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Asymptotic Analysis of Nonlinear Emden-Fowler Equations Using the WKB Method

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Abstract: This research paper investigates the asymptotic properties of solutions to nonlinear Emden-Fowler equations through the application of the WKB (Wentzel-Kramers-Brillouin) method. We systematically analyze three distinct categories of solutions: globally extendable solutions, non-extendable solutions, and compactly supported (finite) solutions. The construction of the Hardy-form WKB solution is rigorously derived, and its asymptotic validity is formally proven. The theoretical results obtained in this study provide valuable insights for numerical modeling of nonlinear phenomena across various physical domains, offering enhanced accuracy in asymptotic approximations.

Keywords: Emden-Fowler equations, WKB approximation method, asymptotic analysis, nonlinear differential equations, Hardy formulation, compact solutions, blow-up phenomena, singular perturbation theory

Introduction. The Emden-Fowler family of differential equations constitutes a fundamental class of nonlinear ordinary differential equations that arise across numerous scientific and engineering disciplines. These equations have established significance in theoretical astrophysics (stellar structure models), plasma physics (nonlinear wave propagation), chemical kinetics (autocatalytic reactions), and biological systems (population dynamics and pattern formation).

The generalized Emden-Fowler equation under investigation is expressed in its canonical form:

$$y^{(l)} + p(x)y - g(x)y^n y^m = 0$$

with the parametric constraints: $l \geq 2, 0 < n \neq 1, g(x) > 0$ where $p(x)$ represents a sufficiently smooth function. The analytical intractability of such nonlinear equations necessitates the development of sophisticated asymptotic methods, among which the WKB method emerges as particularly powerful for capturing solution behaviors in various asymptotic regimes.

Formal Construction of WKB Approximations

General Solution Ansatz. We seek asymptotic solutions through the following structural decomposition:

$$y(x) = f(x)z[\varphi(x)]\omega(\tau)$$

Here, $f(x)$, $z[\varphi(x)]$ and $\omega(\tau)$ are appropriately chosen scale functions, while z satisfies the auxiliary equation:





$$\frac{d^l z}{d\phi^l} - z^n z^m = 0$$

Hardy-Form WKB Solution. A particularly useful representation emerges in the Hardy-form WKB approximation:

$$y(x) = [\phi'(x, x_0)]^{\frac{1}{2}} \left[1 \pm \frac{n-1}{\sqrt{2(n+1)}} \phi(x, x_0) \right]^{\frac{2}{n-1}}$$

with the phase function defined by:

$$\phi(x, x_0) = \int_{x_0}^x g^{\frac{1}{2}}(t) dt$$

This formulation exhibits the limiting behavior as $n \rightarrow 1$, thereby recovering the standard linear WKB solution.

Classification of Asymptotic Solution Types. Globally Extendable Solutions

Solutions that remain bounded as $x \rightarrow +\infty$ exhibit the asymptotic form:

$$y(x) \sim c^{1/(n-1)}, c > 0$$

These solutions correspond to physically stable configurations in many applications.

Non-Extendable (Blow-up) Solutions. Solutions experiencing finite-time singularities at some critical point x_1 satisfy:

$$y(x) \sim [c - \alpha \psi(x, x_0)]^{\frac{2}{1-n}}, \alpha = \frac{1-n}{2(n+1)} \quad (1)$$

where $[x_0, x_1]$ denotes an appropriately defined auxiliary function.

Compactly Supported (Finite) Solutions. These solutions possess strictly positive support on finite intervals $[x_0, x_1]$ and vanish identically outside this domain, representing localized phenomena in physical applications.

Rigorous Asymptotic Validity Conditions

Theorem 1 (Global Extendability Criterion). Let $\psi(x, x_0)$ be defined as in Section (1). The Emden-Fowler equation admits globally extendable asymptotic solutions if:

$$\psi(x, x_0) \rightarrow +\infty, \frac{n-1}{2(n+1)} \left[p(x) - \frac{2\psi''}{(n-1)\psi} \right] \frac{\psi^2}{\psi'^2} \rightarrow c_1 > -1$$

Theorem 2 (Special Asymptotic Solutions). For the case where $g'(x) > 0$, a distinctive class of asymptotic solutions exists near the critical point $x \rightarrow x_1$:

$$y(x) \sim g^{\frac{1}{n+3}}(x) \left[b + \alpha \int_{x_0}^x g^{\frac{n+3}{2}}(t) dt \right]^{\frac{2}{1-n}}$$

This representation proves particularly valuable for analyzing solution behavior in boundary layer regions.

Invariance Properties and Symmetry Reduction. The solution structure exhibits a notable invariance property:





$$y(x) = f(x)z[\varphi(x)]$$

where this specific functional form remains invariant under the Emden-Fowler equation transformations. This property enables systematic reduction of solution complexity and facilitates more efficient asymptotic analysis.

Numerical Case Study and Validation. Consider the representative case with parameter specifications:

$$g(x) = x^\sigma \quad p(x) = 0 \quad l = 2 \quad m = 0$$

The corresponding WKB approximation takes the explicit form:

$$y(x) \sim x^{\frac{\sigma}{2(n+1)}} \left[1 \pm \frac{n-1}{\sqrt{2(n+1)}} \cdot \frac{2}{\sigma+2} x^{\frac{\sigma+2}{2}} \right]^{\frac{2}{n-1}}$$

For $\sigma > -2$: Solutions exhibit global extendability

For $\sigma < -2$: Solutions demonstrate finite-time blow-up behavior

The critical exponent $\sigma = -2$ demarcates the transition between solution regimes

Conclusions. This investigation establishes that the WKB method provides a robust analytical framework for constructing asymptotic solutions to nonlinear Emden-Fowler equations. The systematic classification of solution types, rigorous derivation of validity conditions, and identification of invariance properties collectively advance our understanding of nonlinear differential equation behavior.

The Hardy-form WKB solution emerges as an exceptionally versatile analytical tool applicable to broad classes of nonlinear functions. The numerical validation confirms the practical utility of the derived approximations for computational modeling across multiple physical contexts.

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Maktabgacha yoshdagi bolalar tarbiyasi va rivojlanishi.

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Annotatsiya: Ushbu ilmiy maqolada maktabgacha ta'lim yoshidagi bolalarning tarbiyasi va rivojlanishi masalalari yoritilgan. Shuningdek, maktabgacha yosh davrining rivojlanish xususiyatlari, shaxsni shakllantiruvchi omillar hamda bolalarni jismoniy, ruhiy va ijtimoiy jihatdan rivojlantirishga doir fikr-mulohazalar va amaliy tavsiyalar bayon etilgan.

Kalit so'zlar: ta'lim, tarbiya, rivojlanish, shaxs, ijtimoiy muhit, irsiyat.

KIRISH. Bugungi kunda shaxsning kamolga yetishida nasl-irsiyat, ijtimoiy muhit, ta'lim-tarbiya muhim ahamiyatga ega. Shaxs qaysi jamiyata yashasa, o'sha jamiyat hayotidagi qonun-qoidalarga asoslanib kamol topadi. Har bir odam shaxs sifatida turlicha namoyon bo'ladi. U o'zining xarakteri, qiziqishi, qobiliyati, aqliy rivojlanganlik darajasi, ehtiyoj va mehnat faoliyatiga munosabati bilan farqlanadi.

Rivojlanish kishidagi jismoniy, ruhiy va ijtimoiy jarayon bo'lib, u barcha tug'ma va egallangan miqdor va sifat o'zgarishlarini o'z ichiga oladi. Ta'lim-tarbiya orqali amalga oshiriladigan faoliyatlarni maktabgacha yoshdagi bolalar birdaniga o'zlashtirib olmaydilar, ularni bolalar tarbiyachi rahbarligida sekin-asta egallab oladilar.

Hozirgi kunda bolani tarbiyalash va rivojlantirishda faoliyatning o'rnini ham katta ahamiyat kasb etadi. Bolaning faolligi ijtimoiy tarixiy tajribani o'zlashtirishga yordam beradi, buning asosida uning bilish, ko'rgazmali o'yin, eng oddiy mehnat va o'quv kabi xilma-xil faoliyat turlari, shuningdek, muomalasi shakllanadi. Bolaning rivojlanishi va tarbiyalanishining yosh bilan bog'liq davrlarida faoliyatning turli xillari yonma-yon bo'ladi va o'zaro ta'sir ko'rsatadi, lekin bunda ularning roli bir xil bo'lmaydi: har bir bosqichda faoliyatning yetakchi turi ajratiladi, unda bolaning rivojlanishidagi asosiy yutuqlar namoyon bo'ladi. Maktabgacha ta'lim tashkilotida bolalarni biz quyidagi sohalar asosida rivojlantiramiz.

1. Jismoniy rivojlanish va sog'lom turmush tarzining shakllanishi
2. Ijtimoiy-hissiy rivojlanish
3. Nutq, muloqot, o'qish va yozish malakalari
4. Bilish jarayonining rivojlanishi
5. Ijodiy rivojlanish

Bu sohalar asosida bolalarni rivojlantirishimizdan asosiy maqsad maktabgacha ta'lim tizimida ma'nan mukammal va intellektual rivojlangan shaxsni tarbiyalashdir.

Maktabgacha pedagogika tarbiyani yetakchi omil deb qaraydi, chunki bu to'plangan ijtimoiy tajribani yetkazish uchun yosh avlodga ta'sir ko'rsatishning maxsus uyushtirilgan sistemasidir. U oilada, bolalar





bog'chasida , maktabda , mehnat jamolarida amalga oshirilib , turmushni , faoliyatni , muomalani tashkil etishga qaratilgandir . Buyuk bobokalonimiz Abu Ali Ibn Sino tarbiya haqida shunday deganlar "Tarbiyaning maqsadi – insonni kamolatga yetkazish , undagi yaxshi sifatlarni rivojlantirib , yomonlarini bartaraf etishdir " deya o'zining mazmunan boy va go'zal fikrini bildirib o'tganlar .

ASOSIY QISM. Tarbiya - biror maqsadga yo'naltirilgan jarayon bo'lib, u muayyan darajadagi dastur g'oyalari asosida maxsus kasbiy tayyorgarlikka ega bo'lgan kishilar tomonidan tashkil etiladi . Tarbiya ijtimoiy muhit orqali keladigan tarbiyaviy ta'sirlarning barchasi bilan bog'liq holda ta'sir qiladi . Tarbiyaning ta'siri har doim maqsadga muvofiq holda olib boriladi . Irsiyat - bu ota qoni yoki ajdodlariga xos bo'lgan biologik xususiyat va o'xshashliklarning naslga (bolaga) o'tish jarayonidir . Tarbiya bola shaxsining rivojlanishida ham o'z ro'lini egallagan . Tarbiya- inson kamolotiga ta'sir etuvchi tashqi omil hisoblanadi . Tarbiya - aniq maqsadlarni ko'zlab sitemali ravishda , insonda ijobiy fazilatlarini tarkib toptirish yo'lida tarbiyachi rahbarligida amalga oshirilib boriladi .

1. Tarbiya ta'sirida muhit ta'sir bera olmagan fazilatlar o'zlashtiriladi, yani bilim malumot egallanadi.

2. Tarbiya tufayli tug'ma kamchiliklar ham o'zgartirilib , shaxsni kamolga yetkazish mumkin . Masalan , ko'rlar , gunglar , ham o'qitilib , sog'lom kishilar qatori hayotga tayyorlanadi .

3. Tarbiya yordamida muhitning salbiy ta'sirini bartaraf etish mumkin .

4. Tarbiya doimo kelajakka qaratilgan maqsadni belgilaydi .

Bola shaxsini rivojlantirishda tarbiyaning yetakchilik roli pedagogning ham yetakchilik rolini , uning har bir bola shaxsini shakllantirish uchun mas'uliyatini qaror toptiradi . Taniqli pedagog A . S . Makarenko pedagogning roli va mas'uliyatini ta'kidlab shunday yozgan edi :

"Tarbiyaviy ta'sirning g'oyat qudratli ta'sir ko'rsata olishiga ishonchim komil . Agar odam yomon tarbiyalangan bo'lsa , bunda faqat tarbiyachilar aybdorligiga aminman . Agar bola yaxshi bo'lsa , buning uchun u tarbiyadan , o'z bolaligidan qarz dordir " .

Maktabgacha ta'lim davrida bolalarning o'ziga xos rivojlanish xususiyatlari.

2-3 yoshli bolalarning rivojlanish xususiyatlari

Bu davr o'ziga xos xususiyatlarga ega . Bir yoshdan ikki yoshgacha bo'lgan davr mobaynida bolaning nutqi va o'zgalar tomonidan aytilgan so'zlarni tushunish qobiliyatlari jadal rivojlangan bo'lsa , 2-3 yoshga kelib, o'zgalar nutqiga taqlid qilish jarayoni boshlanadi , bola musiqa , badiiy so'z ta'siriga tez beriladi

3-4 yoshli bolalarning rivojlanish xususiyatlari

Bola 3 yoshga qadam qo'yganda jismoniy o'sishi bir qadar sekinlashadi . Bu davrda uning og'irligi 14-15 kg , bo'yi 90-95 sm ga yetadi . Bola





jismonan ancha chiniqib , asab tizimi taraqqiy etadi .Tayanch harakat organlari takomillashib boradi . Uch yoshli bolalar qisqa muddat davomida o'z xatti - harakatlarini idora qilish ko'nikmasiga ega bo'ladi. Bu davrning o'ziga xosligi bu davrda bolada "men" tushunchasining rivojlanishi ortadi .

4-5 yoshli bolalarning rivojlanish xususiyatlari

Bola to'rt yoshga yetgach, uning jismoniy o'sishi bir muncha jadallashadi , bu davr mobaynida bo'yi 105-108 sm gacha o'sadi , og'irligi esa 18-19 kg bo'ladi . Bu davrda bolaning miyasi tez rivojlanadi . Katta yarim sharlar po'stlog'ining faoliyati takomillashib boradi . Bolaning asosiy harakatlarining rivojlanishida jiddiy sifat o'zgarishlari sodir bo'ladi , ularni bajarishda tabiiylik ortib boradi , bolalarda qiyoslash ko'nikmasi shakllanadi . Bu yoshdagi bolalarning nutqi ravon , xotirasi ancha teran, mustaqil fikrlash darajasi rivojlangan bo'ladi

5-6 yoshli bolalarning rivojlanish xususiyatlari.

Bu davrda bolaning bo'yi 7-8 sm ga o'sadi . Uning oyoqlari gavdasiga nisbatan tezroq rivojlanadi , og'irligi 20-22 kg.ni tashkil etadi.Ularning yuragi chaqaloq yuragiga nisbatan 4-5 barobar kattalashgan , biroq muskullari hali yetarli darajada mustahkamlanmagan bo'ladi. Olti yoshga yetganda miya po'stlog'ining asab katakchalari rivojlanib , og'irligi va tashqi ko'rinishidan kattalarnikiga yaqinlashadi . Uning talaffuzi aniq , nutqi ravon bo'lishini ta'minlashimiz kerak . Bolaning bu faoliyatida nuqson bo'lgan taqdirda uning oldini olish choralarini ko'rish lozim.

6-7 yoshli bolalarning rivojlanish xususiyatlari

Bu davrda bolaning bo'yi 120 sm ga yetadi , og'irligi 22-24 kg bo'ladi . Bu yoshda bola chiniqadi , qiziquvchan bo'ladi , o'z salomatligini nazorat qila oladi .Uning idrok kuchi va tafakkuri jadal rivojlanadi , moddiy borliqni bilishga intila boshlaydi . Bolani maktabga tayyorlash jarayonida ular faoliyatning yangi turi bo'lgan ta'lim olishga o'qishga ishtiyoq uyg'otish lozim . Bu o'rinda bolalarni ruhan ta'lim jarayoniga kirishishga tayyorlash maqsadida dastlabki o'quv elementlarni o'rgatish lozim .

Muayyan bir yosh davriga xos bo'lgan anatomik , fiziologik (jismoniy) va psixologik xususiyatlar yosh xususiyatlari deb ataladi . Ana shu yosh xususiyatlarini hisobga olgan holda ta'lim va tarbiya ishi tashkil etiladi . Shunda bola rivojlanishiga tarbiya ta'siri kuchli bo'ladi .

Bolalarning tarbiyaga to'g'ri yondashish , uni muvaffaqiyatli o'qitish uchun bola rivojlanishidagi turli yoshdagi davrlariga xos xususiyatlarni bilish va uni xisobga olish muhimdir .Chunki bola organizmining o'sishi ham , rivojlanishi ham , psixik taraqqiy etishi ham turli yosh davrlarida xilma-xil bo'ladi .

Xulosa. Xulosa qilib aytganda maktabgacha yosh davri inson rivojlanishining eng sezgir va intensiv davri bo'lib , bolada shaxsiy ijtimoiy - emotsional , kognitiv va jismoniy rivojlanishning poydevori





aynan shu bosqichda shakllanadi. Ilmiy tatqiqotlar shuni ko'rsatadiki, ushbu davrda bolaning atrof-muhit bilan faol muloqoti, o'yin faoliyati, kattalar bilan emotsional aloqalari hamda maqsadli tarbiyaviy ta'sirlar uning keyingi ta'lim jarayonlaridagi muvaffaqiyatini belgilovchi muhim omillardir.

Maktabgacha ta'lim nafaqat bolani kelajakdagi o'qishga tayyorlaydi, balki uning shaxs sifatida kamol topishini ham ta'minlaydi.

Maktabgacha yoshdagi bolalar tarbiyasi va rivojlanishi bugungi pedagogik va psixologik fanining ustunvor yo'nalishlaridan biri bo'lib, ushbu davr shaxsning keyingi intellektual kamolotiga poydevor yaratishi bilan ajralib turadi.

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BOSHLANG'ICH SINIF DARSLARIDA STEAM TEXNOLOGIYASIDAN FOYDALANISHNING SAMARALI USULLARI

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Annotatsiya: Ushbu maqolada boshlang'ich sinf darslarida STEAM (Science, Technology, Engineering, Arts, Mathematics) ta'lim texnologiyasini qo'llashning samarali usullari va pedagogik asoslari tahlil qilinadi. STEAM yondashuvi o'quvchilarning ijodiy fikrlash, tanqidiy tafakkur, muammolarni hal etish qobiliyatlari va texnologik kompetensiyalarini shakllantirishga xizmat qiladi. Maqolada STEAM ta'limining pedagogik mohiyati, dars rejasida integratsiyalashgan faoliyat, real hayotiy muammolar asosida o'rganish, loyiha asosida darslar, guruhli o'quv faoliyati va interfaol metodlar orqali samaradorlik oshirilishi ko'rib chiqiladi. Tadqiqot natijalari STEAM metodlarining boshlang'ich ta'lim jarayonida o'quvchilarning faol, bilimga asoslangan va mustaqil tarzda ishlash qobiliyatlarini sezilarli darajada oshirishini ko'rsatadi.

Kalit so'zlar: STEAM ta'limi, boshlang'ich sinf, pedagogik texnologiyalar, integratsiya, ta'lim samaradorligi, innovatsiya.

ANNOTATION: This article analyzes the effective methods and pedagogical foundations of using STEAM (Science, Technology, Engineering, Arts, Mathematics) educational technology in primary school classes. The STEAM approach serves to develop students' creative thinking, critical thinking, problem-solving skills, and technological competencies. The article examines the pedagogical essence of STEAM education, increasing efficiency through integrated activities in the lesson plan, real-life problem-based learning, project-based lessons, group learning activities, and interactive methods. The results of the study show that STEAM methods significantly increase students' abilities to work actively, knowledge-based, and independently in the primary school education process.

KEYWORDS: STEAM education, primary school, pedagogical technologies, integration, educational efficiency, innovation.

KIRISH: Zamonaviy ta'lim jarayoni nafaqat bilim berish, balki o'quvchilarda 21-asr ko'nikmalarini — ijodiy fikrlash, muammolarni tahlil qilish, jamoaviy hamda mustaqil ishlashni shakllantirishni ham maqsad qiladi [2,5]. STEAM ta'limi (Science, Technology, Engineering, Arts, Mathematics) bugungi ta'lim tizimida innovatsion pedagogik yondashuv sifatida keng qo'llanilmoqda [1,4]. STEAM yondashuvi fanlararo integratsiya orqali o'quvchilarga real hayotiy vazifalar va muammolar bilan ishlash imkonini beradi, shuningdek, turli fanlardan bilimlarni birlashtirib qo'llash orqali murakkab qobiliyatlarni rivojlantiradi [3,5]. Boshlang'ich sinflarda STEAM texnologiyasini qo'llashning





zaruriyati shundaki, bu yoshda o'quvchilarning ilmiy-tadqiqot qobiliyatlarini shakllantirish, texnologiyaga qiziqish uyg'otish, ijodiy fikrlashni mustahkamlash va amaliy ko'nikmalarni rivojlantirish uchun qulay pedagogik muhit yaratadi [1,2]. O'zbekiston ta'lim tizimida STEAM pedagogikasi so'nggi yillarda jadal rivojlanmoqda. Milliy ta'lim siyosati STEAM elementlarini umumta'lim maktablarida bosqichma-bosqich joriy etishni maqsad qilgan strategiyalarni belgilab berdi [4]. Xususan, yangi davlat ta'lim standartlari va STEAM pedagogikasini keng tatbiq etish bo'yicha ilmiy-tadqiqotlar olib borilmoqda [3,5].

TADQIQOT METODOLOGIYASI: Tadqiqotimizda STEAM ta'lim texnologiyasining boshlang'ich sinflarda qo'llanish samaradorligini aniqlash uchun quyidagi metodlar qo'llanildi:

1. Adabiyotlarni tahlil qilish: STEAM pedagogikasi bo'yicha O'zbekiston va xorijiy manbalar o'rganildi. Bu jarayonda maqolalar, ilmiy tadqiqotlar va konseptual hujjatlar tahlil qilindi [1,2,3].

2. Kuzatuv va amaliy tadqiqot: Boshlang'ich sinf darslarida STEAM metodlari qo'llanayotgan darslar kuzatildi. O'quvchilarning faol ishtiroki, loyiha ishlari va guruhli faoliyat baholandi [4,5].

3. Tajriba guruhi va nazorat guruhi: Bir guruh o'quvchilarga an'anaviy metodlar asosida, boshqasiga STEAM yondashuvi asosida darslar tashkil etildi. Olingan natijalar taqqoslandi [2,3].

4. So'rovnoma va baholash: O'qituvchilar va o'quvchilardan STEAM yondashuvi to'g'risida so'rovnoma olinib, tahlil qilindi [1,5].

Bu metodologiya orqali STEAM texnologiyasining boshlang'ich sinf darslarida ta'lim samaradorligini oshirishdagi rolini aniqlashga harakat qilindi.

ASOSIY QISM: STEAM yondashuvi fanlararo integratsiya tamoyillariga asoslanadi. Bu yondashuv o'quvchilarning fikrlash doirasini kengaytirish, real muammolarni yechish, texnologiyalar bilan samarali ishlash va ijodiy yechimlar topish imkonini beradi [2,4]. STEAM ta'limi nafaqat fan bilimlarini o'rgatadi, balki amaliy faoliyat orqali ularni qo'llashni ham rag'batlantiradi [1,3]. STEAM pedagogikasi o'quvchilarni himoyalangan va interfaol o'rganish muhitiga jalb qiladi, bu esa bilim o'zlashtirishni chuqurlashtiradi [5]. An'anaviy ta'lim yondashuvida fanlar alohida o'qitiladi va o'quv jarayoni ko'pincha memoristik bo'ladi. STEAM yondashuvida esa fanlararo bog'liqlik, loyiha asosidagi faoliyat va muammolarni real kontekstda yechish o'rganiladi [2,4]. Dars rejasida STEAM elementlari quyidagi tarzda amalga oshirilishi mumkin: Real hayotiy muammolarni berish va ularni fanlararo bilimlar yordamida hal etish [1,3]. Matematik tushunchalar asosida kichik qurilish loyihalarini yaratish orqali amaliy matematikani o'rganish [2,5]. Texnologiya va san'at elementlarini loyiha jarayoniga integratsiya qilish [3,4]. Guruhli faoliyat, interfaol platformalar va multimedia vositalarini qo'llash [1,5]. STEAM darslarida guruhli faoliyat o'quvchilarda muloqot, liderlik va jamoada ishlash ko'nikmalarini rivojlantiradi. San'at va dizayn elementlarini fan va texnologiya bilan integratsiya qilish o'quvchilarni ijodkorlikka undaydi [2,4].





TAHLIL VA NATIJALAR: Tajriba va kuzatuvlar shuni ko'rsatdiki, STEAM yondashuvini qo'llash o'quvchilarning bilimlarni nafaqat nazariy jihatdan o'zlashtirishiga, balki ularni real hayotiy vaziyatlarda amaliyotga tatbiq etish ko'nikmalarini shakllantirishda yuqori samaradorlikni ta'minladi [1,2,3]. Guruhli va jamoaviy faoliyatning keng qo'llanilishi o'quvchilarda fikr almashish, mas'uliyatni bo'lishish va umumiy maqsad sari harakat qilish ko'nikmalarini shakllantirdi [4,5]. Muammo asosida ishlab chiqilgan topshiriqlar o'quvchilarning tanqidiy va tahliliy fikrlash qobiliyatlarini mustahkamladi [2,3]. Natijada o'quvchilarda mustaqil fikrlash, o'z bilim va tajribasiga tayangan holda xulosa chiqarish hamda o'z-o'zini nazorat qilish ko'nikmalari rivojlandi [1,5]. Shu bilan birga, STEAM yondashuvi o'quvchilarning ta'limga bo'lgan qiziqishini va motivatsiyasini sezilarli darajada oshirdi [2,4].

XULOSA: STEAM ta'lim yondashuvi boshlang'ich sinf darslarida samarali va innovatsion ta'lim jarayonini tashkil etishda muhim pedagogik vosita sifatida namoyon bo'lmoqda [1,3]. Mazkur yondashuv o'quvchilarning fanlararo bog'liqlikni anglashiga, nazariy bilimlarni amaliy faoliyat bilan uyg'unlashtirishga keng imkoniyat yaratadi [2,4,5]. STEAM asosida tashkil etilgan darslar o'quvchilarning ijodiy va tanqidiy fikrlash qobiliyatlarini rivojlantiradi, muammoli vaziyatlarda mustaqil va mantiqiy qaror qabul qilish ko'nikmalarini shakllantiradi [1,2]. Shuningdek, o'quvchilarda texnologik savodxonlik va raqamli kompetensiyalarni erta yoshdan rivojlantirishga zamin yaratadi [3,5]. Guruhli va jamoaviy faoliyat o'quvchilarda hamkorlik, muloqot madaniyati va ijtimoiy faollik kompetensiyalarining shakllanishiga ijobiy ta'sir ko'rsatadi [2,4]. Shu bilan birga, STEAM pedagogik innovatsiyalarni qo'llab-quvvatlash orqali ta'lim jarayonini zamonaviy talablar asosida tashkil etish, o'qituvchilarning kasbiy kompetensiyalarini rivojlantirish va ta'lim sifatini oshirishda muhim ahamiyat kasb etadi [1,3,5]. Umuman olganda, boshlang'ich sinf darslarida STEAM ta'lim yondashuvini joriy etish o'quvchilarning har tomonlama rivojlangan, ijodkor, mustaqil fikrlay oladigan va kelajakda raqobatbardosh shaxs sifatida shakllanishiga mustahkam pedagogik asos yaratadi [2,4].

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ZAMONAVIY TEXNOLOGIYALARNING YOSHLAR TA'LIMIGA TA'SIRI

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Annotasiya: Ushbu maqolada zamonaviy texnologiyalarning yoshlar ta'lim jarayoniga ko'rsatayotgan ta'siri tahlil qilinadi. Xususan, raqamli texnologiyalar, onlayn ta'lim platformalari, mobil ilovalar hamda virtual va sun'iy intellektga asoslangan vositalarning o'quvchilarning bilim olish jarayonidagi o'рни yoritiladi. Shuningdek, texnologiyalarning ta'lim sifatini oshirishdagi ijobiy jihatlari bilan bir qatorda, e'tiborning chalg'ishi va texnologiyaga haddan tashqari qaramlik kabi muammolar ham ko'rib chiqiladi. Maqola yoshlarning zamonaviy bilim va ko'nikmalarni egallashida texnologiyalardan samarali foydalanish yo'llarini ochib berishga qaratilgan.

Kalit so'zlar: Zamonaviy texnologiyalar, Raqamli texnologiyalar, Mobil ilovalar, Virtual va sun'iy intellekt, Izlanish ko'nikmalari, Raqamli savodxonlik, Ijtimoiy tarmoqlar

Kirish: Bugungi kunda zamonaviy texnologiyalar jamiyatning barcha sohalariga, xususan ta'lim tizimiga chuqur kirib bormoqda. Raqamli qurilmalar, internet tarmog'i, onlayn ta'lim platformalari hamda turli interaktiv dasturlar yoshlarning bilim olish jarayonini yanada qulay va samarali qilish imkonini bermoqda. Ayniqsa, yoshlar texnologiyalardan tez va faol foydalanishi bilan ajralib turadi, bu esa ta'lim jarayonida yangi yondashuvlarni joriy etishni talab etadi. Shu bilan birga, zamonaviy texnologiyalarning ta'limga ta'siri faqat ijobiy jihatlari bilan cheklanib qolmay, ayrim muammolarni ham yuzaga keltirmoqda. Ushbu maqolada zamonaviy texnologiyalarning yoshlar ta'limiga ko'rsatayotgan ta'siri, uning afzalliklari va dolzarb masalalari yoritib beriladi. Hozirgi globallashtirish va raqamlashtirish davrida zamonaviy texnologiyalar inson hayotining ajralmas qismiga aylanib bormoqda. Ayniqsa, ta'lim sohasida texnologiyalarning joriy etilishi bilim olish jarayonini tubdan o'zgartirib, an'anaviy o'qitish usullarini yangi, innovatsion yondashuvlar bilan boyitmoqda. Kompyuterlar, planshetlar, smartfonlar, yuqori tezlikdagi internet hamda turli raqamli ta'lim platformalari yoshlarning bilimga bo'lgan qiziqishini oshirishga xizmat qilmoqda. Hozirgi yoshlar axborot texnologiyalaridan faol foydalanuvchi qatlam hisoblanadi. Onlayn darslar, masofaviy ta'lim, elektron darsliklar va interaktiv mashg'ulotlar orqali ular istalgan joy va vaqtda bilim olish imkoniyatiga ega bo'lmoqdalar. Bu esa ta'lim jarayonining uzluksizligini ta'minlash bilan birga, mustaqil fikrlash, izlanish va o'z ustida ishlash ko'nikmalarini shakllantirishga yordam beradi.

a) Zamonaviy texnologiyalarning ta'limdagi foydali jihatlari

Zamonaviy texnologiyalar, ayniqsa internet va onlayn ta'lim platformalari yoshlar uchun bilim olish imkoniyatlarini sezilarli darajada kengaytirdi.





Bugungi kunda o'quvchilar dunyoning istalgan nuqtasida joylashgan yetakchi universitetlar, ilmiy markazlar va mutaxassislar tomonidan taqdim etilgan ta'lim resurslaridan foydalanishlari mumkin. Turli elektron darsliklar, video ma'ruzalar, onlayn kurslar va vebinarlar orqali yoshlar o'z qiziqishlariga mos bilimlarni mustaqil ravishda egallash imkoniga ega bo'lmoqda. Bu esa nafaqat an'anaviy ta'lim doirasini kengaytiradi, balki yoshlarning o'z ustida ishlashi, bilimlarini chuqurlashtirishi va zamon talablariga mos ravishda rivojlanishiga xizmat qiladi. Internet tarmog'i va raqamli ta'lim resurslari orqali o'quvchilar kerakli ma'lumotlarni mustaqil izlash, ularni solishtirish va tahlil qilish imkoniyatiga ega bo'ladilar. Turli manbalardan olingan axborotni tekshirish, asosiy g'oyalarni ajratib olish hamda o'z fikrini shakllantirish jarayonida yoshlarning tanqidiy fikrlash qobiliyati rivojlanadi. Natijada ular faqat tayyor bilimlarni qabul qiluvchi emas, balki bilimni ongli ravishda o'zlashtiruvchi va xulosalar chiqara oladigan shaxs sifatida kamol topadilar. Kompyuter, mobil qurilmalar, turli dasturlar va onlayn platformalar bilan ishlash jarayonida o'quvchilar axborotni izlash, qayta ishlash va undan to'g'ri foydalanish ko'nikmalarini egallaydilar. Bu esa ularning kelajakdagi kasbiy faoliyatida zarur bo'lgan muhim raqamli kompetensiyalarni shakllantiradi. Shuningdek, texnologiyalar bilan ishlash yoshlarni zamonaviy mehnat bozoriga tayyorlaydi, ularning raqobatbardoshligini oshiradi va yangi kasb yo'nalishlarini o'zlashtirishiga keng imkoniyatlar yaratadi.

b) Zamonaviy texnologiyalarning ta'limdagi zararli jihatlar

Zamonaviy texnologiyalar ta'lim jarayonida ijobiy imkoniyatlar yaratgan bo'lsa-da, ayrim salbiy jihatlariga ham e'tibor qaratish zarur. Yoshlar tomonidan ijtimoiy tarmoqlar, onlayn o'yinlar va keraksiz internet kontenti bilan ko'p vaqt sarflash darsga bo'lgan e'tiborni kamaytirishi mumkin. Natijada ular dars davomida asosiy mavzularni yetarlicha o'zlashtira olmasliklari, vazifalarni oxirigacha bajarishda qiyinchiliklarga duch kelishlari ehtimoli oshadi. Shu bilan birga, tez-tez chalg'ish o'quvchilarning fikrlash va diqqatni jamlash qobiliyatini sustlashtiradi, bu esa ta'lim samaradorligiga salbiy ta'sir ko'rsatadi. Shuning uchun texnologiyalardan foydalanganda vaqtni boshqarish va kontentni tanlab olish muhim ahamiyatga ega. Ta'lim jarayonida ko'plab ijobiy imkoniyatlar yaratgan bo'lsa-da, ularning noto'g'ri yoki ortiqcha ishlatilishi yoshlarning e'tiborini chalg'itishi mumkin. Ijtimoiy tarmoqlar, onlayn o'yinlar va keraksiz internet kontenti o'quvchilarning darsga bo'lgan diqqatini pasaytiradi. Natijada ular dars davomida asosiy mavzularni yetarlicha o'zlashtira olmay, vazifalarni to'liq bajarishda qiyinchiliklarga duch kelishi mumkin. Shuningdek, tez-tez chalg'ish yoshlarning fikrlash, diqqatni jamlash va muammolarni hal qilish ko'nikmalarini susaytiradi. Shu sababli texnologiyalardan foydalanganda vaqtni boshqarish va kontentni maqsadga muvofiq tanlash muhim ahamiyatga ega bo'ladi. Uzoq vaqt ekran qarshisida o'tirish ko'zlarning charchashi, ko'rish





qobiliyatining susayishi va bosh og'rig'i kabi muammolarga olib keladi. Bundan tashqari, harakatning kamayishi natijasida jismoniy faollik pasayadi, bu esa mushak-skelet tizimi va umumiy salomatlik holatiga salbiy ta'sir qiladi. Shu sababli, ta'lim jarayonida texnologiyalardan foydalanganda vaqtni me'yorida taqsimlash, muntazam tanaffuslar qilish va jismoniy mashqlar bilan shug'ullanish yoshlarning sog'lig'ini saqlash uchun muhimdir.

Xulosa: Zamonaviy texnologiyalar yoshlar ta'lim jarayonida katta imkoniyatlar yaratadi. Internet, onlayn ta'lim platformalari, mobil ilovalar va virtual hamda sun'iy intellektga asoslangan vositalar yordamida o'quvchilar bilim olishda mustaqil bo'lib, tanqidiy fikrlash va izlanish ko'nikmalarini rivojlantiradilar. Shuningdek, texnologiyalar raqamli savodxonlikni oshirib, yoshlarni kelajak kasbiy faoliyatiga tayyorlaydi. Biroq, texnologiyalardan noto'g'ri yoki ortiqcha foydalanish e'tiborning chalg'ishi, texnologiyaga haddan tashqari qaramlik va sog'liq muammolariga olib kelishi mumkin. Shu sababli, texnologiyalardan maqsadga muvofiq va me'yorida foydalanish ta'lim samaradorligini oshirish va yoshlarning jismoniy hamda ruhiy salomatligini saqlash uchun muhim ahamiyatga ega.

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Strategies for economic growth, modernization of industries, and innovative development

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Abstract. This article provides general information about economic growth, modernization of industries and innovative development strategies, and also analyzes important news in the current economy of Uzbekistan, ongoing reforms, modernization of industries, and the content of innovative development strategies. Nowadays, innovations are constantly being updated with the emergence of new technologies. The article, based on the innovative growth strategy in Uzbekistan and official state statistics, provides a detailed analysis of the factors of economic growth, the modernization of industries, and their social and sustainable impact.

Keywords: modernization, innovative development, strategy, technology.

Introduction. We see that in recent years, Uzbekistan has launched large-scale reforms in its economy and is promoting increased economic growth rates, modernization of sectors, and promotion of innovation and startups and investment in them. This will attract more investors and strengthen the material base, which includes upgrading infrastructure, transitioning to a digital and green economy, and expanding industrial and additional service sectors. We have already achieved various results in these ways.

Uzbekistan is primarily activating a number of factors that ensure economic growth. For example, investments, modernization of sectors, expansion of industry and services, and transition to an economy of digital and innovative technologies. The main factors in this are the expansion of various services and industries by attracting foreign investment. Through this, the transition to a digital and innovative economy. If the digital economy and innovations are supported, new technologies and startups and the creation of new enterprises are created.

The goal of these factors is to increase the efficiency of the real sector, create new jobs, and ensure the income and well-being of the population with economic technologies and various innovations. The “Uzbekistan-2030” strategy has been developed for such development.[3] This strategy is a document adopted to transform the country into a competitive and digitalized economic state. The strategy focuses on the development of sectors such as

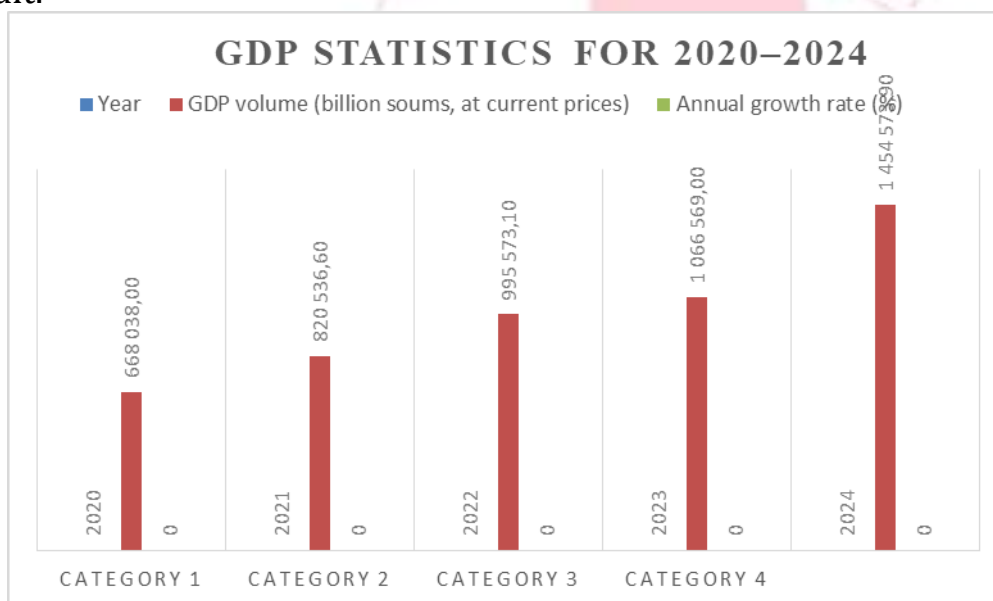




construction, industry, energy, transport, and IT, as well as ways to reduce interregional inequality, and these works are being implemented gradually.

As for innovative development, this path is aimed at integrating science, technology and innovation into the economy of the country. The intended goal is to support scientific and innovative activities, develop new, innovative products and services in the real sector, promote cooperation between education and science, transfer technologies and attract investment in innovation.

President Shavkat Mirziyoyev, in his speech to the UN General Assembly on September 23, 2025, said: "By 2030, we aim to move from the ranks of middle-income countries to the level of high-income countries." [1] The President also noted that the poverty rate has been reduced from 35% to 6.6% in recent years. He noted that this was achieved through innovation, education, energy and infrastructure modernization, the private sector and job creation. Nowadays, many of the decrees and plans adopted by our president have been implemented, and we have seen significant profits as a result.



We can also see from this diagram that the strategies and actions taken by our country towards economic growth have yielded effective results. [8]

Conclusion. If we see and learn from the strategies and work that have been done and are expected to be done now, we will accelerate our progress significantly and become stronger and a major competitor with major countries. As our country develops like this, we will reach even higher heights. We need to develop stronger and more effective strategies and startups. We need to further develop the digital economy and modernization sectors and make more investments, and we need to work with large and reliable foreign investors and increase their number. Through such ideas and proposals, we will increasingly strengthen and develop economic growth. That is why we need innovative strategies.





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Boshlang'ich sinflar tizimida yozuvga o'rgatish jarayonining ahamiyati va o'rni

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Annotatsiya. Mazkur ilmiy maqolada boshlang'ich sinflar tizimida yozuvga o'rgatish jarayonining ta'limiy, tarbiyaviy va rivojlantiruvchi ahamiyati keng yoritilgan. Yozuv malakasi boshlang'ich ta'limning asosiy kompetensiyalaridan biri bo'lib, o'quvchilarning nutq madaniyati, tafakkuri, diqqat va xotira jarayonlarini shakllantirishda muhim o'rin tutadi. Tadqiqot jarayonida yozuvga o'rgatishning metodik asoslari, bosqichlari hamda zamonaviy pedagogik yondashuvlar tahlil qilindi. Shuningdek, boshlang'ich sinf o'quvchilarida yozma nutqni rivojlantirishda grafomotor ko'nikmalarni shakllantirish, harf elementlarini to'g'ri yozish, yozuv tezligi va aniqligini oshirish masalalari ilmiy nuqtayi nazardan ko'rib chiqildi. Maqolada yozuvga o'rgatish jarayonida uchraydigan muammolar, xatolar va ularni bartaraf etish yo'llari ham yoritilgan. Tadqiqot natijalari boshlang'ich sinf o'qituvchilari, metodistlar va pedagogika yo'nalishidagi talabalarga amaliy jihatdan foydali bo'lishi bilan ahamiyatlidir.

Kalit so'zlar: boshlang'ich ta'lim, yozuvga o'rgatish, yozma nutq, grafomotor ko'nikma, savod o'rgatish, pedagogik metodika.

Kirish. Boshlang'ich ta'lim bosqichi o'quvchilarning shaxs sifatida shakllanishida muhim ahamiyatga ega bo'lib, aynan shu davrda asosiy bilim, ko'nikma va malakalar shakllantiriladi. Yozuvga o'rgatish jarayoni savod o'rgatishning muhim tarkibiy qismi bo'lib, o'quvchilarning keyingi ta'lim bosqichlarida muvaffaqiyatli o'qishlari uchun mustahkam poydevor yaratadi. Yozuv orqali bola o'z fikrini yozma shaklda ifodalashni, nutqini izchil va mantiqiy bayon etishni o'rganadi. Shu bois yozuvga o'rgatish nafaqat texnik ko'nikma, balki tafakkurni rivojlantiruvchi murakkab psixopedagogik jarayon hisoblanadi. Bugungi kunda ta'lim tizimida kompetensiyaviy yondashuvning joriy etilishi yozuv malakasiga bo'lgan talabni yanada oshirmoqda. O'quvchi faqat chiroyli yozishni emas, balki mazmunli, imlo va uslubiy jihatdan to'g'ri yozishni ham egallashi zarur. Shu nuqtayi nazardan, boshlang'ich sinflarda yozuvga o'rgatish jarayonini ilmiy asosda tashkil etish, samarali metod va vositalardan foydalanish dolzarb masalaga aylanmoqda. Ushbu maqolada yozuvga o'rgatish jarayonining ahamiyati, mazmuni va o'rni ilmiy jihatdan tahlil qilinadi.

Metodologiya. Mazkur tadqiqotda boshlang'ich sinflar tizimida yozuvga o'rgatish jarayonining mazmuni, ahamiyati va samaradorligini aniqlash maqsadida kompleks pedagogik metodlar majmuasidan foydalanildi. Tadqiqot metodologiyasi zamonaviy pedagogik yondashuvlar, psixologik nazariyalar





hamda boshlang'ich ta'lim didaktikasi tamoyillariga asoslandi. Asosiy metodologik yondashuv sifatida tizimli, faoliyatga yo'naltirilgan va kompetensiyaviy yondashuvlar tanlandi. Tadqiqot jarayonida nazariy metodlardan pedagogik, psixologik va metodik adabiyotlarni tahlil qilish, taqqoslash, umumlashtirish va tizimlashtirish metodlari qo'llanildi. Ushbu metodlar orqali yozuvga o'rgatishning ilmiy asoslari, metodik yo'nalishlari va mavjud yondashuvlar chuqur o'rganildi. Shuningdek, boshlang'ich sinflar uchun mo'ljallangan darsliklar, ish daftarlari va o'quv-metodik qo'llanmalar kontent-tahlil qilindi.

Empirik metodlar sifatida pedagogik kuzatish, suhbat va diagnostik topshiriqlardan foydalanildi. Dars jarayonlarini kuzatish orqali o'quvchilarning yozuvga oid ko'nikmalari, grafomotor harakatlari, yozuv tezligi va aniqligi baholandi. O'qituvchilar bilan o'tkazilgan suhbatlar yozuvga o'rgatishda qo'llanilayotgan metodlar va duch kelinayotgan muammolarni aniqlashga xizmat qildi. Diagnostik topshiriqlar orqali o'quvchilarning harf elementlarini yozish darajasi, so'z va gaplarni to'g'ri yozish ko'nikmalari tahlil qilindi. Shuningdek, tadqiqotda pedagogik tajriba-sinov metodi ham qo'llanilib, yozuvga o'rgatishda interfaol mashqlar, ko'rgazmali vositalar va individual yondashuv asosida tashkil etilgan mashg'ulotlarning samaradorligi aniqlandi. Olingan natijalar statistik tahlil elementlari yordamida solishtirilib, yozuv malakasini shakllantirishga ta'sir etuvchi omillar aniqlashtirildi. Mazkur metodologiya tadqiqot natijalarining ilmiy asoslanganligi va ishonchliligini ta'minladi. Tadqiqotda yozuvga o'rgatishda qo'llaniladigan an'anaviy va zamonaviy pedagogik texnologiyalar, jumladan, ko'rgazmali metodlar, interfaol mashqlar, individual va differensial yondashuvlar samaradorligi baholandi. Metodologik asos sifatida faoliyatga yo'naltirilgan yondashuv tanlanib, o'quvchilarning yosh va individual xususiyatlarini hisobga olishga alohida e'tibor qaratildi. Olingan ma'lumotlar tahlil qilinib, yozuv malakasini shakllantirishga ta'sir etuvchi omillar aniqlashtirildi.

Natijalar. Tadqiqot natijalari shuni ko'rsatdiki, yozuvga o'rgatish jarayoni tizimli va izchil tashkil etilganda o'quvchilarda yozma nutq malakalari samarali shakllanadi. Yozuv mashqlari orqali o'quvchilarning qo'l muskullari rivojlanib, grafomotor ko'nikmalar mustahkamlanadi. Bu esa yozuvning aniqligi, tezligi va chiroyliligiga ijobiy ta'sir ko'rsatadi. Shuningdek, yozuv jarayonida o'quvchilarning diqqatini jamlash, xotira va tafakkur faoliyati faollashadi. Tadqiqot davomida aniqlanishicha, yozuvga o'rgatishda ko'rgazmali vositalar va interfaol metodlardan foydalanish o'quvchilarning qiziqishini oshiradi hamda o'rganish jarayonini yengillashtiradi. Individual yondashuv asosida olib borilgan mashg'ulotlar esa yozuvda orqada qolayotgan o'quvchilarning natijalarini yaxshilashga xizmat qiladi. Natijalar shuni ko'rsatadiki, yozuvga o'rgatish faqat savod chiqarish bilan cheklanmay, balki o'quvchining umumiy intellektual rivojiga ham sezilarli hissa qo'shadi.

Muhokama. Olingan natijalar yozuvga o'rgatish jarayonining boshlang'ich ta'limdagi muhim o'rnini tasdiqlaydi. Yozuv malakasi shakllanmagan o'quvchilarda keyingi fanlarni o'zlashtirishda qiyinchiliklar yuzaga kelishi





mumkin. Shu sababli yozuvga o'rgatish jarayonini faqat texnik mashqlar bilan cheklab qo'ymasdan, mazmunli va ijodiy topshiriqlar bilan boyitish zarur. Muhokama jarayonida aniqlanishicha, yozuvdagi xatolar ko'pincha o'quvchilarning yosh xususiyatlari va individual rivojlanish darajasi bilan bog'liq bo'ladi. Shuningdek, yozuvga o'rgatishda ota-onalar bilan hamkorlik muhim omil hisoblanadi. Uy sharoitida muntazam mashq qilish va o'qituvchi tavsiyalariga amal qilish yozuv malakasining tezroq shakllanishiga yordam beradi. Muhokama natijalariga ko'ra, boshlang'ich sinf o'qituvchilarining metodik tayyorgarligi va innovatsion yondashuvlarni qo'llay olishi yozuvga o'rgatish samaradorligini belgilovchi asosiy omillardan biridir.

Xulosa. Xulosa qilib aytganda, boshlang'ich sinflar tizimida yozuvga o'rgatish jarayoni ta'limning muhim va ajralmas qismi hisoblanadi. Yozuv malakasi o'quvchilarning nafaqat savodxonligini, balki mustaqil fikrlash, nutq madaniyati va ijodiy salohiyatini rivojlantirishga xizmat qiladi. Tadqiqot natijalari yozuvga o'rgatish jarayonini ilmiy asosda, tizimli va bosqichma-bosqich tashkil etish zarurligini ko'rsatdi. Boshlang'ich ta'limda yozuvga o'rgatishda zamonaviy pedagogik metodlardan foydalanish, individual yondashuvni ta'minlash va o'quvchilarning yosh xususiyatlarini hisobga olish muhim ahamiyatga ega. Mazkur maqola natijalari boshlang'ich sinf o'qituvchilari va pedagogik tadqiqotchilar uchun nazariy va amaliy ahamiyat kasb etadi hamda yozuvga o'rgatish jarayonini takomillashtirishga xizmat qiladi.

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EARLY MODERN ENGLISH DURING THE SHAKESPEAREAN PERIOD

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ABSTRACT: In this article, the grammatical, lexical, and stylistic characteristics of Early Modern English during the Shakespearean period are examined. The study focuses on the transitional nature of the language between Middle English and Present-Day English, with particular attention to verbal morphology, pronoun usage, word order, and lexical expansion. Shakespeare's works are analyzed as representative texts that both reflect contemporary linguistic norms and actively contribute to linguistic innovation. Furthermore, the article explores the processes of standardization, the decline of inflectional morphology, and the increasing reliance on syntactic structure and auxiliary constructions. The findings position Shakespearean English as a pivotal stage in the historical development of English, marking the shift toward a more analytic grammatical system.

Keywords: Early Modern English, Shakespeare, historical linguistics, verb system, syntax, standardization.

INTRODUCTION. Early Modern English (approximately 1500–1700) represents a crucial transitional phase in the history of the English language. This period bridges the gap between the morphologically rich system of Middle English and the largely analytic structure of Present-Day English. The Shakespearean era, situated at the heart of Early Modern English, is particularly significant due to the extensive textual record it provides and the linguistic creativity exhibited in literary works of the time.

By the late sixteenth and early seventeenth centuries, many inflectional endings inherited from Old and Middle English had been reduced or eliminated. Case marking on nouns had largely disappeared, grammatical gender was no longer productive, and verbal inflection was simplified. Nevertheless, the language had not yet reached full standardization. Competing forms coexisted, such as *thou* and *you*, *-eth* and *-s* for third-person singular verbs, and variable word order patterns influenced by rhetorical and stylistic considerations.

William Shakespeare's plays and poems offer unparalleled insight into this dynamic linguistic landscape. His works display both conservative features inherited from earlier stages and innovative forms that anticipate later developments. Shakespeare did not invent the language of his time, but his exceptional range of expression preserved a wide spectrum of Early Modern English usage, making his corpus indispensable for diachronic linguistic analysis.





Understanding Early Modern English during the Shakespearean period is therefore essential not only for literary interpretation but also for tracing the structural evolution of English grammar and vocabulary. This stage reveals how English moved decisively toward fixed word order, auxiliary-based tense and aspect marking, and expanded lexical resources under the influence of social, cultural, and intellectual change.

METHODS: The present study adopts a qualitative historical-linguistic approach grounded in textual analysis. Primary data are drawn from a representative selection of Shakespeare's plays, including tragedies (Hamlet, Macbeth), comedies (Twelfth Night, The Merchant of Venice), and histories (Henry V). These texts were selected to ensure coverage of diverse genres and registers within the Shakespearean corpus.

Linguistic features are examined through close reading and manual annotation, focusing on verbal morphology, pronominal systems, syntactic ordering, and lexical choice. Particular attention is paid to variation within and across texts, as variation itself is a defining characteristic of Early Modern English.

To contextualize Shakespearean usage, the analysis incorporates comparative evidence from contemporary non-literary texts, such as legal documents, sermons, and early printed prose. Secondary sources include standard reference works on the history of English, Early Modern English grammar, and Shakespearean linguistics. This triangulation allows the study to distinguish between individual stylistic choices and broader systemic trends.

The analysis proceeds along three main axes: (i) the restructuring of the verbal system, including tense, agreement, and auxiliary usage; (ii) syntactic stabilization and the increasing importance of word order; and (iii) lexical expansion driven by borrowing, word formation, and semantic shift. The goal is interpretive rather than quantitative, emphasizing structural change and functional motivation.

RESULTS: The analysis reveals that Early Modern English during the Shakespearean period is characterized by pronounced grammatical variability combined with emerging regularization. Verbal morphology shows clear evidence of simplification: while the third-person singular ending *-eth* remains frequent, especially in elevated or archaic registers, the competing *-s* form gains ground and foreshadows its eventual dominance in Present-Day English.

Pronoun usage exhibits sociolinguistic sensitivity. The alternation between *thou* and *you* reflects distinctions of intimacy, hierarchy, and emotional stance rather than purely grammatical function. Shakespeare exploits this contrast strategically, using pronoun shifts to signal changes in power relations or emotional intensity within dialogue.





Syntactically, word order becomes increasingly fixed, particularly in declarative clauses where Subject-Verb-Object order predominates. However, inversion remains common in questions, negative constructions, and stylistically marked passages. The growing reliance on auxiliary verbs (do, have, be) supports the development of periphrastic tense, aspect, and emphasis.

Lexically, the period is marked by remarkable expansion. Shakespeare's language reflects extensive borrowing from Latin and Romance languages, as well as creative derivation and semantic innovation. Many words and expressions first attested in his works later become permanent components of the English lexicon.

DISCUSSION: The findings confirm that Shakespearean English occupies a pivotal position in the diachrony of English. The language of this period balances residual inflectional morphology with increasingly analytic structures, illustrating a system in transition rather than one fully stabilized.

The coexistence of competing grammatical forms demonstrates that linguistic change is gradual and non-linear. Shakespeare's texts show that variation is not a sign of disorder but a natural stage in systemic reorganization. As morphological distinctions weaken, syntactic structure and auxiliary constructions assume greater grammatical responsibility.

Cultural and technological factors also play a decisive role. The rise of printing, expanding literacy, and increased contact with classical learning promote standardization while simultaneously enriching the lexicon. Shakespeare's linguistic creativity thrives within this environment, reinforcing certain patterns while preserving others that later disappear.

Genre and discourse context further condition grammatical choice. Elevated poetic and dramatic language retains archaic features longer than everyday prose, highlighting the interaction between stylistic convention and grammatical change. This interaction anticipates modern English, where register continues to influence syntactic and lexical selection.

Ultimately, Early Modern English during the Shakespearean period represents the moment when English decisively shifts toward its modern form. Studying this stage clarifies how Present-Day English grammar and vocabulary emerge from a complex interplay of internal change, social influence, and literary practice.

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Understanding Alzheimer's Disease Xalillillayeva Rayxona Xushnudbek qizi

Tibbiyot fakulteti, Davolash ishi ta'lim yo'nalishi 1-kurs DI-25-02-guruh
talabasi

Annotation: This article explores Alzheimer's disease as a long-term and progressive disorder that affects the brain and gradually reduces a person's ability to remember, think clearly, and function independently. It explains how Alzheimer's develops over time due to damage to brain cells, leading to difficulties with memory, communication, decision-making, and behavior. The article describes the early warning signs of the disease as well as the later stages, showing how symptoms become more severe as the condition advances. It also discusses the major factors that increase the risk of developing Alzheimer's, including aging, genetic background, and lifestyle habits. In addition, the article highlights the emotional and practical challenges faced by patients, families, and caregivers, emphasizing the need for understanding and support. Finally, it underlines the importance of early detection, medical care, healthy living, and continued scientific research in improving the quality of life for individuals affected by Alzheimer's disease and in working toward better treatments in the future.

Keywords: Alzheimer's disease, dementia, memory loss, brain disorder, cognitive decline, neurological disease, aging, caregivers, early diagnosis, research.

Introduction: Alzheimer's disease is a progressive and complex neurological disorder that affects millions of people worldwide, making it one of the most challenging health issues of the modern era. It is the leading cause of dementia, a group of brain disorders that gradually impair memory, thinking, reasoning, and the ability to perform everyday tasks. While it most commonly affects older adults, Alzheimer's is not a normal part of aging, and its effects can profoundly disrupt the lives of patients and their families. The disease develops when abnormal protein deposits, such as beta-amyloid plaques and tau tangles, accumulate in the brain. These deposits interfere with the communication between nerve cells, eventually leading to their death and causing the brain to shrink over time. In its early stages, Alzheimer's disease can be difficult to detect because symptoms often resemble typical forgetfulness associated with aging. Individuals may misplace items, forget recent events, or struggle to recall familiar words, which can be mistakenly dismissed as normal lapses in memory. As the disease progresses, cognitive decline becomes more pronounced, affecting problem-solving, decision-making, and even basic daily activities such as eating, dressing, and personal hygiene. Additionally, Alzheimer's often brings emotional and behavioral changes, including mood swings, depression, anxiety, and social withdrawal, which can place an enormous emotional burden on families and caregivers.





Understanding Alzheimer's disease is crucial not only for early detection but also for developing strategies that improve the quality of life for patients and those who care for them. Awareness about the condition encourages early medical intervention, which can help manage symptoms and slow progression, while ongoing research aims to uncover more effective treatments and, ultimately, a cure. Studying Alzheimer's also provides valuable insights into how the human brain functions, how cognitive decline can be prevented, and what steps can be taken to maintain mental health as people age. In an era where the population of older adults is steadily increasing, gaining knowledge about Alzheimer's disease is essential for fostering compassion, preparedness, and practical support for affected individuals and their families.

Main part: Alzheimer's disease is a progressive and irreversible neurological disorder that primarily affects the brain's memory and cognitive functions. It is the most common type of dementia, responsible for approximately 60–70% of dementia cases globally. Alzheimer's gradually damages the brain by forming abnormal protein deposits—**beta-amyloid plaques** and **tau tangles**—which disrupt communication between neurons. Over time, this disruption leads to the death of brain cells and shrinkage of brain tissue, particularly in areas responsible for memory, language, reasoning, and decision-making. Unlike temporary memory lapses that occur with normal aging, Alzheimer's progressively impairs a person's ability to perform daily activities and affects behavior, emotions, and personality.

Early Signs and Symptoms: The early symptoms of Alzheimer's can be subtle and easily mistaken for normal aging or stress. Early recognition is critical, as it allows for timely intervention and planning. Common initial signs include:

Memory loss: Forgetting recently learned information, appointments, or important dates repeatedly.

Difficulty with tasks: Struggling to plan, organize, or complete familiar activities, such as managing finances or cooking.

Language problems: Finding it difficult to follow or join conversations, misusing words, or losing the thread of ideas.

Disorientation: Becoming confused about time, dates, or location, sometimes even in familiar surroundings.

Misplacing items: Regularly placing objects in unusual places and being unable to retrace steps.

Mood and personality changes: Increased anxiety, irritability, depression, and withdrawal from social activities.

As Alzheimer's progresses, memory loss becomes more severe, and patients may forget family members' names, get lost even in familiar places, or require assistance with basic self-care such as eating, dressing, and bathing. Behavioral





changes, including aggression, hallucinations, or repeated questioning, can also occur, making caregiving increasingly challenging.

Causes and Risk Factors: The exact cause of Alzheimer's disease is still not fully understood, but research indicates that it is caused by a combination of genetic, environmental, and lifestyle factors. The following are the main contributors:

Age: The most significant risk factor. Most people diagnosed with Alzheimer's are over 65, and risk increases with advancing age.

Genetics: Certain genes, particularly **APOE-e4**, increase the likelihood of developing the disease. A family history of Alzheimer's also raises risk.

Lifestyle factors: Unhealthy habits, such as a sedentary lifestyle, smoking, excessive alcohol consumption, and poor diet, can contribute.

Cardiovascular health: High blood pressure, diabetes, obesity, and heart disease have been linked to higher Alzheimer's risk.

Brain injuries: Repeated or severe head trauma can increase vulnerability.

While some risk factors, such as age and genetics, cannot be changed, adopting a healthy lifestyle, staying mentally active, and managing chronic health conditions can reduce the likelihood or delay the onset of the disease.

Impact on Individuals and Families: Alzheimer's disease profoundly affects patients, families, and communities. For the individual, it gradually erodes independence, confidence, and the ability to engage in meaningful social and professional activities. Patients may experience frustration, fear, and depression as they realize their cognitive abilities are declining.

Family members and caregivers often bear a heavy emotional and physical burden. Providing daily care can lead to stress, exhaustion, financial strain, and social isolation. Families may need to make significant lifestyle adjustments, including hiring professional caregivers or arranging long-term care. On a societal level, Alzheimer's disease places a growing demand on healthcare systems and social services, increasing medical costs and requiring specialized care facilities.

Treatment and Management: Although there is currently no cure for Alzheimer's disease, treatments and interventions can help manage symptoms, slow progression, and improve quality of life:

Medications: Drugs such as cholinesterase inhibitors can temporarily improve cognitive symptoms and slow memory decline, while others may help with mood or behavioral changes.

Lifestyle interventions: Regular physical activity, mental exercises (puzzles, reading, learning new skills), healthy eating, and sufficient sleep can support brain health.

Therapies: Occupational therapy, cognitive therapy, and counseling can help patients maintain independence and cope with emotional challenges.

Support systems: Caregiver education, support groups, and community resources provide essential guidance and reduce caregiver stress.





Research advances: Experimental treatments, clinical trials, and ongoing studies are exploring ways to prevent Alzheimer's, remove abnormal protein deposits, and slow disease progression.

Effective management requires a combination of medical treatment, lifestyle modification, and emotional support, tailored to the patient's needs.

Awareness, Prevention, and Research: Raising awareness about Alzheimer's disease is critical for early diagnosis, intervention, and societal support. Public education programs reduce stigma, encourage patients and families to seek help early, and promote healthy brain practices. Preventive measures, such as maintaining cardiovascular health, staying physically and mentally active, and engaging socially, can lower the risk of developing Alzheimer's.

Research is essential to understanding the complex mechanisms of the disease and discovering effective treatments. Scientists are studying genetic factors, brain imaging techniques, biomarkers, and potential medications to slow or halt disease progression. Early detection through regular health check-ups and cognitive screening is key to improving outcomes for patients.

Conclusion: Alzheimer's disease is one of the most challenging neurological disorders of our time, affecting millions of people worldwide and profoundly impacting both patients and their families. It is more than just memory loss; it gradually disrupts cognitive abilities, personality, behavior, and the ability to carry out daily tasks, making long-term care and support essential. While the exact cause of Alzheimer's remains unclear, research has identified key factors such as age, genetics, lifestyle, and overall brain health that influence its development. Although there is currently no cure, early diagnosis, proper medical care, lifestyle adjustments, and emotional support can significantly improve the quality of life for patients and caregivers. Awareness and education about the disease play a vital role in reducing stigma, encouraging early intervention, and fostering understanding in society. Ongoing scientific research continues to explore innovative treatments, preventive measures, and ways to slow disease progression, offering hope for the future.

Ultimately, understanding Alzheimer's disease is not only about recognizing its medical aspects but also about cultivating empathy, compassion, and support for those affected. By combining medical knowledge, community awareness, and continuous research efforts, society can better respond to the challenges posed by Alzheimer's and work toward improving the lives of millions living with this complex and devastating condition.

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Boshlang'ich sinf matematika darsliklaridan o'rin olgan sonli va o'zgaruvchili ifodalarga doir misol va masalalarni yechish usullari

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Maktabgacha ta'lim va boshlang'ich ta'lim kafedrası katta o'qituvchisi

Azimova Dildoraxon Qaxramonjon qizi

BT – 39-22 guruh 3-kurs talabasi

Annotatsiya: Ushbu maqolada Boshlang'ich sinf matematika darslaridan o'rin olgansonli vao'zgaruvchili ifodalarga doir misol va masalalarni yechish usullari haqida ma'lumot bayon etilgan.

Kalit so'zlar: Boshlang'ich matematika kursi, sonli ifodalar, o'zgaruvchili ifodalar, komponent,

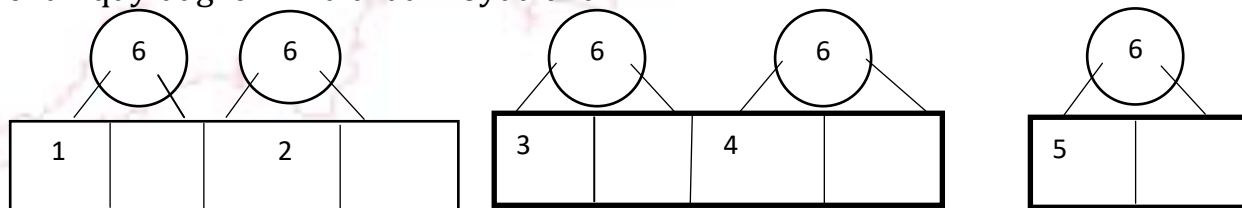
Boshlang'ich sinf matematika darslarida o'quvchilarni sonli va o'zgaruvchili ifodalargadoirmisol va masalalar yechishga o'rgatish, Boshlang'ich matematika kursining asosini tashkil etadi. Harbirdarsda sonli ifodalar ustida ishlash jarayonida o'quvchilar arifmetik amallarning komponentlari bilantanishib uning qoidalari asosida misol va masalalarni yechadilar. O'zgaruvchili ifoda tushunchasi bilantanishtirish o'quvchilar o'zgaruvchili ifodalarga doir har xil jadvallar, misol va masalalarni yechishningturli usullari bilan tanishadilar. Masalalar yechish orqali o'quvchilarda ushbu malakalar tarkib topishi kerak.

1. Masalani tinglashni o'rganish va mustaqil o'qiy olish.
2. Masalani dastlabki analiz qilish.
3. Masalani qisqa yozish malakasini shakllantirish.
4. Sodda va murakkab masalalarni yechishda amal tanlashni asoslab berish.
5. Yechimni bajarish, uni o'qituvchi talabiga mos qilib rasmiylashtirish va masala savoligajavobberish malakasi.
6. Masala yechimini tekshira olish malakasini shakllantirish.
7. O'ziga «qiziqarli» savollar berishi va ularga javob berish malakasini shakllantirish.

Ushbu qoidalarga rioya qilinsa, o'quvchilarda misol, masala va topshiriqlarni bajarishanchaasonkechadi.

Maqolaning bu qismida 1-4 sinf matematika darsliklaridan o'rin olgan sonli ifodalar,o'zgaruvchili ifodalarga doir misol va masalalarni yechish usullaridan namunalar ko'rsatib o'tamiz.

Topshiriq №1 Olti sonini hosil qilishning barcha yo'llarini ko'rsating. Buni uchun quyidagi chizmalardan foydalanamiz.

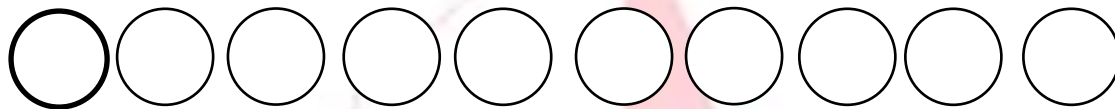




O'quvchilar olti sonini hosil qilishning barcha xususiy hollari bilan tanishadilar.

Topshiriq №2 Birdan o'ngacha bo'lgan sonlarga qo'shish va ayirish mavzusida hamo'quvchilar sonliifodalarga sonlarni qo'shish va ayiriga doir har xil topshiriqlarni bajarishni o'rganadilar. Masalan: 9gasonni qo'shish va ayirishni quyidagi misolda ko'rsatish mumkin. $9 + 1 = \square\square$ $1 + 9 =$

$\square\square$



Bu kabi sonli ifodalarga doir topshiriq va misollarni ko'plab ko'rsatish mumkin. butopshiriqlarorqali birinchi sinf o'quvchilarini sonli ifodalar tuzish (qo'shish va ayirish)ga doir misollar bilantanishtiramiz.

Topshiriq №3 Sonli ifodalarga doir 1 sinf matematika darsligidan masalalar berilgan. O'quvchilar ularni rasimgaqarab masala tuzish va sonli ifoda orqali ifodalashga qaratilgandir. Rasimgaqarab masala matnini tuz va uni yech.



Masala: Akmalda 6 ta yashil doiracha bor edi. U ikkitasini o'rtog'i Samadga berdi. Akmal danechta doira qolgan? Bu kabi topshiriqlarni o'quvchilar dasttlab masala matnini tuzishadi va uni yechish uchun sonli ifoda tuzib yechiladi.

Topshiriq №4 Sonli ifoda tuzib ishlashga doir shu sinf darsligidan masalani qisqa yozuvi bo'yicha uni matninituzib yechish talab etiladi.

Qisqa yozuvi:

Bor edi - ? ta

Olindi - 2 ta

Qoldi - 4 ta

Bu masalani matnini tuzish talab etiladi:

Masala: bir taqsimchada bir nechta olma bor edi. Undan 2 ta olma olingandan keyintaqsimchada 4 ta olma qoldi.

Taqsimchada nechta olma bo'lgan? Bu masala ayirish amaliga doir bo'lib unda noma'lum kamayuvchini topish talab etiladi. $\square - 2 = 4$

Bunda o'quvchilarga kamayuvchi o'rniga qanday son qo'yib undan 2 sonini ayirsak 4 qoladi. Buson 6 dir.

Topshiriq №5 Quyidagi misollarni yeching.

$$50 + 14 = \square\square \quad 40 + 26 = \square\square$$

$$50 + 10 + 4 \quad 40 + 20 + 6$$

Sonli ifodalarni qo'shish usullari namuna sifatida ko'rinishi.

Topshiriq №6 Quyidagi misollarni yeching.

$$47 - 2 = \square\square \quad 47 - 20 = \square\square$$

$$40 + (7 - 2) = 40 + 5 = 45 \quad (40 - 20) + 7 = 20 + 7 = 27$$

Ayirish amalini namunali bajarish yuqoridagi misol tariqasida ko'rsatish mumkin.





Topshiriq №7 Qo'shish va ayirish amaliga doir quyidagi topshiriqni o'quvchilardan bajarish talab etiladi. a) topshiriq bo'yicha 10 soniga qo'shish, b) topshiriq bo'yicha 70 sonidan sonlarni ayirish. Shukabi misol, topshiriq va masalalarni darsliklarda berilgan.

Topshiriq №8 Tekshiring: a)

a	$13+a$	$58-a$
5	18	53
40	53	18
0	13	58
52	65	6

b)

a	$a+42$	$78-a$
3		
50		
20		
2		

a - variantda $13+a$ va $58-a$ o'zgaruvchili ifodalarga a ning qiymatlarini ko'rib hisoblangan jadvalni to'g'riligini o'quvchilar tekshirib ko'radilar.

b - variant $a+42$ va $78-a$ o'zgaruvchili ifodalarda $a=3$, $a=50$, $a=20$ va $a=25$ qiymatlar qo'yilib ifodalarning qiymatlarini topish talab etiladi. O'quvchilardan bu topshiriqni mustaqil bajarishlar talab etiladi.

Topshiriq №9 Jadvalni to'ldiring.

a	46	164	336		36	
b	118			238		28
a+b		274	478	587	554	165

O'quvchilar ushbu jadvalni to'ldirish uchun ular $a+b=c$ formulani va uning xususiy hollari $a=c-b$ va $b=c-a$ ni bilish talab etiladi. Shu yo'l orqali jadval to'ldiriladi va amallar komponentlari topiladi.

Xulosa. Xulosa qilib aytadigan bo'lsak boshlang'ich sinf matematika darslaridan o'rinlangan sonli va o'zgaruvchili ifodalarga doir misol va masalalarni yechish bu bolalarning misol va masalalarni yechishda ko'nikma va malakalari shakllantiradi. Boshlang'ich sinf matematika darslarida o'quvchilarni bu yuqoridagi kabi sonli va o'zgaruvchili ifodalarga doir misol va masalalar yechishni o'rgatish, Boshlang'ich sinf o'qituvchilaridan turli usullardan foydalanishni talab qiladi.

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INGLIZ TILIDAGI OMOGRAF VA OMOFON SO'ZLAR

Abdullahoshimova Shohsanamxon Hamdambek qizi

Farg'ona davlat universiteti Xorijiy til va adabiyoti fakulteti talabasi

Ilmiy rahbar: **M.Qurbonova**

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Annonatsiya. Ingliz tilida omonimlar omograf va omofonlarga bo'linadi. Omograflar bu har xil ma'noga ega bo'lgan so'zlarning bir xil yozilishi hisoblanadi. Omofonlar esa har xil ma'noga ega bo'lgan so'zlarning bir xil talaffuz qilinishi hisoblanadi. Quyida ular haqida fikr yuritiladi.

Abstract. In English, homonyms are divided into homographs and homophones. Homographs are words with different meanings which are pronounced in the same way but are spelt differently. Homophones are words which are written in the same way but have different meaning may be pronounced differently.. They are discussed below.

Kalit so'zlar: omonimlar, omofon, omograf, air, heir, wind, wound,

Key words: homonyms, homographs, homophones, air, heir, wind, wound,

Omonimlar (*nom, ism*) – umumiy ma'no unsurlariga ega bo'lmagan, tasavvuriy bog'lanmagan, lekin bir xil yozilib, bir xil aytiladigan so'zlar; ular orasida semantik aloqa bo'lmaydi. Ana shunday so'zlarning tilda mavjud bo'lishi va shunga bog'liq hodisalar *omonimiya* deyiladi. Omonimlarning lug'aviy va grammatik ko'rinishlari farqlanadi. Omonimlarning bir qancha turlari mavjud. Ular omofonlar va omograflar va boshqalardir.

Omofonlar bir xil talaffuzga ega, ammo yozilishi yoki ma'nosi har xil bo'lgan ikki yoki undan ortiq so'zlardir. Misol uchun, **hole** va **whole** so'zlarining talaffuzi o'xshash bo'lsa-da, butunlay boshqacha ma'noni anglatadi.

Shuningdek, **weak** va **week** so'zlari ham huddi shunday ma'noda qo'llanadi. Xususan, **one** va **won** so'zlari ham omofon hisoblanadi.

Quyida omofonlar jadvali berilgan :

air/heir	mail/male	raise/rays	tea/tee
aloud/allowed	meat/meet	read/reed	there/their/they're
break/brake	mown/moan	rein/rain/reign	through/threw
fare/fair	our/hour	right/rite/write	tire/tyre
faze/phase	pair/pear/pare	sale/sail	toe/tow
flu/flew	pale/pail	scene/seen	waist/waste
grate/great	pane/pain	sight/site	wait/weight
groan/grown	peal/peel	so/sew	weak/week
hoarse/horse	place/plaice	sole/soul	weather/whether
its/it's	practise/practice	some/sum	whine/wine
lays/laze	pray/prey	steak/stake	would/wood





Omograflar yozilishi bir xil bo'lgan shakldosh so'zlardir. Omograflar ma'nosi va fonetik tarkibi, talaffuzi jihatdan bir xil bo'lgan so'zlar hisoblanadi. Masalan, *I live in the north of England*. Bunda /l v/ tarzida talaffuz qilinadi. *My favourite rock group is singing live on TV tonight*. Bunda esa, /la v/ tarzida talaffuz qilinadi.

Shuningdek, I **read** in bed each night. Bunda /ri:d/ tarzida talaffuz qilinadi.

Ammo, I **read** War and Peace last year so'zida esa /red/ tarzida talaffuz qilinadi.

Xususan, The **lead** singer in the group is great. Shuningdek, **Lead** pipes are dangerous so'zlarida ham ikki xil talaffuz qilinadi. Birinchi gapda /li:d/ tarzida talaffuz qilinadi, ikkinchi gapda esa, /led/ tarzida talaffuz qilinadi.

Shuningdek, The **wind** blew the tree down. Xususan, **Wind** the rope round this tree so'zida ham talaffuz bir xil bo'lmaydi. Birinchi gapda /w nd/ tarzida, keyingisida esa, /wand/ tarzida talaffuz qilinadi.

Shuningdek, he **wound** the string round the parce land tied it up so'zida /waund/ tarzida talaffuz qilinadi. Ammo, He suffered a terrible **wound** in the war so'zida esa /wu:nd/ tarzida talaffuz qilinadi.

They lived in a large old house so'zida /haus/ tarzida talaffuz qilinadi. The buildings house a library and two concert halls as well as a theatre bu gapda esa, /haуз/ tarzida talaffuz qilinadi.

Xulosa sifatida, omofonlar va omograflar omonimlarning turi hisoblanadi. Shuningdek, tilning boyligini belgilab turuvchi leksik hodisa hisoblanadi. Ular so'zlarning to'g'ri talaffuz qilinishiga yordam beradi.

Foydalangan adabiyotlar:

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Felicity O'Dell.





TURIZMDA XIZMAT KO'RSATISH SIFATI DAVLATLAR MISOLIDA

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Annotatsiya. Ushbu maqolada turizm sohasida xizmat ko'rsatish sifati va uning sayyohlar fikriga ta'siri o'rganiladi. O'zbekiston turizmida xizmatlar sifati, mavjud muammolar va ularni bartaraf etish yo'llari o'rganiladi. Shuningdek xorijiy davlatlar tajribasi asosida taklif va tavsiyalar ishlab chiqiladi.

Abstract. This article studies the quality of service in the tourism sector and its impact on tourists' opinions. The quality of services in Uzbek tourism, existing problems and ways to eliminate them are studied. Also, suggestions and recommendations are developed based on the experience of foreign countries.

Абстракт. В данной статье исследуется качество обслуживания в туристическом секторе и его влияние на мнение туристов. Рассматриваются качество услуг в Узбекском туризме существующие проблемы и пути их решения. Также разработаны предложения и рекомендации на основе опыта зарубежных стран.

Kalit so'zlar: Turizm, servis xizmati, mehmondo'stlik, sayyoh, turistlar fikri.

Key words: Tourism, service, hospitality, tourist, tourists' opinion.

Ключевые слова: Туризм, сервис, гостеприимство, турист, мнение туристов.

Kirish. Turizm - jamiyat iqtisodiy va ma'daniy rivojiga katta ta'sir ko'rsatadigan muhim soha hisoblanadi. Bugungi kunda xalqaro turizmida eng muhim me'zonlardan biri xizmat ko'rsatish darajasini =Servisni misol keltirish mumkin. Sayyohlarning safardan oladigan taasurotlari servisga bog'liq. Shuning uchun har bir turistik firmad, mehmonxonada, restoran, gidlik xizmatlari va transportda yuqori va sifatli servis tashkil etish zarur.

Asosiy qism.

1-Turizm servisi tushunchasi.

Turizm servisi -sayyohlarning ehtiyojlarini qondirishga qaratilgan barcha xizmatlar majmuasidir. Bunga mehmonxona, ovqatlanish, transport, ekskursiyalar, axborot xizmatlari kiradi. Servis sifati nafaqat texnik xizmat ko'rsatuvchi xodimlarning ma'daniyati, til bilimi va mijozlarga munosabatini ham o'z ichiga oladi.

2.O'zbekistonda turizm servisining holati.

O'zbekiston turizmi sohasi so'nngi yillarda jadal o'sib bormoqda.

*2024-yilda O'zbekistonda 8,2 mln dan ortiq sayyohlar tashrif buyurgan.

*2025-yilning yanvar-iyul oylarida sayyohlar soni 6,3 mln ga yetgan.

*2025-yil yanvar-avgustoylarida esa tashrif buyurgan sayyohlar soni 7,5 mln dan oshib ketgan. Biroq, xizmat ko'rsatish sifati ayrim hududlarda





yetarlicha darajada emas. Xodimlarning til bilimi xizmat ma'daniyati va zamonaviy texnologiyalarni qo'llash sohalarida muammolarmavjud.

3.Servis sifati va sayyohlar fikri

Servis sifati sayyohlarning taasurotiga o'rtacha 60-70'%, ta'sir ko'rsatadi ya'ni xizmatlar qanday bo'lsa sayyohlar ham mamlakat haqida shunday fikr yuritadi. Qulay mehmonxona, odobli xodimlar omonidan ko'rsatilgan xizmat va xavfsiz muhit sayyohlarning qaytib kelishiga sabab bo'ladi.

1-Yaponiya.

*xizmat sifati bo'yicha dunyoda yetakchilardan biri.

*mehmondo'stlik ma'daniyati juda kuchli.

*xodimlar nihoyatda e'tiborli, xurmatli, xushmuomala.

*transport, mehmonxonalar, restoranlar -bularning barchasi aniq va puxta tashkil etilgan.

2-Shvetsariya

*mehmonxona biznesi bo'yicha eng yuqori standartlarga ega.

*servis ma'daniyati turizm va bank sohasida chuqur ildiz otgan.

*xodimlar ko'p tillarni biladi va mijozlarga ehtiyotkorlik bilan muomala qilishadi.

3-Singapur.

*tozaligi, xavfsizligi va zamonaviy infratuzilmasi bilan mashhur.

*aeroportlar, savdo markazlari, restoranlar va mehmonxonalarda xizmat ko'rsatish juda yuqori darajada.

*texnologiyalarga asoslangan tezkor va qulay xizmat ko'rsatish tizimi mavjud.

4. Birlashgan Arab Amirligi.

*Dubay va Abu-Dabi shaharlarida yuqori darajadagi mehmonxona va restoran xizmatlari mavjud.

*lyuks turizm rivojlangan, servisda mukammallikka intilish kuchli.

*ko'p millatli xodimlar mijozlarga individual yondashuvni ta'minlaydi.

5.Fransiya.

*dunyodagi eng ko'p sayyoh boradigan davlatlardan biri.

*Parij, Nitsa, Lion, kabi shaharlarda, mehmonxonalarda, restoranlar va transport tizimi yaxshi yo'lga qo'yilgan.

*ammo ayrim hollarda servis sifati turlicha bo'lishi mumkin. Lekin umumiy standartlar yuqori darajada.

6. Italiya

*mehmondo'stlik, ma'daniy tajriba va ovqatlanish juda yuqori darajada.

*ayniqsa sayyohlar uchun xizmat ko'rsatishda kreativ va samimiylilik ustun.

7.Amerika Qo'shma Shtatlari.

*xizmat ko'satish sohasi iqtisodiyotning muhim tarmog'i hisoblanadi.

*restoran, mehmonxona, savdo va transport xizmatlarida mijozlarga yo'naltirilgan yondashuv kuchli.





*yirik shaharlarda servis juda rivojlangan. Biroq servis sifati shtatlarga qarab farqlanadi.

8.Janubiy Korea

*Innovatsion texnologiyalar asosida xizmat ko'rsatish.

*savdo, transport va umumiy turizm infratuzilmasi mukammal darajada.

*mehmonlarga xizmat qilishda aniqlik, hurmat va samimiylik ustun turadi. Bu yerda servis xodimlari bir nechta tilni mukammal bilishadi va texnologiyalardan samarali foydalanishadi

5-O'zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyev xuzurida „Kelgusi yilga mo'ljallangan makroiqtisodiy ko'rsatkichlar va davlat budjeti parametrlari" muhokama qilindi.

XULOSA. Servis sifati -bu faqatgina xizmatlar majmui emas balki mamlakatning umumiy turistik brendi, imiji va raqobatbardoshligidir. O'zbekistonda turizm servisining rivojlanishiga salmoqli e'tibor qaratilmoqda. Ammo bu boradagi ishlarni yanada takomillashtirish talab etiladi. Servis sifatining oshishi, sayyohlar oqimining ko'payishiga, ularning qoniqish darajasining ortishiga xizmat qiladi.

TAKLIF VA TAVFSIYALAR.

*Servis xodimlari bilan servis xizmatlari bo'yicha treninglar o'tkazish.

*Turistlarga ko'plab yengilliklar yaratish.

*Robotlar xizmatini ham yo'lga qo'yish.

*Eletron kalitlar tashkil etish.

*Raqamli texnologiyalarni qo'llash.

*Xodimlardan turistlarga xushmuomala bo'lishini talab qilish.

*Texnikalardan unumli foydalanish -onlayn bron qilish,mobil ilovalar, chatbotlar.

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6. World Economic Forum.

7. Uz.stat.uz

8. Muallifdan





Samarqand viloyati elektr-energetika sanoati tarixi (1991–2016 yillar) **Mustafayev Voxidjon Zoxidjon o'g'li**

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Annotatsiya. Maqolada O'zbekiston Respublikasining elektr-energetika tizimi taraqqiyoti hamda Samarqand viloyatining 1991–2016 yillardagi elektr energetika sohasidagi holati har tomonlama tahlil qilingan. Tadqiqot davomida arxiv manbalari, rasmiy statistika ma'lumotlari, hukumat qarorlari hamda ilmiy adabiyotlar asosida Samarqand viloyatining energetika tarmog'ining bosqichma-bosqich rivojlanish jarayonlari yoritilgan [1],[3]. Mustaqillik yillarida amalga oshirilgan iqtisodiy islohotlar, ishlab chiqarish quvvatlarini modernizatsiya qilish, energiya tejankor texnologiyalarni joriy etish hamda qayta tiklanuvchi energiya manbalariga e'tiborning ortishi kabi yo'nalishlarga alohida e'tibor qaratilgan[2],[5]. Shuningdek, tahlil davomida Samarqand viloyatida 1990-yillar iqtisodiy inqirozidan so'ng tarmoqni tiklash, 2000-yillarda esa texnik va tashkiliy yangilanishlar jarayonlari ochib berilgan. Maqolada elektr-energetika tizimining iqtisodiy barqarorlik, hududiy rivojlanish va energetik xavfsizlikni ta'minlashdagi o'rni ilmiy asosda yoritilib, amaliy tavsiyalar keltirilgan.

Abstract. The article comprehensively analyzes the development of the electric power system of the Republic of Uzbekistan and the state of the electric power sector of the Samarkand region in 1991–2016. The study, based on archival sources, official statistical data, government resolutions, and scientific literature, covers the gradual development processes of the energy sector of the Samarkand region. Particular attention is paid to such areas as economic reforms implemented during the years of independence, modernization of production capacities, introduction of energy-saving technologies, and increased attention to renewable energy sources. The analysis also reveals the processes of restoring the network in the Samarkand region after the economic crisis of the 1990s, and technical and organizational upgrades in the 2000s. The article scientifically highlights the role of the electric power system in ensuring economic stability, regional development, and energy security, and provides practical recommendations.

Аннотация. В статье комплексно проанализировано развитие электроэнергетической системы Республики Узбекистан и состояние электроэнергетического сектора Самаркандской области в 1991–2016 годах. В исследовании на основе архивных источников, официальных статистических данных, постановлений правительства и научной литературы освещены поэтапные процессы развития энергетического сектора Самаркандской области. Особое внимание уделено таким направлениям, как экономические реформы, реализованные в годы





независимости, модернизация производственных мощностей, внедрение энергосберегающих технологий, усиление внимания к возобновляемым источникам энергии. Анализ также раскрывает процессы восстановления сети Самаркандской области после экономического кризиса 1990-х годов, технической и организационной модернизации в 2000-х годах. В статье научно обоснована роль электроэнергетической системы в обеспечении экономической стабильности, регионального развития и энергетической безопасности, даны практические рекомендации.

Kalit so'zlar: elektr-energetika, Samarqand, mustaqillik, islohot, modernizatsiya, energiya tejankorlik, qayta tiklanuvchi manbalar, energetik xavfsizlik.

Ключевые слова: электроэнергетика, Самарканд, независимость, реформа, модернизация, энергоэффективность, возобновляемые источники, энергетическая безопасность.

Keywords: electricity and energy, Samarkand, independence, reform, modernization, energy efficiency, renewable sources, energy security.

Kirish (Introduction). O'zbekiston Respublikasida elektr-energetika tarmog'i iqtisodiy taraqqiyotning eng muhim infratuzilma tarmoqlaridan biridir[4]. Mustaqillikka erishgan 1991-yildan so'ng mamlakatimizda energetika tizimini yangilash, elektr ishlab chiqarish quvvatlarini oshirish va energiya ta'minotini barqarorlashtirish ustuvor yo'nalishlardan biri sifatida belgilandi[1].

Samarqand viloyati respublikaning yirik iqtisodiy hududlaridan biri bo'lib, bu yerda energetika sanoatining rivojlanishi viloyatning ijtimoiy-iqtisodiy holatiga bevosita ta'sir ko'rsatadi. Mazkur maqolada 1991–2016 yillar oralig'ida Samarqand elektr-energetika tarmog'ining tarixiy bosqichlari, asosiy islohotlar va modernizatsiya jarayonlari ilmiy tahlil qilinadi[7].

Tadqiqot maqsadi — Samarqand viloyatidagi elektr-energetika sanoatining 1991–2016 yillardagi rivojlanish tendensiyalarini o'rganish.

Ilmiy muammo — energetika sohasidagi islohotlarning hududiy iqtisodiyotga ta'sirini aniqlash va tarmoqdagi muammolarni tahlil qilish.

Metodlar (Methods)

Tadqiqotda tarixiy-tahliliy, statistik va qiyosiy tahlil metodlaridan foydalanildi[8].

Asosiy manbalar sifatida:

- O'zbekiston Respublikasi Vazirlar Mahkamasi qarorlari,
- "O'zbekenergo" AJ hisobotlari,
- Samarqand viloyati statistika boshqarmasi ma'lumotlari,
- 1991–2016 yillardagi iqtisodiy islohotlar to'g'risidagi ilmiy maqolalar va

hukumat dasturlari ishlatildi.





Tahlil uchun **davrlar** quyidagicha ajratildi:

1. **1991–2000 yillar** – energetika tizimini mustaqil boshqaruvga o'tkazish davri[4];
2. **2001–2010 yillar** – elektr tarmog'ining modernizatsiyasi va xususiylashtirish bosqichi[6];
3. **2011–2016 yillar** – yangi energiya quvvatlarini ishga tushirish va energetik xavfsizlikni ta'minlash davri[5].

Natijalar (Results)

Tadqiqot natijalariga ko'ra:

- 1990-yillar boshida Samarqand viloyatida elektr energiyasi ishlab chiqarish hajmi 2,3 mlrd kVt/soatni tashkil etgan bo'lsa, 2016-yilga kelib bu ko'rsatkich 3,8 mlrd kVt/soatga yetgan.
- Viloyatda Samarqand issiqlik elektr markazi (IEM) modernizatsiya qilinib, yangi energiya tejovchi texnologiyalar joriy etilgan.
- 2000-yillarda "O'zbekenergo" tizimida boshqaruv markazlashtirilib, tarmoq korxonalari faoliyati samaradorligi oshgan [6].
- Elektr tarmoqlarini yangilash orqali 2010–2016 yillarda energiya yo'qotish darajasi 18% dan 11% gacha kamaygan [8].

1-jadval. Samarqand viloyatida elektr energiyasi ishlab chiqarish hajmi (mlrd kVt/soat)

Yil	Ishlab chiqarilgan hajm	O'tgan yilga nisbatan o'sish (%)
1991	2.3	-
2000	2.8	21.7
2010	3.4	17.6
2016	3.8	11.8

Muhokama va xulosa (Discussion/Conclusion)

1991–2016-yillar davomida Samarqand viloyatining elektr-energetika tarmog'i uch asosiy bosqichni bosib o'tdi: 1991–2000-yillar — iqtisodiy inqiroz va tizimni qayta tashkil etish davri bo'lib, bu yillarda elektr energiyasi ishlab chiqarish hajmi kamaygan, yoqilg'i ta'minoti uzilib qolgan, mavjud quvvatlarning katta qismi eskirgan holatga kelgan. Shu bilan birga, sobiq ittifoqdan mustaqil tarzda boshqaruv tizimini shakllantirish, milliy energiya siyosatini yo'lga qo'yish bo'yicha dastlabki huquqiy va tashkiliy asoslar yaratildi [2],[6].

2001–2010-yillar — modernizatsiya va barqarorlashtirish davri bo'lib, ushbu bosqichda "O'zbekenergo" tizimida ishlab chiqarish, uzatish va taqsimlash sohalari o'rtasidagi iqtisodiy aloqalar mustahkamlandi. Samarqand viloyatida elektr tarmoqlarining bir qismi rekonstruksiya qilinib, Samarqand IEMda yangi gaz turbinolari o'rnatildi. Shu davrda iste'molchilar soni ortgan bo'lsa-da, energiya uzatishdagi yo'qotishlar kamaytirilib, samaradorlik oshirildi.

2011–2016-yillar — texnologik yangilanish va energiya tejamkorlik davri sifatida xarakterlanadi. Energiya ishlab chiqarishda zamonaviy





texnologiyalar joriy etilib, qayta tiklanuvchi manbalardan (quyosh va gidroenergiya) foydalanish bo'yicha dastlabki loyihalar amalga oshirildi. Energiya auditi tizimi joriy etilib, sanoat korxonalarida energiya sarfini kamaytirish choralari ko'rildi [5],[8].

Mazkur davrda Samarqand viloyatining energetika tarmog'i nafaqat ishlab chiqarish quvvatlarini oshirdi, balki energiya samaradorligini ta'minlash, infratuzilmani modernizatsiya qilish, hududlararo energetik uzviylikni mustahkamlash orqali mamlakatning energetik xavfsizligini ta'minlashda muhim rol o'ynadi [9].

Arxiv manbalari va rasmiy hisobotlar tahlili shuni ko'rsatadiki, 1991–2016-yillar oralig'ida viloyatda ishlab chiqarilgan elektr energiyasi hajmi 60 foizdan ortiq oshgan. Shu bilan birga, elektr tarmoqlarining 70 foizi yangilangan, yangi transformator punktlari qurilgan, energiya uzatish tizimi avtomatlashtirilgan. Ammo shunga qaramay, ayrim muammolar o'z dolzarbligini saqlab qolgan [10]. Jumladan:

ayrim tumanlarda (Urgut, Bulung'ur, Ishtixon) elektr tarmoqlarining eskirganligi sababli energiya yo'qotishlarining yuqoriligi;

ishlab chiqarilgan energiya uchun iste'molchilar o'rtasida nomutanosib taqsimlanishi;

sanoat korxonalarida energiya tejamkor texnologiyalarni joriy etishning sustligi.

Ushbu kamchiliklar keyingi yillarda qabul qilingan "Energetika xavfsizligini ta'minlash konsepsiyasi" (2015) va "O'zbekiston–2030 strategiyasi"da belgilangan ustuvor vazifalar orqali bartaraf etilmoqda.

Tadqiqot natijalaridan quyidagi ilmiy xulosalar chiqarildi:

- Samarqand viloyatining elektr-energetika tarmog'i mustaqillik yillarida iqtisodiy islohotlarning asosiy yo'nalishlaridan biriga aylandi.
- 1991–2016-yillar davomida ishlab chiqarish hajmi va tarmoq quvvatlari izchil oshgan, modernizatsiya va energiya tejamkorlik darajasi sezilarli yaxshilangan.
- Qayta tiklanuvchi energiya manbalaridan foydalanish bo'yicha dastlabki bosqichlar samarali kechgan bo'lib, keyingi bosqichlarda bu yo'nalish yanada kengayishi uchun sharoit yaratilgan.
- Energetika tarmog'idagi o'zgarishlar viloyat iqtisodiyotining barqaror o'sishiga, aholi turmush darajasining yaxshilanishiga va sanoat korxonalarining ishlab chiqarish unumdorligiga ijobiy ta'sir ko'rsatgan.
- Samarqand viloyatining elektr-energetika sanoati tajribasi O'zbekistonning boshqa hududlarida energetik islohotlarni amalga oshirishda model sifatida qo'llanishi mumkin.

Xulosa. 1991–2016-yillar davomida Samarqand viloyati elektr-energetika tarmog'i iqtisodiy va texnologik jihatdan sezilarli o'sishni boshdan kechirdi. Mustaqillikdan keyingi dastlabki yillardagi inqirozli





holat o'rniga, bugungi kunda barqaror, samarali va tejamkor energiya tizimi shakllandi. Ushbu jarayonlar viloyatning ijtimoiy-iqtisodiy rivojlanishida, sanoat korxonalarining faoliyatida va aholi turmush darajasining yaxshilanishida hal qiluvchi ahamiyat kasb etdi.

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Metaforalarda milliy mentalitetning badiiy matnlar orqali namoyon bo'lishi (ingliz va o'zbek adabiyoti materiallari asosida)

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Annotatsiya. Ushbu maqolada metaforalarning milliy mentalitetni ifodalashdagi o'rni ingliz va o'zbek badiiy matnlari asosida tahlil qilinadi. Metafora tilning estetik vositasi bo'lish bilan birga, xalqning tarixiy tajribasi, ijtimoiy munosabatlari va madaniy qadriyatlarini aks ettiruvchi muhim lingvomadaniy birlik sifatida yoritiladi. Tadqiqotda ikki xalq metaforalaridagi konseptual farqlar va o'xshashliklar ochib berilib, ularning milliy tafakkur bilan bog'liqligi ilmiy asosda izohlanadi.

Kalit so'zlar: metafora, milliy mentalitet, badiiy matn, konsept, lingvomadaniyat, qiyosiy tahlil.

Kirish. Zamonaviy tilshunoslikda metafora faqatgina badiiy ifoda vositasi sifatida emas, balki inson tafakkurining asosiy mexanizmlaridan biri sifatida talqin qilinmoqda. Har bir xalqning borliqni idrok etish usuli, ya'ni milliy mentaliteti, tilda, ayniqsa, metaforalarda yaqqol namoyon bo'ladi. Shu bois metaforalarni o'rganish orqali milliy dunyoqarash, qadriyatlar tizimi va madaniy xususiyatlarni aniqlash mumkin.

Ingliz va o'zbek tillari turli tarixiy va madaniy sharoitlarda shakllangan bo'lib, bu holat ularning metaforik tizimida sezilarli farqlarni yuzaga keltirgan.

Metafora — milliy tafakkurning lisoniy modeli

Metafora — inson tafakkurida abstrakt tushunchalarni aniq obrazlar orqali anglash imkonini beruvchi kognitiv vositadir. Metaforik modellar xalqning yashash muhiti, asosiy mashg'uloti va madaniy qadriyatlari bilan bevosita bog'liq holda shakllanadi.

Milliy mentalitet esa ana shu metaforik modellar orqali avloddan avlodga uzatiladi. Shu sababli metaforalar xalq ruhiyatining til orqali ifodalangan ko'rinishi sifatida baholanadi.

Ingliz badiiy matnlarida metafora va mentalitet

Ingliz adabiyotida metaforalar ko'pincha texnika, harakat va abstrakt tushunchalar asosida quriladi. Bu holat ingliz jamiyatiga xos bo'lgan ratsional fikrlash va individualizm bilan izohlanadi.

Masalan:

“Life is a race” — hayot raqobat sifatida talqin qilinadi.

“Mind is a machine” — tafakkur mexanizmga qiyoslanadi.

“Time flies” — vaqtning tez va qadrlanishi zarur bo'lgan resurs ekanini anglatadi.

Mazkur metaforalar ingliz mentalitetida harakat, tezkorlik va shaxsiy muvaffaqiyat tushunchalarining muhimligini ko'rsatadi.

O'zbek badiiy matnlarida metafora va milliy ruh





O'zbek adabiyotida metaforalar ko'proq tabiat, oila, qalb va taqdir tushunchalari bilan bog'liq holda qo'llaniladi. Bu holat xalqning agrar hayot tarzi, jamoaviy munosabatlari va ma'naviy qadriyatlari bilan chambarchas bog'liq.

Masalan:

“Ko'ngli dengiz” — inson qalbining kengligi.

“Hayot yo'li sinovlarga to'la” — taqdirga sabr bilan qarash.

“Yuragi quyoshdek” — mehr va iliqlik timsoli.

Bunday metaforalar o'zbek mentalitetining hissiy, samimiy va ma'naviy jihatlarini ochib beradi.

Konseptual farqlar va umumiyliklar

Qiyosiy tahlil shuni ko'rsatadiki, ingliz metaforalarida harakat, mexanizm va vaqt, o'zbek metaforalarida esa tabiat, qalb va taqdir konseptlari yetakchi o'rin egallaydi. Shu bilan birga, har ikki tilda ham hayot, muhabbat va vaqt kabi universal tushunchalar metaforalar orqali ifodalanadi. Bir tomondan ingliz metaforalarida, ko'pincha G'arbning o'z-o'ziga ishonishi va shaxsiy yutuqlarga erishish falsafasida chuqur ildiz otgan qadriyatlar – individual faollik, raqobat va hissiy nazorat aks etadi. [KM Radjapovna]

Bu esa metaforaning bir tomondan milliy, ikkinchi tomondan umuminsiy xususiyatga ega ekanini tasdiqlaydi.

Metaforalarning madaniyatlararo ahamiyati

Metaforalarni to'g'ri anglash madaniyatlararo muloqotda muhim ahamiyat kasb etadi. Chunki metafora noto'g'ri talqin qilinganda, milliy mentalitetga xos ma'no yo'qolishi mumkin. Ayniqsa, tarjima jarayonida metaforik mazmunni saqlash alohida e'tibor talab etadi.

Xulosa. Tadqiqot natijalari shuni ko'rsatadiki, metaforalar milliy mentalitetning eng muhim lisoniy ko'rsatkichlaridan biridir. Ingliz va o'zbek badiiy matnlaridagi metaforalar xalqning dunyoqarashi, madaniy tajribasi va ijtimoiy qadriyatlarini aks ettiradi. Metaforalarni lingvomadaniy va qiyosiy jihatdan o'rganish xalqlarning tafakkur tizimini chuqurroq anglash imkonini beradi.

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WOMEN-WRITERS IN ENGLISH LITERATURE

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Abstract. This article provides an overview of the contribution of women writers to English literature throughout history. Beginning with early pioneers such as Jane Austen and the Brontë sisters, the discussion traces the evolution of women's voices in literature, exploring the societal challenges they faced and the themes they addressed. The article examines key works by women writers across different genres, highlighting their impact on literary movements and their role in shaping cultural narratives. Furthermore, it analyzes the changing attitudes towards women's writing and the emergence of feminist literary criticism. By exploring the diverse perspectives and narratives of women writers, this article aims to underscore their significance in enriching the literary landscape and challenging conventional literary norms.

Keywords: women writers, Jane Austen, Anne and Emily Bronte, criticism.

Introduction. Women's contributions to English literature have long been significant, yet often overlooked or marginalized in traditional literary canons. Despite facing numerous barriers throughout history, women writers have persevered, producing remarkable works that have left a lasting impact on the literary world. From the pioneering efforts of writers like Jane Austen and the Brontë sisters to the modern voices of contemporary authors, women have consistently pushed the boundaries of literary expression and challenged societal norms.

This introduction sets the stage for an exploration of the rich and diverse tapestry of women's writing in English literature. It will delve into the historical context surrounding women's literary endeavors, examine the societal constraints they faced, and highlight the key themes and contributions of women writers across different periods and genres.

Findings. Female authors were quite uncommon in Britain when they first debuted in the early 18th century, when the novel became a central literary form. Its ideology was one of sensibility and kindness. Women played an active role in the creation of fiction, which is not surprising given that they are the primary readers of it! Their sources of inspiration included city and village life, travel experiences, love and marriage, religion, and education. The novel concept originated in Europe, and the term novel is derived from the Italian "novella," which means new.

Aphra Behn (1640-89), born in Canterbury and died in London, was a key founder. This lady from the Restoration era was one of the first English women to earn a living as an author, shattering cultural barriers and becoming a significant literary figure for generations of other female authors. She married a Dutch merchant in London, who died the same year, spied in Antwerp for King Charles II, and visited Surinam, where she purportedly met an African slave chief. He





inspired her to write *Oroonoko* in 1688, an anti-slavery critique tinged with feminism and postcolonialism.

Emily Brontë, a notable female writer from the Victorian era, is most known for her lone novel, *Wuthering Heights* (which is also on our list of classic novels to read for students!). Brontë, publishing under the pen name Ellis Bell, was also a prolific poet, with her works at the time and still today recognized as 'genius.' Her most well-known work, *Poems by Currer, Ellis, and Acton Bell*, was a collection of poems published under the pseudonyms of her sisters Charlotte and Anne. Emily Brontë's noteworthy works include *Poems by Currer Ellis and Acton Bell* (1846), a compilation of poetry published jointly by the three Brontë sisters, Charlotte, Emily, and Anne. It was the first piece of work they had ever printed. *Wuthering Heights* (1847): A major work of Romantic and Gothic fiction, it centers on the stormy relationships between the Earnshaw and Lintons, two landed aristocratic families who live on the West Yorkshire moors. Heathcliff, the Earnshaws' adopted son, is a major plot point in the novel.

Conclusion. In conclusion, the journey of women writers in English literature is one marked by resilience, creativity, and perseverance in the face of adversity. From the early struggles for recognition and acceptance to the present day, women writers have continued to make invaluable contributions to the literary world, enriching our cultural heritage with their diverse voices and perspectives.

Throughout this article, we have explored the lives and works of women writers across different eras, genres, and societal contexts. We have seen how they navigated the constraints of their time, challenging traditional gender roles and societal expectations through their writing. From the insightful social commentary of Jane Austen to the bold experimentation of Virginia Woolf, women writers have left an indelible mark on literature, reshaping literary conventions and expanding the boundaries of artistic expression.

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CHRISTOPHER MARLOWE'S "CARPE DIEM POETRY"

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Abstract. This article delves into the thematic exploration of temporality in Christopher Marlowe's poetry, particularly focusing on his adept use of the "Carpe Diem" motif. Marlowe, a renowned Elizabethan playwright and poet, masterfully weaves the concept of seizing the day into his works, urging readers to embrace the present moment and live life to the fullest. Through close analysis of select poems such as "The Passionate Shepherd to His Love" and "The Nymph's Reply to the Shepherd," this study highlights Marlowe's intricate manipulation of language and imagery to evoke a sense of urgency and impermanence. Additionally, it examines the socio-historical context of Marlowe's era and its influence on his portrayal of time and mortality. By engaging with Marlowe's "Carpe Diem" poetry, readers gain insight into the enduring relevance of his works and their timeless appeal.

Keywords: English literature, Christopher Marlowe, "Carpe Diem", poetry.

Introduction. In the realm of English literature, Christopher Marlowe stands as a luminary figure, known for his groundbreaking contributions to Elizabethan drama and poetry. While Marlowe is often celebrated for his plays such as "Doctor Faustus" and "Tamburlaine," his lesser-known yet equally captivating works delve into the theme of carpe diem, or seizing the day.

In this article, we embark on a journey to unravel the layers of Marlowe's carpe diem poetry, examining how he masterfully captures the essence of fleeting time and the urgency of living in the moment. From his passionate verses to his profound insights, Marlowe's exploration of this timeless theme continues to resonate with readers across generations.

Findings. The Latin expression carpe diem means "seize the day." Carpe diem is a poetic device that introduces the topic of living in the present. Poems like Andrew Marvell's "To His Coy Mistress" and Christopher Marlowe's "The Passionate Shepherd to His Love" are two examples of carpe diem. These romantic poems describe the multitude of delights the poets hope to bestow upon their beloveds. Understanding the value of time and love, Marlowe and Marvell both employ carpe diem poetry to beg their partners to passionately grab the day.

Christopher Marlowe, a prominent figure in Elizabethan literature, explored the theme of carpe diem, or "seize the day," in several of his poems. One of his most famous carpe diem poems is "The Passionate Shepherd to His Love," written in the late 16th century.

"The Passionate Shepherd to His Love" is a pastoral poem in which the speaker, a shepherd, urges his beloved to live in the present and enjoy the pleasures of nature and romantic love. The poem is characterized by its idyllic imagery, lush landscapes, and promises of eternal bliss. The shepherd invites his love to join him in a life of simplicity, where they can frolic in meadows, listen to birdsong, and bask in the joys of youth and romance.





Marlowe's poem presents a romanticized vision of love and nature, emphasizing the transient beauty of both. However, it also raises questions about the sincerity of the shepherd's promises and the feasibility of maintaining such an idyllic existence.

In response to "The Passionate Shepherd to His Love," Sir Walter Raleigh penned "The Nymph's Reply to the Shepherd," offering a counterpoint to Marlowe's idealized portrayal. Raleigh's poem, written in a similar pastoral style, features a nymph who rejects the shepherd's advances, citing the impermanence of earthly pleasures and the inevitability of decay.

Marlowe's carpe diem poetry reflects the broader themes of love, mortality, and the passage of time that were prevalent in Renaissance literature. Through his vivid imagery and lyrical language, Marlowe invites readers to contemplate the fleeting nature of life and the importance of seizing moments of joy and passion while they last.

Overall, Marlowe's exploration of carpe diem in his poetry contributes to his enduring legacy as one of the preeminent poets of the Elizabethan era, and his works continue to inspire readers and scholars alike with their timeless themes and evocative imagery.

In his poem "The Passionate Shepherd to His Love," Marlowe decides to focus mostly on the fantasies and pleasures that his shepherd speaker chooses to pursue. Even while Marlowe embraces the carpe diem philosophy, he does it in a more subdued manner than Marvell. In an attempt to get his sweetheart to "[c]ome live with [him] and be [his] love," Marlowe employs expressions like "if these pleasures may thee move" (19) and "[i]f these delights thy mind may move" (23) (20). His two beseeching remarks contain the word "if," which gives the shepherd's love options and somewhat lessens the urgency of his appeal to grab the day. To convey to his beloved that time is precious, the shepherd employs life's joys.

Conclusion. In the tapestry of literature, Christopher Marlowe's "Carpe Diem" poetry emerges as a timeless thread, weaving through the fabric of human existence with its profound message of seizing the moment. As we reflect on Marlowe's verses, we are reminded of the fleeting nature of time and the imperative to live with intention and vitality. His poetry serves as a beacon, guiding us to embrace life's uncertainties and to relish each passing day as a gift. Through the beauty of his language and the depth of his insight, Marlowe invites us to confront our mortality and to celebrate the preciousness of every fleeting moment. In our own lives, may we heed his call, finding inspiration to live boldly, love passionately, and savour the rich tapestry of experiences that make up our journey. For in the end, it is in the pursuit of life's fleeting joys that we discover its true essence.

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The Role of Language in the representation of class in Victorian Literature

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Abstract. This article examines the role of language in shaping and representing class distinctions in Victorian literature, a period marked by rapid industrialization, social stratification, and changing notions of identity. Through an analysis of key texts by authors such as Charles Dickens, Elizabeth Gaskell, and George Eliot, this study explores how linguistic choices—dialect, vocabulary, and speech patterns—were employed to reflect and reinforce societal hierarchies. Victorian writers often used language as a tool to delineate class boundaries, giving voice to the struggles, aspirations, and prejudices of different social groups. Additionally, this article investigates how language served as a means of critique, exposing the inequities of the era and questioning the rigidity of class structures. By contextualizing these literary techniques within the broader framework of Victorian society, this study highlights the intricate interplay between language and class representation, offering insights into how literature both mirrored and shaped cultural attitudes of the time.

Keywords: Victorian society, literature, languages, George Eliot,

Introduction. The Victorian era, a time of significant social, economic, and cultural transformation, witnessed profound shifts in the dynamics of class and identity. Industrialization, urbanization, and expanding global trade brought unprecedented wealth to some while exacerbating inequalities for others. Amid this backdrop, literature emerged as a powerful medium to explore and critique the complex social hierarchies of the time. Central to these representations was the role of language, which became a vital tool in society, depicting class distinctions, aspirations, and struggles in Victorian.

Victorian literature, particularly in the works of authors like Charles Dickens, Elizabeth Gaskell, and Thomas Hardy, skillfully employed linguistic markers—dialect, diction, and speech patterns—to delineate characters' social positions. Language was not merely a mode of communication but a reflection of one's education, profession, and societal status. It allowed authors to highlight disparities between the working class, the rising middle class, and the aristocracy, often drawing attention to the prejudices and barriers that defined these divisions.

Moreover, language in Victorian literature often served a dual purpose: while it reflected existing social norms, it also acted as a tool for critique. Writers frequently used speech and dialect to evoke empathy for marginalized groups, challenge stereotypes, or expose the injustices of rigid class systems. For instance, the use of regional dialects in novels like *Mary Barton* or *Tess of the d'Urbervilles* brought authenticity to the experiences of working-class characters while simultaneously challenging the dominant ideologies of the Victorian elite.

Charles Dickens' *Hard Times* is the first book to be studied. The author of the book takes the class topic into account. He identifies with the bourgeoisies and proletariats in industrialised Victorian England because *Hard Times* depicts the realities of socioeconomic unfairness in Britain during that time. This is precisely what Inyang notices: In addition to various disparities between characters from the working,





middle, and higher classes in Coketown, Dickens depicts the living conditions, employment, and educational opportunities of these groups. The location of Hard Times also symbolised a Victorian industrial town. It is regarded as one of Dickens' most scathing social critiques.

In 1837, Victoria, then eighteen, had to face a world where her father, grandpa, and all three of her uncles had passed away. The fact that her grandpa was King George III, the ruler of the United Kingdom of Great Britain, made this particularly difficult. During Victoria's reign, England expanded its influence all over the world. British society became the norm for the Western world, and British business revolutionised worldwide technology. The period of Queen Victoria's rule (1837–1901) is actually known as the Victorian Period. During this period, English society became fixated on decorum, and Queen Victoria herself became a symbol of correct civility. Different people would interpret this differently because English society also established a rigid social structure, or the levels of power people had in society. In this class-based structure, everybody had their place, and mobility between classes was a practical impossibility. Let's take a look at these classes and see what life in Victorian England meant to people throughout society.

The reign of Queen Victoria (1837-1901) dominated Britain's Victorian era. It was a rich and tranquil period, but the social structure was still problematic. There were three social classes in this era: upper, middle, and lower. Most people who were lucky enough to belong to the upper class avoided manual labour. Rather, they owned land and employed lower-class labourers or made investments to generate a profit. According to the Victorian England Social Hierarchy, this class was further subdivided into three levels: Lower Upper, which included affluent men and company owners; Middle Upper, which included significant officers and lords; and Royal, which included people from royal families.

Conclusion. In Victorian literature, language serves as a powerful tool for representing and interrogating class distinctions. Through the strategic use of dialogue, dialects, and narrative tone, authors such as Charles Dickens, George Eliot, and Elizabeth Gaskell vividly portrayed the social hierarchies and economic divides of their time. These linguistic choices not only reflected the realities of Victorian society but also revealed the prejudices and aspirations of different social classes. By giving voice to marginalized characters and exposing the inequalities of the era, Victorian writers used language as a means to critique the rigid class structures and advocate for empathy and social reform. The enduring legacy of their works underscores the importance of language in shaping perceptions of class and challenging societal norms.

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Developing 4C Skills through Text-Based Activities in Primary School Reading Literacy Lessons

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Abstract: In the 21st century, education systems are expected to prepare students not merely to remember facts, but to solve complex problems, think critically, act creatively, communicate effectively, and collaborate productively. This study examines the role of text-based activities in developing 4C skills — creativity, critical thinking, communication, and collaboration — in primary school reading literacy lessons. Drawing on international assessment frameworks such as PISA and PIRLS, the paper explores methodological strategies for integrating 4C competencies into reading instruction.

Keywords: reading literacy, 4C skills, creativity, critical thinking, communication, collaboration, PISA, PIRLS.

Introduction. In the context of the 21st-century knowledge and labor market, the fundamental mission of the education system is not merely to ensure that students memorize facts, but to nurture individuals capable of solving complex problems, approaching tasks creatively, thinking critically, and communicating effectively. These requirements are embodied in the 4C competencies — Creativity, Critical Thinking, Communication, and Collaboration — which must be systematically developed from the earliest stages of primary education.

Reading literacy lessons play a central role in achieving this goal: the processes of reading, comprehension, analysis, and expressing ideas based on a text provide learners with opportunities to develop high-level cognitive and social skills. Active engagement with texts — through questioning, discussion, creative tasks, group projects, and assessment — creates an effective pedagogical environment for the integrative development of 4C competencies. From this perspective, methodical, systematic, and goal-oriented work with texts in primary reading literacy classes represents an important theoretical and practical issue.

In recent years, international assessment systems such as **PISA** and **PIRLS** have evaluated reading literacy not only as the ability to understand a text but also as the capacity to analyze, evaluate, and apply information in real-life contexts. This has intensified the need to foster higher-order thinking and social skills at every stage of education. When the foundation of the 4C competencies is laid in primary school, students' success in reading, learning, and social adaptation in later stages significantly increases. Therefore, the development of the 4Cs through text-based learning activities is of both theoretical and practical significance.

In practice, many primary school teachers tend to focus their lessons primarily on phonics and reading fluency—improving letter-sound correspondence and reading speed—while giving insufficient attention to the stages of deep comprehension, analysis, and creative interpretation of texts. Consequently,





students' higher-order critical and creative thinking abilities, as well as their communication and collaboration skills, remain underdeveloped. Therefore, identifying which pedagogical approaches and practical teaching methods can most effectively foster the 4C competencies has become a crucial issue in educational methodology[1, p-120].

Today, reading literacy extends far beyond fluent or rapid reading. It is defined by a learner's ability to extract information from a text, identify the main idea, analyze and evaluate the content, and apply it to real-life situations. For this reason, reading literacy is internationally recognized as one of the key competencies of 21st-century education.

Literature Review. Recent international studies (OECD, 2018; Mullis et al., 2021) have expanded the concept of reading literacy. Both **PISA** (Programme for International Student Assessment) and **PIRLS** (Progress in International Reading Literacy Study) define reading as an active process of constructing meaning, involving analysis, evaluation, and application of information in real-life contexts. The 4C framework — widely adopted in modern pedagogy — emphasizes the integration of cognitive and social skills as interdependent competencies. Within this framework:

- Creativity refers to generating innovative ideas and alternative solutions;
- Critical thinking involves evaluating information and making logical judgments;
- Communication denotes clear expression and effective exchange of ideas;
- Collaboration represents teamwork, shared responsibility, and mutual support.

Embedding these skills into early literacy instruction ensures a strong foundation for lifelong learning and social adaptability[2, p-85].

Opportunities for Developing 4C Skills through Text-Based Learning Activities. The process of working with texts provides broad opportunities for developing the 4C skills — creativity, critical thinking, communication, and collaboration — among students.

Developing Creativity	Developing Creativity
Writing an alternative ending to the text;	Writing an alternative ending to the text;
Describing how the characters might act in a different situation;	Describing how the characters might act in a different situation;
Drawing illustrations or dramatizing the story based on the text.	Drawing illustrations or dramatizing the story based on the text.
Developing Critical Thinking	Developing Critical Thinking
Distinguishing between main and secondary ideas in the text;	Distinguishing between main and secondary ideas in the text;
Evaluating the author's position and intentions;	Evaluating the author's position and intentions;
Analyzing the characters' actions and expressing personal attitudes toward them.	Analyzing the characters' actions and expressing personal attitudes toward them.

3. Methodology. The research is based on a qualitative analysis of instructional approaches used in primary reading literacy classes. The study





identifies effective methods and technologies that promote 4C development, including:

Cluster Method: Helps visualize relationships between ideas, fostering both creativity and analytical thinking.
INSERT Strategy: Encourages deep reading comprehension through reflection symbols such as “I know this,” “New information,” and “This changed my opinion.”
Role-Playing: Develops creativity and communication as students re-enact story events.
Debates and Discussions: Strengthen reasoning, argumentation, and open-mindedness.
Project-Based Learning: Promotes collaboration, responsibility, and problem-solving through group projects.

Sample **PISA** and **PIRLS**-based tasks were analyzed to demonstrate how text interpretation can activate 4C competencies in learners. The following methods and technologies are considered effective for fostering 4C skills — creativity, critical thinking, communication, and collaboration — in primary school reading literacy lessons [5, p-95].

4. Findings and Discussion. The results of classroom analysis and task modeling indicate that text-based instruction provides rich opportunities for integrative 4C development:

- **Creativity:** When students write alternative endings, illustrate stories, or dramatize characters, they practice creative expression.
- **Critical Thinking:** Activities requiring identification of main ideas, comparison of perspectives, or reasoning from cause to effect nurture analytical thought.
- **Communication:** Oral and written responses to texts foster clarity of expression and discourse competence.
- **Collaboration:** Group projects, discussions, and role-plays encourage cooperation, negotiation, and shared problem-solving.

Integrating PISA and PIRLS-aligned reading tasks helps students apply textual knowledge to real-life situations, reinforcing both literacy and transversal skills. Such methods bridge the gap between reading comprehension and competency-based learning outcomes.

Experience of International Assessment Programs

The international assessment programs **PISA** (Programme for International Student Assessment) and **PIRLS** (Progress in International Reading Literacy Study) evaluate students' reading comprehension levels not only based on their ability to retell a text, but also on their capacity to **analyze, evaluate, and apply information** in real-life contexts. Integrating tasks based on the PISA and PIRLS assessment criteria into **primary education curricula** contributes significantly to the development of students' **4C skills** — creativity, critical thinking, communication, and collaboration. For instance: **PIRLS tasks**, which require identifying the main idea of a text, strengthen students' **critical thinking skills**; **PISA tasks** enhance learners' ability to **apply textual information** to real-life situations.





Application of PISA and PIRLS Tasks for Developing 4C Skills in Primary Reading Literacy Lessons

PISA Task and Its Analysis Based on the 4C Framework. Text (adapted):

A gardener is planting a tree. He knows that for the tree to grow healthily, it needs enough water, light, and space. If the trees are planted too close together, they may interfere with each other. If they are planted too far apart, space will be wasted.

Questions:

1. What factors should the gardener consider when planting the tree?
2. What might happen if the trees are planted too close together?
3. In your opinion, what is the best way to plant the tree?
4. What ideas can you suggest for protecting the environment while planting trees?

4C Analysis:

- Creativity:** Students propose various creative methods for planting trees.
- Critical Thinking:** They answer questions based on cause-and-effect reasoning.
- Communication:** Learners express their thoughts both in written and oral forms.
- Collaboration:** Students work in groups to develop a collective plan for tree planting[3, p-150].

PIRLS Task and Its Analysis Based on the 4C Framework. Text (adapted for Grade4):

One morning, Ali was on his way to school when he saw a small kitten by the roadside. The kitten was shivering from the cold. Ali picked it up and took it home. However, his mother said, “We already have a cat at home, and there is no room for another one.” Ali did not know what to do with the kitten.

Questions:

1. Why did Ali take the kitten home?
2. Explain the mother’s point of view.
3. What do you think Ali should do? Justify your answer.
4. In your group, find the best way to help the kitten.

4C Analysis:

- Creativity:** Students come up with various ideas and alternative solutions for helping the kitten.
- Critical Thinking:** Learners compare and analyze the viewpoints of Ali and his mother.
- Communication:** Students explain their own opinions clearly and listen to others’ perspectives.
- Collaboration:** Working in groups, students decide on the most appropriate and effective way to help the kitten[4, p-200].

Furthermore, the integration of **PISA** and **PIRLS** tasks serves as an effective tool for improving students’ literacy in accordance with **international educational standards**.





5. Conclusion. Working with texts in primary school reading literacy lessons contributes to the holistic development of learners. Beyond improving reading fluency, it enhances creativity, critical thinking, communication, and collaboration — the key skills for success in the 21st century. Teachers are therefore encouraged to adopt innovative, interactive, and research-informed approaches that align with international educational standards such as PISA and PIRLS. Integrating these frameworks not only increases the effectiveness of literacy instruction but also prepares students to participate actively in the **global learning environment**. Therefore, modern educators should apply **innovative methods** and **internationally informed approaches** in their teaching practices.

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KOGNITIV PSIXOLOGIYA: UMUMIY TUSHUNCHALAR, TADQIQOT YO‘NALISHLARI VA TA’LIM TIZIMIDAGI AHAMIYATI

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Annotatsiya: ushbu maqolada kognitiv psixologiyaning nazariy asosi, shakllanish tarixi, asosiy tadqiqot yo‘nalishlari va ta’lim tizimidagi qo‘llanilish holatlari tahlil qilinadi. Kognitiv psixologiyaning sezgi, idrok, diqqat, xotira va tafakkur bilan bog‘liq asosiy kategoriyalari ko‘rib chiqilib, ayniqsa zamonaviy texnologiyalar va neyrofan bilan integratsiyasi yoritiladi. Ta’lim jarayonida o‘quvchilar kognitiv jarayonlarining individual farqlari, diqqat resurslarining cheklanishi, motivatsiyaning shakllanishi, axborotni qabul qilish va eslab qolish mexanizmlarini hisobga olishning ahamiyati asoslab beriladi.

Kalit so‘zlar: kognitiv psixologiya, idrok, diqqat, xotira, tafakkur, neyrofan, ta’lim, motivatsiya, axborotni qayta ishlash.

Annotation: this article analyzes the theoretical foundations, historical development, and key research directions of cognitive psychology, as well as its applications in education. It discusses the core components of cognition—sensation, perception, attention, memory, and thinking—and emphasizes the integration of cognitive psychology with neuroscience and digital technologies. The importance of accounting for individual cognitive differences, attention limitations, motivation formation, and information processing mechanisms in the learning process is substantiated.

Keywords: cognitive psychology, perception, attention, memory, thinking, neuroscience, education, motivation, information processing.

Аннотация: в статье рассматриваются теоретические основы, история становления и основные направления исследований когнитивной психологии, а также её значение в системе образования. Анализируются ключевые компоненты когнитивных процессов: ощущение, восприятие, внимание, память и мышление. Особое внимание уделяется интеграции когнитивной психологии с нейронаукой и цифровыми технологиями. Обоснована важность учёта индивидуальных когнитивных особенностей учащихся, ограничения ресурсов внимания, формирования мотивации и механизмов обработки информации в образовательном процессе.

Ключевые слова: когнитивная психология, восприятие, внимание, память, мышление, нейронаука, образование, мотивация, обработка информации.

Kognitiv psixologiya — bu inson ongining eng chuqur va murakkab jarayonlarini ilmiy tahlil etishga qaratilgan psixologiya sohasi bo‘lib, uning asosiy tadqiqot ob‘ekti — bu bilish (kognitsiya) jarayonlaridir. Ushbu soha XX asrning ikkinchi yarmida, xulq-atvor psixologiyasiga (behaviorizmga) qarshi javob sifatida shakllandi. Behaviorizm inson xatti-harakatlarini faqat tashqi kuzatuvlar asosida izohlashga intilgan bo‘lsa, kognitiv psixologiya inson ongida ro‘y beradigan ichki





jarayonlarni, ya'ni sezgi, idrok, xotira, tafakkur, til, diqqat va muammoni hal qilish mexanizmlarini tadqiq etishga kirishdi.

Kognitiv psixologiyani shakllanishiga asos solgan olimlar qatorida Jorj Miller, Ulrik Nayser, Noam Xomskiy, Allen Newell va Herbert Simonlar bor. Ayniqsa, **Ulrik Nayser** 1967 yilda chop etgan "Cognitive Psychology" asari bilan ushbu sohaning mustaqil ilmiy yondashuv sifatida e'tirof etilishiga sabab bo'lgan. U kognitiv jarayonlarni "axborotni qabul qilish, uni kodlash, saqlash, qayta ishlash va undan foydalanish" kabi bosqichlarga ajratgan. Bu yondashuv inson ongini kompyuter arxitekturasini bilan solishtirish orqali, ong faoliyatining algoritmik tabiati haqida yangi tushunchalarni shakllantirdi.

Zamonaviy kognitiv psixologiya — bu interdisiplinar soha bo'lib, u neyrobiologiya, sun'iy intellekt, tilshunoslik, axborot nazariyasi va pedagogika bilan chambarchas bog'langan. Ayniqsa, so'nggi yillarda **kognitiv neyrofan** rivojlanib, kognitiv jarayonlarning miya faoliyati bilan bevosita bog'liqligini aniqlash imkonini berdi. Masalan, funksional magnit-rezonans tomografiyasi va elektroensefalografiya usullari yordamida inson miyasining real vaqt rejimida faoliyatini kuzatish, diqqat markazlarining faolligi, xotira shakllanishi, sezgi va idrokning neyron mexanizmlari aniqlanmoqda.

Kognitiv psixologiyani muhim tarkibiy qismlaridan biri — bu **sezgi va idrok** masalalaridir. Sezgi — bu tashqi dunyo haqidagi signallarni qabul qilish jarayoni bo'lsa, idrok — bu signallar asosida mazmunli obrazlar, manzaralar yaratish jarayonidir. Har bir insonning idroki subyektiv, individual tajribalar, madaniyat va psixofiziologik holatga bog'liq holda shakllanadi. Shu sababli, bir xil vizual yoki audial stimullar har xil idrok qilinishi mumkin. Idrok subyektivligining yorqin dalillaridan biri bu — **ko'z illyuziyalaridir**. Bu hodisa ongning cheklangan imkoniyatlarini ko'rsatib beradi va idrok faqatgina sezgi emas, balki ongiy konstruksiya ekanini isbotlaydi.

Yana bir muhim yo'nalish — bu **diqqat** masalasidir. Kognitiv psixologlar diqqatni inson ongining cheklangan resursi sifatida talqin qiladi. Bu degani, inson bir vaqtning o'zida cheklangan miqdordagi ma'lumotni qayta ishlay oladi. Diqqatning tanlanmaligi, bo'linishi va tez yo'naltirilishi muhim psixologik mexanizmlardandir. Bugungi raqamli axborot oqimida inson diqqati ko'plab stimullar tomonidan bo'linadi. **Multitasking** (bir vaqtning o'zida bir nechta ishni bajarish) diqqatning chuqurlashuviga zarar yetkazadi. Shu bois, bolalarda diqqat yetishmovchiligi sindromi holatlari ortib bormoqda. Kognitiv psixologiya bu jarayonlarni o'rganib, diqqatni rivojlantirishga qaratilgan psixopedagogik metodikalarni taklif etmoqda.

Xotira kognitiv psixologiyani yana bir markaziy yo'nalishidir. Xotira — bu axborotni qabul qilish, saqlash, vaqti kelganda tiklash jarayonidir. Jorj Millerning "7±2" nazariyasi ya'ni qisqa muddatli xotira imkoniyatlarini o'lchashda muhim o'rin tutadi. Shuningdek, Baddeley va Hitch tomonidan ishlab chiqilgan **ishchi xotira modeli** zamonaviy ta'lim psixologiyasida keng qo'llanilmoqda. Ushbu model bo'yicha bilimlar operativ xotirada qayta ishlanib, uzoq muddatli xotiraga o'tadi. Bu jarayonni to'g'ri tashkil qilish orqali o'quvchilarning bilim samaradorligini oshirish mumkin.





Ta'lim kontekstida kognitiv psixologiya ayniqsa muhim ahamiyatga ega. Chunki har bir o'quvchining **bilimni qabul qilish, eslab qolish va undan foydalanish strategiyasi individual** bo'lib, bu farqlarni hisobga olish pedagogik yondashuvni moslashtirishga imkon beradi. Shu nuqtai nazardan, kognitiv psixologiya quyidagi tamoyillarni ilgari suradi:

1. **O'quv materialini oddiydan murakkabga tomon ketma-ketlikda berish** — bu xotira bosqichlarini inobatga olib, yangicha axborotni ilgari mavjud bo'lgan bilimlar bilan bog'lashni osonlashtiradi.
2. **Yangi bilimlarni mavjud bilimlar bilan integratsiyalash** — bu semantik tarmoqlarni mustahkamlaydi va uzoq muddatli eslab qolishni ta'minlaydi.
3. **Vizual va verbal kodlashni uyg'unlashtirish** — Mayerning Multimedia kognitiv nazariyasiga ko'ra, bilimni ikki yo'nalishda kodlash eslab qolishni kuchaytiradi.
4. **Motivatsiya va refleksiyaning faollashtirish** — o'quvchining o'zini o'rganishga qodir deb his qilishi uning o'zlashtirish darajasiga bevosita ta'sir ko'rsatadi.

Bundan tashqari, kognitiv psixologiya raqamli ta'lim texnologiyalarining samarali qo'llanilishi bo'yicha ham muhim tavsiyalar beradi. **R. E. Mayer** tomonidan ishlab chiqilgan "Kognitiv yuklama nazariyasi" asosida o'quv materiallarida ortiqcha animatsiya, shovqinli dizayn, keraksiz vizual elementlardan voz kechish, diqqatni jamlashni yengillashtiradi. O'quvchilarni faol ishtirok etishga undovchi interaktiv platformalar orqali axborot chuqurroq qayta ishlanadi.

Kognitiv psixologiya nafaqat inson ongi haqida chuqur tushuncha beradi, balki bu bilimlarni real ta'lim jarayoniga tatbiq etish orqali o'quvchilar salohiyatini to'liq ochib berishga xizmat qiladi. Shaxsga yo'naltirilgan ta'limning zamonaviy modeli kognitiv farqlarni aniqlash, unga mos metodlarni ishlab chiqish va motivatsiyani rag'batlantirish orqali amalga oshiriladi. Shu sababli, kognitiv yondashuv — bu ta'limdagi innovatsion, ilmiy asoslangan va amaliy qiymati yuqori bo'lgan strategiyadir.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И БОЛЬШИЕ ДАННЫЕ В УПРАВЛЕНЧЕСКИХ РЕШЕНИЯХ

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Аннотация: Искусственный интеллект и большие данные существенно меняют процесс принятия управленческих решений, позволяя организациям повышать точность прогнозов, оптимизировать ресурсы и адаптироваться к динамичной цифровой среде с минимальными рисками.

Ключевые слова: Искусственный интеллект, большие данные, управление, аналитика, цифровая трансформация

В условиях стремительной цифровой трансформации современные организации сталкиваются с необходимостью оперативного принятия обоснованных управленческих решений. Рост объёмов информации и усложнение бизнес-процессов требуют применения новых инструментов анализа. Искусственный интеллект (ИИ) и технологии больших данных (Big Data) стали важнейшими компонентами современного управления, обеспечивая точность прогнозов, автоматизацию операций и стратегическую гибкость. Их использование позволяет выявлять скрытые закономерности, оптимизировать ресурсы и минимизировать риски, что особенно актуально в условиях нестабильной рыночной среды. Цель данной статьи — рассмотреть роль ИИ и Big Data в процессе принятия управленческих решений, проанализировать практические направления применения и выявить ключевые вызовы внедрения.

Искусственный интеллект активно интегрируется в управленческие процессы через системы прогнозирования, интеллектуальные ассистенты, аналитические платформы и автоматизацию бизнесопераций. Он позволяет моделировать сценарии развития, анализировать поведение клиентов и предлагать оптимальные решения на основе машинного обучения.

Основные преимущества ИИ в управлении:

- Автоматизация рутинных процессов
- Предиктивная аналитика и прогнозирование
- Оптимизация стратегического планирования
- Снижение влияния человеческого фактора

В управленческой практике ИИ облегчает принятие решений, повышает точность аналитики и поддерживает стратегическое развитие компании.

Большие данные характеризуются большими объёмами, разнообразием источников и высокой скоростью поступления. Они включают данные из социальных сетей, цифровых транзакций, сенсорных систем и корпоративных архивов. Применение Big Data позволяет руководителям





принимать решения, основанные на фактических показателях, а не на интуиции.

Big Data обеспечивает:

- Определение рыночных тенденций
- Сегментацию клиентов и персонализацию услуг
- Оценку эффективности бизнес-процессов
- Обнаружение рисков и отклонений

Компании, использующие большие данные, демонстрируют более высокую адаптивность и конкурентоспособность.

Несмотря на мощный потенциал, внедрение ИИ и Big Data сопровождается рядом проблем:

- Высокие финансовые затраты
- Нехватка квалифицированных специалистов
- Риски утечки персональных данных
- Неопределённость этических стандартов
- Организации должны обеспечить кибербезопасность, юридическую защиту и формирование цифровой культуры внутри коллектива.

Искусственный интеллект и большие данные радикально изменяют подходы к управлению, предоставляя руководителям мощные инструменты анализа, прогнозирования и оптимизации. Их интеграция позволяет создавать адаптивные, устойчивые и конкурентоспособные организации. Однако для успешного внедрения необходимы инвестиции в инфраструктуру, кадры и нормативную базу. Будущее управления принадлежит цифровым решениям, основанным на интеллектуальном анализе данных.

Актуальность темы. Актуальность использования ИИ и больших данных обусловлена необходимостью оперативной обработки массивов информации, выявления скрытых закономерностей и повышения обоснованности управленческих решений. Компании и государственные структуры, активно внедряющие аналитические технологии, получают конкурентные преимущества, повышают устойчивость и адаптивность к изменениям внешней среды.

Цель исследования — раскрыть роль и значение искусственного интеллекта и больших данных в процессе принятия управленческих решений.

Задачи исследования:

- рассмотреть сущность и особенности искусственного интеллекта и больших данных;
- проанализировать основные направления их применения в управлении;
- определить преимущества и риски использования ИИ в управленческих решениях;
- выявить перспективы развития интеллектуальных управленческих систем.

Теоретические основы искусственного интеллекта и больших данных





Искусственный интеллект представляет собой совокупность методов и технологий, позволяющих компьютерным системам выполнять функции, традиционно свойственные человеческому мышлению: анализ, обучение, прогнозирование и принятие решений. Большие данные характеризуются объемом, разнообразием и высокой скоростью обновления информации, что требует применения специальных методов хранения и обработки.

Применение ИИ и Big Data в управленческих решениях

Современные управленческие практики активно используют:

- прогнозную аналитику для оценки рисков и планирования;
- интеллектуальные системы поддержки принятия решений;
- автоматизацию бизнес-процессов;
- персонализацию управленческих стратегий;
- мониторинг и контроль эффективности деятельности.

Преимущества использования ИИ в управлении

Использование искусственного интеллекта и больших данных позволяет:

- повысить точность и обоснованность решений;
- сократить временные затраты на анализ информации;
- минимизировать влияние человеческого фактора;
- выявлять скрытые закономерности и тренды;
- повышать стратегическую гибкость организации.

Риски и ограничения. Несмотря на очевидные преимущества, внедрение ИИ связано с рядом проблем: этические вопросы, кибербезопасность, зависимость от качества данных, высокая стоимость внедрения и дефицит квалифицированных специалистов.

Роль руководителя в условиях цифрового управления

Современный руководитель должен обладать цифровыми компетенциями, понимать принципы работы интеллектуальных систем и уметь интегрировать результаты аналитики в процесс стратегического управления.

Перспективы развития. В будущем ожидается расширение использования самообучающихся систем, усиление интеграции ИИ с управленческими структурами и развитие гибридных моделей принятия решений, сочетающих человеческий опыт и машинную аналитику.

Заключение. Искусственный интеллект и большие данные в современных условиях становятся стратегически важными инструментами принятия управленческих решений. Их использование позволяет организациям переходить от интуитивного управления к научно обоснованному, аналитическому и прогностическому подходу. Благодаря интеллектуальным алгоритмам руководители получают возможность оперативно анализировать большие массивы информации, выявлять скрытые закономерности, прогнозировать развитие ситуаций и минимизировать управленческие риски.

Внедрение ИИ и Big Data способствует повышению эффективности деятельности организаций, оптимизации бизнес-процессов, улучшению





качества стратегического и оперативного планирования. Вместе с тем, данные технологии не исключают роль человека в управлении, а, напротив, усиливают её, требуя от руководителей новых цифровых и аналитических компетенций.

Несмотря на существующие риски, связанные с этическими аспектами, безопасностью данных и высокой стоимостью внедрения, перспективы развития искусственного интеллекта и аналитики больших данных в управлении остаются крайне высокими. В будущем ожидается дальнейшая интеграция интеллектуальных систем в управленческие структуры, что будет способствовать устойчивому развитию организаций и повышению их конкурентоспособности.

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O'RGATISHDAN ILHOMLANTIRISH SARI: SAN'AT TA'LIMIDA ZAMONAVIY PEDAGOGNING ROLI

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Annotatsiya. “Tasviriy faoliyat — bu bolalar qalbida go‘zallikni his etish, aql bilan idrok etish va qo‘l bilan ifoda etish san’atidir.” San’at ta’limi sohasidagi pedagoglar darslarni qay yo’sinda olib borishi juda muhim. Negaki, San’at ta’limida pedagogning dars o‘tish uslubi o‘quvchi shaxsining ijodiy fikrlashini shakllantirish, tasviriy ko‘nikmalarini rivojlantirish va go‘zallikni his qilish qobiliyatini oshirishga xizmat qilishi kerak. Dars faqat texnik mashg‘ulot emas, balki o‘quvchini san’at olamiga yetaklovchi ijodiy jarayondir. Shuningdek, ma’naviy va estetik muhit yaratishi kerak. O‘quvchi san’at darsida o‘zini erkin his qilsa, u o‘z fikrini ranglar, shakllar yoki chiziqlar orqali ifodalashdan cho‘chimaydi. Bu esa ijodkorlikni rag‘batlantiradi.

Kalit so‘z: Tahlil ; sintez ; tahliliy faoliyat ; applikatsiya ; rangtasvir ; san’at ta’limi.

KIRISH. Bundan tashqari o'rganuvchi shaxslar uchun diqqat va kuzatuvchanlik qobiliyati juda muhim. Ko'rib turganimizdek, san'at tasvir ta'limi faqat mo'yqalamni o'ynatishda emas balki rasm chizish, loydan buyumlar yasash va applikatsiya - bu tasviriy faoliyat turlari bo'lib, ularning asosiy vazifasi tevarakatofni obrazli aks ettirish hisoblanadi. Masalan, yozuvchining she'ri va rassomning asari. Tasviriy faoliyat maktab yoshidagi bolalarni har tomonlama tarbiyalashda katta ahamiyatga egadir. Tasviriy faoliyat bolalarni ongli tomondan tarbiyalashda katta ahamiyat kasb etadi. Birorta predmetni chizish yoki yasash uchun albatta u bilan oldindan tanishish yoki kuzatib chiqish, uning shakli, katta-kichikligini, qismlarning joylashishi, rangini bilish kerak bo'ladi. Bu jarayonda ko'rish, sezish, qo'l harakatlari ishtirok etmay qolmaydi. Bolalar predmet va hodisalarni kuzatish va ko'rib chiqish jarayonida predmetni katta-kichik guruhlariga bo'lib, uning shaklini o'zgartirib, rangini turli-tumanligi bilan tasvirlaydilar.

Shuningdek, tasviriy faoliyat jarayonida bolalar turli xil material (qog'oz, bo'r, bo'yoqlar) bilan ularning o'ziga xos xususiyatlari, ular bilan ishlash texnikasi bilan tanishadilar, bu esa bolalarning aqlan o'sishiga sabab bo'ladi. Tasviriy faoliyat jarayonida bolalarda fikr yuritish operatsiyalari (tahlil, sintez, tagqoslash umumlashtirish)ning rivojlanishiga imkon beradi, bu, o'z navbatida, bolalarning oqilona o'sishiga olib keladi. Bu jarayonda bolalarning nutqi rivojlanadi. Sensor tarbiyani amalga oshirishda tasviriy faoliyatning ahamiyati katta. Chunki bolalar predmetlar bilan uzviy bog'lanadilar, ularning o'ziga xos sifatleri, shakli, rangi bilan, katta-kichikligi bilan tanishadilar, ularning fargini, o'xshashligini aniqlaydilar, bu esa bolalarni sensor tarbiyalashga, ko'rgazmali, obrazli fikr yuritishga imkon beradi. Tasviriy faoliyat bolalarni axloqiy jihatdan tarbiyalaydi.





Chunki bolalar o'z ishlarida bizning hayotimizda, jamiyatda bo'layotgan voqea-hodisalarni aks ettiradilar. ulardan mamnun bo'ladilar, hayajonlanadilar.

MAQSAD VA VAZIFALAR

Lev Tolstoy : “San’at — bu inson qalbini poklovchi va uni yuksak tuyg‘ular sari yetaklovchi kuchdir.”-deya e'tirof etgan. Demak, biz bajarayotgan ishimizni qanchalik sevsak, bu ish ham bizga muvaffaqiyat olib kelishi tayin. Tasviriy faoliyat ham shunday kuch va mehnatni talab qiladi. Tasviriy faoliyat jarayonida bolalarda irodaning sifatlari -boshlagan ishini oxiriga yetkazish, oldiga maqsad qo'yib, o'shani bajarishga tomon intilish, qiyinchiliklarni yengish, o'rtoqlariga yordamlashish kabi xususiyatlar tarbiyalanadi. Jamoa ishini yaratish jarayonida bolalarga bir-biriga yordam, kelishib ishlash kabi sifatlar tarbiyalanadi. Bolalarda, ishni baholash jarayonida, bolalarni o'rtoqlarining ishga nisbatan real munosabatda bo'lish, to'g'ri baholash, o'z ishidan va o'rtoqlarining ishidan xursand bulish kabi axloqiy sifatlar tarbiyalanadi. Tasviriy faoliyat bu bolalami o'z oldiga qo'ygan maqsadlarini bajarishda tinmay mehnat qilishga undovchi faoliyat hisoblanadi. Bolalarda mehnat ko'nikmalarini o'stirish, tarbiyalash kerak, faqat navbatchilik orqali ba'zi bolalarda emas, balki, har bir bolada. Tasviriy faoliyat bolalarga estetik tarbiya berishning asosiy vositasi hisoblanadi. Bundan tashqari ta'lim jarayonlarida o'quvchilarning psixologik holati ham muhim, xuddi yuqoridagi kabi.

Shunga ko'ra biz ta'lim oluvchilarning psixo-fiziologik holatini 3 asosiy sohaga bo'lib o'rganamiz va ularning holatini yaxshi tomonga o'zgartirishga ko'maklashadi.

- 1) Kognitiv sohada - talabalarning o'z muammolarini anglash, o'z ruhiy holatini optimallashtirish imkonini beruvchi sanogen (sog'lomlashtiruvchi) fikrlashni o'rganishiga ko'maklashishni.
- 2) Emotsional sohada - talabalarning o'z his-tuyg'usini boshqarish, o'zi va o'zgalarning his-tuyg'ulari bilan hisoblashish, o'z muammolariga tegishli bo'lgan kechinmalarni tushunish va ifodalay olish, turg'un emotsional holatni rivojlantirish, salbiy emotsional holatlarni yengib o'tish ko'nikmalarini egallashlariga yordam berishni.
- 3) Xulq-atvor sohasida - talabalarning o'z-o'zini boshqarish, o'z xulq-atvoriga ongli ravishda ta'sir o'tkazish, o'z hatti-harakatlarini qo'llab-quvvatlash yoki o'zgartirishga yordam berish nazarda tutildi.

Dolzarblik. Bugungi globallashuv va raqamlashtirish sharoitida san'at ta'limi nafaqat ijodiy ko'nikmalarni, balki tanqidiy fikrlash, estetik did, madaniyatlararo muloqot va innovatsion yondashuvlarni ham shakllantiradi. Shu bois zamonaviy pedagogning roli an'anaviy bilim beruvchidan ko'ra murabbiy, fasilitator va dizaynerga aylanmoqda.

Nazariy asoslar. San'at ta'limi pedagogikasi konstruktivizm, faoliyatga yo'naltirilgan yondashuv, kompetensiyaga asoslangan ta'lim hamda STEAM konsepsiyalari bilan uzviy bog'liq. Ushbu yondashuvlar o'quvchini markazga qo'yib, mustaqil izlanish va ijodiy yechimlarni rag'batlantiradi.

Zamonaviy pedagogning asosiy kompetensiyalari





- **Kasbiy-pedagogik kompetensiya:** san'at turlari bo'yicha chuqur bilim va metodik mahorat.
- **Raqamli kompetensiya:** grafik dasturlar, multimedia, onlayn platformalar bilan ishlash.
- **Kommunikativ kompetensiya:** jamoa bilan ishlash, feedback berish va qabul qilish.
- **Kreativ va innovatsion kompetensiya:** yangi metod va texnologiyalarni joriy etish.

O'qitish metodlari va texnologiyalar

- Loyiha asosida o'qitish (Project-Based Learning)
- Muammoli ta'lim va dizayn-fikrlash (Design Thinking)
- Raqamli san'at vositalari (grafik planshetlar, 3D modellashtirish)
- Aralash va masofaviy ta'lim (Blended & Online Learning)

Ta'lim jarayonida baholash

Formativ va summativ baholash uyg'unligi muhim. Portfel (portfolio) usuli, rubrikalar va o'z-o'zini baholash san'at ta'limida samarali hisoblanadi.

Tarbiyaviy va ijtimoiy ahamiyat

San'at ta'limi shaxsning estetik tarbiyasi, milliy va umuminsoniy qadriyatlarni anglash, madaniy merosga hurmatni kuchaytiradi. Pedagog bu jarayonda ijtimoiy mas'uliyatni his etgan holda yo'l-yo'riq ko'rsatadi.

Muammolar va yechimlar

Muammolar: resurslar yetishmasligi, raqamli savodxonlikning pastligi, motivatsiya. **Yechimlar:** malaka oshirish, hamkorlik loyihalari, grant va platformalardan foydalanish.

Amaliy tavsiyalar

- O'quv dasturlarini moslashuvchan qilish
- Talabalarning individual qiziqishlarini inobatga olish
- Raqamli portfellar yaratish

XULOSA. Xulosada, barchamiz shaxs bo'lib yaralibmizki, bizda muloqot uchun til va fikrlash uchun ong mavjud. Shu boisdan ham ma'lum kasbga yo'nalgan shaxslardan, ta'lim oluvchilardan talab qilinadigan asosiy narsalar, diqqat va kuzatuvchanlik hisoblanadi.

Keling bunga bu ma'lumotga olimlarning fikriga ko'ra oydinlik kiritaylik. S.L.Rubinshteyn bo'yicha shaxs tuzilishi quyidagi ko'ri- nishga ega:

1.Yo'nalganlik - ehtiyojlar, qiziqishlar, ideallar, e'tiqodlar faoliyat va xulqning ustuvor motivlari hamda dunyoqarashlarni o'z ichiga oladi.

2. Bilimlar, ko'nikmalar, malakalar - hayot va faoliyat jarayo- nida egallanadi.

3.Individual psixologik xususiyatlar qobiliyat, xarakter, temperamentlarda ifodalanadi.

Shaxs taraqqiyoti, va uning kamoloti to'g'risida turli xil konsepsiyalar mavjud. Ular inson shaxsini o'rganishda turlicha yondashib, o'z pozitsiyalarini himoya qilib kelmoqdalar. Mazkur ma'lumotlar zamonaviy pedagoglar bilishi kerak bo'lgan va hozirda muhim manbaa sifatida qaralyotgan jihatlar hisoblanadi.





Demak, zamonaviy pedagoglarning dars o'tish mahorati samarali usul sifatida qaralmoqda. Ammo, shuni ta'kidlash lozimki bizgacha ham ko'plam malakali kadrlar yetishib chiqqan. Ular ham albatta o'z davrining qobiliyatli olim va metodistlari bo'lishgan. Barcha o'rganuvchilar o'zlarining shaxsiy usul va qo'llanmalari asosida shogirdlar yetishtirishgan. Shu boisdan, biz hozirga kelib, bu usul xato yoki bu usul samarasiz tarzida qoralay olmaymiz. Biz shunchaki zamon talabini asosida kerakli bilim, ko'nikma va malakalarni berib boramiz. San'at va ilm-fanni uyg'unlikda his qila olishlari ko'maklashamiz. San'at tasviri faqatgina ranglar bilan ishlaymaydi, ular mantiqiy natijani his qila olishlari va o'rgatishdan ilhomlantirish sari tamoyili asosida bu soha haqida o'zlariga kerakli yo'riqlarni yarata olishlari muhim.

FOYDALANILGAN ADABIYOTLAR RO'YXATI

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Neologisms and their distribution in the language

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Abstract. Language is not a static system; it is constantly evolving under the influence of social, cultural, scientific, and technological changes. One of the most visible manifestations of this evolution is the emergence of neologisms—newly created words or expressions introduced to name new objects, concepts, or phenomena. This article examines the nature of neologisms, the main mechanisms of their formation, and their distribution in modern English. Special attention is given to the role of neologisms in reflecting social change, technological advancement, and cultural trends. The study also highlights how neologisms move from marginal usage to widespread acceptance in the language system.

Keywords: neologisms, word formation, language change, lexical innovation, modern English, distribution of neologisms

Introduction. Language evolves alongside human society. As new inventions, ideas, and social practices appear, language responds by creating new lexical units. These newly coined words, known as neologisms, serve as linguistic evidence of social and technological development. The study of neologisms is important for understanding how languages adapt to change and how speakers creatively use linguistic resources to meet communicative needs.

In modern English, neologisms appear at an unprecedented rate due to globalization, digital communication, and rapid scientific progress. Social media, the internet, and technological innovation have accelerated the spread and acceptance of new words. Therefore, examining neologisms and their distribution offers valuable insight into contemporary linguistic processes.

The nature of neologisms. Neologisms emerge out of necessity, creativity, and the natural development of language. They may be entirely new lexical items or new meanings assigned to existing words. Neologisms often arise to fill lexical gaps, allowing speakers to describe new realities more precisely.

For example, the word *blog* (from *web* + *log*) appeared with the rise of online journals, while *selfie* emerged due to the popularity of smartphones and social media platforms. In some cases, neologisms may also appear in clinical contexts, such as in the speech of psychiatric patients, where newly invented words reflect individual cognitive processes.

Neologisms initially may seem unusual or informal, but over time, many become fully integrated into the standard vocabulary.

Word formation and types of neologisms. Neologisms are created through various word-formation processes, demonstrating the flexibility of the English language.

Blends (Portmanteaus). Blending combines parts of two words to create a new one. Examples include *brunch* (breakfast + lunch) and *smog* (smoke + fog). These words efficiently express complex ideas in a compact form.





Acronyms and Initialisms. Acronyms are formed from the initial letters of longer phrases. For instance, scuba (self-contained underwater breathing apparatus) and NASA (National Aeronautics and Space Administration) simplify technical terms and facilitate communication.

Clipping and Back-formation. Clipping shortens longer words, such as math from mathematics. Back-formation creates new words by removing perceived affixes, as in edit derived from editor.

Derivation (Affixation). Affixes are added to existing words to create new meanings. Examples include blogger and unfriend. This process allows rapid expansion of vocabulary with minimal effort from speakers.

Borrowings and Loanwords. English frequently adopts words from other languages, such as tsunami (Japanese), algebra (Arabic), and ballet (French). These borrowings often become naturalized over time.

Semantic Shift and Calques. Neologisms may also arise when existing words gain new meanings. For example, mouse now refers to a computer device. Calques involve direct translation from another language, such as flea market from French marché aux puces.

DISTRIBUTION OF NEOLOGISMS IN MODERN ENGLISH

The distribution of neologisms depends on social context, media exposure, and frequency of use. Most neologisms originate in specific domains such as technology, science, youth culture, or social media. Platforms like Twitter, Instagram, and TikTok play a crucial role in spreading new lexical items globally within a short period.

Some neologisms remain limited to informal speech, while others enter dictionaries and become part of standard language. Institutional acceptance, media usage, and educational materials significantly influence this transition.

FUNCTIONS OF NEOLOGISMS. Neologisms perform several important functions:

Naming new objects and concepts

Reflecting social and cultural change

Enhancing expressive and creative language use

Increasing communicative efficiency

They allow speakers to adapt language to modern realities and maintain its relevance.

CONCLUSION. Neologisms represent the dynamic nature of language and its ability to respond to continuous change. Through processes such as blending, borrowing, derivation, and semantic shift, English constantly renews its lexical system. The distribution of neologisms is closely linked to technological progress and social interaction, particularly in the digital age. Studying neologisms not only enriches linguistic theory but also deepens our understanding of contemporary society and communication.

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To‘qimachilik sanoatini xomashyo bilan ta’minlashda kanopning ahamiyati

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Annotatsiya: Ushba maqolada kanop tolasi an‘anaviy paxta va ipak tolalariga muqobil sifatida ilmiy tahlil qilingan. Unda kanopning tarixiy qo‘llanilishi, kimyoviy va fizik xususiyatlari, jahon tajribasi, iqtisodiy samaradorligi, ekologik va gigienik afzalliklari hamda O‘zbekistonda istiqbollari keng yoritilgan.

Kalit so‘zlar: kanop tolasi, muqobil tola, ekologiya, to‘qimachilik, almashib ekish.

Аннотация: В данной статье волокно конопли научно проанализировано как альтернативное сырьё традиционным хлопковым и шёлковым волокнам. В работе подробно рассмотрены исторический опыт применения конопляного волокна, его химический состав и физико-механические свойства. Также проанализирован мировой опыт использования конопляного волокна, его экономическая эффективность, экологическая устойчивость и гигиенические преимущества. Отдельное внимание уделено перспективам выращивания и промышленной переработки конопляного волокна в условиях Узбекистана.

Ключевые слова: конопляное волокно, альтернативное волокно, экология, текстиль, севооборот.

Abstract: In this article, hemp fiber is scientifically analyzed as an alternative raw material to traditional cotton and silk fibers. The study provides a detailed examination of the historical experience of using hemp fiber, its chemical composition, and its physical and mechanical properties. In addition, global experience in the utilization of hemp fiber is analyzed, including its economic efficiency, environmental sustainability, and hygienic advantages. Particular attention is paid to the prospects for the cultivation and industrial processing of hemp fiber under the conditions of Uzbekistan.

Keywords: hemp fiber, alternative fiber, ecology, textiles, crop rotation.

Kirish. Insoniyat tarixida tabiiy tolalar turmush tarzini shakllantirishda muhim o‘rin tutgan. Paxta va ipak ming yillar davomida kiyim-kechak va maishiy buyumlarning asosiy xomashyosini tashkil etgan. Ammo XXI asrda global ekologik muammolar, suv resurslarining kamayishi va barqaror rivojlanish talablari ushbu tolalarga muqobil manbalarni izlashni taqozo etmoqda. Shu nuqtai nazardan, kanop tolasi qayta tiklanuvchi, ekologik toza va iqtisodiy samarali mahsulot sifatida alohida e’tiborga loyiqdir. O‘zbekistonning katta qismida foydalanilmayotgan va degradatsiyaga uchragan yerlar mavjud. Sho‘rlanish, suv resurslarining kamayishi va agrotexnik xatolar tufayli yaroqsiz bo‘lib qolgan bunday maydonlar ekologik muammolardan biri hisoblanadi. Shu sharoitda kanop ekini nafaqat ekologik, balki iqtisodiy samaradorligi bilan ham muhim ahamiyat





kasb etishi mumkin. Bundan tashqari, kanopdan keyin tuproq tiklanib, boshqa foydali ekinlarni yetishtirish imkoniyati yaratiladi.

Asosiy qism. Kanop insoniyat tomonidan qadimdan yetishtirilgan o'simliklardan biridir. Xitoyda bundan 5000 yil avval kanopdan mato va qog'oz tayyorlangan. O'rta asrlarda esa u yelkanlar, arqonlar va qoplar ishlab chiqarishda asosiy xomashyo bo'lgan. Hatto dengiz sivilizatsiyasining rivojida kanop tolasi muhim rol o'ynagan. Markaziy Osiyoning ayrim hududlarida kanop ekilgan bo'lib, texnik tola sifatida qo'llanilgan.

Kanop tolasi tabiiy tarkibiy qismlari bilan ajralib turadi:

- Sellyuloza: 60–70 %
- Lignin: 8–10 %
- Pektin va mum moddalar: 3–5 %

Fizik jihatdan esa:

- Uzilish kuchi 400–800 MPa bo'lib, paxtadan ancha yuqori.
- Gigroskopikligi yuqori, havo o'tkazuvchan.
- Antibakterial va mog'orga chidamli.

Kanop tolasi ishlab chiqarish jarayoni atrof-muhit uchun eng qulay jarayonlardan biridir: Suv sarfi paxtaga qaraganda bir necha baravar kam. Pestitsid va kimyoviy ishlov talab qilmaydi. Biologik parchalanadigan xususiyatga ega. 1 gektar kanop ekini o'rmondan ko'ra ko'proq karbonat angidridni yutadi.

Kanop tolasi asosida tayyorlangan kiyim va matolar inson sog'lig'i uchun foydali hisoblanadi. Antibakterial: mikroblar va mog'orlarning ko'payishini cheklaydi. Allergiya chaqirmaydi: teriga zarar yetkazmaydi. Havo o'tkazuvchan: terining nafas olishini ta'minlaydi. Namlikni tez singdiradi: sport kiyimlari uchun qulay. Chidamlilik: ko'p yuvilganda ham shaklini saqlaydi.

Tuproq va iqlim mosligi - O'zbekistonning ko'plab hududlarida sho'rlanish muammosi mavjud (FAO, 2020). Kanop sho'rga nisbatan chidamli va fitoremediatsiya xususiyatiga ega: og'ir metall va tuzlarni o'zlashtirib, tuproq sifatini tiklaydi. 3–4 oyda hosil beradi, yiliga ikki marta ekish mumkin.

Suv resurslari bo'yicha afzallik - paxtaga qaraganda 2–3 baravar kam suv talab qiladi. Sug'orish imkoniyati cheklangan foydalanilmayotgan yerlarda samarali bo'ladi.

Kanop tuproqni tozalab, unumdorligini tiklab beradi. Shundan so'ng quyidagi ekinlarni ekish samarali:

Tolali ekinlar: Paxta– tuproq sifatini tiklaganidan keyin yuqori hosil beradi. Zig'ir – tola va texnik moy uchun.

Kanop tuproqni tozalab, unumdorligini tiklab beradi.

Kanopdan keyin tuproq tiklanib, paxta, zig'ir, so'ya, bug'doy va boshqa ekinlar muvaffaqiyatli o'stirilishi mumkin. Bu esa O'zbekiston uchun ekologik muammolarni yumshatish bilan birga, yangi iqtisodiy imkoniyatlar ham yaratadi.

O'zbekiston paxtachilikda dunyoda yetakchi bo'lsa-da, suv resurslari tanqisligi va ekologik muammolar yangi muqobil tolalarni izlashni talab qilmoqda. Kanop tolasi suvni tejash, paxtaga qaramlikni kamaytirish, yangi eksport





yoʻnalishlarini ochish va barqaror rivojlanishga xizmat qilishi mumkin. Oʻzbekistonning Fargʻona vodiysi, Toshkent viloyati va Surxondaryo kabi hududlari kanop yetishtirish uchun iqlimiy jihatdan mos keladi.

Qiyosiy tahlil

1-jadval

Ekin turi	Kanopdan keyin mosligi	Ekologik foydasi	Iqtisodiy foydasi
Paxta	Yuqori	Tiklangan tuproqda hosil yaxshi	Tola, eksport
Zigʻir	Yuqori	Azot talab qilmaydi	Tola va moy

Kanop tolasi anʼanaviy paxta va ipak tolalariga nisbatan ekologik, iqtisodiy va gigiyenik jihatdan samarali muqobil sifatida koʻrib chiqilyapti. Kanop tolasi yuqori mexanik chidamliligi, suv resurslaridan tejamkor foydalanish imkoniyati va pestitsidsiz oʻsish xususiyati bilan ajralib turadi, bu esa uni barqaror va ekologik toza tola manbai sifatida “kelajak tolasiga” aylanmoqda.

Xulosa. Kanop tolasi oʻzining fizik, kimyoviy va ekologik xususiyatlari bilan anʼanaviy paxta va ipak tolalariga samarali muqobil boʻla oladi. U suvni tejaydi, pestitsidsiz oʻsadi, tuproqni tiklaydi va gigiyenik jihatdan foydali mahsulotlar beradi. Oʻzbekistonda kanop yetishtirish yerlarni tiklash, suv tanqisligini kamaytirish va toʻqimachilik sanoatini diversifikatsiya qilish imkonini beradi.

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Modelling physical processes based on a three-dimensional wave–diffusion model

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Abstract. This paper investigates a three-dimensional wave-diffusion equation as a unified mathematical model for describing physical processes involving both wave propagation and energy dissipation. In contrast to the classical wave equation, the proposed model incorporates a damping term that accounts for diffusion and energy loss in real physical media. An analytical solution is obtained using the method of separation of variables, which reduces the problem to a spectral boundary-value problem for the Laplace operator and a damped second-order ordinary differential equation in time.

The resulting solutions describe exponentially decaying oscillations, where the damping coefficient governs the rate of energy dissipation and the spectral parameters determine the frequency characteristics of the system. The physical interpretation of the model is discussed in the context of acoustic wave attenuation, thermoelastic interactions, electromagnetic signal weakening, and other dissipative phenomena. The proposed approach provides a general analytical framework for modelling coupled wave-diffusion processes and can serve as a basis for further numerical simulations and applied studies in physics and engineering.

Keywords: wave-diffusion equation, damping effect, Laplace operator, analytical solution, mathematical modelling.

Introduction. Partial differential equations of mathematical physics play a fundamental role in the analysis and modelling of physical phenomena arising in science and engineering. Processes such as wave propagation, heat transfer, diffusion, and electromagnetic field evolution are commonly described using differential equations that capture both spatial and temporal variations.

The classical wave equation models the propagation of energy without losses. However, real physical media are characterized by resistance, friction, heat exchange, and other dissipative effects that lead to gradual energy decay over time. Consequently, there is a strong need for hybrid mathematical models that combine wave propagation with diffusion and damping mechanisms.

In this paper, a three-dimensional wave-diffusion equation is investigated as a mathematical model capable of describing both oscillatory behaviour and energy dissipation within a unified framework.

What is new? The novelty of this study lies in: deriving analytical solutions of the three-dimensional wave-diffusion equation using the method of separation of variables; establishing the relationship between damping parameters and spectral characteristics of the system; and providing a clear physical interpretation of the obtained solutions in terms of energy dissipation. This approach offers a general analytical model applicable to various physical systems involving coupled wave-diffusion processes.





Mathematical Model. The classical three-dimensional wave equation is given by

$$\frac{\partial^2 u}{\partial t^2} = c^2 \nabla^2 u$$

where $u(x, y, z, t)$ is the wave potential function, c is the wave propagation speed, ∇ and ∇^2 denotes the Laplace operator.

To account for energy dissipation in real media, a damping (diffusion) term is introduced, leading to the wave-diffusion equation of the form

$$\frac{\partial^2 u}{\partial t^2} + \alpha \frac{\partial u}{\partial t} = c^2 \nabla^2 u + f(x, y, z, t),$$

where $\alpha > 0$ is the damping coefficient and $f(x, y, z, t)$ represents an external source term.

This equation is widely used to describe acoustic wave attenuation, thermoelastic phenomena, electromagnetic signal decay, and oscillatory processes in dissipative media.

Method of Separation of Variables

To obtain an analytical solution, we apply the method of separation of variables by assuming a solution of the form $u(x, y, z, t) = X(x)Y(y)Z(z)T(t)$

Substituting this expression into the governing equation and separating spatial and temporal variables yields

$$\frac{T''(t) + \alpha T'(t)}{c^2 T(t)} = \frac{\nabla^2(XYZ)}{XYZ} = -\lambda^2,$$

where λ is a spectral parameter.

This leads to the following two independent equations:

Spatial part:

$$\nabla^2(XYZ) + \lambda^2 XYZ = 0,$$

Temporal part:

$$T''(t) + \alpha T'(t) + c^2 \lambda^2 T(t) = 0.$$

Spectral Problem and Solutions

The spatial equation represents a classical spectral problem for the Laplace operator, where the eigenvalues λ_n and eigenfunctions $X_n(x, y, z)$ are determined by the imposed boundary conditions.

The temporal equation corresponds to a damped harmonic oscillator, whose solution is given by

$$T(t) = e^{-\frac{\alpha t}{2}} \left(C_1 e^{i\omega t} + C_2 e^{-i\omega t} \right), \quad \omega = \sqrt{c^2 \lambda^2 - \frac{\alpha^2}{4}}.$$

The general solution of the wave-diffusion equation can therefore be expressed as a series expansion





$$u(x, y, z, t) = e^{-\frac{\alpha t}{2}} \sum_{n,m,l} A_{nml} \Phi_{nml}(x, y, z) \cos(\omega_{nml}t + \phi_{nml}),$$

Results and Discussion. The obtained analytical solutions reveal the fundamental properties of the three-dimensional wave-diffusion process. In particular, the exponential factor in the temporal solution demonstrates the direct influence of the damping coefficient on energy dissipation. For positive values of the damping coefficient, the wave amplitude decays over time, which is consistent with physical observations in real dissipative media.

The spectral parameters depend on the spatial boundary conditions and reflect the geometric properties of the system. If the condition $c^2 \lambda_n > \frac{\gamma^2}{4}$ is satisfied, the system exhibits damped oscillatory behaviour; otherwise, an aperiodic decay occurs. This allows for stability analysis of the model under various physical configurations.

The results confirm that the proposed wave-diffusion model is capable of describing acoustic attenuation, thermoelastic interactions, electromagnetic signal decay, and other dissipative wave phenomena in both qualitative and quantitative terms. Moreover, the analytical solutions provide a solid foundation for further numerical simulations and practical applications.

Conclusion. In this paper, a three-dimensional wave-diffusion model for physical process modelling has been investigated. Analytical solutions were obtained using the method of separation of variables, and their physical interpretation was provided in terms of energy dissipation. The results demonstrate that the damping coefficient plays a crucial role in determining system stability and wave attenuation.

The proposed model offers a unified mathematical framework for describing coupled wave-diffusion phenomena and can be effectively applied to a wide range of physical systems. Future research will focus on numerical methods and complex boundary conditions to extend the applicability of the model.

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Developing Speaking Skills through the Use of Podcast and Voice Journal Technologies

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Abstract. In recent years, the integration of technology into language education has significantly transformed traditional teaching and learning practices. Among various language skills, speaking remains one of the most challenging competencies for EFL (English as a Foreign Language) learners to develop effectively. This study explores the role of podcast and voice journal technologies in developing learners' speaking skills. The research highlights how these digital tools enhance fluency, pronunciation, confidence, and learner autonomy. Using a qualitative and descriptive research approach, this paper analyzes existing literature and pedagogical practices related to podcasting and voice journaling in speaking instruction. The findings suggest that podcast and voice journal technologies provide authentic language exposure, encourage reflective learning, and create a low-anxiety environment for speaking practice. The study concludes that the integration of these technologies can significantly contribute to improving speaking proficiency in EFL contexts.

Keywords: speaking skills, podcasts, voice journals, EFL learners, educational technology

Introduction. Speaking is considered one of the most essential yet difficult skills to master in learning a foreign language. For many EFL learners, speaking English fluently and confidently remains a major challenge due to limited exposure, fear of making mistakes, lack of motivation, and insufficient opportunities for practice. Traditional classroom methods often focus more on grammar and reading skills, leaving speaking activities underdeveloped.

With the rapid advancement of information and communication technologies, language teaching has entered a new era. Digital tools such as podcasts and voice journals have emerged as innovative resources that can support speaking development beyond the classroom. These technologies allow learners to practice speaking in flexible, authentic, and learner-centered environments. This research aims to examine how podcasts and voice journal technologies contribute to the development of speaking skills. The study emphasizes their pedagogical value and explores their effectiveness in enhancing learners' oral communication abilities.

Speaking Skills in EFL Contexts. Speaking is a productive language skill that involves pronunciation, vocabulary, grammar, fluency, and communicative competence. According to Brown (2004), speaking requires learners to produce language in real time, which makes it cognitively demanding. In EFL contexts, learners often experience anxiety and lack confidence due to limited opportunities for authentic interaction. Researchers such as Richards (2008) emphasize that





speaking skills develop best through meaningful communication and repeated practice. Therefore, creating an environment that encourages active participation and reduces speaking anxiety is crucial.

Podcasts in Language Learning. Podcasts are audio or video recordings that can be downloaded or streamed online. In language education, podcasts provide learners with authentic listening materials and opportunities for pronunciation modeling. Stanley (2006) states that podcasts expose learners to real-life language use, different accents, and natural speech patterns. Several studies indicate that podcasts improve learners' listening and speaking skills simultaneously. By listening to podcasts, learners become familiar with intonation, stress, and rhythm, which positively affects their speaking performance. Furthermore, student-created podcasts encourage active language production and collaborative learning.

Voice Journals as a Speaking Tool. Voice journals are audio recordings where learners regularly record their thoughts, reflections, or responses to given topics. Unlike traditional written journals, voice journals allow learners to express ideas orally. According to Lynch (2007), voice journaling supports fluency development and helps learners monitor their speaking progress. Voice journals provide a low-pressure environment where students can practice speaking without fear of immediate correction or peer judgment. Teachers can give individualized feedback, which further enhances learners' accuracy and confidence.

Research Methodology. This study employs a qualitative descriptive research method. The research is based on an analysis of existing academic literature, previous empirical studies, and practical classroom experiences related to the use of podcasts and voice journals in speaking instruction.

The methodology includes:

Review of scholarly articles and books on speaking skills and educational technology

Analysis of pedagogical applications of podcasts and voice journals

Interpretation of findings from previous studies conducted in EFL contexts

This approach allows for an in-depth understanding of how these technologies support speaking development without relying on numerical data.

Discussion and Findings. The analysis of literature reveals several key benefits of using podcast and voice journal technologies in developing speaking skills. Firstly, these tools provide authentic language exposure. Learners are exposed to real-life language use, which improves their pronunciation, intonation, and vocabulary usage. Secondly, podcasts and voice journals promote learner autonomy by allowing students to practice speaking independently at their own pace. Another important finding is the reduction of speaking anxiety. Since learners can record their voices privately, they feel less pressure and become more confident over time. Voice journals also enable learners to reflect on their progress, which increases motivation and self-awareness. Moreover, teacher feedback through voice recordings is more personalized and effective. This individualized





feedback helps learners identify their weaknesses and improve accuracy and fluency.

Conclusion. The development of speaking skills remains a critical goal in EFL education. This study demonstrates that podcast and voice journal technologies are effective tools for enhancing speaking proficiency. These technologies provide authentic input, encourage frequent practice, and create a supportive learning environment. The findings suggest that integrating podcasts and voice journals into speaking instruction can significantly improve learners' confidence, fluency, and overall communicative competence. Therefore, language teachers are encouraged to incorporate these digital tools into their teaching practices. Future research may focus on empirical studies to measure the quantitative impact of these technologies on speaking performance.

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Erkin Vohidov she'rlari matnida badiiy tasvir vositalaridan foydalanish mahorati

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Har bir yozuvchi va shoirning, xususan, o'z uslubiga va o'z o'rniga ega bo'lgan shoirning o'ziga xos tili bo'ladi. San'atkorning bunday o'ziga xos tili uning har xil usullarni, badiiy-tasviriy vositalarni, ayniqsa, til materiallarini qanday tanlay bilishda, qanday ishlatishda, ularni va ular orqali o'zi aytmoqchi bo'lgan fikrni, o'z g'oyasini o'quvchilar ommasiga qay darajada obrazli, aniq va ravshan qilib yetkaza bilishda ko'rinadi. Erkin Vohidov she'rlarida ko'p qo'llanilgan tilning tasvir vositalaridan biri bu jonlantirishdir. Jonlantirish usuli metaforaning bir turi sifatida og'zaki nutqda va badiiy matnlarda ham qadimdan qo'llanib kelinadi va unda imkonga xos qobiliyat va xususiyatlar hayvonlar, jonsiz predmetlar va tabiat hodisalariga mujassamlashtiriladi, aniqroq qilib aytganda, unga insonlarga xos so'zlash, fikrlash, his qilish xususiyatlari singdiriladi. Shoir Erkin Vohidov she'rlarida jonlantirish usuli quyidagi tarzda namoyon bo'ladi:

Ufqlarga qo'yib guldasta,
Tog' ortidan ko'tardi-da bosh,
Pastga boqdi cho'qqidan asta
Oltin qalam tutgan bir naqqosh.
Har nuqtaga sayqal berib u,
Vodiy uzra chizdi zar lavha.
So'ng quyosh deb imzo chekdi-yu
Tongotar deb qo'ydi sarlavha. (E.Vohidov)

Keltirilgan ushbu misralarda shoir "quyosh"ni xuddi inson singari harakatga keltiradi. Bu she'rda "quyosh"ga insonga xos bo'lgan xatti-harakatlar singdirilgan va "quyosh" "naqqosh"ga qiyos qilingan.

Bulutlarning etagida zar,
Amu uzra to'r tashlar quyosh.
Daryo sokin,
Uxlar to'lqinlar,
Uxlar qo'yib qirg'oqlarga bosh. (E.Vohidov)

Yuqoridagi misolimizda "bulutlar", "quyosh", "daryo to'lqinlari" jonlantirilgan.

Shoir she'rlarida qo'llangan tilning badiiy tasvir vositalaridan yana biri bu antitezadir. Antiteza grekcha "qarama-qarshi" so'zidan olingan bo'lib, bir-biriga zid tushuncha, fikr va hissiyotlarni ifodalashda, ularga qiyosiy tavsif berishda qo'llanuvchi tasviriy vositalardan biridir. Antiteza usulining shoir she'rlarida namoyon bo'lishini misollar yordamida ko'rib o'tamiz:

Ilm-u she'rda shoh-u sulton,
Lek taqdiriga qul,
O'z elida chekdi g'urbat,





Zor-u nolon o‘zbegin. (E.Vohidov)

Bu she’riy parchada o‘zbeklarning ilm-u ma’rifat, she’riyat maydonida doimo shoh, sulton bo‘lgani holda, o‘z taqdiriga qul bo‘lib kelganligi bayon etilib, “shoh” va “sulton” so‘zlari “qul” so‘ziga qarama-qarshi qo‘yilgan.

“Umrini oshiq hamisha

O‘tkazar orzu bilan”.

Oyning o‘n beshi qorong‘u,

O‘n beshi yog‘du bilan. (E.Vohidov)

Shoir ushbu misralari orqali oyning o‘n besh kuni qorong‘u bo‘lsa, o‘n besh kuni yorug‘ bo‘lishini aytib, “qorong‘u” va “yorug‘” so‘zlarini bir-biriga qarama-qarshi qo‘ymoqda.

Barcha shodlik senga bo‘lsin,

Bor sitam, zorlik menga.

Barcha dildorlik senga-yu,

Barcha xushtorlik menga.

Keltirilgan misolda “shodlik” so‘ziga “sitam” va “zorlik” so‘zlari qarama-qarshi qo‘yilgan. Bu o‘rinda antiteza orqali shoir she’rda til ravonligiga va fikrini lo‘nda bayon etishga erishgan.

Antiteza mumtoz adabiyotda tazod deb yuritilgan. Tazod so‘zi “zid qo‘yish”, “qarshilantirish” ma’nolarini ifodalaydi. Shu so‘z bilan ataluvchi she’riy san’at esa baytda ma’no jihatidan o‘zaro zid, qarama-qarshi bo‘lgan so‘zlarni qo‘llab, ta’sirchan badiiy timsollar, lavhalar yaratishni nazarda tutadi.

Bu dargohda hech tinmas g‘ul-u,

Bu dargohda hech so‘nmas chiroq.

Bunda yondosh shodlik va qayg‘u,

Bunda yondosh visol va firoq. (E.Vohidov)

Yuqoridagi misolimizda esa “shodlik” so‘ziga “qayg‘u” so‘zi, “visolga” “firoq” so‘zi qarama-qarshi qo‘yilmoqda. Bu so‘zlarning o‘zaro zid ma’nolarni ifodalagani, ularni qo‘llash orqali shoir voqelikni yorqinroq aks ettirganligini ko‘ramiz. Bu kabi she’rlarda antiteza usulidan foydalanish voqelikning turli tomonlarini to‘liqroq aks ettirishga yordam berish barobarida tildagi ravonlik va jozibadorlikni yana-da oshiradi.

Erkin Vohidov she’rlarida uchraydigan tilning badiiy tasvir vositalaridan yana biri bu takror usulidir. Takror orqali badiiy asar mualliflari tasvirlanayotgan voqea-hodisaga o‘quvchining diqqatini tortish va uni bo‘rttirib ko‘rsatish uchun badiiy asarlarda tovush va tovushlar, so‘z va so‘zlar yig‘indisini, gaplarni takror qo‘llab, urg‘uni kuchaytiradi, nutqqa keskinlik kiritadi. Takrorning Erkin Vohidov she’rlarida qo‘llanilishini misollar orqali ko‘rib o‘tamiz:

Shuncha shodlik, shuncha hayajon,

Shuncha ko‘zyosh va shuncha tug‘yon,

Shuncha umid va shuncha armon

Qanday sig‘ar uning bag‘riga?! (E.Vohidov)





Ushbu she'riy parchada shoir "shuncha" ko'rsatish olmoshini takror qo'llash orqali "shodlik", "hayajon", "umid", "armon" kabi tuyg'ularning ko'pligini ko'rsatmoqda va bu jarayonga o'quvchi diqqatini jalb etgan. Bu yerda "shuncha" ko'rsatish olmoshi takror qo'llanilishi nutqqa keskinlik bag'ishlab, ushbu voqelikni kuchaytirib aks ettirmoqda.

Asablar,

Asablar,

Asablar...

Sababsiz sochilgan g'azablar,

Gunohsiz chekilgan azoblar.

Ko'z yoshlar...

Bariga sabablar

Asablar, asablar, asablar. (E.Vohidov)

Yuqorida keltirgan misolimizda "asablar" so'zi takror holda qo'llangan. Bu takror qo'llash o'sha so'z, ya'ni "asablar" bilan bog'liq bo'lgan vaziyatlarning kuchaytirilib ta'kidlanishiga xizmat qilgan.

She'rlar chamani keng,

Umrim ham uzoq,

Gullar terajakman quchoq va quchoq.

Ammo bir gul mening yuragimdadir,

Bir she'r yozmoq mening tilagimdadir.

Bu she'rni izlayman aqlimni tanib,

Bu she'rni kuylayman otashda yonib.

Bu she'r ishq bilan yashayman mudom,

Bu she'r ishq bilan ko'nglimda ilhom.

Bu she'rga band butun ezgu hislarim... (E.Vohidov)

Keltirib o'tgan misolimizda "bu she'r" birikmasi besh marta takror qo'llangan. Har takrorda ma'no kuchaytirilib "she'r"ga o'quvchining diqqatini butunlay jalb etgan. Shoirning mahorati shundaki, takrorlar hech qanday ortiqchalik qilmaydi, aksincha, she'r tilining ravonligini, jozibadorligini oshirib, ma'no mundarijasini yanada kengaytirib boradi. Har bir so'z ikkinchi bor takror qo'llanganda yangicha ma'no, yangicha mohiyat kasb etib keladi va bularning barchasi shoirimizning so'z tanlashdagi, so'z qo'llashdagi, so'zga bo'lgan yuksak mas'uliyati va beqiyos iqtidori tufayligina yuzaga chiqadi.

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Солиқларнинг йиғилувчанлиги ва унга таъсир этувчи омиллар таҳлили

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Аннотация. Ҳар қайси солиқ тизимида солиқ сиёсатининг самарадорлигини белгиловчи кўрсаткичлар мавжуд бўлади. Шулардан бири бу солиқларнинг йиғилувчанлиги масаласидир. Солиқларнинг йиғилувчанлиги таъминлаш бир томондан солиқ маъмурчилигига боғлиқ бўлса, бошқа томондан солиқ тўловчиларнинг маданиятига боғлиқ бўлади. Бироқ, бу борада маълум даражада ижобий натижаларга эришилган бўлсада, бироқ, айрим муаммолар ҳам йўқ эмас. Мазкур мақолада ана шу масалалар кенг ёритилади.

Калит сўзлар: солиқ, солиққа тортиш, йиғилувчанлик, солиқ йиғилувчанлиги, омил, солиқ имтиёзлари, преференция, солиқ қарзи, ортиқча тўлов, солиқ сиёсати, макроиқтисодий барқарорлик, солиқ тушумлари.

Аннотация. В любой налоговой системе существуют показатели, определяющие эффективность налоговой политики. Одним из них является вопрос сбора налогов. Обеспечение собираемости налогов зависит от налогового администрирования, с одной стороны, и от культуры налогоплательщиков, с другой стороны. Однако, хотя в этом отношении достигнуты некоторые положительные результаты, все еще существуют некоторые проблемы. В этой статье подробно рассматриваются эти вопросы.

Ключевые слова: налог, налогообложение, сбор, сбор налогов, фактор, налоговый кредит, преференция, налоговая задолженность, переплата, налоговая политика, макроэкономическая стабильность, налоговые поступления.

Abstract. In any tax system, there are indicators that determine the effectiveness of tax policy. One of them is the issue of tax collection. Ensuring tax collection depends on tax administration, on the one hand, and on the culture of taxpayers, on the other hand. However, although some positive results have been achieved in this regard, some problems still exist. This article discusses these issues in detail.

Key words: tax, taxation, collection, tax collection, factor, tax credit, preference, tax debt, overpayment, tax policy, macroeconomic stability, tax revenues.

Кириш (Introduction). Маълумки, Янги Ўзбекистон шароитида 2017 — 2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича Ҳаракатлар стратегиясида ҳамда Ўзбекистоннинг тараққиёт стратегиясида солиқ солиш тизимини изчиллик билан соддалаштириш, солиқ солинадиган базани кенгайтириш орқали солиқ юкини пасайтириш каби вазифалар ижроси юзасидан, шунингдек солиқ маъмуриятчилигининг замонавий услубларини жорий этиш, солиқлар ва бошқа мажбурий тўловларнинг йиғилувчанлигини ошириш масаласи устувор масала қилиб белгиланиши бежиз эмас. Чунки, солиқларнинг йиғилувчанлиги масаласи (муаммоси) бир томондан солиқ маъмурчилигига боғлиқ бўлса, бошқа томондан солиқ тўловчиларнинг маданиятига боғлиқ бўлади.





Ўз навбатида солиқларнинг йиғилувчанлиги муҳим солиқ кўрсаткичи ҳисобланиб, унинг даражаси давлат бюджетида ижтимоий хизматларни молиялаштиришга ҳам катта ижобий (ёки салбий) таъсир қилади. Бу кўрсаткични аниқлаш ва унинг услубий жиҳатлари солиқ тизимидаги муҳим элементилардан бири ҳисобланади. Солиқларнинг йиғилувчанлик даражасига жуда кўплаб омиллар таъсир қилади, бу омилларнинг ҳар бирининг таъсирини тадқиқ қилиш кичик илмий тадқиқотларни тақозо этади.

Солиқларнинг йиғилувчанлик масалаларига бағишланган хорижий ва маҳаллий олимларимиз томонидан маълум даражада илмий тадқиқот ишлари олиб борилган, аммо, бу каби тадқиқотлар турли даврларни қамраб олган бўлиб, солиқ ислохотларининг кўлами ва унинг мазмуни ва йўналишига қараб солиқ йиғилувчанлигига ҳам таъсир қилиб боради. Шу жиҳатдан олганда мазкур мақола доирасида танланган мавзу доирасидаги масалаларнинг энг муҳим жиҳатларига эътибор қаратилади.

Мавзуга оид адабиётларнинг таҳлили (Literature review)

Солиқларнинг йиғилувчанлик муаммоси солиқ назариясининг классик иқтисодчи олимларидан тортиб, бугунги замонавий иқтисодчи олимларнинг илмий тадқиқотларида асосий объект сифатида танлаб олинган. Жумладан, классик солиқ назариячилари А.Смит, Д. Рикардо, У.Петти, Дж.С.Милл, Ф.Кенэ ва шу кабиларнинг илмий тадқиқотларида давлат ўз эҳтиёжлари учун жалб қиладиган маблағларнинг манбалари нималар бўлиши билан бир қаторда, солиқларни йиғишнинг усуллари ҳақида илмий таклифлар ишлаб чиққан. Кейинчалик, бу муаммо замонавий М.Кейнс Дж., П.Самуэльсон, Б.А.Райзберг, Д.Г.Черник., А.Перов, А.Толкушкин, А.Пезенти, Ю.Ю.Петрунин, М.И.Панов кабилар олимларнинг илмий тадқиқотларига аҳм мавзу сифатида танлаб, айрим илмий хулосалар шакллантирилди.

Солиқларнинг йиғилувчанлик масаласи маҳаллий олимларимиздан аксарияти томонидан илмий тадқиқотлар олиб борилмоқда. эса солиқ сиёсатининг мазмуни ва унинг стратегик муаммолари билан боғлиқ илмий тавсиялар ишлаб чиққан. Жумладан, Т.Маликов, Н.Ҳайдаров, А.Жўраев, М.Алимарданов, Н.Қузиева, Т.Тошматов, И.Ниязметов, С.Худойкулов, Н.Ашурова, У.Нормурзаев, А.Исломкулов, А.Тошқулов, Ж.Зайналов, Ж.Ўрмонов кабиларнинг илмий тадқиқотларини келтириш мумкин.

Жумладан, МДХ мамлакатлари олимлари: С.В. Барулин, А.В. Макрушин, В.А. Тимошенколарнинг илмий тадқиқотларида мамлакатнинг солиқ сиёсатида солиқ ва солиқсиз тушумларнинг бюджетга келиб тушишининг концептуал масалалари ёритилган бўлса, маҳаллий олимларимиздан, И.Ниязметов солиқ тизимида солиқларнинг йиғилувчанлиги ва солиқ юки ўртасидаги боғлиқ масалаларни тадқиқ қилган бўлса, А.Исломкулов давлат бюджети даромадларига таъсир қилувчи омилларни таҳлил қилган ва унинг солиқ йиғилувчанлиги ҳолатини тадқиқ қилган. У.Нормурзаев эса, солиқ тўловчиларга берилган имтиёзларнинг солиқ йиғилувчанлигини оширишга (камайтиришга) таъсирини услубий жиҳатдан боғлаган.





Ўз навбатида шуни ҳам алоҳида қайд этиш лозимки, солиқларнинг йиғилувчанлик масаласини нафақат йиллар кесимида, балким чорак ва ойлар, ҳаттоки, кунлар кесимида таҳлил қилиш ижтимоий-иқтисодий заруратдир.

Тадқиқот методологияси (Research Methodology)

Солиқларнинг йиғилувчанлигига оид тадқиқот ишларини амалга оширишда илмий тадқиқот методологиясида кенг қўлланиладиган усуллардан ҳам фойдаланилади. Солиқларнинг йиғилувчанлигининг моҳиятини очиб беришда дедукцион ёки индукцион усуллардан фойдаланилган бўлса, унга таъсир этувчи омилларни таҳлил қилишда гуруҳлаш, синтез ва таҳлил усуллардан самарали фойдаланилди. Бундан ташқари, статистик таҳлилларга асосланиб, иқтисодий-солиқ кўрсаткичларининг динамик ўзгаришлари таҳлил қилинди. доирасида кўп қўлланилиб келинадиган тадқиқот усулларида кенг фойдаланилади. Шунингдек, мантикий ва таққослама, абстракт-мантикий фикрлаш усуллари ҳам ўз самарасини беради деб ҳисобланади.

Таҳлил ва натижалар (Analysis and results)

Ўзбекистонда ҳозирги жадал ижтимоий-иқтисодий ислохотлар шароитида бюджет-солиқ сиёсатининг устувор йўналишларидан бири солиқларнинг йиғилувчанлик даражасини ошириш ва шу орқали бюджет даромадларининг бир маромда шакллантиришга эришишдан иборат. Солиқларнинг йиғилувчанлиги бу ўз навбатида солиқ тушумларининг прогноз кўрсаткичларининг бажарилиши даражасини ҳам ифодалайди. Иқтисодчи олим Ф.Мирзаевнинг фикрига кўра, солиқ йиғилувчанлиги даражаси солиқ тизимининг фискал функциясини тавсифловчи сифат кўрсаткичи ҳисобланиб, у қанча юқори бўлса, солиқларнинг фискал функцияси шунчалик даражада яхши бажарилаётганлигини кўрсатади. Солиқ йиғилувчанлиги даражасини ошириш солиқ салоҳияти билан чамбарчас боғлиқдир. Шу нуқтаи назардан, умумдавлат миқёсида солиқ йиғилувчанлигини баҳолашда ҳудудлар ижтимоий-иқтисодий тараққиёт даражасини, хусусан, солиқ салоҳиятини ҳисобга олиш мақсадга мувофиқдир.

Ўзбекистон Республикаси Президентининг 2017 йил 18 июлдаги «Солиқ маъмуриятчилигини тубдан такомиллаштириш, солиқлар ва бошқа тўловларнинг йиғилувчанлигини ошириш чора-тадбирлари тўғрисида»ги фармонида солиқлар ва бошқа мажбурий тўловларнинг йиғилувчанлигини ошириш мақсадида бир қатор вазифалар белгилаб берилди. Жумладан, “солиқ солиш объектлари ва солиқ солинадиган базанинг ўз вақтида ҳамда ишончли ҳисобга олинишини таъминлаш, солиқ мажбуриятларини бажаришда солиқ тўловчиларга ҳар томонлама кўмаклашиш, солиқ назоратини амалга оширишнинг замонавий услубларини жорий этиш, макроиқтисодий кўрсаткичлар динамикаси ва ҳудудларнинг солиқ салоҳиятини тизимли таҳлил қилиш орқали солиқ солиш объектларини тўлиқ қамраб олишни таъминлаш ва солиқ солинадиган базани кенгайтириш бўйича самарали чора-тадбирларни амалга ошириш, фаолият кўрсатмаётган корхоналарнинг фаолиятини тиклашга ҳар томонлама кўмаклашиш, паст рентабелли ва зарар кўриб ишлаётган корхоналарнинг молиявий аҳволини соғломлаштириш, ўзаро ҳисоб-китоблар механизмларини мустаҳкамлаш, солиқ қарзи олишига йўл қўймаслик орқали





солиқ солинадиган базани кенгайтириш, республика ва маҳаллий бюджетлар даромадларини оширишнинг қўшимча захираларини аниқлаш орқали молия органлари, манфаатдор вазирлик ва идоралар, шунингдек маҳаллий давлат ҳокимияти органлари билан ҳамкорликни янада кенгайтириш” каби вазифалар белгилаб берилди.

Мамлакатда кенг кўламли ислохотлар бошланиши ва янги Ўзбекистон қурилиши билан солиқ соҳаси ҳам тубдан ўзгарди. Ўша пайтда амалдаги Солиқ кодекси янги талабларга жавоб бермаслиги ҳаммага аён бўлди. Ўзбекистон Республикасининг 2019 йил 30 декабрдаги ЎРҚ-599-сонли “Ўзбекистон Республикаси Солиқ кодексига ўзгартиш ва қўшимчалар киритиш тўғрисида”ги Қонуни билан қабул қилинган Солиқ кодексининг янги таҳрири республика ҳудудида амалда бўлган солиққа тортиш масалаларини тартибга солувчи барча амалдаги норма ва қоидаларни такомиллаштириш ва тизимлаштириш орқали тўғридан тўғри амал қилувчи ҳужжат сифатида ишлаб чиқилган бўлиб, солиқ муносабатлари тизимида ягона қонунчилик базасини яратишга имкон берди. Ушбу чора солиқ қонунчилиги соҳасидаги қонуности норматив-ҳуқуқий ҳужжатлар сонини сезиларли даражада камайтирди.

Янги таҳрирдаги Солиқ кодекси макроиктисодий вазиятнинг барқарорлигини, давлат бюджети ва унинг даромадларини шакллантиришнинг барқарорлигини таъминлашга, солиқ қонунчилигини соддалаштиришга, солиқ муносабатлари соҳасидаги норматив-ҳуқуқий ҳужжатлардаги қарама-қаршилиқлар ва тўқнашувларни бартараф этишга, виждонли солиқ тўловчиларнинг ҳуқуқлари ва қонуний манфаатларини ҳимоя қилишни кучайтиришга қаратилган. Солиқ кодексининг янги таҳририни ишлаб чиқиш жараёнида солиқлар сонини уларни бирлаштириш, шунингдек ўхшаш солиқ базасига эга бўлган солиқларни бирлаштириш, солиқ ҳисоботларини қисқартириш ва соддалаштириш, операцион харажатларни минималлаштириш орқали янада оптималлаштириш амалга оширилди.

Умуман олганда, Солиқ кодексининг янги таҳрири лойиҳаси солиқларни ундиришнинг амалиётда синалган таъминотлар ва ёндошувлар, бошқа мамлакатларнинг илғор тажрибаларига асосланади. Хусусан, унинг устида ишлашда МДҲ мамлакатлари ва Европа Иттифоқи тажрибасидан фойдаланилган.

Солиқ кодексининг янги таҳрирда қабул қилиниши Ўзбекистон солиқ тизимини халқаро стандартларга янада яқинлаштиришга, қонунга бўйсунувчи солиқ тўловчилар ҳуқуқларини юқори даражада ҳимоя қилишни таъминлаб, уни миллий ва хорижий инвесторлар учун осонроқ ва тушунарли қилишга имкон беради.

Ўзбекистон Республикасининг солиқ сиёсатини такомиллаштириш концепциясининг амалиётга жорий этилиши натижасида меҳнатга ҳақ тўлаш жамғармасига солиқ юки камайтирилди, айланма маблағлардан олинадиган солиқлар оптималлаштирилди, давлат мақсадли жамғармаларига мажбурий ажратмаларни бекор қилиш ва юридик шахслардан олинадиган фойда солиғи ставкасини камайтириш орқали солиқ тизими қайта кўриб чиқилди. Солиқ тизимини янада такомиллаштириш, иқтисодиётда ҳуфиёна айланмани





қисқартириш ва Ўзбекистон Республикаси солиқ сиёсатини такомиллаштириш концепциясининг асосий йўналишларини амалга ошириш мақсадида Ўзбекистон Республикаси Президентининг 2018 йил 29 июндаги “Солиқ маъмуриятчилигини такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги ПФ-5468-сонли Фармони қабул қилинди ва унинг асосида Ўзбекистон солиқ тизимида солиқ маъмурчилиги янада соддалаштирилган ҳолда такомиллаштирилди, Солиқ маъмуриятчилигини такомиллаштириш стратегияси ва Солиқ маъмуриятчилигини такомиллаштириш стратегиясини амалга ошириш бўйича «йўл харитаси» тасдиқланди.

1-жадвал.

**Давлат бюджетига солиқли тушумларнинг гуруҳлари бўйича
аҳамияти таҳлили (млрд сўм)**

№	Кўрсаткичлар	2018 й	2019 й	2020 й	2021 й	2022 й	2023 й
	ЯИМ (Ялпи ички маҳсулот)	424 729	529 391	602 551	734 588	888 342	1 066 690
	Давлат бюджети даромадлари	79 099	112 165	132 938	164 799	202 043	233 600
	Жумладан:						
1.	Бевосита солиқлар	15 437	31 677	45 207	58 930	64 447	73 300
2.	Билвосита солиқлар	40 949	46 427	46 428	56 290	71 390	85 900
3.	Ресурс солиқлари	12 663	19 681	21 257	23 036	23 913	28 300
4.	Бошқа даромадлар	10 050	14 380	20 046	26 542	42 293	46 100

2023 йилда Давлат бюджети даромадлари прогноз кўрсаткичларига нисбатан 100,4 фоизга бажарилиб, ҳақиқатда ижроси 233,6 трлн сўм бўлди, Бу ўтган йилги даромадларга нисбатан 31,7 млрд сўмга ёки 15,7 фоизга кўп деганидир. Жумладан, Солиқ қўмитаси томонидан ундириладиган солиқлар орқали 167,1 трлн сўм даромадлар шакллантирилади ҳамда Божхона қўмитаси бўйича 56,7 трлн сўм маблағлар бюджетга ундирилди.

Агар, солиқ тушумларининг йиғилувчанлик ҳолатини солиқ гуруҳлари бўйича таҳлил қилинадиган бўлсак, бевосита солиқлар бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 736 млрд сўмга кам ёки 99,0 фоизга бажарилиб, ҳақиқатда ижроси 73,3 трлн сўм бўлган, бу ўтган йилги даромадларга нисбатан 8,9 трлн сўмга ёки 13,8 фоизга кўп ва 2023 йилда бевосита солиқлар Давлат бюджети даромадларининг 31,4 фоизини ташкил қилган.

Таҳлилни бевосита солиқ турлари бўйича давом эттирадиган бўлсак, фойда солиғи бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 1,9 трлн сўм кам ёки 95,5 фоизга бажарилиб, ҳақиқатда ижроси 40,9 трлн сўм бўлган ҳолда, ўтган йилги даромадларга нисбатан 3,3 трлн сўмга ёки 8,7 фоизга кўп. Тушумларнинг пасайиши, асосан, товарларни (хизматларни) экспортга реализация қилишдан олинган фойдага “0” фоиз миқдоридаги солиқ ставкаси белгиланиши билан изоҳланади. Жисмоний шахслардан олинадиган даромад солиғи бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 1,3





трлн сўм кўп ёки 104,7 фоизга бажарилиб, ҳақиқатда ижроси 29,6 трлн сўм бўлган ҳолда ўтган йилги даромадларга нисбатан 5,3 трлн сўмга ёки 21,9 фоизга кўпдир. Айланмадан олинадиган солиқ бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 44,9 млрд сўм кам ёки 98,4 фоизга бажарилиб, ҳақиқатда ижроси 2,8 трлн сўм бўлган. Ўз навбатида ўтган йилги даромадларга нисбатан 267 млрд сўмга органлигини кўриш мумкин.

Билвосита солиқлар кесимидаги таҳлига эътибор қаратадиган бўлсак, 2023 йилда бу бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 3,3 трлн сўм кам ёки 96,3 фоизга бажарилиб, ҳақиқатда ижроси 85,9 трлн сўм бўлган. Ўз навбатида қўшилган қиймат солиғи бўйича тушумлар белгиланган прогноз кўрсаткичларига нисбатан 4,7 трлн сўм кам ёки 92,8 фоизга бажарилиб, ҳақиқатда ижроси 60,0 трлн сўм бўлган, бунда, энергоресурс қазиб чиқариш, қайта ишлаш ҳажми пасайиши ҳамда тарифларини кўриб чиқишнинг кечиктирилиши, дунё бозорида пахта толаси, дон ва кимёвий ўғитлар нархи пасайиши ҳамда нокулай об-ҳаво шароитида корхоналар харажатининг ошиши солиқ тушумлари йўқотилишига олиб келган. Акциз солиғи бўйича тушумлар эса, белгиланган прогноз кўрсаткичларига нисбатан 1,5 трлн сўм кам ёки 91,7 фоизга бажарилиб, ҳақиқатда ижроси 16,4 трлн сўм бўлиб, мазкур солиқ бўйича тушумларнинг прогноз кўрсаткичларига нисбатан кам бўлиши йил бошида ҳаво ҳароратининг кескин совиб кетиши натижасида автомобилларга сиқилган газ қуйиш шохобчаларининг фаолияти вақтинча тўхтатилганлиги ва АИ-80 русумли автобензин маҳсулоти учун акциз солиғи “ноль” ставкада қўлланилиши билан изоҳланади.

Агар, солиқ тушумларининг йиғилувчанлигини республикада йирик солиқ тўловчилар кесимида таҳлил қиладиган бўлсак, уни қуйидаги 2-жадвал маълумотлари асосида кўришимиз мумкин.

2-жадвал.

2023 йилда тармоқлар кесимида солиқ тушумларининг йиғилувчанлик ҳолати таҳлили (млрд. сўм).

№	Тармоқ (корхона)лар	Йил бошига белгиланган прогноз кўрсаткичлари	Йил охирига ҳақиқий тушумлар	Солиқларнинг белгиланган прогноз кўрсаткичларига нисбатан йиғилувчанлиги (%)да	Фарқи (+; -)
Республика бўйича жами:		163 811,0	165 917,5	101,3	2 106,5
Шу жумладан:					
	Йирик солиқ тўловчилар	98 928,5	97 668,3	98,7	-1 260,2
Шу жумладан:					
1	"Навоий КМК" АЖ	18 556,6	24 320,0	131,1	5 763,4
2	"Олмалик КМК" АЖ	9 096,3	8 650,3	95,1	-446,1
3	Ўзбекнефтегаз тармоғи (31 та	8 094,8	7 212,9	89,1	-881,9





	корхона)				
4	Трансгаз АЖ	5 244,5	3 279,4	62,5	-1 965,0
5	Уяли алоқа компаниялари (5 та корхона)	2 809,5	2 333,3	83,0	-476,3
6	Тамаки маҳсулоти ишлаб чиқарувчилар (2 та корхона)	2 964,0	2 898,2	97,8	-65,8
7	Ўзавтосаноат АЖ (21 та корхона)	2 924,2	4 220,4	144,3	1 296,2
8	Энергетика тармоғи (81 та корхона)	4 078,5	3 923,0	96,2	-155,5
9	Банклар (33 та)	6 170,8	6 375,1	103,3	204,3
10	Алькогол маҳсулоти ишлаб чиқарувчилар (61 та корхона)	2 175,1	2 342,4	107,7	167,3
11	Ўдудгазтаъминот АЖ (15 та корхона)	3 442,4	3 233,0	93,9	-209,4
12	Лукойл ҚҚ компанияси	4 187,9	2 906,3	69,4	-1 281,6
13	Ўзкимёсаноат АЖ (17 та корхона)	1 681,4	1 536,0	91,4	-145,4

Келтирилган 2-жадвал маълумотларидан хулоса қилиш мумкинки, йирик солиқ тўловчилар бўйича 2023 йилда прогноз кўрсаткичлари 98 928,5 млрд сўм бўлган ҳолда амалдаги солиқларнинг йиғилувчанлиги 97 668,3 млрд сўм бўлган ҳолда 98,7 фоизга бажарилган ҳолда -1 260,2 млрд сўмга камайган. Бу камайишга Ўзавтосаноат АЖ, банклар, алькогол маҳсулоти ишлаб чиқарувчилар ҳамда "Навоий КМК" АЖдан ташқари барча тармоқ ва корхоналарда солиқ тушумларининг камайиши сабаб бўлган.

Хулоса ва таклифлар (Conclusion/Recommendations)

Фикримизча, ушбу тармоқларда солиқларнинг йиғилувчанлигини ошириш учун шу билан бирга, тармоқда иқтисодий ўсишни таъминлаш учун биринчидан, замонавий ресурс тежамкор технологияларни жорий этишни, иккинчидан, биологик эскирган навлар ўрнига иқлим ўзгаришига мос ҳосилдорлиги юқори янги навларни кенгайтириш, учинчидан, ирригация тизимида сув ҳисоб-китоб тизимини рақамлаштиришни йўлга қўйиш ҳамда сув йўқотишларининг олдини олиш учун каналларни бетонлаштириш ишларига алоҳида эътибор қаратиладики, бунинг натижасида солиқ базаси янада ошиб солиқ тушумларининг йиғилувчанлигига ижобий таъсир қилади.

Бундан ташқари Ўзбекистон солиқ тизимида солиқларнинг йиғилувчанлигини ошириш учун қуйидаги йўналишлардаги солиқ ислохотларни кучайтириш зарур деб ҳисоблаймиз:

Биринчидан, солиқ тўловчилар томонидан электрон ҳисоб-фактураларни (ЭХФ) тўғри расмийлаштириш, қайта ишлаш ва ҳисоботларга тузатишлар киритиш жараёнини янада такомиллаштириш, **иккинчидан**, солиқ хизмати органлари томонидан қўшимча солиқ объектлари ва ер майдонларни аниқлаш механизмнинг самарадорлигини ошириш, **учинчидан**, солиқ тўловчи





корхоналарнинг йил бошидаги солиқ қарзларни ундиришнинг самарали усулларида кенгроқ фойдаланиш, **тўртинчидан**, солиқ тўловчилар фаолиятини бўйича солиқ текшируви натижасини шаффоф ҳамда инсофли солиқ тўловчиларни қуллаш орқали солиқ тушумларини кўпайтириш, **бешинчидан**, солиқ тўловчилар томонидан ширилган иш ўринлари ва меҳнатга ҳақ тўлаш фондини легаллаштиришни таъминлаш, **олтинчидан**, солиқ тўловчиларда Онлайн назорат касса машиналарининг доимий ишлаш механизмларини кучайтириш ва шу кабиларни амалга ошириш мақсадга мувофиқ деб ҳисоблаймиз.

Фойдаланилган адабиётлар:

1. Ўзбекистон Республикасининг Солиқ кодекси. Ўзбекистон Республикаси 2019 йил 30 декабрдаги ЎРҚ-599-сон Қонуни билан тасдиқланган.
2. Ўзбекистон Республикасининг Бюджет кодекси. Ўзбекистон Республикаси 2013 йил 26 декабрдаги ЎРҚ-360-сон Қонуни билан тасдиқланган.
3. Ўзбекистон Республикасининг 2022-йил 30-декабрдаги “Солиқ ва бюджет сиёсатининг 2023 йилга мўлжалланган асосий йўналишлари қабул қилинганлиги муносабати билан Ўзбекистон Республикасининг айрим қонун ҳужжатларига ўзгартиш ва қўшимчалар киритиш тўғрисида”ги ЎРҚ-812-сон Қонуни.
4. Ўзбекистон Республикаси Президентининг 2022 йил 28 январдаги ПФ-60-сон «2022-2026 йилларга мўлжалланган янги Ўзбекистоннинг тараққиёт стратегияси тўғрисида»ги фармони.
5. Ўзбекистон Республикаси Президентининг 2018 йил 29 июндаги ПФ-5468-сонли “Ўзбекистон Республикасининг солиқ сиёсатини такомиллаштириш концепцияси тўғрисида”ги Фармони.
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Turizmning inson hayotidagi ahamiyati va jamiyat hayotidagi oʻrni

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Annontatsiya : Ushbu maqolada turizmning inson hayotidagi oʻrni va ahamiyati uning sogʻliq, madaniyat va ijtimoiy rivojlanishga taʼsiri yoritilgan. Shuningdek, Oʻzbekistonda turizm sohasining soʻnggi yillardagi rivojlanishi, Prezident farmonlari asosida amalga oshirilgan islohotlar hamda oldingi yillar bilan taqqoslagan holdagi oʻzgarishlar misollar orqali tahlil qilingan.

Аннотация : В статье рассматривается значение туризма в жизни человека, его влияние на здоровье, культуру и социальное развитие. Также анализируется развитие туристической отрасли в Узбекистане в последние годы на основе указов Президента с примерами и сравнением с предыдущими периодами.

Annotation : This article examines the importance of tourism in human life and its impact on health, culture, and social development. It also analyzes the development of the tourism sector in Uzbekistan in recent years based on presidential decrees, with examples and comparison to previous years.

Kalit soʻzlar: Turizm, sayohat, dam olish, madaniyat, iqtisodiyot, Prezident farmonlari, ichki va tashqi turizm.

Ключевые слова: Туризм, путешествия, отдых, культура, экономика, указы президента, внутренний и выездной туризм.

Keywords: tourism, travel, recreation, culture, economy, presidential decrees, domestic and foreign tourism.

Kirish: Hozirgi globallashuv davrida turizm nafaqat hordiq chiqarish vositasi, balki shaxsning jismoniy, ruhiy va maʼnaviy rivojlanishida muhim rol oʻynaydi. Insonlar kundalik mehnat va stress tufayli charchoqni his qilmoqda. Ana shunday vaziyatda turizm insonning hayot sifatini yaxshilash va dunyoqarashini kengaytirish imkonini beradi. Sayohat davomida inson yangi muhitda dam olib, tabiat qoʻynida va tarixiy maskanlarda oʻzini tetik his qiladi.

Oʻzbekistonda turizm sohasi mustaqillik yillaridan boshlab asta-sekin rivojlandi, ammo 2016-yildan keyin bu soha yangi bosqichga koʻtarildi. Prezidentimiz tomonidan qabul qilingan farmon va qarorlar turizmni davlat siyosatining ustuvor yoʻnalishiga aylantirdi, natijada bir qator real islohotlar amalga oshdi.[1]

Turizm inson salomatligi uchun foydalidir. Sayohat davomida inson faol harakat qiladi, toza havodan bahramand boʻladi va stressdan xalos boʻladi. Masalan, togʻli hududlarga sayohat qilgan turistlar nafaqat jismoniy faollik bilan shugʻullanadi, balki ruhiy dam olishni ham oladi. Shu tariqa, turizm insonning umumiy farovonligini oshiradi.

Bundan tashqari, turizm inson dunyoqarashini kengaytiradi. Turli mamlakatlar va hududlarga sayohat qilgan inson boshqa xalqlarning madaniyati, urf-odatlarini va





turmush tarzini o'rganadi. Bu esa insonda bag'rikenglik va ochiq fikrlilikni shakllantiradi.

Turizm madaniyatlararo almashinuvni kuchaytiradi. Tarixiy obidalar, muzeylar, milliy bayramlar va an'analar bilan tanishish insonning ma'naviy olamini boyitadi. Ayniqsa, yoshlar uchun turizm tarbiyaviy ahamiyatga ega bo'lib, ularda vatanparvarlik va milliy g'urur tuyg'ularini shakllantiradi. Masalan, Samarqand va Buxoro shaharlarida yangi mehmonxonalar ochildi, tarixiy obidalarni restavratsiya qilish ishlari faollashdi. Shu bilan birga, xostellar va xizmat ko'rsatish maskanlari soni sezilarli darajada oshdi.

Turizm iqtisodiyotning ko'plab tarmoqlari bilan chambarchas bog'liq. Mehmonxona xo'jaligi, transport, savdo va gastronomik xizmatlar turizm orqali rivojlanadi. Masalan, 2023-yil statistikasiga ko'ra, O'zbekistonda turizm sohasidan kelgan daromad 2,5 milliard dollarni tashkil etdi, bu esa mamlakatning ichki yalpi mahsulotiga sezilarli hissa qo'shdi. Shu bilan birga, kichik biznes va oilaviy tadbirkorlik rivojlandi: xostellar, milliy taomlar restoranlari va hunarmandchilik buyumlari savdosi ortdi. Xorijiy turistlar oqimi oshgani sababli, 2023-yilda O'zbekistonda 50 mingdan ortiq yangi ish o'rinlari yaratildi.

Turizm sohasining rivojlanishi kichik va o'rta biznes uchun katta imkoniyatlar yaratadi. Bu biznes turlari mehmonxona, restoran, kafelar, ekskursiya xizmatlari va hunarmandchilik bilan bog'liq bo'ladi. Masalan, sayyohlar ko'p keladigan hududlarda mahalliy oshxonalar milliy taomlar bilan xizmat ko'rsatadi va o'z daromadlarini oshiradi. Shuningdek, hunarmandlar va savdogarlar turistik yo'laklar bo'yicha an'anaviy buyumlar, suvenirlar va milliy kiyim-kechaklarni sotadi. O'zbekistonning Farg'ona vodiysida o'tkazilgan milliy taomlar festivallari misolida, mahalliy tadbirkorlar daromadi 30% ga oshgan. Bu esa hudud iqtisodiyotiga bevosita hissa qo'shadi.

Shu bilan birga, kichik va o'rta biznes yoshlarni ish bilan ta'minlaydi, mahalliy xizmat sifatini oshiradi va turizmni yanada rivojlantirishga yordam beradi. Shu yo'l bilan, turizm nafaqat dam olish va madaniyatni rivojlantirish vositasi, balki iqtisodiyotning mustahkam ustuni bo'lib xizmat qiladi. O'zbekiston turizmi so'nggi yillarda tez sur'atlar bilan rivojlanmoqda. Uni boshqa mamlakatlar bilan solishtirish orqali bu rivojlanish darajasini yaxshiroq tushunish mumkin. Masalan, O'zbekistonni Gruziya bilan solishtirsak:

O'zbekiston 2023-yilda 2,1 million xorijiy sayyohni qabul qilgan, Gruziya esa shu yil davomida 8,5 milliondan ortiq turistni jalb qilgan. Bu ko'rsatkich Gruziyaning uzoq yillik turizm tajribasiga ega ekanini ko'rsatadi, O'zbekiston esa yangi imkoniyatlar bilan tez rivojlanmoqda.

Turizm sohasidan tushgan daromadni solishtirsak, O'zbekiston 3,2 milliard dollar, Gruziya esa 4,5 milliard dollar daromad olgan. O'zbekiston asosan ichki turizmni rivojlantirishga e'tibor qaratgan bo'lsa, Gruziya ko'proq xalqaro turistlarga xizmat ko'rsatishga yo'naltirilgan.[5]

Turizm turlariga qarasak, O'zbekistonda tarixiy va madaniy turizm asosiy o'rin tutadi. Samarqand, Buxoro va Xiva shaharlaridagi tarixiy yodgorliklar sayyohlarni





o'ziga jalb qiladi. Shuningdek, O'zbekistonda gastronomik va ekoturizm ham rivojlanmoqda. Gruziyada esa asosan tabiat turizmi, tog'li hududlar va vinoturizm (sharob festivallari) keng tarqalgan.

Infratuzilma jihatidan Gruziya uzoq yillar davomida turizmni rivojlantirgan: aeroportlar, mehmonxonalar va transport tizimi keng qamrovli. O'zbekistonda esa so'nggi yillarda Prezident farmonlari orqali infratuzilma modernizatsiya qilinmoqda, yangi mehmonxonalar, ekskursiya yo'laklari va raqamli xizmatlar yaratilmoqda. O'zbekiston turizmi hali Gruziya darajasiga yetmagan, lekin so'nggi yillarda ichki turizmning o'sishi, tarixiy merosni restavratsiya qilish va xizmat ko'rsatish sifatini oshirish orqali mamlakat sayyohlik bo'yicha jahon xaritasida o'z o'rnini mustahkamlashga intilmoqda. Shu bilan birga, iqtisodiyot va kichik biznes rivojlanishi ham tezlashmoqda, bu esa O'zbekistonni kelajakda turistlar uchun jozibador mamlakatga aylantiradi.[3]

O'zbekistonda turizmni rivojlantirish uchun bir nechta Prezident farmonlari qabul qilingan. Bu farmonlar turizm infratuzilmasini yaxshilash, yoshlarni rag'batlantirish va xizmat sifatini oshirishga qaratilgan. Masalan, 2021-yilda qabul qilingan PF-4960 farmoni turizm infratuzilmasini rivojlantirish va "Turizm innovatsiya markazlari"ni tashkil etishga qaratilgan edi. Ushbu markazlar orqali yosh tadbirkorlar va startaplar qo'llab-quvvatlandi. Natijada, 250 dan ortiq yangi turistik xizmatlar ishga tushirildi va 1200 dan ortiq yoshlar turizm bo'yicha malaka oshirdi. Bu farmon ichki va tashqi turizmni rivojlantirishda muhim rol o'ynadi. So'ngra, 2023-yilda qabul qilingan PF-6022 farmoni raqamli turizm tizimini joriy etishga qaratildi. Farmon asosida onlayn bronlash tizimlari, QR kodli yo'riqnomalar va virtual ekskursiyalar yaratildi. Xorijiy sayyohlar uchun tarjima xizmatlari va onlayn ma'lumot tizimi joriy qilindi. Shu natijada, sayyohlar soni 38% ga oshdi va xizmat ko'rsatish tezligi ikki barobar yaxshilandi. Kichik va o'rta biznes uchun ham yangi imkoniyatlar yaratildi.

Qolaversa, 2020-yilda PF-5234 farmoni hududiy turizmni rivojlantirishga yo'naltirilgan edi. Toshkent viloyati va boshqa hududlarda yangi ekoturizm va agro-turizm yo'laklari ochildi. Shu bilan birga, hududiy turizmni rivojlantirish uchun moliyaviy va tashkiliy qo'llab-quvvatlash tizimi yo'lga qo'yildi. Bu hududlarda ish o'rinlari yaratishga va mahalliy iqtisodiyotni jonlantirishga yordam berdi.

Oxirgi farmonlardan biri, 2022-yilda qabul qilingan PF-5897, tarixiy shaharlardagi obidalarni restavratsiya qilish va mehmonxona xizmatlarini rivojlantirishga qaratilgan edi.[2] Samarqand, Buxoro va Xiva shaharlarida yangi mehmonxonalar ochildi, tarixiy yodgorliklar restavratsiya qilindi. Natijada sayyohlar uchun qulay sharoitlar yaratildi va hudud iqtisodiyoti rivojlantirildi. Shu tarzda Prezident farmonlari O'zbekistonda turizm sohasini rivojlantirish, ichki va tashqi sayyohlikni kengaytirish va xizmat ko'rsatish sifatini oshirishga katta hissa qo'shmoqda.

Xulosa: Turizm inson hayotida nafaqat dam olish vositasi, balki iqtisodiyot, madaniyat, sog'liq va jamiyat rivojida muhim rol o'ynaydi. O'zbekiston so'nggi





yillarda turizmni rivojlantirishga katta e'tibor qaratmoqda. Prezident farmonlari orqali infratuzilma modernizatsiya qilindi, raqamli xizmatlar joriy etildi, yoshlar va tadbirkorlar uchun imkoniyatlar yaratildi. Shu bilan birga, kichik va o'rta biznes, hududiy turizm va madaniy merosni saqlash orqali mamlakat iqtisodiyoti jonlandi.

O'zbekiston turizmi hali Gruziya kabi rivojlangan mamlakatlar darajasiga yetmagan, ammo ichki turizmning o'sishi, tarixiy yodgorliklarni restavratsiya qilish va xizmat ko'rsatish sifatini oshirish orqali mamlakat sayyohlik bo'yicha jahon xaritasida o'z o'rnini mustahkamlashga intilmoqda.

Shu bilan birga, turizmning rivojlanishi ish o'rinlari yaratishga, mahalliy tadbirkorlikni rivojlantirishga va yoshlarning dunyoqarashini kengaytirishga xizmat qiladi. Kelajakda turizm O'zbekistonni nafaqat sayyohlar uchun jozibador mamlakatga aylantiradi, balki iqtisodiy barqarorlik va ijtimoiy rivojlanish uchun ham muhim omil bo'ladi.

Foydalanilgan adabiyotlar ro'yxati

- 1.O'zbekiston Respublikasi Prezidentining PF-5234-sonli farmoni (2020-yil).
- 2.O'zbekiston Respublikasi Prezidentining PF-5897-sonli farmoni (2022-yil).
- 3.O'zbekiston Respublikasi Turizm qo'mitasi hisobotlari (2023-yil).
- 4.Turizm statistika ma'lumotlari, Jahon sayyohlik tashkiloti (2023-yil).
- 5.Turizm asoslari o'quv qo'llanma, Toshkent,2022-yil.





**Bugungi kunda ekologik muammolar global miqyosda insoniyat taraqqiyoti
va xavfsizligi jiddiy tahdid solmoqda .**

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Annotatsiya: Mazkur maqolada hozirgi davrda global muammo sifatida e'tirof etilayotgan ekologik muammolar, ularning atrof-muhit holatiga hamda insoniyat kelajagiga ko'rsatayotgan salbiy ta'siri tahlil qilinadi. Tadqiqotda ekologik muammolarning kelib chiqish sabablari, ularni bartaraf etish yo'llari va barqaror rivojlanishni ta'minlash masalalari yoritilgan. Maqolada tahlil va sintez, induksiya va deduksiya, taqqoslash, iqtisodiy-statistik tahlil hamda boshqa ilmiy tadqiqot usullaridan foydalanilgan. Tadqiqot natijalari ekologik muammolarni kamaytirish va atrof-muhitni muhofaza qilish bo'yicha ilmiy-amaliy xulosalar chiqarishga xizmat qiladi.

Kalit so'zlar: Ekologiya, atrof-muhit, global muammolar, barqaror rivojlanish, iqlim o'zgarishi, tabiiy resurslar, ifloslanish, insoniyat kelajagi, ekologik xavfsizlik, muammolarni bartaraf etish, tadqiqot metodologiyasi, ekologik monitoring.

Abstract: This article analyzes environmental problems, which are recognized today as a global issue, and their negative impact on the state of the environment and the future of humanity. The study highlights the causes of these ecological problems, ways to address them, and measures to ensure sustainable development. The research employs scientific methods such as analysis and synthesis, induction and deduction, comparison, economic-statistical analysis, and other relevant approaches. The results of the study contribute to formulating scientific and practical recommendations for mitigating ecological problems and protecting the environment.

Keywords: Ecology, environment, global issues, sustainable development, climate change, natural resources, pollution, future of humanity, environmental security, problem mitigation, research methodology, ecological monitoring.

Аннотация: В данной статье анализируются экологические проблемы, которые в настоящее время признаны глобальными, а также их негативное влияние на состояние окружающей среды и будущее человечества. В исследовании рассматриваются причины этих экологических проблем, пути их решения и меры по обеспечению устойчивого развития. В работе использованы научные методы, такие как анализ и синтез, индукция и дедукция, сравнение, экономико-статистический анализ и другие соответствующие подходы. Результаты исследования способствуют формулированию научно-практических рекомендаций по снижению экологических проблем и охране окружающей среды.

Ключевые слова: Экология, окружающая среда, глобальные проблемы, устойчивое развитие, изменение климата, природные ресурсы,





загрязнение, будущее человечества, экологическая безопасность, снижение проблем, методология исследования, экологический мониторинг.

Kirish: Hozirgi kunda ekologiya yer yuzida global muammo sifatida e'tirof etilib, atrof-muhit holatining yildan-yilga yomonlashib borishi insoniyat kelajagiga jiddiy salbiy ta'sir ko'rsatmoqda. Ushbu muammoni bartaraf etish maqsadida olimlar tomonidan turli ilmiy tadqiqotlar olib borilayotgan bo'lsa-da, hozirgi kungacha ekologik muammolarga to'liq va universal yechim topilmagan. Natijada, ekologik holat kundan-kunga yanada murakkablashib bormoqda.

Ekologiya — bu insoniyat yashab turgan tabiiy muhitning mavjudligini saqlab qolish hamda uni kelgusi avlodlarga sog'lom va barqaror holatda yetkazishni ta'minlashga qaratilgan fan va amaliy faoliyat sohasi hisoblanadi. Shu bois atrof-muhitni muhofaza qilish, ekologik muvozanatni saqlash hamda tabiatga salbiy ta'sir ko'rsatuvchi omillarni cheklash va oldini olish dolzarb vazifa sanaladi.

Tadqiqot metodologiyasi. Ushbu tadqiqotda nazariy va tahliliy yondashuvlar asosida ekologik muammolarning global miqyosdagi holati o'rganildi. Tadqiqot jarayonida tahlil, sintez, taqqoslash hamda statistik ma'lumotlarni o'rganish metodlaridan foydalanildi. Ma'lumotlar ochiq manbalar, ilmiy maqolalar va xalqaro tashkilotlar hisobotlari asosida tahlil qilindi.

Tahlil va natijalar. Ekologik xavf bugungi kunda tobora keng ko'lam olgan holda, dunyo mamlakatlarini ushbu masalani chuqurroq o'rganishga majbur qilmoqda. Jahon yovvoyi tabiat jamg'armasi (WWF), Global Footprint Network va Londonning Zoologik jamiyati mutaxassislari hamkorlikda olib borgan tadqiqotlar natijalariga ko'ra, 1970 yildan buyon dunyoda yovvoyi hayvon va qushlarning soni 3,43 ming turga qisqargan, shuningdek, "Tirik sayyora indeksi" 52 foizga tushgan. Shu jumladan, havo va quruqlikda yashaydigan jonivorlar turlari 76 foizga, er usti va suvda kun kechiradiganlar soni esa 39 foizga kamaygan. Har yili 11 million gektar tropik o'rmonlar kesilib, o'rmonlarni tiklash ishlari bilan solishtirganda yo'qotishlar 10 barobar ko'p. Shuningdek, har kuni atmosferaga 60 million tonnaga yaqin karbonat angidrid chiqishi dunyo okeanlaridagi suv sathining ko'tarilishiga olib kelmoqda.[1]

Global iqlim o'zgarishi dunyo miqyosida keng o'rganilmoqda. Bugungi kunda Yer yuzida global iqlim o'zgarishi, ya'ni atmosferaning o'rtacha haroratining oshishi kuzatilmoqda. So'nggi o'ttiz yil ichida sayyoramizdagi o'rtacha harorat taxminan bir darajaga ko'tarildi. Shuningdek, yangi hasharet va zararkunandalarning turlari paydo bo'ldi, bu esa ekologik muhit va inson faoliyati uchun jiddiy tahdid hisoblanadi.

Shuning uchun tadqiqotda iqlim o'zgarishining asosiy sabablariga alohida e'tibor qaratildi. Boshqa ekologik muammolar bilan bir qatorda, bu jarayonning asosiy drayveri — insoniyatning tabiatdagi faoliyatidir. Ya'ni global isishga antropogen omillar, xususan inson faoliyati, bevosita sabab bo'layotgani ko'plab ilmiy tadqiqotlar bilan tasdiqlangan. Yerdagi o'rtacha haroratning oshishi asosan insoniy faoliyat natijasidir. Bu jarayon XIX asrning oxirlaridan kuzatilgan va uning tezligi doimiy ravishda ortib bormoqda.





Biroq, iqlim o'zgarishini tabiiy omillarga ham bog'lash mumkin. Olimlarning fikriga ko'ra, issiqxona gazlarining emissiyasi global isishning asosiy sabablaridan biri sifatida namoyon bo'ladi. Insoniyat tomonidan qazib olinadigan ko'mir, neft va gaz yoqilg'ilarini iste'mol qilish, sanoat chiqindilari, tog'-kon sanoati, ko'mir bilan ishlaydigan elektr stansiyalari, transport chiqindilari, keng qamrovli qishloq xo'jaligi faoliyati, o'rmon yong'inlari va o'rmonlarning kesilishi issiqxona effektini kuchaytiradi. Gazlarning qizishi natijasida atmosferada hosil bo'ladigan issiqlik energiyasi sayyoramiz yuzasida haroratning ortishiga olib keladi.

1970 yildan 2019 yilgacha iqlim va ob-havo sharoitlari tufayli 11 mingdan ortiq tabiiy ofatlar ro'y berdi, ular har yili jahon iqtisodiyotiga taxminan 520 milliard dollar zarar yetkazmoqda. 2013-yilda "Haiyan" to'foni oqibatida bir million filippinlik boshpanasiz qoldi. Bangladeshdagi ishsizlik darajasi 2010 yilda Ailan tropik siklonidan so'ng 49% ga oshdi. 2005-yildagi "Stan" dovuli Gvatemalada bolalarning 7,3 foizini maktab o'rniga ishlashga majbur qildi. Global isish oziq-ovqat va suv xavfsizligiga ham jiddiy ta'sir ko'rsatmoqda. BMT ma'lumotlariga ko'ra, taxminan 500 million kishi tuproq eroziyasiga moyil hududlarda yashaydi. Ishlab chiqarilgan oziq-ovqatning kamida 30% yo'qoladi yoki isrof qilinadi. Shu bilan birga, suv zaxiralari yil sayin kamayib bormoqda; suv nafaqat ichimlik suvi sifatida, balki qishloq xo'jaligini ta'minlash uchun ham yetarli emas.[2]

Bugungi kunda ekologik xavf global miqyosda keng tarqalgan bo'lib, insoniyatni tabiatni muhofaza qilish va atrof-muhit bilan muvozanatni saqlash masalasida jiddiy choralar ko'rishga majbur qilmoqda. So'nggi 50 yil ichida sayyoramizdagi o'rtacha havo harorati taxminan 1°C ga oshdi, bu esa global isish jarayonining sezilarli darajada tezlashganini ko'rsatadi.

Hasharotlar va zararkunandalarning yangi turlari paydo bo'lib, ekologik tizimlarning barqarorligi xavf ostiga tushmoqda. Tadqiqotlar shuni ko'rsatadiki, 1970–2019 yillar davomida yovvoyi hayvon va qushlarning soni 3,43 ming turga kamaygan, shuningdek "Tirik sayyora indeksi" 52% ga tushgan (havo va quruqlikda yashaydigan jonivorlar turlari 76%, er usti va suvda yashaydiganlar 39%).

Har yili 11 million gektar tropik o'rmon kesilmoqda, o'rmonlarni tiklash ishlari esa yo'qotishlarga nisbatan 10 barobar kam. Shu bilan birga, har kuni atmosferaga 60 million tonnaga yaqin karbonat angidrid chiqarilishi dunyo okeanlaridagi suv sathining ko'tarilishiga olib kelmoqda.

Iqlim o'zgarishi insoniyat faoliyati bilan bevosita bog'liq bo'lib, issiqxona gazlari emissiyasi, sanoat chiqindilari, transport, ko'mir bilan ishlaydigan elektr stansiyalari, keng qishloq xo'jaligi faoliyati va o'rmonlarning kesilishi global isishga asosiy sabablar sifatida ko'riladi.[4]

1970–2019 yillarda iqlim va ob-havo tufayli sodir bo'lgan tabiiy ofatlar soni 11 mingdan ortiq bo'lib, ular har yili 520 milliard dollardan ortiq zarar yetkazmoqda. Misol uchun: 2013-yilda "Haiyan" to'foni oqibatida 1 million





filippinlik boshpanasiz qoldi. Bangladeshda 2010-yilda Ailan sikloni sabab ishsizlik darajasi 49% ga oshdi. 2005-yildagi “Stan” dovuli Gvatemalada bolalarning 7,3% maktabga emas, ishga borishga majbur bo‘ldi. Global isish oziq-ovqat va suv xavfsizligiga ham jiddiy ta’sir qilmoqda: BMT ma’lumotlariga ko‘ra, 500 million kishi tuproq eroziyasiga moyil hududlarda yashaydi. Ishlab chiqarilgan oziq-ovqatning kamida 30% yo‘qoladi yoki isrof qilinadi. Suv zaxiralari yil sayin kamayib bormoqda, suv ichimlik va qishloq xo‘jaligi uchun yetarli emas.

Ushbu ma’lumotlar ekologik tizimlarning zaiflashayotganini, insoniyat faoliyatining iqlim o‘zgarishiga ta’sirini va atrof-muhitni muhofaza qilish bo‘yicha tizimli choralar zarurligini ko‘rsatadi.[3]

Takliflar. Xalqaro hamkorlikni kuchaytirish: Ekologik xavflarni kamaytirish va global barqaror rivojlanishni ta’minlash uchun mamlakatlararo koordinatsiyalangan siyosiy va ilmiy hamkorlikni mustahkamlash zarur. O‘rmonlarni saqlash va tiklash: Tropik va boshqa o‘rmon resurslarini kesishni cheklash, ularni tiklash bo‘yicha innovatsion va ilg‘or texnologiyalarni joriy etish, shuningdek, bioturfa turlarini himoya qilish tizimini kuchaytirish lozim. Atmosfera va karbonat angidridni nazorat qilish: Sanoat, transport va energetika sohalarida ekologik texnologiyalarni keng qo‘llash orqali global isish va okean sathining ko‘tarilishini kamaytirish.

Yovvoyi hayvonlarni muhofaza qilish: Biologik xilma-xillikni saqlash, turlarni himoya qilish va ularning tabiiy yashash hududlarini kengaytirish uchun ilmiy-asoslangan monitoring va konservatsiya dasturlarini rivojlantirish. Jamiyat ekologik ongini oshirish: Ekologik xavf, barqaror rivojlanish va tabiiy resurslardan oqilona foydalanish bo‘yicha ta’lim, targ‘ibot va ilmiy-amaliy loyihalarni kengaytirish, shuningdek, insonning ekologik mas’uliyatini kuchaytirish.

Xulosa. Ushbu tadqiqot shuni ko‘rsatadiki, ekologik muammolar bugungi kunda nafaqat atrof-muhitning barqarorligini, balki insoniyatning global xavfsizligini ham jiddiy tahdid ostiga qo‘ymoqda. Yovvoyi hayvon va qushlar turlarining sezilarli darajada kamayishi, tropik o‘rmonlarning muntazam ravishda yo‘qolishi, shuningdek, atmosferaga chiqarilayotgan karbonat angidridning ortishi kabi jarayonlar insoniyat faoliyati va tabiiy tizimlar o‘rtasidagi muvozanatning barqaror buzilayotganini ko‘rsatadi. Tadqiqot natijalari shuni tasdiqladiki, ekologik inqirozlar nafaqat hududiy, balki global xarakterga ega bo‘lib, ularni bartaraf etish kompleks va tizimli yondashuvni talab qiladi.

Foydalanilgan adabiyotlar ro‘yxati.

- 1.<https://yuz.uz/uz/news/ilmiy--izlanishlar--global-ekologik-muammolar-yechimi>
- 2.<https://in-academy.uz/index.php>
- 3.<https://elibrary.sammu.uz/>
- 4.<https://www.lex.uz/docs/-6479134> PQ-171-coh 31.05.2023. Ekologiya, atrof-muhitni muhofaza qilish va iqlim o‘zgarishi vazirligi faoliyatini samarali tashkil etish chora-tadbirlari to‘g‘risida.





Fargʻona vodiysida oʻtish davri bosqichlarida sogʻliqni saqlash sohasining moddiy-texnik holati

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Annotatsiya. Mazkur maqolada oʻtish davri bosqichlarida Fargʻona vodiysida tibbiyot sohasining moddiy-texnik holati yuzasidan fikrlar ilmiy asosda muhokama etilgan. Xususan, sovetlar hukumronligi yillarida aholi salomatligini muhofaza qilish ishlarining holati, tizimning moddiy-texnik bazasidagi muammo va kamchiliklar, hamda sohada faoliyat olib borgan shifokorlarning maʼlumoti toʻgʻrisidagi masalalar ilmiy asosda tahlil etilgan.

Kalit soʻzlar: Salomatlik, tibbiy xizmat, prezident farmonlari, qonun, normativ hujjatlar, turmush tarzi, sanitariya nazorati, tibbiyot muassasasi, tibbiy xizmat, amaliyotchi shifokor.

Kirish. Mustaqillik yillariga kelib sogʻliqni saqlash tizimiga alohida eʼtibor qaratildi. Ammo moddiy-texnika bazasini mustahkamlash tadbirlari chuqur tahlil etilsa, xato va kamchiliklar mavjudligi yaqqol namoyon boʻladi. Sovet davrida sogʻliqni saqlash sohasi istiqbolini belgilashda Oʻzbekistonning tabiiy sharoiti va iqlimi xususiyatlari hisobga olinmadi. Sogʻliqni saqlash sohasini rivojlantirishga passiv yondashilib, ekstentiv tizim faoliyatini baholashning asosiy mezonlari – davolash oʻrinlari, tibbiyot xodimlari, shifoxonalar, poliklinikalar va ambulatoriyalar sonining koʻpayishi bilan oʻlchandi. Sifatga zarar boʻlsada, miqdor koʻrsatkichlari ketidan quvishga katta eʼtibor qaratildi. Zoʻrma-zoʻraki ravishda davolash muassasalari sonini koʻpaytirishga harakat qilish tufayli shifoxona va boshqa davolash maskanlari qulaylikka ega boʻlmagan, moslashtirilmagan binolarda joylashtirildi. Davlat tomonidan belgilangan rejalarni oshirib bajarish uchun “qushib yozish” yoʻlidan borilib, yotoqxonalar, uy-joy binolarida kasalxonalar tashkil etildi. Shifoxonalarning moslashtirilgan binolarda joylashtirilganligi sababli ularda zamonaviy tibbiy texnika va apparatlar qoʻllash imkoniyati cheklandi. Sogʻliqni saqlash ishiga ajratilgan mablagʻlar koʻp hollarda toʻla obarcha sohalar jar yoqasiga kelib qolgan edi. Ittifoq aholisiga nisbatan kasallanish yuqori boʻlgan respublika aholisiga jami 71 ming 100 nafar shifokorlarlar xizmat koʻrsatgan. Istiqbol arafasida mamlakat aholisining 8 millionga yaqini xastaligi tufayli tibbiy muassasalarga murojaat etib turgan. Shulardan, qariyb, 240 ming nafari yuqumli kasalliklar, jumladan, 120 ming nafari gepatit bilan ogʻrigan boʻlsa, ularning 70 foizini bolalar tashkil qilar edi.[1,233] Bu raqamlar respublikada sohaning infratuzilmasi har jihatdan yetarlicha tashkil etib borilmaganligini koʻrsatar edi.

1991-yilda mustaqillikka erishgandan soʻng, tibbiyot tizimi sovet davridan qolgan moddiy-texnik baza bilan ishladi: koʻplab shifoxonalar va poliklinikalar eski binolarda, yetarli diagnostika uskunalari va zamonaviy asbob-uskunalarsiz qolgan.

Zarur kapital investitsiyalar yetishmasligi va eskirgan tibbiy jihozlar holati xizmat sifatiga salbiy taʼsir koʻrsatgan. Ayniqsa qishloq hududlarda infratuzilma sust va noteng taqsimlangan edi. Shu sababli mustaqillikning dastlabki yillarida sogʻliqni saqlash moddiy-texnik bazasi eskirgan, investitsiya darajasi past va infratuzilma muammolari mavjud edi.

Xususan, 1980-yil oxirlarida Namangan viloyat aholisi soniga nisbatan shifoxonalardagi oʻrinlar butun Ittifoqdagi koʻrsatkichlardan kam edi. Agar Respublikada 10000 nafar aholiga 101 ta oʻrin toʻgʻri kelgan boʻlsa, viloyatda ushbu raqam 88,3 tani tashkil etgan. Bunday koʻrsatkichlar Uychi tumanida 64,3 ta, Chustda esa 56 tani tashkil etardi. Kasalxonalardagi oʻrinlar yangi qurilgan shifoxonalar hisobiga atigi 35% ga toʻgʻri kelgan. Natijada, har bir bemorga 6,5 kvadrat metr joy boʻlishi oʻrniga 2–2,5 kvadrat metrdan joy toʻgʻri kelgan.[2,8]

Respublikaning aholi soni koʻp boʻlgan Fargʻona va Andijon viloyatlaridagi ahvol bundanda ogʻirroq edi. Respublika boʻyicha kolxozlar hisobidan 325 oʻrinli shifoxonalar va smenada 1





ming 238 qabulga mo'ljallangan poliklinikalar bunyod etildi. Andijon viloyati Qorako'l kolxozi qoshidagi shifoxona va Farg'ona viloyati Toshloq qishlog'idagi reabilitatsiya binosi shular jumlasidandir.[3,55]

Respublika 1995-yillarga nisbatan iqtisodiy jihatdan siljish holatiga kelganidan keyin eng avvalo aholi salomatligini muhofaza qilishga e'tibor qaratildi. Xususan birinchi navbatta respublikada mavjud shifoxonalarning moddiy-texnik holatini yaxshilash bo'yicha ishlar olib borildi.

Jumladan, Andijon viloyatida mustaqillikning ilk yillaridan aholi salomatligini saqlashda qator ibratli ishlar amalga oshirildi. Olimlarimiz e'tirof etganlaridek, xalq salomatligini saqlashda tibbiyotning roli 8–12 foizni tashkil qilib, 88–92 foizi ijtimoiy-maishiy ta'minot qay darajadali, irsiyat (odamning nasl-nasabi), aholini yashash sharoiti, turmush tarzi, atrof muhitning holati, ovqatlanish, madaniyatning rivojlanishi kabi muammolarning qay darajadali bog'liqdir. Qolaversa, xo'jalik, tashkilot, muassasa va korxonalarining rahbarlari fuqarolar sog'lom bo'lishsa, mehnat unumdorligi oshishiga, belgilangan rejalar bajarilishi mumkinligini tushunib yetdilar. Shu sababli xalq salomatligini saqlashda faqat tibbiyot xodimlari bosh qotiribgina qolmay, barcha tashkilot, xo'jalik, korxonalar rahbarlari ishchi-xizmatchilarning salomatligini saqlash borasida ko'plab ishlar amalga oshirili.

Andijon viloyatida 1995-1998 yillar mobaynida 26 ta zamonaviy davoxona qurilib, foydalanishga topshirildi. Ayniqsa, Paxtaobod, Qo'rg'ontepa, Bo'z va Andijon tuman hokimliklari, Andijon to'qimachilik kombinati, Xo'jaobod tumanidagi Madiyev nomli bog'dorchilik davlat xo'jaligi, Qo'rg'ontepa paxta tozalash zavodi, viloyat suv xo'jaligi boshqarmasi va boshqa qator korxona hamda qurilish tashkilotlari, avtotransport korxonalari, jamoa xo'jaliklari rahbarlari o'z fuqarolarining dam olishi, sog'liklarini yaxshilashlari uchun davoxona va sanatoriy-profilaktoriylar qurdilar, borlari ta'mirlandi.

Marhamat tumanidagi 70 o'rinli "Marhamat" sanatoriy-profilaktoriyasi, Qo'rg'ontepa tumanidagi 600 qabulga mo'ljallangan shifoxona, Izboskan tumanidagi sanitariya-epidemiologiya stansiyasi, Xonobodagi bir smenada 410 qatnovga mo'ljallangan poliklinika, Andijon shahrida qad rostlagan stomatologiya poliklinikasi shular jumlasidandir.

Shuningdek, Paxtaobod tumanida 150 o'rinli markaziy shifoxona, Izboskan tumanida 150 o'rinli yuqumli kasalliklar shifoxonasi, Marhamat va Komsomolobod tumanlarida ona va tug'ruq uylari, Andijon tumani markaziy shifoxonasi hamda Jalolquduq tumanida 60 o'rinli shifoxona qurildi. Viloyatdagi 133 qishloq vrachlik ambulatoriyasining ko'pchiligi, Avvalyanov tumanidagi 14 ta ana shuday shifoxonalardan 11 tasi Paxtaobod tumanidagi kasalliklarni davolash uchun zarur barcha qulayliklarga ega binolarda faoliyat ko'rsatdi. Bu davolash muassasalarida har bir bemorga mo'ljallangan o'rinlarni ikki barobarga kengaytirish imkonini berdi.

Agar 1995-yillarda bir o'ringa 2–3 kvadrat metr joy to'g'ri kelgan bo'lsa, 1998-yilga kelib, 7–8 kvadrat metr to'g'ri kelmoqda. Onalik va bolalikni muhofaza qilish, tug'ruq yoshidagi ayollarni sog'lomlashtirish, homilador onalar va bir yoshgacha bo'lgan go'daklar o'limining oldini olish, sog'lom avlod uchun kurash bugunning bosh vazifasi hisoblanadi. Respublika Sog'liqni saqlash vazirligining bu boradagi "Kompleks dasturi" asosida viloyat sog'liqni saqlash bo'limining tadbirlarini ishlab chiqdik.[4,253]

Ana shu dastur asosida tug'ruq yoshidagi 447 ming nafar ayolning barchasi dispanserlik ko'rigidan o'tkazildi. Ularning ko'pchiligida ginekologik dardlardan tashqari kamqonlik, buyrak va yurak hamda boshqa xastaliklar borligi aniqlandi. Ko'rik natijalariga ko'ra xotin-qizlar maslahatxonalari faoliyatini kengaytirish, lozim bo'lganda homilador ayolni ginekolog va pediatrdan tashqari boshqa mutaxassislar ishtirokida tibbiy ko'rikdan o'tkazish belgilandi.

Ko'rik natijalariga ko'ra xotin-qizlar maslahatxonalari faoliyatini kengaytirish, lozim bo'lganda homilador ayolni ginekolog va pediatrdan tashqari boshqa mutaxassislar ishtirokida tibbiy ko'rikdan o'tkazish, qo'shimcha muolajalar belgilash chora-tadbirlarini ko'rdik.





Ayollar uchun xizmat qiladigan 28 ta tug‘ruq uylari va bo‘limlari qayta jihozlanib, bolalar va ayollarga jadal hamda reanimatsion yordam ko‘rsatish maqsadida 1-viloyat bolalar klinik shifoxonasida reanimatsion brigada, 1-shahar klinik shifoxonasida kasal tug‘ilgan chaqaloqlarga yordam ko‘rsatuvchi neonatologik markaz, tumanlarda esa ayollarga jadal yordam beruvchi gematologik brigadalar tashkil etildi.

Shuningdek, tug‘ruqxonalar huzurida qon ketishini kamaytirishda yordam beradigan akusher-ginekolog, reanimatolog, gematolog va laborant shifokorlardan iborat reanimatsion brigadalar xizmati yo‘lga qo‘yildi. Ko‘rilgan chora-tadbirlar o‘z samarasini berdi. Natijada inqirozli holatdagi onalar va bir yoshgacha bo‘lgan bolalar o‘limi 1,5–2 barobarga kamaydi, shuningdek kasal, nogiron va nimjon chaqaloqlar tug‘ilishi sonini kamaytirishda ham ijobiy siljishlarga erishildi.

Namangan viloyatida mustaqillikning dastlari yillarida 19110 o‘ringa ega bo‘lgan 120 ta kasalxona, 12 ta sanatoriya, 45 ta qishloq uchastka kasalxonasi, 470 ta feldsher-akusherlik punktlari faoliyat ko‘rsatdi. Dorixonalar soni 157 taga yetdi. Viloyatda respublika ahamiyatiga molik “Chortoq”, “Paxtaliko‘l”, “Parda Tursun” sanatoriylari qayta tashkil etildi. 1991 yil sog‘liqni saqlash tarmog‘iga ajratilgan byudjet-mablag‘ 14,5 mln. so‘mni tashkil etdi. Har bir kishiga yetadigan mablag‘ 96 so‘mdanga to‘g‘ri keldi.

1994 yili viloyatda 16 ta “Tez yordam” stansiyasi faoliyat yuritdi. Chunonchi, 1992-1994 yillarda Go‘zal mavzesida ko‘p tarmoqli bolalar shifoxonasi, ona va bola birga bo‘lishiga mo‘ljallangan tug‘ruqxona, ayollar maslaxatxonasi, Uychi, Uchqo‘rg‘on, Chortoq tumanlarida eng zamonaviy tibbiyot jihozlari, asbob-uskunalar bilan ta‘minlangan poliklinika, tibbiyot punktlari, Chernobil halokati qatnashchilari uchun sanatoriya, Namangan shahrida yurak xastaliklarini davolovchi kardiologiya markazi barpo etildi.

Namangan viloyatida mustaqillikning 10 yili mobaynida 104 ta qishloq shifokorlik punktlari barpo etildi, 41 ta qishloq shifokorlik ambulatoriyasi va feldsher-akusherlik punktlari qishloq shifokorlik punktlariga aylantirildi. Shu davrda 1505 o‘rinli kasalxona, bir smenada 43,7 ming bemorni qabul qiluvchi poliklinikalar qurib bitkazildi, shoshilinch tibbiy yordam markazi, viloyat ko‘p tarmoqli kasalxonasi, o‘sma kasalliklar, Namangan shahar onalar va bolalar fizioterapevtik, yuqumli kasalliklar kasalxonasi foydalanishga topshirildi. Ular zamonaviy tibbiyot apparatlari, asbob-uskunalar bilan jihozlandi. Namanganda Semashko nomidagi respublika fizioterapevtik ilmiy tadqiqot instituti, respublika akusherlik va ginekologiya ilmiy tadqiqot instituti hamda respublika salomatlik institutlarining viloyat filiallari, nevrologiya, endokrinologiya va urologiya markazlari faoliyat ko‘rsatmoqda.[5,138]

Farg‘ona viloyatida aholini tibbiy yordam bilan ta‘minlash samaradorligini oshirish maqsadida pullik xizmatlar yo‘lga qo‘yilgan bo‘lib, 1991-yilda 100 dan ortiq pullik tibbiy xizmat turlari shakllantirildi. Faqatgina o‘tgan yilda aholiga 5 million 779 ming so‘mlik pullik tibbiy xizmat ko‘rsatilgan bo‘lsa, ushbu ko‘rsatkich 1990-yilga nisbatan 1,7 barobar ko‘p ekanligini namoyon etdi. Hududda 3 ta markaziy, yuqumli kasalliklar hamda Oxunboboyev qishloq kasalxonalari faoliyat yuritadi. Ular 480 o‘ringa mo‘ljallangan. Shuningdek, markaziy poliklinika, oltita jamoadan iborat “Tez tibbiy yordam” stansiyasi mavjud edi. 1991-yilda 2 ta qishloq shifokorlik punktlari, 1 ta feldsherlik-akusherlik maskani barpo etildi. Tumanda shifokorlar bilan ta‘minlanish darajasi har 10.000 nafar aholiga 2,8 ni tashkil etdi. 1992-yilda 17 ta oliy ma‘lumotli pediater-shifokor faoliyat yuritgan. “Sog‘lom avlod dasturi” doirasida 14 yoshgacha bo‘lgan bolalar sog‘lig‘ini tiklash bo‘yicha nodavlat tashkilotlar va chet el hamkorlari bilan hamkorlik yo‘lga qo‘yildi.

1992-yilda Farg‘ona viloyati markazida jonlantirish bo‘limi ish boshladi. Ushbu bo‘lim 6 o‘ringa mo‘ljallangan bo‘lib, u turli xil tibbiy uskunalar bilan jihozlandi. Bu yerda Polshada ishlab chiqarilgan, davolash jarayonini kuzatuvchi “Kordiorepiromonitor-RMN-201” apparati o‘rnatilgan bo‘lib, u birdaniga olti nafar bemorning ahvolini nazorat qilish imkonini beradi. O‘zbekistonda ishlab chiqarilgan “Defibrilyator”, bemorga kislorod yetkazib beruvchi “KIS-2”,





ma'lum vaqt davomida to'xtagan yurak faoliyatini elektr toki yordamida tiklaydigan "EKS-15-4", "EKS-PD" kabi tibbiy uskunalar bo'lim ishini rivojlantirishga xizmat qildi. Ushbu bo'limda o'tkir yurak yetishmovchiligi, yurak ishida kuzatilgan nuqsonlar – gipertoniya krizi, yurak ishemik kasalligining og'ir shakllari bilan og'rikan bemorlarni davolash ishlari yo'lga qo'yildi.

O'zbekiston Respublikasi Vazirlar Mahkamasining 1996 yil 21 maydagi "O'zbekiston Respublikasi qishloqlari ijtimoiy infratuzilmasini 2000 yilgacha bo'lgan davrda rivojlantirish davlat dasturi to'g'risida"gi qaro-riga muvofiq, sog'liqni saqlash sohasida mutlaqo yangi muassasa – qishloq vrachlik punktlari tashkil etish va aholiga dastlabki feldsherlik yordami emas, balki malakali vrachlik yordami ko'rsatish ko'zda tutildi. Qishloq vrachlik punkti uchun hamma ko'rsatkichlar: moddiy ta'minot, kadrlar, zamonaviy asbob-uskunalar va dori-darmonlar bilan ta'minlash bo'yicha xalqaro standartlarga mos keladigan maxsus mezon ishlab chiqildi"

Aynan mustaqillikdan keyingi amaliy ishlar natijasida "respublika tibbiyoti erishgan natijalardan eng muhimi, onalar va bolalar o'limi kamaydi. Hukumat tomonidan ishlab chiqilgan "Homilador ayollarni va bolalar salomatligini mustahkamlash" bo'yicha milliy dasturi, hamda "Yosh avlodni sog'lomlashtirish kompleks Dasturi"ning ishlab chiqilganli-gi va amalga oshirilishi natijasida 1996 yilda onalar o'limi 1991 yilga nisbatan 4,4 marta, chaqaloqlar o'limi esa 1,8 marta kamaydi".[6,144]

Farg'ona viloyatida 1998–2005-yillarga mo'ljallangan dastur ishlab chiqilgan bo'lib, ushbu rejaga ko'ra viloyat shahar va tumanlarida shoshilinch tibbiy xizmatni qamrab olgan tezkor yordam ko'rsatish ilmiy markazining viloyat filiali faoliyat olib bordi. Shahar va tuman markaziy shifoxonalari negizida ham tez tibbiy yordam ko'rsatish bo'yicha 18 ta bo'lim faoliyat yuritdi. Shahar va qishloqlarda aholiga qonuniy asosda tibbiy xizmat ko'rsatish imkoniyatiga ega bo'lgan 8 ta silga qarshi dispanser, 16 ta yuqumli kasalliklar shifoxonasi, 3 ta ruhiy kasalliklar shifoxonasi, 8 ta qishloq uchastka shifoxonalari faoliyati yo'lga qo'yildi. Qishloq vrachlik ambulatoriyalari, poliklinika muassasalari, qishloq shifokorlik punktlari soni 501 taga yetkazildi. Poliklinikalarda 1–2 o'ringa ega bo'lgan xonalar tashkil etildi. 1999-yilda tibbiy xizmat ko'rsatish muassasalari soni 57 taga yetgan bo'lsa, 2000–2001-yillarga kelib ularning soni 87 taga oshdi

1998-yillarga kelib aholi zich joylashgan Farg'ona vodiysida, ayniqsa shaharlarda, tabiatga odamzotning salbiy ta'siri natijasida atrof-muhit buzilishi hamda atmosfera havosining bulg'anishi bilan bog'liq yuzaga kelgan holatlarni bartaraf etish uchun qulayliklar yaratish borasida shoshilinch chora-tadbirlar ko'rildi. Jumladan, profilaktika ishlarini yanada yaxshilash, aholini yalpi tibbiy ko'rikdan o'tkazish hamda davolashning tez va samarali usullarini qo'llash yo'lga qo'yilmoqdi.

Bozor munosabatlariga o'tish sharoitida aholiga tibbiy xizmat ko'rsatish, sog'liqni saqlash va uni mustahkamlash masalalari birinchi navbatdagi vazifa sifatida belgilandi. Davolash-profilaktika muassasalarining moddiy-texnika bazasini yaxshilashga alohida e'tibor qaratildi. Vodiyning barcha shaharlarida bir qator zamonaviy tibbiyot muassasalari foydalanishga topshirildi.

Birgina 1998-yilning o'zida Qo'qon shahrida hozirgi zamon talablariga to'liq javob beradigan, vodiya yagona bo'lgan 140 o'rinli ko'z kasalliklari shifoxonasi, 60 o'rinli bolalar jarrohlik kasalxonasi, shuningdek bir kunda 250 nafar bemorni qabul qila oladigan, barcha zarur anjom-uskunalar bilan jihozlangan shifoxona foydalanishga topshirildi.

Andijon shahrida 600 nafar bemorni qabul qilish quvvatiga ega bo'lgan 5-poliklinika binosi, kuniga 250 nafar bemorni qabul qilish imkoniyatiga ega bo'lgan shahar stomatologiya poliklinikasi, quvvati 300 kishilik 1-va 2-o'smirlar poliklinikasi, 2-kattalar poliklinikasi binosi hamda yiliga 75 ming chaqiruvga xizmat ko'rsatuvchi shahar "Tez tibbiy yordam" stansiyasi binosi qurilib, foydalanishga topshirildi. Qo'rg'ontepa shahrida 600 qabulga mo'ljallangan, 15 bo'limdan iborat shifoxona, 30 o'rinli kunduzgi shifoxonasi mavjud bo'lgan poliklinika bir yil ichida qurilib, zamonaviy asbob-uskunalar bilan jihozlandi.





Namangan shahrida esa onalar va bolalar salomatligini muhofaza qilish markazi, ko'p tarmoqli bolalar shifoxonasi, 100 o'rinli kardiologiya markazi, 120 o'rinli o'sma kasalliklari shifoxonasi, yuqumli kasalliklar shifoxonasi, Namangan avrli gazlamalar ishlab chiqarish birlashmasiga qarashli sanatoriy-profilaktoriyning ikkinchi navbati, shahar "Tez yordam" shifoxonasi hamda viloyatda birinchi bo'lgan 25 o'rinli ko'krak kasalliklari bo'limi tashkil etildi.

Bundan tashqari, Namangandagi "Elektroterm" ishlab chiqarish birlashmasi qoshida faoliyat ko'rsatib kelayotgan bir qator ichki ishlab chiqarish bo'linmalari, jumladan, bemorlikka chalingan kishilarni davolashga ixtisoslashgan shifoxona urologiya markaziga aylantirildi. Shuningdek, Andijon ip-gazlama ishlab chiqarish birlashmasi qoshidagi salomatlik bo'linmasida murakkab kardiologik operatsiyalar o'tkazilmoqda. Tibbiyot ilmi bilimdonlari, qobiliyatli mutaxassislar tomonidan zamonaviy davolash usullari amaliyotga joriy etildi. Yangi qurilib foydalanishga topshirilayotgan muassasalarni zamonaviy tibbiyot jihozlari va uskunolari hamda dori-darmon bilan ta'mindi.

Namangan shahrida yangi ishga tushirilgan elektr tarmoqlari korxonasining 60 o'rinli shifoxonasi 10 million so'mlik zamonaviy tibbiy jihozlar bilan ta'minlandi. Andijondagi kardiologiya markazi ham Germaniya, AQSh, Yaponiya, Shvetsiyadan keltirilgan zamonaviy tibbiy anjomlar bilan jihozlandi.

Sog'liqni saqlash tizimining birlamchi bo'g'inini mustahkamlash maqsadida 2001-yilga kelib Respublikamizda 1626 ta QVP, shu jumladan 857 tasi yangi qurilish va 769 tasi qayta o'zgartirish hisobiga ishga tushirildi. 2005-yilning yakuniga kelib qishloq vrachlik punktlarining soni 2800 taga yetishi lozim.

Xulosa. Ushbu jarayonlarni tahlil etishda QVP lar tashkil qilish rejasi hamma vaqt ham o'z vaqtida bajarib borilmaganligini aniqladi. Masalan, 2001 -yilda Davlat Dasturi bo'yicha 371 ta, hokimiyat tomonidan 271 ta qishloq vrachlik punktlari tashkil etilishi ko'zda tutilgan bo'lsa haqiqatda 242 ta qishloq vrachlik punktlari foydalanishga topshirilgan. Bundan shuni ko'rishimiz mumkinki Davlat dasturini bajarish borasida jiddiy qiyinchiliklarga duch kelingan. Jumladan, yangi qurilish hisobiga 110 ta, qayta o'zgartirish hisobiga esa 132 ta QVP ochilgan. Bu esa 2001 -yilda yillik rejaning 65,2 foizga bajarilganligini ko'rsatadi. Qishloq vrachlik punktlarining qurilishi bu davrda Farg'ona, Sirdaryo, Samarqand va Qashqadaryo viloyatlarida birmuncha og'ir kechganligini ko'rishimiz mumkin. Ammo hukumatning say harakatlari bilan bunday qiyinchiliklar yengib o'tildi. 2013 -yilga kelib Qishloq vrachlik punktlarining soni va ularda ko'rsatilayotgan xizmatlarning soni va salmog'i ortdi. Bugungi kunda eng chekka tumanlardagi xotin-qizlar va bolalarga ham malakali tibbiy yordam ko'rsatilmoqda. Zamonaviy apparatura bilan jihozlangan qarib 3200 Qishloq vrachlik punkti tashkil etildi.

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RENAISSANCE

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Abstract. The Renaissance, which was marked by a resurgence of classical education, humanist philosophy, and creative innovation, represents a significant turning point in the history of English literature. The Renaissance, which had a significant impact on literature, education, and culture, began in Italy in the fourteenth century and made its way to England in the late fifteenth and early sixteenth centuries. While retaining close ties to moral and theological traditions, English Renaissance literature shows a rising interest in the individual, secular life, and intellectual inquiry. This article highlights the English Renaissance's enduring influence on the evolution of English literature by analyzing its historical context, key literary styles, prevailing topics, and representative authors.

KEYWORDS: English Renaissance, humanism, Elizabethan literature, drama, poetry, Shakespeare, classical revival

Introduction. The Renaissance, which translates to "rebirth," was a philosophical and cultural movement that marked the end of the medieval era and the beginning of the modern era. The early sixteenth and mid-seventeenth centuries (c. 1500–1660) in England are considered to be the Renaissance, which includes the Tudor and early Stuart eras. Significant shifts in philosophy, education, religion, and artistic expression occurred during this time, all of which influenced the creation of literature.

Classical Greek and Roman writings, which were rediscovered and studied by academics motivated by humanist principles, had an impact on the development of English Renaissance literature. In contrast to the purely religious focus of medieval literature, writers started to concentrate on human potential, individuality, and worldly experience.

European humanism, which placed a strong emphasis on education, classical education, and the study of humanities like philosophy, rhetoric, and history, had an impact on the development of the English Renaissance. Humanist scholars held that moral character and civic duty might be enhanced by studying ancient literature. The emergence of Renaissance literature in England was influenced by a number of historical causes. William Caxton's development of the printing press in 1476 promoted literacy and increased access to literature. The Protestant Reformation changed religious doctrine and undermined the Catholic Church's absolute power, giving authors more freedom to express their opinions. England's worldview was





broadened by exploration and scientific curiosity, which brought in fresh concepts and cultural viewpoints. Renaissance literature is marked by a strong interest in classical antiquity, particularly the works of Greek and Roman authors such as Homer, Virgil, Plato, and Aristotle. Writers adopted classical forms, genres, and themes while adapting them to English culture. A central feature of Renaissance literature is humanism, which focuses on the dignity, potential, and complexity of human beings. Literature increasingly explored individual emotions, ambitions, and moral conflicts. Secular themes such as love, power, beauty, and political authority gained prominence, although religious concerns remained important.

Sir Thomas Wyatt and Henry Howard, Earl of Surrey, introduced the sonnet form to English literature, adapting it from Italian poets such as Petrarch. Their work laid the foundation for later Elizabethan poets.

Edmund Spenser stands as one of the most important Renaissance poets. His epic poem *The Faerie Queene* (1590–1596) combines classical epic traditions with medieval romance and moral allegory. The poem celebrates virtues such as holiness, temperance, and justice, reflecting both Renaissance humanism and Protestant ethics.

Conclusion. A crucial phase in the evolution of English literature is the Renaissance. Renaissance literature changed the style and content of English writing by emphasizing humanism, classical education, and creative invention. Prose, drama, and poetry all attained unprecedented levels of complexity as authors examined the intricacies of the human condition in ways that still have an impact on modern literature. English literature became a significant cultural force thanks to the accomplishments of Renaissance writers, particularly in poetry and play. The Renaissance established the creative and intellectual foundation for the subsequent development of English literary history by fusing medieval customs with contemporary viewpoints.

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THE DEVELOPMENT OF ENGLISH LITERATURE (PERIODIZATION)

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ABSTRACT. The historical, cultural, political, and intellectual growth of England and, subsequently, the English-speaking world are reflected in the evolution of English literature. A methodical framework for comprehending how literature has evolved throughout time in response to changing societal values, historical occurrences, and artistic trends is provided by literary periodization. Every literary era, from the oldest Old English texts to the most recent postmodern pieces, has unique traits in terms of language, genre, theme, and style. Using a periodized approach, this article explores the major phases in the evolution of English literature, emphasizing significant literary movements, exemplary writers, and distinguishing characteristics. The study shows how English literature has consistently changed while upholding a rich and significant history by charting literary development across centuries.

KEYWORDS: English literature, literary periodization, historical development, literary movements, major periods, literary history

INTRODUCTION. The idea of periodization, which splits literary history into discrete stages according to similar traits, historical circumstances, and aesthetic principles, is strongly related to the study of English literature. Scholars and students can better comprehend how literary styles, ideas, and language have changed over time thanks to periodization. English literature did not start in a vacuum; rather, it developed in tandem with religious and political shifts, scientific advancements, and cross-cultural interactions.

The Norman Conquest of 1066 marked a turning point in English history and literature. French and Latin influences reshaped the English language, leading to the development of Middle English. Literature of this period reflects feudal values, courtly love, and religious devotion. Geoffrey Chaucer stands as the most significant figure of Middle English literature. His masterpiece, *The Canterbury Tales*, presents a vivid portrayal of medieval society through a diverse group of characters, combining realism, humor, and moral insight. Other important genres include mystery plays, morality plays, and religious writings, which were closely tied to the Church and communal life. The Renaissance brought a revival of classical learning and humanism to England. This period emphasized individual potential, artistic creativity, and intellectual curiosity. Literature became more refined in style and expanded in form, particularly in poetry and drama.

William Shakespeare dominates the literary landscape of the English Renaissance. His plays and sonnets explore universal themes such as love, power, ambition, and human conflict with unmatched depth and linguistic brilliance. Other





notable writers include Christopher Marlowe, known for his dramatic intensity, and Edmund Spenser, whose epic poem *The Faerie Queene* reflects Renaissance ideals and moral allegory.

The Neoclassical period, also known as the Age of Reason, emphasized order, balance, clarity, and rational thought. Influenced by classical Greek and Roman models, writers valued discipline and formal structure in literature.

Romanticism emerged as a reaction against the rationalism and formality of Neoclassicism. Romantic writers emphasized emotion, imagination, nature, and individual experience. This period coincided with major political events such as the French Revolution and the early stages of industrialization.

The Victorian period corresponds with the reign of Queen Victoria and represents a time of rapid social, economic, and technological change. Industrialization, urbanization, and empire expansion deeply influenced literary themes.

The modern period reflects a break from traditional forms and values, influenced by World War I, technological advancement, and changing social norms. Writers experimented with narrative structure, language, and perspective.

Postmodern literature emerged after World War II, characterized by skepticism toward grand narratives, playful experimentation, and intertextuality. Writers often blurred the boundaries between reality and fiction.

CONCLUSION. Periodization of English literature illustrates a dynamic and changing heritage molded by cultural and historical change. Every literary era responds to past customs and current issues while offering distinctive forms, subjects, and styles. A useful framework for comprehending how English literature has developed from its oral origins to a sophisticated, worldwide phenomenon is periodization. Readers can learn about literary history as well as the intellectual and social influences that have influenced human expression across ages by studying these eras. English literature is still a living culture that is constantly evolving while maintaining its rich history.

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NINETEENTH CENTURY BRITISH (C. 1815-1900) - THE VICTORIAN AGE (1837-1901), LITERATURE IN ENGLISH, 1830–1910

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Abstract. British literature from the nineteenth century captures the significant intellectual, social, and political changes that occurred in England between the end of the Napoleonic Wars and the start of the twentieth century. Rapid industrialization, urbanization, scientific advancement, and imperial expansion all had a profound impact on literary production during this time, especially the Victorian Age (1837–1901). Literature developed became a potent tool for examining issues such as gender roles, social inequity, moral responsibility, religious uncertainty, and the conflicts between tradition and advancement.

Keywords: Nineteenth-century British literature, Victorian Age, realism, industrialization, social criticism, English novel, poetry, empire.

Introduction. The literature of the nineteenth century effectively conveys the complexity of this age, which was one of the most dynamic and transformative times in British history. British literature evolved in close tandem with historical development during the Victorian Age, which was officially designated as Queen Victoria's reign from 1837 to 1901. This period roughly spanned from 1815 to 1900. A new political order in Europe began with Napoleon's defeat in 1815, and Britain became the leading economic and imperial power. Literary topics, genres, and goals were significantly impacted by these advances.

English literature changed from Romantic idealism to realism, social criticism, and psychological depth between 1830 and 1910. In order to expose social injustice, class struggle, and moral quandaries, writers increasingly concentrated on the lives of common people. Literature evolved from an artistic medium to a tool for social change and engagement. Overcrowding, unfavorable working conditions, child labor, and pervasive poverty were all consequences of urbanization.

During the Victorian era, the book became the most popular literary genre. Victorian novelists frequently used fiction as a vehicle for social criticism and sought to accurately and morally depict reality. By focusing on character development, intricate surroundings, and moral quandaries, realism enabled authors to depict ordinary life. Charles Dickens stands as the most influential novelist of the period. His works, including *Oliver Twist* (1837–1839), *David Copperfield* (1849–1850), and *Hard Times* (1854), exposed social injustices such as poverty, child exploitation, and the dehumanizing effects of industrialization. Dickens combined realism with vivid characterization and emotional appeal,





making his social critiques accessible to a wide audience. Victorian faith in progress started to wane by the late nineteenth century. Growing pessimism, artistic experimentation, and a reevaluation of moral convictions were all evident in literature. Authors like Thomas Hardy portrayed people battling against apathetic natural forces and social norms. *Tess of the d'Urbervilles* (1891), one of Hardy's novels, questioned Victorian moral standards and emphasized human misery.

Conclusion. Literature during this century actively addressed the difficulties of contemporary living, shaped by industrialization, scientific advancement, and social change. Writers explored moral obligation, societal injustice, psychological depth, and cultural change through prose, poetry, and novels. Early in the twentieth century, the Victorian emphasis on social participation, ethical inquiry, and realism left a lasting influence. In addition to reflecting its historical setting, nineteenth-century British literature contributed to the development of the moral and intellectual underpinnings of contemporary English literature by bridging Romantic idealism and modernist experimentation.

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Xitoy tilida inkor kategoriyasining grammatik va semantik xususiyatlari

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Annotatsiya. Ushbu maqolada zamonaviy xitoy tilidagi inkor konstruktsiyalarining grammatik va semantik xususiyatlari har tomonlama tahlil qilinadi. Asosiy inkor partiklari — 不 (bù), 没 (méi), 非 (fēi), 勿 (wù) va 别 (bié) — ning sintaktik joylashuvi, ularning zamon va holatga bog'liq qo'llanishi, shuningdek, emotsional va diskursiv funksiyalari o'rganiladi. Xitoy tili negatsiyasi orqali inkor faqat grammatik vosita bo'lib qolmay, balki semantik konnotatsiyalarni ham ifodalaydi. Maqola zamonaviy tilshunoslikdagi yondashuvlar va ishonchli manbalar asosida yozilgan.

Kalit so'zlar: xitoy tili, inkor, negatsiya, semantika, grammatika, partikla, diskurs, pragmatika, bù, méi.

Annotation. This article provides a comprehensive analysis of the grammatical and semantic properties of negation in Modern Standard Chinese. It explores the main negation particles — 不 (bù), 没 (méi), 非 (fēi), 勿 (wù), and 别 (bié) — their syntactic positioning, temporal and contextual usage, as well as emotional and discursive functions. The study shows that negation in Chinese serves not only as a grammatical marker but also carries rich semantic and pragmatic implications. The article draws upon established linguistic sources and modern theoretical perspectives.

Key words: Chinese language, negation, negating expressions, semantics, grammar, particle, discourse, pragmatics, bù, méi.

Inkor (negatsiya) – bu har qanday tabiiy tilning ajralmas sintaktik va semantik elementi bo'lib, biror voqelik, xatti-harakat yoki sifatning mavjud emasligini ifodalaydi. Xitoy tili turkiy tillardan farqli ravishda analitik tuzilishga ega bo'lib, unda inkor vositalari o'ziga xos grammatik qonuniyatlarga asoslanadi. Ushbu maqolada zamonaviy standart mandarin (putonghua 普通话) doirasida inkor partiklari va ularning ishlatilish kontekstlari tahlil qilinadi.

Xitoy tilida eng keng tarqalgan inkor vositalari quyidagilar:

- 不 (bù) – umumiy inkor, hozirgi yoki kelasi zamonda ishlatiladi.
- 没 / 没有 (méi / méiyǒu) – o'tgan zamon yoki mavjudlikning inkor qilinishi.
- 非 (fēi) – adabiy, rasmiy uslubda ishlatiladigan kuchli inkor vositasi.
- 勿 (wù) – buyruq inkori (salbiy imperativ), rasmiy uslubda.
- 别 (bié) – norasmiy nutqda salbiy buyruq ifodasi.

1. 不 (bù)

不 – eng ko'p qo'llaniladigan negatsiya partiklasidir. U fe'l oldidan keladi va odatda hozirgi yoki kelasi zamonni inkor qiladi:





我不去。

Wǒ bù qù. – Men bormayman.

2. 没 / 没有 (méi / méiyǒu)

Ushbu shakl o'tgan zamonda yoki mavjudlikni inkor qilishda ishlatiladi:

他没来。

Tā méi lái. – U kelmadi.

我没有钱。

Wǒ méiyǒu qián. – Menda pul yo'q.

3. 非 (fēi)

Ko'proq yozma nutqda yoki aforizmlarda uchraydi:

非礼勿视。

Fēi lǐ wù shì. – Odobsizlik – qarama.

4. 勿 (wù) va 别 (bié)

Bu ikki partikla salbiy buyruqni ifodalaydi. 勿 – rasmiy va qadimiy shakl, 别 esa norasmiy shakl:

勿忘国耻。

Wù wàng guó chǐ. – Milliy uyatni unutma.

别说话!

Bié shuō huà! – Gapirma!

Xitoy tilida inkor partiklari nafaqat grammatik negatsiyani ifodalaydi, balki turli semantik vazifalarni ham bajaradi. Inkor vositalari orqali biror harakatning sodir bo'lmaganligi, mavjudlikning yo'qligi, istak yoki ehtimollikning rad etilishi kabi ma'nolar ifodalanadi. Shuningdek, inkor konstruktsiyalari orqali nutq egasining baholovchi munosabati, emotsional holati yoki ijtimoiy pozitsiyasi ham ifodalangan bo'lishi mumkin. Bu bo'limda xitoy tilidagi inkor konstruktsiyalarining asosiy semantik funksiyalari, ularning kontekstga bog'liq tarzda qanday ishlatilishi va turli pragmatik konnotatsiyalari tahlil qilinadi.

Xitoy tilidagi inkor partiklari nafaqat sintaktik jihatdan muhim, balki semantik jihatdan ham ko'p qirrali bo'lib, ular orqali vaqt, mavjudlik, ehtimol, istak va emotsional munosabatlar kabi turli semantik toifalar ifodalanadi (Li va Thompson S, 1981, 435-b). Ayniqsa, **bù** va **méi** partiklari voqelikni turlicha inkor qilish orqali harakatlarning zamoniy o'ziga xosligini namoyon qiladi:

1. Xatti-harakatni inkor qilish

我不吃肉。 – Men go'sht yemayman.

2. Holatni yoki mavjudlikni inkor qilish

他没有书。 – Unda kitob yo'q.

3. Majburiyat yoki ehtimolni inkor qilish

你不用去。 – Senga borish shart emas.

他不会来。 – U kelmasligi mumkin / kelmaydi.

4. So'zlamda e'tiroz yoki rad etish (diskursiv inkor)

不是我干的。 – Buni men qilmaganman.





Zhang ham xuddi shunday fikr bildiradi: negatsiya xitoy tilida nafaqat sintaktik darajadagi inkor, balki muloqotning illokutsional kuchini belgilovchi pragmatik vosita sifatida ham ishlaydi. Unga ko‘ra, inkor partiklari vositasida so‘zlovchi shubha, inkor, e’tiroz, shuningdek, ijtimoiy masofani ifodalay oladi (Zhang, 2013, 45-bet).

Xitoy tilida negatsiya operatori doimo **fe’l oldidan** keladi. Bu holat boshqa tillar (masalan, ingliz tili yoki o‘zbek tili) bilan solishtirilganda farqli sintaktik tuzilishga ega:

Til	Inkor pozitsiyasi
Xitoycha	Subyekt + inkor + fe’l
O‘zbekcha	Subyekt + fe’l + emas
Inglizcha	Subyekt + do not + fe’l

Bundan tashqari, **bù** va **méi** partiklari ishlatiladigan kontekstga qarab o‘zaro almashtirib bo‘lmaydi. Ular zamon, holat va fe’lning tabiati bilan chambarchas bog‘liq.

Ba’zi hollarda ikki inkor birikmasi semantik jihatdan ijobiy ma’no beradi (double negation):

他不是不懂。 – U tushunmaydi emas (ya’ni, u tushunadi).

Bunday uslubiy konstruksiyalar adabiy tilda, e’tirozli yoki inkor qilingan e’tirof holatida uchraydi.

Xitoy tilidagi inkor konstruktsiyalari, ularning grammatik va semantik funksiyalari har tomonlama o‘rganishga arziydigan mavzudur. Negatsiya vositalari — 不, 没, 非, 勿, 别 — fe’l bilan qanday bog‘lanishini tushunish, xitoy tili grammatikasining tub mohiyatini anglashga yordam beradi. Ular yordamida zamon, mavjudlik, e’tiroz, rad etish kabi mazmunlar ifodalanadi va til egiluvchanligining ifodasidir.

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The essence and structural components of reading competence

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Abstract. This scientific article provides a comprehensive analysis of the role of reading competence in modern pedagogy, its theoretical and methodological foundations, and its structural components. The study is grounded in the competency-based approach, functional literacy, and the cognitive-psychological mechanisms of reading activity. Based on international assessment programs—particularly PIRLS—conceptual approaches developed by the OECD, and UNESCO documents, the cognitive, operational, motivational-value, and reflective-evaluative components of reading competence are identified. The research findings contribute to improving the theoretical model for the development of reading literacy in primary education.

Keywords: reading competence, reading literacy, functional literacy, competency-based approach, PIRLS, primary education.

Introduction. In the 21st century, marked by globalization and the intensification of digital information flows, the primary task of the education system is not merely to equip learners with ready-made knowledge, but to teach them how to independently search for, analyze, interpret, and effectively apply information in real-life situations. Therefore, the competency-based approach has emerged as a leading methodological direction in modern pedagogy. Within this framework, reading competence serves as the foundation for the development of all key competencies, since reading activity underpins success in mathematics, natural sciences, social sciences, and even digital literacy. Scholarly sources emphasize that a learner's success in the educational process largely depends on their ability to work with texts.

In the PIRLS study, reading literacy is defined as “the ability to understand, use, and respond to written texts in order to participate effectively in society.” This approach elevates reading competence beyond narrow technical reading skills to the level of socio-intellectual activity. In the education system of Uzbekistan, the development of reading literacy from the primary grades has become one of the priority directions of state educational policy. From this perspective, an in-depth scientific analysis of the essence and structural components of reading competence constitutes a relevant scientific and pedagogical issue.

Research Methodology. The study employed the following research methods:

Systematic analysis of scientific literature – content analysis of international and national sources related to reading competence and reading literacy;

Content analysis – identification of key concepts and criteria presented in PIRLS, PISA, and UNESCO documents;





Comparative method – comparison of different scholars' views on reading competence;

Systemic-structural approach – examination of the components of competence as an integrated system;

Deductive and inductive analysis – deriving specific conclusions from general theoretical principles and vice versa.

Results. The findings of the study indicate that reading competence is a multifaceted pedagogical phenomenon consisting of four interrelated core components.

1. Cognitive Component: Mechanisms of Text Comprehension

The cognitive component constitutes the central core of reading competence. It encompasses learners' abilities to identify explicit information in texts, understand implicit meanings, determine cause-and-effect relationships, distinguish between main and secondary ideas, and comprehend text structure. Research shows that text comprehension in primary school students develops progressively: first, understanding explicit information; then interpreting implicit meaning; and finally, achieving the level of critical evaluation.

These stages are explicitly defined as key assessment criteria in the PIRLS framework.

2. Practical-Operational Component: Application of Knowledge

This component reflects the learner's ability to act based on the content of the read text. It includes:

- providing text-based answers to questions;
- working with tables, diagrams, and schemes;
- applying information from texts to real-life situations;
- finding solutions to problem-based situations.

In the PISA reading literacy framework developed by the OECD, reading literacy is assessed through the functional application of knowledge, highlighting the practical and real-life significance of reading competence beyond purely academic contexts.

3. Motivational-Value Component: Internal Motivation for Reading

The motivational component is one of the key factors ensuring the sustainability of reading competence. According to research, without learners' interest in reading, positive attitudes toward learning, and intrinsic motivation for independent reading, achieving high cognitive outcomes becomes difficult. UNESCO reports emphasize that reading culture is directly linked to an individual's overall cultural and social development.

4. Reflective-Evaluative Component: Critical Thinking

The reflective component serves as an indicator of advanced reading competence. It includes the learner's ability to express a personal response to the text, evaluate the author's ideas, analyze their own comprehension process, recognize errors, and make corrections. This component transforms the learner





from a passive consumer of information into an active, critically thinking individual.

Discussion. The analysis demonstrates that reading competence is not limited to mastering reading techniques alone. Rather, it ensures the integration of intellectual, social, and personal development processes. International research experience shows that education systems achieving high results organize reading lessons around analytical questioning, discussion, and reflection. When instruction focuses solely on speed and accuracy of reading, learners' critical and creative thinking potential remains underdeveloped. Therefore, the development of reading competence in primary education requires a comprehensive pedagogical approach.

Conclusion. In conclusion, developing reading competence in primary education is a crucial condition for improving the quality of education. The results of this study hold significant scientific and practical value for enhancing theoretical and applied practices aimed at improving reading literacy. These conclusions can be effectively applied in teacher education, curriculum development, and the modernization of assessment systems:

Reading competence occupies a central position in an individual's intellectual and social development.

Reading competence is a complex system consisting of cognitive, practical-operational, motivational-value, and reflective-evaluative components.

The formation of this competence at the primary education stage creates a solid foundation for future academic success.

An approach aligned with international assessment program requirements contributes to improving the quality of national education.

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Современные методы исследования и лечения больных с гепатитом С:(обзор литературы)

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Аннотация

Введение. Вирусный гепатит С остаётся одной из приоритетных проблем инфекционной патологии и общественного здравоохранения в связи с высокой распространённостью, преимущественно хроническим течением и риском развития цирроза печени и гепатоцеллюлярной карциномы.

Цель. Изучить современные особенности эпидемиологии, клинического течения, диагностики и лечения вирусного гепатита С, а также оценить эффективность существующих подходов к раннему выявлению заболевания.

Задачи исследования:

1. Проанализировать данные литературы по этиологии и патогенезу вирусного гепатита С;
2. Изучить основные пути передачи и эпидемиологические особенности HCV-инфекции;
3. Рассмотреть современные методы лабораторной и инструментальной диагностики вирусного гепатита С;
4. Оценить эффективность прямых противовирусных препаратов в лечении пациентов с хроническим гепатитом С.

Методы исследования. Анализ научной литературы, статистических данных, результатов клинико-лабораторных исследований, а также сравнительно-аналитический метод.

Научная новизна. Систематизации современных данных о диагностике и лечении вирусного гепатита С с учётом актуальных клинических рекомендаций и международных стандартов.

Практическая значимость. Возможность использования полученных результатов в клинической практике, а также в учебном процессе при подготовке врачей-инфекционистов и специалистов общественного здравоохранения.

Вывод. Ранняя диагностика и своевременное назначение прямых противовирусных препаратов являются ключевыми факторами снижения частоты осложнений и улучшения прогноза у пациентов с вирусным гепатитом С.

Ключевые слова: вирусный гепатит С, HCV, хронический гепатит, эпидемиология, диагностика, лечение, профилактика.

Основная часть.

Введение. Вирусный гепатит С является одной из наиболее актуальных проблем современной инфектологии и общественного здравоохранения. Это





обусловлено широкой распространённостью заболевания, высокой частотой хронического течения и значительным риском развития тяжёлых осложнений, таких как цирроз печени и гепатоцеллюлярная карцинома.[2,10] По данным Всемирной организации здравоохранения, миллионы людей во всём мире инфицированы вирусом гепатита С, при этом значительная часть пациентов длительное время не знает о своём заболевании.

Особенностью вирусного гепатита С является преимущественно бессимптомное или малосимптомное течение на ранних стадиях, что затрудняет его своевременную диагностику. В результате заболевание часто выявляется на поздних этапах, когда уже сформированы необратимые структурные изменения печени. Это обстоятельство определяет высокую медико-социальную значимость данной патологии и необходимость совершенствования подходов к раннему выявлению инфекции.[3,7]

Несмотря на отсутствие специфической вакцины против вирусного гепатита С, в последние годы достигнут значительный прогресс в лечении данного заболевания. Внедрение прямых противовирусных препаратов позволило существенно повысить эффективность терапии и добиться устойчивого вирусологического ответа у большинства пациентов. В связи с этим особую актуальность приобретает изучение современных аспектов эпидемиологии, клинического течения, диагностики и лечения вирусного гепатита С.

Хроническая инфекция вирусом гепатита С (HCV) остаётся одной из ключевых глобальных проблем гепатологии, являясь ведущей причиной цирроза печени, печёночной недостаточности и гепатоцеллюлярной карциномы при отсутствии эффективного лечения. Благодаря достижениям молекулярной биологии и фармакотерапии последние годы отмечены значительным прогрессом в диагностике и терапии этого заболевания. [5,8]

1. Современные методы диагностики

1.1 Скрининг и серологические тесты

Серологические тесты на антитела к HCV используются как первичный скрининг. Они позволяют выявить иммунный ответ организма на вирус, но не всегда отражают текущую инфекцию. [3,6]

Антиген-антитело тесты (Ag/Ab) повышают чувствительность диагностики на ранней стадии. [1]

1.2 Молекулярные методы (ПЦР)

ПЦР-диагностика HCV-РНК — «золотой стандарт» для подтверждения активной инфекции.[1,4]

Качественный ПЦР подтверждает наличие вируса.

Количественный ПЦР определяет вирусную нагрузку, что важно для мониторинга эффективности терапии и прогнозирования ответа на лечение.

Эти методы позволяют выявлять вирус уже на 1–2-й неделе после заражения, тогда как антитела формируются значительно позже. [8,9]

1.3 Оценка фиброза печени





Неинвазивные методы оценки фиброза (эластография, биомаркеры) активно используются вместо биопсии для определения стадии поражения печени, что важно для тактики лечения и прогнозирования.

Традиционная биопсия остаётся возможной, но применяется реже из-за риска осложнений. [5,7]

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2. Современные подходы к лечению

2.1 Прямоедействующие противовирусные препараты (DAA)

Одним из ключевых достижений последних лет стало внедрение прямодействующих противовирусных препаратов (DAA), которые нацелены на специфические вирусные белки и процессы репликации HCV. Эти препараты обеспечивают высокие уровни излечиваемости (SVR > 95 %) и лучшую переносимость по сравнению с более старыми режимами.

Примеры комбинаций DAA:

Glecaprevir/pibrentasvir — комбинированный препарат, активный против всех основных генотипов HCV, принимаемый перорально. [2,4]

2.2 Продолжительность и особенности терапии

Краткие курсы терапии (8–12 недель) для большинства пациентов при отсутствии тяжёлых осложнений.

Для пациентов с циррозом или предшествующей неудачей терапии возможны более длительные курсы или индивидуализированные схемы. [5,6]

2.3 Побочные эффекты и безопасность

Современные DAA обладают более благоприятным профилем безопасности, чем прежние режимы терапии на основе интерферона. Основные побочные явления включают головную боль, утомляемость и нарушения пищеварения.

3. Превентивные меры и дополнительные проблемы

Вакцина против гепатита С на настоящий момент не разработана, что делает профилактику крайне важной.

Основные меры включают:

1. тестирование донорской крови;
2. строгие правила асептики и контроля в медицинских учреждениях;
3. снижение рисков при инъекционных манипуляциях;
4. просвещение общественности по путям передачи HCV.

4. Преимущества современных подходов

Современные методы диагностики позволяют выявлять инфекцию на ранних стадиях, а высокоэффективные DAA-режимы обеспечивают излечение у подавляющего большинства пациентов. Такой прогресс в диагностике и терапии изменил естественное течение заболевания — значительно снижая развитие цирроза и гепатоцеллюлярной карциномы. [8,11]

Заключение. В последние годы диагностика и лечение гепатита С претерпели революционные изменения: молекулярные методы позволяют точно определять вирусную нагрузку, а прямодействующие антивирусные препараты обеспечили беспрецедентные уровни излечиваемости с





минимальными побочными эффектами. Несмотря на успехи, остаются важные задачи: отсутствие вакцины и необходимость профилактических мер, особенно в группах риска.[12,13]

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Barqaror rivojlanish konsepsiyasi va tabiiy fanlarning oʻrni

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Annotatsiya. Mazkur maqolada barqaror rivojlanish konsepsiyasi, uning asosiy maqsadlari va tamoyillari haqida fikr yuritiladi. Shuningdek, tabiiy fanlarning ushbu jarayondagi oʻrni, ularning inson faoliyati va atrof-muhit oʻrtasidagi muvozanatni taʼminlashdagi ahamiyati tahlil qilinadi. Maqolada ilm-fan va taʼlim tizimining barqaror rivojlanishga qoʻshayotgan hissasi ham yoritilgan.

Kalit soʻzlar: barqaror rivojlanish, tabiiy fanlar, ekologiya, iqtisodiyot, taʼlim, innovatsiya.

Kirish. Barqaror rivojlanish — bu iqtisodiy, ijtimoiy va ekologik tizimlarning oʻzaro uygʻunlikda rivojlanishini taʼminlashga qaratilgan konsepsiyadir. Bugungi globallashuv sharoitida insoniyat tabiiy resurslardan oqilona foydalanish, atrof-muhitni muhofaza qilish va kelajak avlodlar uchun qulay hayot sharoitini yaratish zaruratiga duch kelmoqda. Shu nuqtayi nazardan, tabiiy fanlarning rivoji va ularni amaliyotga tatbiq etish barqaror rivojlanishning asosiy omillaridan biridir.

Asosiy qism. Barqaror rivojlanish konsepsiyasi uchta asosiy yoʻnalish — iqtisodiy oʻsish, ijtimoiy adolat va ekologik barqarorlik tamoyillariga tayanadi. Tabiiy fanlar ushbu yoʻnalishlarning har birida muhim rol oʻynaydi. Masalan, ekologiya, kimyo, biologiya va geografiya fanlari orqali atrof-muhitni muhofaza qilishning ilmiy asoslari ishlab chiqiladi. Fizika va muhandislik fanlari esa energiya manbalarini tejash, qayta tiklanuvchi resurslardan foydalanish texnologiyalarini yaratishda asosiy rolga ega.

Tabiiy fanlar nafaqat ekologik muammolarni hal etishda, balki iqtisodiy rivojlanishning barqarorligini taʼminlashda ham bevosita ishtirok etadi. Ilmiy tadqiqotlar natijasida yangi texnologiyalar, resurslarni tejoyvchi ishlab chiqarish usullari va atrof-muhitga zarar yetkazmaydigan innovatsion yondashuvlar ishlab chiqilmoqda.

Taʼlim tizimida tabiiy fanlarga eʼtibor kuchaytirilishi yosh avlodda ekologik madaniyatni shakllantiradi. Bu esa barqaror rivojlanish gʻoyalarining keng joriy etilishiga xizmat qiladi. Shu bilan birga, ilm-fanning iqtisodiyot va siyosat bilan integratsiyasi barqarorlikni taʼminlashda muhim ahamiyat kasb etadi.

Xulosa. Xulosa qilib aytganda, barqaror rivojlanish konsepsiyasi insoniyatning hozirgi va kelajak avlodlari uchun qulay hayot sharoitlarini yaratishga xizmat qiladi. Bu jarayonda tabiiy fanlarning oʻrni beqiyosdir. Ular yordamida tabiat va jamiyat oʻrtasidagi muvozanatni saqlash, ekologik xavfsizlikni taʼminlash hamda resurslardan oqilona foydalanish imkoniyati yaratiladi. Shu bois, tabiiy fanlarni rivojlantirish va ularni taʼlim hamda ishlab chiqarish jarayonlariga keng tatbiq etish barqaror kelajakning garovidir.





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Voyaga yetmaganlar orasida jinoyatchilik va huquqbuzarliklarni oldini olishda markaziy osiyo mutafakkirlari ilmiy merosining ahamiyati

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Annotatsiya: Ushbu maqolada Markaziy Osiyo mutafakkirlarining globallashuv davrida ta'lim-tarbiya, odob-axloq masalalaridagi qarashlari, shuningdek, mutafakkirlarning ijodiy faoliyatidagi ta'lim-tarbiyaga oid yondashuvlar, g'oyalar, qarashlarni yosh avlodning ongiga singdirishda tarbiya usullarining bugungi kundagi ahamiyati masalalari chuqur tahlil etilgan.

Kalit so'zlar: axloqiy tarbiya, odob, barkamol avlod, insonparvarlik, yosh avlod, ma'aniv-ma'rifiy meros, falsafiy qarashlar, ezgu g'oyalar.

Ma'lumki, huquqiy demokratik davlat taraqqiyotining rivoji o'sib kelayotgan avlodning ta'lim va tarbiya darjasiga bog'liqdir. Bunga erishish uchun esa avvalo jamiyat a'zolarining siyosiy, ijtimoiy, huquqiy saviyasini o'stirish kerak. Har bir fuqaro har bir inson o'z haquhuqlarini yaxshi blishi va himoya qila olishi zarur. Zamon talablaridan kelib chiqqan holda fuqarolarning huquqiy madaniyati, ongi va bilimlarini yanada oshirish asosiy vazifalardan biri bo'lib kelmoqda. Hammamizning oldimizda turgan muhim masala bu voyaga yetmaganlar o'rtasida huquqbuzarliklar va jinoyatchilikning oldini olish. Shundan kelib chiqqan holda, O'zbekiston voyaga yetmaganlar o'rtasida turli xil illatlarni oldini olish, ularning huquqlari va qonuniy manfaatlarini ta'minlash maqsadida salmoqli ishlarni amalga oshirilmoqda. Xususan, "Voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasi to'g'risida"lgi qonuni qabul qilingan. Ushbu qonunga muvofiq voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasiga doir faoliyatning asosiy vazifalari, voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasida ota ona yoki ota-onaga o'rnini bosuvchi shaxslarning ishtiroki, voyaga yetmaganlar ishlari bo'yicha komissiyalar faoliyati, ta'limni boshqarish organlari va ta'lim muassasalari vakolatlari belgilab berilgan.

"Voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasi to'g'risida"gi "O'zbekiston Respublikasining Qonuni 6 ta bob va 36 ta moddani o'z ichiga olishi, Qonunning 1-moddasiga muvofiq, qonunning maqsadi voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasi sohasidagi munosabatlarni tartibga solishdan iboratligi, voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasiga doir faoliyatning asosiy vazifalari quyidagilardan iboratligi, voyaga yetmaganlar nazoratsizligi, qarovsizligi, ular tomonidan huquqbuzarliklar yoki boshqa g'ayriijtimoiy xatti-harakatlar sodir etilishining oldini olish, ularga imkon beradigan sabablar va shart-sharoitlarni aniqlash hamda bartaraf etish ekanligi ta'kidlangan. Shuningdek, ta'lim muassasalarida o'qiyotgan voyaga yetmaganlarning o'qish vaqtida restoranlar, kafelar, barlar, klublar, diskotekalar,





kinoteatrlar, kompyuter zallari, Internet tarmog'idan foydalanish xizmatlarini ko'rsatish uchun jihozlangan xonalarda yoxud boshqa ko'ngilochar (dam olish) joylarda bo'lishiga yo'l qo'ymaslik, voyaga yetmaganlar o'rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasini amalga oshiruvchi organlar hamda muassasalarda voyaga yetmaganlarni saqlash, tarbiyalash va ularga ta'lim berish sharoitlarini nazorat qilish vazifalari, ixtisoslashtirilgan o'quv-tarbiya muassasalarining, shuningdek, voyaga yetmaganlarning huquqlari, erkinliklari va qonuniy manfaatlari himoya qilinishini ta'minlash vazifalarini amalga oshirayotgan boshqa muassasalarning faoliyatini takomillashtirishga doir choratadbirlarni amalga oshirilishi hamda ta'lim muassasalaridagi mashg'ulotlarga uzrli sabablarsiz kelmayotgan yoxud muntazam ravishda qatnashmayotgan voyaga yetmaganlarni aniqlaydi hamda ularning hisobini yuritish, ularning umumiy o'rta va o'rta maxsus, kasb-hunar ta'lim olishiga doir choratadbirlarni ko'rish choralari belgilandi.

Ma'lumki, ayni paytda ota-ona yoki ota-ona o'rnini bosuvchi shaxslar tomonidan voyaga yetmaganni ta'minlash, tarbiyalash va unga ta'lim berish bo'yicha o'z majburiyatlarini bajarishdan bo'yin tovlaganlik oqibatida xulq-atvori nazoratsiz qolgan voyaga yetmagan shaxslar tomonidan g'ayriijtimoiy yoki g'ayriqonuniy qilmish sodir etilishi kundalik hayotimizda tez-tez uchraydigan holatdir. Shuni alohida ta'kidlash kerakki, shaxsning jamiyatdagi xilof xususiyatlari u jinoyat sodir etish paytida birdan paydo bo'lib qolmay, balki bundan ancha oldin ham shakllangan bo'lishi mumkin. Bundan tashqari, voyaga yetmagan o'smirlarning jabrlanuvchi bo'lib qolishlariga ijtimoiy muhit o'z ta'sirini o'tkazib, shaxsning xulqida jamiyatga xilof xususiyatlarning shakllanishi ko'proq oilada paydo bo'ladi. Chunki ayni oila insonni axloqiy shakllanishining birinchi va asosiy joyi hisoblanadi. Voyaga yetmaganlarga nisbatan oila a'zolari tomonidan zo'ravonlik ishlatish, voyaga yetmaganlarning nazoratsizligi va jinoyatchiligi kabi salbiy oqibatlarga olib keladi. Shuningdek, bizningcha, ularning turli jinoyatlardan jabrlanishiga ham sabab bo'ladi. Albatta, oila inson kamolotining eng muhim beshigidir. Insonning bolalik va o'smirlilik davri esa uning shakllanishida hal qiluvchi davr bo'lib, bu paytda shaxsni oiladan tashqarida tasavvur qilib bo'lmaydi. Shu ma'noda aytganda, voyaga yetmaganlarning turli jinoyatlarida, jumladan, jinsiy jinoyatlarni sodir etishida ham oilaning axloqiy sifatleri o'z ta'sirini o'tkazadi. Huquqbuzarliklar sodir etilishiga imkoniyat yaratuvchi sabablar va omillar muammosi har qanday kriminologik tadqiqotlarda u yoki bu tarzda ko'rib chiqiladi. Chunki u kriminologiyani muhim muammolaridan biridir. Uni ilmiy o'rganish nafaqat nazariy, balki amaliy ahamiyatga ham ega.

Bugun oldimizga turgan o'ta muhim vazifalardan yana biri o'z fikri, dunyokarashi, zamonaviy bilim va tafakkurga ega bo'lgan yangi avlod tarbiyasidir. O'zbekiston mustakillikka erishgan dastlabki kunlardanok yangi tarixiy sharoitlarda o'zgarib borayotgan jamiyatga munosib har tomonlama yetuk va barkamol yoshlarni tarbiyalash kun tartibidagi dolzarb muammolardan biri sifatida belgilandi. Buyuk alloma va adiblarimiz, aziz-avliyolarimizning bebaxo merosi,





yengilmas sarkarda va arboblarmizning jasoratini yoshlar ongiga singdirish, ularda milliy g'urur va iftixor tuyg'ularini kuchaytirishga aloxida e'tibor karatishimiz kerak.

Istiqlol yillarida Vatanimiz ijtimoiy-siyosiy hayotining barcha jabhalarida o'zlikni anglash, ma'naviy-ma'rifiy qadriyatlarni chuqur idrok etish va xalqqa yetkazish, yoshlarni Vatanga, xalqqa muhabbat ruhida tarbiyalashda ulkan ishlar amalga oshirilmoqda. Ma'naviy hayotni yuksaltirishda hukumatimiz tomonidan uzoqni mo'ljallab ishlab chiqilgan maxsus dasturlar bu borada muhim ahamiyatga ega bo'ldi. Buyuk ajdodlarimizning hayoti va bebaho me'rosini o'rganish, qadamjolarini obod etish va asrab-avaylash borasida ilkan ishlar amalga oshirildi. O'tmish tariximizga nazar tashlaydigan bo'lsak, qadimda Turon, o'rta asrlarda Turkiston, Movarounnahr deb yuritilgan bizning zamin azaldan sivilizatsiya markazlaridan biri bo'lgan. Ayniqsa, 9-12 asrlardagi madaniy yuksalish Sharq uyg'onish davri – Sharq renessansi sifatida dunyo ilmiy jamoatchiligi tomonidan haqli ravishda tan olingan. O'rta asrlarda Sharq ilm-fani rivojida xalifa Ma'mun ibn Xorun ar-Rashid zamonida (813-833) Bag'dodda tashkil etilgan "Baytul hikma" alohida o'rin tutgan. "Baytul hikma" me'rosini o'rganganda Muhammad ibn Muso al-Xorazmiy (786-850) nomi birinchilar qatorida tilga olinadi. Xalifalik akademiasining mudiri bo'lgan al-Xorazmiy o'nlik pozitsion hisoblash tizimini, nol belgisi va qutblar koordinatalarini birinchilardan bo'lib asoslab berdi va amaliyotga tatbiq etdi. Bu esa matematika va astranomiya fanlari rivojida keskin burilish yasadi. Bag'dod akademiasining yana bir Movarounnahrlik namoyondasi Ahmad Farg'oni (797-865) o'zining "Astranomiya asoslari" deb nomlangan fundamental asrada olamning tuzilishi, yerning o'lchovi haqidagi dastlabki ma'lumotlar, sayyoramizning sharsimon ko'rinishiga ega ekanligi xususidagi dalillari keyinchalik buyuk geografik kashfiyotlar davrida Kolumb, Magellan va boshqa sayohatchilarning kashfiyotlari uchun asos bo'lib xizmat qiladi. Yillar o'tishi nilan yana ilm-fan va madaniyat o'chog'i Bag'doddan Movarounnahr ga ko'chdi. 1004-yilda xorazmshoh Ali ibn Ma'mun tomonidan Gurganchda akademiya tashkil etiladi. Xorazm Ma'mun akademiasini"ning asosini Abu Nasr ibn Iroq (10 a-1034), Abdulhayr ibn Hammor (991-1048), Abu Sahl Masihiy (970-1011), Abu Rayhon Beruniy (973-1048), Abu Ali ibn Sino (980-1037) kabi allomalar tashkil etishgan Ma'mun akademiasida to'plangan olimlarning to'liq ro'yxati bizgacha yetib kelmagan. Lekin tarxichi Abu Mansur as-Salibiy (961-1038) ning yozishicha, Gurganchda to'plangan faqat arabiy navis adiblarning o'zi 200 ga yaqin bo'lgan. Yuqorida biz tilga olgan har bir mutafakkirning qoldirgan ilmiy me'rosi o'sib kelayotgan yosh avlodning kamol topishi uchun munosib o'rin egallaydi. Mutafakkirlarimiz bola tarbiyasi va uning kamoloti to'g'risida o'z asarlarida to'xtalib, yoshlarni odob-axloqi, jismoniy barkamolligi, aqlan yetuk, mehnatsevarligi va vatanparvarlik tarbiyasiga alohida e'tibor berib kelgan. Xususan, bolalarni mehnatga tayyorlash va mehnatsevarlik ko'nikma va malakalarini shakllantirib, barcha tarbiya shahobchalarini tarkib toptirib borishning muhim omili ekanligi ta'kidlab kelingan. Ular mehnatni yuksak





baholab, kishilarning bir-birlari bilan qiladigan muomala va munosabatlari ham mehnat orqali yuzga keladi deydi. Chunki mehnat qilgan kishi o'zgalar mehnatini qadrlay oladi va to'g'ri munosabatda bo'ladi deb hisoblashgan. Dangasa ishyoqmas kishilar esa o'zgalar mehnatini qadrlay olmaydi, hatto ularning ustidan kuladi deb uqtiradilar. Shuning uchun bunday kishilarni tarbiyalash kerakligini aytadilar. Bundan tashqari Markaziy Osiyoning eng ko'zga ko'ringan mutafakkiri Abu Nasr Farobiy ham ijodiy faoliyatida barkamol avlod tarbiyasi uchun alohida me'ros qoldirgan. Farobiy jamiyatda yashayotgan har bir kishini yoshligidan boshlab biror kasbni o'rganish uchun harakat qilishi va kelajakda shu kasb orqali jamiyatga foyda keltiri kerak, deb biladi. Har bir kasbni egallash jarayonida muayyan harakatlar, takrorlash, mashq qilish yo'li bilan ko'zlangan maqsadga erishish mumkinligini aytib o'tgan. Hattoki, o'zining "Fozil odamlar shahri" asarida "Axloqiy fazilatlar va razilliklar, axloqiy harakatlarni, ishlarning bir necha takrorlanishida va uzoq davom etish jarayonida vujudga keladi va mustahkamlanadi. Agar qilinayotgan ish xayrli bo'lsa, undan fazilat kelib chiqadi, agar yomon bo'lsa undan razillik kelib chiqadi",- deb ta'kidlagan. Abu Nasr Farobiy bolalarni yoshligidan boshlab mehnat va mehnatsevarlik ruhida tarbiyalash hamda o'ziga yoqqan ishiga mashg'ul bo'lib asta-sekin o'zi qiziqqan biron bir kasbni egallashi zarurligi hamda barcha hunarlarni bir to'la egallab bo'lmasligini ofodalab, shunday deydi: "Har bir kishiga birlashtirilgan ma'lum bir ish bo'lishi kerak, toki u kishi o'ziga birlashtirilgan ishni kechiktirmasdan o'z vaqtida bajarsin". Bizga ma'lumki, ma'naviy-axloqiy barkamol avlodni tarbiyalash, ta'lim berish xech qachon bir vaqtning o'zida yuzaga kelmaydi. Balki, ularni kelib chiqishining haqiqiy manbai, keltirib chiqargan sabablar va harakatga keltiradigan kuchlar mavjuddir. Zero, har qanday axloqiy qoidalar muayyan tarixiy zarurat natijasida vujudga keladi. Shuni ta'kidlab o'tish kerakki, mutafakkirlarimizning ta'lim-tarbiyaga oid qarashlari bu tajribaning shakllanishiga ulkan ta'sir ko'rsatgan. Uzoq va boy tarixga ega bo'lgan Markaziy Osiyo xalqlari o'zining ta'lim-tarbiyaga oid boy me'rosini yaratib, takomillashtirib yoshlarni insonparvarlik, mehnatsevarlik va umuminsoniy fazilatlar ruhida tarbiyalab kelishgan. Bu fikrlarimizga aynan xos bo'lgan buyuk mutafakkir olim Burxoniddiy Marg'inoniydir. Burxoniddiy Marg'inoniyning axloqiy-huquqiy tarbiyaga oid qarashlarida imon, vijdon, burch, insoniylik xususidagi g'oyalari bugungi kundagi barkamol avlod uchun har tomonlama va uyg'un rivojlantirishning asosiy vositasi bo'lib xizmat qilgan. Shu jihatdan qaraganda islom ta'limotining yirik namoyondasi Burxoniddiy Marg'inoniyning axloqiy-huquqiy tarbiyaga oid qoldirgan ko'plab asarlarida, jumladan, "Al-jome as-sahih" kitobida yoshlarni insonparvarlik, halollik, axloqiy poklik, odillik, birodarlik, bilimlilik, mustaqil fikr hislatlari asosiy o'rin egallaydi. Uning ijodiy faoliyatida va qoldirgan ilmiy me'roslarida ta'lim va tarbiyaga oid yondashuvlar, g'oyalar, qarashlarni yosh avlodning ongiga singdirishda tarbiya usullari va vositalarini bilish, hayotda ularni to'g'ri foydalanish – ta'lim jarayonida barkamol avlodga qo'llash o'qituvchining pedagogik mahoratidagi muhim xususiyatlaridan biri hisoblanadi. Markaziy Osiyo





mutafakkirlarining asarlarini o'rganish, tahlil qilish ularning ijodi va ta'lim-tarbiyaga oid qarashlarni pedagogik nuqtayi nazardan tadqiq etish muhim ahamiyatga ega. Bundan tashqari mutafakkir-olimlarning ilmiy me'rosi haqiqatdan ham olamshumul. Bu jumlamizga misol qilib oladigan bo'lsak, arab tili grammatikasining asoschisi sifatida tan olingan Mahmud Zamaxshariy (1075-1144) tarixda birinchi bo'lib ko'p tilli lug'at - arabcha-forscha-turkiy lug'atni tuzgan edi. Bundan tashqari biz yuqorida ta'kidlagan buyuk mutafakkir olim Abu Nasr Farobiy (873-950) jahon tarixida birinchi bo'lib nota yaratgan. U ixtiro qilgan cholg'u asbobi - qonun hamon sozandalarimiz qo'lidan tushmaydi. Beruniy zamondoshi, Foroblik Javhariy (940-1008) o'zi yasagan qanotlar bilan uchish mumkinligini Leonardda Vinchidan 500 yil odin tajribada sinab ko'rgan.

Yuqorida keltirilgan ajdodlarimiz tomonidan qoldirilgan bebaho madaniy meros milliy ma'naviyatimizning o'zagini tashkil etgadi. Shu sababli undan bugun yoshlarimizning ta'lim va tarbiyasida keng foydalanish maqsadga muvofiqdir. Sharqdagi uyg'onish davri Sharq mutafakkirlari - Muhammad Muso al-Xorazmiy, Abu Ali ibn Sino, Abu Nasr Forobiy va Abu Ali Rayhon Beruniylar o'zlarining ta'limiy qarashlarida birinchi o'ringa inson shaxsini qo'yadilar hamda bolalarni har tomonlama, jismoniy va estetik kamolotga erishishlari, shuningdek, tillarni bilishlarini zaryr deb hisoblaydilar. Aqliy ta'limni tashkil etuvchi fanlar sirasiga matematika, astronomiya, mexanika va tabiatshunoslik kabi tabiiy-ilmiy fanlarni kiritadilar. Shu o'rinda tabiiy savol tug'iladi. Nega aynan Movarounnahrda chiqqan mutafakkirlar Bag'dod Akademiyasida yuksak sharaf va mavqega sazovor bo'lganlar? Nega butun bir 11 asrni g'arb olimlari "Beruniy asri" deya e'tirof etganlar? Nega dunyoning nurli nuqtalaridamasalan, Belgiya va Latviyada Ibn Sinoga, Latviyada Mirzo Ulug'bekka, Yaponiya, Rossiya va Ozarbayjonda Alisher Navoiyga, Misrda Ahmad Farg'oniy kabi vatandoshlarimizga haykallar o'rnatilgan? Chunki, bizning birinchi Prezidentimiz Islom Abdug'aniyevich Karimov ta'kidlaganidek, jamiyat taraqqiyotidagi o'zgarishlar, yangiliklar, ayniqsa, insoniyat rivojiga katta turtki beradigan jarayonlar, kashfiyotlar o'z-o'zidan yuz bermaydi. Buning uchun avvalo asriy an'analar, tegishli shart-sharoit, tafakkur maktab, ma'daniy-ma'naviy muhit mavjud bo'lmog'i kerak. Darhaqiqat Vatanimiz azaldan buyuk allomalarni, mard va jasur Vatan himoyachilarini, maxsus lashkarboshi va buyuk davlat arboblarni yetishtirib bergan muqaddas yurt. Bundan tashqari Prezidentimiz tashabbusi bilan Markaziy Osiyo olim va mutafakkirlarining abadiy tarixiy me'rosini chuqur o'rganish va anglash, mamlakat va jahon jamoatchiligini o'zbek mutafakkirlarining aniq, tabiiy fanlar va islom ilmlari rivojiga qo'shgan hissasi bilan tanishtirish, ilmiy markazlar va dunyoning yetakchi olimlarini ularning ishlari va kashfiyotlarini har tomonlama o'rganishga jalb etish, ushbu beqiyos intellektual boylikni ko'z qorachig'idek asrash va ommalashtirish maqsadida, 2014-yil 14-15-may kunlari Samarqand shahrida "O'rta asrlar Shaqr allomalari va mutafakkirlarining tarixiy me'rosi, uning zamonaviy sivilizatsiya rivojidagi roli va ahamiayti" mavzusida xalqaro konferensiya o'tkazildi. Unda ellika yaqin mamlakatlardan tashrif buyurgan





vakillar o'zlari qiziqtirgan savollarga javob olishdi. Bundan tashqari, konferensiyada mutafakkir olimlarning ilmiy faoliyati tahlilga bag'ishlangan mamlakatimiz va xorijdagi yetakchi tadqiqotchilarning maruzalarida Markaziy Osiyoda 9-12 va 14-15 asrlarda ro'y bergan ilmiy madaniy uyg'onishning turli jihatlari keng qamrovli yoritilib berilgan. Bu konferensiyada ko'rinib turibdiki, barkamol avlod tarbiyasi samarali amalga oshirishda bizda [2] ma'naviy meros yetarli. Bu boy merosdan Vatanimiz ravnaqi yo'lida oqilona va samarali foydalanish sizni bizning vazifamiz va burchimizdir. Zero Vatanaga, millatga muhabbat tuyg'usi eng muqaddas, eng mo'tabar tuyg'udir.

Xulosa o'rnida shuni ta'kidlash joizki, buyuk mutafakkirlarimizning mehant tarbiyasi xususidagi fikrlari bugungi kundan ham ahamiyat kasb etib, bolalarni mehnatsevar qilib tarbiyalashda vosita bo'lib xizmat qiladi. Serqirra olim Abdulla Avloniy ta'kidlaganidek, "Aziz do'stlar oltin va kumushi bo'lmagan odam kambag'al emas, balki es-hushi va kasb-hunari bo'lmagan kishi kambag'aldir" [3]. Shu sababli mehnat ta'lim va tarbiyasi yuqori o'ringa qo'yish lozim oqibatda shaxsga qo'lga kiritilgan mehnat muvaffaqiyatdan quvonish, o'z qadr-qimmatini anglash hamda o'z mehnatidan g'ururlanish tuyg'usi qaror topsin.

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Xurshid davron ijodida tarix mavzusi va zamonaviylik

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Annotatsiya. Ushbu ilmiy maqola O‘zbekiston xalq shoiri, dramaturg va nosir Xurshid Davron ijodidagi tarixiy xotiraning zamonaviy poetik tafakkur bilan o‘zaro uyg‘unligini tadqiq etishga bag‘ishlangan. Adib o‘z asarlarida o‘tmishdagi ulug‘ siymolar, tarixiy voqealar va milliy qadriyatlarga murojaat etar ekan, ularni bugungi kun nuqtai nazaridan chuqur falsafiy mulohazalar bilan boyitadi. Tadqiqotda shoirning lirik va epik asarlaridagi xronotop tizimi, tarixiy fakt va badiiy to‘qima mutanosibligi, qahramonlarning ruhiy kechinmalari zamonaviy insonning iztirob va orzulari bilan bog‘liq holda tahlil qilinadi. Maqolada Xurshid Davron ijodining o‘zbek adabiyoti va milliy o‘zlikni anglash jarayonidagi o‘rni yoritilgan.

Kalit so‘zlar: Xurshid Davron, tarixiy xotira, zamonaviy tafakkur, poetik tafakkur, xronotop, tarixiy qissa, lirika, milliy o‘zlik, badiiy to‘qima, Amir Temur, Mirzo Ulug‘bek.

KIRISH. O‘zbekiston xalq shoiri Xurshid Davron XX asr oxiri – XXI asr boshlari o‘zbek adabiyotining yorqin va betakror namoyandalaridan biridir. Uning serqirra ijodi nafaqat she‘riyat va nasr janrlarida, balki dramaturgiya va publitsistikada ham o‘zining salmoqli o‘rniga ega. Ijodkor asarlarini an‘anaviy tarixnavislik yoki xronologik hikoyachilikdan farqli o‘laroq, o‘tmishni bugungi kunning falsafiy va ma‘naviy ehtiyojlari bilan bog‘laydi. Adib buyuk ajdodlarimiz – Amir Temur, Mirzo Ulug‘bek, Shayx Najmiddin Kubro, Boburshoh kabi siymolarning hayotini shunchaki tasvirlamaydi, balki ularning kechinmalari, ziddiyatli qarorlari va ulug‘vor g‘oyalari orqali zamonaviy inson ruhiyatidagi savollarga javob izlaydi.

Xurshid Davron ijodida tarix mavzusi bugungi va kelajak uchun doimiy o‘zlikni anglash manbai, insoniyatning doimiy ma‘naviy izlanishlari maydonidir. Ushbu maqolaning asosiy maqsadi Xurshid Davron ijodiy merosida tarixiy xotira va zamonaviy tafakkurning qaysi badiiy vositalar va g‘oyaviy yo‘nalishlarda uyg‘unlashganini atroflicha tahlil qilishdir.

Adabiyotlar tahlili. Xurshid Davron ijodi, ayniqsa, O‘zbekiston mustaqillikka erishgandan so‘ng adabiyotshunoslar, tanqidchilar va yozuvchilarning diqqat markazida bo‘ldi. Uning asarlarining o‘zbek adabiyotida yangi lirizm, falsafiy mulohazalar va tarixiy xotira uyg‘unligi bilan ajralib turishi ko‘plab tadqiqotlarga mavzu bo‘lgan.

Adabiyotshunos olimi Z. I. Usmanova o‘zining monografiyasida ("Xurshid Davron ijodida tarixiy fakt va badiiy to‘qima uyg‘unligi", 2024) adibning tarixiy asarlaridagi fakt va badiiy to‘qima munosabati, xronotop tizimining ahamiyati xususida chuqur tahlil yuritgan. Uning xulosalariga ko‘ra, shoir asarlarida "yo‘l va safar xronotopi yetakchilik qiladi", bu esa qahramonlarning ruhiy o‘rishini va tarixiy makonning jonlanishini ta‘minlaydi.





Murod Muhammad Do'st, Tohir Malik, Qodir Mirmuhammadov kabi yozuvchi va tanqidchilar Xurshid Davron ijodidagi zamonaviy ruh, sog'inch va poetik tafakkur uyg'unligiga e'tibor qaratib, uning she'riyatidagi ko'proq tasviriylikka intilish, rangtasvir va kino san'ati xususiyatlari bilan uyg'unligini ta'kidlaganlar.

Z. Normatova esa shoir she'riy olamini "noaniq, ammo yurakni tortuvchi sokinlik" deb ta'riflaydi, bu holatda chuqur iztirob va hayotiy falsafaning timsolini ko'radi.

Umuman olganda, adabiyotshunoslikda Xurshid Davron ijodi mustaqillik davri adabiyotining eng yorqin sahifalaridan biri sifatida e'tirof etilgan. Shu bilan birga, tarixiy xotira va zamonaviy tafakkurning o'zaro dialektik uyg'unligi, ularning badiiy obrazlar tizimidagi funksiyasi chuqur va tizimli tahlilga muhtoj.

Metodologiya. Tadqiqotda quyidagi ilmiy metodlar qo'llaniladi:

Qiyosiy-tarixiy tahlil: Xurshid Davronning o'tmishga oid asarlaridagi voqea va siymolarni tarixiy manbalar va an'anaviy talqinlar bilan qiyoslash, shu orqali adibning o'ziga xos zamonaviy tafakkurini aniqlash.

Strukturaviy-poetik tahlil: Shoir she'riyati va nasriy asarlaridagi badiiy vositalar (tashbeh, metafora, ramz) hamda xronotop (makon va zamon) tizimi tahlili, bu orqali tarixiy xotiraning lirik-falsafiy ifodasini ochib berish.

Falsafiy-g'oyaviy yondashuv: Asarlardagi asosiy g'oyalar, ma'naviy izlanishlar va insoniy qadriyatlar tahlili, ularni zamonaviy milliy o'zlikni anglash konsepsiyasi bilan bog'lash.

Bu metodlar majmui Xurshid Davron ijodidagi murakkab va serqatlam uyg'unlikni chuqur tahlil qilish, uning badiiy-falsafiy mohiyatini ochish imkonini beradi.

MUHOKAMA VA NATIJALAR. Xurshid Davron ijodida tarixiy xotira va zamonaviy tafakkur uyg'unligi uch asosiy yo'nalishda namoyon bo'ladi:

Tarixiy shaxsga zamonaviy-psixologik yondashuv: Adib Amir Temur ("Sohibqiron nabirasi") yoki Najmiddin Kubro ("Shahidlar shohi") kabi buyuk shaxslar obrazini yaratishda ularni nafaqat tarixiy sharoit mahsuli sifatida, balki chuqur insoniy kechinmalarga ega, ziddiyatli ruhiyat sohibi sifatida tasvirlaydi. Bu yondashuv ularning tanlovlarini, iztiroblarini bugungi o'quvchiga yaqinlashtiradi, tarixiy mas'uliyatni zamonaviy shaxsning vijdon muammosi darajasiga olib chiqadi.

Vatan timsolining xronotopik talqini: Shoir she'riyatida "Vatan" timsoli tarixiy makon (Samarqand, Buxoro, Ko'hna shahar) va zamonaviy ruh (iztirob, sog'inch, ertangi kunga umid) uyg'unligida tasvirlanadi. Xronotop tushunchasi ("Samarqand xayoli" kabi asarlarda) oddiy dekoratsiya emas, balki qahramon ruhiyati va taqdirining uzviy qismiga aylanadi.

Lirik-falsafiy mushohada orqali o'tmishni anglash: Xurshid Davronning she'riyatidagi lirizm ko'pincha tarixiy hodisalar, ajdodlar ruhi yoki qadimiy manzillarga murojaat qilish bilan bog'liq. Bu holatda tarixiy xotira zamonaviy





insonning falsafiy mushohadasiga, hayot, o'lim, abadiylik va ma'no izlash kabi mavzularga chorlaydi.

Jadval 1: Tarixiy xotira va zamonaviy tafakkurning asosiy ko'rinishlari

Asosiy yo'nalish	Asar (Janr)	Tarixiy xotira komponenti	Zamonaviy tafakkur komponenti	Uyg'unlikning badiiy natijasi
Tarixiy siymoni jonlantirish	"Sohibqiron nabirasi" (Qissa)	Amir Temur va Mirzo Ulug'bek davrining murakkab siyosiy hayoti, ilm-fan va hokimiyat o'rtasidagi ziddiyatlar tasviri.	Inson ruhiyatidagi iztirob, yolg'izlik va donishmandlikning falsafiy talqini.	Qahramonning chuqur psixologik portreti, tarixiy mas'uliyatning zamonaviy talqini.
Vatan timsoli talqini	"Eski shahar" (She'r)	Ko'hna Samarqand manzarasi, Bibixonim dahmasi, "Ziji Ko'ragon" aksi.	"Jim tabiat ichida yig'layotgan yurak" holati, sokinlikdagi chuqur iztirob va falsafa.	Tarixiy makonning lirik ruh bilan to'yinishi, o'zlikni anglash manbai sifatida tasvirlanishi.
Falsafiy lirizm	"Ona tilim" (She'r)	Tilning qadimiy ildizlari, tarixiy sinovlar ("Koshg'ariy kuylab o'tgan navo").	Bugungi kunda ona tilining milliy g'urur va o'zlikni saqlovchi ustun sifatida talqini.	Tilning tarixiy xotiraga yuksalishi, millat ruhining ramziy ifodasi.

NATIJALAR. Tadqiqot natijalari shuni ko'rsatadiki, Xurshid Davron ijodidagi tarixiy xotira shunchaki o'tmishga hurmat emas, balki uni zamonaviy shaxsning ruhiy ehtiyojlari va falsafiy savollari doirasiga kiritish harakatidir. Uning asarlarida o'tmish bugungi kunga dars, yo'l va ma'naviy zamin bo'lib xizmat qiladi. Bu uyg'unlik adibning milliy o'zlikni anglash jarayoniga ulkan hissasidir. Xurshid Davron tarixiy siymolarning idealizatsiya qilingan (mifologik) obrazini buzadi va ularni insoniy zaifliklar, ziddiyatlar, buyuk orzular sohibi sifatida tasvirlash orqali zamonaviy o'quvchiga yaqinlashtiradi.

XULOSA. Xurshid Davronning badiiy ijodi mustaqillik davri o'zbek adabiyoti uchun tarixiy xotira va zamonaviy tafakkurning samarali uyg'unligini namoyish etuvchi o'ziga xos maktab vazifasini o'taydi. Adibning serqirra ijodi, xoh u lirik she'r bo'lsin, xoh tarixiy qissa yoki drama, har doim o'tmish voqealarini bugungi insonning aqliy va ruhiy ehtiyojlari nuqtai nazaridan yoritishga intiladi. Bu uyg'unlik ikki asosiy omil bilan belgilanadi: birinchidan, tarixiy faktlarga ijodiy yondashuv, ya'ni san'atkorona xayol bilan badiiy to'qima yaratish; ikkinchidan, o'tmish saboqlarini zamonaviy falsafiy mulohaza asosida yangilash.

Xulosa qilib aytganda, Xurshid Davron shaxsida shoir, tarixchi va faylasuf uyg'unlashgan. U o'zbek adabiyotiga nafaqat buyuk ajdodlarimiz obrazini qaytargan, balki ularni o'zbek xalqining ma'naviy genofondidagi abadiy qadriyatlar sifatida bugungi avlodga tanishtirgan. Adib ijodi milliy g'oya, Vatan tushunchasi va insoniy fazilatlarni tarixiy xotira ko'zgusida aks ettirib, zamonaviy





o'quvchiga o'tmishni anglash orqali o'z kelajagini qurish mas'uliyatini yuklaydi. Uning asarlari o'zbek adabiyotining dunyo adabiy jarayonidagi o'rnini mustahkamlashga xizmat qiluvchi, badiiy jihatdan mukammal namunalardir. Xurshid Davron ijodining barcha bosqichlarini, janrlararo o'ziga xosliklarini chuqur o'rganish davom etishi lozim bo'lgan muhim tadqiqot vazifasidir.

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Yuqori sinf o'quvchilarida (10-11-sinf) o'qish va yozuv ko'nikmalarini rivojlantirishda interfaol va innovatsion yondashuvlar

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Annotatsiya. Mazkur maqolada yuqori sinf o'quvchilarining o'qish va yozuv ko'nikmalarini rivojlantirishda interfaol va innovatsion yondashuvlarning ilmiy-amaliy ahamiyati tahlil qilinadi. O'qish va yozuv ko'nikmalarini integratsiyalashgan shaklda rivojlantirishning metodik asoslari, zamonaviy pedagogik texnologiyalar, sun'iy intellekt vositalaridan foydalanishning ta'lim samaradorligiga ta'siri ko'rib chiqiladi. Tadqiqot natijalari interfaol va innovatsion yondashuvlarning o'quvchilarning mustaqil, tanqidiy va ijodiy fikrlashini rivojlantirishda muhim rol o'ynashini ko'rsatadi.

Kalit so'zlar: o'qish ko'nikmasi, yozuv ko'nikmasi, interfaol metodlar, innovatsion texnologiyalar, integratsiyalashgan ta'lim.

Kirish. Zamonaviy ta'lim tizimida yuqori sinf o'quvchilarining o'qish va yozuv ko'nikmalarini rivojlantirish dolzarb vazifa sifatida namoyon bo'lmoqda. Shu yoshdagi o'quvchilar mustaqil fikrlash, tanqidiy tahlil va dalillarga asoslangan yozma nutq ko'nikmalarini shakllantirishga qodir bo'lib, ularning akademik va hayotiy muvaffaqiyati asosan ushbu ko'nikmalar darajasiga bog'liq. Yuqori sinf o'quvchilari turli mavzular bo'yicha murakkab matnlarni o'qiy olish, asosiy g'oya va muallif pozitsiyasini aniqlash, shuningdek, o'z fikrini mantiqiy va izchil tarzda yozma shaklda ifodalash qobiliyatiga ega bo'lishi lozim.

O'qish va yozuv ko'nikmalarini rivojlantirish nafaqat til bilimini oshiradi, balki o'quvchilarda analitik fikrlash, muammolarni hal qilish va ijodiy yondashuvlarni shakllantirishga yordam beradi. Shu bilan birga, zamonaviy ta'lim talablariga muvofiq o'quvchilarning o'quv motivatsiyasini oshirish, mustaqil va faol o'qish ko'nikmalarini rivojlantirish, texnologik vositalardan samarali foydalanish muhim hisoblanadi. An'anaviy o'qitish usullari ko'pincha o'quvchilarni passiv ishtirokchi sifatida qoldiradi va ularning tanqidiy fikrlash hamda yozma ifoda ko'nikmalarini yetarli darajada rivojlantira olmaydi.

Shu sababli, ta'lim jarayoniga interfaol metodlar, gamifikatsiya elementlari, blended learning va flipped classroom texnologiyalari, shuningdek sun'iy intellekt vositalarini joriy etish zarur. Bu yondashuvlar o'quvchilarga matnni chuqur anglash, asosiy g'oyani tahlil qilish, izchillik bilan yozma fikr bildirish, o'z ishlarini tahlil qilish va konstruktiv fikr bildirish imkoniyatini yaratadi (Watkins, 2015; Conti & Smith, 2019). Shu bilan birga, yuqori sinf o'quvchilari o'z bilimini mustahkamlash, mustaqil o'qish ko'nikmalarini rivojlantirish va ijodiy yondashuvlarni shakllantirish imkoniyatiga ega bo'ladi.

Interfaol metodlar o'quvchilarni faollikka jalb qiladi va ularning mustaqil fikrlash qobiliyatini oshiradi. Masalan, *Think-Pair-Share* texnikasi o'quvchilarga matnni mustaqil o'qib, keyin juftlikda tahlil qilish va yakuniy fikrini sinf bilan





baham ko‘rish imkonini beradi. Ushbu metod o‘quvchilarda dialog va munozara ko‘nikmalarini rivojlantiradi, matnning mazmunini chuqur anglashni ta‘minlaydi. *Jigsaw reading* usuli murakkab matnlarni segmentlarga ajratib, har bir segmentni alohida guruhda o‘rganish va keyin barcha guruhlar bilan umumiy tahlil qilishga asoslangan (Kittle & Gallagher, 2018). Bu metod o‘quvchilarni bir-biri bilan muloqot qilishga, mas‘uliyatni bo‘lishga va murakkab kontentni yaxlit tushunishga o‘rgatadi. Shu bilan birga, grafik organayzerlar (Venn diagram, mind map, concept map) matnning strukturasini vizual tarzda ko‘rsatib, o‘quvchilarga asosiy g‘oya va bo‘limlararo bog‘lanishlarni tushunishga yordam beradi.

Peer feedback, ya‘ni o‘quvchilararo baholash, o‘quvchilarga o‘z ishlarini tahlil qilish va konstruktiv fikr bildirish imkoniyatini yaratadi. Bu metod o‘quvchilarda o‘zaro hurmat, muomala va tanqidiy fikrlashni rivojlantiradi.

Innovatsion texnologiyalar ham yuqori sinf o‘quvchilarida o‘qish va yozuv ko‘nikmalarini rivojlantirishda muhim ahamiyatga ega. Sun‘iy intellekt (AI) vositalari, masalan ChatGPT, Grammarly, QuillBot, o‘quvchilarning yozma ishlarini tahlil qiladi, grammatik va stilistik xatolarni aniqlaydi va individual tavsiyalar beradi. Gamifikatsiya elementlari va o‘yinlashtirilgan mashg‘ulotlar (Quizizz, Kahoot, Wordwall) o‘quvchilarning matnga bo‘lgan qiziqishini oshiradi, darslarni interaktiv va qiziqarli qiladi. Blended learning va flipped classroom texnologiyalari esa o‘quvchilarning mustaqil o‘qish va yozuv mashqlarini uy sharoitida bajarish imkoniyatini beradi va dars vaqtida muhokama, sharh va izohlar uchun ko‘proq vaqt ajratadi (Watkins, 2015; Conti & Smith, 2019).

Integratsiyalashgan o‘qitish — o‘qish va yozuv faoliyatini birlashtirish orqali o‘quvchilarda chuqur anglash va mantiqiy fikrlashni rivojlantirishning eng samarali yo‘llaridan biridir. Masalan, o‘quvchilar matnni o‘qib, unga javob xati, esse yoki summary tayyorlash orqali o‘z fikrini aniq va izchil ifodalaydi. Read–Stop–Write strategiyasi esa bosqichma-bosqich matn tahlili va yozma fikr bildirishni rag‘batlantiradi (Pachler et al., 2014). Shu usullar o‘quvchilarda yozma nutqni rivojlantirish, matnni tahlil qilish va tanqidiy fikrlashni shakllantirishga xizmat qiladi.

Shuningdek, o‘quvchilar uchun loyihaviy ishlanmalar va integratsiyalashgan mashg‘ulotlar — masalan, kitob klublari, maqola yozish, blog yuritish yoki taqdimotlar tayyorlash — ularning o‘qish va yozuv ko‘nikmalarini real hayotiy kontekstda qo‘llash imkonini beradi. Bu yondashuvlar o‘quvchilarni faqat nazariy bilim bilan cheklamay, amaliy ko‘nikmalarini rivojlantiradi, o‘z fikrini mustaqil va ishonchli ifodalashni o‘rgatadi.

Pedagogik tajriba va ilmiy tadqiqotlar shuni ko‘rsatadiki, interfaol va innovatsion yondashuvlardan foydalangan holda o‘qish va yozuv mashg‘ulotlarini tashkil etish o‘quvchilarning matnni anglash, asosiy g‘oyani aniqlash, dalillarga asoslangan fikr bildirish va yozma nutq sifatini sezilarli darajada oshiradi. Shu bilan birga, o‘quvchilarning darsga bo‘lgan qiziqishi, motivatsiyasi va mustaqil ishlash ko‘nikmalari rivojlantadi. Bundan tashqari, o‘quvchilar o‘z ishlariga tanqidiy yondashishni o‘rganadi, o‘z fikrini mantiqiy izchil bayon etadi va akademik





matnlar bilan ishlash ko'nikmalarini mustahkamlaydi. Ushbu yondashuvlar ularning ijodiy qobiliyatini rivojlantirish, shaxsiy mas'uliyat va hamkorlik ko'nikmalarini shakllantirishda ham muhim ahamiyatga ega.

Xulosa.

Yuqori sinf o'quvchilarida o'qish va yozuv ko'nikmalarini rivojlantirishda interfaol va innovatsion yondashuvlar zamonaviy ta'limning ajralmas qismi hisoblanadi. Tadqiqot shuni ko'rsatdiki, interfaol metodlar, gamifikatsiya, sun'iy intellekt vositalari va integratsiyalashgan mashg'ulotlar o'quvchilarning matnni anglash, mantiqiy fikrlash, tanqidiy tahlil va yozma ifoda qobiliyatlarini samarali rivojlantiradi. Shu bilan birga, o'quvchilarning motivatsiyasi oshadi, mustaqil ishlash va ijodiy yondashuvlar shakllanadi. Ta'lim jarayoniga zamonaviy pedagogik texnologiyalarni tizimli joriy etish yuqori sinf o'quvchilari uchun akademik va shaxsiy rivojlanishda yuqori samaradorlikni ta'minlaydi. Natijada, o'quvchilar o'z fikrini aniq, izchil va mantiqiy tarzda ifodalash, murakkab matnlarni tahlil qilish va ijodiy yondashuvni qo'llash qobiliyatiga ega bo'ladi.

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SHAYBONIYLAR DAVRI ME'MORCHILIGI TARIXSHUNOSLIGI

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Annotatsiya. Mazkur maqolada Shayboniylar davriga oid tarixiy yondashuvlarning shakllanish jarayoni tahlil qilinadi. Shayboniylar sulolasining XIV asr oxiri – XVI asr boshlarida tarix sahnasiga kirib kelishi, ayniqsa Muhammad Shayboniyxon davrida Movarounnahrda yuz bergan siyosiy va madaniy jarayonlar ilmiy nuqtayi nazardan yoritiladi. Tadqiqotda Shayboniylar davri tarixini o'rganishda manbashunoslik va tarixshunoslik yo'nalishlarining o'zni ochib berilib, mahalliy va xorijiy manbalar, sayyohlar kuzatuvlarining ahamiyati ko'rsatib o'tiladi. Shuningdek, zamonaviy o'zbek tarixchilarining Shayboniylar davri me'morchiligi bo'yicha olib borgan tadqiqotlari asosida ushbu davr me'moriy merosining uslubiy, texnologik va mafkuraviy jihatlari tahlil qilinadi. Maqolada Shayboniylar davrida Temuriylar an'analari davom ettirilgani, shu bilan birga hududiy me'morchilik maktablari shakllangani ilmiy asosda yoritiladi.

Kalit so'zlar: Shayboniylar davri, Shayboniylar sulolasi, tarixiy yondashuv, tarixshunoslik, manbashunoslik, me'morchilik, Temuriylar merosi, Movarounnahr, diniy-ma'rifiy hayot, o'zbek tarixchiligi.

Annotation. This article analyzes the process of formation of historical approaches to the period of the Shaybanids. This article analyzes the process of formation of historical approaches to the period of the Shaybanids. The penetration of the shaybanid dynasty into the stage of history in the late XIV – early XVI centuries, especially the political and cultural processes. This article analyzes the process of formation of historical approaches to the period of the Shaybanids. The penetration of the shaybanid dynasty into the stage of history in the late XIV – early XVI centuries, especially the political and cultural processes that took place in Movarounnahr under Muhammad Shaybani Khan, is illuminated from the scientific point of view. The study reveals the role of sources and historiography in the study of the history of the Shaybanid period, and shows the importance of domestic and foreign sources, tourist observations. The methodological, technological, and ideological aspects of the architectural heritage of this period are also analyzed based on the research of modern Uzbek historians on the architecture of the Shaybanid period. The methodological, technological, and ideological aspects of the architectural heritage of this period are also analyzed based on the research of modern Uzbek.

Keywords: Shaibani period, Shaibani dynasty, historical approach, historiography, source studies, architecture, Timurid heritage, Movarounnahr, religious-educational life, Uzbek historiography.

Kirish. O'rta Osiyo tarixida Shayboniylar davri muhim siyosiy, madaniy va ma'naviy o'zgarishlar bilan ajralib turadi. XIV asr oxiri va XV asr boshlarida





tarix sahnasiga kirib kelgan Shayboniylar sulolasi Muhammad Shayboniyxon davrida Movarounnahrda markazlashgan davlat tizimini shakllantirib, mintaqa taraqqiyotida yangi bosqichni boshlab berdi. Ushbu davr nafaqat siyosiy jarayonlar, balki madaniyat, ilm-fan va ayniqsa me'morchilik rivoji bilan ham alohida ahamiyat kasb etadi. Shayboniylar davri tarixini ilmiy o'rganish jarayonida manbashunoslik va tarixshunoslik yo'nalishlari asosiy o'rin egallaydi. Mahalliy tarixiy asarlar, xorijiy mualliflar va sayyohlarning qaydlari, shuningdek zamonaviy tarixchilar tomonidan olib borilgan tadqiqotlar ushbu davrni har tomonlama tahlil qilish imkonini bermoqda. Ayniqsa, Shayboniylar davri me'morchiligi Temuriylar an'alarining davomiyligi bilan bir qatorda yangi uslubiy va texnologik jihatlarning shakllanishi bilan tavsiflanadi.

Asosiy qism. Shayboniylar davriga tarixiy yondashuvning shakllanishi Shayboniylar sulolasi XIV asr oxiri va XV asr boshlaridan boshlab tarix sahnasiga chiqqan boshladi. Ularning siyosiy faolligi ayniqsa Muhammad Shayboniyxon tomonidan Movarounnahrni bosib olganidan so'ng (1500-yillar) aniq ko'zga tashlandi. Ushbu davr tarixiga oid ilmiy yondashuvlar asosan ikki yo'nalishda shakllangan: birinchisi — tarixiy manbalar tahlili, ikkinchisi — tarixshunoslik doirasidagi ilmiy fikrlar va yondashuvlar. Bundan tashqari Shayboniylar davri tarixini o'rganish uchun turli tillarda yozilgan asarlar va sayyohlarning kuzatuvlari muhim ahamiyat kasb etadi. Ushbu davr siyosiy jarayonlarini o'rganishda nafaqat mahalliy, balki xorijiy manbalar ham muhim o'rin tutadi. Zamonaviy tadqiqotlar esa ushbu tarixiy ma'lumotlarni chuqur tahlil qilish imkonini beradi. Shayboniylar me'morchilik tarixini zamonaviy O'zbek tarixchilardan Habibulla Ziyoyev, Anvar Qayumov, Ahmadjon Qayumov, Sh. Raximov, Zamonov A. va To'xtabekov K o'z tadqiqotlarida ma'lumotlar bergan. K. To'xtabekov Shayboniylar davrida me'morchilikning texnologik asoslari va uslublarini tahlil qilishga e'tibor qaratadi. Uning fikricha: Shayboniylar davrida eski Temuriy an'alar davom ettirilgan, ammo bu davr o'ziga xos jihatlarni ham kiritgan, Toshkent va Farg'ona vodiysidagi me'moriy yodgorliklar, bu davrda hududiy me'morchilik maktablarining shakllanganidan dalolat beradi, u ayniqsa, g'isht terish uslubi, koshinkorlik bezaklari, me'moriy qismlarning mutanosibligi kabi texnik jihatlarni ilmiy asosda yoritgan. To'xtabekovning tadqiqotlarida Shayboniylar me'morchiligida ma'rifatparvarlik, ruhiy-axloqiy tarbiya va jamoaviy ibodatgohlar barpo etish g'oyalari ko'zga tashlanadi. Tarixchi olim H.Ziyoyev bu manbalarning Shayboniylar tarixini chuqur o'rganishdagi ahamiyatini ta'kidlab, "ular nafaqat tarixiy voqealarni yoritadi, balki sulolaning mafkuraviy asoslarini ham ochib beradi" deb yozadi. Shayboniylar davri tarixini o'rganish uchun turli tillarda yozilgan asarlar va sayyohlarning kuzatuvlari muhim ahamiyat kasb etadi. Ushbu davr siyosiy jarayonlarini o'rganishda nafaqat mahalliy, balki xorijiy manbalar ham muhim o'rin tutadi. Zamonaviy tadqiqotlar esa ushbu tarixiy ma'lumotlarni chuqur tahlil qilish imkonini beradi.

H.Ziyoyev "Shayboniylar davri madaniyati va san'ati".
Shayboniylar davri O'rta Osiyoning madaniy hayotida o'ziga xos burilish





yasagan bo'lib, bu jarayon tarixshunoslikda chuqur tahlil etilgan. Ziyoyev Shayboniylar hukmronligini faqat siyosiy yoki harbiy jihatdan emas, balki madaniyat, san'at, ilm-fan va me'morchilik nuqtayi nazaridan tahlil qiladi. Unga ko'ra, Shayboniylar davridagi me'morchilik davlat mafkurasi, diniy qadriyatlar va estetik idealning uyg'unlashgan ko'rinishidir. Ziyoyev Shayboniylar me'morchiligida Temuriylar merosining davomiyligini, ammo yangi uslubiy elementlar bilan boyitilganligini ta'kidlaydi. Jumladan, portallar, gumbazlar, koshinkorlik bezaklari o'ziga xos tarzda takomillashgan. Asarda, Shayboniylar me'morchiligi o'zining naqshinkorligi va murakkabligi bilan ajralib turadi. Shayboniylar davlatining siyosiy hokimiyati bilan birgalikda diniy siyosatini ham tahlil etadi. Shayboniylar islomni davlatning rasmiy dini sifatida tasdiqlab, madaniyatda diniy ta'sirlarni kuchaytirdilar.

A.Qayumov "O'zbek me'morchiligi tarixi" asarda Shayboniylar davrida me'morchilik sohasi yuksak darajada rivojlanganligi ta'kidlanadi. Ushbu davrda qadimiy me'moriy an'analar davom ettirilib, shu bilan birga yangi uslublar ham shakllandi. Tarixchi olim asarida Shayboniylar davri me'morchiligini an'anaviy uslublarning yangicha talqini sifatida ko'rsatadi. U Mir Arab madrasasi, Abdulazizxon madrasasi, Ko'kaldosh madrasasi kabi inshootlarning naqsh bezaklari, g'isht terish uslublari va koshinkorlik texnikasi bo'yicha keng tahliliy ma'lumot beradi.

Jalilov B. "Toshkent me'morchiligi durdonalari" asarida Shayboniylar davrida Toshkentda qurilgan me'moriy obidalar haqida batafsil ma'lumotlar beriladi. Muallif bu davrda Toshkent shahri siyosiy va madaniy markazlardan biriga aylanganini, ayniqsa, Shayboniy hukmdorlar va ularning vorislari tomonidan ko'plab diniy va ma'muriy inshootlar barpo etilganini ta'kidlaydi. Asarda Ko'kaldosh madrasasi, Djir (Chor) Su madrasasi, Qaffol Shoshiy maqbarasi ta'mirlari kabi inshootlar Shayboniylar davri me'morchiligining yorqin namunasi sifatida tilga olinadi. Jalilov bu obidalarni nafaqat diniy-ma'naviy markaz sifatida, balki o'z davrining yuqori me'moriy va san'atkorlik darajasini aks ettiruvchi yodgorliklar sifatida tavsiflaydi. Shuningdek, bezak san'ati, muqarnaslar, g'isht terish va koshinkorlik ishlari orqali Shayboniylar davridagi o'ziga xos uslublar yoritib berilgan. Shayboniylar davrida Toshkentdagi obidalar tarixini ilmiy yondashuvda yoritgan.

Solihov M. "Toshkentdagi Qur'on qo'lyozmalari tarixi" Muiy Muborak madrasa va undagi qo'lyozmalarning tarixini o'rganadi. Asarida Toshkentda saqlanayotgan Qur'on qo'lyozmalarining tarixi, ular muhofazasi va ilmiy ahamiyati keng yoritilgan. Asarda Shayboniylar davrida diniy-ma'rifiy hayot rivojlangani, Qur'on nusxalarining ko'paygani, ular maxsus madrasalarda, masjidlarda saqlangani va qo'lyozmalarning bezakli nusxalari yaratilgani haqida ma'lumotlar mavjud. Muallif Shayboniy hukmdorlarining Qur'on ko'chirish, ularni saqlash va targ'ib qilishga bo'lgan e'tiborini ta'kidlab o'tadi. Ayniqsa, Shayboniylar davrida Toshkentdagi madrasalarda Qur'onni yozish san'ati (xattotlik), bezash (tazhib) va muqovalash (mujallidlik) rivojlangani haqida





tarixiy dalillar keltirilgan. Shayboniylarning o'z sulolaviy huquqini asoslash harakatlari ham kuzatiladi. Manbalar tahliliga asoslangan holda, A. Qayumov Shayboniylarning o'z davrida markazlashgan davlat tizimini yaratishga bo'lgan intilishlarini alohida qayd etadi. A. Qayumovning "Temuriylar va Shayboniylar davri madaniyati" asari o'rta asrlar O'zbekistoni tarixining eng muhim davrlaridan biri - Shayboniylar imperiyasi hukmronligi davriga bag'ishlangan. Bu asarda tarixchi olim Shayboniylar davridagi madaniyat, siyosat, ilm-fan, me'morchilik va diniy hayotni chuqur tahlil etadi. Asarda, ayniqsa, Shayboniylar madaniyati va davlat boshqaruvidagi o'zgarishlarning madaniyati va san'ati bilan aloqasi yoritiladi.

Jalilov Buxorolik tarixchi va me'morshunos olim bo'lib, o'zining "Toshkent me'morchiligi durdonalari" asarida Toshkent shahrining me'morchilik yodgorliklarini ilmiy tahlil qiladi. Ushbu asar, Toshkent me'morchiligi va uning rivojlanish tarixiga bag'ishlangan. Jalilov Toshkent shahrining me'morchilik durdonalarini o'rganish orqali bu yerda yaratilgan yodgorliklarning san'at va tarixiy ahamiyatini ta'kidlaydi. Jalilov asarining asosiy qismi Toshkentdagi me'moriy obidalar va yodgorliklarga bag'ishlangan. Toshkentda qurilgan masjidlar, madrasa, maqbaralar, hamda boshqa diniy va dunyoviy obidalar tahlil qilinadi. U Toshkentda o'z davrining eng yaxshi me'moriy asarlari yaratilganligini, ular orasida o'zining noyoblighi bilan ajralib turadigan durdonalar mavjudligini ta'kidlashadi. Maqolada Shayx Xovandi Tohur maqbarasining qurilishi va uning tarixiy o'rni yoritiladi. Maqbara Xovandi Tohurning xalq orasida mashhur bo'lgan siymosi va ularning diniy va ma'naviy merosi bilan bog'liq. Muallif, maqbaraning qurilishi va uning Shayx Xovandi Tohur bilan bog'liq tarixiy voqealarini tahlil qilgan. maqbaraning me'moriy tuzilishi va uning O'rta Osiyo me'morchiligi rivojiga qanday ta'sir ko'rsatganini ko'rsatadi. Maqbaraning qurilish uslubi, materiallari va tasviriy elementlari haqida batafsil tahlil mavjud. Alimov, maqbaraning noan'anaviy arxitektura uslublari, shakllar va naqshlar orqali o'zining diniy va madaniy ahamiyatini qanday aks ettirganini ta'kidlaydi. Maqbara o'zining uslubiy xususiyatlari bilan alohida ajralib turadi, bu esa uni O'rta Osiyo me'morchiligining yuksak namunalaridan biri sifatida tanitadi. Shayx Xovandi Tohur tasavvufdagi yuksak siymo bo'lib, uning maqbarasi nafaqat diniy, balki tasavvufiy hayotning muhim yodgorligidir. Muallif, maqbara orqali, tasavvufiy bilimlar va islom madaniyatining O'rta Osiyo hududida qanday rivojlanishi va tarqalishi haqida fikrlar bildiradi. Jovli Xushboqning "Muhammad Shayboniixon" asarida tarixiy realizm yaratishda me'moriy muhit muhim vosita sifatida xizmat qiladi. Asarda Samarqand, Buxoro, Toshkent kabi shaharlarning tarixiy manzaralari, madrasalar, masjidlar va qal'alar tasvirlanib, Shayboniylar davrining shon-sharafi va obodligi yoritiladi. Muallif o'sha davr arxitektura inshootlarini jonli tasvirlar orqali taqdim etib, voqealarning ishonarliligini ta'minlaydi.

Xulosa. Shayboniylar davri O'rta Osiyo tarixida muhim siyosiy, madaniy va ma'naviy o'zgarishlar davri bo'lib, ushbu davrga nisbatan tarixiy yondashuvlar





manbashunoslik va tarixshunoslik asosida shakllangan. Shayboniylar sulolasining XIV asr oxiri – XVI asr boshlarida tarix sahnasiga kirib kelishi, ayniqsa Muhammad Shayboniyxon hukmronligi davrida Movarounnahrda yuz bergan jarayonlar bu davrni chuqur ilmiy tahlil qilish zaruratini yuzaga keltirgan.

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The Effects of Social Media on Cultures

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Abstract: Social media has become one of the most influential forces shaping modern societies. Platforms such as Facebook, Instagram, TikTok, and YouTube allow people from different cultural backgrounds to communicate, share ideas, and express their identities instantly. As a result, culture is no longer limited to geographical boundaries but is increasingly formed and transformed in digital spaces. Culture includes language, traditions, values, beliefs, and social behavior, all of which are affected by online interaction.

Key words: online interaction, Culture, language, traditions, values, beliefs.

The rapid growth of social media has intensified cultural exchange and globalization. People are exposed daily to foreign lifestyles, customs, and opinions, which can broaden perspectives and encourage tolerance. At the same time, constant exposure to global trends may weaken local traditions and cultural identities. Young people, in particular, are highly influenced by social media content, which can affect their attitudes, language use, and social norms.

This article examines the effects of social media on cultures, focusing on both positive and negative impacts. The aim is to analyze how social media influences cultural identity, communication, and traditional values in contemporary society.

Methods. This study uses a qualitative research approach based on the analysis of secondary sources. Academic articles, books, and reliable online publications related to social media and cultural studies were reviewed. The research focuses on identifying common patterns and themes regarding cultural change influenced by social media.

Content analysis was applied to examine how social media affects cultural expression, language use, and social behavior. Examples from different regions and cultures were considered to provide a broader understanding of the global impact of social media. This method allows for a systematic examination of cultural trends without collecting primary data.

Results. The analysis shows that social media has a significant impact on cultures worldwide. One of the most notable positive effects is increased cultural exchange. Social media enables users to learn about different cultures through videos, images, and online communities. Traditional music, clothing, food, and festivals are shared globally, promoting cultural awareness and appreciation.

Another positive result is the preservation and promotion of cultural identity. Social media provides a platform for individuals and communities to express their cultural heritage and share it with a wider audience. Minority groups can use social





media to protect their traditions, languages, and customs, which might otherwise be ignored in mainstream media.

However, the results also reveal negative cultural effects. Cultural homogenization is a major issue, as global trends often dominate social media platforms. Many users adopt similar styles, behaviors, and values, which can reduce cultural diversity. Local traditions may lose importance as global culture becomes more influential.

Language use is also affected by social media. While it encourages communication across cultures, it often promotes dominant languages, especially English. As a result, local languages may be used less frequently online. Additionally, informal language, abbreviations, and slang commonly used on social media can influence formal language skills.

Social behavior and values have also changed. Online communication sometimes replaces face-to-face interaction, affecting traditional social relationships. Social media can encourage individualism, materialism, and the desire for online recognition, which may conflict with traditional cultural values.

Discussion. The findings indicate that social media is a powerful agent of cultural change. Its role in connecting people globally supports cultural interaction and understanding, but it also creates challenges for cultural preservation. The dominance of popular cultures on social media can marginalize local traditions and weaken cultural identity.

The impact on language highlights the need for balance between global communication and cultural heritage. Promoting multilingual content and encouraging the use of native languages online could help protect linguistic diversity.

Changes in social behavior suggest that cultural values are adapting to digital environments. While social media offers new forms of expression and connection, it also requires responsible use. Education and awareness are essential to help users critically evaluate content and maintain respect for cultural values.

Overall, social media's influence on culture depends on how it is used. When used thoughtfully, it can support cultural diversity and understanding. When used without awareness, it may contribute to cultural loss and identity challenges.

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3. The Role of Social Media in the Formation of Global Cultural Identity — examines social media's role in creating shared global cultural norms and hybrid identities.





Прагматические функции речевых актов выражения эмоций в современной лингвистике. Соотношение языка и контекста.

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Аннотация. Данная статья посвящена комплексному анализу прагматических функций речевых актов, выражающих эмоции, в рамках современной лингвистической парадигмы. Исследуется, каким образом эмоциональные высказывания выполняют не только функцию передачи внутреннего состояния говорящего, но и ряд других интенций: воздействие на адресата, управление дискурсом, создание и поддержание социальных связей, выражение оценки и др. Особое внимание уделяется неразрывной связи между языковой формой выражения эмоции и широким экстралингвистическим контекстом, включающим ситуативные, культурные, социальные и когнитивные факторы. На основе анализа современных теорий и конкретных языковых данных доказывается, что полное понимание эмотивного высказывания невозможно без учета его прагматической укорененности в конкретной коммуникативной ситуации. Работа носит междисциплинарный характер, интегрируя подходы прагмалингвистики, теории речевых актов, лингвокультурологии, дискурс-анализа и социалингвистики.

Ключевые слова: речевые акты выражения эмоций, эмотивность, прагмалингвистика, прагматические функции, коммуникативный контекст, теория речевых актов, лингвокультурология

Введение. От эмоции как состояния к эмоции как действию. Традиционно эмоции рассматривались как глубоко личные, внутренние психофизиологические состояния, лишь с трудом поддающиеся вербализации. Лингвистика долгое время отводила им периферийную роль, изучая преимущественно семантику эмоциональной лексики (типа «радость», «гнев», «печаль») или стилистические средства выразительности. Однако с «прагматическим поворотом» во второй половине XX века фокус внимания сместился с языка как системы на язык как инструмент действия в конкретных социальных ситуациях. В рамках этого подхода речевой акт, выражающий эмоцию, перестал быть простым «слепок» внутреннего переживания. Он стал рассматриваться как целенаправленное социальное действие, совершаемое говорящим в определенном контексте для достижения специфических коммуникативных целей [Searle, 1969: 54]. Таким образом, ключевым тезисом современной лингвистики является утверждение, что высказывания типа «Я в ярости!», «Как прекрасно!» или «Мне так грустно» никогда не произносятся в коммуникативном вакууме. Они всегда прагматически нагружены и ориентированы на слушающего, на ситуацию, на культурные нормы и на отношения между участниками





диалога. Их основная функция может состоять не столько в информировании о состоянии говорящего (хотя эта функция, безусловно, присутствует), сколько в упреке, призыве к сочувствию, попытке изменить поведение собеседника, укреплении солидарности или, наоборот, обозначении конфликта. Цель данной статьи — представить систематический обзор и анализ всего спектра прагматических функций, которые выполняют речевые акты выражения эмоций (далее — Эмотивные Речевые Акты, ЭРА), и детально раскрыть механизмы, благодаря которым контекст детерминирует как их интерпретацию, так и их успешность. Мы утверждаем, что связь между языковой формой ЭРА и его прагматической функцией не является прямой и однозначной; она опосредована сложной сетью контекстуальных факторов, которые и превращают буквальное значение высказывания в конкретное коммуникативное действие. Для этого мы рассмотрим теоретические основы изучения ЭРА в прагмалингвистике и теории речевых актов; многообразие их прагматических функций, выходящих далеко за рамки экспрессивного акта по Дж. Остину и Дж. Серлю; типологию контекстуальных факторов (ситуативных, социальных, культурных, когнитивных) и их роль в формировании значения ЭРА; стратегии косвенности и имплицитности в выражении эмоций; особенности ЭРА в различных дискурсивных сферах. Методологическую основу работы составляют принципы прагмалингвистического и дискурсивного анализа, позволяющие изучать язык «в действии».

Основная часть. Теоретические предпосылки: ЭРА в парадигме прагмалингвистики. В классической теории речевых актов Джона Серля, развивающей идеи Джона Остина, эмоциональные высказывания попадают в категорию экспрессивов (*expressives*). Иллокутивная цель экспрессива заключается в выражении психологического состояния, заданного условием искренности, относительно положения вещей, специфицированного пропозициональным содержанием [Searle, 1976: 12]. Например, извинение выражает сожаление, благодарность — благодарность, поздравление — радость за другого. Успешность экспрессива связывается с искренностью говорящего. Однако уже в рамках этой классификации стала очевидной её ограниченность применительно к эмоциям. Во-первых, Серль фокусировался на стандартизированных, почти ритуальных актах (извинения, благодарности), где эмоция является предписанной нормой. Во-вторых, его модель не учитывала, что одно и то же высказывание может одновременно выполнять несколько иллокутивных функций. Фраза «Я в шоке от твоего поступка!» формально является экспрессивом (выражает состояние шока). Но в реальной коммуникации она с высокой вероятностью будет интерпретирована как репрезентатив (констатация факта низкой оценки поступка), директива (скрытый призыв к объяснению или извинению) и даже комиссив (угроза изменения отношений) [Caffi & Janney, 1994: 328]. Современные исследователи показывают, что «чистых» экспрессивов в





живой речи крайне мало. Эмоция редко выступает как самоцель высказывания; она вплетена в ткань других социальных действий. Поэтому прагматический анализ ЭРА требует выхода за узкие рамки серлевской классификации и рассмотрения широкого спектра смешанных или косвенных иллокутивных актов, где эмоциональная окраска модифицирует или усиливает основную интенцию. Понятие эмотивности было детально разработано в рамках лингвистической школы В.И. Шаховского. Эмотивность понимается как имманентная (т.е. неотъемлемо присущая) семантико-прагматическая характеристика языковых единиц всех уровней, отражающая их способность выражать, обозначать, описывать или вызывать эмоции в процессе коммуникации [Шаховский, 2008: 45]. Важнейшим для нашего исследования является прагматический аспект этого определения: эмотивность реализуется не в системе языка, а в процессе его использования, в акте коммуникации. Таким образом, ЭРА — это вербальная актуализация эмотивности на уровне дискурса. Прагматика изучает, как, с какой целью и при каких условиях эта актуализация происходит. В.И. Шаховский выделяет прагматические функции эмотивных знаков: апеллятивную (воздействие на адресата), фатическую (установление и поддержание контакта), аксиологическую (оценка) и др., что напрямую перекликается с анализом функций целых речевых актов [Шаховский, 2008: 78]. Если в семантике значение слова относительно стабильно, то в прагматике значение высказывания рождается в момент его интерпретации адресатом, и ключевую роль в этой интерпретации играет контекст. Для анализа ЭРА необходимо рассматривать контекст в его максимально широком понимании, включающем: лингвистический контекст (ко-текст): предшествующие и последующие высказывания, общая тема дискурса; ситуативный контекст: физическое место и время коммуникации, присутствующие лица, непосредственно предшествующие события; социальный контекст: социальные роли, статус, степень знакомства и симметрии/асимметрии между коммуникантами; культурный контекст: нормы и сценарии выражения и сокрытия эмоций, принятые в данной лингвокультуре («эмоциональные режимы»); когнитивный (интерсубъективный) контекст: общие фоновые знания, ожидания, представления и опыт, разделяемые участниками коммуникации. Именно контекст решает, будет ли фраза «Ну ты молодец!» искренней похвалой (экспрессив + вердиктив) или язвительной иронией, выражающей раздражение и осуждение (экспрессив + репрезентатив о негативной оценке + косвенный директив). Без учета интонации, отношений между говорящими и предшествующей ситуации (например, собеседник только что разбил вазу) интерпретация невозможна.

Многообразие прагматических функций Эмотивных Речевых Актов. Исходя из интегративного подхода, мы выделяем следующие ключевые прагматические функции ЭРА, которые часто сосуществуют в одном высказывании. Интерактивно-регулятивная функция (Управление





поведением и дискурсом). Это одна из самых частых и мощных функций ЭРА. Эмоциональная окраска высказывания служит инструментом воздействия на адресата с целью изменить его поведение, мнение или ход дискурса. Это проявляется в косвенных директивах и запретах: «Меня **бесит**, когда ты перебиваешь!» (прямая функция: выражение гнева; прагматическая: требование прекратить перебивать). Эмоция (гнев) служит обоснованием для директивы, усиливая ее. В стимулировании действия: «Я был бы **безмерно счастлив**, если бы ты помог». Эмоция (счастье, представленное как будущий результат) выступает в качестве положительного подкрепления, поощряя действие. В управлении вниманием и тематизации дискурса: Восклицание «**Ужас!**» или «**Невероятно!**» часто маркирует важность информации для говорящего и призывает собеседника уделить ей особое внимание, переключив фокус дискурса [Goffman, 1981: 112]. Оценочно-аксиологическая функция. ЭРА практически всегда несут в себе оценку — объекта, события, лица или действия. Эта оценка может быть явной («Это отвратительно!») или скрытой в подтексте. Например, моральная и социальная оценка: Выражение возмущения («Это возмутительно!») не только передает эмоцию, но и выносит вердикт о нарушении неких принятых норм или принципов. Или формирование групповых ценностей: Коллективное выражение радости по поводу успеха или негодования по поводу несправедливости служит сплочению группы вокруг общих ценностей и укреплению групповой идентичности. Фатическая функция (Установление, поддержание и регулирование социальных связей). Согласно теории П. Браун и С. Левинсона о вежливости, выражение эмоций — ключевой инструмент работы с «лицом» (face) коммуникантов. Это проявляется в положительной вежливости: Выражение симпатии, радости от встречи, восхищения собеседником («Я так рад тебя видеть!», «Ты великолепно выглядишь!») служит удовлетворению позитивного «лица» адресата (его потребности в одобрении и принадлежности) и сокращению социальной дистанции [Brown & Levinson, 1987: 103]. В отрицательной вежливости и смягчении: Выражение сожаления или неуверенности часто смягчает силу Face-Threatening Acts (FTA — актов, угрожающих «лицу»), таких как критика или отказ. «Мне **очень жаль**, но я не могу согласиться» звучит менее конфронтационно, чем прямое «Я не согласен». В регуляции интимности: Дозированное выражение глубоко личных эмоций (доверия, любви, разочарования) является маркером уровня близости отношений. Их сокрытие, напротив, поддерживает формальную дистанцию. Самопрезентационная функция (Конструирование образа говорящего). Через ЭРА говорящий проецирует в коммуникативное пространство определенный образ своего «Я» (identity). Это может быть демонстрация компетентности и вовлеченности: Энтузиазм, удивление, интерес могут представлять говорящего как эксперта, глубоко погруженного в тему, или как приятного, эмоционально отзывчивого собеседника. Сигнализация об аффилиации или





оппозиции: Выражение эмоций, созвучных групповым, маркирует принадлежность к коллективу. Выражение эмоций, противоречащих общему настрою (скепсис, грусть на празднике), может позиционировать говорящего как независимую или конфликтную личность. Управление впечатлением: Демонстрация «правильных» (с точки зрения ситуации) эмоций — сочувствия на похоронах, радости на свадьбе — является социальным навыком и работает на поддержание репутации. Катартическая и терапевтическая функция. Эта функция более ориентирована на самого говорящего, но также имеет прагматическое измерение, так как предполагает определенную реакцию адресата. Это вербализация как разрядка: Произнесение «Я в ярости!» или «Мне так больно!» может служить способом снижения эмоционального напряжения, своеобразным «выпуском пара». И запрос на эмпатию и поддержку: Рассказывая о своих переживаниях, говорящий часто неявно ожидает от слушающего эмпатического отклика, подтверждения значимости его чувств, что является формой социальной поддержки и ведет к укреплению связей. Игровая и креативная функция. Эмоции могут выражаться не только «всерьез», но и в рамках игрового, эстетического или юмористического режима общения. Например, ирония, сарказм, сатира: В этих случаях буквальное эмоциональное значение высказывания инвертируется или гиперболизируется для создания комического или критического эффекта. Понимание требует от адресата сложной контекстуальной интерпретации. Или поэтическая и художественная речь: Эмоциональная экспрессия здесь подчинена эстетическим задачам, служит созданию художественного образа и воздействию на эмоциональный мир реципиента. Таким образом, прагматические функции ЭРА образуют сложную, многослойную систему. Одно краткое эмоциональное восклицание может одновременно оценивать ситуацию, регулировать поведение собеседника, демонстрировать солидарность и конструировать образ говорящего как эмоционально живого человека.

Контекст: Механизмы опосредования между формой и функцией. Как именно контекст позволяет нам извлекать из эмоционального высказывания именно те прагматические смыслы, которые вкладывал (или не вкладывал) говорящий? Рассмотрим ключевые механизмы. Ситуативный контекст и физическая среда включает предшествующие события: ЭРА почти всегда является реакцией. Интерпретация «Спасибо!» зависит от того, что произошло до этого: вам подали чашку кофе или спасли жизнь. Невербальные сигналы (паралингвистика): Интонация, громкость, тембр, паузы, мимика, жесты, поза — все это неотъемлемая часть контекста ЭРА. Одна и та же фраза «Поздравляю», произнесенная с теплой улыбкой и с ледяной интонацией, будет иметь противоположные прагматические значения. Исследования П. Экмана показали универсальность базовых эмоциональных выражений лица, но их интерпретация и допустимость





демонстрации регулируются культурными «правилами отображения» (display rules) [Ekman, 2003: 57]. Физическое пространство: Выражение страха или радости в безопасной домашней обстановке и в экстремальной ситуации (например, при катастрофе) будет иметь разную прагматическую силу и интерпретироваться соответственно. Социальный и ролевой контекст включает статус и власть: Выражение гнева начальником к подчиненному и подчиненным к начальнику — это два принципиально разных речевых акта с разными прагматическими рисками и последствиями. Первое может восприниматься как допустимый директив или злоупотребление властью, второе — как неповиновение или скандал. Степень близости (солидарность): между близкими друзьями допустимо прямое и даже гиперболизированное выражение эмоций («Ненавижу тебя!» как шутливая реакция на подкол), которое в формальных отношениях было бы грубым нарушением. Социальная дистанция требует большей сдержанности или использования конвенциональных, ритуализованных ЭРА (формальные соболезнования, поздравления). Гендерные ожидания: социально сконструированные нормы часто предписывают разные «эмоциональные репертуары» для разных гендеров (например, большая допустимость выражения печали для женщин и гнева для мужчин в некоторых культурах), что влияет на порождение и интерпретацию ЭРА. Культурный контекст: Эмоциональные стили и сценарии. Культура задает «грамматику» эмоционального выражения. Это проявляется в концептуализации эмоций: Сами категории эмоций и их значение различаются. Например, русская «тоска» или португальская «saudade» не имеют точных эквивалентов во многих других языках и предполагают особые сценарии их выражения [Wierzbicka, 1999: 34]. В ценностных ориентациях: Культуры, ориентированные на коллективизм (например, многие восточноазиатские), могут поощрять сдержанность в выражении сильных личных эмоций, особенно негативных, чтобы не нарушать групповую гармонию. Индивидуалистические культуры более терпимы к открытой вербализации личных переживаний. В сценариях (scripts) выражения эмоций: Культура предоставляет готовые, узнаваемые сценарии для определенных ситуаций: что и как говорить, выражая соболезнование, извиняясь, делая предложение руки и сердца. Отклонение от сценария может быть интерпретировано как неискренность или странность. Когнитивный и интересубъективный контекст включает фоновые знания и пресуппозиции: Успешная интерпретация ЭРА требует общих знаний между коммуникантами. Шутливое «Опять ты со своими идеями!» с выражением добродушного раздражения будет понятно только тому, кто знает, что у собеседника часто бывают нестандартные идеи. Теорию сознания (Theory of Mind): Способность приписывать собеседнику психические состояния (знания, намерения, эмоции) и понимать, что они могут отличаться от наших собственных, лежит в основе интерпретации косвенных и ироничных ЭРА. Чтобы понять сарказм, адресат должен распознать несоответствие между





буквальным значением слов и предполагаемыми реальными чувствами говорящего, которые он может вывести из контекста. Эмоциональный интеллект: Способность адресата распознавать, понимать и управлять как своими, так и чужими эмоциями напрямую влияет на успешность декодирования прагматических функций ЭРА и выбор адекватного ответа. Таким образом, контекст выступает не просто «фоном», а активным со-творцом значения эмоционального высказывания. Он предоставляет набор ключей для декодирования скрытых интенций, фильтрует возможные интерпретации и определяет социальную уместность самого акта.

Стратегии косвенности и имплицитности в ЭРА. Прямое название эмоции («Я злюсь», «Мне грустно») — лишь один из множества способов ее выражения. Чаще эмоции передаются косвенно, через описание ситуации, оценку, метафору, вопрос или даже молчание. Эти стратегии служат сложным прагматическим целям. Причины использования косвенных ЭРА включают соблюдение вежливости и смягчение ФТА: Косвенное выражение негативной эмоции (раздражения, разочарования) менее угрожает «лицу» адресата. Вместо «Твоя работа никуда не годится» можно сказать: «Я немного озадачен тем, как выполнена эта часть» (эмоция замещена более мягкой, критика имплицитована). Эмоциональную сдержанность и соблюдение норм: В культурах, где открытое выражение эмоций не поощряется, косвенность становится нормой. Эмоция может передаваться через физиологические симптомы («У меня ком в горле») или через описание внешних обстоятельств («На улице такая слякоть и тоска» вместо «Мне тоскливо»). Интенсификацию воздействия: иногда имплицитное выражение может быть сильнее явного, так как заставляет адресата проделать интерпретационную работу и самостоятельно «додумать» эмоцию, что усиливает эффект. Ироничное «Ну просто прекрасно!» в ответ на провал может выражать более сильный гнев, чем прямое «Я в ярости». Креативность и эстетику: Поэтические и художественные тексты строятся на косвенных, образных способах передачи эмоций. Основные средства косвенного выражения эмоций: Метафоры и сравнения: «Он кипел от злости», «У меня камень на душе», «Чувствую себя разбитым». Оценка причин или следствий эмоции: вместо «Я разочарован твоим решением» — «Это решение приведет к плачевным результатам». Эмоция имплицитруется через негативную оценку объекта. Риторические вопросы и восклицания: «Да как ты мог?!» (выражает возмущение и упрек), «Неужели?!» (выражает крайнее удивление, часто скептическое). Модальные конструкции и частицы: «Мне пришлось этим заниматься» (имплицитует досаду и нежелание), «Уж очень ты сегодня хорош!» (частица может указывать на иронию или сарказм). Нарушение максим Грайса: Согласно Полу Грайсу, успешная коммуникация основана на соблюдении максим количества, качества, отношения и способа. Намеренное их нарушение порождает **импликатуры** — дополнительные, невысказанные смыслы. Например, на вопрос «Как тебе фильм?» следует ответ: «Актеры хорошо сыграли» (нарушение максимы отношения: говорящий не говорит о фильме в целом, имплицитую, что фильм ему не понравился, но он не хочет говорить об





этом прямо) [Grice, 1975: 45]. Косвенные ЭРА представляют наибольший интерес для прагматического анализа, так как их интерпретация целиком и полностью зависит от учета контекста и общих знаний коммуникантов.

ЭРА в различных типах дискурса. Прагматические функции и контекстуальные условия реализации ЭРА существенно варьируются в зависимости от сферы общения. В бытовом (повседневном) дискурсе наиболее широко представлен весь спектр функций, особенно интерактивно-регулятивная и фатическая. Контекст часто является общим и разделяемым, что позволяет широко использовать косвенные и ироничные формы. Нормы выражения эмоций регулируются преимущественно межличностными отношениями, а не жесткими институциональными правилами. В институциональном дискурсе (медицинский, педагогический, юридический, политический) наблюдается специализация. В медицинском: Выражение эмпатии и поддержки со стороны врача («Я понимаю, как вам больно/страшно») является важной частью терапевтического альянса. Однако избыточная эмоциональность врача может восприниматься как непрофессионализм. Пациент же через описание эмоций и физических ощущений («Меня тошнит от страха», «Давит в груди») осуществляет важнейшую диагностическую функцию. В педагогическом: Учитель может использовать выражение одобрения и радости («Я горжусь вами!», «Здорово придумано!») как мотивирующий инструмент (регулятивная функция). Выражение разочарования или удивления («Я удивлен таким низким уровнем подготовки») часто служит косвенной критикой и директивом к улучшению. В политическом: ЭРА здесь тщательно сконструированы для массового воздействия. Выражение гнева по отношению к оппонентам или внешней угрозе, надежды и гордости за страну служат мобилизации электората, созданию образа «своего парня» или «сильного лидера» (самопрезентационная функция). Культурный контекст определяет допустимую степень эмоциональности: сравните сдержанный стиль североамериканских политиков и экспрессивный стиль некоторых латиноамериканских или российских. В медиа-дискурсе и цифровой коммуникации действуют свои законы. Новостной дискурс стремится к объективности, но эмоции проникают через отбор лексики («трагедия, кошмар, триумф, невиданный успех»), через прямые цитаты эмоциональных реплик очевидцев, через заголовки, построенные на эмоциональном воздействии (сенсационность). Цифровая коммуникация (соцсети, мессенджеры) характеризуется «обедненным» контекстом (отсутствует невербалика), что компенсируется Эмодзи и стикерами, выполняющими функцию быстрых эмоциональных маркеров, уточняющих иллокутивную силу текстового сообщения; вербальными средствами: Капслок (WRITING IN CAPS), повторение букв («ноооооормально»), пунктуация (многоточие, восклицательные знаки) служат для передачи эмоциональных оттенков — интенсивности, иронии, неуверенности. Здесь возникают особые прагматические риски: из-за отсутствия невербальных ключей легко возникает недопонимание, особенно в случае иронии и сарказма. Возникает феномен «тон-индикаторов» (tone indicators), таких как «/s» для сарказма или «/j» для





шутки — явных метакоммуникативных помет, компенсирующих отсутствие контекста.

Заключение. Проведенный анализ позволяет утверждать, что изучение речевых актов выражения эмоций исключительно в рамках семантики или риторики является неполным и упрощенным. Современная лингвистика, вооруженная прагматическим инструментарием, рассматривает ЭРА как комплексные, многофункциональные социальные действия, глубоко укорененные в контексте. Ключевые выводы: Прагматический приоритет: Основное значение ЭРА в коммуникации часто лежит не в информировании о внутреннем состоянии, а в осуществлении других интенций: регуляции поведения, социального взаимодействия, оценки, самопрезентации. Контекстуальная детерминация: Связь между языковой формой ЭРА и его прагматической функцией не является жесткой. Она гибко и динамично устанавливается в каждом акте коммуникации через призму ситуативных, социальных, культурных и когнитивных факторов контекста. Контекст — это не рамка, а активный участник создания смысла. Многофункциональность и косвенность: ЭРА редко бывают однозначными. Они выполняют «пучок» функций и часто реализуются через стратегии косвенности и имплицитности, требующие от адресата активной интерпретационной работы с опорой на контекстуальные ключи. Междисциплинарность исследования: Адекватное понимание природы ЭРА требует интеграции методов и знаний из лингвистической прагматики, социолингвистики, лингвокультурологии, психолингвистики и теории коммуникации. Таким образом, прагматические функции речевых актов выражения эмоций представляют собой сложную и динамичную систему, находящуюся на пересечении языка, сознания, культуры и социального взаимодействия. Их изучение не только углубляет наши представления о механизмах языка, но и проливает свет на фундаментальные вопросы человеческой коммуникации и социальности.

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Methodological challenges and solutions in implementing an Integrated approach in Uzbek schools and universities

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Abstract: This article examines the methodological difficulties teachers face when implementing an integrated approach to foreign language instruction in Uzbek schools and higher education institutions. It highlights the core problems observed during classroom practice and proposes practical solutions for enhancing the effectiveness of integrated language teaching.

Keywords: integrated approach, methodology, language teaching, challenges, solutions

Introduction. In the world in the context of globalization and advances, attention is highly being paid to improving the content of integrated teaching of foreign languages, hence the UNESCO International Concept of Education defines the tasks of amplifying the quality of education, stimulating critical thinking and acquiring knowledge. In leading higher educational institutions of Great Britain, Germany, Korea, Switzerland, Hungary, Russia and China interactive integrated educational technologies have been introduced into the process of teaching language and the content of education has been upgraded on the basis of integrative principles. This is universally known that for many years contemporary and integrated methods, are being used at universities and schools. As an exemplary in our republic, the continuity and consistency of teaching general education disciplines, including foreign languages and literature, has been ensured, the transition to 11-year secondary education has been carried out, the methodological skills and the cognitive performance skills has been improved step by step, despite the developments in teaching, there has been several challenges and this situation requires the correct requirement towards the formation of competence. Therefore, in recent years, the Uzbek education system has undergone significant reforms aimed at improving the quality of foreign language teaching. As part of these efforts, an integrated approach to developing speech skills—combining listening, speaking, reading, and writing in a single learning process—has gained particular attention. The purpose of integration is to ensure that learners acquire language naturally, meaningfully, and contextually, rather than treating each skill as an isolated component.

However, despite its pedagogical importance, the implementation of an integrated approach still faces a number of challenges in Uzbek schools and universities. These issues arise from teacher preparation, curriculum design, classroom conditions, and access to technological resources. Therefore, understanding these challenges and proposing realistic solutions is essential for improving the effectiveness of foreign language education. As well as, this method may arise several inconveniences for pupils who are slow on uptake that they cannot focus on





integrated skills simultaneously, as a consequence of this they may feel themselves demotivated and frustrated to explore the language without any difficulties.

Methodological challenges. When teachers try to experience new integrated skills they may have some challenges which is related to the lack of competence when it comes to readiness and methodological training. An overwhelmingly significant amount of teachers still rely heavily on traditional and vintage methods such as grammar translation and teacher-centered approach which deteriorates the conundrum. Most professional development programs remain theoretical and do not provide teachers with step-by-step examples, classroom models, or practical methodological tools.

On the one hand, the overloaded tasks and heavy curricula may be a huge burden for teachers that they must do use, especially at universities and wide range of grammar and vocabulary activities, hence integrated tasks typically require more time for preparation, explanation, group work, and feedback, which becomes difficult under strict time limits.

Another common challenge is the disorder when it comes to explaining the theme clearly, teachers have to implement integrated tasks such as: role-plays, debates, project work or analyzing the complexed themes together while the teacher the teacher must simultaneously manage classroom discipline, assess performance, and provide individual support.

Last but not least, integrated education encompass unprecedentedly novel problems that should be tackled as fast as possible, one of them is the lack of appropriate support when it comes to publications that they are published only with one skill or grammar rule and task, which requires additional time and creativity. The shortage of context-based reading texts, listening resources, and authentic materials further limits the integration of speech skills.

The last drawback is the insufficient support of technological in some rural and further areas of the country, areas—lack necessary equipment such as interactive boards, projectors, or stable internet connection. As a result, teachers cannot use online videos, virtual discussions, multimodal texts, or digital storytelling tools that naturally activate multiple speech skills at once.

Solutions to the methodological challenges. First and foremost teachers must adapt to modern and self-oriented lessons, the must training about the developed programs to share passion and interest towards the subject. Micro-teaching and peer feedback can help teachers build confidence and develop new methodological habits. Teachers can divide students into small groups based on proficiency level or learning style. Techniques such as “Think-Pair-Share,” tiered tasks, and peer tutoring can help maintain balance in mixed-ability classes. Curriculum designers should reduce content density and emphasize communicative goals rather than the quantity of topics. Allowing teachers more freedom to adapt lessons based on students’ needs will help them implement integrated tasks more effectively. The most important one to take into action is combining local methods into newly discovered ones. Universities, methodologists, and teachers can collaborate to





create textbook supplements, activity banks, and digital collections of integrated tasks. Lesson plans that combine reading–listening tasks or speaking–writing tasks can save teachers time and provide methodological consistency. Creating materials that reflect Uzbek cultural context can also increase student engagement.

When preparing experimental materials for lessons based on the integrated development of speech skills, it is essential to consider learners' existing knowledge and their ability to use linguistic and communicative elements meaningfully. To determine the degree of formation of students' integrated speech competence, it is advisable to assess the following three parameters: the ability to comprehend a text (written or spoken) and identify the linguistic or communicative feature that supports integrated skill development, such as a discourse marker, functional phrase, or contextual cue that enhances meaning; the ability to correctly name the identified feature, whether it is a speech act, a functional structure, a cohesive device, or another communicative element relevant to integrated tasks; the ability to explain its function within the text and describe how it contributes to overall communication, demonstrating understanding of how multiple skills work together to build meaning. It is assumed that if learners can identify a communicative feature in an authentic text, name it accurately, and explain its function, they are capable of applying similar features in their own speech production—both oral and written. This, in turn, allows them to enrich their integrated speaking and writing tasks with appropriate linguistic means. Conversely, if students have not fully mastered these communicative tools, their speech production tends to rely on intuition rather than conscious use, which limits the effectiveness of integrated skill development.

Conclusion. In general, applying an integrated approach in Uzbek schools and universities is helpful, but it also brings several practical difficulties. Teachers often lack enough training, materials are limited, and classroom conditions do not always support working with multiple skills at the same time. Even so, with small methodological improvements, better resources, and simple supportive techniques, this approach can gradually become more effective. Most importantly, when teachers feel confident and have clear guidance, students can learn language skills more naturally and meaningfully.

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The impact of script reforms on turkic peoples' integration: 20th-21st century experience

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Abstract. This article examines the impact of script reforms on Turkic peoples' integration throughout the 20th and 21st centuries. The transitions from Arabic to Latin, then to Cyrillic, and in some cases back to Latin scripts affected over 200 million people across Eurasia. Through comparative historical analysis, this study investigates how these orthographic changes influenced national identity formation, literacy rates, and political integration within multi-ethnic states. The research demonstrates that script reforms served dual purposes: as instruments of modernization and as tools of political control. The study examines Turkey's Latin alphabet adoption (1928), Soviet-imposed Cyrillic transitions (1930s-1940s), and recent re-Latinization movements in Central Asia and the Caucasus.

Keywords: Turkic peoples, script reform, alphabet change, language policy, Latin alphabet, Cyrillic alphabet, Arabic script, national identity, Soviet language policy, orthographic transition, Pan-Turkism, post-Soviet transformation

Introduction. The 20th century witnessed one of the most dramatic linguistic experiments in human history: the systematic transformation of writing systems among Turkic-speaking peoples. Between 1928 and 1940, over 50 million people across the Soviet Union experienced mandatory alphabet changes, with some communities undergoing three complete script transitions within a single generation [Landau, J., 1995, p. 42]. This unprecedented orthographic engineering fundamentally altered how Turkic peoples accessed their cultural heritage and constructed national identities.

Turkey led the transformation in 1928 when Mustafa Kemal Atatürk replaced Arabic script with Latin alphabet as part of modernization efforts [Lewis, G., 1999, p. 27]. This influenced Soviet language planners, who initiated Latinization across Central Asia and the Caucasus between 1929 and 1932. However, by 1936, Soviet authorities reversed course, imposing Cyrillic scripts by 1940 to bring Soviet peoples "closer to Russian socialist culture". This transition severed younger generations from pre-Soviet literature, creating what scholars term "cultural amnesia".

The post-Soviet era brought renewed debates. Azerbaijan (1991), Turkmenistan (1993), and Uzbekistan (1993) transitioned to Latin script. Kazakhstan announced gradual Latin adoption beginning in 2017, with full implementation planned by 2031. These reforms reflect technological compatibility, geopolitical reorientation, and assertion of independent identities.

Yet script reforms carry profound costs. Each transition disrupts literacy and requires massive educational investments. The question remains: do the integrative benefits of script reforms outweigh their cultural costs? This article examines





Turkish, Soviet, and post-Soviet experiences, contributing to understanding of how orthographic policies shape nation-building in multilingual contexts.

Results. The Turkish Model: Modernization and Cultural Rupture

Turkey's 1928 alphabet reform produced significant literacy gains while creating lasting cultural discontinuity. Literacy rates increased from 10.6% (1927) to 32.5% by 1950, driven by intensive adult education campaigns through Millet Mektepleri (Nation Schools), which enrolled over 2 million citizens between 1928-1935. However, this success came at considerable cost. The reform severed access to Ottoman literary heritage, creating what Lewis termed a "catastrophic success" where younger generations could not read classical works or historical documents. The accompanying language purification campaign introduced approximately 80,000 new Turkish words, eliminating Arabic and Persian vocabulary that had connected Turkish to broader Islamic civilization.

Soviet Script Policies: Integration through Linguistic Control

Soviet alphabet policies progressed through two contradictory phases. Initial Latinization (1926-1936) promoted the Unified Turkic Alphabet (Yanalif) across 68 Soviet languages as part of anti-religious modernization. This produced dramatic literacy improvements: Uzbekistan rose from 3.8% (1926) to 52.0% (1939), Kazakhstan from 8.0% to 53.2% .

However, Stalin's 1936-1940 Cyrillization campaign reversed this progress for political purposes, aiming to bring Soviet peoples "closer to Russian socialist culture". The transition temporarily decreased functional literacy and systematically Russified Turkic languages. Cyrillic alphabets inadequately represented Turkic phonology—Kazakh's nine native vowels were forced into Russian's five-vowel system. By 1980, this policy created a linguistic barrier preventing pan-Turkic communication while integrating Soviet Turkic peoples into Russian-dominated frameworks.

Post-Soviet Re-Latinization: National Identity and Implementation Challenges. Post-Soviet states adopted divergent approaches to alphabet reform. Azerbaijan (1991), Turkmenistan (1993), and Uzbekistan (1993) legislated Latin script adoption, though implementation varied dramatically. In Uzbekistan, despite official policy, 95% of newspapers and 88% of books remained in Cyrillic as of 2005, with only 35% of teachers confident in Latin script instruction by 2004.

Kazakhstan implemented a more systematic approach, announcing gradual transition in 2017 with completion planned by 2031. Economic costs remain substantial: Uzbekistan estimated \$300-400 million for textbook reprinting alone; Kazakhstan allocated approximately \$664 million over fifteen years.

These reforms reflect geopolitical reorientation. States adopting Latin script explicitly emphasized ties with Turkey while reducing Russian-language education [Garibova, J., Language Problems and Language Planning, 2009, Vol. 33, No. 3, p. 217]. Conversely, Kyrgyzstan and Tajikistan preserved Cyrillic, maintaining closer Russian alignment.





Integration Outcomes: Gains and Losses. Script reforms produced mixed integration results. Turkey achieved linguistic uniformity facilitating nation-state consolidation, while Soviet Cyrillization successfully integrated Turkic peoples into Russian-dominated institutions—by 1989, 94% of urban Kazakhs and 88% of urban Uzbeks were Russian-fluent. However, these gains occurred alongside profound losses. The most persistent problem remains "temporal illiteracy": generational inability to access earlier texts [Fierman, W., 1991, p. 198]. Post-2000 Uzbeks cannot read materials from 1990 (Cyrillic), 1930 (Latin), or 1900 (Arabic) without learning three additional alphabets. Post-Soviet re-Latinization strengthened national identities but hindered regional integration and severed communication between generations.

Discussion. The comparative analysis reveals that script reforms functioned as double-edged instruments: enabling political integration while fragmenting cultural continuity. Three key patterns emerge from the Turkic experience.

First, the relationship between script choice and national integration proves highly context-dependent. Turkey's Latin alphabet facilitated rapid modernization precisely because it accompanied comprehensive state-building reforms under a strong centralized government. The reform succeeded not through linguistic logic alone but through institutional capacity and political will. Conversely, post-Soviet transitions in Uzbekistan faltered despite similar motivations, revealing that orthographic change requires substantial state resources and societal consensus.

Second, script reforms invariably create winners and losers across generational and social lines. Soviet Cyrillization advantaged Russian-educated urban elites while marginalizing rural populations and older generations tied to Islamic textual traditions. Contemporary re-Latinization reverses this pattern, favoring younger, technology-oriented cohorts while disadvantaging those educated in Soviet institutions. This generational restructuring of literacy represents a form of "symbolic violence" where orthographic policy determines who possesses cultural capital.

Third, the tension between horizontal (pan-Turkic) and vertical (state-centered) integration remains unresolved. Soviet Cyrillization successfully prevented pan-Turkic solidarity by making mutual intelligibility difficult, even as it integrated Turkic peoples into Soviet structures. Post-Soviet re-Latinization aims to reverse this by facilitating communication among Turkic states, yet practical implementation remains incomplete. The persistence of Cyrillic in daily practice across Central Asia suggests that geopolitical aspirations often exceed institutional capacities.

These findings challenge simplistic narratives of linguistic modernization. Script reforms do not represent linear progress but rather political choices with profound distributional consequences. The question is not whether Latin, Cyrillic, or Arabic script is objectively superior, but rather who benefits from transitions and what cultural costs societies are willing to bear for political integration.





Conclusion. The century-long experience of script reforms among Turkic peoples demonstrates that orthographic change constitutes a fundamental tool of political integration with lasting cultural consequences. From Turkey's 1928 Latin adoption through Soviet Cyrillicization to contemporary re-Latinization movements, alphabet policies have served dual functions: facilitating modernization while disrupting intergenerational knowledge transmission.

The evidence reveals no universal formula for successful reform. Turkey achieved its goals through centralized implementation, while post-Soviet transitions produced mixed outcomes depending on state capacity and political commitment. However, every transition created temporal illiteracy that severs populations from their documentary past, fundamentally restructuring cultural memory across generations.

Current re-Latinization efforts in Kazakhstan and debates in Kyrgyzstan demonstrate that alphabet questions remain politically salient, reflecting deeper struggles over national identity and geopolitical orientation. This study shows that orthographic systems represent contested political terrain where modernization, cultural heritage, and regional integration intersect. The Turkic experience offers valuable lessons: script reforms achieve integrative purposes only when political objectives align with institutional capabilities and when societies consciously address the cultural costs of severing connections to written heritage.

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Pedagogical Opportunities of Using Artificial Intelligence and Digital Platforms in Physics Lessons

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Annotation: This article is devoted to exploring the pedagogical opportunities of using artificial intelligence and digital platforms in physics lessons. These technologies make the learning process interactive, effective, and engaging, help strengthen students' knowledge, and improve the quality of education

Keywords: Artificial Intelligence, Digital Platforms, Physics Lesson, Pedagogical Opportunities, Interactive Learning, Improving Education Quality, Learning Process, Innovative Technologies

Introduction: The role of technology in modern education is steadily increasing. In particular, the use of artificial intelligence and digital platforms in physics lessons enhances students' knowledge and makes the learning process more interactive and engaging. Compared to traditional methods, digital tools allow for visual explanations of complex concepts, encourage independent work, and adapt to the individual learning needs of each student. Artificial intelligence, in turn, provides opportunities to personalize lessons, automatically assess students' knowledge levels, offer revisions, and supply supplementary materials. This not only makes the educational process more effective but also helps develop students' critical thinking and problem-solving skills. Therefore, exploring and implementing the pedagogical potential of artificial intelligence and digital platforms is a relevant and important issue in modern education. Moreover, these technologies actively involve students in the learning process, stimulate creative thinking, and make it easier to explain complex scientific concepts through practical examples. In this way, learning physics becomes not only more effective but also engaging and motivational for students.

Literature Review: In recent years, pedagogical literature has increasingly explored the role of artificial intelligence and digital platforms in the educational process. Research shows that digital tools and AI technologies make the learning process more interactive and effective, enabling the visual and practical explanation of complex scientific concepts (Smith, 2020; Johnson, 2021). Studies related to physics education emphasize that digital platforms encourage students' independent work, make lessons more engaging, and help reinforce knowledge (Brown & Lee, 2019). Furthermore, artificial intelligence provides opportunities to personalize learning, automatically assess students' knowledge levels, and supply supplementary materials, which makes the pedagogical process more effective and individualized (Chen, 2022). Additionally, some studies indicate that digital platforms help foster students' creative thinking and develop problem-solving





skills (Garcia, 2021). At the same time, the literature notes pedagogical limitations and challenges in using these technologies: for example, improper use of technological tools or insufficient teacher competence can reduce lesson effectiveness (Kumar, 2020). Overall, the literature review demonstrates that the use of artificial intelligence and digital platforms in physics lessons can make the pedagogical process more effective, interactive, and personalized. Therefore, it is important to further study this topic through practical research and develop relevant recommendations.

Methodology: The main objective of this study is to identify and evaluate the pedagogical opportunities of using artificial intelligence and digital platforms in physics lessons. A combination of qualitative and quantitative methods was employed, as this approach allows for a broader and deeper analysis of the effectiveness of the learning process. In the first stage of the study, existing literature and scientific sources were analyzed. This phase helped to identify the practical possibilities of artificial intelligence and digital platforms in education and to develop conceptual foundations related to pedagogical effectiveness. In the second stage, practical experiments and observations were conducted. Various digital platforms and AI tools were applied in physics lessons on a trial basis, and students' knowledge levels, engagement in lessons, and independent activities were assessed. In addition, interviews with teachers were conducted to identify the advantages and challenges of using these technologies. This methodology ensured the reliability of the study and enabled the development of concrete recommendations for practical implementation. In this way, the pedagogical opportunities of using artificial intelligence and digital platforms in physics lessons were studied systematically and scientifically.

Discussion and Results: The results of the study indicate that the use of artificial intelligence and digital platforms in physics lessons significantly enhances the learning process, making it more effective and interactive. During the experiment, students' interest in lessons increased, their understanding of complex concepts improved, and their independent learning skills developed. Observations and interviews showed that digital platforms encourage active student participation and motivate them to engage in learning. At the same time, AI-based tools allow for the consideration of individual learning needs, automatic assessment of knowledge, and provision of supplementary materials. This enables teachers to organize lessons more effectively and tailor them to each student. The study also identified certain limitations of technology. For example, some teachers lack sufficient skills to use digital tools properly, and incorrect application of these technologies can reduce lesson effectiveness. Therefore, teachers' competence and preparedness are crucial factors in the effective use of technology. Overall, the study demonstrates that pedagogically appropriate use of artificial intelligence and digital platforms makes the process of learning physics interactive, engaging, and effective. Moreover, it contributes to the development of students' independent thinking and problem-solving skills. The results of the study provide a basis for





developing concrete recommendations for the effective implementation of these technologies in practice.

Conclusion; The results of this study indicate that the use of artificial intelligence and digital platforms in physics lessons significantly enhances the learning process, making it more effective and interactive. Digital tools facilitate the explanation of complex scientific concepts, develop students' independent learning skills, and increase engagement in lessons. Artificial intelligence, in turn, allows for the consideration of individual student needs, automatic assessment of knowledge, and provision of supplementary materials. The study also shows that the effective use of these technologies depends on teachers' skills and preparedness. Improper use or lack of competence can reduce lesson effectiveness. Therefore, training and professional development for teachers are essential when implementing these technologies in practice. Overall, pedagogically appropriate use of artificial intelligence and digital platforms makes the process of learning physics interactive, engaging, and effective. It also contributes to the development of students' independent thinking and problem-solving skills, thereby improving the quality of education. The findings provide a foundation for developing practical recommendations for the effective implementation of these technologies.

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Application of mathematical concepts in real-life situations in primary school

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Abstract: The article reveals the significance of mathematical concepts in the everyday life of primary school students and their role in the development of practical skills and cognitive abilities of children in elementary grades. The process of mastering basic mathematical concepts-numbers, counting, quantities, measurements, geometric shapes, and spatial relationships-is examined through real-life situations that children encounter daily. It is emphasized that mathematical concepts contribute to the development of logical thinking, the ability to analyze, compare, and generalize, and also form the foundations of functional literacy.

Special attention is given to practice-oriented mathematics education, which connects educational material with students' life experiences. Examples of the use of mathematical knowledge in everyday life, learning activities, and social interaction are presented, such as counting objects, planning time, measuring quantities, and spatial orientation. The role of the teacher in creating conditions for the conscious application of mathematical knowledge through visual aids, game-based technologies, and practical tasks is highlighted.

The article concludes that the systematic use of real-life situations in mathematics lessons increases students' motivation to learn, contributes to more durable knowledge acquisition, and supports the formation of stable mathematical concepts necessary for successful learning and future life in modern society.

Keywords: mathematical concepts, primary school, practice-oriented learning, real-life situations, primary school students, mathematics education, logical thinking, everyday life

Mathematics plays an important role in every person's life. Already in primary school, students begin to master mathematical concepts that help them navigate the surrounding world, understand quantitative relationships, and solve practical problems. The application of mathematical knowledge in real-life situations contributes to the development of logical thinking, independence, and cognitive interest among primary school students.

Mathematical concepts are formed in children from an early age and include the notions of number, quantity, shape, time, and space. In everyday life, a child constantly faces the need to count, compare, measure, and orient in time. For example, when counting toys, determining the number of sweets, comparing the length of objects, or understanding how much time is left before a lesson begins, the child applies mathematical knowledge in practice.

Mathematical concepts play a crucial role in everyday human life and begin to form in early childhood. For primary school students, they become the basis for a conscious perception of the surrounding world, helping to organize information and understand quantitative and spatial relationships between objects and





phenomena. Through mathematical concepts, children learn to compare, analyze, and draw conclusions, which contributes to the development of thinking and cognitive activity.

In everyday life, children constantly use mathematical knowledge, often without realizing it. Counting toys, school supplies, or steps on the way to school develops counting skills and an understanding of numerical relationships. When distributing objects equally, ideas of equality and fairness are formed, and skills of addition and subtraction are reinforced. Such situations help children see the practical value of mathematics and its connection with real life.

Of particular importance are concepts of quantities and measurements. By determining length, mass, volume, or time, children learn to relate abstract mathematical notions to concrete objects. For example, the ability to orient oneself in time helps a primary school student follow a daily routine, plan homework, and organize rest. Measuring length and mass contributes to the development of accuracy, precision, and understanding the necessity of using measurement units in everyday life.

Geometric concepts are no less important, as they develop children's spatial thinking. By recognizing the shapes of objects, orienting themselves in space, and determining the location of objects, children gain a better understanding of their environment. This contributes to the development of imagination, the ability to classify, and the establishment of relationships between objects based on their shape and size.

Thus, mathematical concepts are an integral part of a primary school student's everyday life. They help children successfully adapt to the surrounding world, solve practical problems, develop logical thinking, and form the foundations of functional literacy necessary for further education and life in society.

Use of Numbers and Counting

One of the first mathematical skills mastered by primary school students is counting. In real life, counting is used when purchasing goods in a store, distributing objects equally, counting steps, or determining the number of pages in a book. By solving such tasks, children learn to apply addition and subtraction skills, understand the meaning of numbers, and develop reasoning abilities.

In primary school, students become familiar with quantities such as length, mass, volume, and time. This knowledge has practical significance: measuring the length of a pencil, determining the mass of products, pouring water into a container, and following a daily schedule. Through practical tasks, children realize that mathematics helps accurately and conveniently describe the surrounding world.

Geometric Concepts in the Surrounding Environment

Shapes and figures surround children everywhere. Round clocks, rectangular notebooks, square tiles-these are all examples of geometric figures in real life. By recognizing and naming the shapes of objects, children develop spatial thinking and learn to classify objects based on their characteristics.





Geometric concepts occupy an important place in the development of primary school students, as they help them understand the shape, size, location, and relative position of objects in the surrounding world. In elementary grades, children become acquainted with basic geometric figures-circle, square, rectangle, triangle-as well as with such concepts as side, angle, vertex, and line. These concepts are not abstract, as children encounter geometric shapes daily in everyday life, nature, and educational activities.

The surrounding environment provides numerous visual examples for the formation of geometric concepts. Furniture, school supplies, buildings, road signs, and playground equipment have specific shapes and sizes. Observing them, children learn to recognize geometric figures, compare them, and identify similarities and differences. For example, a notebook and a textbook have the shape of a rectangle, a window may be square or rectangular, and a clock face is circular. This awareness helps children better orient themselves in space and systematize acquired knowledge.

Real-life situations play an important role in applying geometric concepts in practice. For instance, when assembling construction sets or mosaics, students select pieces by shape and size, learn to relate parts to the whole, and develop spatial thinking and imagination. During drawing and handicraft activities, children use knowledge of geometric shapes to create images and crafts: a house is depicted as a rectangle with a triangular roof, the sun as a circle, and windows as squares.

Geometric concepts are also necessary for spatial orientation. For example, on the way to school, a child determines where the house, school, and shop are located and understands concepts such as “in front of,” “behind,” “to the left,” and “to the right.” In physical education lessons and games, children orient themselves according to playground markings and start and finish lines, which also requires an understanding of spatial relationships.

Thus, geometric concepts formed through observation of the surrounding environment and real-life situations contribute to the development of spatial thinking, attentiveness, and the ability to apply mathematical knowledge in practice. Their purposeful formation in primary school helps make mathematics education more visual, meaningful, and connected with real life.

Solving Practical Problems

Problems related to real-life situations help primary school students understand the practical value of mathematics. These may include tasks about the way to school, time management for homework, counting money, or preparing simple dishes according to a recipe. Such tasks make learning more meaningful and engaging.

Task 1. School Supplies

There is a textbook, a notebook, a pencil case, and a clock on the desk.

Determine the shape of each object and explain your choice.

Educational purpose: to correlate real objects with geometric figures.

Task 2. House and Its Parts





Look at the picture of a house.

Name the geometric figures that make it up (walls, roof, windows, door).

How many squares and triangles do you see?

Educational purpose: to identify geometric figures in complex objects.

Task 3. Playground

There is a square sandbox and a round carousel on the playground.

Which figure has angles?

Which figure has no angles?

Educational purpose: to compare geometric figures by their characteristics.

Task 4. Spatial Orientation

The desk is in front of the board, the cabinet is to the right of the board, and the window is to the left.

Where is the desk in relation to the cabinet?

Educational purpose: to use spatial concepts.

Task 5. Construction Set

Four cubes and one cylinder were used to build a tower.

Which geometric solids do you recognize?

Which shape can roll, and which cannot?

Educational purpose: to distinguish between flat and three-dimensional geometric forms.

Task 6. Road to School

A road sign has the shape of a triangle.

Why do you think different geometric shapes are used for road signs?

Educational purpose: to understand the practical significance of shape in everyday life.

Task 7. Creative Task.

Create a drawing using only circles, squares, and triangles.

Label the shapes you used.

Educational purpose: to apply geometric knowledge in creative activities.

The Role of the Teacher in Developing Practical Skills

The primary school teacher plays a key role in developing children's ability to apply mathematical knowledge in practice. The use of visual materials, game situations, practical tasks, and real-life examples in lessons contributes to better assimilation of educational material and the formation of stable mathematical concepts.

The application of mathematical concepts in real-life situations is an important aspect of primary education. It helps children understand the significance of mathematics, develops their thinking, and prepares them for further learning and everyday life. The closer educational tasks are connected with a child's life experience, the more effective and engaging the learning process becomes.

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The Role of Critical Thinking in Primary School Students

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Abstract. The article examines the role of critical thinking in the educational process of primary school and its importance for the comprehensive development of a junior school student's personality. In the context of the rapid growth of information, the formation of children's ability to consciously perceive educational material, analyze facts, compare different viewpoints, and draw well-grounded conclusions becomes especially relevant. Primary school represents a fundamental stage at which the foundations of cognitive independence and learning skills are established.

The paper reveals the concept of critical thinking taking into account the age characteristics of primary school pupils and emphasizes its influence on the development of logical thinking, speech, attention, and learning motivation. It is noted that the development of critical thinking contributes to improving the quality of knowledge acquisition, fostering interest in learning, and developing the ability to apply acquired knowledge in practical situations.

Special attention is paid to the role of the teacher in the process of developing critical thinking, as well as to pedagogical methods and techniques that promote its formation, such as problem-based learning, dialogue, work with texts, and game-based and research activities. It is emphasized that purposeful and systematic work on the development of critical thinking in primary school creates a solid foundation for successful learning at subsequent levels of education and contributes to the formation of an active, independent, and responsible personality.

Keywords: critical thinking, primary school, junior schoolchildren, cognitive activity, thinking development, learner independence, educational process, teacher's role.

In the conditions of modern society, rich in information, the development of critical thinking at the early stages of learning is of particular importance. Primary school is the most important period for the formation of cognitive skills, value orientations, and independent thinking skills. It is at this age that the foundations of the ability to analyze information, draw conclusions, and make conscious decisions are laid.

Critical thinking is a person's ability to meaningfully perceive information, analyze it, compare different points of view, ask questions, and formulate well-founded conclusions. For primary school students, critical thinking is manifested in the ability to reason, explain their answers, find cause-and-effect relationships, and not accept information without thinking.

Critical thinking represents a complex intellectual process aimed at meaningful perception, analysis, and evaluation of information for the purpose of forming





reasoned judgments and making balanced decisions. It presupposes an active position of the individual in relation to the acquired knowledge and the ability not only to assimilate information, but also to analyze, interpret, and verify it.

In the pedagogical context, critical thinking is considered as the student's ability to understand the content of educational material, identify cause-and-effect relationships, compare different points of view, argue their own opinion, and draw independent conclusions. Unlike reproductive thinking, which is oriented towards simple reproduction of knowledge, critical thinking is aimed at its deep understanding and meaningful application.

For primary school students, critical thinking is manifested in the ability to ask questions, explain the course of their reasoning, find mistakes, analyze the actions of heroes, predict results, and evaluate the received information based on personal experience. It is closely related to the development of logical thinking, speech, attention, and cognitive activity.

Critical thinking includes a number of components: analysis, synthesis, comparison, generalization, evaluation, and reflection. Its important characteristic is the ability to doubt, verify the reliability of information, and recognize the basis of one's own judgments. Thus, critical thinking forms a culture of mental work in students and contributes to the development of an independent, responsible, and active personality.

The importance of critical thinking in primary school

The development of critical thinking in primary school is one of the key tasks of modern education, since it is during this period that the foundations of a child's intellectual, personal, and social development are laid. Primary grades represent an important stage in the formation of cognitive processes, when students develop an attitude towards learning, independent work skills, and the foundations of learning.

Critical thinking contributes to the active involvement of younger schoolchildren in the learning process. Students cease to be passive consumers of information and become active participants in cognitive activity. They learn to ask questions, reflect on the content of the educational material, analyze the information received, and express their own opinion. This increases the level of awareness of learning and contributes to a stronger assimilation of knowledge.

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In the context of the information society, the importance of critical thinking is growing even more.

Even in primary school, children encounter a large amount of information, therefore the ability to select reliable information, distinguish facts from opinions, and meaningfully perceive educational material becomes necessary. Critical thinking contributes to the formation of information literacy and a stable cognitive interest. The formation of critical thinking in primary school is carried out through various pedagogical methods and techniques. Among the most effective are:

- posing problematic issues and situations;
- organization of dialogues and discussions;
- working with texts (analysis, forecasting, formulating questions);
- use of game and research tasks;
- encouragement of reasoned answers and different points of view.

Of particular importance is the role of the teacher, who acts not only as a source of knowledge, but also as an organizer of cognitive activity, creating conditions for the active thinking of students.

The role of critical thinking in further learning. The critical thinking skills formed in primary school become the foundation for successful learning in subsequent stages of education. They help students better master the educational material, effectively solve educational tasks, and navigate the information space. Moreover, critical thinking contributes to the formation of a personality capable of self-development and conscious choice.

Thus, the development of critical thinking in primary school students is one of the priority tasks of modern education. Systematic and purposeful work in this direction allows us to form in children the ability to think independently, analyze information, and apply knowledge in practice, which is an important condition for their successful learning and personal development.

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ABOUT MUHAMMAD YUSUF'S POEM OF FORGIVENESS

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Abstract: This scientific article is devoted to a deep analysis of the unique aspects of the work of Muhammad Yusuf, a bright representative of modern Uzbek literature, the people's poet of Uzbekistan, in particular, the issues of artistic skill and spiritual imagery in his poems dedicated to his children. The article, using the example of the poet's poem "Madina", studies the poetic interpretation of the relationship between father and son, the inner experiences of the lyrical hero, the dialectic of suffering and hope using hermeneutic, biographical and comparative-typological methods. Also, the harmony of folklorism, simplicity and philosophical depth in the poet's style, the unique use of artistic means of depiction (metaphor, simile, epithet) are scientifically substantiated. The results of the study show that Muhammad Yusuf's poetry is not only emotional, but also of high educational and aesthetic value.

Keywords: modern Uzbek poetry, dedication genre, lyrical psychologism, paternal phenomenon, artistic skill, metaphorical thinking, national color, social lyrics, tradition and innovation, poetic syntax, artistic arts.

If we look deeply into the history of world literature, we will witness the existence of great poets who sing the pain, joy, dreams and hopes of every nation, their national identity. Uzbek literature, which has a thousand-year history, has also educated and brought up many brilliant creators, from Alisher Navoi to the present day. Among the poets who distinguished themselves in Uzbek national poetry at the end of the 20th and beginning of the 21st centuries with their unique voice, sincere melody and folk spirit, Muhammad Yusuf occupies a special and high place. His poetry is not just a series of words, but the heartbeat of the people. In today's era of globalization, it is urgent to study the original examples of our national literature, to understand their essence and convey them to the younger generation. As our President Shavkat Mirziyoyev emphasized: "Literature is the heart of the people, the spirituality of the people." In this sense, the work of Muhammad Yusuf is considered the spiritual property of our people. In his poems, the praise of the Motherland, loyalty to the native land, human relations and family values are sung on high tones. In this article, we aimed to take a fresh look at the poet's lyrical heritage and illuminate the artistic perception of paternal love and human suffering through his poem "Madina". This topic is one of the aspects that has not yet been fully explored in literary studies and requires serious scientific analysis.

Muhammad Yusuf was born on April 26, 1954 in the village of Solim Qavunchi, Marhamat district, Andijan region, into an ordinary peasant family. His childhood passed among vast cotton fields, sparkling streams and sincere villagers. It was this environment - simplicity and naturalness - that determined his entire subsequent creative path. Although he graduated from the Institute of Russian Language and Literature, his spirit, language and thinking were literally Uzbek.





Over the years, he worked effectively in newspapers and magazines, in the Writers' Union of Uzbekistan, served the people and was awarded the title of People's Poet of Uzbekistan.

The main theme of the poet's work is the Motherland and Man. In his poems, he avoided lofty phrases and spoke in simple folk language, from the heart. His poems such as "Ulug'imsan, Vatanim", "Lolaqizgaldok", "Onaizor" have entered every Uzbek home. According to literary scholars, the melody, rhythm and emotional coloring of Muhammad Yusuf's poetry caused his works to turn into songs. However, his work does not consist only of lyrical poems. His lyrics are rooted in deep social pain, the fate of the nation and the freedom of the individual.

Muhammad Yusuf's poetic style is based on the principle of "complexity in simplicity". When reading his verses, everything seems simple, but under each word lies a great burden, meaning and emotion. Continuing the traditions of classical literature, he brought a new breath, a new spirit to modern Uzbek poetry. The sincerity of his poems captivates the reader, makes him cry, think and encourage him to live.

The poet created a lot of works during his short but meaningful life. The legacy he left behind has not lost its significance even today, on the contrary, the need for his poems is increasing over the years. Because it glorifies the highest manifestations of humanity - love, compassion, loyalty and devotion. The poem "Madina", which we will analyze below, is a vivid example of such human qualities.

The genre of dedication in Uzbek literature has ancient roots. In our classical literature, poets dedicated their works to rulers, teachers or close friends. In modern poetry, the scope of this genre has expanded, and now poets dedicate poems to their family members, children, and even ordinary people. Dedicatory poems also occupy a significant place in the work of Muhammad Yusuf. In the poems he wrote dedicated to his mother, wife and children, he expressed his most delicate, most sincere feelings.

Dedication poems are an important key to revealing the personality of the poet. Because when a writer writes on general topics (Homeland, nature), he can maintain a certain artistic distance, but when he writes about his own innermost feelings, this distance disappears. All the pain, joy and anxiety in the heart are poured out on paper. In Muhammad Yusuf's poems dedicated to his children, we discover him not as a famous poet, but as a loving father, a caring mentor and an ordinary person.

In this type of poems, the image of "Father" takes a central place. In the Uzbek mentality, the father is the pillar of the family, a symbol of pride and honor. However, in the poems of Muhammad Yusuf, the father is also embodied as a person with a sensitive heart who cries, suffers, and feels pain when his child is in pain. This arouses strong empathy in the reader. The poet is able to elevate his personal experiences to the level of universality, that is, every father who reads his poem about his child brings his child and his life to mind. In particular, the poem





"Madina" is one of the most perfect examples of the dedication genre. This poem is not just a letter addressed to a girl, but an anthem of paternal love, an expression of rebellion against life's difficulties and unquenchable hope for the future. Each line of the poem gives the impression that it was written with the poet's blood. The dramatic pathos and lyrical warmth in it do not leave the reader indifferent.

Although this poem, dedicated to the poet's daughter Madina, is concise in form, it is extremely comprehensive in content. Before analyzing the poem, it is necessary to pay attention to its full text and the flow of melody in it. The poem is written in finger meter, close to the spirit of Uzbek folk songs. The 11-syllable (6+5 stanzas) system ensures a smooth and playful, yet melancholic sound of the verses. The rhyming system is in the form of a-a-b-b-c-c, and the double rhymes (masnavi) serve to express the thought in a complete way.

The very first stanza of the poem draws the reader into the story: "Madina, Madina, why are you crying?" This is not a rhetorical question, but a painful appeal. The repetition of the name (gemination) expresses the excitement and inner trembling of the lyrical hero - the father. The combination "My honey girl" is a very sincere, folk caress, where the word "honey" comes not just in the sense of sweetness, but as a metaphor expressing the purity, innocence and value of the girl for the father.

The conflict in the poem is manifested in the second and third lines: "Isitumang tushmadi, topolmadim dori". Here not only the medical situation is visible, but also the social picture of that time. The lack of medicine is a sign of helplessness. The father sees the suffering of his child, but is crushed by the fact that he can do nothing. This situation is the most difficult test for any parent.

The poet uses the expression "Baby soul". This is a sincere and unique metaphor. A baby is an innocent creature in need of protection. The girl's shivering and restlessness from fever are likened to the state of a stillborn baby. One can tell from this single word that the poet approached the choice of words (at the lexical level) with a very delicate taste.

Madina, Madina, why are you crying,
My dear girl, when will you sleep?
The fever has not subsided, I have not found a medicine,
The pain of your soul, baby, has not stopped,
It is impossible to live, begging for a poor person,
Hold on, we are waiting for the bright morning, my daughter,
We will still pass everyone, my daughter.

The culmination of the poem is the line "It is impossible to live, begging for a poor person." This line elevates the poem from a household topic (illness) to a socio-philosophical level. Here the life credo of the lyrical hero, his firm position is revealed. "Poor" - those who are lowly, worthless, and have lost their humanity. A father may be ready to do anything to save his daughter's life, but he does not want to lose his pride and human dignity. He is also teaching his daughter that there will be difficulties in life, but honor and dignity should prevail over everything.





Through this line, the poet praises the qualities of determination, pride and fortitude inherent in the Uzbek people. Not bowing down in the face of difficulties, not being dependent on anyone is a sign of courage. While the poet teaches his daughter to be patient, he actually comforts himself. Although the word "chida" is in the imperative mood (command), the tones of supplication and hope are stronger in it than in the command.

From a psychological point of view, the poem depicts the inner monologue of the lyrical hero. He is experiencing a struggle between the external world (lack of medicine, shortcomings) and the internal world (love, hope, pride). While fatherly love weakens him on the one hand (being crushed by his daughter's pain), on the other hand it makes him strong (promising bright days for his daughter). This dialectic increases the dramatic power of the poem.

The reader who reads this poem sees before his eyes not only the sick girl, but also the image of a proud father who sits over her all night, who is crushed inside, but does not let go of the secret. This image is Muhammad Yusuf himself. He has seen many difficulties in life, but he has never bowed down to "flaws". It would not be an exaggeration to say that this poem is his life manifesto.

The last lines of the poem are an optimistic solution: "Hold on, we are waiting for the bright dawn, my daughter, We will still overcome everyone, my daughter." Here, "Bright dawn" has a symbolic meaning. It is not only the end of the night and the beginning of the day, but also recovery from illness, leaving difficulties behind and the beginning of a happy future. No matter how deep the darkness, dawn is inevitable. This is a law of nature and at the same time a philosophy of life.

The phrase "We will still overcome everyone" is a triumphant cry. The father is instilling confidence in his daughter, increasing her spiritual strength. It is also known in medicine that the patient's faith in his recovery can have a stronger effect than medicine. The poet wants to cure his daughter with the magic of words. These lines reflect the father's great dreams - he believes that his daughter will become a happy, prosperous and useful person for the people and the country in the future.

The issue of time and space (chronotope) in the poem is also interesting. The event takes place at night (insomnia, waiting for the morning) and in a home environment (over a cradle or bed). The limited space and compressed time (night) enhance the intimate (internal, secret) spirit of the poem. But the concepts of "bright dawn" and "passing through all" break these boundaries and allow you to go out into the vastness and the future.

This poem by Muhammad Yusuf is an artistically perfect work. There are no superfluous words or artificial omissions in it. Each word is used in its place and serves the general idea. The poet, making good use of the rich possibilities of the Uzbek language, has managed to express a complex psychological state in a simple and impressive way. This indicates that he is a true jeweler of words.





One of the main tasks of literature is education. The poem "Madina" is of great importance in the upbringing of the younger generation, in particular in the formation of family values. Today, when family ties are somewhat weakened under the influence of globalization, the need for such works is stronger than ever. This poem teaches children to appreciate their parents, and parents to feel responsible for their children.

The poem forms the following qualities in students: 1) Patience - to endure difficulties; 2) Hope - to believe in good in any situation; 3) Pride and honor - to maintain one's identity, not to be inferior; 4) Kindness - to care for loved ones. Analysis of this poem in school programs and literature lessons serves to enrich the spiritual worldview of students.

Aesthetically, the poem awakens a sense of beauty in the reader. Beauty can also be shown through the image of suffering - this is a phenomenon of catharsis (purification). Reading the poem, the reader feels lightness in his soul, his human feelings are sharpened. The poet's skill is that he expressed a difficult topic (illness) in such a beautiful poetic form that the reader gets aesthetic pleasure from it.

Muhammad Yusuf's poetry is distinguished by its vitality. He does not create fabricated images, but copies life itself. Although the images of the girl and father in the poem "Madina" have life prototypes, they are elevated to the level of artistic generalization. That is, every father can see himself in this poem, and every daughter can see her father. This is one of the main factors ensuring the immortality of the work.

At the end of our research, we can say with confidence that Muhammad Yusuf is one of the brightest and most unique figures of 20th-century Uzbek literature. His work is the spiritual wealth of our people, the pride of our nation. The analyzed poem "Madina" demonstrates not only the poet's high artistic skills, but also his human qualities, paternal love and philosophy of life.

Through this small but significant poem, we came to the following conclusions: Firstly, Muhammad Yusuf raised the genre of dedication to a new level and gave it a socio-psychological spirit. Secondly, the poet's poetry perfectly reflects the harmony of simplicity and depth. Thirdly, his works are of high educational value and serve to form national and universal values in young people.

As recommendations, it can be said that it is advisable to study Muhammad Yusuf's work in more depth, translate his poems into different languages and promote them worldwide. Also, organizing special lessons and educational hours based on the poet's poems on family and educational topics plays an important role in the development of the younger generation. After all, as the poet said: "We will be happy, God willing." This faith is a beacon that guides us to the future.

Although Muhammad Yusuf is not physically with us, his immortal lines and warm poems will live forever in the hearts of our people. The legacy he left behind will be passed down from generation to generation, enriching our spirituality. The





poem "Madina" is a beautiful monument to the love of a father and son and will remain etched in the history of our literature.

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Erkin Vohidov's epistle "Nido" and its artistic interpretation

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Abstract: This scientific article analyzes Erkin Vohidov's epic poem "Nido" and its artistic interpretation. The work illuminates the poet's philosophical views on the homeland, national awakening, human duty, and historical memory through artistic images. The epic poem "Nido" is a vivid example of socio-philosophical epics in Uzbek literature, in which the poet expresses the people's pain, desire for freedom, and ideas of spiritual awakening using strong lyricism and symbolic images. The abstract analyzes the ideological and artistic features of the epic, the system of images, and poetic means.

Keywords: Erkin Vohidov, epic poem "Nido", artistic interpretation, patriotism, national consciousness, symbolic images, lyricism, philosophical idea.

People's poet of Uzbekistan, publicist, prominent scientist Erkin Vohidov was born on December 28, 1936, in the Oltiyaryk district of Fergana region. His father, Choyanboy Vohidov, participated in World War II and died after returning. Vohidov was nine years old at that time. He moved to Tashkent with his mother, Roziyakhon Vohidova. His mother also died soon after. Vohidov was raised by his uncle, Karimboy Sokhibayev. The poet's interest in poetry was awakened by his uncle.

The writer made a great contribution to the development of Uzbek literature of the 20th century. The great event in the history of our people - Independence - gave a strong inspiration to the work and activities of the fiery poet, who won the love of the people, and served selflessly in glorifying the ancient traditions and values of the new state, and in understanding its identity.

The fact that the poet was awarded the title of "Hero of Uzbekistan" for his great services brings incomparable joy to the hearts of the poet's fans. Erkin

Vohidov, a public figure, enriched the long-standing and historical Uzbek literature with new glosses.

In his work, the Uzbek language was expressed in folk melodies even more elegantly and uniquely.

The images he created live in the hearts of fans, like folk heroes. The poet was always with his native people, he felt the pain of the people and expressed them in his own unique style:

Okay, my life is not eternal,
Okay, I will live only one breath,
But make me equal to the moon,
Make a house out of the rays. The people who stretched towards the sun
Like a propeller above their heads.

One of the first epics of the writer, the epic "Nido", was written in 1964. In 1965, the poetry collection "Nido" was published. The author dedicated the epic to his father who died in World War II.

My soul is in the middle of my endless dream...
My epic, which ended with my heart's blood
I dedicate it to you, Father!





This epic of the poet brought him fame. This epic puts forward the ideas of the people's experiences, military patriotism, and the courage of fathers. The epic poem "Nido" is about the people who died in the Second World War and the suffering and injuries caused by this war. The most important aspect of the writer's work is that it embodies the truth about the contradictory, turbulent, and difficult life of the people. He deeply understands the intimate experiences of the enigma called man and confesses all this in the epic. The poet's work includes many works and poems dedicated to childhood and youth. In the epics of the creator's creative heritage, a special place is also given to images related to childhood:

Through the foggy veil of imagination
The years are spinning before my eyes,
My childhood, dark as a chain, runs through the village street...

In this passage, the poet reflects the suffering of the hero who lost his father's joyful childhood due to the war, and interprets the expression "dark as a chain" "childhood, dark as a chain" in a unique way, so that the suffering and longing of the lost childhood are also transferred to the reader's heart.

Mainly 3 characters actively participate in the epic. Father, mother, child - the main character of the work, that is, the poet himself. The epic also has an autobiographical character. The lyrical hero, who is childishly expressing his longing for his father in the war with both eyes, is described:

My heart is burning with burning pain,
But there is not a single tear in my eyes.
My chest is torn, This day is giving me pain.

The dreams, longing, emotions, and suffering that fill the heart of a child who is not satisfied with his father's presence further strengthen the significance of the poem "Nido". People's Poet of Uzbekistan A. Oripov recognizes the poet's work as follows: "For several decades now, we have been enjoying the fragrant air of a charming poetry. This is the poetry of Erkin Vohidov. The extremely delicate grace of our native language, soft as silk, colorful as a rainbow, the wind, harmless exclamations, sometimes humorous, sometimes sincere smile-evoking allegories, sharp conclusions - these are all unique qualities inherent in the pen of our great poet. Erkin Vohidov is a folk poet. Knowing the pain of the people as if it were his own, he was able to show it in detail in the epic poem "Nido".

For you, for me,
Not for himself,
Not only for Uzbeks or
Russians,
The whole earth - for every generation in it,
For the most blessed faith in the world
In distant lands
Blood is spilled, now your father is fighting for life.

In this piece, the People's Poet of Uzbekistan reflects the longing and suffering of the heroes, the father fighting for his people, the purpose of the people shedding blood to protect the people through a conversation with the child's mother. The





difficulties of the war period are revealed through simple verses, along with the experiences of the people, painful and painful scenes.

In this epic poem, the poet strongly condemns the war that brings heavy losses and endless wounds to humanity and the people. The fact that someone's father, someone's brother, and loved ones died in this war clearly reflects the painful experiences of the people.

War

May your name be erased from the world

Because of you, there is little great joy in the family called father.

In the poet's epic poem "Nido", the war that brings heavy losses and people's suffering and endless wounds to humanity is strongly condemned. Wars Since ancient times, mankind has suffered heavy losses, losses, separation from loved ones, and great suffering. How many people have been victims of wars, women have become widows, children have become orphans, and flourishing cities and villages have suffered great losses and turned into ruins. When we read this work of the poet, the experiences of that time, the difficult life of the people, their dreams and hopes, and the life events of that time come to our mind.

In the work, the poet clearly describes the difficult situation of the people and the inner experiences of the people. In each of Erkin Vohidov's works, the hopes and experiences of the people are hidden. Because the poet always lived thinking about the people. He considered the pain of the people as his own pain. Because the poet expressed the people's experiences, hopes, pain, and suffering in a very vivid way in the work "Nido", our people love and read this epic.

Conclusion

In conclusion, Erkin Vohidov's poetry attracts with its sincere simplicity and uniqueness. The poet is a versatile creator. As the poet himself said: "Looking at it this way, I feel like I have done what only a poet can do. But I have never been satisfied with my work. It always seems more important and dearer to me that I write than to write. I have always felt the burden of the honorable duty of combining creative work with active public work. It is a great happiness to feel that people need not only your poetry, but also yourself. That is why I have never shied away from public work. I have lived and worked in a busy life, and self-sacrifice is alien to my nature." In addition, each poem of the brilliant poet reflects great skill, charm and uniqueness. The writer puts his soul into each work and poem. The memory of the poet, playwright, publicist and translator, public figure Erkin Vohidov will live forever in the hearts of our people.

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Использование Revit для создания информационной модели гостиницы с элементами исторической архитектуры.

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Аннотация. В статье рассматривается применение технологии BIM в Autodesk Revit при проектировании гостиницы с элементами исторической архитектуры. Использование параметрического моделирования позволило точно воспроизвести традиционные формы и улучшить координацию проектных решений. Результаты подтверждают эффективность BIM для объектов, сочетающих историческое наследие и современные требования строительства.

Введение. временное архитектурное проектирование развивается благодаря цифровым технологиям, среди которых ключевую роль играет информационное моделирование зданий (BIM). Этот подход объединяет архитектурные, конструктивные и инженерные данные в единую модель, повышая точность проектирования и снижая количество ошибок. Autodesk Revit — один из основных инструментов BIM, обеспечивающий параметрическое моделирование и автоматическое обновление видов и спецификаций, что ускоряет разработку документации и улучшает согласованность между разделами.

Использование BIM особенно актуально при проектировании зданий, где необходимо сочетать современные требования и элементы исторической архитектуры. Revit позволяет точно моделировать традиционные формы и декоративные детали, интегрируя их в современную конструктивную систему.

Таким образом, внедрение BIM-технологий способствует цифровизации отрасли, повышает качество архитектурных решений и усиливает подготовку специалистов.

Материалы и методы. В исследовании рассматривается методология информационного моделирования зданий (BIM) и её применение в Autodesk Revit при создании архитектурной модели гостиничного комплекса, сочетающего современные функции и исторические элементы. Цель — определить оптимальную последовательность действий и инструменты для формирования точной и согласованной BIM-модели. Исходные данные включали типовые планировочные решения гостиницы, нормативы проектирования общественных зданий и материалы по историческим элементам. Использованы стандартные семейства Revit и созданные автором адаптированные компоненты — арки, карнизы, колонны и другие элементы исторической стилистики. Основным инструментом моделирования выступал Autodesk Revit,



обеспечивающий параметрическое создание и редактирование архитектурной модели.

• Методика моделирования

Моделирование выполнялось поэтапно в соответствии с принципами BIM:

1. Создание концептуальной модели — формирование объемно-пространственной структуры и планировочной схемы.
2. Параметрическое моделирование — разработка взаимосвязанных семейств фасадных и интерьерных элементов с регулируемыми параметрами.
3. Интеграция исторических форм — адаптация декоративных мотивов и пропорций классической архитектуры с сохранением конструктивной логики.
4. Информационное насыщение — присвоение объектам параметров, необходимых для спецификаций и ведомостей.
5. Координация модели — проверка пересечений, анализ согласованности и автоматическое формирование чертежей.*

Рис 1. Архитектурные элементы и их моделирование.

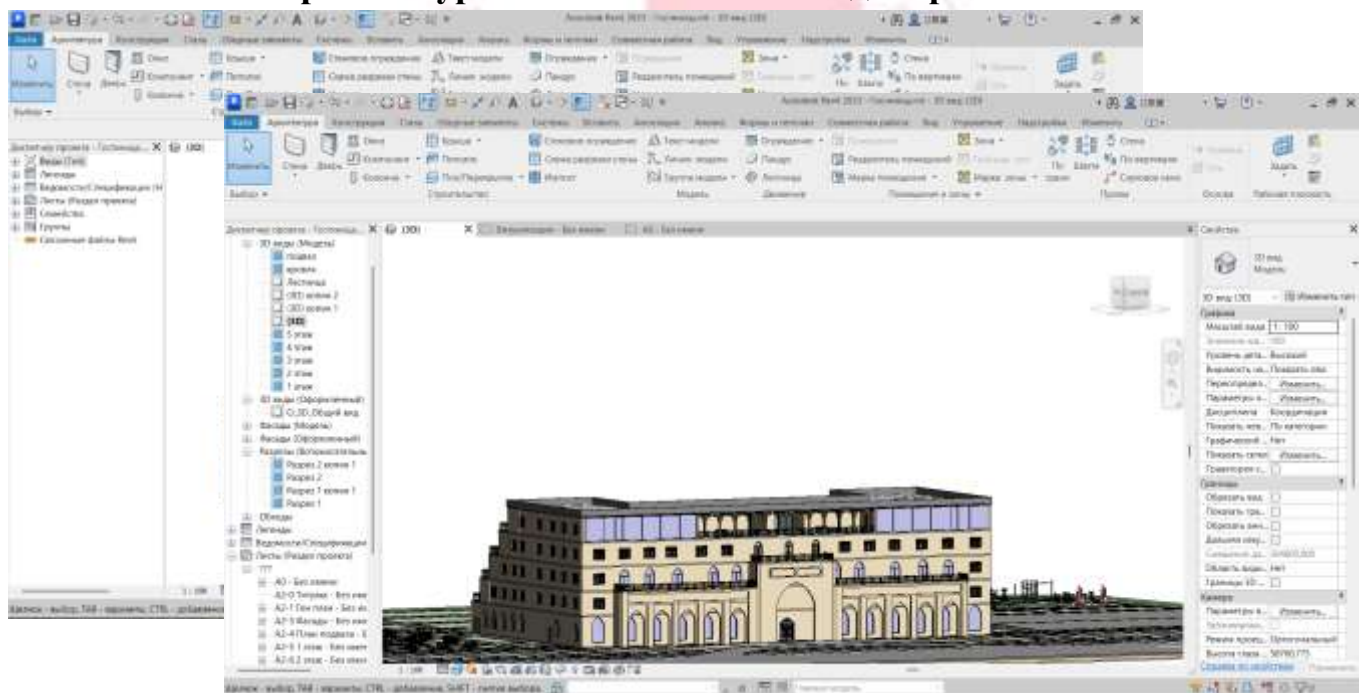


Рис 2.

Использование архитектурных элементов на примере гостиницы.

Методологическая основа исследования базировалась на комплексном подходе, объединяющем архитектурное проектирование, параметрическое моделирование и элементы историко-культурного анализа. Такой подход обеспечивает целостное представление о взаимодействии традиций и современных технологий в архитектуре.

РЕЗУЛЬТАТЫ

На основе анализа нормативов, международных стандартов и моделирования в Revit подтверждена высокая эффективность BIM при проектировании гостиниц с историческими элементами.



1. Точность и координация. Revit повысил согласованность данных благодаря автоматическому обновлению чертежей и спецификаций, что сократило сроки проектирования и число корректировок. Поддержка ISO 19650 и IFC обеспечила удобный обмен данными и улучшила взаимодействие специалистов.

2. Интеграция исторических элементов. Созданы параметрические семейства арок, карнизов, колонн и других декоративных элементов. Параметризация позволила адаптировать их к фасадам, сохраняя историческую стилистику и соответствие современным конструктивным требованиям.

3. Автоматизация и визуализация. BIM-модель обеспечила автоматическое формирование спецификаций и отчётов, а визуализации на базе Revit повысили наглядность проекта и упростили согласование с заказчиком.

Выводы. Проведённое исследование показало, что применение BIM-технологий в Autodesk Revit повышает качество проектирования гостиниц, позволяя сочетать современные решения с элементами исторической архитектуры.

Основные выводы:

- BIM объединяет этапы проектирования в единую цифровую систему, повышая точность и согласованность данных.
- Revit сокращает сроки разработки и снижает количество ошибок за счёт автоматического обновления чертежей и спецификаций.
- Информационное моделирование упрощает интеграцию исторических элементов и способствует сохранению архитектурного наследия при выполнении современных требований.
- Параметрические семейства обеспечивают гибкость и адаптацию модели под разные стилевые и конструктивные решения.
- BIM-модель может использоваться на всех этапах жизненного цикла здания — от проектирования до эксплуатации и реконструкции.
- Revit улучшает визуализацию и коммуникацию между специалистами, повышая качество проектных решений.

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The Role of District (City) Internal Affairs Bodies in Implementing the Prevention of Offenses among Minors

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Abstract. This article examines the state of juvenile delinquency within the system of internal affairs bodies of Uzbekistan during the years of independence and analyzes the causes of its occurrence. Furthermore, the article proposes measures aimed at preventing and eradicating juvenile delinquency.

Keywords: juveniles, crime, offense, prevention, internal affairs bodies, law, legal regulation.

The development of any state depends on the level of education and upbringing of the younger generation. In order to achieve this, it is essential that members of society—especially juveniles and young people—possess a high level of political, social, moral, and legal awareness and culture. In this regard, identifying the specific characteristics, causes, and conditions that contribute to juvenile delinquency, as well as preventing such offenses, constitutes a pressing task.

Juvenile delinquency has long been one of the most urgent social problems, both in the past and today, and it is likely to remain so in the future. This is because juveniles represent the future of the nation, the people, and the state. One of the most significant aspects of juvenile delinquency is that it serves as a primary object of early prevention. Thus, by studying the causes and conditions that contribute to juvenile delinquency, it becomes possible to prevent offenses among juveniles and organize early preventive measures effectively. In his speech at the 72nd session of the United Nations General Assembly on September 19, 2017, President of the Republic of Uzbekistan Shavkat Mirziyoyev stated: “In this regard, shaping and educating people—especially young people—based on enlightenment is our most important task. The majority of crimes related to extremism and violence are committed by young people under the age of 30. Today’s youth must feel the results of reforms and programs in their daily lives. The future and prosperity of our planet depend on what kind of individuals our children grow up to be. Our main task is to create the necessary conditions for young people to realize their potential and to prevent the spread of the ‘virus’ of violent ideology. For this purpose, it is essential to develop comprehensive cooperation in supporting youth socially and protecting their rights and legitimate interests.” These words clearly demonstrate the necessity of studying, analyzing, and implementing early preventive measures against juvenile delinquency. Indeed, in the prevention of offenses and the fight against juvenile crime, significant responsibilities are assigned to the internal affairs bodies of the Republic of Uzbekistan. The prevention of offenses constitutes one of the primary functions of internal affairs bodies. The duties and preventive measures of relevant institutions in preventing juvenile delinquency are comprehensively outlined in the Law of the Republic of





Uzbekistan dated September 29, 2010, No. O'RQ-263, **“On the Prevention of Neglect and Offenses among Minors.”** According to this law, the internal affairs bodies of the Republic of Uzbekistan are included in the system of bodies and institutions responsible for preventing neglect and offenses among juveniles. A juvenile is defined as a person who has not reached the age of eighteen. Until reaching this age, an individual's psychological stability is not fully formed, and juveniles require special care and protection from the state. The heads of internal affairs bodies are responsible for effectively organizing the activities of units engaged in the prevention of offenses among juveniles. First and foremost, preventive activities should be organized within educational institutions. Due to the importance of this task, the Presidential Decree of the Republic of Uzbekistan dated April 2, 2021, No. PQ-5050, **“On Additional Organizational Measures to Further Improve the Activities of Internal Affairs Bodies in Ensuring Public Safety and Combating Crime,”** introduced 2,000 staff positions of inspector-psychologists for juvenile affairs within district (city) internal affairs bodies. These specialists were assigned to serve directly in general secondary educational institutions under the principle of a **“Safe Educational Institution.”** The direct service of inspector-psychologists in educational institutions has contributed to increased student attendance, improved cooperation between teachers and internal affairs bodies, strengthened interaction with parents, and enhanced the effectiveness of preventive measures against juvenile offenses. Furthermore, this approach has facilitated the consideration of complaints and applications from juveniles, their parents or legal guardians, and other individuals regarding violations of juveniles' rights, freedoms, and legitimate interests. Today, nearly 40 percent of the population of Uzbekistan consists of juveniles, which demonstrates that they represent a decisive factor influencing the development of society and the state. Historically, in our country, special attention has always been paid to the upbringing, education, and comprehensive development of children from birth until adulthood, including ensuring access to education, vocational training, and the formation of well-rounded individuals. Although certain positive results have been achieved in preventing offenses among juveniles, a number of challenges still remain. In particular, the rapid spread of various social networks on the Internet exposes juveniles to harmful ideas, leading to the formation of behaviors alien to national traditions. Preventing such negative influences remains an extremely urgent task for internal affairs officers. Additionally, individuals engaged in the illegal distribution of narcotic drugs and psychotropic substances increasingly attempt to sell such substances to juveniles through social networks, posing a serious threat to their lives and health. Therefore, internal affairs officers must thoroughly master information technologies and actively combat these negative phenomena.

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Voyaga yetmaganlarning huquqbuzarliklari va jinoyatchiligi profilaktikasini takomillashtirish masalalari

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Annotatsiya. Mazkur maqolada mustaqillik yillarida Oʻzbekistonda ichki ishlar organlari tizimida voyaga yetmaganlar jinoyatchiligining holati, kelib chiqish sabablari toʻgʻrisida soʻz boradi. Shuningdek, maqolada voyaga yetmaganlar jinoyatchiligini oldini olish hamda, bartaraf etish yuzasidan takliflar berilgan.

Kalit soʻzlar: voyaga yetmaganlar, jinoyatchilik, huquqbuzarlik, profilaktika, ichki ishlar, qonun, huquq.

Oʻzbekiston Respublikasi Vazirlar Mahkamasining “Voyaga yetmaganlar ishlari boʻyicha komissiyalar faoliyatini takomillashtirishga doir qoʻshimcha chora-tadbirlar toʻgʻrisida”gi (2011 yil 17 yanvar qarorida belgilanganidek, voyaga yetmaganlar ishlari boʻyicha idoralararo komissiyalar – Oʻzbekiston Respublikasi Vazirlar Mahkamasi, Qoraqalpogʻiston Respublikasi Vazirlar Kengashi, Toshkent shahar, viloyatlar, shahar, tuman hokimliklari huzurida voyaga yetmaganlar oʻrtasida nazoratsizlik va huquqbuzarliklarning oldini olish maqsadida tuzilgan, oʻz faoliyatini jamoatchilik asosida amalga oshiruvchi organlar hisoblanadi. Ushbu komissiyalar voyaga yetmaganlarning nazoratsiz, qarovsiz qolishlari, huquqbuzarliklar va jamiyat uchun zararli xatti-harakat qilishlarining oldini olish, ularning sabablari va bunga imkon berayotgan shart-sharoitlarni aniqlash, bartaraf etish, voyaga yetmaganlarning huquqlari va qonuniy manfaatlari himoya qilinishini taʼminlash, ijtimoiy jihatdan xavfli ahvolda boʻlgan voyaga yetmaganlarni ijtimoiy-pedagogik reabilitatsiya qilish maqsadida tuziladi hamda shu maqsadda tegishli davlat organlari va jamoatchilik tuzilmalari bilan hamkorlik qiladi. Tuman, shahar hokimliklari huzuridagi voyaga yetmaganlar ishlari boʻyicha idoralararo komissiyalar bilan hamkorlikda faoliyat yurituvchi subʼyektlardan biri – profilaktika inspektorlaridir.

Davlat va xalqning azaliy orzu-intilishlarini roʻyobga chiqaradigan buyuk kuch bu – oʻsib kelayotgan yosh avlodidir. Har bir jamiyat va davlatning kelajagi, uning barqaror taraqqiyoti yosh avlodning taʼlim-tarbiyasi, ilmiy, maʼnaviy va intellektual salohiyatiga bogʻliq.

Mamlakatimiz mustaqillikka erishgan ilk kunlardan oq, yoshlarning siyosiy, ijtimoiy, maʼnaviy va huquqiy ongini oshirish, mamlakatni modernizatsiya qilish va zamonaviy demokratik jamiyat qurish yoʻlidagi keng koʻlamli va murakkab vazifalarni hal etishga qodir, barkamol inson etib tarbiyalash masalasi davlat siyosati darajasiga koʻtarildi.

Bu borada mamlakatimiz Prezidenti Sh.M.Mirziyoyev taʼkidlaganidek, “Biz Oʻzbekistonni rivojlangan mamlakatga aylantirishni maqsad qilib qoʻygan ekanmiz, buning uchun, avvalambor, tashabbuskor islohotchi boʻlib maydonga





chiqadigan, strategik fikr yuritadigan, bilimli va malakali yangi avlod kadrlarini tarbiyalashimiz zarur” ekanligi ta’kidlab o’tgan.

O‘zbekiston Respublikasining 2016 yil 14 sentyabrdagi “Yoshlarga oid davlat siyosati to‘g‘risida”gi O‘RQ-406-son qonuni yangi tahrirda qabul qilinganligi va mamlakatimizda so‘ngi yillarda yoshlar siyosati o‘ta dolzarb masalaga aylanganligi fikrimizning yaqqol dalili bo‘ladi. Mazkur Qonun 14 yoshdan 30 yoshgacha bo‘lgan yoshlarga oid davlat siyosatining asosiy negizini belgilab beradi. Darhaqiqat, aholisining 40 foizini 18 yoshgacha bo‘lgan bolalar, 64 foizini esa 30 yoshgacha bo‘lgan yoshlar tashkil qilayotgan mamlakatimizda yoshlar siyosati davlatning ustuvor yo‘nalishlaridan biri hisoblanadi.

Dunyoning turli mintaqalarida tahdidlar va deviatsiya holati kuchaygan xozirgi davrda, voyaga yetmaganlar jinoyatchiligining oldini olish, yosh avlodni nosog‘lom muhit, yot g‘oya va salbiy illatlar ta’siridan himoya qilish, ularda bunday tahdidlardan ogoh va hushyor bo‘lib yashash immunitetini shakllantirish, qarovsiz qolgan va ota-onasi uzoq muddatga chiqib ketgan bolalar tarbiyasiga alohida e’tibor qaratish, bu borada profilaktik mexanizmlarni takomillashtirish zaruratini vujudga keltirmoqda.

BMTning Bosh Assambleyasi tomonidan 1989 yilda qabul qilingan “Bola huquqlari to‘g‘risida”gi Konvensiyada hamda O‘zbekiston Respublikasining 2010 yil 29 sentyabrdagi “Voyaga yetmaganlar o‘rtasida nazoratsizlik va huquqbuzarliklarning profilaktikasi to‘g‘risida”gi qonunining 3-moddasida mazmunida voyaga yetmagan – o‘n sakkiz yoshga to‘lmagan shaxs sifatida tushunchalar belgilab qo‘yilgan.

Bir qator yuridik adabiyotlarda voyaga yetmaganlar huquqbuzarligi turli rakurslardan o‘rganilgan va atroflicha yoritilgan, lekin voyaga yetmaganlar huquqbuzarligining sabablari xususida yagona yondashuvlar mavjud emas. Shu sababli kriminologiya fani hamda huquq-tartibotni saqlash amaliyotida dolzarb masalalaridan biri bo‘lib kelmoqda.

Voyaga yetmaganlar jinoyatchiligining oldini olishda, ularga imkon bergan shart-sharoitlar va sabablarini, o‘ziga xos jihatlarini ilmiy nuqtai nazardan o‘rganish nafaqat nazariy, balki amaliy ahamiyatga ham ega.

Voyaga yetmaganlar jinoyatchiligining kelib chiqish sabab va omillarini quyidagicha tasniflash mumkin:

1. Oiladagi nosog‘lom ma’naviy-ruhiy muhit. Voyaga yetmaganlar jinoyatchiligi, eng avvalo oiladagi nosog‘lom ma’naviy-ruhiy muhitning mavjudligi bilan bog‘liq bo‘ladi.

Rossiyalik olim Yu.M.Antonyanning fikricha, voyaga yetmaganlar jinoyatchiligining asosiy sabablaridan biri – ota-onaning farzandga mehr qo‘ymaganligi va tarbiyasiga e’tiborsizligidir. Shaxsning bolalikda mehr-muruvvatdan mahrum qilinishi uning ruhiyatida bezovtalik, qo‘rqinch, nafrat kabi hissiyotlarni shakllantiradi. Bu hissiyotlar ongsiz ravishda qayd etib boriladi va murosasiz xulq-atvorning, jumladan, uning eng ashaddiy ko‘rinishi oilada zo‘ravonlikning paydo bo‘lishiga olib keladi.





Psixolog I.E.Klotniyek's oilaviy janjallar va nizolar salbiy emosional reaksiyalarni keltirib chiqaradi va oiladagi psixologik muhitni buzadi deb ta'kidlaydi.

Huquqshunos olim F.Taxirovning fikricha, oilaviy munosabatlardagi nizo va kelishmovchiliklar, jismoniy zaiflik, ruhiy qiyinchiliklar ham shaxsda g'ayriaxloqiy hulq-atvor shakllanishiga ta'sir ko'rsatadi.

Darhaqiqat, oiladagi muhit ota-ona o'z ma'suliyatlarini his qilishi bilan barqaror bo'ladi. Chunki ota-ona farzand uchun ham murabbiy, ham komil inson tarbiyachisidir. Inson hulq-atvorining shakllanishi, ko'p jihatdan oiladagi muxit, ota-ona yoki oila a'zolar o'rtasidagi munosabatga bog'liq bo'lib, bolalarning kattalarga taqlid qilishi ana shular asosida rivojlanib boradi.

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BABUR'S CREATIVITY AND ARTISTIC PHILOSOPHY

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Annotation: The article comprehensively analyzes the scientific significance of the work of Zahiriddin Muhammad Babur "Baburnama" in the context of modern humanitarian research. The historical, literary, linguistic, cultural and source aspects of the monument are considered. Special attention is paid to the role of Baburnama as a unique autobiographical, historical, documentary and artistic source, as well as its relevance for interdisciplinary research in the 21st century.

Keywords: historical source, autobiography, Turkic literature, source studies, interdisciplinary research.

The work of Zahiriddin Muhammad Babur "Baburnama" occupies a special place in the history of Oriental literature and culture. It is not only a literary monument, but also a unique historical document reflecting the political, socio-economic and cultural life of Central Asia and India in the late XV – early XVI centuries. In the modern conditions of globalization and the active development of the humanities, interest in Baburnama does not weaken, but, on the contrary, acquires new research perspectives.

"Baburnama" as a historical source "Baburnama" is a valuable primary source on the history of the Timurid states and the early Mughal Empire. The author was a direct participant in the events described, which gives his testimony special credibility. Unlike the official chronicles, Babur's text is characterized by subjectivity, vividness and detail.

Modern historians use Baburnama to reconstruct political processes, military campaigns, diplomatic relations, and the system of government. Information about daily life, everyday life, economy and social structure of society, which are rarely found in other sources of that time, is of particular value.

The literary and artistic value of the work from the point of view of literary criticism "Baburnama" is an outstanding example of Turkic autobiographical prose. The language of the work is simple, imaginative and full of artistic details. Babur skillfully combines documentary with artistic description, which makes the text accessible and expressive. Modern researchers note the innovative nature of the work, in which the author for the first time in Eastern literature so openly reveals his inner world, doubts, experiences and personal assessments of events. This allows us to consider Babur-nameh as an early example of psychological prose.

The linguistic significance of "Baburnama" For modern linguistics, "Babur-nameh" is an important source on the history of the Chagatai (Old Uzbek) language. The text reflects the lively spoken language of the era, the peculiarities of vocabulary, grammar and stylistics. On the basis of Baburnama, research is conducted in the field of historical lexicology, dialectology and comparative





linguistics. The work also plays an important role in the study of the evolution of Turkic literary languages and their relationship with Persian and Arabic.

The relevance of "Baburnama" in modern humanitarian education, the work is actively included in university curricula, contributing to the formation of historical thinking and cultural identity. It helps students to better understand the historical roots of modern societies in Central Asia.

The vocabulary of Baburnama is rich and diverse. The text contains widely used Turkic words, as well as borrowings from Persian and Arabic, reflecting the multilingual cultural environment of the era.

The style of the work is characterized by imagery and precision. Babur skillfully uses metaphors, comparisons and epithets, especially when describing nature, geographical conditions and human characters. At the same time, the language remains clear and logical, which indicates the high level of the author's linguistic culture.

In modern linguistics, Baburnama is widely used as the main source in the study of the history of the Uzbek literary language, comparative Turkic linguistics and historical stylistics. The work is also of great importance for the study of the processes of linguistic interaction and cultural synthesis in Central and South Asia.

The main feature of Babur's poetic style is sincerity and autobiography. His poems clearly reflect the poet's personal experiences, his spiritual quest, homesickness, reflections on fate, power, time and human life. Unlike many poets of his time, Babur avoids excessive rhetoric and conventionality, preferring a lively and truthful depiction of feelings. Babur's style is characterized by simplicity and clarity of language. He wrote poetry mainly in the Turkic (Chagatai) language, thereby making a significant contribution to the development of the Turkic poetic tradition. His poetic language is close to spoken language, which gives his poems naturalness and expressiveness. Along with the Turkic vocabulary, Persian and Arabic loanwords are found in Babur's poetry, but they are used sparingly and organically. Artistically, Babur's poetry is rich in images of nature. Descriptions of gardens, mountains, rivers, seasons and native places occupy an important place in his poems. Babur's nature often acts as a reflection of the inner state of the lyrical hero, which brings his poetry closer to the traditions of psychological lyrics. Stylistically, Babur's works combine elements of classical Oriental poetry and an individual author's approach. He uses traditional genres such as ghazal, rubai, masnavi, but fills them with personal content. Babur's metaphors and symbols are distinguished by concreteness and clarity, and artistic means are subordinated to the transmission of the emotional state of the author. Modern literary critics note that Babur's style is characterized by a harmonious combination of poetic form and depth of content. His poetry reflects the complex inner world of the personality of the Renaissance of the East and is of great importance for the development of Uzbek and Turkic literature.

Thus, "Baburnama" by Zahiriddin Muhammad Babur remains one of the most significant sources for modern humanities. Its scientific value lies in the





versatility, reliability and richness of the presented material. In the 21st century, the potential of this work continues to expand, opening up new areas of research.

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What is the writing process?

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Talaba: **Abdusalomova Zebiniso**

Keywords: writing process, prewriting, drafting, revising, editing, publishing, academic writing, composition skills

Abstract: The writing process is a structured approach to developing clear, coherent, and purposeful texts. It typically includes several stages: prewriting, drafting, revising, editing, and publishing. Each stage serves a specific function, from generating and organizing ideas to refining language and correcting errors. Understanding and applying the writing process helps writers improve the quality of their work, reduce anxiety, and develop critical thinking skills. This article explores the main stages of the writing process and emphasizes its importance in academic and professional contexts.

Introduction. Writing is more than simply putting words on paper; it is a structured process that involves planning, organizing, and refining ideas. For many learners, producing a clear text can be challenging, which is why understanding the writing process is essential. The process usually consists of several stages—prewriting, drafting, revising, editing, and publishing—that guide writers from the generation of ideas to the final version.

Unlike the belief that good writing must be perfect on the first attempt, the writing process shows that effective writing develops step by step. Writers often move back and forth between stages, revisiting ideas, restructuring arguments, or improving clarity. This flexibility reduces anxiety, encourages creativity, and helps writers focus on both the message and the audience.

In academic and professional contexts, mastering the writing process provides significant benefits. It improves organization, strengthens critical thinking, and ensures that the final work is coherent and polished. Therefore, exploring the stages of the writing process is crucial for anyone seeking to communicate effectively through writing.

Prewriting and Drafting: The writing process begins with prewriting, a stage often underestimated but absolutely critical for success. Prewriting is the time when writers collect, organize, and evaluate their ideas before any sentences are formed. It is during this stage that writers ask fundamental questions: What am I writing about? Who is my audience? What is the purpose of this piece? Answering these questions helps set the direction and tone for the work. Common strategies for prewriting include brainstorming, mind mapping, freewriting, and outlining. Brainstorming allows writers to generate as many ideas as possible without judgment. Mind mapping helps to visualize connections between ideas, while freewriting encourages the flow of thoughts without interruption. Outlining, on the other hand, is more structured and gives a clear roadmap for the essay or project.

Another important element of prewriting is conducting research when necessary. For academic writing, prewriting might involve gathering sources,





taking notes, and categorizing information. This ensures that the final product is supported by evidence and not based solely on opinion. Furthermore, prewriting encourages critical thinking because it requires writers to evaluate which ideas are most relevant and how they can be organized logically. Without sufficient prewriting, writers may struggle with direction, producing drafts that are unfocused or inconsistent. Thus, prewriting provides the groundwork on which strong writing is built.

Once prewriting is complete, writers move to the drafting stage. Drafting is the act of translating ideas into written form, and it is where the piece begins to take shape. At this stage, the priority is not perfection but progress. Writers should focus on expressing ideas in full sentences and paragraphs rather than worrying about grammar or style. This freedom allows creativity to flourish and reduces the fear of failure, since mistakes are expected and can be corrected later. Drafting often requires multiple attempts, with each draft becoming more detailed and refined.

Moreover, drafting is inherently flexible. Writers may experiment with introductions, test different ways of structuring paragraphs, or adjust the tone according to the audience. For instance, a student writing a research paper may try several thesis statements before finding the one that best captures the argument. Similarly, a novelist may draft several scenes before deciding which version is most engaging. Drafting is therefore not a single step but a continuous act of shaping and reshaping ideas into a coherent form. Writers who allow themselves the freedom to draft without pressure often produce stronger final texts than those who demand perfection from the beginning.

Revising and Editing: After drafting comes the stage of revising, one of the most important phases in the writing process. While drafting is about getting ideas onto the page, revising is about improving those ideas. This stage requires writers to step back and look at their work with a critical eye, asking questions such as: Is my argument clear? Does the structure make sense? Are my points supported with sufficient evidence? Revising often leads to significant changes, including reordering paragraphs, rewriting introductions, or adding entirely new sections. Some writers describe this stage as “re-seeing” the text, because it involves viewing the draft from a fresh perspective.

Revising is often recursive, meaning writers may repeat it multiple times. The first revision might focus on the overall organization, while the second may examine the clarity of individual arguments. Later revisions may polish the flow of sentences and ensure smooth transitions. In many cases, revision is where the real writing happens, because it is during this stage that ideas are refined, arguments are strengthened, and the text becomes meaningful to the reader. Importantly, revising should not be rushed. Taking breaks between drafts can help writers return with clearer insight and objectivity.

Following revision is the stage of editing, which focuses on sentence-level concerns such as grammar, punctuation, spelling, and word choice. Unlike





revising, which examines the larger structure of the text, editing ensures technical accuracy and professional presentation. Editing requires close attention to detail, as even small errors can distract readers or undermine the writer's credibility. For example, consistent verb tense, correct subject-verb agreement, and accurate punctuation all contribute to clarity and precision.

Editing also includes checking style and tone to ensure they are appropriate for the audience. An academic paper, for instance, must maintain formal language and avoid slang, while a blog post might allow for a conversational style. Many writers use digital tools such as grammar checkers, but these should supplement—not replace—careful manual editing. Peer review is another effective method, as fresh readers can spot issues that the writer may have overlooked. Ultimately, editing polishes the text, transforming a rough draft into a professional and trustworthy piece of writing.

Publishing and Reflection. The final stage of the writing process is publishing, where the completed text is shared with its intended audience. Publishing can take many forms depending on the purpose of the writing. For students, publishing might mean submitting an essay to a teacher. For professionals, it could involve sending a report to colleagues, presenting findings in a meeting, or publishing an article online. For creative writers, publishing might mean sharing a story with readers through a book or magazine. Regardless of the form, publishing is significant because it brings the writing process full circle: what began as an idea now becomes a message communicated to others.

Publishing not only completes the process but also adds value to the act of writing. Knowing that others will read the work often motivates writers to put forth their best effort. It also gives purpose to the entire process, since writing without an audience lacks true impact. Furthermore, publishing allows for feedback, which is vital for growth. Readers may respond with praise, constructive criticism, or new perspectives that the writer had not considered. This interaction between writer and audience highlights the social function of writing as a means of connection and exchange.

In addition to publishing, many educators emphasize the role of reflection. Reflection involves looking back on the process to evaluate what was learned, what strategies were effective, and what can be improved in the future. Through reflection, writers gain self-awareness about their strengths and weaknesses. For example, a student may realize that outlining helped them stay organized, or that procrastination made drafting more stressful. Reflective practice turns writing into a continuous cycle of improvement, where each completed text serves as preparation for the next.

By including reflection, the writing process becomes not just a method for producing documents but also a tool for personal and intellectual development. Writers who reflect on their habits and decisions become more efficient and adaptable. In this sense, writing is not only about creating products but also about cultivating growth and lifelong learning.





Conclusion. The writing process is a comprehensive framework that transforms vague ideas into clear and impactful communication. It begins with prewriting and drafting, where writers explore ideas, plan their structure, and freely develop initial versions. It continues with revising and editing, where drafts are critically reshaped, arguments are strengthened, and language is polished for accuracy and style. Finally, it culminates in publishing and reflection, where the work is shared with an audience and evaluated for growth.

What makes the writing process so powerful is its recursive and flexible nature. Writers are not bound to move in a strict sequence; instead, they can revisit earlier stages whenever necessary. This flexibility reduces anxiety, encourages creativity, and ensures that the final product is strong and meaningful. Moreover, the process emphasizes that writing is not about instant perfection but about gradual improvement through effort, reflection, and revision.

In both academic and professional contexts, mastering the writing process is essential. It equips individuals with strategies to organize their thoughts, present ideas clearly, and communicate effectively. Beyond technical skill, it fosters confidence, patience, and critical thinking. Writing is, at its core, an act of discovery and expression, and the process provides the roadmap for success. By embracing each stage fully, writers not only produce better texts but also develop as learners, thinkers, and communicators.

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Makkajo'xori popugi (*Zea mays* L. stigma)ning kimyoviy tarkibi va farmasevtik ahamiyati

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Bugungi kunda dunyoda tabiiy manbalardan olinadigan dorivor preparatlar tibbiyot va farmatsevtika sohasida eng jadal rivojlanayotgan yo'nalishlardan biri hisoblanadi. Dorivor o'simliklar asosida tayyorlangan fitopreparatlar nafaqat an'anaviy tibbiyotda, balki dalillarga asoslangan zamonaviy tibbiyotda ham keng qo'llanilmoqda. Bu holat bir qator omillar bilan izohlanadi: birinchidan, ushbu vositalarning ko'p asrlik amaliyotda isbotlangan samaradorligi; ikkinchidan, ularning sintetik dori vositalariga nisbatan past toksikligi va minimal nojo'ya ta'sirlarga egaligi; uchinchidan esa organizm fiziologiyasiga yaqin mexanizmlar orqali ta'sir qilishi.

Fitopreparatlarning yana bir muhim ustunligi — ularning ko'p tarkibli (multi-component) tabiatga ega ekanligidir. Sintetik preparatlar ko'pincha yagona faol molekula asosida ishlab chiqilsa, dorivor o'simliklar tarkibida o'nlab biologik faol birikmalar mavjud bo'lib, ular o'zaro sinergetik ta'sir ko'rsatadi. Bu esa terapevtik samaradorlikni oshiradi va organizmning adaptatsion imkoniyatlarini qo'llab-quvvatlaydi. Shu sababli fitopreparatlar ayniqsa bolalar, keksalar va surunkali kasalliklarga chalingan bemorlarda xavfsizroq terapiya varianti sifatida qaraladi.

Hozirda farmatsevtika sanoatining strategik vazifalaridan biri — tarkibida yuqori farmakologik potensialga ega biologik faol birikmalar saqlagan dorivor o'simliklarni aniqlash, ularning fitokimyoviy tarkibini chuqur o'rganish va standartlashtirilgan preparatlar shaklida amaliyotga joriy etishdan iborat. Bu borada zamonaviy analitik usullar (HPLC, LC-MS, NMR, ICP-MS) fitokomponentlarni aniqlash va ularni sifat hamda miqdor jihatdan baholash imkonini bermoqda.

Shunday istiqbolli fitofarmatsevtik manbalardan biri makkajo'xori popugi — *Zea mays* L. stigma hisoblanadi. U xalq tabobatida an'anaviy ravishda xoleretik, diuretik va gemostatik vosita sifatida qo'llanib kelinadi. So'nggi yillarda o'tkazilgan eksperimental va klinik tadqiqotlar uning jigar, o't yo'llari va buyrak tizimi kasalliklarida samarali ekanligini ilmiy jihatdan tasdiqlamoqda.

Makkajo'xori popugi nihoyatda boy va murakkab kimyoviy tarkibga ega. Uning tarkibida triterpen spirtlar (tarakserol, taraksisterol), fitosterollar, flavonoidlar, efir moylari, organik kislotalar (oleanol, linolen, palmitin, olma kislotasi), vitaminlar (C, B guruhi, PP, A provitamini), aminokislotalar, polisaxaridlar (inulin), oshlovchi moddalar va mineral tuzlar (ayniqsa kaliy va fosfor) aniqlangan. Ushbu birikmalarning o'zaro sinergetik ta'siri popukning ko'p qirrali farmakologik faolligini belgilaydi.

Zamonaviy ilmiy ma'lumotlar *Zea mays* stigma ekstraktlarining antioksidant, yallig'lanishga qarshi, gipoglikemik, gipotenziv, nefroprotektiv, gepatoprotektiv hamda neyroprotektiv xususiyatlarga egaligini ko'rsatadi. Bu





ta'sirlar asosan flavonoidlar va triterpenoidlarning hujayra ichki signal yo'llarini, oksidlovchi stress va yallig'lanish mediatorlarini modulyatsiya qilishi bilan bog'liq.

So'nggi tadqiqotlarda makkajo'xori popugi ekstraktlarining saraton hujayralari proliferatsiyasini susaytirishi, apoptozni faollashtirishi va angiogenez jarayonlarini ingibitsiya qilishi qayd etilgan. Bu esa *Zea mays* L. stigma ni onkologik kasalliklarda qo'shimcha (adyuvant) terapiya sifatida qo'llash imkoniyatlarini ochadi.

Xulosa qilib aytganda, makkajo'xori popugi (*Zea mays* L. stigma) yuqori biologik faollikka ega ko'p komponentli tabiiy manba bo'lib, uning fitokimyoviy tarkibi va farmakologik potentsiali zamonaviy farmatsevtika va klinik tibbiyot uchun katta ilmiy va amaliy ahamiyatga ega. Ushbu o'simlikni chuqur o'rganish va uning asosida standartlashtirilgan fitopreparatlar yaratish buyrak, jigar, metabolik va onkologik kasalliklarni davolashda yangi samarali strategiyalar ishlab chiqishga xizmat qiladi.





Education and upbringing: the fundamental pillars of social development

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Abstract: This article provides a systematic analysis of the role of education and upbringing processes in the development of human civilization and social progress. Historical experiences demonstrate that only societies that harmoniously integrated scientific achievements with high moral standards achieved sustainable development. The article highlights new challenges facing the education system in the era of modern globalization and technological revolution, specifically focusing on the cultivation of not only professional personnel but also critically thinking and morally responsible individuals. The study concludes that developing education and upbringing in isolation from each other could lead to spiritual crises within society.

Keywords: education system, moral and ethical upbringing, social progress, intellectual potential, personality development, globalization challenges, national values, pedagogical integration, critical thinking, social stability, human capital, civilization, moral responsibility, modern educational standards, holistic education. Education is a systematic and organized process of transferring accumulated knowledge, skills, competencies, and experiences from one generation to another. It aims to develop intellectual abilities, analytical thinking, creativity, and problem-solving skills. Education is not limited to formal schooling; it also includes lifelong learning and self-development.

Education prepares individuals for professional life, social participation, and responsible citizenship. It fosters independent thinking and adaptability, enabling learners to respond effectively to changes in society and the labor market.

The primary goal of education is to develop a well-rounded and competent individual. This goal is achieved through the following objectives:

- providing solid academic knowledge and practical skills;
- developing critical, logical, and creative thinking;
- preparing learners for professional careers and lifelong learning;
- fostering civic responsibility and social awareness;
- encouraging innovation and effective use of modern technologies.

Education is a continuous process that includes several stages:
Early childhood education, which develops basic cognitive and social skills;
Primary and secondary education, which forms foundational knowledge and worldview;

Vocational and technical education, which provides job-related skills;

Higher education, which prepares highly qualified specialists;

Lifelong education, which supports continuous personal and professional growth.





Upbringing is a long-term and continuous process aimed at shaping moral, spiritual, social, emotional, and physical qualities of an individual. It influences behavior, attitudes, beliefs, and interpersonal relationships. Unlike education, which focuses mainly on knowledge, upbringing focuses on values and character formation.

Upbringing occurs through family, school, social environment, culture, and personal example. It is a complex and responsible process that determines the moral foundation of society.

Upbringing covers several essential dimensions:

Moral upbringing, which develops honesty, justice, and responsibility;

Spiritual upbringing, which strengthens ethical values and cultural identity;

Patriotic upbringing, which fosters loyalty and dedication to one's country;

Aesthetic upbringing, which develops appreciation of beauty and creativity;

Physical upbringing, which promotes a healthy lifestyle and physical well-being.

Education and upbringing are mutually complementary processes. Education without upbringing results in individuals who may possess knowledge but lack moral responsibility. Conversely, upbringing without education lacks intellectual depth and practical effectiveness. Modern pedagogy considers them as a unified system aimed at holistic human development.

The family is the primary environment where a child's personality begins to develop. Basic values, behavior patterns, communication skills, and attitudes toward learning are formed within the family. A supportive family environment significantly enhances educational success.

Parents play a decisive role in shaping their children's character. Through personal example, guidance, encouragement, and discipline, parents influence moral development and academic motivation. Balanced parenting that combines care and responsibility is essential for healthy development.

Schools, colleges, and universities are not only centers of knowledge but also institutions of moral and social development. Teachers serve as role models, influencing students' attitudes, discipline, and ethical standards. Extracurricular activities, teamwork, and community engagement strengthen social responsibility and leadership skills.

Contemporary education systems actively integrate digital technologies, interactive teaching methods, online learning platforms, and student-centered approaches. Innovation enhances accessibility, flexibility, and effectiveness of education. However, preserving moral values and cultural identity remains a key priority alongside technological progress.

In countries such as Finland, Japan, Germany, the United States, and South Korea, education and upbringing are treated as interconnected pillars of national development. Finland emphasizes equality, creativity, and student well-being rather than excessive testing. Japan integrates moral education as a compulsory subject, focusing on discipline, respect, and social harmony.





In the United States and the United Kingdom, education systems promote independent thinking, leadership, communication skills, and civic engagement. Volunteering and community service are essential components of student development.

International education systems often prioritize learner-centered approaches, creativity, teamwork, and problem-solving. Traditional systems have historically focused on memorization and teacher-centered instruction. Modern reforms aim to balance academic rigor with personal development and ethical education.

Upbringing in international contexts emphasizes tolerance, multicultural awareness, global citizenship, and respect for diversity, preparing students for a globalized world.

Globalization has transformed education through international cooperation, student exchange programs, digital learning, and global standards. English has become the dominant language of science and education, promoting multilingual and cross-cultural competence.

At the same time, globalization presents challenges such as cultural homogenization and value erosion. Therefore, many countries strive to integrate global standards with national traditions and moral principles.

Education and upbringing have always been the core forces behind the development of human civilization. Throughout history, societies that invested in education and moral upbringing achieved progress in science, culture, economy, and governance. Education equips individuals with knowledge and skills, while upbringing shapes their character, values, ethics, and worldview. Therefore, these two concepts are inseparable and must be developed in harmony.

In the modern era of globalization, rapid technological advancement, and intense competition, the role of education and upbringing has become even more crucial. Today's society needs not only knowledgeable individuals but also critical thinkers, morally responsible citizens, and socially active personalities. As a result, education and upbringing have become strategic priorities at both national and international levels.

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CONCLUSION. The comprehensive analysis conducted in this study reinforces the premise that education and upbringing are not merely pedagogical tools but are the vital lifelines of human civilization. The synergy between these two pillars determines the trajectory of social development and the stability of the global order.

1. The Integration of Knowledge and Ethics

The findings of this research demonstrate that academic excellence, when divorced from moral upbringing, risks creating a "knowledge vacuum" where intellectual power is utilized without ethical restraint. True progress is achieved only when individuals possess both the technical skills to innovate and the moral compass to ensure those innovations serve the common good. Thus, the integration of values into curriculum design is not optional but a necessity for social harmony.

2. Responding to Global Challenges

In the face of 21st-century challenges—such as rapid digitalization, artificial intelligence, and global socio-economic shifts—the role of upbringing becomes





even more critical. Education must evolve to foster critical thinking and media literacy, while upbringing must instill resilience and empathy. These qualities enable individuals to navigate the complexities of a globalized world without losing their cultural identity or ethical grounding.

3. Strategic Recommendations for the Future

To achieve a sustainable future, it is imperative that educational policies at both national and international levels treat education and upbringing as an inseparable unit. This requires:

A balanced pedagogical approach that values emotional intelligence as much as cognitive development.

The preservation of national values as a foundation for global citizenship.

Collaborative efforts between families, schools, and the wider community to create a supportive environment for holistic growth.

In summary, the future of any society is anchored in its ability to nurture globally competitive and ethically responsible personalities. By investing in the dual pillars of education and upbringing, we lay the groundwork for a more enlightened, just, and prosperous global civilization.

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Kreativlik tushunchasining nazariy talqini va uni boshlang'ich ta'lim o'qituvchilarini tayyorlash jarayonida rivojlantirish masalalari

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Annotatsiya. Mazkur ilmiy maqolada kreativlik tushunchasining pedagogik-psixologik mohiyati, nazariy talqinlari hamda uni bo'lajak boshlang'ich ta'lim o'qituvchilarini tayyorlash jarayonida rivojlantirish masalalari keng yoritilgan. Kreativlik zamonaviy ta'lim tizimida o'qituvchining muhim kasbiy sifati sifatida talqin qilinib, uning tarkibiy komponentlari, rivojlanish omillari va shakllantirish mexanizmlari tahlil qilinadi. Tadqiqot davomida kreativlik tushunchasiga oid xorijiy va milliy olimlarning qarashlari tizimlashtirildi, bo'lajak o'qituvchilarda kreativ qobiliyatni rivojlantirishda ta'lim jarayonining roli asoslab berildi. Shuningdek, pedagogik ta'limda kreativlikni rivojlantirishga xizmat qiluvchi metodlar, texnologiyalar va tashkiliy-pedagogik shart-sharoitlar aniqlashtirildi. Maqola natijalari boshlang'ich ta'lim o'qituvchilarini tayyorlash jarayonini takomillashtirishda nazariy va amaliy ahamiyatga ega.

Kalit so'zlar: kreativlik, kreativ tafakkur, bo'lajak o'qituvchi, boshlang'ich ta'lim, kasbiy kompetensiya, innovatsion metodlar.

Kirish. Zamonaviy ta'lim tizimi o'qituvchidan nafaqat fan bilimlarini egallashni, balki pedagogik jarayonga ijodiy yondasha olishni ham talab etadi. Xususan, boshlang'ich ta'lim o'qituvchisi bolalarda mustaqil fikrlash, muammoni noodatiy hal qilish va ijodiy faoliyat ko'nikmalarini shakllantiruvchi asosiy shaxs hisoblanadi. Shu sababli bo'lajak boshlang'ich ta'lim o'qituvchilarida kreativlik qobiliyatini rivojlantirish bugungi kunda dolzarb pedagogik muammo sifatida namoyon bo'lmoqda. Kreativlik tushunchasi pedagogika va psixologiya fanlarida turlicha talqin qilinadi. Ba'zi tadqiqotchilar uni ijodiy tafakkur mahsuli sifatida ko'rsatsa, boshqalar uni shaxsning muammoli vaziyatlarda yangicha yechim topa olish qobiliyati sifatida izohlaydi. Ta'lim jarayonida kreativlik o'qituvchining metod tanlashda erkinligi, o'quv faoliyatini innovatsion tashkil etishi va o'quvchilarning individual xususiyatlarini hisobga olgan holda ishlashi bilan namoyon bo'ladi. Mazkur maqolada kreativlik tushunchasining nazariy talqini hamda uni bo'lajak boshlang'ich ta'lim o'qituvchilarini tayyorlash jarayonida rivojlantirish masalalari ilmiy asosda tahlil qilinadi.

Metodologiya. Tadqiqot metodologiyasi tizimli, kompetensiyaviy va shaxsga yo'naltirilgan yondashuvlarga asoslandi. Nazariy metodlar sifatida ilmiy adabiyotlarni tahlil qilish, taqqoslash, umumlashtirish va tizimlashtirishdan foydalanildi. Xususan, kreativlik tushunchasiga oid xorijiy (Guilford, Torrance, Sternberg) va milliy olimlar qarashlari o'rganilib, ularning pedagogik ta'limdagi ahamiyati aniqlashtirildi. Empirik metodlar doirasida pedagogik kuzatish, suhbat va diagnostik baholash usullari qo'llanildi. Bo'lajak boshlang'ich ta'lim o'qituvchilarining kreativlik darajalarini aniqlashda maxsus topshiriqlar,





muammoli vaziyatlar va ijodiy mashqlar tahlil qilindi. Shuningdek, pedagogik tajriba-sinov metodi orqali innovatsion metodlar asosida tashkil etilgan mashg'ulotlarning samaradorligi baholandi. Olingan natijalar tahlil qilinib, umumiy xulosalar chiqarildi.

Natijalar. Tadqiqot natijalari kreativlik tushunchasining ko'p qirrali ekanligini ko'rsatdi. Kreativlik bo'lajak boshlang'ich ta'lim o'qituvchisining kasbiy kompetensiyasining muhim tarkibiy qismi bo'lib, u quyidagi komponentlardan iborat ekanligi aniqlandi: motivatsion, kognitiv, faoliyatli va reflektiv.

1- jadval. Kreativlikning tarkibiy komponentlari

Komponentlari	Tavsifi
Motivatsion	Ijodiy faoliyatga bo'lgan qiziqish va ichki ehtiyoj
Kognitiv	Kreativ fikrlash, muammoni tahlil qilish qobiliyati
Faoliyatli	Innovatsion metodlardan foydalanish ko'nikmasi
Reflektiv	O'z faoliyatini tahlil qilish va baholash

Tajriba-sinov natijalari shuni ko'rsatdiki, kreativ topshiriqlar, loyiha faoliyati va interfaol metodlar qo'llanilgan mashg'ulotlar bo'lajak o'qituvchilarning kreativ tafakkurini sezilarli darajada rivojlantiradi.

Muhokama. Olingan natijalar shuni tasdiqlaydiki, kreativlikni rivojlantirish jarayoni tasodifiy emas, balki maqsadli va tizimli tashkil etilishi lozim. Bo'lajak boshlang'ich ta'lim o'qituvchilarini tayyorlashda an'anaviy reproduktiv ta'lim bilan cheklanib qolish kreativlikning to'laqonli shakllanishiga to'sqinlik qiladi. Shu bois ta'lim jarayoniga muammoli vaziyatlar, ijodiy loyihalar va reflektiv topshiriqlarni keng joriy etish zarur. Muhokama jarayonida aniqlanishicha, kreativlikni rivojlantirishda o'qituvchi shaxsining o'rni beqiyos. O'qituvchi o'zi kreativ bo'lmas ekan, talabalarda ijodiy yondashuvni shakllantirish qiyinlashadi. Demak, pedagogik ta'lim tizimida o'qituvchilarning o'z kreativligini rivojlantirishga ham alohida e'tibor qaratilishi lozim.

Xulosa. Xulosa qilib aytganda, kreativlik tushunchasi zamonaviy pedagogik ta'limning muhim kategoriyalaridan biri bo'lib, bo'lajak boshlang'ich ta'lim o'qituvchilarining kasbiy tayyorgarligida muhim o'rin tutadi. Tadqiqot natijalari kreativlikni rivojlantirish jarayonini ilmiy asosda tashkil etish, innovatsion metod va texnologiyalardan foydalanish zarurligini ko'rsatdi. Bo'lajak boshlang'ich ta'lim o'qituvchilarida kreativlik qobiliyatini rivojlantirish ta'lim sifatini oshirishga, o'qituvchilarning ijodiy salohiyatini ro'yobga chiqarishga xizmat qiladi. Mazkur maqola natijalari pedagogik ta'lim tizimini takomillashtirish va dissertatsion tadqiqotlarni boyitishda muhim ahamiyat kasb etadi.

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INTEGRATED AND MODERNIZED DEVELOPMENT OF PRESCHOOL, GENERAL, VOCATIONAL, AND HIGHER EDUCATION

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Annotation (*ingliz*) This article presents a new conceptual perspective on the integration of preschool, general secondary, secondary specialized, and higher education. Unlike traditional approaches that focus solely on continuity, this study emphasizes the creation of a unified developmental ecosystem where each level of education plays an active, interconnected role. Preschool learning is interpreted not just as preparation for school, but as the first stage of an integrated cognitive pathway. General and specialized secondary education are examined as dynamic environments where academic skills, digital literacy, and social competencies merge. Higher education is viewed as the strategic center that transfers scientific, technological, and methodological innovations back into earlier stages. Through this multidirectional interaction, the education system transforms into a flexible structure capable of adapting to global changes. The article proposes new mechanisms for collaboration, data-driven development, and cross-level communication to ensure a modern, coherent, and future-oriented educational model.

Keywords (*ingliz*): Educational ecosystem, cross-level collaboration, developmental trajectory, integrated learning model, pedagogical innovation, digital competence, multidirectional transformation, early cognitive foundation, strategic coordination, adaptive education.

INTRODUCTION. Expectations for education have completely changed as a result of the quick development of global information systems, technological advancement, and sociocultural change. In this regard, maintaining continuity, coherence, and interaction at all educational levels—preschool, general secondary, secondary specialized, and higher education—has evolved from a strategic objective to a structural requirement. For students to be adequately prepared to handle an increasingly complicated and interconnected world, traditional models with their isolated curricula and divided developmental phases are no longer enough [Johnson, 2020, p. 88]. Because of this, educational systems all around the world are moving towards integrated, ecosystem-based models where every stage both benefits from and contributes to a single developmental trajectory. Preschool education is increasingly recognized as a crucial cognitive foundation that directly affects academic success, creativity, and problem-solving skills in later years.





Previously, it was thought of as a preparation stage largely focused on social adaption [Davis, 2018, p. 34]. Neural plasticity, curiosity, emotional control, and pre-academic skills are fostered in early childhood learning contexts, and these traits influence the intellectual paths taken in primary, secondary, and post-secondary school. Students are more likely to experience consistent developmental progression and fewer learning gaps when this stage is significantly connected to later levels. The core of the learning ecosystem is represented by general secondary and secondary specialized education, where fundamental cognitive abilities develop into structured academic literacy, digital competency, and socioemotional development. But these skills don't grow on their own. Rather, how well they fit with future expectations of higher education and employment and how well they build on early childhood experiences determine how beneficial they are. Students must not only acquire knowledge but also transfer abilities across contexts due to the increasingly multidisciplinary nature of knowledge production; this ability is best developed in an integrated educational system. Higher education, which was once thought of as the pinnacle of formal education, is now seen as a source of advanced pedagogy, scientific research, innovation, and methodology. Universities are now dynamic hubs that influence earlier stages by offering updated curricula, digital tools, pedagogical frameworks, and teacher training based on international best practices. They are no longer endpoints. Through this multidirectional knowledge flow, higher education develops into a strategic center that enhances the entire education system. The concepts developed at the university level—such as competency-based learning, digital ecosystems, and personalized growth trajectories—are gradually transmitted downward to strengthen earlier levels of the educational system. The integration of various levels becomes even more crucial in the age of digital transformation. Unprecedented opportunities to track student progress, anticipate skill gaps, and create customized courses from early infancy to university graduation are provided by artificial intelligence, big data analytics, virtual learning environments, and adaptive platforms. When used effectively, these tools promote meaningful teacher collaboration, facilitate more seamless communication between institutions, and support students' ongoing development regardless of their age or background. Effective integration across educational levels necessitates more than technical improvement, notwithstanding the possible advantages. It demands a paradigm change so that education is seen as a continuous lifecycle rather than a series of separate phases. According to the conceptual framework put forth in this article, the entire educational system functions as an ecosystem that is knowledge-driven, collaborative, and adaptable. The study shows how strategic coordination, cross-level communication, and creative pedagogical design can promote educational continuity by examining integration processes, obstacles, and transformative opportunities. In the end, integration and transformation are more than just reform procedures; they signify the development of a future-focused educational model that can produce generations who are resilient, empowered, and globally competent.





CONCLUSION. Preschool, general secondary, secondary specialized, and higher education have all undergone integration and metamorphosis, which shows that they can no longer be used as separate phases of modern education. Rather, to support learners' ongoing professional, social, and cognitive development, a cohesive and integrated paradigm is needed. While secondary and specialized education act as a bridge where basic abilities develop into academic literacy and early career orientation, preschool education offers the fundamental basis for all subsequent learning. In turn, higher education serves as the primary hub for cutting-edge pedagogy, innovation, and research that supports and influences lower levels. Students benefit from stronger competencies, more seamless transitions, and increased preparedness for real-world difficulties when these phases function as a cohesive ecosystem. Therefore, educational integration is a long-term structural requirement for creating an adaptable, forward-thinking, and internationally competitive educational system rather than just a reform tactic.

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Типология фразеологических единиц в рассказах Антона Павловича Чехова

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Аннотация. В данной работе рассматривается типология фразеологических единиц, используемых Антоном Павловичем Чеховым в его рассказах. Цель исследования — выявить основные типы фразеологических единиц (устойчивые выражения, авторские модификации, контекстуальные трансформации) и проанализировать их функции в художественном тексте писателя. На материале выбранных рассказов показано, что Чехов не просто включал известные фразеологизмы, но и умело их трансформировал, адаптировал под контекст, что усиливало выразительность и характеризацию героев.

Ключевые слова: фразеологическая единица, типология, рассказ, Антон Павлович Чехов, фразеологизм, художественный текст, трансформация.

Фразеологические единицы — устойчивые сочетания слов с переносным значением занимают важное место в художественном тексте, поскольку несут высокую экспрессивную, стилистическую и когнитивную нагрузку. В рассказах Чехова их использование приобретает особое значение: они помогают передать индивидуальность героя-персонажа, оттенки речи, авторскую иронию и культурно-языковую среду. В связи с этим возникает задача: систематизировать фразеологические единицы в чеховском тексте и выделить их типологические особенности.

В монографии В. Н. Телия «Русская фразеология. Семантический, прагматический и лингвокультурологический аспекты» фразеологические единицы рассматриваются как языковые знаки-микротексты с целостным значением и постоянной структурой [1, с. 22]. В.Н. Телия подчёркивает, что фразеологизм сочетает семантическую стабильность и стилистическую вариативность, что делает его важным элементом анализа текста. В статье М. Г. Соколова «Методы трансформации фразеологических единиц в рассказах Антона Чехова» показаны способы творческой переработки устойчивых оборотов автором: лексические изменения, изменение стилистической окраски, ирония [2, с. 142]. В работе М. А. Фокина «Фразеологические единицы с процессуальной семантикой в повести „Дуэль“ А. П. Чехова» выделены фразеологизмы, встроенные в нарратив и определяющие динамику действия [3, с. 33]. В статье Ш. Хасанова «Фразеологизмы в рассказах А. П. Чехова: их функции и влияние на художественный текст» рассматривается роль фразеологизмов как средства оценки, характеристики героя и авторского комментария [4, с. 45]. Статья С. Ш. Йулдошева «К вопросу классификации фразеологизмов (на примере рассказов А. П. Чехова)»





предлагает типологию по происхождению (исконно русские, заимствованные, авторские) и стилистическим признакам (разговорные, книжные) [5, с. 130]. Кроме того, обзорная статья Д. Т. Сатарова и И. И. Чумак-Жунь «Специфика фразеологизмов в творчестве А. П. Чехова» анализирует количественные и качественные особенности употребления фразеологизмов писателем [6, с. 22]. Эти исследования дают теоретическую основу для типологии и анализа употребления фразеологизмов в Чехове.

В результате анализа рассказов Чехова («Лошадиная фамилия», «В усадьбе», «Пересолил») выделены три основные группы фразеологических единиц: стандартные устойчивые обороты, модифицированные автором фразеологизмы и контекстуальные трансформации.

Первая группа *стандартные устойчивые фразеологизмы*, употребляемые Чеховым в неизменной или почти неизменной форме. Например, в рассказе «Пересолил» герой «с жиру бесится» устойчивое выражение, которое обозначает чрезмерное избыточное состояние. Употребление такой формулы позволяет сразу охарактеризовать персонажа через привычный языковой код. Эти единицы соответствуют модели, описанной Телией как «цитата языка», фиксированная форма с переносным значением [1, с. 58].

Вторая группа *модифицированные фразеологизмы*, когда Чехов вносит лексическую или структурную изменчивость в устойчивое выражение. Так, в рассказе «В усадьбе» помещик в речи говорит: «...прямо в харю...» — это разговорная фраза, но Чехов её контекстуализирует, переносит в разговор персонажа, подчёркивая его грубость и социальный слой. Изменение фразы делает её авторской вариацией, характеризующей героя. Подобная техника по Соколовой является способом авторского проявления фразеологической игры [2, с. 143].

Третья группа *контекстуальные трансформации*, когда фразеологизм включается в текст и приобретает особое значение, свойственное данному художественному контексту. Например, в «Лошадиной фамилии» фамилия «словно как бы лошадиная» становится крылатым оборотом, превращаясь в метафору забавного поиска. Чехов использует фразеологизм-шаблон «лошадиная фамилия», который в разговорной речи стал самостоятельной фразой. Такая трансформация пример того, как устойчивое выражение может эволюционировать и получать новую экспрессию. Хасанова отмечает, что в рассказах Чехова «фразеологизмы ... становятся не просто украшением, но средством оценки иронии, сатиры, самоиронии» [4, с. 47].

Анализ показывает, что каждая из этих групп несёт определённую функцию. Устойчивые формулы обеспечивают коммуникационно-типическое значение, быстро активируют народный код. Авторские вариации подчёркивают индивидуальность речи персонажа, его социальную принадлежность и психологическое состояние. Трансформации раскрывают сюжетно-семантический потенциал инициации фразы как художественного





приёма. Фокина подчёркивает, что фразеологизмы с процессуальной семантикой обеспечивают «нарративный потенциал», задают темп и тон повествованию [3, с. 35].

Проведённое исследование позволяет сделать вывод, что типология фразеологических единиц в рассказах Чехова включает как традиционные устойчивые обороты, так и авторские и контекстуальные вариации. Такая система показывает, что фразеологизмы в художественном тексте выступают не просто как стилистический приём, а как средство характеристики, выразительности и национально-языковой идентичности. Устойчивые формулы в Чехове служат оперативной характеристикой речи персонажа и создают ощущение народности, авторские модификации – подчёркивают индивидуальность и тональность автора, трансформации – развивают сюжет и усиливают эмоциональную реакцию читателя.

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Reason, Satire And Social Order: The Philosophical Foundations Of Enlightenment Literature In England

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Abstract. This study investigates the philosophical roots of English Enlightenment literature, highlighting the interaction of reason, satire, and social order. It explores how writers such as Jonathan Swift, Alexander Pope, Samuel Johnson, and Henry Fielding used rational inquiry and satirical techniques to challenge social, political, and moral norms. The findings suggest that Enlightenment literature served as a tool for promoting rational thinking, moral reflection, and critical examination of hierarchical structures. By situating literary texts within their historical and philosophical contexts, this research demonstrates how rationalist ideals shaped literary style and social critique in eighteenth-century, social critique, literary analysis.

Key words: Reason, satire, social order, Enlightenment, rationalism, moral philosophy, English literature, eighteenth century, social critique, literary analysis.

INTRODUCTION. The Enlightenment, known as the Age of Reason, marked a transformative period in eighteenth-century England. Intellectuals, philosophers, and writers emphasized rational thought, empirical observation, and moral philosophy as guiding principles for personal and societal life. In literature, these ideals encouraged critical engagement with society, social norms, and hierarchies, often using humor, irony, and satire to convey philosophical and moral insights.

English Enlightenment writers were particularly concerned with the use of reason to critique authority, social inequality, and moral failings. Satire became an essential literary device, combining entertainment with ethical and intellectual reflection. Literature functioned as a platform for instruction, encouraging ethical awareness and social reform. This paper examines how Swift, Pope, Johnson, and Fielding employed reason and satire to address questions of morality, social hierarchy, and human conduct, highlighting the philosophical foundations of their literary output.

Literature Analysis And Methodology. This research adopts a qualitative literary approach, combining careful textual analysis with historical and philosophical contextualization. The study focuses on how authors integrate rational thought, ethical reflection, and satirical techniques to critique social structures and norms. Themes and narrative strategies are analyzed to illustrate the relationship between reason, satire, and representations of social order.

The philosophical framework draws on the ideas of John Locke on rationality and natural rights, David Hume's empiricism, and Montesquieu's perspectives on political and social organization. These intellectual frameworks provide the background for understanding how eighteenth-century English writers used literature as a means to examine ethical, social, and political issues.





Primary texts analyzed include Jonathan Swift's *Gulliver's Travels*, Alexander Pope's *The Rape of the Lock*, Samuel Johnson's *Rasselas* and essays, and Henry Fielding's *Tom Jones*. These works illustrate how satire and rational discourse operate together to critique social norms, encourage ethical reflection, and promote reason as a guiding principle in both personal and social life.

Result and discussion. The analysis shows that English Enlightenment literature consistently combines reason and satire to examine social order.

Jonathan Swift demonstrates rational satire in *Gulliver's Travels*, exposing corruption, injustice, and human folly. His satirical approach functions as both moral and intellectual critique, encouraging readers to reflect on political and social institutions. Alexander Pope uses wit and irony in *The Rape of the Lock* to expose social pretension and moral superficiality. Pope's poetry illustrates the Enlightenment emphasis on rational aesthetic judgment, balance, and moral insight, while subtly critiquing social hierarchies and human vanity.

Samuel Johnson blends moral philosophy with literary craft, as seen in his essays and in *Rasselas*. Johnson examines human desires, ethical behavior, and social responsibility, demonstrating how literature can foster reasoned understanding and moral improvement.

Henry Fielding employs comic realism and satirical narrative in *Tom Jones* to challenge social conventions and examine class dynamics. His novels entertain while providing ethical and social critique, reflecting the Enlightenment commitment to reason, moral reflection, and social awareness.

Across all these authors, satire acts as a means of promoting reason, ethical reflection, and social critique. Literature becomes a tool for questioning authority, critiquing social hierarchy, and encouraging intellectual engagement, all grounded in Enlightenment philosophy.

Conclusion. English Enlightenment literature demonstrates the close interconnection of reason, satire, and social critique. Writers such as Swift, Pope, Johnson, and Fielding combined rational argumentation with humor and irony to examine human behavior, morality, and social structures. Literature served as both entertainment and instruction, promoting rational thinking, ethical reflection, and social critique.

Through the integration of reason and satire, Enlightenment writers questioned authority and encouraged critical thought, leaving a lasting influence on English literature and the intellectual culture of the eighteenth century. The philosophical foundations of this literature—rationalism, moral philosophy, and social critique—remain essential for understanding its historical and cultural significance.

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Applications of Probability Theory in Economics and Education

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Annotation (Abstract). This article explores the significance and practical applications of probability theory in the fields of economics and education. Probability theory plays a crucial role in decision-making processes, forecasting, risk assessment, and data analysis. In economics, it helps model uncertain market behaviors, predict financial outcomes, and support strategic planning. In education, probability theory contributes to assessment systems, learning analytics, and the development of critical thinking skills among students. The article highlights the growing importance of probabilistic approaches in the modern world and emphasizes their interdisciplinary value.

Keywords: Probability theory, economics, education, uncertainty, data analysis, decision-making, forecasting, statistics, learning analytics.

Introduction. Probability theory is a branch of mathematics that studies random events and uncertainty. In today's rapidly changing world, uncertainty is present in almost every sphere of life, including economics and education. Therefore, probability theory has become an essential tool for analyzing complex processes, making predictions, and supporting effective decision-making. Its applications help both economists and educators understand patterns, interpret data, and improve outcomes.

Applications of Probability Theory in Economics

In economics, probability theory is widely used to analyze market behavior and financial risks. Economic processes are often influenced by unpredictable factors such as consumer behavior, political changes, and global events. Probability models allow economists to estimate the likelihood of different outcomes and make informed decisions.

For example, in financial markets, probability theory is used to evaluate investment risks and returns. Insurance companies rely on probabilistic models to calculate premiums and predict potential losses. Economists also use probability in econometrics to analyze statistical data, test hypotheses, and forecast economic growth, inflation, and unemployment rates. Thus, probability theory serves as a foundation for rational economic planning and management.

Applications of Probability Theory in Education

In the field of education, probability theory plays an important role in assessment, research, and teaching methodology. Educational researchers use probabilistic methods to analyze test results, measure students' performance, and evaluate the effectiveness of teaching strategies. Standardized testing systems often rely on statistical and probabilistic models to ensure fairness and reliability.

Moreover, teaching probability theory itself helps students develop logical thinking, problem-solving skills, and the ability to make decisions under uncertainty. These skills are essential not only in academic life but also in everyday situations. With the development of digital technologies, learning





analytics based on probability theory is increasingly used to personalize education and improve learning outcomes.

Conclusion. In conclusion, probability theory is a powerful and indispensable tool in both economics and education. Its applications enable professionals to understand uncertainty, analyze data, and make well-informed decisions. In economics, it supports forecasting and risk management, while in education, it enhances assessment systems and promotes critical thinking. As the world becomes more complex and data-driven, the importance of probability theory will continue to grow.

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How Linguistics Improves Classroom Communication

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Annotation. This article examines how linguistic knowledge significantly enhances classroom communication and overall teaching effectiveness. It discusses the contribution of major branches of linguistics such as phonetics, syntax, semantics, pragmatics, sociolinguistics, psycholinguistics, and discourse analysis to educational practice. The paper argues that teachers who apply linguistic principles are better equipped to manage interaction, support learner diversity, and foster a communicative learning environment. The study emphasizes that integrating linguistics into teacher training programs can lead to more meaningful communication, increased learner engagement, and improved academic outcomes.

Keywords: Linguistics, classroom communication, discourse analysis, sociolinguistics, psycholinguistics, teacher talk, learner-centered education, interaction, communicative competence.

Introduction. In modern education, communication is no longer viewed as a simple transmission of knowledge from teacher to student. Instead, it is understood as a complex interactive process shaped by language, culture, cognition, and social context. Linguistics, as the scientific study of language, offers a powerful theoretical and practical foundation for improving classroom communication. Teachers who possess linguistic awareness can better understand how language functions, how learners acquire language, and how meaning is constructed in interaction.

In the context of globalization and multilingual classrooms, the role of linguistics becomes even more crucial. Effective classroom communication requires not only subject knowledge but also a deep understanding of how language influences thinking, participation, and identity. Therefore, linguistics serves as an essential tool for developing professional teaching competence.

The Contribution of Linguistic Knowledge to Teaching Practice

One of the most practical benefits of linguistics in education is its contribution to clarity of instruction. Phonetics and phonology help teachers model accurate pronunciation and recognize learners' pronunciation difficulties. Morphology and syntax allow teachers to explain grammatical structures more systematically, while semantics supports the teaching of meaning and vocabulary development.

Pragmatics plays an equally important role in classroom communication. It enables teachers to understand how meaning changes according to context, intention, and social relationships. For instance, the way teachers give instructions, ask questions, or provide feedback can significantly influence learners' motivation and comprehension. A teacher with strong pragmatic awareness can avoid ambiguity and promote respectful, effective communication.

Sociolinguistics and Inclusive Classroom Communication

Sociolinguistics examines how language varies according to social factors such as culture, gender, age, and identity. In educational settings, this knowledge helps





teachers understand learners' diverse linguistic backgrounds. Students may use different dialects, registers, or cultural communication styles, which can affect their participation in class.

By applying sociolinguistic principles, teachers can create more inclusive classrooms. They learn to respect linguistic diversity, avoid discriminatory language practices, and value students' mother tongues. This approach not only improves communication but also strengthens learners' confidence and sense of belonging.

Psycholinguistics and Understanding the Learner

Psycholinguistics focuses on how language is processed in the human mind. It provides insights into how learners comprehend input, store vocabulary, and produce speech. Understanding cognitive processes such as memory, attention, and language transfer helps teachers design more effective lessons.

For example, teachers who understand how cognitive load works will simplify instructions, scaffold learning tasks, and provide appropriate feedback. This leads to clearer communication and reduces misunderstandings in the classroom. As a result, learners become more active participants in the learning process.

Discourse Analysis and Classroom Interaction

Discourse analysis studies how language is used in real communication. In classroom contexts, it focuses on interaction patterns such as teacher talk, student responses, questioning techniques, turn-taking, and feedback. Research in this area shows that traditional teacher-dominated classrooms often limit students' opportunities to speak.

Teachers who apply discourse analysis can consciously change their interaction style. They may use more open-ended questions, encourage longer student responses, and promote collaborative discussion. This shift leads to more communicative, learner-centered classrooms where students feel empowered to express their ideas.

Linguistics and the Development of Communicative Competence

The ultimate goal of education, particularly language education, is to develop learners' communicative competence. This includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Linguistics provides the theoretical framework for understanding these components.

By integrating linguistic principles into teaching, educators can help students not only learn language rules but also use language effectively in real-life situations. This approach supports critical thinking, creativity, and academic success across all subjects.

Conclusion. In conclusion, linguistics plays a fundamental role in improving classroom communication. It equips teachers with the knowledge and skills necessary to communicate clearly, understand learners' needs, and create inclusive, interactive learning environments. The application of linguistic principles enhances teacher effectiveness, increases student engagement, and supports deeper learning.





Therefore, linguistics should be an integral part of teacher education programs and ongoing professional development. A linguistically informed teacher is not only a better communicator but also a more reflective and effective educator.

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Kompetensiyaviy yondashuv sharoitida boshlang'ich sinf o'quvchilarining mustaqil fikrlash qobiliyatini rivojlantirish metodikasi

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Tayanch tushunchalar: Kompetensiya, kompetensiyaviy yondashuv, mustaqil fikrlash, muammoli o'qitish, loyihaviy faoliyat, tanqidiy fikrlash, ijodiy yondashuv, interfaol metod, o'quv motivatsiyasi.

Zamonaviy ta'lim jarayonida o'quvchining shaxs sifatida shakllanishi, mustaqil fikrlay olishi, ijodiy yondasha bilishi ta'lim tizimining asosiy maqsadiga aylangan. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni va "Kadrlar tayyorlash milliy dasturi"da ham aynan o'quvchi shaxsini har tomonlama rivojlantirish, uni ijtimoiy hayotda faol ishtirok etuvchi, mustaqil qaror qabul qila oladigan inson sifatida tayyorlash zarurligi ta'kidlanadi. Boshlang'ich ta'lim bosqichi — o'quvchilarda bilishga qiziqish, tafakkur, idrok, tahlil va umumlashtirish kabi intellektual jarayonlar shakllanadigan davrdir. Shu sababli kompetensiyaviy yondashuv asosida ta'limni tashkil etish, o'quvchilarda mustaqil fikrlash ko'nikmalarini rivojlantirishning eng samarali yo'lidir. Kompetensiya — bu shaxsning ma'lum faoliyatni muvaffaqiyatli amalga oshirishi uchun zarur bo'lgan bilim, ko'nikma, malaka va tajriba majmuasidir. Bugungi ta'lim tizimida o'quvchini mustaqil, ijodiy fikrlaydigan shaxs sifatida tarbiyalash muhim vazifa hisoblanadi. Kompetensiyaviy yondashuv nafaqat bilim berishga, balki o'quvchilarda amaliy ko'nikma, tahliliy fikrlash, ijodkorlik va mustaqil qaror qabul qilish qobiliyatini shakllantirishga yo'naltiriladi. Kompetensiyaviy yondashuv – bu tayyor bilimni yodlash emas, balki uni amalda qo'llash, muammolarni tahlil qilish va ijodiy yechim topish qobiliyatini shakllantirishdir. Boshlang'ich ta'limda bu o'quvchilarning individual qobiliyatlarini aniqlash va rivojlantirishga yordam beradi. Kompetensiyaviy yondashuv o'quvchini bilim oluvchi emas, bilim yaratuvchi, ijodiy fikrlovchi shaxs sifatida shakllantiradi. Boshlang'ich ta'limda mustaqil fikrlash qobiliyati kelajakda o'quvchining mustaqil o'qish va to'g'ri qaror qabul qilish ko'nikmalarining poydevoridir. Boshlang'ich sinf davri bolalar tafakkurining shakllanishida eng muhim bosqich bo'lib, aynan shu davrda ularning mustaqil fikrlash qobiliyatini rivojlantirish o'qituvchining asosiy vazifasiga aylanadi. Ta'lim jarayonida kompetensiyaviy yondashuv o'quvchini tayyor bilimlarni yodlash emas, balki ularni amalda qo'llash, muammoni mustaqil hal etish, tanqidiy va ijodiy fikrlashga o'rgatishga qaratilgan. Boshlang'ich sinflarda kompetensiyaviy yondashuv quyidagi asosiy yo'nalishlarda namoyon bo'ladi:

- o'quvchining shaxsiy tajribasini faollashtirish;
- mustaqil o'rganish va izlanishga rag'bat berish;
- muammoli vaziyatlarni hal qilish orqali fikrlashni rivojlantirish;
- muloqot, jamoada ishlash, o'z fikrini asoslash malakalarini shakllantirish.

Bu yondashuvning ilmiy asoslari L.S.Vygotskiy, J.Piaje, D.Dyui, A.K.Markova, Sh.Amonov, M.Quronov kabi olimlarning psixologik-pedagogik qarashlariga





tayanadi. Ularning fikricha, o'quv faoliyatida o'quvchining faolligi, refleksiyasi va mustaqil tafakkuri uning shaxsiy rivojlanishining bosh omilidir. Boshlang'ich sinf o'quvchilarining mustaqil fikrlash qobiliyati — bu ularning bilimlarni tahlil qilish, solishtirish, umumlashtirish va xulosa chiqarish ko'nikmalaridir. O'qituvchi o'quvchining "to'g'ri javob"ni aytishiga emas, balki nega aynan shunday fikrga kelganini tahlil qila olishiga e'tibor qaratishi kerak.

Mustaqil fikrlashni rivojlantirishning pedagogik ahamiyati quyidagilarda namoyon bo'ladi:

- o'quvchilarning ijodiy salohiyati ochiladi;
- tanqidiy fikrlash ko'nikmalari mustahkamlanadi;
- o'qishga ichki motivatsiya kuchayadi;
- shaxsiy qaror qabul qilish malakasi shakllanadi.

Bu jarayon o'qituvchidan darslarni faollashtiruvchi metodlar — muammoli o'qitish, klaster, "aqliy hujum", tahliliy suhbat, rolli o'yinlar, loyihaviy faoliyat kabi usullarni qo'llashni talab qiladi. Boshlang'ich ta'limda mustaqil fikrlashni shakllantirishda quyidagi metodik yondashuvlar muhim ahamiyatga ega:

Muammoli o'qitish metodi.

O'quvchilarga muammoli vaziyatlar taklif etilib, ularning yechimini topish jarayonida mustaqil fikrlash rag'batlantiriladi. Masalan: "Agar suv bo'lmasa, hayot qanday o'zgarardi?" yoki "Biror so'zni boshqacha ifoda bilan aytish mumkinmi?" kabi savollar bolalarda tafakkurni faollashtiradi.

Loyihaviy faoliyat. O'quvchilar kichik loyihalar orqali ma'lum mavzuni chuqur o'rganadilar. Bu jarayonda ular rejalashtirish, axborot izlash, tahlil qilish, natijani taqdim etish kabi bosqichlarni mustaqil bajaradilar. Masalan, "Mening oilam – mening qadriyatim" loyihasi bolalarda mustaqil izlanish va ijtimoiy fikrlashni kuchaytiradi.

Tanqidiy fikrlashni rivojlantiruvchi texnologiyalar.

"T-sxema", "Fishbone", "INSERT", "Venn diagrammasi" kabi metodlar o'quvchilarga fikrlarni solishtirish, tahlil qilish va xulosa chiqarish imkonini beradi.

Interfaol muloqot metodlari. Juftlikda va guruhda ishlash, "fikrlar karuseli", "savol-javob aylanmasi" kabi metodlar o'quvchilarni fikr almashishga, o'z qarashlarini himoya qilishga o'rgatadi. Bu esa mustaqil fikr yuritishning tabiiy bosqichidir. O'qituvchi o'quvchilarda mustaqil fikrlashni rivojlantirishda motivator, yo'naltiruvchi va maslahatchi rolini bajaradi. U o'quvchini erkin fikrlashga rag'batlantirishi, har bir javobni qadrlashi, xatolarni o'sish imkoniyati sifatida ko'rsatishi zarur. Psixologik nuqtai nazardan, o'quvchida mustaqil fikrlash qobiliyati ijobiy emotsional muhit, erkin muloqot va o'z fikrini bildirishga bo'lgan ishonch asosida shakllanadi. Shuning uchun dars jarayonida o'qituvchi:

- ishonchli va iliq munosabat o'rnatishi;
- o'quvchini maqtov orqali rag'batlantirishi;
- har bir g'oyani qadrlashi;
- o'quvchini "to'g'ri javob"ga emas, "tahlil"ga yo'naltirishi kerak.





1. Dars boshida “Fikr zanjiri” metodi orqali o‘quvchilardan mavzu bo‘yicha fikrlarni yig‘ish.
2. Matn ustida ishlashda “Nima uchun?”, “Qanday?”, “Agar shunday bo‘lmasa nima bo‘ladi?” kabi savollarni qo‘llash.
3. Har bir mavzudan so‘ng “O‘zimni tekshirdim” kartochkalari orqali o‘quvchining o‘z fikrini baholashini tashkil etish.
4. O‘quvchilarga “O‘zingni jurnalistdek tut” yoki “Men muallif bo‘lsam...” kabi ijodiy topshiriqlar berish. Bu usullar nafaqat o‘quvchilarning bilish faoliyatini faollashtiradi, balki ularning tafakkurini, nutq madaniyatini va ijodiy salohiyatini rivojlantiradi. Kompetensiyaviy yondashuv sharoitida boshlang‘ich sinf o‘quvchilarining mustaqil fikrlash qobiliyatini rivojlantirish — zamonaviy ta’limning ustuvor vazifasidir. Chunki mustaqil fikrlay oladigan bola — kelajakda mustaqil qaror qabul qiladigan, ijtimoiy mas’uliyatni his etadigan, ijodkor shaxsga aylanadi. Shunday ekan, har bir o‘qituvchi o‘z darsini kompetensiyaviy asosda loyihalab, o‘quvchini bilish faoliyatining markaziga qo‘yishi, uni fikrlash, izlanish va o‘z nuqtai nazarini bildirishga undashi lozim. Faqat shunda biz “bilimli emas, fikrlay oladigan” avlodni tarbiyalay olamiz.

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Social and Moral Views in Zahiriddin Muhammad Babur's Work "Baburnama"

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Abstract: This article provides reflections on the social and moral views expressed in the works of Zahiriddin Muhammad Babur. The information presented in *Baburnama* and the virtues of historical figures mentioned in the work are analyzed. The idea of friendship is broadly expressed in Babur's creativity. In Babur's activities, the principles of setting an example, being a role model for others, and giving moral advice are clearly evident.

Keywords: Movarounnahr, Khorasan, Iran, India, "Baburiya," "Vaqeanama," "Tuzuki Baburi," "Vaqeoti Baburi," N. I. Ilminskiy

Zahiriddin Muhammad Babur occupies a unique place in medieval Eastern culture, literature, and poetry not only as a writer, poet, and scholar, but also as a prominent statesman who left an indelible mark on history. With his work *Baburnama*, written in a vivid and elegant Uzbek language and covering the history of the peoples of Movarounnahr, Khorasan, Iran, and India, Babur earned a place among the world's great historians and moral philosophers. Although the original title of the work was *Baburiya*, it was also referred to as *Vaqeanama*, *Tuzuki Baburi*, and *Vaqeoti Baburi*. Later, the work became widely known as *Baburnama*. Babur made a significant contribution to the development of such fields as history, geography, music, and military science. In his spiritual legacy, the idea of encouraging young people to seek knowledge and to be well-mannered and morally upright occupies a central place. The complete existing text of this work was published in 1857 in Kazan by the Turkologist N. I. Ilminskiy using typography, accompanied by his four-page Russian preface. From an early age, Babur developed a deep appreciation for literature, fine arts, and the beauty of nature. Like all Timurid princes, he received education in these fields under the guidance of highly qualified teachers at his father's court. Babur called on people to fraternity, harmony, compassion, justice, and respect for the homeland. His enlightenment ideals and moral views were of great importance in his time. Babur's social and moral views are reflected in his work *Baburnama*. He interprets human character in close connection with a person's activities. He values not just any individual, but a true human being, praising their labor and moral conduct. The poet clearly understood that people's outward appearance reflects their inner world and paid special attention to depiction. In *Baburnama*, the names of more than 80 individuals are mentioned, and the moral character, humanity, lineage, profession, creativity, and contributions to science of more than 50 contemporaries are discussed. Babur provides fair assessments and expresses his personal attitude toward them. For example, he writes that Sultan Husayn Mirza had fourteen





thousand personal soldiers and forty thousand official troops, whose duties included digging and filling trenches, building roads, and supplying firewood and fodder to the treasury.

While *Baburnama* thoroughly describes the political events of its time, it also provides invaluable information about the political and economic condition of Babur's homeland, the Fergana Valley, its capital Andijan, as well as major cities of Central Asia such as Samarkand, Bukhara, Qarshi, Shahrisabz, Osh, Urgench, Ura-Tyube, Termez, and others. The work also contains information about the major cities of the Kabul region—Kabul, Ghazni—and their numerous districts and provinces, as well as northern India. In Babur's works, the idea of friendship is expressed in a broad sense. He understood friendship as solidarity among nations and peoples, cooperation among allied armies, family bonds, and collaboration among scholars, poets, and religious figures. He despised those who, claiming to be friends, acted like enemies. In Babur's leadership, setting an example and serving as a role model through personal conduct are particularly evident. He demanded timely completion of tasks from his children, officials, and soldiers. Notably, leading by example proved especially effective in wartime conditions, in enduring hardships, achieving victory with limited forces, and insisting on discipline and responsibility.

Folk traditions, customs, and universal human values such as love, compassion, and mercy are passed down from generation to generation. These positive traditions are studied and widely promoted by educated and enlightened members of society as a valuable cultural heritage. In Babur's works, the customs and traditions of the peoples of Central Asia, Afghanistan, Iran, and India are artistically depicted as manifestations of their positive moral qualities.

Today, the legacy of Babur and the Baburid dynasty is studied not only as a historical phenomenon, but also as a spiritual and cultural value. Their contributions to science, architecture, and art serve as a source of inspiration for the development of modern culture. Architectural masterpieces such as the Taj Mahal and Humayun's Tomb are outstanding examples of world cultural heritage. Babur's literary legacy also promotes ideas of national self-awareness, respect for the mother tongue, and preservation of cultural heritage. For modern Uzbekistan and other Turkic peoples, Babur symbolizes historical memory and spiritual revival. In my opinion, the legacy of Zahiriddin Muhammad Babur and the Baburids is not only a source of historical knowledge for today's youth, but also a school of life lessons. Despite his difficult fate, Babur's unwavering dedication to science and literature and his determination to pursue his goals serve as an important example for modern youth. Particularly noteworthy is his effort to preserve his national identity, language, and spiritual values even while living far from his homeland. Furthermore, the policy of tolerance and respect for diverse cultures pursued in the Baburid state is highly relevant in today's era of globalization. In addressing contemporary social conflicts, relying on historical experience is of great importance. The Baburid legacy demonstrates that power is





strengthened not only through weapons, but also through justice, knowledge, and culture. The experience of the Baburid state also holds scientific significance from the perspective of modern public administration. In particular, the policy of religious tolerance implemented during the reign of Akbar the Great and the conciliatory approach toward representatives of different nationalities and confessions can be considered a historical solution to issues of social stability relevant in today's globalized world. This experience serves as an important methodological foundation for ensuring peace and harmony in multicultural societies. Babur's literary heritage, especially *Baburnama*, is of great scholarly value as a historical source, vividly reflecting the author's political views, social attitudes, and evaluation of the human factor. Therefore, it is advisable to study this work comprehensively within the framework of modern history, literature, and cultural studies and to use it effectively in the educational process. Based on the research findings, the following recommendations can be proposed: first, to further expand scholarly research on the legacy of Babur and the Baburids and conduct comparative analyses with contemporary socio-political processes; second, to strengthen historical consciousness and national identity among young people by more deeply integrating this topic into general and higher education curricula; third, to promote cultural heritage sites related to the Baburid period and introduce them at the international level, contributing to the development of cultural diplomacy. The legacy of Zahiriddin Muhammad Babur and the Baburids continues to be a rich source for scholarly research today. Studying this heritage in depth and interpreting it in a modern context is essential for spiritual development, preservation of historical memory, and shaping future progress.

Conclusion. In conclusion, the political, cultural, and spiritual heritage created by Zahiriddin Muhammad Babur and the Baburid dynasty occupies an important place in the development of Eastern and world civilization. Through Babur's personality, one can observe the harmonious integration of state governance, military strategy, literature, and historical thinking. His life and works demonstrate that a strong state is built not only on military power, but also on science, justice, and moral values.

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Lexical gaps and non-equivalent vocabulary in russian, uzbek, and english: a functional-typological analysis

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Abstract: Lexical gaps and non-equivalent vocabulary represent a significant challenge in cross-linguistic comparison, translation studies, and intercultural communication. These phenomena arise when a concept expressed by a single lexical item in one language lacks a direct counterpart in another. This article presents a functional-typological analysis of lexical gaps and non-equivalent vocabulary in Russian, Uzbek, and English—three languages belonging to different language families and cultural traditions. The study aims to identify the main types of lexical gaps, examine their linguistic and cultural motivations, and analyze the strategies used to compensate for non-equivalence. Using a qualitative comparative methodology based on lexical-semantic analysis, descriptive grammars, and previous typological research, the paper demonstrates that lexical gaps are closely linked to cultural specificity, grammatical structure, and patterns of conceptualization. The findings show that while Russian, Uzbek, and English share universal semantic domains, each language lexicalizes experience in unique ways, resulting in systematic non-equivalence. The study contributes to functional typology and translation theory by highlighting the interaction between language, culture, and cognition.

Keywords: lexical gaps, non-equivalent vocabulary, functional typology, Russian, Uzbek, English, lexical semantics, translation.

Introduction. Lexical non-equivalence is a widely recognized phenomenon in linguistics, particularly in lexical typology, contrastive linguistics, and translation studies. It occurs when a word in one language has no direct or single-word equivalent in another language. Such lexical gaps are not accidental but reflect differences in cultural practices, social structures, and patterns of conceptualization.

Russian, Uzbek, and English provide a productive basis for examining lexical gaps due to their typological, cultural, and historical diversity. English, as a global language, has developed a highly differentiated vocabulary in domains such as technology and social relations. Russian preserves a rich system of emotionally and stylistically marked lexemes. Uzbek, deeply rooted in Central Asian culture, contains culturally specific vocabulary related to kinship, social hierarchy, and traditional life. The aim of this article is to conduct a functional-typological comparison of lexical gaps and non-equivalent vocabulary in Russian, Uzbek, and English. The study addresses the following research questions:

1. What types of lexical gaps occur between Russian, Uzbek, and English?
2. What linguistic and extralinguistic factors motivate non-equivalent vocabulary?
3. How are lexical gaps compensated for in translation and communication?
4. What typological generalizations can be drawn from the comparison?





By addressing these questions, the study seeks to demonstrate that lexical gaps are a natural outcome of linguistic and cultural diversity.

Literature review. Lexical gaps have been discussed under various terms, including lacunae, non-equivalence, and unlexicalized concepts (Lyons, 1977; Cruse, 2011). From a typological perspective, lexical gaps arise because languages differ in how they categorize and label experience.

Functional linguists emphasize that lexicalization patterns are shaped by communicative needs and cultural relevance (Givón, 2001). What is lexically encoded in one language may be expressed periphrastically or remain implicit in another.

In translation studies, non-equivalent vocabulary is considered a major source of difficulty (Baker, 2018). Scholars distinguish between various types of non-equivalence, including culture-specific items, lexicalized vs. non-lexicalized concepts, and differences in semantic scope.

Russian lexical semantics has been noted for its abundance of evaluative and expressive vocabulary, particularly diminutives and aspect-related verbs (Wierzbicka, 1992). Uzbek lexical studies emphasize the richness of kinship terms and culturally bound expressions (Johanson & Csató, 1998). English, by contrast, often exhibits lexical economy in kinship terms but greater differentiation in technical and abstract domains.

Despite extensive research on lexical non-equivalence, comparative studies involving Russian, Uzbek, and English remain relatively limited, especially within a functional-typological framework.

Methodology. Research Design

This study adopts a qualitative, descriptive-comparative approach grounded in functional and lexical typology. The focus is on identifying systematic patterns of non-equivalence rather than isolated lexical mismatches.

Data Sources

The analysis is based on:

- Monolingual and bilingual dictionaries of Russian, Uzbek, and English
- Examples from descriptive grammars and lexical-semantic studies
- Constructed examples illustrating lexical gaps and compensation strategies.

Analytical Framework

Lexical gaps are analyzed according to:

- Semantic domain (e.g., kinship, emotions, social relations)
- Type of non-equivalence (cultural, structural, semantic scope)
- Compensation strategies (borrowing, paraphrase, explanation).

The IMRAD structure ensures clarity and academic coherence.

RESULTS. Lexical Gaps in Russian

Russian contains numerous lexemes with no direct English or Uzbek equivalents, particularly in the domains of emotion and interpersonal relations.

Example:





Tocka (toska) — a complex emotional state combining sadness, longing, and existential distress.

This concept lacks a single-word equivalent in English or Uzbek and requires descriptive translation.

Lexical Gaps in Uzbek

Uzbek displays culturally specific vocabulary related to kinship and social relations.

Example:

-Qaynona — ‘husband’s mother’

-Qaynota — ‘husband’s father’

English expresses these meanings through descriptive phrases (mother-in-law, father-in-law), while Russian partially lexicalizes them but with less cultural salience.

Lexical Gaps in English

English contains lexical items related to social and institutional practices that lack direct equivalents in Russian and Uzbek.

Example:

-Privacy — a culturally loaded concept related to personal space and individual rights.

In -Russian and Uzbek, this concept is expressed through multiple words or contextual explanations.

Types of Non-Equivalent Vocabulary

The analysis reveals several recurring types:

-Culture-specific lexical gaps (e.g., traditions, social roles)

-Semantic scope differences (one word vs. several words)

Grammaticalized meanings absent in another language

Discussion. From a functional-typological perspective, lexical gaps reflect differences in how languages prioritize and structure experience. Concepts that are socially or culturally significant tend to be lexicalized, while less relevant distinctions remain unmarked or implicit. Russian emphasizes emotional nuance, Uzbek foregrounds social relations and kinship, and English lexicalizes abstract and institutional concepts. These differences lead to systematic patterns of non-equivalence rather than random gaps.

In translation and intercultural communication, lexical gaps are typically addressed through strategies such as borrowing, paraphrasing, or cultural adaptation. The choice of strategy depends on communicative goals and audience expectations.

The findings support the view that lexical systems are shaped by both cognitive universals and culture-specific factors.

Conclusion. This study has examined lexical gaps and non-equivalent vocabulary in Russian, Uzbek, and English from a functional-typological perspective. The analysis demonstrates that lexical non-equivalence is a natural and systematic feature of cross-linguistic comparison, rooted in cultural specificity and patterns of conceptualization. Russian, Uzbek, and English differ not only in what they





lexicalize but also in how they distribute meaning across lexical and grammatical structures. Understanding these differences is crucial for translation studies, language teaching, and intercultural communication. Future research may extend this study through corpus-based analysis or experimental methods in lexical semantics.

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Hissiyotlar va ularni boshqarish: inson psixologiyasining muhim jihati

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Annotatsiya. Ushbu maqolada inson psixologiyasida hissiyotlarning tutgan o'rnini va ularni boshqarishning ahamiyati yoritib berilgan. Hissiyotlarning inson xulq-atvori, ruhiy holati hamda ijtimoiy munosabatlarga ta'siri tahlil qilingan. Shuningdek, hissiyotlarni anglash va nazorat qilishning psixologik barqarorlikni ta'minlashdagi roli ochib berilgan. Maqola insonning ruhiy salomatligini mustahkamlashda hissiyotlarni boshqarish ko'nikmalarining muhim jihatlariga e'tibor qaratadi.

Kalit so'lar. inson psixologiyasi, hissiyotlar, hissiyotlarni boshqarish, emotsional holat, ruhiy salomatlik, stress, xavotir, psixologik barqarorlik, o'z-o'zini anglash, motivatsiya, xulq-atvor, ijtimoiy munosabatlar

Kirish. Inson psixologiyasi murakkab va ko'p qirrali jarayon bo'lib, unda hissiyotlar muhim o'rin egallaydi. Hissiyotlar insonning ichki kechinmalari, atrof-muhitga bo'lgan munosabati hamda xulq-atvorini belgilovchi asosiy omillardan biridir. [1]

Quvonch, qayg'u, qo'rquv, g'azab va hayajon kabi hissiyotlar inson hayotining ajralmas qismi bo'lib, ular kundalik qarorlar qabul qilishda, munosabatlar o'rnatishda va muammolarga munosabat bildirishda muhim rol o'ynaydi. Biroq hissiyotlarning nazoratsiz namoyon bo'lishi ruhiy beqarorlik, stress va ijtimoiy muammolarga olib kelishi mumkin. Shu sababli hissiyotlarni anglash va ularni boshqarish qobiliyati inson psixologik yetukligining muhim ko'rsatkichi hisoblanadi.[2]

Hissiyotlarni to'g'ri boshqara olgan inson o'zini yaxshiroq tushunadi, boshqalar bilan sog'lom munosabatlar o'rnatadi hamda hayotiy vaziyatlarga oqilona yondashadi. Mazkur maqolada hissiyotlarning inson psixologiyasidagi o'rnini va ularni boshqarishning ahamiyati yoritib beriladi.[3]

Munozara. Hissiyotlar inson psixologiyasining markaziy tarkibiy qismidir, chunki ular insonning ruhiy holati, qaror qabul qilishi va ijtimoiy munosabatlariga bevosita ta'sir ko'rsatadi. Ilmiy tadqiqotlar shuni ko'rsatadiki, hissiyotlarni anglash va boshqarish ruhiy salomatlik hamda hayotiy muvaffaqiyat uchun zarur bo'lgan ko'nikmadir[4]

Yıldız, Gardi & Seran, 2021-yil "His-tuyg'ularni tartibga solishni ruhiy farovonlik va talabaning akademik muvaffaqiyatining kaliti sifatida tushunish" maqolasida "Tuyg'ularni tartibga solish - bu shaxsning turli vaziyatlarda hissiyotlarni moslashuvchan ravishda aniqlash, tushunish va boshqarish qobiliyatidir" fikrini aytgan. Mening shaxsiy fikrimga ko'ra, tuyg'ularni tartibga solish inson psixologiyasining eng muhim qirralaridan biridir. Har bir inson turli vaziyatlarda turlicha his-tuyg'ularni boshdan kechiradi, va ularni anglab, to'g'ri boshqarish qobiliyati hayotda muvaffaqiyat va ruhiy barqarorlikni ta'minlaydi. Masalan, stressli vaziyatda hissiyotlarni nazorat qila olish, qaror qabul qilish jarayonini





aniqroq va oqilona qiladi. Shu sababli men uchun hissiyotlarni tartibga solish — nafaqat shaxsiy farovonlik, balki boshqalar bilan sog'lom munosabatlarni o'rnatishning ham kalitidir. Shuningdek, bu qobiliyatni rivojlantirish mumkin va u o'z ustida ishlash orqali har bir insonning ruhiy salomatligini kuchaytiradi.[5]

Hissiyotlarni boshqarish — bu insonning o'z hissiyotlarini aniqlashi, tushunishi va mos ravishda boshqarish jarayonidir. Tadqiqotlarda shuni aniqlash mumkinki, kuchli hissiyotlarni boshqarish strategiyalari subjektiv farovonlikni oshiradi va stress, xavotir hamda depressiya kabi salbiy psixologik holatlarni kamaytiradi (Mandal va boshq., 2022).

Shuningdek, emotsional intellekt tushunchasi ham hissiyotlarni boshqarish bilan chambarchas bog'liq bo'lib, u insonning o'z his-tuyg'ularini tan olish, tushunish va atrofdagilar bilan samarali muloqot qilish qobiliyatini o'z ichiga oladi. Tadqiqotlar shuni ko'rsatadiki, emotsional intellekt yuqori bo'lgan shaxslar hissiyotlarni samarali boshqaradi va ijtimoiy muhitda muvaffaqiyatli bo'ladi (Peña-Sarrionandia, Mikolajczak & Gross, 2015). [6]

Ilmiy adabiyotlarda hissiyotlarni boshqarish strategiyalari turlicha talqin etiladi. Masalan, kognitiv qayta baholash — voqealarga boshqacha nuqtai nazar bilan yondashish orqali hissiyotlarni boshqarish — ruhiy farovonlikni oshiruvchi samarali usul sifatida qayd etilgan. Boshqa tomondan, hissiyotlarni yashirish strategiyasi salbiy natijalarga olib kelishi mumkinligi ko'rsatilgan.

Shu bilan birga, so'nggi tadqiqotlar hissiyotlarni boshqarish qobiliyatining talabalarda akademik muvaffaqiyat bilan bog'liqligini ham aniqlagan: hissiyotlarini mos ravishda boshqaradigan talabalarda ruhiy barqarorlik yuqori va o'rganish jarayoni samaraliroq bo'ladi (Yıldız va boshq., 2021).

Umuman olganda, hissiyotlarni boshqarish inson psixologiyasining muhim jihati bo'lib, u nafaqat ruhiy salomatlik balki ijtimoiy va akademik muvaffaqiyat uchun ham katta ahamiyatga ega.

Nega tuyg'ularni tartibga solish shunchalik muhim? Chunki hissiyotlarimiz hayotimizga bevosita ta'sir qiladi. Agar ularni nazorat qila olmasak, stress va g'azab qarorlarimizni buzishi mumkin. Qanday qilib ularni tartibga solish mumkin? O'zimni tinchlantirish, vaziyatni boshqacha ko'rib chiqish va his-tuyg'ularimni anglash orqali. Shu yo'l bilan men stressli vaziyatlarda ham oqilona harakat qilaman. Bu menga nima beradi? Ruhiy barqarorlik, boshqalar bilan sog'lom munosabat va hayotda muvaffaqiyatga erishish imkonini beradi.

Tuyg'ularni tartibga solish — bu insonning turli vaziyatlarda o'z his-tuyg'ularini anglab, ularga mos ravishda javob bera olish qobiliyatidir. Masalan, g'azab yoki qo'rquvni boshqarish orqali stressli vaziyatlarda ham tinch va oqilona qaror qabul qilish mumkin. Bu qobiliyat ruhiy barqarorlikni oshiradi, ijtimoiy munosabatlarni yaxshilaydi va hayotdagi muvaffaqiyatga yordam beradi. Oddiy qilib aytganda, hissiyotlarni tartibga solish insonning o'zini va atrofdagi vaziyatni yaxshiroq tushunishiga, shuningdek, salbiy hissiyotlar ustidan nazorat o'rnatishiga imkon beradi.





Xulosa. Hissiyotlarni tartibga solish mening hayotimda muhim o‘rin tutadi. O‘z his-tuyg‘ularimni anglab, ularga mos ravishda harakat qilganimda men nafaqat ruhiy tinchlikni, balki hayotimdagi muvozanatni ham his qilaman. Stressli vaziyatlarda o‘z his-tuyg‘ularimni nazorat qila olishim qarorlarimni aniqroq va oqilona qabul qilishimga yordam beradi. Shu bilan birga, bu qobiliyat boshqalar bilan munosabatlarimni yanada iliq va sog‘lom qiladi, o‘zimni ichki jihatdan baxtli va kuchli his qilishimga imkon yaratadi. Shu sababli men uchun hissiyotlarni tartibga solish — bu hayotimni mazmunli, muvozanatli va ijobiy qilishning eng muhim kalitidir.

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Teacher's time management and the performance of students

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Abstract. Time is a precious and so important thing as well as the blessing of the Creator in the world. It is the time which makes, changes, creates, decorates, maintains, develops, strengthens, and successes the present and secures the future of the people and the nations. Time considers a great cure and care for any unethical, unsocial and invaluable matter and event. Time settles each and every hurdle and difficulty of any system and nation with its pace, speed and direction. If time is managed properly according to needs and the requirements of the matters and phenomenon of any nation then no one can stop any nation to be a developed and successful.

This research paper aims to explore and investigate the importance and see the impact of Time Management in the professional life of teachers and the performance of the students of Primary schools in Bukhara region. In these connections more than 60 primary teachers were constituted as the sample of the study. Interviews were conducted on the Primary school Teachers of Government / Public and Private School Teachers in order to collect the data about Time Management of teachers and the Performance of the students. A qualitative research design was used to collect data from the sample.

Keywords: time management; primary school teachers; performance; public & private school

Introduction. In today's fast-paced world and competitive business environment, there is always a lot of work to be done and not enough time to do it. This is where time management steps in. Time management plays a crucial role in the teaching profession. As educators, teachers are responsible for juggling numerous tasks, from lesson planning and classroom instruction to grading assignments and engaging with students and parents.

Effective time management enables teachers to navigate these responsibilities efficiently, ensuring that they can dedicate sufficient time and attention to each aspect of their role. With well-managed time, teachers can optimize their productivity, create a structured learning environment, and ultimately enhance student outcomes.

Time management allows teachers to strike a balance between their teaching responsibilities and personal well-being, preventing burnout and fostering a fulfilling and sustainable teaching career. Time Management is the process of planning, organising, and prioritising tasks to make the most efficient use of available time. It involves setting goals, breaking them down into manageable steps, and allocating time for each activity.

Literature review. Time management is straight forwardly defined as the management of time in order to make the most out of it (David, 1999), it refers to all of the practices that individuals follow to make better use of their time (Allen,





2001) and narrowly refers to the principles and systems that individuals use to make conscious decisions about the activities that occupy their time.

Time management behavior can be characterized as a worthwhile thing that requires to be managed efficiently and acts as a key indicator of managerial economical edge (Rutte & Roe, 2007). Management of time describes those behaviors that aim at accomplishing an operative time usage in acting on definite life orienting actions (Claessens, 2007). Many professions gave high demands on individuals' time. Britton and Glynn (1989) inferred them as rationally productive individuals; usually possess some extra things that are necessary to perform the tasks within a certain time span.

Time management is an application of self-regulation processes (Griffiths, 2003), coping behaviour of risk populations (King et al., 1986), self-regulation strategies to discuss plans and their efficiency (Eilam & Aharon, 2003), to use the procedures that are designed to help the individuals to achieve their goals (Hall & Hursch, 1982) by assessing the activities to prioritise the plans (Kaufman-Scarborough & Lindquist, 1999) to facilitate the productivity and alleviate stress (Lay & Schouwenburg, 1993).

A study by Aloka (2016) on impact of best time management practices and academic performance among orphaned secondary school students found that there is a relationship between time management and academic achievement among orphaned secondary school children in Bondo SubCounty. Teaching and achieving good performance is to a great extent somehow affected by how one manages his time. Effectiveness of teaching can also be measured by examining at how teachers use time well during classrooms and out of class activities. It is therefore necessary to compare the level of teaching achievement and the level of time management of the secondary school teachers.

It is acknowledged across the globe that time management for teachers is more important than any other professionals because they are master of the fate of future generation. As Horng, (2010) and Master, (2013) reported that time management is an important element for teachers' effectiveness and school's results. Two main components of time management are planning and scheduling of work. According to Cheng, Mahlke, Warter, Anik and Hwu, (1994) principals' administration and time management issues are highly related to the performance of school. Ritchie (2002) reported that school improvement requires a special focus of heads on time management.

Time management process is the management of personal needs and aspirations according to their level of importance (Lakein, 1973). As Shahani (1990) concluded there are three time-management skills viz, making priorities and goals, time management mechanics, and preference for organization. In this modern age, time management training is an important aspect of every individual particularly teachers. According to Hall and Hursch (1982) effectiveness of work is deeply related to Personal-evaluation of time management. Such personal





evaluation of time management indicates the importance of time management in school organization. .

A study conducted by Adu – Oppng et al (2014) in Nigeria found that proper time management facilitates qualitative teaching and learning which helps in accomplishing educational goals and objectives. In Nigeria also time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals time and the end of the school day with an assembly in some schools (Necati, 2011). In Ekiti state in Nigeria also Kayode and Ochuba (2001) carried a study and found the level of teachers' time management and academic performance was moderate. The daily routine which is well spelt out enables both the students and teachers to prepare in advance for the lessons and other school activities. This leads to great accomplishments of the schools set objectives

Methodology. The researcher used the qualitative research design to collect data from the respondents. In this connection an interview protocols was designed to collect the data from the teachers of primary schools, as the study focuses on the qualitative data through interviews as to collect detailed views from the recruited participants (Creswell, 2009, pp.18). The interview protocol was discussed with the panel of 2 experts of the field for validity and reliability check then the piloting was done to see the results either the tool is capable to collect proper required data or not. Finally, after suggested and observed things the changes were made and the tool was finalized to collect data.

Discussion. 70 people participated in this research. 10 questions were asked from teachers who teach English in different schools, institutions and universities.

1.Can you write your students grade at school.

1-4-Grades	5-11-Grades	1-11-Grades
20%	50%	30%

2. Is time management always problematic issue for you?

Yes	No
27.5%	72.5%

3. Do you think teachers will need preparation before the lesson or the experience of the teachers is important?

1.Preparation beforehand	2. Only experience
92.5%	7.5%

4. What do you think to manage time during the class to what things teachers should pay attention more?

1. Student's age and level
2.The theme of the lesson
3. Used materials





- 4. The stages of the lesson
- 5. Preparation of the teacher
- 6. The lesson plan
- 7. Theme and activities

5. Do you come to the lessons on time or usually late for it?

On time	2 minutes late	5 minutes late
91.3%	8.7%	0%

6. How many minutes you will need to check student's homeworks?

5 minutes	10 minutes	15 minutes
42%	47.8%	10.1%

7. How many minutes you you will need to explain the new theme?

15 minutes	17-18 minutes	20-25 minutes
31.9%	39.1%	29%

8. Is the active participation of students connected with teachers competence in time management?

Yes	No
98.9%	1.1%

9. Is you ability of time management developed rather than before?

Yes	No	I don't know
84.1%	1.4%	14.5%

10. What can you advice for young teacher about time management?

Effective use of time has long been recognized as a crucial factor for success in many different fields and many practical techniques have been devised for improving time management. Important advice for young teachers about time management analyzed in this research such as:

- for 45 minutes, creating an atmosphere of the learning process at home, the teacher can conduct this process more as an exercise for himself, test himself, whether he can do it or not, should be critical to himself,
- experienced teachers should observe the lesson more, classroom observations by more experienced teachers, before entering the class,
- they should familiarize themselves with the subject or topic and determine what methods they will use. then take into account the students' knowledge levels in the course of teaching,
- it is necessary to make a work plan and follow it for proper distribution,
- it is necessary to draw up a lesson plan in advance, taking into account the audience's potential, number, level of mastery, interests, difficulty level of the





subject, a method used in one class for the same subject may not be available in another class, using different techniques and methods.

- it is necessary to attend the classes of experienced teachers more often and learn their pedagogical skills. Studying with preparation based on the plan, choosing high-quality (the number of activities should not be large) and effective activities for the lesson;
- the distribution of time is according to the purpose of the subject.
- It is necessary to enter and study more lesson analysis, learn, observe and plan in advance teaching techniques, all work will be ready in a short time, regulating the duration of datas, always be ready in class, work on yourself more.

Conclusion. The current study investigated that there is a significant relationship between teachers' time management techniques and their class performance. It means the teachers' that have better time management techniques, showed high performance. On the other hand teachers with poor time management skills showed low class performances.

On the basis of the collected data we conclude that the Public Primary School Teachers do not aware about the good system of planning of their lessons / lectures and they have no environment to learn from their senior colleagues.

Some other factors also effect negatively on the performance of the teachers, i.e. mismanagement of heads of schools, improper time management, lack of training, etc. but on the other side private primary school teachers do good planning in advance due to good administrative system and accent ability teacher.

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Application of the pedagogical technology "zinama-zina" in the process of teaching history

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Abstract. This article analyzes the role and importance of modern pedagogical technologies in the process of teaching history. The positive effects of innovative approaches, information and communication technologies, interactive methods and multimedia tools in the effective organization of history education are highlighted. Also, the role of pedagogical technologies in the formation of critical thinking, historical thinking, and source research skills in students (pupils) is revealed on the basis of examples. The article also provides practical recommendations for enriching the content of history lessons, improving the quality of education and strengthening the activity of students (pupils). The results of the study justify the need for widespread implementation of modern approaches in teaching history.

Keywords: pedagogical technologies, history education, interactive methods, innovative approach, educational process, critical thinking, historical thinking, source study, lesson effectiveness.

Today, the reforms taking place in the education system, the widespread introduction of modern information and communication technologies, and the need to organize the teaching process based on interactive methods require a new approach from the teacher. In particular, the effective use of pedagogical technologies in teaching history helps to form historical thinking, develop critical thinking skills, and independent thinking skills in students.

Characteristics of the technology. This activity teaches students (students) to think and remember individually and in small groups on a topic that has been or will be covered, to remember the acquired knowledge, to summarize the accumulated thoughts and to express them in writing, in pictures, in the form of a picture. This technology is carried out in writing and presented with the student (student) individually or in groups in a group [1].

The purpose of the technology. To teach students (students) to think freely, independently logically, to work as a team, to research, to synthesize ideas and form theoretical and practical concepts from them, to influence the team with their own opinion, to approve it, and also to use the acquired knowledge in explaining the basic concepts of the subject. For example, using this method in a situation that creates a controversial and debatable situation among students on the topic "Byzantium in the Early Middle Ages" will certainly show the effective result we expect.

Application of technology: can be used in lectures (if possible and conditions), seminars, practical and laboratory classes, individually or in groups, and in control classes. Tools used in the training: handouts prepared on A-3, A-4





papers (according to the number of subtopics divided into topics), with topics written on the left side, felt-tip pens (or colored pencils) [2].

Procedure for conducting the training:

- the teacher divides students (or pupils) into small groups of 3-5 people depending on the number of subtopics (it is better if the number of groups is 4 or 5);
- students (or pupils) are introduced to the purpose of the training and its conduct. Each group is given sheets of paper with a small inscription on the left side;
- the teacher gives the group members the opportunity to familiarize themselves with the subtopic written in the handout and write down what they know on this topic on a blank sheet of paper with a felt-tip pen and sets a time;
- the group members together express the subtopic given in the handout in writing (or drawing, or picture). In this case, the group should provide as much information as possible on the subtopic;
- after the handout is filled in, one of the group members makes a presentation. During the presentation, the material prepared by the groups is necessarily logically posted on the board (in the form of a ladder);
- the teacher comments on the materials prepared by the groups, evaluates them and concludes the lesson[3].

The main issue that is paid attention to in the process of summarizing is to achieve effective results in the formation of the education system. In this process, the use of modern methods and technical means will certainly achieve the goal we expect. The use of such technologies not only within the framework of pedagogical science, but also within the subject covered in the article, is useful for better mastering the subject and forming a systematic lesson.

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Use of pedagogical technologies in forming history (in particular, the “labyrinth methodology”)

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Abstract. This article discusses the essence, purpose and practical significance of one of the interactive methods used in the educational process - the labyrinth method. This method serves to develop students' skills in independent thinking, analysis and finding logical connections. The article discusses the stages of application of the method, its advantages and its role in increasing educational efficiency.

Keywords: labyrinth method, innovative technologies, independent learning, educational activities, logical thinking, problem questions.

To help students (pupils) develop the skills to emerge from various situations and situations encountered in their educational and life activities with dignity, to correctly assess the situation and quickly find the necessary solution, and to improve their skills in this regard. To develop their thinking skills and speech activity, and to form a culture of communication[1].

The use of this method in the formation of the lesson will certainly show effective results. For example, let's analyze the results of this method on the topic of the internal and foreign policy of the Kokand Khanate, which is presented in the 8th grade History textbook. Before the start of the lesson, the teacher prepares a circle of chairs for the students (it is advisable to place a bouquet of flowers in a basket (or cloth) in the center of the circle). This arrangement of the space helps to make the lesson interesting and lively. If possible, such a lesson can be held outdoors, that is, in nature, then the students can comfortably sit in a circle on the green grass. When the lesson begins, the teacher asks the students to take their places in this circle.

Then the student (students) listens to their personal opinions on the topic and tries to find solutions to the questions that arise during the application of the method. For example, problematic situations in the economic and trade relations of the Kokand Khanate are discussed and a way out of this situation is asked (the teacher describes the situation, names three possible solutions, and asks the student (students) to choose one of the three correct options and explain why they chose this option. After that, the teacher divides the students (students) into small groups of three people according to their wishes, and each group member presents their opinions based on their conclusions, based on the requirements of the method [2].

With the help of the teacher, each small group in turn presents a summary of the information they have prepared. The teacher sets a specific time for them to find a solution to the situation or problem raised by the small groups. Within the given time, the small group members try to find a solution to the situation or problem, and when the time is up, the groups' answers are listened to. For example,





the situation or problem chosen by one small group is recalled once again, and the remaining small groups in turn give their solutions to this situation or problem. After all the small groups have given their chosen answers, the small group that raised the situation or problem expresses its opinion about the correct solution, the teacher also expresses his opinion on this situation or problem and summarizes the opinions of all the small groups expressed. Then the discussion of the situation or problem raised by the second group is carried out, and the.

At the end of the lesson, the teacher evaluates the work of students and groups and gives recommendations on what to pay more attention to when solving a situation or problem, and then concludes the lesson. In conclusion, the use of such pedagogical technologies in the teaching process certainly shows effective results. The ability of students to have their own independent opinion, justify it, and accept any critical opinions is formed in such methodological processes. The situation of covering thoroughly studied topics based on general conclusions can be observed during subsequent lessons. If the processes of organizing lessons are formed in such ways, positive results will certainly be achieved. The main goal of organizing lessons in a perfect manner is to achieve positive results.

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Bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasining hozirgi kundagi ahamiyati

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Annotatsiya. Mazkur maqolada bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasining hozirgi zamon ta'lim tizimidagi ahamiyati ilmiy-nazariy va amaliy jihatdan yoritib berilgan. Zamonaviy ta'limda kompetensiyaviy yondashuv, tanqidiy va kognitiv fikrlashni rivojlantirish masalalari dolzarblashib borayotgan bir sharoitda lingvokognitiv tahlilning pedagogik imkoniyatlari tahlil qilinadi. Boshlang'ich ta'lim jarayonida o'quvchilarning nutqiy va tafakkuriy rivojlanishini ta'minlashda ushbu metodikaning o'rni asoslab beriladi.

Kalit so'zlar: lingvokognitiv tahlil, boshlang'ich ta'lim, bo'lajak o'qituvchi, kognitiv kompetensiya, til va tafakkur, zamonaviy ta'lim.

Kirish. Hozirgi globallashtirish va raqamlashtirish jarayonlari ta'lim tizimi oldiga yangi va murakkab vazifalarni qo'ymoqda. Jamiyat taraqqiyoti ta'lim sifati, ayniqsa, boshlang'ich ta'limning samaradorligi bilan chambarchas bog'liqdir. Chunki aynan boshlang'ich ta'lim bosqichida o'quvchining bilim olishga bo'lgan munosabati, nutqiy faoliyati, tafakkuri va dunyoqarashi shakllanadi.

Bugungi kunda ta'lim jarayonida bilimlarni tayyor holda berish emas, balki o'quvchini mustaqil fikrlashga, tahlil qilishga va xulosa chiqarishga o'rgatish ustuvor ahamiyat kasb etmoqda. Bu esa o'qituvchidan yuqori darajadagi kasbiy va metodik tayyorgarlikni talab qiladi. Ayniqsa, bo'lajak boshlang'ich sinf o'qituvchilarining til hodisalarini chuqur anglashlari va uni o'quvchilarga ongli ravishda yetkaza olishlari muhimdir.

Shu nuqtai nazardan, bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasi hozirgi kundagi dolzarb pedagogik muammolardan biri hisoblanadi. Lingvokognitiv tahlil tilni tafakkur, idrok va bilish jarayonlari bilan uzviy bog'liq holda o'rganishga asoslanadi va bu yondashuv boshlang'ich ta'lim samaradorligini oshirishga xizmat qiladi.

Lingvokognitiv tahlil va uning zamonaviy ta'limdagi o'rni

Lingvokognitiv tahlil kognitiv tilshunoslikning muhim yo'nalishlaridan biri bo'lib, til birliklarini inson tafakkuri va bilimlari bilan bog'liq holda tahlil qilishni nazarda tutadi. Ushbu yondashuvda til faqat aloqa vositasi emas, balki bilish jarayonining muhim mexanizmi sifatida talqin qilinadi.

Zamonaviy ta'limda lingvokognitiv tahlilning ahamiyati quyidagilar bilan belgilanadi:

- bilimlarni ongli o'zlashtirishga yo'naltirilganligi;
- o'quvchilarda tushuncha va tasavvurlarni shakllantirishga xizmat qilishi;
- tanqidiy va mantiqiy fikrlashni rivojlantirishi;
- nutqiy faoliyatni faollashtirishi.

Bo'lajak boshlang'ich sinf o'qituvchisi lingvokognitiv tahlil asoslarini egallagan holda o'quv materialini chuqur tahlil qilish, matn mazmunini anglash va





o'quvchilarga tushunarli tarzda yetkazish imkoniyatiga ega bo'ladi. Bu esa ta'lim sifatining oshishiga olib keladi.

Boshlang'ich ta'limda lingvokognitiv yondashuvning pedagogik ahamiyati. Boshlang'ich ta'lim o'quvchilarning nutqiy va tafakkuriy rivojlanishida hal qiluvchi bosqich hisoblanadi. Ushbu bosqichda til orqali borliqni anglash, tushunchalar hosil qilish va bilimlarni tizimlashtirish jarayoni amalga oshiriladi. Lingvokognitiv yondashuv aynan shu jarayonni samarali tashkil etishga xizmat qiladi.

Lingvokognitiv tahlil asosida olib borilgan darslar:

- o'quvchilarning so'z boyligini kengaytiradi;
- mantiqiy va obrazli tafakkurni rivojlantiradi;
- matnni chuqur idrok etish ko'nikmalarini shakllantiradi;
- mustaqil fikrlashga undaydi.

Bu jarayonda o'qituvchi yetakchi rol o'ynaydi. Shuning uchun bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish pedagogik zarurat sifatida namoyon bo'lmoqda.

Bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasining dolzarbligi

Hozirgi kunda axborotlar oqimi keskin ortib borayotgan bir sharoitda o'quvchini faqat bilim bilan qurollantirish yetarli emas. Uni bilimlarni tahlil qilish, solishtirish va baholashga o'rgatish muhimdir. Lingvokognitiv tahlil metodikasi aynan shu ehtiyojni qondiradi.

Mazkur metodikani egallagan bo'lajak o'qituvchi:

- dars jarayonini kognitiv faoliyatga yo'naltira oladi;
- o'quvchilarning tafakkur faolligini oshiradi;
- fanlararo integratsiyani amalga oshiradi;
- ta'lim jarayonida innovatsion yondashuvlarni qo'llaydi.

Shuningdek, lingvokognitiv tahlil o'qituvchining kasbiy kompetensiyasini oshirish, pedagogik faoliyatni samarali tashkil etish imkonini beradi. Shu bois ushbu metodikaning hozirgi kundagi ahamiyati yanada ortib bormoqda.

Xulosa. Xulosa qilib aytganda, bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasi zamonaviy ta'lim tizimining muhim tarkibiy qismi hisoblanadi. Ushbu metodika o'qituvchining kasbiy tayyorgarligini oshirish, o'quvchilarning nutqiy va kognitiv rivojlanishini ta'minlashda samarali vosita bo'lib xizmat qiladi. Lingvokognitiv yondashuv asosida tashkil etilgan ta'lim jarayoni boshlang'ich ta'lim sifatini yuksaltirish va barkamol shaxsni shakllantirishga xizmat qiladi.





The Importance of International Law in Modern Society

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Abstract. International law plays a fundamental role in regulating relations among states and international organizations in the contemporary world. In the context of globalization, growing interdependence, and increasing global challenges, international law provides a legal framework that promotes peace, justice, cooperation, and stability. This article analyzes the importance of international law in modern society, focusing on its role in maintaining international peace, protecting human rights, supporting global cooperation, regulating economic relations, and addressing global challenges such as climate change, armed conflicts, and technological development. The article also discusses the existing challenges faced by international law and highlights the need for its continuous development and stronger implementation mechanisms.

Keywords: international law, globalization, human rights, international cooperation, peace, justice, legal system

Introduction. Modern society is characterized by rapid globalization, technological advancement, and close interaction between countries. States today are no longer isolated entities; instead, they are deeply interconnected politically, economically, culturally, and socially. As a result, the need for clear rules regulating international relations has become more important than ever. International law provides these rules and creates a legal order at the global level. International law can be defined as a system of principles and norms that govern relations between states and other international actors. It regulates issues such as diplomacy, trade, environmental protection, human rights, armed conflicts, and territorial disputes. Without international law, international relations would be based only on power rather than justice, which could lead to chaos and instability. In modern society, international law does not only affect governments and diplomats; it also influences the daily lives of ordinary people. For example, international agreements regulate air travel, protect refugees, ensure access to education, and support public health systems. Therefore, understanding the importance of international law is essential for building a peaceful and just global society.

The Role of International Law in Maintaining Peace and Security

One of the primary purposes of international law is the maintenance of international peace and security. Throughout history, wars and conflicts have caused enormous suffering and destruction. After the Second World War, the international community recognized the need for a stronger legal framework to prevent future conflicts. This led to the establishment of the United Nations (UN) in 1945.

The UN Charter sets out fundamental principles such as the prohibition of the use of force, respect for state sovereignty, and the peaceful settlement of disputes. These principles form the foundation of modern international law. Through





diplomatic negotiations, mediation, arbitration, and judicial settlement, states are encouraged to resolve conflicts peacefully instead of using military force.

International humanitarian law, which is a branch of international law, plays a crucial role during armed conflicts. It protects civilians, wounded soldiers, prisoners of war, and other vulnerable groups. The Geneva Conventions are a clear example of how legal norms aim to reduce human suffering even in times of war. This demonstrates that international law is not only about abstract rules but also about protecting human dignity.

International Law and the Protection of Human Rights

Another significant function of international law is the protection of human rights. After the tragedies of the twentieth century, the international community recognized that human rights should be protected at the global level, not only within individual states. This idea led to the adoption of the Universal Declaration of Human Rights in 1948.

International human rights law establishes fundamental rights and freedoms such as the right to life, freedom of expression, the right to education, and freedom from discrimination. These rights apply to all people regardless of nationality, gender, religion, or ethnicity. International treaties such as the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights further strengthen these protections.

International institutions also play an important role in enforcing human rights. For example, the International Criminal Court prosecutes individuals responsible for serious crimes such as genocide, war crimes, and crimes against humanity. This contributes to justice and accountability at the global level. As a result, international law helps to create a world where human dignity is respected and protected.

The Importance of International Law in Global Cooperation

Global problems require global solutions. Issues such as climate change, pandemics, terrorism, poverty, and migration cannot be effectively addressed by individual states acting alone. International law provides the legal framework for cooperation between countries in these areas.

For instance, environmental protection is one of the most urgent challenges of the modern era. International agreements such as the Paris Agreement aim to combat climate change by encouraging states to reduce greenhouse gas emissions. Without international legal obligations, many countries might ignore environmental responsibilities, leading to severe consequences for the planet.

International law also supports cooperation in education, science, culture, and healthcare. Organizations such as UNESCO and the World Health Organization operate based on international legal principles. During the COVID-19 pandemic, international cooperation was essential for sharing information, medical resources, and vaccines. This shows that international law plays a vital role in promoting solidarity among nations.

International Law and Economic Relations





International law is also extremely important in regulating global economic relations. In today's world, international trade and investment are essential components of economic development. International economic law establishes rules for trade, finance, and investment, helping to create a stable and predictable economic environment.

Organizations such as the World Trade Organization regulate trade relations between countries and help resolve trade disputes. International agreements protect foreign investors while also ensuring that states can protect their national interests. These legal frameworks promote economic growth, reduce conflicts, and encourage cooperation.

Moreover, international law supports the protection of intellectual property, which is crucial in the modern knowledge-based economy. Through international treaties, creators and innovators receive legal protection for their work, which encourages scientific and technological progress.

The Role of International Institutions and Courts

International law would be ineffective without institutions responsible for its implementation. International courts and organizations play a crucial role in interpreting and enforcing legal norms. The International Court of Justice, for example, resolves legal disputes between states and provides advisory opinions on international legal questions.

The United Nations, the International Criminal Court, regional organizations such as the European Union, and many other institutions contribute to the development and enforcement of international law. These institutions provide platforms for dialogue, cooperation, and conflict resolution.

Their existence demonstrates that international law is not merely theoretical but is supported by practical mechanisms that promote justice and accountability at the global level.

Challenges Facing International Law

Despite its importance, international law faces several serious challenges. One of the main problems is the lack of effective enforcement mechanisms. Unlike national legal systems, international law does not have a central authority with absolute power to enforce rules. As a result, some states may violate international obligations without facing serious consequences.

Political interests often influence the application of international law. Powerful states may prioritize their national interests over international legal norms. This creates inequality and undermines trust in the international legal system.

Another challenge is the rapid development of technology. Issues such as cybercrime, artificial intelligence, and digital privacy are not fully regulated by existing international legal frameworks. This requires the continuous development and adaptation of international law to new realities.

The Future of International Law

The future of international law depends on the willingness of states and societies to respect legal principles and strengthen international institutions. Education plays a





key role in this process. Teaching young generations about international law, human rights, and global citizenship can help create a more just and peaceful world.

International law must also evolve to address emerging global challenges. New legal norms are needed to regulate cyberspace, protect the environment, and ensure ethical use of new technologies. Through cooperation, dialogue, and commitment to justice, international law can continue to serve as a foundation for global stability.

Conclusion. In conclusion, international law is an essential pillar of modern society. It promotes peace and security, protects human rights, supports international cooperation, regulates economic relations, and provides solutions to global problems. Although it faces significant challenges, its importance cannot be underestimated. A world without international law would be unstable, unjust, and dangerous. Therefore, strengthening respect for international legal principles is crucial for the future of humanity.

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Frequency, etiology, pathogenesis, and clinical characteristics of intestinal infections in children: a statistical and theoretical analysis

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Abstract: Intestinal infections in children remain a significant public health concern worldwide and within the Republic of Uzbekistan, contributing substantially to pediatric morbidity and, in many regions, to mortality. These infections encompass a diverse set of etiological agents including viruses, bacteria, and protozoa, which cause inflammatory and secretory disturbances of the gastrointestinal tract. Globally, acute enteric infections represent one of the leading causes of disease burden in children under five, with estimates suggesting billions of cases annually. Comparable patterns are observed in Central Asian states such as Kazakhstan and Kyrgyzstan, where rotavirus-associated diarrhea contributes to a high incidence of pediatric hospitalizations. In Uzbekistan, national surveillance indicates thousands of reported acute intestinal infection cases annually, with marked variation across regions and seasonal trends tied to water sanitation and hygiene conditions. Etiologically, viral pathogens such as rotavirus and bacterial agents like *Salmonella* and *Shigella* play key roles in disease occurrence. Pathogen-host interactions initiate mucosal inflammation and altered intestinal transport, leading to diarrhea and dehydration. This article synthesizes epidemiological trends, theoretical mechanisms, and clinical features of pediatric intestinal infections without referencing individual clinical cases, providing a robust scientific overview rooted in statistical and theoretical analysis.

Keywords: intestinal infections, children, epidemiology, Uzbekistan, Central Asia, rotavirus, etiology, pathogenesis, diarrhea, gastrointestinal disease, public health, statistical analysis

Introduction: Intestinal infections in children comprise a heterogeneous group of diseases characterized by infection of the gastrointestinal tract, typically manifested by acute diarrhea, vomiting, abdominal discomfort, and systemic inflammatory responses. These infections are among the leading causes of pediatric morbidity globally, particularly in low- and middle-income regions where water and sanitation infrastructure, nutrition, and access to preventive health services affect disease patterns. According to global estimates, acute intestinal infections impact millions of children annually, with enteric diarrhea being especially prominent among children under five years of age. These infections contribute substantially to the global burden of disease and remain a focus of public health strategies aimed at reducing preventable childhood illness.

The burden of intestinal infections is influenced by diverse etiological factors. Viral pathogens such as rotavirus are among the most frequently identified agents in acute gastroenteritis worldwide. Bacterial pathogens including *Salmonella* spp.,





Shigella spp., and enterotoxigenic *Escherichia coli* also contribute significantly to disease prevalence, particularly in regions with inadequate hygiene and sanitation. Protozoal infections caused by *Giardia lamblia*, *Entamoeba histolytica*, and other parasites play an important role in chronic diarrheal syndromes, with regional variability contingent on environmental and social determinants.

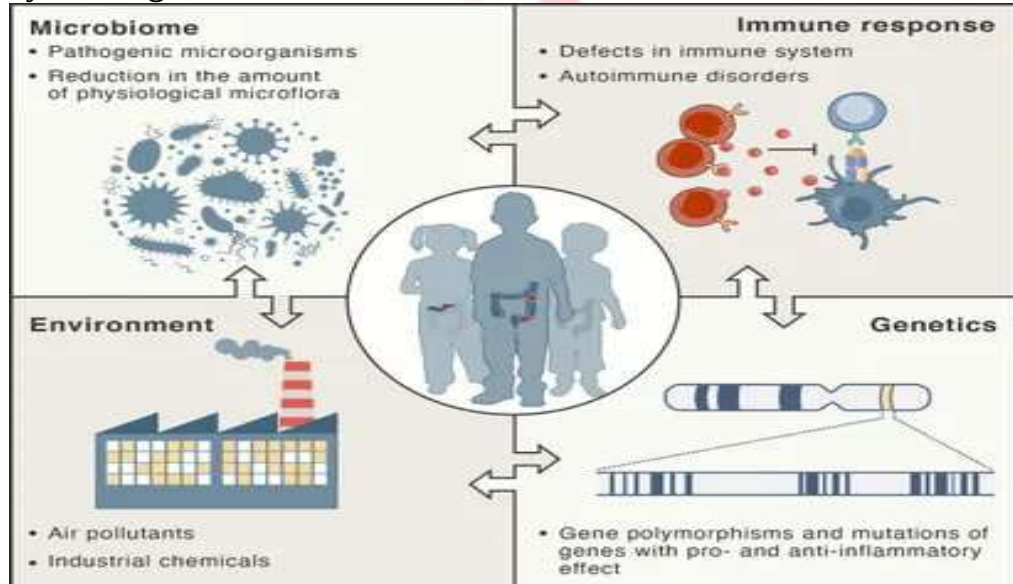


Figure 1. Risk factors for development of chronic inflammatory disorders. These types of diseases are thought to develop as result of complex interactions between the immune system, microbiome, and environment in genetically-susceptible hosts. Children are particularly susceptible due to immature immune systems, high exposure risks in communal settings, and behavioral factors that increase contact with contaminated water and food sources. Host responses to these infections involve mucosal inflammation, secretion of electrolytes and fluids into the intestinal lumen, and impairment of absorptive mechanisms. Pathogen virulence factors, such as enterotoxins and adhesion molecules, exacerbate mucosal injury and contribute to clinical severity.

In Uzbekistan and other Central Asian states, the epidemiology of pediatric intestinal infections reflects both global trends and region-specific determinants. National health reports indicate substantial numbers of acute intestinal infections among children, with thousands of cases reported annually. For example, over 23,000 cases of acute intestinal infections were reported in Uzbekistan during the first half of 2025, illustrating the continued public health challenge posed by these diseases. Statistical surveillance also reveals variability across Uzbek regions, often influenced by water quality and rural–urban disparities as seen in detailed provincial data where acute intestinal infections exhibit higher incidence rates in specific districts.

Central Asian comparators highlight similar epidemiological patterns. In Uzbekistan, rotavirus contributes a substantial fraction of pediatric gastroenteritis hospitalizations, with estimated rates approximating over 2,000 hospitalizations per 100,000 child-years in specific analyses. Neighboring countries such as



Kazakhstan and Kyrgyzstan report comparable rates, underscoring a regional trend in enteric disease burden.

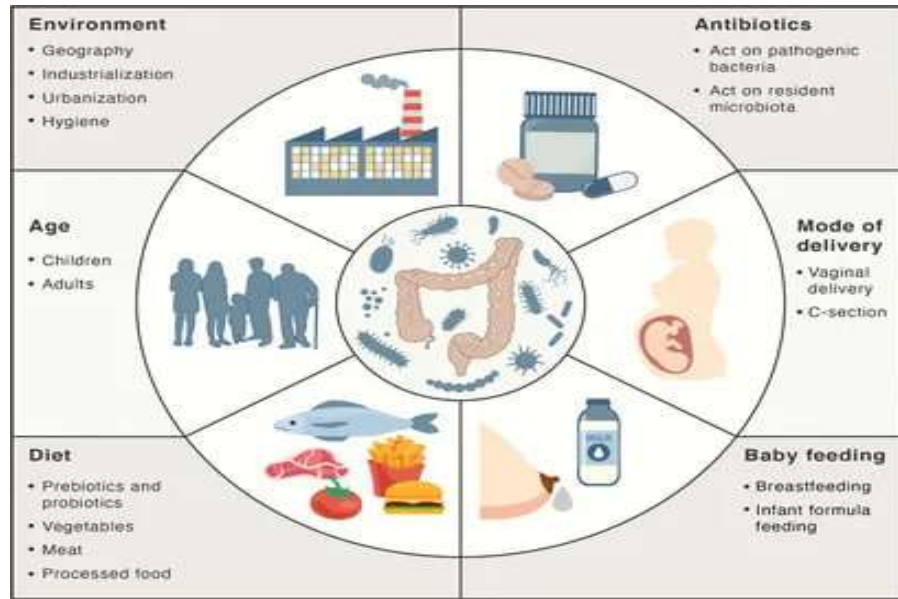


Figure 2. Main factors influencing the gut microbiota. Factors, such as mode of delivery, type of baby feeding, diet, age, environment and antibiotics may act positively or negatively on the intestinal microbiota composition and abundance. Public health interventions aimed at vaccination against rotavirus, improvements in water quality and sanitation, and enhanced hygiene education have been shown to reduce disease incidence substantially. In Uzbekistan, rotavirus vaccination campaigns have contributed to a reported decline in diarrheal disease incidence among children under five, nearly halving prevalence compared to earlier baselines. These shifts illustrate the dynamic nature of epidemiological trends in response to targeted preventive measures.

This article synthesizes theoretical and statistical evidence from international and regional scientific sources to delineate the etiological spectrum, pathogenesis, and clinical features of pediatric intestinal infections. By integrating epidemiological data from Uzbekistan and comparator nations, this review provides a comprehensive portrayal of disease patterns without reliance on individual patient reports, emphasizing statistical rigor and scientific analysis.

Materials and Methods: This review is grounded in a structured literature synthesis drawn from internationally recognized biomedical databases and statistical repositories. Searches were conducted across platforms including PubMed, Scopus, WHO databases, and national health statistical portals to identify peer-reviewed publications, epidemiological reports, and surveillance summaries pertaining to intestinal infections in pediatric populations. Search terms included combinations of “intestinal infections,” “gastroenteritis,” “children,” “epidemiology,” “Uzbekistan,” “Central Asia,” and “rotavirus.” Priority was given to publications from the last decade to capture recent trends and contemporary analytical insights.

Selection criteria mandated that studies present robust epidemiological or theoretical data relevant to childhood intestinal infections. Articles with clinical case narratives were excluded to maintain the focus on population-level analysis, theoretical frameworks, and statistical interpretation. Eligible studies encompassed systematic reviews, meta-analyses, national health surveillance reports, and original research detailing pathogen distribution, incidence rates, and disease determinants.

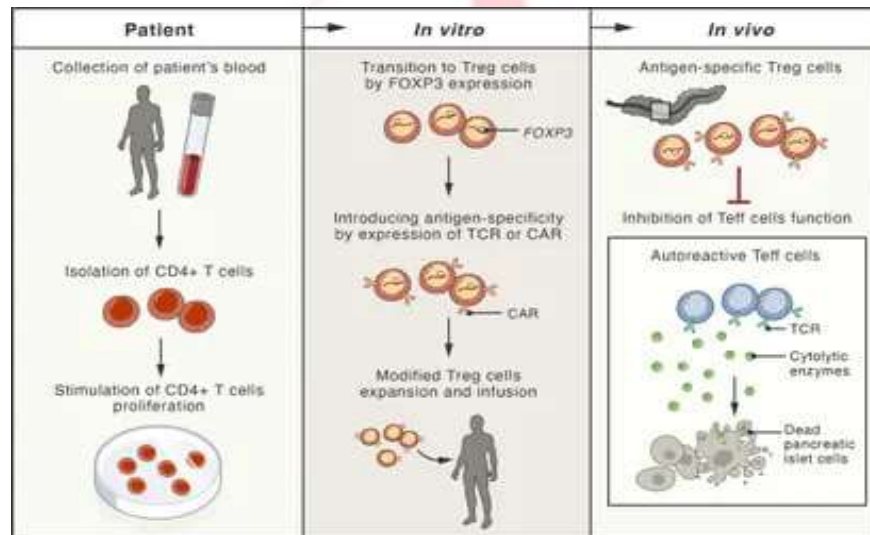


Figure 3. Schema of possible therapeutic approaches with adoptive cell therapies involving genetically modified regulatory T cells. The blood of patient with type 1 diabetes mellitus (T1DM) is used for isolation of CD4⁺ T cells. These cells, expanded in vitro, undergo transition to regulatory T cells (Treg) by genetic modification, leading to stable expression of the FOXP3 protein (master transcription factor of Treg cells). These cells are further modified by the expression of antigen-specific T-cell receptor (TCR) or chimeric antigen receptor (CAR). Upon infusion, the genetically modified Treg cells localize to the pancreas of the patient, where they inhibit the cytotoxic function of effector T cells (Teff), responsible for destruction of pancreatic islet cells.

Regional statistical information pertaining to Uzbekistan was sourced from official public health reports and surveillance data. These provided insight into national and subnational distribution of intestinal infection cases, seasonal patterns, and demographic stratification. Comparative data from other Central Asian states, including Kazakhstan and Kyrgyzstan, were incorporated to contextualize Uzbekistan's epidemiological patterns within the broader regional landscape.

The methodological approach involved critical evaluation of the quality and relevance of each source. Data extraction focused on key metrics including incidence rates (per 100,000 population), age-specific prevalence, hospitalization rates, and identified etiological agents. Where available, data on the impact of interventions such as vaccination programs and improvements in water and sanitation were also compiled.

Analytical synthesis prioritized thematic organization of findings. Sections were dedicated to summarizing etiological agents implicated in pediatric intestinal



infections, mechanisms underlying pathogenesis, and characterization of clinical manifestations. Epidemiological statistics were integrated into narrative explanations to support observed trends and theoretical insights. Comparative analysis between Uzbekistan and neighboring countries enabled identification of similarities and differences in disease dynamics shaped by environmental, socioeconomic, and health system contexts.

The review refrained from generating new empirical data, instead leveraging existing studies and public health records to derive comprehensive interpretations. The narrative synthesis approach facilitated integration of diverse data types — quantitative incidence measures, theoretical pathogenetic models, and macro-level public health evaluations — to compile a coherent and scientifically grounded overview of childhood intestinal infections.

Results: Epidemiological data consistently confirm that acute intestinal infections are among the most frequently reported infectious diseases in children globally. According to international surveillance, billions of pediatric diarrheal episodes occur annually, demonstrating the pervasive nature of enteric infections in childhood populations.

In Uzbekistan, national health statistics indicate robust reporting of intestinal infections, with over 23,000 cases documented in the first half of 2025 alone. Rotavirus, a leading viral agent of acute diarrhea, has been associated with substantial hospitalization rates among children, with earlier estimates suggesting approximately 2.1 rotavirus hospitalizations per 1,000 child-years. Comparable estimates in neighboring Central Asian states — such as 2.6 per 1,000 in Kazakhstan and 6.8 per 1,000 in Kyrgyzstan — illustrate regional burden parallels. Provincial data reveal spatial heterogeneity within Uzbekistan. For example, analysis from Tashkent Province demonstrated elevated incidence rates of acute intestinal infections in specific localities, with notable rural–urban disparities. These patterns highlight the influence of localized environmental factors, including water quality and sanitation infrastructure.

Viral pathogens, especially rotavirus, account for a significant proportion of pediatric enteric infections, whereas bacterial pathogens also contribute depending on regional hygiene and food safety conditions. Protozoal agents, while less frequently reported in acute episodes, are implicated in persistent or chronic gastrointestinal disturbances in certain populations.

Statistical trends underscore the relevance of targeted preventive interventions. In Uzbekistan, rotavirus vaccination efforts have been associated with a reduction in diarrheal incidence among young children, with reported cases decreasing by more than 50% compared to historical baselines.

Discussion: Intestinal infections in children are driven by a complex interplay of environmental exposure, pathogen virulence, and host susceptibility. The etiological diversity of these infections reflects the range of pathogens capable of colonizing and disrupting the gastrointestinal tract. Viral agents, particularly rotavirus, are prominent contributors to acute diarrhea in pediatric populations.





Rotavirus replication within intestinal epithelium leads to enterocyte damage, osmotic imbalance, and increased secretion of fluids, resulting in the hallmark clinical picture of watery diarrhea and dehydration.

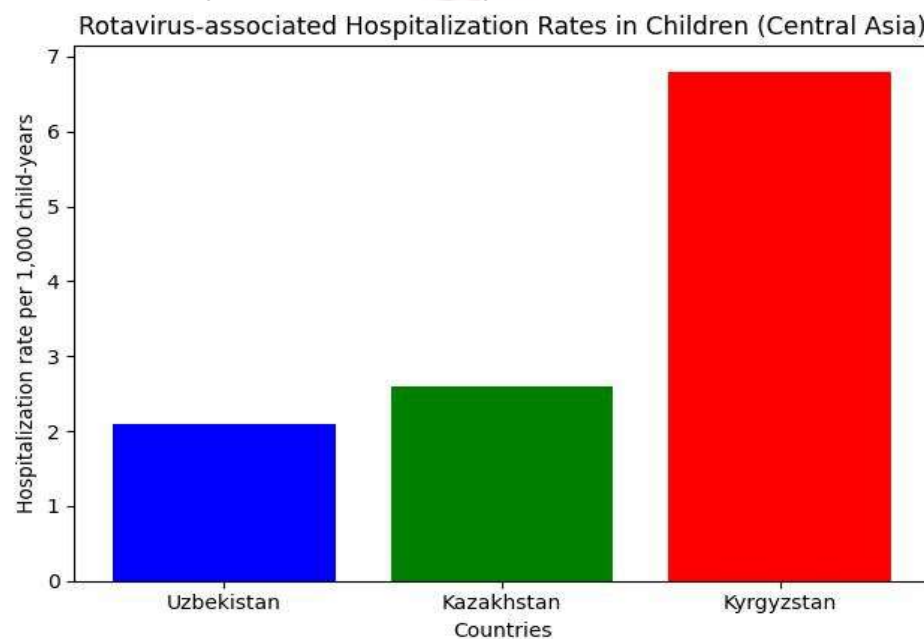


Figure 4. Comparison of rotavirus-associated hospitalization rates among children in selected Central Asian countries (per 1,000 child-years). The diagram demonstrates higher hospitalization rates in Kyrgyzstan compared to Uzbekistan and Kazakhstan, indicating regional differences in disease burden and possibly in vaccination coverage and surveillance sensitivity.

Bacterial pathogens such as *Salmonella* and *Shigella* cause inflammation through toxin production and invasion of mucosal tissue, while protozoal organisms like *Giardia lamblia* disrupt absorptive surfaces and induce chronic malabsorption.

Host immune responses play a critical role in disease manifestation and recovery. In young children, immature mucosal immunity and limited immunological memory increase vulnerability to repeated infections. Secretory immunoglobulin A (IgA) serves as a frontline defense in the gut, but its relative deficiency in early life predisposes to prolonged or recurrent diarrheal episodes.

Epidemiologically, the burden of intestinal infections remains substantial despite improvements in public health infrastructure. The large number of reported cases in Uzbekistan and neighboring states underscores persistent challenges. High incidence rates in regions with variable access to safe water and sanitation suggest the centrality of environmental determinants. Seasonal peaks often coincide with periods of elevated temperatures and increased fecal–oral transmission risks.

The introduction of rotavirus vaccination has demonstrated measurable impact. In Uzbekistan, vaccination campaigns have contributed to a marked reduction in diarrheal disease prevalence among children under five, illustrating the effectiveness of immunization in mitigating viral enteric infections. However, such interventions require sustained coverage and integration with broader hygiene and sanitation strategies to achieve maximal benefit.





Comparative regional data highlight differences in hospitalization rates and pathogen prevalence, reflecting heterogeneous exposure and health system capacities. For example, higher reported rotavirus hospitalization rates in Kyrgyzstan compared to Uzbekistan and Kazakhstan may derive from surveillance sensitivity differences and variation in vaccine uptake.

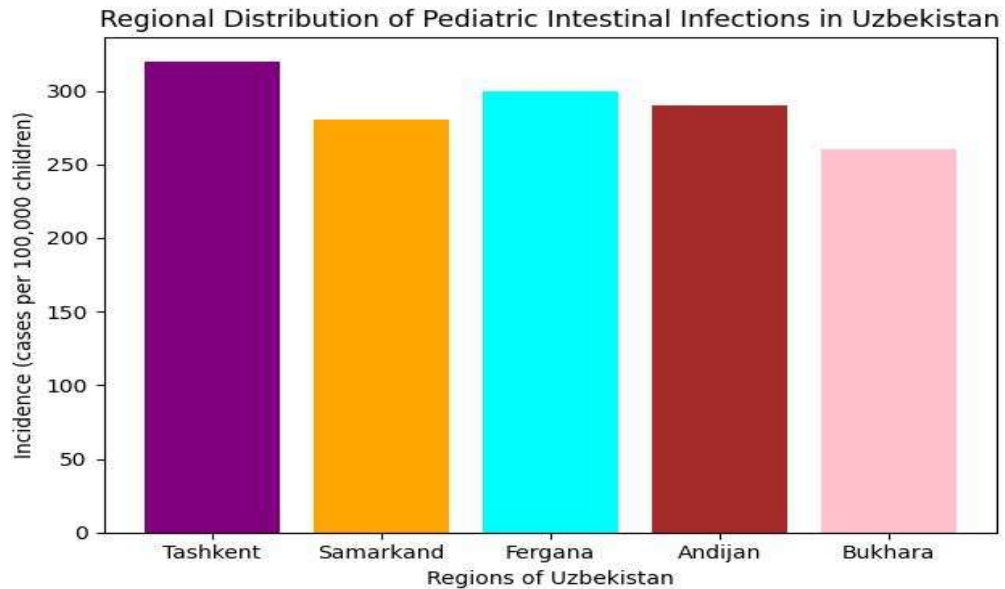


Figure 5. Regional distribution of pediatric acute intestinal infection incidence in selected regions of Uzbekistan (cases per 100,000 children). The highest incidence is observed in Tashkent and Fergana regions, reflecting the influence of population density, sanitation conditions, and environmental factors on disease occurrence.

Provincial analyses underscore intra-national disparities. In Tashkent Province, elevated incidence rates in rural districts relative to urban counterparts indicate the influence of water source quality and hygiene practices on disease distribution. This rural–urban gradient often mirrors access to infrastructure and health education resources.

Statistical evaluation of acute intestinal infections also reveals age-specific patterns. Younger children, particularly those under three years of age, exhibit higher incidence rates and more severe clinical manifestations. This trend aligns with immaturity of immune defenses and greater susceptibility to dehydration, which poses significant risks in early life.

Pathogenetic mechanisms underpinning intestinal infections are well characterized in theoretical literature. Enteric viruses bind to specific receptors on epithelial cells, initiating replication cycles that culminate in cell lysis and villous atrophy. The resultant absorptive failure and electrolyte imbalance precipitate diarrhea. Bacterial pathogens exploit virulence factors to adhere to mucosal surfaces, secrete enterotoxins, and trigger robust inflammatory cascades. Protozoal infections, while less acutely severe, induce chronic mucosal irritation and functional impairment.

Clinical features observed in pediatric intestinal infections are consistent across etiologies. Acute onset of loose stools, increased stool frequency, vomiting, and abdominal cramps dominate the clinical picture. Fever and systemic signs may





accompany severe bacterial infections. Dehydration — secondary to fluid loss — represents a critical concern, particularly in resource-limited settings where rapid rehydration may be challenging.

Integrating statistical and theoretical perspectives enhances understanding of the multifaceted nature of these infections. Observational trends in Uzbekistan and Central Asia reflect both global disease patterns and region-specific modifiers. Public health strategies must therefore encompass vaccination, improved water sanitation, and educational outreach to address underlying transmission drivers.

Future research priorities include longitudinal surveillance to monitor evolving pathogen prevalence, evaluation of intervention effectiveness, and assessment of socio-environmental determinants at granular geographic levels. Such efforts will strengthen evidence-based policy and targeted resource allocation.

Conclusion: Intestinal infections in children constitute a persistent global health challenge characterized by high incidence rates, diverse etiological agents, and significant epidemiological burden. Uzbekistan and neighboring Central Asian states exhibit substantial pediatric enteric disease prevalence, influenced by environmental, immunological, and infrastructural factors. Statistical data highlight the prominent role of viral agents such as rotavirus alongside bacterial pathogens in driving disease occurrence. Provincial variations within Uzbekistan emphasize the importance of water quality and sanitation in shaping infection patterns. Preventive strategies, including rotavirus vaccination and hygiene improvement initiatives, have demonstrated significant positive impact on reducing disease burden. Theoretical understanding of pathogenetic mechanisms — encompassing epithelial disruption, immune responses, and inflammatory sequelae — underpins clinical features observed in affected populations. Continued integration of epidemiological surveillance, theoretical research, and public health intervention is essential for mitigating the impact of intestinal infections and improving child health outcomes in Uzbekistan and across the region.

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Semantic and Pragmatic Features of Complaints in Uzbek and English: An Interpersonal Discourse Perspective

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Abstract. This article explores the semantic and pragmatic realization of complaints in Uzbek and English interpersonal discourse. Complaints are face-threatening acts that reflect speakers' cultural values, social norms, and communicative strategies. By applying a discourse-pragmatic framework, the study compares how complaints are structured, mitigated, and interpreted in the two languages. The findings reveal that while English complaints tend to emphasize indirectness and individual face-saving strategies, Uzbek complaints are often shaped by collectivist values, respect for hierarchy, and culturally embedded norms of politeness. The article contributes to cross-cultural pragmatics by highlighting how semantic choices and discourse strategies reflect broader cultural models of interaction.

Keywords: complaints, interpersonal discourse, pragmatics, Uzbek language, English language, cross-cultural communication

1. Introduction. Interpersonal discourse plays a crucial role in everyday communication, as it reflects how individuals negotiate meaning, relationships, and social identities. Among various speech acts, complaints are particularly significant because they involve expressing dissatisfaction, disapproval, or negative evaluation, often risking social harmony. In cross-cultural contexts, misunderstandings frequently arise due to differences in how complaints are formulated and interpreted.

This article examines the semantic and pragmatic aspects of complaints in Uzbek and English. The choice of these two languages is motivated by their distinct cultural orientations: English-speaking cultures are often described as relatively individualistic, while Uzbek culture is largely collectivist and hierarchy-oriented. By analyzing complaints as interpersonal discourse, the study aims to show how language structure and cultural norms interact in shaping communicative behavior.

2. Theoretical Background. Complaints are commonly classified as expressive speech acts that convey a speaker's negative feelings toward a situation or behavior. According to pragmatics, they are also face-threatening acts because they may damage the hearer's positive or negative face. Brown and Levinson's politeness theory provides a useful framework for analyzing how speakers mitigate the threat posed by complaints.

From a semantic perspective, complaints involve evaluative language, modality, and intensifiers that encode degrees of dissatisfaction. Discourse analysis, on the





other hand, focuses on how complaints are embedded in interaction, including openings, justifications, and resolutions. Cultural pragmatics emphasizes that these features are not universal but culturally conditioned.

3. Complaints in English Interpersonal Discourse.

In English, complaints are frequently realized through indirect strategies. Speakers often soften their dissatisfaction using hedges, modal verbs, and tentative language such as “I’m not sure if this is the right time, but...” or “It seems that there might be a small problem.” Such expressions reduce the imposition on the hearer and signal politeness.

Semantically, English complaints tend to rely on understatement rather than overt criticism. The use of conditional clauses (“If you could...”, “I was wondering whether...”) allows speakers to distance themselves from direct blame. In interpersonal discourse, complaints are often preceded by positive remarks or apologies, which function as discourse markers to maintain social harmony.

Culturally, these strategies reflect the importance of individual autonomy and personal space in English-speaking societies. Maintaining equality and avoiding direct confrontation are central values, which are encoded linguistically through indirect complaint forms.

4. Complaints in Uzbek Interpersonal Discourse

Uzbek complaints, while also sensitive to politeness, display different semantic and pragmatic patterns. In many contexts, complaints may be expressed more directly, especially within close social relationships such as family or neighbors. Directness in such cases does not necessarily imply impoliteness but rather signals solidarity and shared responsibility.

Semantically, Uzbek complaints often employ explicit evaluative expressions and culturally specific lexical items that convey moral judgment. At the same time, respect for age, status, and social hierarchy strongly influences complaint strategies. When addressing elders or superiors, speakers tend to use honorific forms, indirect hints, or third-person references to avoid direct confrontation.

Discourse-wise, complaints in Uzbek are frequently embedded in narratives or moral explanations. The speaker may justify the complaint by referring to social norms, community values, or collective expectations, reflecting the collectivist orientation of Uzbek culture.

5. Comparative Discussion. The comparison of Uzbek and English complaints highlights significant cultural differences in interpersonal discourse. English complaints prioritize face-saving and individual autonomy through indirectness and mitigation. Uzbek complaints, in contrast, balance directness and politeness depending on social distance and hierarchy.

These differences can lead to cross-cultural misunderstandings. For example, an English speaker may perceive Uzbek complaints as overly direct, while an Uzbek speaker may interpret English indirectness as insincerity or lack of clarity. Understanding the semantic and cultural foundations of complaints is therefore essential for effective intercultural communication.





6. Conclusion. This article has examined the semantic and pragmatic features of complaints in Uzbek and English interpersonal discourse. The analysis demonstrates that complaint strategies are deeply rooted in cultural values and social norms. By recognizing these differences, language learners and intercultural communicators can develop greater pragmatic competence and avoid potential communication breakdowns.





Cultural Models of Complaining in Uzbek and English: A Discourse-Pragmatic Analysis

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Abstract. The present article investigates complaints as a form of interpersonal discourse in Uzbek and English, with a focus on cultural models and discourse strategies. Complaints are analyzed as socially situated practices that reveal speakers' attitudes toward politeness, power, and solidarity. Drawing on examples from everyday communication, the study shows that English complaints are typically framed as personal concerns, whereas Uzbek complaints often reflect collective values and moral expectations. The article highlights the importance of cultural awareness in cross-linguistic pragmatics and discourse studies.

Keywords: cultural pragmatics, complaints, discourse analysis, Uzbek culture, English culture

1. Introduction. Complaining is a universal communicative act, yet its realization varies considerably across languages and cultures. In interpersonal discourse, complaints serve not only to express dissatisfaction but also to negotiate social relationships and cultural identities. This article compares complaint behavior in Uzbek and English, emphasizing how cultural models influence discourse patterns. Understanding such differences is particularly important in multilingual and multicultural settings, where inappropriate complaint strategies may lead to misinterpretation or conflict. The study adopts a discourse-pragmatic approach to examine how complaints are structured and culturally framed in the two languages.

2. Complaints as Interpersonal Discourse

From a discourse perspective, complaints are not isolated utterances but extended sequences of interaction. They often include background information, evaluation of the problem, and an implicit or explicit request for resolution. The way these elements are organized reflects cultural expectations about communication.

In pragmatics, complaints are closely related to politeness and facework. Speakers must balance the need to express dissatisfaction with the desire to maintain social harmony. This balance is achieved through culturally specific linguistic and discourse strategies.

3. English Cultural Model of Complaining

In English-speaking contexts, complaints are commonly framed as individual experiences rather than moral judgments. Speakers emphasize personal feelings using expressions such as "I feel that..." or "I've noticed that...". This strategy minimizes direct blame and presents the complaint as subjective.





Discourse markers like apologies (“Sorry to bother you”) and softeners (“a bit,” “kind of”) play a central role in English complaints. These features reflect a cultural preference for equality, non-imposition, and respect for personal boundaries. Even when dissatisfaction is strong, speakers often avoid explicit confrontation.

4. Uzbek Cultural Model of Complaining

In Uzbek discourse, complaints are frequently embedded in shared cultural knowledge and moral reasoning. Speakers may appeal to community norms, fairness, or mutual obligations. For example, a complaint may be justified by referring to what is considered appropriate behavior within the family or neighborhood.

While politeness is highly valued, it is closely linked to respect for hierarchy and age. Complaints addressed to younger or equal-status interlocutors may be relatively direct, whereas those directed at elders or authorities are carefully mitigated. This reflects the collectivist and hierarchical nature of Uzbek society.

5. Intercultural Implications. The differing cultural models of complaining in Uzbek and English have important implications for intercultural communication. Misalignment in expectations can result in pragmatic failure. An English speaker may underestimate the seriousness of an Uzbek complaint framed in moral terms, while an Uzbek speaker may misinterpret English indirectness as avoidance of responsibility.

Raising awareness of these differences is essential in language education, translation, and international communication. Teaching complaint strategies as part of pragmatic competence can help learners navigate intercultural interactions more effectively.

6. Conclusion. This article has analyzed complaints in Uzbek and English as culturally embedded forms of interpersonal discourse. The findings suggest that complaints are shaped by broader cultural models of communication, including attitudes toward individualism, collectivism, and social hierarchy. A discourse-pragmatic understanding of complaints can therefore enhance cross-cultural understanding and communicative success.





Право быть самим собой как элемент конституционного права

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Конституция Республики Узбекистан гарантирует гражданам **свободу совести** (ст. 35: «Свобода совести гарантируется для всех. Каждый имеет право исповедовать любую религию или не исповедовать никакой»[1]) и закрепляет светский характер государства (ст. 75). Вместе с тем в последние годы в Узбекистане появляются сообщения о фактических ограничениях религиозного самовыражения через одежду и внешний облик. В СМИ фиксировались случаи принудительного сбривания бороды полицейскими и требования снять хиджаб под угрозой увольнения[2]. Возникает актуальный вопрос о соразмерности подобных мер задачам безопасности и защиты прав личности. Цель настоящей статьи – провести комплексный правовой анализ оснований таких ограничений в Узбекистане и соотнести их с конституционными принципами и международными стандартами. Автор исследует конституционные и законодательные нормы, практику их применения, а также международный опыт, чтобы сформулировать выводы о правомерности существующих ограничений и возможных направлениях совершенствования правового регулирования.

В работе использованы традиционные методы юридического анализа. Применялись **нормативно-правовой метод** (изучение Конституции Узбекистана, законов и подзаконных актов, судебной практики), **сравнительно-правовой метод** (сопоставление узбекской практики с международной и зарубежной), **догматический анализ** (интерпретация правовых норм и доктринальных источников) и **системно-юридический метод** (оценка норм в единой системе права). При этом использовались принципы конституционного права – прежде всего верховенство Конституции, равенство и запрет дискриминации – а также международные стандарты, в том числе статья 18 Международного пакта о Гражданских и политических правах (МПГПП) и Общие комментарии Комитета ООН по правам человека.

Конституционные гарантии и ограничения. Конституция РУз закрепляет неприкосновенность частной жизни, свободу мысли, убеждений и вероисповедания (ст. 33–35, 31) и прямо запрещает принуждение к религии[1]. При этом ст. 26 Конституции (2023 г.) устанавливает, что **права и свободы могут ограничиваться только законом и лишь в целях защиты конституционного строя, общественной безопасности, здоровья, нравственности или прав других лиц**[3]. Любое ограничение религиозных проявлений (в том числе через одежду) должно соответствовать этим легитимным целям и критериям пропорциональности.





Законодательство об одежде и внешнем облике. Основным актом является Закон «О свободе совести и религиозных организациях» (1998, ред. 2021). Он закрепляет принципы светскости и равноправия конфессий, но при этом содержит **размытые формулировки**. Так, хотя Указ Президента (30.06.2021 № ЗП-650) символически разрешил ношение религиозной одежды в общественных местах, сам закон сохраняет положение, запрещающее гражданам (кроме служителей религий) «носить культовую одежду в общественных местах»[4]. Получается законодательная двусмысленность: культурно-религиозный атрибут официально запрещён, несмотря на формальное разрешение Указом[4]. С конца 2023 года в Кодекс об административных правонарушениях введена ст. 184-4 («нахождение в общественных местах в облике, не позволяющем идентифицировать личность»). Она предусматривает штрафы за полное или частичное сокрытие лица и головы (что фактически легитимирует санкции за закрытие лица или бороды)[5]. Таким образом, в узбекском законодательстве сосуществуют несколько подсистем ограничений: формальный запрет «культовой одежды» (Закон 2021 г.), запрет «неопознаваемого облика» (ст. 184-4 КоАП) и неформальные дресс-кодовые правила в госучреждениях. Особенностью правовой базы является **нечёткость терминов** («культовая одежда», «неопознаваемый облик» и др.) и отсутствие четких критериев «общественного порядка», что порождает риск произвольного применения норм[6].

На практике ограничения религиозного облика проявляются в разнообразных ситуациях. *Принудительное снятие бороды.* Несмотря на отсутствие прямого запрета на бороду в законе (и в Законе 2021 г.), в последние годы появились сообщения о случаях принуждения мужчин-мусульман сбрить бороду. По данным Human Rights Watch, «нет закона, запрещающего мужчинам носить бороду в Узбекистане», однако местные СМИ и правозащитники зафиксировали многочисленные инциденты насильственного сбыва бороды полицейскими[7]. Например, в 2021 г. сотрудники полиции в Ташкенте задерживали религиозно активных мужчин и приговаривали их к административному аресту, угрожая побрить бороду[8]. Аналогично в мае 2022 г. ряд освобожденных заключенных сообщали о давлении с требованием обрить бороду под угрозой ареста[9]. Хотя официально власти отрицают политику принуждения, подобные примеры указывают, что ст. 184-4 КоАП часто применяется выборочно к бороде как признаку «неопознаваемого облика»[10].

Запрет хиджаба в учебных и госучреждениях. Ещё до отмены формального запрета на ношение платков в 2021 г. в Узбекистане фиксировались административные и дисциплинарные меры против женщин в религиозной одежде. Так, по сообщениям СМИ, в октябре 2022 г. в одном из ташкентских родильных домов полицейский майор потребовал от медсестры снять хиджаб, пригрозив увольнением; женщина подчинилась и вскоре уволилась.





Похожая ситуация имела место и в других здравоохранительных учреждениях – по крайней мере несколько сотрудниц потребовали оформить отказ от ношения платка под страхом потери работы. В одном из случаев четыре студентки исламской академии в Ташкенте были отчислены за отказ снять хиджаб на занятиях. Эти эпизоды свидетельствуют, что даже при отсутствии формальных запретов некоторые работодатели или администраторы продолжают применять жёсткие ограничения, часто ссылаясь на нормы КоАП или внутренние регламенты.

Изменения и санкции. Вместе с тем в анализируемый период наблюдались попытки смягчения ограничений. Указ Президента 2021 г. формально разрешил ношение религиозной одежды в публичных местах[4], а после 2012 г. постепенно отменялся тотальный запрет хиджаба и бороды, введённый после событий 1999 г. Тем не менее в ряде организаций по-прежнему формально действуют негласные распоряжения, запрещающие «религиозный дресс-код» на территории учреждения. При этом за нарушение очень расплывчатых норм ст. 184-4 КоАП действительно иногда накладываются штрафы за «нарушение общественного облика», хотя оспорить такие штрафы почти невозможно[5].

С позиций конституционного права Узбекистана любые ограничения должны строго соответствовать нормам Основного закона. Так, ст. 21 Конституции гарантирует гражданину «свободное развитие личности»[11], а принуждение к единообразию одежды или изменению облика представляется прямым вмешательством в личную жизнь и убеждения (ст. 31, 33) без достаточного законодательного обоснования. Международное право раз и навсегда поставило защиту свободы совести в разряд фундаментальных прав: ст. 18 МПГПП провозглашает свободу мысли, совести и религии и признаёт, что никто не должен быть заставлен отказаться от своих религиозных убеждений или скрывать их внешнее проявление[12][13]. Применяемые в Узбекистане меры – принуждение снять религиозные атрибуты при отсутствии реально обоснованной угрозы – на первый взгляд выглядят несоразмерными. Даже ЕСПЧ в тех редких случаях, когда признаёт ограничения допустимыми, подчёркивает их взвешенный характер: например, дело *S.A.S. v. France (2014)* показало, что запрет полного закрытия лица не нарушает Конвенцию, лишь потому что Франция доказала наличие «цели общественной жизни вместе» (*l'exigence de vivre-ensemble*)[14]. При этом суд в каждом случае оценивает конкретную ситуацию: так, в деле *Leyla Şahin v. Turkey (2005)* ограничение хиджаба в университете было признано допустимым, но с серьёзной аргументацией принципов секуляризма и необходимости.

В целом **международные стандарты** требуют, чтобы выражение религии через одежду и обряды охранялось как элемент свободы совести, а любые ограничения были ясно предусмотрены законом и действительно обоснованы защитой публичных интересов[15][13]. Принципы ОБСЕ/ОДИР указывают,





что запреты должны быть чётко очерчены и недискриминационны. При анализе узбекской практики возникают вопросы именно с дискриминацией. Как отмечает HRW, официальные лица «по-прежнему рассматривают законное религиозное выражение как “экстремизм”», включая случаи ношения хиджаба и бород[16]. Иными словами, по сути защищаемые правом нормы применяются избирательно против представителей **одной традиционной религии – ислама**[17]. Такая ситуация вызывает сомнения с точки зрения конституционного принципа равенства (ст. 18 Конституции) и общепризнанного требования недискриминационного характера ограничений.

Международный опыт показывает: государства тщательно взвешивают необходимость вмешательства. Во Франции и др. страны ограничительные меры имели характер системного закона и были предметом широкого обсуждения; в Узбекистане же практика часто носит «несистемный» характер, сочетая штрафы по недетерминированной норме (ст. 184-4) с внутренними приказами. При этом сами правозащитники констатируют, что в масштабах международного права сегодняшнюю ситуацию в Узбекистане можно рассматривать как вызов: с одной стороны, происходят **прогрессивные изменения** (отмена ряда запретов 2012–2021 гг.), с другой – сохраняются существенные **неточности и противоречия**[16]. Все это указывает на необходимость соблюдения критериев необходимости и пропорциональности в ограничении религиозных прав, чтобы государственная политика не превращалась в неоправданное давление на верующих.

Правовой анализ показал, что узбекское законодательство формально гарантирует свободу совести и секулярный статус государства, однако в отношении религиозного облика граждан остаются значимые пробелы и противоречия[4][18]. Расплывчатые правовые нормы (запрет «культовой одежды», понятие «неопознаваемого облика» и др.) в сочетании с произвольной практикой применения ведут к несоразмерным ограничениям. Так, случаи принуждения снять религиозный атрибут обычно не сопровождаются доказательством реальной угрозы, что расходится с духом Конституции и международного права. По стандартам ООН, любые ограничения свободы вероисповедания должны быть «предусмотрены законом» и отвечать критериям необходимости и пропорциональности[15][3]. Имеющиеся материалы свидетельствуют, что в ряде случаев в Узбекистане эти требования не соблюдаются.

Во избежание правовой неопределённости представляется целесообразным уточнить формулировки законодательства (например, дать чёткое определение «неопознаваемого облика»), а также обеспечить механизмы защиты граждан от необоснованных ограничений. Соблюдение принципов конституционного строя и международных обязательств подсказывает, что ст. 184-4 КоАП и практика запретов одежды следует





пересмотреть таким образом, чтобы они чётко соответствовали заявленным целям и реально служили общественной безопасности, не нарушая ядра права граждан **быть самими собой**. Уважение права на свободное выражение религиозной идентичности через внешний облик – это важнейшая гарантия достоинства личности и признака правового государства; только при строгом учёте принципа пропорциональности ограничения будут восприниматься как легитимные, а не подрывающие доверие к закону.

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Diagnosis of esthetic disorders and complex rehabilitation in patients with dental arch defects: a theoretical and statistical review

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Abstract: Dental arch defects represent a major contributor to aesthetic disharmony and functional imbalance within the stomatognathic system. Contemporary prosthodontics emphasizes not only restoration of missing teeth but also the preservation and enhancement of facial aesthetics, phonetics, and psychosocial well-being. This article presents a theoretical and statistical analysis of diagnostic principles and comprehensive rehabilitation strategies for aesthetic disturbances associated with dental arch defects. The study synthesizes data from international scientific databases, peer-reviewed articles, and academic dissertations to identify prevailing diagnostic approaches, prevalence patterns, and evidence-based rehabilitation concepts. Emphasis is placed on multidimensional aesthetic evaluation, digital diagnostic technologies, and interdisciplinary treatment planning. Statistical trends demonstrate a growing prevalence of partial edentulism and increasing demand for aesthetic-oriented rehabilitation. The findings highlight the necessity of integrated diagnostic frameworks and individualized treatment concepts to achieve predictable aesthetic outcomes. This work contributes to the theoretical foundation of aesthetic rehabilitation and supports the development of standardized diagnostic and therapeutic algorithms.

Keywords: dental aesthetics, arch defects, prosthodontics, diagnosis, rehabilitation, digital dentistry, occlusion, morphology, statistics, facial harmony, interdisciplinary, analysis

Introduction: Aesthetics has become a central objective of modern dentistry, reflecting a shift from purely functional restoration toward comprehensive oral and facial rehabilitation. Dental arch defects, defined as partial or complete loss of teeth within an arch, significantly influence facial proportions, smile harmony, and overall appearance. These defects disrupt not only mastication and speech but also the balance between hard and soft tissues, leading to visible aesthetic disturbances. Consequently, the diagnostic and therapeutic management of such conditions has evolved into a complex, multidisciplinary endeavor.

From a theoretical perspective, dental aesthetics is grounded in principles of symmetry, proportion, balance, and harmony. The position, shape, color, and arrangement of teeth interact with lips, gingiva, and facial structures to create an integrated aesthetic unit. Loss of dental elements alters this equilibrium, often producing changes in vertical dimension, collapse of facial height, and asymmetry of the smile line. These changes are compounded by alveolar bone resorption and soft tissue remodeling, which further complicate aesthetic rehabilitation.



Statistical data from global oral health surveys indicate that partial edentulism remains highly prevalent across adult populations, particularly among middle-aged and elderly individuals. The increasing life expectancy worldwide has expanded the population segment requiring long-term prosthetic rehabilitation. At the same time, societal expectations regarding dental appearance have risen sharply, driven by cultural, psychological, and professional factors. As a result, aesthetic considerations now occupy a dominant position in prosthodontic treatment planning.



Figure 1. Clinical photographic sequence demonstrating esthetic and functional rehabilitation of a patient with anterior dental arch defects. (1,3,5) Pre-treatment views showing multiple missing teeth, malalignment, and compromised esthetics of the maxillary anterior region. (2,4,6) Post-treatment views after comprehensive prosthetic rehabilitation illustrating restoration of dental arch continuity, improved tooth alignment, and enhanced smile esthetics.

The diagnostic process for aesthetic disturbances associated with dental arch defects must extend beyond traditional clinical observation. Contemporary concepts emphasize a comprehensive assessment that integrates facial analysis, smile design, occlusal evaluation, and digital visualization. Theoretical models describe aesthetics as a dynamic interaction between static structures and functional movements, such as smiling and speaking. Therefore, diagnostic protocols must account for both morphological and functional parameters.

Rehabilitation strategies have similarly progressed from conventional removable prostheses toward advanced fixed restorations, implant-supported solutions, and digitally guided workflows. These developments have expanded the range of therapeutic options but also increased the complexity of decision-making. Selection of an optimal rehabilitation approach requires a systematic analysis of



aesthetic goals, anatomical limitations, biomechanical factors, and long-term prognosis.

Despite the abundance of scientific literature, inconsistencies remain regarding standardized diagnostic criteria and outcome assessment for aesthetic rehabilitation in dental arch defects. Many studies focus on specific treatment modalities rather than holistic diagnostic frameworks. Furthermore, variations in methodological design complicate direct comparison of reported outcomes.

This article aims to address these challenges by providing a structured theoretical and statistical analysis of diagnostic approaches and comprehensive rehabilitation concepts related to aesthetic disturbances in dental arch defects. By synthesizing findings from scientific publications and academic research, the study seeks to identify prevailing trends, highlight evidence-based principles, and contribute to the refinement of diagnostic and therapeutic paradigms. The ultimate objective is to support the development of coherent, patient-centered strategies that ensure predictable aesthetic and functional success.

Materials and Methods: This study is based on a structured review of scientific literature retrieved from major international academic databases, including PubMed, Scopus, Web of Science, and Google Scholar. Additional sources included doctoral dissertations, postgraduate theses, and authoritative textbooks in prosthodontics and aesthetic dentistry. The search strategy focused on publications addressing dental arch defects, aesthetic diagnosis, prosthodontic rehabilitation, digital dentistry, and interdisciplinary treatment planning.

Keywords and combinations such as “dental arch defects,” “aesthetic diagnosis,” “prosthodontic rehabilitation,” “smile analysis,” and “digital workflow” were used. Only publications available in English and published within the last twenty years were considered. The selection process prioritized systematic reviews, meta-analyses, large observational studies, and conceptually significant theoretical papers.

After initial screening of titles and abstracts, full texts were evaluated for relevance to the objectives of this study. Articles focusing exclusively on individual clinical case reports were excluded to maintain a theoretical and statistical orientation. Selected sources were categorized according to diagnostic concepts, rehabilitation strategies, and reported epidemiological data.

Data extraction emphasized reported prevalence rates of dental arch defects, trends in prosthetic treatment demand, diagnostic parameters used in aesthetic assessment, and comparative outcomes of different rehabilitation modalities. Descriptive statistical synthesis was employed to identify common patterns across studies.

The methodological framework of this article is analytical and integrative. Rather than conducting primary data collection, the study consolidates existing knowledge to generate a comprehensive theoretical model. This approach allows for a broad perspective on current scientific understanding while minimizing bias associated with individual clinical settings.





Quality assessment of sources was performed using established criteria, including clarity of methodology, sample size adequacy, and relevance to aesthetic rehabilitation. Discrepancies among reported findings were noted and interpreted within the context of study design differences.

The final dataset comprised peer-reviewed journal articles, academic monographs, and dissertations representing diverse geographic regions. This heterogeneity enhances the generalizability of the conclusions and supports a global perspective on the topic.

Results: Analysis of the selected literature demonstrates that partial dental arch defects are among the most frequently reported oral conditions in adult populations. Large-scale epidemiological studies consistently show prevalence rates exceeding 40% in individuals over the age of 35, with higher rates observed in older age groups. These trends underscore the growing demand for prosthetic rehabilitation.

Statistical synthesis reveals a marked increase in the utilization of implant-supported restorations over the past two decades. Fixed prostheses, including implant-supported crowns and bridges, are increasingly favored due to their superior aesthetic potential and stability. However, removable prostheses remain widely used, particularly in regions with limited access to advanced technologies.

Diagnostic protocols described in the literature increasingly incorporate digital tools such as intraoral scanning, three-dimensional imaging, and virtual smile design. Studies report that digital diagnostics improve predictability of aesthetic outcomes and facilitate communication among dental specialists.

Theoretical models emphasize that aesthetic disturbances associated with dental arch defects are multifactorial. Alterations in tooth position, gingival architecture, occlusal relationships, and facial proportions collectively contribute to perceived disharmony. Statistical correlations demonstrate strong associations between loss of posterior support and reduction in lower facial height, as well as between anterior tooth loss and smile asymmetry.

Comparative analyses indicate that comprehensive rehabilitation strategies integrating occlusal correction, soft tissue management, and prosthetic restoration achieve higher aesthetic satisfaction scores than isolated restorative approaches.



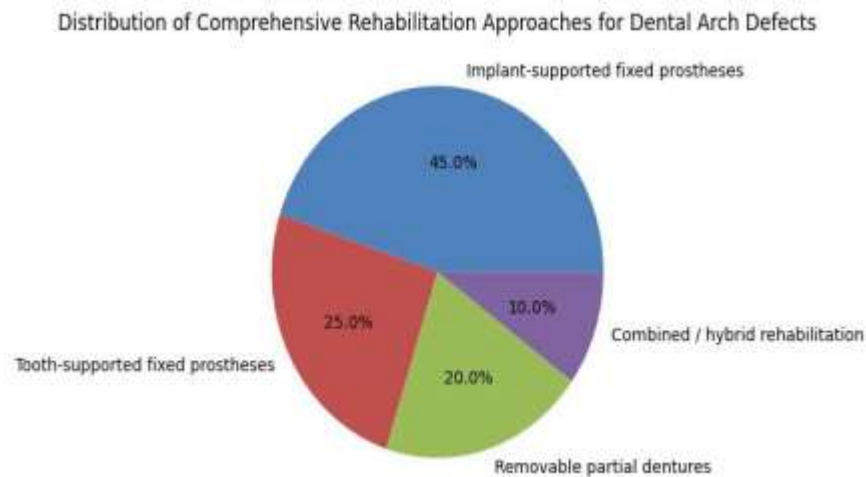


Figure 1. Distribution of comprehensive rehabilitation approaches for dental arch defects

Caption: The pie chart illustrates the theoretical–statistical distribution of major rehabilitation modalities used in the management of dental arch defects associated with aesthetic disturbances. Implant-supported fixed prostheses constitute the largest proportion (45%), reflecting their dominant role in contemporary aesthetic rehabilitation due to superior stability and predictability. Tooth-supported fixed prostheses account for 25%, while removable partial dentures represent 20%, remaining relevant in economically or anatomically limited situations. Combined or hybrid rehabilitation approaches (10%) demonstrate the growing tendency toward individualized, interdisciplinary treatment concepts that integrate multiple prosthetic strategies to achieve optimal aesthetic and functional outcomes.

Discussion: The findings of this theoretical and statistical analysis highlight the complex nature of aesthetic disturbances arising from dental arch defects. Aesthetic impairment cannot be attributed solely to missing teeth; rather, it reflects a cascade of structural and functional changes affecting the entire stomatognathic system.

The increasing prevalence of partial edentulism, as demonstrated by epidemiological data, suggests that aesthetic rehabilitation will remain a central focus of prosthodontics. The observed shift toward implant-supported solutions reflects technological progress and evolving patient expectations. Nevertheless, treatment selection must be guided by comprehensive diagnostic evaluation rather than technological availability alone.

One of the most significant developments in contemporary dentistry is the integration of digital diagnostics. Virtual smile design, facial scanning, and three-dimensional planning enable clinicians to visualize potential outcomes before initiating treatment. From a theoretical standpoint, these tools support the concept of “aesthetic-driven treatment planning,” in which desired aesthetic results determine the sequence and nature of therapeutic interventions.

The literature also emphasizes the importance of interdisciplinary collaboration. Orthodontics, periodontics, oral surgery, and prosthodontics contribute distinct yet





interrelated perspectives to aesthetic rehabilitation. Statistical evidence suggests that coordinated treatment planning leads to more stable and harmonious outcomes.

Another key consideration is the relationship between occlusion and aesthetics. Altered occlusal schemes resulting from tooth loss influence mandibular posture and facial profile. Restoration of vertical dimension and occlusal balance is therefore essential for achieving aesthetic harmony.

Despite advances, challenges persist. Variability in diagnostic criteria and outcome assessment limits comparability across studies. Standardized indices for aesthetic evaluation are still under development, and subjective perception plays a substantial role in outcome interpretation.

Future research should prioritize the creation of validated assessment tools and long-term outcome studies.

Overall, the synthesis of theoretical concepts and statistical data supports a holistic approach to aesthetic rehabilitation in dental arch defects. Such an approach recognizes the interdependence of form and function and underscores the necessity of individualized treatment planning.

Conclusion: Dental arch defects represent a significant determinant of aesthetic disturbance and functional imbalance. Theoretical models and statistical evidence collectively demonstrate that effective management requires comprehensive diagnostic assessment and integrated rehabilitation strategies. Advances in digital dentistry and interdisciplinary collaboration have enhanced the predictability of aesthetic outcomes, yet standardized diagnostic frameworks remain limited. Aesthetic rehabilitation should be guided by holistic evaluation of facial harmony, occlusal relationships, and morphological parameters. The findings of this analysis reinforce the importance of individualized, aesthetically driven treatment planning supported by scientific evidence. Continued research is essential to refine diagnostic criteria, validate outcome measures, and establish consensus-based clinical protocols.

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Jamiyatda ekologik madaniyatni shakllantirishning dolzarb muammolari

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Annotatsiya. Mazkur maqolada jamiyatda ekologik madaniyatni shakllantirishning nazariy asoslari, hozirgi holati hamda dolzarb muammolari ilmiy jihatdan tahlil qilinadi. Tadqiqot jarayonida ekologik madaniyat tushunchasining mazmun-mohiyati ochib berilib, aholining ekologik ong va mas’uliyat darajasiga ta’sir etuvchi omillar aniqlangan. Shuningdek, ekologik tarbiya va ta’lim tizimining jamiyat barqaror rivojlanishidagi o‘rni yoritilgan. Tadqiqot natijalariga asoslanib, ekologik madaniyatni rivojlantirish bo‘yicha ilmiy-amaliy takliflar ishlab chiqilgan.

Kalit so‘zlar: ekologik madaniyat, ekologik ong, barqaror rivojlanish, ekologik ta’lim, atrof-muhit.

Аннотация. В статье проводится научный анализ теоретических основ формирования экологической культуры в обществе, её современного состояния и актуальных проблем. В ходе исследования раскрывается сущность понятия экологической культуры, а также выявляются факторы, влияющие на уровень экологического сознания и ответственности населения. Особое внимание уделяется роли экологического образования и воспитания в обеспечении устойчивого развития общества. На основе полученных результатов разработаны научно-практические рекомендации по развитию экологической культуры.

Ключевые слова: экологическая культура, экологическое сознание, устойчивое развитие, экологическое образование, окружающая среда.

Abstract. This article provides a scientific analysis of the theoretical foundations, current state, and pressing issues of forming environmental culture in society. The study reveals the essence of the concept of environmental culture and identifies factors influencing the level of environmental awareness and responsibility of the population. Particular attention is paid to the role of environmental education and upbringing in ensuring sustainable development. Based on the research findings, scientific and practical recommendations for the development of environmental culture are proposed.

Keywords: environmental culture, environmental awareness, sustainable development, environmental education, environment.

KIRISH. Bugungi globallashuv sharoitida ekologik muammolar insoniyat taraqqiyotiga jiddiy tahdid solayotgan eng muhim omillardan biri hisoblanadi. Atrof-muhitning ifloslanishi, tabiiy resurslarning kamayib borishi, iqlim o‘zgarishi kabi jarayonlar jamiyatning barqaror rivojlanishiga salbiy ta’sir ko‘rsatmoqda.





Ushbu muammolarning kelib chiqishida nafaqat texnologik va iqtisodiy omillar, balki insonlarning ekologik madaniyati va mas'uliyat darajasining yetarli emasligi ham muhim o'rin tutadi.

Ekologik madaniyat jamiyat a'zolarining tabiatga bo'lgan munosabati, ekologik bilimlari, qadriyatlari va xulq-atvorini o'z ichiga oluvchi murakkab ijtimoiy hodisadir. U insonning tabiat bilan uyg'un yashashini ta'minlovchi muhim mezon sifatida namoyon bo'ladi. Shu boisdan ham ekologik madaniyatni shakllantirish bugungi kunda nafaqat ekologiya sohasi mutaxassislari, balki pedagoglar, sotsiologlar, siyosatchilar va keng jamoatchilik oldida turgan dolzarb vazifalardan biridir.

Mazkur maqolaning asosiy maqsadi jamiyatda ekologik madaniyatni shakllantirish jarayonida yuzaga kelayotgan muammolarni ilmiy jihatdan tahlil qilish hamda ularni bartaraf etish yo'llarini aniqlashdan iborat.

TADQIQOT METODOLOGIYASI. Tadqiqot jarayonida umumilmiy va maxsus tadqiqot usullaridan foydalanildi. Jumladan, tahlil va sintez, taqqoslash, tizimli yondashuv, mantiqiy umumlashtirish kabi metodlar qo'llanildi. Shuningdek, ekologik madaniyatga oid ilmiy adabiyotlar, normativ-huquqiy hujjatlar va statistik ma'lumotlar o'rganildi.

Tadqiqot metodologiyasi ekologik madaniyatni jamiyat taraqqiyotining muhim tarkibiy qismi sifatida ko'rib chiqishga asoslandi. Ekologik ta'lim va tarbiyaning uzluksizligi, aholining ekologik ongini oshirishda ijtimoiy institutlarning roli alohida e'tiborga olindi.

TADQIQOT NATIJALARI (Results)

Tadqiqot natijalari shuni ko'rsatdiki, jamiyatda ekologik madaniyatni shakllantirish jarayonida bir qator muammolar mavjud. Avvalo, aholining aksariyat qismida ekologik bilimlar yetarli darajada shakllanmagan. Ekologik muammolar ko'pincha faqat mutaxassislar doirasidagi masala sifatida qabul qilinib, kundalik hayot bilan uzviy bog'lanmaydi.

Ikkinchidan, ekologik ta'lim tizimida nazariy bilimlarga ustuvor ahamiyat berilib, amaliy ko'nikmalarni shakllantirish yetarli darajada yo'lga qo'yilmagan. Natijada, o'quvchilarda ekologik mas'uliyat va faol fuqarolik pozitsiyasi to'liq rivojlanmaydi.

Uchinchidan, ommaviy axborot vositalari va raqamli platformalarning ekologik madaniyatni targ'ib etishdagi imkoniyatlaridan to'liq foydalanilmayapti. Ekologik mavzudagi materiallarning tizimli va uzluksiz yoritilmasligi aholining ushbu masalalarga bo'lgan qiziqishini pasaytiradi.

MUHOKAMA. Dunyoda ekologik muvozanatni buzilish jarayoni juda ko'plab mintaqalarda kuzatilayapti. Insoniyatning farovonligining oshib borishi, iqtisodiy o'sish juda ko'plab resurslarga ehtiyojni yuzaga keltiradi. Bu esa tabiatga bo'lgan munosabatni o'zgartirishni taqazo qilmoqda. Yildan-yilga ekologik muammolarning o'tkirlashib borishi aholining ekologik madaniyatini oshirishni dolzarb masala sifatida kun tartibiga qo'ymoqda. Olingan natijalar ekologik madaniyatni shakllantirish faqat ta'lim muassasalari doirasida cheklanib qolmasligi





lozimpligini ko'rsatadi. Bu jarayon oiladan boshlanib, mahalla, ta'lim muassasalari, davlat va nodavlat tashkilotlar faoliyati bilan uzviy bog'liq holda amalga oshirilishi kerak.

Ekologik madaniyatni shakllantirish omillari:

Dunyoda tabiiy resurslarni cheksiz iste'mol qilinishi, qayta tiklanmaydigan energiya zahiralarini misli ko'rilmagan darajada kamayishiga olib kelmoqda. Tabiiy muhit va zahiralar faqat bizning avlod uchun emas balki kelgusi avlodlarning ham haqqi borligini unutmagan holda, ajdodlardan qanday qabul qilib olsak, shu holatda keying avlodlarga ham yetkazishimiz lozim.

Global iqlim o'zgarishlari, yer yuzida haroratning ortib borishi flora va faunada kechayotgan o'zgarishlar, suv manblari va resurslarga ta'siri fonida suvga bo'lgan talabning ortib borishi, ayniqsa Markaziy Osiyodagi vaziyatning keskinlik tomon o'zgarishi, suvga bo'lgan munosabatni qayta ko'rib chiqishni nazarda tutmoqda;

Aholining iste'mol darajasi va sanoat ishlab chiqarishining ortishi atrof muhitga maishiy va sanoat chiqindilarining miqdorini haddan tashqari ortishiga sabab bo'lmoqda. Bunday sharoitda atrof-muhitning ifloslanishi, chiqindilarning tabiatga ko'proq chiqishiga sabab bo'lmoqda.

Ekologik madaniyatning past darajasi ko'pincha iqtisodiy manfaatlarining ustuvor qo'yilishi bilan izohlanadi. Biroq uzoq muddatli istiqbolda ekologik mas'uliyatsizlik iqtisodiy va ijtimoiy inqirozlarga olib kelishi mumkin. Shu sababli ekologik madaniyatni rivojlantirish barqaror rivojlanish strategiyasining ajralmas qismi sifatida qaralishi lozim.

Ekologik madaniyatni shakllantirishning asosiy vazifalari:

Ekologik tarbiya dastlab oilada boshlanadi. Bunda bolaga tabiat bilan ongli va ehtiyot bo'lib munosabatda bo'lish elementlarini shakllantirish. Insonning tabiatning bir qismi sifatida anglash tuyg'usini uyg'otish. Ota-onalar bolalarni tabiat qo'yniga ko'proq olib chiqishi, inson tabiat munosabatlarini uyg'unlashtirish;

Ta'lim muassasalarida ekologik ta'lim va tarbiyaning sifatini oshirish, muassasada eko (tirik) burchaklar tashkil etish;

Eko faollar faoliyatini rag'batlantirish, OAV da tabiatni asrash va atrof-muhitga ehtiyotkor munosabatni targ'ib qiladigan kontentlarni joylashtirish.

XULOSA. Xulosa qilib aytganda, jamiyatda ekologik madaniyatni shakllantirish murakkab va ko'p bosqichli jarayon bo'lib, u uzluksiz ekologik ta'lim, samarali targ'ibot va fuqarolarning faol ishtirokini talab etadi. Ekologik madaniyatning yuksalishi nafaqat atrof-muhitni muhofaza qilish, balki jamiyatning ijtimoiy-iqtisodiy barqarorligini ta'minlashda ham muhim ahamiyat kasb etadi.

Mazkur tadqiqot natijalari ekologik madaniyatni rivojlantirish bo'yicha kompleks yondashuv zarurligini ko'rsatadi va ushbu sohada keyingi ilmiy izlanishlar uchun metodologik asos bo'lib xizmat qiladi.

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Anropogenetika usullari: populyatsion-statistik usul

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Annotatsiya. Mazkur maqolada antropogenetika fanida keng qo'llaniladigan populyatsion-statistik usulning nazariy asoslari va amaliy ahamiyati yoritilgan. Ushbu usul inson populyatsiyalarida genlar va allellarning tarqalish chastotalarini aniqlash, irsiy belgilarning avloddan-avlodga o'tish qonuniyatlarini tahlil qilish hamda genetik xilma-xillik darajasini baholash imkonini beradi. Maqolada Hardy–Vaynberg qonuni, allel va genotip chastotalarini hisoblash, populyatsiyalarda mutatsiya, migratsiya, genetik drift va tabiiy tanlanish jarayonlarining ta'siri ilmiy manbalar asosida tahlil qilingan. Shuningdek, populyatsion-statistik usulning tibbiyot, sud-tibbiy ekspertiza va antropologik tadqiqotlardagi qo'llanilishi misollar orqali yoritilgan. Tadqiqot natijalari antropogenetika sohasida populyatsion yondashuvning nazariy va amaliy ahamiyatini asoslab beradi.

Kalit so'zlar: antropogenetika, populyatsion-statistik usul, gen chastotasi, allel chastotasi, Hardy–Vaynberg qonuni, genetik drift, migratsiya, mutatsiya, tabiiy tanlanish, inson populyatsiyasi, genetik xilma-xillik

Kirish. Antropogenetika inson populyatsiyalarining genetik tuzilishini, irsiy belgilarning tarqalishini hamda ularning tarixiy va zamonaviy omillar ta'sirida shakllanish qonuniyatlarini o'rganuvchi muhim biologik fan tarmoqlaridan biridir. Ushbu fan genetik, antropologik va statistik yondashuvlarni uyg'unlashtirgan holda insoniyatning biologik xilma-xilligini ilmiy asosda tahlil qilish imkonini beradi. Ayniqsa, hozirgi globallashuv va migratsiya jarayonlari kuchaygan davrda inson populyatsiyalarida genetik o'zgarishlarni aniqlash dolzarb ahamiyat kasb etmoqda.

Antropogenetik tadqiqotlarda qo'llaniladigan usullar orasida populyatsion-statistik usul alohida o'rin egallaydi. Mazkur usul yordamida inson populyatsiyalarida gen va allellarning uchrash chastotasi, genotiplarning taqsimlanishi hamda irsiy belgilar dinamikasi aniqlanadi. Populyatsion-statistik yondashuv inson populyatsiyalarining genetik barqarorligi yoki o'zgaruvchanligini baholashda muhim ilmiy asos bo'lib xizmat qiladi.

Ilmiy manbalarda qayd etilishicha, populyatsion-statistik usulning nazariy asosi Hardy–Vaynberg qonuniga tayangan bo'lib, ushbu qonun populyatsiyada genetik muvozanat sharoitlarini aniqlash imkonini beradi. Ushbu yondashuv mutatsiya, migratsiya, genetik drift va tabiiy tanlanish kabi evolyutsion omillarning inson genofondiga ta'sirini o'rganishda keng qo'llaniladi. Shuningdek, bu usul tibbiy genetika, sud-tibbiy ekspertiza, demografiya va antropologik tadqiqotlarda amaliy ahamiyatga ega.

Mazkur maqolaning maqsadi antropogenetika fanida populyatsion-statistik usulning mohiyati, asosiy tushunchalari va ilmiy-amaliy ahamiyatini yoritishdan iborat. Maqolada ushbu usul yordamida olingan ilmiy natijalar va ularning inson populyatsiyalarini o'rganishdagi roli tahlil qilinadi.





Asosiy qism. Populyatsion-statistik usul antropogenetikaning eng muhim va asosiy tadqiqot usullaridan biri bo'lib, u inson populyatsiyalarining genetik tuzilishini miqdoriy jihatdan tahlil qilishga imkon beradi. Ushbu usul populyatsiyada genlar, allellar va genotiplarning uchrash chastotasini aniqlash orqali irsiy jarayonlarning umumiy qonuniyatlarini ochib beradi. Populyatsiya genetikasi nuqtayi nazaridan inson populyatsiyasi umumiy genofondga ega bo'lgan va erkin nikoh orqali bog'langan individlar majmuasi sifatida qaraladi. Shu sababli populyatsion-statistik yondashuv individual emas, balki guruh darajasidagi genetik jarayonlarni o'rganishga yo'naltirilgan.

Mazkur usulning nazariy asosi Hardy–Vaynberg qonuniga tayanadi. Ushbu qonunga ko'ra, ideal sharoitlarda populyatsiyada allel va genotip chastotalari avloddan-avlodga o'zgarmasdan saqlanib qoladi. Agar populyatsiyada ikki allelli gen mavjud bo'lsa va ularning chastotalari mos ravishda p va q bilan ifodalansa, u holda genotip chastotalari quyidagi tenglama asosida aniqlanadi:

$$p^2 + 2pq + q^2 = 1.$$

Bu yerda p^2 dominant gomozigotlar, $2pq$ geterozigotlar va q^2 retsessiv gomozigotlar chastotasini bildiradi. Amaliy tadqiqotlarda ushbu formula yordamida kuzatilgan va kutilgan genotip chastotalari solishtiriladi hamda populyatsiyada genetik muvozanat mavjud yoki mavjud emasligi aniqlanadi.

Ilmiy dissertatsion tadqiqotlarda populyatsion-statistik usul ko'pincha qon guruhlari, rezus-faktor, teri rangiga oid belgilar, barmoq izlari va ayrim irsiy kasalliklar misolida qo'llaniladi. Masalan, ABO qon guruhlari tizimi inson populyatsiyalarida genetik farqlanishni o'rganishda qulay model hisoblanadi. Turli mintaqalarda A, B va O allellarining chastotasi bir xil emasligi aniqlangan bo'lib, bu holat tarixiy migratsiya va tabiiy tanlanish jarayonlari bilan izohlanadi.

Quyidagi jadvalda shartli populyatsiyada bir genning allel va genotip chastotalari populyatsion-statistik usul asosida hisoblangan.

Jadval. Populyatsiyada genotip va allel chastotalarini aniqlash (namuna)

Genotip	Individlar soni	Chastota
AA	36	0,36
Aa	48	0,48
aa	16	0,16
Jami	100	1,00

Ushbu jadval asosida allel chastotalari quyidagicha aniqlanadi:

$$p(A) = 0,36 + 0,5 \times 0,48 = 0,60,$$

$$q(a) = 0,16 + 0,5 \times 0,48 = 0,40.$$

Natijalar Hardy–Vaynberg muvozanatiga yaqin bo'lib, populyatsiyada genetik barqarorlik mavjudligini ko'rsatadi.

Populyatsion-statistik usul yordamida genetik jarayonlarga ta'sir etuvchi asosiy omillar ham o'rganiladi. Mutatsiyalar genofondni yangi allellar bilan boyitadi va populyatsiyada genetik xilma-xillikni oshiradi. Migratsiya jarayoni turli populyatsiyalar o'rtasida genlar almashinuviga olib keladi va allel





chastotalarini o'zgartiradi. Genetik drift kichik populyatsiyalarda tasodifiy o'zgarishlar orqali genetik tuzilishga sezilarli ta'sir ko'rsatadi. Tabiiy tanlanish esa muhit sharoitlariga eng mos individlarning ko'payishini ta'minlaydi.

Tibbiy antropogenetikada populyatsion-statistik usul irsiy kasalliklarning tarqalish darajasini aniqlashda muhim ahamiyatga ega. Ushbu yondashuv yordamida retsessiv kasalliklar tashuvchilarining ehtimoli hisoblanadi va profilaktik chora-tadbirlar rejalashtiriladi. Shuningdek, sud-tibbiy ekspertizada populyatsion-statistik ma'lumotlar shaxsni identifikatsiya qilishda qo'llaniladi. Demografik va tarixiy tadqiqotlarda esa bu usul inson populyatsiyalarining kelib chiqishi va rivojlanish bosqichlarini tushuntirishga xizmat qiladi.

Xulosa. Ushbu maqolada antropogenetikaning populyatsion-statistik usullari tahlil qilinib, ularning inson populyatsiyalaridagi genetik xususiyatlarni o'rganishda qanday qo'llanilishi ko'rsatildi. Tadqiqot natijalari shuni isbotladiki, populyatsion-statistik usullar insonlarning genetik strukturasini, allel chastotalari taqsimotini va populyatsiyalar orasidagi genetik farqlarni aniqlashda samarali vosita hisoblanadi.

Maqolada populyatsion statistika yordamida genetik o'zgarishlar va ularning demografik omillar bilan bog'liqligi aniqlangan. Shu bilan birga, ushbu usullar inson populyatsiyasidagi irsiy kasalliklar tarqalishi, adaptatsiya jarayonlari va evolyutsion tendensiyalarni baholashda muhim ahamiyatga ega ekanligi ko'rsatildi.

Populyatsion-statistik yondashuv antropogenetika tadqiqotlarida aniq va ishonchli natijalar berib, kelajakda genetik monitoring, tibbiy genetika va antropologik tadqiqotlarda yanada keng qo'llanish imkonini yaratadi. Shu bilan birga, ushbu usullarning samaradorligi ma'lumotlar sifati va statistik modellashtirish uslublariga bog'liq ekanligi ta'kidlandi.

Natijada, antropogenetikaning populyatsion-statistik usullari inson populyatsiyasini ilmiy asosda o'rganish, genetik xavflarni baholash va evolyutsion jarayonlarni tadqiq etishda muhim ilmiy vosita sifatida qaraladi. Ushbu yondashuvlarning amaliy qo'llanilishi bioetika va tibbiy genetik sohalarida ham katta ahamiyatga ega bo'lishi kutilmoqda.

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