turib shularga mos bo'lgan maqollarni qo'llaydi. Maqollardan foydalanish orqali yozuvchi o'z fikrini qisqa va lo'nda, obrazli va jarangdor, tushunarli va tasirli qilib ifodalashga erishadi. Shunday o'rinlar borki Qodiriy birgina maqola orqali butun boshli bir voqeani izohlab bera oladi. Maqolada Qodiriyning "O'tkan kunlar" va "Mehrobdan chayon" romanlarida foydalangan maqollari tahlil qilinadi.

Muhokama va natijalar

1. Teng tengi bilan tezak qopi bilan. ("O'tkan kunlar" 29-bet)

Ushbu maqolning asil ma'nosi hayotta har bir inson dunyoqarashi, mavqeyi, yoshi, mansabi jihatidan o'ziga munosib, ma'qul bir inson bilan yashashi kerakligini ifodalaydi. Qodiriy asarda bu maqolni To'ybeka tilidan keltiradi va bu bilan Otabek va Kumushning bir biriga qanchalik mos ekanligini kitobxonga xalqona tilda anglatib ketadi.

2. Pes – pesni qorong'uda topqan emish. ("O'tkan kunlar" 62-bet)

Bir-biriga yaqin, hamfikir insonlarning birlashishi ma'nosini anglatadi. Bir qarashdayoq maqolda salbiy bo'yoqdorlik anglashilib turadi. Maqol ko'chma ma'noda kelgan. Asarda ushbu maqol Homid va qo'rboshi suhbatlari jarayonida Otabek va Mirzakarimboyning qamalish voqearasida ikkalasining ham nomi qoralangan paytda, yaqinligi bor, tilbiriqtirgan ma'nosida qo'rboshi tilidan keltiriladi.

3. Dunyoniki miri kam ikki. ("O'tkan kunlar" 85-bet)

Maqol yashash oson emas, turmushning kami tugamaydi kabi ma'nolarni ifodalaydi. Asarda qo'rboshi tilidan Homiddan pul ta'ma qilish jarayonida keltirilgan.

4. Yov qochsa botir ko'payar. ("O'tkan kunlar" 94-bet)

Ushbu ma'qol ham o'z ma'noda, ham ko'chma ma'noda qo'llaniladi. Biror qiyinchilik o'tib ketgandan so'ng hamdardlarning, do'stlarning yonimizda paydo bo'ladigan holatlariga nisbatan bugungi kunda ham keng qo'llaniladi. Asarda ushbu maqol shahar a'yonlari tilidan Otabek va qutidor oqlangandan so'ng keltiriladi.

5. Birovga choh qazisang o'zing yiqilasan. ("O'tkan kunlar" 98-bet)

Maqol ko'chma ma'noda qo'llangan. Hayotimizda kimgadir yomonlikni ravo ko'rib, unga nisbatan fitna fasodlar uyushtirsa va oxir oqibat o'zining boshiga undan buyuk musibatlat keladigan holatlarga nisbatan aytiladi. Asarda ushbu

maqol Otabek tilidan dushmanlari ustidan g'alaba qozongan holatga nisbatan aytiladi.

6. Og'riqning tuzalasi kelsa emchi o'z oyog'i bilan kelar. ("O'tkan kunlar" 114-bet)

Insonlar biror bir narsani astoydil xohlasa unga erishish ham osonlashadi kabi ma'noda ishlatiladi. Asarda ushbu maqol Musulmonqul tilidan Azizbekni yo'q qilish uchun Otabekdan foydalanmoqchi bo'lgan holatiga nisbatan qo'llanilgan.

7. Yegan og'iz uyalar. (O'tkan kunlar" 126-bet)

Maqol ko'chma ma'noda qo'llangan bo'lib, kimningdir bizga qilgan yaxshiligi uchun uning oldida o'zimizni hijolat bo'lmoq, o'zini kichik olmoq ma'nolarida ishlatiladi. Asarda Zaynabga sovchi bo'lib borilgan paytta qudalarning O'zbek oyimga ko'rsatilgan izzat –ikromlarga nisbatan uning ham mulozamat ko'rsatgan holatiga nisbatan qo'llanilgan.

8. Boshga tushganni ko'z ko'rar. ("O'tkan kunlar" 150-bet)

Maqol hayot haqiqatlari bilan bog'liq bo'lib, boshimizga keladigan hodisalarga rozi bo'lib qabul qilishimiz kerakligini anglatadi. Haqiqatdan ham, ushbu maqol vositasida butun bir voqea, ya'ni O'zbek oyim Otabekni Kumushdan ayirib olish uchun har turli yo'lni qidirgan holatiga nisbatan ishlatiladi.

9. Bir ko'rgan bilish, ikki ko'rgan tanish. ("O'tkan kunlar" 161-bet)

Maqol o'z ma'nosida qo'llangan bo'lib, insonlarning bir-birlarini tanigani sari, munosabatlarning yaqinlashishini bildiradi. Asarda ushbu maqol Jannat xola tilidan Kumush bilan suhbatı chog'ida ishlatiladi.

10. Egasini siylagan itiga suyak tashlar. ("O'tkan kunlar" 283-bet)

Biror inson bilan orasidagi munosabatni yaxshilamoqchi bo'lsang avval uning atrofıdagılarga yaxshi munosabatda bo'l kabi ma'nolarnı bildiradi. Asarda ushbu maqol Yusufbek hoji tilidan Qayum ponsad bilan bo'lgan qipchoqlar qirg'ini haqidagi bahs-munozarasi davomida keltiriladi.

11. Oy etak bilan yopilmas. (O'tkan kunlar" 285-bet)

Shunday xatolar, anglashilmovchiliklar bo'ladiki, ularni tuzatish uchun qancha urinsak ham kamlik qiladi. „Asarning 3-bo'lim 4-bobi shunday nomlanadi. Bu bo'limda Otabekning Marg'ilonda "dushmanlari ustidan qozongan "g'alabasi" otasining qulog'iga yetib keladi. Va Yusufbek hoji bilan Otabek o'rtasida bo'lib o'tgan suhbat bayon etiladi.

12. Kampirning dardi g'o'zada, sichqonning ko'zi donlik ko'zada. ("O'tkan kunlar"291 –bet)

Ushbu maqol hammaning o'ziga yarasha dardi, tashvishi borligi haqida. Ko'chma ma'noda qo'llanilgan. Maqol asarda O'zbek oyimning ichki kechinmalarini ifodalab berish uchun keltiriladi.

13. Siylaganni siylash kerak. ("O'tkan kunlar" 288-bet)

Maqolning ma'nosi yaxshilik qilganga yaxshilik bilan javob qaytarish haqida. Yusufbek hoji nutqida keltirilgan ushbu maqol Otabekka Toshkentga kelayotgan qayin ota-onasini hurrat –izzat qilib kutib olishi kerakligini ta'kidlagan holatida aytiladi.

14. Zo'ri behuda miyon shikanad.

15. O'rinsiz chiransang beling sinadir. ("O'tkan kunlar" 292-bet)

O'z va ko'chma ma'noda qo'llanilgan bu maqol insonlardagi ba'zi bir maqtanchoqlik, manmanlik kabi illatlarga qarshi ishlatiladi. Ushbu tojik maqoli asarda Yusufbek hoji tilidan O'zbek oyimning Otabekni Kumushdan ajratib olish haqidagi fikriga qarshi keltiriladi. Bu o'rinda Yusufbek hojining qanchalik oqil insonligi yana bir bor ta'kidlab o'tiladi.

16. O'lganimdan kulaman, yuzimni yerga suraman. ("O'tkan kunlar" 293-bet)

Maqol ko'chma ma'noda qo'llangan. Ba'zi holatlarda yomon vaziyatimizda ham o'zimizni boshqalar oldida kuchli ko'rsatishga, qo'lga olishga majbur bo'lamiz. Ushbu maqol Yusufbek hoji tilidan O'zbek oyim bilan bo'lgan suhbat mobaynida keltiriladi. Hoji jahli chiqsa ham bildirmaslik uchun, andisha qilganidan kulib qo'yishini aytadi.

17. Qars ikki qo'ldan chiqar. ("O'tkan kunlar" 296-bet)

Ko'chma ma'noda ishlatilgan bu maqol birgalik, ikki tonlama harakat ma'nosini ifodalaydi. Zaynab tilidan keltirilgan bu maqol Yusufbek hojining kelinlari bilan bo'lgan suhbat jarayonida keltiriladi.

18. Buzoq yaxshi bo'lsa, ikki onani ham emar ekan. ("O'tkan kunlar" 300-bet)

Maqol ko'chma ma'noda qo'llangan. Hamma narsa insonning o'z qo'lida ekanligini anglatadi. Asarda ushbu maqol Zaynabning onasi Mohira oyim tilidan keltirilgan bo'lib, Otabekning ikki xotinli ekanligiga, oila tichligi ham unga bog'liq ekanligini uqtiradi.

19. Tana buzoqning turqi taqq'anig'a tamg'a. ("O'tkan kunlar" 339-bet)

Insonni hech kim ota-onasichalik yaxshi tanimaydi. Maqol Oftob oyim tilidan O'zbek oyim bilan gaplashayotgan paytta Kumushning qanday fe'l atvorga ega ekanligini yaxshi bilishini ta'kidlash holatida keltirilgan.

20. Yig'lamagan bolaga sut berilmas. ("O'tkan kunlar" 345-bet)

Inson o'zi uchun o'zi harakat qilishi kerakligi haqida. Ushbu maqol asarda Zaynabning bolaligidagi fe'l atvorini ochiqlash uchun keltirilgan.

21. Sut bilan kirgan jon bilan chiqar. ("O'tkan kunlar" 345-bet)

Maqol inson tabiatidagi ba'zi fazilatlarini yo'q qilishni iloji yo'qligi haqida. Ushbu maqol ham muallif tilidan Zaynabning hatti harakatsriga nisbatan qo'llanilgan.

22. Itdan bo'lg'an qurbonliqqa yaramas. ("O'tkan kunlar" 348-bet)

Nasli buzuq, nafs hakalak otgan, fe'l atvori chirkin insonlar inson nomiga ham munosib emas degan ma'noni bildiradi.

23. Kundashlik uyda kunda janjal. (“O’tkan kunlar” 348-bet)

Yozuvchi ushbu maqol orqali yana bir ahamiyatli va dolzab mavzuni qalamga oladi. Kundashlik uyda hech qachon huzr halovat bo’lmasligini yana bir bor ta’kidlab o’tadi.

24. Ko’rpanga qarab oyoq uzat. (“O’tkan kunlar” 352-bet)

Insonlar qilayotgan hatti harakatlarini, aytayotgan gap so’zlarini o’zlarining holatidan kelib chiqib bajarishi kerak. Zaynabning opasi xo’shro’y tilidan qo’llanilgan ushbu maqolda Zaynabga aql o’rgatib, kundoshi bilan kurash olib borishga undagan Xushro’yning qanchalik quv va berahm ekanligini anglab yetamiz.

25. Yurtchilikda yurak og’rig’iga davo topilmay qolmas. (“Mehrobdan chayon” 12-bet)

Har qanday muammoning yechimi borligi haqida. Asarda ushbu maqol Mohlaroyimning holatiga nisbatan qo’llaniladi. Ya’ni Mahdummi uylantish masalasida kelin olgan joyiga qiz berib qiyinchiliklardan qutilmoqchi bo’ladi. Oxir oqibat o’zi xohlagandek qudalarni uchratgandan so’ng uning dardiga davo topildi ma’nosida ushbu maqol keltirilgan.

26. Hay etti huy etti, ikki koski to’y etti. (“Mehrobdan chayon” 13-bet)

Ushbu maqol Solih Mahdumning uylanish voqeasiga nisbatan ishlatilgan.

27. Oyni etak bilan yashirib bo’lmas. (Mehrobdan chayon” 14- bet)

Asardagi bu maqol Solih maxdumning har qancha qiyinchilik ko’rgan, zamonasining ilmi insonlaridan biri bo’lishiga qaramay undagi xasislik, ziqnalikka o’xshash xislatlarini yashirishning umuman iloji yo’qligini anglatadi.

27. Xotin kishining boshi uy ichining og’ir toshi. (“Mehrobdan chayon” 18-bet)

Ushbu maqol Nigorxonim va uning qiyinchilik to’la hayotiga nisbatan keltiriladi

28. Oyning o’n beshi yorug’ bo’lsa, o’n beshi qorong’u.(“Mehrobdan chayon 19-bet”)

Ushbu maqol Nigorxonimning yaxshi kunlarga yetishishi holatiga nisbatan keltirilgan. Ya’ni Solih mahdumdek o’ta ziqna inson bilan kechirilgan og’ir turmushdan so’ng Anvarning istiqboli orqasidan kelgan baxtli kunlar uning ko’nglini ko’taradi.

29. Osilsang baland dorga osil. (“Mehrobdan chayon” 42-bet)

Solih mahdum tarafidan Anvarga aytilgan bu maqol, uni bosh munshiylik vazifasini qabul qilishga ko’ndirish chog’ida keltirilgan.

30. Yovda bo’lsa tezagi tegar emish. (“Mehrobdan chayon” 43-bet)

Shahidbek tarafidan Solih mahdumga aytilgan bu fikr Anvar lavozimga ko’tarilsa Solih mahdumga ham bir muncha foydasi tegishiga ishora qilib aytilgan.

31. Qush tilini qush biladir. (“Mehrobdan chayon” 46-bet)

Ushbu maqol Anvarning opasi Nodira ukasini Solih mahdumning uyiga olib kelib o'sha yerda yashashini, ilm olishini xohlagan paytta maxdumning onasi uni tushunib iltimosini qabul qilish voqeasiga nisbatan ishlatilgan.

32. Hamon eski tos eski hammom. ("Mehrobdan chayon" 56-bet)

Ushbu maqol maxdumning ro'zg'origa nisbatan ishlatiladi. Ya'ni Anvar o'rdaga ishga kirib butun daromadini maxdumga keltirib bersa ham har kuni suyuq ovqat bilan qattiq non yeb kun kechirishi hech o'zgarmaydi.

33. Shamol bo'lmasa terakning boshi qimirlamas emish. ("Mehrobdan chayon" 61-bet)

Ra'no tilidan ishlatilgan bu maqol, Anvarning bosh munshiy bo'lish xabari balki to'g'ridir ma'nosida qo'llangan.

34. Mol ketti, jon ketti. ("Mehrobdan chayon" 65-bet)

Bu maqol Safar bo'zchi tilidan mollari zakotchi tarafidan olib qo'yilgan voqeaga nisbatan.

35. Oltin olmasang duo ol. ("Mehrobdan chayon" 66-bet)

Ushbu maqol Anvar Safar bo'zchining ishini hal qilib bersa ham hech narsa olmagan payt Safar bo'zchining duo qilgan holatida keltirilgan.

36. Ko'pni duosi ko'l. ("Mehrobdan chayon" 66-bet)

Safar bo'zchi tiliidan keltirilgan bu maqol, Anvarning hammaga yordam qilib xalqni duosini olishi, oqibatda bosh munshiylikka ham ko'tarilishiga ishonib Abdurahmon bilan bo'lgan munozarasida keltirilgan.

37. Andishaning otini qo'rqqoq qo'ydi. ("Mehrobdan chayon" 68-bet)

Adurahmon domla tilidan Safar bo'zchi bilan bo'lgan tortishuvida keltirilgan.

38. Sut bilan kirgan jon bilan chiqar. ("Mehrobdan chayon" 93-bet)

Maxdum tomonidan Anvarning kambag'allar bilan dildan suhbatlashib ularga yordam berganini ko'rgan holatda qo'llaniladi.

39. O'chadirg'an charog' yoqin o'chadir. ("Mehrobdan chayon" 111-bet)

Ushbu maqol har qanday ishning oxiri bordir ma'nosini bildiradi. Bu yerda ko'chma ma'noda keltirilgan. Asarda har bir taxtga o'tirgan xonning taxtdan ketishi ham borligi, taraqqiyot hech qachon to'xtab qolmasligi ma'nosida keltirilgan.

40. Mishiq oftobga tekin chiqmaydir. ("Mehrobdan chayon" 139-bet)

Solih mahdum tomonidan aytilgan bu maqol Anvarning quruqqo'l bilan kelganlarga yordam qilmasligi haqida yolg'onlar uydirib, o'ziga berishga uyalsa maxdumga berib ketishi mumkinligini aytib, har bir xizmatning o'ziga yarasha badali bordur ma'nosini bildiradi.

41. It yeganini qusar. ("Mehrobdan chayon" 143-bet)

Solih mahdum tilidan keltirilgan bu maqol Anvarga G'ozi eshonni yomonlagan payt ishlatiladi. Uning otasidan o'tgan ta'makor inson ekanligini aytgan vaziyatiga nisbatan ishlatiladi.

42. Qo'li sust kosibdan oyog'i chaqqon gadoy yaxshi. ("Mehrobdan chayon" 145-bet)

Solih mahdum tomonidan Ra'noga nisbatan ishlatilgan bu maqol uni chaqqonroq harakat qilishga undaydi.

43. Az karnaychi yak kuf. ("Mehrobdan chayon" 149-bet)

Mahdum tarafidan foydalanilgan bu maqol Anvarni mulla Abdurahmonni o'rda ishiga oling deb maslahat berganda ishlatilgan.

44. Jon olov jon er. ("Mehrobdan chayon" 164-bet)

Sultonali tilidan keltirilgan bu maqol Anvarni olovda isinib olishga undagan o'rinda ishlatiladi. Olovni o'tlik yigitning issiq quchog'i emish deb ta'bir qiladi.

45. Yaxshilik qil daryoga tashla baliq bilmasa xoliq bilur. ("Mehrobdan chayon" 169-bet)

Maqol yaxshilik haqida bo'lib, insonning birovga qilgan yaxshiligini hech kimga bildirishi shart emasligi, Alloh har bir ishimizni ko'rib bilib turibdi degan ma'noda. Asarda bu maqol Anvar tilidan Safar bo'zchiga nisbatan aytilgan.

46. Ko'rpanga qarab oyog' uzat. ("Mehrobdan chayon" 171-bet)

Insonlar qilayotgan har bir hatti harakarini o'zining ahvolidan kelib chiqib bajarishi kerak. Asarda bu maqol Safar bo'zchi tilidan Abdurahmonning xizmatdan olinish voqeasiga nisbatan keltirilgan.

47. Bir qo'chqorning boshi ketguncha minglab qo'yning boshi kesilar. ("Mehrobdan chayon" 171-bet)

Safar bo'zchi tilidan aytilgan bu maqol mirzo Anvarga tuzoq qurganlarga qarata aytilgan.

48. Ikki yorti bir butun. ("Mehrobdan chayon" 186-bet)

Anvar tilidan Ra'noga aytilgan bu maqol birgalikda osh qilgan holatida aytilgan.

49. Sallalik eshaklarning diringlashi og'ilxonagacha. ("Mehrobdan chayon" 199-bet)

Sultonali tomonidan aytilgan bu maqol Anvarga choh qaziganlarning oqibati haqida gapirganda ishlatiladi.

50. Suygan yorim sen bo'lsangko'rgan kunim ne bo'lg'ay. ("Mehrobdan chayon" 229-bet)

Shahodat mufti tarafidan aytilgan bu maqol Anvarni qo'l ostida ishlashga norozi ekanligini aytgan vaziyatda keltiriladi.

51. Qarg'a qarg'aning ko'zini cho'qimas. ("Mehrobdan chayon" 230-bet)

Abdurahmon tarafidan keltirilgan bu maqol Sultonaling Anvarni xonga sotishiga shupha qilgan payt ishlatiladi.

52. Do'sting uchun qon yut. ("Mehrobdan chayon" 239-bet)

Sultonali va Anvarning do'stligiga nisbatan ishlatilgan.

53. Egri to'nkaga – egri to'qmoq. ("Mehrobdan chayon" 181-bet)

Safar bo'zchi tilidan keltirilgan bu maqol orqali Abdurahmonning ishtan bo'shatilgani juda yaxshi ish bo'lganligi aytiladi.

Darhaqiqat, Qodiriy ilmiy merosini o'rganar ekanmiz xalq xazinasining durdona namunalarini, rango – rang janrlarini mahorat bilan qo'llaganiga guvoh bo'lamiz. Nafaqat maqollar, balki, matal hikmatli so'z, ibora kabi frazeologik birliklar Qodiriy nasriy asarlarida salmoqli o'rin egallaydi.

Xulosa

Maqollar xalqning ma'naviy mulki bo'lib, badiiy asarlarda turli xil maqsadlarda foydalaniladi. Abdulla Qodiriy o'z asarlarida xalq maqollardan unumli foydalanib, ularning purma'no hikmatlarini asarga singdirib o'quvchi e'tiborini jalb qilishga erishadi. Yozuvchi maqolni ba'zan o'z holicha, ba'zan butunlay o'zgartirib ko'chma ma'noda qo'llab, ularning ta'sirchanligini, badiiyligini oshiradi. O'quvchi bilan personajlar orasida mustahkam bir bog' yaratadi. Shunday qilib, maqollar asar badiyatini oshirish bilan bir qatorda unga milliy ruh bag'ishlaydi, kitobxonda o'sha asarga nisbatan muhabbat paydo qiladi.

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KICHIK MAKTAB YOSHIDAGI BOLALARNING ORNITONIMLAR ISHTIROK ETGAN SHE'RLARNI YODLASHNING LINGUAPOETIK TAHLILI

Toshkenboyeva Dinora Shoirbek qizi

Farg'ona davlat universiteti

Lingvistika – ingliz tili fakulteti magistranti.

dinoratoshenboyeva003@gmail.com

KIRISH

Kichik maktab yoshidagi bolalar uchun she'r yodlash – ularning lug'at boyligini oshirish, tilni o'zlashtirish va estetik his-tuyg'ularini rivojlantirishning

muhim vositasi hisoblanadi. Ayniqsa, ornitonimlar (qushlarga oid soʻzlar) ishtirok etgan sheʼrlar bolalarning nafaqat tabiiy dunyo bilan bogʻlanishini kuchaytiradi, balki ular uchun qushlarning obrazlari orqali tushunchalarni kengaytirishga xizmat qiladi. Qushlar sheʼriyatda koʻpincha erkinlik, goʻzallik va ruhiy kechinmalarni ifodalovchi obrazlar sifatida namoyon boʻladi.

METODOLOGIYA VA ADABIYOTLAR TAHLILI

Ornitonimlar ishtirok etgan sheʼrlarning linguapoetik tahlilini oʻrganishda asosiy nazariy manbalar Elanor Rosch, Lawrence Kohlberg, C. Burke, J. Bruner, Philip J. Mazzocco, Kamilov M., Nurmatova G., Abdullayeva D., va Rahmonov A. kabi olimlarning ishlaridir. Ushbu olimlar tilshunoslik, psixologiya, va madaniyatshunoslik sohalarida koʻplab ilmiy ishlarni amalga oshirganlar.

Soʻnggi yillarda Oʻzbekiston tilshunosligida zoonimlar, xususan ornitonimlar boʻyicha ilmiy tadqiqotlar maydonga keldi. Bu borada T. Z. Bazarova, N. Abduraxmonov, D. B. Yoʻldasheva, D. A. Tosheva kabi olimlar qush nomlarini semantik, sintaktik, va struktural jihatdan oʻrgandilar. Ularning tadqiqotlari bolalarga ornitonimlar orqali yangi soʻzlarni va ramziy obrazlarni oʻrganishda muhim qoʻllanma hisoblanadi.

NATIJA VA MUHOKAMALAR

Ornitonimlar bolalar sheʼriyatida nafaqat yangi soʻzlar va obrazlarni yaratish uchun, balki ularning tabiiy dunyo bilan bogʻliqligini kuchaytirish uchun ishlatiladi. Qushlar turli xil his-tuygʻular, masalan, erkinlik, quvonch, ozodlik ramzi sifatida namoyon boʻladi. Bolalar sheʼrlarini yod olish jarayonida ular qushlarning estetik va ramziy obrazlari bilan tanishadilar. Masalan, “bulbul”, “qaldirgʻoch”, “qora qargʻa” kabi soʻzlar bolalarning estetik his-tuygʻularini rivojlantiradi.

Linguapoetik tahlil orqali sheʼrlarning maʼno qatlamlari va uslublari oʻrganiladi.³ Sheʼrda ornitonimlar bir nechta lingvistik va poetik jihatlarni ifodalaydi. Qushlar metafora sifatida ishlatilishi bilan sheʼrni yanada boy qiladi. Masalan, “bulbul” soʻzi koʻpincha “sevimli” yoki “kuyuvchi qalb” maʼnosida ishlatiladi. Baʼzi qushlarning ovozigʻa taqlid qilinadigan soʻzlar sheʼrda ishlatiladi, bu esa bolalarda qushlarning tovushini eshitish qobiliyatini rivojlantiradi. Masalan, “ququ”, “choʻp-choʻp” kabi soʻzlar bolalarga qushlarning ovozlarni oʻzlashtirishga yordam beradi. Qushlar odatda boshqa narsalar bilan qiyoslanadi. Masalan, bola qushning qanotlarini ozodlikka, parvozga taqqoslashi mumkin. Bu orqali bola nafaqat til koʻnikmalarini, balki abstrakt tushunchalarni oʻzlashtiradi. Sheʼrda qushlar rang-barang epitetlar bilan tasvirlanadi. Masalan, “oq kaptar” tinchlik timsoli sifatida yoki “qora qargʻa” yomon xabar yetkazuvchi sifatida

³ Rosch, E., & Mervis, C. B. (1975). Family Resemblances: Studies in the Internal Structure of Categories. *Cognitive Psychology*

ishlatiladi. Ornitonimlar, ya'ni qushlar va ularga oid so'zlar, til o'rganish jarayonida juda qiziqarli va foydali mavzu bo'lishi mumkin. Kichik maktab yoshidagi o'rganuvchilarga ornitonimlarni o'rgatish, nafaqat yangi so'zlarni o'rganish, balki qushlarning tabiati va ularga bog'liq madaniy ma'nolarni tushunishga yordam beradi.

Qushlar obrazlari bolalar she'riyatida o'ta muhim rol o'ynaydi. Ular bolalar uchun ramziy va estetik jihatdan ahamiyatli hisoblanadi. Masalan, bulbul obrazlari o'zbek va boshqa adabiyotlarda sevgi va go'zallik ramzi sifatida tanilgan. Shuningdek, qushlar obrazlari bolalarga tabiat bilan bog'lanish imkonini beradi, bu esa ularning kognitiv rivojlanishiga ijobiy ta'sir qiladi. Qushlar haqidagi she'rlar bolalarning til boyligini oshiradi va ularni tabiiy dunyo bilan yaqinlashtiradi.

So'nggi yillarda ornitonimlarning linguapoetik tahlili bo'yicha olib borilgan bir qator tadqiqotlar diqqatga sazovor. Bunday tadqiqotlar qushlar obrazlarini she'riyat va madaniyat doirasida ko'rib chiqishga, ularning til va obraz shakllanishiga ta'sirini o'rganishga qaratilgan.⁴“Bird Metaphors in Contemporary Poetry” – tadqiqotida zamonaviy she'riyatda qush obrazlarining metaforik va estetik jihatlari o'rganilgan. U bolalar she'riyatidagi qush obrazlarining ramziy ma'nolarini aniqlashda yordam beradi.

Kichik maktab yoshidagi bolalar uchun ornitonimlar ishtirok etgan she'rlarni yodlash muhim ahamiyat kasb etadi. Ularning til boyligini oshirishda eng katta omillardan biri bo'lib xizmat ko'rsatishi mumkin. Ornitonimlar bolalarga yangi so'z va tushunchalarni o'rgatadi. Ular qushlarning turlarini, rang-barang xususiyatlarini va yashash muhitlarini o'rganadilar. Shu jumladan o'rganuvchining tabiatga nisbatan qiziqishni kuchaytirishi mumkin. She'riyat orqali bolalar tabiat bilan aloqani his qiladilar. Bu ularni ekologik masalalarga qiziqtiradi va tabiatni himoya qilishga undaydi. Bundan tashqari estetik his-tuyg'ularni rivojlantirish uchun ham ornitonimlar ahamiyatlidir. Qushlarga oid she'rlar bolalarda estetik his-tuyg'ularni tarbiyalaydi, ularni go'zallik va nafislikka qiziqtiradi.

Ornitonimlarni o'rganishning o'ziga xos jihatlari va murakkabliklari bir nechta sabablarga ko'ra mavjud. Bu tadqiqot ko'pincha lingvistik, madaniy, adabiy va ekologik jihatlarni qamrab oladi.⁵ Har bir tilda va madaniyatda qushlar turlicha ma'no kasb etadi. Masalan, O'zbek madaniyatida bulbul muhabbat timsoli hisoblanadi, lekin boshqa tillarda va madaniyatlarda u boshqa ramziy ma'nolarga ega bo'lishi mumkin. Ayrim ornitonimlar turli tillarda sinonim yoki mutlaqo boshqa ma'no kasb etishi mumkin. Masalan, qaldirg'ochlar O'zbek madaniyatida bahor kelishini ifodalasa, ba'zi joylarda ular faqatgina oddiy qushlar sifatida qabul

⁴ Halbwachs, M. (1950). Collective Memory and Natural Imagery in Children's Poetry

⁵ Kamilov, M., Nurmatova, G., & Abdullayeva, D. (2020). O'zbek tilshunosligida zoonimlar tadqiqoti. O'zbekiston ilmiy jurnali.

qilinadi. Ornitonimlar ko‘pincha metafora yoki ramz sifatida ishlatiladi. Biroq, bu ramzlar ko‘pincha juda murakkab va ko‘p qatlamli bo‘lib, ularni to‘g‘ri talqin qilish uchun til va madaniyatlararo chuqur bilim talab etiladi. Misli ko‘rilmagan holatlardan biri shundaki, bir qush turi biror bir she‘rda bir xil ma‘noni anglatga, boshqa she‘rda mutlaqo boshqa ma‘no kasb etishi mumkin. Masalan, bir she‘rda qarg‘a yomonlik belgisi bo‘lsa, boshqa she‘rda u dono qush sifatida kelishi mumkin. Edgar Allan Poe “The Raven” she‘rida qarg‘a yomonlik va melankoliya ramzi sifatida tasvirlangan. Bu she‘rda qarg‘a bosh qahramonga tashvish va qayg‘u olib keladi, o‘lim va umidsizlik ramzi bo‘lib qoladi.

“Prophet!” said I, “thing of evil!—prophet still, if bird or devil!
Whether Tempter sent, or whether tempest tossed thee here ashore,
Desolate yet all undaunted, on this desert land enchanted—
On this home by Horror haunted—tell me truly, I implore—
Is there—is there balm in Gilead?—tell me—tell me, I implore!”
Quoth the Raven “Nevermore.”

Bu yerda qarg‘a yovuzlik va g‘am-alam timsoli bo‘lib, bosh qahramonni umidsizlikka botiradi. U “Nevermore” so‘zi orqali barcha savollarga qayg‘uli javob beradi, qahramonning umidini yo‘q qiladi.

Bunga zid tarzda qarg‘a dono qush ramzi sifatida ham talqin etilgan. Ted Hughesning “Crow” she‘rida qarg‘a dono va kuchli qush sifatida tasvirlangan. She‘rda qarg‘a insoniyatning noaniqligini, tabiat va hayot bilan bog‘liq falsafiy ma‘nolarni ifodalash uchun ishlatilgan.

Crow realized God loved him –
Otherwise, he would have dropped dead.
So that was proved.
Crow reclined, marvelling on his luck.

Bu yerda qarg‘a hayot va o‘lim ustidan hukm yurituvchi va insoniyatning kamchiliklarini biladigan dono qush sifatida tasvirlanadi. U o‘zining omadini va hayotni tahlil qilib, tabiat qonunlarini tushunishga harakat qiladi. Bu misollarda qarg‘a turli she‘rlarda turli ma‘nolarda talqin qilingan: Edgar Allan Poe‘da yovuzlik va umidsizlik ramzi bo‘lsa, Ted Hughesda donolik va kuch ramzi sifatida ko‘rsatilgan. Bu turli tasvirlar qarg‘aning she‘riyatda keng qamrovli va ko‘p qirrali ramz sifatida ishlatilishidan dalolat beradi.

XULOSA

Kichik maktab yoshidagi bolalarning ornitonimlar ishtirok etgan she‘rlarni yodlashining linguapoetik tahlili o‘ta muhim ahamiyatga ega. Bu yoshdagi bolalar qush obrazlarini o‘zlashtirish jarayonida nafaqat til va adabiyot, balki tabiat va madaniyat bilan ham chuqur tanishadilar. Qushlar tasvirlarining poetik jihatlari ularning estetik qiziqishini uyg‘otib, she‘riyatni nafaqat yod olish, balki

tushunishga, tabiatni sevishga o'rgatadi. She'rlar orqali qushlar obrazlari bolalar tilini boyitadi, ularning so'z boyligini oshiradi va yangi ifodalar o'zlashtirishga yordam beradi. Bunday yodlash jarayonida ular o'z xotirasini rivojlantirib, tabiiy dunyoni idrok qilish usullarini shakllantiradilar. Shunday qilib, ornitonimlar bolalarning adabiyot va tabiat bilan bog'liqligini mustahkamlaydi va ularning kognitiv rivojlanishiga, shuningdek, ijodiy qobiliyatlarini shakllantirishga hissa qo'shadi.

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REFERATSION MA'NOLARNI BERISH

Madraximova Gulnoza Adxamovna assistent
Andijon Mashinasozlik Instituti

Referatsional ma'nolarni berishda tarjimon to'qnashadigan asosiy muammo asliyatdagi bir so'z leksik ma'nosining tarjima tilida o'z xususiyatini yo'qotishi va asliyat ma'nosini bermasligidir. Dunyoda ikki turli xil til yo'qki, bu tillardagi ma'no birliklari, morfemalar, so'zlar va turg'un so'z birikmalar bir-biriga o'zaro mos kelsa. Ba'zida ma'lum bir so'zlarning ikkinchi tilda muqobili uchraydi, ammo bu so'z leksik birikma shaklida kelganda ularning ma'nosi ikkinchi tilda

nomuqobillikni keltirib chiqishi mumkin. Ikki tildagi o'zaro leksik- semantik mutanosiblikni qiyoslash maqsadida analiz obyekti sifatida ikki tildagi(ingliz va o'zbek) so'zlarini tanladik. Binobarin, etborga olish lozimki, ikki tildagi nomutanosibliklar faqatgina so'zlar nomuvofikligi bilan chegaralanmaydi, balki bu muammo boshqa til birliklari (grammatik morfemalar) orasida xam uchrashi mumkin.

Ikki tildagi leksik-semantik muvofiqlikni asosiy 3 xolatda ko'rish muki: 1) butunlay muvofiqlik; 2) qisman muvofiklik; 3) muvofiqlikning yo'qligi (yoki nomuvofiklik).

1-xolat. Butunlay muqobillik. Ikki tildagi so'zlar leksik ma'nolarining to'laligicha muvofiq kelishi tarjima uchun kamyob xodisa xisoblanadi. Asosan bu toifaga bir manoli so'zlar kiradi va ular ikki tilda xam yagona ma'noni anglatadi. Nutqimizdagi boshqa so'zlarga nisbatan bu leksemalar kamchilikni tashkil qiladi. Ularni xam quydagicha guruxlash mumkin:

A) Asliyat va tarjima tilining lug'at tarkibiga kirgan bir til uchun xarakterli bo'lgan atoqli otlar va geografik joy nomlari:

Toshkent-Tashkent

London- London

Navoiy- Navoi

Shekspir - Shakespeare

B) Ilmiy va texnikaviy terminlar:

Gaz - Gas

Kislorod - oxygen

Ko'mir - Coal

Magniy - magnesium

Kislota - acid

Qvarts - quartz

Gipertamiya - hypertamia

D) Oy, yil va xafta kunlari nomlarga ikkinchi tilda leksik-sematik muvofiq keluvchi so'zlar:

Yanvar - January

Dushanba - Monday

Bu guruxdagi so'zlarga ba'zi bir bayramlar nomi va sanoq sonlarni xam kiritish mumkin:

Yangi yil - new year

G'alaba kuni - Victory day

Mustaqillik kuni - Independence day

Ming - thousand

Million - million

Ammo bir tildagi yuqoridagi guruxlarga kiruvchi xamma so'zlar xam ikkinchi tilda faqatgina bitta ma'noni ifodalashga xizmat qiladi. Xattoki ba'zan ilmiy termin xisoblangan so'zlarning xam ayricha ma'nolari bo'lishi mumkin. Masalan fizikada quvvatni anglatuvchi - power - kuch - atamasining o'zbek tilida quydagi ma'nolari xam mavjud:

- 1) davlat, xokimyat
- 2) quvvat, qudrat, kuch
- 3) qobilyat, imkoniyat yoki o'zbekcha xisob - so'zining ingliz tilida quyidagi so'zlar bilan tarjima qilinishi mumkin:
 1. Calculation (xisoblab chiqish)
 2. Account (bankdagi xisob raqami)
 3. Score (maxsus belgi, o'yin xisobi)

Bir mintaqa xududida yashovchi ba'zi noyab xayvon nomlari tarjimada leksik-semantik muqobillariga ega: flamingo - flaminngo, porcupine - jayra. Ammo xammaga ma'lum va keng tarqalgan hayvon nomlari faqatgina zoologik termin emas balki umumleksikada ko'chma ma'nolarga xam ega bo'lishi mumkin. Masalan fox - so'zi tulkidan tashqari o'zbek tilida ayyor, makkor kishi; chameleon - buqalamun so'zi esa sharoitga qarab tusini o'zgartiruvchi, ikkiyuzlamachi kishi ma'nolarini berishi mumkin. Inglizcha eagle - burgut so'zi ingliz tilida 1) qush 2) Amerikaning (eski) o'n dollarli tangasi; 3) AQSH gerbi va emblemalarini anglatishi mumkin.

2-xolat. Qisman muvofiqlik. Ikki tildagi birliklarni o'zaro qiyoslash jaarayonida eng ko'p tarqalgan muvofiqlik bu qisman muvofiqlik ekanligining guvoxi bo'lamiz. Tarjima amaliyotidan malumki asliyat tilidagi bir so'zga tarjima tilidagi bir emas bir necha so'zlar mos kelishi mumkin. shuningdek asliyatdagi so'zning ekvivalentlari shu so'z tarjimasining ekvivalentlariga mos kelmasligi mumkin. Masalan, o'zbekcha til - inglizcha - tongue so'zlarining quyidagi umumiy ma'nolari mavjud: 1) odam azosi 2) zabon. Shuningdek til so'zining o'zbekchada quydagi ma'nolari xam mavjudki ular ingliz tilida boshqa so'zlar orqali ifodalab beriladi: 3) tildan tushmaslik - be always on somabody's lips; 4) tilni tiymoq - keep ones mouth shut;

Ingliz tilida esa til so'zi bilan birga yasaladigan ba'zi so'z va so'z birikmalari mavjudki, o'zbek tilida bunday xolatlarda til so'z ishlatilmaydi. Masalan, the hounds gave tongue - ovchi itlar ovoz chiqarishdi. Tongue tied - gung - soqov; Tongue-twister- tez aytish. Demak ba'zi bir so'zlarning ekvivalentlari ikki tilda xam (AT, TT) bir - biriga mos kelishi yoki umuman mos kelmasligi xamda qisman mos kelishi mumkin ekan. Masalan, o'zbek tilidagi uy - ingliz tilida house deb tarjima qilinadi. Ikkala tildagi so'z xam bino ma'nosini anglatadi. Ammo ingliz tilida bu so'zning dinastiya ma'nosida xam mavjud " the house of Boburids".

O'zbek tilida bu o'rinda sulola so'zi " Boburiylar sulolasi". O'zbek tilida esa, uy so'zining tug'ulgan joy, oila, kabi ma'nolari borki, bu o'rinda uy ingliz tilida house emas, balki home deb tarjima qilinadi. O'zbek tilidagi uy so'zi ishtirokida yasaladigan qo'shma so'zlar esa ingliz tilida home so'zi ishtirokidagi qo'shma so'zlar yoki mutlaqo boshqa ekvivalentlar orqali tarjima qilinadi. Masalan, bolalar uyi - children's home; savdo uyi-commercial; aloqa tuzatish uyi- reformatory. Shuningdek, o'zbek tilida xam uy so'ziga ba'zi xolatlarida o'rindosh bo'lgan xona so'zi mavjud bo'lib ingliz va rus tillaridagi house va дом so'zlari bilan yasalgan ba'zi qo'shma so'zlar tarjimasida ishlatiladi: Gambling house - игорный дом - kimorxona

Demak, xar bir so'z tarjima tilida bir necha xil ifodalanishi yoki asliyatdagi bir necha ma'no tarjimada bir so'z orqali ifodalab berilishi mumkin. Tarjimondan talab qilinadigan vazifa xar bir so'zning eng muvofiq ma'nosini tanlay bilishdir.

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PAREMIOLOGIK BIRLIKLARNING TILSHUNOSLIKDA TUTGAN O'RNI

*Andijon davlat chet tillari instituti talabasi
Erkinova Madina Yulbarsali qizi*

*Ilmiy rahbar: Muqumjon Axunov Muhammadaminovich
(PhD) filologiya fanlari bo'yicha falsafa doktori, dotsent
E-mail: muqumjon.axunov@bk.ru
Tel: +998979977443*

ANNOTATSIYA: ushbu maqola, paremiologik birliklarning tilshunoslikda tutgan o'rni haqida ma'lumot berish va Ingliz sohasidagi paremiologik birliklarning tilshunoslikda o'rganib chiqildi. Bu paremiologik birliklarning tilshunoslikda ilmiy xulosa yasash va kengroq tushuncha berishdan iborat bo'lgan xodisalarni ochib berishdir.

Kalit so'zlar: pareminologik, maqol-matalla, notiqlik, empirik nuqta, tilshunoslik.

Paremiologik birliklar (olib borayotgan ilmiy izlanishlarimiz nafaqat maqollar balki matallarni ham o'z ichiga olgani uchun 'paremiya' terminini emas balki 'paremiologik birliklar' terminini qo'llashni ma'qul deb bildik) avloddan avlodga faqat og'zaki holdagina o'tib kelganligi, xalq og'zaki ijodining mevasi

bo'lganligi sababli adabiyotshunoslikning o'rganish obyekti hisoblanadi, chunki ularning aksariyati ko'pincha she'riy-ritmik shaklga ega va ularda o'xshatish, antiteza, anafora, alliteratsiya, kinoya, piching kabi bir nechta tasviriy bo'yoqlar mavjud. Shu bilan bir qatorda bu birliklar so'zlardan tuzilib, ma'lum bir fikrni ifodalovchi gaplardan iborat bo'lganligi uchun tilshunoslikning ham tadqiqot obyekti hisoblanadi. Maqol va matallar ana shu 2 jihatni o'zida o'zlashtiradi. H. Berdiyrovning⁶ "O'zbek tilining paremiologik lug'ati" da keltirilishicha, paremiologiya tildagi maqol, matal, aforizm kabi iboralarni ikki planda o'rganadi:

- 1) adabiyotshunoslik nuqtai nazaridan;
- 2) lingvistik jihatdan.

Zamonaviy hayotimizda paremiologik birliklarning ahamiyatlilik darajasi yetarlicha baholanmaydi. Paremiologik birliklarni doirasida o'tkaziladigan tadqiqotlar ta'lim tizimida anchagina yutuqlarga erishishga yordam berishi mumkin. Paremiologik birliklarni tadqiq qilishning uzoq tarixga boy filologik tadqiqiga qaramay, filologiya fani hali ham bu soha birliklarining semantikasi va lingvistik holati haqida aniq bir to'xtamga kelgani yo'q. Bu sohadagi har bir birlik haqida to'liq va bir yaxlit tushuncha butun bir auditoriya uchun taqdim etilishi kerak. Paremiologik birliklarning lingvistik holati va ularning semantik tuzilishi tadqiqot obyekti sifatida ko'rib chiqilishi kerak. Yuqorida keltirib o'tilgan xususiyatlar ularni o'rganishning qanchalik muhimligini ko'rsatadi. Barchaga ma'lumki, har bir paremiologik birlikning semantikasi sirtdan nazar tashlansa ham ularning qanchalik oqilona va dono eshitiladi. Salbiy ma'noga ega yoki xalq didiga mos kelmagan paremiologik birliklarning tarqalishi qiyindir. Muayyan vaziyatdagi paremiologik birliklar matallarni tashkil etadi. Umumiy qilib aytganda, paremiologik birliklarning asosiy vazifalaridan biri ko'zlangan majoziy ma'no bilan bog'liq bo'lmagan turli sozlardan foydalangan holda vaziyatni oddiy talqin qilishdir.

Paremiologik birliklar odatda kodga o'xshatiladi. Bu o'zgartirib bo'lmaydigan qonunga o'xshatilishi mumkin. Shuningdek, ularning ahamiyatini e'tiborsiz qoldirish mumkin emas, xuddi qonunlarga bo'ysunmaslik mumkin emasdek. Bu birliklar asrlar qilinayotgan a'mallar, sodir bo'layotgan hodisalar hayot tamoyillariga mos kelish kelmasligini tekshirayotganga o'xshaydi. Va ular orqali anashu prinsiplar avloddan avlodga o'tib boradi. Ta'limda yoshga e'tibor qaratililmagani kabi maqollar ham xoh u katta bo'lsin, xoh kichik, barchani aqlan fikrlashga va, soddaroq qilib aytganda, to'g'ri yo'lga chorlaydi.

Paremiologik birliklarning mavjud bo'lishining mohiyatini anglab yetish shundan iboratki, maqol muayyan vaziyatga aniq fikr beradi, uni yoritadi.

⁶ Berdiyrov X., Rasulov R. O'zbek tilining paremiologik lug'ati. –Toshkent: O'qituvchi, 1984

Shuningdek, paremiologik birliklar insonlarni estetika jihatdan tarbiyalaydi. Tabiat, inson va mehnat qilish gozalligini tushuntirib insonlarning madaniyatini yuksalishiga sabab bo'ladi. Estetik tuyg'ular inson hayotida muhim ahamiyat kasb etadi. Insonlar esa ularni adabiyotlar o'qish va paremiologik birliklarni teran anglash orqali rivojlantirishlari mumkin.

Paremiologik birliklar shunday qolipga solingan yo'l yo'riqlarki, ular muayyan vaziyatni bir biri bilan almashtirib bo'lmaydigan iboralar orqali aks ettiradilar. Xuddi matematika fanida qo'llanadigan formulalar kabi maqol va matallar ham chuqur ma'noga ega iboralar ketma ketligidir.

Paremiologik birliklar til adabiyotida xalq og'zaki ijodi janri sifatida o'rganilsa, tilshunoslikda esa doimiy sintaksis sifatida o'rganiladi. Dunyo bo'yicha paremiologik birliklarga berilgan sifatlar balki paremiologik birliklarning sonidan ko'pdir. Quyida ularning ba'zilarini tahlil qilib o'tamiz.

1932-yilda Barlett Jere Uayting⁷ paremiologik birliklarga o'zining quyidagi tarifini berib o'tadi: "Maqol – bu xalq tomonidan tuzilganligi sabali, uning shakli va iborada kelib chiqishidan dalolat beruvchi ibora. U ko'rinib turgan asosiy haqiqatni, ya'ni truizumni oddiy tilda ifodalaydi, lekin ko'pincha alliteratsiya va qofiya bilan bezatiladi. Odatda qisqa, lekin bo'lishi shart emas, odatda to'g'ri, lekin bo'lishi shart emas. Ba'zi maqollar ham to'gridan to'g'ri, ham ko'chma ma'noga ega bolib ularning har bir mukammal ma'noga ega bo'lib, ularning har bir mukammal ma'noga ega, lekin ko'pincha ular ikkitadan bittasiga ega. Maqol hurmatni aks ettirishi kerak; u qadimiylilik belgisiga ega bo'lishi kerak va bunday belgilarni aqlli adabiyot odami qalbakilashtirishi mumkinligi sababli, u turli vaqtlarda turli joylarda tasdiqlanishi kerak. Ushbu oxirgi talab ko'pincha bizning ixtiyorimizdagi materiallar to'liq bo'lmagan juda erta adabiyotlar bilan ishlashdan voz kechishi kerak".

Paremiologik birliklarning ya'na bir ta'rifini keltiramiz: "Maqol – muallifi bo'lmagan, asosan, turli tillarda ma'lum bo'lgan, bir gapda prinsipni, maslahatni, haqiqiy yoki faraz qilingan haqiqatni, uning asosiy g'oyasini umumiy, ixcham shaklida ifodalaydigan mahxur to'plam iborasi. Umumiy asosga ega bo'lishi yoki hech bo'lmaganda uning foydalanuvchi buni shunday deb hisoblaydi"⁸. Qolaversa, nemis maqolshunosi U. Miyder⁹ quyidagicha ta'riflaydi maqollarni: "Maqollar – xalqning qisqa, umumiy ma'lum bo'lgan jumalari bo'lib, ularda hikmat, haqiqat, axloq va an'anaviy qarashlar o'z ichida ma'joziy, qat'iy va yodda qoladigan shaklda ifodalaydi".

⁷ Bartlett Jere Whiting "American proverbs and proverbial phrases" 1932

⁸ Nagyo., & Kozmandas "On the study of paroemias"

⁹ Mieder W., (2004), Proverbs: A handbook Greenwood Press

Paremiologik birliklarning inson faoliyatidagi o'rnini beqiyosdir. Masalan, har qanday notiq nutqining ishonchlilik darajasini oshirish uchun paremiologik birliklardan foydalanadi. Paremiologik birliklardan foydalanib, ma'ruzachi o'z nuqtqini paremiologik birliklarning majoziy ma'nosi bilan tasdiqlashni maqsad qiladi. Paremiologik birliklardan foydalangan so'zlovchining nutqi keskin tus oladi.

Paremiologik birliklar – adog'i yo'q mavzularda insonlarning og'zaki bayonidan iboratdir. Mavzular esa insoniyat hayotining har bir qirrasini o'z ichiga oladi. Bularga turli tematik guruhlar kiradi: turli ijtimoiy vaziyatlar, oddiy odamlar hayoti va ularning hayotiy faoliyati; xalq tarixi; odamlarning umidlari va niyyatlari; inson ruhi va uning salomatligi; insonning tabiati va hayrixohligi; baxt, boylik, mehnatsevarlik, sabr, ochko'zlik, qashshoqlik, isrofgarchilik; Tangrimiz, din, e'tiqod, gunoh; ish, ishsizlik, chaqqonlik, dangasalik; san'at, ta'lim, oila, tarbiya; chorvachilik, chorvachilikning barcha turlari, dehqonchilik; ovqatlanish, salomatlik, ziddiyat, yaxshilik, yomonlik, insoniyat. “maqol mazmunida muhim hayotiy voqea, hikoyatlari uchratsih mumkin. Maqollar ularga bergan hikmat, natija, yakuniy, xulosa kabidir”, deb tushuntiradi qozoq akademigi Malik Gabdullin¹⁰.

Shuningdek, inglizlarga xos yana bir jihat – bu ularning bolalarga nisbatan uy hayvonlariga bo'lgan mehri ustunroq turishini maqollarda “bola” obrazidan ko'ra “it”, ayniqsa, “mushuk” obrazlari ko'proq qo'llanilishida kuzatamiz. Masalan:

- *Dog does not eat dog.* – Qarg'a qarg'aning ko'zini cho'qimaydi.
- *Barking dogs seldom bite.* - Ko'p vovullagan it tishlamaydi.

• *When the cat is away, the mice will play.* - Mushuk yo'q bo'lsa sichqon bayram qiladi.

- *A cat in gloves catches no mice.* - Qo'lqopli mushuk sichqon tuta olmaydi.

Ammo ayrim o'zbek maqollarida “it” va “mushuk” obrazlari ko'proq salbiy ma'noda, salbiy obrazda ishlatiladi. Masalan:

• *It hurar karvon o'tar.* - The dogs bark, but caravan goes on. Itlar bilan yotgan, bitlab turar. - Down with dogs must rise up with fleas, He that lies.

• *Itni suyak bilan ursangiz, qopmas.* - A dog will not howl if you beat him with a bone.

• *Itidan suyak artmas, mushukdan – bez.* - Two dogs over one bone seldom agree.

• *Tanlay, tanlay tozga yo'liqdim, boshi piyoz kalga yo'liqdim.* Scornful dogs will eat dirty puddings.

¹⁰ Gabdullin Malik (2012) “Qozoq maqollar antalogiyasi”.

Ushbu maqollarda “it” obrazi ko‘proq jahldor, yomon, iflos, poraxo‘r, ochko‘z, dimog‘dor odamlarga qaratilgan holda gavdalanadi. Biroq yana ba’zi bir maqollar borki, bunda it obrazi vafodorlik, yaxshilik, donolik, sofdillik obrazlarida gavdalanadi.

- *Yaxshi itga- yaxshi suyak.* - A good dog deserves a good bone.
- *O‘lik arslondan tirik it afzal.* - A living dog is better than a dead lion.
- *Qari it ko‘p yo‘l bilar.* - An old dog barks not in vain.

Biroq farzandlar, bolalar haqidagi maqollar o‘zbek xalqining eng sevimli mavzularidan biridir. Chunki o‘zbeklar bolajon xalq bo‘lib, ona va bolaga bo‘lgan e’tibor ahamiyatga molik:

- *Ona bilan bola – gul bilan lola.*
- *Bolali uy – bozor, bolasiz uy mozor.*
- *Bolamning bolasi – qandin o‘rik donasi.*

O‘zbek xalqi nonni juda e‘zozlaydi va ingliz xalqiga nisbatan ko‘proq iste’mol qiladi. O‘zbek xalqining ayollari xamir qorib, tandir-tandir non yopadi. Kundalik turmushda bu holatning necha ming yillardan beri takrorlanib keladi. Buning ishtiroki o‘zbek xalq maqollarida ko‘p kuzatiladi.

- *Non mo‘lligi — el to‘qligi.*
- *Nonga hurmat – elga hurmat.*

Maqollardagi milliy koloritni ta’minlaydigan yana bir obraz – bu o‘sha xalq taomlaridir. Isbot uchun: Ingliz tilida:

- *Every cook praises his own broth - Har bir oshpaz o‘z sho‘rvasini maqtaydi.*
- *Too many cooks spoil the broth - Oshpaz ko‘p bo‘lsa, sho‘rva buziladi.*

O‘zbek tilida:

- *Qo‘ychuvon ko‘p bo‘lsa, qo‘y harom o‘ladi.*

O‘zbek va ingliz xalq maqollarini mavzu jihatdan tahlil qilinib, o‘zbek tilida mavjud bo‘lgan maqollardagi mavzularning barchasi ingliz xalq maqollarida ham uchrashi mumkin degan xulosaga keldindi Har ikkala tildagi maqollarning bir xil mavzudagi bir-biriga o‘xshash ekvivalentlarini topish mumkin. Natijada har qanday mavzudagi maqolni olmang, u har ikkala tilda o‘z muqobil variantiga egadir. Xullas, ingliz va o‘zbek maqollarining mavzu doirasi rang-barang va har ikki tilda deyarli bir xil mavzular mavjud. Biroq ayrim mavzudagi maqollar bir tilda ikkinchi tilga nisbatan ko‘proq uchrashi mumkin. Buning sababi ko‘p sonli maqollarni qamrab oluvchi mavzular xalq hayotining asosiy bo‘g‘inini tashkil qilishidadir.

Notiqlik san’ati qo‘shiq va raqs kabi san’at turlaridan biri hisoblanadi. “Notiqlik san’ati – tinglovchining qalbini so‘lashga, kimningdir fikrini o‘rtaga qo‘yishga, kimningdir qalbini tortishga, maqsadni amalga oshirish uchun kimgadir taslim bo‘lishga na kimnidir biror narsa qilishga undaydigan san’atdir O‘z nutqida

paremiologik birliklardan foydalanish esa mantiqiy va obrazli fikrlash qobiliyatini rivojlantiradi”¹¹.

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XOTIRANOMADA PEYZAJNING BADIY FUNKSIYASI

Ubaydullayev Normuhammad, *O‘zbekiston-Finlandiya pedagogika instituti dotsenti, pedagogika fanlari bo‘yicha falsafa doktori*
tel: +998 (99) 558-79-86
E-mail: normuhammadubaydullayev@gmail.com

Annotatsiya: Badiiy kompozitsiyaning yana bir muhim jihatlaridan biri – peyzaj (tabiat tasviri)dir. Bu tasvir usuli barcha badiiy asarlarda o‘ziga xos tarzda original bo‘yoqlarda yuzaga chiqadi. Shu ma’noda, badiiy peyzaj, badiiy portret, badiiy detal – kompozitsion qurilmaning asosiy unsurlari sanalib, har qanday

¹¹ Dadaboyev X. A. Tilshunoslik nazariyasi va metodologiyasi, Toshkent – 2004.

asarning sistembutunligiga tabiiy ravishda ta'sir qiluvchi shtrixlardan biridir. Unda yozuvchi ijtimoiy munosabatlar tig'izligini ham, har qanday vaziyat va holat, muammolar izchilligini ham to'g'ri yo'lga qo'ya olish malakasini tartiblashtiradi.

Kalit so'zlar: *tabiat manzarasi, peyzaj, badiiy portret, badiiy detal, kompozitsion qurilma, idrok, fasllar, tabiat va jamiyat hayoti, bolalik fenomeni.*

Badiiy asarda peyzajning qo'llanish yo'llari nihoyatda xilma-xil bo'lib, ular yozuvchi uslubi va asar janri bilan ham belgilanadi. Tabiat manzarasi tasviridan turli xildagi maqsad kuzatiladi. U goh voqea sodir bo'lgan faslni bildiradi, goh qahramonlar kayfiyatini ochishga yordam beradi, goh asar voqealarini bir-biri bilan bog'lash vazifasini o'taydi[1]. Haqiqatdan ham mahorat bilan yaratilgan yetuk badiiy asar faqat o'zi mansub bo'lgan janr uchungina emas, balki o'sha asarni yaratgan yozuvchi mansub bo'lgan adabiyotda ham har vaqt burilish yasash tabiiydir. Bunday hollarni adabiyot tarixidan juda ko'p misollar bilan isbotlash mumkin. Lekin gap u yoki bu yozuvchi, yoki shoir qaysi davrda yashagan bo'lmasin, uning o'rni, qimmat, u yaratgan asarning darajasi, avvalo o'sha o'z davriga nisbatan belgilanishidadir[2], – deya yozadi prof. S.Mirvaliyev. Jumladan, memuar, xotiranoma yoki shunga o'xshagan badiiy asarlarda – tabiat va jamiyat hayotidagi uzil-kesil o'zgarishlarda faol fuqarolik burchi bilan ishtirok etgan taniqli shaxslar xarakteriga badiiy chizigilar berilar ekan, mana shu jarayonning o'ziyoq janrning ichki va tashqi strukturasi xilma-xil ifodalarni aniqlashda qo'l keladi. Masalan, Z.Saidnosirova bilan K.Qahhorovalarning tabiat tasviri bobidagi say'-harakatlari, izlanishlari Habibullo Qodiriylikidan tubdan farq qiladi. Bu borada Zarifa Saidnosirova anchayin Oybek shaxsiyatiga – tabiatning bir nozik go'zalligidan bahra olib, yashab o'tgan ijodkor ekanligini ko'p bora ta'kidlagan o'rinlari talaygina ekanligi ayonlashadi:

“Oybeksiz Sochining so'lim tabiati, havosi, go'zalligi, menga tatirmidi?

Men birinchi kundan boshlab Oybekka joy axtara boshladim. Bir vrach ayol shundaygina sanatoriyni yon bag'rida turar ekan. U bilan kelishib, suyuna-suyuna Oybekka telegramma yo'lladim. Sog'inib kutar ekanman, Oybek yetib keldi.

Biz tongdan shomga qadar birga bo'ldik. Sochining barcha istirohat bog'larini, go'zal maskanlarini aylanib chiqdik. Har kuni kech paytlari dengiz sohilidagi mashhur “Rivyera” sanatoriysining restoraniga boramiz va uning dengiz bag'riga kirgan ayvonida o'tirib, pivomi, kofemi ichamiz. Dengiz ortiga botayotgan quyoshni, uning to'lqinlar ustiga to'kkan nurlarini, g'urub go'zalligidan ko'z uzmay, zavq bilan tomosha qilamiz. Dengizning shovullagan tovushini tinglaymiz. Goh sokin o'tirib, borliqning shu mangu go'zalligini ko'ngilga solamiz. Goh totli suhbatdan orom olamiz”[3].

Idrok qilinayotgan tabiat tasvirida Oybek shaxsiyatining she'rga, she'rdan romanga, romandan hayotga ko'chib o'tgan xarakterini bilish qiyin emas. Hali to'ylari bo'lmasidan, bir-birlarining pok muhabbati yo'lida hayot go'zalligini kelajakka "Bir savat oq guldek" uzatayotgan hassos Oybek siymosi har bir o'quvchini bee'tibor qoldirmaydi. Mana shu tabiat tasviri Oybekning juda ko'plab she'riy misralariga – sohil bo'ylaridagi kayfiyatini namoyon qilmoqda. Xastalikning davom etishi uning ijtimoiy tuzum nayranglarida yanada chuqurlashuviga olib keldi. Jamiyatning komil fuqarosi sifatidagi, ham Vatan oldidagi muqaddas burch ham uning metin irodasini tinimsiz sinov maydoniga ulotqirgandi. Mana shu jarayonda, ham yonida maslakdosh bo'lish, ham unga dalda berib, to'g'ri yo'l ko'rsatish hammaning ham ilkidan keladigan go'zal ish emas. Oybek lirikasidagi mavjud andozalar – Zarifa Saidnosirova ta'biri bilan aytganda o'ta bardoshli ShAXS ekanligi yaqqol tiniqlashadi. Bu haqda Ulug'bek Hamdam quyidagi mulohazalarini ifodalaydi:

“Ma'lumki, Oybek uzoq vaqt – o'n yetti yil davomida og'ir dard bilan olishgan. Odatda, kasallik xuddi qafasday bemorni har tarafdin qisadi, jismi va ruhidagi yashovchan kayfiyatni so'ldiradi. Natijada, sog'ayish – ayniqsa, bunday cho'zilgan xastalikdan so'ng – hayotga yangidan qaytish barobar. Quyidagi misralar qa'tiga singdirilgan umid kamida musichaning kamida yana atigi bir soatgina yashash haqidagi orzusiga teng:

*Kechalar yururmen telbaday horib –
Boshimda oy borur menga hamqadam.
Xayolday uchadi mash'alday yonib,
To'yib yozajakmen bir kun sog'aysam”[4].*

Munaqqidning haqli ravishda e'tiroficha, Oybekning betoblighi, Qahhorning ham qand kasaliga muhtalo bo'lishi, Qodiriyning begunoh hibsga olinib, qiynoqlar girdobida saqlanishi davrning umumiy manzaralari haqida to'laqonli tasavvur berishga imkon beradi. Davr o'ta qiltis, o'ta shafqatsiz bo'lib, insoniy munosabatlarning oyoq ostida, qadr-qiyimat degan tushunchaning mavjudligi esa xom-xayol ekanligi ma'lum bo'laveradi. Mana shunday vaziyatda ham har uchala yozuvchi yoki shoir botinida ne-ne orzu-umidlar kechmadi, deysiz. Hayot haqiqatining maromdan tashqariga chiqishi, zulm va shafqatsizlik bilan olib borilayotgan tuzumning nayranglari ularning metin irodasini kemirib, o'rniga bedavo bir xastalikni jo qilayotgani har uchala xotiralarda ochiq oshkor, butun-murakkabligicha bayon qilingan. Mana shu o'rinda – tabiat tasviri ham, uzil-kesil kiritma hikoyatlaru, detallarning barchasida qahramonlar intellekti namoyon bo'ladi. Demak, memuarnavislarning ijodkor fitratini qayta kashf etish mahoratining teranlashuvi, ularning vaziyat va holatdagi voqelikni sistematik tarzda yagona estetik markazda uyushtira olish manerasining ustuvorligi bilan

belgilanadi. Mana shu tamoyil har uchala xotira muallifiga daxldor tushunchalar bo‘lib –yodimizga oladi:

XX asrda avtobiografik shunga o‘xshash shakllarda ko‘plab qissalar yaratildi. Abdulla Qahhorning “O‘tmishdan ertaklar”, G‘afur G‘ulomning “Shum bola”, Oybekning “Bolalik” kabi qissalarining mohiyatida o‘zining bolaligi, shakllanishi, ulg‘ayishi va jamiyatda bo‘layotgan o‘shish-o‘zgarishlarni, fojiaiviylik bilan yo‘qotishlarni anglash instinkti ham yuksala boradi. Mana shu jihatlarning ko‘pchiligida – bolalik fenomeni aks etadi. Barcha bolalik haqidagi asarda voqelikni hikoya qilish manerasi o‘ziga xos tarzda kechadigan individual jarayondir. Bu individuallik esa yozuvchi xarakterini, muallif “men”i va shaxsini anglashda qo‘l keladi. E‘tibor berilsa, Abdulla Qahhor “O‘tmishdan ertaklar” qissasiga A.Chexovning va boshqa rus yozuvchilarining asarlari turtki bo‘lganini o‘z hikoyasi davomida berib, izohlab o‘tadi[5]. Darhaqiqat, A.Qahhorning “O‘tmishdan ertaklar” qissasidagi o‘zining bolaligini eslashi ham, hayot haqiqatini teran ifoda qilishda muhim atribut vazifasini o‘tashi tayin:

“Biz Yaypanda Olim buva degan bir nonvoyning tashqarisida turar edik.

Nonvoyxonaning orqasi tashqining qariyib yarmini egallagan, hovli juda ham tor, ayam uning o‘rtasini tesha bilan chopib qo‘qongul, sariqqul, rayhon, jambil ekan, hovlining guvalak devorlari qaldirg‘ochning uyasiga o‘xshar edi. Eshigi bir tabaqalik, kichkina va pastakkina uyning darchasi ichkari hovlining ayvoniga ochilgani, buning ustiga nomahram nazaridan pana qilib, panjarasiga yog‘langan qog‘oz yopishtirilgani uchun uy qorong‘i, odam odamni tusmol bilan tanir edi.

Olim buvaning ichki hovlisi ham tor, ustini boshdan-oyoq tok qoplagani uchun juda ham dim. Uning xotini ertadan kechgacha g‘uv-g‘uv charx yigirdi, tez-tez biznikiga kirib, ayam bilan gaplashib o‘tirardi; bizning musofirchiligimizga rahmi kelsa kerak, ba‘zan o‘pkasi to‘lib, ayamga taskin bergan bo‘lardi”[6].

Mana shu keltirilgan lavhaning o‘zidayoq Abdulla Qahhor ijodiy portretining mukammal va aniq bir talqinini ko‘rishmiz mumkin. Kibriyo Qahhorovanning “siqiq” bir ifoda uslubida A.Qahhor fenomeni “yarq” etib ko‘zga tashlanishi nihoyatda tabiiy va ishonarli chiqqan. Bolaligining har qanday shaxs tarbiyasida muhim faktor ekanligini ko‘rsatish, o‘quvchining ham diqqatini o‘ziga jalb qilishda qo‘l keladi. Mana shu tamoyil XX asr xotiranoma (biografik) janr poetik qonuniyatlarida aniq bir ifoda mexanizmining shakllanib ulgurayotganidan nishonadir:

Rus adabiyotshunosi A.V.Antyuxov ta’kidlashicha: “Xotira janrida keltirilgan voqealar, muallifning shaxsan o‘zi uchrashgan odamlar xotiralari ham muhim sanaladi. Ular o‘tmishdagi hayot haqidagi qarashlarini hikoya qilibgina qolmay, bir vaqtning o‘zida doim tirik shaxsdek ko‘z o‘ngimizda gavdalanadi.

Xotiranaivislarning aksariyati badiiy-estetik vazifani bajarib qolmasdan, ularni batafsil hikoya qilish, o'z intim munosabatlarini bildirishni ham uddalay olishi shart"[7]. Bu xususiyat janrning ichki qonuniyatlarini ham markazlashtiradi. Natijada, badiiy tasvir va peyzaj vositalari (ruhiy tahlil) ham o'z maromida tavsiflanadi.

Prof.Q.Yo'ldoshev qayd etadi: "Badiiy tasvirdagi turfaliklar va ularning sababini millatning badiiy tafakkur yo'sinida, binobarin, ijodkorlarning olamni estetik idrok etish tarzida tub burilishlar yuz bergan global badiiy-estetik o'zgarishlar asnosida kuzatish ko'proq samara beradi va to'g'ri ilmiy xulosalar chiqarish imkonini beradi"[8]. Haqiqatdan ham, millat saviyasi qachon yuksaladi, uning badiiy-estetik tafakkuri yuksalgandagina inqilobga yuz tutadi. Bu holat 50-60 yillar nasrida ham kuzatildi. Bu sobiq ittifoq sarhadlarining bir yoqlama qarashlarida atayin tushovlab qo'yildi. Mustaqillikka erishgandan keyingina yangi, zamonaviy rivojlanish bosqichiga qadam qo'ydi.

Xulosa shuki, badiiy kompozisiya sujet voqeligini yagona falsafiy-psixologik hamda estetik markazda muvofiqlashtiradi. Uning badiiy funksiyasi ham davrning og'riqlarini, ham qahramonning hayot va adabiyot haqidagi qarashlarini, ham insoniy burch va mas'uliyatning o'ziga xos rishtalarda tutashuvini nazoratga oladi. Muallif-qahramon-o'quvchi uchligi mavjud voqelik sarzanishlaridan oziqlanadi. Ibtidoiy tushunchalarning inson fenomenida umuminsoniylashuvi – xotiraning mukammal ko'rinishi (ong osti hislari)da yanada tiniqlashuviga katta zamin hozirlashi, shubhasizdir. Zotan, xotira kitoblarning aksariyatida yakka shaxs haqidagi dilbar g'oyalar, muallif pozisiyasi bilan to'yintirilsagina, u o'ta zalvorli bir asar sifatida tarix zarvaraqlarida muhrlanishi tabiiy!

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THE ROLE OF FIGURATIVE LANGUAGE IN CONTEMPORARY ADVERTISING

Egamberdiyeva Marjona Alibek qizi
Student of Chirchik Pedagogical State University
marjonaegamberdiyeva33@gmail.com
(+99899) 473-19-19

Xudoyorva Sabogul Eshmirza qizi
Student of Chirchiq Pedagogical State University
sabogulx@gmail.com
(+99899) 317-02-48

Annotatsiya: This paper explores the pivotal role of figurative language in contemporary advertising, highlighting its effectiveness in capturing consumer attention, conveying messages, and evoking emotional responses. Figurative language—encompassing metaphors, similes, personification, and hyperbole—adds richness and layers of meaning that resonate with audiences. In a highly competitive marketplace, advertisers leverage these linguistic techniques to not only differentiate their brands but also create memorable experiences and foster connections with consumers. Through a selection of case studies and analyses of recent advertising campaigns, this study illustrates how figurative language enhances brand storytelling and influences consumer behavior. Ultimately, understanding the nuances of figurative language in advertising offers valuable insights for marketers seeking to craft compelling narratives that engage and persuade their target audiences.

Key words: figurative language, contemporary advertising, metaphors, emotional response, consumer behavior, brand storytelling, marketing strategies, persuasion, advertising campaigns, language techniques.

Introduction

"The Role of Figurative Language in Contemporary Advertising" refers to the use of creative linguistic techniques that enhance the communicative power of advertisements in today's marketplace. Figurative language includes devices such as metaphors, similes, personification, hyperbole, and imagery, which serve to create vivid mental images, evoke emotions, and convey complex ideas succinctly. By employing these devices, advertisers aim to capture the attention of their

audience, establish brand identity, and foster emotional connections. This theme examines how figurative language enriches advertising narratives, engages consumers on a deeper level, and influences purchasing decisions in an era characterized by information saturation and competitive messaging.

In contemporary advertising, the strategic use of figurative language goes beyond mere embellishment; it serves critical functions in shaping consumer perceptions and behaviors. Each figurative device carries unique advantages.

Main body

1. Metaphors and Similes: These comparisons draw parallels between seemingly unrelated concepts, allowing consumers to understand a product's benefits through familiar experiences. For instance, portraying a car as "a sleek predator on the highway" not only highlights its design but also evokes a sense of power and agility.

2. Personification: This technique breathes life into products, giving them human traits that consumers can relate to. A smartphone advertised as "your loyal companion in every moment" creates an emotional bond, suggesting reliability and intimacy.

3. Hyperbole: Exaggeration effectively captures attention and emphasizes a product's superiority or effectiveness. Phrases like "the best coffee in the universe" may not be taken literally but create an impression of exceptional quality and encourage further exploration.

4. Imagery: Vivid descriptions stimulate the senses and imagination, making advertisements more memorable. An ad that describes food as "rich, creamy, and bursting with flavor" not only informs but tantalizes the audience's taste buds.

5. Symbolism: Certain words or phrases symbolize broader ideas and evoke a cultural or emotional context. For instance, using the term "green" in environmental advertising symbolizes sustainability and responsibility, appealing to eco-conscious consumers. In addition to enhancing engagement, figurative language also aids in crafting brand identity. Brands that consistently utilize specific language patterns can create associations in consumers' minds, allowing them to differentiate themselves in a crowded market. This linguistic consistency helps build recognition and loyalty over time.

The role of figurative language in contemporary advertising reflects cultural trends and shifts in consumer values. Advertisers often tailor their language to resonate with specific demographics, embracing inclusive language or addressing social issues. This adaptability not only attracts diverse audiences but also cultivates a sense of community around the brand.

Conclusion

The theme "The Role of Figurative Language in Contemporary Advertising" encapsulates the integral part that creative linguistic elements play in effective marketing strategies. By harnessing the power of figurative language, advertisers can connect more profoundly with their audience, leaving lasting impressions that drive consumer action and loyalty. The exploration of this theme reveals how language, an often-overlooked aspect of advertising, serves as a potent tool for both persuasion and storytelling in the modern age.

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LANGUAGE POLICY AND MULTILINGUALISM

Mirazizova Gulshodaposhsho Maxmutali qizi

Ro'ziqulova Kamola Rustamjon qizi

Chirchik State Pedagogical University

*Tourism faculty Foreign language and literature: English department 22/7- group,
3- course*

Scientific advisor: Abduramanova Diana Valerevna

Senior teacher, Chirchik State Pedagogical University

Abstract: This article explores the intricate relationship between language policy and multilingualism, emphasizing the role of governmental and institutional frameworks in shaping linguistic diversity. By examining case studies from various countries, the paper highlights how language policies can either promote or hinder multilingual practices. It discusses the implications of these policies on social cohesion, identity, and access to education and services. Furthermore, the article advocates for inclusive language policies that recognize and celebrate linguistic diversity as a resource rather than a barrier. Ultimately, it argues that effective language policy is essential for fostering an environment where multilingualism can thrive, contributing to cultural richness and social equity.

Keywords: Language Policy, multilingualism, linguistic Diversity, social Cohesion, identity, education Access, inclusive Policies, cultural Richness, language Rights.

Language Policy and Multilingualism: Navigating Cultural Diversity

In an increasingly interconnected world, multilingualism has become a defining feature of many societies. Language policy plays a crucial role in shaping how languages are used, maintained, and developed within multicultural contexts. This article explores the significance of language policy in promoting multilingualism and its implications for social cohesion, identity, and cultural preservation.

The Importance of Language Policy. Language policy refers to the decisions made by governments and institutions regarding the use, teaching, and promotion of languages. Effective language policies can foster an environment where multiple languages coexist, allowing individuals to maintain their linguistic heritage while also integrating into the broader society. **Promoting Multilingualism:** Countries with diverse populations often implement policies that encourage the use of multiple languages. For instance, Canada's official bilingualism recognizes both English and French, promoting linguistic equality and cultural respect. Such policies not only support communication but also empower minority language speakers.

Educational Frameworks: Language policy significantly impacts education systems. Bilingual education programs can enhance cognitive development and academic achievement while ensuring that students retain their native languages. Countries like Finland have successfully integrated multilingual education, leading to high proficiency in multiple languages among students.

Social Integration: Language serves as a bridge for social integration. Policies that promote language learning for immigrants and refugees can facilitate their inclusion in society. By providing language resources and support, governments can help newcomers navigate daily life, fostering a sense of belonging.

Challenges of Language Policy. While the benefits of multilingualism are clear, implementing effective language policies is fraught with challenges:

- **Resource Allocation:** Developing materials and training teachers for multiple languages requires significant investment. Many regions struggle to allocate adequate resources for minority languages.
- **Political Resistance:** Language policies can be contentious, especially in nations where a dominant language is favored. Resistance from political groups can hinder efforts to promote linguistic diversity.

- **Balancing Identity and Integration:** Striking a balance between encouraging integration into the dominant culture and preserving linguistic identity is complex. Policies must be sensitive to the needs of minority communities while promoting national unity.

The Future of Language Policy. As globalization continues to shape our world, the importance of inclusive language policies will only grow. Policymakers must recognize the value of multilingualism not just as a means of communication but as a vital aspect of cultural identity and social cohesion.

Innovative approaches, such as community-based language initiatives and technology-driven language learning platforms, can enhance accessibility and engagement. By prioritizing multilingualism, societies can celebrate their diversity while fostering understanding and cooperation among different cultural groups.

Conclusion

Language policy is a powerful tool in promoting multilingualism within multicultural societies. By embracing linguistic diversity, governments can create inclusive environments that respect and celebrate the rich tapestry of cultures represented in their populations. As we move forward, it is essential to advocate for policies that recognize the importance of language in shaping identities and building harmonious communities.

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YOLG‘ON VA ALDOV TUSHUNCHALARINING LEKSIK VA SEMANTIK TAHLILI

Isamidinova Gulchexraxon Komiljonovna

Erkin tadqiqotchi

AndMI akademik litseyi o‘qituvchisi

E-mail: gulchehra.isamidinova@gmail.com

Annotatsiya: So‘ngi yillarda turli diskurslarning leksik-semantik tahlili tilshunoslar tomonidan bir qancha izlanishlar olib borilmoqda. Ushbu tezisda yolg‘on va aldov tushunchalarining turli diskurslarda leksik-semantik tahlili va dolzarbligi yoritilgan.

Kalit so‘zlar: *leksika, semantika, yolg‘on, aldov, diskurs.*

Annotation: In recent years, linguists have carried out lexical-semantic analysis of various discourses. This dissertation highlights the lexical-semantic analysis and relevance of the concepts of lie and deception in various discourses.

Key words: *lexis, semantics, lies, deception, discourse.*

Аннотация: В последние годы лингвистами проводится лексико-семантический анализ различных дискурсов. В данной диссертации освещается лексико-семантический анализ и актуальность концептов ложь и обман в различных дискурсах.

Ключевые слова: *лексика, семантика, ложь, обман, дискурс.*

Kirish: Yolg‘on diskursi jahon tilshunoslari tomonidan chuqur izlanishlar olib borilgan, ammo ushbu mavzu o‘zbek tilshunosligida tahlil talabdir. Hozirgi kunda yolg‘on diskursning leksik-semantik jihatlartini o‘rganishga qiziqish katta va eng aktual mavulardan biriligidicha qolmoqda.

Asosiy qism. *Yolg'on tushunchasi*, umuman olganda, noaniq yoki chalg'ituvchi ma'lumotni berishni anglatadi. Jahon tilshunoslaridan H. Gricega ko‘ra yolg'on muloqotda suhbatdoshni chalg'itish maqsadida harakat qilish ko'rsatilgan. [3] Ular, shuningdek, yolg'on muloqotning kommunikativ funksiyalarini tahlil qilgan. O'zbek tilshunoslaridan T. X. Rashidov esa yolg'onning madaniy kontekstda qanday qabul qilinishini o'rganib, uning ijtimoiy munosabatlarga ta'sirini ko'rsatadilar. [5] Ular, yolg'onni atrofdagi haqiqatdan uzoqlashtiruvchi omil sifatida ko'radilar.

Aldov tushunchasi, o'z navbatida, ko'proq strategik va maqsadli ravishda qabul qilinadigan chalg'itish yoki manipulyatsiya sifatida talqin qilinadi. Jahon tilshunoslaridan R. K. Kintzning fikriga ko‘ra, aldov ko'pincha hissiy yoki psixologik manipulyatsiya bilan bog'liq holda o'rganiladi. [4] Ularning tadqiqotlari, aldovning ijtimoiy munosabatlardagi roli va ta'sirini ochib beradi. O'zbek tilshunoslaridan M. J. Akhmedov esa aldov tushunchasining leksik ma'nolarini o'rganib, uning turli kontekstlarda qanday ishlatilishini tahlil qilganlar. [1] Ular aldovni ko'proq ijtimoiy darajada, masalan, biznesda o'z ifodasini topishini ta'kidlaydilar.

Yolg'on va aldov tushunchalari leksik-semantik jihatdan bir-biriga yaqin bo'lsa-da, ularning ma'nolari va qo'llanish kontekstlari bir-biridan farq qiladi. Yolg'on ko'proq shaxsiy muloqotda, oddiy vaziyatlarda ishlatilsa, aldov esa ko'proq murakkab vaziyatlarda, masalan, strategik yoki hissiy manipulyatsiyalarda qo'llaniladi. Jahon va o'zbek tilshunoslarining izlanishlari shuni ko'rsatadiki, yolg'on va aldov tushunchalari ijtimoiy kontekstdan kelib chiqib, o'zaro ta'sir qiladi. Yolg'on muloqotining turli ijtimoiy vaziyatlardagi ta'siri hamda aldovning psixologik jihatlari leksik-semantik tahlil orqali yaxshiroq tushunilishi mumkin. Quyida yolg'on va aldovni turli vaziyatlarda ko'rib chiqamiz

Masalan: *“Men kecha ishga bormadim, chunki kasal edim.”* [3]

Ushbu holatda shaxs kasallikni bahona qilib, ishga bormaganligini yolg'on gapiradi. Bu yerda *“kasal”* so'zi leksik jihatdan ijobiy konnotatsiyaga ega, ammo muloqotda yolg'onni yashirish uchun ishlatilmoqda;

“Bu mahsulot sizga 50% chegirma bilan taqdim etilmoqda, aslida esa chegirma faqat 10%.” [2]

Bu holatda aldov biznesda mijozlarni jalb qilish uchun qo'llaniladi. “50% chegirma” so'zlari, mijozlarni jalb qilish maqsadida maqsadli ravishda chalg'ituvchi ma'lumot beradi.

Xulosa: Yolg'on va aldov tushunchalarining leksik-semantik tahlili, ularning qanday qilib muloqot jarayonida ishlatilishi va ijtimoiy kontekstdagi ahamiyatini o'rganishga yordam beradi. Jahon va o'zbek tilshunoslarining izlanishlari bu tushunchalarning murakkabligini va turli sohalardagi ta'sirini ko'rsatadi.

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PROCESSES OF PHONOLOGICAL CATEGORIZATION IN LATE BILINGUISM

M.S.Xasanova

University of Economics and Pedogogy

“Maktabgacha va boshlang’ich ta’lim” kafedrası

assistent-o‘qituvchi

Annotation. The article raises questions devoted to the peculiarities of phonological categorization in late bilingualism, as well as the identification of linguacognitive foundations of language interaction at the phonetic-phonological level with the involvement of neurophysiological data. The fundamental possibility of mastering a second language in adulthood, the mechanisms of formation of phonological categories of a second language, the processes of interference of linguistic and mental structures, as well as the causes of the emergence of a phonetic accent in speech in a non-native language are studied.

Key words: Phonologikal categorization, late bilingualism, cognitive basis for phonological interference, phonetic accent.

This article is devoted to the study of the features of phonological categorization in the mental space of a bilingual, as well as the identification of the linguacognitive foundations of the modification of sound images of the second language under the influence of the sound system of the native language at the stage of formation of a bilingual personality in late bilingualism. Analysis of the stages of formation of phonological cognitive models structuring the language space of a bilingual allows modeling the patterns of functional interaction of languages at the phonetic-phonological level. The range of research tasks includes the question of the fundamental possibility of achieving a sufficient level of proficiency in a second language from the point of view of a person's linguacognitive abilities, the mechanisms of formation of phonological categories of a second language, the processes of interference of linguistic (including sound) and mental structures, as well as the reasons for the emergence of a phonetic accent in speech in a non-native language.

Based on the understanding of language as one of the modes of cognition, it can be assumed that the stability of linguacognitive connections formed as a result of the interaction of mental space and the space of the native language becomes a fairly powerful barrier when learning a second language in adulthood. In this regard, the question of the possibility of fully mastering a second language from the point of view of the linguacognitive abilities of an adult is natural. Back at the beginning of the last century (1929–1934), L.S. Vygotsky, based on many years of

research, put forward the position that thinking and speech are functionally interconnected, but genetically independent systems [1]. In the cognitive studies of his followers, it is recognized that thinking is actually carried out without the obligatory use of language: the instrument of thinking is the universal subject code - the neurophysiological substrate of thinking, a certain mental system that has a common structure for processing information about reality received through different sense organs [2]. With the help of a universal subject code, the recipient of speech transforms it into a model of the segment of reality that is being communicated, and “a denotation arises, the consideration of which corresponds to the act of understanding” [5, p. 80]. Such a subject code is considered as a “universal language from which translations into all other languages are possible” [3].

If we imagine learning a second language as a process of forming an alternative language submodus of cognition, then we can talk about the admissibility of connecting through it to the “universal subject code”, that is, about the fundamental possibility of activating the same ensembles of neural networks, at the preverbal mental level in the brain of a bilingual with subsequent (in speech production) or preceding (in speech perception) “materialization” of thoughts, emotions, feelings and other mental entities through the complex bipolar language mode formed in the consciousness as a result of mastering the second language. It should be noted that the potential feasibility of interlingual code switching does not mean the unhindered formation of an alternative linguistic submodus, since this is a long-term dynamic process complicated by the factor of interference of both linguistic (including sound) and mental structures as a result of their interaction at different stages of the development of a bilingual personality. It is this factor that explains the emergence of phonetic accent, as well as errors in the choice of lexical means of verbalization, especially culturally marked vocabulary, syntactic constructions in speech in a foreign language, often leading to annoying communicative failures [4]. Phonetic interference and accent in speech at the initial level of learning a second language in late bilingualism are a consequence of phonetic-phonological lacunarity (absence of certain phonemes, types of syllabic structures, prosodic phenomena of various kinds), discrepancies in the rules of compatibility of phonetic-phonological units in the studied and native languages, as well as a certain acoustic-articulatory similarity of units of the sound systems of the two languages. Examples of interlingual sound lacunarity, divergences in the principles of phonotactics and variability in the use of acoustic contrasts are numerous: the anterior lingual apical-interdental obtrusive fricative consonants [θ] and [ð], represented in such languages, like English and Spanish (for example, English thing – thing, Spanish cine – cinema, cena – dinner), are not used in the

phoneme systems of Russian, French, Chinese, Korean and many other languages of the world; aspiration of plosive stops [p], [t], [k] is an additional non-distinctive phonetic feature in English and Chinese, and in Thai it acts as a relevant distinctive feature of the phonemes [ph], [th], [kh], distinguishing them from the unaspirated phonemes [p], [t], [k].

The uniqueness of the sound systems of the world's languages becomes a certain obstacle when studying them as an adult. Thus, a native Russian speaker who is at the basilect level of English proficiency, when producing and perceiving speech in the target language, does not differentiate such pairs of words as thin – sin, think – sink, bathe – base, both – boss; in turn, many native speakers of Asian languages replace the sound [θ] with the sound [t], and [ð] with the sound [d]: think – tink, three – tree, nothing – noting, there – dare, that – dat, etc. The absence of labiodental fricative consonants [f] and [v] in the Korean language leads to the appearance of phonetic doublets in the English speech of Koreans, such as coffee – copy, fork – pork, cough – cop, etc.

How does the formation of new linguistic, in particular phonetic-phonological, categories occur in the consciousness of a person when learning a second language? “When learning a new language, the involvement of already formed systems of the first language is inevitable” [5]. It is known that the fundamental property of the human linguacognitive system, like any other system, is stability, i.e. the ability to withstand external influences that can lead to destruction or modification. Therefore, the formation of bilingual phonological categories is carried out on the basis of already formed stable commensurable primary categories of the native language, which leads to the construction of multidimensional linguacognitive phonological models. In any language, the categorization of sound units involved in the formation of the shells of significant units and in the differentiation of meaning is carried out according to three principles: contrastive, characteristic and allophonic. The properties of phonetic contrast allow us to distinguish one phonological unit from another, the characteristic ones allow us to characterize the material acoustic-articulatory structure of the unit, while allophonic features make it possible to determine the spectrum of sound units that are in complementary distribution relationships with each other in the system of a given language.

Thus, secondary phonological categorization, as well as the organization of language categories of the second language in general, is a dynamic process and, accordingly, the level of proficiency or the stage of formation of bilingualism are important factors that must be taken into account in research. The most productive in studying the phonological problems of late bilingualism should be recognized as the system-dynamic approach. It is necessary to speak, apparently, about the stage-

by-stage formation of a complex structure of the linguistic mode of cognition and the formation of parallel explicative speech channels of a bilingual personality, in whose mental space, as a result of the formation of new linguacognitive connections brought by the second language, new concepts and categories are built and existing ones become more complex in structure and content.

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INSTITUTIONAL BIZNES DISKURSINING TUZILISHI (INGLIZ VA O‘ZBEK TILLARI TAHLILIDA)

*Qodirova Mukaddas Tog‘ayevna, fil.fan.fal.dok. (PhD), dotsent
Termiz davlat universiteti*

Bugungi kunda global iqtisodiy muhitda biznes munosabatlari yanada murakkablashib, xilma-xil kommunikatsion strategiyalarni talab qilmoqda. Bu jarayonda, til va uning strukturasi muhim rol o‘ynaydi, chunki biznes diskursi nafaqat iqtisodiy faoliyatni ifodalovchi, balki madaniy va ijtimoiy kontekstda ham o‘z aksini topadi. Ingliz va o‘zbek tillaridagi institutsional biznes diskursining struktural va semantik xususiyatlarini o‘rganish, ikki xil til va madaniyatning kommunikativ yondashuvlarini taqqoslash imkonini beradi.

Ushbu maqolada, avvalo, institutsional biznes diskursining ta’rifi va uning mohiyati, shuningdek, bu diskursning qanday shakllanishi haqida to‘xtalmoqchimiz:

Institutsional biznes diskursi — bu tashkilotlar, korxonalar yoki boshqa institutsiyalar oʻrtasida amalga oshiriladigan iqtisodiy munosabatlarni ifodalovchi til va kommunikatsiya shaklidir. “*Institutsional*” soʻzi ingliz tilidagi “*institution*” (oʻzbek tiliga: *institut*) soʻzidan kelib chiqqan, u tashkilotlar, kompaniyalar yoki rasmiy tuzilmalarni anglatadi. Bu soʻz Lotincha “*institutio*” (taʼsis etish, tashkil etish) soʻzidan kelib chiqqan. “*Biznes*” soʻzi esa, shuningdek, ingliz tilidagi “*business*” soʻzidan olingan va faoliyat, ish yoki tadbirkorlikni anglatadi. Ushbu soʻzning manbasi, oʻz navbatida, “*busy*” (band) [*busy* (adj.) + *-ness*] soʻziga borib taqaladi, yaʼni ish bilan band boʻlish holatini ifodalaydi [6].

Tilshunoslikda institutsional biznes diskursi haqida koʻplab olimlar tadqiqotlar olib borgan. Jumladan: John Swales (1990) [5], Vijay K. Bhatia (1993) [2], Francesca Bargiela-Chiappini (2009) [1], Robert Scollon va Suzanne Wong Scollon (1995) [4], Handford, Michael (2010) [3] va boshqalar. V.K. Bhatia “*Institutional discourse refers to the ways in which language is used in professional settings to create and sustain social relationships, facilitate decision-making processes, and negotiate power dynamics*” (institutsional biznes diskursi — bu professional muhitlarda tilning ishlatilishi, bu esa ijtimoiy munosabatlarni yaratish va saqlash, qaror qabul qilish jarayonlarini osonlashtirish va kuch dinamikalarini muvofiqlashtirish uchun xizmat qiladi), deb taʼrif beradi. Francesca Bargiela-Chiappini esa institutsional biznes diskursni quyidagicha izohlaydi: “*Business discourse refers to all forms of spoken or written communication used in a business context. This includes internal and external communications, all of which are governed by the power structures and organizational practices within institutions*” [1;3] (Institutsional biznes diskursi — bu biznes va professional muhitlarda, tashkilotlar oʻrtasidagi muloqotni tashkil etuvchi, kuch va ierarxiyani aks ettiruvchi til ishlatishidir). Mazkur taʼriflardan koʻrinib turibdiki, institutsional biznes diskursi muayyan ijtimoiy va iqtisodiy maqsadlarga xizmat qiladigan maxsus til shaklidir.

Institutsional biznes diskursining tuzilishi chuqur tadqiq etish maqsadida, ona tilimiz – oʻzbek tili va global til – ingliz tillarini tanlab oldik. Ulardan toʻplangan materiallar asosida tahlilladik. Tahlillash uchun, dastavval, ingliz va oʻzbek tillaridagi institutsional biznes diskursining tuzilishi uchun uchta formula joriy qildik. Ular quyidagilar:

Formula 1: Rasmiy talablar va majburiyatlar.

Ingliz tilida:

S + must/have to + V + O

“*Employees must submit their reports by Friday.*”

Oʻzbek tilida:

S+ modal fe'l (majburiyat) + V+ O

“Xodimlar hisobotlarini juma kunigacha taqdim etishlari shart.”

Yuqoridagi gaplarda ingliz tilidagi misolda *“must”* modal fe’li orqali xodimlar uchun aniq majburiyat ko’rsatilgan. Bu rasmiy talabni ifodalaydi va xodimlarning vazifalari haqida aniq ma’lumot beradi. O‘zbek tilida ham *“shart”* so‘zi majburiyat darajasini ko’rsatadi va xodimlarning hisobot berish mas’uliyatini belgilaydi.

Formula 2: Kelajakdagi harakatlar va rejalashtirish.

Ingliz tilida:

S + will + V + O + Time Reference

“The management will implement the new policy next month.”

O‘zbek tilida:

S + kelasi zamon fe’li + O + Vaqt ko’rsatkichi

“Boshqaruv yangi siyosatni kelasi oy amalga oshiradi.”

Yuqoridagi gaplardan ko’rinib turibdiki, ingliz tilidagi misolda *“will implement”* iborasi kelgusida bo‘ladigan harakatni aniq belgilaydi. Bu tuzilma rejalashtirilayotgan harakatni rasmiy tarzda ifodalaydi. O‘zbek tilida ham *“amalga oshiradi”* fe’li kelajakda bajarilishi kerak bo‘lgan harakatni ko’rsatadi.

Formula 3: Tavsiyalar va maslahatlar

Ingliz tilida:

S + should + V + O

“You should review the contract before signing it.”

O‘zbek tilida:

S + modal fe’l (tavsiyali) + V+ O

“Siz shartnomani imzolashdan oldin ko‘rib chiqishingiz kerak.”

Yuqoridagi gaplardan ko’rinib turibdiki, ingliz tilidagi misolda *“should review”* iborasi tavsiyani ko’rsatadi. Bu tavsiya muhim bir qaror qabul qilishdan oldin amalga oshirilishi kerak bo‘lgan qadamni ta’kidlaydi. O‘zbek tilida ham *“kerak”* so‘zi yordamida tavsiya berilmoqda.

Ushbu formulalarga ko‘ra amalga oshirilgan tahlillar asosida quyidagi ingliz va o‘zbek tillaridagi institutsional biznes diskursining tuzilishidagi farqlarni aniqladik:

Strukturaviy xususiyat	Ingliz tili	O‘zbek tili	Farqlar
1. Modal fe’llar	Modal fe’llar (<i>must, should</i>) rasmiylik va majburiyatni	Modal fe’llar (kerak) rasmiylik darajasini ifodalaydi.	Ingliz tilida majburiyat ko’rsatish uchun <i>“must”</i> yoki

	ko'rsatadi.		"should" ishlatiladi; o'zbek tilida esa "kerak" so'zi ko'proq ishlatiladi.
2. Kelasi zamon	"The management will implement the new policy next month."	"Boshqaruv yangi siyosatni kelasi oy amalga oshiradi."	Ingliz tilida "will" fe'li kelasi zamonini bildiradi; o'zbek tilida esa kelasi zamon fe'li bevosita ishlatiladi.
3. Tavsiyalar berish	"You should review the contract before signing it."	"Siz shartnomani imzolashdan oldin ko'rib chiqishingiz kerak."	Ingliz tilida "should" modal fe'l tavsiyani ifodalaydi; o'zbek tilida "kerak" so'zi bilan tavsiya beriladi.
4. Hisobot berish	Tugallangan ish-xarakat "has/have" va <i>past participle</i> (e.g., completed) ishlatiladi.	O'tgan zamon oddiy fe'l shakli (e.g., yakunladi) ishlatiladi.	Ingliz tilida hisobot berishda murakkab strukturalar ishlatiladi; o'zbek tilida esa oddiy va aniq ifodalar ko'proq uchraydi.

Jadvalda ko'rsatilgan farqlar, ingliz va o'zbek tillarida rasmiylik darajasi, kelajak zamon va tavsiyalarning ifodalanishi usullarida namoyon bo'ladi.

Xulosa qilib aytganda, ingliz va o'zbek tillaridagi institutsional biznes diskursining tuzilishini tahlil qilish, biznes kommunikatsiya jarayonida jumladan, rasmiy talablar, kelajakdagi harakatlar, tavsiyalar va hisobot berish jarayonlarida ikki til vakillari samarali muloqot tashkil qilishda o'z xissasini qo'shadi. Shuningdek, maqola biznes diskursini o'rganish tilning biznes muhitidagi o'rnini va kommunikativ samaradorligini oshirishda muhim ahamiyatga ega ekanligini ko'rsatdi.

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НЕОБХОДИМОСТЬ ПРИМЕНЕНИЯ ЭЛЕКТРОННЫХ УЧЕБНИКОВ В СОВРЕМЕННОМ ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

*Азизова Махарам Рашитовна Старший преподаватель
Андижанского машиностроительного института,
Андижан, Узбекистан*

Электронные учебники играют важную роль в современном обучении иностранным языкам. Ниже приведены основные причины, почему они так важны:

1. Удобство: Электронные учебники можно читать на компьютерах, планшетах и телефонах. Это означает, что учиться можно в любом месте и в любое время, даже не носить с собой тяжёлые книги.
2. Интерактивность: В электронных учебниках часто есть аудио- и видеоматериалы, интерактивные задания и игры. Это делает обучение более интересным и помогает лучше понять материал.
3. Актуальность: Электронные учебники легко обновлять. Новая информация может добавляться быстро, поэтому такие учебники всегда содержат самые свежие данные.
4. Экологичность: Использование электронных учебников помогает сохранять деревья, так как не нужно тратить бумагу на печать книг.
5. Дополнительные ресурсы: Электронные учебники часто содержат ссылки на другие полезные ресурсы, такие как словари, видеоролики, упражнения и статьи.

6. Персонализация: Электронные учебники могут подстраиваться под уровень знаний ученика, предлагая более сложные задания тем, кто уже хорошо справляется, и более простые тем, кому нужно больше времени на изучение материала.

Многие понятия, связанные с электронным учебником, существенно менялись в течение последних двадцати лет. Современное развитие телекоммуникационных и информационных компьютерных средств привело к использованию средств информационных технологий в качестве средств обучения совершенствующих процесс преподавания, повышающего его эффективность и качество.

В создавшихся условиях проблема разработки и использования программных педагогических средств приобретает особую актуальность и становится важным направлением современных научных исследований.

Современный электронный учебный курс (по проф.О.П. Околелову) - это целостная дидактическая система, основанная на использовании компьютерных технологий и средств Интернета, ставящая целью обеспечить обучение студентов по индивидуальным учебным программам с управлением процессом обучения.

Реформа современного образования может состояться лишь при условии создания таких компьютерных пакетов (электронных учебников, пособий, тренажеров, тестеров и проч.), наличие которых обеспечит одну и ту же компьютерную среду в специализированной аудитории на практических занятиях, в компьютерном классе учебного заведения или общежитии, оборудованном для самостоятельной работы учащихся, а также дома на персональном компьютере. Во время дискуссий об ЭУ часто возникает вопрос: кому и зачем он нужен?

Электронный учебник необходим для самостоятельной работы студентов при очном и, особенно, дистанционном обучении потому что он облегчает понимание изучаемого материала за счет иных, нежели в печатной учебной литературе, способов подачи материала, предоставляет широчайшие возможности для самопроверки на всех этапах работы, выполняет роль бесконечно терпеливого наставника, предоставляя практически неограниченное количество разъяснений, повторений, подсказок и проч.

Электронный учебник полезен на практических занятиях в специализированных аудиториях потому, что он позволяет преподавателю проводить занятие в форме самостоятельной работы за компьютерами, оставляя за собой роль руководителя и консультанта, позволяет преподавателю с помощью компьютера быстро и эффективно контролировать знания учащихся, задавать содержание и уровень сложности

контрольного мероприятия. Рассматривая электронный учебник как информационную модель педагогической системы вуза следует включить в комплекс основных принципов его конструирования базовые принципы системности и последовательности, связи теории с практикой, сознательности и активности и самостоятельности обучения, связи индивидуального с коллективным, единства конкретного и абстрактного, наглядности, прочности, доступности. Но в конце также следует отметить что, электронный учебник (даже самый лучший) не может и не должен заменять книгу. Так же как экранизация литературного произведения принадлежит к иному жанру, так и электронный учебник принадлежит к совершенно новому жанру произведений учебного назначения. И так же как просмотр фильма не заменяет чтения книги, по которой он был поставлен, так и наличие электронного учебника не только не должно заменять чтения и изучения обычного учебника (во всех случаях мы подразумеваем лучшие образцы любого жанра), а напротив, побуждать учащегося взяться за книгу.

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ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА РАЗЛИЧНЫХ СТУПЕНЯХ ОБУЧЕНИЯ

Каримова Ферузахон Иноятовна
старший преподаватель кафедры
Узбекского языка и литературы
Андижанского машиностроительного института
feruzakhon1964@gmail.com
+998975809064

Аннотация

Обучение иностранному языку на разных ступенях образовательного процесса отличается целями, методами и формами подачи материала, адаптированными к возрастным и психологическим особенностям учащихся.

На начальном этапе акцент делается на формирование базовых языковых навыков через игровые методы и аудиовизуальные материалы, что способствует поддержанию интереса и мотивации у младших учеников. На среднем этапе возрастает роль систематизации знаний, использования более сложных текстов, грамматических структур и расширения словарного запаса. В старших классах и вузах обучение направлено на углубленное изучение языка, развитие аналитического и критического мышления, совершенствование речевой и письменной компетенции. На каждом уровне обучения важную роль играет интеграция коммуникативного подхода, который ориентирован на практическое использование языка в повседневной жизни и профессиональной деятельности.

Ключевые слова: Коммуникативный подход, возрастные особенности, игровые методы, аудиовизуальные материалы, развитие речевой компетенции, углубленное изучение языка, психолого-педагогические особенности обучения.

Работа по обучению любому предмету в школе, а также содержание и методы воспитательной работы, осуществляемой на уроке и во внеурочное время, должны быть таковы, чтобы каждый школьник чувствовал себя участником жизни своего социалистического общества и готовился к творческому труду на благо этого общества. Такое направление работы дает возможность добиться положения, когда социальные мотивы учения и мотивы, непосредственно связанные с учебной деятельностью, сливаются в единую систему мотивации учения. Чтобы осуществить эту задачу, нужно воспитать у учащихся творческое отношение к работе, любовь к труду как к умственному, так и физическому, чувство ответственности за любую выполняемую работу, интерес к изучаемым предметам.

Для решения всех этих задач учителю недостаточно хорошо знать свой предмет. Квалификация учителя складывается не только из знания предмета, знания задач обучения и воспитания, но и из глубокого знания самих учащихся, понимания их психики, знания закономерностей развития психики учащихся в процессе учения, закономерностей развития мышления, памяти и т. д. Для того чтобы в дальнейшем было понятным изложение методики обучения тому или иному грамматическому, фонетическому или лексическому явлению, а также методики работы по формированию умений и навыков, нужно рассмотреть ряд вопросов, относящихся к возрастной характеристике учащихся. В нашем изложении мы коснемся самых существенных вопросов, имеющих непосредственное отношение к содержанию и методике обучения.

На начальной ступени обучения иностранному языку, в V классе, учащиеся сохраняют еще многое из того, что характерно для учащихся начальной школы, а именно: у них еще проявляется непроизвольное внимание, т. е. такое внимание, в становлении и поддержании которого весьма незначительна роль волевых устремлений самих учащихся. Необходимо, чтобы учитель обеспечил соответствующим содержанием и формами работы становление и поддержание внимания учащихся на должном уровне.

Внимание учащихся V класса характеризуется также слабой устойчивостью. Из этого следует, что изложение материала должно быть кратким, ясным и должно сопровождаться достаточным количеством иллюстраций; на протяжении урока нужно несколько раз менять виды работы, разнообразить ее приемы, создавая возможность сменности умственной деятельности и работы органов чувств учащихся; формы работы по усвоению материала должны быть живыми, активными.

Для учащихся V класса характерно более замедленное восприятие нового материала, чем для учащихся старших классов. Характерна также и более замедленная мыслительная деятельность, нуждающаяся в организации. Отсюда ясно, что речь учителя должна быть медленной и четкой; в процессе изучения текстового материала, а также грамматических правил нужно ориентировать учащихся на громкую речь, так как это создает дополнительную опору для понимания материала.

Последнее положение несколько не противоречит данным психолого-педагогических экспериментов, говорящих о снижении роли громкой речи для лучшего осмысления начиная уже с III класса, так как для учащихся V класса иностранный язык является новым предметом, причем не только новым, но и совершенно иным по сравнению с другими предметами по своему содержанию и методике изучения.

Устное изложение материала учителем или изложение правила в учебнике не всегда вызывают в сознании учащегося достаточно четкие представления. Это происходит в силу неспособности учащихся V класса сосредоточить внимание на чисто словесном изложении материала, так как словесная форма не вызывает в сознании учащегося V класса нужную ответную реакцию. Вторая сигнальная система еще нуждается в поддержке со стороны первой сигнальной системы. Из этого следует, что материал должен излагаться простым языком. Изложение должно сопровождаться примерами на иностранном и русском языках, иллюстрирующими данное явление; в тех случаях, когда это возможно, целесообразно сопровождать изложение материала демонстрацией наглядных пособий.

Наглядными изобразительными пособиями в V классе могут быть:

- а) изображения отдельных предметов, выполненных в красках;
- б) несложные комплексные картины, изображающие несколько предметов, изображающие действие; предметов;
- в) несложные комплексные
- г) изображение положения губ для произнесения английских и русских фонем;
- д) таблицы по грамматике с изображением, например, отдельных имен существительных в единственном и множественном числе с выделенным суффиксом множественного числа, сопровождаемых изображением одного и нескольких предметов.

Работа по развитию речевых навыков должна вестись при широчайшем использовании средств предметной и изобразительной наглядности типа указанных в пунктах а), б), в).

Для учащихся V класса характерно преобладание дословного запоминания материала. Это происходит, во-первых, потому, что им еще с трудом дается свободное воспроизведение материала, а, во-вторых, потому, что у учащихся V класса создалась хорошая привычка видеть во всем том, что сообщает учитель, очень важные сведения. Отсюда ясно, что формулировка правил должна быть очень четкой и краткой. В правилах не должно допускаться никаких условностей, которые делали бы их «правильными» только при данном объеме знаний учащихся и только при сильно ограниченном языковом материале. Однако правило может не исчерпывать всего вопроса сполна, а формулировать только какую-то его часть. Иллюстрацией может служить объяснение артикля в учебнике английского языка для V класса. Постепенно нужно подводить учащихся к свободному воспроизведению изученного теоретического материала. Для этого, зная тенденцию учащихся к дословному воспроизведению материала, нужно давать им установку на свободное его воспроизведение.

Для учащихся V класса характерно слабо развитое умение связывать новый материал со старым. Это объясняется малым запасом знаний у учащихся и слабо развитыми способностями видеть черты сходства и различия в старом и новом материале. Исходя из этого, учитель должен помнить, что нужно всемерно развивать способности учащихся находить черты общего и отличного как в значении, так и в форме. Это относится к любым языковым фактам в области грамматики, фонетики и лексики. Эта работа должна систематически проводиться как в плане одного изучаемого иностранного языка, так и в плане двух языков иностранного и родного.

Такая работа полезна еще и потому, что увеличивает число ассоциаций, а это помогает пониманию, усвоению и запоминанию материала.

У учащихся V класса преобладает действенно-чувственный анализ. Этот анализ носит элементарный характер. Учащийся еще с трудом может привлекать к анализу того или иного предмета полученные им ранее знания. Это означает, что в процессе обучения языку нужно широко применять анализ, используя его в меру возможности как позитивный фактор для овладения новым материалом, тем самым развивая у учащихся анализирующие способности. По своему содержанию это должен быть звукобуквенный анализ, морфологический и синтаксический анализ, артикуляторно-акустический анализ, анализ мышечной работы речевого аппарата, анализ состава слова.

У учащихся V класса еще недостаточно развиты синтезирующие способности. Получая задание, которое требует от них установления какой-либо закономерности, учащиеся часто бывают не способны отвлечься от частных конкретных фактов и вывести правило, обобщив эти факты. Например, после того как учащиеся встречают ряд существительных в единственном и во множественном числе, они часто не могут вывести правило образования множественного числа имен существительных в английском языке. Они не считают себя вправе перенести способ образования множественного числа известных им имен существительных на все имена существительные. Из этого следует, что в работе над теми или иными языковыми явлениями в V классе учитель не может во всех случаях полагаться на способность учащихся строить правильные выводы на основе отдельных частных фактов, но он должен всячески помогать учащимся в выработке такой способности. Следовательно, учитывая то обстоятельство, что учащимся легче и привычнее получать готовую формулировку правила и действовать согласно этому правилу, учитель должен строить работу так, чтобы они были вынуждены постоянно преодолевать эту трудность и, преодолевая ее, учиться самостоятельному обобщению.

Учащиеся V класса близко подходят к такому обобщению, как предметное понятие, однако, им еще вовсе не свойственно мыслить понятиями, даже в пределах предметных понятий. Они часто бывают не способны отвлечься от частных фактов, от несущественных качеств предметов. Учащимся еще мало доступны понятия явлений и понятия отношений. Отсюда ясно, что первый год обучения должен явиться периодом накопления отдельных конкретных языковых фактов: слова должны даваться в контекстуальном значении; работа над словом в системе каких-либо лексических явлений была бы преждевременной; в объяснении

грамматических явлений нельзя давать грамматических понятий, а нужно исходить из функциональных, «утилитарных» признаков. Нужно, например, сказать, что «неопределенный артикль ставится перед именем существительным, когда мы хотим сказать, что этот предмет называется так-то». Но нельзя давать такого определения: «неопределенный артикль оформляет существительное, когда оно употребляется в значении общего». Нельзя говорить об отношениях во времени в плане настоящего или будущего и грамматических средствах выражения этих отношений, а нужно говорить об основном значении конкретной временной формы глагола.

Для учащихся V класса характерно преобладание внешней активности. Это означает, что учитель должен дать возможность проявиться этой внешней активности, организуя работу так, чтобы в ней участвовал весь класс; он должен чаще вызывать «с места» учащихся, поднимающих руку. Вместе с тем учителю нужно постепенно вводить в урок элемент самостоятельной работы, которая будет способствовать развитию интереса к содержанию работы и тем самым будет способствовать развитию внутренней активности. Для учащихся V класса характерен произвольный интерес аффективной стадии. Характерен еще одинаковый интерес ко всему, чему учат в школе. Учителю иностранного языка помогает сама новизна предмета. Отсюда ясно, как важно для учителя поддержать и укрепить интерес к изучению иностранного языка. Для этого каждый урок должен быть хорошо оборудован. Необходимо ввести строгую систему учета знаний учащихся, чтобы учащийся постоянно ощущал свой рост.

У учащихся V и VI классов еще сильно развита механическая память. Это означает, что учителю следует широко использовать заучивание наизусть словосочетаний, целых предложений и отрывков текстов. Это способствует накоплению значительного материала, знание которого поможет работе по формированию навыков речи.

Далее специально будет рассмотрена система учета знаний и ее роль в стимулировании интереса и серьезного отношения к занятиям.

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ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НА СТАРШЕЙ СТУПЕНИ ОБУЧЕНИЯ

Ахмаджонова Гулхумор Мирзажоновна
преподаватель кафедры

Иностранных языков

Андижанского академического лицея внутренних дел

axmadjonovagulxumor1988@gmail.com

+998972730188

Аннотация

Обучение иностранному языку на старшей ступени направлено на совершенствование всех аспектов языковой компетенции учащихся, включая развитие критического мышления, навыков аналитической работы с текстом и углубленное понимание культурных и профессиональных контекстов. На этом этапе активно используются аутентичные материалы, обсуждение сложных тем, а также подготовка к экзаменам и профессиональной деятельности, требующей знания иностранного языка. Коммуникативный метод и проектные задания играют важную роль в развитии навыков говорения, письма и аудирования. Кроме того, интеграция современных цифровых технологий в процесс обучения помогает более эффективно освоить язык и развить самостоятельность учащихся в процессе обучения.

Ключевые слова: старшая ступень, критическое мышление, профессиональная деятельность, аутентичные материалы, экзаменационная подготовка, проектные задания, цифровые технологии

Для учащихся VIII-X классов характерно развитое внутреннее внимание, устойчивость внимания, хорошо развитая внутренняя речь, хорошо развитая словесно-смысловая память, достаточно хорошо развитая анализирующая и синтезирующая мыслительная деятельность и большая легкость овладения понятиями явлений, связей и отношений. Развитие учебных интересов у учащихся старших классов характеризуется резко выраженной интеллектуальной и волевой направленностью.

Из этого следует, что анализирующая и синтезирующая деятельность учащихся должна получить дальнейшее развитие во всей работе над иностранным языком.

Преобладающее значение приобретает работа по обобщению полученных ранее знаний по грамматике, лексике и фонетике. Это объясняется не только возросшей способностью учащихся к обобщению, но также и характером материала и задачами обучения. В старших классах получаемые учащимися новые знания по грамматике, фонетике и лексике завершают определенные темы, завершается работа над определенным кругом понятий. Возникает поэтому возможность и необходимость постепенно систематизировать знания учащихся по иностранному языку.

По своему содержанию занятия должны проходить на высоком теоретическом уровне, чтобы отвечать все возрастающим интеллектуальным запросам учащихся. Вместе с тем формы работы должны все более и более приближаться к таким, которые способствовали бы приобретению учащимися знаний, отвечающих практическим потребностям в пользовании иностранным языком по окончании школы. Учащийся должен знать, что владение иностранным языком необходимо не только для плодотворной научной деятельности в научно-исследовательском институте или в высшем учебном заведении, но и на производстве. Высококвалифицированный рабочий-новатор это человек, умеющий обобщить свой личный опыт, опыт тысяч других рабочих и в том числе зарубежный опыт. Учащиеся должны знать, что на многих крупных предприятиях есть бюро технической информации, которое получает много иностранных технических журналов. По этим журналам изучается опыт зарубежных стран. Следовательно, придя на производство, учащиеся смогут найти широкое применение своим знаниям иностранного языка. Поэтому в старших классах, кроме учебника, нужно широко использовать фотокопии статей из иностранных технических журналов по радиотехнике, телевидению, электротехнике, автомобильному делу и другим подобным вопросам, интерес к которым у учащихся этого возраста чрезвычайно велик. Кроме того, нужно систематически работать над общественно-политическими текстами, пользуясь для этого, например, советским журналом "Soviet Woman", газетой "Moscow News" и другими советскими изданиями. Видами этой работы должны быть: перевод с английского языка на русский, конспектирование и аннотирование на русском языке.

Работа над навыками устной речи принимает несколько иное направление в целях приближения к решению основной задачи научить вести несложную беседу на иностранном языке.

Речевые упражнения, употреблявшиеся на протяжении предшествующих лет обучения, способствовали в большей мере накоплению лексического материала и усвоению необходимого грамматического и фонетического минимума. Среди них было мало упражнений, специально направленных на формирование и развитие навыков устной речи.

Основной задачей упражнений на старшей ступени обучения должно быть «перебазирование» мышления учащихся на иностранный язык и развитие у них навыка диалогической речи на иностранном языке.

Для учащихся старшей ступени обучения характерно овладение обобщенным, отвлеченным содержанием определенного круга понятий. Общая подготовка учащихся позволяет им овладевать понятиями явлений, связей и отношений. Из этого следует, что в работе над лексикой нужно осуществлять движение от работы над локальным значением слова к работе над словом в системе лексических явлений, в которой слово живет и функционирует в языке. Каждую грамматическую форму или конструкцию нужно изучать в системе синонимичных и омонимичных грамматических средств и в сравнении объема значения и функционирования данной грамматической формы с адекватным грамматическим средством родного языка, а при отсутствии грамматического средства с соответствующими лексическими средствами.

В области фонетики нужно также осуществлять постепенный переход к изучению фонетических явлений в потоке речи и к изучению ряда фонетических понятий. Такова в общих чертах характеристика педагогического процесса обучения иностранному языку на различных ступенях обучения в средней школе.

Все вышеизложенное указывает на то, что методы работы над конкретным языковым материалом в условиях конкретного класса всегда различны. Это зависит от многих факторов, которые были довольно подробно рассмотрены. Во всех случаях, однако, метод обучения представляет определенную систему. Следовательно, методом обучения мы называем научно-обоснованную целенаправленную систему обучения тому или иному предмету, включающую сообщение и закрепление знаний и развитие навыков.

Иной в каждом отдельном случае является и система приемов. Методический прием -это частный способ сообщения и закрепления знаний и развития навыков *. Отдельно взятый методический прием не характеризует метода в целом; он может употребляться при использовании совсем различных методов, и, наоборот, один и тот же прием может быть применен в различных случаях при одном и том же методе преподавания. Это

объясняется главным образом тем, что назначение каждого отдельного приема может быть совершенно различным; различной может быть (в зависимости от общего направления обучения) и интенсивность применения отдельных приемов. Так, например, перевод отдельных предложений с родного языка на иностранный как методический прием широко используется в современной советской школе. Этот же прием использовался и используется в других методических системах, в корне отличающихся от системы преподавания иностранного языка в нашей школе. В нашей школе этот прием используется на различных этапах обучения какому-либо явлению и, таким образом, служит совершенно различным целям: это может быть контроль понимания только что объясненного материала, активизация усвоенного материала и т. д.

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APPLICATION OF INNOVATIVE TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE PROFESSIONAL COMPETENCE

Abduvoitov Ravshanbek Alijonovich,
*Senior teacher of the department of
“Uzbek language and literature” of
Andijan Machine Building Institute*

Abstract: Today, one of the characteristic features of the educational environment is the ability of students and teachers to refer to structured teaching materials through ICT at anytime and anywhere in space. In addition to the availability of educational material, it is necessary to provide the trainee with the opportunity to communicate with the teacher, receive advice on-line or off-line, as well as the opportunity to receive individual “navigation” in the development of a particular subject. The article describes issues based on efficiency of application of innovative technologies in formation of foreign language professional competence of students.

Key words: innovation, technology, foreign language professional competence, process, apply, information.

Information technologies bring the opportunity and the need to change the very model of the educational process: the transition from reproductive learning - the “overflow” of knowledge from one head to another, from the teacher to the students - to the creative model (when a life situation is modeled in the classroom with the help of new technological and technical support or a process, students under the guidance of a teacher should apply their knowledge, show creativity to analyze the simulated situation and work out solutions for the tasks). Experts believe that the development of traditional and new technologies should proceed according to the principle of complementarity and intercorrelation, which, in turn, allows us to talk about a fundamentally new dimension of the educational environment - a global dimension that exists in real time and associates the entire set of educational technologies.

“The Internet is a hyper-technology that includes everyone else, and its success is due to the fact that it can ‘give everyone everything’ ... However, there is always an area for the application of lower-level technologies such as computer conferences or e-mail ... the time has not come to abandon distance learning courses that are global in nature, but do not use any computer or communication technologies” [2].

Thanks to the Internet, the various facets of globalization (scientific, technological, economic, cultural and educational) have had a very significant impact on both traditional face-to-face educational institutions and the development of a variety of educational innovations such as distance learning and virtual universities. In all these organizations, globalization requires profound and radical changes in the structure, methodology of teaching and research, as well as the training of management and teaching personnel [1].

We consider the technologies for the formation of foreign language professional competence, used at the Tyumen Industrial University, as a system of didactic application of scientific knowledge and scientific approaches to the analysis and organization of the educational process, taking into account the empirical innovations of teachers and a focus on achieving high results in the formation of professional competence and the personality of students. The structural components of such a system are: learning objectives; content of training; means of pedagogical interaction, including motivation; organization of the educational process; student; teacher; the result of the activity (including the level of foreign language professional training). The innovative technologies used in the process of teaching a foreign language have the following features:

- conceptuality (based on a certain scientific concept);
- consistency (they have all the signs of a system: the logic of the process, the interconnectedness of all its parts, an indispensable overall integrity);
- manageability (they have the ability to set diagnostic goals, planning, designing the learning process, step-by-step diagnostics, varying means and methods in order to correct the results);
- efficiency (effective in terms of results and optimal in terms of cost, as well as guaranteeing the achievement of a certain standard of training);
- reproducibility (reproducible in other educational institutions of the same type, by other subjects);
- education (morally justified, contributing to the humanistic and creative development of students).

Research has shown that teaching technologies in educational practice have a different effect on the student's attitude to the subject and the assimilation of knowledge in the course of classes. In this regard, indicators of the effectiveness of technologies for the formation of a foreign language professional competence were developed:

- the ability to take into account with their help the age, intellectual, moral and psychological characteristics of students, motivational potential;
- a positive emotional background of training;

- implementation of the principle of partnership, cooperation, dialogue between teacher and student;
- creating an atmosphere of active co-creation of students, including all the reserves of their memory in the classroom; - attraction of a wide arsenal of technical, multimedia teaching aids;
- a good final result after the end of classes and, in the future, satisfaction of students with the quality of classes.

In the process of applying innovative technologies, the student's position also changes: his goal is to actively interact with the teacher and his fellow students, use a variety of information sources and resources using computer technologies, and independently search and comprehend the necessary professional information.

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XORIJIY TILLARNI O'QITISHDA INNOVATSION METODLARDAN FOYDALANISH ISTIQBOLLARI

Sh.A.Israilova

Andijon davlat chet tillar instituti, 2-kurs talabasi.

Hozirgi ilm-fan va texnika taraqqiyoti davri har bir yosh kadrlarni zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassislari o'z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarda muloqot qila olishi maqsadga muvofiqdir.

Yurtboshimiz, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 2021-yil 6-may kuni chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishi o'tkazilgan edi. Unda Davlatimiz rahbari "Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim", degan ta'kidlari sohadagi islohotlarni yangi bosqichga olib chiqdi.

Mamlakatimizda xorijiy tillarni o'rgatishni ommalashtirishni yangi bosqichga olib chiqish va sohani rivojlantirish uchun tizimli ishlarni tashkil etish, ulg'ayib kelayotgan yosh avlodni har tomonlama barkamol qilib tarbiyalash, buning uchun barcha shart-sharoitlarni yaratish yuzasidan tizimli ishlar tashkil etilmoqda.

Hozirgi davrda xorijiy tillarni o'rganish va bilishning ahamiyati tobora oshib bormoqda. Har bir soha vakili yetuk mutaxassis bo'lishi uchun o'z ona tilidan tashqari, dunyo tillaridan kamida ikki-uchtasini bilishi shart.

Mamlakatimizda xorijiy tillarni o'rgatishni ta'lim siyosatining ustuvor yo'nalishi sifatida rivojlantirish, ushbu yo'nalishda ta'lim sifatini tubdan oshirish, sohaga malakali pedagoglarni jalb etish hamda aholining xorijiy tillarni o'rganishga bo'lgan qiziqishini oshirish borasida tizimli chora-tadbirlar amalga oshirilmoqda.

Xorijiy tillarni o'rganishni takomillashtirish maqsadida xalqaro nashriyotlar tomonidan ishlab chiqilgan chet tillari fanlari darsliklarini olib kelish va umumiy o'rta ta'lim maktablarida joriy qilishga qaratilgan tizimli islohotlar davom etmoqda.

Prezidentimizning 2021-yil, 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori bilan O'zbekiston Respublikasi Vazirlar Mahkamasi huzurida Xorijiy tillarni o'rganishni ommalashtirish agentligi tashkil etildi.

Bugungi kun-globallashuv davridir. Bu davr insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassislari o'z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishlari va muloqot qila olishlari maqsadga muvofiq. Buning uchun xorijiy tillarni o'rganish va o'qitish tizimini yanada zamonaviy metodlar bilan takomillashtirish hamda chet tillarini o'rganishga bo'lgan motivatsiyani oshirish nihoyatda katta ahamiyat kasb etadi.

Asosiy maqsad – ta'lim muassasalarida xorijiy tillarni o'rganishni ommalashtirish.

Bilamizki, har qanday chet tili fani to'rtta muhim aspekt (tinglab tushunish, o'qish, yozish va gapirish)ga bo'lib o'rganiladi. Bu har bir jihatdan alohida malaka va tushunchalar berish jarayonida ta'limda zamonaviy axborot texnologiyalaridan foydalanish muhim ahamiyat kasb etadi. Ta'lim jarayoniga zamonaviy innovatsion texnologiyalarni olib kirish ta'lim sifati va samaradorligini oshirish demakdir. Xususan, xorijiy tillarni o'rganish va o'rgatishda bunday kommunikativ texnologiyalardan foydalanishning bir qancha ahamiyatli ustunliklari mavjud. Hozirda chet tili ko'nikmalarini baholashning IELTS, CEFR, TOEFL kabi testlari

ishlab chiqilgan. Bu jarayonlarda texnologik vositalardan foydalanish chet tilining har bir aspektini o'rgatishda noan'anaviy hamda interfaol topshiriqlar kabi zamonaviy yondashuvlar bilan qo'l keladi. Masalan, tinlab tushunish qismi uchun, albatta, turli qurilmalar, player, CD diskarsiz tasavvur qilish qiyin. Shu sababdan ham zamonaviy texnologiya va metodlardan foydalanish talab etiladi.

Bu texnik vositalardan foydalanish o'quvchilarning chet tilini o'rganishlari jarayonini qiziqarliroq va samaraliroq bo'lishini ta'minlaydi, bundan tashqari harakatli o'yinlar vositasida o'quvchilar diqqati dars jarayonida bir joyda jamlashni ta'minlaydi. [1-2]

Interfaol metod – ta'lim jarayonida o'quvchilar hamda o'qituvchi o'rtasidagi faollikni oshirish orqali o'quvchilarning bilimlarni o'zlashtirishini faollashtirish, shaxsiy sifatlarini rivojlantirishga xizmat qiladi. Interfaol metodlarni qo'llash dars samaradorligini oshirishga yordam beradi.

Interfaol ta'limning asosiy mezonlari: norasmiy bahs-munozaralar o'tkazish, o'quv materialini erkin bayon etish va ifodalash imkoniyati, ma'ruzalar soni kamligi, lekin seminarlar soni ko'pligi, o'quvchilar tashabbus ko'rsatishlariga imkoniyatlar yaratilishi, kichik guruh, katta guruh, sinf jamoasi bo'lib ishlash uchun topshiriqlar berish, yozma ishlar bajarish va boshqa metodlardan iborat bo'lib, ular ta'lim-tarbiyaviy ishlar samaradorligini oshirishda o'ziga xos ahamiyatga ega [3-4].

Hozirda ta'lim metodlarini takomillashtirish sohasidagi asosiy yo'nalishlardan biri interfaol ta'lim va tarbiya usullarini joriy qilishdan iborat. Barcha fan o'qituvchilari dars mashg'ulotlari jarayonida interfaol usullardan borgan sari kengroq foydalanmoqdalar. Interfaol usullarni qo'llash natijasida o'quvchilarning mustaqil fikrlash, tahlil qilish, xulosalar chiqarish, o'z fikrini bayon qilish, uni asoslagan holda himoya qila bilish, sog'lom muloqot, munozara, bahs olib borish ko'nikmalari shakllanib, rivojlanib boradi.

Interfaol ta'lim usuli – har bir o'qituvchi tomonidan mavjud vositalar va o'z imkoniyatlari darajasida amalga oshiriladi. Bunda har bir o'quvchi o'z motivlari va intellektual darajasiga muvofiq ravishda turli darajada o'zlashtiradi.

Interfaol ta'lim texnologiyasi - har bir o'qituvchi barcha o'quvchilar ko'zda tutilgandek o'zlashtiradigan mashg'ulot olib borishini ta'minlaydi. Bunda har bir o'quvchi o'z motivlari va intellektual darajasiga ega holda mashg'ulotni oldindan ko'zda tutilgan darajada o'zlashtiradi [5-6].

Chet tillarini o'rganishda zamonaviy texnologiyalarni qo'llashdan asosiy maqsad fanni oson o'zlashtirishga ko'maklashish hisoblanadi. Zamonaviy texnologiyalarda pedagogik jarayon, o'qitishning shaxsga yo'naltirilgan texnologiyalar asosida amalga oshirilishi muhim omil sanaladi. Bu usul ishni

samaradorligini yaxshilashga yordam beradi. O'qituvchilar bo'sh va ijodiy vaqtini o'zini rivojlantirishga sarflashi mumkin.

Xulosa qilib aytish mumkinki, interfaol ta'lim bir vaqtda bir nechta masalani hal etish imkoniyatini beradi. Bulardan asosiysi o'quvchilarning muloqot olib borish bo'yicha ko'nikma va malakalarini rivojlantiradi, o'quvchilar orasida emostional aloqalar o'rnatilishiga yordam beradi, ularni jamoa tarkibida ishlashga, o'z o'rtoqlarining fikrini tinglashga o'rgatish orqali tarbiyaviy vazifalarning bajarilishini ta'minlaydi. Shu bilan birga, amaliyotdan ma'lum bo'lishicha, dars jarayonida interfaol metodlarni qo'llash o'quvchilarning asabiy zo'riqishlarini bartaraf qiladi, ular faoliyatining shaklini almashtirib turish, diqqatlarini dars mavzusining asosiy masalalariga jalb qilish imkoniyatini beradi.

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TA'LIM SOHASIDA INGLIZ TILINI O'QITISHNING AHAMIYATI

Sh.A.Israilova

Andijon davlat chet tillar instituti, 2-kurs talabasi

Hozirgi zamon global dunyosida ta'limning ahamiyati hech qachon shunchalik yuqori bo'lmagan. Har bir inson, qayerda yashashidan qat'iy nazar, o'zini rivojlantirish, o'z orzularini ro'yobga chiqarish va jamiyatga foyda keltirish uchun bilim olish imkoniyatiga ega bo'lishi kerak. Bunda ingliz tilining ahamiyati beqiyosdir. Shu sababli ushbu maqola ta'lim sohasida ingliz tilining ahamiyatini, uning global miqyosdagi ta'sirini va o'quvchilarga beriladigan imkoniyatlarni ko'rib chiqildi. Maqolada ingliz tilining o'qish, yozish, gapirish va tinglash kabi ko'nikmalarni rivojlantirishdagi roli, shuningdek, akademik va kasbiy muvaffaqiyatga erishishdagi ahamiyati muhokama qilinadi.

Bugungi rivojlanayotgan davrda har bir sohada xususan, ilm-fan sohasida o'zgarishlar va sezilarli darajada yutuqlarga erishilmoqda. Mamlakatimiz mustaqillikka erishganidan so'ng ilm-fanga ayniqsa, chet tillarga e'tibor yanada kuchaydi. Har bir fanni zamonaviy innovatsion texnologiyalar va metodlardan foydalanib o'rgatish bugungi davrning eng muhim talablaridan biri hisoblanadi. Hozirgi zamonaviy ta'limda interaktiv metodlar, innovatsion texnologiyalar, axborot texnologiyalaridan o'quv jarayonini tashlik etishga bo'lgan talab kundan kunga o'sib boryapti. Buning asosiy sabablaridan biri, shu vaqtgacha bo'lgan ana'naviy ta'limdan farqli ravishda zamonaviy metodlardan foydalanganda o'quvchi shaxsining rivojlanishi, shakllanishi, yetarli bilim olishi va tarbiyalanishiga zarur bo'lgan shart-sharoitlar yaratilayapti. Zamonaviy metodlar va innovatsion texnologiyalarning o'rni va roli benihoya kattadir [1].

Dunyo bo'ylab 1,5 milliarddan ortiq kishi so'zlashadigan ingliz tili butun dunyo madaniyatlari va qit'alaridagi odamlarni bog'laydigan global lingua frankaga aylandi. Grammatika va lug'at samarali muloqotning muhim tarkibiy qismi bo'lsada, talaffuz bizni qanday idrok etish va tushunishimizni shakllantirishda hayratlanarli darajada muhim rol o'ynaydi. Aniq va to'g'ri talaffuz ma'no, ravshanlik va hatto his-tuyg'ularni yetkazishda barcha farqlarni keltirib chiqarishi mumkin.

Ingliz tili, hozirgi zamonning "lingua franca"si sifatida, dunyo bo'ylab bilimlarga kirish eshigini ochadi va har bir kishining ta'lim yo'lida muhim rol o'ynaydi.

Ingliz tilining ta'limdagi ahamiyati:

- Akademik muvaffaqiyat: Ingliz tili o'quvchilarga xalqaro miqyosdagi ilmiy ma'lumotlarga, o'quv materiallariga va ilmiy tadqiqotlarga kirish imkonini

beradi. Ko'plab ilmiy maqolalar, kitoblar va tadqiqotlar ingliz tilida yozilgan bo'lib, o'quvchilar bu ma'lumotlarga erishish uchun ingliz tilini bilishlari kerak [2].

- Kasbiy o'sish: Ko'plab kasblar, xususan, IT, biznes, tibbiyot va boshqa sohalarda ingliz tili bilim talab qilinadi. Ingliz tili xalqaro hamkorlik, biznes muzokaralari va xalqaro miqyosdagi ishga joylashish imkoniyatlarini yaratadi [3].

- Madaniy almashinuv: Ingliz tili turli madaniyatlar va millat vakillari bilan o'zaro muloqot qilish va hamkorlik qilish imkonini beradi. Bu o'quvchilarga global jamiyatni yaxshiroq tushunish va boshqa madaniyatlarga nisbatan hurmatni rivojlantirishga yordam beradi. [4]

- O'qish, yozish, gapirish va tinglash ko'nikmalarini rivojlantirish: Ingliz tili o'quvchilarga o'qish, yozish, gapirish va tinglash ko'nikmalarini rivojlantirishga yordam beradi. Bu ko'nikmalar barcha akademik fanlarni o'zlashtirish va bilimni samarali o'zlashtirish uchun muhimdir [5].

Ingliz tilini o'rganishning imkoniyatlari:

- Xalqaro universitetlarga kirish: Ingliz tilini bilish o'quvchilarga dunyoning turli burchaklaridagi nufuzli universitetlarda o'qish imkonini beradi.

- Xalqaro miqyosdagi ishga joylashish: Ingliz tili xalqaro miqyosdagi ish bozorida raqobatbardoshlikni oshiradi va o'quvchilarga turli xil mamlakatlarda ish topish imkonini beradi.

- Sayohat va yangi tajribalar: Ingliz tili sayohat qilish, yangi madaniyatlar bilan tanishish va dunyo bo'ylab odamlar bilan o'zaro muloqot qilish imkonini beradi.

Ta'lim sohasida ingliz tili beqiyos ahamiyatga ega. U dunyo bo'ylab bilimlarga kirish eshigini ochadi, har bir kishining ta'lim yo'lida muhim rol o'ynaydi va ularning akademik va professional muvaffaqiyatlariga yordam beradi.

Hozirgi zamon dunyosida ingliz tilini bilish, o'z orzularini amalga oshirish, jamiyatga foyda keltirish va global miqyosda muvaffaqiyatga erishish uchun zarur bo'lgan asosiy bilim va ko'nikmalarni beradi. Ta'lim sohasida ingliz tilini o'rganishga sarflangan har bir harakat o'z mevasini beradi.

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INGLIZ VA O‘ZBEK TILLARIDA RAQSGA OID TERMINLARINING LEKSIKOGRAFIK TAHLILI

Xudoyberdiyeva Oyjamol Muzaffarovna

Termiz davlat pedagogika instituti o‘qituvchisi

Tel: +998994196491

e-mail: teacheroyjamol@gmail.com

Annotatsiya: Mazkur maqolada ingliz va o‘zbek tillaridagi raqsga oid terminlarning leksikografik tahlili amalga oshirilgan. Raqs san’ati terminlari har ikki tilning madaniy va tarixiy merosi bilan bog‘liq bo‘lib, leksikografik manbalarda qanday aks ettirilganligi tahlil qilingan. Maqolada ingliz tilidagi “ballet” va o‘zbek tilidagi “lazgi” terminlari lingvistik jihatdan o‘rganilib, ularning kelib chiqishi, semantik xususiyatlari va madaniy konnotatsiyalari tahlil qilingan. Shuningdek, maqolada lug‘atlardagi raqs terminlarining qo‘llanilish chastotasi va ularning lingvistik farqlari ko‘rib chiqilgan.

Kalit so‘zlar: raqs terminologiyasi, leksikografik tahlil, ingliz tili, o‘zbek tili, ballet, lazgi, lingvistika, madaniy konnotatsiyalar, lug‘atlar.

Raqs har doim insoniyat madaniyati va san’atining ajralmas qismi bo‘lib kelgan. Har bir xalqning raqsga bo‘lgan munosabati, u bilan bog‘liq bo‘lgan atamalar, o‘ziga xos raqs turi va ifodalari mavjud. Ushbu atamalarni o‘zida aks ettirgan lug‘atlar, ya’ni leksikografik manbalar, tillarning lug‘at boyligini o‘rganishda muhim o‘rin tutadi. Ingliz va o‘zbek tillarida raqsga oid terminlarning lug‘atlarda qanday o‘rin tutgani va ularning leksikografik tahlili tilshunoslik va lingvomadaniyatshunoslik nuqtai nazaridan muhim ilmiy tadqiqot yo‘nalishi hisoblanadi.[11;12]

Ushbu maqola ingliz va o‘zbek tillarida raqsga oid terminlarning leksikografik aks ettirilishini tahlil qilishga qaratilgan. Maqolada lug‘atlardagi raqs terminlari, ularning qo‘llanilish chastotasi, leksik-semantik tahlili hamda madaniy konnotatsiyalari o‘rganiladi.

Leksikografiya biror tilda mavjud so‘z va atamalarni yig‘ib, ularni sistemalashtirib, lug‘atlarda aks ettirishni o‘z ichiga oladi. Raqs terminlari ham ushbu jarayonning ajralmas qismi sifatida lug‘atlarda o‘z aksini topadi. Ingliz tilida raqs bilan bog‘liq ko‘plab so‘zlar, atamalar mavjud bo‘lib, ular asosan xalqaro raqs san’ati, klassik raqslar (masalan, balet) va zamonaviy raqs turlarini aks ettiradi.

O'zbek tilida esa milliy raqs san'atiga oid atamalar va xalq raqslari bilan bog'liq terminlar ko'proq ishlatiladi.

O'zbek tilida leksikografiya va terminologiya masalalari N.T. Hotamov[15], M. E. Umarxo 'jayev, H.A Dadaboyev[7], I. X Sadikova[12], C. X. Nurmatova, O. Tursunova, P.P. Nishonov[9], O. S. Axmedov[6], D.X. Kadirbekova, H. V. Mirzaxmedova, S.T. Mustafayev va D. I. Xodjayeva[14] tadqiqotlarida o'z aksini topgan

Ingliz tilida raqs atamalari, odatda, universal xarakterga ega. Masalan, "ballet," "hip-hop," "tango" kabi atamalar xalqaro miqyosda keng qo'llaniladi. Bu atamalar, odatda, ingliz lug'atlarida ko'p uchraydi va ularning izohlari odatiy ravishda keng doiradagi qo'llanilishini aks ettiradi. O'zbek tilida esa ko'proq milliy raqsga oid atamalar, masalan, "lazgi," "besh qarsak," "doira" kabi terminlar leksikografik manbalarda aks etadi.

Ingliz lug'atlarida raqsga oid atamalar keng doirada ifodalanadi. "Oxford English Dictionary" va "Merriam-Webster Dictionary" kabi manbalarda raqs terminlari sifatida xalqaro va mahalliy raqs turlariga oid ko'plab atamalar mavjud. Ushbu lug'atlar atamalarning kelib chiqishini, ularning semantik tahlilini va tarixiy ma'nosini batafsil yoritadi. Masalan, "ballet" termini fransuz tilidan olingan bo'lib, u klassik raqs turi sifatida keng tanilgan. Shuningdek, zamonaviy raqs atamalari ham ingliz tiliga kirib kelgan. Masalan, "breakdance," "locking," "krumping" kabi terminlar yangi raqs turlarining paydo bo'lishi bilan tilga kirgan va zamonaviy lug'atlarda aks etgan.

Ingliz va o'zbek tillaridagi raqsga oid terminlarning leksikografik tahlilini misol keltirgan holda va ularning lingvistik jihatlarini tahlil qilamiz. Quyida ingliz tilidagi "ballet" va o'zbek tilidagi "lazgi" atamalari leksikografik jihatdan qanday aks ettirilganiga e'tibor qaratamiz va ularning lingvistik tahlilini ko'rib chiqamiz.

Ingliz tilidagi "ballet" terminining **Oxford English Dictionary** lug'atida shunday ta'rif berilgan: *"A classical form of dance that originated in the Renaissance courts of Europe, characterized by grace, precision, and elaborate formal techniques such as pointe work and high extensions."* [3]

Merriam-Webster Dictionary lug'atida esa: *"A theatrical art form using dancing, music, and scenery to convey a story, theme, or atmosphere."*[2]

O'zbek tilining izohli lug'atida "lazgi" terminiga shunday ta'rif berilgan: *"Xorazmda keng tarqalgan milliy raqs turi, bu raqsning asosiy maqsadi – inson kayfiyatini va shod-xurramlikni raqs harakatlari orqali ifodalash"*.

"Ballet" atama fransuz tilidan ingliz tiliga o'tgan bo'lib, fransuz tilidagi "ballet" so'zi "to dance" (raqsga tushmoq) ma'nosini bildiradi. "Ballet" atamasi XVI asrda Italiyada paydo bo'lgan va keyinchalik Frantsiyaga o'tgan raqs janri

sifatida keng qo'llanila boshlangan. Ingliz lug'atlarida bu atama an'anaviy va zamonaviy raqs turlarida klassik uslubni, texnikani va raqs san'atini ifodalaydi.

"Lazgi" o'zbek tilida milliy raqs turi sifatida O'zbekistonda, ayniqsa Xorazm hududida keng tarqalgan. O'zbek lug'atlarida bu so'z nafaqat raqs turi sifatida, balki milliy madaniyatning bir qismi sifatida o'rganiladi. Bu raqs ko'pincha tantanali marosimlarda, bayramlarda ijro etiladi va shod-xurramlik, jo'shqinlikni ifodalaydi.

"Ballet" termini etimologik jihatdan fransuz tilidan olingan bu so'z Italiyadagi "*ballare*" so'zidan kelib chiqqan bo'lib, bu "*raqs tushish*" ma'nosini bildiradi. Keyinchalik "**ballet**" Fransiyada rivojlanib, u yerdan ingliz tiliga kirib kelgan.

O'zbek tilidagi "*lazgi*" termini qadimgi xalq san'atidan olingan bo'lib, uning kelib chiqishi haqida turli fikrlar mavjud. Ehtimol, "*lazgi*" so'zi O'rta Osiyo xalqlarining ko'p asrlik tarixiga borib taqaladi va bu raqsning qadimiyligi bilan bog'liqligini aks ettiradi.

Ingliz tilida "ballet" so'z keng qamrovli semantikaga ega bo'lib, nafaqat raqs turi sifatida, balki butun teatr san'ati tizimini, jumladan, musiqa, aktyorlik mahorati va sahna dekoratsiyasini ham o'z ichiga oladi. Shu sababli, bu atama zamonaviy san'at sohasida keng qamrovli ma'nolarni ifodalashi mumkin.

O'zbek tilida "lazgi" termini faqat bitta aniq raqs turini ifodalaydi. Lazgi so'zi milliy madaniy meros bilan bog'liq bo'lib, unda xalqning o'ziga xos kayfiyati, hissiyotlari aks etadi. Bu raqsni ijro etish qoidalari an'anaviy bo'lib, ma'lum bir ramziy harakatlarga asoslanadi.

"Ballet" atamasi klassik G'arbiy Yevropa madaniyatining bir qismi bo'lib, uning lingvistik jihatlari xalqaro san'at atamalariga moslashgan. Ingliz tilida balet boshqa raqs janrlariga nisbatan yuqori darajadagi nafislik, yuqori texnika va madaniy merosni ifodalaydi.

O'zbek tilida "lazgi" so'zi milliy madaniyatning markaziy qismi bo'lib, raqs xalqning urf-odatlarini, marosimlari va bayramlari bilan bog'liq. "Lazgi" ning lingvistik va madaniy konnotatsiyalari o'zbek xalqi uchun shodlik, birlashish va an'anaviy qadriyatlarni ifodalaydi.

XULOSA

Ingliz va o'zbek tillaridagi raqsga oid terminlarning leksikografik tahlili shuni ko'rsatadiki, har ikkala tilda ham raqs terminologiyasi o'ziga xos madaniy, tarixiy va semantik xususiyatlarga ega. Ingliz tilida raqs terminlari ko'proq xalqaro raqs turlarini aks ettirsa, o'zbek tilida milliy raqs madaniyati va an'anaviy turlar keng o'rin tutadi. Leksikografik manbalar ushbu terminlarning kelib chiqishi va ularning semantik rivojlanishini yoritishda muhim ahamiyatga ega bo'lib, tillararo qiyosiy tahlil o'tkazishga imkon beradi.

Raqs san'atiga oid terminlarning lug'atlardagi aks ettirilishi, ular orqali milliy madaniyatni saqlab qolish va global raqs madaniyatining tilga ta'sirini kuzatishda muhim vosita hisoblanadi.

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GRAMMAR IS ONE OF THE IMPORTANT PARTS IN TEACHING ENGLISH

*Azizova Maharam Rashitovna Senior teacher
Andijan machine building institute, Andijan, Uzbekistan*

*Dostonbekova Oysanam, the first course student
Andijan machine building institute, Andijan, Uzbekistan*

The study of language is an integral part of general knowledge. By examining the intricate workings of the human body, we gain a deeper understanding of ourselves. Similarly, we should be drawn to the study of the remarkable complexity of human language for the same reason. Each individual holds their own attitudes towards the English language and its various forms, and they also have opinions on specific linguistic features. These attitudes and opinions have an impact on their relationships with others.

By comprehending the nature of language, one can identify the basis for their linguistic biases and potentially moderate them. Additionally, it allows for a clearer evaluation of linguistic matters that are of public concern, such as concerns about the state of the language or how to approach the education of immigrants. The study of the English language also has a more evident practical application: it enables individuals to utilize the language more effectively.

In the study of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by yourself to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of grammar.

There are several applications of grammatical study: (1) A recognition of grammatical structures is often essential for punctuation; (2) A study of one's native grammar is helpful when one studies the grammar of a foreign language; (3) A knowledge of grammar is a help in the interpretation of literary and nonliterary texts, since the interpretation of a passage sometimes depends crucially on

grammatical analysis; (4) A study of the grammatical resources of English is useful in composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.

Some combinations of words are possible in English and others are not. As a speaker of English, you can judge that Home computers are now much cheaper is a possible English sentence whereas Home computers now much are cheaper is not, because you know that much is wrongly positioned in the second example. Your ability to recognize such distinctions is evidence that in some sense you know the rules of grammar even if you have never studied any grammar. Similarly, you operate the rules whenever you speak or write (you can put words in the right order) and whenever you interpret what others say (you know that Susan likes Tom means something different from Tom likes Susan). But knowing the rules in evaluative and operational senses does not mean that you can say what the rules are.

You acquire a working knowledge of your native language simply through being exposed to it from early childhood: nobody taught you, for example, where to position much. You study grammar, however, if you want to be able to analyze your language. The analytic grammar makes explicit the knowledge of the rules with which you operate when you use the language. There is a clear difference between the operational grammar and the analytic grammar. After all, many languages have never been analyzed and some have been analyzed only relatively recently. People were speaking and writing English long before the first English grammars appeared at the end of the sixteenth century.

Linguistic communications are channeled mainly through our senses of sound and sight. Grammar is the central component of language. It mediates between the system of sounds or of written symbols, on the one hand, and the system of meaning, on the other. Phonology is the usual term for the sound system in the language: the distinctive sound units and the ways which they may be combined. Orthography parallels phonology in that it deals with the writing system in the language: the distinctive written symbols and their possible combinations. Semantics is concerned with the system of meanings in the language: the meanings of words and the combinatory meanings of larger units.

Three other aspects of language description are often distinguished: phonetics, morphology and pragmatics. Phonetics deals with the physical characteristics of the sounds in the language and how the sounds are produced. Sounds and letters combine to form words or parts of words. Morphology refers to the set of rules that describe the structure of words. The word computer, for example, consists of two parts: the base compute (used separately as a verb) and the suffix -er (found in other nouns derived from verbs, e.g. blender). Pragmatics is

concerned with the use of particular utterances within particular situations. For example, Will you join our group? is a question that, depending on the speaker's intention, is a request for information or a request for action.

Certain types of activity have clearly recognized language features; examples include scientific papers, legal documents, sermons, news broadcasts, and fiction. Newspapers have a distinctive layout, headlines are often highly compressed (Banks warned on student loans), cookery books tend to use many imperatives (Mix the ingredients), labels omit words understood from the object to which they are attached (Shake well).

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ЛЕКСИКО-СЕМАНТИЧЕСКИЙ СОСТАВ ТЕРМИНОВ ГОРНОДОБЫВАЮЩЕЙ ПРОМЫШЛЕННОСТИ: ОСОБЕННОСТИ И ЗНАЧЕНИЕ

*НавГПИ, старший преподаватель
Кодирова Дилрабо Шамсидиновна*

Аннотация: Статья посвящена анализу лексико-семантического состава терминов горнодобывающей промышленности. В ней рассматриваются особенности семантической структуры терминов, включая однозначные и многозначные термины, синонимы и антонимы.

Ключевые слова: семантическая структура терминов, лексико-семантический анализ, моносемантические, полисемантические, тематическим группы

Горнодобывающая промышленность, является фундаментальной отраслью для многих других секторов экономики, обеспечивает сырьевой базой строительство, промышленность, энергетику, транспорт, химическую и многие другие сферы человеческой деятельности. Без нефти, газа, угля, руд,

строительных материалов, получаемых в результате горнодобывающих операций, современное общество было бы невозможно.

Данная отрасль характеризуется сложной системой производственных процессов, которые требуют специфических знаний, навыков и терминологии. Богатая лексика горнодобывающей промышленности отражает уникальные особенности технологий извлечения полезных ископаемых из недр земли, охватывая геологию, технологии добычи, обогащение руды, транспортировку, хранение и переработку сырья. Изучение горнодобывающей терминологии играет ключевую роль в успешном развитии отрасли, обеспечивая:

- **Эффективную коммуникацию между специалистами:** Точное использование терминов устраняет неоднозначность и позволяет специалистам из различных областей горнодобывающей промышленности понимать друг друга, сотрудничать и решать задачи более эффективно.

- **Высокий уровень профессиональной подготовки:** Знание терминологии является неотъемлемой частью обучения будущих горных инженеров, геологов, техников и других специалистов в отрасли. Это позволяет им быстро адаптироваться к работе и овладевать сложными технологическими процессами.

- **Развитие информационных ресурсов:** Актуальные словари и базы данных по горной терминологии способствуют успешному поиску информации и обмену знаниями между специалистами, а также способствуют развитию научных исследований и внедрению новых технологий.

Следовательно, изучение лексико-семантического состава терминов горнодобывающей промышленности является важной задачей для повышения эффективности работы специалистов, улучшения качества профессиональной подготовки и развития отрасли в целом.

Особенности лексики горнодобывающей промышленности:

- **Высокая специализация:** Термины отражают специфические процессы, оборудование и понятия, характерные для горной отрасли. Например, “рудник” – это не просто “место добычи”, а конкретный тип горного предприятия с характерными особенностями: глубина залегания, тип добычи, используемое оборудование. “Карьер” – это открытый способ добычи, в отличие от “шахты” – подземного. “Бурение” – это метод создания отверстий в горных породах для добычи, взрывания или исследования, а “взрывание” – это способ разрушения пород для извлечения руды. “Обогащение руды” – это процесс отделения полезных минералов от пустой породы.

- **Использование аббревиатур.** Многие термины в горнодобывающей промышленности сокращаются для удобства, например, “ГМК” (горно-металлургический комплекс), “ВНР” (вскрышные работы), “НГДУ” (нефтегазодобывающее управление), “ОАО” (открытое акционерное общество).

- **Устойчивые словосочетания.** В горной отрасли широко распространены устойчивые словосочетания, такие как “разработка месторождения”, “обогащение руды”, “охрана труда”, “безопасность работ”. Примеры: “разработка месторождения открытым способом”, “обогащение руды флотационным методом”, “охрана труда на шахте”, “обеспечение безопасности при взрывных работах”.

- **Заимствования из других языков.** Многие термины пришли в русский язык из английского, немецкого, французского и других языков, что связано с международным характером горнодобывающей промышленности. Например, “драглайн” (от англ. dragline) – тип экскаватора, “флотация” (от англ. flotation) – метод обогащения руды, “бентонит” (от англ. bentonite) – глина, используемая в буровых растворах.

Классификация терминов по тематическим группам - это процесс группировки лексических единиц по схожести их значений и отнесению их к определенным сферам деятельности в рамках горнодобывающей промышленности. Данная классификация позволяет систематизировать терминологию отрасли, упростить ее изучение и обеспечить более эффективное использование терминов в профессиональной коммуникации.

- **Геология:** минералы (кварц, рутил, апатит), руды (железная руда, медная руда), породы (гранит, базальт, песчаник), геологические структуры (складки, разломы), геологические процессы (вулканизм, землетрясения).

- **Добыча:** шахты, карьеры, бурение (вертикальное, горизонтальное), взрывные работы, транспортировка (отвало-образование, конвейерная транспортировка), обогащение руды (дробилка, флотационная машина).

- **Техника:** горные машины (экскаватор, бульдозер, шахтный подъемник), оборудование (буровая установка, дробилка, флотационная машина), транспортные средства (грузовики, шахтные вагонетки), системы управления (автоматизация процессов, дистанционное управление), средства защиты (спецодежда, респираторы).

- **Безопасность:** охрана труда (правила безопасности, инструкции по безопасности), техника безопасности (противопожарные меры, вентиляция шахт), аварийные ситуации (ликвидация аварий, спасательные работы), экологическая безопасность (рекультивация земель, контроль за загрязнением).

- **Экономика:** добыча (объем добычи, стоимость добычи), производство (производственные затраты, рентабельность), себестоимость (транспортные расходы, затраты на обогащение), прибыль (доход, прибыль от реализации), рентабельность (отношение прибыли к затратам), инвестиции (капитальные вложения, инвестиционные проекты).

Анализ семантической структуры терминов горнодобывающей промышленности позволяет выйти за рамки простого перечисления и понять их внутреннюю организацию, взаимосвязь и роль в формировании специфического языка отрасли.

- **1. Однозначные термины (моносемантические):** термины, имеющие одно четкое значение, не допускающее неоднозначности в контексте горнодобывающей промышленности. Они как “строительные блоки” языка отрасли, обеспечивая четкость и понятность в коммуникации. Например: “**рудник**” – предприятие по добыче полезных ископаемых под землей), “**экскаватор**” – означает специальную машину, предназначенную для разработки грунта и горных пород с помощью ковша, крепится на гусеничном или колесном ходу. Функция этой машины в горной добыче определена её конструкцией, и термин не имеет других значений в данной отрасли.
- **Многозначные термины (полисемантические):** термины, имеющие несколько значений в зависимости от контекста, что делает их более “гибкими” и способными передавать тонкие оттенки смысла. (например, “разработка” - в значении добыча полезных ископаемых или в значении проектирования - “разработка проекта”).
- **Синонимы:** Термины, близкие по значению (например, “рудник” и “шахта” - оба означают подземный способ добычи, но “шахта” часто относится к более глубоким и узким выработкам).
- **Антонимы:** Термины с противоположным значением (например, “добыча” – извлечение полезных ископаемых из земли и “переработка” – преобразование сырья в готовую продукцию).

Изучение лексико-семантического состава терминов горнодобывающей промышленности является актуальной задачей, способствующей повышению эффективности работы специалистов, улучшению качества профессиональной подготовки, развитию информационных ресурсов и укреплению коммуникации между представителями отрасли.

Постоянное развитие горнодобывающей промышленности, внедрение новых технологий и расширение международного сотрудничества требуют обновления и уточнения существующей терминологии. Глубокое понимание семантической структуры терминов позволяет:

- устранить неоднозначность в интерпретации информации, что особенно важно в условиях международного сотрудничества и обмена опытом;

- сократить риск ошибок в проектировании и реализации горных работ, поскольку точность терминологии является залогом безопасности и эффективности производства;

- создать унифицированные базы данных и информационные ресурсы, которые будут понятны и доступны всем специалистам отрасли;

- улучшить качество профессиональной подготовки будущих горных инженеров и специалистов посредством введения углубленных знаний о семантических нюансах терминологии.

Таким образом, изучение лексики горнодобывающей промышленности является не просто научным интересом, а необходимым условием ее успешного развития. Важно не только знать термины, но и понимать их семантическую структуру, что позволяет более глубоко понимать отрасль и эффективно решать профессиональные задачи.

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ROLI O'YIN METODIDAN TA'LIM MUASSALARIDA XORIJIY TILINI O'RGANISHDA FOYDALANISH

Zilola Rozikova Tursunboy qizi
Chirchiq davlat
pedagogika universiteti o'qituvchisi
+998930641625

Annotatsiya: Ushbu tezis ta'lim muassasalarida ingliz tilini o'rganish jarayonida rolli o'yin metodini samarali strategiya ekanligini tadqiq qiladi. Role playing- rolli o'yin pedagogik vosita bo'lib, haqiqiy hayotda bo'ladigan voqealar sahnalashtiriladi va talabalarga ingliz tilidan amalda foydalanishga imkon beradi. Bu metod muloqotni, tassavvurni va tanqidiy fikrlashni rivojlantirib, til egallash imkoniyatini ayniqsa eshitish va gapirish ko'nikmalarini kuchaytiradi. Bu tezis shuningdek Osiyo va Yevropa olimlari fikriga tayangan holda, rolli o'yin metodi haqidagi nazariy qarashlar va ingliz tili sinfxonalarida rolli o'yindan foydalanishning amaliy natijalarini baholaydi.

Kalit so'zlar: Rolli o'yin metodi, stsenariy, ta'lim, metodologiya, ijtimoiy muloqot, motivatsiya, eshitish ko'nikmasi, gapirish ko'nikmasi.

Role-playing – ya'ni rolli o'yin metodi ta'limda samarali metod hisoblangani, talabalarni o'ziga jalb qilish va interaktiv o'rganishni ta'minlashi tufayli, ko'plab tadqiqot ishlarini mavzusiga aylangan. Ushbu tezis esa turli ta'lim muassasalarida rolli o'yin metodining ingliz tilini o'qitishdagi aralashuvini tahlil qiladi. Hozirda ingliz tilini o'rganish har bir yosh avlod oldida turgan muhim vazifalardan biri ekan, rolli o'yin metodi an'anaviy til o'rganish metodlaridan farqli dinamik kuchga egadir. Tadqiqotimiz davomida quyidagi vazifalarni belgilab oldik:

- rolli o'yin metodining til o'rganishdagi nazariy asoslarini ko'rib chiqish;
- ingliz tili ko'nikmalarini yaxshilashda ushbu metodning samaradorligini tahlil etish;
- talabalarning o'ziga bo'lgan ishonchida va til o'rganishga bo'lgan ularning motivatsiyasida rolli o'yinlarning ta'sirini baholash.

Ta'limda rollin o'yin talabalar faol ishtirok etish orqali bilimlarini shakllantiradigan konstruktiv nazariyalarda o'z aksini topadi. Vigotskiyning ijtimoiy rivojlanish nazariyasiga ko'ra bilim o'zaro muloqot orqali shakllantiriladi bunda rolli o'yinlar asosiy omil hisoblanadi. Rolli o'yin metodi autentik muloqotni yaxshilashga yordam berarkan, Communicative language teaching (CLT) ushbu muloqotning muhimligiga e'tibor qaratadi.

Yaponiya va Janubiy koreya olimlari og'zaki muloqotda tekis va ravon gapirishni rivojlantirishda role play metodining nihoyatda samaradorligini ta'kidlashadi. Misol uchun, Takashi Satoning ilmiy ishlarida qanday qilib rolli o'yinlar talabalarni real hayotdagi hodisalarni o'xshatishga harakat qilish orqali ularning kommunikativ qobiliyatlarini rivojlantirishini ko'rishimiz mumkin [5]. Xitoy olimlari ham rolli o'yin til o'rganuvchilarning xorijiy tilni gapirishda

erkinlikni ta'minlash va hayajonni yengishda samarador ekanligi haqida o'z nazariyalarini keltirganlar [6].

Yevropalik olim, David Little rolli o'yin muhim komponenti hisoblangan Task based approach (vazifaga asoslangan yondashuv) ni ma'qullaydi. U o'z ilmiy ishlarida rolli o'yinning tanqidiy fikrlashni oshirishini, til bilan bog'liqlikni ta'minlashini muhokama qiladi [3]. Yana bir yevropalik olim Dornyeining fikricha rolli o'yin talabalarda muloqotga bo'lgan hohishni o'stiradi [1].

Rolli o'yinlardan sinfxonada foydalanish ingliz tili darajasi turli bo'lgan barcha o'rganuvchilarga mos keladi. Rolli o'yinlar hozirda oliy ta'lim muassasalarida xorijiy tilni o'rgatishda keng tatbiq etilmoqda. Bunda talabalar real hayotda bo'lishi mumkin bo'lgan holatlarga tayyorgarlik ko'rishadi. Janubiy koreyalik olim, Park tomonidan olib borilgan tadqiqot shuni ko'rsatadiki, rolli o'yin talabalarining professional kontekstda ayniqsa injenering va biznes sohalarida ingliz tilida dialog shaklida gapirish qobiliyatlarini yaxshiladi [4].

Yevropa mamlakatlari maktablarida rolli o'yin jamoaviy ishlash va muammoni yechish qobiliyatini rivojlantirish maqsadida o'zaro hamkorlikdagi loyiha texnologiyalariga uyg'unlashtirilgan. Misol uchun, Helsinki universiteti rolli o'yin metodidan uning CLIL (Content and Language Integrated Learning) programmasida foydalanadi. Bunda talabalar tarixiy voqealarni yoki ilmiy tajribalarni ingliz tilida namoyish etishadi [8]. Albatta bu yondashuv nafaqat til o'rganishdagi muvaffaqiyatni ta'minlaydi, balki content sohada ham rivojlantiruvchi rol o'ynaydi.

Til o'rganishda motivatsiyaning roli Dornyeining ishlarida keng muhokama qilingan. Uning fikricha rolli o'yin bu tildan foydalanishning kreativ yo'lidir va talabaning ishonchini kuchaytirishga yordam beradi [1]. Xitoyda olimlar Zhang va Liu tomonidan o'tkazilgan xuddi shunga o'xshash eksperiment shuni ko'rsatdiki, role play talabalarining ichki motivatsiyasini o'stirib, mashg'ulotlarda yana faol ishtirok etishga undaydi [7].

Shuni ta'kidlash lozimki, rolli o'yinlar talabalarining tilga bo'lgan qiziqishlarni oshiribgina qolmay, ularning shaxsiy fazilatlari jumladan jamoada ishlash, liderlik va o'zaro ziddiyatlardan chiqib ketish qobiliyatlarini rivojlanishiga ko'maklashadi. Albatta bu ko'nikmalar o'zaro hamkorlikda ishlash yuqori darajada qadrlanadigan Yevropa va Osiyo mamlakatlari ta'lim muassasalarida muhim ahamiyat kasb etadi.

Xulosa qilib aytadigan bo'lsak, rolli o'yinda xorijiy tilni o'rgatishda ta'lim muassasalarida foydalanish ko'plab afzalliklarga egadir. Bunda talabalarining xorijiy tildagi gapirish va eshitish ko'nikmalari rivojlanibgina qolmay ularning soft skills ya'ni boshqa odamlar bilan muloqot ko'nikmalari rivojlanadi. Yevropa hamda osiyo olimlari uning samaradorligini ta'kidlashgani bilan, rolli o'yin metodi

muvaffaqiyati madaniy moslashuvchanlik va o'qituvchining ushbu metodni darsga qay darajada tatbiq qilishiga bog'liqdir.

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XORIJIY TILLARNI O'RGATISHDA O'YINLARDAN SAMARALI FOYDALANISH

Nurmatova Nasiba, katta o'qituvchi
Abdullabekova Noila, 4-kurs talabasi
Namangan davlat universiteti

Til o'rganish har doim muhim sanalgan. Avvallari faqat yaqin atrofdagi xalqlarning tillarini o'rganish keng yoyilgan bo'lsa, hozir iqtisodiy jihatdan rivojlangan davlatlarning tillarini o'rganish urf bo'lmoqda. Buning o'ziga yarasha sababi bor, albatta. Chunonchi, tobora taraqqiy etib, o'zining iqtisodiy salohiyati, harbiy qudrati bilan dunyoda tenglar ichra teng bo'lib borayotgan mamlakatimizda fan, ta'lim, madaniyat va sport, tibbiyot, ishlab chiqarish kabi ko'plab sohalarda mehnat qilayotgan xodimlarning chet ellarda tajriba orttirishi yaxshi an'anaga aylangan. Shuningdek, xorijlik mutaxassislarning yurtimizga jalb etilishi ham

bevosita tegishli soha xodimlaridan chet tilini yaxshi o'zlashtirishni talab etadi. Bugungi kunda ta'limdagi yangilanishlar jarayoni pedagoglarga ko'plab talablar qo'ymoqda. Bu talablar quyidagilardan iborat:

1. Kasbiy tayyorgarlik (o'z fanini chuqur bilish, kasbiy eruditsiya).
2. Zamonaviy axborot-kommunikatsiya texnologiyalaridan xabardor bo'lish.
3. Pedagogik va innovatsion texnologiyalarni amaliyotga tadbiq eta olish.

Chunki, o'qish jarayonida inson :

1. 10 % o'qiganlarini
2. 20 % eshitganlarini
3. 30 % ko'rganlarini
4. 40 % ko'rgan va eshitganlarini
5. 70 % gapirganlarini

6.90 % shaxsan gapirgan va bajarganlarini o'zlashtiradi. Maorif sohasida bugungi kunning dolzarb mavzularidan biri o'quvchilarning bilim samaradorligini o'shish va dars sifatining a'lo darajada bo'lishidir. Shuning uchun ko'pincha ingliz tili darslarida ta'limiy o'yinlardan foydalanish o'quvchilarning faolligini va bilim samaradorligini oshirishga katta yordam beradi. Talimiy o'yinlar o'quvchi ongini bilim ,malaka, ko'nikmasini yanada oshirish,shu bilan birga fanga bo'lgan qiziqishlarini kuchaytirishda yuqori samara beradi.

O'quvchilarga ingliz alfavitini o'rgatishning sodda va qiziqarli o'rgatish, ularning faoligini oshirishda, alfavitni rasm chizish orqali o'rganishlari o'z samarasini beradi.



Bu rasmlar bilan berilgan alfavit o'quvchilarning o'z qo'llari bilan yasaladi. Ingliz tilidagi 26 harfni oq qog'ozga o'quvchilar rasmlar bilan chizishadi. Har hil rangdagi qalamlar bilan chizishsa qiziqishlari yanada kuchayadi va esda qolish oson kechadi. Hamma harflar yasalgandan so'ng harflar yig'iladi va har bir o'quvchining shaxsiy alfavit kitobi hosil bo'ladi.

2. Many teachers recognize the usefulness of simple drawings in their teaching. Drawings have many advantages they are quick to do .Their content can be determined exactly by you, the teacher .They are easy to reproduce. But many teachers think they cannot draw. Or if they can draw they feel they have not got enough time. Illustrated vocabulary is very easy way to learn new words, vocabulary and grammar.

1- kurs talabalari bilan quyidagi ta'limiy o'yinlardan foydalanib dars o'tkazish ularning bilimlarini sinovdan o'tkazish bilan birga talabalarning darsga bo'lgan qiziqishlarini yanada ortishiga turtki bo'ladi va o'qituvchi darsdan ko'zlangan maqsadiga erishadi.

“**Hidden colors**“ ta'limiy o'yinini o'tkazish uchun o'quvchilarni guruhlariga ajratish kerak. Bir guruhda kamida 4 ta o'quvchi bo'lishi kerak.

Hidden colors.

Pupils have to find the names of colors . There are 12 sentences , use them.

Find the name of a color hidden in each sentence:(The first one has been done as a sample.)

1. Some parts of the face are eye, eye**bro**w, nose, and mouth.
2. I'm not really dumb; lack of sleep made me forget the answers. (black)
3. If I tell you what she said , will you agree never to tell anyone? (green)
4. In the box we found a pencil, a pin, keys, and a few coins. (pink)
5. Are three zeros enough to write the number one thousand? (rose)
6. The wheelbarrow hit eleven rocks as it rolled down the hill.
7. When the nurse gives you the injection , just yell “ow” if it hurts. (yellow)
8. Elsa and Otto ran gently down the path to the river. (orange)
9. Before arriving at Kuala Lumpur, please fill out these forms. (purple)
10. I play nearly all the stringed instruments : violin , cello, bass viol, etc. (violet)
11. When I opened the window, shining rays of sunlight flooded the room. (gray)
12. We'll go in Jim's car. Let's leave at six o'clock. (scarlet)

Shuningdek, talabalar bilan ingliz tili grammatikasining predloglar mavzusiga doir “**Class survey** “ ta'limiy o'yini o'tkazilsa, mavzuning mustahkamlanishiga katta yordam beradi.

“Class survey”

Materials : Cards in four different colors list of difficult phrasal verbs sheets of newsprint and markers (optional)

Dynamic : Groups

Time : 40 minutes

Procedure : 1. Choose four themes and for each theme make up a set of questions , using the phrasal verbs that you want to practice.(You may want to have the students compile a list .)

Examples : **Family:**

Do you take after your father or your mother ?

Did you grow up in a large family or a small family ?

Do you get along well with your brothers and sisters?

Are you named after anyone in your family?

School:

Do you go over your notes after class?

Do you try to get out of doing your homework?

Do you ever have trouble keeping up with the assignments?

What is an important grammar point that you have to look out for?

2. Write one set of questions on one yellow card, one set of questions on one green card, etc.

3. Divide the class into groups. (four groups of four works well, but five groups of five or three groups of three also works.)

4. Tell the students that they are going to do some investigation into the society of the classroom by doing a survey. Give each group a set of same – color cards and a theme : The Yellow Group- Family ; The Green Groups – Friends,etc. Give the question card to the group leader and a blank card to each of the other members.

5. The group members copy the questions from the group leader's card on their own cards so that each has a card with the same questions. They may add questions of their own if they wish or there is extra time. Any additional questions must include a phrasal verb.

6. When each member has an identical set of questions, the teams stand up and form new groups with one member of each color. (If there are extras of one or two colors, they can work as partners within the group.)

7. In their new groups, the students take turns interviewing each group member. The yellows ask their questions first and record the data, then greens, then blues, etc. Everyone asks every else in the group his/ her questions.

8. The students reform their original same-color groups, summarize their findings, and present them to the entire class. If time permits, have the groups prepare a visual on newsprint in the form of a pie chart, a graph, a list of statistics, or another type of visual. The posters can be part of the presentation and later be put up around the board.

Note : To save time, write out the duplicate cards yourself on colored index cards or copy one set of questions on different- colored paper. This will take the place of step 5. Collect the cards and reuse them in later classes.

Suggestion: This activity works well with preposition combinations instead of phrasal verbs.

Example :

Best friends :

What do you look for in a best friend ?

Is your best friend patient with you ?

Do you ever hide anything from your best friend ?

Do you ever argue with your best friend ?

“*Go and find out*” ta’limiy o’yini ham o’quvchilarning og’zaki nutqini rivojlantirishga, talaffuzining to’g’ri yoki noto’g’riligini aniqlashtirishga yordam beradi. Bu ta’limiy o’yinni o’tkazish uchun o’quvchilarga tarqatmalar tarqatiladi. Har bir qog’ozda bitta savol yoziladi va o’quvchilar unga javob yozish uchun bir-birlari bilan muloqatga kirishadilar.

Chet tili darslarida innovatsion texnologiyalardan hisoblanmish- o’yinlarni tatbiq etish, chet tilini o’rgatishda shaxsning kreativ xususiyatlarini rivojlantirish, o’rganuvchilarni nutq va yozma ko’nikmalariga bo’lgan ehtiyojidan kelib chiqqan holda ta’lim maqsadlari va usullarini qo’llash o’quvchining kasbiy, ijodiy, ma’naviy-axloqiy, madaniy cho’qqilarini egallashi uchun serhosil zamin yaratadi.

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CLASSROOM MANAGEMENT: HOW TO CREATE A POSITIVE AND PRODUCTIVE LEARNING ENVIRONMENT

Zebo Akmaljon qizi Hotamova

Student, Chirchik State Pedagogical University

zeboxotamova07@gmail.com

Scientific adviser: **Mavluda Abduvaliyevna Komiljonova**

Teacher, Chirchik State Pedagogical University

mavlyudadjurayeva@gmail.com

ABSTRACT

A positive and productive classroom environment is critical for student success, encompassing not only academic achievement but also social, emotional, and personal growth. With increasingly diverse classrooms, educators must focus on strong classroom management, meaningful teacher-student relationships, and fostering collaboration among students. Inclusivity, respect for differences, and supportive physical layouts further enhance the learning experience. By blending

these elements, teachers can create spaces where students ~~feel safe~~, valued, and motivated to engage, ultimately cultivating thriving learning communities.

Keywords: *positive learning environment, students, teacher, safety, engagement, intellectual growth, communication, enthusiasm, motivation.*

INRTODUCTION

The classroom is more than just a place where academic knowledge is imparted - it's a space where students should feel safe, supported, and encouraged to grow both intellectually and personally. Creating a positive and productive learning environment is foundational to achieving these goals. It sets the tone for everything that happens in the classroom and significantly impacts students' ability to focus, engage, and succeed.

This article will explore strategies that educators can use to create a classroom environment where students are motivated, engaged, and ready to learn. By combining effective classroom management techniques with emotional support and inclusive practices, teachers can transform their classrooms into thriving communities of learners.

What is a positive learning environment?

A positive learning environment is a nurturing space that promotes both academic and emotional growth. It is characterized by mutual respect, open communication, and clear expectations. Students in a positive environment feel valued and are encouraged to express their thoughts without fear of judgment. This kind of space celebrates diversity, recognizes individual strengths, and supports the varying needs of learners.

In such an environment, teachers play a critical role by establishing a sense of trust and creating a classroom culture where mistakes are seen as opportunities for learning. Positive reinforcement, constructive feedback, and encouragement are used to build student confidence and engagement. Furthermore, a well-organized and resourceful space, where students can easily access learning materials and tools, adds to the overall effectiveness of the environment.

Physical safety and comfort

Ensuring physical safety and comfort in a learning environment is essential for fostering effective learning and promoting student well-being. The physical environment should be structurally sound, with well-maintained buildings, classrooms, and furniture. Adequate lighting, ventilation, and temperature control are necessary to ensure a comfortable and conducive learning atmosphere.

Schools should have clear emergency protocols for situations like fires, natural disasters, or security threats. Regular drills and easy access to first aid supplies can help minimize risks. Clean and sanitary conditions reduce the spread

of illness. Regular cleaning of classrooms, restrooms, and common areas, as well as the availability of handwashing stations, can promote health and safety. Comfortable seating, proper desk height, and sufficient space for movement help reduce physical strain and discomfort, allowing students to focus on learning.

The learning space should accommodate students of all abilities, with appropriate adjustments for those with physical disabilities. This includes ramps, accessible restrooms, and adaptive equipment where needed.

Emotional support

Emotional support is essential for students to learn and succeed in school. It involves creating a safe, compassionate, and supportive environment where students feel appreciated, respected, and comfortable sharing their thoughts and feelings. Recognizing students' efforts, progress, and achievements, no matter how small, helps build self-esteem and motivation. Positive reinforcement encourages students to keep trying, even when faced with difficulties. Students should feel free to express their emotions, opinions, and concerns without fear of judgment. This can be facilitated by open communication channels and supportive listening from teachers and peers.

Teachers and educators need to empathize with students' struggles and emotional challenges. Acknowledging stress, anxiety, or fear can help students feel understood and reduce emotional burdens. Understanding that each student learns differently and faces unique challenges allows for a more adaptable teaching approach. Being flexible with deadlines, offering alternative learning methods, or giving extra support when needed can reduce emotional stress. Trust between educators and students is fundamental. When students trust their teachers, they are more likely to seek help, share their concerns, and engage more fully in their learning.

Intellectual challenge and growth

A positive learning environment promotes a culture of inquiry where students are encouraged to ask questions, explore ideas, and engage in critical thinking. Lessons should be relevant and connected to students' lives, allowing them to see the value in what they are learning. Allowing students to make choices in their learning path can also empower them and enhance engagement. Teachers should encourage a growth mindset, where mistakes are viewed as learning opportunities and effort is valued as much as natural ability. This fosters resilience and a willingness to take academic risks.

Here's a comprehensive illustration of intellectual engagement and development within a learning setting utilizing a Project-Based Learning (PBL) method: A high school science class focusing on environmental science and

ecology. Students are tasked with developing a comprehensive plan to address a local environmental issue, such as plastic pollution in their community.

Students research various environmental issues affecting their community and decide to focus on plastic pollution. They analyze its impact on local wildlife, water sources, and public health. Learners gather data on the sources and effects of plastic waste, studying scientific literature, conducting surveys, and interviewing local experts (e.g., environmental scientists, city officials). They explore existing solutions implemented in other communities and assess their effectiveness.

Collaborative learning and community building

Collaborative learning and community building are essential components of creating a positive learning environment. Collaborative learning encourages active participation among students. Working in groups or pairs fosters a sense of belonging and shared responsibility, making students more engaged in their learning process. When students work together, they are exposed to different viewpoints and ideas. This variety promotes critical thinking and fosters problem-solving by considering multiple approaches to the same issue.

Community building helps students form strong social bonds, which are critical for emotional well-being. When students feel a sense of community, they are more likely to support one another, reducing anxiety and fostering a safe environment where everyone feels valued. In collaborative settings, students learn from each other through peer feedback. This not only reinforces the material but also builds communication skills and mutual respect.

In collaborative environments, students take more ownership of their learning, as they are not just passive recipients but active contributors to the learning process. This builds accountability, as students rely on each other to complete tasks. The teacher shifts from being the sole source of knowledge to a facilitator, guiding and nurturing a learning community. This role allows the teacher to create a more supportive and interactive learning environment.

Teacher enthusiasm and comprehension

Teacher enthusiasm and comprehension are vital components in creating a positive learning environment. Enthusiasm refers to the energy, passion, and expressiveness that a teacher brings into the classroom, while comprehension involves the teacher's deep understanding of the subject matter and their ability to convey it clearly and effectively. Both of these attributes can greatly influence students' engagement, motivation, and overall academic success.

When a teacher is enthusiastic, their positive attitude tends to be contagious. It creates a dynamic and stimulating atmosphere that encourages students to participate more actively in class. This energy can inspire curiosity and excitement about learning, making even challenging or less interesting subjects feel more

engaging. Enthusiastic teachers are often more approachable and relatable, fostering a sense of trust and open communication between students and the instructor. This emotional connection is crucial for creating a safe, supportive environment where students feel comfortable asking questions, sharing ideas, and expressing doubts without fear of judgment.

Comprehension is equally important because students depend on the teacher to provide clear, accurate, and in-depth knowledge of the subject. A teacher who fully understands the content can present complex ideas in an accessible and relatable way, breaking down difficult concepts into manageable parts. This not only helps students grasp the material more easily but also builds their confidence in the learning process. Teachers with strong comprehension skills are also better equipped to anticipate potential areas of confusion and provide timely, relevant support to students who may be struggling.

Parental involvement

Parental engagement is essential in creating a supportive learning atmosphere, both at home and in school. The engagement of parents in their children's education has a lasting impact on academic achievement, social development, and emotional well-being. The relationship between parents, teachers, and children forms a critical support system that can either strengthen or weaken a child's educational experience. When parents actively participate in their children's education, it reinforces the importance of learning and can create a more conducive atmosphere for success.

One of the most significant ways parent interaction contributes to a positive learning environment is by setting high expectations and providing encouragement. When parents are engaged, they communicate the value of education, motivating children to invest more effort and take their studies seriously. Children who perceive their parents' interest in their schooling are more likely to be motivated to succeed academically. This support can also foster a love for learning, as children feel that their progress and achievements matter to the people they care about most.

CONCLUSION

A positive learning environment plays a critical role in shaping the academic, social, and emotional development of students. It fosters a culture of respect, support, and collaboration, which is conducive to both individual and collective growth. In such an environment, students are more likely to feel safe, valued, and motivated, which directly influences their capacity to absorb and apply knowledge.

The benefits of a positive learning environment are far-reaching. It supports academic achievement, nurtures emotional well-being, and equips students with the essential life skills they need for future success. By fostering a culture of

safety, respect, and encouragement, such an environment promotes lifelong learning and helps students become confident, resilient, and compassionate individuals. It creates a foundation not just for academic excellence but for the overall development of well-rounded, capable, and socially responsible individuals.

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DEVELOPING CRITICAL THINKING THROUGH ECONOMIC DEBATES IN LANGUAGE LEARNING

Zilola Mahmudova Shukhrat qizi

English teacher

The Department of the English theory and practice

Chirchik State Pedagogical University, Tashkent region, Uzbekistan

Annotation

The article looks at how economic discussions might foster critical thinking in students studying foreign languages. Debates provide deeper cognitive engagement with economic ideas and practical applications while also assisting students in the economic area with their language education. Through a review of several debate forms and instructional strategies, this paper emphasizes how debates can improve language learning as well as critical thinking. We also go over the importance of technology, evaluation techniques, and instructor direction in

maximizing the benefits of debates for critical engagement and language development.

Keywords: *Critical thinking, economic debates, language learning, speaking skills, interdisciplinary learning, economics education*

Introduction

In today's knowledge-driven economy, economics students must not only master theoretical knowledge but also develop the ability to critically analyze and articulate their views on complex global issues. Effective communication skills, particularly in foreign languages, are crucial for future economists who will interact in multinational environments.

The debate format offers a structured, interactive way to engage with economic concepts in a foreign language, challenging students to formulate well-reasoned arguments, evaluate evidence, and respond to counterarguments. These debates simulate real-world economic discussions, preparing students for professional environments where they must defend their ideas and present solutions to stakeholders from diverse linguistic and cultural backgrounds.

METHODOLOGY

It is a fact that critical thinking has long been regarded as a cornerstone of higher education. For the economics students, this skill is crucial for evaluating policies, interpreting data, and sorting out real-world problems. Critical thinking entails the ability to assess information, draw logical conclusions, and apply knowledge to new contexts, all of which are vital for understanding and analyzing economic phenomena.

Debates have been widely recognized as an effective pedagogical tool in various disciplines, including economics and language learning. In the context of economics education, debates encourage students to engage with multiple perspectives, develop arguments, and evaluate the validity of economic theories. In language learning, debates promote speaking fluency, encourage interaction, and provide opportunities to use language in meaningful, content-rich contexts.

The role of the instructor is pivotal in facilitating effective debates. Instructors must guide the process without dominating the discussion. They can support critical thinking development by **encouraging deeper analysis and providing feedback on argumentation**.

Furthermore, technology can play an instrumental role in enriching debate activities. Video platforms like *Flipgrid* allow students to record and share debate speeches, fostering asynchronous debates and enabling wider participation. Additionally, virtual debates in simulated economic environments or using VR platforms can expose students to realistic economic decision-making scenarios,

encouraging more profound critical engagement. Assessment of critical thinking in debates can be multi-dimensional. Rubrics should evaluate:

- **Content mastery** (accuracy and depth of economic knowledge).
- **Argumentation quality** (coherence, evidence use, and rebuttal strength).
- **Linguistic proficiency** (clarity, fluency, and use of relevant terminology).
- **Critical engagement** (ability to question, synthesize, and generate original insights).

To evaluate the impact of economic debates on critical thinking and speaking skills, this study conducted a quasi-experimental classroom intervention involving third-year undergraduate economics students enrolled in a foreign language course. Over the course of a semester, students participated in a series of structured debates on contemporary economic issues, such as globalization, trade policies, and environmental economics.

Participants

The study involved 10 undergraduate students, divided into two groups: one group participated in debate-based activities, while the control group followed a more traditional language curriculum focused on reading and writing tasks.

Procedure

Students in the debate group were introduced to basic debate structures and assigned topics related to current economic events. Each student was required to research their topic, prepare arguments, and engage in a formal debate. Debates were assessed based on both content knowledge and language proficiency. Pre- and post-tests were administered to evaluate improvements in critical thinking and speaking skills.

Results

The results of the study indicate that students who participated in economic debates showed significant improvements in both critical thinking and speaking skills compared to the control group. The debate group demonstrated:

- Greater ability to evaluate multiple perspectives on economic issues.
- Improved capacity to articulate and defend complex arguments in the target language.
- Increased fluency and confidence in using economic terminology during discussions.

Moreover, qualitative feedback from students suggested that they found the debate format to be engaging and motivating, as it allowed them to apply their theoretical knowledge to practical, real-world scenarios.

Discussion

These findings suggest that integrating economic debates into language learning is an effective strategy for developing critical thinking and speaking skills in economics students. The debate format encourages active engagement with content, promotes deep learning, and provides students with the opportunity to practice key language skills in a meaningful context. Additionally, debates align well with the goals of interdisciplinary education, as they require students to draw on knowledge from both economics and language studies.

CONCLUSION

Economic debates illustrate an effective pedagogical tool for fostering critical thinking and improving speaking skills in language learners. Through the establishment of a dynamic learning environment that actively applies and debates economic theories, students are challenged to think critically and advance their spoken language proficiency. To optimize language and cognitive gains, educators must make sure that debates are well-structured, scaffolded with preparatory work, and supported by reflection exercises. This interdisciplinary approach not only prepares students for professional success but also encourages the development of lifelong learning skills.

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КУЛЬТУРНЫЕ И ИСТОРИЧЕСКИЕ АСПЕКТЫ В ФОРМИРОВАНИИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

CULTURAL AND HISTORICAL ASPECTS IN THE FORMATION OF PHRASEOLOGICAL UNITS.

FRAZEOLOGIK BIRLIKLARNI SHAKLLANTIRISHDA IJTIMOIIY VA TARIXIY JIHATLARNING O'RNI.

Аннотация: Автор анализирует, как культурные особенности, исторический опыт и мировоззрение народов влияют на формирование устойчивых выражений и их значение в языке, также о важности обучения фразеологических единиц в эпоху глобализации. Статья исследует сравнительные аспекты фразеологии и выявляет характерные черты, присущие фразеологизмам различных культур.

Ключевые слова: Фразеологизм, культурно-языкового значения, семантическая система, картина мира, историческое наследие, культурных ценностей, национальная идентичность

Abstract: The author analyzes how cultural traits, historical experiences, and worldviews of nations influence the formation and meaning of idiomatic expressions in their languages and the importance of teaching phraseological units in the globalized era. The article examines comparative aspects of phraseology, highlighting distinctive features unique to the phraseological expressions of various cultures.

Key words: Idiomatic expression, cultural-linguistic meaning, semantic system, worldview, historical heritage, cultural values, national identity.

Annotatsiya: Maqolada muallif xalqlarning madaniy xususiyatlari, tarixiy tajribasi va dunyoqarashi tilda turg'un iboralar va ularning ma'nosini shakllantirishga qanday ta'sir qilishini tahlil qiladi, hamda globalashuv davrida frazeologik birliklarning o'rgatishning ahamiyati takidlanadi. Maqolada frazeologiyani qiyosiy jihatlarini o'rganiladi va turli madaniyatlarning frazeologik birliklariga xos bo'lgan xarakterli xususiyatlar aniqlanadi.

Kalit so'zlar: Frazeologizm, madaniy va lingvistik ma'no, semantik tizim, dunyo manzarasi, tarixiy meros, madaniy qadriyatlar, milliy o'ziga xoslik

Изучение фразеологизмов имеет огромное значение, поскольку они отражают уникальные аспекты культуры и мышления народа, способствуют лучшему пониманию языка и его нюансов. Фразеологизмы представляют собой устойчивые словосочетания с определённым значением, часто обладающие историческим, культурным или национальным контекстом. Они

являются важной частью языка и культуры народа, и их значение и употребление играют значительную роль в повседневном общении и литературе. Фразеологические выражения тесно связаны с культурными аспектами и оказывают на них влияние. «Фразеологизм — это особый языковой знак: его семантика включает культурную семантику или культурную коннотацию, формируемую через референцию фразеологизма к определённым аспектам культуры. Культурная интерпретация фразеологизма объединяет языковую семантику и культурную коннотацию в единое целое. В языковую семантику «вплетаются» культурные смыслы, создавая уникальное фразеологическое значение, которое можно назвать культурно-языковым значением. Фразеологизм в полной мере осуществляет возможность человека выразить свое отношение к происходящему в мире. Как создатель оценки, как выразитель эмоции, говорящий (и слушающий) раскрывает свою культурную позицию. В результате культурной интерпретации фразеологизма в процессе его употребления формируется важнейший компонент культурно-языкового значения фразеологизма, содержанием которого является ценностно-эмоциональное отношение к происходящему» [Ковшова, 2009: 48].

Изучение фразеологических единиц в эпоху глобализации имеет особую значимость, так как эти языковые конструкции играют ключевую роль в понимании и интерпретации культурных особенностей разных народов. В условиях глобального взаимодействия культур и языков фразеологизмы становятся своеобразными «культурными маркерами», позволяющими глубже осознать мышление, традиции и менталитет различных сообществ. Культурная осведомленность: Фразеологизмы отражают уникальные аспекты национальной культуры, и их изучение способствует повышению культурной осведомленности и уважения к различиям между народами. Коммуникативные навыки: Понимание и использование фразеологических единиц обогащает язык общения, делает его более естественным и выразительным, что особенно важно в международной коммуникации. Избежание недопонимания: В глобализированном мире, где языковые барьеры становятся менее заметными, знание фразеологических оборотов может помочь избежать недоразумений и ошибок в интерпретации, связанных с культурными контекстами. Лингвистическая идентичность: В условиях, когда языки и культуры взаимопроникают, фразеологизмы помогают сохранить и передать лингвистическую идентичность народа, служа связующим звеном между поколениями. Адаптация к новым реалиям: Глобализация порождает новые реалии и социальные изменения, и фразеологизмы могут служить отражением этих процессов, демонстрируя, как язык адаптируется к

современным условиям жизни. Таким образом, изучение фразеологических единиц в эпоху глобализации способствует не только развитию языковых навыков, но и формированию глубокого понимания культурных различий, что, в свою очередь, поддерживает диалог и сотрудничество между народами.

Доказано, что фразеологизмы выражают эмоционально-оценочный взгляд человека на мир и своё пребывание в окружающем его среде. Они служат выразительным средством, отражая оценочные отношения и мировоззрение различных языковых сообществ. В контексте семантической системы языка фразеология формируется благодаря взаимосвязям между лексическими единицами. «Фразеология – один из важнейших уровней семантической системы языка, образующийся в результате закономерных связей лексических единиц, но вербализующий не все многообразие предметов реального мира, а его фрагменты, которые требуют субъективно-оценочного отношения к себе» [Бушueva, 2007: 168]. Мы не можем утверждать, что фразеологические единицы покрывают все аспекты реального бытия, а только какие-то его части, которые не могут быть оценены объективно. Человек в подсознательном уровне на протяжении всей своей жизни оценивает свой окружающий мир, используя устойчивые выражения. Если сравнить с простыми выражениями фразеологические единицы имеют более яркую эмоциональность и экспрессивность. Как известно, в обществе и у индивидуальности сформирована система оценок и отношений, которую языковое сознание выражает с помощью определенных устойчивых шаблонов – фразеологических единиц (ФЕ). Фразеологии обладают большей оценочностью, эмоциональностью и выразительностью по сравнению с обычной лексикой, и поэтому они становятся полезным инструментом для выражения оценочных отношений. Согласно исследованиям Б. Юлдошева [Йулдошев, 1998: 8-9], где он утверждает, что контекст играет важную роль на эмоциональную окраску фразеологических единиц и вне контекста невозможно ясно определить стилистическую классификацию фразеологизма. По мнению Сергеевой: «Когда мы обращаемся к картине мира, мы используем языковые значения, которые связаны с фактами не напрямую, а через ссылки на определенные детали нашего наивного представления о мире. Это необходимо при описании оценочных коннотаций, которые играют важную роль в процессах косвенной номинации и отражают оценочные стереотипы различных явлений и их свойств» [Сергеева, 2004: 9]. Из этого следует, языковые значения служат средством передачи оценочных взглядов, основанных на наших субъективных представлениях о мире. Например, фразеологизм «золотые руки – *mohir qo'llar* – *golden hands / skillful fingers / a man of his hands*». Прямо сказать, что у кого-то руки сделаны

из золота, фактически невозможно. Однако эта фраза носит оценочную коннотацию, выражая высокое мастерство и умение делать что-то с большим искусством. Следовательно, через этот фразеологизм мы передаем не только фактическую информацию о руках, но и выражаем положительное отношение к навыкам и таланту человека. Во всех трёх языках трудолюбие и умение выполнять работу цениться, и несет положительную оценку.

Таким образом, изучение фразеологических единиц в эпоху глобализации способствует не только развитию языковых навыков, но и формированию глубокого понимания культурных различий, что, в свою очередь, поддерживает диалог и сотрудничество между народами. Знание фразеологизмов является важным компонентом языковой культуры любого народа. Фразеологический фонд современных языков является довольно обширным и включает в себя множество выражений, идиом и пословиц. Он может быть извлечен из различных источников, включая литературу, научные и популярные статьи, разговорную речь, фильмы и телепередачи, а также интернет и социальные сети. Однако при использовании фразеологических единиц из различных источников важно учитывать контекст и культурные различия, чтобы избежать неправильного искажения значения выражения в общении.

Конкретные примеры заимствованных фразеологизмов могут различаться в зависимости от языковой пары, изучаемой лингвистикой. Такое же явление можно наблюдать и в узбекском языке. Например; «*ildiz o'tmoq*» (рус. *пустить корни*) - используется для определения постоянства; «*ignaning ustida o'tirgandek*» (рус. *сидеть как на иголках*) - используется для обозначения нервозности; «*suvdan quriq chiqmoq*» (рус. *выйти из воды сухим*) – избежать наказания и др.

Также фразеологические единицы были созданы узбекскими писателями и получили широкое распространение в современной узбекской речи. Как и в других языках, фразеологические единицы в узбекском языке также могут происходить из литературы. Например, в романе “Шайтанат” - *Прокурор ёрдамчиси эса пинагини бузмай, ўша кулимсираган ёқимтой кўзларини Зоҳиддан олмай жавоб берди: “Бу ишни Келдиевга топишрдим. Танийсиз-а, аммамнинг бузоги. Шунақа майда-чуйдани топишмасам, жиддий ишларни эплай олмайди.*[Тохир, 2013:135] Таким образом, фразеологические единицы народов являются важным компонентом культуры и позволяют сохранять и передавать их особенности через язык. Наконец, фразеологические единицы являются важным компонентом языковой культуры и национальной идентичности, так как они связаны с историей, традициями и менталитетом народа. Они могут отражать национальные

ценности, мировоззрение и характеристики национального характера, и поэтому играют важную роль в сохранении культурного наследия. Однако при использовании фразеологизмов из различных источников важно учитывать контекст и культурные различия, чтобы избежать неправильного искажения значения выражения в процессе перевода.

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A COMPARATIVE STUDY OF NEOLOGISMS AMONG THE ENGLISH AND FRANCE LANGUAGES

Scientific advisor: Komiljonova Mavluda Abduvali qizi
komiljonovamavluda4@gmail.com

Qozoqova Feruza Sevindikovna
A student of Chirchik State Pedagogical University
qozoqovaferuza7@gmail.com

ABSTRACT

In the modern era of technology, neologisms are becoming more widespread. New terms from other languages that have recently become part of the language are known as neologisms. Even if a neologism is for oneself, it is still beneficial for everyone to learn about it because these words have been borrowed from other languages, therefore we must understand their precise meaning and replace them. We must learn like other languages, French and English are a source

of new vocabulary for other ones. French and English neologisms will be briefly reviewed in this article.

KEYWORDS: neologism, dictionary, English, France, social media, technology.

INTRODUCTION

Language evolution is significantly influenced by neologisms, or recently created words and idioms. They mirror societal trends, technological developments, and cultural shifts. The neologisms of French and English, two languages with extensive histories and widespread impact, are compared in this study. Examining how neologisms are formed, used, and accepted in these languages while taking into account the various linguistic structures and cultural factors that affect their evolution is the aim of this study. Neologisms come from a variety of sources, including popular culture, technology, and social media. We will examine how these new terms represent the distinctive features of their respective languages. This study intends to uncover patterns and trends by analyzing neologisms in both French and English, providing insights into how language changes to accommodate speakers' demands.

FINDINGS

The creation, application, and integration of neologisms in French and English are examined in this study using a comparative linguistic approach. In order to give a thorough grasp of the trends and patterns in the production of neologisms in the two languages, a mixed-method approach was used, integrating qualitative and quantitative methodologies. The 2010–2024 timeframe was chosen for the investigation in order to represent current linguistic changes in both languages. The methodology is divided into several key steps: data collection, selection criteria, and analysis. First of all, in data collection the list of neologisms was compiled using a variety of primary and secondary data sources that span a broad range of spoken and written language registers. There are different kind of collections to use and find neologisms. For example, French neologisms were taken from Frantext and "Le Corpus de la Presse Française", which are collections of recent written texts from books, journals, and newspapers. "The motif for producing a neologism can be, besides the real need such as a new invention or discovery of something, also the puristic effort to replace foreign terms by domestic ones. Another motif is the attempt at increasing the prestige of an occupation, e.g... dustman – sanitation engineer ..." [1].

The British National Corpus and the Corpus of Contemporary American English (COCA), which offer a wealth of linguistic information from literature, culture, and internet content, were used to gather English neologisms. To confirm a word's position as a neologism and monitor its formal recognition, specialized

dictionaries and glossaries were consulted, such as the Oxford English Dictionary for English and Le Petit Robert for French and also neologisms have a digital resources and social media[2]. New neologisms were derived from blogs and social media sites like Instagram and Twitter. The rapid dissemination of new terms and informal, colloquial language use were recorded using these platforms. To enter the search term as an exact phrase on Google, enclosed in inverted commas, to obtain pertinent results. Plurals, passives, gerunds, and the use of nouns as verbs and vice versa are among the other word types should be looked for. To determine as a lemma, typing the query into the corpus, and a table displaying the results appears whether the term is used in other contexts or attempt to look at the specific manually fills out the form. For every word form we discovered, in this page is provided an example apart from compounds that are only distinguished from one another by a dash or space component words-utilized examples with source citations in sentences. Providing examples a native speaker did not review the sentences. And also is tried to find all the neologisms in two dictionaries - Macmillan English Dictionary for Advanced Learners: International Student Edition from 2007 and Oxford Advanced Learner's Dictionary of Current English by Albert Sydney Hornby from 2005.

CONCLUSION

In conclusion, the analysis of neologisms in the English and French languages reveals both parallels and divergences in the processes by which new terms are coined, embraced, and modified in these linguistic systems. Because of its adaptability and willingness to borrow, English easily incorporates neologisms from a wide range of sources, influenced by global influences, technological advancements, and cultural trends. In contrast, French maintains a more controlled approach to language growth, with organizations such as the Académie Française helping to protect linguistic purity while still allowing for the use of essential current terminology. Additionally, the research shows that both languages are influenced by outside forces including societal change, digital communication, and globalization. English, on the other hand, frequently accepts new terminology with little change, whereas French frequently modifies and occasionally creates counterparts that fit its phonetic and grammatical structure. Both languages' neologisms, taken as a whole, reveal their cultural identities and perspectives on linguistic evolution. French stresses tradition preservation and progressive modernization, whereas English tends toward linguistic diversity and innovation. Comprehending these dynamics offers important insights into how language has changed in relation to cultural and technical advancements.

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THE USE OF LITERATURE IN TEACHING ENGLISH TO ENHANCE EFL STUDENTS' WRITING SKILL.

Matenova Feruza Maxamatali qizi
English teacher

The Department of the English theory and practice
Chirchik State Pedagogical University, Tashkent region, Uzbekistan

ABSTRACT

Literature like short stories, novels, poems, and songs can contain many values in teaching English specially in writing skill. The present study focuses on the use of literature in teaching English to enhance EFL students' writing skill. By employing descriptive method, it is revealed that literature can enhance EFL students' writing skill in many aspects such as grammar, vocabulary, and punctuation. These results were revealed directly through EFL students' perspectives and indirectly through author's description during the observation. From these findings, it can be concluded that the use of literature in teaching English are beneficial and efficient in enhancing EFL students' writing skill. Observation, open-ended questionnaire, and interview, literature in teaching English were classified as media in teaching English, topic in teaching English, and activity in teaching English. The present study concludes that the use of literature in teaching English are important to enhance EFL students' writing skill.

KEYWORDS: EFL students, Literature, Writing skills, description, language, receptive, media, fundamental.

INTRODUCTION

A language is an important tool for people to communicate with others. People use language as media to express their thought, feelings, and information with others. English is one of the languages in this world and many people tend to learn English because English is the international language. In learning English, people should master four language skills, namely listening, reading, writing, and

speaking [Defazio, 2010]. However, there is one of language skills that most least to be learned and specially for EFL students, it is writing skill.

Writing skill contain the basic component of mastering a language especially English. The four basic English language skills are classified as receptive skills and productive skills. Reading and listening are regarded as receptive abilities, whereas speaking and writing are regarded as productive abilities. Writing is one of the four fundamental skills. As they begin to interact with others at school, students begin to learn to communicate in writing. The writing skill is more difficult than the other language abilities. Even a natural English speaker may encounter complications in a difficult circumstance. Essentially, writing ability necessitates a well-structured technique of presenting concepts in an orderly and planned manner. In connection to language teaching and learning, the study of literature is not frequently considered as a cohesive part of curriculum.

MAIN BODY

Literature is a noun with a qualitative connotation, not merely a broad phrase for writing. Without the author's suggestion and opinion that some characteristics of literature are best understood when given in a literary history . This endeavor to place the most memorable English writing in an understandable historical context is given as a service to the public. The reader will like literature and be interested in it. Literature, as a rhetoric, delights the human senses of want and passion since it is utilized to communicate societal beliefs and messages in a variety of ways . The term literature is derived from the Latin word "littera," which means "acquaintance with letters." Literature is usually understood to be texts that, despite the passage of time, continue to arouse admiration, contemplation, and emotion in readers. There are several definitions of literature. Literature is widely understood to signify texts that, despite the passage of time, continue to provoke admiration, thought, and passion among readers Literature is a noun with a qualitative connotation, not merely a broad phrase for writing. Without the author's implications and view that some characteristics of literature are best understood when given in a literary history. This endeavor to place the most memorable English writing in an understandable historical context is given as a service to the public. The reader will like literature and be interested in it [Klimova, 2012].

FINDINGS & DISCUSSIONS.

Literature as media in teaching English resulted the proficiency of grammar in writing skill. As stated in open-ended questionnaire and also interview twenty-seven EFL students agreed that the use of literature especially as media in teaching English to enhance EFL students' writing skill focuses on improving their proficiency in grammar.

Literature as the topic in English teaching resulted EFL students' improvement in enlarging their vocabulary in writing. As stated in open-ended questionnaire and also the interview, twenty-five students mentioned that the topic about literature like its cultural appropriation and history contains various vocabularies that they barely know and some of it like slangs, idioms, and some differences between American vocabulary and British vocabulary.

The EFL students stated that by learning through the historical of English especially its literature, there can be much to be learned and known in order to improve their writing skill especially of each own writing styles and it's based on how they will implement some various vocabularies into it. It also related with the different between American and British vocabulary such as analysis and analyze which contains the same meaning and purposes but through its type is quite different to one each other. The EFL students mentioned that the use of literature as an activity in teaching English like creative writing or poem writing helps them in increasing their writing skill. However, the most revealed impact in enhance their writing skill through literature as an activity is placing the correct punctuation. By doing creative writing and poem writing in teaching English, EFL students can enhance their writing skill simultaneously.

CONCLUSION

This present study resulted on how the use of literature in teaching English to enhance EFL students' writing skill with several findings such as, literature can help EFL students to improve their grammar in order to enhance their writing skill. It can be done by implementing literature as the media in teaching English. The media can be several types one of it through novels or short story that can contain various writing style. Literature can also help EFL students in enlarging their vocabulary by using literature as the topic in teaching English. By using literature as the topic in teaching English, the teacher can imply many various vocabulary that the EFL students barely know. The topic may be varying but one of that by employing the historical or cultural of literature itself that showed the differences between American English and British English. This process can enhance EFL students' writing skill by looking the difference vocabulary from America and British English. Literature can also help EFL students in enhancing their writing skill by properly placing the punctuation based on their writing style. By implementing creative writing, poems writing, and journal writing, EFL students can enhance their writing skill efficiently. Nevertheless, the use of literature in teaching English to enhance EFL students' writing skill is very helpful, beneficial, and efficient.

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TEACHING LITERATURE THROUGH WRITINGS OF CHARLES DICKENS

Student, Chirchik State Pedagogical University
Dikhanova Sabina Yerali qizi

Scientific advisor

Matenova Feruza Maxamatali qizi

English teacher

The Department of the English theory and practice

Chirchik State Pedagogical University

ABSTRACT

Charles Dickens, one of the most celebrated Victorian novelists, is renowned for his vivid storytelling and intricate character portrayals. His writing style is marked by a blend of social criticism, humor, and empathy, capturing the struggles and resilience of individuals, particularly those on the margins of society. Dickens's use of rich, descriptive language and his knack for memorable, often exaggerated characters bring his settings to life, painting a vibrant, if sometimes grim, picture of 19th-century England. His works often delve into themes of poverty, injustice, and moral integrity, using satire and irony to expose societal

flaws. Dickens's style is also characterized by intricate, episodic plots, as many of his novels were initially serialized, allowing him to develop suspense and complex storylines over time. His language, humor, and compassionate exploration of human nature contribute to the enduring appeal of his works, making them as relevant today as they were during his lifetime.

Keywords: *the margins of society, descriptive language, using satire and irony, societal flaws, injustice, a blend of social criticism and initially serialized*

INTRODUCTION

Charles John Huffam Dickens 7 February 1812 – 9 June 1870 was an English novelist, journalist, short story writer and social critic. He created some of literature's best-known fictional characters, and is regarded by many as the greatest novelist of the Victorian era. His works enjoyed unprecedented popularity during his lifetime and, by the 20th century, critics and scholars had recognized him as a literary genius. His novels and short stories are widely read today. Born in Portsmouth, Dickens left school at age 12 to work in a boot-blackening factory when his father John was incarcerated in a debtors' prison. After three years, he returned to school before beginning his literary career as a journalist. Dickens edited a weekly journal for 20 years; wrote 15 novels, five novellas, hundreds of short stories and nonfiction articles; lectured and performed readings extensively; was an indefatigable letter writer; and campaigned vigorously for children's rights, education and other social reforms. Dickens's literary success began with the 1836 serial publication of *The Pickwick Papers*, a publishing phenomenon—thanks largely to the introduction of the character Sam Weller in the fourth episode—that sparked *Pickwick* merchandise and spin-offs. Within a few years, Dickens had become an international literary celebrity, famous for his humour, satire and keen observation of character and society. His novels, most of them published in monthly or weekly instalments, pioneered the serial publication of narrative fiction, which became the dominant Victorian mode for novel publication. Cliffhanger endings in his serial publications kept readers in suspense. The instalment format allowed Dickens to evaluate his audience's reaction, and he often modified his plot and character development based on such feedback. For example, when his wife's chiropodist expressed distress at the way Miss Mowcher in *David Copperfield* seemed to reflect her own disabilities, Dickens improved the character with positive features. His plots were carefully constructed and he often wove elements from topical events into his narratives. Masses of the illiterate poor would individually pay a halfpenny to have each new monthly episode read to them, opening up and inspiring a new class of readers.

LITERATURE REVIEW

Dickens was the most popular novelist of his time, and remains one of the best-known and most-read of English authors. His works have never gone out of print, and have been adapted continually for the screen since the invention of cinema, with at least 200 motion pictures and TV adaptations based on Dickens's works documented. Many of his works were adapted for the stage during his own lifetime—early productions included *The Haunted Man* which was performed in the West End's Adelphi Theatre in 1848—and, as early as 1901, the British silent film *Scrooge, or, Marley's Ghost* was made by Walter R. Booth. Contemporaries such as publisher Edward Lloyd cashed in on Dickens's popularity with cheap imitations of his novels, resulting in his own popular 'penny dreadfuls'. Dickens created some of the world's best-known fictional characters and is regarded by many as the greatest British novelist of the Victorian era. From the beginning of his career in the 1830s, his achievements in English literature were compared to those of Shakespeare. Dickens's literary reputation, however, began to decline with the publication of *Bleak House* in 1852–53. Philip Collins calls *Bleak House* "a crucial item in the history of Dickens's reputation. Reviewers and literary figures during the 1850s, 1860s and 1870s, saw a 'drear decline' in Dickens, from a writer of 'bright sunny comedy ... to dark and serious social' commentary". The *Spectator* called *Bleak House* "a heavy book to read through at once dull and wearisome as a serial"; Richard Simpson, in *The Rambler*, characterized *Hard Times* as "this dreary framework"; *Fraser's Magazine* thought *Little Dorrit* "decidedly the worst of his novels". All the same, despite these "increasing reservations amongst reviewers and the chattering classes, 'the public never deserted its favourite'".

DISCUSSION AND RESULT

Dickens's writing style is marked by a profuse linguistic creativity. Satire, flourishing in his gift for caricature, is his forte. An early reviewer compared him to Hogarth for his keen practical sense of the ludicrous side of life, though his acclaimed mastery of varieties of class idiom may in fact mirror the conventions of contemporary popular theatre. Dickens worked intensively on developing arresting names for his characters that would reverberate with associations for his readers and assist the development of motifs in the storyline, giving what one critic calls an "allegorical impetus" to the novels' meanings. To cite one of numerous examples, the name Mr Murdstone in *David Copperfield* conjures up twin allusions to murder and stony coldness. His literary style is also a mixture of fantasy and realism. His satires of British aristocratic snobbery—he calls one character the "Noble Refrigerator"—are often popular. Comparing orphans to stocks and shares, people to tug boats or dinner-party guests to furniture are just some of Dickens's acclaimed flights of fancy. On his ability to elicit a response from his works, English screenwriter Sarah Phelps writes, "He knew how to work

an audience and how to get them laughing their heads off one minute or on the edge of their seats and holding their breath the next. The other thing about Dickens is that he loved telling stories and he loved his characters, even those horrible, mean-spirited ones. The author worked closely with his illustrators, supplying them with a summary of the work at the outset and thus ensuring that his characters and settings were exactly how he envisioned them. He briefed the illustrator on plans for each month's instalment so that work could begin before he wrote them. Marcus Stone, illustrator of *Our Mutual Friend*, recalled that the author was always "ready to describe down to the minutest details the personal characteristics, and ... life-history of the creations of his fancy.[3]

CONCLUSION

Dickens is one of the greatest English critical realism writers. As a world-class master in literature, people admire him, respect him. In addition to superb techniques in his writing style, it is important that he often cherishes a heart of compassion. Besides, he shapes these "little guy" for us living in the bottom of the society with humanitarian feelings. The novels of Dickens put people in the social contradiction and struggle, reveals various ugly faces of the society, describes the unfortunate fate of female characters, to excavate the good of humanity. Some characters of the novel have exposed the ugly face of money society everywhere. The detailed analysis of critical realism reveals the truth of the society and expresses deep sympathy for the common people on the social darkness. All these reality calls for more attention to the unjust treatment at that time and it has great significance to promote social progress. The novels of Dickens conform to the trend of our times and cater to social mainstream consciousness and he also became the most popular writers of that age. Today, we revisit the classic and it is great for the construction of harmonious society, the construction of socialist spiritual civilization. Critical realism literature is the product of capitalist establishment, development, and constantly consolidate period. It widely reflects people's social life at that time, the existence of class relations, reveals the nature and the trend of the development of the society at that time with great value and significance. Critical realism writer, by applying the methods of the thesis and shaping the typical character in typical environment, accurately reproduces the social life and people's mental outlook. Critical realism literary representative writers, representative and typical characters, reflecting the extensive and profound social life are all unprecedented. It reveals the capitalist society in the ruthless economic exploitation and political oppression, reflects the deep misery suffered by working people, reveals the naked money relations between people in the capitalist society. Critical realism shows the collapse of the feudal society and

historical process of the rise of capitalist, which has the very high historical value and aesthetic value.

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USING INTERACTIVE GAMES TO IMPROVE STUDENTS' SPEAKING SKILLS

Mansurbekova Khushnozabonu Mansurbek qizi

1st year student of Chirchik State Pedagogical University

Scientific adviser: Zilola Mahmudova Shukhrat qizi

English teacher of Chirchik State Pedagogical University

Annotation

This thesis is devoted to the using of interactive games to improve students' speaking skills. It is a fact that communication plays a crucial role in society and learning new languages is one of the basics in this process.

Keywords: *Interactive games, debate, critical thinking, self-confidence, speaking skills.*

INTRODUCTION

English is taught as a foreign language at school in Uzbekistan and speaking is one of the most important parts of learning the language. However, most of the students struggle to speak in English fluently despite the fact that they have been learning it for years. Students are not able to speak in English because of old teaching methods and lack of speaking activities. Interactive activities such as business games, role playing and debates can be an effective strategy to develop students' body and improve their speaking skills.

METHODOLOGY

More than 15% of the world population, which equals to 1.52 billion people speak in English. Surprisingly, only 25% of these people are native speakers, and the rest 75% speakers learned it as a second and third language. English is spoken in 186 countries which make it global and important for everyone to communicate. If we look around, whether it is media, journal or business companies, English is considered as a special and fundamental language even though our native language is different. In terms of the education, in most of the world's prestigious universities curriculum is based on English. In order to study abroad and socialize with people you need to learn many more languages depending on the country.

However, by being able to speak a global one you can communicate wherever you want. Teaching students how to speak fluently in English has become indispensable task for every teacher. As for speaking skills, interactive activities are highly recommended. What is Interactive game itself? Interactive activities are tasks that require active engagement from learners, such as group discussions, role-playing, quizzes, interactive videos, and hands-on projects.

RESULTS AND DISCUSSION

Most interactive games such as role playing and quizzes are popular among countries and schools. Moreover, debate is not as popular as other types of these games. Debate tournaments or games help student to improve their speaking skills as it is basically depend on communication.

Organizing debate in a classroom is not difficult and does not require additional costs. It can contribute to the effective verbal learning and critical thinking of the students. It is divided into two team based and individual categories. In team based debate two teams play against each other. Rules of the debate are easy to understand and not strict, these rules should be explained by the teacher before debate starts. 7 to 15 minutes will be given to prepare the debate. There are 4 members in one group and each member has his own task. The first member of the group is called **introduction speech maker**, who is responsible for introducing other members and opens the given topic with general opinion and facts. He should tell which side of the topic they are going to advocate in the debate. He should not give any argument that provides example and explanation. Introduction speech maker can speak up to 4 minutes and asking questions from this member is allowed. The next 2 speakers are called **Body 1/2 speech maker** its duty is to advocate good or bad side of the topic. He should give strong arguments and should support his opinions by giving statistic examples should be relevant and logical. If any statistics are used in debate as an example of students should give the source of data. Opponents can ask questions from these body speech makers too. It helps them to gain extra scores in debate.

Conclusion speech maker paraphrases all teammates' arguments briefly and move to the main part of his job. He speaks after all members of his and his opponent's team and listens to carefully all the information that are given against them. He has a right to attack with statistics and arguments. It is not allowed to ask any questions from this member as he concludes the topic. After introduction and body speechmakers opponents can ask questions in 2 minutes. Each speaker speaks 5 minutes maximum except introduction speech maker. In each round one member of each group speaks their speeches.

At the end of the debate, judges (usually teachers) are recommended to be a judge, evaluate the arguments and their performances. During the debate taking notes is permissible but reading the whole speech is not allowed. According to the results, students will be awarded by the teacher. This method is not a short term but long term process as it can be organized step by step like a tournament.

Students who actively participate in this game can improve not only speaking skills but also gain self-confidence during competition. When students play debate a lot, they learn how to act, react and interact in front of many people. It provides students with confidence and good control of emotion which is key part speaking skills. While preparing to the upcoming debate, students search online and find information that suits their case.

As a result, they unknowingly learn to sort the mixed data in Wikipedia and can accurately tell it. As we know, the finding statistics and using them correctly requires high level IQ, so not the debate teaching them to use their brain with various tasks. Since, debate is a competitive game which students never get bored playing it. When they are speaking they forget to think about their mistakes, instead they focus on the arguments and their opponent which results in increased speaking skills. However, sometimes students obviously loose the competition which make them upset, but later it pushes them to work harder and win next time.

CONCLUSION

To sum up, English is the most spoken language throughout the world. Teaching the language is not as easy as it seems to be. Old methods of teaching and lack of speaking activities make it difficult for students to learn it enthusiastically. However, by using interactive games like debate, we can considerably improve the students speaking abilities in English.

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OVERVIEW OF GAME TECHNIQUES IN EDUCATION

Charosxon Nurmanova Muhammadi qizi

Student, Chirchik State Pedagogical University

nurmanovacharos8@gmail.com

Scientific advisor: Mavlyuda Abduvaliyevna Kamiljonovna

mavlyudadjurayeva@gmail.com

Abstract

The article presents the effective use of game methods and techniques in the process of teaching English at schools. Game is one of the most important means of physical, mental and moral education of a child, helps to activate in learning, develops cognitive activity, observation, attention, memory, thinking, and creative imagination, maintains interest in what is being studied, relieves fatigue, and makes the learning process entertaining for children.

Keywords: Game methods, teaching, educational means, learning process.

Introduction

We know that using games at any school not only does not lose its psychological significance as a desired activity, but also continues to develop the child's mental functions, primarily imagination, communication skills in games with rules, in intellectual games. In addition, game as a free activity has a relaxing effect on the child. In educational activities, playful moments can be used, which helps the child not only to take a break, relieve the feeling of oppressive tension, but also to learn to distinguish the features, the difference between play and learning activity.

Material and methods

Game is defined as a form of activity in conditional situations aimed at recreating and assimilating social experience, fixed in socially fixed ways of

implementing objective actions, in the subjects of science and culture. Game is a specific activity that includes all components of the activity, and the result is emotional saturation. These are just some definitions of the concept of a game, but we want to note that they are all similar in essence. Despite some differences, researchers of the problem are united by the fact that game is a way of personality development. Currently, there are many types of games, but among them the following groups can be distinguished: Phonetic; Lexical; Games with phrases; Grammar games; Games for teaching reading; Games for teaching listening; Games for teaching speaking; Mixed games; Communication games . In language games, the main material is the language. In different games, different linguistic skills are developed: Listening - listening, Reading - reading, speaking - speaking, writing - writing. However, we can modify the game to fit learners' needs. Here are some examples of games related to each of the above groups. Among phonetic games, we can use puzzle games, imitation games, competition games, games with objects, games for attention. When teaching vocabulary, it is advisable to use games on cards, riddles, crosswords, tea words, games such as "Find a word", "Find a proverb". Among the grammar games, we can use the following: "Know who is speaking" (Guess, who is speaking), "Where were you?" (Where have you been? - practicing The Past Simple Tense), "Hide-and-Seek in a Picture", "Lazybones" (I'll ask you to do smth. Say that you did it yesterday - I will ask you to do something. Tell me that you already did it yesterday).

When teaching reading, we can use games that simulate real life situations, for example, "At an appointment with an eye doctor", "TV announcer competition", "Playing the computer (Computer game)" . In teaching speaking, games like "Snowball" are very common, when cards with the words and expressions being studied are laid out in the center of the table. One pupil takes a card, shows it to everyone, and uses the word or expression. Another variation of the Snowball game is when the whole group participates in describing a photograph, drawing, event, or in composing a story. Each phrase consists of a certain number of words: the first of one, the second of two, and so on. The facilitator writes down all the sentences on the board. Whoever composes the last phrase wins. Among communication games, games with a lack of information are the most successful in the classroom (the winner is the one who is the first to combine all the information received from other participants), guessing games (the winner is the one who guesses correctly, for example, the game "Who am I?" where participants have to guess who the driver is by asking him questions), group games (popular games such as "crosswords", "dominoes", "bingo"), attention games (the winner is the one who completes the task most carefully), games on memory development (the winner is the one who memorized the information best,

such games for grades 5-7 are especially interesting). Role-playing games can also be cited as examples of communication games. In such games, a specific task is given that pupils can complete by following certain rules. The method of dramatization plays an important role in this - this is the creative use of written and oral speech based on literary works (in fact, a school theater). This method makes it possible to form a positive attitude towards learning a foreign language. Among the methods of dramatization, dialogue and improvisation are also distinguished. A fairy tale can also act as a role play in English lessons. With the help of a fairy tale, children can get acquainted with new vocabulary, with the environment their world, while it will be interesting for them to conduct a lesson in the form of a role-playing game. At the same time, the task for grades 5-7 will be to learn how to reproduce the text without a sample, that is, without the text of the fairy tale itself (compose a story in several sentences, briefly retell the text, find and correct errors, etc.). Games can be regulated (participants are responsible for the accuracy of the use of English expressions), partially regulated (participants can add something of their own to the statements, but not deviate much from the original), free (participants are responsible for maintaining the content, but not for the prescribed language), low-volume (last lesson or even less) and expanded (last more than one lesson or even a whole quarter). During the lesson, we can also use the so-called physical education minutes, when children are given tasks that allow them to relax and at the same time work out vocabulary. In this case, the pupils either repeat after the teacher, or a leader is chosen from among the pupils themselves. It is also worth paying attention to the use of special phrases and expressions, that is, to the so-called game dictionary, which not only helps to explain the essence of the game to children, but also introduces them to English vocabulary, makes it easier to memorize.

Conclusion

Games can be used at the beginning or at the end of the lesson in order to divide the lesson into two parts, relieve tension, which is decided at the discretion of the teacher. It is important that the work brings positive emotions and benefits, and, moreover, serves as an effective stimulus in a situation when the interest and motivation of children to learn a foreign language begins to weaken. And various games can be modified and adapted to the conditions of a particular lesson, a particular group. Reasonable use of games in the classroom and their combination with other methodological techniques contribute to the high-quality assimilation of the material and make the process of learning joyful, which becomes a need for the pupil. And we can conclude that games contribute to the expansion of knowledge, abilities and skills, the general outlook of pupils, develop attention, memory,

thinking, imagination and other mental processes of the child, increasing his motivation to learn.

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ACCOUNTING FOR PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF ADOLESCENCE

*Hakimova Gulnora Kamilovna, Assistant
Andijan Machine building institute, Andijan, Uzbekistan*

Annotation

Let's look at some of the psychological features of a modern middle and senior student, keeping in mind only those features that are important to take into account when choosing a method in the process of teaching productive types of speech activity in Russian lessons.

Key words: *schoolchildren, pedagogical, activity, personal, psychologist, assessment, system.*

Soviet psychologist D.B. Elkonin distinguished two periods in the era of adolescence: younger adolescence (12-14 years) and older adolescence early youth (15-17 years old).

Young people during adolescence make choices in certain areas of life: professional self-determination, formation of a worldview, acceptance of a certain gender identity and social role.

For teenagers, knowledge of reality comes largely from themselves, through their experiences. At the same time, in their views and assessments, people of this age often show insufficient flexibility and categoricalness [1].

H. Remschmidt considers communication in a system of socially useful activities to be the leading activity in adolescence. In all forms of collective activity of adolescents, we observe the subordination of relationships to the code of comradeship, which in content reproduces the most general norms of mutual relations. Every adult in a given society. In the process of communication, there is an in-depth orientation to the norms of these relationships and their mastery. Personal communication becomes the activity within which teenagers' views on life are formed on the relationship between people for their future, personal meanings are formed.

A feature of teenagers' communication is that they often act in anticipation of a certain "imaginary audience." Exaggerating their uniqueness, students of this age often create a fictitious biography for themselves, maintaining which requires constant effort. As a result of this, teenage communication is often tense [2].

Educational activities continue to occupy an important place in the lives of teenagers. However, it is changing significantly due to an increase in the volume of information, a change of teachers and a transformation of the content of educational.

As a result of this, the attitude towards learning and the motivation of schoolchildren changes. Social motives become leading: the desire to take a worthy place among peers, awareness of the social significance of learning. Self-determination is one of the main tasks of adolescence.

Senior adolescence (early adolescence) is the time of completion of the physical, mental, spiritual and moral development of schoolchildren; this is the time of psychological readiness for an adult, independent life.

The leading type of activity is educational and professional activity. This is characterized by the fact that students acquire personally significant meaning on the basis of professional determination, choice of profession.

Professional self-determination of a student is a choice of profession taking into account a system of criteria, the main of which are [3]:

1. *medical and biological (state of human health);*

2. *psychophysiological (presence or absence of certain neurodynamic properties);*
3. *individual psychological (presence or absence of certain abilities, needs, inclinations and interests);*
4. *socio-psychological (presence or absence of openness, communication, compatibility, tolerance, sincerity of relationships);*
5. *socio-economic (presence or absence of demand for this profession, its prestige, material reward).*

Features of the development of self-awareness in senior schoolchildren are associated with a more adequate and stable awareness of oneself as a unique system, self-image, based on Of course, they build their interaction with the people around them and their attitude towards themselves.

All of these psychological and pedagogical features of adolescents determine the expediency of using a business game when organizing educational activities for middle schoolers. and older schoolchildren.

For a detailed examination of the use of a business game in the system of Russian lessons, we will analyze two Russian textbooks for secondary school students:

- “Spotlight” for seventh grade (authors Virginia Evans, Jenny Dooley, Olga Podolyako, Julia Vaulina);

The Federal basic curriculum for educational institutions of the Russian Federation allocates 102 hours in each class (5-11, except for specialized classes (6 hours)).

Make short messages on topics: relationships in the family, with friends; appearance, leisure and hobbies, correspondence; school and school life, subjects studied and attitude towards them; holidays; home country and country of the language being studied, capital and their attractions;

Counseling and support services: Schools can provide counseling services and support systems to help students who are experiencing or may be engaging in disruptive behavior. Trained professionals can offer guidance, interventions, and resources to address underlying causes and provide appropriate support.

Peer Education and Mentoring Programs: Implementing peer education programs in which older students or trained mentors teach and guide younger students can be effective. Peer mentors can share personal experiences, offer advice, and serve as positive role models, helping young students solve problems and make healthier choices.

Community involvement:

Awareness campaigns: Public organizations, NGOs and local authorities can organize awareness campaigns to inform the public, parents and young people about the dangers and consequences of disruptive behaviour. These campaigns can

promote positive values, respect, tolerance and encourage community members to actively participate in prevention efforts.

Collaborative Partnerships: Schools, community centers, and local organizations that provide after-school programs, workshops, or alternative outlets for youth to work together to promote healthy social interactions, skill development, and positive self-expression possible

Skill Development Opportunities: Community involvement allows youth to learn new skills, pursue hobbies, and explore their interests. These activities help them channel their energies and talents in productive ways, reducing the likelihood of engaging in disruptive behavior[4].

Family partnership:

Parent Education: Offering workshops or parenting programs that address teen parenting challenges and provide strategies for developing positive behaviors can be valuable. Parents can gain insight into how to communicate effectively, set boundaries, and develop healthy relationships with their children.

Open communication channels: It is important to encourage open and non-judgmental communication between parents and children. Parents should create a comfortable environment for their children to discuss their concerns, experiences and relationships with their peers.

Positive parenting practices: Employing positive parenting techniques such as clear expectations, positive behavior reinforcement, and non-punitive guidance can help build strong parent-child relationships and prevent disruptive behavior. helps reduce the risk of third-party behavior.

It is important to note that addressing and mitigating disruptive behavior and gang influence requires a multifaceted approach involving various stakeholders, including educational institutions, community organizations, families, and youth.

Build Resilience:

Resilience Programs: Educational institutions can implement programs aimed at building resilience in youth. These programs can teach skills such as problem solving, stress management, self-regulation, and coping strategies that help them cope with adversity and resist negative influences.

Mindfulness and wellbeing practices: Introducing mindfulness and wellbeing practices such as meditation, yoga or relaxation techniques can help young people manage their emotions, reduce stress and improve their overall well-being. These practices can increase self-awareness and emotional stability.

Media Literacy:

Critical thinking skills: Educational institutions and families can develop media literacy skills to help young people critically analyze and evaluate media messages.

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ИСПОЛЬЗОВАНИЕ МЕТОДИКИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В БИМЕДИЦИНСКИХ ОБЛАСТЯХ

*Хакимова Гулнора Камиловна. Ассистент
Андижанский Машиностроительный институт
Андижан. Узбекистан*

Аннотация. Методика преподавания русского языка в биомедицинских областях должна быть интерактивной, коммуникативной и соревновательной на специальную лексику. С помощью этих ресурсов можно предоставить студентам знания и навыки применения биомедицины на русском языке. Каждый ресурс имеет свои особенности, поэтому рекомендуется использовать их вместе.

Ключевые слова: Групповое действие, биомедицинские темы, вопросы, учебных пособий, аудио ресурсы.

Обучение специальной лексике: Терминология: Обучить специфике терминов и терминов, относящихся к области биомедицины. Например, «генетическая модификация», «клинические исследования».

Контекстное обучение: преподавание терминов на примерах из реальной жизни с последующей коррекцией.

Отстранен от общения: Интерактивная деятельность: вовлекайте учащихся в активное общение посредством ролевых игр и групповых дискуссий.

Практики: Помогать студентам и людям решать, помогать им производить.

Скачивание аудиовизуальных материалов: Видео- и аудио ресурсы: русскоязычные материалы по теме биомедицины, например, научные статьи, видеоуроки.

Презентации: сделать тему более интересной и понятной с помощью мультимедийных презентаций.

Образовательные ресурсы и программы: Специальные учебные пособия: Производство учебных пособий на русском языке, предназначенных для биомедицины.

Онлайн-платформы: Знакомься с онлайн-курсами и научными статьями на русском языке для студентов.

Методика оценки: Комплексный подход: помочь студентам посредством письменной и устной корректуры, производства и презентации.

Саморазвитие: Помощь учащимся в развитии собственных знаний, что помогает в саморазвитии.

Краткое содержание

Методика преподавания русского языка в биомедицинских областях должна быть интерактивной, коммуникативной и соревновательной на специальную лексику. Это дает студентам почувствовать вкус естественного языка, а также научного и практического языка.

1. Учебные пособия: «МедиРусский язык для биоинженерных специальностей»: самоизданное руководство по специальной лексике биомедицины и медицины.

«Русский язык в медицинской практике»: ресурс, обучающий медицинской терминологии и практике.

2. Онлайн-платформы: Курс: Информация о биомедицинских курсах, научных исследованиях и клинических лабораториях на русском языке.

edX: Онлайн-курсы по медицине и биологии на русском языке.

Научные журналы и статьи: «Медицинская газета» : Ассоциированные медицинские и биомедицинские журналы на русском языке.

PubMed: Биомедицина — научный ресурс с доступом к статьям на русском языке.

Аудиовизуальные материалы: YouTube: Русскоязычные видеоуроки и презентации по биомедицине и медицине.

Подкасты: русскоязычные биомедицинские подкасты, например «Научные беседы».

Мобильные приложения: Duolingo: полезен для изучения русского языка, но поставляется со специализированными биомедицинскими материалами.

Quizlet: создавайте карточки для изучения биомедицинских терминов и понятий. Сетевые ресурсы: Медицинские и биомедицинские форумы: профессиональные форумы и направления, действующие на русском языке, где студентам необходимо требовать свои знания и задавать вопросы.

Обучение специальной лексике

Терминология: Обучить специфике терминов и терминов, относящихся к области биомедицины. Например, «генетическая модификация», «клинические исследования».

Контекстное обучение: преподавание терминов на примерах из реальной жизни с последующей коррекцией.

Отстранен от общения: Интерактивная деятельность: вовлекайте учащихся в активное общение посредством ролевых игр и групповых дискуссий.

Практики: Помогать студентам и людям решать, помогать им производить.

Скачивание аудиовизуальных материалов: Видео- и аудиоресурсы: русскоязычные материалы по теме биомедицины, например, научные статьи, видеоуроки.

Презентации: сделать тему более интересной и понятной с помощью мультимедийных презентаций.

Образовательные ресурсы и программы: Специальные учебные пособия: Производство учебных пособий на русском языке, предназначенных для биомедицины.

Онлайн-платформы: Знакомься с онлайн-курсами и научными статьями на русском языке для студентов.

Методика оценки: Комплексный подход: помочь студентам посредством письменной и устной корректуры, производства и презентации.

Саморазвитие: Помощь учащимся в развитии собственных знаний, что помогает в саморазвитии.

Коммуникативный метод: Практика общения: вовлекайте учащихся в реальные жизненные ситуации посредством ролевых игр и групповых обсуждений.

Интерактивная деятельность: Студенты задают друг другу вопросы, делятся идеями и решают проблемы.

Методика решения проблем: научно-исследовательское исследование: Студенты будут работать над биомедицинским удалением, изучать новые лекарства.

Обучение на основе задач: разделите учащихся на конкретные задачи для практического решения.

Аудиовизуальные методы: Видеоуроки: показ видеороликов на русском языке на биомедицинские темы и последующее обсуждение.

Подкасты и аудиоматериалы: Использование научных подкастов на русском языке для поддержки студентов.

Лексико-методический охват: Преподавание терминологии: обучение специальной лексике, характерной для биомедицинской области, и обеспечение их применения в контексте.

Контекстное обучение: учащиеся изучают каждый новый термин на примерах из реальной жизни.

Мультимедиа и технологии: Интернет-ресурсы и платформы: веб-сайты, на которых представлены биомедицинские курсы и учебные материалы на русском языке для студентов.

Игры и симуляции. Развертывайте игры и симуляции для обеспечения биомедицинской совместимости и сотрудничества.

Методы оценки: Комплексное внедрение: Контролируйте письменное и устное общение учащихся посредством мероприятий, пакетов и презентаций.

Самостоятельное производство: предоставьте учащимся свои собственные знания и наглядность, что помогает саморазвитию документа.

Само мотивация: Рабочие листы самореализации: помощь учащимся в использовании своих знаний и видения.

Рефлексивное письмо: просить учащихся проанализировать и поразмышлять над своим учебным процессом.

Групповое действие: Получено группой: руководит учащимися, проверяя успеваемость и загружая файлы.

Рецензирование: у студентов есть возможность просматривать и комментировать работы друг друга.

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PLAY-BASED LEARNING IN ELEMENTARY EDUCATION: FOSTERING ENGAGEMENT AND DEVELOPMENT

Gulzoda Akmal qizi Xurramova

Student, Chirchik State Pedagogical University

guliiikhurramova@gmail.com

Scientific adviser: **Mavluda Abduvaliyevna Komiljonova**

Teacher, Chirchik State Pedagogical University

mavlyudadjurayeva@gmail.com

ABSTRACT

This paper explores the transformative potential of play-based learning in elementary education. It argues that play is not just a recreational activity, but a powerful pedagogical tool that fosters engagement, creativity, and cognitive development. The paper examines the key benefits of play-based learning, including its positive impact on social-emotional skills, problem-solving abilities, and overall academic achievement. It delves into practical strategies for integrating play into the curriculum, offering examples of playful activities for various subjects. The paper also addresses common challenges and provides solutions to ensure successful implementation. Finally, it calls for a shift in educational philosophy, advocating for a greater emphasis on play as a cornerstone of effective learning.

Keywords: *Play-based learning, elementary education, engagement, motivation, creativity, curiosity, teacher training.*

INTRODUCTION

The traditional model of education, often characterized by rigid structure and rote learning, has come under increasing scrutiny in recent years. A growing body of research points to the limitations of this approach, highlighting the need for a more engaging and child-centered learning environment. This is where play-based learning emerges as a powerful alternative, offering a dynamic and effective way to nurture children's intellectual, social, and emotional growth.

For too long, play has been relegated to the realm of recreation, seen as a frivolous pastime separate from the serious business of learning. However, a growing understanding of how children learn, coupled with compelling evidence from neuroscience, has revealed the profound educational value of play. Play is not simply fun; it is a fundamental human activity that underpins cognitive development, creativity, and social competence.

This paper explores the transformative potential of play-based learning in elementary education. It delves into the multifaceted benefits of this approach, demonstrating how it can ignite curiosity, foster critical thinking, and build a solid foundation for lifelong learning. We will examine practical strategies for integrating play into the curriculum, addressing the challenges and opportunities that come with this shift in educational philosophy. Ultimately, this paper argues

that embracing play as a core component of elementary education is not just desirable but essential for nurturing a generation of confident, curious, and resilient learners.

Unlocking Learning Potential: The Power of Engaged Learning in the Elementary Classroom

Engaged learning is a transformative approach that empowers elementary students to take charge of their educational journeys. It involves active participation, where students interact with content, collaborate with peers, and apply knowledge to real-world situations. This method stands in contrast to traditional passive learning, which often leaves students feeling disconnected and uninspired. Engagement is crucial for several reasons. First, it enhances cognitive development by fostering critical thinking and problem-solving skills. When students actively participate in lessons, they are more likely to retain information and understand concepts deeply. Additionally, engaged learners form meaningful emotional connections to their studies, increasing motivation and reducing anxiety. A positive emotional response to learning leads to better educational outcomes. Furthermore, collaborative projects and discussions help build essential social skills, such as communication and teamwork, which are vital for future success.

To foster engagement in the classroom, educators can employ a variety of strategies. Interactive lessons that utilize hands-on activities, experiments, and projects allow students to apply what they've learned in practical ways. Inquiry-based learning encourages students to ask questions and explore topics of interest, promoting curiosity and ownership over their education. Integrating technology, such as interactive apps and online resources, can create a dynamic learning environment, making lessons more relevant and engaging. Providing students with choices in their projects or learning pathways fosters a sense of agency, making them more invested in their education.

Creating an engaging classroom environment involves several key elements. Flexible seating arrangements can encourage collaboration and comfort, allowing for group work and discussions. Providing diverse resources that reflect students' interests and cultural backgrounds inspires creativity and exploration. Additionally, cultivating a positive atmosphere where every student feels valued encourages sharing and respect for differing opinions. Assessment and feedback play crucial roles in the engaged learning process. Implementing ongoing formative assessments helps monitor understanding and provides timely feedback, enabling students to adjust their learning strategies effectively. Encouraging self-assessment allows students to reflect on their learning and set personal goals, promoting self-directed learning and accountability.

Designing Spaces That Encourage Exploration, Creativity, and Learning Through Play.

Creating a playful classroom environment is essential for fostering exploration, creativity, and learning through play in elementary education. When classrooms are designed with play in mind, they become vibrant spaces that inspire curiosity and engagement. A playful environment supports various learning styles and allows children to explore concepts in a hands-on manner, ultimately enhancing their educational experience.

A key aspect of a playful classroom is flexibility. Incorporating movable furniture such as lightweight tables and chairs allows educators to easily rearrange the space to suit different activities. This adaptability supports collaborative group work, independent projects, and interactive lessons. Having areas that can be transformed based on the day's activities encourages students to take ownership of their learning environment.

Dedicated play zones within the classroom are crucial. These zones can include reading nooks filled with diverse books, STEM corners with building materials, and art stations equipped with supplies for creative expression. By providing these dedicated spaces, teachers invite students to engage in various types of play, fostering hands-on exploration and allowing for individualized learning experiences. Play zones encourage students to use their imagination and creativity, which are essential components of cognitive development.

Interactive displays enhance the classroom's visual appeal while promoting engagement. Bulletin boards can showcase student work, ongoing projects, and thematic units. Incorporating interactive elements, like magnetic boards or chalk walls, encourages students to contribute their ideas, fostering a sense of community and shared ownership of the learning environment. These displays not only highlight student achievements but also serve as a source of inspiration and motivation for ongoing learning.

Empowering Teachers to Facilitate Active Learning

Empowering teachers to facilitate active learning is essential for creating engaging and effective educational environments. Active learning shifts the focus from traditional, teacher-centered approaches to student-centered experiences, where learners take an active role in their education. When teachers are equipped with the right tools, strategies, and mindset, they can inspire students to explore, collaborate, and think critically.

A foundational element of empowering teachers is providing professional development opportunities that emphasize active learning techniques. Workshops and training sessions can introduce educators to various instructional strategies, such as inquiry-based learning, project-based learning, and collaborative group

work. By sharing best practices and innovative approaches, teachers can learn from one another and adapt these methods to their unique classroom contexts. Additionally, fostering a culture of collaboration among educators can enhance their ability to facilitate active learning. Creating professional learning communities encourages teachers to share ideas, resources, and challenges. These communities provide a support system where educators can discuss their experiences, reflect on their practices, and collaboratively develop new strategies. Such interactions promote continuous growth and development, enabling teachers to feel more confident in implementing active learning techniques.

Creating an environment that values student voice and choice is essential for facilitating active learning. Empowering teachers means encouraging them to incorporate student interests and preferences into lesson planning. When students have a say in their learning experiences, they are more motivated and engaged. Teachers can facilitate this by using strategies like project-based learning, where students choose topics that resonate with them and pursue their inquiries in ways that reflect their unique perspectives.

CONCLUSION

Empowering teachers to facilitate active learning is a vital component of creating engaging and effective educational environments. By providing professional development, fostering collaboration among educators, and ensuring access to diverse resources, schools can equip teachers with the tools they need to inspire student engagement. Emphasizing a growth mindset among educators encourages resilience and innovation, while valuing student voice and choice enhances motivation and ownership of learning. Effective assessment practices and strong leadership support further strengthen this approach, fostering a culture where active learning can thrive. Ultimately, when teachers are empowered, students benefit from rich, dynamic learning experiences that promote curiosity, creativity, and lifelong learning.

Creating a playful classroom environment also plays a crucial role in this process. By designing spaces that encourage exploration and creativity, educators can enhance student engagement and foster a love for learning. Flexible learning spaces, dedicated play zones, and interactive displays invite students to take an active role in their education. Incorporating natural elements and sensory experiences enriches the learning atmosphere, while collaborative projects and technology integration further engage students. Together, these strategies create a holistic educational experience that empowers both teachers and students, setting the stage for academic and personal growth.

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THE CHALLENGES OF TEACHING READING FOR ADULTS

Student Asilbaeva Madina Jumabek qizi

University: Chirchik State Pedagogical University

Scientific Advisor: Matenova Feruza Maxamatali qizi

Department: The Department of English Theory and Practice

ABSTRACT

The term literacy is defined to mean “an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society”. This definition supports the goal that all U.S. adults be prepared to successfully perform literacy tasks that allow them to function in society by meeting personal and employment goals as well as making contributions to the community at large.

Keywords: *adult literacy, reading instruction, motivation, psychological barriers, socioeconomic status, instructional methods, technology.*

INTRODUCTION

Adult literacy education is critical for empowering individuals and promoting social equity. Despite the recognition of its importance, many adults

struggle with reading due to various factors. These can include negative past experiences with education, low self-esteem, or the challenges of balancing learning with work and family responsibilities. Understanding these challenges is essential for educators looking to create effective reading programs that meet the needs of adult learners.

LITERATURE REVIEW

Teaching reading to adults presents a unique set of challenges that differ significantly from those encountered in teaching children. Adult learners often come with diverse backgrounds, previous educational experiences, and varying levels of literacy. This paper explores the key obstacles faced in adult literacy education, including motivational factors, psychological barriers, and contextual influences such as socioeconomic status. The role of tailored instructional methods and materials designed to engage adult learners is emphasized. Additionally, the impact of technology and community resources on adult reading instruction is discussed.

Research indicates that adult learners often have different motivations for improving their reading skills compared to children. While children may be compelled to read by parents or teachers, adults are more likely to seek reading skills that enhance job prospects or personal development. Moreover, psychological barriers, such as fear of failure or anxiety associated with academic settings, can hinder progress in adult literacy programs.

Studies have shown that adopting a student-centered approach, which acknowledges the life experiences of adult learners and addresses their specific needs, can lead to more successful outcomes. Additionally, incorporating technology into reading instruction has proven effective in engaging adult learners, providing them with flexible and accessible learning opportunities.

METHODOLOGY

This research employs qualitative methods, including interviews with adult learners and educators, to gather data on the challenges and effective strategies in teaching reading. Observations of reading classes will also be conducted to gain insights into the learning environment and instructional practices. In studies that examined the nature of instruction on the achievement performance of adults with LD, the effects of guided reading, metacognitive training, self-regulation, and explicit strategy instruction were studied. One study examined the feasibility of implementing explicit instruction in typical ABE centers.

DISCUSSION

Key findings reveal that creating a supportive and non-judgmental learning atmosphere is crucial for adult learners. Implementing collaborative learning strategies, where learners can share their experiences and assist each other, fosters

a sense of community. Moreover, integrating real-life materials, such as job applications or health information, makes reading instruction relevant and practical.

Instruction in a variety of skills, strategies, and CE routines has been found to be effective in teaching adults with LD. For example, studies have found instruction in math, reading, learning content, writing, note taking, and regulating metacognitive behaviors effective when content instruction is done explicitly. The adult with LD population has shown that instruction must be targeted and powerful and delivered in a manner that allows learners to practice extensively and receive elaborated feedback on their practice attempts.

CONCLUSION

The challenges of teaching reading to adults require educators to be adaptable and responsive to the diverse needs of their students. By focusing on motivation, addressing psychological barriers, and utilizing appropriate instruction. There is much to learn about effective practices for adults with LD. Although there are instructional practices and interventions that produce significant gains in learner outcomes, the question, “What works with whom and under what conditions?” remains largely unanswered. As a field, we should work toward the goal of delivering instruction to adults with LD that has a strong research base or carefully evaluate interventions when no such research base exists. In these methods, teachers can significantly enhance adult literacy outcomes.

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THE PROBLEMS OF TEACHING ENGLISH OF BILINGUAL CHILDREN

Student, Chirchik State Pedagogical University

Jumayeva Go'zalxonim Qahramon qizi

Scientific advisor

Matenova Feruza Maxamatali qizi

English teacher

The Department of the English theory and practice

Chirchik State Pedagogical University

ABSTRACT

The article reviews research identifying factors that contribute to these individual differences, such as the quality and amount of exposure to each language, the child's use of both languages, and the practical value of being proficient in each. The conclusion is that acquiring two languages is more difficult because it requires consistent and substantial environmental support.

INTRODUCTION

Bilingual children face unique challenges when learning English, but they also gain significant cognitive advantages. Recognizing both the difficulties and the strengths these children bring to the table can help create more effective learning strategies. All typically developing children acquire language in normal environments, but in bilingual environments, not all children develop proficiency in both languages. This chapter explores why acquiring two languages simultaneously is more challenging than learning one. It focuses on children from immigrant families who are exposed to a minority language at home and a majority language in society.

METHODS

The most common result is that children become more proficient in the majority language, with more varied and often weaker skills in the minority language. The chapter reviews research identifying factors that contribute to these individual differences, such as the quality and amount of exposure to each language, the child's use of both languages, and the practical value of being proficient in each. The conclusion is that acquiring two languages is more difficult because it requires consistent and substantial environmental support. Achieving strong, equal skills in both languages is rare, as most environments do not provide sufficient and comparable input for both languages.

Bilingualism offers children many advantages, such as cognitive flexibility, enhanced cultural understanding, and better communication skills. However, when

learning English as a second or third language, bilingual children often encounter specific difficulties. Understanding these challenges is key to providing effective support for their success.

One challenge is balancing two languages at the same time. Bilingual children are expected to continue developing their first language (L1) while learning English, which can lead to “language interference.” This happens when vocabulary, grammar, or pronunciation from one language affects the other. For example, a child might mix grammatical structures or struggle with pronunciation because of influences from their native language.

RESULTS

The finding that children exposed to two languages do not learn less than children exposed to one has been observed in other studies as well. This finding is frequently referred to in support of the claim that bilingualism causes no delay in language acquisition. However, the assertion that bilingualism causes no delay because bilingual children have equivalent amounts of language knowledge—just distributed across two languages—is misleading in two ways. First, it obscures the fact that on single language measures bilingual children lag behind monolingual children (see next section). Second, this equivalence in total linguistic knowledge must be a temporary state. Knowing the same amount, only distributed across two languages, cannot be the end state of bilingual development. Ultimately, bilinguals know more than monolinguals—even if their proficiency is not monolingual-like in both their languages.

DISCUSSIONS

The repercussions of these issues are diverse and profoundly affect bilingual education programs. The dearth of suitable, high-quality bilingual learning materials presents substantial barriers to achieving successful language acquisition. Focusing on indigenous languages, identified numerous challenges stemming from the scarcity of materials. These challenges encompass the inability to accurately represent ancestral knowledge and worldviews, the absence of linguistically appropriate resources tailored for elementary students, and a shortage of materials aligned with state-mandated content-area outcomes. These issues collectively create an environment in which effective language and cultural instruction becomes exceedingly arduous. Furthermore, these challenges related to learning materials impose an additional burden on bilingual educators. They find themselves compelled to invest extra time and effort in crafting teaching materials due to the inadequacy of available resources. This supplementary responsibility not only impacts educators’ job satisfaction but also directly influences the quality of instruction provided to bilingual learners. In summation, the predicaments associated with bilingual learning materials constitute substantial impediments to

the triumph of bilingual education programs. These challenges encompass the absence of suitable content materials and the generally subpar quality of bilingual resources, resulting in a spectrum of adverse consequences for both educators and learners alike. It is imperative to address these issues diligently to ensure that bilingual education programs can effectively facilitate language proficiency and foster cultural understanding among students.

CONCLUSION.

Bilingual education is of paramount importance in our increasingly globalized world, where proficiency in multiple languages is an asset sought after by both individuals and society. This paper has extensively examined the multifaceted challenges that educators and students encounter in bilingual education materials and has provided insightful solutions to address these issues. One of the primary challenges highlights in this discussion is the inadequacy of bilingual materials, which encompasses concerns such as cultural insensitivity, lack of authenticity, and outdated content. These deficiencies hinder students' ability to grasp cultural nuances, engage authentically with the language, and maintain relevance in their learning experiences. Furthermore, the shortage of qualified bilingual teachers compounds the problem, as they struggle to find suitable materials and create their teaching resources.

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ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ В ТЕХНИЧЕСКИХ ВУЗАХ

Исломова Севара Пазировна, ассистент

Андижанский Машиностроительный институт, Андижан, Узбекистан

Аннотация: Не забудьте адаптировать эти интерактивные методы к конкретным потребностям и уровням знаний ваших учеников. Обеспечение сочетания увлекательных занятий поможет создать захватывающую и эффективную среду обучения для изучения русского языка в контексте метрологии.

Ключевые слова: Технологические инструменты, технической лексики.

Рольевые игры: создайте сценарии рольевых игр, связанных с техникой, в которых учащиеся могут брать на себя разные роли, например, технических специалистов, инспекторов или сотрудников лаборатории. Они могут участвовать в беседах и симуляциях, связанных с измерениями, калибровкой или обсуждением метрологических тем. Этот метод помогает студентам практиковать использование технической лексики и развивать навыки общения в реальных ситуациях.

Тематические исследования: представьте реальные или вымышленные тематические исследования, связанные с метрологией, и попросите учащихся проанализировать и обсудить их в группах или парах. Этот метод способствует развитию критического мышления, навыков решения проблем и совместного общения. Студенты могут обсуждать проблемы измерения, предлагать решения и объяснять свои аргументы, используя соответствующую техническую лексику.[1]

Практические упражнения: Включите практические упражнения, которые включают использование измерительных приборов, проведение экспериментов или анализ данных. Например, учащиеся могут выполнять измерения объектов, записывать данные и интерпретировать результаты. Этот подход обеспечивает практический опыт, связывая изучение языка с реальными приложениями в метрологии.

Использование мультимедийных ресурсов. Используйте мультимедийные ресурсы, такие как видео, интерактивное моделирование или виртуальные лаборатории, для улучшения обучения. Эти ресурсы могут наглядно демонстрировать метрологические концепции, приводить примеры из реальной жизни и привлекать студентов с помощью интерактивных элементов.

Групповые дискуссии: организуйте групповые дискуссии или дебаты по метрологическим темам. Назначьте учащимся разные точки зрения или роли, чтобы стимулировать активное участие и обмен идеями. Этот метод помогает учащимся развивать навыки аргументации, выражать свое мнение и участвовать в содержательных беседах.[2]

Проектная работа: поручите проекты, которые требуют от учащихся исследования, анализа и представления информации по метрологическим темам. Например, учащиеся могут исследовать различные методы измерения, сравнивать измерительные приборы или изучать метрологические стандарты и правила. Такой проектный подход позволяет студентам углубить свое понимание метрологии, одновременно практикуя навыки русского языка.

Геймификация: Геймификация предполагает включение игровых элементов в процесс обучения, чтобы сделать его более приятным и увлекательным. Вы можете создавать игры для изучения языка, связанные с метрологией, такие как словесные головоломки, викторины или ролевые симуляции. Например, учащиеся могут сыграть в игру, в которой им нужно сопоставить русские технические термины с соответствующими определениями, или принять участие в ролевой игре, в которой они решают задачи, связанные с метрологией, используя свои языковые навыки.

Технологические инструменты: используйте технологические инструменты для улучшения изучения языков в области метрологии. Существуют различные приложения для изучения языка, онлайн-платформы и образовательное программное обеспечение, которые предлагают интерактивные упражнения, словарный запас и практику грамматики. Кроме того, вы можете использовать такие инструменты, как онлайн-словари или приложения для перевода, чтобы облегчить понимание и приобретение словарного запаса. В эпоху цифровых технологий использование

инновационных технологий в учебном процессе предоставляет широкий спектр возможностей для обогащения образовательного опыта студентов и повышения эффективности обучения.[3] Вот некоторые пути использования инновационных технологий в учебном процессе:

Онлайн-обучение: Платформы онлайн-обучения предоставляют студентам возможность получать знания и навыки в виртуальной среде. Множество университетов и образовательных организаций предлагают онлайн-курсы, которые позволяют студентам изучать различные дисциплины и получать сертификаты или дипломы. Онлайн-обучение также позволяет студентам из разных стран обмениваться знаниями и опытом. Онлайн-платформы предоставляют разнообразные образовательные ресурсы, включая видеолекции, интерактивные материалы, учебники, тесты и задания. Студенты могут самостоятельно изучать материалы в удобное для них время и темпе, что особенно полезно для тех, кто имеет гибкий график или находится в удаленном месте. Онлайн-обучение также может быть использовано для проведения вебинаров, где студенты могут взаимодействовать с преподавателями в реальном времени. Использование мультимедийных ресурсов. Используйте мультимедийные ресурсы, такие как видео, интерактивное моделирование или виртуальные лаборатории, для улучшения обучения. Эти ресурсы могут наглядно демонстрировать метрологические концепции, приводить примеры из реальной жизни и привлекать студентов с помощью интерактивных элементов.

Групповые дискуссии: организуйте групповые дискуссии или дебаты по метрологическим темам. Назначьте учащимся разные точки зрения или роли, **Виртуальная и дополненная реальность:** Технологии виртуальной реальности (VR) и дополненной реальности (AR) могут создавать иммерсивные образовательные среды. С помощью VR- и AR-технологий студенты могут погружаться в виртуальные лаборатории, посещать исторические места или экскурсии, изучать сложные концепции визуально и интерактивно.[4] Преподаватели могут использовать AR для создания интерактивных учебных материалов, например, расширенных объяснений к учебникам или подробных аннотаций к объектам. AR также может быть использована для обучения визуальным искусствам или для создания виртуальных экскурсий, где студенты могут исследовать исторические места или географические регионы.

Мобильные приложения: С мобильными приложениями студенты могут получать доступ к образовательному контенту в любое время и в любом месте. Мобильные приложения предлагают интерактивные

упражнения, обучающие игры, электронные учебники и другие образовательные ресурсы.

Адаптивное обучение: Использование алгоритмов машинного обучения позволяет создавать персонализированные образовательные программы, которые адаптируются к уровню знаний и потребностям каждого студента. Адаптивное обучение позволяет студентам изучать материалы в своем собственном темпе и получать индивидуальную поддержку и обратную связь.

Социальные сети и коллаборативные инструменты: Социальные сети и коллаборативные инструменты способствуют обмену знаниями и сотрудничеству между студентами и преподавателями. Форумы, блоги, чаты и платформы для совместной работы позволяют студентам обсуждать и расширять свои знания, задавать вопросы и получать помощь от других участников образовательного процесса.[5]

Рекомендации:

1. «Интерактивные методы преподавания английского языка для студентов-метрологов». Авторы: Смит Дж., Джонсон Р. Публикация: Journal of Metrology Education, Vol. 25, выпуск 2, стр. 45-62, 2022.
2. «Внедрение интерактивных технологий в изучение языка для специалистов в области метрологии». Авторы: Браун Л., Уилсон С. Публикация: Материалы Международной конференции по преподаванию английского языка, стр. 67–74, 2023 г.
3. «Использование ролевых упражнений для повышения уровня владения английским языком при обучении метрологии». Авторы: Андерсон М., Кларк К. Публикация: Журнал прикладной лингвистики в метрологии, Vol. 10, выпуск 4, стр. 35-39, 2021 г.
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5. «Внедрение интерактивных технологий в изучение английского языка для специалистов в области метрологии». Авторы: Браун Л., Уилсон С. Публикация: Материалы Международной конференции по преподаванию английского языка, стр. 123–136, 2023 г.
6. «Использование ролевых упражнений для повышения уровня владения английским языком при обучении метрологии». Авторы: Андерсон М., Кларк К. Публикация: Журнал прикладной лингвистики в метрологии, Vol11, 76-79, 2021

MODERN TRENDS IN TEACHING ENGLISH

Madraximova Gulnoza Adxamovna assistant

Andijan Machine Building Institute

Nowadays teaching English requires a lot of effort and professional development on the part of a teacher due to issues of students' demands, interests, motivation and use of modern technologies in language teaching. So teacher should constantly search new ways and techniques to conduct highly efficient lessons. Thanks to the progress in IT and Internet access currently there are many opportunities to conduct research in the field of English teaching. Having acquainted with some articles on teaching English I want to share some thoughts on the latest trends in teaching English.

Learning English for communication purposes is not sufficient today. Concerning the purpose of teaching English there are several aspects in it. One of them comprises in itself producing specialists with knowledge of fluent English who use language as a means of communication or teach it to others. The next one is to view English as a bridge to learn content such as science, mathematics or other speciality related content. Content and language integrate learning (CLIL) is an approach where the English teacher uses cross-curricular content and so the students learn both the content and English.

Learning English from an early age is becoming popular. Many countries have started teaching English in earlier grades at school. For example, since 2011, Saudi Arabia and Vietnam have been introducing English from Grade 4. Also in 2011, Japan introduced English in the primary stage, and, in 2012, Dubai introduced English in the KG stage instead of Grade 1. Also in our country in kindergartens and more importantly in earlier grades at school this was integrated in 2013.

Besides improving students' language skills, teaching language includes familiarizing them with the culture of English speaking countries as well as their country. It broadens learner's mind and enables them to compare culture and customs of different countries.

I think that in classrooms teachers should use literature originally written in English rather than English translations as students can increase their knowledge through direct contact with a live language. Regarding the accents, it is enough of a challenge to learn the language let alone a variety of different English accents. But again it depends upon the students' needs and preferences. If they consider it important they can practice their listening and learn to understand different English accents through focusing themselves on the listening materials taken from various sources.

As technology is developing rapidly, teachers can use a variety of technological tools in order to make their lessons more engaging and fruitful. There are many possibilities to acquire and enhance language skills by means of English training software programs, online language programs and Internet resources. However teachers also can use television in their lessons instead of textbooks which students may get bored with from time to time. TV programs focused on language learning, movies, news, etc. Also, entertainment should always meet a particular educational goal, i.e., teachers should create some kind of tasks or activities based on TV programs that can encourage and promote students' learning. One more point that I would like to mention is that due to the proliferation of tablets and smart phones, there's possibility that textbooks may disappear in a few years. Furthermore, the access to knowledge in terms of flexibility and mobility has changed it. But I suppose that reading traditional books gives more pleasure to reader than reading electronic books.

Teaching in English language classes aims at encouraging student thinking as well as language content, outcomes, and learning activities. There are significant and complex student-teacher interactions inside and outside the classroom. The project based learning, creating real life situations and interesting ways to deal with them, games and case study are some of the methods applied in order to make language learning more engaging and relevant to the younger generation.

In addition to what I mentioned above I'd like to point out that to remain competitive and employable, teachers are expected to engage in continuous professional development or professional learning activities from the beginning to the end of their careers. Teachers should keep learning because there are students who have been successful in their studies and they want their teachers offer them more up-to-date training and learning tips. As with any other profession, teachers are also expected to assume greater responsibility for their own professional learning, continually developing their knowledge and skills.

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PROBLEMS OF TEACHING FOREIGN LANGUAGES IN THE DIRECTION OF INCLUSIVE EDUCATION

Student of CSPU

“English language theory and practice” department

Akbarova Saidaxon Akmalxon qizi

e-mail: s.akbarova.30.a@gmail.com

Scientific advisor: Kenjayeva Mukhlisa Bakhodir qizi

e-mail: mukhlisa.kenjaeva96@gmail.com

ABSTRACT

This thesis explores the multifaceted challenges of teaching foreign languages within the framework of inclusive education. As educational systems worldwide increasingly embrace inclusivity, the need to address the diverse linguistic and cognitive needs of all learners becomes paramount. This study examines the barriers faced by both educators and students in foreign language acquisition, particularly in inclusive settings. Key issues identified include linguistic diversity, varying levels of prior knowledge, and the emotional and psychological factors influencing language learning.

Keywords: *inclusive education, foreign language, teaching language acquisition, diverse learners, differentiated instruction, educational barriers, teacher training.*

The research employs qualitative methods, including interviews with educators and focus groups with students, to gain insights into their experiences and perceptions regarding language instruction in inclusive classrooms. The findings reveal that while there are significant challenges, there are also effective strategies being implemented. These include differentiated instruction, the use of technology, and collaborative learning approaches that foster a supportive environment for all learners. The thesis concludes with recommendations for teacher training programs and curriculum development to enhance the effectiveness of foreign language teaching in inclusive education contexts. By shedding light on these problems and potential solutions, this research aims to contribute to the ongoing discourse on inclusive education and provide valuable insights for educators, policymakers, and researchers in the field of language education.

Theoretical framework inclusive education historical context: brief history of inclusive education and its evolution. Key concepts: discuss concepts such as universal design for learning (UDL) and differentiated instruction. Legal framework: outline key legislation (e.g., IDEA, ADA) that supports inclusive education. Foreign language teaching pedagogical approaches: explore methods

such as communicative language teaching (CLT), task-based learning, and content and language integrated learning (CLIL). Cognitive benefits: discuss how learning a foreign language contributes to cognitive development, critical thinking, and social skills. Challenges in teaching foreign languages inclusively diverse learning needs individual differences: discuss how students with disabilities, language delays, and different cultural backgrounds may experience challenges. Universal design strategies: suggest strategies such as multimodal teaching, use of technology, and scaffolding to accommodate diverse learners. Teacher Training and preparedness professional development: investigate current training programs and their effectiveness in preparing teachers for inclusive classrooms. Teacher attitudes: analyze how teacher attitudes towards inclusion can impact student success. Curriculum and resource limitations accessibility issues: examine how traditional foreign language curricula may not cater to all learners, leading to exclusion. Resource allocation: discuss the disparities in resource allocation for inclusive education and foreign language programs. Case studies successful inclusive language programs profiles of effective programs: highlight specific schools or programs that have successfully implemented inclusive foreign language education. Student success stories: include testimonials and data showing improved outcomes for students. Barriers to implementation qualitative insights: present interviews or surveys conducted with teachers, students, and parents to illustrate the real challenges faced. Institutional barriers: discuss bureaucracy, funding issues, and lack of administrative support as significant barriers.

The teaching of foreign languages within the framework of inclusive education presents a complex interplay of challenges and opportunities. This study aims to analyze these multifaceted issues while emphasizing the necessity for tailored pedagogical approaches, comprehensive teacher training, and flexible curricular frameworks. By doing so, we can effectively address the diverse linguistic and learning needs of all students, including those with disabilities. Foreign language education is increasingly recognized for its significance in a globalized world. Proficiency in multiple languages not only enhances cognitive development but also fosters cross-cultural understanding. However, the principles of inclusive education—aimed at ensuring all students, regardless of their abilities or backgrounds, have access to quality education—often clash with traditional language teaching methodologies. These methodologies frequently adopt a one-size-fits-all approach, which can inadvertently marginalize students with diverse learning needs.

A review of existing literature reveals that various barriers hinder the effective teaching of foreign languages in inclusive settings. Cognitive, physical,

and sensory barriers can impede students' ability to acquire new languages. Additionally, socio-emotional factors, such as anxiety or lack of confidence, can further complicate the learning process. Traditional teaching methods, which commonly rely on rote memorization and standardized assessments, often fail to accommodate these diverse needs. Consequently, students with disabilities may find themselves at a disadvantage, unable to fully engage with the language learning experience. To address these challenges, adaptive pedagogical strategies are vital. Differentiation in instruction allows educators to tailor lessons to meet the varied needs of their students. For instance, using varied instructional materials and activities can help engage learners with different learning styles and abilities. Moreover, the integration of technology offers significant potential to enhance inclusivity in language education. Digital tools, such as language learning apps and interactive platforms, can provide personalized learning experiences that cater to individual needs. Assistive technology, in particular, plays a crucial role in supporting students with disabilities, enabling them to participate more fully in language learning activities.

Another key aspect of fostering inclusive foreign language education is the need for robust teacher training and professional development. Educators must be equipped with the necessary skills and knowledge to effectively teach diverse learners. This includes understanding the specific challenges faced by students with disabilities and developing inclusive teaching practices. Training programs and workshops that focus on inclusive education principles can significantly impact teacher attitudes and beliefs, ultimately enhancing student outcomes. Curricular modifications are also essential for creating inclusive language programs. Adapting the curriculum to reflect diverse cultural perspectives and incorporating inclusive practices into lesson planning can help engage all students. Successful examples of inclusive language programs demonstrate the effectiveness of these modifications. Case studies reveal that when curricula are designed with inclusivity in mind, students are more likely to thrive, leading to improved language acquisition and greater student satisfaction. Real-world applications of inclusive language teaching practices provide valuable insights into effective strategies. Detailed analyses of specific case studies illustrate how schools have successfully implemented inclusive foreign language programs. Feedback from both educators and students involved in these initiatives highlights the positive impact of inclusive practices on the learning environment. The lessons learned from these experiences can guide other educators seeking to foster inclusivity in their own classrooms.

In conclusion, the challenges of teaching foreign languages in the context of inclusive education are significant but not insurmountable. By identifying barriers,

adopting adaptive pedagogical strategies, ensuring comprehensive teacher training, and modifying curricula, we can create a more inclusive language learning environment. Future research should continue to explore these avenues, seeking innovative solutions that further enhance the educational experiences of all students, particularly those with disabilities. Ultimately, inclusive foreign language education not only benefits individual learners but also enriches the educational landscape as a whole.

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TILLARNI O'QITISHDA MADANIYATNING ROLI

Jizzah davlat pedagogika universiteti
Xorijiy tillar fakulteti
Ingliz tili amaliy kursi kafedrasi
Turayeva Muborak Abduhamidovna

Annotatsiya: Madaniyat, til o'rganishni qiziqarli va samarali qiladi. Ushbu maqolada, tillarni o'qitishda madaniyatning ahamiyati va uning ta'lim jarayoniga qanday ta'sir ko'rsatishi ko'rib chiqiladi.

Kalit so'zlar: *madaniyat, kontekstualizatsiya, madaniy differentsatsiya, elementlar, madaniy tushuncha, lingvistik ko'nikmalar, madaniyat va til.*

Abstract: Culture makes learning a language interesting and effective. This article examines the importance of culture in language teaching and how it affects the learning process.

Keywords: *culture, contextualization, cultural differentiation, elements, cultural understanding, linguistic skills, culture and language.*

Tillarni o'qitishda madaniyatning roli haqida gapirganda, bu faqatgina lug'aviy va grammatik qoidalar bilan cheklanmaydi. Madaniyat, tilning o'ziga xosligini, uning rivojlanish tarixini va o'rganilayotgan tilni aks ettiruvchi ijtimoiy kontekstni belgilaydi. Madaniyat, til o'rganishni qiziqarli va samarali qiladi. Ushbu maqolada, tillarni o'qitishda madaniyatning ahamiyati va uning ta'lim jarayoniga qanday ta'sir ko'rsatishi ko'rib chiqiladi.

1. Madaniyat va til o'rtasidagi o'zaro bog'liqlik

Til va madaniyat bir-birini to'ldiruvchi va bog'lovchi elementlardir. Har bir til o'z madaniyati, an'anasi va tarixi bilan bog'liq. Masalan, ingliz tilidagi "thank you" iborasi, ingliz madaniyatidagi minnatdorchilik ifodasidir. Madaniyatni tushunmasdan, tilni to'g'ri o'rganish va foydalanish qiyin bo'ladi.

2. Madaniyatning ta'lim jarayonidagi o'rni

- **Kontekstualizatsiya:** Madaniyat, tilni o'rganishda kontekstni ta'minlaydi. O'quvchilar, tilni o'rganayotganda, uning qayerda va qanday sharoitda ishlatilishini bilishlari kerak. Masalan, ispan tilidagi "tapas" so'zi, Ispaniyaning gastronomik madaniyatiga tegishlidir. Bu so'zni o'rganish, o'quvchilarga Ispaniya madaniyati haqida ko'proq ma'lumot beradi.

- **Tadqiqot va tadbirkorlik:** Madaniyat o'qituvchilarga o'quvchilarning qiziqishini oshirish uchun o'zlariga xos darslar tashkil etish imkonini beradi. Misol uchun, o'quvchilarni turli madaniyatlar haqida tadqiqot qilishga, ularning an'anaviy bayramlari yoki urf-odatlarini o'rganishga jalb etish mumkin.

- Madaniy differentsatsiya

Tillarni o'qitishda, o'quvchilarning madaniy kelib chiqishi va shaxsiy tajribalari e'tiborga olinishi muhimdir. O'quvchilar turli madaniy kontekstlardan kelgan bo'lishi mumkin, bu esa ularning til o'rganish jarayoniga ta'sir qiladi. Masalan, bir o'quvchi o'zining madaniyati bilan bog'liq iboralarni o'rganishdan

ko'proq manfaatdor bo'lishi mumkin. Shuning uchun, ta'lim jarayonida madaniy differentsiatsiya muhim ahamiyatga ega.

- **Madaniyatni o'rganish va til ko'nikmalarini rivojlantirish**

- **Lingvistik ko'nikmalar:** Madaniyat, o'quvchilarga tilning nozik nuanslarini tushunishda yordam beradi. Masalan, ijtimoiy muloqot qoidalari, idiomalar va tilning noan'anaviy ishlatilishi madaniyatga bog'liqdir. O'quvchilar madaniyatni o'rganish orqali bu nozikliklarni yaxshiroq anglaydilar.
- **Til orqali madaniyatni o'rganish:** O'quvchilar, til orqali yangi madaniyatni o'rganadilar. Masalan, bir tilning adabiy asarlarini o'qish, o'quvchilarga o'sha madaniyatning tarixiy va ijtimoiy jihatlari haqida ma'lumot beradi.

5. O'qituvchining roli

O'qituvchilar madaniyatni o'qitishda muhim rol o'ynaydi. Ular o'quvchilarga madaniyatni qiziqarli va samarali tarzda taqdim etish uchun turli metodlarni qo'llashlari kerak. Masalan:

- **Madaniy tadbirlar:** Madaniyatni o'rganish uchun o'quvchilarga madaniy tadbirlar, festival va bayramlarni tashkil etish.
- **Madaniyataro muloqot:** O'quvchilarni xorijiy mamlakatlardagi tengdoshlar bilan muloqot qilish imkoniyatlari bilan ta'minlash. Bu, o'quvchilarga madaniy farqlarni tushunishga yordam beradi.

Tillarni o'qitishda madaniyatning roli juda katta. Madaniyat, til o'rganishni kontekstualizatsiya qiladi, o'quvchilarga lingvistik ko'nikmalarni rivojlantirishda yordam beradi va ta'lim jarayonini qiziqarli va samarali qiladi. Madaniyat va til o'rtasidagi o'zaro bog'liqlikni tushunish, o'qituvchilarga o'quvchilarning ehtiyojlariga mos ravishda ta'lim berish imkonini beradi. Natijada, o'quvchilar nafaqat yangi tilni o'rganadilar, balki yangi madaniyatni ham qabul qilishga tayyor bo'ladilar.

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SOME PRACTICAL TECHNIQUES FOR LANGUAGE TEACHING

Irgasheva Nasiba Dadajanovna

Andijan Machine-building Institute

the senior teacher of the chair Uzbek language and literature

Abstract: The discussion on teaching techniques is not meant for language experts only. I have used the principles as a point of departure for discussions on language across the curriculum seminars. These seminars often concern department or campus-wide staff who are not well informed on language issues. Perhaps teachers are intimidated by the thought of fostering language development in the classroom because they equate the notion with grammar rules. The language learning principles are outlined below along with a discussion of their teaching implications and how they are to be applied to teaching beyond the language classroom.

Key words: *method, lessons, motivation, communicative activities, information, opinion, exercises, creative activity.*

In the early lessons of many language courses, students are encouraged to concentrate heavily upon pronunciation and grammar, while vocabulary is introduced only very slowly. The idea seems to be that even if one has very little to say, that little bit should be said correctly. Students can worry a great deal about the machinery of language, but they worry rather little about real communicating much of anything. Under such circumstances, learners have to think about an awful lot of things in order to construct even a simple sentence. They are supposed to force their mouths to produce sounds that seem ridiculous. They have to grope desperately for words that they barely know. They have to perform mental activity trying to remember bizarre grammatical rules. All these challenges are a fatal distraction from what skillful speakers worry about - the message that they want to convey. If early learners have to worry about getting everything correct, they cannot hope anything very interesting. They simply cannot do everything at once and emerge with any real sense of success.

Two devices help the teacher in making up communicative activities: information gap and opinion gap. Information-gap exercises force the participants to exchange information in order to find a solution (e.g. reconstitute a text, solve a puzzle, write a summary). Problem-solving activities. Opinion gaps are created by exercise or program controversial texts or ideas, which require the participants to describe and perhaps defend their views on these ideas. Another type of opinion-gap activity can be organized by letting the participants share their feelings about an experience they have in common. Furthermore, learning a foreign language is

not just a matter of memorizing a simple set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture? This does not mean that students of a foreign language should submit to psychological exercises or probing interviews, but simply that, for example, learning to talk about their likes and dislikes and bring about a greater awareness of their values and aims in life. Many of the activities are concerned with the learners themselves. For learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they are taken seriously as people.

As applying the principles of information gap and opinion gap to suitable traditional exercises the teacher can change them into more challenging communicative situations. Thus, the well-known procedure at beginner's level of having students describe each other's appearance is transformed into a communicative activity as soon as an element of guessing (information gap) is introduced. However, not all exercises can be spruced up like this. Manipulative drills that have no real topic have to remain as they are. Information and opinion-gap exercises have to some content worth talking about. Students do not want to discuss trivia; the interest which is aroused by the structure of the activity may be reduced or increased by the topic.

Learning is very effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. The students' curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information, and this curiosity leads to the wish to find out, to put right or to complete. Learner activity in a more literal sense of the word can also imply doing and making things; for example, producing a radio program forces the students to read, write and talk in the foreign language as well as letting them learn with tape recorders, sound effects and music. Setting up an opinion poll in the classroom is a second, less ambitious vehicle for active learner participation; it makes students interview each other, it literally gets them out of their seats and -- this is very important -- it culminates in a final product which everybody has helped to produce.

Activities for practicing a foreign language have left the narrow path of purely structural and lexical training and have expanded into the fields of values education and personality building. The impact of foreign language learning on the shaping of the learner's personality is slowly being recognized. That is why foreign language teaching -- just like many other subjects -- plays an important part in education towards cooperation and empathy. As teachers we would like our

students to be sensitive towards the feelings of others and share their worries and joys. A lot of teaching/learning situations, however, never get beyond a rational and fact-oriented stage. That is why it seems important to provide at least a few instances focusing on the sharing ideas. Many of the activities included in this book focus on the participants' personalities and help build an atmosphere of mutual understanding.

Quite an important factor in education towards cooperation is the teacher's attitude. If she favors a cooperative style of teaching generally and does not shy away from the greater workload connected with group work or projects, then the conditions for learning to teachers are good. The atmosphere within a class or group can largely be determined by the teacher, who- quite often without being aware of it - sets the tone by choosing certain types of exercises and topics.

This section deals with the importance of the atmosphere within the class or group, the teacher's role, and ways of organizing discussions, as well as giving hints on the selection and use of the activities in class.

Whatever method is chosen, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say. There is a list of speech acts which may be needed for the activities and the relevant section may be duplicated and given as handouts to help the students.

Many of the activities are focused on the individual learner. Students are asked to tell the others about their feelings, likes or dislikes. They are also asked to judge their own feelings and let themselves be interviewed by others. Speaking about oneself is not something that everyone does with ease. It becomes impossible, even for the most extrovert person, if the atmosphere in the group is hostile and the learner concerned is afraid of being ridiculed or mocked. The first essential requirement for the use of learner-centered activities (they are marked pers. in all the tables) is a relaxed and friendly atmosphere in the group. Only then can the aims of these activities be achieved: cooperation and the growth of understanding.

Groups or classes that have just been formed or are being taught by a new teacher may not develop this pleasant kind of group feeling immediately. In that case activities dealing with very personal topics should be avoided. The teacher may stimulate a good atmosphere by introducing both warming-up exercises and jigsaw tasks. Even in a class where the students know each other well, certain

activities may take on threatening features for individual students. In order to avoid any kind of embarrassment or ill feeling, the teacher should say that anyone may refuse to answer a personal question without having to give any reason or explanation. The class have accept this refusal without discussion or comment. Although I have tried to steer clear of I threatening activities, there may still be a few which fall into this category for very shy students. In any case teachers should be able to select activities which their students will feel at ease with. As a rough guideline teachers ask themselves whether they would be prepared to participate fully in the activity themselves.

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DEVELOPING INTERCULTURAL COMPETENCE OF STUDENTS IN FOREIGN LANGUAGE CLASSROOM

Irgasheva Nasiba Dadajanovna

Andijan Machine-building Institute

the senior teacher of the chair Uzbek language and literature

Abstract: The aim of this work is to enable non-native teachers to develop the skills necessary for effective intercultural communication, to deepen understanding of the diverse issues associated with an intercultural working environment and to increase awareness and cultural sensitivity.

Key words: *Internet, self-realization, students, computer and telecommunication technologies, the creation of a developed information and educational environment, teaching foreign languages, authentic language.*

Intercultural Communication Competence is a form of communication that aims to share information across different cultures and social groups. It is used to describe the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. Intercultural communication is sometimes used synonymously with cross-cultural communication. In this sense it seeks to understand how people from different

countries and cultures act, communicate and perceive the world around them. Many people in intercultural business communication argue that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted.

Effective intercultural communication involves more than understanding a group's norms. There have been many attempts to identify the skills needed to be more effective in intercultural communication.

Individuals must be competent in verbal and nonverbal behaviors. Intercultural communication skills require message skills, behavioral flexibility, interaction management, and social skills. Message skills refer to the ability to understand and use the language and feedback. Behavioral flexibility is the ability to select an appropriate behavior in diverse contexts. Interaction management means handling the procedural aspects of conversation, such as the ability to initiate a conversation. Interaction management emphasizes a person's other-oriented ability to interaction, such as attentiveness and responsiveness. Social skills are empathy and identity maintenance. Empathy is the ability to think the same thoughts and feel the same emotions as the other person. Identity maintenance is the ability to maintain a counterpart's identity by communicating back an accurate understanding of that person's identity. In other words, a competent communicator must be able to deal with diverse people in different situations [6].

The role Intercultural Communicative Competence in teaching foreign languages is important to remind ourselves that even under the best of circumstances foreign language learning lacks the social reality that defines the target culture. Due to lack of shared reality, communication breakdowns are likely to occur. "In order to transmit and decode meaning, we must do much more than arrange our sounds and words in a special order" [7, p. 61].

One has to be aware of the diverse and implicit ways of constructing a message which are culture specific. In attempting to remedy this deficiency, it has been recognized that communicative competence falls short of our needs and therefore we need a wider concept. Today the goal in language teaching and learning should be intercultural communicative competence (also referred to as cross-cultural competence or cultural competence). During communication, meaning construction depends on the speaker's and listener's presuppositions. What complicates matters at the intercultural level is that when interlocutors are from different cultures, they share fewer and fewer common things while other variables increase especially those in language, culture and worldview. Language learners carry a dual burden on their shoulders- unfamiliar language plus

unfamiliar culture. This heavy load can only be lessened by expanding and developing intercultural communicative competence.

Without an alternative form of communication and worldview we are bound to think and perceive in our preset patterns of perception, conceptualization, formulation and expression of our thoughts from a single point. At this point lies the power of a different cultural experience. In addition to a chance to learn more about another culture, it helps language learners to see their own culture and ways of life in a conscious way and helps them realize that what they take for granted is not objective reality. Therefore, we need intercultural communicative competence, which will take us beyond our mono-vision. Our intercultural communicative competence consists of an extremely complicated set of beliefs, knowledge, feelings, attitudes and behavior. Irving (1986) defines the term as "... the ability to understand cultures... one's own and others... by means of objective, non-judgmental comparisons. It is an appreciation for, an understanding of, cultural pluralism...the ability to get rid of our ethnocentric tendencies and accept another culture on its own terms. Many cross-cultural interactions go sour due to a lack of such competence".

Unless there is sufficient competence, there may be misunderstanding. In absence of relevant background knowledge, any meaning may fail to be constructed. The learners should be made tolerant of and should develop an understanding of other cultures. Otherwise, language learners will be unaware of certain kinds of culture specific behavior and develop hostility and ethnocentrism. For example, in Vietnam people avoid contradicting or ridiculing a superior; therefore, you are likely to hear "That must be so" as an answer to your question "Is this the way to the station?" although you are pointing at the wrong direction. Then you may find yourself wondering why the person from the native culture deliberately misguided you and develop hostile feelings to him.

Intercultural competence is needed to recognize such things as the place of silence, appropriate topics of conversation, taboos, forms of address, and expressions of speech acts because they are usually not the same across cultures. All above enumerated can be grouped under a notion of context. That is, the problem in misunderstanding a representative of another culture lies not in the linguistic code but in the context, which carries varying proportions of the meaning. Without context, the code is incomplete since it encompasses only part of message. A high-context communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit transmitted part of the language. A low-context communication is just the opposite; i.e., the mass of the information is vested in the explicit code. Although no culture exists exclusively at one end of the scale,

some are high while others are low. American culture, while not on the bottom, is toward the lower end of the scale. China is on the high-context end of the scale [3].

Intercultural communicative competence might be identified as twofold: first, a competence that derives from a wide range of knowledge about the target culture including its ways of organizing public life, time and space, its history, its artistic and scientific achievements, its institutions, its modes of social stratification, its myths about its past and its dreams for the future. Second a competence that manifests itself in an awareness of the rules of language use. As all these are indicators of a given culture, both competencies are intricately and inseparably tied to each other within the framework of culture.

“Language is a double-edged sword: Language communicates, but it also excommunicates” [7]. In other words, language includes only those who share the system, others are excluded. As during meaning construction, there are several interrelated components, which vary in detail from culture to culture, at work: a linguistic component (sounds, forms and grammar of language), a paralinguistic component (tone, pitch, volume, etc.), an extralinguistic component (non-verbal aspects) and a sociolinguistic dimension. All these are mastered as a part of one's native competence during socialization. Developing intercultural communicative competence is a challenge, but its attainment promises rewards. Intercultural competence offers the possibility of broadening the limitations of one's singular worldview. Just like a fish that is unaware of water in which it has lived or the air outside it, a person who has never experienced another culture is often unaware of his own culture and that of others.

Teaching culture and developing intercultural skills have become fashionable phrases in foreign and second language pedagogy in the last ten years. However, this is hopefully not only a superficial and quickly passing fad since many language teachers and researchers have established that the primary aim of second and foreign language acquisition is to enable learners to communicate with people coming from different linguistic and cultural backgrounds in a multicultural world. Since there is an increasing need to be able to deal with cultural diversity effectively and appropriately, students also need to acquire intercultural communicative competence. Therefore, we can see that while teaching linguistic skills, second and foreign language instructors should also integrate a variety of cultural elements in their language lessons.

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A COMMUNICATIVE APPROACH TO SECOND LANGUAGE TEACHING

Irgasheva Nasiba Dadajanovna

Andijan Machine-building Institute

the senior teacher of the chair Uzbek language and literature

Shamsutdinova Zarnigor Shodiyorbek qizi

The 1st course student of the Andijan Machine-building Institute

Abstract: In this article we will look at the role of the individual student in the learning process. We begin by looking at some of the recent work in the area of individual differences in language learning and point out a number of problems associated with research in this area. We suggest that an alternative approach to this topic would be a constructivist approach that focuses on how individual learners understand their learning situations in ways that are personal to them.

Key words: *individuals, students, motivation of the educational process, learning and language teaching.*

General competences include ability to learn; existential competence; declarative knowledge; skills and know-how. General competences are not linguistic ones, they mean any activity, including communicative one.

Communicative language competence includes linguistic components (lexical, phonological, syntactical knowledge and skills); social-linguistic component; pragmatic component (knowledge, existential competence and skills and know-how relating to the linguistic system and its sociolinguistic variation) and allows to carry out activities with the use of linguistic resources.

There are following components of communicative competence:

1. Grammatical or formal competence or linguistic competence is systematic knowledge of grammar, vocabulary and phonetics units, which convert the lexical items into a statement.
2. Social-linguistic competence is the ability to select and use appropriate language forms and tools depending on the purpose and the situation of communication, social roles of participants of the communication process.
3. The Discursive competence (discourse competence) is the ability to build integrated, coherent and logical expressions of different functional styles in speech and writing, based on understanding the different kinds of texts for reading and listening, involves the choice of linguistic means, depending on the type of utterance.
4. Social-cultural competence is knowledge of the cultural characteristics of native speakers, their habits, traditions, ethics and etiquette and the ability to understand and use them properly in the process of communication. The formation of social competence involves the integration of personality in the worldwide and national cultures.

There have been two main approaches in the history of foreign language teaching:

- a. the study of language based on the rules, and
- b. the study of language-based communication.

The first approach is conducted with the help of grammar-translation system in the process of foreign languages teaching. According to it, the process of teaching is based on the study of grammar and vocabulary with the next generation of the transition to the formation and decoding of the speech (reading and understanding spoken speech). Using the rules and vocabulary of the language, students must re-create (generate) a new language. The way of learning the language was passing through a huge number of errors that reduced any interest in its study. Experience has shown that this approach is not very effective.

The second approach is performed through communication. It is considered more effective, although contains several disadvantages. Lack of awareness of the

foreign language rules both extends the process of study and reduces the quality of the foreign-language speech.

As a result, there has been a convergence of these two approaches of teaching a foreign language. That is, the unity of language rules and actions has been experimentally proved. The main action being developed with the help of a foreign language is a communication process, or speech communication. In the process of communication there is not only an exchange of views and feelings, but also the development of linguistic resources. Language rules perform an auxiliary function showing the use of linguistic phenomena in speech.

Thus, a foreign language can be considered as a means of developing communicative competence. This means the ability to adequately clothe communication goals and strategies of their achievement into proper language forms, as well as the ability to use the rules of speech etiquette and social behavior in the situations of intercultural communication, where updated knowledge of the situational and social-cultural contexts is actual.

The idea of teaching culture is nothing new to second language teachers. In many cases, teaching culture has meant focusing a few lessons on holidays, customary clothing, folk songs, and food. While these topics may be useful, without a broader context or frame they offer little in the way of enriching linguistic or social insight - especially if a goal of language instruction is to enable students to function effectively in another language and society. Understanding the cultural context of day-to-day conversational conventions such as greetings, farewells, forms of address, thanking, making requests, and giving or receiving compliments means more than just being able to produce grammatical sentences. It means knowing what is appropriate to say to whom, and in what situations, and it means understanding the beliefs and values represented by the various forms and usages of the language.

Culture must be fully incorporated as a vital component of language learning. Second language teachers should identify key cultural items in every aspect of the language that they teach. Students can be successful in speaking a second language only if cultural issues are an inherent part of the curriculum.

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INGLIZ TILINI O‘QITISHDA OG‘ZAKI NUTQ KO‘NIKMASINI RIVOJLANTIRISH MASALALARI XUSUSIDA

Maxmudova Nargiza Ravshanovna

FarDU, katta o‘qituvchisi, PhD, Farg‘ona viloyati, O‘zbekiston Respublikasi

Bugungu kunda yurtimizda xorijiy tillarni o‘rganish muhim ahamiyat kasb etmoqda. Ayniqsa, ingliz tilini o‘qitishga va o‘rganishga bo‘lgan e’tibor kun sayin ortib bormoqda. Chunki ingliz tili bu aloqa, biznes, akademik va ta’limiy maqsadlarda umumiy tilga, ya’ni jahon tiliga aylandi. Mazkur til dunyodagi kommunikativ til hisoblanib, dunyo bo‘yicha taxminan 3 milliondan ortiq insonlar so‘zlashuvchi tildir. Vatanimizda ingliz tilini o‘rganish uchun ko‘plab sharoitlar yaratilib kelinmoqda. Masalan, agar siz kengroq imkoniyatlarga ega bo‘lishni istasangiz, onlayn ingliz tili kursida yoki turli til o‘qitish markazlarida tahsil olishingiz mumkin. Bunda siz albatta o‘zingizni o‘qish, gapirish, yozish va tinglash kabi to‘rtta asosiy ko‘nikma bilan o‘z bilimingizni boyitasiz.

Ingliz tilida so‘zlash, ya’ni og‘zaki nutqni rivivojlantirish bizga keng imkoniyatlarni beradi va yangi madaniyatni o‘rganishimizga yordam ko‘rsatadi. Qachonki biz ikkinchi tilni o‘rganishga moyil bo‘lsak, yangi urf-odat, madaniyat va o‘sha mamlakatning xalqini yashash tarzi kabilarni o‘rganishimizga to‘g‘ri keladi. Ingliz tilini o‘rganish sizga keng martabaga asoslangan imkoniyatlarni qo‘lga kiritishga yordam beradi va ingliz tilida so‘zlashadigan mamlakatlarda sayohat qilish, akademik ta’lim olish va ishlash kabi ijtimoiy madaniyat bilan o‘zaro munosabatda bo‘lishga imkon beradi [1]. Shunday qilib, biz ingliz tilida gapirish ko‘nikmalarini qanday rivojlantirish va ushbu tilda ravon, sof hamda erkin gapirishni ko‘rib chiqamiz.

Talabalarda og‘zaki nutqni rivojlantirish uchun yangi so‘zlarni o‘rganish nutq qobiliyatini yaxshilashga yordam beradi. Agar biz ingliz tilida ravon gapirishni maqsad qilgan bo‘lsak, har kuni so‘z boyligini o‘rganish odatiga ega bo‘lish zarur. Bir hafta ichida 30 ta yangi so‘zni lug‘atdan yodlashni o‘z oldimizga maqsad qilib qo‘yilsa, yaxshi samara beradi. Ularni o‘rganilganlikdan so‘ng, har kuni mashq qilish odatiga ega bo‘lish zarur.

Aytaylik, agar siz bir kunda bitta yangi soʻzni oʻrgansangiz, yil oxirida 365 ta yangi inglizcha soʻzni oʻrganasiz va sizning lugʻat boyligingiz oʻsadi.

Quyidagilarni yodda tutish zarur:

- ✓ Oʻrgangan yangi soʻzlarni eslab qolish.
- ✓ Ularni har kuni yozib olish.
- ✓ Ular bilan gap tuzishga harakat qilish.
- ✓ Keyin doʻstlar davrasida gaplashayotganda foydalanish.
- ✓ Qoʻshiqlar, gazetalar, filmlar va hokazolardan ham oʻrganish mumkin.
- ✓ Ingliz tilidagi qoʻshiqlarni tinglash va ularning talaffuziga eʼtibor berish.
- ✓ Shuningdek, siz soʻz birikmalarini chalish orqali yangi soʻzlarni oʻrganish mumkin.

Talaffuz ustida ishlash va uni yaxshilash

Bir nechta soʻzlarni oʻrganganingizdan soʻng, ularni toʻgʻri talaffuz qilishga harakat qiling. Toʻgʻri talaffuzni bilmoqchi boʻlsangiz, talaffuz ilovalaridan foydalanishingiz yoki uni *Google*-ga qoʻyishingiz mumkin. Bundan tashqari, ingliz tilidagi tovushlarni toʻgʻri oʻrganish, *ELSA Speak* – ingliz tilini talaffuz qilishni oʻrganish, tovushlar: talaffuz ilovasi, inglizcha talaffuzni qanday aytish va boshqa koʻplab ilovalarga murojaat qilishingiz mumkin.

Quyidagilarni eslab qoʻlish zarur:

- Har kuni mashq qilish va ilovalarga murojaat qilish.
- Youtube, podkastlardan ham oʻrganish.
- Tez aytishlarni oʻrganib, sinab koʻrish. Masalan:

“I scream, you scream, we all scream for ice cream!” [2]

Ingliz tilida oʻz ona tilidek gapirishni oʻrganish

Ularni diqqat bilan tinglang va qoʻshiqlar yoki videolarni oʻrganganingizda, ular qanday qilib jumla hosil qilish uchun soʻzlarni ishlatayotganiga eʼtibor bering. Agar siz kitob yoki sheʼr yoki boshqa maʼlumotni oʻqisangiz, quyidagilarga eʼtibor qarating:

- *Soʻzlarni bogʻlash*: ikki xil soʻzni qanday qilib bir-biriga bogʻlab, gap hosil qilishiga eʼtibor qaratiladi.
- *Qisqartmalar*:
 - ✓ Bu ikki soʻzning qisqa shaklidir.
 - ✓ *I + have- I’ve.*
 - ✓ *should + not- shouldn’t.*
 - ✓ *would have- would’ve.*

Urgʻu:

Ingliz tilida soʻzlashda muhim ahamiyat kasb etuvchi bu urgʻudir, chunki u soʻzga maʼno qoʻshadi va u urgʻuli boʻgʻin deb ataladi. Masalan, *Pro/noun/cia/tion, com/pu/ter.*

Ritm: soʻzlarni talaffuz qilishda hosil boʻlgan ohanglarni bildiradi.

Ushbu atamalarni yaxshiroq tushunish uchun EnglishLabs-da ogʻzaki ingliz tili kurslariga yozilib, akademik va akademik boʻlmagan maqsadlarga ega boʻlish mumkin.

Ishonch bilan gapirish

Agar siz ushbu bosqichlarni bajarsangiz, ingliz tilida gapirishga boʻlgan ishonchni rivojlantirishingiz mumkin. Amaliyot bunday muammolarni yengishga yordam beradi. Doʻstlaringiz yoki hamkasblaringiz bilan gaplashishingiz mumkin.

Ingliz tilida soʻzlashish mahoratingizni oshirish uchun Britaniya Kengashida *YouTube* videolarini tomosha qilishingiz yoki podkastlarni tinglashingiz mumkin.

Shunday qilib, ingliz tili boʻyicha koʻnikmalaringizni oshirish uchun [*Spoken English Classes in Bangalore*](#) kurslariga qoʻshilishingiz va yana ingliz tili nuanslari boʻyicha keng qamrovli bilimlarga ega boʻlishingiz mumkin, zero ingliz tilini mukammal oʻrganish davr talablaridan biridir.

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INGLIZ TILI OʻQITISHDA OʻYINLARDAN FOYDALANISHNING VA OʻYIN TEXNOLOGIYASINING AHAMIYATI

Maxmudova Nargiza Ravshanovna

FarDU, katta oʻqituvchisi, PhD, Fargʻona viloyati, Oʻzbekiston Respublikasi

Xorijiy tillarni oʻqitishda talabalar koʻpincha oʻyinlarga juda ishtiyoqli boʻladilar, lekin aynan shu sababli, baʼzi katta yoshdagi oʻrganuvchilar oʻyinlar ular uchun juda bolalarcha ekanligidan havotirlanishlari mumkin. Oʻqituvchilar bunday oʻquvchilarga har bir oʻyinning maqsadini tushuntirishlari kerak. Bundan tashqari, katta yoshdagilar oʻyinlarni oʻzgartirish va hatto yaratishda ishtirok etishlari mumkin. Boshqa oʻquv faoliyatida boʻlgani kabi, oʻqituvchilar oʻyinlarning qiyinchilik darajasiga diqqat bilan eʼtibor berishlari darkor, yaʼni til oʻrganuvchilarning bilim va yosh darajasiga qarab turli qiziqarli oʻyinlarni tanlash maqsadga muvofiq boʻladi. Oʻyinlarning jozibadorligining bir qismi bu qiyinchilikda, ammo qiyinchilik juda katta boʻlsa, baʼzi talabalar tushkunlikka tushishi mumkin.

So'nggi yillarda fanda ommaviy amaliyot o'yin tushunchasi yangicha talqin qilinmoqda, o'yin hayotning ko'p sohalarini qamrab oladi, o'yin umumiy ilmiy, jiddiy kategoriya sifatida nazarda tutiladi. Rossiyada o'yinning didaktik ahamiyati Ushinskiy tomonidan ko'proq isbotlangan [1]. Turli maktablarning o'qituvchilari, psixologlari o'yin tushunchalarini ochib berishda bir qator umumiy qoidalarini aniqlashgan:

1. O'yin - turli yoshdagi bolalarning rivojlanish faoliyatining mustaqil ko'rinishi.

2. Bolalar o'yinlari - ular faoliyatining eng erkin shakli bo'lib, u dunyoni idrok etadi, o'rganadi, shaxsiy ijodi, faolligi, o'zini o'zi bilishi, o'zini namoyon qilishi uchun keng imkoniyatlar ochadi.

3. O'yin- bolaning birinchi bosqichi, uning xulq-atvorining boshlang'ich maktabi va kichik maktab o'quvchilari, o'smirlar, yoshlarning teng huquqli tartibga solish faoliyati, ular o'quvchilar yetukligida o'z maqsadlarini o'zgartiradi.

4. O'yin - bu amaliyotni rivojlantirish. Bolalar o'ynashadi, o'yinlarda qatnashgan sari ular rivojlanadi, chunki ular ham jismonan ham aqlan harakat qiladilar.

5. O'yin - o'z-o'zini kashf qilish erkinligi, ongsiz ong va ijodga tayanish.

6. O'yin- bolalar o'rtasidagi muloqotning asosiy sohasi bo'lib, u shaxslararo munosabatlar muammosini hal qiladi, insoniy munosabatlar tajribasi orttiriladi.

O'yin bu chet tilini o'zlashtirish uchun kuchli rag'bat va chet tili o'qituvchisining samarali texnikasidir. O'yinlardan foydalanish va nutqiy ko'nikmalarni hosil qilish qobiliyati o'rganishga tayyorlikni, o'ynash va muloqot qilish istagini keltirib chiqaradi.

Dars jarayonida qo'llanilayotgan o'yinlar o'quvchilarga nafaqat o'zini namoyon qilish, harakat qilish, balki tajribada sinash imkoniyatini ham beradi.

O'yin o'quvchilarga hissiy ta'sir ko'rsatadi, shaxsning qobiliyatlarini faollashtiradi, zaxiralaydi. Bu bilim, ko'nikma va malakalarni egallashni osonlashtiradi, ularni dolzarblashtirishga yordam beradi. O'quv o'yin mashqlari bilim, ko'nikmalarni mustahkamlash, ustida ishlash, nazorat qilish va moslashtirishga yordam beradi, o'qitish muayyan materialni o'rganishda aniqlik yaratadi. U o'z a'zolarining faol aqliy faoliyati uchun sharoit yaratadi. O'quv vazifasini o'z ichiga olgan o'yin vazifasi talabalarning intellektual faolligini rag'batlantiradi, qarorlar yoki farazlarning to'g'riligini bashorat qilishga, tekshirishga o'rgatadi. Bu talabalarning o'quv fanini o'zlashtirishdagi muvaffaqiyati ko'rsatkichi bo'lib, shakl va hisobotlardan birini ifodalaydi va talabalarning o'zini o'zi nazorat qiladi. O'quv o'yinlari madaniyatli muloqotni rivojlantiradi va jamoada va jamoada ishlash qobiliyatini yaratadi. Bularning

barchasi o'quv o'yinlarining shaxsga psixologik, ijtimoiy, psixologik va pedagogik ta'sir ko'rsatish vositasi sifatida funktsiyasini belgilaydi. O'yinning psixologik ta'siri o'quvchilarning intellektual o'sishida namoyon bo'ladi. Darsdan tarbiyaviy va psixologik jihatdan oqilona foydalanish uning aqliy faoliyat ehtiyojlarini rivojlanishini ta'minlaydi. Bu esa o'quvchilarning intellektual faolligiga, aqliy va kognitiv mustaqillikka, tashabbuskorlikka olib keladi [2].

Ijodiy faoliyat o'yiniga talab ortib borayotganligi sababli, mavjud bilim va ko'nikmalarni yangilash yo'llari va vositalarini topishga olib keladi. O'yin murosasiz shablonlarni va stereotiplarni yaratadi. U xotira va tasavvurni rivojlantiradi, shaxsning hissiy va irodali tomonlarini rivojlantirishga ta'sir qiladi, his-tuyg'ularini boshqarishga, faoliyatini tashkil etishga o'rgatadi. O'yin o'quvchilarning muayyan hodisaga, fakt masalasiga munosabatini o'zgartirishga qodirdir.

O'yinlarning turli odamlarga psixologik ta'siri har xil, bu shaxsning individual xususiyatlari bilan belgilanadi. O'yin tabiatan real hayotiy vaziyatlarga juda yaqin, ba'zan esa ulardan ajralmas. O'yin zamonaviy texnikaga to'liq javob beradigan guruh faoliyatiga qaratilgan. Bundan tashqari, u osongina individual faoliyatning turli shakllariga aylantirilishi mumkin, bu har bir talabaga o'zini muayyan rolda sinab ko'rish va individual qobiliyatlarni namoyon etish imkonini beradi. O'yin belgisi tabiatiga ko'ra muloqot qobiliyatlarini rivojlantirish uchun imkoniyatlar yaratadi. Guruh obyekti doirasida o'zaro ta'sir qiladigan o'zlarining va boshqalarning xatti-harakatlarini sharhlash, kelishmovchiliklar, o'z fikrlarini bildirish zarurati og'zaki ko'nikmalar va muloqot strategiyalarini rivojlantirish uchun asos bo'lib, madaniyatlararo muloqotni boshlash va qo'llab-quvvatlash uchun zarurdir [3].

Xulosa qilib shuni aytish mumkinki, chet tillarini o'qitishda o'yin usullaridan foydalanish texnikasi asosan ta'limda (maktabgacha, boshlang'ich maktab yoshi uchun) rivojlangan. Chet tilini o'rganish uchun o'yin texnologiyalarini qo'llash nafaqat maktab yoshida, balki kattalar auditoriyasiga nisbatan ham samarali [4]. Alohida jamoalar o'rtasidagi raqobat elementlarini nazarda tutuvchi o'yinlarga, intellektual o'yinlarga (krossvordlar, bingolar, boshqotirmalar) va ayniqsa, rolli o'yinlarga e'tibor berish kerak.

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O'ZBEKISTONDA INKLYUZIV TA'LIM: UMUMIY KO'RINISH VA ISTIQBOLLAR

Maxsudova Xolisxon Ummatovna
f.f.f.d., dotsent,
Andijon mashinasozlik instituti
O'zbek tili va adabiyoti kafedrası

Inklyuziv ta'lim - bu har bir bola, o'z xususiyatlaridan qat'i nazar, tengdoshlari bilan birgalikda o'rganishi va rivojlanishi mumkin bo'lgan ta'lim muhitini yaratishga qaratilgan global tendentsiyadir. O'zbekiston bu harakatga faol qo'shildi hamda o'z tizimiga inklyuziv ta'limni joriy etish bo'yicha salmoqli qadamlar tashladi. Ya'ni, O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5712-son [Farmoniga](#) muvofiq O'zbekistonda inklyuziv ta'limni rivojlantirish, alohida ta'lim ehtiyojlari bo'lgan bolalarga ta'lim-tarbiya berish tizimini takomillashtirish hamda ularga ko'rsatiladigan ta'lim xizmatlari sifatini yaxshilash maqsadida alohida konvensiya ishlab chiqildi ¹².

Konsepsiyaning 3-bobida inkluziv ta'lim tizimini rivojlantirish maqsadi va vazifalari belgilab berilgan. Inklyuziv ta'lim tizimini rivojlantirishning maqsadi — ta'lim olish uchun teng imkoniyatni ta'minlash va barcha bolalarning individual xususiyatlaridan, oldingi ta'lim yutuqlaridan, tili, madaniyati, ota-onalarning ijtimoiy va iqtisodiy holatidan qat'iy nazar ta'limda muvaffaqiyatga erishishi uchun zarur shart-sharoitlarni yaratishdir.

So'nggi yillarda O'zbekistonda inklyuziv ta'limni rivojlantirish borasida sezilarli yutuqlarga erishildi. Alohida ta'limga muhtoj bolalarning umumta'lim maktablarida ta'lim olishi uchun sharoit yaratishga qaratilgan tegishli qonun hujjatlari qabul qilindi, davlat dasturlari ishlab chiqildi.

O'zbekistonda inklyuziv ta'limni rivojlantirishning asosiy yo'nalishlari quyidagilardan iborat.

- Qulay ta'lim muhitini yaratish: Maktablarni maxsus jihozlar bilan jihozlash, o'quv dasturlari va o'qitish usullarini moslashtirish.

¹² PF-5712-son Farmoni

- Pedagog kadrlar tayyorlash: Inklyuziv ta'lim masalalari bo'yicha o'qituvchilarning malakasini oshirish.
- Ota-onalar bilan o'zaro hamkorlik: Maxsus ta'limga muhtoj bolalarning ota-onalariga psixologik va pedagogik yordam ko'rsatish.
- Xalqaro tashkilotlar bilan hamkorlik: Inklyuziv loyihalarni amalga oshirish uchun ekspert tajribasi va moliyaviy yordamni jalb qilish.

O'zbekiston Respublikasida inkluziv ta'limni rivojlantirish bo'yicha juda ko'plab ishlar amalga oshirildi, biroq, erishilgan natijalarga qaramay, hali ham bir qator muammolarga duch kelmoqda.

Jamiyatning alohida ta'limga muhtoj bolalarga munosabatini o'zgartirish bo'yicha ishlarni davom ettirish kerak. Alohida ta'limga muhtoj bolalarga nisbatan jamoatchilik munosabatini o'zgartirish bo'yicha ishlarni davom ettirish zarur. Bu O'zbekistonda inklyuziv ta'limni muvaffaqiyatli joriy etishning muhim jihatidir.

Chekka hududlarda yashovchi bolalar uchun inklyuziv ta'limdan foydalanish imkoniyatini ta'minlash zarur. Qayerda yashashidan qat'i nazar, barcha bolalar uchun inklyuziv ta'limni ta'minlash zamonaviy jamiyatning eng muhim vazifalaridan biridir. Biroq, chekka hududlarda yashovchi bolalar, ayniqsa, alohida ta'limga muhtoj bo'lsa, sifatli ta'lim olish uchun qo'shimcha to'siqlarga duch kelishadi.

Inklyuziv ta'lim natijalarini baholashning samarali vositalarini ishlab chiqish. Inklyuziv ta'lim natijalarini baholash murakkab va ko'p qirrali jarayon bo'lib, kompleks yondashuvni talab qiladi. Bunday baholashning maqsadi nafaqat alohida ta'lim ehtiyojlari bo'lgan bolaning o'quv materialini qanchalik muvaffaqiyatli o'zlashtirayotganini aniqlash, balki uning ijtimoiy moslashuvini, muloqot qobiliyatlarini rivojlantirish va umumiy taraqqiyotni baholashdir.

O'zbekistonda inklyuziv ta'lim faol rivojlanish davrini boshidan kechirmoqda. Mamlakatda har bir bola, o'z xususiyatlaridan qat'i nazar, o'rganishi va rivojlanishi mumkin bo'lgan ta'lim muhitini yaratish bo'yicha muhim qadamlar qo'yilmoqda. Biroq, inklyuziv ta'limni to'liq amalga oshirishga erishish uchun bir qator omillar va istiqbollarni hisobga olish kerak. O'zbekistonda inkluziv ta'limni rivojlantirish uchun quyidagi masalalarni ham hisobga olish zarur.

- Inklyuziv maktablar tarmog'ini kengaytirish: Barcha umumta'lim maktablarini bosqichma-bosqich inklyuziv formatga o'tkazish.

- Kasbiy hamjamiyatni rivojlantirish: Inklyuziv ta'lim sohasida mutaxassislar o'rtasida tajriba almashish va hamkorlik qilish uchun platforma yaratish.

- Tadqiqot: Inklyuziv ta'limning eng samarali usul va yondashuvlarini aniqlash maqsadida tadqiqot o'tkazish.

Nogirobligi bo'lgan shaxslarni ta'lim olishlari va jamiyatda yuksak marralarni egallashlari uchun har kim o'z hissasini qo'shishi kerak.

Ota-onalar - inklyuziv ta'lim haqidagi ma'lumotlarni o'rganishlari, maktab hayotida faol ishtirok etishi, farzandlarini qo'llab-quvvatlashlari zarur.

O'qituvchilar - o'z mahoratini oshirishlari, o'qitishning innovatsion usullaridan foydalanishi, sinfda inklyuziv ta'lim muhitini yaratishlari kerak.

Jamiyat – nogironligi bo'lgan shaxslarga nisbatan munosabatni o'zgartirish, ularning ijtimoiy integratsiyalashuvi uchun sharoit yaratishi muhim.

Inklyuziv ta'lim shunchaki o'quv jarayoni emas, bu har bir inson rivojlanishi va o'zini o'zi anglashi uchun teng imkoniyatlarga ega bo'lgan jamiyatni yaratishdir.

O'zbekistonda inklyuziv ta'limni rivojlantirish qator xalqaro tashkilotlar tomonidan faol qo'llab-quvvatlanmoqda. Ularning hissasi moliyaviy yordam ko'rsatish, ekspert yordami, shuningdek, turli dastur va loyihalarni ishlab chiqish va amalga oshirishdan iborat.

YUNESKO: Birlashgan Millatlar Tashkilotining Ta'lim, fan va madaniyat masalalari bo'yicha tashkiloti butun dunyo bo'ylab inklyuziv ta'limni rivojlantirishda yetakchi rol o'ynaydi. YUNESKO O'zbekistonni milliy strategiyalarni ishlab chiqish, pedagoglar salohiyatini mustahkamlash va barcha uchun ta'lim olish imkoniyatini ta'minlashda qo'llab-quvvatlamogda.

YUNISEF: Birlashgan Millatlar Tashkilotining Bolalar jamg'armasi asosiy e'tiborni bolalar huquqlarini, jumladan, sifatli ta'lim olish huquqini himoya qilishga qaratadi. UNICEF inklyuziv ta'lim muhitini yaratish, alohida ehtiyojli bolalar huquqlaridan xabardorlikni oshirish, maktablar va jamoalar o'rtasidagi hamkorlikni mustahkamlashga qaratilgan loyihalarni qo'llab-quvvatlaydi.

Jahon banki: Jahon banki O'zbekistonda ta'limni rivojlantirish uchun moliyaviy va texnik yordam, jumladan, inklyuziv tashabbuslarni qo'llab-quvvatlaydi. Bank maktab infratuzilmasini yaxshilash, xodimlarni tayyorlash va inklyuziv o'quv dasturlarini ishlab chiqish bo'yicha loyihalarni moliyalashtiradi.

Amerika Qo'shma Shtatlari Xalqaro Taraqqiyot Agentligi (USAID): USAID O'zbekistonda ta'lim sifatini oshirish, jumladan, inklyuziv ta'limni qo'llab-quvvatlashga qaratilgan loyihalarni amalga oshiradi. Agentlik o'qituvchilar malakasini oshirish dasturlarini, resurs markazlarini yaratish va o'quv materiallarini ishlab chiqishni moliyalashtiradi.

Yevropa Ittifoqi: Yevropa Ittifoqi ta'lim loyihalarini, jumladan, inklyuziv ta'limni moliyaviy qo'llab-quvvatlaydi. Yevropa dasturlari ta'lim muassasalari o'rtasidagi hamkorlikni mustahkamlash, tajriba almashish va ta'lim sifatini oshirishga qaratilgan.

Boshqa xalqaro tashkilotlar: Yuqoridagilardan tashqari, O'zbekistonda inklyuziv ta'limni rivojlantirishni qo'llab-quvvatlovchi Taraqqiyot hamkorlik agentligi (Shvetsiya agentligi), Og'a Xon jamg'armasi kabi boshqa xalqaro tashkilotlar ham mavjud.

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INTRODUCTION TO THE FLIPPED CLASSROOM METHOD AND CONTRASTS WITH HISTORY AND MODERN VERSIONS, SCIENTISTS' OPTIONS.

Turopova Firuza Murodqobil qizi

Senior teacher, Chirchik State Pedagogical University

turopovafiruza91@gmail.com

ABSTRACT

The flipped classroom method is an instructional strategy that reverses the traditional teaching model. Instead of introducing new content in the classroom and assigning homework afterward, the flipped classroom encourages students to learn new material at home—often through video lectures or reading assignments—while class time is dedicated to engaging activities, discussions, and hands-on practice. Pre-Class Learning - students are assigned materials to study before coming to class. This may include video lectures, articles, or interactive online content. Active Learning in Class - classroom time is focused on collaborative activities, problem-solving, and applying the concepts learned. Teachers facilitate rather than lecture, guiding students through deeper understanding. Increased Engagement - with more interactive activities, students can participate actively, ask questions, and work with peers, which can enhance comprehension and retention. Personalized Pace - students can learn at their own

pace when engaging with the pre-class materials, allowing them to review concepts as needed. Feedback and Support - teachers can provide immediate feedback during class activities, addressing misconceptions and helping students develop their skills in real time. Students often feel more invested in their learning process. The hands-on approach allows for better retention and application of knowledge. Students can access materials anytime, accommodating different learning styles and schedules. Teachers need to invest time in creating or curating quality pre-class materials. Not all students may have reliable access to technology or internet, which can create disparities. Some students may be resistant to the change in structure and expectations.

Key words: flipped classroom, grammar structures, skills, activities, strategies, method, scientists and their options

Introduction

The flipped classroom method is an instructional approach that reverses the traditional learning dynamic. Instead of introducing new material in class and assigning homework for practice, students first learn the content outside of class—typically through videos or readings. Class time is then dedicated to engaging activities, discussions, and applications of the material, allowing for deeper understanding and collaboration. The flipped classroom method and traditional classroom model which teachers deliver lectures and students take notes. Homework is given to reinforce what was taught. And also, there are also some limitations that method often leads to passive learning, where students may discuss to grasp concepts without immediate support. Some of the educators experimented with interactive or project-based learning but these were often not formalized as “flipped” classrooms which focus remained largely on direct instruction in class. According to modern versions of flipped classroom method includes into itself the following items (videos, interactive simulations, quizzes). During the lesson students can enhance their knowledge through active learning activities that collaborative work, discussion and hand on activities that deepen comprehension. In order to teachers’ role become facilitators or guides, providing support and personalized feedback during the class. With the rapid development of technology and continuous innovation in educational philosophy, the flipped classroom, as a cutting-edge teaching method, has garnered widespread attention globally. This teaching approach was first proposed by two high school teachers, Jonathan Bergmann and Aaron Sams, in 2007, and has quickly gained widespread application at all levels of education¹. The core concept of the flipped classroom lies in upending the traditional teaching model, extending students’ learning activities from the classroom to outside, thereby transforming the classroom into a hub for deep learning and practical activities. As such, exploring the impact of

flipped classroom teaching on students' learning abilities constitutes an important area of research. Currently, scholars both domestically and internationally focus their research on flipped classroom teaching primarily in the following two areas:

According to current studies on effects of the flipped classroom model numerous studies have confirmed its significant role in promoting students' active participation, enhancing learning motivation, and improving academic performance. In biology instruction, Flores-González and Flores-González² found that the flipped classroom fosters self-regulated learning and active engagement among students. Within an online educational environment, Cuetos³ research indicates that the flipped classroom model elevates university students' learning motivation and academic achievement. In the field of English teaching, Dewi et al.⁴ study also revealed that students hold a positive attitude towards the new teaching mode of the flipped classroom. Additionally, the impact of the flipped classroom on students' academic success has garnered considerable attention. Semab and Naureen⁷ research demonstrates the positive effect of the flipped classroom model in enhancing students' academic achievements. Studies by Roehl et al.⁸ and Tucker⁹ emphasize that the flipped classroom promotes the cultivation of students' practical application abilities by reallocating classroom time for in-depth discussions, problem-solving, and hands-on activities. Nicholas¹⁰ underscores multiple teaching factors to consider when implementing a flipped classroom in graduate education. Meanwhile, Yang et al.¹¹ designed a flipped classroom teaching model based on blended learning and experimentally verified the model's effectiveness in enhancing students' academic performance and level of learning engagement. For STEM education, Shofiyah et al.¹² proposed a flipped classroom teaching template grounded in the 5E model, the validity and reliability of its content and structure have also been verified.

Methodology

The flipped classroom method has evolved significantly over time, leading to contrasts between its historical and modern versions. In order to historical version of early flipped classrooms often relied on simple lecture recordings or basic materials. These were typically produced by the teachers themselves and might not have been well-structured. And then, modern version to the flipped classrooms utilize a wide array of high-quality, multimedia resources such as interactive videos, online simulations and curated content from various platforms. These materials are often designed to engage different learning styles. Technology integration's usage was limited, often restricted to basic video recording and distribution, which could be cumbersome and less accessible to students. Advanced technology plays a crucial role, with robust Learning Management Systems (LMS), interactive tools, and apps that facilitate easy access to content,

collaboration, and assessment that focus on active learning. While there was a shift toward more engagement in class, many early iterations still maintained a degree of traditional lecture-based instruction during class time. Modern flipped classrooms emphasize fully interactive, hands-on activities, collaborative projects, and discussions that promote critical thinking and application of knowledge during class. Teacher's role primarily functioned as content providers, even in a flipped setting. Their role was still largely about delivering information. In contemporary models, teachers act as facilitators and mentors, guiding students through problem-solving, providing individualized support, and fostering a collaborative learning environment. Assessment and feedback often occurred at the end of units or terms, with limited opportunities for immediate feedback. Ongoing formative assessments and immediate feedback mechanisms are integral to the modern flipped classroom, allowing teachers to adjust instruction in real time and address student needs promptly. Student autonomy and engagement means to while there was some student autonomy, many early flipped classrooms still expected students to follow a prescribed path of learning without much choice. Current practices promote greater student autonomy, allowing learners to choose their resources, pace, and even aspects of their learning experience. This increases engagement and ownership of learning.

Conclusion

In summary, the flipped classroom has transformed from a basic reversal of traditional teaching methods to a dynamic, technology-driven approach that emphasizes active learning, teacher facilitation, and student engagement. The modern version is designed to create a more inclusive and effective learning environment. In conclusion, the flipped classroom method represents a significant evolution in educational practice, bridging the gap between traditional and modern teaching approaches. Historically, the flipped classroom emerged as a response to the limitations of conventional instruction, emphasizing the need for greater student engagement and understanding. Early iterations primarily focused on simple lecture recordings, with teachers still playing a central role as content providers. As the method has evolved, it has incorporated advanced technology and multimedia resources, enhancing the learning experience and allowing for diverse instructional materials. Modern flipped classrooms prioritize active learning, where students engage in collaborative activities and problem-solving during class, supported by teachers acting as facilitators and guides. Furthermore, the emphasis on continuous assessment and immediate feedback has transformed how educators track student progress and adjust instruction. This shift fosters greater student autonomy, engagement, and ownership of learning, creating a more inclusive and dynamic educational environment. Overall, the flipped classroom

method reflects a broader trend in education towards student-centered learning, leveraging technology and active engagement to prepare students for a rapidly changing world. Its evolution showcases the ongoing quest for more effective teaching strategies that respond to the needs of learners in the 21st century.

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TERMINLARNING KOGNATIV-PRAGMATIK VA LINGVOKULTURALOGIK HUSUSIYATLARI

Abdugʻaniyev Javohirmirzo Davlatmirza oʻgʻli
javohirmirzo3732@gmail.com
Ingliz tili oʻqituvchisi

Annatatsiya: Ushbu maqolada teminlarning kognativ-pragmatik va lingvokulturalogik xususiyatlari hamda terminologiya sohasiga oid muhim ma'lumotlar keltirilgan.

Kalit so'zlar: Metafora, metonimiya, sinekdoxa, vazifadoshlik, Konseptualizatsiya, kognitivizm, termin.

Terminologiyaga bag'ishlangan ishlarning barchasida u yoki bu sohaning muayyan tushunchalarini anglatadigan, asosan, nominativ funksiyani bajaradigan birliklar termin hisoblanadi deb qaraladi. Hozirgi vaqtda terminologiya masalasining o'sib borishi, bir tomondan ilm-fan, qishloq xo'jaligi, diplomatikotning dinamik rivojlanishi tufayli yangi tushunchalarning ko'payib borilishi deb qaralsa, ikkinchi tomondan, teminlarning shakllanish jarayoni rivojlanishi va funksiyasi kabi masalalarni chuqurroq o'rganilishi zarurligi bilan izohlanadi.

O'zbek tilshunosligida so'z ma'nosining o'zgarishi, ma'noning ko'chishi, polisemantik so'zlarning ba'zi ma'nolari orasidagi bog'lanish uzilib, ayrimlarining maxsuslanishi orqali yangi so'zning hosil bo'lishi semantik yoki leksik-semantik yo'l bilan yasash deb yuritiladi. Ma'lumki, tilda so'zlarning ma'nolari har xil usullar bilan ko'chishi mumkin. Chunonchi, so'z semantikasidagi o'zgarish, asosan, metafora, metonimiya, sinekdoxa, vazifadoshlik kabi semantik transformatsiya asosida ro'y beradi. Tilshunoslarning yakdillik bilan bildirgan fikrlariga qaraganda, semantik usul bilan termin hosil qilishda asosiy rolni metafor o'ynaydi. Chunki umumadabiy yoki jonli tildagi so'zlarning biror xususiyatini, masalan, shaklan o'xshashligini, rang-tusidagi bir xillikni asos qilib olish yo'li bilan yangi-yangi terminlar vujudga keladi. O'zbek tili diplomatik terminlarining semantik yoxud semantik-sintaktik usul bilan yasalishi sof o'zbekcha yoki o'zbek tilida avvaldan ishlatilib kelingan arabcha va fors-tojikcha so'zlarni yangi, diplomatik ma'noda qo'llashdan iboratdir. O'zbek tilida nashr etilgan iqtisodga oid darsliklar, o'quv qo'llanmalar, terminologik hamda izohli lug'atlar va boshqa manbalardan to'plangan misollarni tahlil qilib chiqib, o'zbek tili leksikasining qator qatlamlaridan olingan leksik birliklar diplomatik terminlarga aylanganligining guvohi bo'lamiz. Bu o'rinda mazkur so'zlarning ma'nosi o'zgargan yoki ko'chma ma'noda qo'llangan. O'zbek diplomatik teminlarning ma'lum qismini tashkil qiluvchi bunday birikma terminlar boshqa sohalarda bo'lganidek, tushunchalarni mantiqan to'g'ri, mazmunan va grammatik jihatdan to'g'ri ifodalashda birikmaning semantik transformatsiyaga uchragan ikkinchi qismining ahamiyati kattadir. Shu narsa ayon bo'ldiki, diplomatikot terminologiyasida butun nomini anglatuvchi terminlarga qaraganda, uning qismlarini anglatuvchi terminlar kamroq ekan.

Kognitiv tilshunoslik — til va ong oʻrtasidagi munosabatlar muammolarini, dunyoni kontseptuallashtirish va turkumlashtirishda tilning rolini, kognitiv jarayonlarda va inson tajribasini umumlashtirishda, insonning individual kognitiv qobiliyatlari bilan bogʻliqligini va til va ularning oʻzaro taʼsiri shakllarini oʻrganadigan tilshunoslik yoʻnalishi.

Turkumlashtirish deganda olingan bilimlarni tartibga solish jarayoni tushuniladi, yaʼni yangi bilimlarni inson ongida mavjud boʻlgan maʼlum sarlavhalar boʻyicha taqsimlash va koʻpincha bu shaxs ona tili boʻlgan til toifalari bilan belgilanadi. Konseptualizatsiya — bu real yoki xayoliy olamning baʼzi bir hodisasining kognitiv xususiyatlari toʻplamini (shu jumladan toifali) aniqlash jarayoni boʻlib, ular odamga ushbu hodisa haqida biroz aniqlangan tushuncha va gʻoyaga ega boʻlish, yodda tutish va yangi maʼlumotlar bilan toʻldirish imkonini beradi va uni boshqa hodisalardan ajrata oladi.

Umuman olganda, kognitivizm — bu fikrlash jarayonlarini boshqaradigan, umumiy tamoyillarni oʻrganishni birlashtirgan fanlar majmuidir. Shunday qilib, til fikrlash jarayonlariga kirish vositasi sifatida taqdim etiladi. Insoniyat tajribasi, uning tafakkuri aynan tilda muqimdir; til — kognitiv mexanizm, maʼlumotni maxsus kodlashtiradigan va oʻzgartiruvchi belgilar tizimi.

Terminlarning standartligini taʼminlash va modellashtirish, shuningdek, tarjima jarayonida ularning moddiy koʻrinishi muhim ahamiyat kasb etadi. Bu esa ilmiy terminologiya, terminografiya taraqqiyoti, terminologik korpus, terminologik maʼlumot bazalarini yaratishning asosiy shartidir. Pragmatika til, kontekst va maʼno oʻrtasidagi murakkab munosabatlarni oʻrganadigan lingvistik sohadir. Bu maʼruzachilar va yozuvchilar nafaqat soʻzma-soʻz maʼlumotni, balki muloqotni shakllantiradigan ijtimoiy, madaniy va hissiy signallarni etkazish uchun tildan qanday foydalanishini tahlil qilishni oʻz ichiga oladi. Pragmatika til foydalanuvchilari ohang, imo-ishora va ijtimoiy meʼyorlar kabi kontekst omillari asosida maʼnoni qanday izohlashi va qanday xulosa chiqarishi va turli maqsadlar va natijalarga erishish uchun tildan qanday foydalanishini oʻrganadi. Tildan foydalanish ortida yashirin maʼno va niyatlarni ochib, pragmatika insoniy muloqot haqida qimmatli tushunchalar beradi va til bizning ijtimoiy oʻzaro munosabatlarimiz va munosabatlarimizni qanday shakllantirishini yaxshiroq tushunishga yordam beradi. Bundan tashqari, pragmatika til oʻrganish va oʻqitishda hal qiluvchi rol oʻynaydi, chunki u oʻquvchilarning rivojlanishiga yordam beradi. ularning kommunikativ qobiliyatlari va turli kontekstlarda tildan foydalanishning nuanslarini tushunish. Shuningdek, u reklama, siyosat va huquq kabi sohalarda amaliy qoʻllanmalarga ega, bu erda tildan foydalanish auditoriyani idrok etish va xatti-harakatlariga sezilarli taʼsir koʻrsatishi mumkin. Umuman olganda, pragmatika dinamik va koʻp qirrali soha boʻlib, u rivojlanishda va turli

kontekstlarda til va muloqot haqidagi tushunchamizni shakllantirishda davom etmoqda.

“Termin” tushunchasini semantik nuqtai nazardan aniqlayotganda, tegishli lingvistik birliklarning leksik ma’nosiga bog‘liqligi, shuningdek, terminologik foydalanish imkoniyati (alohida so‘zlar bilan birga) va so‘z birikmalarini hisobga olinadi. ayniqsa, yangi terminologiyalar uchun xosdir. Yangi atama yaratishda, mavjud lingvistik tajribaga asoslanib, kerakli “imo -ishorali” ma’lumotni qidirish, uni maxsus “tilning axborot -terminologik sohasida” aniqlash va bu yo‘nalishdagi yangi yutuqlarni bashorat qilish amalga oshiriladi. Yangi atamaning semantik aniqligi lingvistik belgining bir -biriga aniq bog‘liqligiga va u uzatgan haqiqatga asoslanadi, shuning uchun chet tillarini, ayniqsa, rivojlangan sanoat bazasi bo‘lgan mamlakatlarni jalb qilishning to‘g‘riligi ko‘rinadi. Yangi atamaning shakllanishiga yangi fanlarning vujudga kelishi jarayonlari va boshqa yutuqlar bilan bog‘liq bo‘lgan tildan tashqari omil katta ta’sir ko‘rsatadi. Ayrim hollarda, ekstalingvistik omillar hal qiluvchi ahamiyatga ega bo‘lib, bu atama tushunchani manba tilidan olishiga yordam beradi. Terminlar ma’lum bir atamashunoslik doirasida mavjud bo‘ladi, ya’ni ular tilning o‘ziga xos leksik tizimiga kiradi, faqat ma’lum bir terminologik tizim orqali. Umumiy til so‘zlaridan farqli o‘laroq, atamalar kontekstizatsiyalanmagan. Berilgan tushunchalar tizimida bu atama bir ma’noli, tizimli, stilistik jihatdan neytral bo‘lishi kerak (masalan, “agreman”, “ekzekvatura”, “denonsatsiya”). Muayyan adabiy tilning so‘z boyligi o‘z tarkibida maxsus tushunchalarni ifodalovchi terminologik leksikani u yoki bu darajada qamrab olishi lingvistikada e’tirof etilgan voqelik hisoblanadi.

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CHALLENGES IN TEACHING ENGLISH IN THE TOURISM CLASSROOM

Khamitov Eldorbek Erkin ogli

A senior lecturer, Chirchik state pedagogical university

khamitoveldorbek@gmail.com

ASBTRACT: The integration of English as a medium of instruction in tourism education has become essential for Uzbekistan's growing tourism sector. This study explores the use of English in tourism courses at Chirchik State Pedagogical University, examining its impact on student proficiency and engagement. Employing class observations, in-depth interviews, and surveys, the research identifies the benefits and challenges faced by both students and educators. While English is seen as vital for preparing students for international tourism careers, language proficiency remains a significant barrier. The study highlights the need for a flexible bilingual approach and additional language resources to enhance learning outcomes.

Keywords: Tourism education, English as a medium of instruction, language proficiency, Uzbekistan, bilingual education, student engagement, Chirchik State Pedagogical University, ESL challenges, tourism industry, pedagogy in tourism.

INTRODUCTION

The President's directive to enhance the Republic's tourism potential and draw increased domestic and international visitors has become international language acquisition essential [3]. Uzbekistan is becoming as a premier travel destination. The forthcoming generation must enhance its proficiency in science and technology while also cultivating effective verbal and written communication skills. English serves as a global lingua franca that facilitates communication, particularly in the realm of education.

To engage with others from diverse nations and cultures, one needs attain proficiency in English. Given that English is a global lingua franca, the majority of countries instruct students and professionals in the language. It is also accurate in Uzbekistan. English has been a mandatory component of formal education in Uzbekistan for an extended period.

A significant number of Uzbek individuals lack proficiency in or comprehension of foreign languages. Daily utilization and comprehension of English are challenging. Limited English proficiency may not reflect academic learning capabilities. Because it is not incorporated into your regular routine. Acquiring a language is intricate. Comprehending English and employing it to acquire knowledge in other disciplines are the two integral components.

A multitude of colleges in Uzbekistan provide this major, rendering it highly popular. The tourism industry in Uzbekistan is expanding in conjunction with academic study on tourism. Graduates in tourism from Uzbekistan's institutions are anticipated to enhance regional and national tourism development and the competitiveness of tourist enterprises. The tourism studies program develops,

organizes, and executes initiatives to enhance the tourism sector at regional, national, and worldwide scales.

Students of tourism in higher education must comprehend both theoretical foundations and practical applications via an interactive and communicative methodology. Students ought to exhibit greater engagement in class. This aids in the retention of knowledge over time. Enhancing the subject using appropriate techniques augments retention and understanding. Student engagement significantly influences learning outcomes.

Recent years have witnessed considerable apprehension regarding the most effective methods for educating pupils and facilitating their comprehension and communication of knowledge. This study will analyze the impact of employing English as the medium of instruction on the teaching and learning experiences of non-English majors in tourism courses. The research will examine the needs and concerns of students in the Tourism program at Chirchik State Pedagogical University, specifically those studying Guide and Guide Companionship.

The last segment of the study examines the primary challenges associated with employing English as a medium for tourism education, encompassing language, content, pedagogy, instructional resources, and field research. This study will examine the ESL challenges faced by students at Chirchik State Pedagogical University School of Tourism.

A Case Study at the Chirchik State Pedagogical University

This study employed a comprehensive qualitative methodology. To gain a comprehensive understanding of the subject matter, it is essential to explore the topic in depth, particularly on its use in teaching English through tourism [6]. The data for this study was collected via three distinct methodologies and instruments: 1) Conducting class observations to ascertain the utilization of English as a medium of instruction; 2) Executing in-depth interviews with structured questions to investigate the application of English in tourism education; and 3) Distributing questionnaires to informants to supplement and validate the research findings.

This study examined the efficacy of English as the medium of instruction in tourism courses at Chirchik State Pedagogical University. The primary objective was to examine the utilization of English in tourism education and assess the efficacy of this approach in enhancing students' language proficiency and comprehension of tourism-related content.

Observations were conducted during tourism classes where English served as the medium of instruction. The objective was to document the frequency and efficacy of the teachers' use of English and the pupils' responses to it. The observations were meticulously documented to monitor the utilization of English in imparting essential tourist concepts and conducting practical exercises.

Interviews were conducted with both educators and students to get insights into their experiences utilizing English as the medium of instruction. The discussions adhered to a specific structure, mostly focusing on instructors' lesson planning and the challenges or advantages students had while studying English in the context of tourism. These conversations were crucial for obtaining personal insights and identifying avenues for improvement.

A questionnaire was administered to both students and teachers to get quantitative and qualitative data. The questionnaire included both closed- and open-ended questions, which corroborated the insights gained from the discussions and observations. Inquiries were made regarding the participants' confidence in utilizing English, their perceptions of the efficacy of English classes, and their suggestions for enhancing the learning experience.

RESULTS:

During the observation of classes, it was noted that English was frequently utilised in the majority of tourism courses, particularly for elucidating concepts and providing illustrations. In a course on sustainable tourism practices, the instructor delivered a session in English emphasizing the necessity for tourist destinations to minimize their environmental impact [2, pp-384]. During the conversation, many students struggled to comprehend terms such as "ecotourism" and "carbon footprint," prompting the teacher to promptly transition to Uzbek for clarification. This case illustrates that English primarily served to convey information, whereas native language support ensured comprehension.

Students simulated the job of tour guides for an imaginary group of international tourists. The children were required to utilize English to discuss historical landmarks. Certain students articulated the significance of Chimgan Mountain or Samarkand's Registan Square effortlessly, while others encountered difficulties and required assistance in their own language to complete their explanations.

In-Depth Interviews: A instructor stated, "Utilising English prepares students for authentic tourism employment, particularly when interacting with clients from foreign nations." However, not all of my students possess adequate comfort or proficiency, necessitating that I frequently reiterate essential concepts, first in English and subsequently in Uzbek or Russian. The instructor discussed the challenges of balancing language acquisition with the instruction of other subjects.

A student remarked, "I appreciate studying English for tourism as I recognize its future benefits, although the lessons can be challenging at times." I find it difficult to comprehend discussions on company strategy in English. Students perceive English classes as beneficial; yet, their proficiency level

influences their comprehension of more technical material regarding tourism, as evidenced by the feedback.

Survey Results: 65% of students reported that studying English for tourism enhanced their language proficiency, although 55% indicated frequent difficulties in comprehending the instruction provided. One question was, “Which segment of the lesson poses the greatest difficulty in comprehension in English?” The responses indicated that students encountered the greatest difficulty with legal tourism rules and marketing strategies in tourism. A few of students struggled to comprehend due to their unfamiliarity with phrases such as “franchise agreement” and “consumer segmentation.”

Approximately 70% of students expressed a preference for bilingual tourist education, with explanations provided in both English and their native language. This was particularly evident in areas that were difficult to comprehend, such as the regulations governing tourism. A person remarked, “I frequently overlook the key aspects when we discuss tourism law in English.” It would be advantageous for the teacher to discuss those rules in Uzbek as well. This line indicates that individuals desire a hybrid teaching approach that facilitates student comprehension while preserving their English expertise.

Conversely, educators exhibited greater confidence in the advantages of English instruction; specifically, 80% asserted that it prepared pupils for employment in the international tourism sector. However, all concurred that kids struggling with English would benefit from additional resources, such as supplementary language support programs. A teacher proposed creating an English dictionary specifically for tourists to assist students in comprehending essential terminology.

The findings of this study indicate that employing English as the medium of instruction in tourism courses at Chirchik State Pedagogical University is beneficial; yet, significant issues with language proficiency persist. Both students and educators recognize the significance of English for employment in tourism; yet, the varying degrees of English proficiency among students complicate its successful utilization in the classroom.

This issue requires resolution through a more flexible approach that incorporates both English and local languages, particularly for challenging topics. Providing students with additional linguistic assistance and resources would facilitate their acclimatization to studying English, ensuring they maximize their educational experience.

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A HISTORICAL PERSPECTIVE ON PSYCHOLINGUISTICS AS A SCIENCE FOR STUDYING THE ENGLISH LANGUAGE

*Khazratkulova Ezoza Ismat kizi, Doctoral student, Chirchik State
Pedagogical University, Chirchik, Uzbekistan
E-mail: (khazratkulovae@gmail.com) +998 931952897*

Annotation. Psycholinguistics is an interdisciplinary field that studies the interaction between language and mental processes. In the context of studying the English language, psycholinguistics helps to understand how people acquire, comprehend, and use language, making it an invaluable tool for both teachers and students.

Key words: psycholinguistics, psychologists, psycholinguistic skills, empirical roots, linguistic structure, speech activities, cognitive theories

Psycholinguistics focuses on the mental processes involved in understanding and producing language, and explores the theories proposed by various psycholinguists. The process by which people learn and develop language skills is known as language acquisition. This crucial process is influenced by a complex interplay of biological, cognitive, psychological, and environmental factors. Psycholinguistics, as a scientific discipline, has gained increasing attention in recent years and continues to serve as the foundation for numerous scientific studies. Today, we can study the development stages of modern psycholinguistics,

which are generally divided into four key periods: the formative period, the linguistic period, the cognitive period, and the current cognitive science period.

Formative Period: In the early formative period, both linguistics and psychology relied on observable data and theoretical constructs derived from a set of operations that could be tested and verified. [7] Linguistics was dominated by structuralism, where units like phonemes and morphemes were identified in operational terms, while behaviorism was the leading approach in psychology, emphasizing observable behaviors.

Linguistic Period: The second phase, the linguistic period, is characterized by the rise of transformational-generative grammar in linguistics, which became central in psycholinguistic research. Noam Chomsky, the founder of transformational-generative grammar, challenged behaviorism, structuralism, and information theory, arguing that these approaches could not adequately explain natural language. Chomsky emphasized the need for a deductive approach and proposed that linguistic theory should focus on core competencies rather than merely describing actual performance. Psycholinguistics, too, initially centered on studying competence, with performance taking a secondary role. During this period, grammar became the central focus of many psycholinguistic experiments, and the sentence emerged as the primary unit of study. [1]

Cognitive Period: The third period, the cognitive period, sought to understand what the innate capacity for language learning truly meant and whether it was governed by a set of general learning principles. The core of the cognitive approach was the idea that language is closely tied to human cognition and that it is one of the outcomes of broader cognitive processes. The centrality and independence of grammar were challenged during this period, as cognitive abilities related to grammar were seen as just one aspect of human language, not separate or prior to other cognitive and behavioral systems. Language acquisition and use were now viewed in conjunction with semantic concepts and speech functions, and cognitive principles were believed to play a crucial role in guiding the learning of linguistic structures. [1]

Current Cognitive Science Period: The most recent and prominent phase corresponds to the interdisciplinary growth of cognitive science in psycholinguistics. Today, psycholinguistics not only addresses a broader range of research but also examines the nature of knowledge, the structure of mental representations, and how these are used in cognitive processes like thinking and decision-making. Current psycholinguistic theories reflect a greater diversity of theoretical perspectives in both psychology and linguistics while also incorporating interdisciplinary collaboration. [3]

The historical development of psycholinguistics has significantly influenced the evolution of language learning theories and practices. Here are some key ways in which the history of psycholinguistics has shaped learning methodologies:

1. Foundational Theories of Language Acquisition. The emergence of psycholinguistics as a discipline can be traced back to the mid-20th century, with influential figures like Noam Chomsky, who challenged behaviorist views of language acquisition. Chomsky's theory of transformational-generative grammar posited that humans have an innate ability to acquire language, which shifted the focus from purely environmental factors to cognitive processes. This idea influenced educational approaches by: Promoting the Understanding of Innate Abilities. Recognizing that learners have inherent linguistic capabilities encouraged the development of teaching methods that leverage these abilities rather than relying solely on rote memorization.[2]

2. Cognitive Development in Learning. The cognitive revolution, which paralleled the rise of psycholinguistics, highlighted the importance of cognitive processes in learning. Theories of cognitive development, such as those proposed by Jean Piaget and Lev Vygotsky, emphasized the active role of learners in constructing knowledge. This led to Constructivist Approaches. Teaching methods became more learner-centered, focusing on how students construct their understanding of language through interaction, context, and meaningful experiences rather than passive reception of information.

3. Influence on Language Teaching Methodologies. Historically, psycholinguistics has contributed to the development of various language teaching methodologies, including Communicative Language Teaching (CLT). Emphasizing meaningful communication and interaction, CLT reflects psycholinguistic principles by recognizing the role of social context and cognitive processes in language use.

Task-Based Language Learning: This approach encourages learners to engage in authentic tasks that require the use of language in context, reflecting insights from psycholinguistics regarding how language is processed and acquired.

4. Understanding Memory and Learning Processes. Psycholinguistics has provided insights into how memory works in the context of language learning. Understanding the mechanisms of working memory, long-term memory, and retrieval processes has led to the development of effective teaching strategies, such as Spaced Repetition and Retrieval Practice. These techniques, grounded in psycholinguistic research on memory, are now widely used in language learning to enhance retention and recall of vocabulary and grammatical structures.

5. The Role of Input and Interaction. The historical focus on language input and interaction has also shaped learning approaches. Research in psycholinguistics

highlights the importance of comprehensible input (Krashen's Input Hypothesis) and interactional feedback in language acquisition, influencing teaching practices by Encouraging Rich Language Input. [5] Teachers are now more likely to provide varied and contextualized language input, helping learners process and internalize language more effectively Facilitating Interaction. Collaborative learning and peer interaction have become central to language instruction, reflecting the understanding that language is a social tool.

6. Cross-Disciplinary Insights. The development of psycholinguistics has fostered interdisciplinary connections between linguistics, psychology, neuroscience, and education. This integration has led to, firstly, Informed Language Policies: Understanding cognitive and linguistic processes has influenced educational policies and curriculum design, ensuring that language programs align with how people learn and use language. Secondly, Emphasis on Individual Differences Recognition of diverse cognitive styles and learning preferences has prompted more tailored and inclusive language teaching strategies.[5]

Conclusion: The historical trajectory of psycholinguistics has profoundly influenced language learning by reshaping theories of acquisition, promoting learner-centered approaches, and emphasizing the role of cognitive and social factors in language use. As research in psycholinguistics continues to evolve, it will likely yield further insights that will shape the future of language education, leading to more effective and engaging learning experiences.

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A PSYCHOLOGICAL APPROACH TO TEACHING THE FLIPPED CLASSROOM METHOD IN HIGHER GRADES

Nadira Baxram qizi Azatbaeva

Student, Chirchik state pedagogical university

azatbaevanadirabegim@gmail.com

*Scientific adviser: **Firuz Murodqobil qizi Turapova***

Senior teacher, Chirchik state pedagogical university

Annotation

This paper delves into the psychological underpinnings of implementing the flipped classroom model in higher education, especially within upper-grade settings. The flipped classroom reverses traditional teaching by having students first engage with new material at home, often via video lessons, before using classroom time for activities and discussions that apply what they've learned. This approach aims to boost student engagement and deepen their understanding by fostering active learning environments. By integrating these psychological principles, the flipped classroom can accommodate various learning styles and help students enhance critical thinking and problem-solving abilities. This paper will also examine challenges, such as ensuring that students prepare adequately before class and managing potential resistance to new teaching formats, while offering strategies for effective implementation.

Key words: flipped classroom, higher education, traditional teaching, video lessons, psychological principles, critical thinking, challenges and pedagogical model.

Introduction

This kind of flipped classroom model has been popularized in education to help it cater more recent trends and approaches not just recently but for a few years on the secondary level. It is the method that flips a normal class, where teachers educate with new material in classes and students do assignments at their homes. Conversely, the flipped classroom is a pedagogical model where students are first exposed to new material outside of class (e.g., via reading or videos), freeing up class time for increased hands-on activities and learning. The flipped classroom method offers substantial psychological benefits, especially in fostering metacognition—the ability to reflect on one's own thinking. This skill is vital for

success in higher grades, as it enhances students' ability to manage their learning processes. This reality means that the flipped classroom at higher levels screams for a faculty level psychological psychology approach which deals with unique educational, emotional and social developmental needs of adolescent learners. Pupils enrolled at high schools are in the crucial time between a well-prepared brain for higher order thinking and an independent learning phase, while also having to navigate through new psychological problems like self-regulation of behavior, motivation or social dynamics. This post will focus on the base psychological principles behind the method of flipped classroom and how this can be leveraged in higher grades to better learning outcomes.

Flipping and Cognitive Development

The period of adolescence is a major stage in cognitive development, including the maturation of the prefrontal cortex (PFC), an important region for reasoning, planning and behavior guideline. High school students can do advanced abstract thinking and interact with higher level concepts in ways that they created themselves. The flipped classroom takes advantage of these cognitive shifts by turning the student teacher dialogue from one way to interaction. Mostly in a traditional classroom, the students are just being fed information and have hardly any input & teacher been like sole dictionary. They may even predefine certain learning objectives for students, which can inhibit student engagement in the material and ability to think critically or apply it to real-world conditions. This can hamper the ability of students to engage with material critically or in practical application. The flipped classroom however implicates students with the responsibility for their learning, and this work must be done before the student enters a lesson. When students review lectures and reading materials around their own time, they can engage with the information in a way that matches where they are at cognitively. Educational Videos are more for learning outside the class to ensure students get ready with concepts and calibrate their brain for in-depth discussion, problem-solving or project work of next period. Studies have found that active learning is more effective for retention and higher-order thinking skills than passive listening. A flipped classroom encourages cognitive engagement as students attend already equipped with the skills to enable them practice in class and ask questions, discuss and clarify their doubts.

Results and Discussion

Self-Regulation and Autonomy

One of the greatest psychological advantages of the flipped classroom is its capacity to nurture students' autonomy and self-regulation. As adolescents develop a stronger sense of independence and responsibility, both academically and personally, the flipped model aligns with this stage by encouraging them to take

charge of their time, complete work on their own, and seek help when needed. Self-regulation, crucial for success in higher education and beyond, is fostered in this setting as students are responsible for studying the material on their own time. This dynamic promotes discipline and effective time management—skills that are foundational for future achievements. However, it is important to acknowledge that students' abilities to regulate themselves differ, particularly in higher grades, where distractions and varying levels of motivation can be challenging. To mitigate these disparities, teachers need to offer clear guidance on managing time and create a structured environment conducive to self-directed learning. Providing explicit instructions for engaging with pre-class materials and setting deadlines helps students stay organized. In-class activities can further reinforce self-regulation by encouraging students to reflect on their learning strategies, set goals, and track their progress. This can foster a growth mindset, where challenges are viewed as opportunities for development.

Motivation and Engagement

Motivation becomes increasingly critical in higher grades as academic pressures mount. The flipped classroom model boosts student motivation by granting them ownership over their learning experience. When students have the autonomy to pace their exploration of content, they tend to become more invested in the material.

According to self-determination theory, motivation increases when individuals feel a sense of autonomy, competence, and connection with others. The flipped classroom supports these needs by giving students control over their learning (autonomy), allowing them to succeed through mastering content (competence), and facilitating collaboration (relatedness). Despite these advantages, not all students are naturally inclined to engage with academic materials, especially in higher grades, where external pressures like college admissions and extracurricular activities compete for their attention. Teachers must therefore carefully design the flipped classroom to include strategies that enhance both intrinsic and extrinsic motivation. Engaging pre-class materials, such as videos or interactive tools, can capture students' interest, while real-world applications of in-class activities can make learning more relevant. Providing students with choices in how they approach projects or assignments also nurtures autonomy and reinforces their connection to the learning process.

Social Learning and Peer Interaction

Peer interaction, a key element in adolescent development, is a strong feature of the flipped classroom model. Freed from the constraints of traditional lectures, classroom time can be dedicated to collaborative activities where students work together, exchange ideas, and solve problems. This aligns with Vygotsky's

theory of social constructivism, which emphasizes that learning is fundamentally a social process. By interacting with peers, students deepen their understanding of concepts while simultaneously developing important social skills like communication, teamwork, and empathy. Additionally, collaboration in the flipped classroom can alleviate anxiety that students may feel in traditional settings, where they might hesitate to ask questions or admit confusion. Having already engaged with the material before class, students can participate in discussions with greater confidence.

Conclusion

In summary, integrating psychological principles into the flipped classroom approach offers tremendous potential for advancing education. By understanding how students learn best and proactively addressing the obstacles they encounter, educators can foster a more interactive, engaging, and productive learning experience. This approach not only boosts academic success but also equips students with the adaptability and critical thinking skills needed to thrive in an ever-evolving world. The blend of psychology and teaching strategies within the flipped classroom is a powerful force, capable of improving outcomes for students in higher grades and paving the way for lifelong achievement.

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THEORETICAL AND PRACTICAL PROBLEMS OF FOREIGN LANGUAGE TEACHING IN INCLUSIVE CLASSES

Ruzmetova Mohinur Anvarbek qizi

2nd year student of Chirchik State Pedagogical University

Scientific adviser: Mahmudova Zilola Shukhrat qizi

Teacher of Chirchik State Pedagogical University

Abstract

The thesis is devoted to some problems of foreign language teaching in inclusive classes. It is a fact that, inclusive education is gaining increasing importance worldwide, promoting equitable learning opportunities for all students, regardless of their physical, cognitive, or socio-economic differences. In this thesis, the teaching of foreign languages in inclusive classrooms presents unique theoretical and practical challenges. The study explores the critical issues faced by teachers, learners, and institutions when implementing foreign language instruction in inclusive educational settings.

Keywords: *inclusive education, foreign language teaching, learning disabilities, teaching strategies, differentiation, special needs, inclusive classrooms.*

INTRODUCTION

In today's globalized world, inclusive education has become a worldwide movement to ensure that all students, regardless of their physical or cognitive abilities, have access to education. This shift towards inclusivity is a response to international agreements and national policies that promote equal rights in education.

However, teaching foreign languages in inclusive classrooms presents a complex and multifaceted challenge. Foreign language acquisition can be

particularly difficult for students with disabilities due to linguistic, cognitive, and communicative challenges. As a result, developing effective strategies for inclusive foreign language instruction requires both theoretical insights and practical adaptations.

METHODOLOGY

"Inclusive education is based on the belief that students of all abilities should learn together in the same educational environment. According to the Salamanca Statement [4], inclusive education involves providing access to a common curriculum while addressing the diverse needs of students. It aims to offer equal opportunities, promote social integration, and create a sense of belonging for students with disabilities. In the context of teaching foreign languages, inclusive education requires teachers to recognize the diverse language learning profiles of students. This approach involves adjusting curricula, teaching methods, and assessments to accommodate the individual needs of all learners. Importantly, it highlights the significance of social interaction and communication, which are essential in language acquisition."

RESULTS AND DISCUSSIONS

Inclusive foreign language classrooms face the challenge of catering to a diverse range of learning needs. Students with visual impairments, hearing impairments, dyslexia, and other cognitive disabilities often find traditional language instruction methods difficult. For example, students with dyslexia may struggle with processing written texts, while those with auditory processing disorders may have difficulty with listening comprehension activities. It is important for teachers to identify each student's specific learning profile and adjust their teaching methods accordingly. Differentiated instruction, which involves customizing teaching methods and materials for individual students, is crucial in inclusive classrooms. However, this approach can be time-consuming and requires significant teacher preparation.

Another significant issue is the lack of specialized training for foreign language teachers in inclusive education. Many language teachers receive little or no training on how to teach students with disabilities, leaving them unprepared to meet the diverse needs of their students. As a result, teachers may resort to traditional, one-size-fits-all methods that fail to accommodate students with special needs.

In addition, teachers may face difficulties in balancing the needs of students with disabilities and their typically developing peers. Without adequate support, teachers may feel overwhelmed, which can negatively impact the learning outcomes of all students in the classroom.

Inclusive foreign language teaching can be improved by using differentiated instruction, which is an effective strategy. Teachers can accommodate different learning styles by using various means of representation, engagement, and expression. For example, they can use visual aids, audio materials, and tactile resources to help students with sensory impairments. Furthermore, teachers can modify language learning materials to meet individual needs. For instance, they can simplify reading texts, provide extra time for tasks, and break down complex instructions to reduce cognitive overload for students with learning disabilities.

Inclusive foreign language classrooms can benefit from collaborative learning strategies such as group work and peer tutoring. Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes the importance of social interaction in learning. Peer support can help students with disabilities to actively participate in language tasks by providing immediate feedback and assistance from their classmates [3]. Additionally, collaborative learning helps to create a sense of community and belonging in the classroom, which is crucial for students with disabilities who may feel isolated or marginalized.

Technology can play a transformative role in inclusive foreign language teaching. Digital tools, such as language learning apps, text-to-speech software, and adaptive devices, can help students with disabilities overcome barriers to learning. For example, students with dyslexia can use text-to-speech tools to aid in reading comprehension, while students with hearing impairments can use subtitles and visual cues during listening activities.

Moreover, online platforms and virtual learning environments provide opportunities for personalized instruction and self-paced learning, allowing students with disabilities to engage with language content at their own pace.

CONCLUSION

The teaching of foreign languages in inclusive classrooms poses significant theoretical and practical challenges. However, by embracing a differentiated, student-centered approach and leveraging technological resources, teachers can establish an environment where all students, regardless of their abilities, have the opportunity to thrive in language learning. It is also crucial for teacher training programs to incorporate modules on inclusive education to ensure that teachers are equipped with the necessary skills to address the diverse needs of their students. Through these efforts, inclusive foreign language education can be realized, promoting equity, diversity, and excellence in learning.

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MODERN METHODS IN FOREIGN LANGUAGE TEACHING AND THEIR ADVANTAGES FOR NON-STANDARD STUDENTS

Absatarova Asem Alimseid qizi

Abduvaliyeva Muslima Dilshod qizi

1st year students of Chirchik State Pedagogical University

Scientific adviser: Zilola Mahmudova Shukhrat qizi

Teacher of Chirchik State Pedagogical University

Annotation

The article focuses on the effectiveness of modern foreign language teaching methods for non-standard students. It highlights how these approaches provide multiple pathways to learning and promote engagement and success for diverse learners. The methods discussed include Communicative Language Teaching (CLT), Total Physical Response (TPR), and technology integration. These methodologies not only support language acquisition but also foster inclusivity, adaptability, and personalized learning pathways.

Keywords: *non-standard students, foreign language teaching, modern methods, inclusive education, individualized learning, Task-Based Learning, Communicative Language Teaching, Total Physical Response.*

INTRODUCTION

In today's globalized world, proficiency in foreign languages is increasingly important for academic and professional success. However, traditional language teaching methods, which often emphasize rote memorization and rigid grammar instruction, may not meet the needs of non-standard learners. Non-standard

students, including those with learning disabilities, physical impairments, emotional or behavioral challenges, and neurodivergent profiles (such as autism or ADHD), require more flexible and inclusive approaches.

Foreign language teaching has evolved significantly in recent years, with new methodologies that cater to a broader range of student needs, particularly non-standard learners. Students with diverse cognitive, emotional, or physical challenges benefit greatly from modern teaching approaches.

METHODOLOGY

Non-standard students refer to those who do not fit into the traditional learning framework due to physical, cognitive, or emotional differences. This group includes students with disabilities, neurodivergent learners, and those from socio-economically disadvantaged backgrounds. These students may face barriers to learning that are not adequately addressed by traditional pedagogical methods, which often assume homogeneity in students' abilities and learning styles.

The emergence of inclusive education practices has shifted the focus to creating learning environments that are accessible and beneficial for all students. For foreign language instruction, this involves adopting teaching methods that account for individual differences in cognition, behavior, and sensory processing.

RESULT AND DISCUSSION

Communicative Language Teaching (CLT) emphasizes real-life communication as the core of language learning. It focuses on interaction, fluency, and the ability to convey meaning over rigid adherence to grammatical rules. Activities in CLT often include group discussions, role-playing, and problem-solving tasks that simulate authentic communicative situations. CLT provides several benefits for non-standard students, especially those who struggle with traditional, grammar-based approaches.

First, CLT's focus on meaningful communication reduces pressure on students with learning disabilities who may struggle with abstract grammar rules. For example, students with dyslexia or dysgraphia may find it easier to engage in speaking and listening activities, where the focus is on fluency rather than accuracy. Moreover, CLT's use of group-based activities promotes social interaction, which is valuable for students with social or behavioral challenges. Role-playing activities, for instance, provide a structured way for students with autism or social anxiety to practice language skills in real-world contexts while also developing social skills.

Total Physical Response (TPR) is a language teaching method that involves physical movement in response to verbal input. Developed by James Asher, TPR is based on the idea that language learning is more effective when it involves

physical activity. In a TPR lesson, students listen to and follow instructions by performing actions, such as “stand up,” “sit down,” or “point to the door.”

TPR is particularly beneficial for non-standard students with sensory processing issues or those who are kinesthetic learners. Students with ADHD, for example, often benefit from TPR because it allows them to move and stay physically active while learning. The integration of movement into language learning helps these students focus better and retain information more effectively.

For students with intellectual disabilities or limited verbal skills, Total Physical Response (TPR) can help bridge the gap between understanding and expressing language. TPR relies on simple, clear instructions combined with physical actions, making it easier for these students to participate in learning. It also reduces anxiety for students who struggle with verbal expression, as they can engage through physical responses rather than spoken language.

Adopting modern language teaching methods requires teachers to be flexible, adaptable, and resourceful. They need to create a supportive environment where non-standard students feel comfortable experimenting with language without fear of judgment. Incorporating these methods also means rethinking the role of assessment. Traditional exams that emphasize memorization and recall may not accurately reflect the abilities of non-standard students. Alternative assessments, such as portfolios, peer evaluations, and self-reflection, provide a more comprehensive view of students’ progress and language proficiency.

Teacher training is another critical component. Educators must receive professional development in inclusive education and in the use of these modern methodologies to fully understand their potential and how to implement them effectively.

CONCLUSION

Modern methods of teaching foreign languages, such as Communicative Language Teaching, Task-Based Learning, and Total Physical Response, provide significant advantages for non-traditional students. These approaches meet diverse learning needs, encourage engagement, and establish inclusive environments where all students can succeed. By acknowledging the distinct challenges encountered by non-traditional students and implementing adaptable and innovative teaching methods, educators can ensure that learning a foreign language becomes a more accessible and rewarding experience for all learners.

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THEORETICAL FOUNDATIONS OF ENGLISH LANGUAGE TEACHING THROUGH THE FLIPPED CLASSROOM METHOD

Zarimova Juldiz Kurbanbaevna

Student, Chirchik State Pedagogical University

juldizzarimova1@gmail.com

Scientific adviser: **Turopova Firuza Murodqobil qizi**

Senior teacher, Chirchik State Pedagogical University

turapovafiruza91@gmail.com

Abstract

This paper delves into the theoretical underpinnings and practical benefits of the flipped classroom approach in English language teaching. It examines prominent learning theories, such as constructivism, cognitive load theory, social cognitive theory, and personalized learning, and demonstrates how these theories inform the design and implementation of flipped classrooms. The author explores how the flipped classroom, by shifting new content delivery outside of traditional classroom time, using pre-recorded lectures and online assignments, can significantly enhance student engagement, cultivate autonomy, and foster greater language proficiency and communicative competence. The article also examines

the challenges and limitations associated with the flipped classroom approach, including the need for access to technology and the importance of thorough teacher training.

Keywords: *flipped classroom, English language teaching, constructivism, cognitive load theory, social cognitive theory, personalized learning, benefits, challenges.*

Introduction

The flipped classroom is a teaching method where students learn new content at home and engage in exercises during class, reversing traditional roles. In this model, teachers provide materials like videos and documents for home study, transforming home into a learning environment. Class time is then used for collaboration, practical exercises, and discussions, shifting the teacher's role from knowledge transmitter to facilitator .

This approach promotes active learning, where students construct knowledge through interaction and exercises, rather than passively receiving information. Teachers support students by clarifying concepts and answering questions, rather than solely lecturing. The flipped classroom opposes traditional lecture-based pedagogy, which is characterized by one-way communication from teacher to student and lacks interaction. Overall, the flipped classroom fosters a more interactive and student-centered learning experience, as highlighted by Ettien (2023).

Theoretical frameworks for learning in the flipped classroom

This learning theory *constructivism* underscores the idea that knowledge is not passively received but actively constructed by learners through their interaction with the environment and their existing knowledge. Flipped classrooms align with constructivist principles by encouraging students to engage actively with learning materials outside of class, building a foundation of understanding before applying this knowledge to practical scenarios in the classroom.

This *cognitive load* theory emphasizes the importance of managing the cognitive load placed on students to ensure that learning is effective and engaging. Flipped classrooms aim to reduce cognitive load during class time by moving the initial presentation of new information outside of the classroom. This allows students to focus their attention on more complex tasks, such as problem-solving, critical analysis, and applying their knowledge in real-world scenarios.

This *social cognitive* theory highlights the crucial role of social interaction and modeling in learning. Flipped classrooms actively promote social interaction and collaboration by providing ample opportunities for students to work together in pairs or groups, engage in discussions, and participate in activities that involve role-playing, debates, or collaborative projects. These activities not only enhance

their language skills but also foster greater confidence and competence in communication.

The flipped classroom approach embraces the concept of *personalized learning* by allowing students to learn at their own pace and focus on their individual learning needs. Providing students with access to video lectures, online materials, and a range of learning resources empowers them to review information multiple times, work on individualized assignments, and select materials that align with their interests and goals.

Benefits of flipped classrooms

Increased Student Engagement: By moving the presentation of new content outside of class, the flipped classroom frees up valuable class time for interactive activities, engaging discussions, and collaborative group projects. This fosters a more dynamic and stimulating learning environment, leading to greater student participation and active involvement.

Improved Language Skills: Flipped classrooms allow students to reinforce new vocabulary, grammar rules, and pronunciation at their own pace outside of class. This provides them with more time to develop a deeper understanding of the language before applying it in practical scenarios during class.

Increased Communicative Competence: The flipped classroom provides a platform for students to practice speaking, listening, and interacting with others in English in a variety of contexts. These opportunities build confidence in their communication skills and help them develop fluency and accuracy in their spoken English.

Increased Autonomy and Responsibility: Students become more active participants in the learning process as they take responsibility for accessing materials, preparing for class, and completing independent assignments. This increased autonomy fosters a sense of ownership over their learning and encourages self-directed learning.

Challenges and limitations

Access to Technology: One of the primary challenges is ensuring that all students have reliable access to technology and the internet to engage with flipped classroom materials.

Student Motivation: Encouraging students to actively engage with learning materials outside of class requires careful consideration of their individual motivations and learning styles. Teachers need to make sure that pre-recorded materials and online assignments are engaging and relevant to students' interests.

Teacher Training: Implementing a flipped classroom approach effectively requires thorough teacher training and professional development. Teachers need to develop skills in creating effective video lectures and online activities, as well as in managing and facilitating classroom discussions and collaborative projects.

Results and Discussion

The flipped classroom model has proven to be a powerful tool in English language teaching (ELT), transforming how students learn and interact with the language. By shifting direct instruction outside of class and dedicating class time to active learning and collaboration, the flipped classroom fosters a more dynamic and engaging learning environment. Students are empowered to take control of their learning, actively participate in the process, and develop greater autonomy and responsibility for their academic success. This shift towards a more learner-centered approach has demonstrably led to improved language skills, enhanced communicative competence, and increased confidence in using English effectively.

However, the success of the flipped classroom model relies heavily on addressing its challenges, such as ensuring equitable access to technology, motivating students to engage with materials outside of class, and providing teachers with the necessary training and support to implement this approach effectively.

Ultimately, the flipped classroom represents a promising path forward in ELT. By embracing this innovative approach, addressing its challenges, and continuously adapting its implementation, we can create a learning environment that is more dynamic, engaging, and effective for all students. The future of English language teaching might just be flipped!

Conclusion

The flipped classroom, grounded in established learning theories, offers a promising approach for engaging and effective English language teaching. By shifting content delivery outside of class and focusing on active learning within the classroom, this method fosters greater student autonomy, promotes critical thinking and communication skills, and leads to a more dynamic learning experience. Addressing challenges like technology access and teacher training is crucial to maximize its potential and ensure a successful implementation of the flipped classroom model.

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USING FROM COMMUNICATIVE COMPETENCE TO TEACH YOUNG LEARNERS DURING THE LESSON, LISTENING AND SPEAKING SKILLS

Parpiyeva Diyora Alim qizi
dia013642@mail.ru

Student, Chirchik state pedagogical university
*Scientific adviser: **Firuza Murodqobil qizi Turopova***
Senior teacher, Chirchik state pedagogical university

Abstract

Teaching young learners a foreign language requires a thoughtful approach that considers their developmental stages and learning styles. It's crucial to create a language-rich environment where they can listen to and interact with the language

naturally. Focusing on speaking skills initially is key, as children often begin by imitating sounds and words they hear. Teachers should incorporate activities that encourage verbal communication, such as games, songs, and simple conversations, to foster their language acquisition. Providing ample opportunities for practice and positive reinforcement helps build their confidence and fluency over time.

Key words: language skills, CLT, listening, speaking, learners, communicative English teaching, methods, techniques

Introduction

Among the four language skills, such as listening, speaking, reading, and writing, speaking skills are considered the priority of EFL and ESL learners. McKay (2006) states that listening and speaking are the foundations of language learning that formulate oral language. Moreover, Richards and Rodgers (2001) mentioned that ESL learners face many problems while speaking, and one of them is that learners take too long to compose utterances and talk slowly. Nowadays, communicative language teaching (CLT) is frequently used. In the late 1970s, CLT was originally developed in England. However, it was later extended to additional ESL/EFL nations. Many Asian countries modified their teaching strategies and attitudes as English gained importance in the global community to address the English language concerns more directly, increase awareness among native English speakers in the classroom, and improve students' speaking abilities. Communicative Language Teaching (CLT) arose in response to these shortcomings, emphasizing the importance of communicative competence over mere grammatical accuracy. This approach integrates listening, speaking, reading, and writing in interactive contexts, promoting active participation and practical language application. As noted by various scholars such as McKay, Richards, Rodgers, Canale, and Swain, CLT not only enhances students' linguistic abilities but also develops their cognitive and behavioral aspects related to language use. In learning English, students should develop listening, reading, speaking, and writing as well. Every skill has its own role to build up student's competency in English and it support each other. So that, they cannot be separated.

Methods

It is through listening and speaking that babies first learn the language. It is also believed that exposure to English should be first done through exposing students to verbal talks. Learners get many things trough listening. When learners have the opportunity to listen to listening materials, then teachers should expose students to listening to English as much as possible. Of the four skills in English, young learners make the most of the lesson through listening and speaking. They learn to understand the materials through listening, get the instruction and explanation through listening, learn to pronounce words through listening, and

practice better through listening to teachers' praises and feedbacks. There are many different methods to improve these skills such as dictation, storytelling, improving communication and listening skills through songs. There are also many different games that help improve hearing and speaking skills. New expressions are best taught through listening activities. That way, students will know exactly the pronunciation. To induce meaning to students, teachers can act out or use picture to describe the word. Translating the new word into students' native language is unnecessary. Teachers can provide themselves with puppets, pictures, cassettes, videos, and so forth. Puppets may bring certain feelings among children. Children can enjoy acting out scenes with puppets or toy animals. Students can develop their own characters and voices based on the puppets. Pictures can help students in understanding meaning, they can also be used in coloring activities, retelling stories, or language games. Cassettes and videos are also wonderful for introducing songs, pronunciation, and so on.

Results and discussion

Teaching approaches for young learner Phillips (1999) argued that the young learners are the holistic learner. They respond the language according to what it does and what they can do with it rather than treating it as the intellectual game or abstract system. The main purposes are placing the children's perspective on the practical activities and meaningful aims. Most activities for the young learners have to involve the physical movement and their senses. The teacher needs to prepare a lot of visuals, pictures, objects and realia. Playfulness and meaningful should be the key word when describing the teacher's approach. Playing with the language is a natural way of language learning for young learners. Since the children's concentration and attention spans are short, especially at the early stages of language learning, the teachers have to created variety of activities, a variety of classroom organization, a variety of space, and of course a variety of techniques and methods. I agree with the words above, since children at an early age most often prefer to absorb new information through various types of games and activities, which requires new methods. Therefore, most often, teachers try to diversify the curriculum with new ways of teaching, such as learning in nature or learning new words through games.

Conclusion

Speaking and listening skills are very important to learn a new language or improve your skills. By using different methods, learning becomes not only easy, but also interesting. To diversify boring studies and added more new methods to it. There are a lot of methods, technics and advices to improve our language skills, such as dictation, storytelling, improving communication and listening skills through songs . And, nowadays, people used Communicative language teaching

frequently. Also there are some thoughts of scientists about language skills. By combining listening and speaking skills, we can reach new heights and improve your skills to the next level.

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USING METHODS IN TEACHING ENGLISH TO SCHOOL STUDENTS

Student of CHDPU

Foreign language and literature: English language direction

Mullajanova Muhlisa Sarvarbek qizi

e-mail: muhlisamullajanova@gmail.com

Scientific advisor: Kenjayeva Muhlisa Baxodir qizi

e-mail: mukhlisa_kenjaeva96@gmail.com

ABSTRACT

This article explores various methods for teaching English to school students, emphasizing the importance of engaging and adaptive approaches. It discusses strategies such as Communicative Language Teaching (CLT), Task-Based Learning, and the use of technology, among others. The paper highlights the

need for differentiated instruction, active learning through Total Physical Response (TPR), and the role of gamification in enhancing student motivation. Additionally, the integration of storytelling and feedback mechanisms is discussed as essential for improving both comprehension and language production. The article concludes by emphasizing the importance of tailoring these methods to meet the diverse needs of learners in a dynamic and effective manner.

Keywords: English teaching methods, school students, Communicative Language Teaching (CLT), Task-Based Learning, Total Physical Response (TPR), gamification, differentiated instruction, technology in language learning, storytelling, feedback and assessment.

The growing demand for English proficiency in the globalized world requires that schools adopt effective and engaging teaching methods. For school students, learning a new language like English can be both a challenge and an opportunity. The role of the teacher is crucial in selecting and applying methods that not only facilitate language acquisition but also keep students motivated and confident.

1. Communicative Language Teaching (CLT)

CLT is a popular approach in modern language instruction. Developed in response to the limitations of traditional grammar-focused methods, CLT emphasizes real-world communication. Research indicates that students who engage in authentic conversations are more likely to develop fluency. According to Richards and Rodgers (1986), communicative competence, rather than mere grammatical accuracy, should be the primary goal of language teaching.

2. Task-Based Learning

Originating from the works of Ellis (2003), task-based learning focuses on using language to complete meaningful tasks. This approach aligns with cognitive theories of learning, where students use the target language in problem-solving contexts. Tasks like group projects and collaborative presentations engage students and provide practical opportunities to use English in realistic situations.

3. Use of Technology

Technology plays a significant role in enhancing English language education. As Warschauer (2000) explains, digital platforms provide an interactive and immersive environment for language learners. Apps and websites for vocabulary building, online quizzes, and listening exercises have transformed traditional language classrooms into interactive spaces, fostering both independent and collaborative learning.

4. Differentiated Instruction

Differentiated instruction is based on the principle that students have different learning styles and paces. According to Tomlinson (2001), adjusting lessons based

on individual needs helps students engage more deeply. For instance, teachers can provide extra scaffolding for learners struggling with grammar while offering more advanced tasks to students who require greater challenges.

5. Total Physical Response (TPR)

TPR, introduced by Asher (1969), is particularly effective with young learners, as it incorporates movement into language learning. By physically acting out language instructions, students reinforce their memory through active participation. This method taps into the natural learning processes of children and helps them associate words with actions, making language more tangible.

6. Storytelling and Literature

Stories are a powerful medium for language learning, as they provide contextualized language use. Brumfit and Carter (1991) suggest that literature and storytelling not only introduce new vocabulary but also foster emotional and cultural connections to the language. Discussions around stories encourage students to use their imagination and practice their speaking and writing skills.

7. Gamification

The use of games in the classroom has been supported by educational research, as it promotes motivation and engagement. As argued by Gee (2003), learning through play allows students to experiment with language in a low-stakes environment. Competitive quizzes, language puzzles, and digital learning games stimulate excitement and encourage students to practice without fear of making mistakes.

8. Feedback and Assessment

Providing timely and constructive feedback is a cornerstone of effective language teaching. According to Hattie and Timperley (2007), feedback should be clear, actionable, and geared toward improvement. Assessments such as quizzes, peer reviews, and oral exams help teachers track students' progress while guiding them on how to refine their language skills.

Conclusion

Incorporating a variety of teaching methods in the English classroom ensures that students remain engaged and motivated. The techniques discussed, from CLT to gamification, cater to different learning styles and abilities, offering a comprehensive approach to language acquisition. By providing meaningful feedback and creating a supportive learning environment, teachers can help students build their confidence and fluency in English.

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INKLYUZIV TA'LIMDA XORIJIY TILLARNING O'QITILISHI: MUAMMOLAR VA YECHIMLAR

Turayeva Muborak Abduhamidovna
Jizzah davlat pedagogika universiteti
Xorijiy tillar fakulteti
Ingliz tili amaliy kursi kafedrası
email: mturaeva10@mail.ru

Annotatsiya: Xorijiy tillar, o'quvchilarni global darajada kommunikatsiya qilishga tayyorlashda asosiy rol o'ynaydi. Biroq, inklyuziv ta'limda xorijiy tillarning o'qitilishi bir qator muammolar bilan to'qnash kelmoqda. Ushbu maqolada, ana shunday muammolar va ularni hal etish yo'llari haqida so'z yuritiladi.

Kalit so'zlar: *inklyuziv ta'lim, sifat, resurslar, global daraja, motivatsiya, imkoniyatlar, o'qitish strategiyalari, muammolar, yechimlar*

Abstract: Foreign languages play a key role in preparing students for global communication. However, the teaching of foreign languages in inclusive education faces a number of problems. This article talks about such problems and ways to solve them.

Keywords: *inclusive education, quality, resources, global level, motivation, opportunities, teaching strategies, problems, solutions.*

Bugungi kunda zamonaviy ingliz tilini o'qitish o'quvchilarga zamonaviy dunyoga lingvistik va ijtimoiy jihatdan moslashishga yordam berishga intiladi.

“Inklyuziv ta'lim — barcha o'quvchilar uchun maxsus ta'lim ehtiyojlari va individual imkoniyatlarning farqliligini inobatga olgan holda ta'lim muassasalarida ilm olishda teng huquqlilikni ta'minlashdir”. Inklyuziv ta'lim, har bir o'quvchining o'ziga xos ehtiyojlari va imkoniyatlariga mos ravishda ta'lim olishini ta'minlashga qaratilgan yondashuvdir. Bu, ayniqsa, xorijiy tillar o'qitilishi kontekstida muhim ahamiyatga ega. Xorijiy tillar, o'quvchilarni global darajada kommunikatsiya qilishga tayyorlashda asosiy rol o'ynaydi. Biroq, inklyuziv ta'limda xorijiy tillarning o'qitilishi bir qator muammolar bilan to'qnash kelmoqda. Ushbu maqolada, ana shunday muammolar va ularni hal etish yo'llari haqida so'z yuritiladi.

Shunday ekan, inklyuziv ta'limda xorijiy tillarning o'qitilishida quyidagi muammolarni ko'rishimiz mumkin:

1. **Har xil ehtiyojlar:** Inklyuziv ta'limda o'quvchilar turli rivojlanish darajasiga ega bo'lishi mumkin. O'ziga xos ehtiyojlarga ega o'quvchilar, masalan, o'qishda qiyinchiliklarga duch keladiganlar, xorijiy tilni o'rganishda qo'shimcha yordamga muhtoj bo'lishadi. Bu, o'qituvchilar uchun qiyinchiliklar tug'diradi.

2. **O'qituvchilar tayyorgarligi:** Xorijiy tillarni o'qitish bo'yicha yetarli tayyorgarlik ko'rmagan o'qituvchilar, inklyuziv muhitda samarali ta'lim bera olishmaydi. Ular, turli ehtiyojlarga ega o'quvchilar bilan ishlashni o'rganishlari zarur.

3. **O'quv dasturlari:** Ko'plab ta'lim muassasalarida xorijiy tillar o'qitish uchun mo'ljallangan dasturlar, inklyuziv ta'lim tamoyillarini hisobga olmaydi. Bu, o'quvchilarning qiziqishlari va ehtiyojlariga mos kelmasligi mumkin.

4. **Resurslar yetishmasligi:** Inklyuziv ta'limda xorijiy tillarni o'qitish uchun zarur bo'lgan resurslar (darsliklar, o'quv materiallari, texnologiyalar) ko'pincha yetishmaydi. Bu, ta'lim sifatini pasaytiradi.

5. **Motivatsiya:** Ehtiyojlari qondirilmagan o'quvchilar, xorijiy tillarni o'rganishga motivatsiyalashishda qiyinchiliklar bilan duch kelishlari mumkin. Bu, o'z navbatida, o'qish jarayoniga salbiy ta'sir ko'rsatadi.

Yuqorida keltirilgan muammolarni bartaraf etish uchun bir qancha yechimlarga e'tibor qarataish lozim. Ya'ni:

○ **Differensial o'qitish:** O'qituvchilar o'quvchilarning individual ehtiyojlarini hisobga olgan holda, ta'lim jarayonini boshqarishlari lozim. Bu, har bir o'quvchining rivojlanish darajasiga mos ravishda o'qitish strategiyalarini qo'llashni o'z ichiga oladi.

- **O'qituvchilarni tayyorlash:** O'qituvchilarni inklyuziv ta'lim va xorijiy tillarni o'qitish bo'yicha maxsus kurslar va seminarlarga jalb etish zarur. Bu, ularning professional kompetentsiyasini oshirishga yordam beradi.
- **Resurslar va materiallar:** Ta'lim muassasalari xorijiy tillarni o'qitish uchun zarur bo'lgan qo'shimcha resurslar va materiallarni yaratishi kerak. Bu, o'quvchilarning ehtiyojlariga mos keladigan interaktiv va qiziqarli materiallar bo'lishi lozim.
- **Motivatsiyani oshirish:** O'quvchilarning motivatsiyasini oshirish uchun o'qituvchilar ularni o'z qiziqishlariga mos keladigan xorijiy til materiallari bilan tanishtirishlari kerak. Bu, o'qish jarayonini qiziqarli va foydali qilishga yordam beradi.
- **O'zaro hamkorlik:** Ta'lim muassasalari va oilalar o'rtasida o'zaro hamkorlikni kuchaytirish, o'quvchilarning ehtiyojlarini yaxshiroq tushunishga yordam beradi. Ota-onalar o'z farzandlarining ta'lim jarayonida ishtirok etishlari zarur.

Shunday ekan, har bir bolaning o'ziga xos qobiliyatlari va ehtiyojlari bor. Inklusive ta'lim ularni qo'llab-quvvatlaydi va o'z qobiliyatlarini rivojlantirishga yordam beradi. Inklyuziv ta'lim nafaqat o'quvchilar uchun, balki jamiyat uchun ham muhimdir. Bu nafaqat ta'lim jarayonini, balki ijtimoiy hayotni ham yaxshilaydi.

Inklyuziv ta'limda xorijiy tillarni o'qitish, o'quvchilarni global jamiyatda muvaffaqiyatli bo'lishlari uchun tayyorlashda muhim ahamiyatga ega. Biroq, bu jarayonda muammolar mavjud bo'lib, ularni hal etish uchun innovatsion yondashuvlar va resurslarni samarali foydalanish zarur. Har bir o'quvchining ehtiyojlarini hisobga olgan holda, ta'lim jarayonini rivojlantirish, kelajakda yanada muvaffaqiyatli natijalarga erishishga yordam beradi.

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AVANGARDISM AND POSTMODENISM IN THE STAGES OF MODERNISM

Student of Andijan State Institute of Foreign Languages

Akramova Guljakhon

Scientific supervisor: Mukumjon Akhunov

(PhD) Doctor of Philosophy in Philology,

Associate Professor

E-mail: muqumjon.axunov@bk.ru

Tel: +998979977443

ANNOTATION: as this article is being written for the first time, the unique aspects of Modernism; Phases of modernism: Avant-garde and Postmodernism; Trends of modernism: Expressionism, Dadaism and Cubism; Modernist philosophical currents: Formalism, Naturalism, Impressionism, Suprematism, Rationalism, Morality and representatives of modern English literature: James Joyce, Thomas Eliot, Richard Aldington, Virginia Woolf, Graham Greene, Charles Percy Shaw,; John It is to reveal the phenomena that is to make a scientific conclusion and give a wider understanding to the information about artists such as Boynton Priestley, Somerset Maugham.

Keywords: modernism, avant-garde, postmodernism, Expressionism, Dadaism and Cubism, modernist.

Avant-garde (a French word meaning vanguard). A general conventional name for a number of trends in the 20th century. Its supporters reject the existing norms and traditions and do not go beyond seeing new means of expression as innovations. The main feature of avant-garde is to force the form in search of new means of expression without recognizing the existing classical traditions in creating an artistic image. It is inextricably linked with modernism and reflects the anarchist-subjectivist worldview. The principles of avant-garde were adopted by expressionism, fauvism, cubism, futurism, dadaism, surrealism, abstract art, and some rationalist currents of modernism.

The sharp social conflicts of the period, confusion and despair in the environment of social catastrophes, in many cases seeing life in a way that corresponds to utopia (fantasy), finding new means of aesthetic influence on life, which lead to accepting art as some kind of magical tool that affects the social structure of society, are the contradictions of the avant-garde movement. was seen. The signs of avant-gardism reflecting the challenge of bourgeois culture of the 20th century are manifested in the activities of various schools and directions of modernism, which flourished in 1905-1930. In practice, this movement, which

made a revolution in the field of literary form and style in a narrow circle and led to the socio-artistic activity of strict-minded avant-gardists, is the main aesthetic doctrine of avant-gardism. meant deviation from his teachings or theory. Under the strong influence of the ideas of socialism, some of the artistic minds, who at first belonged to the avant-garde, but now went astray, left modernism and accepted the true revolutionary and socialist art. its representatives, who were not able to win from another individual bourgeois worldview, got into the vortex of subjectivist experiences and more and more won into the field of pure formalism. By the 1930s, avant-garde had lost its demonstrative-revolutionary spirit. After the Second World War, along with the stabilization of the principles of realistic art in the art of many countries of Western Europe and Latin America, the tendency to avant-gardism increased, and a current of neo-avant-garde emerged. The supporters of this current, which has completely moved to the path of modernism, could not agree not only with the bourgeois society, but also with the ideas of socialism and the traditions of democratic culture. Avant-garde is also reflected in music.

- * Primarily a pessimistic attitude towards subjectivity, in particular towards progress and history,

- * Viewing a person as an antisocial phenomenon,

- * the concept of the whole person

- * Balance of external and internal life,

- * Modernism is considered to be an object of expression of sociality and biology in life. From the point of view of worldview, modernism expressed an opinion against apologetics - superficial, blind protection of the world, glorification, and the bourgeois class. But at the same time, he was deeply worried about the inhuman nature of revolutionary practical activity.

Modernism was embodied as a defender of the individual, showing his independence, originality and inner essence of art.

Judging by some examples taken from the works of contemporary writers, the boundary between modernism and realism is controversial and problematic. Because, according to literary critic D. Zatonsky, "modernism is never chemically pure". It is an integral part of 20th century fiction. It is appropriate to dwell on dadaism, surrealism and expressionism when talking about the directions that manifested themselves in the field of modernism in the 20s and 30s.

There are a lot of serious, especially theoretical, discussions about modernism manifested as a literary style. Critics such as Lafarg, G. Plekhanov saw the crisis and decay of modern bourgeois culture in their time and had a relatively negative reaction to it. At the same time, the works of avant-garde artists were exhibited in Soviet Russia, the works of poets and writers far from realistic

aesthetics such as J. Cocteau, J. J. M. Proust were translated. appeared. Turning towards dictatorship and autocratic politics, which began to have a suspicious attitude to the human personality, deprived art of its freedom for several decades.

In addition to what we said above about avant-garde, we must admit that this term has a much wider meaning in foreign literary studies, and is often used as a synonym for modernism, as we understand it. It is sometimes difficult to clearly notice the signs of avant-gardism. Historically, it combines various trends from symbolism and cubism to surrealism and pop art. Spiritual upheaval, an atmosphere of discord, emptiness and loneliness, looking to the future with not always clearly expressed hope - this is their characteristic. What is important is that the avant-garde art, which was well developed in the 1910s and 1920s, was imbued with revolutionary ideas. In this case, conditional symbolism was used, which was sometimes used in the works of the expressionists in the spirit of psychologism about the revolution. It gave avant-garde art optimism - hope for the future, red color prevailed in paintings, poets and writers with a revolutionary mood, such as Brecht, Aragon, Eluard, entered literature. They set an example of protest against the bourgeoisie in avant-garde.

The 20th century was the age of the decline of the old world and its art. The spirit of rebellion permeated everything. It is no coincidence that the word "Wild" is used in the NAME of the theater. In this theater, Bertold Brecht's Fauvism (visual art) direction, the language of participation with his songs, Avant-garde art widely used clowning and comedy methods, Circus, music hall, pantomime, negro jazz music creation or simplification of the previous types began to suppress the traditional types of art. The elegant paintings of the Impressionists did not respond to the spirit of the times: their "heirs" of the Expressionists' paintings showed "crying" and disharmony, failure.

From the outside, the avant-garde seems to reject tradition, but it was primarily focused on rules and fixed forms. Cocteau, talking about the desire of art to get out of the three-dimensional space, compares Picasso to a fugitive prisoner who is escaping from his personal self and rushing to freedom.

According to the Avant-Gardist belief, art does not need to be understood by people or to be turned on at first sight. They refused to deceive the masses and called the world to know. It's more complicated than just learning. It's true, Aristotle said that the heart is filled with joy at the first sight.

Avant-garde does not completely destroy existence - it strives towards its own existence, relying on the internal laws of art. Avant-garde rejected the stereotyped form of mass consciousness, did not accept war, the vulgarity of technocracy, the enslavement of man.

The avant-garde opposes the mediocrity and bourgeois order of realists, the logic of legal character, rebellion, chaos and disorder, freedom of feeling and unrestricted imagination, which is the morality of the Meshchans.

Avant-garde, ahead of time, renewed the art of the 20th century, poetically urbanistic (depicting large cities and their development or their dynamics) subject and new techniques, new principles of composition and various functional styles of speech, writing form (punctuation marks, ideograms - giving up the symbol representing a word or concept kechish) introduced free verse and its types, updated the composition of European poetry. In Uzbek fine art, some works of A. Volkov, A. Nikolaev, Orol Tansikboev, J. Umarbekov, B. Jalolov, M. Tukhtaev reflect the spirit of avant-garde.

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TRENDS OF MODERNISM: EXPRESSIONISM, DADAISM AND CUBISM

Student of Andijan State Institute of Foreign Languages

Akramova Guljakhon

Scientific supervisor: Mukumjon Akhunov

(PhD) Doctor of Philosophy in Philology,

Associate Professor

E-mail: muqumjon.axunov@bk.ru

Tel: +998979977443

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Keywords: modernism, avant-garde, postmodernism, Expressionism, Dadaism and Cubism, modernist.

Expressionism [fr. expressionisme - expression, expressiveness] - in the first quarter of the 20th century (the First World War, the events of 1914-1918 and the period of revolution in Russia) in the art of Western Europe, a reactionary idealist trend that greatly distorts the truth. It was formed in German culture at the beginning of the century, in the groups of painters and sculptors called "Bridge" in Dresden, "Blue Rider" (1910-1932) around the magazine "Sturm" in Munich. The works of representatives of the "Blue Rider" society (V.V. Kandinsky, F. Mark, etc.) are rich in imagery. They focused their attention on pictorial-decorativeness, which is sometimes perceived on the basis of mystical, supernatural ideals of German romantics; the first examples of abstract art were created by the same representatives of expressionism. Among the artists, O. Kokoshka, M. Beckman, sculptor V. Lembruk and others worked separately, outside the society. During this time, the Expressionists developed easel art and book graphics, with grotesque and exaggerated image systems, expressing sharp contrasts of light and shadow. Expressionism Belgium (masters of the Latem school, in particular, F. Mazarel). Widespread in the art culture of Scandinavia, Eastern European countries; the elegant, plastic-artistic language of expressionism approached French Fauvism. In architecture (E. Mendelssohn, B. Taut, etc.), expressionism continued its modern traditions, especially in the field of creating moving, dynamic, naturalistic forms.

Expressionism, which arose in response to a serious social crisis, intended to express protest against the subjectivity manifested in the decadent artistic form, the domination of things, the discrimination and oppression of the individual by social mechanisms. The representatives of expressionism interpret the crisis of the culture of that time as the catastrophes of the end of time that befall nature and humanity. Nevertheless, some of their works are imbued with social-critical, sometimes revolutionary spirit. This distinguishes expressionism from other movements that developed at the same time as the avant-garde. In visual arts, the Dutch Wam Gogh, the Norwegian E. Munch, the Belgian J. Ensor, the Swiss F. Hodper and other artists are considered predecessors of expressionism. They are close to symbolism in different ways. The principles of expressionism are more vividly

expressed in the works of German and Austrian artists. The members of the "Bridge" association (E.L. Kirchner, M. Pechsteip, E. Heckel, K. Schmidt-Rotluff, E. Nolde who approached him) contrasted the pathos and excitement of free perception of the world as in the old days to the turmoil in marriage. Their creative search aimed at expressing their own point of view, a large-scale subjective interpretation of reality, took the form of an anarchic rebellion.

The main feature of expressionism is the conspicuousness of the artistic image, exaggerated exaggerated image. In the form of this trend, various ideological tendencies are reflected, from mysticism (divine) and pessimism to strong social criticism and revolutionary calls.

Expressionism expressed the need to break with the period of naturalism that preceded it. It seems that he did not like the rationalist views typical of the Enlightenment stream of Romanticism in his time. Despite this, the expressionists did not break the connection with traditional culture, the affinity to the genre of morality remained.

The soul, inner world of expressionist artists, who put forward the idea of priority and importance of the artist over reality, preferred to express "I".

The work of expressionist artists was banned in Nazi Germany as a painful, depressing phenomenon that did not serve the Nazi policy. Despite this, the experience of expressionism was a lesson for many artists, except for Franz Kafka, I. Becher, B. Kellerman, G. Hesse, who were directly influenced by its program. In the work of the writers whose names are mentioned now, the true essence of expressionism - thinking with philosophical concepts - became a priority.

One of the important themes of the art of the 20th century is the alienation, estrangement, neglect of man, which is manifested as the fruit of that laurel culture, for example, a central and philosophical theme in Kafka's worldview. the expressionists elaborated it.

Dadaism <fr. dadaisme <dada — derevyannaya loshadka, wooden horse; figuratively - nonsensical, run-of-the-mill talk] - a modernist movement that dominated Western European, especially French and German art in 1916-1926. His program consists of resisting or denying conventionality and convention in art through the illogical means of absurd nonsense.

Modernist literary and artistic movement that operated in 1916-1922. It appeared in Zurich. From 1914 to 1918, the lone, anarchist intellectuals who accepted the First World War as giving free rein to the ancient animal instincts in man, and the mind, morality, and aesthetics as a hypocritical mask, were supporters of Dadaism.

Their motto is irrationality: the anti-aesthetic view that existence is lawless and unknowable by reason.

The style of Dadaism is to propagate one's idea by the means of quarrels, riots, writing on walls, false technical drawings, a set of various random objects, canvas, fabric stickers (collage).

Cubism - (fr. -cubisme) avant-garde-formalist trend in European visual arts at the beginning of the 20th century. Its emergence is connected with the picture of P. Picasso "Girls of Avignon" created in 1907 (stored in the museum in New York). It consists of an image of volumes placed irregularly on a flat surface, without any light and shadow, and without any light and shadow, in the grotesque style.

Cubism is a movement that bridges the gap between realistic art traditions. Cubist's work is opposed to the standard beauty of salon (aristocracy) art and is characterized by the foggy figurativeness of symbolism and the unstable, conservative nature of late impressionism painting. As the representatives of Cubism create their works from the combination of elements (such as a house, a tree, work equipment...) "Primary" forms, they try to create a shape with a certain volume in a flat space, and a certain volume from several, intersecting, glued together, from different sides. look at those who strive to create in the form of geometric bodies.

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"INSON EMOTSIYALARINING NOVERBAL IFODA VOSITALARI VA ULARNING EKSPRESSIVLIGI"

Anvarbekova Oydinoy Zafarbek qizi
Andijan State Institute of foreign language

Kalit so'zlar: Inson emotsiyalari, noverbal ifoda, ekspressivlik, tana tili, mimika, gestikulatsiya, vokalizatsiya, psixologiya, kommunikatsiya, sotsial psixologiya.

Inson emotsiyalarining noverbal ifoda vositalari, ya'ni tana tili, mimika, gestikulatsiya va vokalizatsiya, odamlar o'rtasidagi muloqotda muhim rol o'ynaydi. Emotsiyalar inson hayotining ajralmas qismi bo'lib, ularni ifodalash va tushunish ko'plab sohalarda, jumladan psixologiya, sotsiologiya va kommunikatsiya nazariyasida o'rganiladi. Ushbu maqolada emotsiyalarning noverbal ifoda vositalari va ularning ekspressivligi haqida batafsil ma'lumot beriladi.

1. Noverbal ifoda vositalari.

Noverbal ifoda vositalari inson emotsiyalarini ifodalashda muhim ahamiyatga ega. Ular quyidagi asosiy komponentlardan iborat:

1.1. Tana tili — bu odamning jismoniy holati va harakatlari orqali ifodalangan emotsiyalar. Tana tilining asosiy jihatlari quyidagilar:

- Pozitsiya: Odamning turishi yoki o'tirishi, emotsional holatini aks ettiradi.
- Harakatlar: Har bir harakat, masalan, qo'l harakati yoki bosim, muayyan emotsiyani ifodalaydi.

1.2. Mimika — bu yuz ifodalari orqali emotsiyalarni ifodalashdir. Yuzning har bir mushaklari muayyan emotsiyani aks ettirishi mumkin. Masalan:

- Tabassum: Baxt va quvonchni anglatadi.
- Yuzni burish: Noqulaylik yoki g'azabni ko'rsatadi.

1.3. Gestikulatsiya

Gestikulatsiya — bu qo'l harakatlari orqali fikr va his-tuyg'ularni ifodalashdir. Gestikulatsiya muloqot jarayonida juda muhimdir, chunki u so'zlarni to'ldiradi va kuchaytiradi.

1.4. Vokalizatsiya

Vokalizatsiya — bu ovozning tonusi, balandligi va tezligi orqali emotsiyalarni ifodalashdir. Masalan:

- Past ovoz: Qayg'u yoki xafagarchilikni anglatishi mumkin.
- Baland ovoz: Hayajon yoki quvonchni ko'rsatadi.

2. Emotsiyalar va ularning ekspressivligi inson hayotida muhim rol o'ynaydi. Ular insonning ichki holatini aks ettiradi va ijtimoiy aloqalarda muhim ahamiyatga ega.

2.1. Emotsiyalarning – ular turli xil tasniflarga ega. Psixologiyada eng ko'p tan olingan tasniflardan biri Paul Ekman tomonidan ishlab chiqilgan "asosiy emotsiyalar" modelidir. U quyidagi emotsiyalarni o'z ichiga oladi:

- Quvonch
- Qayg'u

- G'azab - Qo'rquv
- Nafrat - Hayrat

2.2. Ekspressivlik darajalari

Emotsiyalar ekspressivligi ularning qanchalik kuchli ifodalanganiga bog'liq. Masalan, baxtli odam tabassum qilsa, u kuchli quvonch hisini ifodalaydi, lekin agar u faqat lablarini qimirlatgan bo'lsa, bu faqatgina yengil quvonchni anglatishi mumkin.

3. Noverbal ifodalar va madaniyatga bog'liq ravishda farq qiladi. Har bir madaniyatda emotsiyalarni ifodalash usullari o'ziga xosdir. Misol uchun:

- G'arb madaniyati: Odatda ochiq va to'g'ridan-to'g'ri muloqotni afzal ko'radi.
- Sharq madaniyati: Ko'proq noverbal ifodalarni ishlatadi va to'g'ridan-to'g'ri so'zlardan ko'ra noverbal signallarga e'tibor beradi.

4. Noverbal kommunikatsiya insonlar o'rtasidagi muloqotni yanada boyitadi. U odamlarning bir-birini yaxshiroq tushunishiga yordam beradi va hissiy aloqalarni kuchaytiradi.

4.1. Ijtimoiy aloqalar davomida noverbal ifodalar odamlarning bir-birini qanday qabul qilishini belgilaydi. Masalan, biror kishi bilan suhbatlashayotganda uning tana tili va mimikasi uning his-tuyg'ularini tushunishga yordam beradi.

4.2. Professional sohalarda:

Noverbal kommunikatsiya professional sohalarda ham muhimdir. Masalan, biznes uchrashuvlarida noverbal signallar kelishuv yoki qarama-qarshilikni ko'rsatishi mumkin.

Xulosa

Inson emotsiyalarining noverbal ifoda vositalari va ularning ekspressivligi muloqot jarayonida muhim ahamiyatga ega. Tana tili, mimika, gestikulatsiya va vokalizatsiya orqali emotsiyalarni anglash va ifodalash imkoniyati insonlarni bir-biriga yaqinlashtiradi va ijtimoiy aloqalarni kuchaytiradi. Madaniyatga bog'liq ravishda noverbal ifodalar farq qilishi mumkin, shuning uchun ularni tushunish va to'g'ri talqin qilish muhimdir.

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TIBBIYOTDA VIRTUAL OLAMNI RIVOJLANTIRISH VIRTUAL TA'LIMNI AMALIYOTGA TATBIQ ETISH USULLARI

Mirzakulova Gulbaxor Abdusodik qizi.

Avtomobilsozlik fakulteti Biotibbiyot muxandisligi

4 bosqich 77-21 guruh talabasi

Andijon Mashinasozlik insitituti

Annotatsiya. Virtual haqiqat (VR) - foydalanuvchiga interaktiv, lekin kompyuter tomonidan yaratilgan muhitda VR garniturasidan foydalangan holda vaziyatni yoki qiziqish tajribasini simulyatsiya qilish imkonini beruvchi texnologiyaga berilgan nom. Simulyatsiya immersiv bo'lib, foydalanuvchiga ushbu virtual dunyoda tajriba o'rganishga yordam berish uchun ekranli maxsus 3-D ko'zoynaklar yoki sensorli fikr bildiruvchi qo'lqoplardan foydalanishni talab qilishi mumkin. Virtual haqiqat sog'liqni saqlashning ko'plab sohalarida, turli xil ilovalarda qo'llaniladi. Bularga shifokorlar va talabalar uchun tibbiy tayyorgarlik, bemorlarni davolash, tibbiy marketing va odamlarni kasallik yoki tibbiy holat yoki jarayon haqida ma'lumot berish kiradi.

Kalit so'zlar: virtual 3d ochki ta'limi tibbiyotda virtual olam

Tibbiy ta'lim. Hozirgi tibbiy mashg'ulotlar faktlarni eslab qolishdan ma'lum bir bemorga duch kelganda to'g'ri boshqaruv strategiyasiga erishish uchun

faktlardan foydalanish ko'nikmalarini berishga o'tdi. Ushbu trening muammoga yo'naltirilgan ta'lim, muloqot qobiliyatlari va VR-ga asoslangan o'rganishni o'z ichiga oladi. Talabalarga haqiqiy hayotda bo'lgani kabi, VR yordamida har qanday tibbiy vaziyatni simulyatsiya qilish mumkin. Shundan so'ng, agar mavjud bo'lsa, xatolaridan saboq olishlariga imkon berish uchun fikr-mulohazalar va brifinglar o'tkaziladi. VR tizimlarining arzonligi va professor-o'qituvchilarning hozir bo'lishi shart emasligi kirishni yanada moslashuvchan va keng qamrovli qiladi. VR tibbiy mutaxassislarga inson tanasining ichki qismini tasavvur qilishda yordam berish uchun ishlatilishi mumkin, bu esa boshqa yo'l bilan borish qiyin bo'lgan joylarni ochib beradi. Birinchidan, har bir yangi tibbiyot talabasi uchun odatiy hol bo'lgan jasadlarning parchalanishi VR orqali inson anatomiyasini o'rganishga yo'l ochdi. Kompyuter grafikasi haqiqatga o'ta sodiqlik bilan tananing istalgan qismini juda batafsil qayta yaratishga imkon berdi. Bundan tashqari, mashg'ulotlar umumiy jarrohlik holatlarini taqlid qiladigan stsenariylar yordamida taklif qilinishi mumkin. Masalan, haqiqiy hayotdagi jarrohlik muolajalari avvaliga bir necha burchakdan ajoyib sifat bilan suratga olinishi va so'ngra operatsiya qilinayotgan tana joyining modellari bilan birlashtirilishi mumkin, bu esa talabaga VRda "ishlash" imkonini beradi. Haqiqiy hayotda sinishlar qanday paydo bo'lishini va og'irlashishini tushunish ortopedik jarrohlarga uchun mashg'ulotlarda juda foydali. Minimal invaziv jarrohlik operatsiya xarajatlarini, asoratlarni va tiklanish vaqtini kamaytirishda katta foyda keltirganligi sababli, simulyatsiyaga yo'naltirilgan VR-ga asoslangan trening ko'nikmalarni bo'lajak laparoskopik jarrohlarga o'tkazishning juda samarali usuli hisoblanadi. Darhaqiqat, Amerika Ichki Tibbiyot Kengashi (ABIM) bemorlarni real hayotda davolashga urinishdan oldin ushbu turdagi treningning ustunligini e'lon qildi, chunki u invaziv monitoring va mexanik shamollatish bo'yicha standartlashtirilgan ko'rsatmalar berishda samarali bo'lgan. Operatsiya xonasida, shuningdek, ortopedik operatsiyalarda tikuv qo'llashni o'rganish ham xuddi shunday bo'lib, bu erda taktil va sensorli teskari aloqa bilan VRdan foydalanish an'anaviy mashg'ulotlar bilan solishtirganda ham xavfsiz, ham takrorlanadigan, shuningdek arzonligi aniqlangan. Bunday VR muhitlarining yuqori narxi, shu jumladan monitorlar, dasturlash va bunday trening uchun zarur bo'lgan boshqa vositalar har bir dasturga ko'proq talabalarni kiritish orqali qoplanishi mumkin.

Bemorlarni davolash. Virtual haqiqat neyroxirurgik muolajalar kabi murakkab operatsiyalarni oldindan rejalashtirishda foydalidir, chunki u jarrohlik guruhiga butun operatsiyani bosib o'tishga va rejalashtirilgan aralashuvni takrorlashga yordam beradi. Bu kutilmagan hodisalarni kamaytirish orqali xavfsizlikni maksimal darajada oshiradi. Ma'lumotlar kompyuter tomografiyasi, MRI va ultratovush tekshiruvlaridan olingan bo'lib, ular VR va haptiklar bilan

to'ldiriladi. Rekonstruksiya jarrohlik sharoitida haqiqiy bemorga o'xshaydi va o'zini his qiladi. VR jarrohlik robototexnikasida ham hal qiluvchi ahamiyatga ega, bu konsolda inson jarroh tomonidan boshqariladigan robot qo'lga bog'liq. Jarroh operatsiya qilinadigan hududning ko'rinishini ta'minlash uchun tanada joylashgan kameraga bog'liq. Shu bilan birga, operatsiya vaqtida taktil va sensorli fikr-mulohazalar ham muhimdir va ular yo'qligida VR tomonidan adolatli taqlid qilish mumkin. Masalan, fobiyasi bo'lgan ruhiy salomatlik bilan og'rigan bemorlar terapevtlari kabi VRni juda foydali deb bilishadi. Masalan, agorafobiya yoki akrofobiya bilan og'rigan mijozlarni davolash uchun, mijozga asta-sekin unga qarshi turishga yordam berish uchun terapevtning o'z markazida tegishli vaziyat yaratilishi mumkin. Bu travmadan keyingi stress buzilishi (TSSB) bilan ham sodir bo'ladi. Shunday qilib, VR texnikaning kuchini oshirish uchun tetik vaziyatning haqiqiy hissiy tajribasi bilan to'ldirilgan progressiv ta'sir qilish terapiyasi bilan joyida murabbiylikning amaliy afzalliklarini taklif etadi.

Og'riqni boshqarish. Virtual haqiqat, shuningdek, og'riqni engillashtirish va kuchli og'riqli bemorlarni reabilitatsiya qilishda, masalan, teri transplantatsiyasidan keyin tuzalib ketgan bemorlarda, kuyish yaralarini har kuni tozalashda yoki kunlik in'ektsiyalarni bardoshli qilishda foydali ekanligi aniqlandi. bolalar uchun. Immersiv VR, ayniqsa, behushlik yoki sedasyondan foydalanish kontrendikedir bo'lsa, bunday bemorlarning og'rig'ini samarali ravishda chalg'itishi va shu tariqa engillashtirishi aniqlandi.

Jismoniy terapiya va reabilitatsiya. Jismoniy terapiya paytida ham virtual haqiqat bemorlarga mashqlarni bajarishni osonlashtirib, tiklanish vaqtlarini qisqartirishga imkon beradi. Buning sababi shundaki, VR bemorning e'tiborini og'riqdan chalg'itadi va bir vaqtning o'zida ularni faoliyatni yakunlashga undaydigan, rag'batlantiradigan va rag'batlantiradigan muqobil haqiqatni ta'minlaydi. Shunday qilib, insultdan tuzalib ketayotgan bemorlar yiqilish natijasida jarohat olish xavfisiz muayyan harakatlarni bajarishlari mumkin. Bu ularning haqiqiy hayot sharoitida harakat qilishda o'ziga bo'lgan ishonchini oshiradi.

Giyohvandlik. Tibbiy virtual haqiqat, shuningdek, moddalarga qaramlikdan xalos bo'lishga yordam berishda, asta-sekin ta'sir qilish usullaridan foydalangan holda, giyohvandlik chaqiruvlariga qanday javob berish bo'yicha murabbiylik qilishda ham foydali bo'lishi mumkin. Simulyatsiya qilingan vaziyatda bemorning o'z muhitidan foydalanish haqiqiy narsaga duchor bo'lgunga qadar umumiy tetiklarga qarshi turishni mashq qilishga yordam beradi.

Sog'liqni saqlash ta'limi. Shunga qaramay, bemorlar o'zlarining tibbiy holatini tushunishlari kerak bo'lganda, virtual haqiqat manfaatdor organlar va to'qimalarni tushunarli va batafsil rekonstruksiya qilishni ta'minlash orqali yordamga keladi. Bu bemorga davolanish tamoyillarini tushunishga yordam

beradi, aralashuvdan qoniqishni oshiradi. Muayyan turmush tarzi amaliyotlari va zararli moddalarning tanaga haqiqiy ta'siri, shuningdek, ba'zi o'smalarning o'sishi, semizlik va tegishli metabolik disfunktsiyalar va chekish yoki ichishning o'pka va jigar faoliyatiga ta'siri kabi VR orqali eng yaxshi tarzda etkazilishi mumkin.

Fitness. Virtual haqiqat ko'plab fitnes ilovalarida har kuni jismoniy faollikni yanada qiziqarli qilish orqali targ'ib qilish uchun ishlatilgan. Ular jismoniy mashqlarni o'yin qiladi, maqsadlar va mukofotlar beradi, harakatlar haqida fikr bildiradi yoki foydalanuvchini go'zal landshaftga cho'mdirish orqali uni yanada zavqlantiradi.

Marketing. Marketing zamonaviy tibbiyotning katta qismidir. Virtual haqiqat shifokorlarga o'z bilimlarini bemorlar bilan baham ko'rish va bemorlarga o'z tajribalarini shifokorlarga so'zsiz etkazish imkonini beradi, bu kuchli va samarali muloqot qilish, kasalliklar va potentsial aralashuvlar haqida xabardorlikni oshirish imkonini beradi. Tibbiy ilovalarga kelsak, VR hali ham dastlabki kunlarida. Kelajakda VR jarrohlik muolajalarining xavfsizligi va samaradorligini oshirish, ayniqsa minimal invaziv yoki noinvaziv bo'lganlar va inson tanasining nozik tomonlarini yaxshiroq tushunish uchun tobora ko'proq foydalanilishi mumkin.

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SOG'LIQNI SAQLASH VAZIRLIGINING QARORLARI VA STANDARTLARIGA MUVOFIQ GINEKALOGIYA VA TUG'RUQ KOMPLEKSLARIGA QO'YILGAN TALABLAR

*Ibaydullayeva Gulbahor Umidjon qizi. Avtomobilsozlik fakulteti 4 bosqich 77 21
guruh talabasi Andijon Mashinasozlik insitituti*

*Mirzakulova Gulbaxor Abdusodik qizi. Avtomobilsozlik fakulteti 4 bosqich 77 21
guruh talabasi Andijon Mashinasozlik insitituti*

Annotatsiya. Sog'liqni saqlash vazirligining qarorlari va standartlariga muvofiq Ginekalogiya va tug'ruq komplekslariga qo'yilgan talablar bilan tanishib chiqamiz.

Kalit so'zlar: Ginekologiya, akusherlik, tug'ruq, standartga qo'yilgan talablar.

Ginekologiya bo'limi

RIA va GITM AJ tizimida 2 ta ginekologiya bo'limi mavjud. I ginekologiya bo'limi Operativ ginekologiya bolimi.

Akusherlik — klinik tibbiyotning bir sohasi. Homiladorlik, tug'ruq vaqtida va tug'ruqdan keyin (chilla davrida) ayol organizmida sodir bo'ladigan fiziologik va patologik jarayonlarni o'rganadi. Asosiy vazifasi: tug'ruqqa yordam berish, homiladorlik kasalliklari (masalan, toksikozlar)da tug'ruq, tug'ruqdan keyin (tug'ruq vaqtidagi shikastlar, qon ketishi va boshqalar) yuzaga kelishi mumkin bo'lgan asoratlarning oldini olish, asoratlar paydo bo'lganda esa ayolga, homila va yangi tug'ilgan chaqaloqqa tibbiy yordam ko'rsatishning eng maqbul usullarini ishlab chiqishdan iborat. Bu vazifani kasalxonalar, tug'ruqxonalar yoki qishloq vrachlik punktlarida akusher-vrach yoki akusherka bajaradi. A.- tibbiyotning qadimgi sohalaridan biri. Tibbiyotga oid qad. kitoblarda (masalan, „Ayurveda“) tug'ruqqa yordam berishning ayrim usullari keltirilgan. Abu Ali Ibn Sino o'zining „Tib qonunlari“ asarida xotin-qizlar gigiyenasi va kasalliklariga, jumladan Akusherlikka alohida bob ajratgan. Ilmiy akusherlik 17-18-asrlardan boshlab anatomiya, embriologiya, fiziologiya va klinik tibbiyot sohasidagi yutuqlar bilan bog'liq holda rivojlanmoqda. Akusherlik. bilan ginekologiya bir butun fandır. 19-asrda efir va xloroformdan og'riqsizlantirish maqsadida foydalanish, infeksiyaning tarqalish yo'llari va unga karshi kurash usullarining kashf etilishi Akusherlikning taraqqiy etishiga turtki bo'ldi. Akusherlikda jarroxlik usullari keng qo'llanila boshlandi. 20-asrda kimyo, fiziologiya, bakteriologiya va boshqa nazariy fanlar yutuqlarining Akusherlikda joriy etilishi Akusherlikning bir qancha masalalarini, masalan, homiladorlik fiziologiyasi va diyetetikasi, tug'ruqni og'riqsizlantirish, homiladorlarda kechadigan ayrim kasalliklar, toksikozlar, anemiya va boshqalarni

chuqurroq anglash imkonini berdi. O'zbekiston Respublikasida akusherlik ijtimoiy masala darajasiga ko'tarilib, ona va bolalikni muhofaza qiladigan juda ko'p muassa-salar ishlab turibdi. Akusherlik oliy va o'rta tibbiyot o'quv yurtlarida fan sifatida o'qitiladi[1]Sog'liqni saqlash vazirligining qarorlari va standartlariga muvofiq Ginekologiya va tug'ruq komplekslariga qo'yilgan talablar bilan tanishib chiqamiz.

Tug'ruq komplekslari

102. Tug'ruq komplekslarida va ko'p tarmoqli shifoxonalar tarkibidagi tug'ruq bo'limlari hamda perinatal markazlarining qurilish loyihalarini ishlab chiqishda bo'limlarning aniq hududlarga bo'linishi, sanitariya ishlov berilishi uchun qulay bo'lishi, shifoxona ichida ketma-ketlik qoidalariga rioya etilishi hamda xodimlarga qulay ish sharoitlari ta'minlanishi ko'zda tutilishi kerak.

103. Tug'ruq komplekslarida akusherlik o'rinlari 60 foiz, homiladorlar patologiyasi bo'limi 30 foiz va ginekologiya bo'limi 10 foiz ni tashkil etishi kerak.

104. Akusherlik bo'limlaridagi tug'ruq zallari o'rinlari 16 foiz ni tashkil etishi kerak.

105. Perinatal markazi tug'ruqxonadan (bo'limdan) o'z tarkibida maslahat poliklinikasi, ginekologiya bo'limi, chaqaloqlar va chala tug'ilgan chaqaloqlar patologiyasi bo'limi, shuningdek chaqaloqlar reanimatsiya va intensiv terapiya bo'limi mavjudligi bilan farq qiladi. Chaqaloqlar reanimatsiya va intensiv terapiya bo'limi hamda chaqaloqlar va chala tug'ilgan chaqaloqlar patologiyasi bo'limi tug'ruq majmuasining va bo'limlaridan alohidalangan va alohida kirish-chiqish bilan ko'zda tutilgan mustaqil blokda joylashtiriladi.

106. Perinatal markaz chaqaloqlar reanimatsiya va intensiv terapiya bo'limi hamda chaqaloqlar va chala tug'ilgan chaqaloqlar patologiyasi bo'limiga boshqa akusherlik statsionarlaridan chaqaloqlar qabul qilinganda qabul bo'limi xonalari tashkil etilishi kerak.

107. Chaqaloqlar va chala tug'ilgan chaqaloqlar patologiyasi bo'limi asosan ona va bola birgalikda bo'lishi tamoyiliga ko'ra tashkil etilgan bo'lishi lozim. Chaqaloqlar reanimatsiya va intensiv terapiya bo'limida o'pkani sun'iy ventilatsiyasida bo'lgan bolalar bo'limda onalarsiz yotqiziladi, lekin bolani ko'rish uchun bo'limga kirishga ruxsat beriladi. Onalar uchun chaqaloqlar reanimatsiya va intensiv terapiya bo'limida alohida palatalar ko'zda tutilgan bo'lishi kerak. Qolgan holatlarda reanimatsiya palatalari ona bilan bola birga bo'lishga mo'ljallangan bo'lishi kerak.

108. Tug'ruq komplekslarining qabul bo'limlarida tug'adigan ayollar va homiladorlarni qabul qilish uchun issiq va sovuq suv bilan ta'minlangan sanitariya-tozalov xonasiga (8m²) ega filtr tashkil etilgan bo'lishi kerak. Markazlashtirilgan

issiq suv ta'minotiga ega bo'lmagan joylarda suv isitish uchun qurilmalar o'rnatilishi ko'zda tutiladi.

109. Tuqqan ayollar shaxsiy gigiyena qoidalariga rioya etish uchun barcha palatalar issiq va sovuq suv bilan ta'minlangan, shuningdek chaqaloqlar gigiyenasi uchun keng chig'anoqlar o'rnatilishi lozim.

110. Tuqqan ayollar uchun hojatxonalar tug'ruq zallari yonida joylashtirilishi, lekin ushbu hojatxonalarga kirish koridor orqali bo'lishi kerak.

111. Tug'ruq komplekslari (bo'limlari) xonalar tarkibi va maydonlariga bo'lgan talablar ushbu sanitariya qoidalarining 7-jadvali asosida amalga oshiriladi.

7-jadval. Tug'ruq komplekslari (bo'limlari) xonalarining tarkibi va maydoni

T/r	Xonaning nomi	Maydoni m ²
1	2	3
1.	Tug'ruq zali	24,0
2.	Xodimlar uchun yuvinish xonasi	6,0
3.	Operatsiya xonasi	ushbu sanitariya qoidalarining <u>6-jadvaliga</u> muvofiq
4.	1 ta o'rinli palata	12,0
5.	2 ta va undan ortiq o'rinli palata	1 ta o'rin uchun 10,0 hisobidan (ona va bola)
6.	Shlyuz va hojatxonaga ega bo'lgan 1 ta o'rinli va 1 ta karavotli palata*	12,0+3,0+6,0
7.	2 ta o'rinli va 2 ta karavotli palata, sanuzel bilan	20,0+6,0
8.	Navbatchi hamshira posti	6,0
9.	Muolaja xonasi	12,0
10.	Chaqaloqlar emlash xonasi	12,0
11.	Ovqat tarqatish va idish yuvish joyi	9,0+6,0
12.	Oshxona (1 ta o'rindiq uchun)	1,2
13.	Xodimlar uchun sanuzel	6,0
14.	Tuqqan ayollar uchun sanuzel yuvinish xonasi bilan	6,0
15.	Tuqqan ayollar shaxsiy gigiyena xonasi**	8,0
16.	Yig'ishtirish anjomlari saqlash va dezinfeksiya vositalarini tayyorlash xonasi	6,0
17.	Ishlatilgan choyshablarni vaqtincha saqlash xonasi	4,0
18.	Bo'lim mudirining xonasi	12,0

19.	Katta doya xonasi	12,0
20.	Xodimlar xonasi	12,0
21.	Xo‘jalik bekasi xonasi	10,0
22.	Xodimlar kiyinish xonasi	1 ta individual javon uchun 0,5

*Izoh: *izolyator sifatida foydalanilishi mumkin.*

***zarurat bo‘lganda klizma qo‘yish xonasi sifatida foydalanilishi mumkin.*

8-§. Chaqaloqlar patologiyasi bo‘limi

112. Tug‘ruq majmuasi (bo‘limi) chaqaloqlar patologiyasi bo‘limi alohida izolatsiya qilingan bo‘limda joylashgan bo‘lishi kerak.

113. Chaqaloqlar patologiyasi bo‘limi xonalari tarkibi va maydoni 8-jadvalga muvofiq bo‘lishi kerak.

8-jadval. Chaqaloqlar patologiyasi bo‘limining xonalari tarkibi va maydoni

T/r	Xonalarning nomlanishi	Maydoni m²
1.	Chaqaloqlar intensiv terapiya palatasi (1 o‘rin hisobidan)	5
2.	Ona va bola uchun palata sanuzel bilan (1 o‘rin hisobidan)	12+3
3.	Ona va bola uchun palata 2 ta o‘rin sanuzel bilan	22+3
4.	Kyuvez va sun‘iy nafas olish apparatlarini zararsizlantirish xonasi	12
5.	Muolaja xonasi	12
6.	Yordamchi xonalar	ushbu sanitariya qoidalarining <u>18-jadvali</u> asosida

Foydalanilgan adabiyotlar ro'yxati.

1. Funktsional diagnostika: nimani o'z ichiga oladi. Funktsional diagnostika shifokori. <https://riotgroup.ru/uz/doctors/functional-diagnostics-whats-included-the-doctor-of-functional-diagnostics/>
2. Funktsional diagnostika. Funktsional diagnostika doktori nima uchun funktsional diagnostika kerak <https://nefertiti26.ru/uz/funkcionalnaya-diagnostika-vrach-funkcionalnoi-diagnostiki>
3. 0020-22-сoн 22.01.2022. Davolash-profilaktika muassasalarini loyihalashtirish, qurish va ekspluatatsiya qilishning sanitariya qoidalari, normalari

va gigiyena normativlarini (0020-22-son SanQvaN) tasdiqlash to'g'risida
<https://lex.uz/uz/docs/-5908387#-5909356>

FUNKTSIONAL DIAGNOSTIKA USULLARINI KARDIOLOGIYA AMALIYOTDA QO'LLASH USULLARI

*Mirzakulova Gulbaxor Abdusodik qizi. Avtomobilsozlik fakulteti 4 bosqich 77 21
guruh talabasi Andijon Mashinasozlik insitituti*

Annotatsiya. Zamonaviy tibbiyot tobora ko'proq texnologiyalar bilan to'ldirilmoqda va bugungi kunda bunday diagnostika birligisiz tasavvur qilishning iloji yo'q. Funktsional diagnostika arsenalida apparat diagnostika usullari mavjud, ular xilma-xil va ko'p sonli. Eng keng qo'llaniladigan quyida tavsiflanadi. Yurakning elektr faoliyatini tahlil qilish usullarini ko'rib chiqamiz.

Kalit so'zlar. EKG, XM-EKG, ENMG, ECHO KG

Kardiologiyada funktsional diagnostikani amalga oshirishning asosiy vositasi elektrokardiografiya. Undan o'xshash diagnostika usullarini amalga oshirish uchun foydalanish kerak. Taxmin qilinayotgan me'yorda ham, patologiyada ham elektrokardiogrammi (EKG) olib tashlash, xolter monitoringi (XM-EKG) yugurish yo'lini sinovdan o'tkazish, EKG sizga yurak faoliyati to'g'risida kerakli ma'lumotlarni olish, turli xil tashxis qo'yish imkonini beradi yurak-qon tomir kasalliklariga jarrohlik aralashuvlarining o'tkazilishini nazorat qilish.

EKG usuli

Kardiogrammi olib tashlash bu elektron shaklda yoki grafik qog'ozidagi yozuv bo'lib, protsedura davomida ikkita elektrodni qo'llash nuqtalari orasidagi potentsial farqning o'zgarishini ko'rsatadi. Ushbu elektrodlardan biri unipolyar o'lchov holatida shartli nol bo'lishi mumkin. Elektrodlarning holati aniq belgilanadi va elektrografik qo'rg'oshin deb ataladi. Tadqiqot maqsadlariga qarab turli xil ko'rsatmalar mavjud. Undan 12 ta topshiriq umumiy ravishda qabul qilinadi va ko'pincha amalda qo'llaniladi. Ularning o'n ikkitasidan 3 tasi standart, 3 tasi kuchaytirilgan unipolyar va 6 tasi unipolyar torak yo'llari. bunday o'zgargan holatlarni aniqlash va kuzatish imkonini beradi, miyokard infarkti, yurak nuqsonlari revmatizm natijasida kelib chiqqan miyokardiy o'zgarishlar, IB (ishemik kasallik), GB (gipertenziya), aritmiya va boshqa kasalliklar.

XM-EKG usuli

Xolter usuli bilan monitoring - bu kun davomida doimiy rejimda EKG yozuvidir, bu sizga kundalik omillarning yurak faoliyatiga - hissiy, psixologik va jismoniy - har xil amplituda ta'sirini o'rganishga imkon beradi. Ushbu usul bemor

uchun biroz murakkab va noqulaydir, chunki barcha 24 soat davomida elektrodlar uning yonida ko'krak qafasi, kichkina bo'lsa ham, elektrokardiograf bilan birga. Ushbu davr mobaynida bir kishi o'z jurnalini yuritadi, unda barcha harakatlar o'z vaqtida yozib boriladi, shunchalik yaxshi bo'ladi. Bunday o'zini o'zi boshqarish bu kunni eksklyuziv harakatlar to'plamiga aylantirmasligi kerak, aksincha, bemor odatdagi turmush tarzini olib borishi kerak. Funktsional tashhisning ushbu usuli muammoni vaqtida "xiralashgan" va tashxis qo'yish qiyin bo'lgan holatlarda samaralidir. Bunga antiaritmik terapiya samaradorligini baholash uchun usuldan foydalanish misol bo'lishi mumkin.

Velosipedda energiya o'lchash

Velosipedda energiya o'lchovi, shuningdek, yugurish yo'llari sinovi deb ham nomlanadi, uchta xususiyatga ega bo'lgan EKGni qayd etish jarayoni. Birinchidan, yuk ostida elektrokardiografik o'rganish o'tkaziladi. Ikkinchidan, bu yuk o'lchanadi va bosqichma-bosqich oshiriladi. Uchinchidan, EKG 12 ta o'zgartirilgan Mason-Licar qo'rg'oshinlarida olinadi. Yuk maxsus mashqlar velosipedi tomonidan ta'minlanadi. Belgilangan funktsional diagnostika usuli quyidagilar uchun ishlatiladi, koroner yurak kasalligi (CHD) tashxisi, ba'zi yurak nuqsonlari, miyokard infarkti oqibatlarini, ritm buzilishi.

ENMG usuli

Elektroneuromiyografiya (ENMG) usulidan iborat bo'lgan funktsional diagnostika o'tkazuvchan tolalar orqali asab impulsining o'tish tezligining ko'rsatkichlarini aniqlash uchun bebaho vositadir. ENMG yordamida mushaklarning asteniyasi va distoni, miyokoniya kabi holatlar tashxisi qo'yiladi. ENMG tayinlanishiga olib keladigan simptomlar quyidagilardir: mushaklarning kuchsizligi, spastik va konvulsiv sharoitlar, asabiy siqilish, oyoq-qo'llarning mushak massasining o'zgarishi. Ultratovush tekshiruvini, dupleks va tripleks skanerlash asosiy arteriyalarni, ham miyani, ham oyoq-qo'llarni tekshirish uchun ishlatiladigan funktsional diagnostika chaqiriladi. Bu radiatsiyalangan va aks ettirilgan ultrasonik to'lqinlarning chastotasini o'lchashga asoslangan qon oqimining tezligi va sifat ko'rsatkichlarini o'rganish uslubidir. Funktsional diagnostika insult tashxisini tasdiqlash uchun buyuriladi, sefalji va ensefalopatiya bilan, oyoq-qo'llaridagi og'riqlar bilan va dopplerografiya deb ataladi.

ECHO KG yurak-qon tomir tizimi ishini tashxislash usuli bo'lib, ixtisoslashtirilgan asboblardan yordamida ultratovush yordamida yurak va qon tomir apparatlari ishini aniqlashga imkon beradi. Ushbu maqolada biz bolalardagi echo kg haqida ko'proq gaplashamiz. Zamonaviy funktsional diagnostika: asoslari ushbu yo'nalish tufayli dastlabki bosqichlarda turli xil patologiyalarni va organlarning funktsiyalarini aniqlab, zarur choralarni ko'rish mumkin. Ushbu maqolada funktsional diagnostika asoslari ko'rib chiqiladi. Gormonal tadqiqotlar haqida

ko'proq ma'lumot olishingiz mumkin. Agar siz ayollarning diagnostikasi bilan qiziqsangiz, ushbu maqolani ko'rib chiqing. Qon tekshiruvi, ultratovush, rentgen tekshiruvi hamma uchun yaxshi ma'lum va hatto odatdagi protseduralardir. Ammo zamonaviy tibbiyotning imkoniyatlari ancha keng. funktsional diagnostika tibbiyotning sohalaridan biridir. Tananing zamonaviy funktsional diagnostikasi tanadagi tizimlar va organlarning barcha funktsional imkoniyatlarini baholash uchun diagnostika muolajalarining butun majmuasini o'z ichiga oladi. Bu kasallik qanday rivojlanishini tushunishning haqiqiy kalitidir. Sinovlar va tahlillar hamma narsa normal ekanligini ko'rsatganda ham, ogohlantiruvchi alomatlar paydo bo'lishi mumkin. Bu erda funktsional diagnostika yordamga keladi. Funktsional tashxisni e'tibordan chetda qoldirmaslik kerak, chunki o'z vaqtida o'tkazilgan tadqiqot shifokorga kerakli davolanishni buyurib, kasallikning ko'plab oqibatlaridan qochishga imkon beradi. Funktsional diagnostika quyidagi usullarni o'z ichiga oladi.

Elektrokardiyogram;

Xolter elektrokardiyogramining monitoringi;

Yugurish yo'lagi sinovi (bu yuk ostida amalga oshiriladigan kardiografik tadqiqotlar), qon tomirlarini ikki tomonlama va uch tomonlama skanerelektroansefalogram. Tashqi nafas olishni baholash va o'pkaning shamollatish xususiyatlarini o'rganish. Funktsional diagnostika nimalarni o'z ichiga olganligi haqida batafsilroq gaplashaylik. Bu taniqli va keng tarqalgan usul bo'lib, tibbiyotning ushbu bo'limida asosiy hisoblanadi. Elektrokardiograf yurakning elektr faolligini ko'rsatkichlarini elektron yoki qog'oz vositalarida qayd qiladi va o'rnatadi, buning yordamida funktsional diagnostika mutaxassisi ma'lumotlarni shifrlash jarayonida bemor uchun har qanday sog'liq muammolarini, mavjud bo'lsa, aniqlashi mumkin. Mavjud ritm va o'tkazuvchanlikning buzilishi ham aniqlanadi. Mutaxassis, miyokardning ishini baholashga imkon beradi, hatto erta bosqichda ham har qanday ishemik o'zgarishlarni, shu jumladan miyokard infarkti kabi jiddiy patologiyani tashxislash uchun. Elektrokardiyogramni olish jarayoni mutlaqo og'riqsiz va bemor uchun xavfsizdir. EKGni qayd qiluvchi zamonaviy asbob-uskunalar, tadqiqotni o'tkazish bilan bir qatorda, xotirada juda ko'p ma'lumotlarni to'plash va ularning asosida bemorlarning davolanish kurslarini sifatini nazorat qilish imkoniyatiga ega. Ushbu usul tananing funktsional diagnostikasini yugurish sinovlari deb ham ataladi. Ushbu tadqiqotning o'ziga xos xususiyati shundan iboratki, elektrokardiografik o'rganish bemor yotganda emas, balki jismoniy harakatni maxsus yugurish yo'lakchasida olib borilganda. Yugurish yo'nalishi sinovidan foydalanib, quyidagi ma'lumotlarga erishiladi, sub'ektning tanasi keskinliklarga qanchalik bardoshli; insonning yurak-qon tomir tizimining jismoniy faoliyatga reaksiyasi haqida; jismoniy mashqlar paytida aritmiya bormi; yurak

mushakklarini qon bilan ta'minlash sifati yomonlashadimi (bu ishemiya, ayniqsa uning og'riqsiz shakllari bilan sodir bo'ladi), anti-ishemik, antihipertansif yoki antiaritmik terapiya bemorning ahvoliga ta'sir ko'rsatdi.

Hotler monitoringi

Funksional diagnostika ushbu usulni o'z ichiga oladi, bu butun kun davomida sub'ektning yuragining ishini baholash uchun ishlatiladi. Funksional diagnostika bo'limida tadqiqot olib borilmoqda. Xolter tomonidan o'tkazilgan monitoring aritmiyaning har qanday turlarini (ayniqsa vaqti-vaqti bilan yuzaga keladigan va qisqa vaqt davom etadigan) va yurak-qon tomir kasalliklari rivojlanishining dastlabki bosqichlarini aniqlashga imkon beradi. Ushbu turdagi funksional tashxis koronar angiografiya, yurak jarrohligi va dori terapiyasini tuzatish uchun ko'rsatmalarni aniqlash uchun ishlatiladi. Ehtimol, har bir funksional diagnostika bo'limida qon bosimini o'lchash usuli qo'llaniladi. u qon bosimini dori-darmonlarni tuzatish samaradorligini baholash uchun ishlatiladi. Bemorga odatdagi hayot davomida qon bosimi darajasidagi o'zgarishlarni qayd etadigan ko'chma moslama bir kun davomida bemorga ulanadi. Dopler effektiga asoslangan. Rangni skanerlash quyidagi funksional diagnostika usullaridan iborat, braxiosefalik arteriyalarni skanerlash (ularning ekstrakranial bo'limlari). Ushbu usul yordamida miyani qon bilan ta'minlash va aniqlash uchun mo'ljallangan qon tomirlari tekshiriladi, qon tomirlari lümeninin torayish darajaterosklerozning mavjudligi va aterosklerotik plaklarning tabiatbumurtqali arteriyalarning holati va jarayoni, servikal osteokondrozda tomirlarni siqish, subklavian va karotid arteriyalarning holatini tekshirish uchun ko'rsatma gipertenziya, bosh og'rig'i, bosh aylanishi va miyaga qon ta'minoti buzilishining alomatlari. Oyoqlarning arteriyalarini skanerlash usuli bizga ularning devorlarining holatini baholash, ateroskleroz natijasida yuzaga kelgan o'zgarishlarni, qon tomir lümeni va qon oqimining xususiyatini aniqlashga imkon beradi. Shunday qilib, zamonaviy funksional diagnostika dastlabki bosqichlarda buzilishlarni aniqlash oson bo'lgan holatlarda va salbiy oqibatlarining oldini olishga imkon beradigan keng qamrovli tadqiqotlarga ega. Texnologiyaning jadal rivojlanishi tufayli bugungi kunda bunga erishish mumkin funksional diagnostika tibbiyot kelajagi deyish mumkin.

Foydalanilgan adabiyotlar ro'yxati.

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LOKAL, GLOBAL VA MINTAQAVIY TARMOQ TURLARI VA ULARNING XAVFSIZLIK SIYOSATI.

*S.B.Atajanova "Axborot texnologiyalari" kafedrası dotsenti p.f.f.d. (phD).
SH.B.Xamidova 2 bosqich magistranti. Andijon mashinasozlik instituti.*

Annotatsiya: Ushbu maqolada tarmoq texnologiyalarida lokal, global va mintaqaviy kompyuter tarmoqlari, ularning tuzilish usullari, bir-birlaridan farqlari, iqtisodiyot, jamiyat va boshqa sohalarga ta'siri kabi masalalari ko'tarilgan.

Kalit so'zlar: Lokal, global, mintaqaviy (regional) tarmoq, serverlar, axborot-kommunikatsiya, provayder, dasturiy ta'minot, iqtisodiyot, iqtisodiyotda axborot, kontekst, replikatsiya.

LOCAL, GLOBAL AND REGIONAL NETWORK TYPES AND THEIR SECURITY POLICY.

S.B.Atajanova (PhD), Associate Professor of the Department of Information Technologies. Sh.B. Khamidova is a 2 nd year masters degree student. Andijan Institute of Mechanical Engineering

Abstract. This article covers the local, global, and regional computer architectures in computing technologies, the ways they are built, the differences among them, and their impact on the economy, society, and other areas.

Keywords: Local, global, regional, servers, news and communications, provider, direct support, economics, context, replication.

ТИПЫ ЛОКАЛЬНЫХ, ГЛОБАЛЬНЫХ И РЕГИОНАЛЬНЫХ СЕТЕЙ И ИХ ПОЛИТИКА БЕЗОПАСНОСТИ.

С.Б.Атажонова д.ф.н.н. (PhD), доцент кафедры «Информационные технологии». Ш.Б.Хамидова – магистрантка 2 курса. Андижанский машиностроительный институт

Аннотация: В данной статье в сетевых технологиях поднимаются такие вопросы, как локальные, глобальные и региональные компьютерные сети, способы их построения, отличия друг от друга, влияние на экономику, общество и другие сферы.

Ключевые слова: Локальная, глобальная, региональная сеть, серверы, информационно-коммуникационные, провайдер, Программное обеспечение, экономика контекст, репликация.

Kirish. Hayotning barcha sohalarini qamrab oladigan shiddatli tezlikdagi axborot texnologiyalarining keskin o`lishi global axborot infratuzilmasini shakllantirish va raqamli iqtisodiyotni rivojlantirishning asosiy printsipligiga aylandi [1]. Inson hayotining turli sohalarida yangi texnologiyalarning paydo bo`lishi va joriy etilishi davrida ko`plab ma`lumotlarni uzatish zarurati ortib bormoqda va ko`p hollarda jo`natuvchi va qabul qiluvchi ma`lumotlarni ochiq almashishni xohlamaydilar. Kompyuter tarmoqlari hisoblashning yangi darajasini ta`minlaydi yuki ko`plab mashinalar o`rtasida taqsimlash orqali yuqori samarali kompyuter tarmoqlari yaratiladi. Kompyuter (yoki hisoblash) tarmog`i bir nechta turli xil qurilmalarni ma`lumotlar almashinuvi sodir bo`lishi mumkin bo`lgan bitta tizimga ulash imkonini yaratadi. Bunday tarmoqlarning asosiy elementlari kompyuterlardir, ammo ularda printerlar, tarmoq uskunalari, serverlar, saqlash, televizorlar, telefonlar va shu kabi boshqa qurilmalar ham ishtirok etishi mumkin.

Abonent tizimlarining hududiy joylashuviga qarab kompyuter tarmoqlarini uchta asosiy sinfga bo`lish mumkin:

Lokal - (mahalliy) tarmoqlar (LAN - Local area network).

Global - tarmoqlar (WAN-Wide Area Network).

Mintaqaviy - tarmoqlar (MAN-Metropolitan Area Network).

Tadqiqot shu soxada olib borilgan ishlarning tahlili va axborotlarning tahlilidan iborat, bundan kelib chiqib shu sohaga tegishli xulosalar ishlab chiqish.

Mahalliy - kompyuter tarmog`i kichik hududda joylashgan abonentlarni birlashtiradi. Hozirgi vaqtda mahalliy tarmoq abonentlarining hududiy tarqalishiga aniq cheklovlar mavjud emas. Ushbu tarmoqlarning o`ziga xos xususiyati shundaki past narx va yuqori ma`lumot uzatish tezligi mavjudligidir. Ushbu sabablarga ko`ra mahalliy tarmoqlarda tarmoq trafigini rejalashtirish va tugunlarni yuklash uchun oddiy yechimlardan foydalanishga imkon beradigan katta tarmoqli kengligi mavjud [2]. Odatda, bunday tarmoq ma`lum bir joyga bog`langan bo`ladi. Mahalliy kompyuter tarmoqlari sinfiga alohida korxonalar, firmalar, banklar, ofislar va boshqalar tarmoqlari kiradi.

Xavfsizlikning lokal siyosati axborot xavfsizligining qandaydir servisini amalga oshiruvchi har qanday himoyalash vositasiga zarur hisoblanadi. An`anaviy yondashishda ma`murga xar bir himoya vositasini alohida sozlashga yoki eng oddiy sozlashni uzellarning katta soniga qaytarishga (replikatsiyalashga) to`g`ri kellar edi. Ravshanki, bu ma`murlashning katta sonli xatoligiga olib kellar va natijada korporativ tarmoqning himoyalaniish darajasi jiddiy pasayar edi [3].

Global - axborot kompyuter tarmoqlarining (Internet, Desnet, Usenet, FIDO va boshqalar) faol joriy yetilishi jamiyatning ijtimoiy, iqtisodiy va siyosiy tuzilmalarining rivojlanishi va faoliyatining asosiy masalalariga, insoniyatning madaniy rivojlanishining yangi mexanizmlarini shakllantirishga ta'sir qiladi [4].

Global hisoblash tarmog'i turli mamlakatlarda, turli qit'alarda joylashgan abonentlarni bir-birlari bilan bog'laydi. Bunday tarmoq abonentlari o'rtasidagi o'zaro aloqa telefon aloqa liniyalari, radioaloqa va sun'iy yo'ldosh aloqa tizimlari asosida amalga oshirilishi mumkin.

Korxona xavfsizligining global siyosati axborot xavfsizligi kontekstida korporativ tarmoq ob'ektlari o'zaro aloqasining parametrlarini tavsiflovchi xavfsizlik qoidalarining chekli to'plamidir.

Bunda xavfsizlikning global siyosati ob'ekti sifatida alohida ishchi stantsiyalari va qism tarmoqlar hamda o'z ichiga kompaniyaning butun tuzilma bo'limlarini oluvchi (masalan, marketing bo'limi yoki moliyaviy departament) ob'ektlar guruxi yoki xatto alohida kompaniya qurilishi mumkin [3].

Mintaqaviy - tarmoqlari shahar yoki mintaqadagi turli tugunlarni birlashtiradi. Shahar tarmoqlarining namunalari sifatida ba'zi bir shahar yoki mintaqaning turli xil iste'molchilari uchun Internet, raqamli televidenie va telefoniya xizmatlarini ko'rsatadigan yirik provayderlarning tarmoqlarini nomlash mumkin. Global tarmoqlar bilan taqqoslaganda, shahar tarmoqlari kichikroq hajmga, yuqori tezlikka va ma'lumotlarni uzatish narxining pastligiga ega. Qoida tariqasida, shahar tarmoqlarining telekommunikatsiya infratuzilmasi (kabel tizimi, ulanish uskunalari) bitta egasiga — xizmat ko'rsatuvchi provayderga tegishli. Bunday tarmoqlar Internet va shahar raqamli manbalariga sifatli kirishni, shuningdek, turli tashkilotlarning hududiy jihatdan ajratilgan mahalliy tarmoqlarini ulashni ta'minlaydi. Jismoniy darajada shahar tarmoqlari odatda optik tolali aloqa liniyalari va 3G, LTE, WiMAX kabi simsiz paketli ma'lumotlar tizimlariga asoslanadi [2]. Kompyuter tarmog'i bir-biridan ancha masofada joylashgan abonentlarni bog'laydi. U katta shahar, iqtisodiy mintaq, alohida mamlakat ichidagi abonentlarni o'z ichiga olishi mumkin.

Kompyuter tarmoqlari local (mahalliy-LAN) va global (WAN). Ularning orasidagi asosiy farq nima? Birinchisi cheklangan xududda joylashgan (odatda bitta binodan tashqariga chiqmasdan), ikkinchisi esa ancha katta maydonga tarqalishi mumkin — tugunlar orasidagi masofa yuzlab va minglab kilometrlarni qamrab olishi mumkin. Foydalanuvchilar sifatida biz endi mahalliy kompyuter tarmoqlariga ko'proq qiziqamiz biz ularni uyda joylashtiramiz, ishda yoki maktabda ishlatamiz.

Shuni ta'kidlash kerakki, mahalliy va global kompyuter tarmoqlari o'rtasidagi farqlar asta-sekin yo'q bo'lib bormoqda. Bu ikkala tarmoqlarning

yaxshilanishi bilan bog`liq. Ehtimol, yaqin kelajakda ular o`rtasida sezilarli farq ham bo`lmaydi.

Tarmoqda xavfsizlikning global siyosatini va muayyan qurilmada xavfsizlikning lokal siyosatini amalga oshirish qoidalarining bir-biridan farqi shundaki, xavfsizlikning global siyosatidagi qoidalarda foydalanish ob`ektlari va sub`ektlari tarmoq chegarasida ixtiyoriy ravishda taqsimlanishi mumkin, xavfsizlikning lokal siyosatidagi qoidalardan esa faqat tarmoq qurilmalaridan birining muhiti chegarasida foydalanish mumkin [3].

Mahalliy tarmoq-kanallarni almashishni o`z ichiga oladi. Umuman olganda, ma`lumotlar uzatish kanallari kamida ikkita aloqa kanalining mavjudligini tahmin qiladi — biri qabul qilish uchun, ikkinchisi yuborish uchun ishlaydi. Ilgari, bu ikkita jismoniy simni ulash orqali amalga oshirilgan. Ammo signal berish va qabul qilish qobiliyatiga ega bo`lgan o`ralgan mis juftlari va tolalar kelishi bilan bu yondashuv kamroq samara berdi. Yuqorida aytilganlarning barchasi mahalliy tarmoqqa bir qator afzalliklarni beradi:

- tezkor ma`lumotlarni uzatish;
- nisbatan sozlash qulayligi;
- uzatish usullarining murakkablik darajasi pastligi;
- qimmat tarmoq muhitidan foydalanish imkoniyati [4].

Xulosa

Kompyuter, o`z navbatida, nafaqat axborotni qayta ishlash vositalarida, balki aloqa dunyosida ham inqilobiy o`zgarishlarni amalga oshirdi va axborot oqimlarini qayta ishlash funktsiyalarini o`z zimmasiga oldi. Axborotni raqamli shaklga o`tkazish, uni etkazib berishning yangi vositalari (optik tolali kabellar, simsiz va sun`iy yo`ldosh aloqasi, raqamli kalitlar) telekommunikatsiyalarni o`zgartirish. Axborot texnologiyalari zamonaviy inson hayotining barcha jabhalariga chuqur ta`sir ko`rsatishi, uni yanada to`yingan va qiziqarli qilishi mumkin.

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VIRTUAL TA'LIM TEXNOLOGIYASI YORDAMIDA O'QITISH METODIKASINI SHAKLLANTIRISH

Raxmatillayeva Mubina Maxammadjon qizi

Mirzakulova Gulbaxor Abdusodik qizi.

BT 77 21 guruh talabasi, Andijon Mashinasozlik insitituti.

Annotatsiya. Ushbu maqolada virtual ta'limning metodikasini imkoniyatlarining shakllantirishning mazmuni va vazifalari, Virtual ta'lim muhiti va virtual texnologiyalari vizual ta'svirni ob'ektiv haqiqat bilan bog'lash uchun yangi omillarni yaratib bular makon ko'لامي vaqt ko'لامي vaqtning teskari aylanishi, real bo'lmagan vaziyatlarni modelashtrish singari omillar bilan tavsiflanadi.

Kalit so'zlar: Virtual ta'lim texnologiyasi, Virtual ta'lim muhiti virtual o'quv muhiti intereaktivlik Virtual ta'lim jarayonini boshqaruvchi tizimlar.

Talabalar an'anaviy usuldagi har qanday ta'limga qaraganda ancha boy va murakkabroq yangi aloqa vositalari tomonidan yaratilgan "o'ziga xos" bilim maydonida yashaydilar. Axborotlashuv ustuvorliklarining paydo bo'lishi bilan virtual ta'lim asta-sekin o'z-o'zini tarbiyalashga qaytishi mumkin. Multimedia ta'lim mahsulotlarini joriy etish nafaqat ta'lim muassasalari tomonidan amalga oshiriladi, shuning uchun o'quv jarayoni bevosita ijtimoiy muassasadan tashqarida, balki "kompyuter bilan" yakka tartibda amalga oshirilishi mumkin. Virtual ta'lim masofaviy ta'lim bilan chambarchas bog'liq, lekin u bilan cheklanib qolmaydi. U o'qituvchilar, talabalar va o'rganilayotgan ob'ektlarning odatiy yuzma-yuz muloqotida paydo bo'lishi mumkin (va sodir bo'ladi). Masofaviy ta'lim texnologiyalari talabalar, o'qituvchilar, mutaxassislar va bir-biridan uzoqda joylashgan axborot majmualarining o'zaro foydalanish imkoniyatini oshirish orqali kunduzgi ta'lim imkoniyatlarini kengaytirish imkonini beradi. Virtual ta'limning, shuningdek, umuman insonni tarbiyalashning asosiy maqsadi insonning real dunyoda o'z taqdirini, shu jumladan virtual tarkibiy qismini aniqlash va unga erishishdir.[1]

TADQIQOT MATERIALLARI VA METODOLOGIYASI. Avvalo, ushbu kontsepsiyani tushunish va talqin qilishni chalkashtirib yuboradigan "virtual ta'lim" atamasining ikki tomonlama tushunilishini ta'kidlash kerak. Virtual ta'lim deganda nafaqat masofaviy telekommunikatsiya ta'limi, balki ta'lim subyektlari va obyektlarining o'zaro ta'siri jarayoni va natijasi, ularni yaratish bilan birga, o'ziga xosligi ushbu obyektlar va subyektlar tomonidan aniq belgilanadi"[2]. Tasavvur qilish mumkinki birinchi tushuncha virtual muhit tomonidan olib boriladigan "virtual ta'lim" ning tor ma'nosini oladi. "Virtual ta'lim" ning ikkinchi tushunchasi keng ma'noda virtual maydon, o'zaro ta'siri subyektlarning o'zaro ta'sirini

belgilovchi virtual ta'lim maydoni, tashuvchisi turli xil elektron va og'zaki, bosma aloqalar bo'lgan virtual ta'lim maydoni sifatida ta'riflanadi. Agar biz ta'limni ijtimoiy o'zaro ta'sir jarayoni deb hisoblasak, u virtual jarayon bo'ladi. "Agar bir yoki bir nechta o'zaro ta'sir qiluvchi ob'ektlar (talaba, o'qituvchi) faoliyatining o'zaro ta'siri sub'ektlari sifatida harakat qilsalar, u holda bu o'zaro ta'sir ularning virtual manbai bo'ladi. Bir xil sub'ektlarning ushbu o'zaro ta'sirdan oldingi holatidan farq qiladigan holat [3] Ya'ni, ta'lim jarayonini amalga oshirish mumkin.

Virtual ta'lim muhiti .Virtual ta'lim sohasi - tashqi dunyoga keng tarqalib, hissiy, intellektual va inntelektual qobiliyatini ishlatadigan o'quvchining faoliyati orqali o'zining tashqi sohalarini kashf eta oladigan makondir.

Virtual o'quv muhiti .Bu o'quv jarayonining barcha ishtirokchilari tomonidan ta'lim maqsadlarida tashkil etilgan va foydalaniladigan mahalliy, korporativ va global kompyuter tarmoqlarining axbarot mazmuni va kommunikativ imkoniyatlarini o'z ichiga oladi; O'quv jarayonining barcha ishtirokchilarini samarali muloqot qilish uchun yaratilgan va ishlab chiqilgan; Ta'lim olishning an'anaviy usullaridan farqli o'laroq, ta'lim kommunikatsiyaning tabiati bilvosita, ham uzoq, ham an'anaviy tarzda "ko'zdan-ko'zga" olib boriladi. Virtual ta'lim muhiti tezkor o'sib borayotgan, ko'p bosqichli va ko'p funksional tizimni birlashtiradi:

- 1) asinxron individual ta'limning ochiq modeli doirasida o'quv jarayonida ishtirokchilarning o'zaro aloqalariga xos innovatsion va an'anaviy texnologiyalar;
- 2) axborot resurslari: ma'umotlar bazalari va ma'lumotlar, kutubxonalar, elektron o'quv materiallari va h.;
- 3) zamonaviy dasturiy ta'minot: dasturiy ta'minot kabinalari, elektron aloqa.

TADQIQOT NATIJALARI.Virtual ta'lim muhiti vazifalari

Ma'lumot va trening (turli xil ta'lim ma'lumotlarining shakllarida taqdim etilgan.

Aloqa (o'quv jarayoni ishtirokchilari bilan muloqotda bo'ladi);

Nazorat va ma'muriy (bilim, ko'nikma va boshqaruv darajasini nazorat qilish bo'yicha kompleks chora-tadbirlar ko'rilmogda).

Virtual ta'lim muhitida informatika va axborot texnologiyalari fani o'qituvchisining o'rni quydagilardan iborat: Informatika va axborot texnologiyalari fani o'quv jarayonining tashkilotchisi bilim oluvchisi va o'quvchilarning ijodiy faoliyatini baholaydi, innovatsion texnologiyalardan foydalangan holda virtual o'qitish muhitida o'qitish ishlarini olib boradi. [4] Maslahatchi, trening va postdan keyin o'qitish jarayonida professional pedagogik yordamnii tashkil etishi zarur;

Virtual ta'lim muhitining afzalliklari.O'quvchi moslashuvchanligi quyidagicha ko'rsatib o'tilgan: Barchasi trenajor Internet texnologiyalari orqali amalga oshirilganligi uchun qulay joylashadi;O'quvchilar ta'lim muassasalariga

joylashtirilishidan masofa samarali o'quv jarayoni uchun to'sqinlik qilmaydi; O'zlari uchun qulay vaqtda qatnashadi. Har bir inson o'z biologik soatiga ega va ularga qarab sinflar vaqtini tanlashi va o'zgartirishi mumkin: O'z didaktikasini qurish orqali o'tilgan nazariy va amaliy mashg'ulot jarayonlarini qayta ko'rib chiqadi, avvalgi darslardagi saqlangan materiallarga murojaat qila oladi va o'qtuvchi bilan virtual makon orqali bog'lana oladi; Muayyan bo'limlarga konsentratsiyalash, har bir bo'limni, modulni va zarur bo'lgan vaqtni blokirovkalash. Shunday qilib, uni tezroq qilish orqali vaqtni tejash mumkin. O'quv mashg'ulotlarini amalga oshirish uchun talaba va ta'lim tizimi xarajatlari ta'lim sohasi, vaqt va texnik resurslardan samarali foydalanish maqsadida kamayadi[5][10]

XULOSA. Ular asta-sekinlik bilan an'anaviy ishlarga olib keladigan axborot-kommunikatsiya texnologiyalarini o'zlashtirish orqali o'zlarining ham, o'quvchilarning nazarida ham pedagogik vakolatlarinni oshiradilar. Tezkor seminar real vaqtda o'tkaziladi: o'qituvchi va talaba bir vaqtning o'zida suhbatga kirishadi va muhokama (yoki o'qituvchi taklif qilayotgan qo'shma faoliyatning boshqa turi) barcha ishtirokchilar tomonidan odatda bir soat ichida o'tkaziladi. Belgilangan vaqtda ishtirokchilar bir-biriga “kirish”, “ko'rish” va real vaqtda muloqot qilishlari mumkin bo'ladi. Shundan kelib aytmoqchimanki virtual ta'limni tibbiyot sohasiga kiritdik operatsiya jaronini vizuallashtirish ko'p talablarga noqulayliklar kamayadi.

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OFTALMOLOGIYA SOHASIDA LAZER APPARATLARINING O'RNI: KO'Z KASALLIKLARINI DAVOLASHDAGI ROLI, KLINIK AMALIYOTDA ISHLATILISHI VA UNING ANIQLIK DARAJASI.

Turg'unpo'latov Azimjon Alijon o'g'li

*Andijon mashinasozlik instituti Biotibbiyot
muhandisligi yo'nalishi 4-bosqich talabasi*

Tel: +998945047981

Email: turgunpolatovazimboy@gmail.com

Annotatsiya: Ushbu maqolada tibbiyotni Oftalmologiya sohasida, hozirda keng miqyiosda shifokorlar tomonidan bemorlarni ko'rish a'zosini faoliyatini tiklash uchun foydalanib kelinayotgan lazer apparatlari haqida qisqacha ma'lumot va bu turdagi apparatlarini tibbiyotdagi roli, aniqlik darajasi bo'yicha tushunchalarga ega bo'lasiz.

Kalit so'zlar: Oftalmologiya, lazer apparatlari, ko'z kasalliklari, refraktiv jarrohlik, LASIK, PRK (Photorefractive Keratectomy), katarakt, Argon lazer, YAG lazer (Yttrium-Aluminum-Garnet), Excimer lazer, Femtosekund lazer, Diode lazer, CO2 lazer, retinopatiya, glaukoma, rohovka, operatsiya, lazerli davolash, kapsulotomiya, minimal invaziv jarrohlik.

Kirish.

Oftalmologiya fanida lazer texnologiyalari bir necha o'n yilliklar davomida rivojlanib keldi va ko'z kasalliklarini davolashda yangilik kiritdi. Ko'zning nozik tuzilishi tufayli har qanday jarrohlik amaliyoti yuqori aniqlikni talab qiladi va bu yerda lazer texnologiyalari asosiy rol o'ynaydi. Bugungi kunda lazerlar yordamida

ko'z kasalliklarini davolashning keng turdagi usullari mavjud bo'lib, bu usullar ko'rishni yaxshilash va ko'zni saqlab qolishda samarali vosita bo'lib xizmat qilmoqda. Ushbu maqolada oftalmologiyada lazer apparatlarining afzalliklari, klinik amaliyotda qo'llanilishi, texnologiyaning aniqlik darajasi va kelajakdagi istiqbollari batafsil yoritiladi.

Lazer texnologiyasining asoslari va ishlash tamoyillari

Lazer — bu yorug'lik nurlari to'liq uzunligining tor spektrida paydo bo'ladigan, kuchaytirilgan, yuqori konsentratsiyali energiya manbai. Lazer fotonlar oqimidan tashkil topgan bo'lib, energiyani to'g'ri va nazorat qilinadigan tarzda bir nuqtaga jamlash imkonini beradi. Oftalmologiyada ishlatiladigan lazerlarning ko'p turlari mavjud, ular orasida eng keng tarqalganlari:

Argon lazer

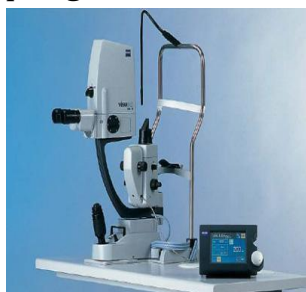
- Tavsif: Argon lazerlari ko'k va yashil to'liq uzunliklarida yorug'lik chiqaradi. Ular odatda retinal kasalliklarni davolashda ishlatiladi.

- Qo'llanishi: Bu lazer yordamida retinada qon tomirlarining o'sishini yo'qotish va ko'zning tashqi qismidagi patologik jarayonlarni (masalan, diabetik retinopatiya) davolash mumkin. Argon lazeri retina hujayralariga zarar yetkazmasdan, aniq va nazorat qilingan harakatlar bilan ishlaydi.



YAG lazer (Yttrium-Aluminum-Garnet)

- Tavsif: YAG lazerlari infratovush to'liqlarida ishlaydi va yuqori kuchlanishga ega. Ular, asosan, kapsulotomiya amaliyotida ishlatiladi.



- Qo'llanishi: Ikkilamchi katarakti davolashda foydalaniladi. Ushbu lazer katarakt operatsiyasidan keyin

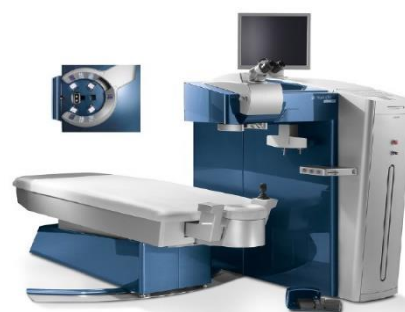
linza kapsulasini (o'ralgan qismi) ochish uchun qo'llaniladi, bu esa ko'rishni yaxshilashga yordam beradi.

Excimer lazer

- Tavsif: Excimer lazerlari ultrabinafsha (UV) to'liq uzunliklarida ishlaydi. Bu lazerlar ko'zning rohovkasini juda nozik qatlamlarda kesib olish imkonini beradi.

- Qo'llanishi: Ushbu lazer refraktiv jarrohlikda, masalan, LASIK (Laser-Assisted in Situ Keratomileusis) va PRK

(Photorefractive Keratectomy) operatsiyalarida qo'llaniladi. Excimer lazeri



yordamida rohovkaning shaklini o'zgartirish orqali ko'rish qobiliyatini yaxshilash mumkin.



Femtosekund lazer

- Tavsif: Femtosekund lazerlarida qisqa vaqt ichida kuchli impulslar yuboriladi, bu esa to'qimalarga juda nozik kesmalar kiritish imkonini beradi.
- Qo'llanishi: Ushbu lazer asosan katarakt operatsiyalarida ishlatiladi. Femtosekund lazer yordamida ko'z linzasining bulutlangan qismini aniq kesib olish va olib tashlash mumkin. Bu jarayon minimal invaziv bo'lib, bemorning tiklanish vaqtini kamaytiradi.

CO2 lazer

- Tavsif: CO2 lazerlari infraqizil to'lqin uzunliklarida ishlaydi va ko'plab tibbiy jarayonlarda qo'llaniladi.

- Qo'llanishi: Oftalmologiyada u ko'proq teri ostidagi yoki ko'rish sohasida nozik jarrohlik amaliyotlarida qo'llaniladi. Masalan, ko'rishdan saqlashda yoki kosmetik lazer jarrohliklarda ishlatiladi.



Lazerlar to'qimalar bilan interaktsiya qilganda, ularning energiyasi qabul qilinuvchi to'qima tuzilishi asosida turli ta'sirlar ko'rsatadi. Ko'zni davolashda bu nurlarning yutilishi, qaytarilishi yoki uzatilishi bilan bog'liq bo'lgan mexanizmlar katta ahamiyatga ega. Bu texnologiya ko'zning turli tuzilmalariga nozik jarayonlar bilan ta'sir ko'rsatishga imkon beradi.

Ko'z kasalliklarini davolashdagi lazerlarning o'rni

1. Refraktiv muammolarni davolash

Refraktiv muammolar (masalan, miopiya, gipermetropiya va astigmatizm) ko'zning to'g'ri fokuslay olmasligi sababli yuzaga keladi. Lazer yordamida bu kasalliklarni davolash refraktiv jarrohlikning eng ilg'or turlaridan biri hisoblanadi. LASIK (Laser-Assisted in Situ Keratomileusis) texnologiyasi yordamida ko'zning rohovkasining tashqi qatlami kesilib, ichki qatlamiga lazer nurlari orqali shakl beriladi. Ushbu jarayon ko'zni kerakli darajada fokuslash imkonini beradi va ko'rish qobiliyatini tiklashda samarali hisoblanadi.

PRK texnologiyasi esa rohovkaning tashqi qatlamini lazer yordamida olib tashlab, shakl berish usuli hisoblanadi. Bu usul, ayniqsa, ko'zning nozikroq tuzilmalari uchun mos bo'lib, uning tiklanishi uzoq davom etadi, ammo ancha xavfsizroq sanaladi.

2. Glaukoma va diabetik retinopatiyani davolash

Glaukoma, ko'z ichidagi suyuqlik bosimi ortishi sababli ko'rishni yo'qotish xavfini keltirib chiqaradigan kasallik, lazer yordamida samarali davolanadi. YAG lazer trabekuloplastika texnologiyasi glaukoma bemorlarida suyuqlikning chiqib ketishini osonlashtiradi va ko'z bosimini pasaytiradi.

Diabetik retinopatiya diabet sabab ko'zning retinasiga ta'sir qiluvchi kasallikdir. Lazer fotokoagulyatsiya texnologiyasi bu kasallikni davolashda qo'llaniladi. Bu usulda lazer yordamida ko'zning retinasidagi muayyan qon tomirlarini kuydirish orqali qon ketishi oldini olishga yordam beradi.

3. Katarakti lazer yordamida davolash

Katarakt — ko'z linzasining bulutlashi, va bu kasallik dunyo bo'yicha ko'rish qobiliyatini yo'qotishning asosiy sabablaridan biridir. Femtosekund lazerlar katarakt operatsiyalarida ko'z linzasining nozik qismiga aralashib, bulutlangan linzani aniq kesib olish va almashtirish imkonini beradi. Ushbu texnologiya an'anaviy jarrohlikka qaraganda xavfsizroq va tezroq tiklanishga yordam beradi.

Klinik amaliyotda lazerlarning qo'llanilishi

Lazer texnologiyalari klinik amaliyotda keng qo'llanilmoqda. Jarrohlar ko'pincha lazer texnologiyalarini mikroskop orqali boshqarib, murakkab amaliyotlarni bajarishadi. Shuningdek, lazer texnologiyalari ko'rishning nozik jihatlarini o'rganishda va davolashda kuchli vosita bo'lib xizmat qiladi. Lazer yordamida amalga oshiriladigan muolajalar ko'pincha bemorlar uchun qulayroq bo'lib, ularni tezroq va og'riqsiz bajarish imkonini beradi.

Lazer texnologiyalarining aniqlik darajasi

Lazer texnologiyasi aniq va xavfsiz manipulyatsiyalarni bajarish imkonini beradi. Misol uchun, LASIK texnologiyasida lazer nurlari mikron darajasidagi aniqlik bilan ko'z rohovkasining shaklini o'zgartiradi. Bu esa ko'rish qobiliyatining yaxshilanib, uzoq muddatli barqarorlikka erishishiga olib keladi. Femtosekund lazerlar esa, o'z navbatida, katarakt operatsiyalarida xavfni kamaytirib, operatsiyaning muvaffaqiyatini oshiradi.

Aniqlik darajasining yuqori bo'lishi bemor xavfsizligini ta'minlash uchun juda muhimdir. Jarayonlar minimal invaziv bo'lib, ko'rish tuzilmalariga zarar yetkazmaslikka harakat qilinadi. Shuningdek, lazer yordamida amalga oshiriladigan jarayonlar yanada qisqa muddat ichida yakunlanadi va bemor tez tiklanadi.

Xulosa

Oftalmologiyada lazer texnologiyalari ko'rish qobiliyatini yaxshilash va ko'z kasalliklarini davolashda muhim rol o'ynaydi. Bu texnologiyalar yuqori aniqlik, xavfsizlik va samaradorlikni ta'minlaydi. Lazer texnologiyalari yordamida amalga oshirilgan amaliyotlar bemorlar uchun qulayroq va tiklanish jarayoni

tezroq bo'lib, kelajakda bu texnologiyalar yanada rivojlanishi kutilmoqda. Shu sababli, lazerlar oftalmologiyada nafaqat diagnostika va davolash usullari sifatida, balki yangi tibbiy texnologiyalarning rivojlanishi uchun muhim omil sifatida qabul qilinadi.

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**RAQAMLI TEXNOLOGIYALARNING MAMLAKAT IQTISODIYOTI VA
MAMLAKAT TA'LIM TIZIMIGA TA'SIRI**

Egamberdiyev Shavkatbek
Andijon mashinasozlik isntituti
Iqtisodiyot yo'nalishi 3-kurs talabasi

Raqamli texnologiya - bu ma'lumotlarni raqamli formatda saqlash, uzatish va qayta ishlash imkonini beruvchi texnologiyalar to'plamidir. Ular asosan kompyuterlar, internet, mobil qurilmalar va boshqa raqamli vositalar orqali amalga oshiriladi.

Raqamli texnologiyalar ta'lim sohasini yanada rivojlantirib, o'quv jarayonini tubdan o'zgartirmoqda. Ular o'quvchilarning ta'lim olish usullarini, o'qituvchilarning dars berish metodlarini va ta'lim muassasalarining faoliyatini yaxshilashda muhim rol o'ynaydi. Raqamli texnologiyalar o'qitish jarayonini yanada interaktiv va qiziqarli qilishga yordam beradi. Masalan, virtual simulyatsiyalar, o'yinlar va multimediali materiallar yordamida o'quvchilar ta'lim olish jarayonida faol ishtirok etadilar. Bu esa bilimlarni yaxshiroq egallashga va uzoq muddatli xotirada saqlashga yordam beradi. Internet orqali ta'lim olish imkoniyatlari global miqyosda kengaymoqda. Talabalar turli mamlakatlardan

mutaxassislar va o'qituvchilardan ta'lim olish imkoniyatiga ega. Bu, o'quvchilarga yangi madaniyatlar bilan tanishish va global fikrga ega bo'lish imkoniyatini beradi. [1]

Raqamli iqtisodiyot - bu zamonaviy texnologiyalar, internet va ma'lumotlar orqali iqtisodiy faoliyatni o'zgartirish jarayonidir. Ta'lim sohasida raqamli iqtisodiyotning ta'siri juda katta bo'lib, bu jarayonlar ta'lim sifatini, ta'lim olish usullarini va o'qituvchilarning ish faoliyatini yangilashga yordam bermoqda. Quyidagi omillar orqali raqamli iqtisodiyot ta'lim sohasiga ta'sirini o'tkazishda davom etmoqda:

1. Ta'limda raqamli texnologiyalarning qo'llanilishi
2. Ma'lumotlarning yig'ilishi va tahlili
3. Yangi ta'lim modellari
4. O'qituvchilarning rolini o'zgartirish
5. Raqamli xavfsizlik va axborot muammolari

Raqamli iqtisodiyot ta'lim sohasida bir qator yangi imkoniyatlar yaratmoqda:

Onlayn o'qitish: Zoom, Google Classroom, va boshqa onlayn platformalar orqali ta'lim olish jarayoni yanada qulay va moslashuvchan bo'lib bormoqda. Talabalar o'zlarining jadvaliga mos ravishda darslarga qatnashishlari mumkin. [2]

Interaktiv materiallar: Raqamli texnologiyalar yordamida interaktiv ta'lim materiallari (video, animatsiya, o'yinlar) yaratilmoqda, bu esa o'quvchilarning diqqatini jalb qiladi va bilim olish jarayonini qiziqarli qiladi.

Shaxsiylashtirilgan ta'lim: Talabalar haqidagi ma'lumotlarni to'plash orqali o'qituvchilar individual ta'lim rejasini yaratishi mumkin. Bu talabalarni o'z qobiliyatlariga qarab o'qitishga yordam beradi.

Natijalarni baholash: Raqamli vositalar yordamida ta'lim natijalarini tez va aniq baholash mumkin. Bu o'qituvchilarga o'z darslarini yaxshilash imkonini beradi.

Blended learning (aralash o'qitish): Ushbu modelda an'anaviy darslar bilan bir qatorda onlayn o'qitish ham qo'llaniladi. Bu o'quvchilarga o'z bilimlarini mustahkamlash va o'z-o'zini rivojlantirish imkonini beradi.

MOOC (Massive Open Online Courses): Katta auditoriyaga mo'ljallangan bepul onlayn kurslar orqali global miqyosda ta'lim olish imkoniyatlari oshmoqda. [3]

Mentorlik va qo'llab-quvvatlash: O'qituvchilar ko'proq mentor rolini bajarib, talabalarni mustaqil fikrlashga va yangi texnologiyalarni qo'llashga rag'batlantirmoqda.

Innovatsion yondashuvlar: O'qituvchilar yangi texnologiyalarni o'z darslariga joriy etish orqali ijodiy va innovatsion usullarni qo'llamoqda.

Ma'lumotlarni himoya qilish: Talabalar va o'qituvchilar ma'lumotlarini himoya qilish uchun xavfsizlik choralarini ko'rish muhimdir. [4]

Axborotning ishonchliligi: Onlayn ta'limda foydalaniladigan ma'lumotlar ishonchli bo'lishi zarur, bu esa o'quvchilarning to'g'ri qaror qabul qilishiga yordam beradi.

Raqamli iqtisodiyot ta'lim sohasini tubdan o'zgartirayotgan jarayonlardan biridir. Yangi texnologiyalar va usullar ta'lim sifatini oshirish, o'quvchilar uchun qulaylik yaratish va o'qituvchilarning ish faoliyatini yangilash imkoniyatini beradi. Shu bilan birga, raqamli xavfsizlik va axborot masalalarini hal qilish muhim vazifalar qatoriga kiradi. Raqamli iqtisodiyotning ta'lim sohasidagi ta'siridan to'liq foydalanish uchun o'qituvchilar, talabalar va ta'lim muassasalari birgalikda ish olib borishlari zarur.

Raqamli texnologiyalar ta'lim sohasini yangilashda muhim rol o'ynaydi. Ular ta'lim jarayonini interaktiv va moslashuvchan qiladi, shaxsiylashtirilgan yondashuvni ta'minlaydi va global imkoniyatlarni kengaytiradi. Biroq, raqamli xavfsizlik va axborot ishonchliligini ta'minlash muhim vazifalar sifatida qoladi. Ta'lim tizimlari raqamli texnologiyalardan to'liq foydalanish uchun innovatsion yondashuvlarni joriy etishga tayyor bo'lishlari lozim.

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DEVELOPMENT INDICATORS OF LOGISTICS STUDENTS IN THE HIGHER EDUCATION SYSTEM

Po'latov Islombek

Student of Andijon Machine-building Institute

Abstract: This article describes the logistics approach to management in the field of education, describes the flow, principles of pedagogical and educational logistics, and the components of the activity of logistics students in the higher education system.

Key words: logistics approach, educational-pedagogical logistics, logistics flow, logistics education, principles of logistics.

Introduction: Formation of knowledge and skills of higher education students, education in the spirit of loyalty to national and universal values, increasing the prestige of the teaching profession and the quality of pedagogues, improvement of textbooks and educational methodical complexes based on the requirements of the times, higher education in order to establish modern models of institutions that meet international standards, as well as in accordance with the state program for the implementation of the Development Strategy of New Uzbekistan for the period of 2022-2026 in the "Year of Human Dignity and Active Neighborhood": Teacher in society increase the prestige of the profession, create favorable social conditions for pedagogues and adequately encourage their work; increase the responsibility of teachers in providing education and training to young people, and their demand for continuous professional development; formation of a national personnel reserve for higher education institutions, development of criteria for an advanced family education rector and an exemplary professor and teacher, and based on them, evaluating the activities of leaders and pedagogues; Systematic organization of spiritual and educational work in general higher education institutions, establishment of continuous monitoring, assessment and forecasting mechanisms in this direction, family, especially parents, in child education. increase the position; meaningful organization of students' free time, improvement of the system of directing them to professions; strengthening the integration of people with special educational needs into the higher education system and accelerating inclusive education processes.

Formation of communication skills of university students occupies a special place among the complex problems of pedagogical personnel training. Especially at the current stage of reforms related to the modernization of education, the problem of adaptation to professional pedagogical activity is becoming increasingly clear. In addition to practical, psychological, methodological and research types, the formation of the teacher's professional skills is also enriched. "Skill" and "competence" are the main concepts of the competency-based approach to education. The analysis of the sources shows that these are complex, multi-component and interdisciplinary concepts that do not have a single value definition in the scientific literature. According to researchers, they differ in size, category,

semantics and logical structure, and they can be considered as a description (characteristics, habits, etc.) of an authorized person.

It can be expressed as a description of a qualified person (characteristics, personal qualities, its components), the overall formation of a person's structure, a system of personal characteristics, conditions that lead to the acquisition of knowledge, skills and qualifications. (preparation, concentration, etc.) are often equated with competent knowledge and experience. Pedagogical logistics was formed as a separate direction only at the beginning of the first decade of this century and does not yet have its own name. Thus, V. A. Denisenko uses the term "educational logistics", which means "the science and technology of organizing and self-organizing educational functions (positions) and processes in terms of increasing the efficiency of all educational activities." means "One of the tasks of such logistics is to determine the combination of subjects within one parallel or one subject programs and textbooks in different classes.

Yu.V. According to Krupnov, educational logistics is the science and technology of organization and co-organization of educational functions (positions) and processes in terms of increasing the effectiveness of educational activities as a whole.

N.W. Shevchenko understands the concept of educational logistics as a set of principles for optimizing processes in educational systems and structures.

First of all, it should be noted that there is a wider angle of opinion in the formation of the concepts of "competence" and "competence". E.F. Zer offers to understand the generalized methods of actions that allow a person to realize his powers in practice. I.A. According to Zimnyaya, competences are potential, hidden psychological new forms that reveal a person's abilities in this activity. Khutorskoy believes that it is necessary to distinguish between the concepts of competence and qualification, which are sometimes taken as synonyms. Thus, he defines competence as a set of interrelated personal qualities (knowledge, abilities, skills, methods of activity). Based on this, it can be said that the competence belongs to the person who has the appropriate competence.

The fundamental novelty of the logistics approach in the higher education system is the interconnection, the linking of all areas, all areas of activity to create harmoniously organized, easily managed and highly efficient material transfer systems.

Taking into account the general principles of logistics, the principles of pedagogical and educational logistics in the higher education system include:

1. Complexity: formation of all types of support (developed infrastructure) for the movement of streams under certain conditions; coordinating the actions of direct and indirect participants in the movement of resources

(knowledge); implementation of centralized control over the performance of tasks faced by structures in the educational system; the desire of universities to cooperate closely with external consumers, as well as to establish strong relations between departments within the framework of internal activities.

2. Scientific: to strengthen the principle of calculation at all stages from planning to analysis, to carry out detailed calculation of all parameters of the flow trajectory.
3. Uniqueness: accurate and correct assessment of all resources used in the implementation of the logistics process: financial, personnel, material, etc.; development of all types of resources at the lowest cost; management of logistics by constituent bodies, the results of which are measured by cost reduction.
4. Constructability: flow dispatching, behavior of each flow object and constantly monitor its changes and quickly adjust its behavior.
5. Reliability: extensive use of modern technical means of moving and controlling the flow; high speed and quality of information flow and its processing technologies.

Flexibility: the ability to respond flexibly to changes in the university's demand (the emergence of a large number of different specialties in other higher education institutions, both state and non-state higher education institutions, the demand for them increases the level of uncertainty, sharp fluctuations in the quality and quantity of flows passing through logistics systems (in such conditions, the ability of logistics systems to adapt to changes in the external environment is an important factor in maintaining a stable position in the market) and other disturbing effects of external factors. environment.

Summarizing the existing definitions of the flow of materials, we can conclude that in logistics it is the logistics operations, processes, joints and water from the extraction, processing and consumption (redistribution) of material resources, finished products is a special interconnected collection of facts. achieving the common goals of logistics systems.

Material flow management, like any other object, consists of two parts: decision-making and its implementation. Isolating the material flow as the main object of management in the higher education system simplifies the view of pedagogical processes. However, this simplification allows us to define and solve the problems of end-to-end monitoring of flow from the primary source to the final consumer through all intermediate processes. Distinguishing a number of factors and distinguishing material flow as the main object of research and management makes it possible to design final supply chains, study and predict their behavior,

while significantly reducing the volume of modeling problems. reduces as well as opens. creating new opportunities for the formalization of pedagogical processes.

Conclusion: is the last part of the educational process and is used to give an alert about what changes and developments have occurred in the learning and mastering processes of students. Conclusions are very important in the process of formation of professional competence of logistics students, because they help to study their own level of learning and development. The logistics system in education allows you to deliver new knowledge to the right workers at the right time, as well as remove outdated knowledge. In the higher education system, this means a fundamental difference between the logistic approach to the management of material flows and the traditional approach, which consists in separating the individual links of the material in the pedagogical and methodological integration of the previously distinct function of the management of material flows. the supply chain is a single system that ensures effective management of material flows, that is, flows from the outside go through the training system and then go to the consumer.

Scientific supervisor: Tuxtasinova Shoxsanam

Teacher of the department of Uzbek language and literature, AndMI

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OLIIY TA'LIMDA RAQAMLI TEXNOLOGIYALAR

Parvina Turgunboyeva

Student, Chirchik State Pedagogical University

parvinaturgunboyeva@gmail.com

Annotatsiya: Ta'lim sohasida raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalar bugungi kunda muhim ahamiyatga ega. Ular ta'lim jarayonini yanada samarali va qiziqarli qilish, ta'lim oluvchilar uchun yangi imkoniyatlar yaratish, o'qituvchilarni esa o'z kasbiy malakalarini oshirish imkoniyatlarini taqdim etadi. Oliy ta'limda raqamli texnologiyalar, uzluksiz rivojlanib borayotgan asosiy elementlardan biridir. Bu texnologiyalar ta'lim jarayonini yanada osonlashtiradi, qiziqarli va samarali qilib tatbiq etishga yordam beradi.

Kalit so'zlar: ta'lim muassasalari, zamonaviy texnologiyalar, o'qitish sifati, ta'lim platformalari, amaliy ishlar, muhokamalar, raqamlashtirish.

Hozirgi kunda ta'lim muassasalarida zamonaviy pedagogik va axborot texnologiyalarini o'quv jarayoniga tatbiq etishga alohida e'tibor qaratilmoqda. Ta'lim muassasalarida har bir fan bo'yicha zamonaviy pedagogik texnologiya asosida ishlab chiqilgan dars rejalari ma'lum darajada o'qitish sifati va samaradorligini oshirishda alohida o'rin tutadi. Bu, birinchi navbatda, o'qituvchi va professor-o'qituvchilarning professionalligi va ijodkorligi, ikkinchidan, o'z ishlarida turli xil texnik va axborot texnologiyalari vositalarini qo'llash bilan bog'liq.

Zamonaviy raqamli texnologiyalar butun dunyo bo'ylab barcha ta'lim muassasalarini rivojlantirish uchun yangi vositalarni taqdim etadi. Raqamlashtirish, o'rganilgan saboq va bilimlarni almashish uchun imkoniyatlar yaratib, odamlarga ko'proq ma'lumot olish va kundalik hayotlarida yaxshi qarorlar qabul qilish imkoniyatini beradi. Yaqin kelajakda ta'lim muhitida raqamlashtirish bilan bog'liq katta o'zgarishlar yuz beradi.

Ta'lim tizimiga kompyuterlarning kiritilishi talabalarning fanni o'qitishda murakkab jarayonlar, hodisalar, makro va mikrokosmos qonunlarini tushunishi uchun muhim ahamiyat kasb etdi.

Quyidagi jihatlar ta'lim sohasida raqamli texnologiyalarning, zamonaviy yondashuvlar va innovatsiyalarning rolini ko'rsatadi:

1. Raqamli texnologiyalar:

- Onlayn ta'lim platformalari: Coursera, edX, Udemy kabi platformalar ta'lim olish jarayonini global darajada kengaytirish imkonini beradi;
- Interaktiv vositalar: Zamonaviy interaktiv doskalar, simulyatorlar va o'yinlar ta'limni yanada qiziqarli va samarali qiladi;

- Virtual haqiqat va kengaytirilgan haqiqat : O'qituvchilar va talabalarga real dunyo tajribalarini simulyatsiya qilish imkonini beradi, bu esa bilimlarni yanada chuqurroq tushunishga yordam beradi.

2. Zamonaviy yondashuvlar:

- Blended learning (aralash ta'lim): An'anaviy dars va onlayn ta'limni birlashtirib, o'quvchilarga o'z uslublariga mos ravishda o'rganish imkoniyatini beradi;

- Flipped classroom (qarama-qarshi auditoriya): Talabalar darsdan oldin materiallarni o'rganishadi, dars davomida esa amaliy ishlar va muhokamalar orqali bilimlarni mustahkamlashadi;

- Individualizatsiya: Har bir talabaning ehtiyojlari va qobiliyatlariga mos ravishda ta'lim rejasini tuzish orqali ta'lim jarayonini shaxsiylashtirish.

3. Innovatsiyalar:

- Ma'lumotlar tahlili: Talabalarning muvaffaqiyatini kuzatish va tahlil qilish orqali ta'lim jarayonini optimallashtirish;

- AI va o'qituvchi yordamchilari: Sun'iy intellekt yordamida talabalar uchun qo'shimcha yordam va maslahatlar berish, o'qituvchilarni qo'llab-quvvatlash;

- Ochiq resurslar: Ta'lim uchun ochiq materiallar va resurslar ishlab chiqarish, ularni keng auditoriya bilan baham ko'rish.

Ta'lim sohasida raqamli texnologiyalar va innovatsiyalar ta'lim jarayonini zamonaviy talablar darajasiga olib chiqadi. Zamonaviy yondashuvlar orqali talabalarning o'z-o'zini rivojlantirish imkoniyatlari, kreativliklari va muammolarni hal qilish qobiliyatlari oshadi. Ushbu jarayonda o'qituvchilarning roli ham muhim o'zgaradi, chunki ular o'z talabalari bilan yangi uslublar, metodologiyalar va texnologiyalar orqali ishlashda o'zlarini yangilab borishi zarurdir.

Raqamli texnologiyalarni oliy ta'limda qo'llash bir qator afzalliklarni taqdim etadi, jumladan:

1. Kengaytirilgan ta'lim imkoniyatlari

- Onlayn kurslar va masofaviy ta'lim: Universitetlar va akademik muassasalar talabalari uchun onlayn kurslar va masofaviy ta'lim dasturlarini taklif qilmoqda. Bu o'quvchilarga o'z vaqtlarini rejalashtirish imkonini beradi va ularga geografik joylashuvdan qaramasdan ta'lim olish imkoniyatini yaratadi.

2. Interaktiv ta'lim

- Virtual klasslar va videokonferensiyalar: Zoom, Microsoft Teams kabi platformalar orqali talabalar va o'qituvchilar o'rtasida interaktiv muloqot o'rnatiladi. Bu masofadan ta'lim olayotgan talabalar uchun muhim ahamiyatga ega;

- Interaktiv materiallar: Ta'lim jarayonida o'yinlar, simulyatsiyalar va boshqa interaktiv materiallar orqali talabalarning qiziqishini oshirish mumkin.

3. O'qitish va o'rganish uslublarini shaxsiylashtirish

- Ma'lumotlarni tahlil qilish: Talabalar o'z muvaffaqiyatlarini va biror mavzudagi kuchli va zaif tomonlarini kuzatish orqali o'lchash imkoniyatiga ega bo'lishadi. Bu o'qituvchilarga shaxsiylashtirilgan ta'lim strategiyalarini ishlab chiqishga yordam beradi.

4. Axborot va resurslarga kirish

- Ochiq ta'lim resurslari: Oliy ta'limda foydalanilishi mumkin bo'lgan ko'plab ochiq resurslar (OER) mavjud. Bu materiallar yordamida talabalar o'qituvchi tomonidan berilgan ma'lumotlarni kengaytirishi yoki yanada chuqurroq tahlil qilishi mumkin;

- Digital libraries: Elektron kutubxonalar va ma'lumotlar bazalari talabalarga kengaytirilgan resurslar va ilmiy maqolalarga kirishni ta'minlaydi.

5. Innovatsion texnologiyalar

- Sun'iy intellekt: AI dasturlari va vositalari o'quvchilarga ta'limda individualizatsiya, masalan, o'qish qobiliyatini yaxshilash bo'yicha foydali maslahatlar berishi mumkin;

- Blockchain texnologiyalari: Ta'lim sohasida diplom va sertifikatlarni autentifikatsiya qilish va saqlash uchun blockchain texnologiyalarini qo'llash.

6. O'qitish metodologiyalarini o'zgartirish

- Flipped classroom: Darsdagi an'anaviy yondashuvga qarama-qarshi kela turib, talabalar darsdan oldin materiallarni o'rganadi. Dars davomida esa ularni muhokama qilish va amaliyotga qo'llash orqali bilimlarni mustahkamlashga asoslangan uslub;

- Gamification: O'yin tamoyillarini ta'lim jarayoniga qo'shish, talabalarga ma'rifatli ravishda o'rganish va qo'shimcha motivatsiya berish imkonini yaratadi.

Raqamli texnologiyalar oliy ta'limda ta'lim jarayonini yanada mukammal va qiziqarli qilish uchun juda muhim vosita hisoblanadi. O'qituvchilar va talabalar uchun yangi imkoniyatlarni yaratib, ta'lim sifatini oshiradi. Kelajakda raqamli texnologiyalarni yanada kengaytirish va ulardan samarali foydalanish ta'lim sohasidagi o'zgarishlarning asosiy omillaridan biri bo'lishi kutilmoqda.

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INSON RESURLARINI BOSHQARISH STRATEGIYALARI

*Maxramova Nigora Yuldashevna, katta o'qituvchi,
Andijon mashinasozlik instituti, Andijon shahri, O'zbekiston
Ismoiljonova Mubinabonu Zafarjon qizi, 4 kurs talabasi, Andijon davlat chet
tillar instituti, Andijon shahri, O'zbekiston*

Inson resurslarini boshqarish zamonaviy bozor sharoitida tashkilotlar muvaffaqiyatli ishlashining muhim jihatlaridan biriga aylandi. Inson resurslarini boshqarish strategiyalarini o'rganishning dolzarbligi raqobatbardosh jamoalarni yaratish va inson kapitalidan samarali foydalanishni ta'minlash zarurati bilan bog'liq. Globallashtirish, raqamlashtirish va mijozlarning o'zgaruvchan talablarini o'z ichiga olgan tez o'zgaruvchan tashqi muhit sharoitida kompaniyalar qiyinchiliklarni muvaffaqiyatli hal qilish va o'zlari taqdim etadigan imkoniyatlardan foydalanish uchun ishchi kuchini boshqarish strategiyalarini moslashtirishlari kerak.

Ushbu tadqiqotning ahamiyati menejerlarga kadrlarni optimallashtirish va turli xil strategiyalarning umumiy ish faoliyati va tashkilotdagi iqlimga qanday ta'sir qilishi mumkinligini tushunish bo'yicha ko'rsatma berish qobiliyatiga bog'liq.

Strategiyaning asosiy yo'nalishlari quyidagilardan iborat: iste'dodlarni jalb qilish, xodimlarning vakolatlarini rivojlantirish va qulay ish muhitini yaratish. Xodimlarga nafaqat kasbiy mahoratini oshirish, balki o'z salohiyatini ro'yobga chiqarishga imkon beruvchi moslashuvchan o'qitish va rivojlantirish tizimini shakllantirish bo'yicha eng muhim vazifa hisoblanadi.

Strategiya xodimlarning kuchli tomonlarini aniqlashga yordam beradigan va ularni o'ziga xos ko'nikmalarni rivojlantirishga yo'naltiradigan ish faoliyatini baholash usullarini o'z ichiga olishi kerak. Ochiq va halol muloqot, shuningdek doimiy aloqa ishonch va hamkorlik muhitini yaratadi.

Inson resurslarini boshqarish strategiyasining uchta asosiy vazifasi mavjud:

- Iste'dodlarni jalb qilish va tanlash: Kompaniyaning talablari va qadriyatlariga javob berishga qodir yuqori malakali xodimlarni jalb qilish va

tanlash. Buning uchun nafaqat kasbiy ko'nikmalarni, balki da'vogar jamoaga olib kelishi mumkin bo'lgan psixologik iqlimni ham aniqlashga imkon beradigan zamonaviy yollash usullarini talab qiladi.

- Xodimlarni rivojlantirish: Tashkilot o'qish, rivojlanish va martaba rivojlanishi uchun imkoniyatlar taqdim etishi kerak. Bunga mentorlik tizimini yaratish, treninglar va seminarlarni tashkil qilish, shuningdek yangi xodimlar uchun moslashuv dasturlari kiradi. Kadrlarni samarali rivojlantirish xodimlarning rag'batlantirishi va qoniqtirishiga yordam beradi.

- Ishlash va motivatsiyani boshqarish: Sog'lom tashkilot madaniyatini saqlash va ijobiy ish muhitini yaratish. Ochiqlik, ishonch va o'zaro hurmat tamoyillariga rioya qilgan jamoa yanada samarali bo'ladi. Xodimlarni mukofotlash va xizmatlarinin tan olish usullari ham ushbu vazifaning muhim tarkibiy qismlaridir.

Shunday qilib, inson resurslarini boshqarishga strategik yondashuv tashkilotga o'z maqsadlariga erishish va dinamik ishbilarmonlik muhitida raqobatbardosh ustunliklarni ta'minlash imkonini beradi.

Inson resurslarini boshqarishning samaradorligi inson kapitaliga kiritilgan investitsiyalar bilan chambarchas bog'liqdir, chunki aynan odamlar zamonaviy biznesda innovatsiyalar va raqobatbardoshlikning asosiy drayveri hisoblanadi. Xodimlarni o'qitish va rivojlantirishga investitsiyalar kompaniyaning strategik maqsadlarini amalga oshirish uchun zarur bo'lgan bilim va ko'nikmalar bazasini shakllantiradi.

Xodimlarni rivojlantirish xodimlarning motivatsiyasi va qoniqishiga yordam beradi, bu esa o'z navbatida xodimlar aylanmasining pasayishiga va samaradorlikning oshishiga olib keladi. Zamonaviy tashkilotlar har bir xodim o'zini qadrlaydigan va o'sish imkoniyatiga ega bo'lgan muhitni yaratishlari kerak. Samarali mentorlik dasturlari, kasbiy rivojlanish kurslari va karyera imkoniyatlari bu jarayonda muhim vositalardir.

Bundan tashqari, inson resurslarini boshqarish xodimlarning ehtiyojlarini aniqlash va o'qitish strategiyalarini moslashtirish uchun ma'lumotlar tahliliga tayanishi kerak. Bu nafaqat professional fazilatlarni, balki shaxsiy xususiyatlarni ham hisobga olish muhim, chunki yuqori raqobat sharoitida kompaniyaning muvaffaqiyatini belgilaydigan inson kapitalining barcha tarkibiy qismlarining uyg'un o'zaro ta'siridir. Inson kapitaliga sarmoya kiritish barqaror rivojlanishni ta'minlaydigan va raqobatbardosh ustunliklarni ta'minlaydigan strategik qadamdir.

Boshqaruv strategiyalari tashkilotning operatsion va strategik jihatlarini qamrab olgan bir necha darajalarda amalga oshiriladi.

Yuqori darajadagi menejerlar rivojlanishning asosiy yo'nalishlarini belgilab, ko'ra bilishni va uzoq muddatli maqsadlarni shakllantiradi. Bunga tashqi muhitni

tahlil qilish, xavf va imkoniyatlarni baholash va raqobatdosh ustunliklarga erishishning eng yaxshi usullarini tanlash kiradi.

Boshqaruvning o'rta darajasi ushbu strategiyalarni aniq rejalar va harakatlarga aylantirish uchun javobgardir. Menejerlar taktik qadamlarni ishlab chiqish, resurslar va vaqtni maqsadlarga erishilishini ta'minlaydigan tarzda muvofiqlashtirish uchun ishlaydi. Ushbu bosqichda tashqi yoki ichki muhitdagi o'zgarishlarga javoban harakat yo'nalishlarini moslashtirishga imkon beradigan nazorat va monitoring usullarini qo'llash muhimdir.

Quyi darajada, operatsion guruhlar belgilangan standartlar va ko'rsatmalarga rioya qilgan holda muntazam vazifalarni bajaradilar. Ularning ishi strategiyani amalga oshirish uchun asos bo'lib, yuqori darajadagi diqqat va mas'uliyatni talab qiladi. Shu sababli, har bir ishtirokchi umumiy maqsadga hissa qo'shadigan barcha darajalarda sinergiyasiz samarali boshqaruvga erishib bo'lmaydi.

Inson resurslarini boshqarish strategiyasi – bu tashkilotning mehnat resurslaridan samarali foydalanishga yo'naltirilgan kompleks yondashuvdir. Ushbu strategiyaning tarkibiy qismlari bir nechta muhim jihatlarni o'z ichiga oladi.

Birinchidan, korporativ madaniyat va lavozim talablariga javob beradigan nomzodlarni jalb qilish va tanlash. Bu ishchi kuchi sifatini belgilovchi eng muhim bosqichdir.

Ikkinchidan, xodimlarni tayyorlash va rivojlantirish, bu nafaqat kasbiy rivojlanishni ta'minlaydi, balki kompaniya ichida yanada o'sish uchun motivatsiya. Karyerani rejalashtirish iqtidorli xodimlarni saqlab qolishga yordam beradi.

Uchinchidan, miqdoriy va sifat ko'rsatkichlarini o'z ichiga olgan hosildorlikni baholashning samarali tizimi. Baholash xodimlarning kuchli va zaif tomonlarini aniqlashga yordam beradi, bu sizga o'qitish va rivojlanishni aniq sozlash imkonini beradi.

To'rtinchi komponent - mukofotlash va rag'batlantirish tizimi. Raqobatbardosh ish haqi va qo'shimcha imtiyozlar samarali ishchi kuchini yaratishda muhim rol o'ynaydi.

Shuningdek, ochiq muloqot va hamkorlikni rag'batlantiradigan qulay korporativ madaniyatni yaratish inson resurslarini boshqarishning muvaffaqiyatli strategiyasi zanjirini yakunlaydi.

Strategik boshqaruv nafaqat malakali va rag'batlantirilgan xodimlarning kasbiy tayyorgarligini takomillashtirish va tizimlashtirish, balki ularning faol mavqeini shakllantirishni o'z ichiga oladi.

Inson resurslarini boshqarish strategiyalari tashkilotning samarali ishlashi va strategik maqsadlarga erishish qobiliyatini ta'minlashda muhim rol o'ynaydi. Amalga oshirilishi mumkin bo'lgan ba'zi asosiy strategiyalar:

1. Ishga qabul qilish va tanlash:

- turli kanallar orqali iste'dodlarni jalb qilish;
- eng munosib nomzodlarni tanlash uchun intervyu, test va baholash kabi baholash usullaridan foydalanish.

2. Malaka oshirish va rivojlantirish:

- malaka oshirish dasturlari, seminarlar va treninglar yaratish;
- xodimlarning malakasini oshirish uchun maxsus o'qitish va sertifikatlashni rag'batlantirish.

3. Ishlashni boshqarish:

- aniq mezon va ko'rsatkichlarga asoslangan ish faoliyatini baholash tizimlarini joriy etish;
- xodimlar uchun muntazam o'zaro aloqa va karyerani rejalashtirish.

4. Diversifikatsiya:

- jamoadagi xilma-xillikni oshirish dasturlari;
- barcha xodimlar o'zlarini qulay his qilishlari va teng imkoniyatlarga ega bo'lishlari mumkin bo'lgan korporativ madaniyatni yaratish.

5. Mukofotlash va rag'batlantirish:

- raqobatbardosh kompensatsiya paketlarini, shu jumladan ish haqi, mukofotlar va nafaqalarni ishlab chiqish;
- nomoddiy rag'batlantirish dasturlari: e'tirof, jamoaviy tadbirlar va karyera imkoniyatlari.

6. O'zgarishlarni boshqarish:

- tegishli o'quv dasturlari va aloqalar orqali tashkiliy o'zgarishlar paytida xodimlarga yordam berish;
- o'zgarish jarayonida xodimlar bilan o'zaro aloqa va ularning shu jarayonga jalb qilish.

7. Xodimlarni saqlash:

- xodimlar aylanmasi sabablarini tahlil qilish va asosiy xodimlarni ushlab qolish choralarini ishlab chiqish;
- sodiqlik dasturlarini yaratish va kompaniyaning ichki madaniyatini rivojlantirish.

8. Korporativ madaniyat bilan ishlash:

- korporativ qadriyatlar va me'yorlarni shakllantirish va saqlash;
- jamoaviy ruhni mustahkamlash maqsadida jamoani rivojlantirish tadbirlarini tashkil etish.

9. Inson resurslarini boshqarish texnologiyalari:

- Jarayonlarni avtomatlashtirish uchun texnologiyalarni joriy etish (masalan, vaqt va davomat tizimlari, o'quv va rivojlanish platformalari)
- Kadrlarni boshqarish sohasida asosli qarorlar qabul qilish uchun ma'lumotlar tahlili.

Ushbu strategiyalar biznes, sanoat va tashkiliy maqsadlarning o'ziga xos xususiyatlariga qarab moslashtirilishi mumkin. Inson resurslarini boshqarish strategiyalari kompaniyaning umumiy strategiyasiga integratsiyalashganligi muhimdir, bu esa uning raqobatbardoshligini oshiradi va barqaror o'sishni ta'minlaydi.

Shunday qilib, inson resurslarini boshqarish muvaffaqiyatli va raqobatbardosh tashkilotlarni shakllantirish uchun asos bo'ladi. Strategiyalarni tez o'zgaruvchan bozor sharoitlariga moslashtirish yuqori natijalarga erishish va barqaror rivojlanish jarayonining ajralmas qismidir. Iste'dodlarni jalb qilish, xodimlarni rivojlantirish va samarali ish faoliyatini boshqarish uyg'un va samarali ish muhitiga hissa qo'shadigan asosiy elementlardir.

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DIGITAL TECHNOLOGIES, MODERN APPROACHES AND INNOVATIONS IN THE FIELD OF EDUCATION

Student of CSPU, The English language and theory department

Karimova Aziza Alisher qizi

e-mail: karimovaziza0205@gmail.com

Scientific advisor: Kenjaeva Mukhlisa Baxodir qizi

ABSTRACT

This thesis explores the transformative impact of digital technologies and modern pedagogical approaches on education. In an era characterized by rapid technological advancement, educational institutions are increasingly adopting innovative practices that enhance learning experiences and outcomes. This research examines the integration of digital tools, the shift toward student-centered learning, and the emergence of blended learning environments. Additionally, it addresses the challenges associated with these changes, such as the digital divide and the need for teacher training. Ultimately, this study emphasizes the necessity of adapting educational frameworks to harness the full potential of digital innovations, ensuring that all learners benefit from these advancements.

Key words: *transformative impact, pedagogical approach, advancement, student-centered learning, digital technologies.*

The integration of digital technologies in education has revolutionized how teaching and learning occur. This transformation encompasses various modern approaches and innovations that enhance educational experiences, making them more engaging, accessible, and effective. Here's a comprehensive overview of this topic.

Digital Technologies in Education. Overview: Digital technologies include a wide range of tools and platforms that facilitate learning and teaching. These technologies support various educational activities, from content delivery to assessment. Examples: Learning Management Systems (LMS): Platforms like Moodle and Canvas allow educators to organize courses, distribute materials, and track student progress. Interactive Whiteboards: Tools such as SMART Boards enable dynamic lessons that incorporate multimedia and interactive elements. Educational Apps: Applications like Kahoot! and Quizlet promote engagement through gamified learning experiences.

Benefits: Enhances accessibility to resources and learning materials. Supports diverse learning styles through various content formats (videos, simulations, etc.). Facilitates real-time feedback and assessment. **Modern Pedagogical Approaches.** Modern pedagogical approaches prioritize student engagement, collaboration, and active learning. They shift the focus from traditional teacher-centered methods to more learner-centered strategies. Examples: Flipped Classroom: Students learn content at home through videos or readings and engage in interactive activities in class. Project-Based Learning (PBL): Students work on projects that require critical thinking and collaboration, applying their knowledge to real-world problems. Blended Learning: Combines online and face-to-face instruction,

allowing for personalized learning experiences. Benefits: - Encourages deeper understanding through active participation. Fosters collaboration and communication skills. Prepares students for real-world challenges and teamwork.

Innovations in Educational Practices. Innovations in education often arise from the integration of technology and modern pedagogical approaches. These innovations aim to improve teaching effectiveness and student learning outcomes. Examples: 1. Adaptive Learning Technologies: Systems that personalize the learning experience based on individual student performance (e.g., DreamBox, Smart Sparrow). Gamification: Incorporating game elements into learning activities to increase motivation and engagement (e.g., Classcraft). Virtual and Augmented Reality: Tools that provide immersive learning experiences, such as virtual field trips or simulations (e.g., Google Expeditions). Benefits: 1. Enhances student engagement by making learning interactive and fun. Provides personalized learning pathways that cater to individual needs. Allows for experiential learning opportunities that are not feasible in traditional settings.

Assessment and Feedback Innovations. Innovative assessment methods leverage technology to provide immediate feedback and more meaningful evaluations of student learning. Examples: Formative Assessment Tools: Platforms like Edpuzzle and Nearpod allow teachers to create interactive assessments that provide instant feedback. Portfolio-Based Assessment: Students compile their work over time, showcasing their learning and growth (e.g., Seesaw). Competency-Based Assessment: Focuses on students demonstrating mastery of skills rather than traditional grading systems. Benefits: Provides timely feedback that helps students improve continuously. Encourages self-reflection and ownership of learning. Moves away from standardized testing, allowing for a more holistic view of student capabilities.

While the integration of digital technologies and modern approaches offers significant benefits, several challenges must be addressed: Digital Divide: Access to technology varies, creating inequalities in educational opportunities. Teacher Training: Educators need ongoing professional development to effectively integrate new technologies and pedagogies. Data Privacy: Protecting student data in digital environments is essential and requires careful management. Screen Time: Balancing technology use with traditional learning methods is important for student well-being.

Conclusion

The integration of digital technologies, modern pedagogical approaches, and innovations in education holds great promise for enhancing teaching and learning experiences. By embracing these changes, educators can create engaging, inclusive, and effective learning environments that prepare students for the

demands of the 21st century. However, it is crucial to address the challenges associated with these innovations to ensure equitable access and effective implementation.

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THE EVOLUTION OF CRITICISM. A HISTORICAL PERSPECTIVE

Bozorboyeva Farangiz

A student of Chirchik of pedagogical university

farangizbozorboyeva12@gmail.com

Ismoilova Diyora

A student of Chirchik of pedagogical university

Scientific advisor

Khamitov Eldorbek Erkin o'g'li

ABSTRACT

Annotatsiya: This theme explores the development of criticism across various domains, including literature, art, and culture, through a historical lens. Criticism, fundamentally an act of interpretation and evaluation, has evolved in response to shifting cultural, social, and philosophical contexts. Beginning with ancient practices rooted in rhetoric and ethics, the tradition of criticism has witnessed significant transformations influenced by major intellectual movements, from Classical to Enlightenment thought, Romanticism, Modernism, and Postmodernism. The annotation highlights key figures and schools of thought that have shaped critical discourse over time, such as Aristotle's foundational texts, the emergence of formalism, New Criticism's focus on the text itself, and the rise of postcolonial and feminist critiques that challenge traditional narratives and promote diverse perspectives. Furthermore, it examines the impact of socio-political events and technological advancements on the ways in which art and literature are perceived and critiqued.

Key words: Criticism, Historical Perspective, Aesthetic Theory, Literary Criticism, Art Criticism, Philosophical Foundations, Cultural Context, Rhetorical Analysis, Interpretation, Reception Theory, Modernism/Postmodernism, Critical Movements, Influential Critics, Theoretical Frameworks, Socio-political Influences.

Introduction

The evolution of criticism refers to the historical development of the methods, theories, and practices of critiquing art, literature, culture, and ideas. It encompasses various schools of thought and approaches, reflecting changes in societal values, artistic movements, and philosophical perspectives. Historically, criticism has evolved from ancient traditions where works were evaluated based on moral, aesthetic, or philosophical criteria, to modern approaches that emphasize context, theory, and subjective interpretation. Key milestones include:

Main body

Classical Criticism: Originating with philosophers like Plato and Aristotle, focusing on ideals of beauty and moral purpose.

Medieval Criticism: Influenced by religious perspectives, evaluating works based on their alignment with spiritual values.

Renaissance Humanism: Rebirth of classical ideals, emphasizing human experience and rationale.

Romanticism: Celebrating individual expression and emotional depth, shifting the focus of criticism from rules to personal response.

Modernism: Emphasizing innovation and breaking traditional forms, with critics like T.S. Eliot exploring new paradigms.

Postmodernism: Questioning grand narratives and embracing multiplicity of meanings, influenced by cultural and political contexts. The evolution of criticism reflects broader cultural shifts, intellectual debates, and an increasing complexity in understanding artistic and literary productions.

Continuing from the evolution of criticism, we can explore the key developments and figures that shaped it further:

Marxist Criticism: Emerging in the 19th century, this approach focuses on class struggle, economic factors, and the relationship between culture and power dynamics. Critics like Georg Lukács and Antonio Gramsci examined how ideology influences literature and art.

Feminist Criticism: Gaining prominence in the late 20th century, feminist criticism seeks to understand and challenge the representation of women in literature and art. Figures like Simone de Beauvoir and Virginia Woolf analyzed women's roles and the patriarchal structures within cultural narratives.

Psychoanalytic Criticism: Based on the theories of Sigmund Freud and later Jacques Lacan, this approach explores the psychological motivations of authors and characters, examining how unconscious desires and societal constructs influence creative work.

Structuralism and Post-Structuralism: Structuralism, initiated by thinkers like Ferdinand de Saussure, focuses on underlying structures that govern language and meaning. Post-structuralism, led by figures like Roland Barthes and Michel Foucault, challenges fixed meanings and emphasizes the instability of interpretation.

Cultural Studies: This interdisciplinary approach emerged in the late 20th century, examining cultural phenomena in their social and political contexts. Critics like Stuart Hall highlighted how media and cultural practices shape identity and ideology.

Conclusion

Globalization and Postcolonialism: These approaches address the impact of global interconnectedness and colonial histories on cultural production. Critics like Edward Said explored how literature reflects and challenges colonial power dynamics.

Digital Criticism: With the advent of the digital age, new forms of criticism have emerged, analyzing how digital media shape artistic expression and influence cultural consumption. The evolution of criticism has become increasingly pluralistic, encompassing diverse methodologies and perspectives. Today, criticism is not just limited to traditional texts but extends to various media, including visual arts, film, and digital platforms. The historical perspective on criticism reveals a dynamic landscape of thought that has adapted over centuries. This evolution continues to respond to societal changes, emerging theories, and innovations in artistic expression, fostering ongoing discourse in how we engage with and interpret culture. By understanding these historical trajectories, we gain insight into the complexities of human expression and the cultural narratives that shape our world.

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MOBIL TEXNOLOGIYALARNING ASOSIY TURLARI VA ULARNI TA'LIM JARAYONIDA QO'LLANILISHI

Hakimov Murodbek Akramovich, o'qituvchi
Namangan davlat universiteti, Namangan, O'zbekiston
murodbekhakimov2@gmail.com, +998934011177

So'nggi yillarda raqamli texnologiyalar ta'lim jarayonida keng qo'llanilmoqda va bu o'quv jarayonlarini optimallashtirishda, samaradorligini oshirishda muhim rol o'ynadi. Ayniqsa, mobil texnologiyalar – zamonaviy smartfonlar, planshetlar va boshqa ko'chma qurilmalar orqali ta'lim olish imkoniyatlari rivojlanmoqda. Mobil texnologiyalarning ta'limda qo'llanilishi ta'limning interaktivligi, qulayligi va moslashuvchanligini ta'minlab, talabalar va o'qituvchilarga yanada ko'proq imkoniyatlar yaratib bermoqda. Bu texnologiyalar yordamida ta'lim olish jarayonini istalgan joyda, istalgan vaqtda davom ettirish mumkin bo'lib, bu talabalar va o'qituvchilarning geografik joylashuviga bog'liq cheklovlarini yo'q qiladi [1].

Mobil texnologiyalar ta'lim jarayonini shaxsiylashtirish, talabalar va o'qituvchilarning hamkorligini yaxshilash, o'quv jarayonini tezkor va samarali boshqarish imkonini beradi. Jumladan, mobil ilovalar, elektron darsliklar, podkastlar, virtual sinflar va boshqa turdagi texnologiyalar o'quv jarayonini takomillashtirishda asosiy vositalardan biri sifatida ishlatilmoqda[2]. Bu texnologiyalar o'quv materiallarini ko'proq va qiziqarli shaklda yetkazish, talabalarni motivatsiyalash va bilim olish jarayonini o'yinlar bilan boyitish imkoniyatini beradi. Bundan tashqari, global ta'lim resurslariga osongina kirish orqali talabalar bilim doirasini kengaytirishi mumkin [3].

Mobil texnologiyalar shuningdek, ta'limning muhim vazifalarini – hamkorlik, innovatsiya va barqarorlikni kuchaytiradi. Ta'limda zamonaviy mobil texnologiyalarning tatbiqi pandemiya davrida, masofaviy ta'limning ahamiyati ortgan paytda ham o'zining yuqori samaradorligini ko'rsatdi [4]. Bunday texnologiyalar yordamida o'quv jarayoni davom ettirildi va talabalar o'z bilimlarini masofadan turib muvaffaqiyatli o'zlashtirishadi.

Shu bois, ta'lim tizimiga mobil texnologiyalarni keng joriy qilish ham global, ham mahalliy ta'lim muhitida rivojlanishning ajralmas qismi hisoblanadi. Ushbu maqola oliy ta'limda qo'llanilayotgan mobil texnologiyalar turlarini va ularning samarali qo'llanish imkoniyatlarini tahlil qilishga qaratilgan bo'lib, ular ta'lim jarayonida qanday ijobiy o'zgarishlarga olib kelishini ko'rsatib beradi.

Ushbu maqola asosan ikkinchi darajali ma'lumotlar, ya'ni ilmiy maqolalar, ta'lim texnologiyalari sohasidagi hisobotlar va oliy ta'limda qo'llanilayotgan mobil

ilovalar haqidagi tahlillar asosida tayyorlangan. Asosiy yondashuv – ta’limdagi innovatsion texnologiyalarni, xususan mobil texnologiyalarning o’quv jarayoniga ta’sirini o’rganishdan iborat. Quyida mobil texnologiyaning asosiy turlari keltirilgan:

1. Mobil ilovalar (Apps). Mobil ilovalar ta’limda keng qo’llaniladigan asosiy texnologiyalardan biridir. Ular o’quvchilar va o’qituvchilarga ta’lim jarayonini interaktiv va qulay qilish imkonini beradi. Turli xil ta’lim ilovalari mavjud bo’lib, ular talabalar bilimini oshirish, topshiriqlarni bajarish, onlayn testlar o’tkazish va boshqa vazifalarni bajarish uchun qo’llaniladi. Bunga misol qilib quyidagilarni keltirish mumkin:

- ✚ Duolingo: Chet tillarini o’rganishga yordam beradi va bu jarayonni o’yinlar orqali qiziqarli qiladi [1].
- ✚ Khan Academy: O’rganish uchun video darsliklar, interaktiv mashqlar va testlarni taqdim etadi.
- ✚ Coursera: Talabalar kurslarga yozilib, har qanday joydan ta’lim olishi mumkin.

2. Elektron darsliklar va kitoblar (e-books). Elektron darsliklar va kitoblar mobil qurilmalarda osongina o’qilishi mumkin. Ular o’quv materiallarini hamyonbop va qulay qilib taqdim etadi. O’quvchilarga har qanday vaqtda va joyda o’zlariga kerakli darsliklarni yuklab olish va o’qish imkonini beradi. Bunga misol qilib quyidagilarni keltirish mumkin:

- ✚ Amazon Kindle: Elektron kitoblar uchun kengaytirilgan platforma bo’lib, o’qish jarayonini soddalashtiradi [2,7].
- ✚ Apple Books: Ta’lim materiallari va darsliklarni elektron formatda taqdim etuvchi ilova.

3. Virtual sinflar va videokonferensiyalar. Virtual sinflar mobil texnologiyalarning muhim qismi bo’lib, talabalarga masofadan turib ta’lim olish imkonini beradi. Bunday texnologiyalar ayniqsa pandemiya davrida keng qo’llanildi va ta’limni davom ettirishda muhim rol o’ynadi. Bunga misol qilib quyidagilarni keltirish mumkin:

- ✚ Zoom: O’qituvchilar va talabalar o’rtasida video konferensiya orqali darslarni o’tkazish uchun keng qo’llaniladi [8].
- ✚ Google Classroom: O’qituvchilar topshiriqlar berishi, darslarni tashkil qilishi va talabalar bilan aloqa o’rnatishi mumkin.

4. Podkastlar va vebinarlar. Podkastlar va vebinarlar ta’lim jarayonida keng qo’llanilib, audio va video formatda ma’lumotlarni yetkazishga yordam beradi. Ular o’quvchilarga mobil qurilmalar orqali har qanday joyda ta’lim olish imkonini beradi. Bunga misol qilib quyidagilarni keltirish mumkin:

✚ TED Talks: Turli mavzulardagi qisqa, ta'limiy nutqlar va ma'ruzalarni tinglash mumkin [7].

✚ Audible: Chet tillari yoki boshqa darsliklarni audiokitoblar shaklida taqdim etuvchi platforma.

5. O'quv o'yinlari (Gamification). O'quv o'yinlari orqali ta'lim jarayoni qiziqarli va interaktiv bo'lishi mumkin. Gamifikatsiya orqali o'quvchilarning bilimini oshirish va ularni motivatsiya qilish samarali usul hisoblanadi. O'quv o'yinlari, ta'lim resurslarini o'yinlarga aylantirish orqali o'qish jarayonini qiziqarli qiladi.

✚ Quizlet: Talabalarga o'quv materiallarini eslab qolish va tezkor testlar orqali bilimlarini sinash imkonini beradi [6,10].

✚ Kahoot!: Sinflar yoki guruhlarda o'yin tarzida testlar va savol-javoblarni o'tkazish uchun qo'llaniladi.

6. Bulutli texnologiyalar (Cloud technologies). Bulutli texnologiyalar orqali o'quvchilar va o'qituvchilar ta'lim resurslariga istalgan joyda kirish imkoniga ega bo'lishadi. Bu texnologiyalar o'quv materiallarini saqlash, ulashish va ularni masofadan boshqarish imkoniyatini beradi.

✚ Google Drive: O'quvchilar va o'qituvchilarga hujjatlar va ta'lim materiallarini bulutda saqlash va ulashish imkonini beradi [5,9].

✚ Dropbox: Foydalanuvchilarga katta hajmdagi fayllarni saqlash va almashish imkoniyatini beradi.

Yuqoridagilardan kelib chiqib shuni aytish mumkinki, mobil texnologiyalarning turlari oliy ta'lim tizimidagi dars jarayonlariga keng qo'llanilsa maqsadga muvofiq bo'lardi va ular ta'limni interaktiv, qulay va moslashuvchan qilardi. Elektron darsliklar, mobil ilovalar, virtual sinflar va podkastlar orqali o'qish jarayoni samaradorligi oshadi va talabalar istalgan vaqtda o'z bilimlarini kengaytirish imkoniga ega bo'ladilar.

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USING DIGITAL TOOLS AND MODERN TEACHING METHODS IN ENGLISH LANGUAGE EDUCATION

Ro'ziqulov Normurod Po'latboy o'g'li

Student, Chirchik State Pedagogical University

normurodroziqulov9@gmail.com

Scientific adviser: Diana Komilovna Ruzmetova

PhD, Chirchik State Pedagogical University

89dayana@mail.ru

Abstract

This study examines the integration of digital innovations and modern pedagogical approaches in English language teaching (ELT). It explores how technologies such as online platforms and adaptive learning tools enhance learner engagement, collaboration, and personalization. The paper analyzes current instructional strategies, including the flipped classroom and blended learning, to demonstrate their practical applications in the ELT context. The research highlights both the potential and challenges of using these innovations in teaching practices and provides educators with insights on how to implement them effectively.

Keywords: Digital technologies, English language teaching, innovative pedagogy, online learning platforms, personalized education, collaborative learning.

Introduction. The rapid advancement of digital technologies has dramatically influenced educational methods, especially in language instruction.

Traditional English language teaching (ELT) methods have evolved to incorporate modern tools that increase engagement and enhance learning outcomes. This study explores the potential benefits and challenges of integrating digital innovations and modern approaches in ELT. By focusing on technologies such as gamified learning, adaptive platforms, and blended teaching methods, this research aims to provide educators with a framework for improving language teaching practices.

Methods. This research utilizes a qualitative approach, analyzing various digital tools and modern pedagogical strategies currently applied in ELT settings. Data was gathered from peer-reviewed journals, books, and case studies that focused on the practical use of digital platforms in language teaching. The study identifies key themes related to engagement, collaborative learning, and personalized education. It also examines challenges such as teacher training and technological access that affect the implementation of these innovations.

Results. The study found that digital technologies significantly enhance learner engagement through multimedia tools and gamified platforms like Duolingo, which promote sustained language practice [1]. Collaborative tools such as Google Classroom and Microsoft Teams foster a sense of community among learners, helping them develop not only language proficiency but also teamwork skills [2]. Furthermore, adaptive learning platforms like Rosetta Stone enable personalized learning experiences, allowing students to progress at their own pace while receiving targeted feedback [3].

The adoption of modern approaches, such as the flipped classroom, showed increased class time for interactive activities, thereby boosting students' practical communication skills [4]. The integration of real-world tasks via Task-Based Language Teaching (TBLT) also supported authentic learning experiences [5]. The blended learning model combined the flexibility of online instruction with the benefits of face-to-face interaction, offering diverse learning opportunities [6].

Discussion. The findings confirm that digital innovations and modern approaches provide significant benefits for English language teaching, especially in creating engaging, collaborative, and personalized learning environments. However, the challenges associated with implementing these innovations should not be underestimated. Educators require adequate training to effectively utilize digital tools, and disparities in technology access can hinder equitable learning opportunities. Institutions must address these issues by investing in teacher development and ensuring that students from different backgrounds have the necessary resources.

Furthermore, the integration of these innovations requires a paradigm shift in teaching philosophy, moving from teacher-centered to student-centered learning. Future research should focus on long-term impacts of digital technologies on

language acquisition and the sustainability of these innovations in diverse educational settings.

Conclusion. The incorporation of digital technologies and modern approaches in ELT has revolutionized language teaching. By enhancing learner engagement, promoting collaboration, and offering personalized learning experiences, these innovations provide educators with new avenues to improve language instruction. Despite the challenges, embracing these tools and methodologies is essential for adapting to the evolving needs of language learners in a globalized world. Continuous professional development and resource support will be key to successfully implementing these innovations.

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EXPLORING THE IMPACT OF ETHNOLINGUISTIC DIVERSITY ON ENGLISH LANGUAGE TEACHING

Rahmonova Hilola Sodiq qizi
Chirchik State Pedagogical University
Scientific adviser: Diana Komilovna Ruzmetova
89dayana@mail.ru

***Abstract:** This text explores the concept of ethnolinguistic diversity, defined as the coexistence of different ethnic and linguistic groups, and its implications for English language teaching (ELT). It discusses how language identities contribute to social history and educational contexts, emphasizing the importance of recognizing local linguistic diversity in schools. The text reviews the relationship between ethnolinguistic differentiation and educational outcomes, addressing the challenges posed by demographic factors on student performance. It also advocates for an inclusive approach in ELT that prepares students for interaction in diverse linguistic environments, highlighting the need for targeted teaching strategies to support learners from varied backgrounds. Ultimately, fostering an equitable educational setting is presented as essential for enhancing language instruction and promoting cultural understanding.*

***Key words:** ethnicity, ethnolinguistic, lingua academica, lingua franca*

While the term 'ethnicity' signifies human identification through a group-based identity, it is often accompanied by the term 'linguistic' to represent additional group identification through a specific language or languages. People exhibit differences in the combination of these group-based language identities. One might refer to such a group as an ethnolinguistic group. An ethnolinguistic group is an assemblage of people sharing the characteristics of ethnicity and language. Ethnolinguistic diversity refers to the existence of several different ethnolinguistic groups. Such diversity is a key aspect of social history and human culture. Ethnolinguistic diversity, an inherent aspect of human life, can often serve as a foundation of art, music, and literature. For many, languages and linguistic diversity are part of their heritage, identity, and being. People are 'whole' when their languages are appreciated for their significant role in their identity. [1]

In addressing the implications of ethnolinguistic diversity for English language teaching, we first examine linguistic diversity, ethnolinguistic diversity, and what language and identity mean to people. Next, we reflect on grammatical issues related to international intelligibility and the characteristic language features of the majority of teachers of English around the world. We then delve into issues that need to be fully integrated into the professional ELT community's thinking: awareness of local ethnolinguistic diversity, pedagogical approaches, and teacher language repertoire. Finally, we discuss the impact of the outward use of local languages in the teaching of English. Our aim is to recognize how schools can provide a welcoming and respectful educational environment for students, many of whom bring their native languages and English as an additional language to the curriculum. [2]

Any discussion of educational diversity, whether concerned with student learning or with the composition of schools and classrooms, must combine an understanding of the range of categories used to represent various kinds of diverse students and their successes and failures. This requires an approach that acknowledges and attempts to understand a wide variety of demographic and social markers, and the often complex ways in which they intersect with one another. This means, for example, considering the impact of poverty on educational achievement and of race on access to services, social status, and opportunities for mobility. Language is often described as a potent marker. [3] What this means is that the structure and content of an individual's language or languages can carry a lot of information about the person, such that one has no difficulty imagining statements of the following types: "He's from South London, I can hear it as soon as he speaks," "She's Somali, I can tell from her accent," "That piece of writing is full of grammatical errors; the writer must be an immigrant."

Several disciplines attempt to explain the origins, nature, and ramifications of processes of differentiation. The sociological subjects examine social distinctions in general, whereas sociolinguistics approaches varieties of language in use. The many theories of identity reflect the wonderful multiplicity of sources of differences and of interest. Here, one of the theoretical frameworks that seems to be particularly apt for consideration of the relationship between education, ethnicity, and language is used. This approach combines a model of social identity from social psychology with more general ideas. Each source – linguistic, social, and geographic – can make real, measurable, and sometimes conflicting contributions to the little-studied hidden theoretical variable of relative ethnic community strength or community status. Data derived from analysis of the school performance of variously sorted groups are drawn on to explore findings that are in remarkable accordance with predictions derived from the proposed model. The relationship between ethnolinguistic differentiation and educational failure is powerful, [4] and the aim is to get language into the act, to provide some sociolinguistic measures capturing the ethnolinguistic community continuum. Goals of the study are to answer the research question, "How does diversity among the students' home languages affect the ethnic gap in performance? How can we be sure that we have measured the complexity of the students' attributes that contribute to this phenomenon?" Moreover, there is a popular belief that "Ethnic diversity impairs the quality of our schools." The predispositions that attend the various permutations of the argument outnumber the permutations themselves. The dangers to school cohesion are said to be great as classrooms become increasingly homogeneous through white flight and are recreated within larger class groups through the maintenance of perceptually homogeneous subsets. [5] Effects on

educational expectations, goals, aspirations, values, and school success have varying numbers of empirical supporters but derive ultimately from a concern for increased ethnic diversity. The salience of student body composition is maximum in states that have not already reached majority-minority status, substantial and obvious in large urban centers, but is also influential in suburban and rural areas. The consequent attention to equity has meant that attention focuses at least in part on the equitable treatment of groups rather than on average performances. The characteristics of the students' dictate in part the quality of the education received. Furthermore, many demographic characteristics are otherwise salient contributors to the probability of school success, like disengagement with basic educational values and disparity of achievement. Consistent indicators of schooling quality come ultimately from general indicators resembling test scores. Educational researchers are concerned about individual, institutional, or societal well-being. For these reasons, researchers might want to assess the importance.

Historical perspectives on Ethnolinguistic Diversity in English Language Teaching creating and fostering an inclusive education for all linguistic groups is one way to reinforce the humane goals and positive possibilities of the increased contact required by the economic necessities of our global society. Since the beginning of English language teaching as an organized entity, educators have been concerned about the non-English language skills as well as the diverse indigenous languages of the students. Indeed, the first teacher preparation manual stated that language teaching should begin with the local vernacular. [6] Teachers and institutions have always been international and national institutions, welcoming learners from as many different language and cultural groups as possible.

The first five centuries of ELT occurred in private academies and court settings. Multilingual learners vied with peers in mathematics, formal debate, and classical language instruction. Latin, which became the *lingua academica* for encoded knowledge for over 500 years, was taught to the scholars of many different language backgrounds. These multilingual students instinctively employed creative strategies to generate a mutually intelligible *lingua franca*. Not only did Latin play the role of English today, maintaining school activities separate from the vernaculars, it also functioned as the medium for extended communication, sharing ideas, literary endeavors, and friendship making.

In an educational context that promotes a non-nativist English society as the inclusive classroom, students need to be prepared and equipped for interaction across varied linguistic territories. For EFL settings where this diversity is lacking, EMI and CLIL are two in-house educational tools being promoted by a combination of governments, institutions, and private enterprises. The demand for

that needs. While EMI and CLIL have their targeted professionals designed initially for the teachers of middle and higher education institutions, in order to support the use of innovation, more voices need to be heard and included in English Language Education, but always with a clear societal purpose and an educational goal.

An approach to managing Cultural Linguistic Diversity in the English Learning and Instructional classroom refers to features and characteristics of language learners often related to race, gender, dialect of the first language, language proficiency in English, or the presence of learning disabilities or special needs, either of a temporary or permanent nature. Different teaching strategies and other forms of active support are necessary to provide learners with an equitable opportunity to succeed. [7] Some of the compelling reasons for adopting a more proactive, targeted approach to language instruction through a focus on CLD include facilitating an equitable opportunity to learn the curriculum, providing learners with key cross-curricular academic English language and literacy skills, particular oral language proficiency skills needed for interactions outside of school, and cultural familiarity that can play a significant role in language development and academic achievement.

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IQTISODIY ADABIYOT: O‘ZBEK TILIDAGI MANBALARNI RIVOJLANTIRISH

Egamberdiyev Shavkatbek
Andijon mashinasozlik instituti
Iqtisodiyot yo‘nalishi 3-kurs talabasi

Iqtisodiy adabiyot, har bir mamlakat iqtisodiy rivojlanishi va barqarorligida muhim rol o‘ynaydi. O‘zbekistonda iqtisodiy adabiyot sohasida o‘zbek tilidagi manbalarni rivojlantirish, nafaqat ilmiy, balki amaliy jihatdan ham dolzarb masala hisoblanadi. O‘zbek tilida yozilgan iqtisodiy asarlarning ko‘payishi, milliy iqtisodiyotimizni yanada rivojlantirishga xizmat qiladi.

O‘zbekistonda iqtisodiy adabiyot sohasida muhim yutuqlar mavjud. Yurtimizda iqtisodiy nazariyalar, amaliyotlar va ularning tahliliga bag‘ishlangan ko‘plab asarlar yaratilgan. O‘zbek tilida iqtisodiy fanlar bo‘yicha darsliklar, monografiyalar va ilmiy maqolalar ko‘paymoqda. Biroq, hali ham ko‘plab muammolar mavjud. O‘zbekiston iqtisodiyoti bilan bog‘liq bo‘lgan o‘zbek tilidagi manbalar soni, boshqa tillarda mavjud bo‘lgan manbalarga nisbatan ancha kam. [1]

O‘zbek tilida iqtisodiy adabiyotda bir qator muammolar mavjud. Asosiy qiyinchiliklardan biri – iqtisodiy nazariyalar va metodologiyalarning yetishmasligi [2]. Shuningdek, iqtisodiy mavzular bo‘yicha yetarlicha manbalar yo‘qligi ham muammo hisoblanadi. Biroq, ushbu qiyinchiliklar bilan bir qatorda, yangi imkoniyatlar ham mavjud. Iqtisodiy adabiyotning rivojlanishi, O‘zbekiston iqtisodiyotini global miqyosda raqobatbardosh qilishga yordam beradi.

O‘zbek tilida iqtisodiy adabiyotning rivojlanishi uchun bir qator istiqbollar mavjud:

1. **Mahalliy va xalqaro tajribalarni o‘rganish:** Xalqaro iqtisodiy adabiyotga kirish va ularni o‘zbek tilida tarjima qilish orqali bilimlarni kengaytirish.
2. **Yangi texnologiyalar:** Raqamli resurslar va online platformalardan foydalanish orqali iqtisodiy bilimlarni kengaytirish va tarqatish.
3. **O‘qituvchilar va tadqiqotchilarni tayyorlash:** O‘zbekiston iqtisodiyotini o‘rganishga qiziqqan yangi avlod iqtisodchilari va o‘qituvchilarni tayyorlash zarur.
4. **Ijtimoiy talab:** Iqtisodiy bilimlarni kengaytirish va amaliyotga tatbiq etish uchun ijtimoiy talabni oshirish.

Iqtisodiy adabiyot — iqtisodiyot, iqtisodiy nazariyalar, amaliyot va tadqiqotlar bilan bogʻliq boʻlgan yozma asarlar toʻplamidir [3]. U iqtisodiy tushunchalarni, nazariyalarni va metodlarni oʻrganishga, tahlil qilishga va ulardan amaliyotda foydalanishga yordam beradi.

Iqtisodiy adabiyotga quyidagilar kiradi:

1. Darsliklar: Iqtisodiy fanlar boʻyicha asosiy ma'lumotlarni oʻz ichiga oladi.
2. Monografiyalar: Muayyan iqtisodiy masala yoki nazariyaga bagʻishlangan chuqur tadqiqotlar.
3. Ilmiy maqolalar: Yangiliklar va tadqiqot natijalarini taqdim etuvchi qisqa asarlar.
4. Hisobotlar va statistik ma'lumotlar: Iqtisodiy faoliyatning turli jihatlarini tahlil qiluvchi materiallar.
5. Tahliliy va metodologik asarlar: Iqtisodiy jarayonlarni oʻrganish va ularga baho berish uchun foydalaniladigan metodologiyalar.

Iqtisodiy adabiyot iqtisodchilar, talabalar, siyosatchilar va keng jamoatchilik uchun iqtisodiy jarayonlarni tushunishda, qarorlar qabul qilishda va strategiyalar ishlab chiqishda muhim vosita hisoblanadi. [4]

Oʻzbek tilidagi iqtisodiy adabiyotlarning ahamiyati. Oʻzbekiston iqtisodiyoti bozor iqtisodiyotiga oʻtish jarayonida, iqtisodiy bilimlar va tushunchalar xalqimiz uchun muhim ahamiyat kasb etmoqda. Oʻzbek tilida yozilgan iqtisodiy adabiyotlar:

- Milliy identitetni saqlash: Oʻzbek tilida yozilgan manbalar xalqimizning iqtisodiy fikrlash tarzini shakllantirishda yordam beradi.
- Ta'lim va tarbiya: Iqtisodiy bilimlarni oʻzbek tilida olish, yosh avlodni iqtisodiy savodxonlikka tayyorlashda muhimdir.
- Amaliyotga tadbiiq: Iqtisodiy nazariyalar va tushunchalarni oʻzbek tilida ifodalash, ularni amaliyotga tadbiiq etishda qulaylik yaratadi.

Oʻzbek tilidagi iqtisodiy adabiyot manbalarini rivojlantirish, Oʻzbekiston iqtisodiyotini yanada mustahkamlash va ilm-fan sohasida yutuqlarga erishish uchun zarur. Yurtimizda iqtisodiy bilimlarni kengaytirish va ulardan samarali foydalanish, xalqimizning farovonligini oshirishga xizmat qiladi. Shu sababli, iqtisodiy adabiyot sohasida oʻzbek tilidagi manbalarini rivojlantirish, har bir iqtisodchi, oʻqituvchi va tadqiqotchining vazifasi boʻlishi kerak. Oʻzbek tilidagi iqtisodiy adabiyotlarni rivojlantirish, nafaqat mamlakatimiz iqtisodiyotini mustahkamlash, balki xalqimizni iqtisodiy bilimlar bilan ta'minlashda muhim ahamiyatga ega. Bu jarayonni muvaffaqiyatli amalga oshirish uchun davlat, ilm-fan va ta'lim sohalarining birgalikdagi sa'y-harakatlari zarur. Faqat shunday qilib, biz oʻzbek tilida boy va sifatli iqtisodiy adabiyotlarni yarata olamiz.

FOYDALANILGAN ADABIYOTLAR:

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LOGISTICS IN THE HIGHER EDUCATION SYSTEM OF UZBEKISTAN

Po'latov Islombek

Student of Andijon Machine-building Institute

Abstract: This article describes the logistics approach to management in the field of education, describes the flow, principles of pedagogical and educational logistics, and the components of the activity of logistics students in the higher education system.

Key words: logistics approach, educational-pedagogical logistics, logistics flow, logistics education, principles of logistics.

Today, there is no clear distinction between education and pedagogical logistics, although these areas should be separated. The concept of pedagogical education development in 2015-2020 envisages "the use of clusters as the main elements of the professional training, retraining and development of the system of professional development of professors and teachers."

The criterion of the effectiveness of the implementation of logistics functions is the level of achievement of the final goal of logistics activities, expressed by the six rules of logistics - the right quantity of the right quality product is delivered at the right time. to the right place with minimal costs. Based on this, we determine the following components of logistics activities in the higher education system.

1. Product - necessary knowledge (qualification obtained by the graduate).
2. Quality - qualification requirements for university graduates who have mastered certain competencies. As a result, the quality of higher education is

interpreted as the compatibility of their knowledge and skills with the dynamic requirements of socio-cultural, economic and professional aspects of life, and their readiness to solve them creatively by evaluating the competencies of university graduates. problems and tasks in all spheres of social and personal life.

3. Quantity - the number of standard didactic units that the student should master during his studies (for example, building a logistics system by analyzing the content of economic subjects allows to determine general didactic and special units).

4. Place - different forms of education (correspondence, full-time, different models of distance education etc.).

5. Expenses - expenses of a business entity expressed in monetary terms, which serve as an important indicator of the effectiveness of the organization's management activities.

It is necessary to improve the historically formed system of production and use of knowledge from the point of view of logistics. According to V. Liveshits, knowledge is a very valuable resource, and its "preservation" is related to the risk of aging. It makes more sense to include knowledge production in the supply chain. With this approach, new knowledge is produced in time. The traditional education system, where the student accumulates knowledge without any destination, does not meet the principles of logistics. According to the principles of pedagogical logistics, it is more effective to bring the transfer of knowledge closer to the moment of its use. Bill Gates proposed a knowledge management system in business based on information flow management. In general, information flow is the movement of information expressed in a structured form in a certain environment. Information flow in relation to logistics is a set of messages circulating in the logistics system (it is an ordered set of elements that have a certain relationship with each other, form a certain unity and perform certain logistics functions), as well as data flow in the logistics system. logistics system and the external environment of messages. necessary to monitor and manage logistics operations. The study and management of information flows is carried out together with the technical means of information transmission, processing and integration. At the same time, the forms of existence of information flows are wider than the possibilities of technical means (for example, direct communication between people). Thus, the forms of manifestation of information flows can be reduced to four types: paper document, electronic document, visual document (photos, film, television, etc.), oral (spoken) messages, etc.

Formation of communication skills of university students occupies a special place among the complex problems of pedagogical personnel training. Especially at the current stage of reforms related to the modernization of education, the

problem of adaptation to professional pedagogical activity is becoming increasingly clear. In addition to practical, psychological, methodological and research types, the formation of the teacher's professional skills is also enriched. "Skill" and "competence" are the main concepts of the competency-based approach to education. The analysis of the sources shows that these are complex, multi-component and interdisciplinary concepts that do not have a single value definition in the scientific literature. According to researchers, they differ in size, category, semantics and logical structure, and they can be considered as a description (characteristics, habits, etc.) of an authorized person.

Conclusion: the aim is to implement the laws of the Republic of Uzbekistan on education and to ensure the training of highly qualified specialists with higher education, the continuity and duration of education, integration into the global education system, as well as the improvement of the educational-methodological and regulatory-legal framework of higher education.

Scientific supervisor: Tuxtasinova Shoxsanam

Teacher of the department of Uzbek language and literature, AndMI

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THE IMPACT OF DIGITAL MEDIA ON LANGUAGE EVALUTION AND COMMUNICATION METHODS

Nargiza Alisher qizi Jumageldiyeva

Student, Chirchik State Pedagogical University

nargizajumageldiyeva1@gmail.com

Scientific advisor: Diana Valeryevna Abduramanova

Chirchik State pedagogical university,

head of the English theory and practice department,

doctor of Philosophy in Philological Sciences (PhD), act.assoc.prof.,

d.abduramanova@cspi.uz

ABSTRACT

In an era where technology heavily influences communication, language evolution is experiencing a transformative shift. Digital media, including social platforms, instant messaging, and multimedia, profoundly impact how we interact, learn, and think. Platforms like Twitter and Instagram have redefined expression, with memes, emojis, and abbreviations shaping modern language styles. This article examines the role of digital media in language change, exploring how multimedia interactions alter traditional styles, balancing innovation with preserving linguistic norms in a digital landscape.

Keywords: communication, digital media, multimedia, platforms, language, dynamics, mechanism, development.

INTRODUCTION

Digital media has profoundly influenced language evolution and communication methods, reshaping how individuals interact globally. This study investigates the effects of social media, instant messaging, and multimedia sharing on language usage and development. By examining digital communication's role in introducing new linguistic forms and altering traditional structures, the research highlights how digital platforms impact communication efficiency, emotional expression, and the preservation of linguistic norms in modern society.

LITERATURE ANALYSIS AND METHODOLOGY

As digital media, encompassing social media, online news, and blogs, becomes more deeply embedded in daily life, it has evolved into a key channel for acquiring and sharing information. Reyna, Hanham, and Meier note that “these technological advancements have transformed the ways we communicate,

socialize, and learn.¹³ In the digital media era, textual expressions have expanded beyond conventional written language to incorporate new forms, like contractions¹⁴, emoticons, and kaomoji.¹⁵ These phrases have quickly proliferated across digital media via social networks and messaging apps, becoming essential elements of everyday conversation. Moreover, visual imagery now plays a crucial role in conveying emotions and opinions, as emojis, memes, and screenshots offer a visual means to express feelings and empathy.¹⁶ Digital media has also given rise to the widespread use of video forms, with short video calls becoming one of the main ways of online socializing and information sharing.

Previous research has explored the impact of digital media on language and communications, emphasizing its tendency to make expression more concise and efficient.¹⁷ however, with the advent of COVID-19, people's social lives are gradually shifting to digital platforms, and online interactive tools such as online meetings have shown explosive growth.¹⁸ This phenomenon has accelerated the shaping of language by digital media and triggered the rise of more complex and three-dimensional forms of communication. The emergence and intervention of multimedia forms on digital platforms have also become more frequent, and their forms have been transformed and updated to some extent in line with the changing context of the times. The rise of this form of media provides a more vivid way of delivering information. It promotes the diversification of linguistic expressions, making people pay more attention to the role of emotional and visual elements in communication.

This study aims to delve into the specific impact of digital media on language style and communication modalities to gain a fuller and deeper understanding of the far –reaching impact of this media evolutions on social communication. In addition, employ textual analysis to explore the interactions shape and change people's linguistic expressions. It will focus on the impact of the digital media on traditional communication styles, including changes in the simplicity, immediacy, and variety of linguistic expressions. This study hopes to provide insights into understanding the mechanisms of language and communication evolution in the digital age and provide valuable references for future social and technological development.

¹³ Reyna, J., Hanham, J., & Meier, P. (2018). The Internet explosion, digital media principles and implications to communicate effectively in the digital space. *E-learning and Digital Media*, 15(1), 36-52.

¹⁴ Tagliamonte, S. A. (2016). So sick or so cool? The language of youth on the Internet. *Language in Society*, 45(1), 1-32.

¹⁵ Merchant, G. (2001). Teenagers in cyberspace: an investigation of language use and language change in internet chatrooms. *Journal of research in reading*, 24(3), 293-306.

¹⁶ Russmann, U., & Svensson, J. (2017). Introduction to visual communication in the age of social media: Conceptual, theoretical and methodological challenges. *Media and Communication*, 5(4), 1-5.

¹⁷ Tagg, C. (2015). *Exploring digital communication: Language in action*. Routledge. p.333

¹⁸ Kennedy, N. R., Steinberg, A., Arnold, R. M., Doshi, A. A., White, D. B., DeLair, W., & Elmer, J. (2021). Perspectives on telephone and video communication in the

Interaction using abbreviations is a typical style of language on digital platforms. According to statistics from websites that study the presence of Internet contractions, there are 4,195,875 contractions registered on the Web.¹⁹ Examples of contractions are numerous, like Tmrw (tomorrow), Gd- good, TBH – to be honest, ASAP - As soon as possible, LOL - Lough out loud, LMK –let me know... Some of these contractions are the most common phrases in everyday speech, can occur in informal and formal conversation types, and appear very frequently in online communication interactions. According to AbuSa'aleek, “e-discourse creates a kind of semi-speech between speaking and writing. Thus, it is similar to face-to-face communication regarding interactivity”.²⁰ The pervasive use of contractions in digital interactions has dramatically brought about the infusion of colloquialisms, improved efficiency, increased convenience, and changes in the relational distance of interlocutors. First, users can convey their intentions in a shorter period, simplifying the transfer of information and improving communication effectiveness. Through concise abbreviations and simplified expressions, users can convey information quickly, reducing communication complexity and facilitating more accessible interactions. This rapid communication is essential for real-time communication on digital platforms such as instant messaging and social media interactions. In addition, the widespread use of acronyms has injected a more colloquial essence into written language on the Internet. Users mimic spoken patterns and inject a relaxed, conversational style into typed exchanges. This colloquialization enriches the diversity of language expressions and adds a personal touch to interactions, fostering a sense of informality and familiarity.

RESULTS AND DISCUSSIONS

Visual emojis are fun and expressive images used in digital communication to convey emotions and reactions or add a touch of personality to their messages. Unlike traditional text-based emoticons that use punctuation marks to create faces, visual, emojis are colorful, tiny images that can be inserted directly into text. They are like the modern-day equivalent of facial expressions and body language in face-to-face communication but for the digital word.

ongoing process. While it has undoubtedly led to linguistic innovation and expanded our communication repertoire, it has also introduced new challenges regarding language norms, literacy, and the preservation of linguistic diversity. As we continue to navigate this digital landscape, it is crucial to strike a balance

¹⁹ Porubay, I. F., & Khakimov, E. T. (2021). Abbreviations in contemporary internet-mediated communication. *World Bulletin of Social Sciences*, 5, 93-97.

²⁰ AbuSa'aleek, A. O. (2015). Internet linguistics: A linguistic analysis of electronic discourse as a new variety of language. *International journal of English linguistics*, 5(1), 135.

between embracing linguistic change and safeguarding the richness and diversity of languages .

The digital evaluation has irrevocably transformed the way we communicate, and language is no exception. Digital media, from social media platforms to instant messaging apps and online content creation tools, has become an undeniable force shaping how we express ourselves and the very words we use. One of the most obvious impacts of digital media on language is the emergence of new words and phrases. The internet has fostered a culture of linguistic innovation, where terms like “selfie”, “hashtag” and “unfriend” have rapidly gained traction. These neologisms reflect our evolving social landscape and the ways in which we use language to express ourselves online. Furthermore, the rise of social media has given rise to multimodal communication, where images, videos, and emojis become integral parts of online conversations. This blending of mediums has expanded our linguistic repertoire, allowing us to convey emotions and nuances that were previously limited to text.

However, the digital landscape has also created concerns about the erosion of traditional language norms. The informal nature of online communication, with its emphasis on brevity and speed, has led to a decline in formal grammar and spelling conventions. This has led to a debate about the long-term effects on literacy and the ability to communicate effectively in professional settings. Moreover, the dominance of English in online spaces raises concerns about the marginalization of minority languages, which could lead to a homogenization of language and a loss of cultural diversity.

CONCLUSION

Despite these obstacles, the influence of digital media on language evolution remains intricate and continuous. While it has fostered linguistic innovation and broadened our ways of communicating, it has also presented new issues related to language norms, literacy, and the maintenance of linguistic diversity. As we move forward in this digital realm, finding a balance between welcoming linguistic change and preserving the richness and diversity of global languages is essential.

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THE INFLUENCE OF SOCIAL MEDIA ON LANGUAGE LEARNING

Azizaxon Alisher kizi Yuldasheva

Student, Chirchik State Pedagogical University

yuldashevaaziza0105@gmail.com

Scientific adviser: Mavluda Abduvaliyevna Komiljonova

Teacher, Chirchik state pedagogical university

komiljonovamavluda4@gmail.com

ABSTRACT

The digital era has transformed language learning, significantly influenced by social media. These platforms serve as effective tools for acquiring and practicing a new language. Learners can engage with native speakers and enhance their language abilities while discovering valuable resources to aid their studies. Social media offers numerous benefits for language learners, providing access to various language-focused websites and audio materials. It can also help keep learners motivated. However, there are drawbacks as well, including the risk of information overload

Key words: language, positive and negative impact, educational technology, social media.

INTRODUCTION

The advent of the digital age has revolutionized the landscape of language learning, with social media emerging as a pivotal force in this transformation. No longer confined to traditional classrooms or textbooks, learners now have access to a wealth of resources and opportunities at their fingertips. Social media platforms allow users to connect with native speakers, fostering authentic conversations that enhance language skills in meaningful contexts. Additionally, these platforms provide a plethora of tools ranging from language-focused websites to engaging audio materials that support diverse learning styles and preferences. While the benefits of using social media for language acquisition are significant, it is crucial to address the potential downsides, such as information overload, which can overwhelm learners. This article will delve into the impact of social media on language learning, examining both its advantages and challenges in this new digital environment.

Exploring the Benefits of Social Media for Language Learning

Social media offers numerous advantages for language learners. One key benefit is its ability to provide access to a diverse array of resources. Through these platforms, learners can find various language-specific websites, audio recordings, and video tutorials that support their educational journey. Additionally, social

media enables learners to practice their language skills by connecting with native speakers and finding language exchange partners. There are also many language-focused groups and communities where learners can engage with others, including native speakers and fellow students. Moreover, social media serves as a motivational tool; it helps learners stay engaged and focused on their goals. By participating in these communities, individuals can connect with others who share their language-learning ambitions, providing an invaluable source of encouragement.

Interactive Learning: Social media encourages interactive activities, such as language challenges or quizzes, making learning more engaging and enjoyable.

Real-Time Feedback: Learners can receive immediate feedback on their language use through comments and direct messages from native speakers or peers.

Exploring the Drawbacks of Social Media for Language Learning

While social media offers numerous benefits for language learners, it also presents several challenges. One significant drawback is the potential for information overload. The abundance of available resources can easily overwhelm learners, leading to confusion. Additionally, finding trustworthy resources can be difficult; with countless language-specific websites and groups, it can be challenging to identify accurate and reliable information. Language learners must exercise caution when using social media, as they risk encountering outdated or incorrect content. Furthermore, social media can serve as a distraction. With so many engaging activities at their disposal, learners may find it hard to maintain focus on their language studies. It is essential for learners to remain aware of these distractions and stay committed to their language learning objectives.

Negative Influence on Writing Skills: Informal language and slang often prevalent on social media may lead learners to adopt poor writing habits or incorrect grammar.

Inconsistent Feedback: Feedback from peers on social media may be unreliable or unqualified, which can hinder accurate language development.

Time Management Challenges: The engaging nature of social media can lead to excessive time spent browsing rather than studying, affecting overall learning efficiency. A range of apps and social media platforms plays a crucial role in language learning by offering diverse resources and interactive experiences. Here are some notable examples:

Language Learning Apps

Duolingo: Turns language learning into a game with short lessons and quizzes, making it enjoyable and engaging.

Babbel: Concentrates on conversational abilities using real-life dialogues and pronunciation exercises.

Rosetta Stone: Focuses on immersion, teaching through context and visuals without relying on translation.

Memrise: Employs spaced repetition and engaging videos from native speakers to boost vocabulary retention.

Busuu: Provides interactive courses and enables learners to practice with native speakers for feedback.

Social Media Platforms

YouTube: Features numerous channels dedicated to language learning, offering tutorials, cultural insights, and authentic content.

Instagram: Showcases accounts focused on language that share vocabulary, phrases, and cultural tips through engaging visuals.

TikTok: Delivers short, entertaining videos with language tips, challenges, and cultural snippets, attracting younger audiences.

Facebook: Hosts groups for language exchange and practice, connecting learners and speakers worldwide.

Twitter: Allows users to follow language experts and engage in language learning communities through hashtags and discussions.

Communication Apps

HelloTalk: Supports language exchange by connecting users with native speakers for text, voice, and video chats.

Tandem: Similar to HelloTalk, it pairs learners with native speakers for language practice and cultural exchange.

These apps and platforms foster an interactive and supportive environment for language learners, enhancing their skills through a variety of resources, community involvement, and real-world practice.

Examining the Role of Language Teachers in Utilizing Social Media for Language Learning

Language teachers have a crucial role in empowering learners to take full advantage of social media platforms for their language studies. These educators can harness social media to offer students access to a variety of reliable resources, including websites specifically tailored to language learning and valuable audio recordings that enhance listening skills. By curating and sharing these resources, teachers can ensure that learners are engaging with high-quality content.

In addition to providing resources, language teachers can use social media as a tool to foster connections between language learners and native speakers, as well as among peers who are also studying the language. This interaction can create a rich environment for practice, enabling learners to apply their skills in real-life contexts. Engaging with native speakers can significantly boost learners' confidence and motivation, as they receive immediate feedback and

encouragement. Moreover, language teachers can actively monitor their students' progress through their social media activities. By observing how learners interact with language content online, teachers can identify areas where students may be excelling or struggling. This insight allows them to offer targeted feedback and personalized guidance, helping to keep learners on the right track in their language acquisition journey. Overall, by leveraging social media, language teachers can create a dynamic and supportive learning environment that not only enhances access to resources but also encourages meaningful practice and progress in language learning. This multifaceted approach enables teachers to play an integral role in their students' linguistic development.

CONCLUSION

In conclusion, social media has significantly transformed language learning by providing learners with access to a wide range of resources and opportunities beyond traditional classrooms. These platforms enable connections with native speakers and offer interactive tools that enhance language skills through authentic practice. Learners can customize their experiences with diverse materials, including audio and video resources. However, this digital landscape also presents challenges, such as information overload and the potential for distractions, which can impact focus and writing skills. To overcome these hurdles, learners need effective time management and a disciplined study approach. Language teachers play a vital role in this environment. By utilizing social media, they can curate valuable resources and foster connections between learners and native speakers. Their support helps students navigate the benefits and drawbacks of social media while ensuring they stay motivated and engaged. Ultimately, integrating social media into language learning creates a dynamic and rich educational experience. By balancing the advantages with awareness of the challenges, both learners and educators can cultivate an environment that promotes linguistic growth and cultural understanding, leading to more effective and enjoyable language acquisition.

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A LINGUISTIC ANALYSIS OF THE EVOLUTION OF INTERNET SLANG

Toshpo'latova Sabina Ismoil qizi and Asqarova Muslima Zohidjon qizi

Student, Chirchik State Pedagogical University

Scientific adviser: Abduramanova Diana Valerovna

ELF teacher, Chirchik State Pedagogical University

Abstract: This article presents a comprehensive linguistic analysis of the evolution of internet slang, tracing its origins and development from early online communication to its current multifaceted forms. By examining various platforms—such as chat rooms, social media, and gaming environments—we explore how cultural, technological, and social factors have influenced the creation and dissemination of slang terms. The study employs a mixed-methods approach, incorporating qualitative analyses of user-generated content and quantitative data from linguistic corpora to identify trends in usage, semantic shifts, and syntactic innovations. Additionally, we investigate the impact of demographic variables, including age and geographic location, on the adoption and adaptation of internet slang. This analysis not only highlights the dynamic nature of language in digital spaces but also underscores the role of internet slang as a reflection of contemporary identity and community formation. Ultimately, the findings contribute to a deeper understanding of language evolution in the digital age and its implications for future linguistic research.

Key words: internet slang, linguistic evolution, digital communication, online discourse, language change, neologisms, acronyms, emojis, memes, sociolinguistics, cultural influence, youth language, code-switching, informal language, texting language, social media, language variation, contextual usage, generational shifts, globalization of language.

Introduction

In the digital age, language is in a constant state of flux, shaped by the rapid advancements in technology and the ever-evolving ways in which we communicate. Internet slang has emerged as a fascinating linguistic phenomenon,

reflecting not only the creativity and adaptability of language but also the cultural and social dynamics of online communities. From acronyms like "LOL" to the widespread use of emojis and memes, this informal lexicon has revolutionized how individuals express themselves in virtual spaces. As we delve into the linguistic evolution of internet slang, we will explore its origins, its impact on traditional language structures, and the sociolinguistic factors that contribute to its continued development. By analyzing these elements, we can gain deeper insights into how digital communication is reshaping our understanding of language itself.

The evolution of internet slang can be traced back to the early days of online communication, beginning in the 1980s with platforms like bulletin board systems (BBS) and chat rooms. Initially, users adopted shorthand and abbreviations to save time and space, leading to the birth of acronyms such as "LOL" (laugh out loud) and "BRB" (be right back). These early forms of slang reflected not only the limitations of technology but also the desire for a communal identity among users. As internet access expanded, so did the diversity of linguistic expressions, influenced by various subcultures and online communities.

The rise of social media platforms in the 2000s significantly accelerated the evolution of internet slang. Sites like Twitter and Facebook encouraged brevity and immediacy, prompting users to create innovative expressions that fit character limits. This environment fostered creativity, leading to the proliferation of memes and phrases such as "FOMO" (fear of missing out) and "lit" to describe exciting experiences. Social media not only facilitated the rapid spread of these terms but also allowed them to morph quickly, reflecting changing trends and attitudes within digital communities.

A linguistic analysis of internet slang reveals distinct features, such as phonetic spelling, blending, and the use of emojis as a form of visual language. For instance, "kawaii" (Japanese for cute) has been adopted in Western contexts, showcasing how internet slang often incorporates elements from diverse languages and cultures. Additionally, the tendency to blend words, as seen in terms like "brunch" (breakfast + lunch), demonstrates a playful approach to language that resonates with the informal nature of online interactions. These linguistic innovations highlight the adaptability of language in the digital age.

The evolution of internet slang also carries significant sociolinguistic implications, reflecting broader social dynamics. Slang often serves as a marker of in-group identity, with certain terms signaling belonging to specific communities, such as gamers or LGBTQ+ groups. This use of language can foster solidarity but may also lead to exclusion, as those outside these groups may struggle to understand or adopt the slang. Furthermore, the commercialization of internet

slang, seen in its incorporation into advertising and branding, raises questions about authenticity and the commodification of language within digital cultures.

The emergence of internet slang can be contextualized within the broader history of digital communication. From the early days of online forums and chat rooms to the present era of social media dominance, internet slang has evolved in response to technological advancements and changing patterns of online interaction. Understanding the historical roots of internet slang provides valuable insights into how language adapts to new communication mediums and the impact of digital culture on linguistic expression. Internet slang exhibits a range of linguistic features that distinguish it from traditional forms of communication. Phonetic spellings, creative abbreviations, and the incorporation of emojis and emoticons are common elements of internet slang that serve to convey tone, emotion, and cultural references in compact digital spaces. The blending of words and the borrowing of terms from diverse languages contribute to the dynamic and ever-changing nature of internet slang, reflecting the adaptability of language in the online environment.

The use of internet slang goes beyond mere linguistic playfulness; it also reflects social and cultural dynamics within online communities. Slang terms often serve as markers of identity, signaling belonging to specific groups or subcultures. The adoption of internet slang can create a sense of camaraderie and shared understanding among users, while also establishing boundaries between insiders and outsiders. The sociolinguistic implications of internet slang shed light on how language shapes and is shaped by digital cultures. As internet slang continues to evolve and spread across digital platforms, it raises questions about the future trajectory of online communication. The increasing integration of internet slang into mainstream language, the commercialization of slang terms by brands, and the global exchange of linguistic innovations all point to a dynamic and complex landscape of digital language use. Exploring future trends in internet slang provides valuable insights into how language adapts to the digital age and the ongoing interplay between online and offline communication.

CONCLUSION

The evolution of internet slang is a dynamic reflection of technological advancements, cultural shifts, and social interactions within online communities. From its early roots in text-based communication to its current omnipresence across social media platforms, internet slang has transformed the way individuals express themselves and connect with one another. As linguistic features continue to evolve and adapt, they not only enhance digital communication but also serve as markers of identity and belonging. However, the sociolinguistic implications of this evolution invite further examination, particularly regarding issues of

inclusivity and commercialization. Ultimately, internet slang exemplifies the fluidity of language in the digital age, illustrating how communities shape and redefine their linguistic landscapes in response to ever-changing contexts.

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Online Resources

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8. Journal of Computer-Mediated Communication. Publishes research on how communication changes in digital contexts, including studies on slang.
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THEORETICAL VIEWS OF GREAT WRITERS ON APHORISMS

*Kuchkorova Dilnozakhon Shukhratbekovna,
Phd doctoral student of the National University of Uzbekistan
named after Mirzo Ulugbek.
Mobile: +998 97 277 00 93.
Email: adilnoza920@gmail.com*

Abstract. *Aphorisms are people's experience, their breathing, their crying, their joy and happiness, their sadness and sorrow, the truth of people, a beacon that leads them on the right path. The study of Uzbek folk aphorisms, sayings and expressions is one of the important problems facing not only literary and linguistic studies. Aphorisms and sayings, aphorisms raise the consciousness of people, especially young people, teach them to be correct, honest, hardworking, brave, courageous, consistent and persistent, to promote the most human qualities in a person is enough. Also writers, poets and speakers increase vocabulary, make their works artistically impressive.*

Keywords: *French literature, aphorisms, philosophical quotes, humor, briefs.*

“The aphorism is a genre that does not shrink, because its brevity does not allow it.”

Aphorism is omnipresent in literary works. Its recurrence, in an author opposed to the detachment of his witticisms, is first justified on the level of style, where it embodies a form of “the height” of Gide an writing, combining firmness, density and precision. His reluctance to detach himself then gives him a matrix role in the poetics of works, fictional as well as critical and personal, where he allows the writer to stage the construction of the work and the genesis of his ideas, in a more pedagogical than authoritarian.²¹

However, it is not so much this aesthetic teaching that the critics have read in it, as a desire to embody the role of "master thinker" of an entire generation. It is this problematic question of the relationship to literary authority that the aphorism reflects and questions.

1. Impossible transparency. These aphorisms are taken from the fifth volume of the complete works of Arthur Schnitzler and follow the first collection already published in French in this collection under the title *Relations et Solitudes*. Schnitzler could be a rebel. But he is too Viennese and too much of a man of the theater not to know that masks do not hide truths. Anatomist of the couple, slayer of social hypocrisies, he has no illusions about human nature. Distrusting everything, even intelligence - which is often only a form of stupidity - he is also distrustful of himself, of the role he makes himself play. The fulcrum slips away. Morality falters in the absurdity of chronic splitting. Although the first person singular is banned, we feel - and we know - that the observation of others passes through the manic observation of his own conscience, and it is with sacrilegious joy that he unearths the spirits of his innumerable contradictions. Honest man and

²¹ Journal, vol. 2 (1926-1950), edition established, presented and annotated by Martine Sagaert, Paris, Gallimard, “Bibliothèque de la Pléiade”, 1997, p. 741.

libertine, freedom-loving and possessive, tormented and frivolous, he knows transparency is impossible.²²

2. The Solitary's Spittoon. We will probably never know who took the trouble to cover these thousands of yellowed pages with a fine writing subtly distorted by anguish and bitterness. His personal interest led him as much towards philosophy, literature, as towards drawing and poetry. The contents of the trunk proved it to me. That is all we know about him. That is all we will ever know, most likely. From the months I spent transcribing, with the precious help of translator friends, the thousands of pages contained in Nihil Messtavic's trunk, I keep the bittersweet aftertaste of a mouthful of arsenic, the icy and voluptuous burn of a razor blade dipped in oil of vitriol. His despair is irreversible, his fatal attraction to nothingness, unlimited. It is in the discovery of this thought outside the norm -- outside the world -- that I invite you here, knowingly starting with the most demanding of Messtavic's writings, his aphorisms and thoughts.

3. Dada in verve: Words, remarks, aphorisms. (Henri-Charles Béhar). What is verve aphorisms To define it, dictionaries, such as the Grand Littré and the Petit Larousse, use a metaphor: warmth of imagination, they say. Happiness of expression that surprises the reader, suddenly stopped by a word, a reflection, a repartee, whose accuracy and unexpected humor leave him delighted in front of the open page. Since language has existed, verve has belonged only to those who are taken by the rage of words and the verb. In short, all the great creators and virtuosos of language. But it does not appear only in printed works; some confide it to their personal journals, or sow it in happy phrases in conversation. The most brilliant (which are not always the best known) are gathered in this collection.

4. Essays, conferences, criticism, aphorisms and reflections. (Robert Musil). The texts gathered here include almost all of the "articles of an essay nature" published by Musil in periodicals between 1911 and 1931 (and some of those he only sketched), the four texts he delivered in public, between 1927 and 1937 (including the Discourse on Rilke and On Stupidity), a wide selection of the chronicles published from 1913 to 1930, and finally all of the later "aphorisms", completed or not, with a small selection of "reflections". Texts almost all written by the author to ensure his subsistence, and on the most diverse subjects of circumstance: morals, sciences, politics, religion, metaphysics and, naturally, theater and literature, fruits for the most part of these particularly fertile twenties for Musil.²³ "Theoretical" texts, if you will, scattered; sometimes unfinished and repetitive, certainly; but all, whatever the pretext, admirable in their penetration, relevance, intellectual and moral rigor.

²² SAGAERT Martine and SCHNYDER Peter (eds.), *Current events of André Gide*, Paris, Champion, 2012.

²³ VEYRENC Marie-Thérèse, *Genesis of a style: André Gide's sentence in "Les Nourritures terrestres"*, Paris, A.-G. Nizet, 1976.

5. Sentences Létales. (Nihil Messtavic). "Black humor, misanthropy, disgust for life, negative vision of everything that is... At times, Messtavic also evokes the darkest Lovecraft." Patryck Ficini, Vertigo. "There is, in the culture of cynicism and despair, a paradoxical drive, an enthusiasm to cultivate cold ferocity and exaggeration as a style and thought, which, in addition to a pinch of stimulating provocation, makes such works enjoyable." Hilaire Alrune, Yozone.

6. Aphorisms. (Victor Hugo). Foam of the Ocean Man, these extracts from the novels and notebooks Aphorisms is a collection of quotes from Victor Hugo taken from his many notebooks and novels. For having learned his poems by heart or for having read Notre-Dame de Paris, we believe we know everything about Victor Hugo. However, this is often not the case, as this collection, nicely and aptly named Aphorisms, proves very well. Indeed, most of the sentences, sentences and opinions in this book are taken from less renowned works than Feuilles d'Automne or l'Art d'être grand-père....

7. Aphorisms. (Charles Baudelaire). "All literature derives from sin." "Being a useful man has always seemed to me to be something hideous." "What is intoxicating in bad taste is the aristocratic pleasure of displeasing." "To agree to be decorated is to recognize the State or the prince's right to judge you, to illustrate you, etc." "Every revolution has as its corollary the massacre of the innocents." Here you will find collected thoughts, sentences, fragments of letters, aphorisms that Rémi Duhart has chosen from Baudelaire's prose work and correspondence. If the poet's strong opinions are often unjust, outrageous - even odious! – they almost always reveal the poet's tormented soul. Some iconoclastic and brutal assertions may shock, but there was no question of watering down the thought of one of the greatest poets of the French language, or of making him an "honest genius" or politically correct.

16. Aphorisms in the grass. (Sylvain Tesson). The aphorism, like the journey, is an asceticism. We get rid of the superfluous, we get closer to the heart of nature and truth. We must then let ourselves be invaded by beauty, silence and also disillusionment. To write is to name the shadows of the flames that accompany the vagabond. Here is the traveler's gospel: "Love the distant as yourself.

Aphorism: a kind of brief definition or delimitation of meaning, often incantatory, even a flash of speech or even a cry that the human being, this living in the cosmos, says in order to (think) himself. Jean Loubry chose this demanding and original path to philosophize differently and create poetically.

In order not to reduce or relegate philosophy to a single work on the concept and poetic speech to the sole expressiveness of the ineffable, thought and its languages have sometimes used a genre - which is also a style - that we identify or recognize by the word "aphorism". By this we mean a kind of brief definition or

delimitation of meaning, often incantatory, or even a flash of brilliance of speech or even a cry that the human being, this living being in the cosmos, says in order to (think) itself.

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JISMONIY TARBIYA VA SPORTDA MEHNAT MUHOFAZASINI BOSHQARUV TIZIMINI SHAKLLANTIRISH

Abdusalilova Ominaxon, Andijon mashinasozlik instituti
Magistratura bo‘limi “MMTX” yo‘nalishi
1-bosqich M-19-24- guruh magistranti

Jismoniy tarbiya va sport sohasida mehnat muhofazasi harakatda bo‘lgan barcha ishtirokchilarning xavfsizligini ta’minlashda muhim ahamiyatga ega. Bu tizimni shakllantirish nafaqat sportchilar, balki murabbiylar va boshqa mutaxassislar uchun ham zarur, chunki xavfsiz muhitda ishlash va mashq qilish sport faoliyatining samaradorligini oshiradi[1].

1. «Salomatlikni saqlash»: Jismoniy faollik paytida sportchilar va ishchilar turli jarohatlarga duch kelishlari mumkin. Mehnat muhofazasi choralari ularning salomatligini saqlashga yordam beradi.

2. «Samaradorlikni oshirish»: Xavfsiz va qulay ish sharoitlari sportchilar va murabbiylar ish faoliyatini yanada samarali olib borishlariga imkon yaratadi.

3. «Hujjatlar va standartlar»: Mehnat muhofazasi sohasida ishlab chiqilgan hujjatlar va standartlar, sport tashkilotlari uchun umumiy qoidalarni belgilaydi.

Boshqaruv tizimini shakllantirish

1. «Haqiqiy asoslar»: Milliy va xalqaro mehnat muhofazasi standartlariga asoslanib, sport sohasida xavfsizlikni ta'minlash uchun zarur qonunchilik bazasini yaratish lozim.

2. «Tahlil va monitoring»: Xavf-xatarlarni tahlil qilish va monitoring qilish jarayonlari yordamida sport tashkilotlari o'z faoliyatida qanday muammolar mavjudligini aniqlab, tegishli choralar ko'rishlari mumkin.

3. «Ta'lim va tayyorgarlik»: Sportchilar va murabbiylar uchun mehnat muhofazasi bo'yicha muntazam treninglar o'tkazish, ularning xavfsizlik madaniyatini oshiradi va qoidalarni o'zlashtirishlariga yordam beradi.

4. «Risklarni boshqarish»: Har bir sport turi uchun alohida risklarni baholash va ular bilan ishlashga qaratilgan strategiyalar ishlab chiqish zarur. Bu, jarohatlarni kamaytirish va sportchilarni himoya qilishga qaratilgan bo'lishi kerak.

5. «Xavfsizlik standartlarini joriy etish»: Sport tashkilotlari o'z faoliyatida xavfsizlikni ta'minlash uchun standartlar va qoidalarni ishlab chiqishlari va ularni amalga oshirishlari lozim.

Xavf sportning ajralmas elementidir. Xavfsiz sport sport bo'lmay qoladi. Sportning ushbu o'ziga xos jihati sport inshootlari, dasturlari va tadbirlarida xavflarni boshqarish bo'yicha har qanday muhokamada hisobga olinishi kerak. Sportdagi risklarni boshqarishning ikkinchi o'ziga xos jihati shundaki, sport bilan shug'ullanish imkoniyatlarining katta qismi xususiy, ixtiyoriy tashkilotlarning sa'y-harakatlari natijasida yuzaga keladi. Hukumatlar sportni moliyalashtirishi va jihozlar bilan ta'minlashi mumkin, xususiy biznes esa professional jamoalarga ega bo'lishi va sport ob'ektlarini boshqarishi mumkin, ammo bu mamlakatda sport bilan shug'ullanish deyarli butunlay notijorat sektoriga tegishli [2].

Xatarlarni boshqarish nuqtai nazaridan sport tashkiloti uchun javobgarlikning uchta muhim sohasi mavjud:

Sport tashkilotining birinchi mas'uliyati ishtirokchilar uchun xavfsiz muhitni ta'minlashdir. Bu malakali xodimlar va o'qitilgan ko'ngillilar tomonidan nazorat qilinadigan xavfsiz muassasalarda xavfsiz dasturlarni targ'ib qiluvchi siyosat va standartlarga ega bo'lishni anglatadi.

Sport tashkilotining ikkinchi mas'uliyati adolatli qarorlar qabul qilishdir, ayniqsa a'zolarga ta'sir qiladigan qarorlar. Bu muhim qarorlar qabul qilish va a'zolar o'rtasidagi nizolarni hal qilishda tegishli siyosat va tartiblarga ega bo'lish va ularga rioya qilishni anglatadi.

Sport tashkilotining uchinchi mas'uliyati o'z aktivlari va resurslarini, shu jumladan pul, asbob-uskunalar, jihozlar va ma'lumotlar, korporativ imidj va marketing huquqlari kabi nomoddiy mulkni to'g'ri saqlash va himoya qilishdir [3,4].

Ushbu majburiyatlardan birini bajarmaslik istalmagan oqibatlarga olib kelishi mumkin, ularning ba'zilar huquqiy jihatga ega:

Ishtirokchining shikastlanishi tashkilotga pul va vaqt va kelajakda sug'urta xarajatlarini oshiradigan sud jarayoniga olib kelishi mumkin.

Mojarolarni noto'g'ri boshqarish odamlarga hissiy ta'sir ko'rsatadigan, shuningdek, pul va vaqt talab qiladigan sud jarayonlariga olib kelishi mumkin. Qonuniy harakatlar noto'g'ri qarorlar natijasi bo'lmasa ham, bu nizolar muhim munosabatlarga zarar etkazadi, ko'ngillilarni yoqib yuboradi va tashkilotning xayrixohligi va jamoatchilik obro'siga putur etkazadi [5].

Nihoyat, aktivlarga g'amxo'rlik qilmaslik (jismoniy mulk kabi moddiy aktivlar yoki intellektual mulk kabi nomoddiy aktivlar) shunchaki noto'g'ri biznes boshqaruvidir va bu o'z navbatida zararli moliyaviy va huquqiy oqibatlarga olib kelishi mumkin.

Ushbu hodisalarning har biri - jarohat, qaror qabul qilishda nizo yoki mulkni yo'qotish - sport tashkilotiga pul va boshqa qimmatli resurslarni talab qiladi, ya'ni sport tashkilotining eng muhim biznesi uchun ulardan kamroq foydalanish mumkin: ishtirokchilarga dastur imkoniyatlarini taqdim etish.

Sport menejeri uchun bir so'z ehtiyotkorlik - xavflarni boshqarish uchun sehrli formula yo'q. Tashkilot yoki ob'ektda xavflarni boshqarish uchun foydalaniladigan cookie-fayllar yoki nazorat ro'yxati mavjud emas. Ruxsat etilgan tushunchalar va umumiy yondashuvlar mavjud bo'lsa-da, qora va oq qoidalar yo'q. Bir tashkilotning risklarni boshqarish dasturi boshqasidan juda farq qiladi, bu sport intizomiga, tashkilot ob'ektni boshqaradimi yoki yo'qmi, tashkilot tuzilmasi va vakolatiga va tashkilotning a'zolari bilan munosabatlariga bog'liq.

Xatarlarni boshqarishning kaliti ba'zi asosiy tamoyillar va amaliy metodologiyani tushunish va keyin ularni tizimli va sog'lom fikrda qo'llashdir. Ushbu hujjatning balansi xavfsiz muhitni ta'minlash uchun qonuniy javobgarlikka qaratilgan.

Sport faoliyatiga xos bo'lgan xavf-xatarlar va o'yinning normal jarayonida yuzaga keladigan jarohatlar kamdan-kam hollarda beparvolik da'vosiga sabab bo'ladi. Biroq, sportga xos bo'lmagan, asossiz xavf tug'diradigan, o'yin qoidalariga qasddan e'tibor bermaslik natijasida yuzaga keladigan va boshqacha tarzda oldindan ko'rish mumkin bo'lgan xavflar beparvolikning asosi bo'lishi mumkin va aynan shu xavf hisoblanadi. buni boshqarish kerak. Ehtiyotsizlik va javobgarlik aniq yuridik ma'noga ega bo'lgan yuridik atamalardir.

Ushbu atamalar qonun kutgan xatti-harakatlar standartlariga taalluqlidir va beparvolik qonunini tushunish kichik sport tashkiloti yoki sport inshooti uchun xavflarni boshqarishni tushunishda muhim birinchi qadamdir. Umuman olganda, beparvolik "oqilona" parvarish standartidan past bo'lgan xatti-harakatlar yoki

harakatni anglatadi. Kanada qonunchiligi boshqalarga zarar yetkazishning asossiz xavfiga duchor bo'lmashligi uchun o'zimizni muayyan tarzda tutishimizni talab qiladi. Biz kutib olishimiz kerak bo'lgan xulq-atvor standarti bu biz "ob'ektiv standart" deb ataydigan narsadir - ya'ni u o'rtacha odamning muayyan vaziyatlarda nima qilishi yoki qilmasligi bilan belgilanadi[5,6].

Ko'pgina sport mashg'ulotlarida ma'lum miqdordagi xavf mavjudligi va bunday xavfni bilish mumkin, oldindan ko'rish mumkin, maqbul va sport turiga bog'liq, hatto ma'qul deb qabul qilinadi. Sportda qabul qilinishi mumkin bo'lmagan narsa bu boshqalarni asossiz xavf yoki xavf holatiga qo'yadigan xatti-harakatlardir.

Ushbu to'rtta shartning barchasi mavjud bo'lgandagina harakat beparvolik hisoblanadi: g'amxo'rlik burchi kimgadir; ushbu majburiyat tomonidan o'rnatilgan parvarishlash standarti bajarilmasa; zarar yoki zarar ko'rgan; va standartga rioya qilmaslik zarar yoki yo'qotishlarga sabab bo'ladi yoki sezilarli darajada hissa qo'shadi. Ushbu shartlarning har biri quyida qisqacha tavsiflanadi[6].

Jismoniy tarbiya va sport sohasida mehnat muhofazasini boshqarish tizimini shakllantirish, xavfsizlikni ta'minlash va faoliyat samaradorligini oshirish uchun zarur. Bu tizim nafaqat sportchilarni himoya qiladi, balki murabbiylar va boshqa ishchilarning ham xavfsizligini ta'minlaydi. Hujjatlar, standartlar va ta'lim jarayonlarini birlashtirish orqali, jismoniy tarbiya va sport sohasida mehnat muhofazasi yanada samarali va tizimli ravishda amalga oshirilishi mumkin.

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JISMONIY TARBIYA VA SPORTDA MEHNAT MUHOFAZASINI BOSHQARUV TIZIMINI SHAKLLANTIRISH VA XATARLARNI KAMAYTIRISH USULLARI

Abdujalilova Ominaxon, Andijon mashinasozlik instituti
Magistratura bo'limi "MMTX" yo'nalishi
1-bosqich M-19-24- guruh magistranti

Xatarlarni boshqarish faoliyati sport tashkilotining konstitutsiyasi, ob'ektlari va nizomlarida ko'rsatilgan vakolatiga qarab turli darajalarda amalga oshiriladi. Alohida a'zolarga dasturlar taklif qiladigan mahalliy sport klubi risklarni boshqarishda tor yondashuvni qo'llashi mumkin, ya'ni klub faqat bevosita ishtirok etadigan dastur faoliyati uchun xavflarni boshqaradi.

Viloyat yoki boshqa jug'rofiy mintaqada sport faoliyati bo'yicha boshqaruv organi bo'lgan sport tashkiloti kengroq yondashuvni qo'llashi kerak, ya'ni tashkilot o'z faoliyati, uning nazorati ostida amalga oshiriladigan faoliyat va a'zolari tomonidan amalga oshiriladigan faoliyat uchun xavflarni boshqarishini anglatadi. klublar va uyushmalar [1].

Sportni boshqarish organi uchun risklarni boshqarish uch turdagi faoliyat uchun amalga oshirilishi kerak:

To'g'ridan-to'g'ri faoliyat - bu tashkilot to'g'ridan-to'g'ri amalga oshiradigan faoliyatdagi xatarlarni aniqlash va nazorat qilishni anglatadi (tashkilotni Direktorlar kengashi va qo'mitalar orqali boshqarish, viloyat idorasini boshqarish, xodimlarni ishga joylashtirish, murabbiylar va mansabdor shaxslarni attestatsiyadan o'tkazish, a'zolari intizomiy javobgarlikka tortish va ehtimol yuqori darajadagi boshqaruvni boshqarish). Viloyat jamoasi, murabbiylar, xodimlar va amaldorlarni o'z ichiga olgan ishlash dasturi, ular mashg'ulotlar olib boradilar, musobaqalashadilar va viloyatdan tashqaridagi tadbirlarga boradilar)

Bilvosita faoliyat - bu ruxsat etilgan hodisalarni tartibga soluvchi tegishli risklarni boshqarish standartlarini aniqlash va ushbu standartlarning saqlanishini ta'minlash uchun ushbu hodisalarni kuzatishni anglatadi [2]

Qo'llab-quvvatlanadigan tadbirlar - Bu xavflarni boshqarish bo'yicha tegishli yordam, manbalar va mahalliy assotsiatsiyalar va klublarga xavflarni boshqarish harakatlarida yordam berishni anglatadi. Ushbu vositalardan foydalanishni sug'urta dasturida ishtirok etish yoki a'zolikning boshqa afzalliklari bilan bog'lash orqali rag'batlantirish mumkin.

Uchinchi turdagi sport tashkiloti - bu klub yoki boshqaruv organi bo'lib, u dasturlar va xizmatlarni taklif qilishdan tashqari, ob'ektni ham boshqaradi. Odatda bu ob'ekt tashkilot a'zolari va ishtirokchilari foydalanishi uchun mo'ljallangan,

lekin vaqti-vaqti bilan ob'ekt boshqa foydalanuvchilar guruhlariga ham taqdim etilishi mumkin. Shuningdek, "bosqinchi" bo'lgan tashkilot binolardagi odamlarning xavfsiz bo'lishini ta'minlash uchun zarur bo'lgan g'amxo'rlik qilish majburiyatini oladi. Uy egasi binolarning jismoniy holatini, binolarda amalga oshiriladigan tadbirlarni va binolardan foydalanayotgan uchinchi shaxslarning xatti-harakatlarini nazorat qilish majburiyatini oladi [3].

Xatarlarni boshqarishda uchta amaliy bosqich mavjud va ular hech qachon o'zgarmaydi: "aniqlash, o'lchash va nazorat qilish". Qisqacha aytganda, risklarni boshqarish - bu sport dasturi, ob'ekt yoki hodisa haqida quyidagi uchta savolni berishning tashkiliy jarayoni:

- noto'g'ri bo'lishi mumkin bo'lgan narsalar nima
- bu narsalar noto'g'ri bo'lishi qanchalik ehtimol va agar ular noto'g'ri ketsa, oqibatlari qanday? (bu xavflarni o'lchash vazifasi)
- narsalar noto'g'ri ketmasligi uchun nima qilishimiz mumkin? (bu xavflarni nazorat qilish vazifasi).

Xatarlarni boshqarish bo'yicha har qanday mashqdagi birinchi qadam sport tashkiloti duch keladigan xavfning asosiy sohalarini aniqlashdir. Ushbu "xavf zonolari" (sug'urta doiralarida ular "yo'qotishlar" deb nomlanadi) tashkilot uchun moliyaviy yo'qotishlarga olib kelishi mumkin bo'lgan potentsial hodisalar yoki hodisalar sifatida belgilanishi mumkin:

- javobgarlik yo'qotishlari (sport tashkilotining sudga muvaffaqiyatli topshirilishi natijasida)
- mulkka etkazilgan zarar (sport tashkilotining o'z mulki yoki sport tashkiloti javobgar bo'lgan boshqa shaxslarning mulki)
- daromad yoki daromadni yo'qotish
- asosiy xodimlarni yo'qotish (shu jumladan ko'ngillilar)
- jamoatchilik obro'sini yo'qotish

Sport tashkiloti duch keladigan xavflarning to'rtta asosiy manbasi va uchta asosiy xavf turi mavjudligini hisobga olgan holda, xavflarni aniqlash vazifasiga qandaydir tartib va usulni kiritish mumkin.

To'rtta asosiy xavf manbalari:

- Ob'ektlar - binolar, dalalar, ofislar yoki sport va tegishli faoliyat olib boriladigan boshqa joylar
- Uskunalar - bu sportchilar, murabbiylar va mansabdor shaxslar tomonidan sport faoliyati doirasida foydalaniladigan jihozlar va tashkilot tomonidan sport xizmatlari va dasturlarini taqdim etishda foydalaniladigan jihozlarni o'z ichiga oladi.

- Dastur - sportning o'ziga xos qismi bo'lgan jismoniy xavflar mavjud, ulardan ba'zilari maqsadga muvofiq va shuning uchun oqilona, boshqalari esa yo'q.

- Odamlar - bu inson elementi bo'lib, ishtirokchilar, xodimlar, ko'ngillilar, direktorlar va tomoshabinlarni o'z ichiga oladi, ularning barchasi xatti-harakatlarida oldindan aytib bo'lmaydigan va o'z vazifalarini bajarishda xato qilishi mumkin.

Sport tashkiloti uchun xavfning uchta asosiy turi:

Jismoniy shikastlanish - bu ishtirokchiga jiddiy zarar etkazish xavfi

Noqonuniy xatti-harakatlar - bu shaxsning huquqlari yoki imkoniyatlarini yo'qotish xavfi bo'lib, u uchun qonuniy choralar mavjud va sport tashkiloti javobgar bo'ladi.

Mulkni yo'qotish yoki shikastlanish - bu sport tashkilotiga tegishli yoki nazorat qilinadigan yoki tashkilot javobgar bo'lgan mol-mulkning o'g'irlanishi yoki buzilishi va uni almashtirishni talab qilish xavfi.

Xatarlarni boshqarish jarayonining ikkinchi bosqichi aniqlangan xavflarni potentsial jiddiylik nuqtai nazaridan o'lchashdir. Har qanday xavfning jiddiyligi uning chastotasiga (u qanchalik tez-tez sodir bo'lishi mumkinligi o'lchovi) va jiddiyligiga (agar u sodir bo'lsa, oqibatlarining o'lchovi) bog'liq.

Garchi bu baholash ehtimollik va matematikada murakkab mashq bo'lishi mumkin bo'lsa-da, bunday bo'lishi shart emas. Xokkey yoki chang'i sporti kabi yuqori xavfli sport turlari bo'yicha batafsil jarohatlar statistikasi mavjud bo'lib, ular o'z navbatida chastota va og'irlikni batafsil hisoblab chiqishga imkon beradi, aksariyat sport holatlarida ma'lum bir xavf past, o'rtacha yoki yuqori ekanligi to'g'risida faqat ma'lumotli mulohazalar talab etiladi. .

Shu asosda sport menejeri qaysi xavflar muhimroq ekanligini aniqlashi mumkin va shuning uchun ularni nazorat qilish choralari ko'rishni kafolatlaydi. Muhim xavflar aniqlangandan so'ng, xavflarni boshqarish jarayonining uchinchi bosqichi ushbu xavflarni nazorat qilishning amaliy, arzon va oqilona usullarini topishni o'z ichiga oladi. . Xatarlarni nazorat qilishning sehrli formulasi yo'q - sport menejeri tanlaydigan va amalga oshiradigan nazorat choralari sport klubi, tashkilot, ob'ekt yoki hodisaning omillari va sharoitlariga bog'liq bo'ladi.

Xatarlarni nazorat qilishning to'rtta umumiy strategiyasi mavjud. Bular:

- xavflarni saqlab qoling (xavf unchalik katta emas va sport faoliyatiga xosdir, shuning uchun sport menejeri oqibatlarini qabul qilishga tayyor - bu haqda hech narsa qilmaydi)

- xavflarni kamaytirish (xavf menejer uchun biror narsa qilish uchun etarli darajada muhim - u voqealar sodir bo'lish ehtimolini yoki ular sodir bo'lganda

oqibatlarini kamaytirish uchun ehtiyotkorlik bilan rejalashtirish va tashkil etish, xodimlar va ko'ngillilarni tayyorlash orqali ishlarni qiladi. , ob'ekt va jihozlarni tekshirish va monitoring qilish va boshqalar)

- xavflarni o'tkazish (sport tashkiloti uni o'z zimmasiga olishni istamaydigan darajada muhim, shuning uchun uni shartnomalar, sug'urta yoki voz kechish orqali boshqalarga o'tkazadi) yoki

- xavfdan qoching (xavf shu qadar jiddiyki, sport menejeri u bilan hech narsa qilishni xohlamaydi - shuning uchun u birinchi navbatda xavf tug'diradigan narsani qilishdan qochishga qaror qiladi).

Umumiy qoida sifatida, xavfning jiddiyligi va afzal qilingan strategiya o'rtasida bog'liqlik mavjud, bu erda past va o'rtacha risklar uchun ushlab turish va kamaytirish strategiyalari qo'llaniladi va yuqori xavflar uchun o'tkazish va oldini olish strategiyalari qo'llaniladi.

Bundan tashqari, umumiy qoida sifatida, bir yoki bir nechtasiga tayanishdan ko'ra, turli strategiyalarni aralashtirish va moslashtirish yaxshi fikrdir. Har bir strategiya ostida, keyingi bo'limda tasvirlanganidek, tanlash uchun ko'plab vositalar va texnikalar mavjud.

Xatarlarni kamaytirish bo'yicha ko'pgina chora-tadbirlar rejalashtirish, tashkil etish va inson xatti-harakatlariga ta'sir qilishni o'z ichiga oladi. Bu sport tashkilotlari eng katta nazoratni amalga oshiradigan va xatarlarni boshqarishning eng ko'p variantlari mavjud bo'lgan sohadir. Shu bilan birga, bu sport tashkilotlari eng kam vaqt va eng kam resurslarni ajratadigan sohadir

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TA'LIM SOHASIDA RAQAMLI TEXNOLOGIYALAR, ZAMONAVIY YONDASHUVLAR VA INNOVATSIYALAR

Tolipova Zebuniso Ulug'bek qizi
1-bosqich magistranti,
Andijon davlat chet tillar instituti

Annotatsiya: Ushbu maqolada ta'lim sohasida raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalarning ahamiyati va ta'siri tahlil qilinadi. Raqamli texnologiyalar ta'lim jarayonini qanday o'zgartirayotgani, o'qitish va o'rganish usullarini qanday yangilayotgani, shuningdek, ta'lim tizimining samaradorligini oshirishdagi roliga e'tibor qaratiladi.

Kalit so'zlar: *raqamli texnologiyalar, ta'lim, innovatsiyalar, zamonaviy yondashuvlar, o'qitish metodlari, o'rganish jarayoni, ta'lim tizimi, interaktiv ta'lim, masofaviy ta'lim.*

Annotation: this article analyzes the importance and impact of digital technologies, modern approaches, and innovations in the field of education. It focuses on how digital technologies are transforming the educational process, updating teaching and learning methods, as well as their role in enhancing the effectiveness of the education system.

Keywords: *digital technologies, education, innovations, modern approaches, teaching methods, learning process, education system, interactive learning, distance education.*

Аннотация: В данной статье анализируется важность и влияние цифровых технологий, современных подходов и инноваций в сфере образования. Особое внимание уделяется тому, как цифровые технологии изменяют образовательный процесс, обновляют методы преподавания и обучения, а также их роли в повышении эффективности образовательной системы.

Ключевые слова: *цифровые технологии, образование, инновации, современные подходы, методы преподавания, процесс обучения, образовательная система, интерактивное обучение, дистанционное образование.*

Ta'lim sohasida raqamli texnologiyalar va innovatsiyalarning jadal rivojlanishi, o'qituvchilar va talabalar uchun yangi imkoniyatlar yaratmoqda. Raqamli texnologiyalar yordamida ta'lim jarayonini yanada samarali va interaktiv qilish mumkin. Ushbu maqolada raqamli texnologiyalar va zamonaviy yondashuvlar ta'lim tizimiga qanday ta'sir ko'rsatishi tahlil qilinadi.

Raqamli texnologiyalar ta'lim jarayonida o'quv materiallarini taqdim etish, o'qitish metodlarini yangilash va o'rganish jarayonini soddalashtirishda muhim rol o'ynaydi. Masofaviy ta'lim platformalari, interaktiv dasturlar va onlayn resurslar ta'lim oluvchilarga keng imkoniyatlar yaratadi. O'qituvchilar uchun esa, raqamli vositalar yordamida darslarni yanada qiziqarli va samarali o'tkazish imkoniyati mavjud. Zamonaviy yondashuvlar, masalan, loyiha asosida o'qitish, individual yondashuv va kolaborativ o'rganish, ta'lim jarayonini yanada samarali qiladi. Ushbu yondashuvlar o'quvchilarning ijodkorligini, tanqidiy fikrlash qobiliyatini va jamoada ishlash ko'nikmalarini rivojlantirishga yordam beradi. Zamonaviy yondashuvlar ta'lim jarayonini yanada samarali qilishda muhim rol o'ynaydi. Loyiha asosida o'qitish o'quvchilarga haqiqiy hayotdagi muammolarni hal qilish imkoniyatini beradi, bu esa ularning ijodkorligini va muammolarni hal qilish qobiliyatini rivojlantiradi. Individual yondashuv esa har bir o'quvchining o'ziga xos ehtiyojlari va qobiliyatlarini hisobga olib, ta'limni shaxsiylashtirishga yordam beradi. Bu, o'z navbatida, o'quvchilarning motivatsiyasini oshiradi va o'qish jarayonida yanada faol ishtirok etishga undaydi.

Kolaborativ o'rganish esa jamoada ishlash ko'nikmalarini rivojlantirishga imkon beradi. O'quvchilar bir-birlari bilan fikr almashish, muammolarni birgalikda hal qilish va o'zaro yordam ko'rsatish orqali o'zlarining kommunikativ ko'nikmalarini ham oshiradilar. Bunday yondashuvlar ta'lim jarayonini yanada qiziqarli va samarali qiladi, shuningdek, o'quvchilarning kelajakdagi hayotlariga tayyorgarlik ko'rishda muhim ahamiyatga ega. Umuman olganda, zamonaviy yondashuvlar ta'limni yanada interaktiv, ijodiy va samarali qilishga yordam beradi, bu esa o'quvchilarning o'z-o'zini rivojlantirishlariga va kelajakdagi muvaffaqiyatlariga katta hissa qo'shadi.

Innovatsiyalar, jumladan, sun'iy intellekt va o'z-o'zini o'qitish tizimlari, ta'lim sohasida yangi imkoniyatlar yaratmoqda. Bu texnologiyalar o'qituvchilarga o'quvchilarning ehtiyojlarini yaxshiroq tushunishga va ularga individual yondashishga yordam beradi. Shuningdek, innovatsiyalar ta'lim jarayonini yanada qiziqarli va interaktiv qilish imkonini beradi. Innovatsiyalar, jumladan, sun'iy intellekt va o'z-o'zini o'qitish tizimlari, ta'lim sohasida yangi imkoniyatlar yaratmoqda. Ushbu texnologiyalar nafaqat o'qituvchilarga o'quvchilarning ehtiyojlarini yaxshiroq tushunishga yordam beradi, balki o'quvchilarning o'z-o'zini rivojlantirish jarayonini ham qo'llab-quvvatlaydi. Sun'iy intellekt asosida ishlab chiqilgan platformalar o'quvchilarning individual o'qish uslublarini aniqlash va ularga moslashtirilgan materiallar taqdim etish imkonini beradi. Bu esa o'quvchilarning motivatsiyasini oshiradi va o'qish jarayonini yanada samarali qiladi. Bundan tashqari, innovatsiyalar ta'lim jarayonini yanada qiziqarli va interaktiv qilish imkonini beradi. Masalan, virtual va kengaytirilgan haqiqat

texnologiyalari o'quvchilarga murakkab tushunchalarni vizual ravishda anglash imkoniyatini beradi, bu esa ularning o'qish jarayonida faol ishtirok etishiga yordam beradi. O'yin asosidagi o'qitish metodlari ham o'quvchilarning qiziqishini oshirib, ta'limni yanada qiziqarli qiladi. Innovatsiyalar shuningdek, ta'lim jarayonini global miqyosda kengaytiradi. Masofaviy ta'lim platformalari orqali o'quvchilar dunyoning istalgan joyidan yuqori sifatli ta'lim resurslariga ega bo'lishlari mumkin. Bu, o'z navbatida, ta'limga kirishni kengaytiradi va har bir o'quvchiga o'z maqsadlariga erishish imkoniyatini beradi. Umuman olganda, innovatsiyalar ta'lim sohasida muhim o'zgarishlarni keltirib chiqaradi. Ular o'qituvchilarning va o'quvchilarning o'zaro aloqasini kuchaytiradi, ta'lim jarayonini yanada qiziqarli va samarali qiladi, shuningdek, o'quvchilarning kelajakdagi muvaffaqiyatlari uchun zarur bo'lgan ko'nikmalarni rivojlantirishga yordam beradi.

Ta'lim sohasida raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalar ta'lim jarayonini tubdan o'zgartirib, o'qitish va o'rganish sifatini oshirishga xizmat qiladi. Raqamli texnologiyalarni to'g'ri qo'llash orqali ta'lim tizimini yanada samarali va qulay qilish mumkin. Kelajakda ta'lim sohasidagi innovatsiyalarni rivojlantirish va ulardan foydalanish ta'lim sifatini yaxshilashda muhim ahamiyatga ega bo'ladi. Ta'lim sohasida raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalar ta'lim jarayonini tubdan o'zgartirib, o'qitish va o'rganish sifatini oshirishga xizmat qiladi. Raqamli texnologiyalar, masalan, interaktiv ta'lim platformalari, onlayn kurslar va multimedia resurslari, o'quvchilarga yanada qiziqarli va samarali ta'lim olish imkonini beradi. Ular o'qituvchilarga esa o'quvchilarning ehtiyojlarini yaxshiroq tushunishga va individual yondashishga yordam beradi. Raqamli texnologiyalarni to'g'ri qo'llash orqali ta'lim tizimini yanada samarali va qulay qilish mumkin. Masalan, o'quvchilar o'z vaqtida va joyida ta'lim olish imkoniyatiga ega bo'ladi, bu esa ularning o'z-o'zini boshqarish ko'nikmalarini rivojlantiradi. Shuningdek, masofaviy ta'lim orqali ta'lim resurslariga kirish imkoniyati kengayadi, bu esa ta'limga kirishni yanada demokratlashtiradi. Kelajakda ta'lim sohasidagi innovatsiyalarni rivojlantirish va ulardan foydalanish ta'lim sifatini yaxshilashda muhim ahamiyatga ega bo'ladi. Sun'iy intellekt va ma'lumotlar tahlili kabi texnologiyalar o'qituvchilarga o'quvchilarning o'rganish jarayonini yaxshiroq kuzatish va ularga individual yordam ko'rsatish imkonini beradi. Bu esa o'quvchilarning muvaffaqiyatini oshirishga va ularning ta'limga bo'lgan qiziqishini kuchaytirishga yordam beradi. Bundan tashqari, innovatsion yondashuvlar, masalan, loyiha asosida o'qitish va kolaborativ o'rganish, o'quvchilarning ijodkorligini va tanqidiy fikrlash qobiliyatini rivojlantirishga

yordam beradi. Bunday yondashuvlar o'quvchilarni yanada faol ishtirok etishga undaydi va ularning o'zaro aloqalarini kuchaytiradi.

Xulosa qilib aytganda, raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalar ta'lim sohasida yangi imkoniyatlar yaratadi, ta'lim jarayonini yanada qiziqarli va samarali qiladi. Ular o'quvchilarning kelajagi uchun zarur bo'lgan ko'nikmalarni rivojlantirishga katta hissa qo'shadi va ta'lim sifatini yaxshilashda muhim rol o'ynaydi.

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RAQAMLI XAVFSIZLIK VA ETIK MASALALAR: RAQAMLI UNIVERSITETDA MA'LUMOTLARNING XAVFSIZLIGI VA FOYDALANUVCHI MAXFIYLIGINI HIMOYA QILISH.

Sherboyev Murodbek Foziljon o'g'li t.f.f.d (PhD)

Andijon mashinasozlik instituti,

Andijon shahar, O'zbekiston

Axborot xavfsizligi tushinchasini yoritishda quyidagi atama va tushunchlardan foydalanamiz: Axborot – bu manbalar va shakllardan qat'iy nazar, shaxslar, obyektlar, faktlar, hodisalar va jarayonlar to'g'risidagi ma'lumot; axborot xavfsizligi tushinchasi – bunda ma'lumotning himoyalanganligi tushiniladi, ya'ni ma'lumot qayerda bo'lishidan qat'iy nazar (server, kompyuter, noutbuk, fleshka, disklar va hokazo), uning yo'qolishdan, o'zgarishdan, tasodifiy va qasddan bo'ladigan ta'sirlardan saqlanganlik holati; axborotlashtirish obyekti – turli darajadagi va maqsaddagi axborot tizimlari, telekommunikatsiya tarmoqlari, axborotga ishlov berishning texnik vositalari, ushbu vositalar o'rnatilgan va

foydalaniladigan xonalar. axborot konfidensialligi – axborot bilan ruxsatsiz tanishishning yoki uni ruxsatsiz hujjatlashtirishning (nusxa ko‘chirishning) oldi olingan holat; axborot ishonchliligi – axborotning to‘g‘ri qabul qilinish xususiyati; axborot tizimi – axborotni to‘plash, saqlash, izlash, qayta ishlash va undan foydalanish imkonini beradigan axborot resurslarining, axborot texnologiyalari va aloqa vositalarining tashkiliy jihatdan tartiblashtirilgan jamlanmasi. [1]

Axborot xavfsizligi ta‘minlash uchun qanday ishlarni amalga oshirish kerak? Axborot xavfsizligini ta‘minlashda, biz birinchi navbatda, nimani, nimadan va qanday himoya qilishimiz kerakligini aniqlab olishimiz, shundan so‘nggina axborot xavfsizligini ta‘minlash usullari va himoya qilish vositalarini to‘g‘ri tanlash va ulardan to‘g‘ri qo‘llashimiz kerak bo‘ladi. Keyingi navbatda, axborot xavfsizligini ta‘minlash bo‘yicha tashkiliy chora-tadbirlar ishlab chiqishi zarur. Har qanday korxona yoki tashkilotlardagi mavjud qoida, tartib va o‘rnatilgan nazoratlar (jumladan, kirish-chiqish, axborotning chiqib ketishi, videokuzatuv moslamalari, elektron va kodli qulflar, panjaralar va binoni qo‘riqlovchi qorovullardan foydalanish va horazo) axborot xavfsizligini ta‘minlash bo‘yicha tashkiliy chora-tadbirlar sirasiga kiradi. Axborot xavfsizligining asosiy xarakteristikalar bo‘lmish konfidensiallik, ishonchlilik va foydalana olishlikni ta‘minlashda, avvalo axborotni har qanday ta‘sirlardan, birinchi navbatta ruxsatsiz foydalanishdan, uni buzilishdan yoki yo‘q qilinishidan saqlash zarur. Buning uchun mavjud va yusaga kelishi mumkin bo‘lgan axborot tahdidlarini oldindan etarli darajada tasavvur qila olishimiz kerak. [3]

Raqamli xavfsizlik va etik masalalar, zamonaviy jamiyatda juda muhim ahamiyatga ega. Bu sohalar bir-biri bilan chambarchas bog‘liq bo‘lib, quyidagi asosiy jihatlarni o‘z ichiga oladi.

Raqamli xavfsizlik:

- Ma'lumotlarni himoya qilish: Shaxsiy va moliyaviy ma'lumotlarning noqonuniy kirishdan himoyalanihi.
- Kiberhujumlar: Hujumlar, masalan, viruslar, trojanlar va phishing usullari orqali ma'lumotlarni yo'qotish yoki o'g'irlash.
- Parol xavfsizligi: Kuchli parollar yaratish va ularni muntazam ravishda yangilash.
- Shifrlash: Ma'lumotlarni shifrlash orqali ularni faqat ruxsat etilgan shaxslar tomonidan ko'rinishini ta'minlash.
- Xavfsizlik protokollari: Tarmoq va tizimlar uchun xavfsizlik choralari va protokollarini ishlab chiqish.

Etik masalalar:

- ❖ Shaxsiy hayotga hurmat: Foydalanuvchilarning shaxsiy ma'lumotlarini to'g'ri ishlatish va ularga ruxsatsiz murojaat qilmaslik.

- ❖ Ma'lumotlardan foydalanish etikasi: Ma'lumotlarni to'g'ri yig'ish, saqlash va ulardan foydalanishni ta'minlash
- ❖ Sun'iy intellektning etikasi: Sun'iy intellekt tizimlarining insoniyatga zarar yetkazmasligini ta'minlash, adolatli qaror qabul qilishni nazorat qilish.
- ❖ Texnologiya tengligi: Barcha foydalanuvchilarning texnologiya imkoniyatlariga teng kirishini ta'minlash.
- ❖ Axborot tarqatuvchi platformalarning masuliyati: Ijtimoiy tarmoqlar va axborot platformalarining noto'g'ri ma'lumotlarga qarshi kurashi va foydalanuvchilarni himoya qilish majburiyatlari.

Raqamli xavfsizlik va etik masalalarni inobatga olish har bir insonning onlayn faoliyatida muhimdir. Ular nafaqat shaxsiy ma'lumotlarning saqlanishini ta'minlaydi, balki jamiyatda ishonchni rivojlantirishga ham xizmat qiladi. Har bir foydalanuvchi raqamli muhitda o'z xavfsizligini ta'minlash uchun mas'uliyatli bo'lishi zarurdir.

Raqamli universitetda ma'lumotlarning xavfsizligi va foydalanuvchi maxfiylikni himoya qilish bir necha muhim masalalarni o'z ichiga oladi:

1. Ma'lumotlarni himoya qilish.

- Shifrlash: Talabalar va xodimlar tomonidan kiritiladigan barcha shaxsiy va akademik ma'lumotlarni shifrlash orqali himoya qilish kerak. Bu, ma'lumotlar yaroqsiz holatga kelganda ham, ularni o'qish imkonini kamaytiradi.

- Foydalanuvchi autentifikatsiyasi: Foydalanuvchilarni aniqlash va tasdiqlash uchun kuchli parol siyosati va ikki bosqichli autentifikatsiya (2FA) tizimlaridan foydalanish zarur.

2. Maxfiylik.

- Ma'lumotlarni yig'ish va foydalanish: Foydalanuvchilarning shaxsiy ma'lumotlarini yig'ishda va foydalanishda aniq siyosatlar bo'lishi kerak. Ma'lumotlar faqat kerakli hollarda to'planishi va qo'llanilishi lozim.

- Foydalanuvchilarning roziligi: Talabalar va xodimlardan ularning ma'lumotlari qanday ishlatilishi haqida aniq rozilik olish zarur.

3. Raqamli etika.

- Axborotga kirish huquqlari: Har bir foydalanuvchining rolining qoidolari belgilanishi lozim, bu esa kimning qanday ma'lumotlarga kira olishini aniqlaydi.

- Etik qoidalar: Raqamli muhitda axborot almashinuvi, ijtimoiy tarmoqlar va boshqa platformalarda etik xulq-atvor qoidolari ishlab chiqilishi kerak.

4. Ta'lim

- Foydalanuvchilarni xabardor qilish: Talabalar va xodimlarga raqamli xavfsizlik bo'yicha treninglar o'tkazish, phishing hujumlari, parol xavfsizligi kabi masalalarni tushuntirish zarur.

- Xavfsizlik protokollarini muntazam ravishda yangilash: Tez-tez yangi tahdidlar paydo bo'lganligi sababli xavfsizlik protokollarini yangilab turish muhimdir.

5. Texnologik yechimlar

- Antivirus dasturlari va xavfsizlik devorlari: Universitet tarmog'idagi qurilmalarni himoya qilish uchun zamonaviy antivirus dasturlari va xavfsizlik devorlari o'rnatilishi kerak.

- Tahlil qilish vositalari: Kiberhujumlarni aniqlash uchun monitoring tizimlari joriy etilishi lozim.

Bu masalalar raqamli universitetlarda foydalanuvchi maxfiyligini ta'minlashda katta ahamiyatga ega. Raqamli tahdidlarning ko'payishi bilan birgalikda, ushbu masalalarni hal etishga alohida e'tibor berish zarur.

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MASOFAVIY TA'LIM. MASOFAVIY O'QITISHNING AFZALLIKLARI VA KAMCHILIKLARI, SHUNINGDEK, UNING SAMARADORLIGI.

Sherboyev Murodbek Foziljon o'g'li t.f.f.d (PhD)
Andijon mashinasozlik instituti,
Andijon shahar, O'zbekiston

Mamlakatimiz ta'lim tizimida sezilarli o'zgarishlar ro'y berayotgan bugungi kunda, turli ta'lim shakllari qatori ayniqsa, masofadan o'qitish keng qo'llanilayotganligi ham quvonchli hol.

Bugungi kunda texnologiyalar hayotimizning har bir jabhasiga kirib kelgan bo'lsa-da, ular ta'lim tizimida ayniqsa sezilarli o'zgarishlar olib keldi. Masofaviy ta'lim, ya'ni onlayn ta'lim, jahon miqyosida tobora ommalashib, o'qitish va o'rganish jarayonlarida inqilobiy o'zgarishlarni keltirib chiqardi.

Ko'pchilik internetdan faqatgina yangiliklar bilan tanishish, axborot qidirish, elektron pochtdan foydalanish yoki gap sotish uchun foydalanishi hech birimizga sir emas. Internetning imkoniyatlari kundan - kunga oshib bormoqda. Bunga misol qilib: masofadan o'qitish, elektron kutubxonalar, telemeditsina, telemetrologiya, elektron tadbirkorlik, elektron magazinlar va boshqa sohalarni aytishimiz mumkin.

Quyida biz ushbu texnologiyalarning qisqacha, lekin asosiy bo'lgan tavsiflarini keltiramiz.

Masofaviy ta'lim nima? Masofaviy ta'lim – bu talabalar va o'qituvchilar geografik jihatdan bir joyda bo'lmasa ham, texnologiyalar vositasida o'zaro aloqada bo'lib, dars jarayonini amalga oshiradigan ta'lim shakli. Talabalar dars materiallarini internet orqali olishadi, o'qituvchilar esa onlayn platformalarda darslarni o'tishadi, nazorat ishlarini tekshirishadi va muhokamalar olib borishadi. Bu usul ta'lim jarayonini shaxsiy jadvalga moslashtirish imkonini beradi, shuningdek, dunyoning istalgan burchagida turib o'qish imkoniyatini taqdim etadi. Biz esa ushbu ta'lim usulining afzalliklari va kamchiliklarini ko'rib chiqamiz, shuningdek, uning samaradorligi haqida fikrlar bildiramiz.

Masofaviy ta'limni afzalliklari o'quv jarayonini an'anaviy darslardan farqli ravishda, masofadan turib amalga oshirishni ko'zda tutuvchi ta'lim shaklidir. Bu usul zamonaviy texnologiyalar yordamida, jumladan, internet va multimedia vositalaridan foydalanishni o'z ichiga oladi. Masofaviy ta'limning bir qancha afzalliklari bor:

- Moslashuvchanlik: Talabalar o'z vaqtida va joyida o'qishga imkoniyatga ega bo'lishadi. Bu, ayniqsa, ish bilan shug'ullanayotgan yoki oilaviy majburiyatlarga ega bo'lganlar uchun qulaydir.
- Keng tanlov: Talabalar turli universitetlar va kurslardan foydalanishi mumkin, shu bilan birga ularning qiziqishlariga mos keladigan dasturlarni tanlash imkoniyatiga ega.
- Tejamkorlik: Masofaviy ta'lim ko'pincha an'anaviy ta'limga qaraganda arzonroq bo'ladi, chunki transport xarajatlari, turar joy va boshqa xarajatlar kamayadi.
- Texnologiyadan foydalanish: Online platformalar va resurslardan foydalanish talabalarni zamonaviy texnologiyalar bilan tanishtiradi va ularni raqobatbardosh qiladi.
- O'z-o'zini boshqarish: Talabalar mustaqil ravishda o'qishni tashkil etishga majbur bo'lishadi, bu esa ularda o'z-o'zini boshqarish ko'nikmalarini rivojlantiradi.

Biroq, masofaviy ta'limning ham ayrim kamchiliklari mavjud. Ular quyidagi asosiy jihatlarni o'z ichiga oladi:

- ❖ Interaktivlikning yetishmasligi: Yuzma-yuz muloqot va interaktiv muhit masofaviy ta'limda kamroq bo'ladi, bu esa talabalarning motivatsiyasini pasaytirishi mumkin.
- ❖ O'z-o'zini boshqarish zaruriyati: Masofaviy ta'limda talabalar o'z vaqtlarini va o'qish jarayonini boshqarishda mustaqil bo'lishlari kerak. Ba'zi talabalar buni qiyinlashtirishi mumkin.

- ❖ Texnologik muammolar: Internetga ulanishdagi muammolar yoki texnik nosozliklar ta'lim jarayonini to'xtatishi mumkin. Buning natijasida talabalarning darslarga qatnashishi yoki materiallarni olishida qiyinchiliklar yuzaga keladi.
- ❖ Ijtimoiy izolyatsiya: Masofaviy ta'limda talabalar ko'p hollarda yagona o'zlari bilan qoladilar, bu esa ijtimoiy aloqalarni kamaytiradi va izolyatsiya hissini keltirib chiqarishi mumkin.
- ❖ Nazorat va baholash qiyinchiliklari: Masofaviy ta'limda talabalarni baholash va nazorat qilish jarayoni murakkab bo'lishi mumkin, bu esa ularning haqiqiy bilim darajasini aniqlashni qiyinlashtiradi.
- ❖ Disiplin etishmasligi: Ba'zi talabalar masofaviy formatda o'qish uchun zarur bo'lgan disipline saqlab qolishda qiynalishlari mumkin, bu esa bilim olish samaradorligini pasaytirishi ehtimolini tug'diradi.
- ❖ Klassik ta'lim uslublarining yo'qligi: An'anaviy klassik ta'lim uslublari (masalan, laboratoriya ishlar, amaliy mashg'ulotlar) masofaviy formatda amalga oshirilmaydi yoki cheklangan darajada bajariladi.

Masofaviy ta'lim jarayonini tashkil qilish uchun ko'plab platformalar ishlatiladi. Eng mashhurlaridan ba'zilar quyidagilar:

- Zoom, Microsoft Teams, Google Meet – onlayn video darslar uchun.
- Coursera, edX, Udemý – ko'plab fanlar bo'yicha kurslar va sertifikatlar taklif qiluvchi onlayn ta'lim platformalari.
- Moodle, Canvas – o'quv materiallarini joylashtirish, topshiriqlarni topshirish va baholash uchun ishlatiladigan onlayn ta'lim tizimlari.

Ushbu kamchiliklarga qaramay, masofaviy ta'limning ko'plab afzalliklari ham mavjud bo'lib, ular zamonaviy ta'lim jarayonida muhim rol o'ynaydi. Masofaviy ta'limning samaradorligi ko'p jihatlarga bog'liqdir. O'qituvchilar tomonidan berilgan materiallarning sifatiga, talabalarning motivatsiyasiga, o'qituvchi-yordamchi tizimining mavjudligiga, texnologik infratuzilmaning sifatiga.

Izlanishlar shuni ko'rsatadiki, ba'zi talabalar masofaviy ta'limdan an'anaviy usullar bilan solishtirganda yaxshiroq natijalarga erisha olishadi; lekin bu har bir talaba uchun individual holatdir. Umuman olganda, masofaviy ta'lim zamonaviy o'qitishda muhim ro'l o'ynaydi va uning afzalliklari hamda kamchiliklarini hisobga olish zarurati bor.

Masofaviy ta'lim zamonaviy texnologiyalar yordamida an'anaviy ta'lim tizimlarini kengaytirish va yangi imkoniyatlar yaratish usulidir. U ko'plab afzalliklarga ega bo'lishiga qaramay, o'ziga xos qiyinchiliklarni ham keltirib chiqaradi. Kelajakda masofaviy ta'lim yanada rivojlanib, an'anaviy ta'lim bilan birga ishlovchi kuchli vosita bo'lib qolishi kutilmoqda. Bu usulni to'g'ri tashkil

qilish orqali ta'limning sifatini oshirish va undan maksimal darajada foydalanish mumkin.

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ONLAYN TA'LIM PLATFORMALARI ORQALI MATERIALSHUNOSLIK FANINI O'QITISHNING AFZALLIKLARI VA MUAMMOLARI

*Baymirzayev Akbarjon Rustamjan o'g'li, texnika fanlari falsafa doktori, dotsent
Andijon mashinasozlik instituti, Andijon, O'zbekiston*

So'nggi yillarda raqamli texnologiyalarning rivojlanishi va onlayn ta'lim platformalarining keng tarqalishi ta'lim jarayonida tub o'zgarishlar sodir bo'ldi. An'anaviy ta'lim usullari asta-sekin raqamli o'qitish vositalari bilan boyitilmoqda, bu esa ko'plab fanlar, jumladan, materialshunoslik fani uchun ham yangi

imkoniyatlar yaratmoqda. Ushbu maqolada materialshunoslik fanini onlayn ta'lim platformalari orqali o'qitishning afzalliklari va duch kelinayotgan muammolar tahlil qilinadi.

Onlayn ta'lim platformalarining afzalliklari

1. **Keng qamrovli ma'lumot yetkazish imkoniyati:** Onlayn ta'lim platformalari, xususan, Moodle, Google Classroom yoki Coursera kabi vositalar o'quvchilarga har qanday joyda va vaqtda ta'lim olish imkoniyatini beradi. Bu, ayniqsa, materialshunoslik fanida katta hajmdagi nazariy bilimlarni yetkazishda samarali hisoblanadi. O'quvchilar kerakli ma'lumotlarni elektron shaklda osongina olishlari va darslarni qayta ko'rib chiqishlari mumkin.

2. **Interaktiv o'quv jarayonini tashkil qilish:** Onlayn platformalar interaktiv o'quv vositalaridan foydalanishga imkon beradi. Bu orqali o'quvchilar video darslar, 3D modellar va virtual laboratoriyalarda materiallarning xususiyatlarini amaliy tarzda o'rganish imkoniga ega bo'ladi. Bu usul o'quvchilarga materiallarning xususiyatlarini chuqur tushunishga yordam beradi.

3. **Mustaqil ta'lim imkoniyati:** Onlayn ta'lim platformalari o'quvchilarga mustaqil ravishda o'z bilimlarini oshirish imkoniyatini beradi. Ular o'z vaqtlarini moslashtirgan holda kurs materiallarini o'qishi, o'rganishi va topshiriqlarni bajarishi mumkin. Bu, ayniqsa, talabalarning o'ziga bo'lgan ishonchini oshiradi va ta'lim jarayonini individuallashtirishga imkon beradi.

4. **Tahlil qilish va qayta aloqa imkoniyati:** Onlayn platformalar orqali o'quvchilarning faoliyati osongina nazorat qilinadi. O'qituvchi o'quvchilar tomonidan bajarilgan topshiriqlar, testlar va baholashlarni real vaqt rejimida ko'rib, ularga to'g'ridan-to'g'ri qayta aloqa berishi mumkin. Shuningdek, platformalar orqali o'quvchilarning bilimlari tahlil qilinib, ularning zaif tomonlari aniqlanadi va ularni yaxshilash bo'yicha tavsiyalar beriladi.

Duch kelinadigan muammolar

1. **Amaliy tajribalar yetishmasligi:** Materialshunoslik fani ko'pincha laboratoriya tajribalari va amaliy mashg'ulotlar bilan bog'liq bo'lganligi sababli, onlayn ta'limda ushbu jarayonlarni to'liq qoplash qiyin kechadi. Har qanday virtual laboratoriya real sharoitdagi tajribalarni to'liq almashtira olmaydi. Bu o'quvchilarning amaliy ko'nikmalarini rivojlantirishda cheklovlar keltirib chiqaradi.

2. **Texnik imkoniyatlarning cheklanganligi:** Ko'pgina o'quvchilar onlayn ta'lim platformalaridan foydalanish uchun yetarli texnik vositalarga ega bo'lmasligi mumkin. Masalan, yuqori tezlikdagi internet, zamonaviy kompyuter yoki qurilmalar yetishmovchiligi ularning ta'lim jarayoniga to'liq kirish imkoniyatini cheklashi mumkin. Bu muammo ayniqsa rivojlanayotgan mamlakatlarda dolzarb hisoblanadi.

3. **O'qituvchilarning raqamli ko'nikmalarining pastligi:** Ba'zi o'qituvchilar zamonaviy raqamli platformalardan to'liq foydalana olmasliklari mumkin. Bu o'qitish jarayonida kamchiliklarga olib keladi va onlayn ta'limning sifatiga salbiy ta'sir qiladi. O'qituvchilar uchun raqamli ko'nikmalarni rivojlantirish bo'yicha maxsus treninglar tashkil etilishi lozim.

4. **O'quvchilarning motivatsiya va intizomi:** Onlayn ta'limda o'quvchilarning mustaqil ishlashi katta ahamiyatga ega. Lekin, ba'zi hollarda, ularning motivatsiyasi va intizomi yetarli bo'lmasligi mumkin. O'quvchilar o'z vaqtlarini to'g'ri rejalashtira olmasa, darslarga befarq bo'lib qolish xavfi mavjud.

XULOSA

Onlayn ta'lim platformalari materialshunoslik fanini o'qitishda keng imkoniyatlar yaratadi, chunki ular interaktiv ta'lim, keng ma'lumotlar bazasiga kirish va mustaqil o'qitish imkoniyatlarini taklif etadi. Biroq, texnik cheklovlar, o'qituvchilarning raqamli ko'nikmalariga ehtiyoj va amaliy tajribalar yetishmasligi kabi muammolar ham mavjud. Bu muammolarni bartaraf etish uchun zamonaviy texnologiyalarni kengroq joriy qilish, o'qituvchilarni raqamli ko'nikmalar bilan ta'minlash va o'quvchilarning motivatsiyasini oshirish yo'llarini izlash zarur.

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O'ZBEKISTONDA IJTIMOIIY SOHANI RIVOJLANTIRISHDAGI MUAMMOLAR VA YECHIMLAR

Ismoilov Lazizbek Rasuljon o'g'li
Andijon mashinasozlik instituti

Jamiyatning ijtimoiy hayot sohasini jamiyatning tizimli ravishda tashkil etilgan qismi sifatida tavsiflash mumkin, bunda odamlarning tarixiy va ijtimoiy guruhlari ularning ijtimoiy mavqei, jamiyat hayotidagi o'rni va roli to'g'risida o'zaro ta'sir o'tkazadilar. U o'z ichiga quyidagilarni oladi: sinflar va ijtimoiy qatlamlar, guruhlar, millatlar va millatlarning manfaatlari, jamiyat va shaxs o'rtasidagi munosabatlar, mehnat va yashash sharoitlari, sog'liq va bo'sh vaqt. Jamiyatning ijtimoiy hayoti sohasi - bu nisbatan mustaqil, ajralmas quyi tizim bo'lib, u odamlarning muayyan ijtimoiy hamjamiyatlar a'zosi sifatida faoliyati va ularning jamiyatdagi mavqeining tengligi va tengsizligi nuqtai nazaridan ular o'rtasida yuzaga keladigan munosabatlar bilan tavsiflanadi.

Jamiyatning boshqa sohalari qatorida ijtimoiy hayot sohasining muhim roli ijtimoiy faoliyat va munosabatlarda turli ijtimoiy jamoalarning hayotiy vaziyatida tenglik yoki tengsizlik o'lchovi amalga oshirilayotganligi bilan belgilanadi. Bu to'g'ridan-to'g'ri ijtimoiy adolat tamoyilini amalga oshirish darajasida aks etadi. Shu sababli ijtimoiy hayot sohasini yanada rivojlantirish - chuqur o'zgarish yo'liga qadam qo'ygan jamiyatimizni takomillashtirishning asosiy vazifalaridan biridir.

Aholiga majburiy ijtimoiy kafolatlarni ta'minlash, aholining ehtiyojmand qatlamlarini ijtimoiy himoyasini hamda keksalar va imkoniyati cheklangan shaxslarni davlat tomonidan qo'llab-quvvatlashni kuchaytirish, ijtimoiy xizmat ko'rsatishni yaxshilash, aholiga ijtimoiy xizmatlar ko'rsatishda davlat-xususiy sherikligini rivojlantirishga davlatimiz timonidan katta e'tibor berib kelmoqda.

Aholiga tibbiy va ijtimoiy-tibbiy xizmat ko'rsatish qulayligi hamda sifatini oshirishga, aholi o'rtasida sog'lom turmush tarzini shakllantirishga, tibbiyot muassasalarining moddiy-texnika bazasini mustahkamlashga yo'naltirgan holda sog'liqni saqlash sohasini, eng avvalo, uning dastlabki bo'g'inini, tez va shoshilinch tibbiy yordam tizimini yanada isloh qilish kabi muhim vazifalar belgilab berilgan:

- aholi bandligi va real daromadlarini izchil oshirish;
- aholi bandligi va real daromadlarini izchil oshirish;
- yangi ish o'rinlari yaratish hamda aholining, eng avvalo, o'rta maxsus va oliy o'quv muassasalari bitiruvchilari bandligini ta'minlash, mehnat bozori infratuzilmasining mutanosib rivojlanishini ta'minlash, ishsizlik darajasini kamaytirish;

- mehnatga layoqatli aholining mehnat va tadbirkorlik faolligini to'liq amalga uchun sharoitlar yaratish, ishchi kuchi sifatini yuksaltirish, ishga joylashtirishga muhtoj shaxslarni kasbga tayyorlash, qayta tayyorlash va malakasini oshirish tizimini kengaytirish. O'zbekiston Respublikasi aholisining turmush darajasi va farovonligini o'rganish maqsadida, davlat statistika organlari tomonidan har yili uy xo'jaliklarida tanlama usulda kuzatuvlar o'tkaziladi.

"Aholi turmush darajasi" tushunchasi juda murakkab va ko'p qirrali bo'lib, uni tavsiflash uchun biror indikatorni tanlash qiyin, shuning uchun bu atamaning turli jihatlarini tavsiflaydigan bir qator statistik ko'rsatkichlar hisoblab chiqiladi. Bugungi kunda aholining turli guruhlarini manfaatlarini hisobga olinmoqda, ish bilan bandlikning samarali tizimi va ish haqi to'lash tizimi, aholini ijtimoiy muhofaza qilish bo'yicha chora - tadbirlarni ko'rish orqali har bir insonga munosib hayot bilan ta'minlanmoqda. So'nggi yillarda hukumatimiz tomonidan aholi daromadlari va turmush darajasini yanada oshirish, fuqarolarni ijtimoiy qo'llab-quvvatlash maqsadida amalga oshirilayotgan chora-tadbirlar natijasida aholi jon boshiga to'g'ri keladigan daromadlar, ish haqi va pensiyalar izchil ravishda o'sib borganini yaqqol namoyon bo'lmoqda. Aholini ijtimoiy himoya qilish – bu davlatning bevosita aniq maqsadli, aholining normal yashash sharoitlarini ta'minlovchi kafolatlar tizimidir. Aholini ijtimoiy himoya qilish va sog'liqni saqlash tizimini takomillashtirish, xotin-qizlarning ijtimoiy-siyosiy faolligini oshirish, keksalikni, mehnatga layoqatlilikini yoki boquvchisini yo'qotishni sug'urtalash (pensiya ta'minoti), kamta'minlangan oilalarga ijtimoiy to'lovlar (bolalar uchun nafaqalar), vaqtinchalik ishsizlarni ijtimoiy qo'llab-quvvatlash (ishsizlik nafaqalari), moddiy ta'minlanganligi va xizmatlarini hisobga olgan holda aholining ayrim toifalari uchun imtiyoz va qulayliklar (patronaj xizmatlari ko'rsatish, mahsulot, dori-darmonlarni etkazib berish va h.) berish, onalikni himoya qilish (tug'ruqgacha va tug'ruqdan keyingi mehnat ta'tillari), salomatlikni sug'urtalash (vaqtinchalik mehnatga layoqatsizlik nafaqalari), ta'lim olayotgan yoshlarni moddiy qo'llab-quvvatlash (stipendiyalar), nogironlikning oldini olish va mehnat qobiliyatini tiklash (nogironlarni reabilitatsiya qilish, protezortopedik markazlar) tizimi orqali ta'minlanadi.

Davlat qonunlar va qonunosti hujjatlar tizimi orqali aholini ijtimoiy himoya qilish darajasini tartibga soladi, eng kam yashash minimumini aniqlaydi va undan kelib chiqqan holda, eng kam oylik ish haqi, ijtimoiy to'lovlar, sug'urta mukofotlari va ijtimoiy yordam (imtiyozlar) turlarini belgilaydi, ijtimoiy himoya qilishda ishtirok etuvchi xizmat (idora) larning faoliyatini muvofiqlashtiradi. Shu bilan birga, aholini ijtimoiy himoya qilish darajasini tartibga solish bo'yicha davlatning eng samarali roli aholini kasbiy tayyorgarlikka, qayta tayyorlash va malaka darajasini oshirishga ko'maklashish uchun aholiga, shu jumladan

nogironligi bo'lgan shaxslarga qo'shimcha ish o'rinlari yaratishni rag'batlantirishdan iborat. Aholining ijtimoiy himoyasi quyidagi ijtimoiy yordam turlari orqali ta'minlanadi:

- pensiyalar;
- ijtimoiy nafaqalar;
- imtiyozlar, afzalliklar va xizmatlar;
- bir martalik (tizimli bo'lmagan) moliyaviy yordamlar.

Kam ta'minlangan oilalar farzandlari – bu jami daromadlari har bir oila a'zosiga taqsimlanganda rasmiy belgilangan eng kam miqdorga etmaydigan oilalardagi mehnatga layoqatli yoshga yetmagan bolalardir. Ushbu turdagi shaxslarning ijtimoiy himoyasi bolalarga beriladigan nafaqalar tizimi orqali amalga oshiriladi. Kam ta'minlangan oilalarga moddiy yordam berish, yosh bolali oilalarga farzandi 2 yoshga yetguncha nafaqalar berish, shu bilan birga 14 yoshga to'lmagan bolali oilalar uchun ijtimoiy nafaqalar belgilandi. Mahallalarda Respublika va mahalliy byudjetlar mablag'lari hisobiga, shuningdek korxonalar, tashkilotlar va alohida jismoniy shaxslar tomonidan ixtiyoriy ravishda o'tkaziladigan mablag'lar hisobiga maxsus fondlar tashkil etildi.

Ta'lim va fan sohasini rivojlantirish ya'ni uzluksiz ta'lim tizimini yanada takomillashtirish, sifatli ta'lim xizmatlari imkoniyatlarini oshirish, mehnat bozorining zamonaviy ehtiyojlariga mos yuqori malakali kadrlar tayyorlash siyosatini davom ettirishni ko'zda tutadi. Shuningdek, maktabgacha ta'lim muassasalari tarmog'ini kengaytirish va ushbu muassasalarda bolalarning har tomonlama intellektual, estetik va jismoniy rivojlanishi uchun shart-sharoitlarni tubdan yaxshilash, bolalarning maktabgacha ta'lim bilan qamrab olinishini jiddiy oshirish va foydalanish imkoniyatlarini ta'minlash, pedagog va mutaxassislarning malaka darajasini yuksaltirish oliy maqsadlarimizdan hisoblanadi. Ta'lim tizimi eng katta kontingentlardan biri. Uni yagona maqsadga yo'naltirish, yo'naltira olish – bu chinakam baxt, farovon kelajak degani.

Xulosa qilib aytadigan bo'lsak harakatlar strategiyasining "ijtimoiy sohani rivojnantirish" deb nomlangan to'rtinchi yo'nalish aholi badligini oshirish, fuqarolarni ijtimoiy himoya qilish va ularning salomatligini saqlash, yo'l-transport, muhandislik kommunikatsiya hamda ijtimoiy ijtimoiy infra tuzulmani rivojlantirish va modernizatsiyalash va aholini elektr energiya gaz bilan ta'minlashni yaxshilash, aholining muhtoj qatlamlariga ko'ratiladigan ijtimoiy yordam sifatini oshirish, xotin qizlarning ijtimoiy-siyosiy hayotdagi maqomini oshirish hamda Mamlakat iqtisodiyotining transformatsiyasi xo'jalik tarmoqlari bo'yicha ish bilan bandlik tarkibi o'zgarishiga olib keladi. Bu o'rinda yangi hodisalargagina emas, balki ish bilan to'liq bandlikka, xodimlarning tarmoqlar va sohalar bo'yicha rejali taqsimlanishiga asoslangan oldingi munosabatlar

buzilishiga duch kelinadi. Mana shu nuqtai nazardan ish bilan bandlik tarkibida yuz berayotgan o'zgarishlarni tahlil qilish birinchi darajali nazariy va amaliy ahamiyat kasb etadi. Shunday qilib, ushbu muammoni tadqiq etishning dolzarbligi aholini ish bilan ta'minlash tarkibini takomillashtirishning nazariy, metodologik va amaliy bazasini ishlab chiqish tugallanmaganligi bilan belgilanadi. Davlat qonunlar va qonunosti hujjatlar tizimi orqali aholini ijtimoiy himoya qilish darajasini tartibga soladi, eng kam yashash minimumini aniqlaydi va undan kelib chiqqan holda, eng kam oylik ish haqi, ijtimoiy to'lovlar, sug'urta mukofotlari va ijtimoiy yordam (imtiyozlar) turlarini belgilaydi, ijtimoiy himoya qilishda ishtirok etuvchi xizmat (idora) larning faoliyatini muvofiqlashtiradi. Shu bilan birga, aholini ijtimoiy himoya qilish darajasini tartibga solish bo'yicha davlatning eng samarali roli aholini kasbiy tayyorgarlikka, qayta tayyorlash va malaka darajasini oshirishga ko'maklashish uchun aholiga, shu jumladan nogironligi bo'lgan shaxslarga qo'shimcha ish o'rinlari yaratishni rag'batlantirishdan iborat.

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O'ZBEKISTONDA IJTIMOIIY SOXANING TA'LIM YO'NALISHIDAGI MUAMMOLAR VA UNING YECHIMLARI

Ismoilov Lazizbek Rasuljon o'g'li
Andijon mashinasozlik instituti

Bizga ma'lumki bugungi kunda ta'lim sohasida olib borilayotgan islohatlar bir qancha savollarga sabab bo'ladi. Bunga misol tariqasida "Qishgi ta'tilning cho'zilishini aytib o'tsak mubolaga bo'lmaydi" 9-yanvarda ta'til mudattining 24-

yanvarga ko'chirilishi va 20-yanvar kuni yuqorida o'tirgan qoshtirnoq ichidagi insonlarni 21-yanvarda o'qishni boshlash haqidagi qarorini"ko'rsatish mumkin. Bugungi maqolamizda sizga ulardan bir qancha muamollarga yechim topish umididamiz.

Bu muammolar bilasizki maktab ostonasidan boshlanadi. Maktab ostonasidan kirar ekanmiz talab qilinadigan birinchi muammo bu o'quvchilarning bilim darajasi pastligi bu muammoga qanday duch kelmoqdamiz. Misol qilib aytishimiz mumkunki dars bo'layotgan bir paytda ustozlarning yo'qlama qilish uchun darsni bo'lib kirishi bolalarning xayollarini buzishi aytarli xolat. Maktabda eng dolzarb muammolardan biri bu formaga toxtalib o'tishimiz. Men o'zimdan misol qilib aytadigan bo'lsam bizning maktabda fo'rma birinchi o'rinda edi. Qizlarning ro'mol orab kelishi, bollarning soqol qo'yishi bilan boshlanar edi. Ro'mol o'rab kelgan qizlarni darsga kirdirmaslik xolati ko'p uchrar edi. Nima uchun? Kalta yubka kiyib darsda o'tirish mumkunu lekin ro'mol o'rab kelish mumkin emas edi. Men xali xanuz bu savolga javob izlamoqdaman. Nima uchun maktabda birinchi darajada fo'rma turadi bilim emas chet elda nima uchun birinchi darajada bilim turadi-yu eng oxirgi o'rinda fo'rma turadi. Bu muammolarga bugun yechim topamiz degan umiddamiz .O'zbekiston rivojlanishi uchun birinchi darajada bilim turishi kerak emasmi? O'qituvchilarning loqaydligi sababli bolalar bilimsiz bolib qolmayaptimikan, o'qituvchilarning bilim darajasi nega bunchalar pasayib ketmoqda. Maktab pragramalaridan tashqari o'quvchilar tayyorlov kurslariga bormasdan turib nima uchun universitet talabalik hisinida tuya olishmayapti. O'qituvchilar bilimi pastligi tufayli o'quvchilarga yaxshi dars o'tib berisholmayapti, biroq bilimi kuchli o'qituvchilar hozirda o'quv kurslarida dars berishmoqda shu sababli bilimga chanqoq o'quvchilar o'quv kurslariga borib bilim olishmoqda. Ayrim maktab, kollej, universitetlarda xaligacha karupsiya davom etib kelmoqda. Misol qilib aytadigan bolsak ba'zi bir o'qituvchilar talabalardan fanini yopib berish uchun pul talab qilishmoqda. Afsuski bu karupsiya jamiyatimizning eng og'riqli nuqtalaridan biridir. Biz ishonamizki bir kun kelib O'zbekistondagi ta'lim ham Yaponiya, Korea, Xitoy, Amerika, Buyuk Britaniya kabi rivojlangan davlatlar qatoriga kiradi.

Nima uchun Yaponiya, Xitoy, Koreada bog'cha bolalari bog'chani yakunlayotganida beshta tilda ravon gaplasha oladi-yu, lekin O'zbekistonda xatto Universitet talabalari ikkita tilda ham ravon gaplasha olishmaydi. Chunki O'zbekistonda yetarlicha mutahassislar yetishmasligi tufayli biz bu muammolarga duch kelmoqdamiz. Sababi yaxshi bilim va ko'nikmagaega mutahassislar oyligi baland bo'lgan chet davlatlarga ketishmoqda. Maktabda o'quvchilar o'z fikrini bayon etisha olmaydi buning sababi o'quvchilar badiiy kitoblar, qiziqarli ensiklapediya turli xil gazeta va maqolalar o'qimay qo'yishgan. O'qishni istagan

bolalarda ham turli xil muammolarga duch kelmoqda. Misol qilib aytadigan bo'lsak moddiy tomondan qiyinchiliklarga uchramoqda. Ota-onalar bolalari o'qishi uchun sarmoya kiritishdan ko'ra biznesga sarmoya kiritganim yaxshi deb o'ylaydi. Qarabsizki ota-onalar judda katta xatoga yo'l qo'yishmoqda. O'zbekistonda ko'pchilik ota onalar qiz farzandini o'qitishdan ko'ra turmushga berganim avzal deb fikr yuritishadi. Qiz bolani o'qitsa bir jamiatni o'qitdi, o'gil bolani o'qitsa bir oilani o'qitdi degan fikrlar ham bor. Maktabda kam ta'minlangan bolalar ro'yxatiga yozayotganda kim kam taminlangan deya barcha sinfdoshlarining orasida uni izza qilib so'rashi to'g'rimi? Mening fikrimcha bu xolat noto'g'ri deb o'ylayman. Chunki bu bir o'quvchini kamsitish bilan barobardir. Buning yechimi judda oson deb o'ylayman o'quvchilar o'rtasida yozma so'rovnoma shaklida olinsa maqsadga muvofiq bo'lar edi. Ko'chada yurganimizda ko'ramizki krakashlik qilib yurgan insonlarning ko'pchiligida diplomi bor. Nima uchun umrini sarflab o'qigan diplomi uyida chang bosib yotibdi. Buning sababi oilasini bu oylik bilan boqqa olmasligi kunlik daromadining yo'qligi deb o'ylayman. Nima uchun O'zbekistonda super kontraktlar xali ham davom etib kelmoqda. Bilimi bor o'quvchilar kirsin Universitetga. Misol qilib aytadigan bo'lsak ota-onasi farzandini Tibbiyot Universitetida o'qishini istadi lekin farzandi o'qishni istamasdan o'yin kulgu fanlarini pul bilan yopib o'qishini tamomladi endi o'zingiz o'ylab ko'rinchi yaxshi malakali shifokor bo'lib yetishib chiqadimi. Kim unga o'z xayotini ishonib topshiradi. Ba'zi bir Universitetlarda tyutorlar yomon o'qiydiganlar va judda ko'p dars qoldiradiganlarga indamay yaxshi o'qib kasal bo'lib qolganligi sababli 1kun dars qoldirganlarga chora ko'rishmoqda siz buni qanday baxolaysiz. Shu adolatdanmi? Maktablarda dars soatlarini uzaytirish kerak. Dars soatlari qisqaligi sababli o'qituvchilar o'quvchilarni bilimini baxolay o'lishmayapti yoki yetarlicha bilib berishga vaqt yetmayapti. Ba'zi bir o'quvchilar o'qituvchilarni darslarini mensimay otiradi. O'qituvchilar esa darslarini o'tishga qiyinalishadi shu sababli darsi tarbiyavi soatga aylanib ketishadi. Xulosa qilib aytadigan bo'lsak O'zbekistonda hamma o'z kasbining mutaxassisi bo'lganida edi O'zbekiston ta'limi ham rivojlangan davlatlar qatorida bo'lardi.

Bugungi kunda dolzarb muammolardan biribo'lib kelayotgan bir masalaga toxtalib o'tisak mubolaga bo'lmaydi. Bir mashhur insoning hayotida yuz bergan voqeani sizlarga ulashishni istadim. U inson kurslarga borishga uyidagi sharoit to'g'ri kelmasligi sababli o'zi o'qishga qaror qildi va o'qishni boshladi qarabsizki imtixon kunlari yetib keldi u inson o'qishga kiraman deb ishongan edi afsuski imtixon javoblari chiqdi va kirolmaganligi haqida eshitishi bilan tushkunlikka tushdi lekin o'zini qo'lga oldi va o'qishga kirish uchun yanada kuchliroq o'qiy boshladi kunlar, oylar bir birini quvalab qarabsizki yana avgust oyi imtixonlar boshlanish vaqti keldi yana topshirdi afsuski yana natija yomon chiqdi ota -onasi

undan judda katta umid kutgan edi yana tayyorlanishni boshladi uchinchi yil yana qayta va qayta tayyorlana boshladi imtixon kunlari yana keldi uuuu yana topshirdi va nihoyat u o'qishga kirdi lekin kontrakt asosida o'qishga kirganligi sababli o'qishni to'xtatishga majbur bo'ldi ota-onasi o'qiyver bir amallab kontraktni ham to'larmiz dedi lekin uning vijdoni qiynalib yana bir yil tayyorlanib topshiraman dedi uuu o'qishga judda qattiq kirishgandi qarabsizku uu yana o'qishga topshirdi va nihoyat o'qishga grand asosida qabul qilindi hozirda judda katta jurnalist bo'lib ish yuritib kelmoqda. Hozirgi kunda kontraktlarni to'lash unchalik ham qiyin bo'lmay qoldi deb takidlamogda faqat inson o'qishni xohlasa bas deb ayyib o'tdi intiriyusida. Men uning gaplaridan tasirlanib o'qishga qattiq kirishdim va menda ham birinchi yil xuddi shunday voqea yuz berdi men judda qattiq tushkunlikka tushib qoldim va xususiy Universitetlar ochildi va men unga ham topshirdim yiqilaman deb o'ylagan edim lekin o'qishga qabul qilindingiz deb menga xabar keldi juddayam xursand bo'ldim hozirda Toshkent Amaliy Fanlar Universitetida 1-kurs talabasiman lekin o'qish Universitetda boshqacha ekan hamma o'zi uchun o'qishi kerak yoki o'yin kulgu bilan vaqtiz o'tib ketar ekan men boshida kursdoshlarimga qo'shilib o'qishni tashlab qo'ydim kiyin menga dadamning bir gaplari judda qattiq tasir qilib hozirda yaxshi o'qish uchun harakat qilmoqdaman.

AVTOMOBIL KOMPONENTLARIDA QAYTA ISHLANGAN PLASTMASSA VA POLIMERLARDAN FOYDALANISH

Tojiboyev Begijon Mamitjonovich t.t.f.n, dotsent

Andijon Mashinasozlik Instituti

Rustamova Nigora Ihtiyorovna tayanch doktonat

Andijon Mashinasozlik Instituti

Avtomobil sanoati barqarorlikni oshirish, atrof-muhitga ta'sirni kamaytirish va tartibga solish talablariga javob berish uchun qayta ishlangan plastmassa va polimerlarga tobora ko'proq murojaat qilmoqda. Ushbu siljish chiqindilarni kamaytirish, uglerod izlarini kamaytirish va aylanma iqtisodiyotni rivojlantirish bo'yicha global sa'y-harakatlarga mos keladi. Ushbu tezisda qayta ishlangan plastmassa va polimerlarning avtomobil ishlab chiqarishda qanday qo'llanilishi, ularning afzalliklari, muammolari va kelajak istiqbollari haqida umumiy ma'lumot beriladi. Avtomobillarda ishlatiladigan qayta ishlangan plastmassa va polimerlarning turlari:

- Polietilen tereftalat (PET): Shishalar va konteynerlardan qayta ishlangan PET gilamlar, pol qoplamalari va bezak panellari kabi avtomobil ichki qismlarida ishlatilishi mumkin.

- Polietilen (PE): Ko‘pincha plastik qoplar va qadoqlardan olinadigan qayta ishlangan PE, bo‘lmagan mahsulotlarda qo‘llaniladi. pastki panellar va izolyatsiya materiallari kabi tizimli komponentlar.

- Ishlab chiqarish chiqindilaridan qayta ishlangan ABS asboblari paneli va eshik panellari kabi ichki qismlarda ishlatilishi mumkin.

- Polipropilen (PP): Qayta ishlangan PP ko‘p qirrali va zarba qarshiligi tufayli bamperlar, asboblari paneli va turli xil ichki va tashqi qismlarda qo‘llaniladi.

Qayta ishlangan plastmassa va polimerlardan foydalanishning afzalliklari undan foydalanish eng maqbul va majburiy yo‘l ekanini ko‘rsatib beradi:

Atrof-muhitga ta’siri: Chiqindilarni kamaytirish: Qayta ishlangan plastmassalardan foydalanish chiqindilarni poligonlardan olib chiqishga yordam beradi va plastmassa utilizatsiyasining atrof-muhitga ta’sirini kamaytiradi.

Kamaygan uglerod isi: Qayta ishlash birlamchi materiallar ishlab chiqarishga bo‘lgan ehtiyojni kamaytiradi va shu bilan issiqxona gazlari emissiyasini va energiya sarfini kamaytiradi.

Resurs samaradorligi: Qayta ishlangan plastmassalar yangi plastmassa ishlab chiqarish uchun zarur bo‘lgan qazib olinadigan yoqilg‘i va xom ashyoga bog‘liqlikni kamaytiradi.

Iqtisodiy foyda: Qayta ishlash yangi materiallarni olish va qayta ishlashga nisbatan tejamkor bo‘lishi mumkin.

Normativ hujjatlarga muvofiqlik: Ko‘pgina hududlarda qayta ishlangan materiallardan foydalanish bo‘yicha qoidalar va imtiyozlar mavjud bo‘lib, ishlab chiqaruvchilarga ekologik standartlarga javob berishga yordam beradi.

Brend imidji: Qayta ishlangan materiallardan foydalanish kompaniyaning barqarorlik profilini oshirishi va atrof-muhitga e’tiborli iste’molchilarni jalb qilishi mumkin.

Avtomobil qismlarida qayta ishlangan plastmassa va polimerlardan foydalanish yanada barqaror va ekologik toza sanoat sari muhim qadamdir. Yengish kerak bo‘lgan qiyinchiliklar mavjud bo‘lsa-da, texnologiya va materialshunoslik sohasidagi davom etayotgan yutuqlar qayta ishlangan materiallarni ko‘paytirishga yo‘l ochmoqda. Ushbu innovatsiyalarni o‘zlashtirgan holda, avtomobil sanoati aylanma iqtisodiyotga hissa qo‘shishi, uning atrof-muhitga ta’sirini kamaytirishi va barqaror amaliyotlarga bo‘lgan talabni qondirishi mumkin.

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ISHLAB CHIQARISH TEXNOLOGIK JARAYONLARIDA EKSPERIMENTNI REJALASHTIRISH VA STATISTIK TAHLIL

B.A.Qayumov "Avtomobilsozlik" kafedrası professori

bakhrom.kayumov@gmail.com

F.K.Qosimjonov "Avtomobilsozlik va traktorsozlik" mutaxassisligi talabasi

kosimjonovf@gmail.com

Annotatsiya: Ushbu tezisda ishlab chiqarish jarayonlari va texnologiyasi, sanoat tarmoqlari hamda ular bilan bog'liq bo'lgan statistik tahlil natijalari muhokama qilinadi.

Kalit so'zlar: korxona, ishlab chiqarish jarayoni, texnologik jarayonlar, sanoat, eksperimentni rejalashtirish, statistik tahlil.

Texnologik jarayon – bu ishlab chiqarish jarayonida bir element yoki buyumning ayrim bosqichni o'zgarishlar va modifikatsiyalashda qaysi mahsulot ishlab chiqarish bosqichlarini o'z faoliyatida alohida bosqichlarida bo'lish mumkin. Odatda, birlik jarayonlar alohida bir ishchi tomonidan ularning ijrosi birliklar bilan ifodalanadi. Bu birliklar yoki operatsiyalar mahsulotni bosqichma-bosqich ishlab chiqarish va to'liq ishlab chiqarish sikli haqida operatsiyalar o'rtasidagi qismi to'liq ishlab chiqarish jarayonining texnologik qismining bosqichi bo'lgan oraliq atlamalar o'tadi. Bosqichi ishlab chiqarish alohida mehnat vositalarini va texnologik sikli jihozlash vositalari asosida tanlangan deb hisoblanadi. Ular bir xil bo'lishi kerak.

Texnologik jarayonlarni o'rganishda eksperimentni rejalashtirishning statistik usullaridan foydalanish samaradorligi yana shu bilan izohlanadiki, bu jarayonlarning ko'p muhim ko'rsatkichlari tasodifiy o'zgaruvchi miqdorlar bo'lib, ularning taqsimlanishi ko'pincha normal taqsimot qonuniga yaqin keladi. Bu erda quyidagi omillarga asosiy e'tibor qaratiladi: tajribalarning umumiy sonini imkon darajasida kamaytirish; bir vaqtning o'zida jarayonni belgilaydigan barcha o'zgaruvchilarni boshqarish imroniyatiga ega bo'lish, buning uchun maxsus qoidalar – algoritmlardan foydalaniladi; eksperimentatorning ko'plab harakatlarini

rasmiylashtiradigan matematik apparatdan foydalanib, har bir tajriba seriyasidan so'ng asosli qaror qabul qilishga imkon beruvchi aniq strategiyani tanlash.

Eksperimental tadqiqotning vazifasi-mahsulot va texnologiyalarni yaratishning yangi tamoyillarini kashf etishdan iborat bo'lib, materiallar va ularning birikmalarini yangi, ilgari noma'lum bo'lgan xossalari, boshqaruv usullarini yaratish va takomillashtirishdan iborat. Izlanish tadqiqotida rejalashtirilgan ishning maqsadi odatda ma'lum bo'ladi, uning nazariy asoslari qisman aniqlikka ega bo'lishi mumkin lekin hech qachon aniq yo'nalishlarga ega emas.

Ishlab chiqarish va uning jarayonlari Sanoat moddiy ishlab chiqarishning yetakchi tarmog'i bo'lib, u butun xalq xo'jaligining rivojlanishi darajasini belgilab beradi. Sanoatda ishlab chiqarish qurollari va vositalari hamda xalq iste'moli mollarning asosiy qismi bunyod etiladi. Mehnat predmeti (kishi mehnati yo'naltirilgan buyum)ga bo'lgan ta'sir xarakteriga qarab sanoat konchilik sanoati va ishlov berish tarmoqlariga bo'linadi Birinchi tarmoq, ruda, ko'mir, neft, gaz va boshqa tabiiy xomashyo qazib olish, gidroelektrostansiyalar va boshqa korxonalarni o'z ichiga oladi. Ikkinchi tarmoqqa esa qora va rangli metallar, prokatlar, kimyoviy va neft-kimyo mahsulotlari, qurilish materiallari, o'rmonchilik, oziq-ovqat va boshqa xalq iste'moli mollari mahsulotlari ishlab chiqarish korxonalari, atom, issiqlik elektrostansiyalari kiradi. O'zbekistonda sanoatning quyidagi tarmoqlari muvofiq ravishda rivojlanib bormoqda:

- A) metallurgiya kompleksi;
- B) mashinasozlik kompleksi;
- D) neft-kimyo kompleksi;
- E) agrosanoat kompleksi;

Sanoatning rivojlanishi dinamik harakterga ega bo'lib, unda doimo o'zgarishlar sodir bo'lib turadi. Buni 1-jadvaldan ko'rish mumkin.

1-jadval

Sanoat rivojlanishining dinamik harakteri

	2010	2011	2012	2013
Korxonalar soni, mingta	15	16	17	18
Sanoat mahsulotlari, mlrd so'mda	2830.8	4494.0	6127.5	8123.2
Sanoat ishlab chiqarish hodimlarining o'rtacha soni, ming kishi	697.8	697.8	646.8	624.8
Foyda zarar, mlrd so'mda	117.3	227.8	354.5	549.8
Mahsulotning rentabellik darajasi % larda	31.6	30.9	30.2	32.6
Ishlab chiqarilgan mahsulotning	107.6	108.3	106.0	109.4

o'sish sur'ati, oldingi yilga nisbatan % larda				

Texnologik jarayonlar quyidagi turlarga bo'linadi:

- 1) davriy jarayonlar;
- 2) uzluksiz jarayonlar;
- 3) kombinatsiyalashgan (davriy, uzluksiz) jarayonlar.

Davriy jarayonda kerakli miqdordagi homashyo apparatga tushiriladi, texnologik jarayonlar o'tkaziladi va tayyor mahsulot chiqarib olinadi. So'ngra apparatni yuvib, tozalab, yana yangi xomashyo tushiriladi va yuqoridagi jarayonlar takrorlanadi. Bu ish ko'p marta qaytariladi. Davriy jarayonga davriy ishlaydigan pechlarda g'isht pishirish va po'latga termik ishlov berish jarayonlarini misol qilib olish mumkin. Uzluksiz jarayonlarda apparatning hamma qismlarida kerakli parametrlar (harorat, bosim va hokazo) o'zgarishsiz saqlanadi. Apparatga bir tomondan to'xtovsiz sur'atda xomashyo tushirib turiladi va qayta ishlanayotgan material ketma-ket bir qancha bosqichlardan o'tib, tayyor mahsulot sifatida ikkinchi tomondan to'xtovsiz ravishda chiqarib turiladi. Bunday apparatlarda uzluksiz jarayonlar ma'lum vaqt davomida to'xtovsiz ravishda olib boriladi. Ba'zan uzluksiz jarayonlarda apparatga xomashyo bo'lib-bo'lib tushiriladi, tayyor mahsulot ham alohida-alohida chiqarib olinadi, lekin umumiy jarayon to'xtatilmaydi, ya'ni uzluksizligicha qoladi. Bunday jarayonlar kombinatsiyalashgan yoki uzluksiz davriy jarayonlar deb yuritiladi (domna pechida cho'yan, marten pechlarida po'lat suyuqlantirib olish va hokazo jarayonlar).

Yuqorida qayd etilgan jarayonlardan uzluksiz jarayon iqtisodiy jihatdan bir muncha samarali hisoblanib, u quyidagi afzalliklarga ega:

- 1) Apparatga homashyo tushirish va tayyor mahsulotni chiqarib olish davomida apparat sovimaydi va uni kerakli darajagacha qizdirish uchun qo'shimcha yoqilg'i hamda energiya sarflanmaydi;
- 2) Jarayonlarni maksimal darajada mexanizatsiyalashtirish va avtomatlashtirish mumkin;
- 3) Jarayonlardan ajralib chiqayotgan gazlar issiqligidan takror foydalanish mumkin;
- 4) Texnologiya rejimining doimiyligi natijasida apparatning ishi yengillashadi, uni foydalanishga topshirish bilan bog'liq bo'lgan xarajatlar kam, ishlab chiqarilayotgan mahsulot sifati yaxshi bo'ladi. Texnologik jarayonlarda reaksiyaga kirishayotgan birikmalar oqimining yoki bu birikmalar oqimi bilan issiqlik oqimining turli xil yo'nalishlari uchraydi. Shu oqim larning yo'nalishiga ko'ra jarayonlar to'g'ri yoki parallel oqimli, qarama-qarshi oqimli va kesishma oqimli bo'ladi.

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ASINXRON DVIGATELLARNI ISHGA TUSHIRISHDAGI MUAMMOLAR VA YECHIMLAR

Xodjakeldiyev Xusnidin Shaxridin o'g'li

Andijon Mashinasozlik instituti 2-bosqich magistranti

Andijon Mashinasozlik instituti, Andijon shahar, O'zbekiston Respublikasi

Asinxron motor ishga tushirilganda, quyidagi **asosiy talablar** bajarilishi lozim.

– Motorni ishga tushirish mumkin qadar oson va qo'shimcha qurilmalarsiz bajarilishi lozim.

– Ishga tushirish momenti yetarli darajada katta, ishga tushirish toki esa mumkin qadar kichik bo'lishi lozim.

Uch fazali asinxron motorlarni ishga tushirishda amalda *quyidagi usullar* qo'llaniladi. Stator chulg'amlarini to'g'ridan to'g'ri tarmoqqa ulash, stator chulg'amiga pasaytirilgan kuchlanish berib va rotor chulg'amiga reostatni ulab ishga tushirish (oxirgisi faza rotorli motorlarda).

Bu usullar orqali asinxron dvigatellarni ortiqcha isrof va yuklamalarsiz ishga tushirish mumkin.

To'g'ridan to'g'ri tarmoqqa ulab ishga tushirish. Kichik va o'rta quvvatli qisqa tutashgan rotorli asinxron motorlar ana shunday usul bilan ishga tushiriladi. Bunda motorning stator chulg'ami yetarli darajadagi quvvatga ega bo'lgan elektr tarmog'iga magnit ishga tushirgich yoki oddiy ulagich yordamida qo'shiladi va uning tezligi tabiiy mexanik xarakteristikasi bo'yicha o'sib boradi. [Ishga tushirish momenti $M_{l,1}$ quyidagicha topiladi (ishga tushirish paytida $s = 1$ bo'ladi): [1]

$$M_{l,1} = (m l U l_2 \cdot r' 2) / \{ \text{col}[(r_l + r' 2)^2 + (X_l + X' 2)] \}.$$

Ishga tushirish toki $[j,1]$ ancha katta bo'lsa ham motor uchun xavfli bo'lmaydi, chunki ishga tushirish qisqa vaqt ichida kechadi. Ishga tushirish tokining nominal tokdan 5-7 marta katta bo'lishi va ishga tushirish momentining uncha katta bo'imasligi bu usulning kamchiligi hisoblanadi. Bu kamchiliklarni

bartaraf etish orqali dvigatelning cho'lg'amlarini qizishi va elektr tokini isrofini oldi olinadi.

Motorning stator chulg'amini to'g'ridan to'g'ri elektr tarmog'igaulab ishga tushirish yuqoridagi kamchiliklarga ega bo'lishidan qat'iy nazar, u sodda, arzon va energetik ko'rsatkichlari (η , $\cos\phi_1$) kattadir.

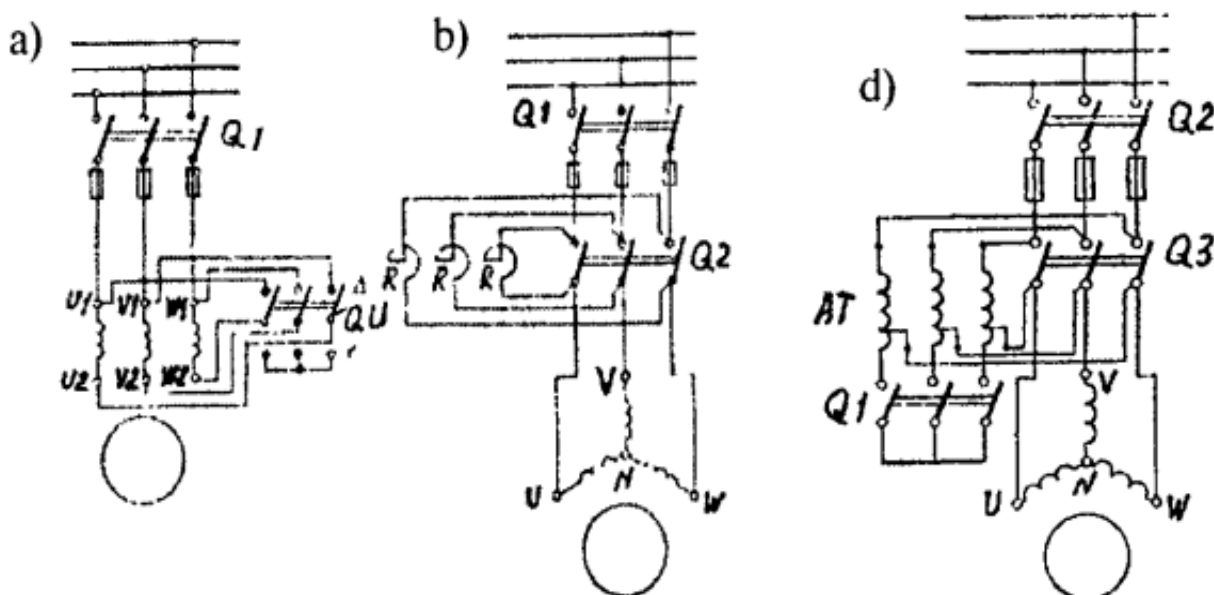
Tarmoq kuchlanishini pasaytirib ishga tushirish. Bunday usul bilan quvvati katta bo'lgan qisqa tutashgan rotorli asinxron motorlar ishga tushiriladi. Tarmoq kuchlanishini pasaytirish usullari quyidagidan iborat:

Stator chulg'amini yulduz usulidan uchhurchak usuliga o'tkazish yo'li bilan ishga tushirish.

Asinxron motorni bunda stator chulg'ami fazalariga berilayotgan kuchlanish $\sqrt{3}$ marta kamayadi, xuddi shuningdek faza toklari ham $\sqrt{3}$ marta kamayadi. Liniya toklari esa 3 marta kamayadi. Stator chulg'amlarining ulanish sxemasini o'zgartirish 3 fazali kontaktor yoki ulagich yordamida amalga oshiriladi.(1-rasm a).[2]

Asinxron motorni reaktor yordamida ishga tushirish.

Bunday usul bilan ishga tushirishda reaktiv qarshiliklarda ishga tushirish tokiga to'g'ri mutanosiblikda bo'ladigan kuchlanish pasayishi $1U$ vujudga kelib, stator chulg'amlariga pasaygan kuchlanish U Ira, beriladi.(2-rasm b).Bu kuchlanish ta'sirida motorning rotor iylana boshlaydi. Motorning aylanish chastotasi oshib borgan sari rotor chulg'amida hosil bo'ladigan EYK E_{2s} kamayib boradi, natijada



ishga tushirish toki ham kamayadi.Stator chulg'amlari bilan ketma-ket ulangan qarshiliklarda kuchlanish pasayishi U kamayadi va motorning aylanish chastotasi oshgan sari unga berilayotgan kuchlanish U_1 avtomatik ravishda ko'payib boradi.

So'ngra Q2 ulagich ulanadi va motorga tarmoq kuchlanishi U_1 beriladi, bunda motor nominal kuchlanish bilan ishlaydi.

Asinxron motorni avtotransformator yordamida ishga tushirish.

Dastlab Q3 ulagichning ulangan holatida Q1 ulagich qo'shiladi. Bunda motorning stator chulg'amiga avtotransformatordan pasaytirilgan kuchlanish (U_{IPa}) beriladi. Bunda motorning dastlabki $M_{i,t}$ momenti quyidagicha topiladi:

$$M_{i,t} = M_{t.N}(U_1|U_{1N})$$

Ishga tushirish toki kamayadi va quyidagicha topiladi.

$$I_{it} = I_{it.N}(U_1|U_{1N})$$

Rotorning aylanish chastotasi oshgandan keyin Q3 ulagich uziladi va Q2 ul(1gich ulanadi. Shu tariqa stator chulg'amiga tarmoqning to'la kuchlanishi beriladi. Demak, avtotransformator yordamida tarmoqning kuchlanishi (0,557 70,73) U_{1N} gacha pasaytirilar ekan. Tarmoq kuchlanishini pasaytirib asinxron motorlarini ishga tushirishning yuqorida ko'rib o'tilgan usullarida ishga tushirish toki va momentining kichikligi *ularning kamchiligidir*.

Yuqorida ko'rsatilgan usullar bilan ishga tushirish dvigatelni ortiqcha yuklanish va zo'riqlardan asraydi va elektr toki isrofini ham oldi olinadi.[3]

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**G'ALTAKMOLALARGA QO'YILADIGAN AGROTEXNIKA
TALABLARI**

*To'xta qo'ziyev Abdusalim, t.f.d., professor
Qishloq xo'jaligini mexanizatsiyalashtirish ilmiy-tadqiqot instituti,
Toshkent, O'zbekiston
Ro'zimatov Muxammadjon Abdumomin o'g'li, tayanch doktorant
Andijon mashinasozlik instituti, Andijon, O'zbekiston*

Jahonda energiya-resurstejamkor va ish unumi yuqori bo'lgan tuproqqa ishlov berish mashinalarini ishlab chiqarish yetakchi o'rinni egallamoqda. «Dunyo miqyosida qishloq xo'jaligi ekinlarini yetishtirish uchun har yili 1,8 mlrd. gektardan ortiq maydonga ishlov berilishi» ni hisobga olsak, ish sifati va unumi yuqori hamda shudgorlangan yerlarni ekishga tayyorlash ishlari ekish oldidan

izma-iz ishlov berish, daladan bir o'tishda texnologik jarayonlarni qo'shib olib borish va agregatlarni daladan o'tishlar sonini kamaytirishda qo'llaniladigan mashinalarni amaliyotga joriy etishni taqozo etadi [1]. Shu jihatdan energiya-resurstejamkor yerlarga ekish oldidan ishlov berishda qo'llaniladigan g'altakmolalardan foydalanish muhim ahamiyatga ega hisoblanadi.

Jahonda qishloq xo'jalik ekinlarining urug'larini ekish uchun yerlarni tayyorlashning resurstejamkor texnologiyalari va ularni amalga oshiradigan texnika vositalarining yangi namunalarini yaratish, mavjudlarini takomillashtirishning ilmiy-texnikaviy asoslarini ishlab chiqishga yo'naltirilgan maqsadli ilmiy-tadqiqot ishlari olib borilmoqda. Bu yo'nalishda yerlarni ekishga tayyorlashda foydalaniladigan kombinatsiyalashgan mashinalar tarkibida qo'llaniladigan tandem g'altakmola konstruksiyasini ishlab chiqish, uning tuproq bilan o'zaro ta'sirlashish jarayonlarida agrotexnik ko'rsatkichlari talablar darajasida bo'lishini ta'minlaydigan parametrlarini asoslash bo'yicha maqsadli ilmiy-tadqiqot ishlarini olib borish dolzarb masalalardan hisoblanadi.

Respublikamiz qishloq xo'jaligi ishlab chiqarishida mehnat va energiya sarfini kamaytirish, resurslarni tejash, qishloq xo'jalik ekinlarini ilg'or texnologiyalar asosida yetishtirish va yuqori unumli qishloq xo'jalik mashinalarini ishlab chiqish yuzasidan keng qamrovli chora-tadbirlar amalga oshirilib, jumladan dalalarni ekishga tayyorlashda kam energiya sarflab, barcha texnologik jarayonlarni sifatli bajarilishini ta'minlaydigan texnika vositalarini ishlab chiqishga alohida e'tibor qaratilmoqda. O'zbekiston Respublikasi qishloq xo'jaligini rivojlantirishning 2020-2030 yillarga mo'ljallangan strategiyasida, jumladan, "...qishloq xo'jaligi va oziq-ovqat tarmog'ini modernizatsiyalash, diversifikatsiya qilish va barqaror o'sishini qo'llab-quvvatlash uchun xususiy investitsiya kapitali oqimini ko'paytirishni nazarda tutuvchi sohada davlat ishtirokini kamaytirish va investitsiyaviy jozibadorlikni oshirish mexanizmlarini joriy qilish, yer va suv resurslaridan oqilona foydalanish, fermer xo'jaliklarida mehnat unumdorligini oshirish, mahsulot sifatini yaxshilash" vazifalari belgilab berilgan. Ushbu vazifalarni amalga oshirishda, jumladan zamonaviy agrotexnologiyalarni joriy etish, agroklasterlar va fermer xo'jaliklarini ish sifati va unumi yuqori bo'lgan qishloq xo'jaligi texnikalari bilan ta'minlash hisobiga qishloq xo'jaligi ishlab chiqarishida intensiv usullarga o'tish muhim vazifalardan biri hisoblanadi [2].

Har qanday ekinning hosildorligini oshirish maqsadida uni ekishdan oldin tuproqqa ishlov berib, uni qulay holatga keltirish zarur. Yerga ishlov berishda asosiy e'tiborni tuproqni himoyalab, uning unumdorligini tiklashga qaratish kerak. Shu maqsadda, tuproqqa ishlov berishning an'anaviy va resurstejamkor usullaridan foydalaniladi. Maxalliy sharoitga moslab qanday usuldan foydalanish tanlanadi [3].

An'anaviy usulda plug bilan yerni chuqur (20 sm dan ko'prok) haydab, asosiy ishlov beriladi. Keyinchalik esa turli tirma, kultivator, freza kabi mashinalar bilan yerga sayoz ishlov beriladi. Plug bilan ishlov berishda tuproqning ustki qatlami qirqilib ajratiladi va yon tomonga siljilib, ma'lum burchakka burib ag'dariladi. Ag'darilish natijasida qirqilgan palaxsa qatlami deformatsiyalanib maydalanadi, tuproqning strukturasi tiklanadi, begona o't urug'lari va qoldiqlari hamda hasharotlar ko'miladi, yer betiga esa tuproqning pastki, ya'ni chirindiga boy qatlami chiqariladi [4-5].

An'anaviy usuldan foydalanib, chuqur va o'ta chuqur (30 sm va undan ortiqroq) shudgorlab, begona o'tlarni keskin kamaytirish mumkin. Yerni ag'darib haydash tuproqqa salbiy ta'sir ko'rsatadi, chunki yer betiga chiqarilgan organik moddalar quyosh nuri va boshqa omillar ta'sirida parchalanib, tarkibidagi uglerodning atmosferaga uchib ketishi hamda tuproq eroziyasi kuchayishi mumkin. Bu esa tuproq unumdorligini pasaytiradi [6]. Unumdorlikni oshirish uchun yerga ishlov berishda g'altakmolalardan ham keng ko'lamda foydalaniladi (1-rasm).



1-rasm. Plankali g'altakmolaning tuzilishi

Biz tavsiya etadigan g'altakmola plankali g'altakmoladan tashkil topgan bo'lib, u maxsus tortqilar vositasida ramaga qo'zg'aluvchan, ya'ni sharnirli biriktiriladi. Ish jarayonida g'altakmolalar yumshatkichlar tomonidan yumshatilgan va tekislagich tomonidan tekislangan qatlam yuzasini talab darajasida uvalanishi va zichlanishini ta'minlaydi.

G'altakmolalar tuproq yuza qatlaminig (0-10 cm) uvalanish sifati va zichligiga qarab baholanadi. Bu mezonlar agrotexnika talablari bo'yicha Respublikamiz tuproq-iqlim sharoiti uchun quyidagi qiymatlarga ega bo'lishi lozim [7]:

- 0-10 cm qatlamda o'lchami 25 mm dan kichik fraksiyalar miqdori (massasi bo'yicha) 80 % dan kam bo'lmasligi, o'lchami 100 mm dan katta bo'lgan fraksiyalar esa umuman bo'lmasligi lozim;

- tuproqning 0-10 cm qatlamdagi zichligi 1,1-1,3 g/cm³ bo'lishi kerak. Bundan tashqari tuproqqa ekish oldidan ishlov berish undagi (0-10 cm) namlik 16-18 foiz bo'lganda o'tkazilsa yaxshi natijalarga erishiladi [8].

Xulosa qilib aytganda plankali g'altakmola ish jarayonida namligi 13,8-15,7%, qattiqligi 0,47-0,72 MPa, zichligi 1,02-1,06 g/cm³ hamda tarkibida 7,2-11,1 % o'lchami 100-50 mm, 14,0-15,7 % o'lchami 50-25 va 78,8-73,2 % o'lchami 25 mm dan kichik fraksiyalar mavjud bo'lgan tuproq bilan o'zaro ta'sirlashadi. Plankali g'altakmolalarni qo'llash belgilangan texnologik jarayonlarni talab darajasida bajarilishini va energiyatejamkorlikni ta'minlaydi. Bu esa urug'larni sifatli ekilishi va bir tekis unib chiqishiga, o'simliklarni yaxshi rivojlanishi va hosildorligi ortishiga olib keladi.

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ANGIOGRAFIYA APPARATINING YARATILISHI TARIXI HAMDA UNING TEXNIK PARAMETRLARI

Metrologiya, standartlashtirish mahsulot sifati
menejmenti kafedrası katta o'qituvchisi **Ismoiljonov Yodgorbek**
E-mail: yodgorbek93@gmail.com

ANNOTATSIYA

Ma'lum bir organda qon ta'minoti holatini va qon tomirlarining funksional faolligini baholashda, shuningdek, qon aylanish tarmog'ining tuzilishi va faoliyatidagi turli xil buzulishlarni aniqlash uchun rentgen nurlaridan foydalanishga asoslangan angiografiya apparati keng qo'llaniladi. Ushbu maqolada angiografiya apparatining yaratilish tarixi va tibbiyot sohasiga kirib kelishi haqida ma'lumotlar berib o'tilgan. Angiologiya tarmog'ida amalga oshiriladigan ishlarning barchasi dastlabki ko'rinish bergan ammo hali jiddiy xavf solmagan muammolarni vaqtida bartaraf etishga yo'naltirilgan bo'ladi. Shunday qilib, ushbu maqolada hozirgi zamon angiografiya apparatlarining umumiy tuzilishi va ularning ishlash jarayonlariga oid bilimlar tahlil qilingan. Tekshiruvlar shuni ko'rsatadiki, qon tomir kasalliklariga erta tashxis qo'yish va uni samarali davolashda angiografiya apparatining o'rni beqiyos.

Kalit so'zlar: Angiografiya, serebral, koronar, detektor, periferik, kontrast, stent, generator.

Kirish

1895-yil 8-noyabrda Vyurtsburg universitetining fizika professori V.K. Rentgen vakuumda katod nurlanishi bilan tajribalar o'tkazar ekan, shu paytgacha noma'lum bo'lgan nurlarni kashf etdi va ularni rentgen nurlari deb atadi va birinchi nurlanishni yaratdi. Qizig'i shundaki, bunday kattalikdagi hech qanday tibbiy kashfiyot bunchalik tez amalga oshirilmagan. Birgina 1896-yilning o'zida butun dunyoda tibbiyotning turli sohalarida rentgen nurlaridan foydalanish bo'yicha 50 dan ortiq kitoblar va 1000 dan ortiq maqolalar nashr etildi.

Angiografiyaning kashfiyoti deyarli bir vaqtning o'zida bashorat qilingan. 1896-yil fevral oyida Sankt-Peterburgdagi asab va ruhiy kasalliklar klinikasi shifokorlarining yig'ilishida so'zga chiqqan taniqli rus nevrologi V. M. Bexterev shunday dedi: "Bir marta ma'lum bo'ldiki, ba'zi eritmalar rentgen nurlarini o'tkazmaydi. Shu sababli miya tomirlarini ular bilan to'ldirish va joyida suratga olish mumkin ... " Biroq, bu takliflarni hayotga tatbiq etish uchun deyarli chorak asr vaqt kerak bo'ldi.

Lissabon universitetidan A.E.Moniz haqli ravishda angiografiyani klinik amaliyotda maqsadli amalga oshirgan birinchi shaxs hisoblanadi. 1923-yil kuzida u birinchi marta ponksiyon miya angiografiyasi texnikasini va dunyoda birinchi marta miya shishi bo'lgan bemorda bosh tomirlarini kontrastli o'rganish ma'lumotlarini tasvirlab berdi. Keyingi yillarda bir qator boshqa mutaxassislar aorta va turli periferik arteriyalarning kontrastli angiografiyasini o'tkazishga muvaffaq bo'lishdi.

Angiografiya apparatining tibbiyotga kirib kelish sabablari:

1. **Qon tomir kasalliklarining o'sishi:** Yurak-qon tomir kasalliklari, jumladan yurak ishemik kasalliklari, insult, va periferik arter kasalliklari kabi muammolar soni ko'paygani uchun angiografiyaga ehtiyoj ortdi.

2. **Aniq tashxisga ehtiyoj:** Oldin tibbiyotda qon tomirlaridagi kasalliklarni aniqlash ko'pincha og'ir va xavfli jarayonlar orqali amalga oshirilgan bo'lsa, angiografiya bu muammoni sezilarli darajada yengillashtirdi. Bu usul aniq va minimal invaziv bo'lib, tomirlarda aniqlikni oshiradi.

3. **Texnologiyaning rivojlanishi:** Raqamli tasvirlash texnologiyalari (digital subtraction angiography - DSA) angiografiyaning sifatini oshirdi. Zamonaviy angiografiya apparatlari orqali tomirlarni real vaqt rejimida ko'rish va kuzatish imkoniyati mavjud, bu esa davolash strategiyasini to'g'ri rejalashtirishga yordam beradi.

Angiografiya apparatining asosiy turlari:

- **Koronar angiografiya:** Yurak arteriyalarining holatini o'rganish uchun ishlatiladi. Bu apparat infarkt va yurak ishemiyasi xavfini aniqlash uchun asosiy usullardan biri hisoblanadi.

- **Serebral angiografiya:** Miyaning qon tomirlarini o'rganishda qo'llaniladi. Insult, aneurizma, yoki qon tomirlarining boshqa kasalliklarini tashxislashda yordam beradi.

- **Periferik angiografiya:** Qo'l, oyoq va boshqa organlardagi qon tomirlarining holatini tekshiradi.

Angiografiya apparatining tibbiyotdagi eng asosiy ahamiyati:

- **Minimal invaziv tashxis:** Bu usul orqali bemorlar ochiq jarrohlik amaliyotisiz tashxis qo'yish imkoniyatiga ega bo'ladilar, bu esa xavfni va tiklanish muddatini kamaytiradi.

Angiografiya apparatlari bozori va rivojlanish dinamikasi

- **Global angiografiya apparatlari bozori** so'nggi yillarda tez sur'atlar bilan o'sib bormoqda. **2021-yilda** bu bozorning umumiy hajmi **11,2 milliard AQSh dollari** qiymatiga yetdi. 2028-yilga borib bu ko'rsatkich taxminan **16,6 milliard AQSh dollariga** yetishi kutilmoqda.

- **Texnologiyaning takomillashishi** bilan yangi avlod angiografiya apparatlari (masalan, raqamli subtraksion angiografiya – DSA) keng tarqalmoqda. Bu texnologiyalar olingan tasvirlarning aniqligini oshirib, boshqa to'qimalarni tasvirdan chiqarib, tomirlarni aniqroq ko'rishga imkon beradi.

Qo'llaniladigan angioplastika va stent o'rnatish amaliyotlari

- **Koronar angioplastika** va **stent o'rnatish** amaliyotlari ko'pincha angiografiya bilan birgalikda amalga oshiriladi. **AQShda** yiliga **600000 dan ortiq stent o'rnatish** operatsiyalari o'tkaziladi, ularning aksariyati angiografiya yordamida tashxis qo'yilgandan keyin amalga oshiriladi.

- **Evropada** stent o'rnatish operatsiyalari soni ham yuqori bo'lib, yilda **500000 dan ortiq** stent implantatsiya qilinadi. Ushbu muolajalar miokard infarkti va yurak tomir kasalliklarini davolashda samaradorligini isbotlagan.

Statistik ma'lumotlar va angiografiyadan foydalanish geografiyasi

- **AQSh** va **Yevropa** angiografiya texnologiyasidan foydalanishda yetakchi mintaqalar hisoblanadi. Yevropaning o'zida har 1000 aholiga taxminan **5-10 koronar angiografiya** amaliyoti to'g'ri keladi.

- **Osiyo** va **Markaziy Osiyo** davlatlarida, jumladan **O'zbekistonda**, angiografiyadan foydalanish darajasi rivojlangan mamlakatlarga nisbatan pastroq bo'lsa-da, so'nggi yillarda bu texnologiyaga qiziqish va foydalanish darajasi oshib bormoqda. **Osiyo-Tinch okeani mintaqasida** angiografiyaga bo'lgan talab 2023-yilda o'sish sur'ati bo'yicha eng yuqori bo'lishi kutilmoqda.

Qon tomir kasalliklarining statistikasi

- **Yurak-qon tomir kasalliklari** bo'yicha 2022-yil ma'lumotlariga ko'ra dunyoda **18 milliondan ortiq o'lim holati** mavjudligi qayd etilgan. Angiografiya ushbu kasalliklarning tashxislanishi va davolanishi uchun eng muhim vositalardan biri hisoblanadi.

Hozirgi kunda dunyo bo'ylab angiografiya apparatlarini ishlab chiqaradigan yetakchi davlatlar va kompaniyalar yuqori texnologiyalar va tibbiyot uskunalari bozorining asosiy o'yinchilari hisoblanadi.

Angiografiya apparatlarini ishlab chiqaradigan asosiy davlatlar:

1. **AQSh (Amerika Qo'shma Shtatlari)- GE Healthcare;**
2. **Yaponiya-Canon Medical Systems;**
3. **Germaniya-Siemens Healthineers;**
4. **Niderlandiya-Philips Healthcare;**
5. **Xitoy-United Imaging;**
6. **Fransiya-Guerbet company.**



1-Rasm. Hozirgi zamonaviy angiografiya apparati

Hozirgi zamonaviy angiografiya apparatlari bir necha asosiy texnik qismlardan iborat bo'lib, ular angiografiya jarayonini samarali va xavfsiz o'tkazish uchun zarur. Asosiy texnik qismlar quyidagilarni o'z ichiga oladi:

1. Raqamli tasvir olish tizimi

- **Detektorlar:** Analog film o'rniga yuqori aniqlikdagi raqamli detektorlar ishlatiladi. Bu detektorlar rentgen nurlarini raqamli ma'lumotlarga aylantiradi.

- **CCD(Charge-Coupled Device) yoki CMOS(Complementary Metal-Oxide-Semiconductor) sensorlar:** Ushbu sensorlar tasvir sifatini oshirish uchun ishlatiladi, ularning aniqligi va rang qaytarishi yuqori.

2. X-ray generatori

- Tasvirlarni olish uchun zarur bo'lgan nurlanishni ishlab chiqaradi. Zamonaviy apparatlar kam nurlanish bilan yuqori sifatli tasvirlar olish imkoniyatiga ega.

5. Monitorlar

- Olingan tasvirlarni ko'rsatish uchun yuqori aniqlikdagi monitorlar ishlatiladi. Bu shifokorlarga tezda tahlil qilish imkonini beradi.

6. Dasturiy ta'minot

- Olingan tasvirlarni tahlil qilish va saqlash uchun dasturiy ta'minot. Ushbu dasturlar diagnostika, tasvirlarni tahlil qilish va ularni saqlashda yordam beradi.

XULOSA

Dastlabki yaratilgan Angiografiya apparati, albatta, yil sayin takomillashib bordi. Bu esa shubhasiz, bemor hamda apparatning xavfsizligini, jarayondan olingan natija yuqori sifatga ega bo'lishligiga qaratilgan. Angiografiya apparatlari tibbiy

diagnostikada yutuqlarni ta'minlaydigan muhim asboblardan bo'lib, ularning rivojlanishi sog'liqni saqlash sohasida yangiliklar va takomillashtirishlarni olib keladi.

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TEXNIKA SOHALARNI RIVOJLANISHDA TERMINLARNI QO'LLASHDAGI MUAMMOLAR

Saidova Nodira Djaxangirovna
Toshkent yengil sanoat va to'qimachilik
instituti mustaqil izlanuvchisi
nodira1289@mail.ru, [tel: +998977733556](tel:+998977733556)

Annotatsiya: Ushbu maqolada texnika sohalarida ishlatilayotgan terminlarning asosiy muammolari ko'rib chiqiladi. Shu bilan birga, texnika sohasidagi terminologiyani o'zbek tiliga tarjima qilish qiyinchiliklari yoritiladi va misollar yordamida tushuntiriladi. Ilmiy-texnik matnlarni tarjima qilishda nimalarga e'tibor qaratish kerakligi atroflicha muhokama qilinadi.

Kalit so'zlar: termin, terminologiya, muammo, tarjima, texnik matn, qiyinchilik va xususiyat.

Xalqimizning ko'p asrlik madaniy, ilmiy-ma'rifiy va badiiy tafakkuri va intellektual salohiyatining yorqin va bebaho mahsuli bo'lgan o'zbek tili jahondagi boy va qadimiy tillardan biri hisoblanadi.

Hozirgi vaqtda har bir soxada chet tilini bilish, shu tilda o'z fikrini bildirish va suxbatdoshini tushuna olish zarur masalalardan biri hisoblanadi. Ayniqsa texnik tarjima ilm-fan sohasidagi barcha mutaxassislar tomonidan amalga oshirilmoqda. Ertami-kechmi ilm-fan soxasidagi har bir insonning qo'liga mutaxassisligi bo'yicha ingliz tilidagi kitob yoki jurnal maqolasi tushishi, uni o'qish va tarjima qila olishi, shuningdek, istalgan mavzu bo'yicha chet ellik mutaxassislar bilan suhbatlashishi yoki bunday suhbatni tarjima qilish kerak bo'ladi.

Amalyotchi va ilmiy izlanuvchilar texnik tarjimaning o'ziga xos xususiyatlari va qiyinchiliklariga duch kelmoqdalar hamda yetarli darajada mazkur yo'nalishda ilmiy tadqiqotlar o'tkazilmaganligi sababli ko'plab xatolarga yo'l qo'yish holatlari kuzatilmoqda. Shuni e'tiborga olish lozimki, istalgan tilni o'rganadigan bo'linsa, ularning ya'ni tillarning tuzilishi turli xil ekaniga guvoh bo'lish mumkin. Shu sababli, ma'lumot u tildan bu tilga tarjima qilinganda ba'zi xato yoki kamchiliklarga yo'l qo'yilishi mumkin. Bunday xatolarni oldini olish maqsadida esa har bir sohaga taaluqli so'zlashgich yoki lug'atlar yaratish muhim hisoblanadi.

Mavzu bo'yicha turli xil tarjimalarni bajarish, tarjima tajribasini oshiradi va duch kelgan qiyinchiliklarni yengib o'tishni osonlashtiradi. Agar tillar o'rtasidagi farq va o'xshashliklarni tahlil qiladigan bo'lsak, ingliz tilidagi ilmiy ishlarning uslubi o'zbek ilmiy uslubiga o'xshaydi: fikrlar qisqa, aniq bayon etiladi, ko'pincha chizmalar, grafikalar va matematik formulalar bilan izohlanadi. Shuningdek texnologik jarayonlar, patentlar va boshqalarni tasvirlovchi apparatlar uchun ko'rsatmalarni o'z ichiga olgan umumiy texnik adabiyotlar bilan shug'ullanish kerak bo'ladi. Bunday holda o'zbek tilidan farqli o'laroq, bu kabi tavsiflarda so'zlashuv iboralari hamda ro'yxatdan o'tmagan mutlaqo yangi "ixtiro qilingan" so'zlar ("texnik jargon" deb nomlangan) lug'atlar bilan ishlatilishi mumkin.

Ingliz tilidagi zamonaviy texnik adabiyotlarda sintaktik vositalar bilan bir-biriga bog'liq bo'lmagan bir qator so'zlarning zanjirlaridan tobora ko'proq foydalanilmoqda, ya'ni *to*, *of*, *from*, *down*, *over* va boshqa predloglarga fe'llar qo'shilishidan umuman yangi ma'nodagi fe'llar hosil bo'lmoqda. Misol uchun: *overload* – ortiqcha yuklamoq, *downgrade* pasaytirmoq, *upgrade* yangilash va boshqalar. Yuqoridagi barcha birikmalardagi oxiri asosiy so'zlar ekanligiga e'tibor berishimiz mumkin, oldingi barcha so'zlar ya'ni predloglar esa ularga qo'shimcha ma'no berishga xizmat qiladi.

So'nggi paytlarda qisqartirish orqali yangi so'zlarni shakllantirish tendentsiyasi kuchaymoqda va ko'pincha bunday yangi so'zlar qisqarishga o'xshamaydi. Masalan: "laser" bu - "light amplification by stimulated emission of

radiation” yoki “lube” —so‘zi ham “lubrication” so‘zining qisqartmasidan hosil bo‘lgan.

Ilmiy-texnik matni bilan ishlashda nafaqat umumiy ilmiy, balki tor profilli texnik atamalarning tarjimasiga ham alohida ahamiyat beriladi. Ma’lum bir qiyinchilik-bu nafaqat umumiy ilmiy so‘zlardan foydalanishning o‘ziga xos xususiyatlarini aniqlash, balki ilmiy va texnik matnning o‘ziga xos terminologiyasi va shunga mos ravishda ularni o‘zbek tiliga tarjima qilishning mos variantlarini ishlab chiqishdir, chunki boshqa tillardagi ilmiy lug‘at ingliz texnik leksik shakllaridan sezilarli darajada farq qiladi. Ushbu texnik atamalarning o‘z kontekstlarida ishlatilishini aks ettiruvchi jummalarning o‘zbekcha tarjimalari, asosan, mualliflik manbalarining mohiyatini aks ettiradi, ammo maxsus ingliz terminologiyasi asosiy manbaning umumiy kontekstini hisobga olgan holda tarjima qilinishi kerak.

Tarjimada maxsus texnik lug‘atlardan foydalanish to‘g‘ri tarjima qilishga yordam beradi. Lug‘atsiz tarjima qilishga urinish xato yoki noto‘g‘ri tarjimaga olib kelishi mumkin. So‘zning noaniqligi bilan uning tegishli texnologiya sohasiga tegishli ma’nosini olish kerak. Lug‘atda topilgan so‘zning biron bir ma’nosi mos kelmasligi mumkin, bu so‘zning ba’zi ma’nolari lug‘atda qayd etilmaganligini anglatadi. Bunday holda, til taxminlari qiyinchilikdan xalos bo‘lishi mumkin, lekin birinchi navbatda — bu nima haqida ekanligini tushunish kerak. Shu sababli, tegishli texnologiya sohasi bilan tanishish, hech bo‘lmaganda mashxur qo‘llanmalar yoki mutaxassis bilan maslahatlashish to‘g‘ri tarjima uchun katta ahamiyatga ega.

Texnik matnlarni tarjima qilishda nafaqat lug‘at bilan bo‘lgan kamchiliklar bor, balki grammatik qiyinchiliklar ham uchrab turadi. Grammatik qiyinchiliklar asosan nominallashtirish, modal fe‘llar va majhul nisbatlarning keng qo‘lanilishi, shu bilan birga, gerundiylar, kesimlar va infinitivlardan iborat strukturalani noto‘g‘ri talqin qilish uchun sabab bo‘lmoqda.

Nominallashtirish deganda fe‘llarni otlar bilan almashinuvi tushuniladi. Misol uchun, “to oppose” fe‘li “to be in opposition” otning o‘rnida, yoki “to possess” fe‘li “to be in possession” otning o‘rnida ishlatilishi aynan nominallashtirishga misol bo‘la oladi.

Ilmiy-texnikaviy matnlarda otga nisbatan “operator” vazifasini bajaradigan fe‘llardan keng qo‘llaniladigan bo‘lsa, ish-harakatni real tasvirlash otga o‘tadi. Bunday fe‘llarga, *effect, perform, obtain, provide, give, involve, imply, result in, lead to, to be attributed* kabi fe‘llar misol bo‘la oladi. Yuqoridagi fe‘llarning ma’nosi va tarjimasi gapda asosiy semantik vazifasini ot so‘z turkumidagi so‘z bajaradi.

Ingliz texnik qo'llanmalarida buyruq fe'llari eng mashxur grammatik shakllardan biri bo'lishi albatta tabiiy holdir, chunki aksariyat qo'llanmalar aosan qanday ishlash yoki ishlatishni o'rgatishda fe'lning infinitive strukturasidan foydalaniladi. Lekin shu kabi fe'llar tarjima qilinganda infinitive shaklda tajima qilinishi kerakmi yoki buyruq strukturasida tarjima qilinishi kerakligi katta so'roq ostida bo'ladi. Misol tariqasida "*Turn off electrical power*" gapini infinitiv ko'rinishda tarjima qilsak "*Elektr quvvatini o'chirish*" deb tarjima qilinadi lekin "*Elektr quvvatini o'chiring*" deb tarjima qilish eng to'g'ri usul deb hisoblanadi. Aksariyat tarjimonlar maishiy texnika uchun ko'rsatmalarda buyruq gapni, sanoat strukturalari uchun esa infinitivni qo'llash maqbul deb o'ylaydilar. Bu fikr B.N. Klimzoning "Texnik tarjimonning hunari" deb nomlangan asarida ham o'z ifodasini topgan.

Yana bir asosiy muammolardan biri bu texnikaga oid atama va terminlarni noto'g'ri talqinidir. Atama – bu ishlatiladigan fan va texnologiya sohasiga qarab kundalik ma'nodan farq qilishi mumkin bo'lgan so'z yoki iboralardir. Atama oddiy, bitta so'zdan iborat bo'lishi mumkin (switch "o'chirmoq") va murakkab atama-ibora (automatic switch "o'chirish to'xtatuvchisi", high-speed circuit breaker "tez ishlaydigan kalit").

Barchamizga ma'lumki, ilmiy-texnikaviy taqdimotda asosiy talab bu –fikrni ifodalashda har xil talqin qilishga yo'l qo'ymagan holda o'ta aniqlikda tarjima qilishdir. Shuningdek, texnik matnlardagi atamani tarjima qilishda faqat bitta belgilangan ma'noning mavjudligi talab etiladi.

Neologizmlar ham tarjimadagi asosiy qiyinchiliklardan deb hisoblanadi. Ularning doimiy ko'rinishi fan va texnikaning predmet soxalarining rivojlanishi bilan bog'liqdir. Neologizmlarni yetarli darajada tarjima qilish uchun ulaning shakllanish mexanizmlarini tushunish kerak, chunki lug'atlarda ularning tarjimasi to'liq berilmaydi. Neologizmlar asosan so'zlarni qisqartirish orqali hosil bo'ladi. Misol uchun, *submarine* -*sub*, *revolutions*-*rev*, *radar dome*-*radom* va boshqalar.

Tarjimani tushunishda eng katta va asosiy qiyinchilik so'zlar guruhidan tashkil topgan atamalardir ya'ni so'zlar zanjiridir. Ular ko'p komponentli atamalarni tarjima qilishda bir qancha usullarni bilishni talab etadi. Bu usullar ichida tavsif tarjimasi eng keng tarqalgan usullardan hisoblanadi.

Shunday qilib, ingliz texnik matnining o'zbek tiliga semantik jihatdan eng yaqin tarjimasi asosan tarjimonning umumiy texnik tayyorgarligi, uning ushbu bilim sohasini bilishi, birinchi navbatda, shuningdek, u tarjima qilgan texnik terminologiya ekanligini yodda tutishi bilan belgilanadi. Ixtisoslashgan matnda yuqorida aytib o'tilgan turli xil qiyinchiliklarni e'tiborga olish lozim.

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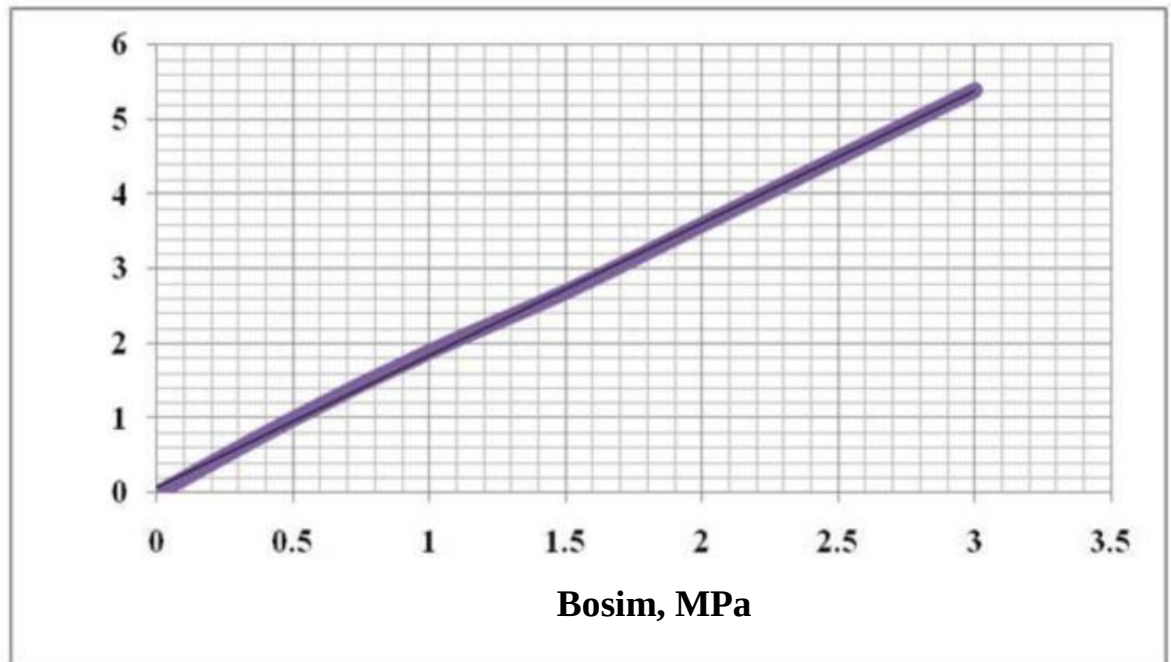
YASSI OYOQLIK KASALLIGINI ANIQLOVCHI APPARATNING MATEMATIK MODELINI TAHLIL QILISH

Mashrabov Shaxzodbek Davronbek o‘g‘li
Andijon mashinasozlik instituti magistranti
E-mail: mashrabovshaxzod09@gmail.com

Annotatsiya. Oyoqni skanerlashning eng yaxshi turi oyoqning barcha xususiyatlarini ushlash va uning funksiyasini tahlil qilish uchun sensorli sensorlar bilan bosim platformasidan foydalanishni o‘z ichiga oladi. Oyoq bosimini skanerlash odamning yurish, yugurish va tik turish kabi harakatlarni bajarayotganda oyoqlarini o‘lchash va tahlil qilish uchun amalga oshiriladi. U oyoq tagining har bir qismiga qo‘llaniladigan bosimning aniq tasvirini ishlab chiqarish uchun ilg‘or qurilma yordamida amalga oshiriladi. Ushbu turdagi skanerlash oyoq mutaxassislari uchun juda foydali, chunki u oyoqqa qo‘shimcha bosimning aniq joyini aniqlay oladi.

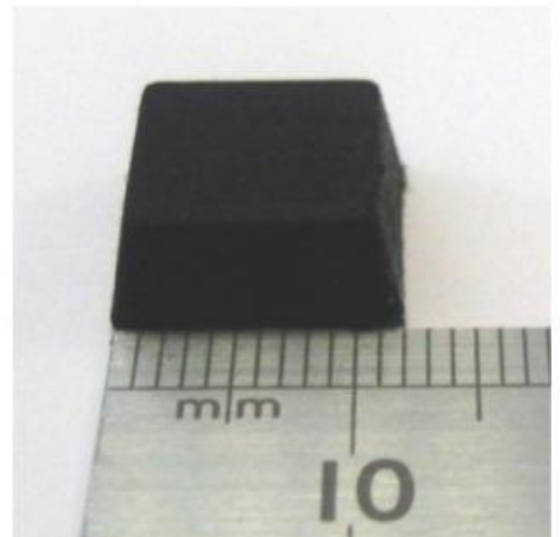
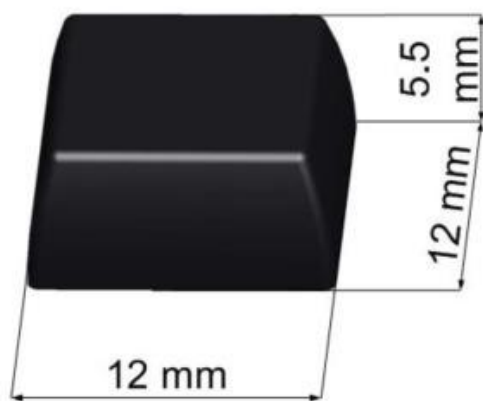
Kalit so‘zlar: Oyoq plantar bosimi, tabiiy yurish parametrlarini, sensor, kapasitiv bosim sensori, rezistiv bosim sensori.

Oyoq skanerini datchilar bilan o‘lchashda barcha datchik ham birdek samarali emas. Datchiklari ba’zi ishlash cheklovlarini ko‘rsatadi, chunki ular polimer yoki elastomer varaqlaridan yasalgan bo‘lib, bu sensor chiqishining takrorlanuvchanligi, histerezis, siljishi va chiziqli bo‘lmasligi kabi muammolarga olib keladi. [3]

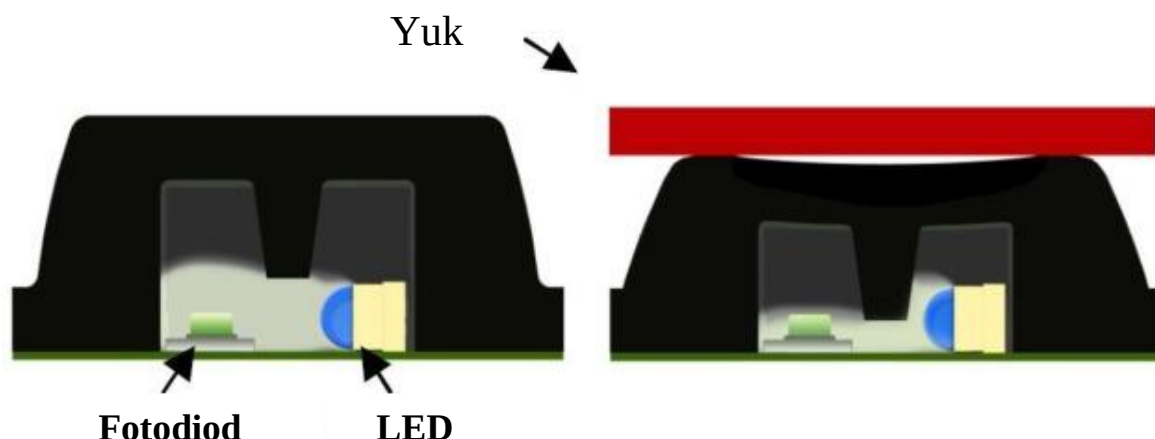


1-rasm. Yuqori chiziqli chiqish
bosim munosabatlarini ko'rsatadigan grafik.

64 ta silikon bilan qoplangan opto-elektron bosim sensorlari qatori, to'rtta 16-kanalli 14-bitli analog-raqamli konvertor, mikrokontroller va Bluetooth modulidan foydalangan. Datchiklar $12\text{ mm} \times 12\text{ mm} \times 5,5\text{ mm}$ o'lchamga ega, sensorga zarar bermasdan maksimal yuklash 500 kPa o'lchamlarini ko'rsatadi.[1-2]



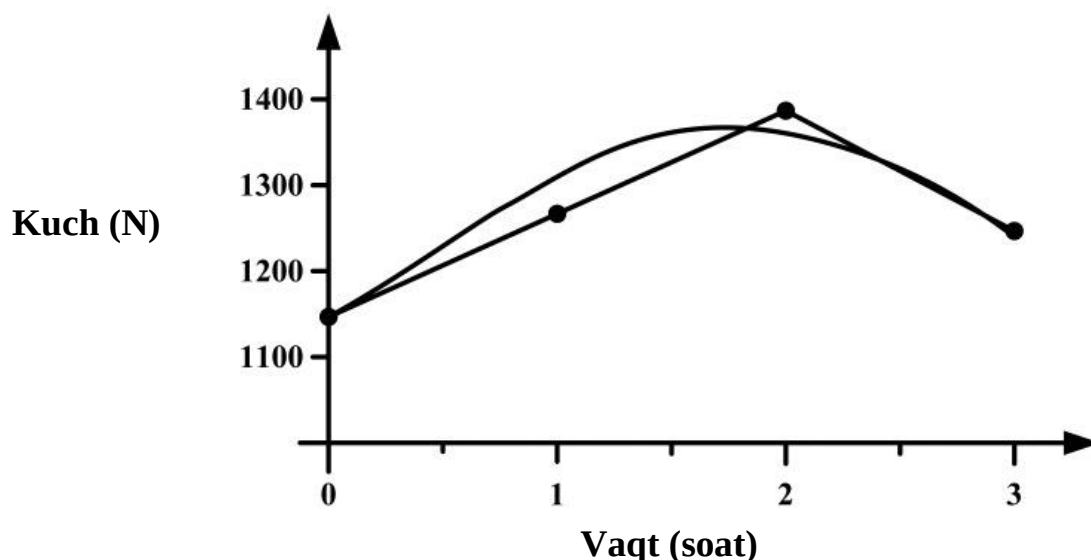
2-rasm. Sensor o'lchami.



3-rasm. Sensorning ishlash printsipli.

Datchikning qo'llaniladigan bosimga munosabati chizilganda, chiziqlilik ko'rsatkichini, ya'ni chizilgan chiziq qanchalik to'g'ri ekanligini ko'rsatadi. Chiziqlilik signalni qayta ishlash sxemasi qanchalik sodda yoki murakkab bo'lishini ko'rsatadi, yuqori chiziqli javob signalni qayta ishlashning juda oddiy sxemasini talab qiladi va aksincha, chiziqli bosim sensori afzalroqdir. [5]

Past sudralma datchiklari oyoq bosimini o'lchashda asosiy talablardan biridir. Takroriylik uzoq vaqtdan keyin ham ishonchli natija berish qobiliyatini anglatadi. Yuqori siklik yuklar deformatsiya yoki charchoqqa olib kelishi mumkin. Sensor takrorlanuvchi yoki yuqori tsiklik yuklarga nisbatan hech qanday emirilish yoki deformatsiyani ko'rsatmasa, takroriylik bilan bog'liq muammolarni bartaraf etish mumkin.



4-rasm. Egri chiziq sensorning xato o'qishidir va chizilgan chiziq to'g'ri bosim qiymatlari.

Bunday sensor texnologiyalari sig'imli sensorlar, rezistiv sensorlar, piezoelektrik sensorlar va piezorezistiv sensorlardan foydalanadi. Ushbu sensorlar

o'lchangan bosimga mutanosib bo'lgan elektr signalining chiqishini (kuchlanish yoki oqim) ta'minlaydi. Sensorning ishlashi bo'yicha bosim sensori uchun zarur bo'lgan asosiy xususiyatlar chiziqlilik, histerezis, harorat sezgirligi, sezgir o'lcham va bosim oralig'ini o'z ichiga oladi.

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BIOTIBBIYOT MUHANDISLIGINING UROLOGIYADAGI O'RNI

Hojiqurbonov Dilshodbek

Andijon mashinasozlik instituti

"Biotibbiyot muhandisligi" yo'nalishi 4-kurs talabasi

E-mail: dhojiqurbonov3@gmail.com

NabiyevAxrorbek

Andijon mashinasozlik instituti

"Biotibbiyot muhandisligi" yo'nalishi 4-kurs talabasi

E-mail: ahrorbeknabiev7@gmail.com

Annotatsiya

Biotibbiyot muhandisligi zamonaviy tibbiyotning eng muhim tarmoqlaridan biri bo'lib, urologiya sohasida ham katta ahamiyatga ega. Urologik kasalliklarni aniqlash va davolash jarayonlarida biotibbiyot muhandisligining hissasi innovatsion texnologiyalar va diagnostika vositalarini yaratishda namoyon bo'lmoqda. Ushbu maqolada biotibbiyot muhandisligining urologiya sohasida qanday ro'l o'ynashi, qanday yangi texnologiyalar va uskunalar orqali bu soha rivojlanayotgani, shuningdek, urologik operatsiyalar va diagnostika usullarida qo'llanilayotgan ilg'or texnologiyalar ko'rib chiqiladi.

Kalit so'zlar: biotibbiyot muhandisligi, urologiya, litotriptor, 3D tasvirlash, minimal invaziv jarrohlik, diagnostika.

Kirish

Biotibbiyot muhandisligi so'nggi yillarda tibbiyot sohasida ulkan yutuqlarga erishib, urologiya kabi muhim tarmoqlarda ham katta o'zgarishlar kiritdi. Urologiya siydik yo'llari va jinsiy tizim kasalliklarini aniqlash, davolash hamda profilaktika qilish bilan shug'ullanadi. Bu sohada biotibbiyot muhandisligi texnologiyalari, masalan, sun'iy organlar, robotik jarrohlik tizimlari va ilg'or diagnostika usullari orqali katta o'zgarishlarga erishilmoqda. Zamonaviy urologik operatsiyalar minimal invaziv usullar bilan amalga oshirilib, shifokorlarga bemorlar uchun xavfsiz va samarali davolash jarayonlarini taqdim etadi. Biotibbiyot muhandisligi urologiyada yangi avlod diagnostika vositalarini yaratishda muhim rol o'ynaydi. Misol uchun, kompyuter tomografiyasi (CT), magnit-rezonans tomografiyasi (MRI) kabi yuqori aniqlikdagi tasvirlash texnologiyalari shifokorlarga kasalliklarni aniqroq aniqlash imkonini beradi. Shuningdek, robotik jarrohlik tizimlari, masalan, Da Vinci jarrohlik tizimi, jarrohlarga aniq va minimal invaziv operatsiyalarni amalga oshirish imkonini beradi. Litotriptorlar esa buyrak toshlarini jarrohlik yo'li bilan emas, balki zarba to'lqinlari yordamida sindirishga mo'ljallangan qurilma bo'lib, bemor uchun og'riqsiz va xavfsiz davolash usulini taqdim etadi.

1. Biotibbiyot muhandisligining urologiyadagi roli

Biotibbiyot muhandisligi tibbiyotning texnologik taraqqiyotini ta'minlaydigan muhim sohalardan biri bo'lib, urologiyada uning qo'llanishi katta ahamiyat kasb etadi. Urologik kasalliklarni aniqlash, davolash va ularning oldini olishda innovatsion texnologiyalar va ilg'or asbob-uskunalarining joriy etilishi tibbiyot amaliyotida sezilarli o'zgarishlarga olib keldi. Ushbu maqola biotibbiyot muhandisligi tomonidan ishlab chiqilgan texnologiyalarning urologiya sohasida qanday o'ringa ega ekanligini, urologik jarrohlik va diagnostika vositalarining takomillashuvi bilan bog'liq dolzarb masalalarni o'rganishga qaratilgan. Biotibbiyot muhandisligi urologiyada bir qator innovatsion texnologiyalar va uskunalarini ishlab chiqishda yetakchi hisoblanadi. Misol uchun, robotik jarrohlik

tizimlari bemorlarning jarrohlik amaliyotlarini ancha yengillashtiradi va shifokorlarga operatsiyalarni minimal invaziv usullar bilan amalga oshirish imkonini beradi. Shuningdek, 3D tasvirlash texnologiyalari, sun'iy organlar va to'qimalar, kompyuter tomografiya (CT), magnit-rezonans tomografiya (MRI) kabi yuqori aniqlikdagi tasvirlash texnologiyalari urologik kasalliklarni aniqlash va davolashda keng qo'llaniladi. Ushbu texnologiyalar shifokorlarga kasalliklarni tez va aniq aniqlash imkonini beradi.

2. Sun'iy organlar va to'qimalar

Sun'iy organlar va to'qimalar yaratish biotibbiyot muhandisligining eng muhim yutuqlaridan biri hisoblanadi. Urologiyada sun'iy organlar, ayniqsa sun'iy buyraklar, buyrak yetishmovchiligi bo'lgan bemorlar uchun hayotiy ahamiyatga ega. Sun'iy buyrak dializ uskunalari orqali bemorlar qonlarini tozalash va tanadan chiqib ketmagan moddalarni olib tashlash imkoniyatiga ega bo'ladi. Bu texnologiyalar bemorlar uchun katta yengillik yaratadi va ularning hayot sifatini sezilarli darajada yaxshilaydi. Shuningdek, buyrak transplantatsiyasi sohasida katta o'rin tutadi.

Sun'iy to'qimalar ham egenera jarrohlik amaliyotlarida keng qo'llaniladi. Masalan, siydik yo'llarining shikastlangan qismlarini sun'iy to'qimalar bilan almashtirish orqali bemorlarning sog'ayish jarayoni tezlashtiriladi. Bu jarayon biotibbiyot muhandisligining egenerative tibbiyot sohasidagi yutuqlari orqali amalga oshirilmoqda. To'qimalarni qayta tiklash texnologiyalari shifokorlarga jarrohlik paytida zararlangan to'qimalarni sun'iy to'qimalar bilan almashtirish imkonini beradi, bu esa bemorlar uchun minimal invaziv usullarni taqdim etadi.

3. Litotriptorlar

Litotriptorlar buyrak va siydik yo'llaridagi toshlarni jarrohliksiz olib tashlash uchun ishlatiladigan muhim qurilmalardir. Bu texnologiya zarba to'lqinlari orqali toshlarni sindiradi va ularni tabiiy yo'l bilan organizmdan chiqaradi. Litotriptorlar bemorlarga og'riqsiz va xavfsiz davolash usulini taqdim etadi, bu esa jarrohlik yo'li bilan olib tashlash usulidan ko'ra qulayroq hisoblanadi. Zamonaviy litotriptorlar bemorning organizmiga minimal ta'sir ko'rsatadi va qisqa vaqt ichida davolash imkonini beradi. Ushbu qurilmalarning samaradorligi urologik kasalliklarni davolashda katta yutuqlarni ta'minlaydi. Biotibbiyot muhandisligi litotriptorlar texnologiyasini rivojlantirishda, zarba to'lqinlarini boshqarish va yo'naltirish uchun ilg'or dasturiy ta'minotlarni yaratishda muhim rol o'ynaydi.

Litotriptor texnologiyasining rivojlanishi, ayniqsa, katta buyrak toshlari va og'ir asoratlarga olib keluvchi holatlarda muhim ahamiyatga ega. Zarba to'lqinlarini aniq yo'naltirish va toshlarning kattaligi va joylashishiga qarab individual davolash rejalarini tuzish imkoniyati davolash samaradorligini oshiradi.

4. 3D tasvirlash texnologiyalari

3D tasvirlash texnologiyalari urologiyada tibbiy amaliyotlarning yangi bosqichini boshlab berdi. Ushbu texnologiyalar diagnostikani aniqroq va samaraliroq qilish uchun imkon beradi. 3D ultrasonografiya, CT, MRI kabi texnologiyalar yordamida shifokorlar organlarning, toshlarning, o'smalarning va boshqa patologik jarayonlarning aniq tasvirlarini olishlari mumkin. Bu tasvirlar shifokorlarga operatsiyalarni aniq rejalashtirish va bemorlar uchun xavfsiz davolash usullarini tanlashga yordam beradi. 3D tasvirlar jarrohlarga nafaqat organlar va to'qimalarning joylashuvi haqida to'liq ma'lumot beradi, balki patologik o'zgarishlarni ham aniqlash imkonini yaratadi. Masalan, prostata bezi operatsiyalari yoki siydik yo'llaridagi o'smalarni olib tashlashda 3D tasvirlar shifokorlarga nozik jarrohlik harakatlarini aniq amalga oshirishda yordam beradi. Bundan tashqari, 3D texnologiyalar diagnostika jarayonlarini ancha osonlashtiradi. Urologik tasvirlarni uch o'lchamli formatda ko'rish imkoniyati shifokorlarga organlar va to'qimalarni yaxshiroq o'rganish va davolash strategiyalarini yaxshilash imkonini beradi. 3D ultrasonografiya usullari orqali siydik yo'llarining kengaygan yoki shikastlangan qismlarini aniqroq aniqlash va davolash rejasini tayyorlash imkoniyati yaratiladi. Kelajakda 3D texnologiyalar yanada rivojlanib, urologiyada operatsiyalarni to'liq simulyatsiya qilish imkonini beradigan virtual reallik (VR) tizimlariga asoslanishi kutilmoqda. Bu shifokorlarga operatsiya oldidan barcha jarayonlarni batafsil o'rganish va murakkab holatlarda qaror qabul qilishda yordam beradi.

5. Kelajakdagi rivojlanish istiqbollari

Biotibbiyot muhandisligi va urologiyada yangi texnologiyalarning rivojlanishi kelajakda yanada yirik yutuqlarga olib kelishi kutilmoqda. Sun'iy intellekt va mashinaviy o'rganish texnologiyalari diagnostika va davolash jarayonlarini avtomatlashtirishda katta rol o'ynashi mumkin. Sun'iy intellekt yordamida shifokorlar bemorlarning tahlillarini va tasvirlash natijalarini tezkor ravishda tahlil qilib, kasalliklarni aniqlash va davolash strategiyalarini yaratishlari mumkin. Bundan tashqari, regenerativ tibbiyot sohasida olib borilayotgan tadqiqotlar sun'iy organlar va to'qimalarni yaratish imkoniyatlarini kengaytirishi kutilmoqda. Kelajakda sun'iy buyraklarni yanada takomillashtirish va transplantatsiya jarayonlarini qulaylashtirish imkoniyati paydo bo'lishi mumkin.

Xulosa

Biotibbiyot muhandisligi urologiyada zamonaviy texnologiyalarni joriy etish orqali bemorlar uchun xavfsiz va samarali davolash usullarini ta'minlamoqda. Innovatsion texnologiyalar, jumladan robotik jarrohlik tizimlari, sun'iy organlar va to'qimalar, 3D tasvirlash va sun'iy intellekt texnologiyalari urologik kasalliklarni aniqlash, davolash va profilaktika qilishda muhim ahamiyatga ega. Ushbu

texnologiyalarning rivojlanishi urologiya sohasida yangi davrni boshlab berdi va tibbiyot amaliyotini tubdan o'zgartirmoqda. Kelajakda bu texnologiyalar bemorlar uchun yanada yuqori sifatli davolash va shifokorlar uchun samarali tibbiy xizmat ko'rsatish imkoniyatlarini kengaytirib, sog'liqni saqlash tizimiga ulkan hissa qo'shadi.

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RAQAMLI IQTISODIYOT SOHASINI RIVOJLANTIRISHDAGI MUAMMOLAR VA YECHIMLAR

Muhammadjonov Shoyatbek Dilshodbek o'g'li

Andijon mashinasozlik instituti

"Iqtisodiyot" yo'nalishi 5-kurs talabasi

E-mail: shoyatbek7373@adu.uz

Annotatsiya. Hozrgi kunda axborot texnologiyalari kundan kunga rivojlanib kelmoqda va bu o'z navbati bilan iqtisodiyot sohasida ham o'z o'rniga ega va bugungi kunga kelib raqamli iqtisodiyot nomi bilan keng tarqalmoqda. Ushbu maqolada raqamli iqtisodiyotni rivojlantirishda duch kelinayotgan asosiy muammolar va ularning yechimlari muhokama qilinadi. Raqamli iqtisodiyot – zamonaviy iqtisodiy faoliyatning muhim tarkibiy qismi bo'lib, u yuqori tezlikdagi internet, raqamli savodxonlik, kibertahdidlar va huquqiy infratuzilmani o'z ichiga oladi. Maqolada texnologik infratuzilmaning rivojlanmaganligi, raqamli savodxonlik darajasining pastligi, kibertahdidlar, huquqiy muhitning yetarli emasligi va raqamli tafovut kabi asosiy muammolar tahlil qilinadi. Ushbu muammolarni hal qilish uchun infratuzilmani rivojlantirish, savodxonlikni

o'shish, huquqiy bazani yaxshilash va kiberxavfsizlikni kuchaytirish bo'yicha yechimlar taklif etilgan.

Kalit so'zlar: Raqamli iqtisodiyot, texnologik infratuzilma, raqamli savodxonlik, kibertahdidlar, huquqiy muhit, raqamli tafovut, kiberxavfsizlik, innovatsion texnologiyalar.

So'nggi yillarda raqamli iqtisodiyot (digital economy) butun dunyo miqyosida jadal rivojlanmoqda va iqtisodiyotning turli sohalariga yangi imkoniyatlar yaratmoqda. Raqamli iqtisodiyot – bu texnologiyalar, internet va raqamli platformalar yordamida amalga oshiriladigan iqtisodiy faoliyatlarni o'z ichiga oladi. U nafaqat tovar va xizmatlar ayirboshlashda, balki yangi biznes modellarini yaratishda ham muhim o'rin tutadi. Ammo bu soha jadal sur'atda rivojlanayotgan bo'lsa-da, unga xos bo'lgan qator muammolar ham mavjud. Ushbu maqolada raqamli iqtisodiyotni rivojlantirishdagi asosiy muammolar va ularning mumkin bo'lgan yechimlari tahlil qilinadi.

Texnologik infratuzilmaning yetishmasligi. Raqamli iqtisodiyotning muvaffaqiyatli ishlashi uchun yuqori sifatli texnologik infratuzilma zarur. Xususan, tezkor va barqaror internet aloqasi, keng qamrovli raqamli xizmatlar tarmog'i va yangi texnologiyalarni qo'llash imkoniyati bo'lgan mintaqalar raqamli iqtisodiyotning muhim poydevorini tashkil etadi. Afsuski, ko'pgina rivojlanayotgan davlatlarda bu infratuzilmaning yetarlicha rivojlanmaganligi kuzatiladi. Internet qamrovi keng emas yoki sifati past, bu esa yangi texnologiyalarga asoslangan iqtisodiy faoliyatlarni amalga oshirishda qiyinchiliklarga olib keladi.

Raqamli savodxonlikning pastligi. Raqamli iqtisodiyot muvaffaqiyati inson kapitaliga, ya'ni aholi va tadbirkorlarning texnologiyalardan foydalanish qobiliyatiga bog'liq. Ko'pgina mamlakatlarda raqamli savodxonlik darajasi past bo'lib, bu aholining texnologiyalardan unumli foydalana olmasligiga sabab bo'ladi. Bu esa iqtisodiyotda raqamli imkoniyatlardan keng foydalanishga to'sqinlik qiladi. Raqamli savodxonlikni oshirish uchun ta'lim tizimida texnologik ko'nikmalarni rivojlantirish, kasbiy tayyorgarlik va qayta tayyorlash kurslari tashkil etish zarur.

Huquqiy muhit va tartibga solishning yetishmasligi. Raqamli iqtisodiyotning rivojlanishi uchun moslashuvchan va raqamli biznes modellariga mos huquqiy muhit zarur. O'yin maydonini tartibga solishdagi noaniqliklar, intellektual mulk huquqlarining zaif himoyasi, maxfiylik va shaxsiy ma'lumotlarni himoya qilishda mavjud bo'lgan muammolar raqamli iqtisodiyotning rivojlanishini sekinlashtiradi. Ko'pgina mamlakatlar raqamli iqtisodiyotni tartibga soluvchi qonunchilikni to'liq ishlab chiqmagan yoki ularni amalda qo'llashda muammolarga duch kelmoqda.

Kibertahdidlar va xavfsizlik muammolari. Raqamli iqtisodiyotda eng dolzarb masalalardan biri bu kibertahdidlar va axborot xavfsizligidir. Internet orqali amalga oshiriladigan operatsiyalar soni ortishi bilan birga, kiberhujumlar, ma'lumotlarni o'g'irlash va firibgarlik holatlari ham ko'paymoqda. Bu nafaqat moliyaviy yo'qotishlarga olib keladi, balki aholining raqamli xizmatlarga bo'lgan ishonchini ham pasaytiradi. Kibertahdidlarni kamaytirish uchun texnologik xavfsizlikni ta'minlash, ma'lumotlarni shifrlash, kiberxavfsizlik choralari kuchaytirish zarur.

Raqamli tafovut (digital divide). Raqamli iqtisodiyotning rivojlanishi ijtimoiy tafovutlarning kengayishiga ham olib kelishi mumkin. Mamlakatlar ichida va ular o'rtasida texnologiyalarga kirish imkoniyatlarida katta farqlar mavjud. Masalan, rivojlangan mamlakatlar aholisi raqamli xizmatlar va texnologiyalardan keng foydalanish imkoniyatiga ega bo'lsa, rivojlanayotgan davlatlarda bu imkoniyatlar cheklangan. Bu esa iqtisodiy o'sishni sekinlashtirishi va ijtimoiy notenglikni kuchaytirishi mumkin.

Texnologik infratuzilmani rivojlantirish. Raqamli iqtisodiyotning rivojlanishi uchun muhim asoslardan biri sifatida texnologik infratuzilmani modernizatsiya qilish zarur. Bu yo'nalishda hukumatlar va xususiy sektor o'rtasida hamkorlik qilish, yirik investitsiyalarni jalb qilish va internet tarmoqlarini kengaytirish kerak. Rivojlanayotgan davlatlar uchun bu sohada xalqaro tashkilotlarning yordami va tajribasi ham muhim ahamiyat kasb etadi. Masalan, 5G texnologiyasining joriy etilishi yuqori tezlikdagi internet aloqasini ta'minlashda katta imkoniyat yaratadi.

Raqamli savodxonlikni oshirish. Ta'lim tizimida raqamli savodxonlikni oshirish uchun innovatsion dasturlarni joriy etish zarur. Buning uchun maktab va universitet dasturlarida raqamli ko'nikmalarni rivojlantiruvchi fanlarni kengaytirish, shuningdek, butun hayot davomida o'qitish tamoyillarini amalga oshirish lozim. Bundan tashqari, xodimlarni qayta tayyorlash dasturlari orqali raqamli iqtisodiyot uchun zarur bo'lgan yangi ko'nikmalarni o'rgatish mumkin. Hukumatlar va xususiy sektor bu borada ko'maklashishi hamda keng ommaga mo'ljallangan raqamli ta'lim platformalarini yaratishi kerak.

Huquqiy bazani isloh qilish. Raqamli iqtisodiyot uchun mos keladigan huquqiy va tartibga soluvchi bazani takomillashtirish lozim. Bu sohada eng muhim qadamlardan biri bu intellektual mulk huquqlarini kuchaytirishdir. Shuningdek, shaxsiy ma'lumotlarni himoya qilishga oid qonunchilikni ishlab chiqish va kiberxavfsizlik choralari yaxshilash talab etiladi. Bundan tashqari, raqamli bizneslarni qo'llab-quvvatlaydigan soddalashtirilgan tartib-qoidalarni joriy etish, ayniqsa startaplar uchun qulay huquqiy muhit yaratish ham muhim.

Kiberxavfsizlikni kuchaytirish. Raqamli iqtisodiyotning barqarorligi kiberxavfsizlikka bogʻliq. Kiberxavfsizlik choralarini kuchaytirish uchun davlat va xususiy sektor oʻrtasida hamkorlik qilish, kiberhujumlarga qarshi ilgʻor texnologiyalarni joriy etish zarur. Shuningdek, kiberxavfsizlik boʻyicha maxsus oʻquv dasturlari va malakali mutaxassislarni tayyorlash lozim. Shu bilan birga, xalqaro tajribani oʻrganish va milliy xavfsizlik tizimlarini takomillashtirish muhim ahamiyatga ega.

Raqamli tenglikni taʼminlash. Raqamli iqtisodiyotning barcha aholi qatlamlari uchun teng imkoniyatlar yaratishi uchun raqamli tenglikka erishish zarur. Bu borada davlatlar qishloq joylarida ham internet infratuzilmasini rivojlantirishga alohida eʼtibor qaratishi kerak. Shuningdek, raqamli xizmatlar narxini kamaytirish va ularni koʻpchilikka maʼqul qilish orqali aholi qatlamlari oʻrtasidagi raqamli tafovutni kamaytirish mumkin. Bunda davlat siyosatida ijtimoiy jihatdan himoyaga muhtoj qatlamlarga alohida imtiyozlar yaratish zarur boʻladi.

Xulosa. Raqamli iqtisodiyot zamonaviy iqtisodiy faoliyatning ajralmas qismi boʻlib, u biznes jarayonlari, isteʼmolchilar va davlat uchun yangi imkoniyatlar yaratadi. Ammo uning muvaffaqiyatli rivojlanishi uchun yuqoridagi muammolarni hal qilish muhim ahamiyatga ega. Texnologik infratuzilmani rivojlantirish, raqamli savodxonlikni oshirish, huquqiy va xavfsizlik tizimlarini takomillashtirish hamda ijtimoiy tenglikni taʼminlash orqali raqamli iqtisodiyotning barcha qatlamlar uchun foydali boʻlishini taʼminlash mumkin. Shu yoʻnalishdagi saʼy-harakatlar iqtisodiyotning yanada barqaror va raqobatbardosh boʻlishiga yordam beradi.

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OLIY TAʼLIM MASSASALARIDA TEXNIK FANLARNI OʻQITISH VA TALABALAR BILAN ISHLASHNING XUSUSIYATLARI

Qobulova Nilufarxon Jalilovna, t.f.n., dotsent
Andijon mashinasozlik instituti, Andijon, Oʻzbekiston

Ma'lumki mamlakatning ravnaqi va iqtisodiy qudrati, avvalambor, uning ilmiy-texnikaviy taraqqiyot darajasiga bog'liq. Ilmiy va texnologik taraqqiyot, o'z navbatida, professional muhandislik xodimlari va ishchilarning mavjudligini nazarda tutadi. Bu masalani xal etishda mutaxassislar tayyorlash eng muhim rol o'ynaydi [1,2]. Biroq, "sof pedagogik" va "sof texnik" ta'lim tarafdorlari tomonidan universitetlarda bunday mutaxassislarni tayyorlashga yondashuv sezilarli darajada farq qiladi.

Bo'lajak mutaxassisga dars berayotgan o'qituvchi nafaqat pedagogik, balki muhandislik-texnika sohasini ham bilishi kerak, tegishli bo'lgan fan sohasining mutaxassisi bo'lishi kerak. Yoki, agar u professional o'qituvchi bo'lsa, taqdim etilayotgan materialning mavzusi bog'liq bo'lgan texnik fanni chuqur bilishi shart. Bir o'qituvchi bir nechta fanlarni bir vaqtda o'rgatishi mumkin deb hisoblanadi, bu ta'limga to'g'ri yondashuv emas. Shu bilan birga, ta'lim texnologilarini o'zlashtirmagan mutaxassis ham yuqori sifatli ta'lim bera olmaydi.

Materialshunoslik professori avval materialshunos, keyin esa o'qituvchi bo'lishi kerakligiga hech kim qarshi chiqmaydi. Agar o'qituvchi fanni, shu jumladan uning o'qitiladigan fan doirasidan tashqariga chiqadigan ilmiy, nozik tomonlarini bilmasa, u pedagogika sohasida eng professional mutaxassis bo'lsa ham o'quvchiga tushuntira olmaydi.

O'quv faoliyatida o'quvchilarda turli o'quv fanlariga ma'lum munosabat shakllanadi. Talabalarning bilim, ko'nikma va malakalarni muvaffaqiyatli o'zlashtirishi uchun o'qituvchi ta'lim jarayonini zamonaviy motivatsiya tamoyillari va individual ehtiyojlarga mos ravishda tashkil qilishi kerak. O'quvchilarni faol o'quv-ijodiy faoliyatga undaydigan asosiy omillar quyidagilardir:

- fanning kasbiy tayyorgarlik uchun ahamiyati va dars mavzusining nazariy va amaliy ahamiyatini anglash;
- talabalarning bevosita va yakuniy ta'lim maqsadlaridan xabardorligi;
- fanni o'qitishda yuqori pedagogik mahorat (o'quv materialini o'qitishning hissiy shakli, o'qituvchi tomonidan ma'lum bir sohada ilmiy g'oyalarni rivojlantirishning istiqbolli yo'nalishlarini ko'rsatish, o'quv faoliyati tarkibida muammoli vaziyatlarni yuzaga keltiradigan muammolarni hal qilish);
- ma'lum bir fan o'qituvchisi bilan shaxsiy munosabatlar (antipatiya yoki hamdardlik) va boshqalar.

Talabalar va o'qituvchi o'rtasida samarali o'zaro tushunish uchun o'qituvchi talabalar auditoriyasining psixologik tuzilishini bilishi kerak. Zero, har bir o'quvchi guruhi ma'lum qiziqishlar asosida norasmiy kichik guruhlariga bo'lingan va o'zining norasmiy yetakchilariga ega. O'qituvchi ularni bilishi va ular bilan

muloqot qila olishi maqsadga muvofiqdir. Bundan tashqari, talaba shaxs sifatida o'ziga xos psixologik tuzilishga ega bo'lib, uning asosiy tarkibiy qismlari orientatsiya, imkoniyatlar, xarakter va temperamentdir. Asosan, o'quvchilarning quyidagi turlari ajratiladi: "negativistlar" (ular hamma narsani salbiy idrok etadilar), "pozitivistlar" (ular doimo o'qituvchini qo'llab-quvvatlashga harakat qilishadi), "jim", "hamma narsani biladilar", "muxtasar". Bunda o'qituvchi talabaning temperamentini, uning umumiy ta'lim va tarbiya darajasini, ijodiy izlanish qobiliyatini va boshqa omillarni hisobga olishi kerak. Bu jihatlarga ko'ra o'qituvchi o'quvchilar bilan o'z munosabatlarini quradi va sinfdagi ishlarni tashkil qiladi.

Pedagogik mahoratni oshirish uchun o'qituvchi boshqa o'qituvchilar tomonidan dars o'tkazishning shakl va usullarini o'rganishi maqsadga muvofiqdir. O'qituvchi ta'lim muhitining tashkilotchisi sifatida o'quvchilarning bilimlarini doimiy ravishda kengaytirib, muntazam va mustaqil o'qish imkoniyatiga ega bo'lishi uchun ta'lim jarayoni uchun zarur shart-sharoitlarni ta'minlashi kerak. Talabalarning ehtiyojlarini, ularning intilishlarini va faoliyat motivlarini doimiy ravishda o'rganish maqsadga muvofiqdir.

Auditoriya darslarini o'tkazish jarayonida jamoatchilik fikrini quyidagi usullarda o'rganishingiz mumkin: kuzatish (ijobiy mulohazalar, sharhlar, salbiy his-tuyg'ularga e'tibor bering, darsdan chalg'itish, talabalarning savollari); so'rovlar (kurs boshida, ichida va oxirida o'tkazilishi tavsiya etiladi).

Shu bilan birga, talabalarning quyidagi masalalar bo'yicha fikrlarini aniqlash maqsadga muvofiq: o'quv materialining kurs mavzulariga muvofiqligi; kasbiy tayyorgarlikda intizomning ahamiyati; materialni taqdim etish xarakteri (mantiq, sur'at, hissiylik, asosiy masalalarni aniqlash); o'qituvchi shaxsiyatining umumiy xususiyatlari (eruditsiya, do'stona munosabat, nutq madaniyati va boshqalar).

Pedagogik faoliyat bilan yaqindagina shug'ullanishni boshlagan, ma'ruza o'qiydigan o'qituvchiga quyidagi bir qancha tavsiyalar beriladi:

- mavzuga oid taqdimot tayyorlang va uni o'qib berishga emas, gapirib tushuntirib berishga harakat qiling;
- fikr va jummalarni birin-ketin mantiqiy ravishda qurihg;
- xulosalar va hukmlarning to'g'riligi va izchilligini aniqlang;
- asosli faktlar va dalillarni to'g'ri tanlang;
- yaxshi kayfiyatda va do'stona bo'ling;
- bilimga e'tibor bering, tinglovchilarni nazorat qiling, ma'ruzaning tanqidiy daqiqalarini aniqlay oling va o'z chiqishlaringizni tahlil qilib boring;
- so'z boyligingizni oshirishga intiling, bir xillikdan qoching va sinonimlardan kengroq foydalaning.

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TRANSPORT VOSITALARIGA TEXNIK XIZMAT KO'RSATISH

Ismoilov Sardorbek Raxmatilla o'g'li
Andijon mashinasozlik instituti
"Avtomobil servisi" yo'nalishi K-105-21-guruhi talabasi.

O'zbekiston zamini tarixdan ma'lumki, savdo, iqtisodiy, madaniy aloqalar va Buyuk ipak yo'li bo'ylab shakllangan turli sivilizatsiyalarni tutashtirib turuvchi markaz bo'lib kelgan.

Yuqori darajada taraqqiy etgan transport magistrallari va kommunikatsiyalari O'zbekistonning xalqaro maydondagi nufuzini oshirish bilan birgalikda, mamlakatimizning zamonaviy qiyofasini ham belgilaydigan mustahkam iqtisodiy o'sish nuqtai nazaridan muhim ahamiyatga molikdir.

Prezidentimizning ta'biri bilan aytganda, bizning pirovard maqsadimiz «Yevropa va Osiyo o'rtasidagi savdo oqimining ma'lum qismini mamlakatimizdagi tranzit yo'nalishlariga burish va shu asosda yurtimizda transport va tranzit xizmati hajmini oshirish, mavjud infratuzilma negizida logistika markazlarini tashkil etish, minglab odamlarni ish bilan ta'minlashdan iborat».

Shuning uchun men "Buloqboshi tuman markazida yengil avtomobillarga texnik xizmat ko'rsatuvchi korxonaning texnologik hisobi" mavzusida bitiruv malakaviy ishni bajarishni vazifa kilib oldim.

Loyihalayotgan avtomobillariga texnik xizmat ko'rsatuvchi korxonaning post va ustaxonadan iborat bo'lib, u yerda ishchilar mijozlarga yuqori sifatli jahon andozalariga mos ravishda avtomobillarga xizmat ko'rsatish ishlari bajaradilar.

Ustaxonaning iqtisodiy ko'rsatkichlari ham ishlab chiqildi, korxonaning yillik xajmi, tannarxi, foyda, tarif stavkasi, sof foydalar miqdori, loyiha uchun kerakli, asosiy aylanma fondlar miqdori hisoblab chiqildi.

Bulardan tashkari sug'urta jamg'armasi, jihoz va ustaxona uskunalari amortizatsiyasi, elektr-energiya sarfi, gaz sarfi, materiallar sarfi, xo'jalik xarajatlar

sarfi, tannarx, foyda va to'lovlar, hisobdagi narxlar aniqlandi. Bu ustaxonaning umumiy tannarxini 5,1 yilda kapital mablag'ini oqlaydi.

Mehnat muxofazasi va ekologiya hozirgi kunning eng dolzarb vazifasi hisoblanmoqda. Chunki avtoustaxonalarda avtomobillar harakati, avtomobildan chiqayotgan zaharli chiqindi gazlar, elektr-energiyalar inson salomatligi uchun eng zararlidir. Buni oldini olish maqsadida yiliga to'rt marotaba texnika xavfsizligi o'tkazish, ishchi xodimlarni tibbiy ko'rikdan o'tkazib turish zarur.

Ustaxona uchun hozirgi kunda zarur bo'ladigan zamonaviy eng yuqori texnologiyalar bilan jihozlab undan samarali foydalanilsa hozirgi jahon moliyaviy-iqtisodiy inqirozini oldini olgan bo'lamiz.

Ilmiy raxbar: O'rinov Dilmurod O'lmasboyevich Andijon mashinasozlik instituti "Transport vositalari muhandisligi" kafedrasi katta o'qituvchisi.

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**AVTOMAGISTRAL YO‘LLARDA HARAKATLANAYOTGAN
AVTOMOBILLARGA TEXNIK XIZMAT KO‘RSATISH**

Shermatov Raxmatullo Abduqaxxor o‘g‘li
Andijon mashinasozlik instituti
“Transport vositalari muhandisligi” yo‘nalishi
K-98-21-guruhi talabasi.

Transport yo‘llari sifati hamda zamonaviy infratuzulmaviy ta‘minoti yuklarni tashish tezligining oshishiga olib keladi. Xalqaro moliya bozorlaridagi inqiroz va buning oqibatida vujudga kelgan iqtisodiy qiyinchiliklar davrida rivojlanayotgan mamlakatlar uchun iqtisodiyotning boshqa tarmoqlarida vaqtinchalik foydalanilmayotgan mehnat resurslarini mamlakatning transport infratuzilmasini rivojlantirishga safarbar qilish bo‘yicha rivojlangan mamlakatlar tajribasini amaliyotga tadbiq etish kutilgan natijalarga olib keladi. Shuning uchun ham mamlakatimizda avtomobil yo‘llarini qurish, undan foydalanish sohasida mavjud yo‘l jamg‘armasi mablag‘lari hisobidan keng qamrovli ishlarni yanada jonlantirish maqsadga muvofiq deb hisoblaymiz.

Ta‘kidlash joizki, O‘zbekiston milliy avtomagistrali bo‘ylab yo‘l infratuzilmasi va servis ob‘yektlarini kompleks joylashtirishning maqbulligini ta‘minlash maqsadida alohida talablar ishlab chiqilgan. Masalan, O‘zbekiston milliy avtomagistrali qo‘riqlash zonasi polosasining kengligi tasdiqlangan shaharsozlik normalari va qoidalariga muvofiq yo‘lning har bir tomonidan 25 metrni tashkil etadi.

Kempinglar va motellar bir-biridan shaxmat tartibida yo‘lning har ikki tomonida joylashtirilishi kerak. Kempinglar va motellar oralig‘idagi masofa 100 kilometrdan ortiq bo‘lmasligi kerak.

Dam olish maydonchalari har 15 - 20 kilometrda joylashtirilishi kerak.

Bundan tashqari, O‘zbekiston milliy avtomagistrali bo‘ylab yo‘l infratuzilmasi va servis ob‘yektlarining joylashtirilishini ko‘rib chiqish va kelishish bo‘yicha komissiya tuzilgan bo‘lib uning asosiy vazifalari quyidagilardan iborat:

- O‘zbekiston milliy avtomagistrali bo‘ylab yo‘l infratuzilmasi va servis ob‘yektlarini joylashtirishda yagona shaharsozlik siyosati o‘tkazilishini ta‘minlash;
- Qoraqalpog‘iston Respublikasi Vazirlar Kengashi va viloyatlar hokimliklari tomonidan taqdim etilgan hujjatlar asosida O‘zbekiston milliy avtomagistrali bo‘ylab yo‘l infratuzilmasi va servis ob‘yektlarining joylashtirilishini kelishish;

- ob'yektni joylashtirish uchun tanlanayotgan yer uchastkasining aholi punktlari va umuman, mintaqa hududlarida qurilishni rivojlantirish bo'yicha shaharsozlik hujjatlariga, shuningdek, shaharsozlik, ekologiya, sanitariya, yong'inga qarshi kurash va boshqa majburiy norma va qoidalarga muvofiqligini har tomonlama tahlil qilish;

- tasdiqlangan dasturga muvofiq O'zbekiston milliy avtomagistrali bo'ylab yo'l infratuzilmasi va servis ob'ektlarini qurish va rekonstruksiya qilishning aniq manzilli ro'yxatlarini tasdiqlash;

- O'zbekiston milliy avtomagistrali bo'ylab yo'l infratuzilmasi va servis ob'ektlarini joylashtirishni kelishish yuzasidan qonun hujjatlariga muvofiq qarorlar qabul qilish [1].

Texnik xizmat ko'rsatish – bu avtomobillarni buzilishini oldini oluvchi va



ularni soz holatda bo'lishini ta'minlash uchun amalga oshiriladigan ishlarni majmuidir. Ta'mirlash esa, sodir bo'ladigan nosozliklarni bartaraf etadigan va avtomobillarni ishchanligini tiklash uchun bajariladigan ishlarni majmuasidir.

Texnik xizmat ko'rsatish (TXK) tizimida bajariladigan ishlarni turi va davriyligi bo'yicha quyidagi texnik xizmat turlari bajariladi:

- Kunlik texnik xizmat ko'rsatish (KTXK);
- 500-1000 km (TXK-1000) masofani bosib o'tgandan so'ng, yangi avtomobillarga texnik xizmat ko'rsatish;
- Davriy texnik xizmat ko'rsatish;
- Mavsumiy texnik xizmat ko'rsatish (MTXK) 500-1000 km– qisqa muddatli ishlashdan so'ng avtomobillarga TXK o'tkazishdan maqsad: bog'lanma detal, uzal va agregatlarni uzluksiz, ishonchli ishlashini ta'minlash uchun mahkamlash, qotirish va rostlash ishlarini o'tkazishdir;
- Kafolatli xizmat ma'lum ma'sofadan so'ng o'tkaziladigan texnik xizmat, avtomobilni sotib olishda, berilgan servis daftarchasining taloni bo'yicha birlashtirilgan texnik xizmat ko'rsatish korxonasida amalga oshiriladi;
- Yuvish, tashhislash ajratish-yig'ish, chilangar-mexanik, misgarlik, payvandlash, tunakasozlash, g'iloflash, bo'yoqchilik va boshqa ishlarni o'z ichiga oladi. Talab, ehtiyojga qarab amalga oshiriladi va sodir bo'lgan buzqlik, nosozliklarni bartaraf etish hamda ogohlantirish, tiklash yo'li va almashtirish bilan;

- Agregatlarni ayrim detallari va uzellari;
- Avtomobildagi – ayrim detallar, uzellar yoki agregatlarni ta'mirlanadi.

Texnik tashhishlash ikkita asosiy vazifani bajaradi. Avtomobillarni texnik xolatini tekshirish va nosozliklarni aniqlab topish.

Respublikamizda avtomobillarning keskin kupayishi kichik xususiy avtokorxonalar xizmatiga bulgan extiyoj ortdi.

Men “Buloqboshi tuman markazida yiliga 700 ta yengil avtomobillarga texnik xizmat ko'rsatuvchi korxonaning texnologik hisobi” mavzusida malakaviy bitiruv ishini bajarish uchun vazifa qilib oldim. U kirish, mavzuning dolzarbligi, adabiyotlar sharhi, asosiy qism, mehnat muxofazasi qismi hamda xulosa va adabiyotlar ro'yxatidan tashkil topgan. Shu sababli meni bajargan malakaviy bitiruv ish mavzuim hozirgi kunda o'ta dolzarbdir.

Ilmiy raxbar: O`rinov Dilmurod O`lmasboyevich Andijon mashinasozlik instituti “Transport vositalari muhandisligi” kafedrasi katta o'qituvchisi.

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YO‘NALISH AVTOBUSLARGA TEXNIK XIZMAT KO‘RSATISH

Tursunov Ulug‘bek Mo‘minjon o‘g‘li

Andijon mashinasozlik instituti

“Transport vositalari muhandisligi” yo‘nalishi

K-98-21-guruhi talabasi.

Bir turli ko‘p hajimdagi yuklarni tashishda ortish – tushirish punktlarining joylashuvi, amaldagi yuk oqimining tuzilishi va quvvati o‘zgaras bo‘ladi. Yuk oqimining o‘zgarishi rejali bo‘lishi mumkin. Yuk hajmining katta qismini o‘zgaras ortish-tushirish punktlari o‘rtasida tashish, yuk oqimining jadalligi tashishni bir oylik va tezkor (smena-sutka) rejalariga tayangan holda ishlab chiqilgan harakat chizmalari yordamida tashkil etishga yordam beradi. Ortish-tushirish ishlarining yaxshi va aniq tashkil etilishi marshrutli tashishlarni transport vositalari jadvali va harakat chizmasi bilan bajarish imkonini beradi[6-8].

Bir turdagi ko‘p miqdordagi yuklarni tashishda avtopoezd va mahsus transport vositalarini ishlatish alohida ahamiyatga ega. Ularni qo‘llash ish unimini oshiradi. Tirkamalar soni etarli darajada bo‘lsa, tashish samarasi oshadi. Marshrutli yuk tashishda avtopoezdlarni qo‘llash avtomobillar tortish kuchidan yaxshiroq foydalanish va transport vositalarining umumiy yuk ko‘taruvchanligini oshirish imkonini beradi. Bularning natijasida tashish tannarxi 20% arzonlashadi.

Yuk tashishni marshrutlash, ayniqsa, qishloq xo‘jalik mahsulotlari hamda ulkan qurilish ob‘ektlari yukini va shunga o‘xshashlarni tashishda alohida ahamiyatga ega.

Bir turli juda ko‘p yuklarni tashishda to‘g‘ri va orqa yo‘nalishda tashiladigan yuklar xususiyatiga ko‘ra maxsus jihozli kuzov talab etilmasa yoki zudlik va topshiriq bilan tashishlar bo‘lmasa, transport vositalarining bo‘sh qatnashi maqsadga muvofiq emas.

Bir turdagi juda ko‘p hajimdagi yuklar tashish tashkiliy jihatidan to‘g‘ri yo‘lga qo‘yilgan joylarda dispatcherlik apparati tomonidan har bir transport vositasi harakatini boshqarish va uni nazorat qilish imkoni bo‘ladi.

Harakatdagi tarkibning ishlash qobiliyatini ta‘minlashning tashkil etishning asosini quyidagilar tashkil etadi:

- TXK va ta'mirlashda ishlatish sharoitlari va harakatdagi tarkibning ularga moslashishni hisobga olgan me'yorlarini qo'llash;
- TXK va ta'mirlashni tashkil etishning namunali texnologik jarayonlarini qollash;
- TXK va ta'mirlashni tashkil etishning namunali texnologik jarayonlarini qollash;
- TXK va ta'mirlashda harakatdagi tarkibning texnik holatini diagnostika qilishni qollash;
- TXK va JTni markazlashgan usulda boshqarishni qollash;
- TXK va JTni mehnatga ishning piravord natijasiga ko'ra haq to'lash yoli bilan tashkil etishning brigade usulini qollash;
- bir tomondan harakatdagi tarkibning ishlash qobiliyatini ta'minlovchi bo'linma, ikkinchi tomondan ishlatish xizmati o'rtasidagi xo'jalik hisobini qollash;
- harakatdagi tarkibga TXK va ta'mirlash (belgilangan me'yorlarga amal qilgan holda) sifati va texnik holati uchun aniq ijrochilarning manfaatdorligi va shaxsan javobgarligining ma'naviy va moddiy tamoillarini qollash;
- aniq bir xizmat bo'yicha va uning bo'linmalari, birigada, ijrochilar ishini baholash, taxlil qilish va rejalashtirish imkoniyatini ta'minlovchi ko'rsatkichlarni qo'llash;
- harakatdagi tarkibning ishlash qobiliyatining ta'minlash jarayonlarini boshqarish uchun zarur bo'lgan axborotlarni etarli olishni ta'minlovchi ishlab chiqarish-texnika hisobini qollash;
- me'yoriy ko'rsatkichlarni amaldagi amaldagi ko'rsatkichlar bilan solishtirish asosida va avtotransport korxonalarida mavjud bo'lgan imkoniyat va sharoitlarni hisabga olgan holda harakatdagi tarkibning ishlash qobiliyatini ta'minlash ko'rsatkichlarni tahlil qilish, baholash va rejalashtirishni qo'llash. Bu bilash bo'linma, birigada va aniq ijrochilarning harakatdagi tarkibning ishlash qobiliyatini ta'minlashdagi ululshi belgilanadi.

Avtotransport korxonalarida ko'pincha texnik xizmat ko'rsatish yoki ta'mirlashning ma'lum ishlarni bajarishga ixtisoslashgan ishlab chiqarish bo'linmalarini shakillantirishning texnologik tamoillari qo'llaniladi.

Ilmiy raxbar: *O`rinov Dilmurod O`lmasboyevich Andijon mashinasozlik instituti "Transport vositalari muhandisligi" kafedrasi katta o'qituvchisi.*

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TARTIBGA SOLINMAGAN PIYODALAR O‘TISH JOYLARIDA PIYODALAR HARAKATLANISH TARTIBI .

Abdurahimov Rixsitillo Oqiljon o‘g‘li
Andijon mashinasozlik instituti
“Transport vositalari muhandisligi” yo‘nalishi
K-99-21-guruhi talabasi.

Tartibga solinmagan piyodalar o‘tish joyiga yaqinlashayotgan transport vositasining haydovchisi qatnov qismining shu yo‘nalishini kesib o‘tayotgan piyoda(lar)ni o‘tkazib yuborish uchun tezligini kamaytirishi yoki to‘xtashi shart. Agar tartibga solinmagan piyodalar o‘tish joyi oldida transport vositasi harakatini sekinlashtirsa yoki to‘xtasa, qo‘shni tasmalarda harakatlanayotgan boshqa haydovchilar bu transport vositasi oldida piyoda(lar) yo‘qligiga ishonch hosil qilganlaridan so‘nggina harakatlanishni davom ettirishlari mumkin. Tartibga

solingan piyodalar o'tish joylarida haydovchilar svetoforming ruxsat etuvchi ishorasi yongan taqdirda ham piyoda(lar)ga qatnov qismini shu yo'nalishda kesib o'tishni tugallashiga imkon berishlari kerak. Piyodalar o'tish joylaridan keyin paydo bo'lgan tirbandlik tufayli haydovchi piyodalar o'tish joyida to'xtashga majbur bo'ladigan bo'lsa, piyodalar o'tish joyiga kirish taqiqlanadi. Barcha hollarda, shu jumladan, piyodalar o'tish joylaridan tashqarida ham haydovchi oq hasa bilan ishora berayotgan ko'zi o'jiz piyoda(lar)ni o'tkazib yuborishi kerak.

Agar yo'lovchilarni tushirish yoki chiqarish qatnov qismida yoki unda joylashgan maydonchada amalga oshirilayotgan bo'lsa, haydovchi bekatda to'xtagan yo'nalishli transport vositasi eshiklari tomon borayotgan yoki undan kelayotgan piyoda(lar)ga yo'l berishi kerak. «Bolalar guruhini tashish» taniqlik belgisi o'rnatilgan, avariya ishorasi yoqilgan transport vositasi to'xtaganda, unga yaqinlashayotgan haydovchi harakat tezligini kamaytirishi, zarur bo'lsa, to'xtashi va bolalarni o'tkazib yuborishi shart.

Transport vositalarining haydovchilari temir yo'llarni faqat temir yo'l kesishmalari orqali poyezd (lokomotiv, drezina)larga yo'l berib kesib o'tishlari lozim. Temir yo'l kesishmasiga yaqinlashib uni kesib o'tmoqchi bo'lgan haydovchi kesishma navbatchisining ko'rsatmalariga, svetofoqlar ishoralariga, yo'l belgilariga, yo'l chiziqlariga, shlagbaum holatiga amal qilishi va yaqinlashayotgan poyezd (lokomotiv, drezina) yo'qligiga ishonch hosil qilish shart.

Kesishma orqali harakatlanish taqiqlangan hollarda haydovchi to'xtash chizig'i, 2.5 yo'l belgisi yoki svetofoqlar oldida, ular bo'lmaganda shlagbaumga kamida 5 metr, shlagbaum bo'lmaganda esa birinchi temir yo'l iziga kamida 10 metr qolganda to'xtashi kerak.

Temir yo'l kesishmasida majburan to'xtab qolgan transport vositasining haydovchisi darhol odamlarni tushirish va kesishmani bo'shatish choralarini ko'rishi;

Shu bilan bir vaqtda haydovchi:

imkoniyati bo'lganda, yaqinlashib kelayotgan poyezd mashinistiga to'xtash ishorasini berish qoidasini tushuntirib, ikki kishini temir yo'l yoqasi bo'ylab ikkala tomonga 1000 metr masofaga (agar bir kishi bo'lsa — uni yo'l yaxshi ko'rinmaydigan tomonga) yuborishi;

transport vositasi yonida qolishi va umumiy xatar ishorasini berishi;

poyezd ko'ringanda to'xtash ishorasini berib, u kelayotgan tomonga yugurishi kerak.

To'xtash ishorasi qo'lni (kunduzi yorqin mato parchasi yoki aniq ko'rinadigan biror narsa bilan, tunda esa mash'ala yoki chiroq bilan) gir aylantirish orqali beriladi.

Bitta uzun va uchta qisqa tovushli ishoralar umumiy xatar ishorasi hisoblanadi.

Ilmiy raxbar: O`rinov Dilmurod O`lmasboyevich Andijon mashinasozlik instituti “Transport vositalari muhandisligi” kafedrası katta o‘qituvchisi.

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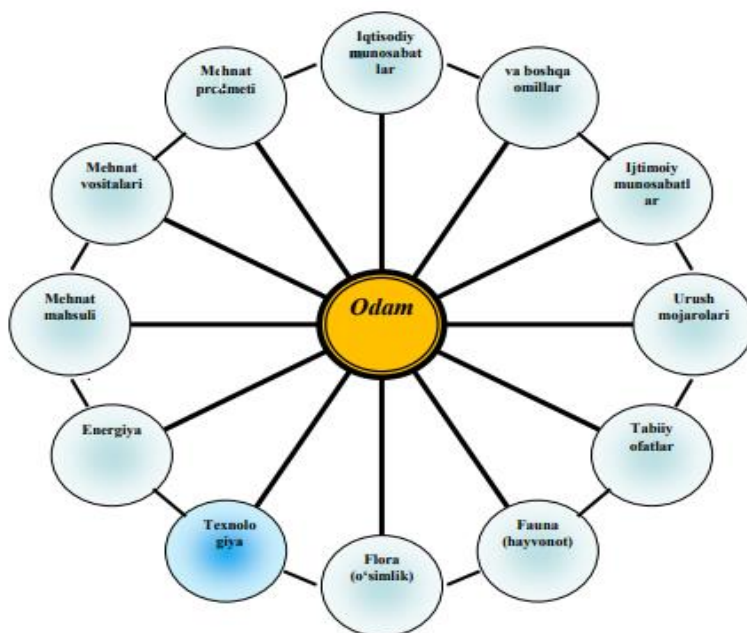
ISHLAB CHIQARISHDA ZARARLI OMILLAR VA NOQULAY MEHNAT SHAROITI

Raximov Akmal Alisherovich-Andijon mashinasozlik instituti,
Mehnat muhofazasi kafedrası mudiri, t.f.f.d., dots
Ulkanova Saida Xayrullo qizi- Andijon mashinasozlik instituti

Zaharli va zararli moddalar ta'siri natijasida yuzaga keladigan kasb kasalliklarining ayrim turlari “kasbiy zaharlanish” deb hisoblanadi. Kimyoviy moddalarning ta'siri natijasida kelib chiqadigan kasbiy kasalliklarga surunkali va o'tkir zaharlanish, o'tkir va surunkali teri kasalliklari (dermatitlar va ekzemalar), kon'yuktivitlar va boshqalar kiradi.

Ishlab chiqarishda yuzaga keladigan chang ham o'ta zararli omil hisoblanadi. Odam organizmiga changlarning ta'sir qilishi natijasida sodir bo'ladigan kasb kasalliklariga surunkali kasbiy o'pka fibrozi, pnevmokonioz va changlardan uzoq vaqt nafas olish natijasida kelib chiqadigan boshqa kasalliklar kiradi.

Kimyoviy xavfli va zararli ishlab chiqarish omillari. Inson tanasiga ta'sir qilish xususiyatiga ko'ra ular quyidagi kichik guruhlariga bo'linadi: umumiy toksik, tirnash xususiyati beruvchi, sensibilizatsiya qiluvchi (allergik kasalliklarni keltirib chiqaradigan), kanserogen (o'smalarning rivojlanishiga sabab bo'lgan), mutagen (jinsiy hujayralarga ta'sir qiluvchi). tanasi). Bu guruhga ko'plab bug'lar va gazlar kiradi: benzol va toluol bug'lari, uglerod oksidi, oltingugurt dioksidi, azot oksidi, qo'rg'oshin aerezollari va boshqalar, masalan, berilliy, qo'rg'oshin bronzalari va guruchlarini va ba'zi plastmassalarni zararli plomba moddalar bilan kesishda hosil bo'lgan zaharli changlar. Bu guruh agressiv suyuqliklarni (kislotalar, gidroksidi) o'z ichiga oladi, ular bilan aloqa qilganda terining kimyoviy kuyishiga olib kelishi mumkin. Biologik xavfli va zararli ishlab chiqarish omillariga mikroorganizmlar (bakteriyalar, viruslar va boshqalar) va makroorganizmlar (o'simliklar va hayvonlar) kiradi, ularning ta'siri ishchilarga shikastlanish yoki kasalliklarga olib keladi.[1]



1.1 - rasm. Tashqi omillarning insonga ta'siri

O'zbekiston Respublikasi Vazirlar Mahkamasining 3-bob 246-son 2017-yil 27-aprel "Zararli va (yoki) xavfli mehnat sharoitlarida ishlaganligi uchun xodimlarga imtiyoz va kafolatlar to'g'ri berilganligi va haqiqiy mehnat sharoitlarini baholashda davlat ekspertizasinio'tkazish tartibi" qaroriga binoan,

Xavfli va zararli mehnat sharoitlarida ishlaganligi uchun xodimlarga imtiyoz va kafolatlar to'g'ri berilganligini baholashda davlat eksperti hisobot va taqdim qilingan boshqa hujjatlarni, ularning mehnat qonunchiligi, texnik jihatdan tartibga solish sohasidagi normative hujjatlar va mehnatni muhofaza qilish masalalari bo'yicha normativ-huquqiy hujjatlar, mahalliy-normativ hujjatlar, shuningdek tarmoq (hududiy) kelishuvlari va jamoa shartnomalariga (mavjud bo'lsa) muvofiqligini hamda zararli va (yoki) xavfli mehnat sharoitlaridagi ishlarda band ishchi (xodimlarga) quyidagi imtiyoz va kafolatlarning:

- ❖ davomiyligi qisqartirilgan ish haftasini;
- ❖ har yilgi haq to'lanadigan qo'shimcha ta'tilni;
- ❖ mehnatga oshirilgan miqdorda haq to'lanishini;
- ❖ mehnat qonunchiligi, tarmoq (tarmoqlararo) kelishuvlar, jamoa shartnomalarida va ish beruvchining mahalliy normativ hujjatlarida nazarda tutilgan boshqa imtiyoz va kafolatlarning berilishi hajmi va tartibini tahlil qiladi.[2]

Noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlar uchun ish vaqtining qisqartirilgan muddati.

183-moddada ish vaqtining qisqartirilgan davomiyligi keltirilgan bo'lib, unga ko'ra ayrim toifadagi xodimlar uchun ularning yoshi, sog'lig'ining holati, mehnat shartlari, mehnat vazifalarining o'ziga xos xususiyatlari va boshqa holatlar hisobga olingan holda qonunchilikka hamda mehnat haqidagi boshqa huquqiy hujjatlarga, shuningdek mehnat shartnomasi shartlariga muvofiq mehnatga to'lanadigan haqni kamaytirmasdan ish vaqtining qisqartirilgan davomiyligi belgilanadi.

Ish vaqtining qisqartirilgan davomiyligi quyidagilarga majburiy tartibda belgilanadi:

O'n sakkiz yoshga to'lmagan xodimlarga (Mehnat Kodeksning [415-moddasi](#));

I va II guruh nogironligi bo'lgan xodimlarga (ushbu Kodeks 427-moddasining [birinchi qismi](#));

noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarga (Mehnat Kodeksning [477-moddasi](#));

ishi yuqori darajadagi ruhiy, aqliy, asabiy zo'riqish bilan bog'liq bo'lgan tibbiyot xodimlariga, pedagoglarga va boshqa toifadagi xodimlarga (Mehnat Kodeksning [184-moddasi](#));

uch yoshgacha bo'lgan bolaning budgetdan moliyalashtiriladigan tashkilotlarda ishlaydigan ota-onasidan biriga (vasiysiga) (Mehnat Kodeks 397-moddasining [birinchi qismi](#)). [3]

Ishi yuqori darajadagi ruhiy, aqliy va asabiy zo'riqish bilan bog'liq bo'lgan, ya'ni alohida xususiyatga ega bo'lgan tibbiyot xodimlari, pedagoglar va boshqa toifadagi xodimlar uchun ish vaqtining davomiyligi haftasiga ko'pi bilan o'ttiz olti soat qilib belgilanadi. Bunday xodimlarning ro'yxati va ular ish vaqtining aniq davomiyligi O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan belgilanadi, biroq ushbu moddada belgilangan ish vaqtining davomiyligidan oshmaydigan tarzda belgilanadi (184-modda).

Mehnat jarayonida zararli va xavfli ishlab chiqarish omillari ta'siriga duchor bo'ladigan xodimlarga haftasiga o'ttiz olti soatdan oshmaydigan ish vaqtining qisqartirilgan davomiyligi belgilanadi (477-modda). Bunday ishlar ro'yxati va ularni bajarishdagi ish vaqtining aniq davomiyligi jamoa kelishuvlarida, jamoa shartnomasida, agar ular tuzilmagan bo'lsa — ish beruvchi tomonidan kasaba uyushmasi qo'mitasi bilan kelishilgan holda ish o'rinlarini mehnat sharoitlari va asbob-uskunaning jarohat yetkazish xavfi yuzasidan attestatsiyadan o'tkazish asosida belgilanadi.

O'ta zararli va o'ta xavfli mehnat sharoitlaridagi ishlarda band bo'lgan xodimlar uchun ish vaqtining cheklangan davomiyligi O'zbekiston Respublikasi Vazirlar Mahkamasi tomonidan Ijtimoiy-mehnat masalalari bo'yicha respublika uch tomonlama komissiyasi bilan kelishilgan holda belgilanadi.

Noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarning har kungi ishi (smenasi) davomiyligi olti kunlik ish haftasida — olti soatdan, besh kunlik ish haftasida esa — yetti soatu o'ttiz daqiqadan ortiq bo'lmasligi kerak (478-modda).

Noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarning har kungi ishi (smenasi) davomiyligi:

o'ttiz soatli olti kunlik ish haftasida — besh soatdan, o'ttiz soatli besh kunlik ish haftasida esa — olti soatdan ortiq bo'lmasligi kerak;

yigirma to'rt soatli olti kunlik ish haftasida — to'rt soat, yigirma to'rt soatli besh kunlik ish haftasida esa — besh soatdan ortiq bo'lmasligi kerak.

Noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarni ish vaqtidan tashqari ishga jalb etishdagi cheklovlar.

Noqulay mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarning ish vaqtidan tashqari ishining davomiyligi kuniga ikki soatdan va yiliga bir yuz yigirma soatdan ortiq bo'lmasligi kerak (479-modda).

O'ta zararli va o'ta xavfli mehnat sharoitlaridagi ishlarda band bo'lgan xodimlarni ish vaqtidan tashqari ishga jalb etish taqiqlanadi.

Mehnat shartnomasi taraflarining kelishuviga ko'ra xodimga ishga qabul qilish chog'ida va keyinchalik to'liqsiz ish vaqti (to'liqsiz ish kuni (smena) va (yoki) to'liqsiz ish haftasi, shu jumladan ish kunini qismlarga bo'lgan holda) belgilanishi mumkin. To'liqsiz ish vaqti ham muddati cheklanmagan holda, ham mehnat shartnomasi taraflari kelishgan har qanday muddatga belgilanishi mumkin (186-modda).[4,5]

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O'ZBEKISTONDA TARKIBIY TRANSFORMATSIYALASHUV JARAYONLARINI JADALLASHTIRISHNING USTUVOR YO'NALISHLARI

Mallaboev Anvarjon Sotvoldievich

Andijon mashinasozlik instituti

"Iqtisodiyot" kafedrası tayanch doktoranti (PhD),

O'zbekistonda tarkibiy transformatsiyalashuv jarayonlarini milliy barqaror iqtisodiy o'sishga ta'sirini oshirishda agrar sohada olib borilayotgan islohotlar makroiqtisodiy nuqtai nazardan muhim o'rin tutadi. Sanoat va qishloq xo'jaligi sektorlari bir-birini to'ldiruvchi va o'zaro bir-biriga ta'sir ko'rsatuvchi tarmoqlar hisoblanadi. Barqaror sanoatlashuvga erishish ko'p jihatdan qishloq xo'jaligi sektorida amalga oshiriladigan tub iqtisodiy islohotlar bilan chambarchas bog'liqdir. Qishloq xo'jaligi tarmog'i sanoatni zarur xom ashyo bilan ta'minlaydi hamda sanoat mahsulotlarini sotish uchun bozor vazifasini bajaradi. Qishloq xo'jaligida ishlab chiqarish usullarining rivojlanishi, sohaga yangi texnika va texnologiyalarning joriy etilishi mehnat unumdorligini va qishloq aholisining daromadini oshiradi. Qishloq xo'jaligida aholi daromadlarining ortishi o'z navbatida sanoat mahsulotlariga bo'lgan talabni oshiradi. Qishloq xo'jaligi

mahsulotlari eksporti sanoat ehtiyojlari uchun muhim hisoblangan texnika-texnologiya importini xorijiy valyuta bilan ta'minlaydi. Sanoatlashuvning dastlabki bosqichida qishloq xo'jaligi sektorida kapital jamg'arilishi sanoat tarmog'idagi investitsiyalarni moliyalashtirish jihatidan muhim manba bo'lib xizmat qiladi.

Sanoatlashgan mamlakatlar tajribasiga ko'ra sanoatlashuvning dastlabki bosqichda qishloq xo'jaligining sanoat rivojlanishi uchun o'ziga xos tramplin vazifasini bajarganligini ko'rish mumkin. Masalan, G'arbiy Evropada sanoat inqilobi boshlanishidan oldin qishloq xo'jaligida uzoq davr mobaynida jadal rivojlanish kuzatilgan. Kanada va Amerikada ham qishloq xo'jaligining rivojlanishi kapital jamg'arilishini ta'minlagan va muvaffaqiyatli sanoatlashuvga erishishda muhim omil bo'lib xizmat qilgan. Rivojlangan mamlakatlar qishloq xo'jaligi sektorida muvaffaqiyatli islohotlarni olib borish, agrar sohada mahsulot hajmi va mehnat unumdorligini oshirish, sanoat va qishloq xo'jaligi integratsiyasini rivojlantirish orqali jadal sanoatlashuvga erishdilar. [1]

O'zbekistonda 2017 yillardan boshlangan qishloq xo'jaligidagi jadal islohotlar yuqoridagi samarasiz iqtisodiy modelni tark etishni nazarda tutadi. Qishloq xo'jaligi tarmog'ida erkin va raqobatbardosh bozorlarni shakllantirish va rivojlantirish, qishloq xo'jaligi mahsulotlarini eksport qilish bo'yicha ma'muriy to'siqlarni bartaraf etish, tarmoqqa qishloq xo'jaligi xom ashyosini chuqur qayta ishlovchi xorijiy investitsiyalarni jalb etish, qishloq xo'jaligi mashinasozligini rivojlantirish chora-tadbirlarining olib borilishi, shubhasiz keyingi bosqichlarda barqaror sanoatlashuvni ta'minlanishning muhim manbai bo'lib xizmat qiladi.

Qishloq xo'jaligi sektori makroiqtisodiy nuqtai nazardan sanoat sektorini ishchi kuchi bilan ta'minlash jihatidan ham muhim ahamiyatga egadir. Qishloq xo'jaligida zamonaviy texnika va texnologiyalarning qo'llanilishi tarmoqning bandlikdagi ulushini kamayishiga olib keladi, ortiqcha ishchi kuchi esa sanoat sektoriga o'tadi. Sanoatlashgan mamlakatlarda qishloq xo'jaligining jami bandlikdagi ulushi 10 foizga etmaydi. O'zbekistonda 2023 yil ma'lumotiga ko'ra jami ish bilan band aholining 25,1 foizi qishloq xo'jaligida band hisoblanadi. Mamlakatimiz aholisining 49,0 foizi qishloq joylarda istiqomat qiladi. [2]

Qishloq xo'jaligidagi ortiqcha ishchi kuchini sanoat sektoriga jalb etilishi mavjud mehnat resurslari potensialidan to'la va samarali foydalanishni ta'minlaydi. Mamlakatimizda ishlab chiqaradigan sanoatning qiyosiy ustunlikka ega bo'lgan, qishloq xo'jaligi xom ashyosini chuqur qayta ishlovchi mehnattalab tarmoqlarning rivojlantirilishi qishloq aholisining daromadini oshiradi hamda bandlik muammosini hal qilishda yordam beradi. Qishloq aholisining daromadining ortishi sanoat mahsulotlari bozorini yanada kengaytiradi.

Urbanizatsiya va sanoatlashuv o'zaro biri-biri bilan uzviy aloqadorlikda rivojlanuvchi jarayonlar bo'lib, uning ta'sirida jamiyatda yuzaga keladigan

ijtimoiy-iqtisodiy, madaniy va siyosiy sohalardagi o'zgarishlar aholi turmush sifatini yaxshilaydi va farovonligini oshiradi. Urbanizatsiya jarayonlarining chuqurlashishi natijasida shaharlar ichida katta va yirik shaharlar soni va ulushi ortib boradi. Sanoat ishlab chiqarishi urbanizatsiya jarayonining moddiy asosi bo'lib, uning shakllanishida muhim omil bo'lib hisoblanadi. Jahon banki ma'lumotlariga ko'ra 2023 yilda urbanizatsiya darajasi yuqori daromadli mamlakatlarda 81,6 foizni, o'rtachadan yuqori daromadli mamlakatlarda 68,0 foizni, jahon mamlakatlari o'rtachasi 56,9 foizni tashkil etgan. O'zbekistonda esa urbanizatsiya darajasi 2017 yilda 50,6 foizni, 2023 yilda 51,0 foizni tashkil etdi. Yuqoridagi ma'lumotlardan kelib chiqilsa, O'zbekistonda urbanizatsiya darajasi jahon mamlakatlari ko'rsatkichlaridan orqada ekanligini ko'rish mumkin. [3]

Ta'kidlash joizki, urbanizatsiyaning shakllanishi avtomatik ravishda sanoatlashuvni yuzaga chiqarmaydi. Hozirgi kunda rivojlanayotgan mamlakatlarda urbanizatsiya darajasi sanoatlashuv jarayonlariga nisbatan yuqori sur'atlarda ortib bormoqda. Ushbu mamlakatlarda urbanizatsiyaning shakllanishi, shaharlarda aholi sonining jadallik bilan o'sishi va an'anaviy xizmat ko'rsatish sektori asoslangan iqtisodiy tarkibning yuzaga chiqishi kabi o'ziga xos demografik, iqtisodiy va ijtimoiy xususiyatlarga ega bo'lmoqda. Bunday tendensiyalar o'tmishdagi rivojlangan mamlakatlar tajribasidan farq qiladi, chunki rivojlangan mamlakatlarda urbanizatsiya natijasida dastlab kuchli sanoat sektori yaratilgan, so'ngra esa zamonaviy xizmat sektorining rivojlanishi kuzatilgan. [4] O'zbekistonda 2023 yil ma'lumotlariga ko'ra xizmat ko'rsatish sektorida YaQQning 43,4 foiz yaratilganligi hamda ish bilan band aholining 52,2 foizi ushbu tarmoqda band ekanligi e'tiborga olinsa, yuqorida yuritilgan mulohazalar O'zbekiston uchun ham hos ekanligini ko'rish mumkin. [2]

Mamlakatimizda urbanizatsiya jarayonlari yuzasidan ilmiy tadqiqotlar olib borgan mahalliy iqtisodchi olimlar A.A.Qayumov va B.B.Adilovlar "O'zbekistonda bir qaraganda urbanizatsiya darajasi talab darajasiga yetganday bo'lib tuyulsada, aholi punktlarining ichida bitta ham "urbanizatsiya eltuvchi" shahar vujudga kelmaganligiga va shaharlar soni chorak asr oldin qanday bo'lsa shunchaligicha (119 ta) qolganligi" ga e'tibor qaratadi. [5]

Shu o'rinda ta'kidlash kerakki, O'zbekiston Respublikasi Prezidentining 2019 yil yanvardagi "Urbanizatsiya jarayonlarini tubdan takomillashtirish chora-tadbirlari to'g'risidagi" PF-5623-son Farmoni yurtimizdagi urbanizatsiya jarayonlarining asosiy yo'nalishlarini belgilab berdi. Farmonning muhim jihatlaridan biri qishloq joylarda yashayotgan aholining shaharlarga ko'chishiga bo'lgan ma'muriy to'siqlarning bartaraf etishga qaratilganligidir.

Tarkibiy transformatsiyalashuvga ta'sir ko'rsatuvchi muhim omillardan yana biri aholi soni va demografik tarkibidagi o'zgarishlar hisoblanadi. Iqtisodchi

olimlar tomonidan olib borilgan ilmiy tadqiqotlarga ko'ra, aholi sonining jadal o'sishi qo'shimcha talab yaratish orqali bozor hajmini kengaytirsada, yetarli jamg'arma darajasi, sanoatlashuv va texnologik rivojlanish ta'minlanmagan sharoitda, aholi jon boshiga hisoblangan milliy daromad hajmining o'sishini sekinlashtiradi, oqibatda iqtisodiy rivojlanishga salbiy ta'sir ko'rsatadi. [6]

O'zbekistonda doimiy aholi soni 2011 yilda 29 123,4 ming kishini, 2024 yilda 36 799,8 ming kishini tashkil etdi. Ushbu davr oralig'ida aholi soni 7 676,4 ming kishiga yoki 26,3 foizga ko'paydi. O'zbekistonda 2023 yil ma'lumotlariga ko'ra 0-14 yoshdagi aholi soni 30,1 foizni, 15-65 yoshdagi aholi soni 64,6 foizni, 65 yosh va undan yuqori aholi soni 5,3 foizni tashkil etgan. Taqqoslash uchun, jahon mamlakatlarida ushbu ko'rsatkich o'rtacha, mos ravishda 25,9 foiz, 61,3 foiz, 12,7 foizni tashkil etadi. [3]

Mamlakatimiz mehnat resurslari tarkibida mehnatga layoqatli aholi ulushining yuqori ekanligini o'rta uzoq muddatda ishlab chiqaradigan sanoatning to'qimachilik, kiyim-kechak, charm va teri mahsulotlari, oziq-ovqat mahsulotlari va yog'och buyumlari kabi mehnattalab tarmoqlarni rivojlantirishda qiyosiy ustunlik mavjud ekanligini ko'rsatadi. Ushbu tarmoqlarni rivojlantirish kapital cheklangan sharoitida investitsion tovarlarga bo'lgan xorijiy valyuta harajatlarini tejash hamda bandlik darajasini oshirishda qo'shimcha imkoniyatlar yaratadi.

Uzoq muddatda esa metallurgiya va elektronika sanoati kabi kapital talab sektorlarni rivojlantirish qo'shimcha subtarmoqlarni yuzaga chiqarish orqali bandlik darajasini oshiradi. Texnologik rivojlanish natijasida yanada yuqori qo'shimcha qiymat yaratilishi hamda ishchi kuchi mehnat unumdorligining ortishi ish haqlarining ko'tarilishini ta'minlaydi, bu esa o'z navbatida talab tomonidan olib qaralganda ichki bozorni kengayishiga olib keladi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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TARKIBIY TRANSFORMATSIYALASHUV JARAYONLARINING MAZMUNI VA XUSUSIYATLARI

Mallaboev Anvarjon Sotvoldievich

Andijon mashinasozlik instituti

“Iqtisodiyot” kafedrası tayanch doktoranti (PhD),

Iqtisodiyot sivilizatsiyalashuvga o'tilibdiki, uning zamirida tarkibiy transformatsiyalashuv jarayoni amal qilib kelmoqda. Iqtisodiyot qanchalik taraqqiyot etib borishi tarkibiy transformatsiyalashuv bilan chambarchas bog'liqdir. Tarkibiy transformatsiyalashuv hozirgi kunda turli jadallikda va bosqichlarda jahonning ko'plab hududlarida davom etayotgan dinamik jarayon hisoblanadi. Tarkibiy transformatsiyalashuv jarayonlari bundan bir necha asr ilgari boshlangan va iqtisodchi olimlar tomonidan turli xildagi ilmiy mushohadalar yuritilgan.

Tarkibiy transformatsiya haqida so'z borgan dastlabki ilmiy asarlarda tarkibiy transformatsiya iborasi ishlatilmasada, hozirgi kundagi ma'nosiga yaqin shaklda transformatsiyalashuvning o'рни va ahamiyati haqida fikrlar bildirilgan. Mazmun jihatidan tarkibiy transformatsiya tushunchasi dastlab A.Smit (1723-1790 yillar) tomonidan ilgari surilgan. A.Smitning “Xalqlar boyligining tabiati va sabablari to'g'risida tadqiqot” nomli fundamental asarida iqtisodiyotda sektorlarning nisbiy ulushi va iqtisodiy rivojlanish bosqichlari o'rtasida o'zaro bog'liqlik mavjudligi ilmiy –nazariy talqin etilgan. Mazkur holat bozor iqtisodiyoti sharoitida rivojlanayotgan mamlakatlar iqtisodiyoti uchun o'ziga xos “model” sifatida e'tirof etiladi. [1]

Iqtisodiyot sektorlari nisbiy o'zgarishining zamonaviy tahlillari, A.Fisher va K.Klark tomonidan 1930 va 1940 yillarda boshlangan. Ushbu tadqiqotlarda tarkibiy transformatsiyalashuv qishloq xo'jaligi, sanoat va xizmat ko'rsatish sektorlari shaklidagi “uch sektor gipotezasi” bilan tushuntiriladi. Tarkibiy transformatsiya tushunchasining mohiyati iqtisodiyotda sektorlar ulushining qaytadan taqsimlanishi bo'lib, fanga ushbu tushunchani birinchi bor S.Kuznets kiritgan. [2]

Tarkibiy transformatsiyalashuv iqtisodiyot tarmoqlarini yalpi ichki mahsulot (YaIM) va bandlikdagi ulushining dastlab qishloq xo'jaligidan sanoat sektori tomon, keyinchalik esa xizmat ko'rsatish sektori tomon tadrijiy harakatlanishini ifodalaydi. Shu bilan birga ishlab chiqaradigan sanoat tarmoq tarkibida iste'mol tovarlari ishlab chiqarishdan investitsion tovarlar ishlab chiqarishga yo'nalgan diversifikatsiya jarayonlarining yuz berishi tarkibiy transformatsiyaning muhim belgisi hisoblanadi. Tarkibiy transformatsiya natijasida qishloq xo'jaligi

tarmog'ida unumdorlik ortishi bilan bir qatorda tarmoqning iqtisodiyotdagi ulushi kamayib boradi, ishlab chiqaradigan sanoat va xizmat ko'rsatish tarmoqlarida rivojlangan texnologiyaga asoslangan mahsulot va xizmatlar ishlab chiqarish hajmi hamda ushbu sektorlarning tashqi savdo va YaIMdagi ulushi ortib boradi.

Barqaror rivojlanishni ta'minlash maqsadida tarkibiy transformatsiyalashuvga erishish iqtisodiyotdagi kapital va mehnat resurslarini samaradorligi nisbatan yuqori bo'lgan sektorlarga o'tkazish mexanizmlari bilan bog'liqdir. Jahon Bankining 2017 yilgi hisobotida, tarkibiy transformatsiyalashuv tushunchasiga mavjud resurslarni nisbatan yuqori iqtisodiy unumdorlikni ta'minlovchi zamonaviy iqtisodiy faoliyatlarga jadallik bilan o'tkazishni ta'minlash faoliyati deb ta'rif berilgan. [3]

Ikkinchi jahon urushidan so'ng mustaqillikni qo'lga kiritgan mamlakatlarda iqtisodiyotni modernizatsiyalash zaruriyati, jahon miqyosidagi globallashtirish jarayonlari va liberal iqtisodiy siyosatning keng tarqalishi hamda texnika va texnologiya, axborot va kommunikatsiya sohalaridagi jadal rivojlanish tarkibiy transformatsiyalashuv jarayonlarini o'rganishga bo'lgan e'tiborni kuchaytirdi. Tarkibiy transformatsiyalashuvga doir zamonaviy yondashuvlarga ko'ra transformatsiyalashuvni ta'minlashda iqtisodiyotdagi sektorlar ulushini ularning iqtisodiy o'sish va mehnat unumdorligidagi ulushiga ko'ra o'zgartirish mexanizmlariga alohida e'tibor qaratilganligini ko'rish mumkin. Boshqacha aytganda, tarkibiy transformatsiyalashuv mahsulot ishlab chiqarish va bandlikning mehnat unumdorligi nisbatan past va ish haqi kam bo'lgan sektorlardan, mehnat unumdorligi va ish haqi yuqori bo'lgan sektorlarga yo'naltirilgan harakati sifatida baholanadi. [4]

Hozirgi kunda iqtisodiy jihatdan tez rivojlanayotgan mamlakatlarda tarkibiy transformatsiyalashuv darajasi yuqori hisoblanadi. Neft qirollari kabi tabiiy resurslarga boy mamlakatlarni hisobga olmaganda, iqtisodiy o'sishning iqtisodiyotdagi tarkibiy transformatsiyalashuv jarayonlari bilan uzviy bog'liq ekanligini aytish mumkin. Keyingi yarim asr mobaynida Sharqiy Osiyo mamlakatlarida kuzatilgan mo'jizaviy iqtisodiy o'sish, ushbu iqtisodiyotlardagi muvaffaqiyatli tarkibiy transformatsiyalashuv jarayonlari natijasi sifatida ko'rilmog'da. Ushbu mamlakatlarda iqtisodiy o'sish mavjud resurslarni unumdorligi past bo'lgan tarmoqlardan, yuqori mahsuldorlikka ega tarmoqlarga samarali yo'naltirish hisobiga amalga oshirildi. Masalan, Janubiy Koreya iqtisodiy resurslarni ishlab chiqaradigan sanoatning unumdorligi yuqori bo'lgan subtarmoqlariga transfer qilish orqali iqtisodiy o'sish sur'atlarini tezlashtirishga erishdi. [5]

Yuqoridagilardan xulosa qiladigan bo'lsak, milliy iqtisodiyotda tarkibiy transformatsiyalashuv jarayonlarini jadallashtirish mamlakatimizda iqtisodiy o'sish

va barqaror rivojlanishni ta'minlash orqali aholi turmush farovonligini oshirishda muhim omili bo'lib xizmat qiladi.

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SIQILGAN HAVO TIZIMLARIDA ENERGIYA TEJASH USULLARI

*Olimov Ulug'bek Soyibjon o'g'li,
"Elektrotexnika elektromexanika va
elektrotexnologiyalar" yo'nalishi
4-kurs talabasi
Andijon Mashinasozlik instituti*

Siqilgan havo eng qimmat energiya manbai hisoblanadi. Uning narxi elektr energiyasining narxidan taxminan 10 baravar yuqori. Ko'pincha kompressorlar taxminan 7 atmosfera ortiqcha bosimli havo ishlab chiqaradi, ularning mahsuldorligi har bir kVt quvvatga taxminan 2,5 l / s ni tashkil qiladi. Chiqish trubkasidagi harorat havo siqish samaradorligining asosiy ko'rsatkichidir. Havoni sovutishdan oldin uning odatiy qiymatlari:

Vintli harakat - 80 ° C;

Bir bosqichli o'zaro harakat - 175 ° S;

Ikki bosqichli o'zaro harakat - 120 ° S.

Siqilgan havo tizimlarida energiya tejash imkoniyatlarini bir necha toifalarga bo'lish mumkin.

Siqilgan havo ishlab chiqarish.

Kompressorlarni to'g'ri tanlash katta ahamiyatga ega. Mavjud tizimning siqilgan havo sarfini kun davomida (ish va ishlamaydigan vaqtlarda) qayd etish

maqsadga muvofiqdir. Bu ishlamaydigan soatlarda va dam olish kunlarida kichikroq kompressordan foydalanish yaxshiroq ekanligini aniqlashi mumkin. Ushbu ma'lumotlar tizimning iste'mol jadvaliga muvofiq siqilgan havo bilan ta'minlashning eng yaxshi usulini ham ko'rsatishi mumkin. Bitta katta o'rniga ikkita yoki uchta kichik kompressordan foydalanish samaraliroq bo'lishi mumkin. Shuni esda tutish kerakki, yuksiz ishlaganda, pistonli va vintli kompressorlar to'liq yuk kuchining 40% gacha, markazdan qochma kompressorlar esa 50% gacha iste'mol qilishi mumkin.

Vintli va pistonli kompressorlarning kombinatsiyasi ko'pincha samarali bo'ladi. Vintlar maksimal 70% gacha bo'lgan yuklarda samarali bo'ladi va shuning uchun ularni asosiy iste'mol qiymatini qoplash uchun ishlatish tavsiya etiladi. Pistonli kompressorlar qisman yukda samaraliroqdir va shuning uchun turli xil yuk darajalari kerak bo'lganda eng yuqori yuklarni qoplash uchun ishlatilishi kerak.

Siqilgan havodan namlikni olib tashlash uchun post-sovutishdan keyin o'rnatiladigan quritgichlarga kelsak, eng samarali va arzon sovutgich quritgich bo'lib, xarajatlarni kamaytirish uchun qarshi oqim issiqlik almashinuvi printsipidan foydalanadi.

Tarqatish tizimlari: Kompressor chiqishi va foydalanish nuqtasi orasidagi bosimning yo'qolishi 0,5 bardan oshmasligi kerak.

Ring trunk tizimlari tarvaqaylab ketgan tizimlarga qaraganda kamroq yo'qotishlar bilan tavsiflanadi. Tarmoqli tizimlar ko'pincha qiyinchiliksiz halqali magistral tizimlarga aylantirilishi mumkin.

Quvurlarning o'lchamlari taqsimlash tizimidagi havo tezligi 6 - 9 m / s dan oshmasligi uchun tanlanishi kerak. Yuqori bosimdagi yo'qotishlarga qo'shimcha ravishda, yuqori tezlikda oqim namlikni tortib olishning kamchiliklariga ega, bu esa korroziyaga olib kelishi mumkin.

Pastroq bosimli siqilgan havo kerak bo'lganda, havo bosimi va oqim tezligining past darajalariga erishish uchun havo regulyatorlarini o'rnatish orqali ortiqcha bosim energiyasini tejash mumkin.

Yuqoridagilarga qarama-qarshi bo'lgan vaziyatda, foydalanish joyidagi bosimni oshirish uchun pnevmatik kuchaytirgichlardan foydalanish kerak. Bu faqat bitta foydalanuvchi tufayli butun tizim bo'ylab yuqori bosimni ta'minlash zaruratini yo'q qiladi. Pnevmatik kuchaytirgich regulyatorlari bosimning ikki baravar oshishiga erishishga imkon beradi.

Oqish siqilgan havodan foydalanganda energiya yo'qotishlarining eng muhim omilidir. 3 mm diametrli teshikdan siqilgan havo qochqinning qo'shimcha 3,5 kVt kompressor kuchiga (0,7 MPa bosimda) tengdir. Oqish yo'qotishlari energiya iste'molining 50% dan oshishi odatiy hol emas. Sabablari har xil bo'lishi mumkin, ammo eng keng tarqalganlari:

Shlangi va quvur ulanishlarida oqish bor;

Havodan foydalanadigan uskunalar zarur bo'lmagan paytlarda ishlaydi;

O'chirish vanalari yoki drenaj klapanlari ochiq.

Qochqinlarni belgilash va muntazam ravishda ta'mirlash kerak, masalan, har uch oyda. Ushbu turdagi yo'qotishlarni kamaytirish uchun doimiy monitoring va tegishli parvarish kerak.

Ratsional iste'mol: Siqilgan havoni energiya manbai sifatida ishlatish (masalan, sovutish uchun) samarasiz. Tashish uchun siqilgan havodan foydalanish juda qimmat usul bo'lib, siz birinchi navbatda boshqa echimlarni ko'rib chiqishingiz kerak, masalan, shamollatgichlar, mexanik konveyerlar va boshqalar Ko'pincha siqilgan havo qismlarni puflash, tozalash, quritish uchun ishlatiladi. Bunday sharoitda ventilyator portlashidan foydalanish energiya sarfini 12-15 marta kamaytiradi (1 m³ siqilgan havo ishlab chiqarish uchun taxminan 100 kVt / soat elektr energiyasi, fan uchun esa 7 kVt / soat). Qo'lda ishlaydigan pnevmatik asboblarning samaradorligi past bo'lganligi sababli ularni elektr asboblardan almashtirish tavsiya etiladi, masalan, pnevmatik bolg'alarni elektr bilan almashtirish energiyani 3-4 baravar va uzoq tarmoq (shaxtalarda) energiyani tejash imkonini beradi. Iste'moli 10 barobar kamayadi.

Dizayn bosqichida siqilgan havoga nisbatan samaraliroq va ayni paytda ancha ishonchli muqobillarni topishga harakat qilish tavsiya etiladi. Misol uchun, juda kam energiya tejaydigan siqilgan havo bilan ishlaydigan nasoslar ko'pincha portlovchi muhitda qo'llaniladi. Ammo kerakli portlashdan himoyalangan dizayn tanlangan bo'lsa, bunday vaziyatlarda elektr nasoslardan foydalanish mumkin.

Shuningdek, dizayn bosqichida yangi uskunalar uchun bosim darajasini va oqim tezligini tahlil qilish kerak. Agar mashinalarning atigi 20 foizi 0,7 MPa havo bosimini talab qilsa, qolganlari esa 0,6 MPa dan kam bo'lsa, yuqori bosim uchun alohida kompressorni o'rnatish tavsiya etiladi.

Energiya sarfini kamaytirish uchun tizimda talab qilinadigan eng past bosimni saqlab turish kerak. Iste'molchining bosimini reduktor, injektor va bosim regulyatorlari yordamida kamaytirish mumkin. Oxirgi usul eng samarali hisoblanadi. Bosimning 0,7 MPa dan 0,5 MPa gacha kamayishi o'ziga xos energiya sarfini 17% ga kamaytiradi va bir vaqtning o'zida siqilgan havo oqishini 15 - 20% ga kamaytiradi. Umuman olganda, tadqiqotlar shuni ko'rsatdiki, hosil bo'lgan havo bosimini 1% ga kamaytirish energiya sarfini 0,5% ga kamaytiradi.

Tizimni boshqarish

Hozirgi vaqtda G'arbiy Evropada o'zini yaxshi isbotlagan ancha rivojlangan boshqaruv tizimlari mavjud. Keling, nazorat va tartibga solishning mumkin bo'lgan usullarini qisqacha ko'rib chiqaylik:

1. An'anaviy boshqaruv

Yukni olib tashlash bilan tartibga solishda oldindan belgilangan bosim chegaralari o'rnatiladi, bunda bosim yuqori chegaraga yetganda kompressor yukdan uziladi va bosim pastki chegaraga yetganda yukga qayta ulanadi. Shu bilan birga, yuklanmagan kompressor nominal quvvatning 20-40% yoqish-o'chirish nazorati bilan va 70% modulyatsiyalash boshqaruvi bilan iste'mol qiladi. An'anaviy nazorat bilan pistonli kompressorlardan foydalanish va etarli o'lchamdagi qabul qilgichdan foydalanish samarali bo'ladi.

2. Dvigatel taymer bilan an'anaviy nazorat

Bo'sh ishlayotgan yo'qotishlarni kamaytirish uchun siz ma'lum vaqt davomida bo'sh turgan dvigatelni o'chiradigan taymerni o'rnatishingiz mumkin. Taymerdan foydalanish dvigatelning ish sharoitlari bilan cheklangan bo'lib, ular tez-tez ishga tushirishga imkon bermaydi, ayniqsa yuqori dvigatel kuchi bilan. Yumshoq ishga tushirish tizimlaridan foydalanish, agar uning o'rnatilishi iqtisodiy jihatdan oqlangan bo'lsa, bu muammoni hal qiladi. Bosim o'zgarishi tezligini doimiy monitoring qilish asosida nazorat qiluvchilardan foydalanadigan ba'zi tizimlar talab kamayishi bilanoq kompressorni o'chirish zarurligini taxmin qilishlari mumkin.

3. Kompressorlarni almashtirish

Ushbu usul eng mos quvvatga ega kompressorni tanlash orqali sig'im va yukni moslashtirishga asoslangan. Agar zavodda turli quvvatdagi bir nechta kompressor bo'lsa, energiya tejash nuqtai nazaridan eng mos kompressorni tanlash juda muhimdir. Shaxsiy kompressorlarning samaradorligini ham hisobga olish kerak. Shuningdek, kaskad boshqaruvi deb ataladigan boshqaruv tizimlarida kompressorlarning kommutatsiya diapazoni kichik bo'lishi kerak. Kompressorning keyingi o'zgarishi tizimdagi bosim 0,02 - 0,03 MPa ga o'zgarganda sodir bo'lsa, energiyani tejashga erishish mumkin.

To'g'ri foydalanish va texnik xizmat ko'rsatish

Ba'zi texnik echimlar va foydalanish qoidalari mavjud bo'lib, ulardan foydalanish energiya xarajatlarini kamaytirishga imkon beradi:

Havo qabul qilish joyi chang hosil bo'lish zonasidan tashqarida, yuqori issiqlik hosil bo'lgan joylardan uzoqda bo'lishi kerak. Qabul qilinadigan havo haroratining har 2,5 ° C pasayishi energiya sarfini 1% ga kamaytiradi. Havo qabul qilish filtrlari toza bo'lishi kerak.

Kompressor sovutish tizimining issiqligini qayta ishlash va uni texnologik ehtiyojlar uchun suvni isitish uchun ishlatish uning energiya samaradorligini 4-5% ga oshiradi.

Siqilgan havoni iste'mol qilishdan oldin isitish uning harorati va shuning uchun bosimni oshiradi. Shuning uchun havo kanali sezilarli issiqlik hosil bo'ladigan joylar yaqinidagi ustaxonalarga joylashtirilishi kerak. Siqilgan havoni

iste'molchiga qadar 20 ° C dan 150 ° C gacha isitishni ta'minlaydigan ikkilamchi energiya resurslaridan foydalanganda energiya tejash 15 - 20% ni tashkil qiladi. Havoni hatto 20-30 ° C ga qizdirish energiyani 10% gacha tejaydi.

Ilmiy rahbar: Karimova Feruzaxon Inoyatovna Andijon mashinasozlik instituti "O'zbek tili va adabiyoti" kafedrasi katta o'qituvchisi.

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TEXNIKA SOHASIDA MUTAXASSISLAR TAYYORLASHDA OLIY TA'LIMLARDA MUAMMO VA YECHIMLAR

Ataxonova Sayyora Koraboyevna
Andijon mashinasozlik instituti
"Materialshunoslik va yangi materiallar texnologiyasi" kafedrasi
katta o'qituvchi, dots.
e-mail: ataxonova.sayyora@mail.ru.
tel: +99894+431+73+74.

O'zbekiston Resublikasi Prezidentining Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risidagi farmoni Oliy ta'limda xalqaro standartlarga mos, yetuk mutaxassislar tayyorlash uchun yuksak rejalarini tuzish va amalga oshirishga katta ko'mak bo'ldi.

Bunda oliy ta'lim tizimida kadrlar tayyorlash, malakasini oshirish va pedagoglarning ilmiy-innovatsion faoliyatini rivojlantirish bo'yicha ishlarni mazmunli va maqsadli tashkil etish yuzasidan taklif va tavsiyalar ishlab chiqildi;

Oliy ta'lim muassasalari faoliyati samaradorligini baholash va takomillashtirish bo'yicha ilg'or xorijiy tajribalarni o'rganish asosida ularni respublika oliy ta'lim muassasalari sharoitida qo'llash bo'yicha tavsiyalar ishlab chiqildi.

1996-yildan boshlab, yurtimizda ta'lim tizimini isloh etishga katta e'tibor qaratildi va bugungi kunga kelib sohada ma'lum yutuqlarga erishildi. Uzluksiz ta'lim tizimida, xususan, maktabgacha ta'lim, umumiy o'rta ta'lim, o'rta maxsus,

kasb-hunar ta'limi, oliy ta'lim, kadrlar malakasini oshirish va qayta tayyorlash, maktabdan tashqari ta'lim turlarida katta o'zgarishlar yuz berdi[3].

Bugun amaldagi ta'lim tizimimiz zamonaviy, rivojlangan davlatlardagi kabi globallashtirish talablariga javob bera olayaptimi? Ta'lim tizimida yechimini kutayotgan qanday muammolar bor? Kadrlar tayyorlash milliy tizimining globallashtirish jarayonida bozor talablariga to'liq javob bermasligi, ta'lim tizimida o'quv jarayonining moddiy-texnika va axborot bazasi takomiliga yetkazilmaganligi, yuksak malakali pedagog kadrlarning yetishmasligi, hozirgi zamon talablariga mos o'quv-uslubiy va ilmiy adabiyotlar kamligi, fan, ta'lim va ishlab chiqarish o'rtasida o'zaro aloqaning zaifligi tizimdagi kamchiliklardan hisoblanadi.

Bugungi kunda o'quv muassasalarini bitirib chiqayotgan talabalarda mustaqil fikrlash layoqati to'la rivojlangan, deb bo'lmaydi. Ularda ilm-fan yutuqlariga, amaliyotga tayangan yechimlar qabul qilish uchun malaka va bilim yetarli emas. Shu bois maktab, kollej va akademik litseylarni bitirgan yoshlarimizning ko'pchiligi mustaqil hayotda o'z o'rnini topa olmayapti. Sir emas, akademik litseylar va kasb-hunar kollejlari bitiruvchilarining taxminan 10 foizigina oliy o'quv yurtlariga birinchi yili o'qishga kirmoqda.

Xalqaro standartlar, zamonaviy ilm-fan yutuqlarini inobatga olgan holda, o'quv dasturlari, darsliklar va o'quv qo'llanmalari, o'qitish uslubiyatini muntazam takomillashtirish, ta'limning barcha bosqichlarida tabiiy-ilmiy va muhandislik fanlarini o'qitishning amaliy tizimini joriy etish, o'qitishning barcha bosqichlarida xorijiy tillarni o'rganishni kengaytirish lozim[1].

Mashinasozlik sohasiga tegishli barcha fanlarimizning ishlab chiqarish korxonalaridan ajirmagan holatda, misol uchun talaba ertalab 8-00 dan 12-00 gacha institutda nazariy bilim olsa, 13-00 dan 17-00gacha ishlab chiqarish korxonasida oylik ish haqi to'langan holatda 100 foiz ishlashi kerak. Shunda talaba nazariy va amaliy bilimlarni teng olib boradi. To'lov shartnomasining ham o'zi to'lashga imkoniyat yaratiladi.

– Ta'lim jarayoniga innovatsion texnologiyalarni tatbiq etish orqali o'qitishning interfaol shakl va metodlarini samarasini oshirish mumkin.

– Ta'lim mazmuni, sifati va samaradorligini oshirishda raqamli texnologiyalarning integratsiyasi bo'yicha ilg'or xorijiy davlatlar tajribasini o'rganish ham yaxshi natija beradi.

– Pedagogik dasturiy vositalar, shu jumladan, raqamli ta'lim resurslari va multimedial kontentlarni yaratish texnologiyalarini ko'rib chiqish ham zarurdir.

– Ta'limda sun'iy intellekt texnologiyalari va immersiv (VR, AR va MR) vositalarning talabalarga o'rgatish ham innovatsiyaning rivojlantiradi.

– Ta’lim tizimida to’liq raqamli kompetensiyalarni rivojlantirish ham yaxshi natija beradi.

Bitiruvchilarning ish bilan ta’minlanishi. Bitiruvchilarning ishga joylashishi turli ko’rsatkichlar, masalan, bitiruvchilarning ish bilan ta’minlanish darajasi, o’rtacha ish haqi va ish beruvchining bitiruvchilarning malaka va fazilatlari haqidagi fikr-mulohazalari orqali nazorat qilinadi. Ish beruvchilar va bitiruvchilarning fikr-mulohazalari. Ish beruvchilarning bitiruvchilardagi bilim, ko’nikma va malakalarga oid hamda bitiruvchilarning universitetlar tomonidan taqdim etilayotgan ta’lim sifati to’g’risidagi fikr-mulohazalari monitoring qilinadi[2].

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«ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ ВОСПРИЯТИЯ МИРА ЧЕРЕЗ ГЕНДЕРНЫЕ КОНЦЕПТЫ В КОНТЕКСТЕ ДВУЯЗЫЧИЯ».

*Турсунова Надира Араббаевна, ассистент
кафедры Узбекского языка и литературы
Андижанского Машиностроительного института.*

Аннотация. В статье рассматриваются особенности лингвокультурологии, как части языкознания, что является национально-культурным компонентом лексико- семантического строения узбекского и русского слова. Описывается лингвокультурологический аспект восприятия мира через гендерные концепты в контексте двуязычия, значение лексики в

лингвокультурологическом анализе. Лингвистическая гендерология как самостоятельное направление в научной лингвистике, изучает и анализирует лексику в лингвокультурологии как гендерный фактор в условиях двуязычия и коммуникации.

Ключевые слова: *Лингвокультурология русского и узбекского языков, языкознание, лингвистическая гендерология, двуязычие, межкультурная коммуникация, гендерные концепты, анализ, исследования, лексический уровень, двуязычие.*

Лингвокультурологическое поле в обществе и в семье.

В современном мире интерес и стремление лингвистов к изучению явлений в языках в условиях двуязычия достигли больших успехов.

Все большее количество людей осознают необходимость изучения русского и узбекского языков, как средство межкультурной коммуникации. Это приводит к интересу и потребности овладевать не только разговорными уровнями языка, но и получение более высокого уровня знания изучаемого языка для получения своеобразной информации, отражаемой в русском и узбекском языках. Изучающие языки желают избежать дисгармонии в разговоре с носителями других языковых культур, не проявлять культурно социальный дисбаланс с разным отношением к миру и восприятию речевого слова изучаемого языка.

Современная лингвистика русского и узбекского языков изучает человеческий фактор в речи и формирует комплексный дисциплинарный подход к исследованиям лексического уровня. В статье сопоставляется лингвокультурологический анализ лексики и фразеологического состава современного русского и узбекского языков. Настоящая статья актуальна и продиктована потребностями:

1. Социокультурное моделирование языка - это одно из развивающихся направлений лингвистики, дальнейшее изучение проблем лингвистической гендерологии, как одного из направления в современном языкознании русского и узбекского языков.
2. Изучение различных культурных факторов в речи человека и их корреляция с носителем языка.
3. Изучение и анализ отечественных и русских трудов по лингвокультурологии, гендерологии и социолингвистике.
4. Изучение русской и узбекской лексикографии в получении информации о носителе языка.
5. Практическое общение с носителями русского и узбекского языков - это необходимое условие для успешной коммуникации и избегании

интерференции в правильности семантической структуры лексики.

Данная статья изучает культурные, национальные и гендерные стереотипы русскоязычного общества, находящиеся и отражающиеся в семантике языков. Предметом изучения выступают лексика и фразеологизмы русского и узбекского языков, пословицы, поговорки, скороговорки. У каждого народа они своеобразны и передают национальные традиции и обычаи нации. Но есть в них и общее. Это тема мира, труда, уважения, добра, милосердия в обществе, верности, любви, добропорядочности в семье. На их основе объясняется правильность теоретических определений, правильность выводов и заключений. Возможность использования результатов этих исследований в разных сферах научного знания. Целью данной статьи является разработка основ лингвокультурологии и гендерологии, а также нахождение и описание особенностей лингвистических, культурных стереотипов в современном русском и узбекском языках. Формирование гендерных лингвокультурологических стереотипов.

Лингвокультурология -это современная преемница лингвострановедения. Это раздел науки о языке, который изучает совокупность духовных ценностей и опыт национальной общности. Это отрасль науки о языке, указывающая на взаимосвязь культурологии и языкознания, она адекватна и отвечает целям и задачам этого научного раздела. Она синтезирует культурологическое и языковое содержание, которые удобны и эффективны при интерпретации культурных ценностей.

Они расширяют область исследовательских идей и связывают общественные науки с языковедческими. Исследование постоянных корреляций между реальностью и языком является самой насущной проблемой в лингвокультурологии и социальной лингвистике.

Язык- это социальный феномен, который рассматривается как важная составляющая культура. Язык - это самое важнейшее средство формирования и сохранения социальных и культурных установок общества. Гендерные отношения в языке имеют определенную культурную и национальную функцию. Самым важным способом изучения языков в взаимосвязи с культурой является метод совокупности культурных и социальных особенностей нации.

Выводы:

1. Описание эффекта взаимовлияния языковых и социальных явлений.
2. Изучение лексических особенностей языка и культуры в одном целом представляет единство языкового смысла и указывает на социальные и культурные особенности нации.
3. Лингвистическое и культурологическое поле в обществе и семье имеет в

себе наличие синонимов и антонимов, фразеологизмов, пословиц, семантических связей, которые состоят из взаимодействующих фраз семантических полей мужчины и женщины.

4. Гендерные проблемы и феминизм. Семья. Лингвокультурологическое поле: мужчина и женщина в семье и в обществе.

5. Роль женщины в семье. Способности женщины в жизни и в обществе. Ведущая роль женщины в воспитании детей в гендерной картине русскоязычного и узбекскоязычного общества.

6. Мужчина и его образ складывается за счёт понятий: супруг, отцовство, обеспечение материальными ценностями семьи, карьера, сила, мужество, а женский образ состоит из понятия: внешность, подруга, независимая женщина, возраст, идеальная мама, хозяйка, материнство.

Тут можно наблюдать влияние гендерного компонента на формирование оценки, если женщину сравнить с мужчиной – это позитивно, это похвала, уважение к ее способностям.

А сравнение мужчины с женщиной, использование слов, обозначающих качество женщин по отношению к мужской половине населения несет негативный фактор: это слабость, неспособность быть мужественным, отважным защитником, сильным, простодушие.

В современном мире отмечается тенденция описания женщины, как имеющей успех, уверенной в себе особы, современный союз супругов является союзом равноправных партнёров. Образ мужчины в семье в современном мире меняется на образ мудрого и заботливого мужа и отца. Современная узбекская и русская семьи являются союзом двух уважающих друг друга близких людей, супругов, которые одинаково занимаются семьей, бюджетом и воспитанием детей.

Отрасль языкознания – это духовные ценности и опыт русского и узбекского национально культурного общества.

Современная лингвокультурология является преемницей лингвострановедения. Лингвокультурология изучает цели и задачи языкознания и культурологии. Лингвокультурология изучает все аспекты жизни нации, взаимосвязь и взаимодействие культуры и языка. Изучение стереотипов национального мировидения, объясняет и раскрывает лексические и семантические особенности языковых единиц через культурологические знания русского и узбекского народа, их культуры и языка.

Основной задачей для культурологического анализа является описание, изучение и исследование процессов языкового и культурного синтеза, нахождение всех способов проявления культурных и маркированных

сигналов в составе языка и установление соотношения с тем или иным кодом культуры страны, чтобы понять культурную и национальную сущность народа. Лингвокультурология изучает национально значимые единицы в языке, необходимые для успешного процесса международной коммуникации.

Предметом лингвокультурологии рассматриваются лингвокультуремы (афоризмы, фразеологизмы, фоновая лексика), то есть единицы языка, которые синтезируют в себе языковое и культурологическое содержание, являются эффективным средством интерпретации культурных ценностей.

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PO‘LATLARNI PAYVANDLASH TEXNOLOGIYASI

Otaqulova Nodira Shovvobek qizi
Mashinasozlik texnologiyasi fakulteti
MYaMT yo‘nalishi 3-bosqich talabasi

Uglerodli va legirlangan po‘latlar bo‘ladi. Tarkibida 0,1 – 0,7%uglerod bo‘lgan po‘latlarga uglerodli konstruksion po‘latlar deyiladi.

Temir asosida tayyorlangan, tarkibida bitta yoki bir nechta legirlovchi elementlar hamda 0,5% gacha uglerod bo‘lgan po‘latlarga legirlangan po‘latlar

deyiladi.

Uglerodli po'latlar ГОСТ 380-71 (oddiy sifatli uglerodli po'lat), ГОСТ 1050-74 (uglerodli konstruksion sifatli po'lat), ГОСТ 23570-79 (qurilish konstruksiyalari uchun mo'ljallangan po'lat), ГОСТ 5521-76 (kemasozlikda ishlatiladigan po'lat), ГОСТ 6713-75 (ko'priklar qurishda ishlatiladigan po'lat) va boshqalarga muvofiq etkazib beriladi.

Payvand buyumlar tayyorlashda ishlatiladigan uglerodli konstruksion po'lat kam uglerodli, o'rtacha uglerodli va ko'p uglerodli po'latlarga bo'linadi. Kam uglerodli po'latlar jumlasiga yoy yordamida va gaz alangasida payvandlaganda toblanmaydigan, tarkibidagi uglerod miqdori 0,22% dan ortmaydigan po'latlar kiradi; o'rtacha uglerodli po'latlarda uglerod miqdori 0,2 – 0,45% ga va ko'p uglerodli po'latlarda 0,45 – 0,7% ga teng.

Asosiy strukturasiga ko'ra po'latlar klasslarga bo'linadi: perlitli, beynitli, martensitli, ferritli, austenitli va karbidli po'latlar.

Mashinasozlik po'lati ko'pincha perlitli klassga, alohidaxususiyatlarga ega bo'lgan po'lat austenitli, martensitli yoki ferritli klasslarga taaluqli.

Oddiy sifatli uglerodli po'lat etkazib berilish xarakteristikasiga ko'ra uchta gruppaga bo'linadi: A – mexanik xossalari, B – kimyoviy tarkibi va B – mexanik xossalari hamda kimyoviy tarkibiga ko'ra. Qurilish norma va qoidalariga muvofiq payvand buyumlar B gruppada po'latlardan tayyorlanishi kerak. B gruppaga po'lati kimyoviy tarkibi va mexanik xossalari, oksidsizlanish darajasi va po'lat kategoriyasining nomeriga qarab oltita markaga ega. Payvand konstruksiyalar uchun B gruppada po'latdan asosan barcha oksidsizlanish darajalari va barcha kategoriya nomerlaridan BCT2 va BCT3 markali po'latlar ishlatiladi. Markasining nomiga ko'ra po'lat quyidagicha o'qiladi. BCT3-чп3 – B gruppaga po'lati, markasi 3, tinch qaynaydigan (oksidsizlanishi bo'yicha), kategoriya; BCT3 Гпс4 – B gruppaga po'lati, markasi 3, tarkibidagi marganets miqdori oshirilgan, qisman tinch qaynaydigan 4-kategoriya; BCT3кп – B gruppaga po'lati, markasi 3, qaynaydigan, 1-kategoriya.

Zamonaviy mashinasozlik va qurilishni legirlangan po'latlar ishlatmasdan tasavvur etib bo'lmaydi; ular konstruksiyalarning massasi kichik va ekspluatatsion xossalari yaxshi bo'lgan holda ishonchliligi, puxtaligi va tejamkorligini oshiradi. Bu har xil jinsli metallardan yig'iladigan kombinatsiyalangan konstruksiyalar uchun ayniqsa muhim. Lekin ayrim bir jinslimas metallarni yo umuman payvandlab biriktirib bo'lmaydi yoki ularni payvandlash texnologiyasi juda murakkab. Shu tufayli payvandlash texnologiyasida metallarning payvandlanuvchanligi to'g'risidagi tushuncha katta ahamiyatga ega.

Har xil jinsli metallarni payvandlashda atomlararo bog'lanishlarni hosil qilish mumkinligi payvandlanuvchanlik ko'rsatkichi hisoblanadi. Bir jinsli metallar osongina payvandlab biriktiriladi, har xil jinsli metallarning ba'zi juftlari esa birikmalar atomlararo bog'lanishni mutloq hosil qilmaydi, masalan mis qo'rg'oshin

bilan payvandlanmaydi, temirniqo'rg'oshin bilan, titanni uglerodli po'lat, mis bilan payvandlash qiyin va hokazo.

1.1-jadval

Perlit strukturali po'latlarning payvandlanuvchanligi

Payvandlanuvchanlik klassi	Po'latlar	Payvandlash shartlari
I	Tarkibidagi $C \leq 0,22\%$ (markalari ВСТ3СП 5, ВСТ3ГСП 5, 18КП, 18СП, 18ГСП, 08, 10, 15 va boshqalar)* bo'lgan kam uglerodli po'latlar Tarkibidagi $C \leq 0,14\%$ bo'lgan kam legirlangan kam uglerodli (markalari 09Г2С, 10Г2С1, 10ХСНД, 12Г2СМФ, 12ГС va boshqalar) po'latlar	Metall qalinligi, atrof-muhit harorati va buyumning bikrliligiga qaramasdan payvandlash rejimlarining keng intervalida uncha cheklanmagan darajada payvandlanadi
II	Tarkibida 0,22 – 0,30% uglerod bo'lgan uglerodli (markalari Ст4, 20, 25 va boshqalar) po'latlar Tarkibida 0,14 – 0,22% uglerod bor kam legirlangan kam uglerodli (markalari 15ХСНД, 14Г2АФ, 15Г2АФДпс, 16Г2АФ, 14ГСМФP va boshqalar) po'latlar	Payvandlash rejimlarining tor intervalida to'g'ri tanlanganda atrof-dagi havo haroratiga (kamida – 5 °C) qalinligi (20mm dan kam) va bikirligiga qarab cheklangan darajada payvandlanadi
III	Tarkibida 0,3 – 0,4% uglerod bor, uglerodli (markalari Ст5, 25, 35 va boshqalar) po'latlar Tarkibida 0,22 – 0,3% uglerod bor kam legirlangan o'rtacha uglerodli (markalari 18Г2АФ, 20ХГСА va boshqalar) po'latlar	Oldindan yoki payvandlashda 100 – 250 °C gacha qizdirib payvandlanadi

IV	Issiqbardosh po`latlar (12XM, 15XM, 20XMЛ, 12X1MΦ, 15X1MΦ va boshqalar) O`rtacha legirlangan o`rtacha uglerodli (25XГСА, 30XГСА, 30XГЧА, 30XH2MΦA, 20X2MA va boshqalar) po`latlar Turli markadagi ko`p legirlangan perlit po`latlar	Qizdirib payvandlanadi va keyin payvand buyum termik ishlanadi
*Po`latlarning payvandlanuvchanligi formuladan aniqlanadigan ekvivalent uglerod CE bo`yicha ham baholanishi mumkin.		

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ATROF MUHITNI CHIQINDILARDAN QISMAN TOZALASH VA POLIMER MODDALAR BO`LGAN PLASTMASSALARNI QAYTA

*Kamoldinova Odina Baxtiyarovna
Andijon Mashinasozlik instituti
Mashinasozlik texnologiyasi fakulteti
“MYaMT”yo`nalishi 3-kurs talabasi*

Ma'lumki, plastmassalarni qayta ishlash jarayonidagi qiyinchiliklarni qisman yengillashtirish va kechadigan bosqichlarini kamaytirish tadqiq qilingan. Jarayonning muvaffaqiyatli darajada bo`lishi, biz plastmassalarni qayta ishlab chiqarish texnologiyalari orqali energiyani tejashimiz, chiqindilarni

kamaytirishimiz, hamda yangi mahsulot ishlab chiqarishga nisbatan kam energiya sarflashimiz mumkin. Kalit soʻzlar: polimer, plastmassa, plastik, saralash, granula, chiqindi, kukun, bosqich, yengil, qoldiq, texnologiya, energiya. KIRISH: Oxirgi yillarda mamlakatni rivojlantirish, axoli turmush tarzini yaxshilashga, xalq ehtiyojlarini arzon va sifatli mahsulot turlari bilan taʼminlashga katta eʼtibor qaratilmoqda. Bunday mahsulotlarga biz kundalik hayotda har qadamda uchratadigan polimer moddalardan biri boʻlgan plastmassalarni olishimiz mumkin. Koʻplab kundalik uy-roʻzgʻor buyumlari plastik va polimerlardan tayyorlangandir. Polimer va plastmassaning farqi shundaki, plastmassa oʻziga xos polimer turidir. Bilamizki, plastmassalar arzon, yengil yengil, bardoshli, koʻp sohalarda ishlatiladigan material hisoblanadi. Plastmassalarni turli xil mahsulotlarga osongina shakllantirish mumkin. Har yili dunyo boʻyicha 100 million tonnadan ortiqroq plastmassa ishlab chiqariladi. Binobarin, polimer va plastmassalarni qayta tiklash qayta ishlash juda muhim masala hisoblanadi. Muammolar. Bugungi kunda chiqindilarni yildan yilga koʻpayishi natijasida ekologiyani ifloslanishi atrof-muhitning zararlanishi, havoning ifloslanishi, turli zararli kasaliklarning kelib chiqishi kuzatilmoqda. Bu umumiy chiqindilarning 10 %ini plastmassalar egallamoqda. Tahlillarga qaraganda, dunyo boʻlab hech qanday chora tadbirlar koʻrilmasa 2040-yilga borib insonlar tomonidan tuproq va suvga uloqtirilgan plastik, polimer chiqindilar 1 milliard 300 mln tonnaga yetishi maʼlum. Plastikhamma narsada, dunyoning barcha joylarida turli maqsadlarda ishlatiladi. Shu sababli chiqindilar borasida ham har xil natijalar kuzatiladi. Plastmassalarni qayta ishlash jarayonida bir qancha bosqichlarda amalga oshiriladi. Bular yigʻish, saralash, maydalash, yuvish, eritish va granulalashdan iborat. Plastmassalarni qayta ishlash sanoati uchun bir qancha muoammolar mavjud, ular aralash plastmassalardan tortib, olib tashlash qiyin boʻlgan qoldiqlargacha shular jumlasidandir. Aralash plastmassalarni tejamkor va samarali qayta ishlash ehtimol, qayta sanoati oldida turgan eng katta muammolardandir. Yechim: Bu dolzarb muammolarni bir muncha kamaytirish plastmassalarni qayta ishlash bilan ham qisman hal boʻladi. Birinchi navbatda, chiqindilarning paydo boʻlishini kamaytirish keyin qayta ishlash masalalarini koʻrib chiqish maqsadga muvofiqdir. Chiqindilarni qayta ishlash oʻzi nimaligi haqida fikr yuritadigan boʻlsak, chiqindilardan xalq xoʻjaligida qayta foydalanishni taʼminlash va xom –ashyo energiya mahsulotva materiallarni olish uchun ularni qayta ishlashdan iborat jarayondir. Qayta ishlash potensial foydali materiallarni ulitilizatsiya qilishning oldini oladi va birlamchi xom-ashyo sarfini kamaytiradi. Shu bilan energiya sarfini, havoning ifloslanishi (yoqish jarayonida), suvning ifloslanishini kamaytiradi. Greenpeace tahlilariga koʻra, plastik chiqindilarni qayta ishlash polimerlarning birlamchi ishlab chiqarishiga qaraganda sayyoramizga 3 marta

kamroq zarar keltiradi. Plastmassalar tabiiy ravishda yuz va undan ham ko'p yillar davomida parchalanadi. Shu sababli ularni qayta ishlash atrof –muhitga chiqadigan zararli moddalarni kamaytirish uchun xizmat qiladi. Ushbu jarayondagi kechadigan bosqichlarni bir qancha kamaytirish yoki plastmassalarni qayta ishlashdagi muammolarni qisman kamaytirish jarayonini samarali va oson ajrata oladigan asbob uskunalar yaratish bilan hal qilish mumkin. Chiqindilarni qayta ishlashning asosiy bosqichlaridan biri chiqindilarni alohida –alohida saralab yig'ish hisoblanadi. Bunda chiqindilarning turiga qarab, xususan plastmassalarni ham alohida idishlarda saralab ajratgan holda yig'ish samarali tarzda foyda beradi. Atrof –muhitni chiqindilardan ifloslanishini oldini olish uchun joylarda ya'ni bozor, bog'cha, maktab, market, bog'lar hududlarida odam gavjum maskanlarda chiqindi xususan plastmassalar uchun mahsus idishlarni ko'paytirish lozim. Bundan tashqari chiqindi yig'uvchi maxsus mashinalar barcha aholi punktlarini qamrab olib xizmat kursatish vaqtida plastmassalarni iloji boricha saralab yig'ishi maqsadga muvofiqdir. Plastmassa chiqindilari presslash shuningdek kukun holatiga keltirish usuli bilan ularni qayta ishlash uchun tayyorlash masalani hal qilishga yordam beradi.

Xulosa. Plastmassalarni qayta ishlab chiqarish texnologiyasi shuni ko'rsatadiki xozirgi kunda deyarli global muammo bo'lgan chiqindilar ko'payish xavfini kamaytiradi. Bundan tashqari polimer moddalar bo'lgan plastmassalarni ishlab chiqarishga sarf bo'ldigan enegiyani qayta ishlash usuli bilan kamaytiriladi. Plastmassa maxsulotlarini qayta ishlab chiqarish atrof muhitga ularning chiqindilaridan kelyotgan zarar xususan, havo va suvning ifloslanishi, chiqindilarning yildan –yilga ortishi, atrofni ifoslanishi, kelib chiqayotgan ekologik muammolarni hal qilishning samarali usuli hisoblanadi. Buni amalga oshirish avvalo eng boshidan, ya'ni saralab yig'ishdan boshlanadi. Bu jarayonning mukkamal darajada bo'lishi qolgan bo'ladigan bosqichlarning oson tarzda amalga oshishiga debocha bo'ladi. Demak, biz plastmassalarni qayta ishlab chiqarish texnologiyalari orqali energiyani tejashimiz, chiqindilarni kamaytirishimiz, hamda yangi mahsulot ishlab chiqarishga nisbatan kam energiya sarflashimiz mumkin.

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APPLICATION OF EU STANDARDS IN INCREASING EXPORT CAPACITY OF SEWING AND KNITTING PRODUCTS

Mamajonova Mukhlisakhon

3 rd year student of MSMSM Department of

Andijan machine building institute

muhlisamamajonova522@gmail.com

As we know, in the Andijan region, the sewing and knitting industry is considered one of the promising sectors of the textile industry and is developing every year. The introduction of new production technologies, the use of high-performance, modern equipment, and at the same time effective management are ensuring high efficiency of labor in enterprises of the industry, the growth of the volume of industrial production. Now more than 700 textile and sewing - knitting enterprises have been established in the region, employing more than 60,000 residents. Large textile and sewing knitting enterprises such as “Nile granite” (Samo brand), “Barchinoy” LLC, “Milana tekstil”, “Marjan investment”, “Xanteks Grupp”, “Bubor M&F” are successfully operating in the region.

In the export of textile products, the European Union is one of the largest consumer markets. Before exporting products, it is necessary to study the compliance of the requirements of the European Union and the quality and safety of products with the requirements of the EU law students. The products of sewing and knitting enterprises operating in the Andijan region are mainly produced according to the requirements of the ISO 9001:2015 standard. The adoption of international standards and the production of products based on them opens up wide opportunities for the jaxon market when exporting sewing and knitting products to European Union member qualifications.

International standards included in the EU program in the production of textile industrial products: ISO standard, NATURTEXTIL standard, organic products standard (GOTS (Global Organic Textile Standard) and eco-Teks standard 100 (Oeko-Tex® Standard 100).

International ISO standard. The international standard was developed by a group of technical committees.

1. Technical committee ISO / TC 38-textile.

2. Technical support ISO / TC 133 is a clothing size recognition and marking system. The ISO / TC 38 technical committee includes the following areas for the textile industry. [2]

- fibers, threads, ropes, fabrics and other finished textile products, test methods related to this area.

- raw materials for the textile industry, auxiliary materials and chemical products necessary for processing and testing.

- textile products specification.

The ISO / TC 133 Technical Committee mainly develops standards for determining and defining the sizes of outerwear.

The standard "NATURTEXTIL" "quality mark" reflects the strict standards who are put on environmental textiles and high-tech production. The standard assesses the suitability of all shedding products processes to eco standards.

The International Union of natural textiles (IVN) represents three "quality marks" for ecological textile products:

- The minimum standard for certification of textile products is internationally recognized by IVN . GOTS meets Organic Textile Standard standards. The minimum requirement to get the GOTS mark is 90% natural fiber. Only 10% can be synthetic fibers and viscose.

- IVN" NATURTEXTIL Best " quality mark represents the highest environmental standards for textile products above the standards of the GOTS standard. The main difference is that the product made with the BEST mark must be from 100% certified organic fibers. [2]

- "NATURLEDER" IVN quality mark is developed for certification of skin products.

In order to have a " NATURTEXTIL " standard, it is advisable to make sewing-knitting products from environmentally friendly natural fibers without the addition of chemicals. The GOTS organic textile standard is one of the world recognized standards for the production of textile products from organic fibers. This standard defines the technical conditions and requirements necessary for the process of manufacturing organic textile products.

The GOTS standard has a two-Level certificate:

1. The first level is “organic”. It defines at least 95% certified organic TOLLAS, and the remaining 5% - products containing synthetic or natural fibers.

2. The second level is “made with X % organic”. It is used to brand products that contain at least 70% certified organic fibers. The remaining 30% are natural or synthetic fibers, the latter should not exceed 10%. Socks, pantyhose and sportswear can contain up to 25% synthetic fibers.

Eco-Tex Standard 100 (Oeko-Tex® Standard 100) is an international system of testing and certification of products made from textile materials that are put into the use of chemicals. Oeko-Tex® Standard 100 certification is issued in the absence of prohibited substances in the tested European Union.

Products are checked on the following substances:

- prohibited carcinogenic dyes,
- allergy-causing dyes,
- heavy metals release,
- chlorinated aromatic compositions,
- formaldehyde,
- pesticides, etc.

Production of brand products at sewing and knitting enterprises based on these standards - development of cooperation, participation in additional projects with foreign countries, holding technical conferences, development of processes for strengthening, standardization and certification of the material technical base, protection of Product Safety, Quality and consumer rights, preparation of specialists in kayta, online and offline advertising of specialty brands, implementation of intellectual welfare development measures, the basis will be the development of e-commerce (establishment of online stores), as well as the establishment of a light Industry Innovation Industry Center.

Ilmiy rahbar: Sotvoldiyeva Nasibaxon

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AVTOTRANSPORT VOSTALARINING ATROF-MUHITGA TA'SIRI VA UNING TAHLILI

Rustamjonov Abdulmalik Baxromjon o'g'li
Andijon mashinasozlik instituti “
Avtomobilsozlik va traktorsozlik “yo'nalishi K-70-21 guruh talabasi

Kirish

Hozirgi vaqtda insonlar hayotida transport vositalari muhim ahamiyat kasb etmoqda. Kundalik turmushimizni avtomobil transportisiz tasavvur qila olmaymiz. Axir avtomobillar bizni uzog'imizni yaqin qilib, qimmatli bo'lgan vaqtimizni tejashda juda katta rol o'ynaydi. Umuman olganda, avtomobil - mustaqil energiya manbayiga ega bo'lgan, quruqlikda, relssiz yo'llarda yuk va odamlarni tashishga yoki unga o'rnatilgan qurilmalar yordamida maxsus ishlarni bajarishga mo'ljallangan qulaylik va xavfsizlikka ega bo'lgan g'ildirakli mashina hisoblanadi. Avtomobillar ancha foyda keltirishi, inson sivilizatsiyasini rivojlantirish bilan bir qatorda zarar ham olib keladi. Negaki, avtomobillar harakatlangan vaqtda ichki yonuv dvigatellarida yoqilg'i mahsulotlarining to'liq yonmasligi natijasida o'zidan atrof-muhitga 200 dan ortiq zarali moddalar chiqaradi. Avtomobil transportidan chiqadigan asosiy chiqindilarga qo'rg'oshindan tayyorlangan batareyalar, plastmassali ichki bezak elementlari, avtomobil shinalari, avtomobil tanasining metal bo'laklari. Har yili eski avtomobillarning tanasini eritib, qayta ishlash jarayonida ham juda ko'p miqdorda metall zarralari atmosferaga ko'tariladi. Statistik ma'lumotlarga qaraganda rivojlangan mamlakatlarda avtomobillar atmosferaga yiliga 31 mln tonnadan ortiq zararli gazlar chiqarar ekan. Umuman olganda avtomobillar, transport-yo'l majmualari atrofni ifloslanishiga olib keluvchi asosiy manbalardan biridir. Shu jumladan, suv havzalarining ifloslanishida avtomobillar muhim rol o'ynaydi. Dunyo olimlarining ta'kidlashicha havoni ifloslantiradigan asosiy antropogen omillar ro'yxatida avtomobil transport vositalari birinchi navbatda ekan. Bu degani yillik atmosferaga chiqayotgan zararining 40 % qismi avtomobilga to'g'ri keladi. 2021-yilda O'zbekiston Respublikasida jismoniy shaxslarda 3.14 mln avtomobil mavjud. Shulardan 75 % qismi ya'ni 2.4 mln avtomobil yoqilg'i sifatida gazdan, 796 mingtasi benzindan, 71 mingtasi esa dizel yoqilg'isida harakatlangan. 2023-yilda esa bu ko'rsatkich 4.6 mln dona avtomobilni tashkil etgan. Bularning barchasi tabiatga o'z ta'sirini o'tkazmay qolmaydi. Hozirda mamlakatimiz poytaxti Toshkent shahri dunyoning atmosfera havosi ifloslangan shaharlari qatoriga kirib bormoqda. Toshkentda avtotransport vositalari soni kundan-kunga ortib bormoqda. Transport vositalarining ekologik darajasi, foydalanilayotgan yoqilg'i va yo'l harakatini

tashkil etish sifatiga bog'liq bo'lib qolmoqda. Hozirgi vaqtda Toshkent shahrida bir kunda o'rtacha 730 mingta avtotransport vositasi harakatlansa, qo'shimcha ravishda viloyatlardan 160 mingdan 300 minggacha avtomobillar kirib kelmoqda.

Muammolar va uning tahlili

Haqiqatdan ham bugungi rivojlangan davrda avtotransport sohasi kundankunga ravnaq topmoqda. Ularning soni shiddat bilan oshib bormoqda. Statistika yana bir e'tibor qaratadigan bo'lsak, bugungi kunda dunyo bo'yicha 1,2 milliarddan ortiq avtomobil mavjud bo'lib, ularning 947 million donasi yengil avtomobil, qolgan 335 million donasi esa boshqa turdagi avtomobillar hisoblanadi. Avtomobil sanoati butun dunyo bo'yicha tez rivojlanishi bilan bir qatorda ba'zi salbiy oqibatlarni ham keltirib chiqarmoqda. Bulardan birinchisi va allaqachon global muammo tarziga aylanib ulgurgan — atrof-muhit va ekologiyaga ta'siridir. Buning natijasida millionlab tonna chiqindi gazlar to'g'ridan-to'g'ri atmosferaga chiqib ketmoqda. Bulardan eng xavfli benzin va dizelda ishlovchi ichki yonuv divigatel(IYoD)li avtomobillardir. Ular bir sutkada 3.5-4 kg is gazini atmosferaga chiqarib tashlaydi. Uning tarkibida esa inson salomatligi uchun jiddiy ta'sir qiluvchi, atmosferadagi azon qatlamini yemirilishini tezlashtiruvchi uglevodorodlar, is gazi, azot oksidi va qurum kabi ko'plab zararli moddalar mavjud. Avtomobillarning yana bir dolzarb bo'lgan salbiy ta'sirlaridan biri — bu “shovqin ta'siri”dir. Uning oqibatida ham minglab insonlar hali hanuz aziyat chekmoqda, ya'ni baland shovqin dastlab inson miyasiga ta'sir qiladi va turli xil asab kasalliklarini keltirib chiqaradi. Bizga ma'lumki avtotransport vositalarining harakatga keltirish uchun foydalanadigan yoqilg'I turlari atrof-muhitga turlicha ta'sir qiladi.

1-jadval

Yoqilg'i turlari bo'yicha chiqindi gazlar miqdori

Yoqilg'i turi CO₂ gr/km Uglevodorodlarga gr/km NO_x gr/km Qurum gr/km **Jami**

Be5 Benzin	10.6 10.6	2.2 2.2	2.22. 2.25	0.3 0.3	15
Diz Dizel	0.50 0.5	0.38 0.38	2.5 2.5	2.4 2.4	5.8 5.7
Met Metan	4.7 4.7	1.2 1.2	2.15 2.1	0.06 0.06	8.1 8

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TRANSPORT VOSITALARINING EKOLOGIK XAVFSIZLIGIDAGI DOLZARB MUAMMOLAR VA INNOVATSIYALAR

**Rustamjonov Abdulmalik Baxromjon o'g'li Andijon mashinasozlik instituti
“Avtomobilsozlik va traktorsozlik” yo'nalishi K-70-21 guruh talabasi.
Andijon mashinasozlik instituti, Andijon, O'zbekiston**

Kirish

Hozirgi vaqtda transport vositalari soni 800 millionni tashkil etadi. 2035-yilga kelib, 3 milliard avtomobil mavjud bo'ladi. Ko'rinib turibdiki, avtomobil ommaviy sanoat mahsulotlaridan biri sifatida uning yorqin vakili hisoblanadi atrof-muhitga keng ko'lamli salbiy ta'sir (egzoz chiqindilari, shovqin va tebranish, qo'zg'alish moslamasining yo'l va tuproqqa halokatli ta'siri, operatsion eskirish mahsulotlari avtomobil komponentlari, avtomobillarni qayta ishlash mahsulotlari va maxsus operatsion texnik suyuqliklar va boshqalar.). Ushbu salbiy ta'sirning maksimal ruxsat etilgan me'yorlari ilmiy asoslangan va federal va sanoat aktlari bilan tartibga solinadi. Ular atrof-muhit ifloslanishini kamaytirish va ta'minlashga qaratilgan yo'llar va landshaftlar xavfsizligi. Ammo ular chiqindilarni boshqarishni, ikkilamchi manbalarni tartibga solmaydi materiallar va energiya resurslari. Natijada, murakkab ko'p komponentli avtomobil chiqindilari qayta ishlanmaydi uni yig'ish va ajratishning yuqori narxiga bog'liq. Birlamchi xom ashyoning mavjudligi va uning nisbatan past narx chiqindilardan foydalanishni foydasiz qiladi. Bundan tashqari, mavjud tartibga solish mexanizmlari ularning xo'jalik faoliyatiga jalb etilishiga hissa qo'shmaydi. Biroq, atrof-muhitni baholash avtomobilsozlik sohasidagi rivojlanish prognozlarini ishlab chiqishda hozirgi dizayn tendentsiyalarini hisobga olmaslik mumkin emas ularning amalga oshirilishi avtomobilning ekologik xavfsizligi uchun kurashdagi ustuvorliklarga sezilarli ta'sir ko'rsatishi mumkin.

Shunday qilib, kamaytirish bo'yicha mahalliy va xorijiy tajribani har tomonlama sintez qilish zarurati qattiq xalqaro sharoitlarda ommaviy motorizatsiyaning ekologik zararli oqibatlari cheklovlar va qoidalar aniq.

2. Tadqiqot ob'ekti, predmeti, vazifalari va usullarini asoslash

Tadqiqot ob'ekti - ommaviy motorizatsiya sharoitida inson muhitining holati. Tadqiqot mavzusi - avtomobilning hayotiy tsiklining barcha bosqichlarida ekologik xavfsizligi. Tadqiqot maqsadi innovatsion dizayn o'zgarishlarining avtomobilning ekologik xavfsizligiga ta'sirini baholashdir. Tadqiqot usullari statistik tahlil va prognozlashdir.

1.1 Ommaviy motorizatsiya sharoitida inson muhitining holati

Dvigatel egzoz chiqindilari: Avtomobillar havoga 4 milliard tonnadan ortiq karbonat angidrid (CO_2) chiqaradi. 2030 yilga kelib, bu ko'rsatkich 7 milliard tonnaga yetishi va sanoatdan oldingi darajaga nisbatan o'rtacha havo haroratini 4°C ga oshirishi mumkin. Ichki yonuv dvigatellarining chiqindi gazlari (ICE) 200 dan ortiq zaharli moddalarni o'z ichiga oladi. Eng kanserogenlari uglerod oksidi, azot va oltingugurt oksidlari, kuyikish, aldegidlar, qo'rg'oshin va boshqa og'ir metallarning birikmalaridir. Zararli moddalar emissiyasi bo'yicha qonunchilik talablari avtomobilning ekologik toifasini belgilaydi (masalan, EVRO 2, EVRO 3, EVRO 4, EVRO 5, EVRO 6), uning dvigatelining chiqindi gazlaridagi zararli moddalarning maqbul miqdori bilan tavsiflanadi. Atmosferaga zararli moddalarning chiqarilishini kamaytirish masalalari adabiyotlarda tasvirlangan. Ushbu jarayonlar samaradorligi Karno siklining samaradorligi bilan cheklangan ichki yonish dvigatelining dizayni tufayli yuzaga keladi.

Kanserogen kiyim-kechak mahsulotlarining atrof-muhitga emissiyasi. Chiqindi gazidagi zararli moddalarning atmosferaga chiqarilishi ko'rsatkichlariga qo'shimcha ravishda, boshqa barcha turdagi kanserogenlarning atrof-muhitga avtomobil chiqindilari ko'rsatkichlari hal qiluvchi ahamiyatga ega. Ushbu ma'lumotlar transport vositalarining inson muhitidagi umumiy kanserogen ifloslanish darajasiga ta'sirini baholashga imkon beradi. Bu masala eng kam o'rganilgan "odam - avtomobil - atrof-muhit" tizimiga tegishli.

Asosiy bloklarning tashqi shovqini. Tashqi shovqinning ruxsat etilgan darajalari bo'yicha xalqaro Evropa standartlari UNECE ning 6-sonli Nizomida va Yevropaning aksariyat davlatlarining milliy standartlarida aks ettirilgan. Rossiyada hujjat 1974 yilda qabul qilingan. Hozirgi vaqtda shovqin darajasi inson qulog'ining sezgirligiga mos keladigan A shkalasi (GOST 17187, GOST 27435 va GOST 27436) bo'yicha desibellarda (dB) o'lchanadi. Ushbu ko'rsatkichning ahamiyati 1974-yilda EEC (EEC direktivasi 70/157) ruxsat etilgan tashqi shovqin darajasi 91 dan 84 dBA gacha pasayganligi bilan bog'liq. Uzoq masofali avtopoyezdlarni

ishlab chiqaruvchi G'arbiy Evropa kompaniyalari bu darajani 65...68 dBA ga yetkazishga muvaffaq bo'ldi.

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ANDIJON VILOYATIDA MAHSULOT ISHLAB CHIQARISH HAJMINING O'ZGARISHI HOLATI TAHLILI

Anafiyayev Abdurashid –

Andijon mashinasozlik instituti “Iqtisodiyot” kafedrası dotsenti,

Email : anafiyayev79@mail.ru

+998-94-044-97-60

Anafiyaev Abdurashid – Associate Professor of the

Department of Economics Andijan Mechanical Engineering Institute

Email : anafiyayev79@mail.ru

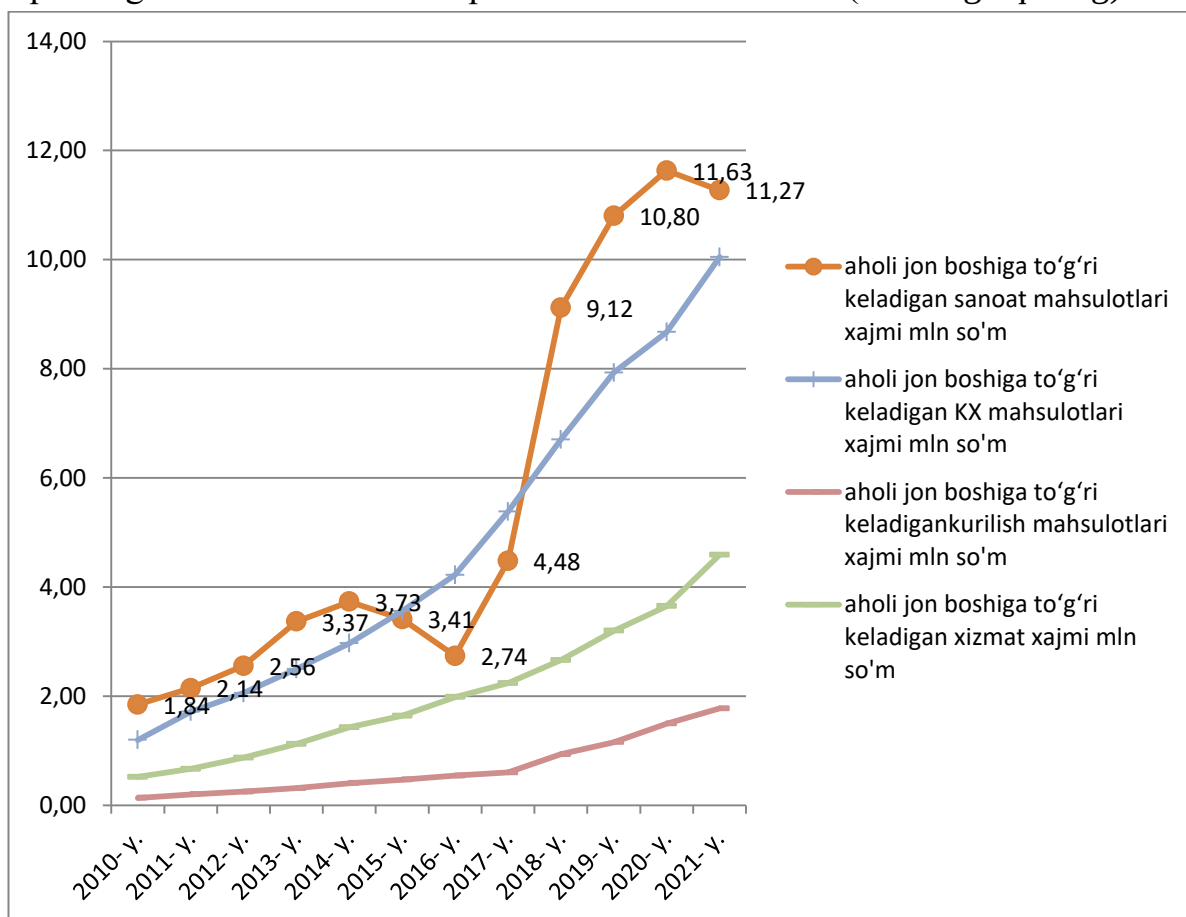
+998-94-044-97-60

Andijon viloyatining iqtisodiy salohiyati yildan-yilga ortib, rivojlanib bormoqda. Sanoat mahsulotlari ishlab chiqarish hajmi, ko'lam hamda ularning turlari soni ham shunga mutanosib o'sib bormoqda. Shuningdek, iqtisodiyot soha va tarmoqlarida ham o'zgarishlar kuzatilmoqda. Jumladan, YAHMning tarkibiy tuzilishida ham ijobiy o'zgarishlar yuz berdi. Andijon viloyatida sanoat mahsulotlari ishlab chiqarish hajmi 2017 yilda 13230,3 mlrd. so'mni tashkil qilgan bo'lsa, 2021 yilga kelib bu ko'rsatkich 35916,2 mlrd. so'mga teng bo'lgan²⁴. 2021 yilda 2017 yilga nisbatan 2,7 barobar o'sgan. Bunga, davlat tomonidan sanoat ishlab chiqarish sohasini rivojlantirish uchun qulay shart-sharoitlarni yaratilganligi o'z ta'sirini ko'rsatmoqda.

Andijon viloyati O'zbekiston Respublikasining sanoat salohiyati rivojlanganlik darajasi bo'yicha yetakchi o'rinlardan birini egallovchi hudud

²⁴Andijon viloyatining 2017-2021 yillardagi pasporti ma'lumotlari

hisoblanadi. 2021 yil yakunlariga ko'ra, Andijon viloyatining sanoat ishlab chiqarish hajmi 35916 mlrd. so'mga teng bo'lgan. Viloyat bu borada O'zbekiston Respublikasida Toshkent shahri (86099 mlrd. so'm), Toshkent viloyati (83202 mlrd. so'm), va Navoiy viloyati (73631 mlrd. so'm) dan keyin 4-o'rinda bormoqda²⁵. Bu ko'rsatkichni yuqoriligi Andijon viloyatida sanoat mahsulotlarini ishlab chiqarish salohiyati tez o'sib borganini ko'rsatmoqda. Ushbu holat viloyatdagi ijtimoiy-iqtisodiy vaziyat nuqtai-nazaridan qaraganda ijobiy o'zgarishdir. Lekin, ushbu vaziyatning boshqa bir xususiyati shundan iboratki, mavjud va yangitdan yaratilayotgan sanoat ishlab chiqarish salohiyati bugungi kunda viloyat sanoat ishlab chiqarishining tarkibini yaxshilashga hamda eksport hisobiga mahsulot hajmini keskin ortishiga olib kelishi lozim. Andijon viloyatining sanoat ishlab chiqarish hajmi, 2021 yil yakuniga ko'ra, 35916,2 mlrd. so'mga teng bo'lgan holda, 2020 yilga nisbatan 101 foizga ortgan. Bu o'zgarishni YAXMda tarmoqlarning ulushi dinamikasi orqali ham ko'rish mumkin (1-rasmga qarang).



1-rasm. Andijon viloyatida aholi jon boshiga to'g'ri keladigan mahsulotlar dinamikasi (mln.so'm)²⁶

Yuqoridagi 1-rasm ma'lumotlaridan ko'rinib turibdiki viloyatda aholi jon boshiga to'g'ri keladigan mahsulotlar hajmi yildan - yilga ortib borgan. Xususan

²⁵ O'zbekiston Respublikasi davlat statistika qo'mitasi va Andijon viloyati statistika boshqarmasi ma'lumotlari

²⁶ Andijon viloyati statistika boshqarmasi ma'lumotlari asosida muallif ishlanmasi

aholi jon boshiga to'g'ri keluvchi qurilish mahsulotlari qiymati 2021 yili 1,77 mln. so'mga teng bo'lib bu ko'rsatkich 2017 yilga nisbatan 2,9 barobarga ortgan bo'lsa, aholi jon boshiga to'g'ri keluvchi xizmatlar qiymati 2021 yili 4,59 mln. so'mga teng bo'lgan va 2020 yilga nisbatan 135 foizni tashkil etgan. Viloyatda yaratilayotgan YAHMni asosi qishloq xo'jaligi va sanoat mahsulotlariga to'g'ri kelmoqda. Birgina 2021 yilda sanoatda bu ko'rsatkich 11,27 mln. so'mni tashkil etib 2017 yilga nisbatan 2,5 barobarga va 2020 yilga nisbatan 96 foizni tashkil etgan.

Demak, aholi jon boshiga to'g'ri keladigan sanoat mahsulotlari hajmini o'zgarishi sababi, asosiy kapitalga kiritilgan investitsiyalar tarkibida markazlashgan investitsiyalar hajmi 2020 yilda 12,1 foizdan 2021 yilda 11,6 foizga kamayganligi bilan asoslanadi²⁷. Shuningdek, asosiy kapitalga kiritilgan investitsiyalarning asosiy qismi ham sanoat sohasiga yo'naltirilganligi bilan ham asoslaymiz.

O'rganilgan yillar davomida viloyatda yangi tashkil etilgan sanoat korxonalarining soni esa 2017 yilda 541 tadan 2021 yilga 2451 tagacha yoki 4,5 baravarga ortgan. Shunga qaramay, sanoat korxonalarining sonidagi o'sish g'oyat katta miqdorga ega bo'lsada, viloyat YAHMda sanoat mahsulotlarining ulushi unga mos ravishda ortmagan²⁸. Sababi, yangi tashkil etilgan korxonalarni faoliyatini yo'lga qo'yishda malakali mutaxassislar va hom ashyo resurslari bilan ta'minlashda muammolar mavjud. Bu muammolarni qisqa vaqt oralig'ida sekin-asta bartaraf etiladi.

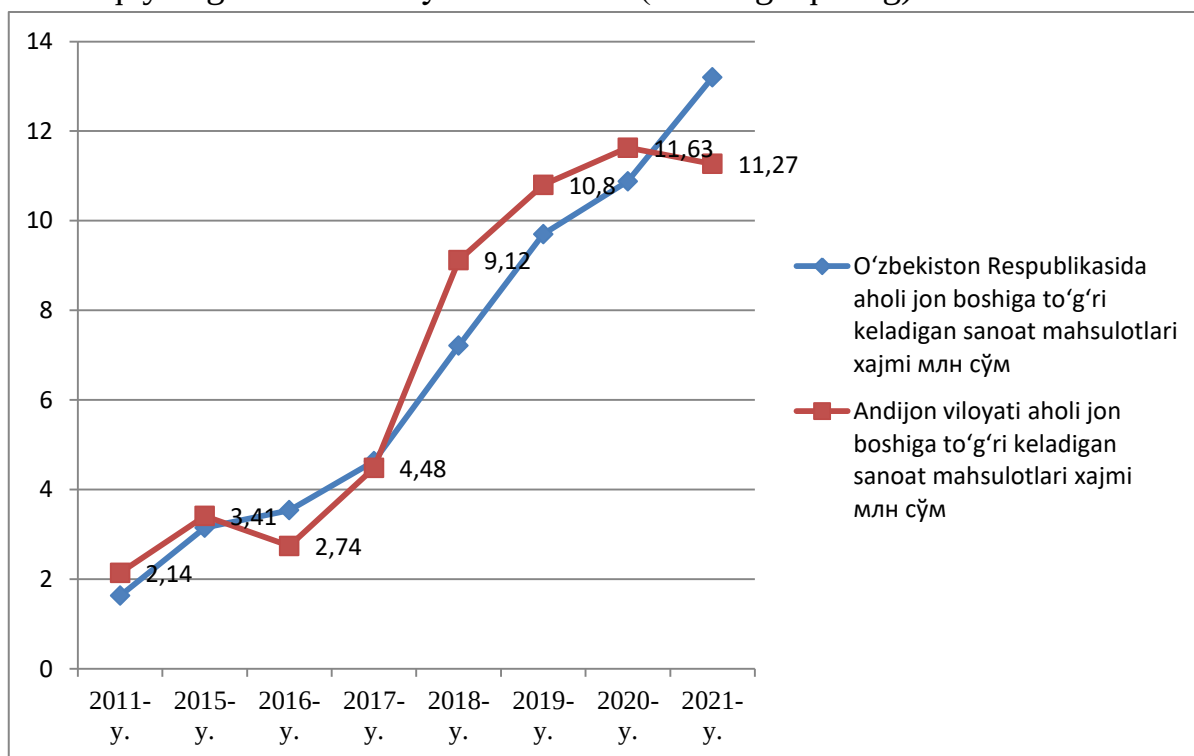
Aholi jon boshiga to'g'ri keladigan sanoat mahsulotlari hajmini oshirish uchun asosiy kapitalga kiritilgan investitsiyalar tarkibida markazlashmagan investitsiyalar hajmini oshirish lozim. Chunki, investitsiya ishlab chiqarish jarayonini yuragi hisoblanib, faoliyatga qanchalik ko'p jalb qilinsa, shunchalik yuqori natija beradi. Shu bilan birga, yangi tashkil etilgan sanoat korxonalarini faoliyat olib borishi monitoring qilinishi zarur. Ular faoliyati davomida mavjud muammolarni bartaraf etishda mahalliy hokimiyat organlari yetakchi rol o'ynashi shart. Sababi, sanoat korxonalarini soni qanchalik ortib borsa, iqtisodiyot uchun ham shunchalik rivojlanib boradi. Chunki, ular tomonidan ko'plab ish o'rinlari yaratiladi. Viloyat aholisi o'ta zich joylashganligini inobatga olsak, (2022 yil 1 yanvar holatiga ko'ra 1km² maydonga 767 kishi to'g'ri kelmoqda²⁹) aholini ish bilan ta'minlashga, ularni etiyojlarini qondirishga, sifatli tovarlar bilan iste'mol bozorlarini to'yintirishga ma'lum darajada erishiladi.

²⁷ Andijon viloyatining 2021 yildagi pasporti ma'lumotlari

²⁸ Andijon viloyatining 2017-2021 yillardagi pasporti ma'lumotlari

²⁹ Andijon viloyatining 2022 yildagi pasporti

Aholi jon boshiga to'g'ri keladigan sanoat mahsulotlari hajmini respublikaga nisbatan quyidagicha tendensiyani ko'ramiz (2-rasmga qarang).



2-rasm. O'zbekiston Respublikasi va Andijon viloyatida aholi jon boshiga to'g'ri keladigan sanoat mahsulotlari hajmi³⁰

Yuqoridagi 2-rasm ma'lumotlaridan ko'rinib turibdiki, O'zbekiston Respublikasi va Andijon viloyatida aholi jon boshiga to'g'ri keladigan mahsulotlar hajmi yildan - yilga ortib borgan. Xususan, respublikamizda aholi jon boshiga to'g'ri keluvchi qurilish mahsulotlari qiymati 2021 yili 3,11 mln. so'mga teng bo'lib, bu ko'rsatkich 2017 yilga nisbatan 2,9 barobarga ortgan bo'lsa, aholi jon boshiga to'g'ri keluvchi xizmatlar qiymati 2021 yili 8,14 mln. so'mga teng bo'lgan va 2020 yilga nisbatan 126 foizni tashkil etgan. Mamlakatda yaratilayotgan YAIM tarkibi asosan qishloq xo'jaligi va sanoat mahsulotlari hamda xizmatlar xissasiga to'g'ri kelmoqda. Birgina 2021 yilda sanoatda bu ko'rsatkich 13,2 mln. so'mni tashkil etib 2017 yilga nisbatan 2,8 barobarga va 2020 yilga nisbatan esa 121 foizga o'sgan.

Demak, aholi jon boshiga to'g'ri keladigan sanoat mahsulotlari hajmini oshishiga, 2017 yildan keyingi yillarda sanoat mahsulotlari ishlab chiqaruvchi korxonalarga qulay investitsion muhitni va qonuniy asoslarini yaratilganligi sabab bo'lgan.

³⁰ O'zbekiston Respublikasi davlat statistika qo'mitasi va Andijon viloyati statistika boshqarmasi ma'lumotlari

Andijon viloyatida joylashgan sanoat korxonalarining iqtisodiy salohiyatini o'rganib borish va undan maksimal darajada samarali foydalanish bugungi kun talabidir.

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ANALYSIS OF PRODUCTION CERTIFICATION AND INSPECTION CONTROL EXPERIMENTS

Mamajonova Mukhlisakhon
3 rd year student of MSMSM Department of
Andijan machine building institute
muhlisamamajonova522@gmail.com

Abstract: This article analyzes the procedure for certification at production enterprises and the certificate in the field of certification issued to it, the analysis of the stages of certification and the process of conducting inspection control and the sequence of inspection control of the Certified Quality Management System in a schematic way.

Key words: Certification, mandatory certification, voluntary certification, realization, inspection control, certificate, compliance

INTRODUCTION

Certification is a system with its own mode of operation and other rules for conducting a system of compliance certification activities. Certification is divided into two types, compulsory certification and voluntary certification.

Mandatory certification-confirmation of compliance with the mandatory requirements of the product (service) in the standards by the office with the authority to certify;

Voluntary certification is certification that is carried out voluntarily on the initiative of the manufacturer (executor), seller (supplier) or consumer. Certification systems can grow at the national, regional and international levels. The central office, which manages the certification system and controls this system, can give its authority in the field of certification and the right to certify compliance to another office.

A certificate in the field of certification is a document published according to the rules of the certification system. This document gives the person or office the right to use the certificate or conformity mark for their products, processes or services in accordance with the provisions of the relevant certification System[1].

DISCUSSION AND RESULTS

Production certification is the confirmation of the compliance of the product with all the requirements that are exceeded in quality standards and technical regulations and the conditions of preparation of the product and the stability of production processes. Grounds for conducting certification of production in the Republic of Uzbekistan. In accordance with the current mandatory certification legislation in the Republic of Uzbekistan, certification of production is not provided for, and certification of production is carried out voluntarily in the national system of certification. Obtaining a certificate of production is carried out according to the manufacturer's wishes in order to increase the competitiveness of the product being produced.

Certificates of conformity for quality can be issued to the following types of productions:

- mass production of a kind of product for a long time;
- individual production of non-stationary granular product of nomenclature;
- continuous large-scale production of conveyor type;
- production of a separate type of product series;
- based on manual labor, grain production or small craft.

As the main objects for certification of production are the following:

- state of separate technological processing;
- the state of the production system of the clock;
- activity in the management of the enterprise;

- activities to ensure the production of quality products;
- quality of the product produced;
- in the production of extended regulatory documents, regulations, norms and measures to ensure the quality of the product;
- product testing and technical control systems.

When certifying production, the following four block objects are evaluated:

- finished product (assessment of its quality in the fields of consumption and realization and analysis of the causes of identified defects);
- technological system (technological processes, loading and unloading works, storage, drying cases);
- maintenance and repair (maintenance and repair of devices, operation, execution, comparison of control and measuring instruments);
- test and technological control systems of the clock (access control, operational control, reception control; sample, periodic tests).

A brief composition of the work performed at the stages of Production Certification is presented in Table 1.

Main stages of production Table 1

	Name of stages	The composition of the stage	Acting	Stage finish
1	Dcklaration to certification of production-submission of the application to the certification office	Declaration-analysis of the application	Organization (applicant)	The appointment of an expert to make the initial information Exciter
2	Initial reference ckspertiza	Assessment of toiquity for the collection, analysis, examination of the initial data on the quality of the product being realized, the implementation of the next stage of Production Certification	Certification Office (competent expert)	Certification of production-drawing up a conclusion on the completeness of information, conclusion of a contract for conducting certification of production
3	Production by inspection the commission was chaired by	Appointment of the chief expert and approval of the composition of the	Certification Office (competent expert)	Hasmification of the order on the composition of

	formation	commission		the commission
4	Checking worker compilation of the program (or sample application reception make)	Production inspection and object sorting and qaromi acceptance rules	Certification irish Office (competent expert)	Acceptance of the production inspection program
5	Production check	Formation of the commission, drawing up an inspection plan, checking production, acceptance of the resolution on the possibilities of certification of production	Certification Office (competent expert)	Drawing up an indication of the results of production inspection
6	Production results of the inspection hujjatlami formalization and certification recommendations about qaromi reception	Drawing up the draft certificate	Certification Office (competent expert)	Sending an act on the results of the production inspection. Sending a draft certificate to the registration Technical Center
7	Ishab release certification about qaromi reception	Acceptance of the certificate on the list in the Register	Registration Technical Center	Sending the certificate to the applicant
8	Inspection control over certified production	Performing the procedure to improve the stability of the quality of the product being prepared in accordance with the inspection programs	Certification irish Office (competent expert), registration Technical Center	Check formalization of the act

Inspection control-accreditation facilities are said to carry out a periodic ravishta compliance assessment jarajon to activate them after receiving an accreditation certificate [2].

Inspection control can be both scheduled and off-plan. Scheduled inspection supervision is carried out at least once a year during the period of validity of the certificate. Scheduled inspection control is carried out between 6, 10, and other months during the validity period of the certificate.

Unplanned inspection control is carried out in the following situations:

- if the certification office receives a certificate from the certified Smt in the form of serious violations, and at the same time the certificate recipient's information about consumer complaints about the quality of the product produced;
- in the event of changes in the organizational structure, technology, production conditions, structure of working personnel and personnel, as well as the like.

Unplanned inspection is determined by the fact that the objects of audit in control depend on the reasons, the need for inspection control arises [3].

CONCLUSION

If the results of inspection control are positive (inconsistencies, there are no violations of the procedure in the use of the certificate and correctly received the conformity mark), the Certification Office makes a decision to confirm the validity period of the certificate of conformity. If the inspection Control finds that the planned corrective action to eliminate the discrepancy determined by the previous inspection control has not been met, the sertfication office will issue a certificate of suspension within three months.

Ilmiy rahbar: Sotvoldiyeva Nasibaxon

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ОПЫТ ЗАРУБЕЖНЫХ СТРАН В РАЗВИТИИ ЭКСПОРТА УСЛУГ

Алихонов Мирзоулугбек Пахлавонжон угли
Андижанский Машиностроительный Институт

Аннотация: В статье рассмотрен опыт различных стран в развитии экспорта услуг, что играет важную роль в экономическом росте и интеграции стран в мировую экономику. Проанализированы ключевые примеры успешных стран, таких как Великобритания, США, Индия и Сингапур, с выделением факторов, которые способствовали их успеху. Обсуждаются возможности и вызовы для развивающихся стран, включая Узбекистан, а также предложены меры для увеличения доли услуг в национальном экспорте. Сделан акцент на важности инвестиций в образование, инфраструктуру и поддержку со стороны государства.

Ключевые слова: Экспорт услуг, международная торговля, Великобритания, США, Индия, Сингапур, Узбекистан, экономический рост, информационные технологии, аутсорсинг.

Экспорт услуг играет важную роль в экономическом росте и глобальной интеграции стран. В последние десятилетия доля экспорта услуг в мировой экономике значительно выросла, что свидетельствует о растущей роли сектора услуг в международной торговле. Экономики развитых стран всё чаще ориентируются на экспорт услуг как на ключевой фактор их конкурентоспособности на глобальном уровне [1]. В данной статье рассмотрим опыт некоторых стран в области развития экспорта услуг, выявим ключевые факторы их успеха и возможные уроки для других государств, включая Узбекистан.

Определение экспорта услуг

Экспорт услуг включает широкий спектр экономических операций, в которых страна предоставляет услуги зарубежным контрагентам. К основным видам экспортируемых услуг относятся:

- ✓ Транспортные услуги (авиаперевозки, морские перевозки);
- ✓ Финансовые услуги (банковские услуги, страхование);
- ✓ Туризм и гостиничное дело;
- ✓ Образовательные услуги (обучение иностранных студентов);
- ✓ Информационные технологии и консалтинг.

Каждый из этих секторов может существенно влиять на экономический рост и структурные изменения в стране [2].

Опыт стран с высокоразвитыми услугами

Великобритания

Великобритания традиционно является лидером в экспорте финансовых и консалтинговых услуг. Сектор услуг занимает более 80%

экономики страны. Лондон – один из мировых финансовых центров, привлекающий клиентов со всего мира. Важнейшие факторы успеха Великобритании в этой сфере:

Наличие хорошо развитой инфраструктуры финансового рынка;

Высокий уровень квалификации специалистов;

Прозрачная правовая система, защищающая интересы международных инвесторов;

Технологическая интеграция и инновации, например, в финтехе.

Опыт Великобритании показывает важность создания и поддержки прозрачной и технологически развитой деловой среды для экспорта услуг.

США

США лидируют в мире по объему экспорта услуг в секторе информационных технологий и инноваций. Крупные технологические компании, такие как *Google*, *Microsoft*, *Apple*, предоставляют услуги по всему миру, что делает США центром глобального ИТ-рынка.

Важными элементами успеха США являются:

Инвестирование в науку, технологии и образование, что позволяет развивать сектор ИТ и инновационных услуг;

Развитие патентной системы и защита интеллектуальной собственности;

Привлечение талантливых специалистов со всего мира.

Этот опыт демонстрирует, что для успешного экспорта ИТ-услуг необходимо создавать условия для технологического прорыва и привлекать лучшие умы из различных сфер [3].

Индия

Индия превратилась в одного из мировых лидеров в экспорте аутсорсинговых услуг, таких как разработка программного обеспечения, обслуживание клиентов и бизнес-процессы (BPO). Ключевые факторы успеха Индии:

Большой кадровый потенциал: Индия выпускает ежегодно миллионы специалистов в области ИТ [4];

Низкая стоимость рабочей силы при относительно высоком уровне квалификации;

Постоянные инвестиции в образование и английский язык, что сделало индийских специалистов востребованными на международном рынке;

Благоприятные государственные инициативы, такие как «*Digital India*», способствующие развитию ИТ-инфраструктуры.

Опыт Индии показывает, что при соответствующих инвестициях в образование и инфраструктуру даже развивающиеся страны могут стать ключевыми игроками на мировом рынке услуг.

Сингапур

Сингапур является азиатским хабом для финансовых и логистических услуг. Его географическое положение и либеральная экономическая политика сделали страну важным центром международной торговли и бизнеса. Ключевые успехи Сингапура:

Прозрачная и эффективная налоговая система, привлекающая международные корпорации;

Высокий уровень жизни и стабильная политическая обстановка;

Современная транспортная и информационная инфраструктура, что делает страну удобной для международной торговли и логистики.

Сингапур демонстрирует, что стабильная политика и благоприятные условия для ведения бизнеса могут стать основой для создания глобальных центров услуг.

Проблемы и вызовы для развивающихся стран

Развивающиеся страны часто сталкиваются с множеством барьеров на пути к успешному развитию экспорта услуг. Среди них:

Недостаток квалифицированных кадров;

Ограниченные инвестиции в инфраструктуру и технологическое развитие;

Недостаточное знание иностранных рынков и отсутствие конкурентных преимуществ [5].

Однако опыт Индии и других стран показывает, что при правильной государственной поддержке и стратегическом подходе развивающиеся экономики могут найти свою нишу на мировом рынке услуг.

Опыт Узбекистана и перспективы развития экспорта услуг

Узбекистан как развивающаяся экономика имеет огромный потенциал для расширения экспорта услуг, особенно в таких секторах, как туризм, образовательные и транспортные услуги. Важными шагами для увеличения доли услуг в экспорте могут стать:

- ✓ Инвестирование в человеческий капитал, улучшение качества образования, особенно в сфере ИТ;
- ✓ Развитие инфраструктуры для привлечения международного туризма и логистических компаний;
- ✓ Принятие реформ для повышения прозрачности бизнеса и улучшения инвестиционного климата.

Уже сегодня Узбекистан предпринимает значительные шаги в этом направлении, создавая специальные экономические зоны, внедряя цифровые технологии и стимулируя развитие транспортной инфраструктуры, что закладывает основу для будущего роста в сфере экспорта услуг.

Выводы

Опыт зарубежных стран свидетельствует о том, что успешное развитие экспорта услуг возможно при наличии нескольких ключевых факторов: высококвалифицированной рабочей силы, технологических инноваций, благоприятной деловой среды и поддержке государства. Каждая страна, исходя из своих конкурентных преимуществ, может развивать различные виды услуг, что позволит ей интегрироваться в глобальные цепочки добавленной стоимости. Узбекистану, для успешного вхождения в этот процесс, необходимо продолжать инвестиции в образование, инфраструктуру и цифровую трансформацию, что станет основой для дальнейшего роста экспорта услуг.

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“LABO AVTOMOBILINING DVIGATILING SHATUNLARIGA VA BOSH DETALLARINI YEMIRILISHI”

Juliyev Jakibbek Yo‘ldoshaliyevich
Andijon mashinasozlik instituti Andijon shahar, O‘zbekiston
“Transport va logistika” fakulteti
“Avtomobil servis” yo‘nalishi 4-kurs talabasi.

Qurilish va melioratsiya mashinalaridan samarali va uzoq muddatga ishlashini ta'minlash omillari bir nechta bo'lib, ulardan biri mashinani ishlatish

davrida yeyilgan detallarini qayta tiklab ta'mirlashdir. Qurilish va melioratsiya mashinalari va ularning ish jihozlarini ishlatish davrida xizmat muddatini o'tagan detallarning 60-65% i yeyiladi. Bu detallarni qayta tiklab ta'mirlash mumkin. Qurilish va melioratsiya mashinalarining barcha detallarini ish muddatiga qarab uch guruhga bo'lish mumkin. Birinchi guruhga o'z ish muddatini to'liq o'tagan va ta'mirlash paytida yangisi bilan almashtirilishi lozim bo'lgan detallar kiradi. Bunday detallar nisbatan oz bo'lib, barcha detallar sonining 25-30% ni tashkil etadi. Bu guruh detallarga porshenlar, porshen halqalari, podshipniklarning vkladishlari, turli vtulkalar, dumalanish podshipniklari, rezina texnik buyumlar va boshqalar kiradi. Ikkinchi guruh detallariga (30...35%) ish sirtlari joiz chegarada yeyilgan detallar kiradi. Uchunchi guruhga detallarning asosiy (40...45%) qismi kiradi. Ulardan ta'mirlangandan keyingina qayta foydalanish mumkin. Bu guruhga narxi ancha qimmat va murakkab bo'lgan detallar, masalan, silindrlar bloki, tirsakli val, uzatmalar qutisining korpusi, orqa ko'prik, gaz taqsimlash vali, gidrosilindrlar, gidromotorlar, ishli va yulduzchali g'ildiraklar va boshqalar kiradi. Mashinaning ishdan chiqqan qismi mashinadan olinib, detallarga ajratiladi. Ajratilgan detallar maxsus aralashmali suvga solinadi va suv qizdirilib, uni ichidagi detallar yuvib tozalanadi. Qayta tiklanishi mumkin bo'lgan detallar ajratib olinadi va ular diagnostika qilinadi. Diagnostika natijalari asosida ularni qayta tiklash va ta'mirlash usul laritanlanadi.

Mashina detallarini ishqalanishi va yeyilishi.

Jismlarni bir-biriga tegib turgan qismlarining o'zaro harakati tufayli ishqalanish hosil bo'ladi. Ishqalanishning foydali (isitish, ovoz uzatish va yozish, katta tezlikda yurayotgan mashinani qisqa vaqtda to'xtashi va hokazo) hamda zararli (uni ta'sirida detallarning yeyilishi va ishqalanish kuchini yengish uchun ortiqcha quvvatni sarflanishi) tomonlari ham bor. Sirtga ko'yilgan kuch ta'sirida uning yo'nalishiga qarshi bo'lgan ishqalanish kuchi hosil bo'ladi. Ishqalanuvchi detallarning ishqalanuvchi sirtlarining holatiga qarab ularning tinch holatdagi, harakatdagi, surkov ashyosiz (quruq), surkov ashyoli (suyuqli), chegarali, yarimqu ruq, va yarim suyuqli ishqalanuvchi turlar mavjud.

Tinch holatdagi ishqalanish-ikki jismning nisbiy harakatga o't gunga qadar mikrohrakatlaridagi ishqalanish.

Harakatdagi ishqalanish-nisbiy harakatda bo'lgan ikki jismning ishqalanishi. **Quruq ishqalanish**-bu o'zaro ta'sirlanuvchi detallar orasida moy yoki begona aralashma bo'lmagan ishqalanishdir. Amalda yurish us kunasi zanjirlarining birikmalari, quruq qum bilan quruq ishqalanadi. **Chegarali ishqalanish**-bu o'zaro ta'sirlanuvchi detallar orasida qalinligi 0,1 mkm gacha moy qatlami bo'lgan ishqalanishdir. Bunga toza ishlov berilgan detallar sirtidagi moyning kam miqdorda bo'lishi misol bo'ladi.

Yarimquruq ishqalanish - bu o'zaro ta'sirlanuvchi detalning biri chegarali, ikkinchisi esa quruq bo'lgan holdagi ishqalanishdir.

Suyuq ishqalanish-bu o'zaro ta'sirlanuvchi detallar bir biri bilan moy qatlami orqali ajratilgan holdagi ishqalanishdir. Bunda moyning qalinligi 0,5 mkm dan kam bo'lmasligi kerak. Bunga o'zgaruvchan yuklamasi bo'lmagan «valsirpanish podshipnigi» tutashmasidagi ish qalanishlar misol bo'ladi.

Yarimsuyuqlik ishqalanish - bu o'zaro ta'sirlanuvchi detallar bir vaqtning o'zida aralash, suyuq va chegarali yoki suyuq va yarimquruq ishqalanishda bo'lishi mumkin.

Sirpanishdagi ishqalanish-ikki qattiq jismning harakatdagi ish qalanishi bo'lib, ularning urinish nuqtalaridagi tezligining qiymati va yo'nalishi bir xil bo'ladi.

Mexanik yeyilishda sirpanib ishqalanuvchi detallarning o'lcha mi, shakli va ularning sirtidagi g'adirdirligi o'zgaradi. Agar sirpanish jarayoni sekin va past bosimda bo'lsa, detallar sirtida plastik deformasiyalanish kuzatiladi va u detal sirtini tekislaydi. Hosil bo'lgan qirindilarning bir qismi metallga yopishib qoladi, qolgan qismi esa chiqib ketadi. Sirpanish tezligi katta va detallarning tutashish joyidagi bosim yuqori bo'lishi, detallar sirtini qizishiga olib keladi, ayrim hol larda harorat shu darajagacha yetadiki, detallar qizib kengayishi natijasida, ularning siqilib qolish holatlari yuz beradi.

Abrziv yeyilishda detallarning sirti, undan qattiqroq bo'lgan boshqa jismga sirpanishi natijasida asta-sekin yeyilishi kuzatiladi. Bunga zanjirli yurish uskunalari, ekskavator, skreper cho'michlari va ulardagi tishlar, buldozer va avtogreyder pichoqlari, zanjirli uzatmalar, val va podshipniklar misol bo'ladi.

Ilmiy rahbar: **Tursunboyev L.E**

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LABO AVTOMOBILI DVIGATELI SHATUNLARINI QAYTA TIKLASH TEXNOLOGIYASI

Juliyev Jakibbek Yo'ldoshaliyevich
Andijon mashinasozlik instituti Andijon shahar, O'zbekiston
“Transport va logistika” fakulteti
“Avtomobil servis ” yo‘nalishi 4-kurs talabasi.

UzAutoMotors (1996—2008-yillarda UzDaewooAuto, 2008—2019-yillarda GM Uzbekistan—Janubiy Koreyaning „Dewoo va O‘zbekistonning „O‘zAvtoSanoat“ kompaniyasi hamkorligida ochilgan qo‘shma yillik quvvati 200,000 avtomobilni tashkil etadi. Qozog‘iston va Ozarbayjonda ishlab chiqarish filiallari mavjud. 2021 hamda 2022-yillarda Qozog‘iston avtomobil savdosida mutlaq yetakchi. Kun.uz nashrining keltirishicha, „O‘zavtosanoat“ Bu Inge Anderssonni o‘zining eng yirik korxonalari — „UzAutoMotors“ va „UzAutoMotor Powertrain“larning bosh direktori etib tayinladi. Qayd etilishicha, u Shvetsiya Harbiy Akademiyasi hamda Garvard universitetining oliy menejment programmasi bitiruvchisi. Stokgolm universitetining biznes boshqaruvi bakalavr diplomini olgan. Bu Inge Andersson avtomobilsozlik sohasidagi top-menejer bo‘lib, sohasidagi faoliyatini 1987-yildan Shvetsiyaning,, Saab Automobile AB“ kompaniyasida boshlagan.

1993-yildan 2009-yilgacha xarid yo‘nalishida turli rahbar lavozimlarni egallagan va 2001—2009-yillarda „General Motors“ning global xarid bo‘linmasiga rahbarlik qilgan. 2009-yildan 2013-yilgacha „Gruppa GAZ“ korxonasiga prezidentlik qilgan. Bu davrda Andersson «Gruppa GAZ» biznesini zarardan barqaror foydaga olib chiqqan. 2014-yildan 2016-yilgacha „AvtoVAZ“ prezidenti etib tayinlangan. „Gruppa GAZ“da bo‘lgani kabi Andersson „AvtoVAZ“da ham to‘liq transformasiyani amalga oshirgan. U „AvtoVAZ“ni tark etgach, eng yirik avtomobil butlovchi qismlarini ishlab chiqaruvchilaridan biri bo‘lgan „Yazaki Europe, Africa, North & South America“ korporasiyasiga 4 yil rahbarlik qilgan. Bunga qadar „UzAutoMotors“ bosh direktori etib Rustam

Rajabov tayinlangandi^[4]. U kompaniyaning 2021-yildagi natijalari ko'rib chiqilgunga qadar, biroq [2022-yil](#) 30-iyundan kech bo'lmagan, bir yillik muddatga tayinlangandi

Labo avtomobilining tuzilishi.

Tashqi korinishi Avtomobil 0.8 litr hajmidagi, 38 ot kuchi quvvatidagi uch silindrli motor bilan, besh bosqichli mexanik uzatmalar qutisi bilan jihozlanadi.



1- rasim : Labo avtomobilining tashqi korinishi

Ichki korinishi. Labo – yuk ko'tarish quvvati 550 kg gacha bo'lgan kichik mini-yuk mashinasi. Labo avtoulovi – Damas modelining modifikatsiyasi, shahar va qishloq joylarida qisqa masofalarga tashish uchun mo'ljallangan, yon tanasi ochiq

Dvigatel [Lasnamäe](#), Tallinn, Estoniya shahrida joylashgan [metall sanoati](#) kompaniyasi edi. Dvigatel 1897-2007-yillarida mavjud bo'lgan kompaniya. Uning shtab-kvartirasi Tallin va Sankt-Peterburgda joylashgan edi. Dvigatel infratuzilmasi bugungi kunda qisman saqlanib qolgan va *Dvigatel sanoat parkida joylashgan* ([:et](#)).



2-rasim ; Labo avtomobilining ichki korinishi.

Dvigatel 1897-yilda podshoh Nikolay II "Dvigatel" kompaniyasi to'g'risidagi nizomni imzolaganidan keyin tashkil etilgan. Dastlab temir yo'l vagonlarini ishlab chiqargan.

Ikkinchi jahon urushidan keyin reaktorlar va turli xil qurilmalar ishlab chiqarildi. Bino 1979-1983-yillarda Dvigateli metall ishlab chiqarish binosini qurgan, Estoniya SSR davrida

Dvigateli harbiy zavodining maxfiy metall sanoati o'sha yerda joylashgan edi, operatsiya sirini ta'minlash uchun binoning aeroportga qaragan derazalari yo'q edi.



3-rasim : Dvigatelning tuzilishi

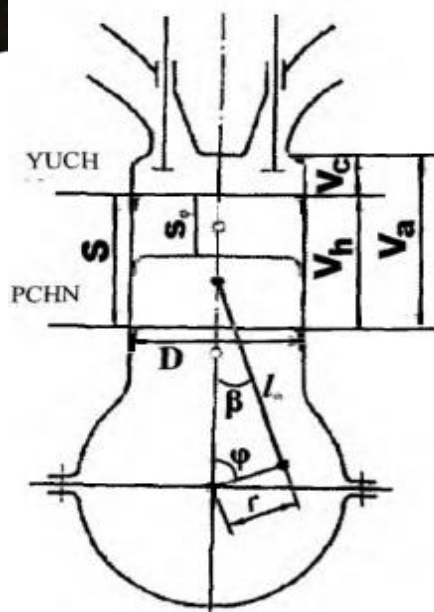
Shatunlar. Ishlayotgan dvigatelda porshen doimo ikkita chekka nuqtaga ega bo'ladi. Porshenning tirsakli valdan eng uzoqda joylashgan nuqtasini YUQORI CHEKKA NUQTA (YUCHN), deb ataymiz. Porshenning tirsakli valga eng yaqin joylashgan nuqtasini PASTKI CHEKKA NUQTA (PCHN) deb ataymiz.

r -krivoship radiusi, mm; l -sh-shatun uzunligi, mm; β -tirsakli valning og'ish burchagi; f_j -shatun o'qini silindr o'qidan og'ishi; D -porshen diametri, mm; S -porshen yo'li, mm; $S(\prime)$ -krivoshipni

Krivoship radiusi deb, tirsakli valning o'zak bo'yni markazidan shatun bo'yni markazigacha bo'lgan masofaga aytiladi.

Shatunning tuzilishi

Shatun uzunligi deb, tirsakli valning shatun bo'yni markazidan shatunning yuqori kallagining markazigacha bo'lgan masofaga aytiladi. Porshenning yuqori chekki nuqtasidan pastki chekki nuqtasigacha (yoki aksincha) bosib o'tgan masofasiga porshen yo'li deyiladi va S harfi bilan belgilanadi.



4- rasim;

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**AVTOMOBILLAR SOVUTISH TIZIMIGA TEXNIK XIZMAT
KO'RSATISH VA TA'MIRLASH ISHLARI TEXNALOGIYASI**

Shomirzayev Samandar Nurmuxammad o'g'li
Andijon Mashinasozlik institute
“Transport logistikasi fakulteti” 4-kurs
“Transport vositalari muhandisligi” yo'nalishi talabasi

Avtomobillarning sovitish tizimining asosiy nosozliklariga: germetiklikni buzilishi, suv nasosi salnigidan, patrubka va boshqa joylaridan suyuqlikning sizib oqishi, tasma tarangligining yetarlimasligi, uning yorilishi, uzilishi, termostat qopqog'ining berk qadalib yoki ochiqlicha qolishi, nasos parragining sinishi, radiator qopqog'ining jips yopilmasligi, tarmoq devorlarida suyuqlik cho'kindi (quyqa)si hosil bo'lishi kabilar kiradi.

Sovitish tizimining nosozliklarini quyidagi tashqi alomatlaridan bilsa bo'ladi: Dvigatel uzoq muddatda, zo'riqib ishlamaganda ham qiziydi, agar oziqlash va yondirish jihozlari noto'g'ri sozlangan bo'lsa, radiator suyuqligi qaynab ketadi. Termostat klapani asta-sekin ochilsa yoki mutlaqo ochiq bo'lsa (dvigatel yurgizilgandan keyin) asta-sekin qiziydi, klapan bordi-yu, kech ochilsa, dvigatel tezroq qizib ketadi.

Tizimga TXK va ta'mirlashdan avval diagnoz qo'yilib, uning qizish holati va germetikligi, tasmaning tarangligi va termostatning ishlashi tekshiriladi. Dvigatel me'yorida ishlaganda sovitish tizimi suyuqligining, harorati 80-95°S

chegarasida bo'lishi kerak, radiatorning yuqori va pastki qismidagi suyuqlik haroratining farqi $8-12^{\circ}\text{S}$ oralig'ida bo'ladi. Sovitish tizimi suyuqligining sizib oqishini suv nasosining (va boshqa birikish joylarini) ostki qisimlaridagi suyuqlik izlaridan payqash mumkin. Buni nazorat qilish dvigatelning sovuq holatida bajariladi. Tizimning (germetikligi) jipsligi, radiatorning ustki suyuqlik bilan to'lmagan qismiga kiritilayotgan havo (0,06 Mpa) bosimi bilan tekshiriladi. Ventilator uzatmasi, tasmasining tarangligi shkivlarning o'rtasidagi masofada tasmani bosib ko'rib (30-40N kuch bilan) tekshiriladi. Tasmaning me'yordagi tarangligi (turli xildagi dvigatellar uchun) 10-20 mm bo'lishi kerak. Yechib olingan termostat, qizitilgan suvli vannaga botirilib, ishlashi tekshiriladi. Termostat klapanining, dastlabki ochilishi paytida suyuqlik harorati $65-70^{\circ}\text{S}$ va to'la ochilishida $80-85^{\circ}\text{S}$ bo'ladi. Nosoz termostatni almashtirish zarur.

Sovitish tizimi bo'yicha sozlash ishlari, ventilyator tasmasini me'yorigacha tortish, shlangalar birikkan joylarini qotirish, kerak bo'lsa, suv nasosi salnigini o'zgartirish va tizimni nakipdan tozalashdan iborat. Tizim 0.02-0.03 MPa bosim ostida suv yoki aralashma yordamida yuviladi. Tizimning yuvish yo'nalishi, sovitish jarayoniga qarama-qarshi yo'nalishda amalga oshiriladi.

Hakip issiqlik almashtirish jarayonini yomonlashtiradi. Ilmiy izlanishlar shuni ko'rsatadiki, 1 mm nakip sovitish intensivligini 25%ga, quvvatni 6%ga kamayishiga va yoqilg'i sarfini 5%ga oshishiga olib keladi. Hakip ximiyaviy aralashmalar yordamida yuviladi. Sovitish tizimini sulfat kislotasining yumshatgichlari va ko'pik tindirgichlar aralashmasida yuvish yuqori samara beradi. Aralashma tizimga to'ldirilib 10-15 minut dvigatel ishlatiladi va 60°S haroratda to'kiladi, keyin issiq suv bilan chayqaladi. Kislotani qoldiqlarini neytrallashtirish uchun chayqovchi suvga neytralizator qo'shiladi (soda, 2 xromli kaliy).

TIKO va DOMAS rusumli avtomobillarda sovitish tizimiga TXKda tizimdagi sovitish suyuqligining satxi tekshiriladi (dvigatelning sovuq holatida), uning satxi "FULL" va "LOW" belgilarining oralig'ida bo'lishi zarur. Agar satx "LOW" belgisidan pastda bo'lsa, suyuqlik satxi me'yoriga keltiriladi.

NEKSIYA va NEXIA-R3 avtomobillarida suyuqlik satxi "COLD" belgisidan yuqorida bo'lishi kerak. Sovitish tizimidagi suyuqlik dvigatelni me'yoriy issiqlik rejimida ushlab turadi va zanglashni oldini oladi. Shuning uchun suyuqlik satxi pasaygan taqdirda mutlaqo suv quyish mumkin emas. Tizimdagi suyuqlik 2 yilda almashtirib turiladi.

Sovitish tizimi bo'yicha ta'mirlash ishlari diagnostika natijalariga ko'ra bajariladi. NEXIA-R3 turidagi avtomobillarda matordagi moy har 10000 km da yoki 1 yilda 2 marta almashtirib turiladi. TXK davrida doimo moyning satxi nazorat etilib, agarda moyning satxi "MIN" belgidan pastda bo'lsa, u me'yoriga

keltiriladi. Zavod ko'rsatmasiga muvofiq SG 5W/30, SAE 10W/30, SAE 10W/40 va SAE 15W/40 turidagi moytor moylaridan foydalanish maqsadga muvofiqdir.

Dvigatelga moy quyishda moy tarqatish moslamasi va jihozlaridan foydalaniladi. Bunday moslamalar o'rnatilishiga qarab, qo'zg'aluvchan va qo'zg'almas bo'ladi, moy berish usuliga qarab: pnevmatik va mexanik shuningdek, uzatmasi turiga qarab, qo'lda va elektr mexanik, yuritmal va berilayotgan moyning o'lchash turiga qarab, hajmli va tezkor (skorostnoy) bo'ladi. Hozirgi paytda, elektr mexanik uzatmali, tezkor, qo'zg'almas (kolonka) dastgohdan keng foydalanib kelinmoqda.

1-TXK va 2-TXK da moylash ishlari 17 - 30% ni tashkil etib, avtomobilda motor, transmissiya, industrial, veretyon va surkov moylari, hamda ishchi suyuqliklar ishlatiladi. Moylash ishlari har bir avtomobil uchun moylash xaritalari asosida bajariladi. Suyuqlik moylarini taqsimlovchi jihozlarning ishlab chiqarish qobiliyati 10-15 l/min. ni bosimi 1,5MPa.ni, surkov moylari uchun jihozlarda bosim 10 MPa ni, ishlab chiqarish qobiliyati 200 g/min. ni tashkil etadi.

Transmissiya, boshqarish va yurish qismlari Litol-24 surkov moyi bilan (mexanizatsiya va qo'l bilan) moylanadi.

Transmissiya moylarini almashtirishda 6 - 20 ming km.da karterga 1,5-2 l yuvish suyuqligi quyiladi va 1,5-2 min ishlatiladi va to'kib tashlanib yangisi quyiladi.

Ilmiy rahbar: L.E. Tursunboyev

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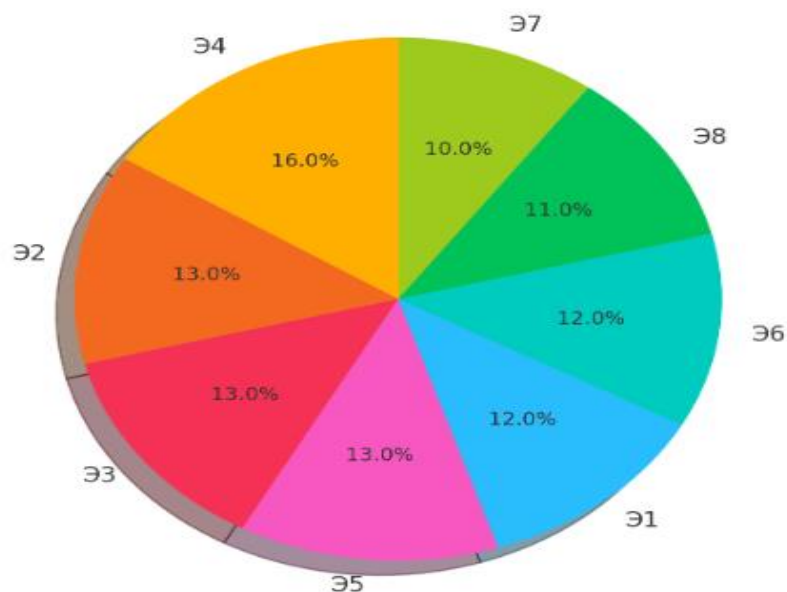
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TECHNOLOGY OF SERVICING CARS WITH COMPRESSED GAS DEVICES

Madaminov Muslimbek Isroiljon o'g'li
Andijan Mechanical Engineering Institute, Andijan city, Uzbekistan
Faculty of "Transport and Logistics".
4nd year student of "Automobile Service" course.

Maintenance of aggregates, nodes and systems of the car is related to the performance of a specific set of tasks. These works differ according to their content, with different technologies and gas equipment, environmental requirements and labor safety. Figure 1 shows the distribution of breakdowns of the gas cylinder equipment elements of the "ISUZU" car running on compressed natural gas.



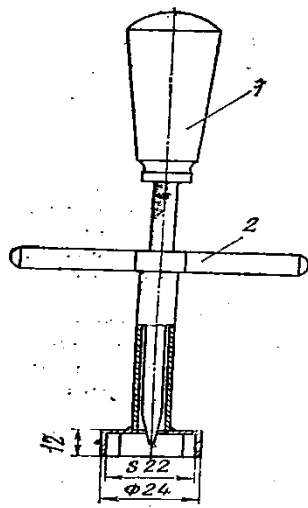
1 – picture. Elements of the gas supply system

distribution of disturbances.

E1-high pressure reducer (RVD); E2- low pressure reducer (RND); E3-electromagnetic valve, E4-pipe conductors and attached places; E5-GBA (Gas cylinder cars) system electrical transmitters, sensors; E6-filling and cooling valves; E7-pressure measuring devices (manometers), E8-GBA gas fuel device malfunctions.

According to the initiative of the operation of GBAs at the prices of large motor transport enterprises and buses, it is desirable to combine the technical service diagnostics and repair section of gas equipment into one complex [1].

Gas distribution devices (equipment), special stands are checked and regulated without removing them from the car with the help of universal zgibor, as well as various devices. When the low-pressure gas reducer motor is not working, the pressure of the first-stage valve is regulated, and the hermeticity of the second-stage valve travel part (gas outlet density) is checked. The valve of the second



stage of the reducer is regulated with maximum opening, it should be hermetically sealed, i.e. gypsum. For adjustment, the hatch cover is removed, the counter nut is loosened, the adjustment screw is turned to open until the air comes out, and then the bandage is turned to close. $1/3 - 1/2$ revolution (rotation) is brought to the previous position by pulling the control nut. The valve is regulated through the hatch, which is carried out using a special clutch as shown in Fig. 2 [3-2].

Picture 2. The state of hermeticity and the valve after regulation

Zgibor controlling the walking path.

After adjustment, the state of hermeticity and valve travel are checked. Hermeticity is determined by hearing or by the formation of air bubbles (water soap). The valve travel is determined by moving the reducer rod. In this test, the air is expelled from the reducer and the way the cylinder is fully depressed is

measured. The measuring device is carried out when the travel of the rod 11 is 8 mm with the second stage valve normally opened in the position shown in the picture [4].

In the process of using the car, its working properties deteriorate as a result of its parts being eaten away, as well as the equipment in them becoming unusable, materials rusting (corrosion) and fatigue. Malfunctions and malfunctions occur in the car, which are eliminated during maintenance and repair [5]

Research advisor: L.E. Tursunboyev

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PAXTA HOSILINI YIG'IB TERIB OLISHGA TAYYORGARLIK JARAYONI

Muxammadjonova Xadichabonu Muxammadjon qizi

Andijon mashinasozlik institute

Kimyo va kimyoviy texnologiyalar

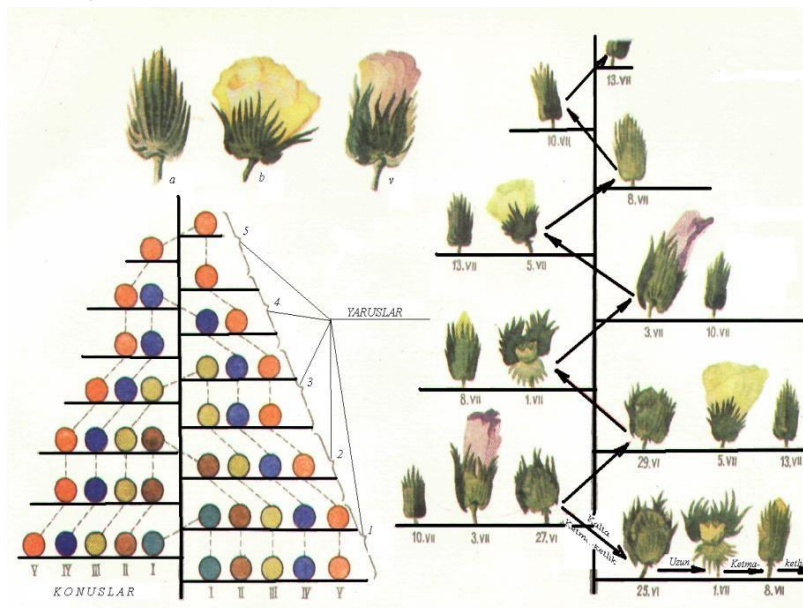
kafedrası "TTDIT"

yo'nalishi 2-kurs talabasi

+998773661056

muxammadjonovaxadicha1@gmail.com

G'oz o'simligining pishib yetilishi xuddi gullashdagidek ma'lumqonuniyat asosida pastki konusiga qarab asta-sekin ko'saqlar ochila boradi. Shuning uchun ular birdaniga ochilmaydi. (1-rasm)



O'z vaqtida erta pishib yetilgan dastlabki ko'saqlar vazmin va sifatli bo'ladi. Umuman sovuq tushguncha ochilgan ko'saqlardagi paxtalar sifatiyomon emas. Pastki ko'sak bilan yuqorigi ko'saqlarning ochilishi o'rtasidagi vaqt 1,5-2 oy va undan ko'proq vaqtni talab qiladi. Natijada paxta hosilini bir necha marta terishga to'g'ri keladi. 2-rasmda dalalarda paxtalarining ochilishi ko'rsatilgan.

G'oz ko'saqlari avgust oxirida ochila boshlab, sentyabrning oxiri va oktyabrning boshlariga kelib yoppasiga ochiladi. Terimchilarning ish unumini oshirish, terimga sarf bo'ladigan mexnatni kamaytirish va terilgan paxtaning sifatini yaxshilash maqsadida paxtani 3-4 marta terish tavsiya etiladi.



Ochilgan paxta qo'l bilan yoki paxta terish mashinalarida teriladi. Qo'l bilan terilgan paxtani qabul qilish va ularni oftobda quritish uchun bitta paxtachilik brigadasida 3-4 ta maxsus maydonchalar bo'lishi kerak. Terilgan paxtani iflos qilmaslik va unga tosh-tuproqlar aralashib ketmasligi uchun maydonlarni asfaltlash yoki somonli loy bilan suvash lozim. Paxta hosilini terib olishga tayyorgarlik choralari

paxta hosilini terib olishga tayyorgarlik choralariga quyidagi tadbirlar kiradi:

- mehnat resurslaridan unumliroq foydalanish va yetishtirilgan hosilni yig'ib-terib olishni aniq muddatda tugatish maqsadida terimchilarni va mavjud texnikani to'g'ri taqsimlash;
- paxta teruvchilar orasida instruktaj o'tkazish, paxtani qop-qanorsiztashish uchun kerakli transport vositalarini, dalalarda paxta quritadigan maydonlarni tayyorlash;
- paxtani qo'l bilan terish uchun kerakli etaklarni tayyorlab qo'yish;
- paxta va ko'rak terish mashinalarini hamda boshqa texnikalarni o'z vaqtida ta'minlash;
- yo'l va ko'priklarni tartibga solish;
- dala shiyponlarida paxtakorlarga yaxshi madaniy va maishiy xizmat ko'rsatish sharoitlarini yaratish; shu bilan birga hamma tashkiliy tadbirlarni ishlab chiqish lozim.

Paxtasi mashinada teriladigan dalalar g'o'za ekishdan oldin belgilab olinadi, chunki bunday dalalar yirik va yaxshi tekislangan bo'lishi kerak. G'o'zani o'z vaqtida defoliatsiya va desikatsiya qilish ko'saqlarning ochilishini tezlashtiradi, sovuq tushguncha teriladigan paxta miqdori ko'payadi. Bu tadbirlar ko'rilganda g'o'za tuplarining ostki qismlariga quyosh nurining yetib borish va u paykallarning shamollanishi osonlashadi. Natijada pastki ko'saqlarning chirib ketishi hollari va terilgan paxtaning ifloslanishi kamayadi, hamda paxta terish mashinalarining ishlashi osonlashadi. Defoliatsiya qilingan maydonlarda 5-7 kun o'tgach g'o'zalarning bargi qurib to'kila boshlaydi 10-12 kun o'tgach 60-67% barglar to'kilib tushadi. G'o'zani defoliantlar bilan to'g'ri ishlanganda paxta ko'saqlari 8-12 kun ilgari pishib yetiladi. Paxtani nobud qilmay qisqa muddatda terib olish uchun paxta terish mashinalaridan keng miqyosda va unumli foydalanish zarur.

Paxta terish mashinalari ishlash printsiplariga ko'ra uchta asosiy tip: mexanik, pnevmatik va pnevmomexanik turga ajratiladi.

Paxtasi mashinada teriladigan dalalar begona o'tlardan toza, o'qariqlar tekislangan, g'o'za barglarining 75-80% sun'iy ravishda to'ktirilgan bo'lishi darkor. Hozirgi kunda bizda ishlab chiqarilgan vertikal shpindelli turli markadagi terim mashinalari ishlatilmoqda - ular XVN-1.2A, XVB-1.8, XVA-1.2, XNP-1.8 va amerikaning gorizontal shpindelli «Keys» terim mashinalari keng qo'llanilmoqda. Paxta terish mashinasi bir o'tishda ochilgan ko'saqlardagi paxtaning 90- 95% ini terishi, yerga 2% dan ortiq to'kmasligi; xom ko'saqlarni har 10 m da 3 donadan ortiq to'kmasligi, ular shikastlanmasligi; terilgan paxtada g'o'zapoya tolasi, shoxlar va xom ko'saqlar bo'lmasligi lozim.

Ko'sak terish mashinalari bilan terilgan paxta dalada quritiladi va tozalab, uning namligi va ifloslik darajasi ko'pi bilan 22% ga keltiriladi.

XVB-1, 8 va XVA -1. 2 paxta terish mashinalari ikki qatorli 17XV- 1. 8 B mashinasi assosida yaratilgan bo'lib, ular qator oralari 90 va 60 sm qilib ekilgan g'o'zalardan urug'lik paxta (pastki yarusdan) va texnik paxtani (yuqorigi yarusdan) ayrim-ayrim terishga mo'ljallangan. Pastki va yuqorigi yaroslardan terilgan paxta tolalarining puxtaligi bir- biridan 0. 2-0. 3 g yoki 5% farq qiladi.

Yaruslab teradigan mashina va qo'lda terilgan paxta chigitlariga nisbatan gektariga 2-4 tsentner muttasil qo'shimcha hosil beradi. Birinchi mashina terimi tuplaridagi kamida 60% ko'saqlar paxtasi ochilgandan keyin boshlanadi, ikkinchi terim esa birinchi terimdan 12-15 kundan so'ng, ya'ni qo'shimcha ravishda yana 25-30% ko'saqlar ochilgandan keyin boshlanadi. Urug'lik chigitli paxtani ikki yarusli teradigan XVB-1. 8 va XVA-1. 2 mashinalari bilan terib olish uchun II va III reproduksiyali paxta maydoni ajratiladi. Urug'lik paxta kunduzi teriladi. Urug'lik paxta g'o'za barglari kamida 80% to'kilganidan va tuplardagi ko'saqlarning 70-75 % ochilgandan keyin mashinada bir marta teriladi. Urug'lik paxta tayyorlov punktiga yoki paxta tozalash zavodiga ko'ndalang yo'g'on yashil chiziq tushirilgan (pastki yarusdan terilgan paxta uchun) belgilangan formuladagi (№ ZX-1) yuk xati bilan jo'natiladi. Bu yuk xati g'o'zalarning yuqori yarusdan terilgan texnik paxtani jo'natishga mo'ljallangan yuk xatidan farq qiladi. Paxta hosili mashinada yoki qo'lda terib olingandan keyin g'o'za tuplarida qolgan paxta bo'laklari, chala ochilgan va ochilmagan ko'saqlar SKO-2. 4 yoki SKO-3. 6 ko'sak terish mashinalari bilan yig'ishtiriladi. Ko'sak terish mashinalari uch xil texnologik sxemada ishlashi mumkin. Terilgan ko'saqlarni chuvib, xas-cho'pdan tozalaydi; terilgan ko'saqlarni chaqib bunkerga uzatadi yoki terilgan ko'saqlarni tozalamay bunkerga uzatadi. Terilgan ko'saqlarni chaqish va turli xas-cho'plardan tozalash uchun mashinaga barabanli tozalagich o'rnatilgan. Mashinada g'o'za tuplaridan hamda yerdan terilgan paxta, shuningdek qo'lda va mashina bilan terilgan ko'saqlar dala sharoitlarida UPX-1. 5 V universal paxta tozalagichda tozalanadi va bir yo'la traktor pritseplariga ortiladi. Bu tozalagich mashinada barabanlar orasidagi va udlar bilan to'rlar orasidagi texnologik zazorlar oraligi 11-13 mm bo'lishi lozim. Cho'tkalari barabanlarning xillarini arrali barabanlar sirtiga o'rnatib yoki uni ko'pi bilan 1 mm botib turishi kerak. Mashina soatiga 1500 kg ko'sak chuvib tozalaydi. Tozalash effekti 75-85%. Ko'saqlar mashinaga qo'lda yoki havo yordamida surib olinadi va barabanlariga uzatiladi. Qo'lda va mashinada terilgan paxtalar tayyorlov punktlariga davlat standarti talablari bo'yicha qabul qilinadi. Qo'lda terilganda I nav paxta uchun ifloslik meyori 3% gacha, II nav uchun 5%, III nav uchun 8% va IV nav uchun 12% dan ortiq bo'lmasligi, umuman 13% dan oshmasligi lozim. Mashinada terilgan paxta iflosligi 17 turli navlar uchun 10. 10. 12. 16%, namligi esa 12. 13. 15 va 17% gacha yo'l qo'yiladi. Terilgan paxtada tosh, kesak, xom ko'sak, shox, ko'k barglar, o'tlar, moy tekkan

paxta bo'laklari aralashmagan bo'lishi kerak. Kasallangan paxtalar alohida terib topshiriladi.

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TAYYORLOV MASKANLARIDA URUG'LIK PAXTANI QABUL QILISH JARAYONI

Bozorboyeva Maftunaxon Maxmudjon qizi
Andijon mashinasozlik institute
Kimyo va kimyoviy texnologiyalar
kafedrasi "TTDIT"
yo'nalishi 2-kurs talabasi
+998997854857
[*maftunaboborboyeva1@gmail.com*](mailto:maftunaboborboyeva1@gmail.com)

Paxta xomashyosining o'z-o'zidan qizishi uning dastlabki namligi, iflosligi va chigitdsgi bij-kimyoviy jarayonlarga bog'liq. Paxta namligi 20% dan yuqori bo'lganda paxta ikkinchi kundan boshlab qiziydi va besh-olti kunda harorati 55-60⁰ S gacha ko'tariladi. Paxta namligi 14% da qizish jarayoni sekinroq bo'lib, eng yuqori haroratga 12- kunda yetadi. Namligi 14-16% li paxtadagi chigit iflosligi 7-9 - kunda 2 barobar ortadi, namligi 22 % li paxta chigitining iflosligi 6- kunda 3 barobariga oshadi. Bu chigit qizishi hisobidan yuzaga keladi. Har 10 kunda paxta tozalash korxonasi va tayyorlov maskanining vakillari ishtirokidagi komissiya paxtaning saqlanish holatini tekshirib turadi hamda paxtaning saqlanish holatini tekshirish bo'yicha tegishli dalolatnoma rasmiylashtiriladi.

Paxta tozalash korxonasining tayyorlov va texnik nazorat bo'limlari boshliqlari doimo paxta g'aramlarini to'g'ri bosilayotganligini, omborlardan foydalanishni va korxona qoshidagi hamda tashqaridagi paxta tayyorlash maskanlarida saqlanayotgan paxta sifatini tekshirib turilishi lozim.

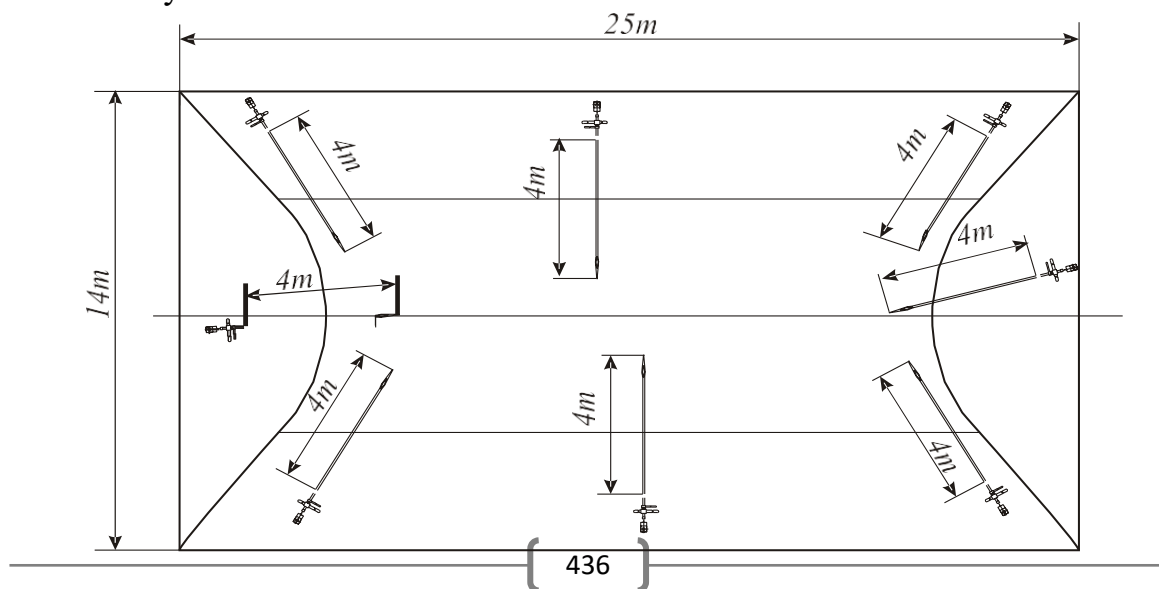
Paxta korxona va tayyorlov maskan laboratoriyasi I-II navlar paxta holatini har 10 kunda, III-V navlar holatini esa har 5 kunda tekshirib turadi.

Tayyorlov maskanida paxta qoniqarsiz holatda saqlangan taqdirda tayyorlov maskani mudiri va klassifikator aniqlangan kamchiliklarni tugatish choralarini ko'radilar. Laboratoriya paxtani g'aramlar va omborlarga joylashtirish va saqlanish holati ustidan to paxta paxta tozalash korxonasiga jo'natishgacha nazoratini tashkil qiladi. G'aramlardagi paxtaning namligi yuqori bo'lgan joylarini o'z vaqtida aniqlash uchun tayyorlov maskani laboratoriyasi saqlanayotgan paxtaning haroratini TSh-01 rusumli elektron harorat o'lchagichida quyidagi muddatlarda tekshirib turadi. I va II nav paxtaning bir kunlik o'rtacha namligi 9-13 foiz, III, IV va V nav paxtaning namligi 15-17 foizdan ortmagan to'dalarda har besh kunda, namligi katta bo'lgan to'dalarda esa har uch kunda tekshiriladi.

G'aramlardagi harorat 8 joyda (4 ta burchak tomonidan, 4 tasi esa yon, old va orqa tomonlardan) 4 metr chuqurlikda o'lchanadi. Omborlarda saqlangan paxta g'aramlarining esa eshik tomonidan bitta joyda, tepa qismidan 4-6 joyda o'lchanadi. Harorat o'lchagich g'aram ichida kamida 30 daqiqa turishi kerak (28.1 va 28.2-rasmlar).



1-rasm. KT-1 elektron harorat o'lchagich yordamida g'aramdagi saqlanayotgan paxta xomashyosini haroratini o'lchash.



2-rasm. G'aramda saqlanayotgan paxta xomashyosining haroratini tekshirish chizmasi.

O'lchangan harorat "Paxtani saqlanish holatini tekshirish daftari" (Laboratoriyaning 7-shakli) da qayd etiladi.

Issiq paytlarda (sentabr) paxta uchun meyoriy harorat agar u 2-3 kun ichida bir xil tursa, 35°S dan ortmasligi kerak. Saqlanayotgan paxta to'dalaridagi harorat birinchi o'lchashda 35°S dan ortiq bo'lsa, yoki keyingi o'lchashlarda bir nuqtaning o'zida 2-3 darajaga ortib ketsa, g'aramlardagi issiq va nam havoni so'rib chiqarib tashlash yo'li bilan sovutish kerak (3-rasm).



4-rasm. Paxtani ochiq g'aram maydonlarida saqlashda havo so'rish qurilmalaridan foydalanish.

Paxtaning harorati avval tekshirilganidan loqal 1,0 darajaga ortib ketganligi aniqlansa, uning haroratini har kuni o'lchab turish talab qilinadi. Agar keyingi 2-3 o'lchashda haroratni tobora ortib borayotganligi kuzatilsa laboratoriya darhol bu haqda tayyorlov maskani mudiri va korxona texnik nazorat bo'limi boshlig'iga zudlik bilan o'z-o'zidan qizish o'chog'ini yo'qotish choralari ko'rish uchun xabar beradi. O'lchov natijalari paxtani saqlash daftariga yozib boriladi, bunda profilaktika ishlarini boshlanishi va tugallanishi qayd qilinadi.

Laboratoriya ishtirokida paxta tozalash korxonasi tayyorlov va texnika bo'limlari boshliqlari kamida har o'n kunda bir marta g'aramlar to'g'ri bosilayotganligini, omborlardan foydalanishini va korxonadan tashqaridagi tayyorlov maskanlarida, xom ashyo va texnik nazorat bo'limi boshliqlari esa paxta tozalash korxonasi qoshidagi tayyorlov maskanlarida saqlanayotgan paxta sifatini tekshirib turishlari lozim.

ILMIY RAHBAR: ALISHEROVA M.M

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PAXTANI SIFAT KO'RSATKICHLARINI ANIQLASH JARAYONI

Turg'unov Abdumannob Ilhomjon o'g'li
Andijon mashinasozlik institute
Kimyo va kimyoviy texnologiyalar
kafedrası "TTDIT"
yo'nalishi 2-kurs talabasi
+998902690209
[*turgunovabdumanob78@gmail.com*](mailto:turgunovabdumanob78@gmail.com)

O'zbekistan mustaqillikka erishgandan keyin 1992 yildan boshlab yangi milliy iqtisodiyotni shakllantirish jarayonida mahsulotlarga, shu jumladan:

- paxta;- paxta tolasi;- momiq;- paxtaning texnik chigitiga respublika standartlarini joriy etildi. Paxta mahsulotlariga standartlar:
- texnik shartlar;- sinov usullariga bo'linadi.

Texnik shartlar bo'yicha standartlarga asosan, ishlab chiqarish mahsulotlari javob berishi lozim bo'lgan texnik talablar kiradi. Sinov usullari bo'yicha standartlarda texnik talablarda ko'rsatilgan ko'rsatkichlarning aniqlash uslubiyatlari bayon qilinadi. Tayyorlov maskanida paxta O'z DSt 615, O'z DSt 642- davlat standartlari talablari asosida qabul qilinadi va jamg'ariladi. Qabul qilib olingan paxtaning navi, sinfi, namlik va ifloslik darajasi O'z DSt 592:, O'z DSt 593:, O'z DSt 644- davlat standartlari bo'yicha aniqlanadi. I. Paxta tayyorlov maskanlarida paxtani qabul qilib olish va to'ralarga jamlashda, g'aramlarda saqlanayotgan paxta sifatini baholashda, uni paxta maskanidan jo'natishda va paxta korxonasida qabul qilib olishda, shuningdek, quritish-tozalash va tozalash bo'limlarining ishini nazorat qilishda paxtadan namunalar tanlash qoida va usullari O'z DSt 643-raqamli «Paxta. Namuna tanlash usullari» davlat standartida keltirilgan.

Ushbu standart paxtani baholash va sifatini nazorat qilish uchun namunalar tanlab olish usullarini belgilaydi. Paxta sifatini aniqlashda atamalar O'z DSt 581-ga muvofiq qo'llanilgan. Qo'lda yoki mashinada terilgan paxta tolasining uzunlik ko'rsatkichi bo'yicha to'qqizta tipga bo'linadi. 1a, 1b, 2, 3, 4, 5, 6 va 7. Har xil

ko'rsatkichlar bo'yicha tipini aniqlashda farqlar kelib chiqqan holda "Yuqori o'rta uzunlik" (UHM) (millimetrlarda) ustuvor sanaladi. 1 a, 1 b, 1, 2, 3 tiplardagi paxta - uzun tolali, 4, 5, 6, 7 tiplardagisi - o'rta tolalipaxtaga tegishlidir. Har bir tipdagi paxta rangi, tashqi ko'rinishi, pishib yetilganlik koeffitsiyenti bo'yicha beshta I, II, III, IV, V sanoat navga bo'linadi.

Paxtaning sanoat navi - rangi va pishib yetilganlik koeffitsiyentining eng yomon ko'rsatkichlari bo'yicha aniqlanadi. Paxta O'zDSt 615 "Paxta texnikaviy shartlar" da keltirilgan va pishib yetilganlik koeffitsiyenti bo'yicha talablariga javob berishi kerak. Muayyan seleksion navlar paxta tolasining tipi, qabul qilingan tartibda meyoriy hujjatlar bilan belgilanadi. Zaruriyat bo'lsa, qabul vaqtida paxta tolasining shtapel massa uzunligi va chiziqli zichligi ko'rsatkichlari, paxta tozalash korxonasining laboratoriyasida olingan namuna bo'yicha aniqlanadi. Tola tipi paxta tozalash korxonasida paxta to'dasi qayta ishlangandan so'ng O'zDSt 604 "Paxta tolasini. Texnikaviy shartlar" davlat standarti talablariga muvofiq tolaning shtapel massa uzunligi va chiziqli zichligi ko'rsatkichlari bo'yicha baholanadi.

Xo'jalik bilan hisob-kitob ishlari paxta to'dasi qayta ishlangandan so'ng yakuniy hisobotda amalga oshiriladi. Tayyorlov maskanlarida paxtani sifati bo'yicha qabul qilib olish O'zDSt 615 "Paxta texnikaviy shartlar" davlat standarti talablarga mos kelishi kerak. Topshirish, qabul qilish va jo'natish rasmiylashtirilgan hujjatlarning xammasida paxta nav/sinf iborasi bilan quyidagicha ifodalanadi:

1/1 - birinchi nav birinchi sinf, 1/2 - birinchi nav ikkinchi sinf, 1/3 - birinchi nav uchinchi sinf va hokazo. Paxtaning iflosligi va namligi paxta tayyorlov punktlarining laboratoriyasida paxta topshiruvchi ishtirokida xar bir tirkamadan amaldagi O'zDSt 643 standart bo'yicha tanlab olingan namuna yordamida aniqlanadi. Kelishmovchilik sodir bo'lgan hollarda ushbu namuna bo'yicha paxtaning iflosligi va namligi o'rnatilgan tartibda barcha manfaatdor tashkilotlarning mutaxassislaridan tuzilgan komissiya ishtirokida qaytadan o'tkazilgan tahlil hal qiluvchi hisoblanadi.

O'zDSt 615 standartiga ko'ra paxta to'dasida har xil seleksion va sanoat navi, tipi va sinfiga mansub paxtalar aralashgan bo'lsa, bunday paxtaning sifati pasaytiriladi va u shu to'dadagi eng past tip, sanoat navi yoki sinf bo'yicha qabul qilinadi va bu xaqda 1-SX (paxta) shakl tovar-transport yuk xatiga qayd etib qo'yiladi hamda paxta tozalash korxonasi rahbari va xo'jalik rahbariga ma'lum qilinadi.

Paxta tayyorlov punktlarida paxta soat 22⁰⁰ gacha qabul qilinadi, paxtaning tashqi ko'rinishini aniqlashda laboratoriya xonasidagi yorug'lik kamida 300 lux bo'lishi kerak. Qishloq xo'jaligi zararkunandalari va turli kasalliklar (gommoz, vilt, o'rgimchakkana, bakterial - zamburug' kasalligi, shira) bilan zararlangan paxtalar alohida teriladi va tolaning fizik-mexanik xususiyatlarini inobatga olgan holda alohida to'dalarga jamlanadi. Paxta terimiga qadar metodik ko'rsatmalarga muvofiq viloyat qishloq va suv xo'jaligi boshqarmasi rahbarligida tuzilgan komissiyasi tomonidan go'za ekinlarini tola shiradorligi bo'yicha ("shira" va bakterial - zamburug')

kasalliklari bilan zararlanganligi) aprobatsiyasi o'tkaziladi. Komissiya har bir tuman bo'yicha tuzilib, uning tarkibiga tuman qishloq va suv xo'jaligi bo'limi va paxta tozalash korxonasi, xududiy laboratoriyasi, "Uzagrokimyo himoya" markazining mas'ul vakillari kiradi. G'o'za ekinlarini tola shiradorligi aprobatsiya natijalari bo'yicha dalolatnoma tuziladi va viloyat Qishloq va suv xo'jaligi boshqarmasi tomonidan tasdiqlanadi. G'o'za ekinlarini tola shiradorligi bo'yicha aprobatsiyasi haqidagi dalolatnomasiz paxta tayyorlov maskanlarida paxtani topshirish-qabul qilishga yo'l qo'yilmaydi.

Paxta shiradorligini aniqlash, aprobatsiya o'tkazish davrida hamda paxtani topshirish va qabul qilish jarayonida amalga oshiriladi. Kuchsiz darajada bakterial-zamburug' kasalligi yoki o'rta va o'ta kuchli darajadagi "shira" bilan zararlangan paxta xomashyosi belgilangan narxga nisbatan chegirma bilan qabul qilinadi. O'rta darajada bakterial-zamburug' kasalligi yoki kuchli darajadagi "shira" bilan zararlangan paxta xomashyosi bir sanoat navga pasaytirilgan holda belgilangan tartibda narxi pasaytirilib qabul qilinadi.

Kuchli darajada bakterial - zamburug' kasalligi bilan zararlangan paxta xomashyosini qabul qilishga yo'l qo'yilmaydi. Qo'lda va mashinada terilgan paxtada qovjiragan barg, dimiqqan ko'sak, toshlar, gazlama qiyqimlari yoki brezent kesimlari bilan ifloslangan, ko'k ko'saklari yoki shox-shabbalar, kattaligi 4 sm² dan ortiq yashil barglar, ko'k begona o'tlar aralashgan, moy tekkan pallachalar mavjud bo'lgan hollarda, ularni topshirayotgan topshiruvchi tomonidan to'la ajratib olinmaguncha paxtani qabul qilishga yo'l qo'yilmaydi bunday paxta, birinchi boskich namuna oluvchisining ko'rsatmasiga ko'ra kamchiliklarni to'la bartaraf etish uchun xo'jalikka qaytariladi.

ILMIY RAHBAR. ALISHEROVA M.M

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CHIGITLI PAXTADAGI IFLOSLIK ARALASHMALARINING TURLARI VA ULARNING TARKIBI

Mirzabaxromov Jo‘rabek To‘ychibek o‘g‘li
Andijon mashinasozlik institute
Kimyo va kimyoviy texnologiyalar
kafedrası “TTDIT”
yo‘nalishi 2-kurs talabasi
+998336265757
[*jorabektoychibek1@gmail.com*](mailto:jorabektoychibek1@gmail.com)

Chigitli paxtaning tolasini chigitidan ajratish jarayonida uning ifloslik va begona qo‘shilmalarning tola sifatiga ta’sir qilmasligi uchun ular quritish-tozalash va tozalash bo‘limlari ichiga o‘rnatilgan tozalash uskunalarida ajratib tashlanadi. G‘o‘za ko‘saklarining etilish davrida barg va shoxchalar quriy boshlaydi, mo‘rt bo‘lib, oson sinib maydalanadi va ochilgan paxtaga ilashib uni ifloslashtiradi. Chigitli paxtani qo‘l bilan terganda uning ifloslanish darajasi asosan terimchining diqqatiga bog‘liq, mashina bilan terishda g‘o‘za barglarini to‘ktirish (defolyatsiya) ishlarining o‘z vaqtida va sifatli o‘tqazilishiga bog‘liq. Chigitli paxtada uchraydigan aralashmalar kelib chiqishi jihatidan organik va mineral qo‘shilmalar bo‘lishi mumkin. Organik jismlarga g‘o‘za tupining qismlari-barg, shoxchalar, chanoq pallalari, gul barglari, meva bandlari va boshqa o‘simlik qismlari (qumay va boshqa begona o‘tlar) kiradi. Mineral qo‘shilmalarga tosh, qum, tuproq, kesak va hakoza kiradi. Chigitli paxtada bo‘ladigan iflos aralashmalar o‘lchami jihatidan shartli ravishda ikki guruhga bo‘linadi. Mayda aralashmalar guruxiga o‘lchamlari 10 mm. dan kam bo‘lgan va yirik aralashmalar guruxiga o‘lchamlari 10 mm. dan katta bo‘lgan qo‘shilmalar kiradi. Iflos aralashmalar chigitli paxtaga ilashishi jihatidan passiv yoki inertli va aktiv xillariga bo‘linadi. Passiv yoki inertli aralashmalar chigitli paxta pallalarining sirtida bo‘lib, engil silkitganda chigitli paxtadan oson ajraladi. Aktiv aralashmalarning chigitli paxtadan ajralishi qiyin bo‘ladi. Aktiv aralashmalarni chigitli paxtadan ajratish uchun ularni avval passiv holatga keltirish kerak. Shuning uchun paxta tozalash uskunalarini tanlashda aralashmalarning xarakteriga va ularning chigitli paxtaga qanday yopishganligiga qarash kerak. Chigitli paxtani har xil iflosliklardan tozalash uchun kerakli uskunalar turlarini tanlashda ularning fizik-mexanikaviy xususiyatlarini (o‘lchamlari, kelib-chiqishi, paxtaga ilashish darajasi) nazarga olish katta ahamiyatga ega. Chigitli paxtani xas-cho‘plardan tozalash mashinalari qoziqchali barabanlar seksiyasi va arrali barabanli seksiyasidan iborat bo‘ladi. Mayda xas-cho‘plar qoziqchali barabanlar seksiyasida, yirik aralashmalar esa arrali barabanli seksiyada yaxshi tozalanadi. Chigitli paxtani tozalash uskunolari ish

unumdorligi va tozalash samaradorligi (chigitli paxtadan xas-cho‘p, ulyuk va puch chigitlarni ajratish qobiliyati) bilan baholanadi (xarakterlanadi). Uskunaning tozalash samaradorligi uskunaga tushgan paxtadan ajratilgan aralashma massasining chigitli paxtada bo‘lgan barcha aralashma massasiga nisbati bilan foiz hisobida aniqlanadi.

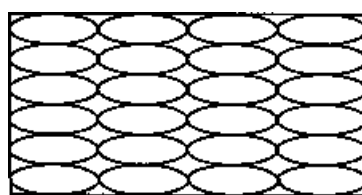
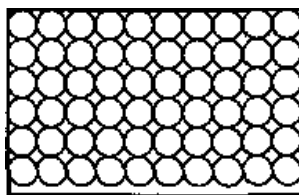
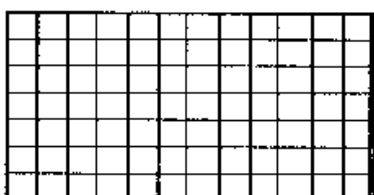
$$K_M = \frac{C_1 - C_2}{C_1} \cdot 100, \quad \%$$

bunda: S_1, S_2 - chigitli paxtaning tozalashdan oldin va tozalashdan keyingi ifloslik darajasi, %

Uskunalarining tozalash samaradorligiga ularning ish unumdorligi, chigitli paxtaning namligi va iflosligi katta ta’sir qiladi. Uskunalarining ish unumdorligi ularning eng yuqori tozalash samaradorligiga moslab oshiriladi. Chigitli paxtaning namligi normal darajagacha kamaytirilganda tozalash samaradorligi ko‘payib, iflos aralashmalarning chigitli paxtadan ajralishi osonlashadi va ko‘payadi. Namligi normal darajadan yuqori bo‘lgan chigitli paxtani tozalaganda uskunalarining tozalash samaradorligi kamayishidan tashqari shu chigitli paxtaning tolasida qo‘shimcha nuqsonlar ham ko‘payadi. Buni ilmiy tekshirish instituti ma’lumotidan ko‘rish mumkin

Chigitli paxtaning ishlanish shartlari	Namligi,	Iflosligi	Toladagi nuqsonlar,%	
	%	%	ifloslik,%	nuqsonlar,%
quritishdan o‘tkazilmagan	14,2	13,6	12,4	18,5
quritishdan o‘tkazilgan	10,1	13,3	6,3	12,5

Uskunalarining tozalash samaradorligi chigitli paxtaning iflos qo‘shilmalarining miqdoriga qarab o‘zgaradi: iflos qo‘shilmalar qancha ko‘p bo‘lsa, tozalash vaqtida shuncha ko‘p iflosliklar ajratiladi. Mayda qo‘shimchalar chigitli paxtadan barabanli va shnekli tozalagichlarda yaxshi ajraladi va ularni ajratish uchun tozalash jarayonida chigitli paxtani elash etarli deb hisoblanadi. Shu sababli chigitli paxtani mayda iflosliklardan tozalash uchun qiziqli-titkilash uskunalari ishlatiladi. To‘rli sirtlar (**1-rasm**) po‘lat simlardan to‘qilgan, har xil shakldagi ko‘zli yaxlit tunuka yoki turli shakldagi kolosniklardan yasalgan bo‘lishi mumkin.



a)

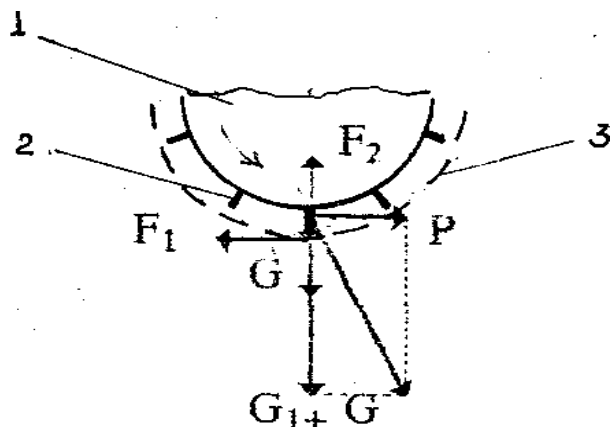
b)

v)

1-rasm. To'rtli sirtlar turlari

a) po'lat simdan to'qib qalaylangan; b, v) har xil teshikli tunukadan yasalgan

Uskunaning tozalash samaradorligi qoziqli-titkilash barabani bilan to'rtli sirtning bir-biriga nisbatan joylashishiga bog'liq. (2-rasm)



1-qoziqchali baraban.

2-qoziqcha.

2-rasm. qoziqchali barabanli tozalagichlarda chigitli paxtaga ta'sir etuvchi kuchlar

F_1 va R kuchlari bir tomondan, G_1 va F_2 kuchlari ikkinchi tomondan juft kuchlarni tashkil qilib (51-rasm), chigitli paxta bo'lakchasini sirt strelkasi yo'nalishida aylantirishga intiladi. Uskuna ishlaganda chigitli paxta bo'lakchalari to'rtli sirt ustiga urilishi natijasida undagi iflos qo'shilmalar ajraladi va to'rtli sirt teshiklari orqali tashqariga chiqib ketadi. Ba'zi tozalagichlarning barabanlarida ikki qator qoziqchalar o'rnatilgandan keyin uchunchi qatorga yaxlit planka o'rnatilgani uchun bunday tozalagichlar qoziq-plankali deb ataladi. qoziq-plankali tozalagichlarning tozalash samaradorligi birmuncha yuqori bo'ladi, chunki bularda chigitli paxta qoziqqchalar bilan titiladi, planka esa havo ohimini kuchaytirib tozalashni zo'raytiradi.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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KAMBAG‘ALLIKNI QISQARTIRISHDA KICHIK BIZNES VA XUSUSIY TADBIRKORLIKNI O‘RNI

*Andijon mashinasozlik instituti,
Iqtisodiyot yonalishi 4 bosqich talabasi
Iskandarov Saidasror Saidjamol o‘g‘li*

Jahonning rivojlangan mamlakatlarida kichik biznes va xususiy tadbirkorlikni rivojlantirish, iqtisodiy va moliyaviy barqarorligini ta’minlash, davlat tomonidan boshqarish va qo‘llab-quvvatlash, tashkiliy va iqtisodiy mexanizmlarini takomillashtirish yuzasidan qator ilmiy izlanishlar olib borilmoqda. Kambag‘allik darajasining ortishi sabablarini aniqlash, kambag‘al aholi qatlami ulushini kamaytirish, sifatli ta’lim, tibbiyot va ijtimoiy himoyani takomillashtirish orqali barqaror rivojlanishni ta’minlash, kichik biznes va xususiy tadbirkorlikni rivojlantirish orqali kambag‘allikni qisqartirish, mahalliy shart-sharoitlarni hisobga olgan holda hududlarda tadbirkorlikni rivojlantirish yo‘li bilan ish o‘rinlari yaratish hamda aholi daromadini ortishiga qaratilgan yondashuvlarni ishlab shiqish ustuvor yo‘nalishlaridan hisoblanadi.

Prezident Sh.M. Mirziyoyev ta’kidlaganidek “Bugun yurtimizda har qanday islohot quruq raqamlarda emas, balki, eng avvalo, aholining kundalik hayotida, uning dasturxonini va ro‘zg‘orida o‘z aksini topishi zarur”[1].

Ma’lumki, 2020 yilda yurtimizda birinchi bor aholi orasida kambag‘allik borligi ochiq aytiladi, shundan so‘ng ushbu muammo bilan jiddiy shug‘ullanish boshlandi. Keyingi yillarda kambag‘allikni qisqartirish borasida tizimli ishlar olib borilmoqda. Kichik biznes va xususiy tadbirkorlikni rivojlantirish kambag‘allikni qisqartirishning eng samarali yo‘llaridan hisoblanadi.

O‘zbekistonda ijtimoiy-iqtisodiy taraqqiyotning hozirgi bosqishida kichik biznes va xususiy tadbirkorlikni tashkil etish va rivojlantirish masalalariga alohida e’tibor qaratilmoqda. Kambag‘allik darajasini qisqartirish bilan bog‘liq ta’sirshan shoralar ishlab shiqilib, tizimli vazifalar belgilab berilmoqda. “Hududlarda, ayniqsa, qishloqlarda aholining aksariyat qismi yetarli daromad manbaiga ega emasligi sir emas. Har qanday mamlakatda bo‘lgani kabi bizda ham kam ta’minlangan aholi qatlamlari mavjud. Turli hisob-kitoblarga ko‘ra, ular taxminan 12-15 foizni tashkil etadi. Bu o‘rinda gap kishkina raqamlar emas, balki aholimizning 4-5 millionlik vakillari haqida bormoqda” [2]. Mamlakatda aholining farovonligini ta’minlash va kambag‘allik darajasiga tushib qolgan aholi qatlamining ulushini kamaytirish masalasi iqtisodiy islohotlarning eng dolzarb muammolari sifatida qaralib, tadbirkorlik faoliyatini yanada rivojlantirish orqali

kambag'allikni qisqartirishning asosiy yo'nalishlariga bag'ishlangan ilmiy tadqiqot ishlari dolzarb hisoblanadi.

Shu o'rinda kambag'allikning ijtimoiy-iqtisodiy mohiyati, ahamiyati va kelib shiqish sabablari va uning oqibatlariga to'xtalib o'tamiz.

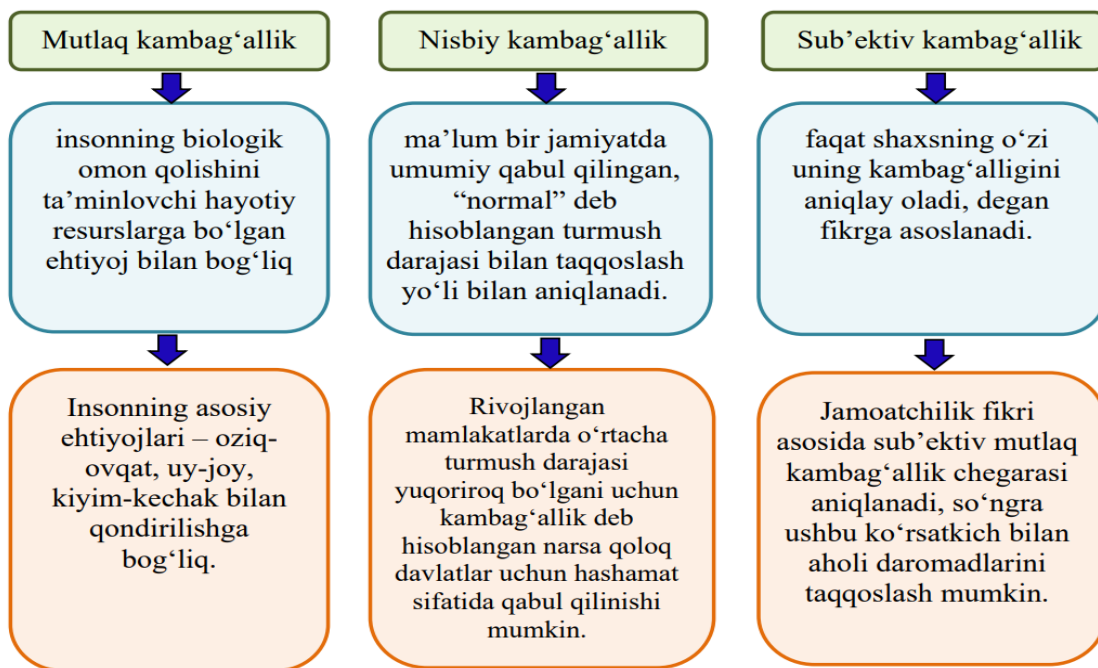
Kambag'allik insoniyat tarixida jamiyat a'zolarining ijtimoiy xolatini o'zida aks ettiruvshi sifat ko'rsatkishi bo'lib kelgan. Shu bois mavjud nazariy tushunchalar kambag'allikni alohida iqtisodiy kategoriya sifatida tavsiflaydi. Kambag'allikning ijtimoiy-iqtisodiy oqibatlari jamiyat taraqqiyotiga o'zining salbiy tomonlari bilan ta'sir etadi.

Mamlakatda kambag'allik darajasini yuqori bo'lishi tadbirkorlik ravnaqiga o'zining salbiy ta'sirini o'tkazmay qolmaydi. Bunday oqibatlar aholining xarid qobiliyatining pasayishi, talab tarkibining past narx segmentiga qarab o'zgarishi va umuman olganda, kishik biznes va turli tadbirkorlik sub'ektlarining iqtisodiyotdagi ishbilarmonlik muhitiga salbiy ta'sir ko'rsatishida namoyon bo'ladi.

Kambag'allik – bu shaxs yoki ijtimoiy guruhning iqtisodiy holatining o'ziga xos xususiyati bo'lib, ob'ektiv va sub'ektiv sabablarga ko'ra inson hayot keshirishi, mehnat qobiliyatini saqlab qolishi hamda, nasl berishida zarur bo'lgan minimal ehtiyojlarning ma'lum bir qismini talab doirasida qondira olmaslikni anglatadi. Ta'kidlanganidek, kambag'allik jamiyatning ijtimoiy-iqtisodiy yuksalishida qator salbiy jarayonlarni yuzaga keltiradi. Ularga tug'ilishning xaddan tashqari ko'payishini misol tariqasida keltirish mumkin.

Kambag'allik dunyoning deyarli barsha mamlakatlarida mavjud. Ularning rivojlanish darajasiga va olib borilayotgan ijtimoiy-iqtisodiy siyosatiga hamoxang holda kambag'allik turli shakl, ko'rinishga ega bo'ladi. Boshqasha aytadigan bo'lsak, turli davlatlarda aholi daromadlari har-xil nisbat berilganda tengsizlik paydo bo'ladi.

Jahon mamlakatlarida kambag'allikning ush tarkibiy tuzilmasi mavjud bo'lib, aholi qatlamida mutloq, nisbiy va sub'ektiv kambag'allik turlari yuzaga keladi (1-rasm).



1-rasm. Kambag'allik turlarini aniqlash mezonlari tavsifi.

Mamlakatimizda kambag'allikdan shiqarishda quydagi yo'nalishlarni rivojlantirish maqsadga muvofiq deb hisoblaymiz:

- kishik biznes va xususiy tadbirkorlik sub'ektlari sonini aholi soniga mutanosib holatda tashkil etish, rivojlangan davlatlar ko'rsatkichlariga yaqinlashish;
- kishik biznes va xususiy tadbirkorlik sub'ektlarini tashkil etish orqali yangi ish o'rinlarini yaratish bilan bandlikni ta'minlash;
- hayot ushuncha zarur bo'lgan minimal ehtiyojlarning muayyan doirasini qondira olmaydigan aholi qatlamini malaka va ko'nikmalarini shakllantirish, o'qitish, qayta tayyorlash, hunar o'rgatish;
- tadbirkorlikni tashkil etish va rivojlantirish bo'yicha islohotlar davom ettirish;
- o'zini-o'zi band qilish loyihalarini rag'batlantirish va jalb qilish;
- ijtimoiy xizmatlardan imtiyozlar berish.

O'zbekistonda aholi farovonligi darajasini oshirish strategik jihatdan ahamiyatga ega bo'lib, kambag'allikni qisqartirish, kambag'al oilalar sonining o'sishini oldini olish ushuncha kishik biznes va xususiy tadbirkorlik faoliyatlarini yanada rivojlantirish muhimdir.

Ushbu maqola i.f.f.d., dotsent M.E. Jo'raxonov rahbarligida tayyorlandi.

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**O'ZBEKISTON RESPUBLIKASIDA AHOLINI VA HUDUDLARNI
FAVQULODDA VAZIYATLARDAN MUHOFAZA QILISH VA FUQARO
MUHOFAZASI BO'YICHA QABUL QILINGAN HUQUQIY-MEYORIY
HUJJATLARNING MOHIYATINI TALABALARGA O'QITISH
METODIKASI.**

Madaminova Shahloxon Sharifjon qizi
Andijon mashinasozlik instituti
Transport va logistika fakulteti
MM va TX yo`nalishi k-45-22-guruh talabasi

Ishlab chiqarish korxonalarida mehnat muhofazasiga doir ishlar tashkiliy texnik tadbirlarning kompleks rejasi asosida amalga oshiriladi. Bu tadbirlarni korxona ma'muriyati mahalliy kasaba uyushmasi qo'mitasi bilan birgalikda ishlab chiqadi. Kompleks reja yillik, besh yillik yoki ko'p yillik rejalardan tashkil topadi. Bunda fan va texnikaning mehnat muhofazasi sohasida erishgan yutuqlari hamda korxonaning rivojlanish istiqbollari hisobga olinadi. Ishning bajarilishini nazorat qilish xavfsizlik yo'llari bo'yicha muhandis zimmasiga, uni amalga oshirishga javobgarlik esa korxona sexlari, bo'limlari, bo'linmalari boshliqlari zimmasiga yuklatiladi. Mehnat muhofazasiga o'qitishni tashkil qilish va bilimlarni tekshirish bo'yicha namunaviy nizomda barcha korxona, tashkilot, muassasa, institut, ilmiy-tadqiqot tashkilotlari, birlashma, assotsiatsiya, korpooratsiya, xolding, tarmoq, vazirlik va boshqa mulk shaklidan qat'iy nazar malaka talablari hajmida ishchilar, rahbarlar, mutaxassislar, muhandis-texnik xodimlar uchun mehnat muhofazasidan bilimlarni majburiy nazorat qilish tartibi belgilangan. Korxonaga ishga kirayotgan har bir xodimga xavfli ish usullari bo'yicha yo'riqnoma, maxsus malaka olgandan va bilimi tekshirilgandan keyin mustaqil ishlashga ruxsat beriladi. Bug' va issiqlik qozonlari, yuk ko'tarish kranlari, bosim ostida ishlovchi idishlar, elektr uskunalari, maxsus uskunalar kabi xavfli ishlarda ishlovchilarga maxsus o'quv kurslarini

bitirganlari haqida hujjatlari bo'lsagina ishlashga ruxsat beriladi. Xodimlarni xavfsiz ish usullariga o'qitish va ularni to'g'ri tashkil qilish bo'yicha umumiy rahbarlik hamda javobgarlik korxona rahbarlariga va boshqaruv tashkilotlariga yuklanadi. Sexlarda, bo'limlarda ishchilarni va ustalarni xavfsiz ish usullariga o'rgatish shu sex hamda bo'lim rahbarlariga, shuningdek, o'z vaqtida va sifatli o'qitishni nazorat qilish esa mehnat muhofazasi bo'limlari zimmasiga yuklatiladi. Ishchilar bilan yo'riqnoma o'tkazish. Yo'riqnoma ikki xil bo'ladi: kirish va ish joyida o'tkaziladigan yo'riqnoma. O'z navbatida ish joyida o'tkaziladigan yo'riqnoma 3 xil bo'ladi: dastlabki, davriy va navbatdan tashqari. Kirish yo'riqnomasi. Barcha ishga yangi kiruvchilar, boshqa korxonalardan xizmat safariga jo'natilganlar (ish malakasi va stajidan qat'iy nazar) amaliyot o'tayotganlar va shogirdlar kirish yo'riqnomasini o'tadilar. Uni korxonaning mehnat muhofazasi bo'yicha mas'ul xodimi yoki shu vazifa yuklatilgan boshqa rahbar xodim o'tkazadi. Agar ishga qabul qilish bevosita sexlarda amalga oshirilsa, kirish yo'riqnomasini shu sexning boshlig'i o'tkazishi kerak. Shikastlanganlarga dastlabki yordam ko'rsatish, yong'in xavfsizligi va boshqa maxsus masalalar bo'yicha yo'riqnomalarni tegishli mutaxassislar olib boradilar. Kirish yo'riqnomasi maxsus adabiyot, ko'rgazmali qurollar bilan jihozlangan mehnat muhofazasi xonasida, zamonaviy texnik vositalardan foydalangan holda o'tkaziladi. Kirish yo'riqnomasi guruh bilan va yakka tartibda o'tkazilishi mumkin. Guruh bilan o'tkazilganda eshituvchilar soni 10 kishidan oshmasligi kerak. Kirish yo'riqnomasi o'tkazilganligi haqida maxsus jurnalga va ishchi qo'lga topshiriladigan ishga kirish varaqasiga yozib qo'yiladi.

Kirish yo'riqnomasining dasturi:

1. Korxona to'g'risida umumiy ma'lumot.
2. Mehnat muhofazasi. Xavfsizlik standartlari tizimlari haqida umumiy ma'lumot. Ish vaqti va dam olish vaqti. Ayollar va balog'atga etmaganlar mehnatini muhofaza qilish. Davlat, tarmoq va jamoat nazorati. Korxonada baxtsiz hodisalarni taftish qilish. Ichki mehnat tartibi qoidalari.
3. Xavfsizlik texnikasi. Xavfli, zararli ishlab chiqarish omillari va ulardan himoyalash. Ishlab chiqarishda baxtsiz hodisalarning va kasb kasalliklarining asosiy sabablari. Xavfsizlik standartlari tizimlarida ishlab chiqarish jarayonlariga va uskunalariga qo'yiladigan talablar. Uskunalarining asosiy xavfsizlik qoidalari. Ogohlantiruvchi, to'suvchi va signal beruvchi vositalar. Xavfsizlik ranglari va belgilari. Elektr toki bilan jarohatlanish xavfini oshiruvchi sharoitlar. Jarohatlarning oldini olish tartiblari. Ish joyini xavfsiz tashkil qilish va saqlashga qo'yiladigan talablar. Yuk ko'tarish va tashish mexanizmlari, ichki transport vositalaridan xavfsiz foydalanish qoidalari.

4. Ishlab chiqarish sanitariyasi. Ishlab chiqarish muhitining asosiy sanitariya-gigienik omillari. Mehnat sharoitini yaxshilash bo'yicha asosiy tadbirlar (texnik va tashkiliy, sanitariyagigienik, davolash-profilaktik). Ish joylari havosini almashtirishning zarurati va tuzilishi. Yorug'likni to'g'ri tashkil qilish. Shovqinga qarshi tadbirlar.

5. Shaxsiy himoya vositalari, ulardan foydalanish me'yori va qoidalari. Himoya vositalariga qo'yiladigan talablar. Korjomalar maxsus poyafzallar. Qo'l, bosh, yuz, ko'z, nafas a'zolari, quloqni himoya qilish. Ogohlantiruvchi moslamalar.

6. Shaxsiy gigiena qoidalari. Sanitariya kiyimlari, poyafzallari va vositalariga qo'yiladigan talablar.

7. Korxonada yong'in xavfsizligiga qo'yiladigan talablar.

8. Mexanik jarohat olganda, kuyganda, kislota va ishqorlar bilan kuyganda zaharlanishda, elektr va ko'z jarohatlari olgandagi dastlabki yordam.

9. Xavfsizlik texnikasi yo'riqnomalari buzilganda qo'llanadigan javobgarlik. Ish joyida o'tkaziladigan yo'riqnoma.

Barcha ishchilar kirish yo'riqnomasidan tashqari ish joyida o'tkaziladigan yo'riqnomalarni ham bilishlari lozim. Ish joyida o'tkaziladigan yo'riqnomadan maqsad-har bir ishchini to'g'ri va xavfsiz ish usullariga o'rgatish hisoblanadi. Yo'riqnomani o'tkazish jarayonida ishchiga u ishlaydigan uskuna bajariladigan texnologik jarayon, uning harakat uzatish mexanizmlari, xavfli joylari, konstruktiv xususiyatlari, paydo bo'lishi mumkin bo'lgan xavflar, ishni xavfsiz bajarish usullari, ish joyini to'g'ri tashkil qilish va shu kabi masalalar tushuniladi. Yo'riqnoma o'tkazish ishchining bevosita rahbari bo'lgan ustaga yuklatiladi. Ayrim zarur hollarda bu yo'riqnoma tegishli mutaxassislar (mexanik, energetik, texnolog) ishtirokida o'tkaziladi.

Korxonaga ishga kirayotgan shaxs kasbiy malakasini malakali va tajribali ishchiga biriktirib qo'yish orqali oshiradi. Bunday biriktirib qo'yish sex boshlig'ining vazifasi hisoblanadi. Dastlabki yo'riqnoma o'tkazish yo'riqnomalarni rasmiylashtirish jurnaliga yozib qo'yish orqali mustahkamlanadi. Barcha ishchilar o'ta xavfli ishlarni bajarishga vazifa olishlaridan avval javobgar rahbar tomonidan yo'riqnoma olishlari va bu haqda jurnalga xavfsizlik choralari ko'rsatilgan holda rasmiylashtirilishi kerak.

Ish joylarida o'tkaziladigan yo'riqnomaning dasturi.

1. Texnologik jarayon va uskuna haqida umumiy ma'lumotlar. Asosiy xavfli va zararli ishlab chiqarish omillari.

2. Ish joyiga qo'yiladigan xavfsizlik talablari.

3. Uskunaning (mashina, dastgoh, mexanizm) tuzilishi. Xavfli joylari, to'siqlari, ogohlantiruvchi moslamalari, blokirovka va signal berish tizimlari.

4. Ishga tayyorgarlik tartibi (uning sozligini, kerakli asbob-uskunalarining mavjudligini, erga ulash va boshqa himoya vositalarining mavjudligini tekshirish).

5. Xavfsiz ishlash usullari, xavfli vaziyatlar paydo bo'lganda qilinadigan ishlar.

6. Korjomalar, shaxsiy himoya vositalari va ulardan foydalanish.

7. Ishchilarni elektr xavfsizligini taminlashiga qo'yiladigan asosiy talablar.

8. Sexda xavfsiz harakatlanish sxemasi.

9. Yuk ortish-tushurish va tashish ishlarida xavfsizlik talablari. Yuk ko'tarish, tashish uskunolari va mexanizmlarini xavfsiz ishlatish.

Davriy yo'riqnoma.

Mutaxassis va rahbar xodimlarning mehnat muhofazasidan bilimlarini tekshirish yuqori tashkilot mehnat muhofazasi bo'limlarining doimiy imtihon komissiyalari tomonidan bajariladi. Komissiya tarkibi yuqori tashkilot rahbarlari tomonidan tasdiqlanadi. Imtihon komissiyalarini boshqaruv tashkilotlarining rahbarlari boshqaradi. Yirik korxonalarda imtihon topshiruvchi xodimlar soni ko'p bo'lsa, bir necha imtihon komissiyalari tashkil qilinishi mumkin. Bunday hollarda komissiya raisi qilib mehnat muhofazasi bosh mutaxassislari va korxona rahbarining muovnlari tayinlanadi. Imtihonlarni tashkil qilish va o'tkazish korxona ma'muriyatiga hamda imtihon komissiyalari raislari zimmasiga yuklatiladi. Imtihonlar tasdiqlangan reja bo'yicha o'tkaziladi. Bu reja imtihon komissiyasining barcha a'zolariga bir oy oldin tarqatiladi. Tekshiruvchi esa imtihon kuni va o'tkazilish joyi haqida kamida 15 kun oldin ogohlantiriladi. Komissiya a'zolari uch kishidan kam bo'lsa imtihon o'tkazishga ruxsat berilmaydi. Imtihon komissiyasi tarkibiga kiritilgan rahbarlar va mutaxassislar boshqaruv tashkilotlari komissiyalariga imtihon topshirgan bo'lishlari kerak.

Korxonalar ma'muriyati va muhandis-texnik xodimlarning asosiy vazifalari mehnat haqidagi qonunlar majmui hamda "Xavfsizlik yo'llari va ishlab chiqarish sanitariyasi qoidalari" bilan belgilanadi. Ishlab chiqarishda shikastlanish va kasb kasalliklarini kamaytirish hamda ularning oldini olishga oid mehnat muhofazasi bo'yicha ishlarni amalga oshirish, tadbirlariga umumiy rahbarlik hamda bu ishga javobgarlik korxona rahbari uning o'rinbosari-bosh muhandis zimmasiga yuklatiladi.

Imtihon komissiyasi quyidagilar bo'yicha rahbarlarning bilimlarini tekshiradi:

- O'zbekiston Respublikasining "Mehnatni muhofaza qilish to'g'risida"gi qonuni, O'zbekiston Respublikasi Mehnat kodeksi, boshqa qonun va me'yoriy hujjatlar;

- mehnat xavfsizligi standartlar tizimlari;

- halokatlarni cheklash va ogohlantirish tizimlarini;

- elektr jarohatlaridan ogohlantirish; -yong'in xavfsizligi, halokat, portlash hamda yong'inlarni bartaraf qilish usul va vositalari;
- ko'ngilsiz hodisalar ro'y berganda xodimlarning harakatlari;
- ishlab chiqarish sanitariyasi va mehnat gigienasining asosiy talablari;
- mehnat muhofazasi holatini nazorat qilishda davlat, tarmoq va jamoat nazoratlari to'g'risidagi nizomlar;
- baxtsiz hodisalarni taftish qilish, hisobga olish va rasmiylashtirish;
- texnologik tizimning xavfsizligini ta'minlovchi pasport, sxemalar, texnologik reglamentlar va lavozim yo'riqnomalari;
- SHHV ni tarqatish tartibi va me'yori, ishlatish muddatlari;
- mehnat bitimlari, ish vaqti, dam olish vaqti, ayollar mehnatini muhofaza qilish va balog'at yoshiga etmaganlar mehnatini muhofaza qilish. Imtiyozlar va to'lovlar;
- jabrlanganlarga dastlabki yordam ko'rsatish usullari. Imtihon savollari texnologik jarayonning o'ziga xos tomonlarini, mutaxassis rahbarlarga qo'yiladigan malaka talablari va mahalliy sharoitlarni hisobga olgan holda tuzilib, komissiya raisi tomonidan tasdiqlanadi.

Xulosa qilib shuni aytish kerakki oliy malakali kasbiy ta'limga ega kadrlar iqtisodiyotning qaysi sohasida faoliyat yurgizmasin, yuqorida keltirilgan muammolar yechimi bilan bog'liq qator vazifalarni hal etishda faol qatnashishga majbur, Boshqacha aytganda, barchamiz favqulodda vaziyatlar ro'y berishi mumkin bo'lgan zamin va makonda yashaymiz.

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MUNDARIJA

1-SHO‘BA. “O‘ZBEK TILINI SOHALARDA QO‘LLANILISHI: MUAMMO VA YECHIMLAR”

1.	Turdialiyev U.M. Maxsudova X.U.	O‘zbek tilining turli sohalarda qo‘llanilishi: muammo va yechimlar	3
2.	Abdurashidov K.B.	O‘zbek tili xalqimiz uchun milliy o‘zlik va mustaqil davlatchilik timsolidir	6
3.	Рахимов Д.Б.	Проблемы развития узбекского языка в технических науках	10
4.	Raximova I.B.	Xalqimiz nutqidagi nutqiy kalimalar urf-odat va an‘analarning mahsulidir	13
5.	Анварова М.Д.	Русские заимствования в узбекском языке: влияние советской образовательной и культурной политики на лексику	15
6.	To‘xtasinova Sh.A.	Xorijliklarga o‘zbek tilini o‘rgatish vositalari	18
7.	Abdulloyeva M.O. Komilova M.A.	Techniques of creating grammatical correctness of speech in elementary school students	21
8.	Maxammadjonov N.D.	Konsept klassifikatsiyasi	24
9.	Obobakirova V.	Pseudonyms in Modern linguistics	27
10.	Ro‘zmetova S.A. Kenjayeva M.B.	Use of the Uzbek language in various fields: problems and solutions	29
11.	Hazratova Ch.Sh. Rasulov R.	Qodiriy romanlarida qo‘llanilgan maqollarning statistik va struktural tahlili	33
12.	Toshkenboyeva D.Sh.	Kichik maktab yoshidagi bolalarning ornitonimlar ishtirok etgan she‘rlarni yodlashining linguapoetik tahlili	40
13.	Madraximova G.A.	Referatsion ma'nolarni berish	44
14.	Erkinova M.Yu. Axunov M.M.	Paremiologik birliklarning tilshunoslikda Tutgan o‘rni	47
15.	Ubaydullayev N.	Xotiranomada peyzajning badiiy funksiyasi	52
16.	Egamberdiyeva M.A. Xudoyorva S.E.	The role of figurative language in contemporary advertising	57
17.	Mirazizova G.M. Ro‘ziqulova K.R. Abduramanova D.V.	Language policy and multilingualism	59
18.	Isamidinova G. K.	Yolg‘on va aldov tushunchalarining leksik va semantik tahlili	61
19.	Xasanova M.S.	Processes of phonological categorization in late bilingualism	64

2-SHO‘BA. “GLOBALLASHUV SHAROITIDA TILLARNI O‘QITISHNING INNOVATSION STRATEGIYALAR”

20.	Qodirova M.T.	Institutsional biznes diskursining tuzilishi (ingliz va o'zbek tillari tahlilida)	67
21.	Азизова М.Р.	Необходимость применения электронных учебников в современном обучении иностранным языкам	71
22.	Каримова Ф.И.	Обучения иностранному языку на различных ступенях обучения	73
23.	Ахмаджонова Г.М.	Обучения иностранному языку на старшей ступени обучения	79
24.	Abduvoitov R.A.	Application of innovative technologies in the process of foreign language professional competence	83
25.	Israilova Sh.A.	Xorijiy tillarni o'qitishda innovatsion metodlardan foydalanish istiqbollari	85
26.	Israilova Sh.A.	Ta'lim sohasida ingliz tilini o'qitishning ahamiyati	89
27.	Xudoyberdiyeva O.M.	Ingliz va o'zbek tillarida raqsga oid terminlarining leksikografik tahlili	91
28.	Azizova M.R. Dostonbekova O.	Grammar is one of the important parts in teaching English	95
29.	Кодирова Д.Ш.	Лексико-семантический состав терминов горнодобывающей промышленности: особенности и значение	97
30.	Rozikova Z.T.	Rolli o'yin metodidan ta'lim muassalarida xorijiy tilini o'rganishda foydalanish	101
31.	Nurmatova N.	Xorijiy tillarni o'rgatishda o'yinlardan samarali foydalanish	104
32.	Hotamova Z.A. Komiljonova M.A.	Classroom management: how to create a positive and productive learning environment	108
33.	Mahmudova Z.Sh.	Developing critical thinking through economic debates in language learning	113
34.	Усмонова Д.С.	Культурные и исторические аспекты в формировании фразеологических единиц	116
35.	Komiljonova M.A. Qozoqova F.S.	A comparative study of neologisms among the English and France languages	121
36.	Matenova F.M.	The use of literature in teaching English to enhance EFL students' writing skill	124
37.	Dikhanova S.Y. Matenova F.M.	Teaching literature through writings of Charles Dickens	127
38.	Mansurbekova Kh.M. Mahmudova Z.Sh.	Using interactive games to improve students' speaking skills	131
39.	Nurmanova Ch.M. Kamiljonovna M.A.	Overview of game techniques in education	134
40.	Hakimova G.K.	Accounting for psychological and pedagogical characteristics of adolescence	137
41.	Хакимова Г.К.	Использование методики преподавания	141

		русского языка в биомедицинских областях	
42.	Xurramova G.A. Komiljonova M.A.	Play-based learning in elementary education: fostering engagement and development	144
43.	Asilbaeva M.J. Matenova F.M.	The challenges of teaching reading for adults	149
44.	Jumayeva G.Q. Matenova F.M.	The problems of teaching English of bilingual children	152
45.	Исламова С.П.	Интерактивные методы обучения русскому языку в технических вузах	155
46.	Madraximova G.A.	Modern trends in teaching English	159
47.	Akbarova S.A. Kenjayeva M.B.	Problems of teaching foreign languages in the direction of inclusive education	161
48.	Turayeva M.A.	Tillarni o'qitishda madaniyatning roli	164
49.	Irgasheva N.D.	Some practical techniques for language teaching	167
50.	Irgasheva N.D.	Developing intercultural competence of students in foreign language classroom	170
51.	Irgasheva N.D. Shamsutdinova Z.Sh.	A communicative approach to second language teaching	174

3-SHO'BA. "INKLYUZIV TA'LIM YO'NALISHIDA XORIJIY TILLARNI O'QITISH MUAMMOLARI"

52.	Maxmudova N.R.	Ingliz tilini o'qitishda og'zaki nutq ko'nikmasini rivojlantirish masalalari xususida	177
53.	Mahmudova N.R.	Ingliz tili o'qitishda o'yinlardan foydalanishning va o'yin texnologiyasining ahamiyati	179
54.	Maxsudova X.U.	O'zbekistonda inklyuziv ta'lim: umumiy ko'rinish va istiqbollar	182
55.	Turopova F.M.	Introduction to the flipped classroom method and contrasts with history and modern versions, scientists' options	185
56.	Abdug'aniyev J.D.	Terminlarning kognativ-pragmatik va lingvokulturalogik hususiyatlari	189
57.	Khamitov E.E.	Challenges in teaching English in the tourism classroom	192
58.	Khazratkulova E.I.	A historical perspective on psycholinguistics as a science for studying the English language	197
59.	Azatbaeva N.B. Turapova F.M.	A psychological approach to teaching the flipped classroom method in higher grades	201
60.	Ruzmetova M.A. Mahmudova Z.Sh.	Theoretical and practical problems of foreign language teaching in inclusive classes	205

61.	Absatarova A.A. Abduvaliyeva M.D. Mahmudova Z.Sh.	Modern methods in foreign language teaching and their advantages for non-standard students	208
62.	Zarimova J.K. Turopova F.M.	Theoretical foundations of English language teaching through the flipped classroom method	211
63.	Parpiyeva D.A. Turopova F.M.	Using from communicative competence to teach young learners during the lesson, listening and speaking skills	215
64.	Mullajanova M.S. Kenjayeva M.S.	Using methods in teaching English to school students	218
65.	Turayeva M.A.	Inklyuziv ta'limda xorijiy tillarning o'qitilishi: muammolar va yechimlar	221

4-SHO'BA. "TA'LIM SOHASIDA RAQAMLI TEXNOLOGIYALAR, ZAMONAVIY YONDASHUVLAR VA INNOVATSIYALAR"

66.	Akramova G. Akhunov M.	Avangardism and postmodernism in the stages of modernism	224
67.	Akramova G. Akhunov M.	Trends of modernism: expressionism, dadaism and cubism	227
68.	Anvarbekova O.Z.	Inson emotsiyalarining noverbal ifoda vositalari va ularning ekspressivligi	230
69.	Mirzakulova G.A.	Tibbiyotda virtual olamni rivojlantirish virtual ta'limni amaliyotga tatbiq etish usullari	233
70.	Ibaydullayeva G.U. Mirzakulova G.A.	Sog'liqni saqlash vazirligining qarorlari va standartlariga muvofiq ginekologiya va tug'ruq komplekslariga qo'yilgan talablar	237
71.	Mirzakulova G.A.	Funksional diagnostika usullarini kardiologiya amaliyotda qo'llash usullari	241
72.	Atajonova S.B. Khamidova Sh.B.	Lokal, global va mintaqaviy tarmoq turlari va ularning xavfsizlik siyosati	245
73.	Raxmatillayeva M.M. Mirzakulova G.A.	Virtual ta'lim texnologiyasi yordamida o'qitish metodikasini shakllantirish	249
74.	Turg'unpo'latov A.A.	Oftalmologiya sohasida lazer apparatlarining o'rni: ko'z kasalliklarini davolashdagi roli, klinik amaliyotda ishlatilishi va uning aniqlik darajasi	252
75.	Egamberdiyev Sh.	Raqamli texnologiyalarning mamlakat iqtisodiyoti va mamlakat ta'lim tizimiga ta'siri	256
76.	Po'latov I.	Development indicators of logistics students in the Higher education system	258
77.	Turgunboyeva P.	Oliy ta'limda raqamli texnologiyalar	263
78.	Maxramova N.Yu. Ismoiljonova M.Z.	Inson resurslarini boshqarish strategiyalari	266

79.	Karimova A.A. Kenjayeva M.B.	Digital technologies, modern approaches and innovations in the field of education	270
80.	Bozorboyeva F. Ismoilova D. Khamitov E.E.	The evolution of criticism. A historical perspective	274
81.	Hakimov M.A.	Mobil texnologiyalarning asosiy turlari va ularni ta'lim jarayonida qo'llanilishi	277
82.	Ro'ziqulov N.P. Ruzmetova D.K.	Using digital tools and modern teaching methods in English language education	280
83.	Rahmonova H.S. Ruzmetova D.K.	Exploring the impact of ethnolinguistic diversity on English language teaching	282
84.	Egamberdiyev Sh.	Iqtisodiy adabiyot: o'zbek tilidagi manbalarni rivojlantirish	287
85.	Po'latov I.	Logistics in the Higher education system of Uzbekistan	289
86.	Jumageldiyeva N.A. Abduramanova D.V.	The impact of digital media on language evaluation and communication methods	292
87.	Yuldasheva A.A. Komiljonova M.A.	The influence of social media on language learning	297
88.	Toshpo'latova S.I. Asqarova M.Z. Abduramanova D.V.	A linguistic analysis of the evolution of internet slang	301
89.	Kuchkorova D.Sh.	Theoretical views of great writers on aphorisms	304
90.	Abdugalilova O.	Jismoniy tarbiya va sportda mehnat muhofazasini boshqaruv tizimini shakllantirish	308
91.	Abdugalilova O.	Jismoniy tarbiya va sportda mehnat muhofazasini boshqaruv tizimini shakllantirish va xatarlarni kamaytirish usullari	312
92.	Tolipova Z.U.	Ta'lim sohasida raqamli texnologiyalar, zamonaviy yondashuvlar va innovatsiyalar	316
93.	Sherboyev M.F.	Raqamli xavfsizlik va etik masalalar: raqamli universitetda ma'lumotlarning xavfsizligi va foydalanuvchi maxfiyligini himoya qilish	319
94.	Sherboyev M.F.	Masofaviy ta'lim. Masofaviy o'qitishning afzalliklari va kamchiliklari, shuningdek, uning samaradorligi	322
95.	Baymirzayev A.R.	Onlayn ta'lim platformalari orqali materialshunoslik fanini o'qitishning afzalliklari va muammolari	325

**5-SHO'BA. "IJTIMOIY-IQTISODIY VA TEXNIKA SOHALARINI
RIVOJLANTIRISHDAGI MUAMMOLAR VA YECHIMLAR"**

96.	Ismoilov L.R.	O'zbekistonda ijtimoiy sohani rivojlantirishdagi muammolar va yechimlar	328
97.	Ismoilov L.R.	O'zbekistonda ijtimoiy soxaning ta'lim yo'nalishidagi muammolar va uning yechimlari	331
98.	Tojiboyev B.M. Rustamova N.I.	Avtomobil komponentlarida qayta ishlangan plastmassa va polimerlardan foydalanish	334
99.	Qayumov B.A. Qosimojonov F.K.	Ishlab chiqarish texnologik jarayonlarida eksperimentni rejalashtirish va statistik tahlil	336
100.	Xodjakeldiyev X.Sh.	Asinxron dvigatellarni ishga tushirishdagi muammolar va yechimlar	339
101.	To'xtaqo'ziyev A. Ro'zimatov M.A.	G'altakmolalarga qo'yiladigan agrotexnika talablari	341
102.	Ismoiljonov Y. Nabiyev A. Hojiqurbonov D.	Angiografiya apparatining yaratilishi tarixi hamda uning texnik parametrlari	344
103.	Saidova N.Dj.	Texnika sohalarni rivojlanishda terminlarni qo'llashdagi muammolar	349
104.	Mashrabov Sh.D.	Yassi oyoqlik kasalligini aniqlovchi apparatning matematik modelini tahlil qilish	353
105.	Hojiqurbonov D. Nabiyev A.	Biotibbiyot muhandisligining urologiyadagi o'rni	356
106.	Muhammadjonov Sh.D.	Raqamli iqtisodiyot sohasini rivojlantirishdagi muammolar va yechimlar	360
107.	Qobulova N.J.	Oliy ta'lim massasalarida texnik fanlarni o'qitish va talabalar bilan ishlashning xususiyatlari	363
108.	Ismoilov S.R.	Transport vositalariga texnik xizmat ko'rsatish	366
109.	Shermatov R.A.	Avtomagistral yo'llarda harakatlanayotgan avtomobillarga texnik xizmat ko'rsatish	368
110.	Tursunov U.M.	Yo'nalish avtobuslarga texnik xizmat ko'rsatish	371
111.	Abdurahimov R.O.	Tartibga solinmagan piyodalar o'tish joylarida piyodalar harakatlanish tartibi	373
112.	Raximov A.A. Ulkanova S.X.	Ishlab chiqarishda zararli omillar va noqulay mehnat sharoiti	375
113.	Mallaboev A.S.	O'zbekistonda tarkibiy transformatsiyalashuv jarayonlarini jadallashtirishning ustuvor yo'nalishlari	379
114.	Mallaboev A.S.	Tarkibiy transformatsiyalashuv jarayonlarining mazmuni va xususiyatlari	383
115.	Olimov U.S.	Siqilgan havo tizimlarida energiya tejash usullari	385
116.	Ataxonova S.K.	Texnika sohasida mutaxassislar tayyorlashda oliy ta'limlarda muammo va yechimlar	389

117.	Tурсунова Н.А.	Лингвокультурологический аспект восприятия мира через гендерные концепты в контексте двуязычия	391
118.	Otaqulova N.Sh.	Po‘latlarni payvandlash texnologiyasi	395
119.	Kamoldinova O.B.	Atrof muhitni chiqindilardan qisman tozalash va polimer moddalar bo‘lgan plastmassalarni qayta	398
120.	Mamajonova M.	Application of eu standards in increasing export capacity of sewing and knitting products	401
121.	Rustamjonov A.B.	Avtotransport vositalarining atrof-muhitga ta’siri va uning tahlili	404
122.	Rustamjonov A.B.	Transport vositalarining ekologik xavfsizligidagi dolzarb muammolar va innovatsiyalar	406
123.	Anafiyayev A.	Andijon viloyatida mahsulot ishlab chiqarish hajmining o‘zgarishi holati tahlili	408
124.	Mamajonova M.	Analysis of production certification and inspection control experiments	412
125.	Алихонов М.П.	Опыт зарубежных стран в развитии экспорта услуг	416
126.	Juliyev J.Y.	Labo avtomobilining dvigatiling shatunlariga va bosh detallarini yemirilishi	420
127.	Juliyev J.Y.	Labo avtomobili dvigateli shatunlarini qayta tiklash texnologiyasi	423
128.	Shomirzayev S.N.	Avtomobillar sovutish tizimiga texnik xizmat ko‘rsatish va ta’mirlash ishlari texnologiyasi	426
129.	Madaminov M.I.	Technology of servicing cars with compressed gas devices	429
130.	Muxammadjonova X.M.	Paxta hosilini yig‘ib terib olishga tayyorgarlik jarayoni	431
131.	Bozorboyeva M.M.	Tayyorlov maskanlarida urug‘lik paxtani qabul qilish jarayoni	435
132.	Turg‘unov A. I.	Paxtani sifat ko‘rsatkichlarini aniqlash jarayoni	438
133.	Mirzabaxromov J.T.	Chigitli paxtadagi ifloslik aralashmalarining Turlari va ularning tarkibi	441
134.	Iskandarov S.S.	Kambag‘allikni qisqartirishda kichik biznes va xususiy tadbirkorlikni o‘rni	444
135.	Madaminova Sh.Sh.	O‘zbekiston Respublikasida aholini va hududlarni favqulodda vaziyatlardan muhofaza qilish va fuqaro muhofazasi bo‘yicha qabul qilingan huquqiy-meyoriy hujjatlarning mohiyatini talabalarga o‘qitish metodikasi	447

Mazkur to‘plamdan respublika oliy ta’lim muassasalarida hamda ilmiy-tadqiqot markazlarida faoliyat olib borayotgan olimlar, professor-o‘qituvchilar, doktorantlar, magistrlar va iqtidorli talabalar ilmiy maqolalari joy olgan.

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