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THE THEORETICAL AND PSYCHOLOGICAL ANALYSIS OF DEVELOPING ACHIEVEMENT MOTIVATION AMONG STUDENTS

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Abstract. This article analyzes the psychological mechanisms of enhancing students' achievement motivation through the development of an internal locus of control. The degree to which individuals perceive control over their actions significantly influences their sense of responsibility, self-assessment, and motivation for success in learning activities.

Keywords: internal locus of control, achievement motivation, self-regulation, self-assessment, psychological mechanisms, personality development.

In the global field of education, scientific research is increasingly focused on training highly qualified specialists through the use of modern technologies and enhancing students' motivation toward learning activities. In today's world, young people are expected not only to acquire deep knowledge and professional competence but also to develop the ability for continuous professional growth and mobility within the context of a rapidly developing, information-driven society and knowledge-based technologies. Furthermore, it is essential for them to cultivate a strong need for achievement and a desire for success as part of their personal and professional development.

In Uzbekistan, large-scale reforms have been implemented in recent years to fundamentally improve the higher education system, enhance the quality of human capital, and train competitive professionals who meet international standards. According to the Law of the Republic of Uzbekistan "On Education," it is necessary to further improve the system of continuous education and ensure the development of science and education. Increasing access to quality educational services, maintaining policies aimed at preparing highly skilled professionals to meet the modern labor market's demands, and improving students' professional motivation in the learning process are among the most pressing priorities of the national education strategy.

Sigmund Freud regarded all motivational regularities as dynamic and energetic in nature. He argued that motivation represents an energetic aspect of human experience and reaction, distinct from associative mechanisms of behavioral control. In studying the problem of motivation, many foreign scholars have proposed various theories. F. Herzberg's two-factor theory (1959), C.R. Alderfer's ERG theory (1972), K. Lewin's field theory of needs (2001), A. Maslow's hierarchy of needs, D. McClelland's theory of acquired



needs (2007), and W. McDougall's conception of motivation as having an instinctive and hereditary nature are among the most influential.

Most empirical studies, however, have been conducted within secondary or higher education institutions (O.V. Vishtak, M.G. Rogov, M.M. Sokolova, O.A. Chadenkova, L.R. Yarullina, and others), focusing on various aspects of student motivation and its structural components. These authors identified the key elements of educational activity, examined the factors influencing the motivational sphere of university students, studied the dynamics of professional motivation, and analyzed learning motivation across different forms of education.

The founder of behaviorism, John B. Watson, emphasized that the main task of psychology is to study the motives of behavior. Rejecting introspection, he divided behavior into internal and external forms, which are directly linked through stimulus-response relationships. For Watson, "behavioral motivation" became a central concept, viewed as inherently connected to the functioning of the psyche.

William McDougall sought to justify the innate nature of motives by comparing them to instincts. He initially identified 14, and later 18, fundamental human instincts and described their roles in behavior. Although his views evolved over time, his theoretical framework remains significant in the study of instinctive motivation.

Heinz Heckhausen developed an expanded model of motivation that incorporated most of the previously discussed motivational criteria. In this model, he introduced four interrelated concepts—action, situation, result, and consequence—to explain behavioral processes. These constructs interact through different types of expectancy relationships. The expectancy of a situation leading to a result forms the basis of personal belief, although in some cases expectations may persist even in the absence of an immediate outcome. Heckhausen distinguished this type of expectancy from the probability of success but emphasized their conceptual unity within motivational models.

Heckhausen also introduced the "action-situation-result" expectancy, describing it as the degree to which external or situational factors (such as fatigue or assistance from others) may increase or decrease one's expected outcome. The connection between result and consequence operates through "result-consequence expectancy," representing the emotional or cognitive bridge between an action's outcome and its perceived effects.

Within this model, expectancy and incentive interact dynamically, as each behavioral outcome may be associated with a particular stimulus. G.J. Rosenberg later classified behavioral consequences into four categories: self-



evaluation, striving toward higher goals, evaluation by others, and indirect effects.

The findings of the present study demonstrate that an internal locus of control serves as a major cognitive-volitional determinant in the formation and stabilization of students' achievement motivation. When individuals attribute the outcomes of their learning activities not to external circumstances but to their own effort and persistence, they become more active, goal-oriented, and self-disciplined. Conversely, students who rely on external control often exhibit passivity, avoidance of responsibility, and excessive dependence on external evaluations, which diminishes their intrinsic motivation and limits their capacity for self-regulation.

Developing internal control allows students to strengthen their self-concept and experience the sense of "I accomplished this myself." In doing so, they derive their need for achievement from internal psychological sources, becoming independent of external reinforcement and forming a stable motivational system. Thus, cultivating an internal locus of control is not only a factor in improving students' academic performance but also a critical stage in their personal growth and psychological autonomy.

In the educational process, it is necessary to systematically conduct psychological training aimed at fostering responsibility, decision-making, and self-assessment skills that promote internal control. Motivational games and reflective writing exercises should be implemented as effective methods to help students analyze their actions, recognize the relationship between effort and outcome, and strengthen their sense of internal control. For teachers and psychologists, methodological guides on developing internal locus of control should be created, with particular emphasis on fostering self-regulation and personal responsibility during professional preparation. It is also advisable for school psychologists to establish diagnostic monitoring systems to assess students' motivational profiles, including their levels of internal and external locus of control.

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TIBBIY TERMINOLOGIYANI O'QITISHDA LINGVOKULTUROLOGIYANING AHAMIYATI

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Annotatsiya. Mazkur maqolada tibbiy terminologiyani o'qitishda lingvokulturologik yondashuvning ahamiyati yoritilgan. Tibbiy terminlar nafaqat ilmiy, balki madaniy va tarixiy ma'no yukiga ham ega ekaniga ta'kidlanadi. Lingvokulturologiya fanining o'qitish jarayoniga tatbiq etilishi orqali talabalar tibbiy atamalarning kelib chiqishi, semantik tuzilishi, milliy va xalqaro kontekstdagi qo'llanilishi haqida chuqurroq tasavvurga ega bo'ladilar. Maqolada tibbiy terminlarning lotin va yunon tillaridagi manbalari, ularni o'zbek tilida to'g'ri talqin qilish va madaniyatlararo kommunikativ kompetensiyani shakllantirish masalalari ham yoritilgan. Shuningdek, tibbiy ta'limda etimologik tahlil, qiyosiy o'rganish, madaniy kontekstda yondashuv kabi metodlarning samaradorligi ko'rsatib o'tilgan. Lingvokulturologiya kontseptsiyasi: til va madaniyat o'rtasidagi munosabatni, madaniy tushunchalarining tilda ifodalanishini o'rganadigan bo'limi

Kalit so'zlar: Lingvokulturologiya, tibbiyot terminologiyasi til va madaniyat tilshunoslik, madaniy kontseptsiyasi, lingvistik tarjima, madaniy moslashuv, tibbiy talim, kommunikativ kampentatsiya, tibbiy leksika, lotin va yunon tillari, lingvistik yondashuv.

Keywords: Linguoculturology, medical terminology, language and linguistics, cultural concept, linguistic translation, cultural adaptation, medical education, communicative competence, medical lexicon, Latin and Greek languages, linguistic signs.

Ключевые слова: Лингвокультурология, медицинская терминология, язык и лингвистика, культурный концепт, языковой перевод, культурная адаптация, медицинское образование, коммуникативная компетентность, медицинская лексика, латинский и греческий языки, языковые знаки.

Kirish.

Bugungi globallashuv davrida tibbiyot sohasida xorijiy tillarni, xususan, lotin, ingliz va rus tillaridagi tibbiy terminlarni o'rganish muhim ahamiyat kasb etadi. Tibbiy terminologiyani o'qitish jarayonida nafaqat so'zlarning ma'nosini, balki ularning madaniy va tarixiy ildizlarini o'rganish ham zarurdir. Shu nuqtai nazardan lingvokulturologiya fanining o'rni alohida ahamiyatga ega. Tibbiy terminologiya — bu tibbiyot sohasida ishlatiladigan maxsus ilmiy atamalar tizimi bo'lib, inson organizmi, kasalliklar, davolash usullari, anatomiq tuzilmalar va dori vositalariga oid so'z va iboralardan tashkil



topgan. Tibbiy terminologiya — bu tibbiyot fanining tili. U shifokorlar, farmatsevtlar, biokimyogarlar, hamshira va boshqa mutaxassislar o'rtasidagi aniq, qisqa va universal tushunishni ta'minlaydi.[1]

Asosiy qism. “Tibbiy terminologiyani o'qitishda lingvokulturologiya” mavzusi til, madaniyat va tibbiyot fanlarining kesishgan nuqtasini o'rganadi. Quyida ushbu mavzu bo'yicha asosiy tushuncha va tahliliy ma'lumotlar keltirilgan.[2]

Lingvokulturologiya tushunchasi

Lingvokulturologiya — bu til va madaniyat o'rtasidagi o'zaro bog'liqlikni o'rganuvchi fan. U so'zlarning nafaqat lingvistik, balki madaniy, tarixiy va milliy ma'nolarini ham tahlil qiladi.

Tibbiy terminologiyada bu yondashuv so'zlarning kelib chiqishi, ma'nosi va ularning turli madaniyatlarda ifodalanish shaklini o'rganishni anglatadi.[3]

Tibbiy terminologiya va madaniy omil

Tibbiyot terminlari ko'p hollarda lotin, yunon tillaridan kirib kelgan. Ammo har bir xalqning madaniyati ularni qabul qilish, izohlash va qo'llash jarayoniga ta'sir ko'rsatadi.

Masalan: “Anatomiya” (yun. anatemno — kesmoq, ajratmoq) termini turli tillarda ma'nosi o'zgarmagan, lekin tibbiy ta'limdagi talqinlari farq qiladi.

“Kasallik” atamasi o'zbek tilida ruhiy va jismoniy og'riqni bildiradi, ingliz tilidagi disease esa ko'proq organizm funksiyasining buzilishi ma'nosida qo'llanadi.[4]

O'qitishda lingvokulturologik yondashuvning ahamiyati

Tibbiy terminologiyani o'qitishda lingvokulturologik yondashuv:

Talabaga terminning semantik ildizini tushunishga yordam beradi;

Turli tillardagi tibbiy atamalarni qiyosiy tahlil qilish imkonini yaratadi;

O'quvchi/yosh mutaxassisda madaniyatlararo kommunikativ kompetensiya shakllantiradi;

Tibbiyotdagi insonparvarlik qadriyatlarini (sog'lom turmush, rahmdillik, kasb etikasini) o'rganishga xizmat qiladi.[5]

Amaliy misollar

Termin Kelib chiqishi Madaniy izoh

Hippokrat qasamyodi Qadimgi Yunoniston Tibbiyotda axloqiy mas'uliyat ramzi

Virus Lotincha virus — zahar Avval zahar ma'nosida, keyin mikroorganizmlarga nisbatan ishlatilgan

Tibbiyot Arabcha tibb — davolash san'ati Islom olimlari orqali o'zbek tiliga kirgan

Diagnostika Yunoncha diagnosis — ajratish, aniqlash Tibbiy madaniyatda ilmiy aniqlik timsoli[6]

O'qitish usullari



Etimologik tahlil – terminlarning kelib chiqishini o'rganish.

Qiyosiy tahlil – bir terminning turli tillardagi qo'llanishini taqqoslash.

Madaniy kontekstda o'qitish – terminni tarixiy, falsafiy yoki diniy manbalar bilan bog'lash.

Rol o'yinlari va klinik ssenariylar – terminlarni real tibbiy vaziyatlarda qo'llash.[7]

Xulosa. Xulosa qilib aytganda, tibbiy terminologiyani o'qitishda lingvokulturologik yondashuv zamonaviy tibbiy ta'limning ajralmas qismi hisoblanadi. Chunki tibbiy terminlar faqat ilmiy tushunchalarni emas, balki madaniyat, tarix va insonparvarlik qadriyatlarini ham o'zida mujassam etadi. Lingvokulturologiya tibbiy tilni o'rganishda til va madaniyatning o'zaro bog'liqligini anglash, terminlarning semantik mohiyatini to'liq tushunish va ularni milliy hamda xalqaro kontekstda to'g'ri qo'llash imkonini beradi. Bunday yondashuv talabalarda kasbiy madaniyat, axloqiy mas'uliyat va madaniyatlararo muloqot ko'nikmalarini rivojlantiradi. Shuningdek, tibbiy terminologiyani lingvokulturologik asosda o'qitish, tibbiy ta'lim sifatini oshiradi hamda kelajakdagi mutaxassislarning ilmiy va madaniy tafakkurini kengaytiradi.[8]

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TIBBIY FANLARNI O'QITISHDA INNOVATSION YONDASHUVLAR

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Annotatsiya. Ushbu maqolada tibbiy fanlarni o'qitishda innovatsion yondashuvlarning ahamiyati, ularning tibbiy ta'lim jarayonidagi o'rni va samaradorligi yoritilgan. Innovatsion metodlar – problemali ta'lim, simulyatsion o'qitish, masofaviy ta'lim, raqamli va interaktiv texnologiyalar orqali talabalar bilimini chuqurlashtirish, amaliy ko'nikmalarini rivojlantirish hamda klinik fikrashni shakllantirish imkoniyati ta'minlanadi. Maqolada, shuningdek, o'qituvchining innovatsion yondashuvlarni qo'llashdagi roli va bu jarayonning tibbiy ta'lim sifatini oshirishdagi o'rni tahlil qilingan.

Kalit so'zlar: tibbiy ta'lim, innovatsion yondashuv, interaktiv metodlar, simulyatsion o'qitish, raqamli texnologiyalar, masofaviy ta'lim, problemali ta'lim, virtual reallik, amaliy ko'nikmalar, klinik fikrash, o'quv jarayoni, tibbiy pedagogika, elektron ta'lim, multimedia vositalari, axborot-kommunikatsiya texnologiyalari.

Annotatsion. This article highlights the importance of innovative approaches in teaching medical sciences, as well as their role and effectiveness in the process of medical education. Innovative methods — such as problem-based learning, simulation training, distance education, and digital and interactive technologies — provide opportunities to deepen students' knowledge, enhance practical skills, and develop clinical thinking. The article also analyzes the teacher's role in applying innovative approaches and their impact on improving the quality of medical education.

Keywords: medical education, innovative approach, interactive methods, simulation training, digital technologies, distance learning, problem-based learning, virtual reality, practical skills, clinical thinking, learning process, medical pedagogy, e-learning, multimedia tools, information and communication technologies.

Аннотация. В данной статье рассматривается значение инновационных подходов в преподавании медицинских наук, их роль и эффективность в процессе медицинского образования. Инновационные методы — проблемное обучение, симуляционное обучение, дистанционное образование, цифровые и интерактивные технологии — обеспечивают возможность углубления знаний студентов, развития практических навыков и формирования клинического мышления. В статье также анализируется роль преподавателя в применении инновационных подходов и их влияние на повышение качества медицинского образования.



Ключевые слова: медицинское образование, инновационный подход, интерактивные методы, симуляционное обучение, цифровые технологии, дистанционное обучение, проблемное обучение, виртуальная реальность, практические навыки, клиническое мышление, процесс обучения, медицинская педагогика, электронное обучение, мультимедийные средства, информационно-коммуникационные технологии.

Kirish.

Bugungi globallashuv davrida Tibbiy ta'lim tizimi zamonaviy davrda ilm-fan, texnologiya va sog'liqni saqlash sohalaridagi yutuqlar asosida doimiy yangilanib bormoqda. Shuning uchun tibbiy fanlarni o'qitishda innovatsion yondashuvlar qo'llash — talabalarning kasbiy kompetensiyasini rivojlantirishda, mustaqil fikrlash, tahlil qilish va amaliy ko'nikmalarni shakllantirishda muhim o'rinni tutadi. Innovatsion yondashuv — bu o'qitish jarayoniga yangi pedagogik texnologiyalar, interaktiv metodlar, raqamli vositalar va amaliy mashg'ulotlarning ilg'or shakllarini tafbiq etish orqali ta'lim samaradorligini oshirish jarayonidir [1]

Hozirgi kunda sog'liqni saqlash tizimi jadal rivojlanmoqda. Yangi kasalliklar, zamonaviy diagnostika usullari va davolash texnologiyalarining paydo bo'lishi tibbiy ta'limni ham yangicha yondashuv asosida tashkil etishni talab qiladi. Shuning uchun tibbiy olyi ta'lim muassasalarida:

An'anaviy ma'ruza asosidagi ta'limdan faol o'qitish usullariga o'tilmoqda;

Talaba markazli ta'limga e'tibor kuchaymoqda;

Amaliyotga yo'naltirilgan o'qitish konsepsiysi joriy qilinmoqda.[2]

Zamonaviy innovatsion o'qitish texnologiyalari

Klinik holatlar asosida o'qitish (Case study)

Talabalar real bemor holatlari asosida muammoni tahlil qiladi, tashxis qo'yadi va davolash yo'lini ishlab chiqadi. Bu metod shifokor sifatida mustaqil qaror qabul qilishni o'rgatadi.[3]

Simulyatsion markazlar

O'zbekistonning ko'plab tibbiyot universitetlarida simulyatsion markazlar tashkil etilgan.

Bu markazlarda:

Reanimatsiya, akusherlik, jarrohlik amaliyotlari maxsus manekenlarda bajariladi;

Talabalar xatolardan o'rganadi, bemorga zarar yetkazmasdan tajriba orttiradi.[4]

Virtual laboratoriylar va 3D modellash

Masalan, "Anatomage Table" yordamida odam tanasi organlari 3D formatda tahlil qilinadi.



Bu nafaqat anatomiya, balki patofiziologiya va farmakologiya fanlarini o'rganishda ham samarali.

Raqamli test tizimlari

Onlayn test platformalari, elektron reyting tizimlari, diagnostik baholash usullari yordamida ta'lim sifati nazorat qilinadi.[5]

O'qituvchi faoliyatidagi innovatsion yondashuv

O'qituvchi:Darsni interaktiv shaklda olib boradi;

Talabalarni mustaqil izlanishga undaydi;

Elektron darsliklar, multimedia materiallar tayyorlaydi;

Baholashda differensial va diagnostik usullarni qo'llaydi.

O'qituvchi endilikda bilim manbai emas, ta'lim jarayonining fasilitatori (yo'naltiruvchi) hisoblanadi.[6]

4. Innovatsion yondashuv natijalari

Innovatsion usullarni qo'llash orqali:

Talabalar tibbiy qarorlar qabul qilishni o'rganadi;

Jamoada ishlash, muloqot qilish, liderlik va tahliliy fikrlash ko'nikmalari shakllanadi;

Dars jarayonida o'zaro fikr almashish kuchayadi;

O'quv motivatsiyasi va mustaqil o'rganish qobiliyati ortadi.[7]

Xalqaro tajriba

AQSh, Germaniya, Yaponiya, Janubiy Koreya kabi davlatlarda tibbiy ta'limda:

Blended learning (aralash ta'lim),

OSCE (Ob'ektiv tuzilgan klinik imtihon),

E-learning kabi yondashuvlar keng qo'llaniladi.

O'zbekiston tibbiyot oliygohlari ham ushbu tajribalarni bosqichma-bosqich joriy etmoqda.[8]

Tibbiy ta'limda innovatsion yondashuvlarni qo'llash:

O'quv jarayonining sifatini oshiradi;

Talabalarning amaliy tayyorlarligini kuchaytiradi;

Zamonaviy, raqobatbardosh va ijtimoiy mas'ul shifokor kadrlar tayyorlash imkonini beradi.[9]

Xulosa:

Tibbiy fanlarni o'qitishda innovatsion yondashuvlar ta'lim jarayonini zamon talablari darajasiga ko'tarishda muhim ahamiyatga ega. Innovatsion metodlar — masofaviy ta'lim, simulyatsion o'qitish, problemali o'qitish, virtual reallik va interaktiv texnologiyalar — talabalarni faollikka, mustaqil fikrlashga, klinik qaror qabul qilishga o'rgatadi. Bunday yondashuvlar tibbiy ta'limni amaliyat bilan uzviy bog'laydi, talabalarda kasbiy kompetensiyalarni shakllantiradi va kelajakda malakali, raqobatbardosh tibbiyot xodimlarini tayyorlashga zamin yaratadi. Shu sababli tibbiy oliy ta'lim muassasalarida



innovatsion pedagogik texnologiyalarni joriy etish — ta'lim sifatini oshirish va zamonaviy tibbiyot talablariga javob beruvchi kadrlar tayyorlashning eng muhim omillaridan biridir.[10]

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INTERTEXTUAL DIALOGUES BETWEEN MEDIEVAL ALLEGORY AND RENAISSANCE HUMANISM IN ENGLISH LITERATURE

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Annotation. This article explores how medieval allegory and Renaissance humanism connect and influence each other in English literature. It shows that writers like Chaucer, Spenser, and Milton reshaped medieval allegorical traditions to express humanist ideas about reason, morality, and individual freedom. Rather than breaking from the past, English literature from the 14th to 17th centuries reflects a continuing dialogue between medieval spirituality and Renaissance humanism.

Keywords: Medieval Allegory; Renaissance Humanism; Intertextuality; Spenser; Milton; Chaucer; The Faerie Queene; Paradise Lost; Moral Philosophy; English Literature; Classical Influence; Christian Symbolism.

INTRODUCTION

The transition from the Middle Ages to the Renaissance marks a pivotal shift in English literature and Western intellectual history. Medieval writing, shaped by a theocentric worldview, used allegory to express divine order and moral instruction, as seen in Langland's *Piers Plowman* and Dante's *Divine Comedy*. The Renaissance (14th–17th centuries) revived classical learning and humanism, celebrating reason, individuality, and moral agency. Rather than rejecting medieval thought, it redefined it, transforming allegory into a vehicle for exploring human psychology and virtue. This study examines how authors such as Chaucer, Spenser, and Milton reshaped allegory into a dialogue between medieval spirituality and Renaissance humanism, bridging divine truth with human experience.

Medieval Allegory: The Voice of Theology and Morality: During the medieval period, literature was primarily seen as a means of teaching Christian virtues. Allegory served this purpose by embodying moral and theological lessons through symbolic figures. For example, in Langland's *Piers Plowman* (c. 1370), the protagonist's journey toward the figure of Truth symbolizes humanity's pilgrimage toward God. Every character — such as "Faith," "Charity," and "Patience" — represents moral attributes or spiritual conditions.

Medieval allegory was also deeply rooted in the Augustinian worldview, where the visible world symbolized divine realities. Literature was not about individual expression but about reflecting divine order. Human beings were seen as part of God's cosmic plan, and the primary goal of the writer was didactic



instruction. Another crucial text in this tradition is Chaucer's *The Canterbury Tales* (1387), which straddles the border between medieval moralism and early Renaissance humanism. While it contains moral allegory, Chaucer also introduces vivid human personalities, humor, and social critique — characteristics that prefigure humanist realism. The *Parson's Tale* and *The Knight's Tale*, for instance, maintain allegorical moral themes, but other tales — such as *The Wife of Bath's Tale* — showcase individual psychology and social awareness, marking the beginning of a human-centered perspective.

Renaissance Humanism: Rediscovering the Dignity of Man: Renaissance humanism, emerging in the 14th century and flourishing in the 16th, emphasized the intellectual and moral worth of humanity. Humanists like Erasmus, Thomas More, and Pico della Mirandola sought to reconcile Christian faith with classical philosophy, advocating education, eloquence, and moral virtue.

In England, humanism entered literature through figures such as Sir Thomas More, whose *Utopia* (1516) reflected both Christian morality and rational idealism. Renaissance writers no longer viewed man solely as a sinner in need of redemption but as a rational being capable of moral judgment and social reform.

This intellectual climate redefined allegory. Instead of representing humanity's submission to divine will, Renaissance allegory began to depict the active moral and political role of man in shaping his own destiny. Edmund Spenser's *The Faerie Queene* (1590–1596) is the most important example of this transformation. Spenser retains the medieval allegorical framework — each knight represents a moral virtue — but reinterprets it through humanist ideals. His characters undergo inner struggles that reflect the human condition rather than purely theological symbolism. The knight of Holiness, for instance, must confront spiritual doubt and moral failure, emphasizing human imperfection and self-discovery. Spenser's work thus blends Christian morality with Platonic and Aristotelian humanism, creating a literature that mirrors both the divine and the human.

Intertextual Dialogues: Allegory as Cultural Continuity: The relationship between medieval allegory and Renaissance humanism is best understood as intertextual dialogue — a conversation across centuries in which older forms of expression acquire new meanings. Renaissance writers did not discard allegory; they reimagined it. For example, John Milton's *Paradise Lost* (1667) is a Christian epic that revives and transforms medieval allegory within a humanist framework. While the poem recounts the Biblical story of the Fall, Milton presents Adam and Eve as rational, responsible beings who make conscious moral choices. This reinterpretation reflects the Renaissance emphasis on free will and human responsibility. Milton's Satan, too, is a complex figure — no longer a mere symbol of evil but a psychologically rich



character who embodies human ambition and pride. This humanization of allegorical figures marks the culmination of the intertextual dialogue between medieval morality and Renaissance psychology.

Moreover, the Renaissance revival of classical learning — the reading of Plato, Cicero, and Virgil — infused allegory with new philosophical dimensions. Allegory became a means to explore political and philosophical themes rather than solely religious doctrine. In Spenser, Milton, and Shakespeare's allegorical plays (*The Tempest*, *Measure for Measure*), we see a moral universe governed not only by divine justice but also by human reason, compassion, and ethical complexity. English literature from Chaucer to Milton demonstrates a continuous interplay between faith and reason, divine order and human autonomy, revelation and intellect — an intertextual dialogue that shaped the entire early modern imagination.

CONCLUSION

The interplay between medieval allegory and Renaissance humanism signifies not a rupture but a continuous evolution within English literary culture. Allegory, once constrained by theological doctrine, evolved into a sophisticated medium through which writers could articulate the emerging humanist ideals of moral autonomy, self-awareness, and civic responsibility. Authors such as Chaucer, Spenser, and Milton exemplify this synthesis. They inherited the symbolic depth of medieval tradition yet revitalized it with the Renaissance emphasis on inquiry, intellect, and the inherent dignity of man. Their works embody a delicate balance between the sacred and the secular — a fusion of divine aspiration and human consciousness. This enduring dialogue between allegory and humanism shaped the very identity of English literature. It united spiritual symbolism with the complexity of human experience, transforming literature into both a reflection of the soul's moral journey and a chart of the mind's expanding horizons.

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PEDAGOGIK JARAYONNI BOSHQARISH

Sobirov Abdulquddus

Annotatsiya: Mazkur maqolada pedagogik jarayonni boshqarishning mohiyati, tamoyillari va mexanizmlari ilmiy jihatdan tahlil qilingan. Unda ta'lif-tarbiya jarayonida o'qituvchi va o'quvchi o'rtasidagi o'zaro munosabatlarni samarali tashkil etish, pedagogik maqsadni rejalashtirish va unga erishishda boshqaruv funksiyalarining ahamiyati yoritilgan. Shuningdek, zamonaviy ta'lif tizimida axborot-kommunikatsiya texnologiyalari yordamida pedagogik jarayonni boshqarish imkoniyatlari ham ko'rib chiqilgan. Maqolada pedagogik jarayonning samaradorligini oshirish uchun boshqaruvning ilmiy asoslangan metodlari, tahlil, rejalashtirish, tashkil etish, muvofiqlashtirish va nazorat funksiyalari o'rtasidagi uzviy bog'liqlik asoslab berilgan.

Kalit so'zlar: pedagogik jarayon, boshqaruv, ta'lif samaradorligi, o'qituvchi faoliyati, pedagogik tahlil, rejalashtirish, muvofiqlashtirish, nazorat, axborot texnologiyalari.

Pedagogik jarayonni boshqarish ta'lif tizimining markaziy bo'g'inlaridan biri hisoblanadi. Ushbu jarayon o'qituvchi va o'quvchilarning o'zaro hamkorlikdagi faoliyati asosida amalga oshadi. Pedagogik boshqaruvning asosiy maqsadi o'quv jarayonining samaradorligini oshirish, o'quvchilarning bilim olishga bo'lgan qiziqishini rivojlantirish, shuningdek, tarbiyaviy ishlarga e'tibor qaratishdan iboratdir. Boshqaruv jarayonida o'qituvchi nafaqat bilim beruvchi, balki yo'naltiruvchi, motivatsiya beruvchi va tarbiyalovchi shaxs sifatida namoyon bo'ladi.

Pedagogik jarayonni samarali boshqarish uchun o'qituvchi o'quvchilarning yosh xususiyatlarini, psixologik holatini, qiziqish va ehtiyojlarini yaxshi bilishi zarur. Har bir o'quvchi individual shaxs bo'lib, u o'zining dunyoqarashi, bilim darajasi, qobiliyati bilan boshqalardan farqlanadi. Shu sababli o'qituvchi mashg'ulotlarni tashkil etishda turli usul va shakllardan foydalanishi mumkin. Masalan, interfaol metodlar, muammoli ta'lif, guruhlar bilan ishslash va loyihaviy metodlar o'quv jarayonining samaradorligini oshiradi.

Pedagogik boshqaruvning tarkibiy qismlaridan biri rejalashtirishdir. Rejalashtirish jarayonida o'qituvchi o'qitish maqsadini, o'rganiladigan mavzuni, foydalaniladigan metod va vositalarni, o'quv vaqtini va unumdoorlikni oldindan belgilab oladi. Rejalashtirish darsning izchilligi va yaxlitligini ta'minlaydi. Reja asosida o'tkazilgan dars o'quvchida sistematik fikrlashni shakllantiradi.



Pedagogik boshqaruvda motivatsiya muhim omil hisoblanadi. O'quvchini o'qishga bo'lgan qiziqishini oshirish uchun o'qituvchi o'quv jarayonini qiziqarli, sermazmun va hayotiy misollar bilan boyitishi kerak. Qiziqish uyg'otilgan o'quvchi bilimni ixtiyoriy o'zlashtiradi, faol bo'ladi va mustaqil fikrlashga intiladi.

Pedagogik boshqaruv tamoyillari quyidagilardan iborat:

1. Shaxsga yo'naltirilgan yondashuv;
2. Faoliyatga asoslangan ta'lim;
3. Sistemalilik va izchillik;
4. Teskari aloqaning muntazam yo'lga qo'yilishi;
5. Rag'batlantirish va baholashning uyg'unligi.

Bu tamoyillar pedagogik jarayonning samaradorligini oshirishga xizmat qiladi. Ayniqsa shaxsga yo'naltirilgan yondashuv o'quvchining shaxsiy qobiliyat va imkoniyatlarini inobatga olishni talab etadi. Har bir o'quvchi bir-biridan farq qilgani uchun ularga yagona metod bilan yondashish to'g'ri natija bermasligi mumkin.

Pedagogik jarayonni boshqarishda baholash jarayoni ham katta ahamiyatga ega. Baholash o'quvchining bilim darajasini aniqlash bilan birga, uning o'qishga bo'lgan munosabatini ham shakllantiradi. Baholashadolatlari, shaffof va tizimli bo'lishi kerak. Baholash jarayonida rag'batlantirish usullaridan foydalanish o'quvchining o'z kuchiga bo'lgan ishonchini oshiradi.

O'qituvchining pedagogik mahorati boshqaruv jarayonida hal qiluvchi o'rin tutadi. O'qituvchi nutq madaniyatiga ega bo'lishi, darsni qiziqarli tarzda tashkil etishi, o'quvchilar bilan muloqot jarayonini to'g'ri boshqarishi kerak. O'qituvchining xarizmasi, xulqi, odobi ham o'quvchilarga katta ta'sir ko'rsatadi.

Pedagogik boshqaruvda zamonaviy texnologiyalardan foydalanish ham muhimdir. Axborot texnologiyalari, elektron resurslar, multimedia vositalari ta'lim jarayonini yanada boyitadi. Masalan, videodarslar, taqdimotlar, virtual laboratoriylar o'quv jarayonini interaktiv va tushunarli qiladi.

Xulosa qilib aytganda, pedagogik jarayonni boshqarish o'qituvchidan puxta bilim, keng dunyoqarash, yuqori mas'uliyat, ijodkorlik va pedagogik mahorat talab etadi. O'qituvchi faqat bilim beruvchi emas, balki shaxs tarbiyalovchi insondir. Shuning uchun pedagog o'z ustida doimo ishlashi, zamonaviy metodlarni o'rganishi va o'quvchilar bilan do'stona munosabatda bo'lishi lozim.

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The Importance of PIRLS tasks in the creative and critical thinking of primary school students

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Abstract: This article is dedicated to analyzing the importance of PIRLS tasks in developing the creative and critical thinking of primary school students. It highlights the characteristics of PIRLS tests, unlike traditional methods of assessing reading literacy, which are directed toward deep text comprehension, analysis, and evaluation. The article demonstrates practical methods for shaping not only reading skills but also the abilities to draw logical conclusions, find creative solutions to problems, and justify one's opinion in children with the help of PIRLS tasks.

Keywords: Primary grades, PIRLS, reading literacy, creative thinking, critical thinking, pedagogy, educational effectiveness, working with text.

Introduction.

In the current era of globalization, one of the most important tasks facing the education system is to educate students not only as knowledgeable but also as independent, creative, and critically thinking individuals. While traditional teaching methods are mostly focused on memorizing information, modern educational methodology emphasizes developing children's skills in analysis, drawing logical conclusions, and creatively solving problems. International studies, including PIRLS (Progress in International Reading Literacy Study) tasks, play a significant role in assessing these skills.

The purpose of this article is to analyze the role and importance of PIRLS tasks in developing the creative and critical thinking of primary school students. The article highlights the characteristics of PIRLS tests, which, unlike simple questions, require students to deeply understand the text, connect information within the text, and justify their personal conclusions. Furthermore, practical methods for shaping not only reading literacy but also the abilities to find creative solutions and express a critical attitude in children with the help of these tasks are shown. The results of the article will



provide practical assistance to teachers in organizing the lesson process more effectively and in preparing students for international assessment systems.

Literature review: Scientific works by Uzbek scholars N. Makhmudov, A. Ne'matov, and N. Qayumova on native language teaching methodology cover the issues of forming reading literacy and developing students' text-working skills. However, the direct link with PIRLS tasks or the issue of their impact on creative and critical thinking is not sufficiently studied in their research. Foreign sources, particularly the scientific and theoretical foundations such as L. S. Vygotsky's theory of developmental education, J. P. Guilford's theory of creative thinking, and B. Bloom's taxonomy, provided an important basis for the research. International studies conducted on PIRLS tests (for example, IEA organization reports) show that within the framework of reading literacy, students are required not simply to find information, but to analyze, evaluate, and synthesize it. This inherently includes elements of critical and creative thinking.

Research methodology: Based on the goals and objectives of the research, the following scientific and pedagogical methods were used:

1. *Theoretical-methodical analysis:* Literature within the scope of the topic, curricula, and the structure of PIRLS tasks were analyzed.

2. *Pedagogical observation:* Students' activity in completing PIRLS-standard tasks and their thinking methods during lesson processes were observed.

3. *Comparative analysis:* The impact of traditional textbook tasks and PIRLS-type tasks on students' thinking was comparatively analyzed.

4. *Pedagogical experiment:* Experimental testing was conducted in a school setting to study the impact of the regular use of PIRLS tasks on students' creative and critical thinking skills.

5. *Survey and test:* Special tests and surveys were conducted to determine students' level of reading literacy, creative, and critical thinking.

This complex of methods ensures the scientific basis of the research and the obtainment of objective results.

Results: As a result of the conducted pedagogical experiment and analyses, the effectiveness of PIRLS tasks in developing the creative and critical thinking of primary school students was proven.

1. *Increase in reading literacy level:* In the group of students who regularly performed PIRLS-standard tasks alongside traditional teaching



methods, the indicators for text comprehension, extracting necessary information from it, and understanding hidden meaning significantly improved. In particular, after reading the text, they were easily able to determine its main idea.

2. Formation of critical thinking skills: PIRLS tasks require students not just to simply retell the text, but to evaluate the ideas within it, express an attitude toward the characters' actions, and prove their opinion with evidence from the text. This strengthened the children's critical attitude and their ability to draw logical conclusions.

3. Encouragement of creative thinking: Certain PIRLS tasks ("Come up with the continuation of the story," "What would you have done if you were in the character's place?") encourage students to think creatively. Students who regularly performed these tasks showed enhanced imagination; they began to offer unique and creative solutions, moving beyond typical answers.

4. Increase in motivation for reading: Unlike traditional text reading, PIRLS tasks were interesting and appealing to the students because they were in a game format. This significantly increased their enthusiasm for reading and their activity in lessons.

Discussion: The research results show that PIRLS tasks serve as an effective tool for developing the creative and critical thinking of primary school students. This method fundamentally differs from tasks in ordinary textbooks because it encourages students not only to memorize but also to think, analyze, and form a creative approach.

Another important aspect of integrating PIRLS tasks into the educational process is that it creates new opportunities for teachers. The teacher now becomes not just a provider of information, but a coach who guides students' thinking and encourages them to conduct independent research. This methodical approach frees the educational process from traditional molds, transforming it into an active and effective process that meets modern demands.

At the same time, the need for special skills and methodical assistance for teachers in using these tasks remains an important issue. It is advisable to establish a system for regularly training them to work with PIRLS tasks in professional development courses.

The conducted studies and pedagogical experiment-testing have shown that PIRLS tasks are of great importance in developing the creative and critical



thinking of primary school students. Unlike traditional reading exercises, these tasks require students not just to read and understand the text, but to analyze the information within it, compare it, and express their personal attitude.

As a result of the regular implementation of PIRLS-standard exercises into the lesson process, students:

Developed text-working skills, particularly the ability to identify the main idea and find hidden meaning.

Increased their logical thinking and problem-solving skills.

Formed a creative approach and were able to offer several solutions to problems.

Their motivation for reading increased, and their activity in lessons significantly rose.

In conclusion, PIRLS tasks are an effective tool that meets the requirements of modern education and helps shape students not only as owners of knowledge but as independent-thinking and creative individuals. Their wider introduction into our education system and increasing the qualifications of teachers in this area will serve as an important step in enhancing the intellectual potential of the future generation.

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TASHQI SAVDONI TARTIBGA SOLISHNING TASHKILIY-IQTISODIY OMILLARI VA ULARNING TA'SIR DOIRALARI

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Annotatsiya: Ushbu maqolada O'zbekistonda bugungi kunda tashqi sado dinamikasi yuqori sur'atlar bilan rivojlanib borayotgan bir paytda, tashqi savdoni tartibga solishning tashkiliy-iqtisodiy omillari va ularning ta'sir doiralari haqida so'z boradi. Muallif iqtisodiy ma'lumotlarga tayanib, mavjud ilmiy adabiyotlar asosida bojxona bojlarining tashqi savdoni tartibga solishda qo'llanilishi va iqtisodiy ahamiyati bo'yicha o'ziga xos jihatlarni o'rgangan va tahlil qilgan.

Kalit so'zlar: Bojxona, boj, saldo, tashqi savdo dinamikasi, tarif va notarif, import, eksport.

Kirish (Introduction)

Bugungi kunda tashqi sado dinamikasi yuqori sur'atlar bilan rivojlanib bormoqda. Bizning mamlakatimizda ham tashqi savo miqdorini oshirish va shu asosda eksportni qo'llab quvvatlash, budgetga yo'naltirilgan import bojlarining optimal formasini shaklantirish muhim ahamiyat kasb etmoqda.

Tashqi savdoni integratsiyalashuv orqali miqdoran va sifatan oshirish bugungi kundagi globallashuvning muhim jihatlaridan biri hisoblanadi. Tashqi savdoning salbiy saldosи yuzaga keltirmaslik maqsadida davlatlar o'zlarining protokseionizm siyosatini amalga oshiradi. Shu proteksionizm siyosati tarif va notarif usullar orqali amalga oshirilsa, shu asosda ichki bozorni himoya funksiyasini ham bajaradi. Bugungi kunda amaliyotda tashqi savdoni tartibga solishda mamlakatimiz import bojlari yo'lini amaliyotda keng qo'llanilmoqda.

Bugungi kundagi o'zgartirishlar milliy iqtisodiyotni diversifikatsiya qilish, mahalliy ishlab chiqaruvchilarining raqobatbardoshligini qo'llab-quvvatlash, innovatsion rivojlanish va eksportga yo'naltirilgan ishlab chiqarishni tashkil etish uchun shart-sharoitlar yaratish, qulay investitsiya muhitini shakllantirishga qaratilgan. Ushbu maqola tashqi savdo nazariyalarining kelib chiqishi va rivojlanish bosqichlari, tashqi savdoni tartibga solinishi tashkiliy-iqtisodiy omillari, tashqi savdoni tartibga solish usullari va uni erkinlashtirish yo'nalishlarini o'rganishga bag'ishlangan.

Asosiy qism (Main part)

Davlatimiz rahbari Shavkat Mirziyoyev tomonidan 2017-yil 13-aprelda PF-5012-son ga ko'ra "Tashqi savdo aloqalarining samaradorligini yanada oshirish, tashqi savdoni liberallashtirish, eksport salohiyatini mustahkamlash



hamda raqobatdosh mahalliy mahsulotlarni tashqi bozorlarga chiqarish tizimini takomillashtirish, mahsulot ishlab chiqaruvchi korxonalar bilan xorijiy sheriklar o'rtasida savdo sohasida uzoq muddatli barqaror sheriklik munosabatlarini shakllantirish" borasida qator ko'rsatmalar berilgan edi. Biroq oradan 2 yil o'tib ushbu farmon to'ldirildi.

2019-yilning 28-yanvarda "Investitsiya va tashqi savdo sohasida boshqaruv tizimini takomillashtirish chora-tadbirlari to'g'risida"gi Prezidentimiz farmoniga ko'ra o'zgartirilgan hamda O'zbekiston Respublikasi tashqi savdosi va uni tartibga solish borasida bir qator to'ldirishlar berib o'tilgan.

Yuqoridagi farmon negizida tashqi iqtisodiy faoliyat va savdoni davlat tomonidan tartibga solish, eksport-importni litsenziyalash, eksport kontraktlarni ro'yxatga olish va import kontraktlarni ekspertizadan o'tkazish, boshqa savdo-iqtisodiy shartnomalarni ro'yxatga va hisobga olish bo'yicha kompleks chora-tadbirlarni amalga oshirilib kelinmoqda.

Jahon xo'jaligining 21-asr boshlaridagi o'ziga xos xususiyatlaridan biri - mamlakatlar o'rtasidagi xalqaro iqtisodiy munosabatlarning rivojlanishi hamda takomillashuvining yuqori bosqichga chiqishidir.

Har bir davlat bu sharoitda o'z tashqi iqtisodiy faoliyatini, o'z iqtisodiyotini har tomonlama rivojlantirish, dunyo xo'jaligiga integratsiyalashuv jarayonlarini, har tomonlama o'ylangan holda, tashkil etishga qaratgan bo'ladi.

Tashqi iqtisodiy faoliyatni amalga oshirishning asosiy shakllaridan bo'lmish - tashqi savdoni (eksport va import jarayonlarini) amalga oshirishda davlatning roli asosan savdo siyosatini amalga oshirish va tashqi savdoni tartibga solish chora-tadbirlarini ishlab chiqishga, qo'llashga qaratilgan bo'ladi. Har bir mamlakatning savdo siyosatida iqtisodiy, siyosiy, ma'muriy, tashkiliy huquqiy va boshqa masalalar uzviy bog'liq. Savdo siyosatining tub mohiyatidan kelib chiqilsa, iqtisodiy masalalar asosiysi hisoblanadi.

Davlatlar o'z ichki bozorlarini himoyalash, chet el bozorlariga ko'proq tovarlar chiqarish maqsadida tashqi iqtisodiy faoliyatini savdo siyosatining mavjud vositalari yordamida tartibga soladi.

Tashqi savdoni davlat tomonidan tartibga solish deganda odatda boshqa davlatlar bilan iqtisodiy aloqalami rivojlantirish va tartibga solishga yo'naltirilgan faoliyat tushuniladi. Tashqi savdoga davlat aralashuvi darajasiga ko'ra savdo siyosatini protektsionistik saydo siyosatiga hamda erkin saydo siyosatiga ajratish mumkin. Tashqi iqtisodiy siyosatni amalga oshirish davlatning alohida olingan mamlakatlar va mamlakatlar guruhlari bilan tashqi iqtisodiy aloqalardagi strategik maqsadlarni aniqlashni, shuningdek, belgilangan maqsadlarga erishishni va erishilgan natijalami saqlab qolishni ta'minlovchi usullar va vositalarni ishlab chiqishni ko'zda tutadi.



Tashqi iqtisodiy siyosat davlatning ichki iqtisodiy siyosati bilan uzviy bog'liqdir. Shuning sababli ham uning tarkibi, bir tomonidan, davlatning ijtimoiy-iqtisodiy tuzilishi tabiat bilan, ikkinchi tomonidan esa, o'z milliy xo'jaligi miqyosida davlat tomonidan yechilayotgan ishlab chiqarishni rivojlantirish masalalari bilan ifodalanadi. Davlat tashqi iqtisodiy siyosatining shakllanishiga jahon xo'jaJigida va xalqaro iqtisodiy munosabatlarda ro'y berayotgan:

-  Xalqaro bozorda raqobat kurashining keskinlashuvi;
-  Valuta kurslari mo'tadilligining buzilishi;
-  To'lov balansining bir me'yorda emasligi;
-  rivojlanayotgan mamlakatlar va o'tish iqtisodiyotini boshdan kechimyotgan ba'zi davlatlar tashqi qarzlarining kattaligi kabi hodisalar ta'sir etadi.

Yuqorida keltirilgan jarayonlaming ta'siri zamonaviy tashqi iqtisodiy siyosatda ikki: erkinlashtirish va protektsionizm (himoya qilish) jarayonlarining o'zaro doimiy ta'sirini vujudga keltiradi.

Tashqi iqtisodiy faoliyatni rivojlantirishning muhim sharti tashqi savdo operatsiyalari asosida foyda darajasini oshirish imkoniyatidir. Tashqi savdoning kengayishi doimiy va o'zgaruvchan kapital elementlarini arzonlashtiradi va shu bilan ishlab chiqarish xarajatlarini kamaytirishga yordam beradi. Turli mamlakatlar ishlab chiqaruvchilari o'rtasidagi raqobat tufayli jahon bozorida tovarlarning jahon bahosini ularning xalqaro qiymati darajasiga yetkazish mumkin, bu ijtimoiy mehnat unumдорligi past bo'lgan kam rivojlangan mamlakatlardagi milliy qiymatdan past, lekin undan yuqori. rivojlangan mamlakatlardagi milliy qadriyat darajasidan ko'ra.

Tashqi savdoni rivojlantirishning muhim omili kapital eksporti bo'lib, uning asosida kapital hajmi bo'yicha ko'pincha milliy va xalqaro miqyosdagi transmilliy korporatsiyalar paydo bo'ladi. Faoliyati va kapitali bo'yicha xalqaro bo'lgan transmilliy korporatsiyalar ham mavjud. Xalqaro savdoda transmilliy korporatsiyalarning roli juda katta, chunki ularning korporativ ichidagi aylanmasi xalqaro eksportning uchdan bir qismini tashkil qiladi.

Tashqi iqtisodiy faoliyat mamlakat iqtisodiyotiga bevosita ta'sir etib, uni samarali tartibga solish milliy iqtisodiyotning rivojlanishiga zamin yaratadi.



Tashqi iqtisodiy faoliyatni liberallashtirish - bu O'zbekiston eksport mahsulotlarining jahon bozori mahsulotlari bilan teng raqobat qilishi uchun eksportchilarni davlat tomonidan qo'llab - quvvatlash, chet el sarmoyasi kirib kelishiga qulay sharoitlar yaratish, sifatli va raqobatbardosh mahsulotlarni ishlab chiqarishga qaratilgan davlat siyosatidir.

Mamlakatimizda tashqi iqtisodiy faoliyatda amalga oshirilayotgan liberallashtirish jarayonlari natijasida, tashqi iqtisodiy faoliyatni tartibga solish xalqaro amaliyot me'yorlariga va talablariga borgan sari yaqinlashmoqda, miqdoriy cheklashlar borgan sari tariflar asosida tartibga solinmoqda, erkin ayrboshlanadigan valyutaga milliy raqobatbardosh tayyor mahsulotlarni eksport qilish, shuningdek, xorijiy investitsiyalarni ishlab chiqarish sohasi, ayniqsa, katta eksport salohiyatiga ega bo'lgan tarmoqlarga jalb qilishni rag'batlantiruvchi imtiyozlar tizimi uzlusiz ravishda takomillashib bormoqda.

Bilamizki, tashqi iqtisodiy aloqalarni amalga oshirishda bojxona va undagi to'lovlar asosiy rol o'ynaydi va bu sohada turli mamlakatlarda sohaga mos kodeks jamlanmasi tuziladi. Quyida berilgan jadvalda 2016-2022-yillarda mamlakatimizda bojxona bojlarining turlari foiz ulushlari kesimida yoritib berilgan.

6-jadval. Bojxona to'lovlarining foizdagi ulushi miqdori

Bojxona bojlari turlari	2016-yil	2017-yil	2018-yil	2019-yil	2020-yil	2021-yil	2022-yil
Import bojxona boji	25,8	22,5	22,3	27,8	21,1	24,8	23,4
Qo'shilgan qiymat solig'i	54,1	60,4	61,1	52,2	60,7	57,4	58,7
Aksiz solig'i	17,2	14,5	13,2	16,4	15,3	14,1	15,3
Bojxona yig'implari va boshqa to'lovlar	2,9	2,6	3,4	3,6	2,9	3,7	2,6
Jami	100,0						

O'zbekiston jahoning 182 ta mamlakatlari bilan savdo aloqalarini amalga oshirib kelmoqda. Tashqi savdo aylanmasining nisbatan salmoqli hissasi Rossiya Federatsiyasida (17,9 %), Xitoy Xalq Respublikasida (17,7 %), Qozog'istonda (9,3 %), Turkiyada (8,1 %), Koreya Respublikasida (4,5 %), Qirg'iz Respublikasi (2,3 %) va Turkmanistonda (2,1 %) qayd etilgan.

Tashqi iqtisodiy faoliyat bo'yicha 20 ta yirik hamkor-davlatlar orasidan to'rtta davlatda faol tashqi savdo balansi kuzatilgan, xususan, Afg'oniston,



Qirg'iz Respublikasi va Tojikiston shular jumlasidandir. Qolgan 17 ta davlatlar bilan passiv tashqi savdo balansi saqlanib qolmoqda.

Respublika tashqi savdo aylanmasi tarkibida eng yuqori ulushni Toshkent shahri 39,1 % ulush bilan 16 431,6 mln. AQSH dollarini, eng quyi ulushni esa Surxondaryo viloyati 1,1 % ulush bilan 443,1 mln. AQSH dollarini tashkil etdi.

2022- yilning yanvar-dekabr oylarida, O'zbekiston Respublikasi tashqi savdo aylanmasining uchdan bir qismi yoki 37,7 % i MDH davlatlariga to'g'ri kelib, tashqi savdo aylanmasidagi 2021- yilning mos davriga nisbatan ulushi 5,1 % ga ko'paygan.

Xulosa va takliflar

Har bir davlat o'z iqtisodiyotini har tomonlama rivojlantirish, dunyo xo'jaligiga integratsiyalashuv jarayonlarini hisobga olib, tashqi iqtisodiy faoliyatni tartibga solishda turli xil vositalardan foydalanadi va ularni qo'llashni doimiy ravishda takomillashtirib boradi. Tashqi iqtisodiy faoliyatni tartibga solish davlat vositalari tarkibida bojxona to'lovlari asosiy o'rinni egallaydi. Mamlakatimizda bojxona to'lovlarining tarkibiga import boji, aktsiz va qo'shilgan qiymat solig'i hamda bojxona yig'implari kiradi. Boj va soliqlar stavkalarining miqdori mamlakat tashqi savdosining rivojiga bevosita ta'sir ko'rsatadi.

Mamlakatimizda tashqi iqtisodiy faoliyatda amalga oshirilayotgan liberallashtirish jarayonlari natijasida, tashqi iqtisodiy faoliyatni tartibga solish xalqaro amaliyot me'yorlariga va talablariga borgan sari yaqinlashmoqda, miqdoriy cheklashlar borgan sari tariflar asosida tartibga solinmoqda, erkin ayirboshlanadigan valyutaga milliy raqobatbardosh tayyor mahsulotlarni eksport qilish, shuningdek, xorijiy investitsiyalarni ishlab chiqarish sohasi, ayniqsa, katta eksport salohiyatiga ega bo'lgan tarmoqlarga jalb qilishni rag'batlantiruvchi imtiyozlar tizimi uzluksiz ravishda takomillashib bormoqda.

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Analytical Perspectives on the Lexical Semantics of Antonyms

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Abstract:

This article examines the linguistic challenges encountered in selecting antonym pairs for educational dictionaries and highlights the crucial role of linguistic norms in overcoming these issues. In particular, it emphasizes the importance of scientific approaches to word selection criteria in the context of formal and semantic shifts in modern Uzbek. The study also explores the diversity of scholarly interpretations regarding antonyms and their lexical meanings, offering theoretical insights into their semantic opposition and lexicographic representation.

Keywords: antonymy, antonyms, educational dictionary, linguistic norm, selection criteria, lexical unit, semantic opposition

Introduction

Antonymy, one of the complex issues in linguistics, is a phenomenon that arises from the study of various types of oppositions in language and the relationship between logical and linguistic categories. Terms such as *antonymy*, *semantic opposition*, *opposition*, *antithesis*, and *contradiction* are used to describe this phenomenon. Diverse analytical perspectives on antonyms and their lexical meanings have emerged within linguistic scholarship. Although various dictionaries define the term *antonym* differently, all definitions converge on a common point: antonyms refer to a category of contradiction that expresses mutually opposing meanings.

The most widely used term to express the concept of *semantic opposition* is *antonym*, which was first introduced into scientific usage by the English lexicographer C.J. Smith in his 1867 work *Synonyms and Antonyms*. The term “antonym” itself derives from the French *antonyme* (1842) and the German *antonym* (1859), both of which originate from the Ancient Greek *anti* (“opposite”) + *ónuma* (“name”). According to the *Oxford Advanced Learner’s Dictionary*, “an antonym is a word that means the opposite of another word.”

The *Encyclopaedia Britannica* defines antonyms as words that stand in direct opposition to other words: “An antonym is a word that is the opposite of another word. An opposite can be the reverse of, or something contrary to anything, not just words. For example: *hot* is the antonym of *cold*, *up* is the antonym of *down*, and *happy* is the antonym of *sad*.”



Russian linguist K.A. Levkovskaya describes antonyms as “concepts set in opposition.” In general, the semantic opposition of words reflects the opposition of the concepts they express. The concept conveyed by a word corresponds to its core semantic component, though pragmatic components may also play a role in antonymic relationships.

Theoretical Perspectives on Antonymy

Despite extensive linguistic research, a universally accepted definition of antonymy has not yet been established. According to Ya.I. Gelbukh, “*the phenomenon of antonymy cannot be fully studied without first defining what is meant by it, and conversely, the term ‘antonymy’ cannot be defined without studying the phenomenon itself.*” Russian linguist I.B. Golub suggests that the term “antonym” should refer to “opposing words” rather than simply “opposing meanings,” emphasizing the lexical aspect of the phenomenon.

Various scholars have proposed different definitions of antonyms. In the 19th century, renowned linguist C.J. Smith described *antonyms* simply as the opposite of *synonyms*. However, this simplistic view led to debate, and by the 20th century, the concept of antonymy had become more precisely defined. In 1977, Lyons defined antonyms as “*word relationships based on contrast and opposition.*” For instance, the relationship between *big* and *small* illustrates antonymy.

Chinese linguist Hu Zhuanglin supports this notion, defining antonymy as a relationship based on contrast. Another scholar, Leech, distinguishes between the phenomenon and its participants: “*Antonymy is the relationship between opposing meanings, while antonyms are the lexical items that carry those meanings.*”

The fundamental notion in identifying antonyms is *opposition*. Some linguists attempted to avoid the ambiguity of the term “opposite” by using terms like “contrary,” “opposing,” or “polar.” However, these alternatives did not clarify the concept further. Russian linguist V.A. Ivanova concluded through experimental research that *for a concept to have an opposite, its semantics must be adequately reflected, strictly defined, and semantically delimited.*

N.M. Shansky described antonyms as “*words and concepts that are phonetically distinct yet express opposing meanings and remain semantically interrelated.*” V.G. Kostomarov defined antonyms as “*words belonging to the same part of speech that express opposing meanings.*”

These diverse scholarly perspectives demonstrate a shared understanding that not only the notion of “opposing words” but also that of “opposing meanings” exists. Thus, in defining antonymy, the concepts of “opposition” and “lexical meaning” are interconnected. Understanding the essence of this meaning helps clarify the broader issue of semantic opposition.



The challenge of identifying the lexical structure of meaning has long existed in linguistics, giving rise to a variety of approaches.

Discussion and Analysis

The phenomenon of opposition is primarily known in linguistics as *antonymy*. The terms *semantic opposition* and *antonymy* are often treated as absolute synonyms in formal linguistics, and they can generally be used interchangeably. However, a question arises: can these terms truly substitute for one another in all contexts? In Uzbek linguistics, terms such as *opposition*, *semantic opposition*, and *antonymy* are used side by side. The phenomenon of *opposition* is broader in scope than *antonymy*, which is considered a subset of it. The *category of contradiction* is studied not only in linguistic terms but also in logical and philosophical contexts.

The main condition for words to be antonyms is the presence of mutual semantic opposition. In some literature, *antonymy* is interpreted as the semantic contradiction of words — a characterization often associated with Turkic linguistics, including Uzbek. Linguist M. Mirtojiyev notes that *antonymy* is a branch of lexicology that studies words with semantically opposing meanings. A. Hojiyev further explains that *antonymy* refers to the phenomenon, while *antonyms* refer to the lexical units themselves. The term *antonymy* is sometimes used interchangeably with *antonymics*, as noted in Hojiyev's *Explanatory Dictionary of Linguistic Terms*.

In our view, the term *zid* (opposite) does not negate the meaning of *qarama-qarshi* (contradictory); rather, the two complement and enrich each other. Understanding the nuanced distinctions between these terms is crucial for the accurate lexicographic representation of antonyms and for developing scientifically grounded criteria for their inclusion in educational dictionaries.

Conclusion

Antonymy remains one of the most intricate and debated phenomena in linguistic theory. The absence of a unified definition underscores the complexity of semantic opposition and its diverse manifestations in language. Various scholarly perspectives — from Smith's early view of antonyms as "the opposite of synonyms" to Lyons' and Leech's semantic approaches — reveal the multifaceted nature of *antonymy*. The integration of logical, semantic, and pragmatic components into the study of antonyms enriches our understanding of their role in language structure and lexicography.

Ultimately, *antonymy* should be examined not only as a lexical phenomenon but also as a broader semantic category that bridges linguistic, logical, and philosophical dimensions. This comprehensive approach is essential for the scientific selection and lexicographic representation of antonyms in modern Uzbek educational dictionaries.



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Компетенции в педагогике

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Аннотация. В статье раскрывается сущность понятия «компетенция» в педагогике, её структура, классификация и значение в профессиональной подготовке будущего специалиста. Особое внимание уделяется различию между понятиями «компетенция» и «компетентность», а также роли компетентностного подхода в современном образовательном процессе. Анализируются ключевые компетенции, необходимые педагогу 21 века для эффективной профессиональной деятельности в условиях быстро меняющегося общества.

Ключевые слова: компетенция, компетентность, образование, педагогика, профессиональные навыки, личностное развитие.

Annotation. The article reveals the essence of the concept of «competence» in pedagogy, its structure, classification, and importance in the professional training in future specialists. Special attention is paid to the distinction between the concepts of «competency», as well as to the role of the competence – based approach in the modern educational process. The key competencies necessary for a 21st-century teacher to perform effectively in a rapidly changing society are analyzed.

Keywords: competence, competency, education, pedagogy, professional skills, personal development.

Введение. Современная система образования переживает переход от парадигмы знаний к компетентностной. Это означает, что на первый план выходит не просто усвоение знаний, а способность использовать их в различных профессиональных и жизненных ситуациях. Компетенции стали ключевым элементом образовательных стандартов, определяя результаты обучения и формируя основу профессиональной деятельности педагога.

Термин «компетенция» (от лат. Competentia – соответствие, способность) в педагогике рассматривается как совокупность знаний, умений, навыков, личностных качеств и опыта, обеспечивающих успешное выполнение профессиональной деятельности.

Структура компетенции включает:

1. Когнитивный компонент – знание и понимание профессиональных задач;
2. Операциональный компонент – умение применять знания на практике;



3. Мотивационный компонент – стремление к саморазвитию и совершенствованию;
4. Ценностный компонент – осознание значимости профессии и этических норм.

В педагогической теории выделяют несколько основных видов компетенций: предметные компетенции – отражают знание конкретной дисциплины; методические компетенции – обеспечивают выбор эффективных форм и методов обучения; коммуникативные компетенции – способствуют установлению педагогического взаимодействия; информационно – технологические компетенции – связаны с использованием цифровых средств обучения; социально – психологические компетенции – определяют умения работать в коллективе и понимать учащихся.

Каждый вид компетенции тесно связан с другими и образует целостную систему профессиональной готовности педагога.

Компетентностный подход направлен на формирование у обучающихся способности самостоятельно применять знания в новых ситуациях.

В педагогике этот подход требует переосмысления содержания, методов и форм обучения, а также оценки образовательных результатов.

Особое внимание уделяется развитию у педагога метакомпетентной – гибкости, критического мышления, эмоционального интеллекта и способности к сотрудничеству.

Заключение. Компетенции являются неотъемлемым элементом профессионального становления педагога. Они обеспечивают его способность эффективно выполнять профессиональные функции, адаптироваться к изменениям и развиваться в течении всей жизни. В условиях цифровизации образования и глобализации компетентностный подход становится основой качества педагогического образования и практики.

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IMPROVING THE AUDIT SYSTEM IN PUBLIC UTILITY ENTERPRISES OF UZBEKISTAN

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Abstract

This research focuses on analyzing the theoretical and methodological foundations for improving the audit system in public utility enterprises of Uzbekistan. The study examines the financial operations, accounting policies, and audit mechanisms of homeowners' associations and managing organizations, while exploring ways to enhance them based on international experience.

Audit practices in Germany, France, Russia, and the European Union are studied in detail, and a conceptual model adapted to Uzbekistan's context is proposed. The research emphasizes the need to strengthen the integration between internal and external audits, expand public participation, and introduce "digital audit" technologies to ensure transparency and accountability.

The findings of this study contribute to the development of a more transparent, efficient, and socially responsible auditing environment in Uzbekistan's housing and communal services sector, thereby improving financial discipline and public trust.

Keywords: audit system, homeowners' associations, managing organizations, public utilities, transparency, digital audit, public control, financial discipline.

Introduction

In Uzbekistan, the housing and communal services sector is one of the key components influencing citizens' quality of life and social welfare. Ensuring service quality, economically justified tariffs, and financial transparency largely depends on the efficiency of the audit system.

In developed countries, auditing is not limited to financial inspections — it serves as a strategic management and decision-support tool. However, in Uzbekistan, homeowners' associations (HOAs) and managing organizations still face challenges such as weak financial control mechanisms, low transparency, and insufficient public accountability.



Therefore, improving the audit system in public utility enterprises is vital to strengthen financial management, prevent misuse of resources, and build trust between service providers and the population.

The main objective of this study is to develop scientifically grounded recommendations for enhancing the audit system in Uzbekistan's housing and communal services sector by analyzing international experiences and adapting best practices to national conditions.

Literature Review

The role of auditing in public utilities has been extensively studied by international scholars such as G. Loudon, R. Simons, J. Ridley, and M. Spencer, who emphasized the transformation of auditing into a management-support function rather than a mere control tool [1].

Russian researchers including V.P. Lazarev, I.V. Smetanin, and A.S. Yarullin explored the legal and methodological aspects of auditing in public services, highlighting the integration of social accountability and community oversight [2].

Uzbek scholars such as M.Sh. Mamatkulov, N.B. Abdusalomova, and R.D. Dusmuratov have examined the methodological framework of auditing in the national context and the role of homeowners' participation in ensuring financial transparency [3].

Nevertheless, research gaps remain in areas such as risk-based auditing, integration of internal and external audit systems, and the application of digital tools in the housing and communal services sector. This dissertation seeks to bridge these gaps through a structured analytical approach.

Methodology

The research methodology is based on:

System analysis – to determine the interdependence between legal, financial, and organizational aspects of audit;

Comparative approach – to assess international audit practices relevant to Uzbekistan's context;

Expert evaluation – to identify key challenges and opportunities through professional assessments;

Risk-based audit modeling – to evaluate financial inconsistencies and operational risks;

Indicator-based assessment – to establish relationships between service costs, quality, and consumer satisfaction.

Additionally, elements of mathematical modeling, statistical analysis, and digital monitoring were used to design a step-by-step framework for audit implementation in managing organizations.

Analysis and Results

1. Current State of HOAs and Managing Organizations in Uzbekistan



Although thousands of HOAs operate nationwide, many lack financial autonomy and qualified staff. The absence of unified accounting policies and audit regulations hinders efficiency and transparency. Tariff structures often do not reflect actual costs, resulting in consumer dissatisfaction. Internal audit systems are either underdeveloped or absent, leading to financial risks and reduced accountability.

2. International Experience

In Russia, the activities of HOAs are legally regulated, with mandatory annual audits and public disclosure of results. Audit reports are discussed at homeowners' meetings, ensuring accountability and citizen engagement.

In Germany, professional property management companies operate under the "Wohnungseigentumsgesetz," which grants every homeowner the right to review and vote on annual financial reports. Audit results are published digitally for public access.

In France, public opinion plays a central role in assessing service quality and pricing through an official rating system. This ensures high social responsibility and quality assurance.

Across the European Union, digital audit platforms allow open access to audit results, contracts, and payment data, ensuring transparency and reducing corruption risks.

3. Model Proposed for Uzbekistan

The research suggests adapting foreign best practices rather than directly importing them. The proposed model includes:

Licensing and registration of managing organizations;

Introduction of a unified accounting and audit standard;

Establishment of digital audit and reporting platforms;

Recognition of citizen feedback as audit evidence;

Implementation of a Social Impact Coefficient (SIC) to evaluate the effectiveness of services.

Tashkent city is identified as the most suitable pilot region for implementing this model, considering its developed infrastructure and digital readiness.

Conclusion and Recommendations

1. The legal framework for auditing in Uzbekistan's public utilities must be reformed to ensure comprehensive coverage of homeowners' associations and managing companies.

2. Annual mandatory audits should be conducted and publicly disclosed.

3. An "Open Audit Portal" should be established to enhance public access to audit results.

4. The introduction of digital audit systems will automate the monitoring of costs, tariffs, and expenditures.



5. A Social Impact Coefficient should be used to measure service quality and citizen satisfaction.
6. Regular training programs should be implemented to improve the financial literacy and professional competence of HOA employees.
7. Pilot projects should be organized to test and adapt international best practices under local conditions.

Implementing these measures will help establish a transparent, efficient, and socially responsive audit system in Uzbekistan's public utility sector, ultimately strengthening citizens' trust and service quality.

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Developing Critical Thinking Skills through Reflective Writing

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Annotation: This article examines the role of reflective writing in promoting critical thinking skills among students. It highlights theoretical perspectives on reflection and offers practical strategies for integrating reflective writing into education.

The study explores how reflective writing contributes to developing critical thinking skills. Reflective activities allow learners to assess their experiences, connect theory with practice, and enhance reasoning abilities. The paper emphasizes that structured reflective tasks help students become analytical, independent, and self-aware thinkers.

Keywords: Reflective writing, critical thinking, metacognition, education, self-assessment, higher-order thinking.

Introduction

In modern education, nurturing critical thinking is a fundamental goal. It equips students with the ability to assess information, reason logically, and draw sound conclusions. Reflective writing offers an effective approach for fostering these skills by prompting learners to think about their experiences and reasoning processes. This paper discusses how reflective writing contributes to the advancement of critical thinking abilities in academic environments.

Theoretical Framework

Critical thinking is defined as the capacity to make reasoned judgments and informed decisions. It involves careful evaluation, logical reasoning, and problem-solving. As stated by Paul and Elder, it is disciplined and purposeful thinking aimed at improving one's reasoning. Reflection, as introduced by Dewey, involves thoughtful consideration of one's beliefs and actions. Reflective writing, therefore, becomes a tool for learners to analyze their cognitive processes and strengthen their understanding.

When students reflect on their learning, they link theoretical knowledge to real-life experiences, which promotes self-regulation and intellectual growth. It encourages a deeper awareness of their learning journey and nurtures autonomy in thought.

Role of Reflective Writing in Critical Thinking Development
Reflective writing tasks such as journals, essays, and self-evaluations engage



students in higher-order thinking. Through writing about their learning experiences, they identify strengths, weaknesses, and areas for improvement. This process develops analytical and evaluative thinking, essential for critical inquiry. Additionally, reflection encourages open-mindedness and creativity, enabling learners to consider multiple perspectives and alternative solutions.

Educators who integrate reflection into their curriculum report that students become more engaged, analytical, and capable of independent judgment. Reflective writing turns abstract ideas into personal understanding, making learning more meaningful and transformative.

Pedagogical Implications

Teachers should intentionally include reflection-based activities that stimulate critical engagement. Guided prompts, reflective discussions, and feedback sessions can enhance the effectiveness of reflective writing. Evaluation should emphasize reasoning, insight, and evidence of learning rather than mere grammatical accuracy.

By cultivating reflective habits, educators empower students to develop not only academic competence but also the lifelong skill of critical reasoning.

Conclusion

Reflective writing is more than a writing task—it is a process of intellectual growth. It enhances students' capacity for analysis, evaluation, and self-awareness, which are cornerstones of critical thinking. Implementing reflective practices across disciplines ensures that learners become active participants in their own learning and capable thinkers in an ever-changing world.

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THE VERB IN OLD ENGLISH

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Annotation: This article explores the structure, classification, and usage of verbs in Old English, the earliest recorded stage of the English language spoken between the 5th and 11th centuries. It discusses how Old English verbs were highly inflected and categorized mainly into strong and weak verbs, depending on the way they formed their past tense and past participle. The study highlights the importance of vowel gradation, or ablaut, in strong verbs and the use of dental suffixes in weak verbs. It also examines irregular and preterite-present verbs, which later developed into modern English modal verbs such as can, shall, and must. The paper emphasizes the role of verb endings in expressing grammatical categories such as person, number, tense, and mood. Special attention is given to the influence of Latin and Norse languages on the evolution of Old English verb forms. The article concludes that understanding Old English verbs helps linguists trace the historical development of English grammar and vocabulary. Overall, this research provides valuable insight into the linguistic features and transformation of the English verb system from its earliest forms to later Middle and Modern English stages.

Key words: Old English, strong verbs, weak verbs, ablaut, preterite-present verbs, grammar evolution.

Introduction: The study of the verb system in Old English holds great importance for understanding the historical development of the English language. Old English, spoken approximately between 450 and 1150 AD, represents the earliest stage of English and serves as the foundation for many grammatical, phonological, and lexical features that exist in Modern English today. The verb, as a central grammatical category, plays a crucial role in expressing action, time, mood, and aspect, and thus provides valuable insight into the structure and logic of early English communication. The verb system of Old English was far more complex and inflectional than that of Modern English, reflecting a stage when English was still closely related to other Germanic languages, such as Old High German and Old Norse. This complexity is especially visible in the rich set of verb endings, tense formations, and mood variations that characterized the language of Anglo-Saxon England [1,431].

In Old English, verbs were divided into several main groups, the most significant being strong and weak verbs. Strong verbs used internal vowel



changes, known as ablaut, to indicate tense and aspect, while weak verbs formed their past tense and past participles through the addition of dental suffixes such as -d or -t. This distinction was not only morphological but also historical, as it reflected a deep-rooted Indo-European linguistic system that English inherited from its earliest ancestors. Furthermore, Old English contained other categories of verbs, such as preterite-present verbs, anomalous verbs, and defective verbs, which added more diversity to the verb system and later influenced the development of auxiliary and modal verbs in Middle and Modern English [2,350].

The verb endings in Old English also carried essential grammatical information. Through inflection, verbs expressed person (first, second, third), number (singular and plural), tense (present and past), mood (indicative, subjunctive, imperative), and sometimes voice distinctions. These inflections allowed speakers to communicate complex ideas without relying heavily on word order, which in modern English has become a primary means of indicating grammatical relationships. For instance, in Old English, the sentence "Se cyning lufað þone cniht" ("The king loves the boy") could be rearranged without losing meaning because the verb and noun endings clearly marked the grammatical roles of each word. This feature demonstrates how Old English was a synthetically structured language, where inflections carried more weight than syntax.

Another aspect worth noting is the phonological and orthographic variability of verbs in Old English manuscripts. Since the language was not yet standardized, the same verb could appear in slightly different forms depending on the dialect (West Saxon, Mercian, Northumbrian, or Kentish) or the scribe's preferences. These variations help modern linguists trace regional linguistic patterns and understand the diffusion of language change across early medieval England. The dialectal differences also contributed to the eventual simplification of the English verb system after the Norman Conquest, when contact with Old Norse and Norman French accelerated the loss of inflectional endings [3,512].

The article also addresses the influence of external factors on the development of the Old English verb system. The Christianization of England in the 7th century introduced numerous Latin loanwords, some of which affected the verb lexicon. Meanwhile, Viking invasions and Norse settlements in the 9th and 10th centuries led to significant linguistic exchange, especially in the northern dialects. Old Norse verbs such as take, call, and want later replaced or coexisted with native Old English equivalents, demonstrating how language contact can reshape grammatical and lexical systems.

Understanding Old English verbs, therefore, is not only a matter of grammatical curiosity but also a key to uncovering broader historical and



cultural processes. The verb system serves as a linguistic fossil record that preserves evidence of phonetic change, morphological simplification, and syntactic reorganization over centuries. By studying Old English verbs, researchers can trace how complex inflectional systems gradually evolved into the more analytic structures of Modern English. This process reflects a general linguistic tendency toward simplification and reliance on auxiliary verbs and fixed word order.

In addition, examining Old English verbs contributes to a deeper understanding of how meaning and function interacted in early English texts. Poetic and religious writings such as Beowulf and The Anglo-Saxon Chronicle make rich use of verbal forms to express temporal relationships, modal nuances, and emotional intensity. The mastery of the verb system allowed Old English authors to convey subtle shades of meaning that might otherwise be lost in translation. Therefore, a detailed analysis of the Old English verb is essential not only for linguists but also for historians, philologists, and literary scholars who seek to interpret the cultural heritage of early England accurately. In summary, this introduction establishes the foundation for the detailed exploration of the Old English verb system. It emphasizes that verbs in Old English were central to the language's grammatical structure and expressive power. By analyzing their forms, classifications, and functions, we gain a clearer picture of how the English language evolved from its inflectional roots into the more streamlined form we know today. The following sections of this study will discuss the classification of verbs, their morphological characteristics, the rules governing tense and mood formation, and the historical processes that shaped their transition into Middle and Modern English [4,412].

Literature review: The study of Old English verbs has been a central topic in historical linguistics and English philology for more than a century. Scholars such as Henry Sweet (1892), A. Campbell (1959), and R. Quirk (1973) laid the groundwork for understanding the structure, morphology, and evolution of the Old English verbal system. Sweet's *A New English Grammar* provided one of the earliest systematic descriptions of Old English inflectional patterns, distinguishing strong, weak, and irregular verb classes based on their historical development from Proto-Germanic roots. Campbell's *Old English Grammar* offered a detailed morphological and phonological analysis, emphasizing how ablaut patterns and dental suffixation shaped the formation of tenses and participles [5,240].

Later linguistic research expanded these foundations by integrating comparative and theoretical perspectives. Mitchell and Robinson (2001) in *A Guide to Old English* presented a practical overview of verb paradigms, focusing on their use in literary and historical texts. Richard Hogg's *A*



Grammar of Old English (1992) provided a more generative interpretation, examining how verbal morphology reflected underlying syntactic rules. Furthermore, Lass (1994) explored diachronic linguistic processes, showing how phonetic reduction and analogy gradually simplified the verb system from Old to Middle English [6,368].

Recent studies by scholars such as Ringe (2017) and Denison (1993) have also examined the transition from synthetic to analytic structures, linking the morphological simplification of verbs to sociolinguistic and contact influences, particularly from Old Norse and Norman French. These works collectively highlight that the evolution of Old English verbs was shaped by both internal linguistic change and external historical events. The reviewed literature thus provides a theoretical and descriptive foundation for understanding the complex dynamics of verbal morphology in early English [7,484].

Methodology: The research on Old English verbs in this article is based on a historical-descriptive and comparative linguistic approach. The main objective of the methodology is to analyze the structure, classification, and development of Old English verbs through both qualitative and quantitative linguistic data. The study relies primarily on textual analysis of authentic Old English sources, including Beowulf, The Anglo-Saxon Chronicle, The Homilies of Ælfric, and The Gospel of St. Matthew in Old English translation. These texts provide valuable examples of verb usage in different dialects and stylistic contexts, allowing the researcher to observe real patterns of verbal morphology and syntax.

The first stage of the methodology involves the collection and classification of verbs according to their morphological features. Verbs are grouped into strong, weak, preterite-present, and irregular categories. Each group is analyzed in terms of its stem formation, vowel gradation (ablaut), and tense-building mechanisms. The strong verbs are examined for their characteristic vowel alternations in different tense forms, while weak verbs are analyzed for their use of the dental suffix in past tense and participle formation. The study also records exceptional or irregular forms that deviate from the standard paradigms.

The second stage involves a comparative analysis between Old English and related Germanic languages, such as Old High German and Old Norse. This comparison helps to trace the historical development of specific verbal forms and to identify the influence of language contact on the Old English system. Phonological and morphological correspondences are examined to show how Proto-Germanic features evolved in English. The analysis is supported by existing linguistic theories and reference works, including grammars and etymological dictionaries.



Finally, the data are interpreted through a diachronic perspective to understand the gradual transformation of the verb system from the Old English period to Middle English. Statistical data on verb frequency and pattern regularity are used to illustrate the processes of analogy and simplification. The methodology thus combines traditional philological methods with modern linguistic analysis to provide a comprehensive understanding of how Old English verbs functioned and evolved. Through this approach, the research seeks to connect linguistic description with broader historical and cultural developments in early medieval England.

Results: The findings of this research reveal that the Old English verb system was highly structured, systematic, and morphologically rich. Analysis of primary texts such as Beowulf and The Anglo-Saxon Chronicle shows that verbs in Old English were primarily divided into two major categories: strong and weak verbs, with several minor classes including preterite-present, anomalous, and defective verbs. Strong verbs, which formed their past tense through internal vowel change (ablaut), accounted for a significant portion of the verbal system. The study identified seven classes of strong verbs, each displaying distinct vowel alternations across the present, past singular, past plural, and past participle forms. This pattern demonstrates the systematic nature of Old English verbal morphology and its deep roots in Proto-Germanic linguistic traditions.

Weak verbs, by contrast, formed their past tense through the addition of a dental suffix (-d, -t, or -ed). They were more regular and gradually increased in number, indicating an early linguistic trend toward simplification and regularization. The research found that weak verbs became dominant in Middle English, suggesting that language users preferred simpler, more predictable patterns. Preterite-present verbs, such as cunnan (can) and sculan (shall), exhibited mixed features: they had strong-type past forms functioning as present tense and later evolved into modal verbs in Modern English.

The morphological analysis also revealed that Old English verbs marked person, number, tense, and mood through inflectional endings. The presence of distinct endings for singular and plural forms, as well as for different persons, reflects a high degree of morphological precision. For example, the verb lufian ("to love") had forms like ic lufie (I love), þu lufast (you love), and he lufab (he loves), showing clear grammatical distinctions. The study also confirmed that Old English had only two tenses present and past but relied on context and auxiliary verbs to express other temporal meanings.

Furthermore, the comparative analysis demonstrated that contact with Old Norse played an essential role in reshaping the Old English verb system. Some verb forms and endings were simplified or replaced under Norse influence, which eventually contributed to the loss of many inflectional



endings in Middle English. Overall, the results highlight how phonological change, analogy, and language contact collectively transformed the highly inflected Old English verb system into a more analytic and simplified structure over time.

Discussion: The analysis of Old English verbs provides significant insight into both linguistic structure and historical language change. The findings confirm that the Old English verb system was more complex and inflectional compared to later stages of English, reflecting the synthetic nature of early Germanic languages. This complexity allowed speakers to convey grammatical meaning primarily through endings rather than through word order, which became more fixed only in Middle and Modern English. The discussion emphasizes that the division between strong and weak verbs illustrates two contrasting morphological strategies: ablaut-based tense formation and suffix-based tense formation. These two systems coexisted for centuries but gradually shifted toward the simpler weak verb pattern as the language evolved.

The results suggest that the decline of the strong verb system was driven by both internal and external factors. Internally, analogy a process in which irregular forms are replaced by regular patterns played a major role in simplifying verb paradigms. Speakers began to apply the productive weak verb pattern to new and old verbs alike, leading to the gradual disappearance of many strong verb forms. Externally, language contact with Old Norse and Norman French accelerated this simplification process. The influx of new vocabulary and bilingual communication likely encouraged morphological reduction and the rise of auxiliary constructions, which eventually gave English its modern tense and aspect system.

Another important point raised in this discussion is the role of preterite-present verbs. These verbs illustrate a transitional stage between the older inflectional system and the later analytic structure. Originally strong verbs with past forms used as present tense, they later developed into modal verbs can, shall, must, and others that became central to expressing modality in Modern English. This transformation shows how functional reanalysis can create new grammatical categories, a process common in language evolution.

The discussion also considers the cultural and textual evidence supporting these linguistic developments. The use of verbs in Old English poetry and prose reveals that verbal inflections carried stylistic and rhythmic value, contributing to the artistry of works such as Beowulf. Over time, however, as inflections weakened and syntax gained importance, English transitioned toward greater grammatical transparency.

Conclusion: The study of Old English verbs reveals the deep historical roots of the English language and provides a comprehensive understanding of



how grammatical systems evolve over time. Through the analysis of their structure, classification, and usage, it becomes clear that the Old English verb system was highly organized and inflectional, reflecting a stage in linguistic history when meaning was largely conveyed through morphology rather than syntax. The verbs of Old English were divided into several classes, most notably strong, weak, and preterite-present verbs, each demonstrating distinct morphological strategies for tense and aspect formation. This complex yet logical system illustrates how early English speakers used inflectional endings to express grammatical categories such as person, number, tense, and mood with precision.

The comparison between strong and weak verbs highlights the gradual simplification process that English underwent during its evolution. Strong verbs, with their internal vowel changes (ablaut), represented an older and less productive system inherited from Proto-Germanic. Weak verbs, on the other hand, used a simpler and more regular method adding a dental suffix to form their past tense and past participles. The research shows that over time, weak verbs became dominant, reflecting a natural linguistic tendency toward regularization and economy of expression. This shift marks a crucial turning point in the history of English morphology, as it set the foundation for the largely regular verb system of Modern English.

The study also emphasizes the important role of language contact and cultural interaction in shaping the Old English verb system. The influence of Old Norse during the Viking Age and later of Norman French after the 11th century contributed to the erosion of inflectional endings and the development of new grammatical constructions. The contact with Old Norse, in particular, led to the borrowing of new verbs and the simplification of conjugational patterns, especially in northern dialects. These historical interactions not only enriched the English lexicon but also accelerated structural changes that pushed English from a synthetic toward an analytic linguistic type.

Moreover, the research underlines the importance of preterite-present verbs as transitional forms between Old and Modern English. These verbs, which originally functioned as past-tense forms but later took on present-tense meanings, eventually became the modal verbs that are essential in today's English grammar. Their development demonstrates how language naturally adapts and repurposes existing structures to meet communicative needs a process known as grammaticalization. This insight into the historical transformation of modals sheds light on the continuity between ancient and modern forms of expression.

In conclusion, the study of Old English verbs is essential not only for historical linguistics but also for understanding the evolution of grammatical



thought in the English-speaking world. It reveals how the interplay of phonological change, morphological simplification, and sociolinguistic influence produced the streamlined, flexible verb system that characterizes English today. By tracing the journey from the richly inflected forms of *lufian* and *drīfan* to the simplified modern verbs *love* and *drive*, we can see how English evolved through adaptation and contact while preserving traces of its ancient Germanic roots. Ultimately, the Old English verb system stands as a linguistic bridge connecting the past to the present an enduring testament to the dynamic, ever-changing nature of human language.

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- 8.



Kiberxavfsizlik: Shaxsiy Ma'lumotlarni Himoya Qilishning Zamonaviy Usullari

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Annotation. Ushbu ilmiy maqola shaxsiy ma'lumotlarni himoya qilishning zamonaviy usullari va huquqiy mexanizmlarini kompleks tahlil qilishga bag'ishlangan. Tadqiqotda kibertahdidlarning zamonaviy turlari, ularga qarshi turishning texnologik va huquqiy usullari o'rganilgan. Maqolada shaxsiy ma'lumotlarning tasnifi, ularga qaratilgan asosiy tahdidlar tahlili, shuningdek, Turkiya qonunchiligi misolida huquqiy himoya mexanizmlari tahlili qilingan.

Kalit so'zlar: Kiberxavfsizlik, shaxsiy ma'lumotlar, ma'lumotlarni himoya qilish, kiberjinoyatlar, ma'lumotlarni shifrlash, fishing hujumlari, KVKK, Turkiya qonunchiligi

Kirish. Raqamli iqtisodiyotning rivojlanishi bilan shaxsiy ma'lumotlarning ahamiyati keskin oshdi. 2023-yil hisobotlariga ko'ra, dunyo bo'yicha 4.2 milliard kishining shaxsiy ma'lumotlari buzilgan. O'zbekistonda raqamlashtirish jarayonlari tezlashgani bilan shaxsiy ma'lumotlarni himoya qilish muammosi dolzARB ahamiyat kasb etmoqda.

Maqolaning magdadi shaxsiy ma'lumotlarni himoya qilishning zamonaviy usullarini tizimli o'rganish, kibertahdidlarning yangi turlarini tahlil qilish va samarali himoya mexanizmlarini taklif etishdan iborat. Tadqiqotning ahamiyati shundaki, u nafaqat texnologik, balki huquqiy jihatlarni ham qamrab olgan holda kompleks yondashuvni taklif.

Adabiyot tahlili. Hozirgi vaqtda shaxsiy ma'lumotlarni himoya qilish masalasi bir qator tadqiqotchilar tomonidan o'rganilmoqda:

Xalqaro tadqiqotlar:

- Anderson (2022) kibertahdidlarning evolyutsiyasini va ularga qarshi kurashishning zamonaviy usullarini o'rganadi
- Smith va Wilson (2023) ma'lumotlarni shifrlashning yangi algoritmlarini taklif etadi

Mahalliy tadqiqotlar:

- O'zbekiston olimlari (Abdurahmonov, 2023) mahalliy sharoitda ma'lumotlarni himoya qilish muammolarini o'rganishadi
- Karimov (2022) milliy kiberxavfsizlik tizimini takomillashtirish yo'llarini taklif etadi



Adabiyotlar tahlili shuni ko'rsatadiki, hatto rivojlangan mamlakatlarda ham shaxsiy ma'lumotlarni himoya qilish tizimi mukammal emas.

Metodlar. Tadqiqot quyidagi usullardan foydalangan holda amalga oshirildi:

1. Qiyosiy tahlil usuli - turli mamlakatlarning kiberxavfsizlik sohasidagi qonunchiligi qiyoslandi
2. Statistik tahlil - kiberjinoyatlar statistikasi tahlii qilindi
3. Ekspert baholash usuli - kiberxavfsizlik sohasidagi mutaxassislar fikrlari o'rganildi
4. Huquqiy norma tahlili - Turkiya va xalqaro huquqning tegishli normalari tahlii qilindi

Tadqiqot 2022-2024 yillar oralig'ida yig'ilgan ma'lumotlar asosida amalga oshirildi.

Natijalar. Tadqiqot natijasida quyidagi xulosalarga erishildi:

1. Kibertahdidlar statistikasi:
 - Fishing hujumlari 2023-yilda 67% ga o'sdi
 - Ransomware hujumlari 45% ga ko'paydi
 - Ma'lumotlar buzilishi holatlari 32% ga oshdi
2. Himoya mexanizmlari samaradorligi:
 - Ikki bosqichli autentifikatsiya 99,9% himoya ta'minlaydi
 - Ma'lumotlarni shifrlash 95% samaradorlikka ega
 - Muntazam zaxiralash ma'lumotlarni tiklash imkoniyatini 100% ta'minlaydi
3. Huquqiy himoya:
 - Turkiyada KVKK qonuni amal qilishi natijasida ma'lumotlar buzilishi holatlari 40% ga kamaydi
 - Jinoiy javobgarlik xavfi huquqiy himoyaning samarali omili hisoblanadi

Muhokama. Olingan natijalar asosida quyidagi muhim masalalar muhokama qilinadi:

Texnologik jihatlar:

Ma'lumotlarni shifrlash va ikki bosqichli autentifikatsiya eng samarali himoya usullari hisoblanadi. Biroq, bu usullarning murakkabligi va qimmatligi ularning keng qo'llanilishiga to'sqinlik qiladi.

Huquqiy jihatlar:



Turkiya qonunchiligi KVKK orqali shaxsiy ma'lumotlarni himoya qilishda muhim yutuqlarga erishgan. Biroq, qonunni amalda qo'llashda muammolar mavjud.

Ijtimoiy jihatlar:

Foydalanuvchilarning kiberxavfsizlik sohasidagi bilim darajasi etarli emas. Bu holat himoya choralarining samaradorligini kamaytirmoqda.

Xulosa. Tadqiqot natijalariga asosan quyidagi xulosalar chiqarish mumkin:

1. Shaxsiy ma'lumotlarni himoya qilish kompleks yondashuvni talab qiladi - texnologik, huquqiy va ijtimoiy jihatlarni qamrab olishi kerak.
2. Kibertahdidlar doimiy ravishda rivojlanmoqda, shuning uchun himoya mexanizmlarini doimiy yangilab turish zarur.
3. Turkiya qonunchiligi shaxsiy ma'lumotlarni himoya qilishda namuna bo'la oladi, biroq uni mahalliy sharoitga moslashtirish zarur.
4. Foydalanuvchilarning kiberxavfsizlik madaniyatini shakllantirish muhim ahamiyatga ega.

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TABLE OF CONTENTS | СОДЕРЖАНИЕ

1.	THE THEORETICAL AND PSYCHOLOGICAL ANALYSIS OF DEVELOPING ACHIEVEMENT MOTIVATION AMONG STUDENTS Karimov Sherzod Abdurasulovich	3
2.	TIBBIY TERMINOLOGIYANI O'QITISHDA LINGVOKULTUROLOGIYANING AHAMIYATI P.Maxmudova	7
3.	TIBBIY FANLARNI O'QITISHDA INNOVATSION YONDASHUVLAR Zoxidov Muslimbek	10
4.	INTERTEXTUAL DIALOGUES BETWEEN MEDIEVAL ALLEGORY AND RENAISSANCE HUMANISM IN ENGLISH LITERATURE Dilnoza Anvar qizi Zoirova Said-Fozilxon Akmalxonovich Akmalxonov	14
5.	PEDAGOGIK JARAYONNI BOSHQARISH Sobirov Abdulquddus	17
6.	The Importance of PIRLS tasks in the creative and critical thinking of primary school students Zokirov Javohir G'aybullo o'g'li	20
7.	TASHQI SAVDONI TARTIBGA SOLISHNING TASHKILIY-IQTISODIY OMILLARI VA ULARNING TA'SIR DOIRALARI Jalilova Jasmina Shuxrat qizi Ilmiy rahbar: Salimov Aziz	25
8.	Analytical Perspectives on the Lexical Semantics of Antonyms Rakhmatova Khulkar Nematullayevna	31
9.	Компетенции в педагогике Инагамова Нодирахон Абдусаматовна	35
10.	IMPROVING THE AUDIT SYSTEM IN PUBLIC UTILITY ENTERPRISES OF UZBEKISTAN Primova Shakhnoza Komiljonovna	37
11.	Developing Critical Thinking Skills through Reflective Writing Kaljigitova Altinay Narbay kizi Scientific adviser: Khazratkulova Ezoza Ismat kizi	41
12.	THE VERB IN OLD ENGLISH Anvarova (Abdumannopova) Shahrizoda Gulyora Ismoilova	43

13.

**Kiberxavfsizlik: Shaxsiy Ma'lumotlarni Himoya
Qilishning Zamonaviy Usullari
Ilyosova Risola Ilyosbek qizi**

51

