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Peculiarities of mental labor activity in students

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Annotation

In the current educational system, students are forced to learn a large amount of information in a short period of time. This process can lead to difficulty concentrating, memory loss, stress and mental strain.

Key words: students, stress, concentration, relaxation, cognitive ability

Introduction

Due to the lack of research in our country on the study of mental work of students, experiments were conducted in the educational process based on foreign research and modern methods. Students were monitored for proper distribution of time, study, recreation and healthy lifestyle. During mental work, memory, attention and speed of reaction were evaluated. The impact of stress and mental strain on the educational process was determined. In the questionnaire, students gave information on sleep, rest, telephone and TV use, eating, studying and depression. Memory was checked using psychotest methods. Remember pictures in 20 seconds and identified 16 key pictures. Using the Schult-Platonov method, numbers from 1 to 25 were found in consecutive order. In the measurement of attention, the rapid detection of red and green color was carried out using colored rays.

It was found that students' ability to maintain memory and attention is related to their sleep, rest and study time. In some cases, over-exercising has had a negative effect. The preliminary results of the month of the beginning of the educational process showed the error indicators of some students.

Conclusion

Time management is an important factor for students. Stress and fatigue have a negative effect on mental work. Using modern methods, it was confirmed that it is possible to increase the mental capacity and attention of students.

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PREVENTION OF TROPHIC ULCERS IN PATIENTS WITH ATHEROSCLEROSIS OF THE FOOT ARTERIES

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Relevance of the topic: Atherosclerosis of the foot arteries is a progressive condition that significantly impairs blood flow, leading to ischemia and, in severe cases, trophic ulcers. These ulcers not only diminish quality of life but also pose a high risk for infection, gangrene, and potential amputation. Given the increasing prevalence of peripheral arterial disease (PAD) associated with aging populations, diabetes, and other cardiovascular risk factors, the prevention of trophic ulcers has become a critical public health challenge. This topic is relevant due to its direct implications on patient morbidity, healthcare costs, and the need for multidisciplinary approaches to manage complications effectively.

Purpose of the study: This study aims to evaluate the effectiveness of various prevention strategies for trophic ulcers in patients with atherosclerosis of the foot arteries. The goal is to identify evidence-based interventions that can mitigate the risk of ulceration and promote vascular health in this patient population.

Materials and methods: The study was conducted over 12 months at the Fergana Branch of the Republican Research Center of Emergency Medicine (RRCEM) and involved 62 patients diagnosed with PAD and ischemia of the lower extremities. Participants were divided into two groups:

Group A (intervention group): Received comprehensive management, including pharmacological treatments (antiplatelets, statins, and vasodilators), lifestyle modifications, regular wound assessments, and foot care education.

Group B (control group): Received standard pharmacological treatment without specialized care.

Primary outcomes measured included the incidence of trophic ulcers, wound healing rates, and patient adherence to preventive strategies. Data were analyzed using statistical software, and outcomes were compared between the two groups.

Results and Discussion: The study found that the incidence of trophic ulcers was significantly lower in Group A (12%) compared to Group B (28%) over the study period. Patients in the intervention group also demonstrated better adherence to foot care routines, with a 35% improvement in self-reported practices such as moisturizing, avoiding trauma, and regular use of custom orthotics. Key findings include:





Pharmacological interventions, particularly the use of antiplatelets and statins, reduced the risk of critical ischemia.

Regular foot care assessments led to early detection of minor wounds, preventing progression to ulcers.

Patients who adhered to lifestyle modifications, such as smoking cessation and a balanced diet, had improved overall vascular health.

These results underscore the importance of a multidisciplinary approach to prevention, combining pharmacological, educational, and lifestyle strategies. The findings are consistent with prior studies highlighting the role of early intervention in reducing ulceration rates.

Conclusion: Preventing trophic ulcers in patients with atherosclerosis of the foot arteries requires a proactive and multidisciplinary approach. Comprehensive management, including regular monitoring, education, and evidence-based pharmacological interventions, significantly reduces the risk of ulceration and improves patient outcomes. **Recommendations:**

Implement regular foot care programs and vascular assessments as part of routine management for patients with PAD to ensure early detection and intervention.

Promote patient education campaigns focusing on the importance of foot hygiene, smoking cessation, and adherence to prescribed treatments to improve long-term vascular health.

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UROGENITAL DIABETIC NEUROPATHY: CLINICAL FEATURES AND TREATMENT

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Relevance: Diabetic autonomic polyneuropathy (DAP) is a severe complication of diabetes, significantly reducing patients' quality of life. The urogenital form, marked by neurogenic bladder dysfunction, erectile dysfunction, and sexual disorders, causes substantial physical and psychological distress. Despite its prevalence, effective treatment strategies remain underexplored, warranting further research.

Materials and Methods: This retrospective study evaluated 80 patients over three years with confirmed diabetes and urogenital dysfunction due to autonomic neuropathy. Diagnostic methods included:

1. Clinical Neurological Examination: Assessment of sensory, motor, and autonomic functions.
2. Neurophysiological Tests: EMG, HRV, and NCS for autonomic nerve evaluation.
3. Urodynamic Studies: Bladder function testing.
4. Laboratory Analysis: HbA1c, renal function, and glucose monitoring.

Treatment outcomes were assessed using patient-reported measures, symptom scales, and clinical parameters.

Results: The mean patient age was 52.7 ± 8.4 years, with a male-to-female ratio of 55:45 and an average diabetes duration of 11.8 ± 6.1 years. Neurogenic bladder was observed in 70%, erectile dysfunction in 55% of males, and sensory impairment in 75%. Autonomic nerve dysfunction appeared in 80%, and motor response delays in 74%. Alpha-lipoic acid improved nerve conduction in 60%, anticholinergic agents reduced bladder overactivity in 56%, and PDE inhibitors addressed erectile dysfunction in 42%. Glycemic control (HbA1c $<7.0\%$) improved symptoms in 78%. Pelvic floor training helped bladder function in 52%, while surgical interventions were rare but necessary in refractory cases.

Discussion: The complex challenges of urogenital DAP necessitate a multidisciplinary approach. Pharmacological treatments, particularly alpha-lipoic acid and anticholinergic agents, showed promising outcomes. Lifestyle interventions focused on glycemic control and weight management further enhanced results. Global comparisons emphasize the need for comprehensive care integrating medical, physical, and psychological strategies.

Conclusion: This study highlights the burden of urogenital DAP and demonstrates the effectiveness of a multifaceted treatment approach. Early diagnosis, pharmacological therapy, and lifestyle changes significantly





improved patient outcomes. Further research into advanced therapies is crucial to address unmet clinical needs and improve quality of life.

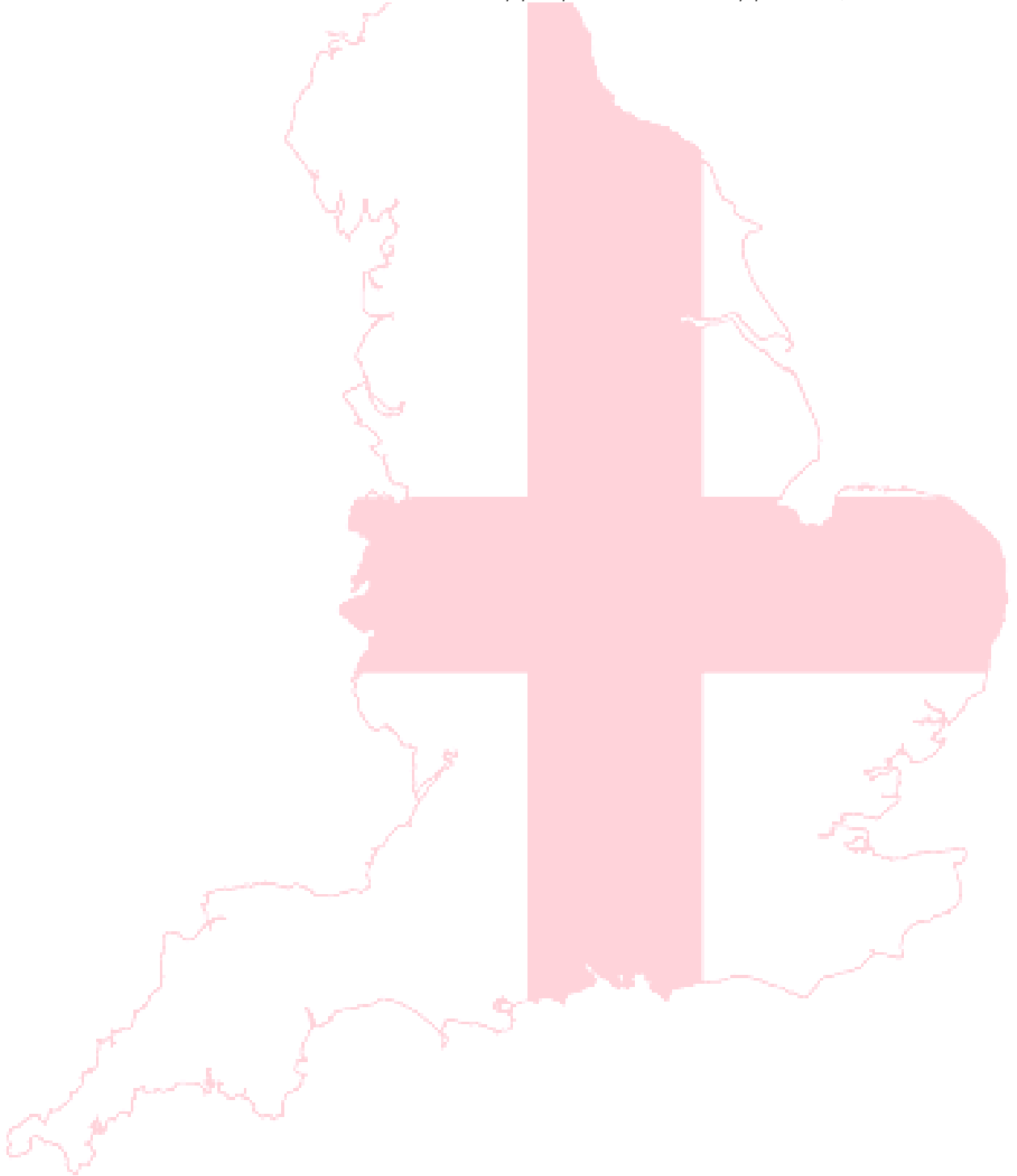
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СОВРЕМЕННЫЕ ПОДХОДЫ К ДИАГНОСТИКЕ И ЛЕЧЕНИЮ РАКА ПИЩЕВОДА: КОРРЕЛЯЦИЯ КЛИНИЧЕСКИХ И ПАТОМОРФОЛОГИЧЕСКИХ ДАННЫХ

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Введение: Современные методы диагностики и лечения рака пищевода активно развиваются, но их эффективность во многом зависит от правильной корреляции клинических симптомов и морфологических характеристик опухоли. Своевременная идентификация гистологических типов опухолей позволяет подобрать оптимальную терапевтическую тактику.

Цель: Определить взаимосвязь между клиническими проявлениями, стадией заболевания и морфологическими особенностями опухоли для повышения точности диагностики и эффективности лечения.

Материалы и методы: Анализ медицинских данных пациентов с различными формами рака пищевода. Исследовалась взаимосвязь между гистологическим типом опухоли, ее степенью дифференцировки и клиническими проявлениями (дисфагия, боль, потеря массы тела и др.).

Полученные результаты: Выявлено, что низкодифференцированные опухоли чаще ассоциируются с агрессивным клиническим течением и ранним метастазированием. Аденокарцинома, как правило, проявляется поздними симптомами, что затрудняет раннюю диагностику. Применение эндоскопической биопсии в сочетании с молекулярными маркерами позволяет повысить точность диагностики.

Выводы: Корреляция клиничко-морфологических данных является ключевым элементом персонализированного подхода в лечении рака пищевода. Современные методы диагностики, такие как ПЭТ-КТ и молекулярное профилирование опухолей, позволяют повысить точность стадирования и эффективность терапии.





PREVENTIVE MEASURES FOR COMPLICATIONS AFTER GASTROINTESTINAL SURGERY

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Relevance: Postoperative complications following gastrointestinal (GI) surgery remain a significant challenge, increasing morbidity, hospital stays, and healthcare costs. Implementing effective preventive strategies can improve patient outcomes and reduce the burden on healthcare systems.

Aim: This study aims to evaluate the effectiveness of preventive measures in reducing complications after GI surgery by comparing two patient groups: a control group receiving standard care and a main group with additional preventive interventions.

Materials and Methods: The study was conducted at the Fergana Branch of the Republican Research Center of Emergency Medicine (RRCM) and included 38 patients. Patients were divided into a control group (n=19) receiving routine postoperative care and a main group (n=19) receiving enhanced preventive measures such as optimized perioperative antibiotic prophylaxis, early mobilization, personalized nutritional support, and enhanced wound care. Postoperative complications, length of hospital stay, and recovery outcomes were analyzed.

Results and Discussion: The incidence of postoperative complications was significantly lower in the main group compared to the control group. Wound infections, anastomotic leakage, and pulmonary complications were reduced due to the implementation of enhanced preventive measures. Patients in the main group also demonstrated faster recovery and a shorter hospital stay. The findings suggest that a comprehensive preventive approach is crucial in minimizing postoperative complications and improving patient outcomes.

Conclusion: Implementing structured preventive measures can effectively reduce complications following GI surgery. Based on the study results, we recommend:

1. Establishing standardized perioperative protocols, including optimized antibiotic prophylaxis and early mobilization.
2. Enhancing postoperative nutritional support and wound care strategies to accelerate recovery and reduce infection risks.

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BOSHLANG'ICH SINFLARDA FAZOVIIY SHAKLLARNI O'RGATISHDA 3D MODELLASHTIRISH VA MAKETLARDAN FOYDALANISH

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Annotasiya: Ushbu maqola boshlang'ich sinf o'quvchilariga fazoviy shakllarni o'qitishda 3D modellashtirish dasturlari va maketlardan foydalanishning samaradorligini o'rganishga qaratilgan. Tadqiqotda 8-10 yoshdagi bolalar ishtirokida o'tkazilgan tajriba asosida, ushbu vositalardan foydalanilgan guruhdagi o'quvchilarning fazoviy tasavvuri an'anaviy usullar qo'llanilgan guruhga qaraganda sezilarli darajada yaxshilangani aniqlandi.

Ushbu natijalar zamonaviy texnologiyalar va amaliy vositalarning geometrik bilimlarni o'zlashtirishda, shuningdek, darslarda o'quvchilarning qiziqishi va faolligini oshirishda katta ahamiyatga ega ekanligini ko'rsatdi. Maqolada ushbu usullarni ta'lim jarayoniga kengroq tatbiq etish bo'yicha tavsiyalar keltiriladi. **Kalit so'zlar:** boshlang'ich ta'lim, fazoviy shakllar, 3D modellashtirish, maketlar, geometrik tasavvur, zamonaviy texnologiyalar, matematika o'qitish, interfaol usullar.

Kirish. Bugungi kunda ta'lim tizimida o'quvchilarning fazoviy tasavvur ko'nikmalarini rivojlantirish eng muhim vazifalardan biridir. Ayniqsa, boshlang'ich sinf o'quvchilari uchun fazoviy shakllarni tushunish va ulardan foydalanish qobiliyati matematikadan tashqari, kelajakda muhandislik, arxitektura va dizayn kabi sohalarida ham muhim rol o'ynaydi. Fazoviy tasavvur bolalarga atrofdagi dunyoni tahlil qilish, ijodiy yechimlar topish va mavhum tushunchalar bilan ishlashni o'rganishda yordam beradi. Shuning uchun boshlang'ich sinflarda bu ko'nikmalarni samarali shakllantirish ta'limning dolzarb masalalaridan biriga aylandi. So'nggi yillarda 3D modellashtirish dasturlari va maketlar ta'limda keng tarqalgan vositalarga aylandi. 3D modellashtirish bolalarga virtual muhitda shakllarni yaratish, ularni turli ko'rinishlarda o'rganish va o'zgartirish imkonini beradi, bu esa fazoviy tasavvurni rivojlantirish bilan birga texnologik bilimlarni ham oshiradi. Maketlar esa o'quvchilarga shakllarni o'z qo'llari bilan yasab,





ularning tuzilishini teginish orqali his qilish imkoniyatini taqdim etadi. Bu usullar darslarga o'yin va ijodiy elementlar qo'shib, o'quv jarayonini qiziqarli va faol qiladi, natijada o'quvchilarning motivatsiyasi oshadi.

Ushbu maqolaning maqsadi boshlang'ich sinflarda fazoviy shakllarni o'qitishda 3D modellashtirish va maketlardan foydalanishning afzalliklarini tahlil qilish, ularning ta'lim jarayoniga ta'sirini baholash va amaliy qo'llash imkoniyatlarini ko'rib chiqishdir. Shu bilan birga, ushbu usullarning nazariy asoslari, amaliy imkoniyatlari va qo'llashdagi qiyinchiliklari o'rganiladi. An'anaviy usullar bilan birgalikda qo'llashning samaradorligi va boshlang'ich sinf o'quvchilarining yosh xususiyatlariga mosligi ham muhokama qilinadi.

Adabiyotlar tahlili va metodologiyasi

O'zbekistonda boshlang'ich sinflarda matematika va geometriya o'qitish bo'yicha bir qator tadqiqotlar mavjud bo'lsa-da, 3D modellashtirish va maketlardan foydalanish kabi zamonaviy yondashuvlarga bag'ishlangan ishlar kam uchraydi. Shu bilan birga, fazoviy tasavvur va geometrik shakllarni o'qitish bo'yicha umumiy pedagogik yondashuvlarni o'rganishda quyidagi olimlarning ishlari e'tiborga loyiq: N. Bikbayeva va E. Yangabayeva o'zlarining "To'rtinchi sinf matematika darsligi" (2017) asarida geometrik shakllarni o'qitishda ko'rgazmali va amaliy vositalardan foydalanish muhimligini ta'kidlaydi. Ular sodda maketlar va chizmalarni qo'llashni tavsiya qilgan bo'lsalar-da, 3D modellashtirish kabi raqamli texnologiyalarga e'tibor bermaganlar[1].

R.A.Habibullayevning "O'quvchilarning matematik tafakkurini shakllantirish" (2010) tadqiqotida fazoviy tasavvur va mantiqiy fikrlashni rivojlantirishda amaliy mashg'ulotlarning ahamiyati ko'rsatilgan[2].

G.E.Saidovanning "Matematika darslarida o'quvchilarni mustaqil fikrlashga o'rgatish" (2019) ishida geometrik materiallarni o'qitishda interfaol usullarning foydalari muhokama qilinadi. U real hayotdagi obyektlardan foydalanishni taklif qiladi, ammo 3D modellashtirish texnologiyalariga to'xtalgan emas[3]. O'zbek olimlari asosan an'anaviy usullarga (maketlar, chizmalar, ko'rgazmali vositalar) e'tibor qaratgan bo'lsa-da, zamonaviy texnologiyalarni ta'limda kengroq qo'llash bo'yicha yetarli tadqiqotlar mavjud emas. Bu bo'shliqni to'ldirish uchun yangi izlanishlar zarur.

Chet el tadqiqotlari esa bu sohada ancha oldinga ketgan. Masalan, Jean Piagetning kognitiv rivojlanish nazariyasi (20-asr o'rtalari) 7-11 yoshdagi bolalarning fazoviy tasavvurini rivojlantirishda amaliy vositalardan foydalanishning psixologik ahamiyatini ta'kidlaydi. Uning ishlari 3D modellar va maketlar orqali o'qitishning asoslarini tushunishga yordam beradi[4].

Natija va muhokama

3D modellashtirish va maketlardan foydalanish zamonaviy ta'limning talablariga javob beradi. Fazoviy tasavvur qobiliyatlari bugungi kunda nafaqat





matematika, balki muhandislik, dizayn va texnologiya kabi sohalarda ham muhim hisoblanadi. Shu sababli, boshlang'ich sinflarda bu usullarni qo'llash o'quvchilarning kelajakdagi rivojlanishiga asos soladi.

Birinchidan, 3D modellashtirish dasturlari o'quvchilarga shakllarni virtual muhitda ko'rish, aylantirish va tahlil qilish imkonini beradi. Bu usul ikki o'lchovli tasvirlardan farqli o'laroq, shakllarni uch o'lchovli holatda o'rganishga yordam beradi va fazoviy tasavvurni faol ravishda rivojlantiradi[4].

Ikkinchidan, maket yasash o'quvchilarning amaliy ko'nikmalarini oshiradi. Qog'oz, plastilin yoki boshqa materiallardan shakllar yaratish jarayoni shakllarning tuzilishini teginish orqali tushunish imkonini beradi. Bu yosh bolalar uchun ayniqsa foydali, chunki ular amaliy faoliyat orqali yaxshiroq o'rganadi. Bundan tashqari, bu jarayon ijodiy fikrlashni rag'batlantiradi va darslarni qiziqarli qiladi[1].



Ushbu usullar o'quvchilarni zamonaviy texnologiyalar bilan tanishtirib, ularning raqamli savodxonligini oshiradi. Masalan, 3D dasturlardan foydalanish kelajakda texnologik sohalarda muvaffaqiyat qozonish uchun muhim ko'nikma hisoblanadi. An'anaviy usullar bilan birgalikda qo'llanilganda esa bu yondashuv yanada samarali bo'ladi. Nazariy bilimlarni 3D modellar yoki maketlar yordamida mustahkamlash o'quvchilarning o'zlashtirish darajasini oshiradi[2].



Ammo ushbu usullarni qo'llashda o'quvchilarning yoshiga moslashtirish muhim. Dasturlar va maket yasash jarayoni sodda, tushunarli va xavfsiz bo'lishi kerak.

Xulosa

Boshlang'ich sinflarda fazoviy shakllarni o'qitishda 3D modellashtirish va maketlardan foydalanish o'quvchilarning bilimlarni chuqur o'zlashtirishiga





va amaliy ko'nikmalarini rivojlantirishiga yordam beradi. Bu usullar geometrik tushunchalarni ko'rish va teginish orqali tushunishni osonlashtiradi, shuningdek, ijodiy fikrlash va texnologik bilimlarni oshiradi. 3D vositalar o'quvchilarga o'z tasavvurlarini amalda sinash imkonini bersa, maketlar nazariy bilimlarni hayotiy tajriba bilan bog'laydi. Tajribalar shuni ko'rsatadiki, bu yondashuv dars samaradorligini oshiradi va o'quvchilarni mustaqil o'rganishga undaydi. Shu bilan birga, o'qituvchilarning texnologik tayyorgarligi va ijodiy yondashuvi muhim rol o'ynaydi. Umuman, 3D modellash tirish va maketlar boshlang'ich ta'limda fazoviy shakllarni o'qitishning zamonaviy va samarali uslubiga aylanmoqda.

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THE ROLE OF EDUCATIONAL TECHNOLOGY IN ENSURING THE QUALITY OF STUDENT LEARNING

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Abstract: This article discusses the teacher factor as one of the most crucial elements in achieving high quality in education and training qualified personnel. It emphasizes the importance of teachers' knowledge level and professional skills. The article also addresses the need to familiarize teachers with modern teaching technologies that meet contemporary requirements and to develop skills and competencies that ensure their effective use.

Key words: education, development, method, technology, technological process, pedagogical technology, teaching technology, pedagogical process.

The social changes taking place in society in recent years, the interpretation of the issue of training mature personnel who meet the requirements of the time as one of the most important factors influencing the further development of our society, require serious changes in the educational process. However, all the reforms being implemented in our country are aimed at human perfection, well-being, their interests, and most importantly, raising a harmoniously developed generation.[1.175]

Scientific and technological progress necessitates the introduction of new technologies not only in numerous branches of production but also in the cultural sphere and the domain of social and humanitarian knowledge. Consequently, one of the pressing issues of today is pedagogical technology.[1.280]

The process of integration with the global community has created opportunities to utilize new teaching technologies and rich experience from abroad in education. Furthermore, at present, it is imperative to harness the achievements of science and technology, particularly the advances made in linguistics, pedagogy, didactics, and psychology, to enhance the effectiveness of the educational process.

Currently, one of the most crucial issues in education is the implementation of educational objectives based on the goals, content, methods, tools, organizational forms of teaching, and the material of the subject being studied in the learning process.

It is well known that higher education is one of the most important links in continuous education, as it plays a vital role in training well-rounded,





knowledgeable, and skilled personnel for various sectors of the national economy.

In achieving high quality in education and training qualified personnel, the teacher factor, their level of knowledge, and professional skills are among the most crucial elements. When preparing personnel in higher education, it is necessary to focus on two important aspects:

1. Professional training of the future specialist.
2. Their pedagogical preparedness.

For the first aspect, it is essential to determine the purpose and content of teaching, i.e., what to teach, while for the second, it is important to address issues related to teaching methods, i.e., how to teach. In methodological literature, one can encounter a wide variety of terms associated with the word "technology": pedagogical technology, technical technology, educational technology, new technology, modern technology, humanitarian technology, and so on.[2.203]

When discussing this, it is first necessary to separately consider three types of technology: technical technology, educational technology, and teaching technology. Technology originally entered the educational process from production. In production, the terms "technological process," "technological operation," "technological map," and "technological regime" are widely used. In particular, technology is a production process, and pedagogical technology is a new pedagogical process.

Currently widely used pedagogical technology is actually derived from the English word "Educational technology," which means educational technology. Pedagogical technology is used, including technologies that shape the personality, develop its qualities and characteristics, and technologies related to teaching and learning, i.e., didactic technologies. The main feature of an educational technologist is design, implementation, guaranteed result. When applying pedagogical technologies, a guaranteed result can be achieved, since the student is at the center of learning. This process can be applied in general pedagogical, specific methodological, and modular directions. [2.256]

However, in our opinion, it would be correct to consider it expedient to use a differentiated approach in addition to these concepts in teaching foreign languages to students. Pedagogical technology involves a system more related to upbringing, while teaching technology includes operations with teaching educational material. Since the educational process is understood as a whole and interconnected, pedagogical technology is considered as a system representing the integrity of the technologization of the educational process.

When we talk about the use of new modern technologies in teaching foreign languages, we believe that it is advisable to consider teaching, i.e., educational technology, separately, since educational technologies are understood as the organization of lessons, the search for and creation of





effective methods of mastering knowledge, taking into account human internal resources, cooperation in the process of optimizing forms of education. [2.305]

Teaching technology is also an integral part of educational technology, in which the goal of teaching is set more clearly, that is, it is a process that ensures the guaranteed achievement of the result, intended and defined through didactic actions performed in a certain sequence, aimed at achieving a goal related to a specific topic. It is reflected in the technological map. [3.226]

In general, this can be called a systematic approach to the design of the educational process. The famous didactic scientist Jan Amos Kamensky also dreamed of designing a teaching process that would live as accurately as a clock mechanism in his time. Modern teaching technology in foreign language teaching aims to form skills and abilities that ensure that foreign language teachers are aware of modern teaching technologies and effectively use them, meeting the requirements of the time at the present stage of society's development.

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THE PLACE OF INNOVATIVE THINKING IN THE BELIEFS OF YOUTH

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As is known, one of the categories that has rapidly entered scientific circulation and is increasingly used in communication processes in recent years is the concept of "innovation." In the linguistic sense, the term "innovation" is derived from the English word "innovasia," which means the introduction of something new, the introduction of something new.

It is also worth noting that from the point of view of the development of science, it is difficult to call the category of "innovation" a new epistemological concept. Because we all know that the main goal and task of science is to identify and implement innovations in practice. Therefore, it is necessary to take into account that the innovative processes taking place today are directly related to the need to accelerate the development of society, in particular, to bring independent Uzbekistan to the level of global integration processes that are gaining momentum. In this sense, the following opinion of Prof. K. Nazarov, highlighted in the "Encyclopedia of World Philosophy", is very noteworthy: "Innovations are carried out in the socio-economic, organizational-administrative, technical-technological, cultural-educational spheres. The main goal of innovation is to create various kinds of innovations that will bring about major changes in social practice and to implement them in practice."

Today, social progress is taking place at a higher pace than ever before, based on the objective requirements of social development. It is clearly evident that the demands that are being paid serious attention to the development of science and technology cover all spheres of social life. Because the fierce innovative competition that is escalating in the conditions of a market economy is pushing the peoples and states of the world towards extremely dynamic innovations. Even some "stagnant" sectors that do not seem to need modernization at first glance are forced to develop under the influence of innovative development. An example of this is the sphere of religious life.

The point is that modernization has also encompassed religious values, which supposedly set the norms and requirements to be followed. There are a great many proponents of modernization of every religion, including Islam, today, and they are pondering innovative problems such as strengthening their positions in various directions, promoting missionary work, combating the ideas of returning Islam to its original state (Wahhabism), reconciling religion and science, and combining religious beliefs with secular beliefs. Because, in this regard, as recently approved by the Law of the Republic of





Uzbekistan No. 1037 dated February 25, 2025, the “CONCEPTION of ensuring freedom of conscience of citizens and state policy in the religious sphere in the Republic of Uzbekistan” specifically emphasizes, attempts to introduce rules specific to a particular religion into relations regulated by laws in society, denial of the equality of human rights and interests, refusal to comply with the norms of social morality, restriction of citizens' rights to use the achievements of science and culture, and promotion of ideas and views aimed at undermining the development and unity of society instead of recognizing the essence of secular state relations, “...situations that threaten the unity of the people of Uzbekistan, society and the state, and can lead to non-compliance with legislation, violation of the rights of other persons, erosion of patriotic feelings, and family conflicts”.

It should always be remembered that any innovation is not an artificially invented or simply implemented process, but rather, social development consists in influencing the system of relations by introducing into practice innovations that are becoming a vital need. This, first of all, requires changes in human beliefs. Such an influence does not happen easily, but may require a certain period or stages. The well-known philosopher and scientist A. Erkaev calls such a state of belief “marginal thinking”. That is, according to this scientist, the marginal state of belief, characteristic of periods of radical change and transition, that is, renewal, in the development of society, can be observed in the minds of older members of society. He noted that after gaining independence, during the transition to market economy relations, it was very difficult for people of this age to abandon the values of the Soviet era and develop beliefs in the valuable aspects of new relations characteristic of the new era. This, in turn, had a negative impact on the formation of a belief in the principles of democratization and civil society in the minds of such people during the renewal process. In this sense, according to the scientist, the Uzbek model of development should have solved the problem of overcoming such a marginal state of belief.

According to the general sociological laws of social development, economic relations are considered a determining factor of social development, and any innovative activity and research are primarily aimed at influencing and changing economic life, as is also noted in scientific literature: “Innovation is a set of innovations, inventions, discoveries, ideas and new approaches in the form of intellectual property, created on the basis of human intelligence and production experience, applied to production, and at the same time bringing socio-economic results... The created innovations can be considered innovations only if they are commercialized, put into practice, and bring socio-economic results.” While fully agreeing with this opinion of the authors, it is worth adding that this is especially characteristic of today's renewal processes that are underway to build a democratic society based on market





economy relations, it is no exaggeration to say that this is not an exaggeration. Because these processes cannot be carried out without the widespread application of scientific and technical discoveries and innovations in all spheres of social life.

Moreover, in the current era of modernization, when the internal and external competitive environment is becoming increasingly acute due to market economy relations, issues such as further expanding the types of innovative activities, increasing attention to training potential specialists for this, and establishing production processes on the basis of scientific achievements are becoming increasingly urgent. Therefore, it is worth emphasizing that in these conditions, the main task of ensuring the priority of innovative factors in the development of society falls primarily on the education system.

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The concept of faith as a philosophical category

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Although in the history of views on the social essence and nature of humanity, it has been constantly emphasized that its consciousness and beliefs are formed and developed under the influence of social life events, a look at the development of the category of belief throughout the history of knowledge and thought shows that this process was not so smooth, but rather occurred through encountering some contradictions. In particular, if we look at the history of knowledge, it becomes clear that this concept first appeared and was used by philosophers of antiquity as an auxiliary category in the study of the process of knowledge. For example, Plato in his views explained belief as a component of the human psyche related to knowledge, while Aristotle tried to explain it as the subjective, psychological basis of belief in human thought. According to him, "belief in any thought, belief in belief, and rational basis for belief" are the basis. In general, in this period, which is the beginning of the history of epistemology, the fact that the main method of knowing was observation and that it was widely used was also reflected in the understanding of the category of belief.

By the Middle Ages, as a result of the rise of religious values to a dominant position, it is clearly evident that attempts to oppose knowledge to faith as a philosophical category have intensified. This situation was a consequence of the fact that in the conditions of the Middle Ages, when religious teachings and concepts rose to a dominant position in the life of society, the belief that religious faith is the only source of knowledge and truth, acquired a dominant nature as the main principle on which the entire process of knowledge is based. This, in turn, led to a gradual increase in the interest of philosophers in the relationship between the problems of rationality and irrationality in matters of faith.

The radical changes that occurred in the social, economic, cultural, spiritual and scientific spheres of society due to the Renaissance in Europe also caused major changes in human consciousness and beliefs. In particular, with the development of applied sciences, the rapid development of industry began to be observed in production, albeit in the form of manufacture, which was directly related to manual labor. In particular, by this time, the invention of the principles of transmitting mechanical energy from one place to another and converting steam energy into mechanical energy began to radically change people's consciousness and worldview from religious to secular beliefs. The invention of mechanical clocks made it possible to install large and beautiful clocks on the facades of tall buildings in cities. Spinning





mechanisms based on simple manual labor came into being, which led to revolutionary changes in industry, such as spinning wool from yarn and weaving it into cloth. The conversion of steam energy into mechanical energy ensured the gradual, albeit gradual, introduction of railway transport. Thus, in contrast to the religious beliefs that had dominated until then, the role and importance of reason in social development increased dramatically. This, in turn, began the era of Enlightenment and Romanticism in the history of faith. The main essence of this era is that the principle that any faith should be based on knowledge and reason began to gain priority. As a result, fundamental applied sciences such as physics and mechanics began to develop rapidly, and they set out to prove in every possible way that a general picture of the world can only be created based on scientific knowledge.

In our opinion, it would be very useful to dwell in more detail on the fact that the philosophical views of the great German philosopher I. Kant, who founded the philosophy of the New Age, on the concepts of belief, trust, and knowledge, occupy a special place in the history of knowledge from the point of view of their influence on the development of views on human consciousness and belief, and aroused great interest in the general public both in his time and in later stages of history. Such an approach, we believe, will greatly contribute to a deeper analysis of the philosophical aspects of the topic under study.

In Kant's philosophy, belief is interpreted as a position of reason that cannot be logically proven, but is necessary for the justification of a moral imperative. It should be noted that during the reign of Marxist philosophy, which was incompatible with a religious worldview, Kant's views on this issue were subject to considerable criticism. In particular, for the phrase in the work "Critique of Pure Reason" "I was forced to limit knowledge in order to make room for belief," his thoughts were accused of agnosticism. Naturally, this was due to the unfair attitude of Marxist philosophy towards the views of this German philosopher. The fact is that the verb *aufheben* in the German version of this phrase actually has many other meanings than just the meaning of limitation, which was ignored in order to criticize the German philosopher. However, Kant used this term in the phrase to place knowledge above belief, to elevate it.

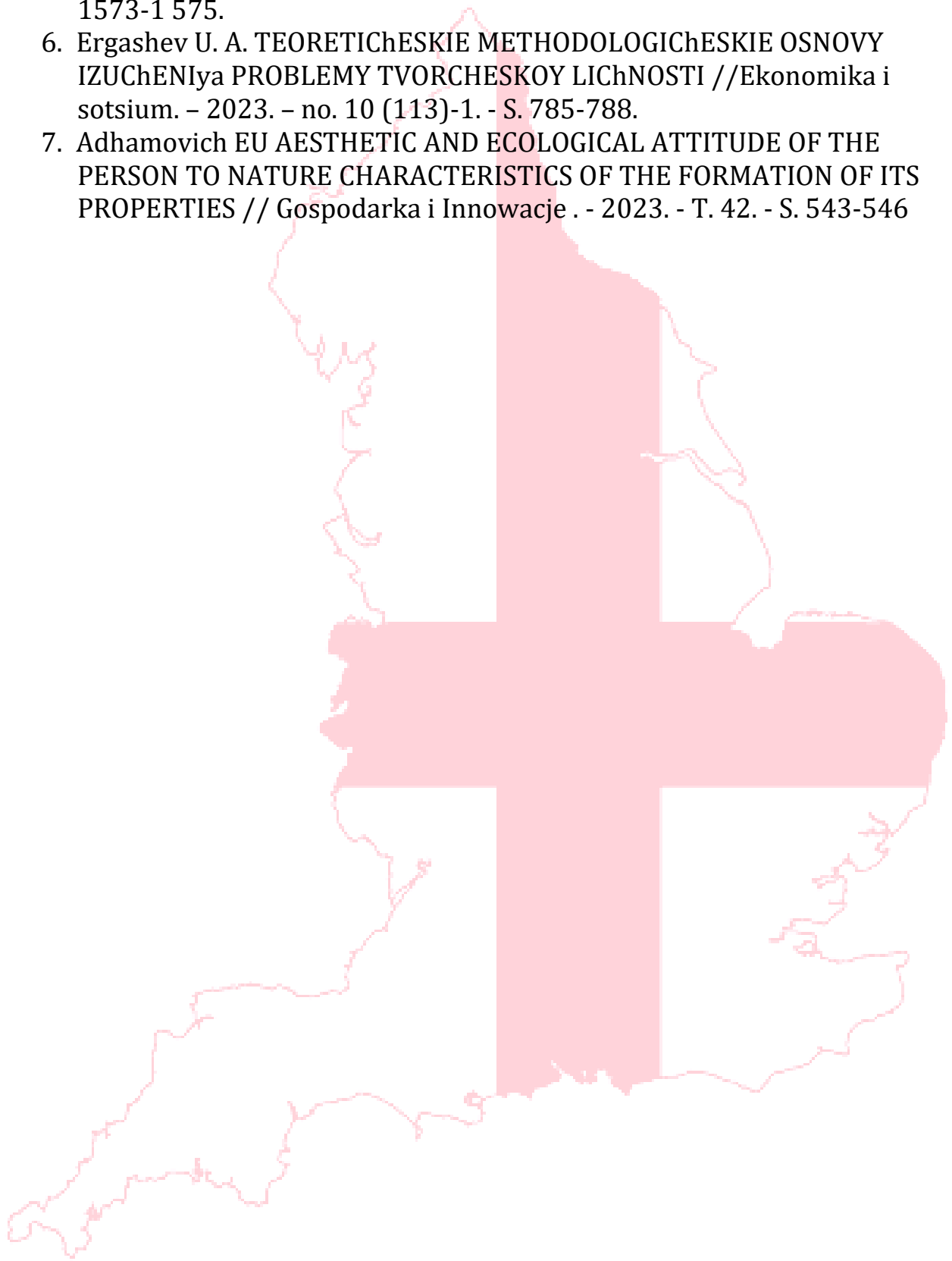
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The Function and Significance of Media Proficiency in Language Acquisition within the Framework of Globalization

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Abstract. Globalization has transformed language learning, making media proficiency an essential skill in acquiring and mastering new languages. The widespread availability of digital media, including social networks, online videos, podcasts, and AI-driven learning platforms, has created new opportunities for language acquisition beyond traditional classroom settings. This article explores the role of media proficiency in language learning, examining how digital tools enhance linguistic competence, cultural awareness, and communicative skills. It also discusses the challenges of digital learning, such as misinformation, the digital divide, and linguistic homogenization. Through an analysis of theoretical frameworks, case studies, and empirical research, this study highlights the growing significance of media proficiency in multilingual education.

Keywords: Globalization, Media Proficiency, Language Acquisition, Digital Learning, Multilingualism, Artificial Intelligence, Social Media, Cultural Awareness

Introduction. Language acquisition in the 21st century has been deeply influenced by globalization and technological advancements. The integration of media into education has accelerated language learning, enabling learners to engage with authentic content, interact with native speakers, and immerse themselves in diverse linguistic environments. Traditional language learning methods, which relied on textbooks and classroom instruction, are now complemented by media-rich digital environments, where exposure to real-world language use enhances fluency and comprehension.

The increasing interconnectivity between nations has intensified the need for multilingualism in education, business, and diplomacy. As a result, media proficiency—the ability to navigate, evaluate, and effectively use digital media for communication and learning—has become a fundamental aspect of language acquisition. Research suggests that individuals who utilize digital tools for language learning demonstrate greater vocabulary retention, improved pronunciation, and enhanced intercultural competence (Krashen, 2019).

The Function of Media in Language Acquisition

Media plays a central role in language acquisition by exposing learners to authentic linguistic content, enhancing interactive engagement, and facilitating immersive experiences.





Authentic language exposure through digital media allows learners to develop listening comprehension skills and understand linguistic nuances. Studies indicate that students who frequently engage with media content, such as TED Talks, news broadcasts, and social media discussions, demonstrate superior retention of vocabulary and idiomatic expressions (Doughty & Long, 2021). Similarly, social media platforms facilitate peer interaction, providing learners with real-time opportunities to practice language skills in informal settings. Research suggests that students who participate in language exchange groups on platforms such as Twitter, Instagram, and TikTok develop stronger communicative competence compared to those who rely solely on traditional instruction (Gee, 2020).

Moreover, artificial intelligence (AI) and gamification have significantly contributed to the effectiveness of digital language learning. AI-powered applications, such as Duolingo and Babbel, personalize learning experiences by adapting content to individual proficiency levels. Gamified platforms further increase motivation and engagement by incorporating rewards, challenges, and interactive exercises. Studies confirm that students who use AI-driven language learning apps demonstrate improved grammar accuracy and pronunciation precision (Luckin et al., 2023).

The Significance of Media Proficiency in a Globalized World

In an increasingly interconnected world, media proficiency fosters multilingual competence and cross-cultural understanding. Digital media enhances access to multilingual education by providing learners with diverse linguistic resources. Open-access platforms, including BBC Languages and Coursera, offer free educational content, enabling individuals from diverse socio-economic backgrounds to engage in language learning. Additionally, AI-driven translation tools, such as Google Translate, have revolutionized cross-linguistic communication, although challenges related to accuracy and contextual understanding remain (Selwyn, 2021).

Media proficiency also plays a crucial role in language preservation and revitalization. UNESCO-led digital initiatives and online dictionaries have facilitated the documentation of endangered languages, ensuring their transmission to future generations. As globalization continues to shape linguistic landscapes, the ability to critically engage with media becomes essential for maintaining linguistic diversity (European Commission, 2022).

Challenges and Ethical Considerations

Despite its advantages, media-based language learning presents several challenges. The **digital divide** remains a critical issue, as disparities in internet access limit opportunities for learners in underprivileged regions. Furthermore, the reliance on AI-generated translations raises concerns about **linguistic standardization** and potential misinterpretations. Ethical





concerns regarding **data privacy and algorithmic biases** in AI-driven learning tools also require careful consideration (Luckin et al., 2023).

To address these challenges, policymakers and educators must implement initiatives that promote equitable access to digital learning resources, enhance media literacy education, and establish ethical frameworks for AI integration in language learning.

Conclusion. In the era of globalization, media proficiency has become a key factor in language acquisition. By providing exposure to authentic language, facilitating interactive learning, and enhancing cultural awareness, digital media empowers learners to acquire new languages more efficiently. However, to fully harness the potential of media in language learning, it is essential to address challenges related to digital access, misinformation, and ethical concerns. Future research should explore the role of AI-driven language tutors, virtual reality immersion, and social media-based multilingual communication in advancing language education. As technology continues to evolve, media proficiency will remain a key driver of linguistic and cultural integration in a globally connected world.

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L2 Pragmatic Competence and Education: Teaching and Assessing Pragmatics in EFL/ESL Contexts

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Abstract: This article explores the pivotal role of pragmatic competence in second language (L2) acquisition, emphasizing its significance for English as a Foreign Language (EFL) and English as a Second Language (ESL) learners. Pragmatic competence encompasses the ability to use language effectively and appropriately in social interactions, including understanding and producing speech acts, employing politeness strategies, and interpreting implied meanings. The discussion delves into interlanguage pragmatics, highlighting how learners' language use differs from native norms, and instructional pragmatics, focusing on pedagogical methods to develop these skills. Innovative approaches, such as digital games, simulations, and telecollaboration, are examined for their potential to immerse students in realistic communicative scenarios, thereby enhancing their pragmatic abilities.

Keywords: pragmatic competence, interlanguage pragmatics, pragmatics instruction, language learning

Introduction

In the field of applied linguistics, pragmatic competence has become a crucial aspect of communicative competence, especially when learning a second language (L2). This competence involves using language effectively and appropriately in social interactions, which includes understanding and producing speech acts, employing politeness strategies, and interpreting implied meanings. For learners of English as a Foreign Language (EFL) and English as a Second Language (ESL), developing pragmatic competence is vital for achieving communicative proficiency and navigating various sociocultural contexts.

The significance of L2 pragmatic competence in education by examining its theoretical foundations, instructional methods, assessment techniques, and the role of technology in enhancing pragmatic learning. By delving into interlanguage pragmatics and instructional pragmatics, it aims to provide insights into effective teaching strategies for fostering pragmatic competence among EFL/ESL learners.

Pragmatic competence encompasses the ability to understand and produce language that is appropriate to the context, taking into account factors like the speaker's intentions, the relationship between interlocutors, and cultural norms. It consists of two main components:





Pragmalinguistic Knowledge: This refers to the linguistic resources used to convey communicative acts.

- **Sociopragmatic Knowledge:** This involves understanding the social norms that govern language use.

- **Challenges in Acquiring Pragmatic Competence**

Kathleen Bardovi-Harlig, a notable researcher in interlanguage pragmatics, points out that L2 learners often struggle with acquiring pragmatic competence due to limited exposure to authentic language use and sociocultural conventions. Her research underscores the necessity of incorporating pragmatic instruction into language curricula to bridge the gap between learners' linguistic proficiency and their ability to use language appropriately in real-life situations.

Interlanguage Pragmatics (ILP) studies how L2 learners develop pragmatic competence and how their language use differs from that of native speakers. Research in this area has shown that learners frequently transfer pragmatic norms from their first language (L1) to the L2, which can lead to pragmatic errors or misunderstandings. For example, an EFL learner might make direct requests that are perceived as impolite in English-speaking cultures, reflecting L1 influence.

To address these issues, ILP studies recommend explicit instruction that raises learners' awareness of pragmatic norms and provides opportunities for practice in various contexts. By understanding the pragmatic features of the target language, learners can adjust their language use to align with native speaker norms, thereby enhancing their communicative effectiveness.

Instructional pragmatics focuses on teaching methods aimed at developing learners' pragmatic competence. Effective instruction includes explicit teaching of speech acts (such as requests, apologies, and compliments), politeness strategies, and the use of authentic materials to illustrate pragmatic norms.

Andrew D. Cohen emphasizes the benefits of explicit instruction in pragmatics, suggesting that learners gain from direct explanations of pragmatic rules and guided practice. He advocates for incorporating metapragmatic discussions, role-plays, and analysis of authentic dialogues to enhance learners' awareness and application of pragmatic conventions.

Furthermore, integrating pragmatics into language curricula necessitates teacher training and the development of resources. Educators need to be equipped with the knowledge and tools to teach pragmatics effectively, including access to teaching materials, assessment instruments, and professional development opportunities.

Assessing pragmatic competence presents unique challenges due to its context-dependent nature and the variability of appropriate language use





across cultures. Traditional language assessments often focus on grammatical accuracy, overlooking the pragmatic aspects of communication.

To evaluate pragmatic competence, researchers and educators employ various methods, including:

1. **Discourse Completion Tasks (DCTs):** Learners respond to hypothetical scenarios, allowing assessment of their ability to produce contextually appropriate language.
2. **Role-Plays:** Simulated interactions provide insights into learners' pragmatic performance in dynamic contexts.
3. **Self-Assessment Questionnaires:** Learners reflect on their pragmatic awareness and experiences.
4. **Observation and Analysis:** Recording and analyzing learners' interactions in authentic settings to assess pragmatic use.

These assessment methods aim to capture learners' ability to use language appropriately, considering factors such as politeness, formality, and cultural norms. Developing reliable and valid assessment tools remains an ongoing endeavor in the field of applied linguistics.

Advancements in technology have introduced new avenues for teaching and learning pragmatics. Digital tools and platforms offer immersive environments where learners can engage in authentic communication and practice pragmatic skills.

1. **Digital Games and Simulations:** Interactive games and simulations provide learners with opportunities to navigate social scenarios, make choices, and receive feedback on their language use. These tools promote experiential learning and help learners internalize pragmatic norms through practice.
2. **Telecollaboration and Virtual Exchange:** Telecollaboration connects learners from different cultural backgrounds through online platforms to engage in collaborative tasks. This approach fosters intercultural competence and pragmatic awareness by exposing learners to diverse communication styles and cultural perspectives.
3. **Online Resources and Corpora:** Access to online corpora and databases allows learners to explore authentic language use, analyze speech acts, and understand pragmatic patterns. Educators can utilize these resources to design data-driven activities that enhance learners' pragmatic competence.

Integrating technology into pragmatic instruction enhances learner engagement, provides exposure to authentic language use, and supports the development of context-sensitive communication skills.

Despite the increasing recognition of pragmatic competence in language education, several challenges persist:





- **Curriculum Integration:** Incorporating pragmatics into existing curricula requires careful planning, resource allocation, and teacher training.

- **Assessment Validity:** Developing reliable and valid assessment tools for pragmatic competence remains complex due to the variability of appropriate language use across different cultural contexts.

- **Technological Accessibility:** While technology offers innovative avenues for pragmatic instruction, disparities in access to digital tools and resources can hinder implementation, especially in under-resourced educational settings.

- **Teacher Preparedness:** Educators may lack sufficient training in pragmatics, necessitating professional development programs to equip them with the necessary skills and knowledge.

Addressing these challenges requires collaborative efforts among educators, researchers, and policymakers to prioritize pragmatic competence in language education. Future research should focus on developing comprehensive instructional frameworks, refining assessment methodologies, and exploring the efficacy of technology-enhanced learning environments.

Conclusion

Pragmatic competence is a vital component of communicative proficiency in second language acquisition. For EFL/ESL learners, the ability to use language appropriately in diverse social contexts enhances their overall communicative effectiveness. Integrating pragmatic instruction into language education, employing effective assessment strategies, and leveraging technology can significantly contribute to the development of learners' pragmatic skills. Ongoing research and innovation in this field will continue to inform best practices and support learners in achieving pragmatic competence.

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MUHAMMAD YUSUF SHE'RLARIDA VATAN TASVIRI

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Annotatsiya: Ushbu maqolada Muhammad Yusuf ijodida Vatanga bo‘lgan muhabbat, milliy g‘urur, istiqlol ruhi va xalqona tafakkurning badiiy ifodasi tahlil qilinadi. Shoirning “ Vatanim!”, “Iqror”, “Izhorī dil” kabi she‘rlarida Vatan obrazining poetik ifodasi, uni yaratishda qo‘llanilgan badiiy vositalar va obrazlar tizimi o‘rganiladi. Maqolada shoirning Vatanga doir qarashlari nafaqat adabiy-estetik, balki ma‘naviy-ma‘rifiy jihatdan ham tahlil etiladi.

Kalit so‘zlar: Vatan tasviri, milliy ruh, istiqlol, she‘riyat, badiiy ifoda, xalqparvarlik, obrazlar tizimi, poetika.

O‘zbek adabiyotida Vatan mavzusi doimo dolzarb bo‘lib kelgan. Ayniqsa, mustaqillik yillarida bu mavzuga bo‘lgan e‘tibor yanada kuchaydi. Shu davrda ijod qilgan shoirlar orasida Muhammad Yusuf alohida o‘rin egallaydi. Uning she‘rlari xalq qalbiga yaqin, sodda, obrazli va yurakka ta‘sirchan tarzda yozilgan bo‘lib, Vatanga bo‘lgan sadoqat, mehr va g‘urur bilan sug‘orilgan. Shoir o‘zining lirikasida Vatanni ona zamin, tarix, xalq va orzu-umidlar timsoli sifatida tasvirlaydi.

Muhammad Yusuf ijodining markaziy mavzularidan biri bu – Vatan. Uning she‘rlarida Vatan muayyan hudud emas, balki inson qalbiga yaqin, mehr va muhabbat manbai bo‘lgan timsol sifatida gavdalanadi. Shoir Vatanni shunchaki yurt emas, balki bola ko‘z ochgan beshik, xalq qalbiga singib ketgan tabarruk zamin sifatida tasvirlaydi.

Shoirning quyidagi misralari bu fikrimizga yaqqol dalildir:

Ko‘hna tol beshikdan

Boshlangan olam.

Senga iddaolar

Qilmay sevaman

Bir kuni singlim deb

Bir kuni onam –

Vatan

Kimligingni bilmay sevaman.

Ushbu she‘rda shoir Vatanga bo‘lgan muhabbatini shartsiz va manfaatdan xoli tarzda ifoda etadi. “Ko‘hna tol beshik” ramzi orqali inson hayoti boshlanadigan ilk makon – ona yurt tasvirlanadi. Beshik timsoli shoir





uchun faqat bolalik manzili emas, balki Vatanning o'zidir. Bu yerda Vatan shaxsiy hayot manbai, ruhiy kuch va tarixiy ildiz sifatida namoyon bo'ladi.

Shoir "Senga iddaolar qilmay sevaman" deya, Vatanni hech bir da'vo va manfaat ko'zlamay, sof qalb bilan sevishini bildiradi. Bu sevgi – shartga asoslanmagan, chin yurakdan otilib chiqqan samimiy tuyg'udir.

Muhammad Yusuf Vatanni goh singlisidek, goh onasidek tasvirleydi. Bu orqali u Vatanni inson hayotidagi eng muqaddas siymolar – opa-singil va ona obrazlari bilan tenglashtiradi. Aynan shu jihatlar shoirning Vatanni faqat fikran emas, yurak bilan anglashini ko'rsatadi. "Kimligingni bilmay sevaman" degan misra esa Vatanni siyosiy yoki geografik tushuncha emas, balki qalbning bir bo'lagi sifatida ko'rishni anglatadi.

Shoirning Vatanga bo'lgan muhabbati, uni otadek ulug', onadek mehribon timsol sifatida tasvirlashi quyidagi misralarda yanada teran ifoda topadi:

O, ota makonim.
Onajon o'lkam,
O'zbekiston, jonim to'shay
soyangga.
Senday mehribon yo'q,
Seningdek ko'rkam.
Rimni alishmasman
bedapoyangta.

Bu she'rda Muhammad Yusuf Vatan obrazini o'ziga xos poetik mahorat bilan yaratadi. "Ota makon", "onajon o'lka" kabi ifodalar orqali Vatanning inson hayotidagi eng muqaddas tushunchalar bilan uyg'un holda tasvirlanishi kuzatiladi. Ayniqsa, "jonim to'shay soyangga" degan misrada Vatanga nisbatan cheksiz sadoqat, fidoyilik va mehr tuyg'ulari badiiy ifodasini topgan. Shoir bu yerda jonini Vatan soyasiga to'shashga tayyorligini ifodalab, Vatan uchun fidoyilik g'oyasini ilgari suradi.

She'rda keltirilgan "Rimni alishmasman bedapoyangta" misrasi alohida e'tiborga loyiq. Bu yerda muallif qadimiy madaniyat va tamaddun ramzi bo'lgan Rimni o'z yurtining oddiy, xalqona timsoli — beda o'sayotgan zamin bilan qiyoslab, Vatanning go'zalligi va muqaddasligini ta'kidlaydi. Shoir uchun tuprog'idan beda o'sayotgan O'zbekiston – har qanday xorijiy go'zallik va sivilizatsiyadan ustun. Bu qarash Muhammad Yusuf ijodida ko'p uchraydigan xalqona poetik qarashning yorqin namunasi sanaladi.

Umuman olganda, ushbu she'rda Vatanning poetik obrazi samimiy tuyg'ular, xalqona tasvir vositalari va kuchli ichki lirizm orqali gavdalantirilgan bo'lib, u shoirning ma'naviy-estetik qarashlari, milliy g'urur va istiqlol ruhiga sodiqligini yaqqol ko'rsatadi.

Muhammad Yusuf o'z she'riyatida Vatanni faqatgina muqaddas zamin sifatida emas, balki ichki dunyosining ajralmas bir qismi, hayotining ma'naviy





negizi sifatida tasvirlaydi. Shoir uchun Vatan – bu eng aziz, eng muqaddas tushuncha bo'lib, uning timsolida g'urur, sharaf, kuch va go'zallik mujassam. Quyidagi misralar bu jihatlarni yuksak badiiylik bilan ifodalaydi:

Men dunyoni nima qildim,
O'zing yorug' jahonim.
O'zim xoqon, O'zim sulton
Sen taxti Sulaymonim.
Yolg'izim, Yagonam deymi,
Topingan koshonam deymi,
O'zing mening ulug'lardan
Ulug'imsan, Vatanim.

She'rda shoir dunyoni rad etgan holda, Vatanni barcha borliqlardan ustun qo'yadi. "Men dunyoni nima qildim" misrasi orqali u Vatanga nisbatan boshqa barcha moddiy ne'matlarning, hatto jahongashta sarkarda uchun ham arzimastligini bildiradi. "O'zing yorug' jahonim" degan ifoda Vatanni shoir qalbidagi yagona, yorug' va umidli makon sifatida talqin etadi.

Shoir Vatanni "taxti Sulaymon", ya'ni boylik, qudrat, donishmandlik va ruhiy yuksaklik ramzi bilan qiyoslaydi. Bu yerda Sulaymon taxti ramzining qo'llanilishi tasodifiy emas – u sharqona tafakkurda eng qudratli va ulug' hukmronlik timsoli sifatida qadrlanadi. Shoir esa bu timsolni Vatani bilan bog'laydi, uni o'zining eng oliy qadriyatiga aylantiradi.

"Yolg'izim, Yagonam deymi", "Topingan koshonam deymi" kabi misralarda shoirning Vatanga nisbatan dardli, samimiy va chuqur shaxsiy munosabati namoyon bo'ladi. Vatan bu yerda faqat siyosiy-ijtimoiy makon emas, balki qalb oromgohi, yagona suyanchiq va barhayot ma'naviy tayanch sifatida aks ettiriladi.

She'rning yakunidagi "O'zing mening ulug'lardan, Ulug'imsan, Vatanim" misralarida shoirdagi milliy iftixor eng yuksak darajada ifodalanadi. Bu satrlar Vatanni barcha qadriyatlarning markazi sifatida ko'rsatadi. Shoir Vatanga faqat muhabbat emas, balki ixlos, e'tiqod va sadoqat bilan qaraydi.

Muhammad Yusuf she'riyatidagi bu kabi obrazlar va badiiy vositalar shoirning Vatanni qalb orqali anglaganini, uni faqat ona zamin emas, balki insoniy kamolot manbai sifatida ko'rganini yaqqol namoyon etadi.

Xulosa o'rnida, Muhammad Yusuf ijodida Vatan obrazining poetik talqini o'zbek she'riyatida o'ziga xos yuksaklikka ega. Shoir Vatanni faqat geografik tushuncha emas, balki inson qalbining ajralmas bir bo'lagi, ruhiy tayanch va milliy iftixor manbai sifatida tasvirlaydi. Uning she'rlarida Vatan – ota-onaga qiyoslanadigan muqaddas zamin, insoniylik, sadoqat va g'urur timsoli sifatida gavdalanadi. Shoirning "Men dunyoni nima qildim, O'zing yorug' jahonim" kabi misralari orqali Vatanga bo'lgan cheksiz muhabbat, fidoyilik va sadoqat yuksak badiiylik bilan ifodalanadi. Muhammad Yusufning xalqona tili, samimiy lirizmi va kuchli obrazlar tizimi orqali yaratilgan Vatan tasviri o'zbek





adabiyotida milliy ruh va istiqlol g'oyalarining badiiy ifodasi sifatida alohida o'rin egallaydi. Uning she'rlari bugungi kunda ham o'z dolzarbligini yo'qotmagan bo'lib, yosh avlodni Vatanga muhabbat, sadoqat va g'urur ruhida tarbiyalashda muhim ahamiyat kasb etadi.

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TABLE OF CONTENTS | СОДЕРЖАНИЕ

1.	Peculiarities of mental labor activity in students Uzokova Shahzoda	3
2.	PREVENTION OF TROPHIC ULCERS IN PATIENTS WITH ATHEROSCLEROSIS OF THE FOOT ARTERIES Fattakhov N.Kh., Juraev S.B.	4
3.	UROGENITAL DIABETIC NEUROPATHY: CLINICAL FEATURES AND TREATMENT Pirmatov Sh.Sh.	7
4.	СОВРЕМЕННЫЕ ПОДХОДЫ К ДИАГНОСТИКЕ И ЛЕЧЕНИЮ РАКА ПИЩЕВОДА: КОРРЕЛЯЦИЯ КЛИНИЧЕСКИХ И ПАТОМОРФОЛОГИЧЕСКИХ ДАННЫХ Садикова У.М., Жураева С.Т., Жураев Ш.Т.	10
5.	PREVENTIVE MEASURES FOR COMPLICATIONS AFTER GASTROINTESTINAL SURGERY Juraev S.B., Kholikov B.M., Khamdamov R.A., Pirmatov Sh.Sh.	11
6.	BOSHLANG'ICH SINFLARDA FAZOVIY SHAKLLARNI O'RGATISHDA 3D MODELLASHTIRISH VA MAKETLARDAN FOYDALANISH G'ofurova Mahfuza Abbosovna Qodirova Mubinxin Zuxriddin qizi	13
7.	THE ROLE OF EDUCATIONAL TECHNOLOGY IN ENSURING THE QUALITY OF STUDENT LEARNING Yakubova Barno Baxtiyorovna	17
8.	THE PLACE OF INNOVATIVE THINKING IN THE BELIEFS OF YOUTH Ergashev Ulugbek Adhamovich	20
9.	The concept of faith as a philosophical category Umurzakov Ahmadjon Makhamadovich	23
10.	The Function and Significance of Media Proficiency in Language Acquisition within the Framework of Globalization Nargiza JUMAKULOVA	26
11.	L2 Pragmatic Competence and Education: Teaching and Assessing Pragmatics in EFL/ESL Contexts Nizamova Khilola Bokhodir qizi	29
12.	MUHAMMAD YUSUF SHE'RLARIDA VATAN TASVIRI Umarova Zilolaxon Ulmasboyevna Shavkatjonova Sanobarxon Ma'mirjon qizi	34

