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OILADAGI MA'NAVIY MUHIT VA UNING BOLA PSIXOLOGIK TARBIYASIGA TA'SIRI.

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Annotatsiya: Ushbu maqolada oiladagi ma'naviy muhitning bola psixologik rivojlanishiga ta'siri ilmiy-nazariy asoslar bilan yoritilgan. Maqolada oilaviy qadriyatlar, kommunikativ jismlar va tarbiyaviy jarayonlarning o'zaro bog'liqligi tahlil qilindi. Shuningdek, bola psixologik tarbiyasida ma'naviy uyg'unlikning rolga doir muhim omillar ochib berildi.

Kalit so'zlar: ma'naviyat, psixologik tarbiya, oila muhiti, qadriyatlar, bola rivoji, ijtimoiylashuv, kommunikatsiya, tarbiyaviy omillar.

Abstract: This article highlights the impact of the spiritual environment in the family on a child's psychological development, based on scientific and theoretical foundations. The article analyzes the interconnection between family values, communicative elements, and educational processes. Additionally, it identifies key factors regarding the role of spiritual harmony in a child's psychological upbringing.

Keywords: spirituality, psychological upbringing, family environment, values, child development, socialization, communication, educational factors.

Аннотация: В данной статье научно-теоретически освещено влияние духовной атмосферы в семье на психологическое развитие ребенка. В статье проанализированы взаимосвязь семейных ценностей, коммуникативных элементов и воспитательных процессов. Также раскрыты важные факторы, влияющие на роль духовной гармонии в психологическом воспитании ребенка.

Ключевые слова: духовность, психологическое воспитание, семейная среда, ценности, развитие ребенка, социализация, коммуникация, воспитательные факторы.

Oila jamiyatning eng kichik ijtimoiy bo'g'ini bo'lishi bilan birga, shaxs kamolotining boshlang'ich poydevorini tashkil etadi. Ayniqsa, oiladagi ma'naviy muhit bola psixik rivojlanishi, xarakter shakllanishi va ijtimoiy tajriba orttirishiga katta ta'sir ko'rsatadi.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev oilaning jamiyat taraqqiyotidagi o'rnini ta'kidlab, quyidagilarni qayd etadi: "Oila – bu jamiyatning tayanchi, eng katta maktabi va tarbiya maskani. Farzandlarimizning ma'naviyati, dunyoqarashi, odobi avvalo oilada shakllanadi. Mustahkam oila – mustahkam jamiyatning asosidir."

Bu fikrlar oila ichidagi ma'naviy muhit va bola psixologik tarbiyasi qanchalik bevosita bog'liqligini yana bir bor tasdiqlaydi. Prezident oilani faqat

turmush tarzining markazi emas, balki inson ruhiyati, axloqi va ma'naviyati shakllanadigan birlamchi makon sifatida ko'radi. Shuning uchun davlat siyosatida ham oilani qo'llab-quvvatlash, sog'lom psixologik iqlim yaratish, ma'naviy qadriyatlarni mustahkamlash ustuvor yo'nalishlardan biri sifatida belgilangan.

Prezidentning ta'kidlashicha, farzandlar tarbiyasiga e'tibor kuchaysa, kelajak avlodning intellektual, ruhiy va ma'naviy salohiyati ham yanada yuksaladi. Zero, "Oila mustahkam bo'lsa, jamiyatda ham barqarorlik va taraqqiyot bo'ladi."

Olimlarning fikricha, ma'naviy muhitning barqarorligi bolaning emotsional holati va ruhiy muvozanatini saqlashda muhim omildir.

Oila ma'naviy muhiti — bu oilaning qadriyatlari, axloqiy mezonlari, odob-axloq normalari, an'analari va oilaviy o'zaro munosabatlar tizimidan iborat murakkab psixologik-ijtimoiy muhitdir. Mazkur muhit bola ongini shakllantirish, unga ijobiy xulq me'yorlarini singdirish jarayonida asosiy o'rin tutadi. Shu boisdan, oilada mehr, hurmat va o'zaro ishonchning qaror topganligi bolaning psixologik barqarorligiga bevosita ta'sir etadi.

Oila ichidagi muloqot madaniyati ham muhim komponent hisoblanadi. Ota-ona va farzand o'rtasidagi sog'lom kommunikatsiya tizimi bolani o'zini erkin ifoda etishga, mustaqil fikrlashga va o'z imkoniyatlarini namoyon qilishga undaydi. Ma'naviy boy muhitda voyaga yetayotgan bolalarda empatiya, ijobiy motivatsiya, tashabbuskorlik va mas'uliyat tuyg'usi tez shakllanadi.

Bola psixologik tarbiyasi — bu uning emotsional-intellektual rivojlanishi, xulq-atvor xususiyatlari va shaxs sifatida kamol topishiga ta'sir etuvchi tarbiyaviy jarayonlar majmuidir. Psixologlarning ta'kidlashicha, bolalik davri — shaxsiy fazilatlarining mustahkamlanishi uchun eng muhim bosqich bo'lib, bunda oilaning bevosita ta'siri hal qiluvchi ahamiyatga ega.

Oilaviy muhitning iliqligi, ota-onaning e'tiborli munosabati, bolaga nisbatan qo'llab-quvvatlovchi psixologik yondashuv uning ruhiy o'sishiga ko'maklashadi. Aksincha, ziddiyatli oilalarda tarbiyalanayotgan bolalarda xavotirlik, qo'rquv, tajovuzkorlik yoki o'ziga ishonchsizlik kabi salbiy psixologik holatlar shakllanishi mumkin.

Bola tarbiyasida ota-onaning shaxsiy namunasi eng kuchli tarbiyaviy omil hisoblanadi. Ota-onaning axloqiy qiyofasi, kundalik xatti-harakati, muomala madaniyati bolaning idrokiga chuqur singadi va ularning shaxsiy xulq-atvor standartiga aylanadi.

Oila ma'naviyati bilan bola psixologik tarbiyasi o'zaro uzviy bog'liq bo'lib, biri ikkinchisining rivojlanishini taqozo etadi. Ma'naviyati yuqori bo'lgan oilalarda psixologik tarbiya samaradorligi ham yuqori bo'ladi. Chunki bu kabi oilalarda bolaga nisbatan mehribonlik, adolat, halollik, sabr-toqat kabi fazilatlar namuna sifatida doimiy ko'rsatilib boriladi.

Bola ma'naviy rivoji uchun muhitning axloqiy sog'lomligi, oila a'zolarining o'zaro hurmati, psixologik qo'llab-quvvatlovchi muloqot, bir-biriga mas'uliyat bilan munosabatda bo'lishi asosiy mezon hisoblanadi.

Oila ma'naviy muhiti bola psixologik tarbiyasining eng muhim omillaridan biri bo'lib, uning ruhiy barqarorligi, ijtimoiylashuvi, shaxs sifatida kamol topishida hal qiluvchi ahamiyat kasb etadi. Oilada ijobiy ma'naviy muhitning yaratilishi farzandlarning emotsional intellektini o'stirish, xulq-atvorini to'g'ri shakllantirish va mustaqil qaror qabul qilish ko'nikmalarini rivojlantirishga xizmat qiladi.

Ota-ona va bola o'rtasidagi sog'lom kommunikatsiya, tarbiyaning izchilligi va o'zaro hurmat muhitida voyaga yetgan farzandlar keyinchalik jamiyatning faol va ma'naviy barkamol a'zolari bo'lib yetishadi. Shu bois, oilaning ma'naviy muhiti va psixologik tarbiya uyg'unligini ta'minlash har bir ota-onaning eng asosiy vazifalaridan biridir.

Ma'naviy muhitning sog'lomligi nafaqat bola ruhiy rivojini ta'minlaydi, balki uning kelajakdagi jamiyatdagi o'rnini, kasbiy va shaxsiy muvaffaqiyatlarini ham belgilaydi. Oila ichidagi uyg'unlik qanchalik kuchli bo'lsa, bola tarbiyasi shunchalik samarali bo'ladi.

Shu asosda aytish mumkinki, oilaviy ma'naviyatni mustahkamlash va psixologik tarbiya jarayonini to'g'ri yo'lga qo'yish — har bir ota-onaning, har bir pedagogning, eng muhimi jamiyatning umumiy vazifasidir. Sog'lom ma'naviy muhitda voyaga yetgan farzandlar esa kelajakning ma'rifatli, ongli va barkamol avlodini shakllantiradi.

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The Gothic Novel: Origins and Influence on English Literature

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Annotation. This article explores the origins and development of the Gothic novel and its influence on English literature. Emerging in the late eighteenth century, the Gothic novel combined medieval settings, supernatural elements, and emotional intensity to challenge Enlightenment rationality. Beginning with Horace Walpole's *The Castle of Otranto*, the genre quickly expanded through the works of Ann Radcliffe, Matthew Lewis, and others. Gothic conventions later shaped Romantic and Victorian literature, influencing major works such as *Frankenstein*, *Jane Eyre*, and *Dracula*. The article concludes that the Gothic tradition remains a vital force in modern fiction, cinema, and popular culture.

Key words: Gothic novel, Supernatural, Medieval setting, Mystery, Horror, Atmosphere, Romanticism, Victorian literature, Sublime, Fear

The Gothic novel is one of the most distinctive and influential literary genres in English literature. Emerging in the second half of the eighteenth century, it introduced a unique blend of terror, mystery, emotional intensity, and supernatural elements. At a time when Enlightenment rationalism dominated intellectual life, Gothic fiction offered an alternative space where imagination, fear, and the unknown could flourish. The genre not only shaped the literary trends of its era but also laid the foundations for later developments in Romanticism, Victorian fiction, psychological literature, and modern horror.

The term "Gothic" originally referred to medieval architecture—particularly old castles, monasteries, and cathedrals with pointed arches and dark, dramatic interiors. Eighteenth-century writers adopted this term because their stories often took place in such ancient, mysterious environments. At the same time, readers were becoming increasingly interested in emotional experiences, supernatural events, and the darker aspects of human psychology.

The birth of the Gothic novel is usually associated with Horace Walpole's *The Castle of Otranto* (1764). Walpole combined medieval settings with supernatural happenings—giant helmets falling from the sky, ghostly apparitions, and ancient prophecies. This novel introduced most of the features that would later become essential to the Gothic mode, such as the tyrannical villain, the persecuted heroine, secret passages, and a gloomy, isolated castle.

After Walpole, the genre expanded rapidly. Ann Radcliffe played a major role in shaping the psychological and atmospheric aspects of the Gothic novel. Her works, especially *The Mysteries of Udolpho*, focused on building suspense through sublime landscapes, dark corridors, and unexplained noises. Radcliffe often offered

rational explanations for supernatural events, creating a balance between fear and reason.

Matthew Lewis, in contrast, embraced shocking and openly supernatural elements in *The Monk*. His novel introduced themes of forbidden desire, moral corruption, madness, and ghostly interventions. Consequently, the Gothic genre split into two branches: the “terror Gothic” represented by Radcliffe, and the “horror Gothic” represented by Lewis.

Writers like William Beckford further enriched the genre by exploring exotic and Oriental settings, demonstrating the Gothic novel’s adaptability. Gothic literature is recognizable by several defining features. These include isolated and ancient settings such as ruined castles, dark forests, or abandoned monasteries; a heavy and suspenseful atmosphere filled with stormy nights, shadows, and eerie silence; supernatural or mysterious events such as ghosts, curses, visions, and unexplained movements; and a cast of characters that often includes cruel villains, innocent heroines, mysterious strangers, wandering spirits, and psychologically tormented figures.

The themes of the Gothic novel revolve around fear of the unknown, conflict between rationality and emotion, the complexity of human guilt and sin, the fragility of sanity, and the blurred line between reality and imagination. Many Gothic writers used their stories to explore social and moral issues indirectly, using supernatural motifs as symbolic representations of deeper human anxieties. The Gothic novel had a profound influence on Romantic writers. Romanticism valued emotion, imagination, and the power of nature, all of which aligned with Gothic themes. Poets such as Coleridge and Byron incorporated Gothic imagery—haunted landscapes, supernatural beings, dark passions—into their works. During the nineteenth century, Gothic elements blended with social realism, contributing to some of the most significant novels of the period. Mary Shelley’s *Frankenstein* explored scientific ambition and the moral consequences of creation, blending Gothic horror with early science fiction. Emily Brontë’s *Wuthering Heights* used wild landscapes and intense emotional conflict to create a Gothic atmosphere of obsession and revenge. Charlotte Brontë’s *Jane Eyre* also contained Gothic components: the mysterious Thornfield Hall, strange noises at night, and the secret presence of Bertha Mason.

The Gothic mode experienced a powerful revival toward the end of the nineteenth century. Bram Stoker’s *Dracula* introduced the iconic vampire figure and examined issues of sexuality, superstition, and modernity. Robert Louis Stevenson’s *Dr. Jekyll and Mr. Hyde* used Gothic elements to explore the dual nature of identity and the darker sides of human personality. Oscar Wilde’s *The Picture of Dorian Gray* combined psychological Gothic themes with moral corruption and supernatural punishment.

The legacy of the Gothic novel persists in modern literature, film, and cultural imagination. Contemporary horror fiction, psychological thrillers, ghost

stories, and dark fantasy all draw inspiration from Gothic traditions. Writers such as Stephen King, Shirley Jackson, and Anne Rice continue to explore fear, the supernatural, and human psychology through Gothic frameworks. Moreover, Gothic imagery remains central in cinema—from classic horror films to modern supernatural dramas and Gothic-inspired fantasy worlds.

The Gothic novel remains one of the most influential and enduring genres in the history of English literature. From its eighteenth-century origins to its modern reinterpretations, the Gothic tradition has consistently captured readers' imaginations with its exploration of fear, mystery, and emotional intensity. It has shaped major literary movements, influenced famous works across different periods, and continues to inspire contemporary storytelling in diverse forms. The Gothic genre survives because it speaks to universal human emotions and questions—our fascination with the unknown, our struggles with inner darkness, and our desire to explore the borders between reality and imagination.

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Sentimentalism in the 18th Century: Samuel Richardson and Laurence Sterne Isroilova Tursuntosh

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Abstract. This paper examines the development of Sentimentalism in 18th-century English literature through the works of Samuel Richardson and Laurence Sterne. Sentimentalism emerged as a reaction to Enlightenment rationalism, emphasizing emotional sensitivity, sympathy, and moral virtue as central aspects of human experience. Samuel Richardson's epistolary novels, particularly *Pamela* and *Clarissa*, established the psychological depth and moral seriousness of the sentimental tradition by revealing characters' inner conflicts and emotional struggles. Laurence Sterne, in contrast, combined sentiment with humour and narrative experimentation in works such as *Tristram Shandy* and *A Sentimental Journey*, highlighting the beauty of everyday emotional experiences while gently satirizing exaggerated sensibility. By comparing the two authors, the study demonstrates how their distinct approaches contributed to the development of the sentimental novel and influenced later European and Romantic literature. The paper concludes that Sentimentalism played a crucial role in expanding the literary representation of emotion and laying the foundation for modern psychological fiction.

Key Words: Sentimentalism; 18th-century literature; Samuel Richardson; Laurence Sterne; epistolary novel; psychological realism; sensibility; emotion; moral virtue; *A Sentimental Journey*; *Tristram Shandy*.

The 18th century in England was a period of significant cultural and intellectual transformation. While the Enlightenment emphasized reason, logic, and scientific progress, another important trend — Sentimentalism — emerged as a reaction to excessive rationality. Sentimentalism placed emotion, sympathy, and moral sensitivity at the center of human experience. Two important literary figures who profoundly shaped this movement were **Samuel Richardson** and **Laurence Sterne**. Their works introduced new ways of exploring psychological depth, human compassion, and the moral power of feeling.

Sentimentalism arose partly as a response to the cold intellectualism of the time. Thinkers like David Hume and Adam Smith had argued that sympathy was a natural human instinct. This idea influenced writers who believed literature should touch the heart, awaken compassion, and show the emotional foundations of virtue.

The main features of sentimental literature included the exploration of inner feelings, the representation of moral dilemmas, an emphasis on sympathy, and detailed depictions of emotional experiences. Writers often used first-person narration or epistolary forms to create an intimate connection between the reader and the characters. Sentimentalism turned attention away from heroic events

toward ordinary people whose personal experiences, sufferings, and moral choices carried universal meaning.

Samuel Richardson and the Birth of the Psychological Novel

Samuel Richardson is considered one of the founders of the sentimental novel. His works introduced detailed emotional introspection and moral sensitivity into English fiction. Before Richardson, novels tended to focus on external events or humorous episodes. He shifted attention to the **inner life** of characters.

One of Richardson's major contributions was his use of the epistolary form. In novels such as *Pamela* and *Clarissa*, the story unfolds through letters written by the characters. This narrative technique allowed readers to delve directly into the characters' thoughts, emotions, and moral struggles. Their fears, hopes, dilemmas, and reflections become vivid and immediate.

In *Pamela*, Richardson demonstrates how emotional honesty and moral virtue can empower a socially vulnerable young woman. The heroine's purity and sincerity help her overcome the attempts to manipulate her. Through her emotional resilience, Richardson argues that virtue can triumph even in difficult circumstances.

In *Clarissa*, he takes sentimental exploration to a deeper level. Clarissa's tragic story reveals the psychological suffering caused by family pressure, social expectations, and moral injustice. Her letters are full of emotional turmoil, moral reasoning, and spiritual reflection. Richardson's novel shows how society can destroy a virtuous person when it ignores compassion and humanity. His portrayal of psychological complexity influenced later generations of writers across Europe.

Laurence Sterne: Emotion, Irony, and Narrative Experimentation

Laurence Sterne approached Sentimentalism from a different angle. While Richardson's stories were serious and morally instructive, Sterne introduced humour, irony, and experimental techniques.

His famous novel *Tristram Shandy* breaks almost every traditional rule of storytelling. Instead of a straightforward narrative, the book uses digressions, playful commentary, and unconventional structures. Yet, beneath the humour, the novel contains deeply emotional scenes. Sterne's characters — especially Uncle Toby — exemplify pure kindness, innocence, and sincere sympathy. Sterne shows that emotional sensitivity can be gentle, natural, and even humorous.

In *A Sentimental Journey*, Sterne focuses on small, tender moments of human connection. The narrator, Yorick, travels through France and becomes emotionally affected by the people he meets. Instead of dramatic events, the novel highlights everyday gestures of kindness, compassion for strangers, and spontaneous feelings. Sterne suggests that a person's moral worth is revealed not through grand actions but through the ability to feel deeply and respond lovingly to others.

Unlike Richardson, Sterne often satirized exaggerated or artificial displays of emotion. His balance of sentiment and humour prevented sentimental literature

from becoming overly dramatic, offering a more realistic and lively approach to human sensitivity.

Richardson and Sterne: Two Faces of Sentimentalism

Although both authors contributed significantly to Sentimentalism, their approaches were distinct. Richardson focused on moral seriousness, psychological depth, and the emotional suffering of his characters. His novels highlight the challenges individuals face when confronted with moral dilemmas or social injustice. Sterne, meanwhile, celebrated spontaneous emotion, everyday experiences, and gentle humour. While Richardson used sentiment to teach moral lessons, Sterne used it to explore the joy, warmth, and humanity found in ordinary life.

Despite these differences, both writers expanded the possibilities of the novel. They demonstrated that literature could explore the emotional aspects of the human condition, creating stories that touch readers' hearts while offering insight into the universal experiences of love, suffering, and compassion.

Sentimentalism in the 18th century played a crucial role in transforming English literature. By shifting attention from reason to emotion, sentimental writers challenged the dominant intellectual worldview of their time and emphasized the importance of sympathy, kindness, and moral sensitivity. Samuel Richardson laid the foundations of the sentimental novel through his detailed psychological portrayals and morally serious epistolary narratives. Laurence Sterne enriched the movement by combining emotional sincerity with humour, stylistic innovation, and a celebration of simple human connections.

Together, they shaped a literary movement that influenced not only English fiction but also the broader European tradition. Sentimentalism opened the door to Romanticism and helped establish the foundations of modern psychological realism. It demonstrated that literature becomes truly powerful when it reflects the full depth of human emotion and the moral complexities of everyday life.

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Qurilish kompaniyasida menejment tizimini takomillashtirish

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Annotasiya. Mazkur maqolada qurilish kompaniyasi misolida menejment tizimini takomillashtirishning nazariy va amaliy jihatlari tahlil qilingan. Tadqiqot jarayonida “Trest” AJ faoliyatida mavjud boshqaruv muammolari, xususan, tashkiliy tuzilmaning markazlashganligi, qarorlar qabul qilish jarayonining sustligi, xodimlar motivatsiyasi va KPI tizimining yetarli darajada joriy etilmagani aniqlangan. Moliyaviy tahlil natijalari kompaniyada likvidlik va moliyaviy mustaqillik darajasini oshirish zarurligini ko‘rsatadi. Maqolada menejment tizimini takomillashtirish yo‘nalishlari sifatida matritsali boshqaruv modeliga o‘tish, xodimlar faoliyatini KPI asosida baholash, rag‘batlantirish mexanizmlarini kuchaytirish, moliyaviy boshqaruvni optimallashtirish hamda raqamli texnologiyalarni (ERP, BIM, IoT) joriy etish taklif etilgan. Shuningdek, korporativ boshqaruvni rivojlantirish, ichki va tashqi auditni kuchaytirish hamda xalqaro tajribalarni integratsiyalash kompaniyaning raqobatbardoshligi va investitsion jozibadorligini oshirishga xizmat qilishi asoslab berilgan.

Kalit so‘zlar: qurilish kompaniyasi, menejment tizimi, tashkiliy tuzilma, KPI, xodimlar motivatsiyasi, moliyaviy boshqaruv, raqamli transformatsiya, ERP tizimi, BIM texnologiyalari, korporativ boshqaruv, raqobatbardoshlik.

KIRISH. “Trest” AJ faoliyatida menejment tizimini takomillashtirish masalasi bugungi kundagi eng dolzarb vazifalardan biridir. Ayni paytda qurilish sohasining o‘ziga xos xususiyatlari, iqtisodiy va texnologik omillarning murakkab uyg‘unligi, shuningdek, menejment tizimining yetarli darajada rivojlanmaganligi kompaniya samaradorligiga bevosita ta‘sir ko‘rsatmoqda. Shu nuqtai nazardan, “Trest” AJ faoliyatida boshqaruv tizimini strategik asosda qayta ko‘rib chiqish, zamonaviy yondashuvlarni tatbiq etish va xalqaro tajriba asosida moslashtirish dolzarb ehtiyoj hisoblanadi.

Kompaniyada kuzatilayotgan boshqaruvdagi asosiy muammolar bir necha yo‘nalishlarda namoyon bo‘ladi. Avvalo, tashkiliy boshqaruv tuzilmasining markazlashganligi natijasida qarorlar qabul qilish jarayoni sust kechmoqda. Filiallar va bo‘limlar o‘rtasida yetarli darajada vakolatlar bo‘linmagan, bu esa tashabbuskorlikning pasayishiga, ijro intizomi va innovatsion faollikning kamayishiga olib kelmoqda. Shuningdek, xodimlar motivatsiyasining pastligi, rag‘batlantirish tizimining samarasizligi, KPIning (asosiy samaradorlik ko‘rsatkichlari) amaliyotda qo‘llanilmasligi va natijaviy mehnat bahosining yo‘qligi mehnat unumdorligiga salbiy ta‘sir qilmoqda.

ASOSIY TADQIQOT. “Trest” AJ ning moliyaviy tahlili shuni ko‘rsatdiki, kompaniya likvidlik, moliyaviy mustaqillik va foydalilik ko‘rsatkichlari bo‘yicha muayyan zaifliklarga ega. 2023 yil yakuni bo‘yicha joriy likvidlik koeffitsienti

1.18 ni, mutlaq likvidlik koeffitsienti esa 0.56 ni tashkil etdi. Bu esa qisqa muddatli majburiyatlarni to'liq qoplashda yetarli darajadagi salohiyat yo'qligini ko'rsatadi. Bundan tashqari, o'z va jalb etilgan mablag'lar nisbati 0.27 ni tashkil qilgan bo'lib, bu kompaniya moliyaviy mustaqilligining pasayganidan darak beradi. Dividend siyosatining izchil emasligi, 7.2 mlrd so'mlik to'lanmagan dividendlar mavjudligi investorlarga nisbatan ishonchni susaytirgan. Shu bois, menejment tizimi moliyaviy boshqaruvni ham o'z ichiga olgan holda tubdan isloh qilinishi lozim.

Qurilish sohasidagi zamonaviy tendensiyalar, jumladan, raqamli transformatsiya, avtomatlashtirilgan boshqaruv tizimlari, BIM texnologiyalarining keng joriy qilinishi, loyihalarning "yupqa" boshqaruvi (Lean Construction), ekologik standartlarga amal qilish kabi yondashuvlar "Trest" AJ uchun ham dolzarbdir. Ammo amalda kompaniyada bu kabi yondashuvlarning joriy qilinishi sust kechmoqda. Masalan, BIM texnologiyalarining faqat bir necha loyihalarda cheklangan darajada qo'llanilishi, ERP tizimining yo'qligi, ma'lumotlar bazasining fragmentatsiyaligi, ishlab chiqarish maydonlarida avtomatlashtirish va monitoring texnologiyalarining kamligi tashkilotning raqobatbardoshligini pasaytirmoqda.

Menejment tizimini takomillashtirish yo'nalishlaridan biri bu – tashkiliy tuzilmani qayta ko'rib chiqish, ya'ni an'anaviy chiziqli-funksional modeldan matritsali boshqaruv tizimiga o'tishdir. Bu modelda loyihaviy va funksional bo'linmalarining vakolatlari kesishib, har bir loyiha alohida loyiha menejeri tomonidan boshqariladi. Bu yondashuv loyiha boshqaruvining moslashuvchanligini oshiradi, vaqt va resurslarni optimal taqsimlash imkonini beradi. Boshqaruv tuzilmasini matritsaga o'tkazish orqali kompaniya o'zining yirik infratuzilma loyihalarini tizimli ravishda amalga oshira oladi.

Xodimlar motivatsiyasi va inson resurslarini boshqarish yo'nalishida ham sezilarli o'zgarishlar zarur. Bu borada asosiy e'tibor xodimlar faoliyatini samarali baholash, mukofotlash, rag'batlantirish va malaka oshirish tizimlarini shakllantirishga qaratilishi lozim. KPI tizimi asosida xodimlar faoliyatining asosiy natijalari belgilab olinadi va ular asosida mehnatga haq to'lash, mukofotlash yoki jazolash mexanizmlari joriy etiladi. Bu esa xodimlarning tashkilotga bo'lgan sadoqatini oshiradi, mehnat unumdorligini kuchaytiradi.

Moliyaviy boshqaruv tizimida esa avvalo kreditorlik qarzlarni optimallashtirish choralari ko'rilishi lozim. Kompaniya balansida aks ettirilgan 735 mlrd so'mlik avans mablag'larini qayta ko'rib chiqish, ularni qayta moliyalashtirish, qayta tuzish yoki muddatlarini uzaytirish orqali moliyaviy bosimni kamaytirish mumkin. Shuningdek, dividend siyosatini yangilash va reinvestitsiyalarni kengaytirish kompaniya kapitalining ichki manbalardan ko'payishiga xizmat qiladi. Buning uchun dividendlar bo'yicha aniq va izchil siyosat ishlab chiqilishi, ustuvor holda investitsion dasturlarni moliyalashtirish zarur.

Raqamli texnologiyalarni joriy qilish orqali menejment tizimining samaradorligini oshirish mumkin. Bu borada, birinchidan, BIM (Building

Information Modeling) texnologiyalarining barcha bosqichlarda – loyiha tayyorlash, qurilish, nazorat va ekspluatatsiyada joriy qilinishi kerak. Ikkinchidan, ERP (Enterprise Resource Planning) tizimi – masalan, 1C yoki SAP asosida ishlab chiqilgan maxsus modullar joriy qilinishi zarur. Uchinchidan, IoT texnologiyalaridan (aqlli sensorlar, real vaqtda monitoring), shuningdek, dronlar yordamida qurilish jarayonlarini nazorat qilish amaliyoti yo‘lga qo‘yilishi mumkin. Bu texnologiyalar vaqtini tejaydi, sifat nazoratini kuchaytiradi, xavfsizlikni oshiradi va inson omiliga bog‘liq xatoliklarni kamaytiradi.

Kadrlar salohiyatini oshirish masalasida “Trest” AJ uchun xalqaro tajriba juda muhimdir. Kadrlar tayyorlash va ularni qayta tayyorlash xalqaro sertifikatlashtirish tizimlariga – masalan, PMP (Project Management Professional), LEED (Green Building Certification), OSHA (mehnat xavfsizligi) asosida tashkil etilishi mumkin. Buning uchun mahalliy oliy ta‘lim muassasalari bilan hamkorlikni kengaytirish, xorijiy tajriba asosida malaka oshirish dasturlarini ishlab chiqish va doimiy bilimlarni yangilab borish siyosatini yo‘lga qo‘yish lozim.

Kompaniyada ichki audit tizimini kuchaytirish, tashqi moliyaviy audit natijalaridan foydalanish va xalqaro hisobot standartlari (IFRS) asosida moliyaviy natijalarni tayyorlash amaliyotini joriy qilish orqali shaffoflik va hisobot beruvchanlik darajasini oshirish mumkin. Bu esa investorlar va sheriklar ishonchini mustahkamlashga xizmat qiladi.

Bundan tashqari, korporativ boshqaruv tizimini ham isloh qilish lozim. Kuzatuv kengashi faoliyatini faollashtirish, uning tarkibida mustaqil a‘zolar ulushini oshirish, strategik qarorlar qabul qilishda shaffoflik va manfaatlar to‘qnashuvining oldini olish uchun komplayens tizimini joriy etish muhim hisoblanadi. Shuningdek, menejerlar faoliyatining samaradorligini baholovchi yillik hisobotlarni joriy qilish, ularni aksiyadorlar oldida muntazam taqdim etish orqali ochiqlik darajasini oshirish mumkin.

Shu bilan birga, “Trest” AJ davlat bilan xususiy sektor hamkorligi (PPP) asosida loyihalarni amalga oshirish amaliyotini kengaytirishi lozim. Bu kompaniyaning kapital bazasini kengaytirish, texnologik va moliyaviy sheriklik imkoniyatlarini yaratish, davlat buyurtmalarini olishdagi ishonchliligini oshiradi. PPP asosidagi loyihalarda menejment tizimining aniq rejalashtirilgan, xavflar tahliliga asoslangan va samaradorlikka yo‘naltirilgan bo‘lishi katta ahamiyat kasb etadi.

Yuqorida ta‘kidlangan islohotlarning amalga oshirilishi kompaniyaning iqtisodiy ko‘rsatkichlariga bevosita ijobiy ta‘sir qiladi. Xususan, ROE (o‘z kapitalining rentabelligi) ko‘rsatkichi 2.22 foizdan 8 foiz va undan yuqoriga ko‘tarilishi mumkin. Joriy likvidlik 1.18 dan kamida 1.5 ga yetkaziladi. Loyihalarning o‘z vaqtida bajarilish darajasi 88 foizdan 95 foizgacha oshiriladi. Xodimlar qoniqish darajasi 62 foizdan 80 foizgacha ko‘tarilishi kutiladi.

XULOSA VA TAKLIFLAR. Xulosa qilib aytganda, “Trest” AJ faoliyatida menejment tizimini takomillashtirish kompaniyaning raqobatbardoshligini saqlab

qolish, moliyaviy barqarorlikni ta'minlash va investitsion jozibadorlikni oshirishda hal qiluvchi omil hisoblanadi. Ushbu yo'nalishda tashkiliy tuzilmani qayta ko'rib chiqish, xodimlar motivatsiyasini oshirish, raqamli texnologiyalarni keng joriy etish, moliyaviy boshqaruvni optimallashtirish va xalqaro tajribalarni integratsiyalash asosiy vazifalardir. Shu orqali kompaniya O'zbekiston qurilish sohasida yetakchi mavqegini mustahkamlashi va barqaror rivojlanish strategiyasini shakllantirishi mumkin.

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400 metr g'ovlar osha yuguruvchilarni, ishlab chiqilgan tezkor chidamlilikni rivojlantirish metodikasini qo'llanilgandan so'ng jismoniy tayyorgarligini shakllanishi

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Annotatsiya: 400 metrda g'ovlar osha yugurish – bu texnik jihatdan murakkab sport turi bo'lib, yuguruvchilar tezlik, chaqqonlik, tezkor chidamlilik va texnikani uyg'unlashtirishlari kerak. Quyida 400 metrda g'ovlar bilan yuguruvchilarning jismoniy tayyorgarligini maxsus sinov testlari yordamida aniqlashga e'tibor qaratilgan va yuklamalarning taqsimlanishi, tezkor chidamlilikni rivojlantirish metodikani samaradorligi haqida asosiy ma'lumotlar keltirilgan:

Kalit so'zlar: 400 metrda g'ovlar osha yuguruvchi, sportchilar, jismoniy tayyorgarlik, tezkorlik, portlovchi kuch, sakrash, tezkor chidamlilik, sport natijalari.

So'nggi yillarda yengil atletika sport sohasida amalga oshirilayotgan ishlarning salmog'i katta bo'layotganligini e'tirof etish lozim. Xususan, sportchilar tayyorlash tizimida malakali sportchilarni tayyorlash, yillik tayyorgarlik mashg'ulot jarayonlarini zamonaviy pedagogik texnologiyalar yordamida boshqarish tobora ommaviylashib ustivor vazifalarga aylanib ulgurdi. G'ovlar osha yuguruvchi malakali sportchilarni tayyorlash ko'p yillik pedagogik jarayon bo'lib, sport mashg'ulotlarini bosqichma-bosqich rejalashtirishdan iboratdir. 400 metr g'ovlar osha yuguruvchilarning tayyorgarligini samarali tashkil etish jarayoni sport natijalarining barqaror o'sishini ta'minlovchi muhim omillardan biridir.

Biz tomonimizdan ishlab chiqilgan jismoniy tayyorgarligini rivojlantirishga qaratilgan tezkor chidamlilikni rivojlantirish metodikani samaradorligini aniqlash maqsadida, 400 metrda g'ovlar osha yuguruvchilarni jismoniy tayyorgarligini maxsus sinov testlari yordamida aniqlashga e'tibor qaratdik.

Unga ko'ra, 400 metrda g'ovlar osha yuguruvchilarni asosiy tezkor chidamliligini aniqlash maqsadida 400 metrda g'ovlar osha yugurish sinovi orqali aniqladik. Tajriba guruh sinoluvchilari ushbu 400 metrda g'ovlar osha yugurishda masofani o'rtacha $56,70 \pm 0,15$ soniyada yugurib o'tgan bo'lsa, kuchini 30 m masofaga pastki startdan chiqib yugurish sinovi orqali aniqlashga e'tibor berdik. Tajriba guruh sinoluvchilari ushbu 30 m masofani o'rtacha $4,40 \pm 0,20$ soniyada yugurib o'tgan bo'lsa, tezkor chidamlilikni ifodalovchi 100 m masofaga yugurishni $12,40 \pm 0,07$ soniyada yugurib o'tishga erishdi. Maxsus chidamlilik sifatini ko'rsatuvchi past startdan yugurish 400m $56,10 \pm 0,28$ soniya yugurib o'tishga erishilgan bo'lsa, 1000 m masofani $2,52.00 \pm 3,35$ daqiqa/soniyada yugurib o'tishdi. Oyoqni portlovchi kuchini aniqlashda joyidan turib uzunlikka sakrashda o'rtacha natija $256,0 \pm 1,04$ sm.ni tashkil etdi. Joyidan uch hatlab sakrashda esa o'rtacha natija $720,0 \pm 0,10$ sm.ni tashkil qildi. Tajriba guruxidan olingan natijalarga e'tibor

beradigan bo'lsak, tajriba guruhida ko'rsatilgan mashg'ulot uslubiyati ularni jismoniy tayyorgarligini shakllanishiga imkon yaratganligini ko'rishimiz mumkin. (1-jadvalda).

Nazorat guruhini xam tajriba guruhida olingan oltita maxsus testlar arsenalidan foydalanib, tadqiqot jarayonida jismoniy tayyorgarlik darajasini shakllanishini aniqladik.

Unga ko'ra, 400 mertga g'ovlar osha yuguruvchilarni tezkor kuchini 30 m masofaga pastki startdan chiqib yugurish sinovi orqali aniqlashga e'tibor berdik. Nazorat guruh sinalluvchilari ushbu 400 mertga g'ovlar osha yugurish masofasini $60,0 \pm 0,72$ daqiqa/soniyada yugurib o'tganligini ko'rishimiz mumkin. 30 m masofani o'rtacha $4,70 \pm 0,22$ soniyada yugurib o'tgan bo'lsa, tezkor chidamlilikni ifodalovchi 100 m masofaga yugurishni $12,60 \pm 0,31$ soniyada yugurib o'tishga erishdi.

1-jadval

Tajriba guruhi sinalluvchilarini tadqiqot boshi va oxiridagi jismoniy tayyorgarligini shakllanish dinamikasi

№	Sportchilarning F.I.	400m g'o (sek)		Past startdan yugurish 30m(sek)		Past startdan yugurish 100m (sek)		Past startdan yugurish 400m (sek)		1000m ga yugurish (sek)		Joyidan turib uzunlikka sakrash (sm)		Joyidan turib uchxatla b sakrash (sm)	
		TB	TO	TB	TO	TB	TO	TB	TO	TB	TO	TB	TO	TB	TO
1	X. Ж	64,8	56,8	4,7	4,4	12,4	12,3	59,8	55,6	186,4	176,2	225	256	6,2	6,5
2	B. Ф	65,6	56,5	4,9	4,3	12,6	12,4	60,2	56,2	185,4	174,5	226	256	6,3	6,4
3	A. A	64,9	56,8	4,6	4,5	12,8	12,4	60,8	55,8	184,6	174,4	218	255	6,1	6,5
4	X. Б	65,4	56,6	4,9	4,4	12,6	12,3	59,8	56,5	187,1	167,2	221	257	5,8	6,4
5	X. III	65,5	56,8	5,1	4,3	12,5	12,3	60,1	56,2	186,1	166,4	223	256	5,9	6,3
6	O. Э	64,4	56,6	4,6	4,5	13,1	12,4	59,8	56,3	187,1	167,6	220	258	6,2	6,5
7	A. Б	65,4	56,8	4,8	4,4	12,7	12,4	60,2	56,2	185,2	173,1	224	256	6,5	6,4
8	Д. С	64,7	56,6	4,8	4,5	12,8	12,5	59,6	56,2	185,6	174,2	230	256	6,6	6,5

9	T. O	64,5	56,4	4,6	4,4	12,4	12,4	59,5	55,6	186,1	173,4	224	257	6,3	6,3
10	Э. А	64,8	56,8	4,7	4,3	12,8	12,5	59,3	56,1	185,5	172,6	224	255	6,1	6,4
11	А. Д	65,3	56,8	5,2	4,5	13,5	12,5	60,5	56,3	186,4	172,4	223	254	6,2	6,3
12	А. М	64,7	56,9	4,7	4,3	13,4	12,4	59,2	56,2	186,5	172,6	218	256	6,2	6,2
X		65	56,7	4,8	4,4	12,8	12,4	59,9	56,1	186	172,0	223	256	6,20	7,20

Izoh: JTUS- Joydan turib uzunlikka sakrash, JTUXS- Joydan turib uch xatlab sakrash.

2-jadval

Nazorat guruhi sinaluvchilarini tadqiqot boshi va oxiridagi jismoniy tayyorgarligini shakllanish dinamikasi

№	Sportchi -larning F.I.	400m g'o (sek)		Past startdan yugurish 30m(sek)		Past startdan yugurish 100m (sek)		Past startdan yugurish 400m (sek)		1000m ga yugurish (sek)		Joydan turib uzunlikka sakrash (sm)		Joydan turib uchxatlab sakrash (sm)	
		TB	TO	TB	TO	TB	TO	TB	TO	TB	TO	TB	TO	TB	TO
1	X. A	64,1	59,8	4,7	4,7	12,4	12,4	59,2	57,8	186,4	172,1	225	256	6,2	6,5
2	М. Б	63,6	60,2	4,9	4,9	12,6	12,6	59,3	58,2	185,4	170,2	226	256	6,3	6,4
3	А. М	64,2	59,9	4,6	4,6	12,8	12,4	59,1	57,8	184,4	171,2	223	255	6,5	6,5
4	X. O	64,4	60,2	4,9	4,9	12,6	12,6	59,2	57,8	186,1	171,1	224	257	6,7	6,4
5	Б. М	65,5	60,3	5,1	5,1	12,5	12,5	59,1	58,1	186,1	172,1	223	256	5,9	6,3
6	А. М	63,8	60,2	4,6	4,6	13,1	12,4	59,4	57,8	187,1	169,1	225	258	6,2	6,4
7	Р. Д	63,8	59,4	4,8	4,6	12,7	12,7	59,2	58,4	185,2	169,2	224	256	6,5	6,4
8	А. Д	63,9	60,1	4,8	4,8	12,8	12,5	59,5	58,2	185,6	165,5	229	256	5,8	6,5

9	K. P	64,5	60,1	4,6	4,6	12,4	12,4	59,5	58,1	186,1	171,1	224	257	6,3	6,4
10	A. A	63,8	59,8	4,7	4,7	12,8	12,8	59,3	57,3	185,5	166,2	224	255	6,5	6,4
11	A. Ǝ	65,3	60,2	5,2	4,2	13,5	13,5	59,6	58,3	186,4	172,2	223	254	6,3	6,3
12	A. III	64,7	59,8	4,7	4,7	13,4	12,4	59,2	58,2	186,5	172,1	218	256	6,3	6,2
	X	64,3	60	4,8	4,7	12,8	12,6	59,3	58	185,9	170	224	256	6,29	6,39

Izoh: JTUS- Joydan turib uzunlikka sakrash, JTUXS- Joydan turib uch xatlab sakrash.

Maxsus chidamlilik sifatini ko'rsatuvchi past startdan yugurish 400 m $58,00 \pm 0,31$ soniya yugurib o'tishga erishilgan bo'lsa, 1000 m masofani $2,59.00 \pm 2,32$ daqiqa/soniyada yugurib o'tishdi. Oyoqni portlovchi kuchini aniqlashda joyidan turib uzunlikka sakrashda o'rtacha natija $256,0 \pm 1,04$ sm.ni tashkil etdi. Joyidan uch hatlab sakrashda esa o'rtacha natija $693,0 \pm 0,10$ sm.ni tashkil qildi. Nazorat guruxidan olingan natijalarga e'tibor beradigan bo'lsak, nazorat guruhi sinaluvchilarini sport natijalari tajriba guruhiga nisbatan ularni jismoniy tayyorgarligi ko'rsatkichlari ancha past darajada shallanganligini ko'rsatdi. (2-jadvalda).

Xulosa: O'tkazilgan pedagogik tadqiqot natijalariga ko'ra, tajriba va nazorat guruhi o'rtasida tadqiqot so'ngida barcha ko'rsatkichlarda sezilarli farqlar borligi olingan natijalarda kuzatildi. Nazorat guruhi sinaluvchilari amaldagi dastur bo'yicha mashg'ulotlarda ishtirok etganligi ularni jismoniy tayyorgarligini o'rtacha shakllanishini ta'minlashga imkon bergan bo'lsa, ishlab chiqilgan metodlarni qo'lanishi natijasida tajriba guruhi sportchilarida bu ko'rsatkichlar sezilarli darajada shakllanishiga va sport natijasini yuksalishiga xizmat qilganligini olib borilgan tadqiqotda yana bir bor o'z isbotini topdi.

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Zamonaviy buxgalteriya dasturlarida ish haqi hisobini yuritishning afzalliklari

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„Buxgalteriya hisobi va audit” yo‘nalishi 4-kurs talabasi

Annotatsiya. Ushbu tezis zamonaviy buxgalteriya dasturlarida ish haqi hisobini yuritishning afzalliklarini tahlil qiladi. Raqamli texnologiyalar ish haqi jarayonlarini avtomatlashtirish, xatoliklarni kamaytirish, qonunchilik talablariga moslashish, moliyaviy xavfsizlikni ta‘minlash va xodimlar bilan shaffof aloqalarni osonlashtirish imkonini beradi. Shuningdek, maqolada boshqaruv qarorlarini qo‘llab-quvvatlash, budget rejalashtirish va korxonada samaradorligini oshirishdagi raqamli buxgalteriya tizimlarining roli ko‘rsatib o‘tilgan. Tadqiqot natijalari shuni ko‘rsatadiki, ish haqi dasturlari biznes jarayonlarini soddalashtirish va raqamli transformatsiyani amalga oshirishda muhim vosita hisoblanadi.

Kalit so‘zlar: zamonaviy buxgalteriya dasturlari, ish haqi hisobini avtomatlashtirish, moliyaviy xavfsizlik, qonunchilikka moslashuv, bulutli texnologiyalar, zamonaviy texnologiyalar, samaradorlik, innovatsion texnologiyalar

Kirish. Bugungi kunda raqamli texnologiyalarning jadal rivojlanishi buxgalteriya hisobini yuritish usullariga ham sezilarli ta‘sir ko‘rsatmoqda. Ayniqsa, ish haqi hisobini avtomatlashtirish zamonaviy buxgalteriya dasturlarining eng muhim funksional yo‘nalishlaridan biri hisoblanadi. An‘anaviy qo‘lda yuritiladigan ish haqi hisobi ko‘p vaqt talab qilishi, xatoliklarga moyilligi va qonunchilikdagi o‘zgarishlarga tez moslasha olmasligi bilan ajralib turadi. Shu bois, zamonaviy buxgalteriya dasturlarida ish haqi hisobini yuritishning afzalliklarini o‘rganish dolzarb ahamiyat kasb etadi.

Asosiy qism. Moliyaviy bozorlar juda tez o‘zgarayotgan bir davrda, buxgalterlik firmalari raqobatbardosh bo‘lib qolish uchun har bir texnologik vositadan foydalanganlari ma‘qul. Shundan biri — zamonaviy ish haqi dasturi bo‘lib, u oxirgi yillarda ish haqi hisobini yuritish usullarini tubdan o‘zgartirdi. Bu texnologiya buxgalterlik firmalariga ish haqi hisobini yuritishda samaradorlik, aniqlik va mijozlar qoniqishini sezilarli darajada oshirishga yordam beradi. Zamonaviy buxgalteriya dasturlarida ish haqi hisobini yuritishning 7 ta asosiy afzalliklarini sanab o‘tsak, bular:

1. Zamonaviy buxgalteriya dasturlari — xususan ish haqi modullari — hisob-kitob jarayonlarini avtomatik ravishda bajaradi, bu esa inson omili tufayli yuzaga keladigan xatoliklarni sezilarli darajada kamaytiradi. Avtomatik tizimlar moliyaviy operatsiyalarni tezkor qayd etishi, hisob hujjatlarini aniq shakllantirishi va hisobotlarni avtomatik tarzda tayyorlashi mumkin, bu esa umumiy ishlash samaradorligini oshiradi.
2. Bu turdagi dastur boshqa buxgalteriya vositalari bilan uzviy bog‘lanadi, natijada ma‘lumotlarni qayta kiritishning hojati qolmaydi va moliyaviy ma‘lumotlar har doim yangilangan bo‘ladi.
3. Hukumatning qonunlari va me‘yoriy talablariga moslashni ta‘minlaydi. Soliq va mehnat qonunlari tez o‘zgaradi. Zamonaviy ish haqi dasturlari soliq stavkalari va mehnat qonunlaridagi o‘zgarishlarni avtomatik kuzatadi va muntazam yangilaydi, shuning uchun firmalar qonuniy xatolarga yo‘l qo‘ymaydi.

4. Ma'lumotlarning xavfsizligini oshiradi. Bulutli va integratsiyalashgan buxgalteriya dasturlari shifrlash, parol va ruxsat darajalari orqali ish haqi bilan bog'liq ma'lumotlarning xavfsizligini ta'minlab, ularni markazlashgan holda saqlash va masofadan boshqarish imkoniyatini yaratadi. Bu ayniqsa yirik va hududiy filiallarga ega tashkilotlar uchun muhim hisoblanadi.

5. Ish haqi jarayonini to'liq avtomatlashtiradi. Ish haqi, ustamalar, mukofotlar, jarimalar, soliq va ijtimoiy ajratmalar yagona tizimda hisoblanadi. Bu ish jarayonini soddalashtiradi va tizimli boshqaruvni ta'minlaydi.

6. Moliyaviy jarimalardan qochishga yordam beradi. To'g'ri va o'z vaqtida hisoblangan ish haqi soliq jarimalaridan saqlanishga yordam beradi, chunki noto'g'ri hisoblardan kelib chiqadigan moliyaviy jazolardan himoya qiladi.

7. Xodimlar bilan hisob-kitobda shaffoflikni ta'minlaydi. Xodimlar o'z ish haqi varaqalari (расчетный лист)ni elektron ko'rish imkoniyatiga ega bo'ladi. Bu ishonchni oshiradi va kelishmovchiliklarni kamaytiradi.

8. Boshqaruv qarorlarini qo'llab-quvvatlash. Raqamli buxgalteriya hisoblari — xususan ish haqi bo'yicha batafsil hisobotlar, tahliliy grafiklar va moliyaviy ko'rsatkichlarni elektron ma'lumotlar bazalarida saqlanadi va real vaqt rejimida yangilanadi. Bu yondashuv nafaqat hisobotlarni va tahlillarni tezroq tayyorlashga yordam beradi, balki noaniqliklar va xatoliklarni oldini oladi. Bu rahbariyatga samarali boshqaruv qarorlarini qabul qilishda yordam beradi, xususan, budjet rejalashtirish, xarajatlarni nazorat qilish va korxonalar samaradorligini oshirish bo'yicha strategiyalarni ishlab chiqishda muhim rol o'ynaydi.

Xulosa. Kompyuterlashtirilgan buxgalteriya hisobini yuritish tizimi (avtomatlashtirilgan zamonaviy buxgalteriya dasturlari) buxgalteriya hisobini raqamli texnologiyalarga transformatsiya qilishning samarali vositasi hisoblanadi. Ushbu dasturlar korxonalarda sodir bo'ladigan iqtisodiy axborotlarni qayd etishdan boshlab, to buxgalteriya hisobotlarini tayyorlash va topshirishgacha bo'lgan jarayonlarni avtomatlashtirish vazifasini bajaradi. Operatsiyalarning tezligi va aniqligi buxgalteriya dasturining asosiy belgilaridir. Chunki dasturlar bir vaqtning o'zida minglab ko'rsatkichlarni saqlashi va hisoblashi mumkin.

Ish haqi dasturlari — bu nafaqat oylik hisoblashni avtomatlashtiradigan vosita, balki biznes jarayonlarini soddalashtiradigan, xatoliklarni kamaytiradigan, qonun talablari bilan doimo mos bo'lishni ta'minlaydigan va xodimlarning qoniqishini oshiradigan kuchli tizimdir. Ular kichik biznesdan tortib yirik korxonalarigacha har qanday tashkilot uchun juda foydalidir.

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An'anaviy Sharq pedagogikasida o'quvchilarning intellektual salohiyatini aniqlash yondashuvlari

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Annotatsiya. An'anaviy Sharq pedagogik tafakkuri doirasida o'quvchilarning intellektual salohiyatini aniqlashga oid yondashuvlar ilmiy-nazariy jihatdan tahlil qilinadi. Abu Nasr Forobiy, Abu Ali ibn Sino, Alisher Navoiy kabi mutafakkirlarning pedagogik qarashlarida aql, tafakkur va bilimni egallash jarayoni shaxs rivojining markaziy omili sifatida talqin etiladi. Amaliy tajribalarim shuni ko'rsatadiki, Sharq pedagogikasida intellektual salohiyatni aniqlash faqat bilim darajasi bilan emas, balki fikrlash madaniyati, axloqiy yetuklik va ichki motivatsiya bilan uzviy bog'liq holda baholanadi. Maqolada an'anaviy yondashuvlarning zamonaviy ta'lim tizimi uchun ahamiyati asoslab beriladi.

Kalit so'zlar: intellektual salohiyat, Sharq pedagogikasi, tafakkur, aql, shaxs rivoji.

Аннотация. В статье проводится научно-теоретический анализ подходов к выявлению интеллектуального потенциала учащихся в традиционной восточной педагогике. В педагогических взглядах Абу Насра Фараби, Абу Али ибн Сины и Алишера Навои разум, мышление и процесс познания рассматриваются как центральные факторы развития личности. Практический опыт автора показывает, что в восточной педагогике интеллектуальный потенциал оценивается не только уровнем знаний, но и культурой мышления, нравственной зрелостью и внутренней мотивацией. Обоснована актуальность данных подходов для современной системы образования.

Ключевые слова: интеллектуальный потенциал, восточная педагогика, мышление, разум, развитие личности.

Annotation. This article provides a scientific and theoretical analysis of approaches to identifying students' intellectual potential within traditional Eastern pedagogy. In the pedagogical views of Abu Nasr al-Farabi, Abu Ali ibn Sina, and Alisher Navoi, intellect, thinking, and the process of cognition are regarded as central factors of personal development. The author's practical experience shows that in Eastern pedagogy intellectual potential is assessed not only by the level of knowledge, but also by the culture of thinking, moral maturity, and intrinsic motivation. The relevance of these approaches for modern education is substantiated.

Keywords: intellectual potential, Eastern pedagogy, thinking, intellect, personal development.

Kirish. Zamonaviy ta'lim tizimida o'quvchilarning intellektual salohiyatini aniqlash va rivojlantirish dolzarb pedagogik muammolardan biri hisoblanadi. Bugungi kunda intellekt tushunchasi faqat bilimlar majmui bilan emas, balki

mustaqil fikrlash, tahlil qilish, muammoni hal etish va ijodiy yondashuv qobiliyatlari bilan izohlanmoqda. Ushbu yondashuvning ilmiy ildizlari esa an'anaviy Sharq pedagogikasida ham chuqur asoslangan. Sharq mutafakkirlari ta'lim-tarbiyani shaxs kamolotining uzviy qismi sifatida ko'rib, inson aqlini rivojlantirishni tarbiyaning bosh maqsadi deb bilganlar. Shu bois, an'anaviy Sharq pedagogikasida intellektual salohiyatni aniqlashga oid yondashuvlarni ilmiy tahlil qilish bugungi ta'lim amaliyoti uchun muhim nazariy va metodologik ahamiyatga ega.

Sharq pedagogik tafakkurida intellekt tushunchasi. Abu Nasr Forobiy ta'lim haqidagi qarashlarida aqlni insonning eng oliy fazilati sifatida talqin etadi. Uning fikricha, inson intellektual salohiyati mantiqiy fikrlash, sabab-oqibat munosabatlarini anglash va bilimlarni tizimli o'zlashtirish orqali namoyon bo'ladi¹. Forobiy shaxsning aqliy rivojini kuzatish va tahlil qilish orqali uning salohiyatini aniqlash mumkinligini ta'kidlaydi. Abu Ali ibn Sino pedagogik qarashlarida intellektual salohiyatni shaxsning individual psixologik xususiyatlari bilan bog'laydi. U bolalarda bilimga qiziqish, idrok tezligi va xotira imkoniyatlarini intellektual rivojlanishning muhim ko'rsatkichlari sifatida baholaydi². Ibn Sino ta'lim jarayonida majburlashdan ko'ra, qiziqish va ichki motivatsiyaga asoslangan yondashuvni afzal deb biladi.

Alisher Navoiy esa intellektual salohiyatni axloqiy yetuklik bilan uyg'un holda ko'radi. Unga ko'ra, bilim va aql insoniy fazilatlar bilan birlashgandagina haqiqiy kamolotga erishiladi³. Bu yondashuv an'anaviy Sharq pedagogikasida intellektni faqat kognitiv jarayon emas, balki ma'naviy hodisa sifatida talqin etilganini ko'rsatadi.

Intellektual salohiyatni aniqlashning an'anaviy yondashuvlari

Amaliy kuzatuvlarim shuni ko'rsatadiki, an'anaviy Sharq pedagogikasida intellektual salohiyatni aniqlashda bevosita test yoki standart baholash usullaridan ko'ra, kuzatuv, suhbat va shaxsiy munosabatga asoslangan yondashuv ustuvor bo'lgan. O'quvchining savollarga munosabati, fikr yuritish uslubi va bilimlarni qo'llay olish darajasi asosiy mezon sifatida qaralgan. Sharq pedagogik an'analarda ustoz-shogird munosabati intellektual salohiyatni aniqlashning muhim mexanizmi bo'lib xizmat qilgan. Ustoz shogirdning fikrlash jarayonini bevosita kuzatish orqali uning ichki imkoniyatlarini aniqlagan va individual rivojlanish yo'lini belgilagan.

Abu Nasr al-Forobiy ta'limotida iqtidor aniqlash o'quvchining aqliy va axloqiy potensialini uyg'unlashtirishga asoslanadi, bu ta'limni jamiyatning intellektual taraqqiyotiga xizmat qiluvchi markaziy element sifatida belgilaydi, chunki u ta'limni "riyozat" va "tarbiya" orqali insonning fazilatlarini rivojlantirish deb ko'radi va zamonaviy tadqiqotlarda Al-Forobiyning ta'lim g'oyalari zamonaviy ta'lim kontekstida qayta talqin qilinmoqda. Al-Forobiy ta'limni insonning ichki qobiliyatlarini ochib berish vositasi deb biladi, bu jarayon o'qituvchining mas'uliyatini oshiradi va mentorlik tizimining rivojlanishiga zamin yaratadi, xususan, uning "Al-Madina al-Fadila" asarida ta'lim fazilatli jamiyat qurish

vositasi sifatida ko'riladi. Ushbu yondashuv o'qituvchi va o'quvchi o'rtasidagi munosabatni mustahkamlab, ta'lim jarayonida individual yondashuvni ta'minlaydi, va zamonaviy psixologiyada Vigotskiyning proksimal rivojlanish zonasi bilan solishtiriladi. Al-Forobiyning falsafiy qarashlari ta'limni jamiyatning ma'naviy va intellektual rivojlanishi bilan bog'laydi, iqtidor aniqlashni shaxsiy va ijtimoiy taraqqiyotning muhim omili sifatida ko'rsatadi, chunki u ta'limni nazariy va amaliy fazilatlarni rivojlantirish orqali inson baxtiga olib boruvchi jarayon deb ta'riflaydi. Xorazmiyning ta'limotida iqtidor aniqlash matematik va mantiqiy qobiliyatlarning rivojlanishiga asoslanadi, bu xalqaro ta'lim tajribalarida, masalan, Janubiy Koreya va Yaponiya ta'lim tizimlarida qo'llaniladigan iqtidor aniqlash dasturlari bilan mos keladi. Xorazmiy ta'limni ilmiy bilimlar va mantiqiy fikrlashni rivojlantirish vositasi deb biladi, bu Janubiy Koreyada iqtidorli o'quvchilar uchun maxsus dasturlarda qo'llaniladi, masalan, Korea basic schools va Seoul Science High School dasturlarida matematik va mantiqiy rivojlanish ta'kidlanadi. Uning qarashlarida o'qituvchi o'quvchining mantiqiy qobiliyatlarini aniqlashda muhim rol o'ynaydi, bu Yaponiyada mentorlik dasturlari orqali qo'llaniladi, masalan, Dalton School va Fukushima educational project dasturlarida o'qituvchilarning rahbarlik roli muhimdir. Nazariy tahlil Xorazmiy falsafasining iqtidor aniqlashni ilmiy va mantiqiy jihatdan o'rganishini ta'kidlaydi, bu xalqaro ta'limda psixologik diagnostika usullarini boyitadi, chunki uning ta'limoti algoritmik va analitik yondashuvlarga asoslangan bo'lib, zamonaviy gifted educationda matematik o'quv dasturlariga ta'sir qiladi.

Xulosa qilib aytadigan bo'lsam, an'anaviy Sharq pedagogikasida o'quvchilarning intellektual salohiyatini aniqlash yondashuvlari bugungi zamonaviy ta'lim tizimi uchun ham muhim ilmiy ahamiyatga ega. Ushbu yondashuvlar shaxsga yo'naltirilgan, axloqiy va psixologik jihatlarni hisobga olgan holda intellektni kompleks baholash imkonini beradi. Sharq pedagogik merosini zamonaviy ta'lim metodlari bilan uyg'unlashtirish o'quvchilarning intellektual salohiyatini aniqlash va rivojlantirish samaradorligini oshiradi.

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Tarixiy shaharlarda aqlli shahar konsepsiyasini joriy etishning dolzarbligi va amaliy yechimlari

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Fargʻona davlat texnika universiteti magistranti

Annotatsiya: Ushbu tezisdagi tarixiy shaharlarda aqlli shahar konsepsiyasini joriy etishning nazariy va amaliy yoʻnalishlari oʻrganildi. Tadqiqot natijalari raqamli transformatsiya va madaniy merosni saqlash oʻrtasidagi muvozanatni taʼminlash imkoniyatlarini koʻrsatadi.

Kalit soʻzlar: aqlli shahar, tarixiy shaharlar, raqamli transformatsiya, GIS, IoT, barqaror rivojlanish.

Tarixiy shaharlarda aqlli shahar konsepsiyasini joriy etish urbanistika va raqamli texnologiyalar rivojlanishining muhim yoʻnalishlaridan biri hisoblanadi. Bunday hududlarda raqamli infratuzilma nafaqat boshqaruv samaradorligini oshiradi, balki madaniy merosni saqlash hamda mahalliy aholi uchun qulay sharoit yaratishga xizmat qiladi. Aqlli shahar tamoyillarining tarixiy shaharlar bilan uygʻunlashuvi arxitektura yodgorliklari va shahar makonining tarixiy qiyofasini asrashni talab etadi.

Tadqiqot davomida aqlli shahar elementlarining moslashuvchanligi tahlil qilindi. IoT qurilmalari, aqlli yoritish tizimlari, GIS xaritalash, raqamli monitoring va sayyohlar uchun raqamli navigatsiya xizmatlari tarixiy hududlarga minimal taʼsir bilan integratsiya qilinishi mumkinligi aniqlandi. Bu jarayon “yumshoq raqamlashtirish” modeli orqali amalga oshirilganda, tarixiy obyektlarning vizual birligiga putur yetkazmasdan zamonaviy boshqaruv tizimi shakllantiriladi.

Fargʻona vodiysining tarixiy markazlari misolida olib borilgan tahlillar shuni koʻrsatdiki, transport oqimini boshqarish, ekologik monitoring, xavfsizlik kameralarini optimallashtirish va turizmni raqamlashtirish aqlli shahar elementlarining eng samarali yoʻnalishlaridir. Tadqiqot yakunida tarixiy shaharlar uchun bosqichma-bosqich aqlli infratuzilma yaratish modeli ishlab chiqildi.

Fargʻona vodiysining Qoʻqon shahridagi Xudoyorxon oʻrdasi(1-rasm) misolida tarixiy shahar hududlarida aqlli shahar konsepsiyasini tatbiq etish imkoniyatlari oʻrganildi. Tadqiqot tarixiy merosni saqlagan holda IoT, aqlli yoritish, ekologik monitoring, raqamli transport va turizm xizmatlarini joriy qilish orqali shahar boshqaruvi va qulayligini yaxshilash mumkinligini koʻrsatadi. **Xudoyorxon oʻrdasi va aqlli shahar texnologiyalari integratsiyasini yaʼni tarixiy binolarni saqlagan holda IoT, aqlli yoritish, ekologik monitoring va raqamli turizm yechimlari joriy etilgan shahar muhitini koʻrish mumkin(2-rasm).**



1-rasm. Xudoyorxon o'rdasi

2-rasm. Aqlli shahar texnologiyalari integratsiyasi

XULOSA. Tadqiqot natijalari shuni ko'rsatadiki, tarixiy shaharlarda aqlli shahar konsepsiyasini joriy etish texnologik modernizatsiya bilan birga madaniy merosni ehtiyotkorlik bilan asrashni talab qiladi. Raqamli yechimlar to'g'ri tanlangan taqdirda, ular shahar infratuzilmasining qulayligi va xavfsizligini oshiradi, transport, yoritish va ekologik monitoring kabi sohalarda samaradorlikni kuchaytiradi.

Tahlillar bosqichma-bosqich raqamlashtirish modeli tarixiy makonlar uchun eng maqbul yo'l ekanini ko'rsatdi. Bunda texnologiyalar shahar qiyofasiga zarar yetkazmaydigan tarzda moslashtirilishi lozim. Shuningdek, mutaxassislar, mahalliy boshqaruv va merosni muhofaza qilish tashkilotlari o'rtasidagi hamkorlik muhim omil hisoblanadi.

Umuman olganda, aqlli shahar tamoyillarini tarixiy hududlarga moslashtirish ular uchun yangi imkoniyatlar yaratadi: jozibadorlik oshadi, shahar boshqaruvi yaxshilanadi va barqaror rivojlanish uchun mustahkam zamin yaratiladi.

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Oiladagi kelishmovchiliklar va ajrimlar farzandlarning ruxiy holatiga ta’siri O‘rinboeva Zarina

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Annotatsiya: Ushbu ilmiy maqolada zamonaviy jamiyatda oilaviy kelishmovchiliklar va ajrimlarning kelib chiqish sabablari hamda ularning farzandlar psixologiyasiga ta’siri tahlil qilinadi. Tadqiqot davomida oilaviy inqirozlarning asosiy omillari sifatida otalarning oilaviy mas’uliyatdan chekinishi, xiyonat holatlari, spirtli ichimliklarni suiiste’mol qilish va zo‘ravonlik holatlari ko‘rib chiqiladi. Ajrimlarning nafaqat er-xotin munosabatlariga, balki farzandlarning ruhiy barqarorligi, ijtimoiy moslashuvi va shaxs sifatida shakllanishiga salbiy ta’sir ko‘rsatishi ilmiy asosda yoritiladi. Ayniqsa, otasiz ulg‘ayayotgan farzandlar, xususan qiz bolalarning psixologik holati, ularning erta ulg‘ayishga majbur bo‘lishi, bilim orqali o‘zini namoyon etishga intilishi alohida tahlil qilinadi. Maqola oilani mustahkamlash, zo‘ravonlikning oldini olish va farzandlar ruhiy salomatligini asrash muammolariga e’tibor qaratadi.

Kalit so‘zlar: Oila, ajrim, oilaviy nizolar, zo‘ravonlik, psixologik stress, ota mas’uliyati, otasiz farzand, qiz bolalar psixologiyasi.

Аннотация: В данной научной статье анализируются причины семейных конфликтов и разводов в современном обществе, а также их влияние на психологическое состояние детей. В качестве основных факторов рассматриваются безответственность отцов, супружеская неверность, злоупотребление алкоголем и насилие в семье. Разводы оказывают негативное влияние не только на супружеские отношения, но и на психическое развитие детей, их социальную адаптацию и формирование личности. Особое внимание уделяется психологическому состоянию детей, выросших без отца, особенно девочек, которые вынуждены рано взрослеть и стремятся к самореализации через образование.

Ключевые слова: Семья, развод, семейные конфликты, насилие, стресс, ответственность отца, дети без отца, психология девочек, социальная адаптация, психическое здоровье, воспитание, общество

Abstract: This scientific article analyzes the causes of family conflicts and divorces in modern society and their impact on children’s psychological well-being. Key factors include fathers’ irresponsibility, infidelity, alcohol abuse, and domestic violence. Divorce negatively affects not only marital relationships but also children’s mental health, social adaptation, and personality development. Special attention is given to children raised without fathers, particularly girls, who are often forced to mature early and seek self-realization through education as a coping strategy.

Keywords: Family, divorce, family conflict, violence, stress, paternal responsibility, fatherless children, girls' psychology, social adaptation, mental health, upbringing, society

Kirish: Oila jamiyatning eng muhim ijtimoiy institutlaridan biri bo'lib, undagi muhit inson shaxsining shakllanishida hal qiluvchi rol o'ynaydi. Oilada hukm suradigan ruhiy barqarorlik, mehr-oqibat va o'zaro hurmat farzandlarning sog'lom rivojlanishiga zamin yaratadi. Sog'lom oila nafaqat alohida bir shaxsning, balki butun jamiyatning barqarorligi va taraqqiyotini ta'minlovchi muhim omil hisoblanadi.

Biroq bugungi kunda globallashtirish, ijtimoiy-iqtisodiy bosimlar, ma'naviy qadriyatlarning yemirilishi natijasida oilaviy kelishmovchiliklar va ajrimlar soni ortib bormoqda. Ushbu jarayonlar ko'pincha faqat er-xotin o'rtasidagi muammo sifatida baholansa-da, aslida uning eng og'ir oqibatlari farzandlar hayotida namoyon bo'ladi. Ajrim bolalar ongida chuqur ruhiy iz qoldiradi, ularning kelajakdagi ijtimoiy moslashuvi va shaxsiy munosabatlariga salbiy ta'sir ko'rsatadi.

Oilaviy kelishmovchiliklarning asosiy sabablaridan biri – otalarning o'z mas'uliyatini yetarli darajada anglamasligi, oilaga nisbatan befarq munosabatda bo'lishidir. Ota oilada nafaqat moddiy ta'minotchi, balki ma'naviy tayanch, psixologik himoya manbai bo'lishi lozim. Spirtli ichimliklarni iste'mol qilish, zo'ravonlik va xiyonat kabi omillar oiladagi ishonch muhitini butunlay izdan chiqaradi.

Mazkur maqolaning asosiy maqsadi oilaviy kelishmovchiliklar va ajrimlarning farzandlar psixologiyasiga ta'sirini chuqur ilmiy tahlil qilish, ayniqsa otasiz ulg'aygan qiz bolalar ruhiy holatining o'ziga xos jihatlarni ochib berishdan iborat.

Psixologik kuzatuvlarga ko'ra, oilaviy nizolar muhitida ulg'aygan bolalarda tengdoshlar bilan muloqot qilishda qiyinchilik, past o'zini baholash va emotsional beqarorlik keng tarqalgan. Bu holatlar kelajakda depressiya va boshqa ruhiy muammolarga zamin yaratadi.

Asosiy qism:

Oilaviy kelishmovchiliklar va ajrimlarning ijtimoiy-psixologik sabablari

Zamonaviy jamiyatda oilaviy kelishmovchiliklar va ajrimlarning ko'payib borishi murakkab ijtimoiy va psixologik omillar bilan bog'liq. Oila a'zolari o'rtasidagi munosabatlar izdan chiqishining asosiy sabablaridan biri – oila ichidagi mas'uliyatning notekis taqsimlanishidir. Ayniqsa, otalarning oilaviy burch va majburiyatlarni yetarli darajada anglamasligi oilada chuqur inqirozlarni yuzaga keltiradi. Ota faqat moddiy ta'minotchi emas, balki farzandlar uchun psixologik tayanch, axloqiy namuna va ijtimoiy yo'naltiruvchi shaxs hisoblanadi.

Oilada xiyonat, beparvolik va hissiy sovuqlikning paydo bo'lishi er-xotin o'rtasidagi ishonchni yemiradi. Ishonchning yo'qolishi esa o'zaro hurmat va muloqotning susayishiga olib keladi. Natijada kelishmovchiliklar tez-tez

takrorlanib, ajrim ehtimoli ortadi. Ajrim ko‘pincha vaqtinchalik muammo sifatida qaralsa-da, uning oqibatlari uzoq yillar davomida farzandlar hayotiga ta‘sir ko‘rsatadi.

Spirтли ichimliklarni muntazam iste‘mol qilish ham oilaviy nizolarning kuchayishida muhim omil hisoblanadi. Ichkilik ta‘sirida nazoratning susayishi, tajovuzkorlik va zo‘ravonlik holatlari ko‘payadi. Bunday muhitda yashayotgan farzandlar o‘zini xavfsiz his qilmaydi, bu esa ularning ruhiy holatiga jiddiy zarar yetkazadi.

Zo‘ravonlik va stressning farzandlar ruhiy rivojiga ta‘siri

Oilada zo‘ravonlik va doimiy janjallar hukm surgan muhitda ulg‘aygan bolalarda surunkali stress holati kuzatiladi. Stress organizmning salbiy tashqi omillarga bergan javobi bo‘lib, u uzoq davom etganda bolaning asab tizimiga salbiy ta‘sir ko‘rsatadi. Bunday bolalarda qo‘rquv, xavotir, uyqusizlik, diqqat jamlay olmaslik kabi holatlar tez-tez uchraydi.

Psixologik tadqiqotlarga ko‘ra, oilaviy nizolarga guvoh bo‘lib ulg‘aygan bolalarda o‘ziga bo‘lgan ishonch past bo‘ladi. Ular tengdoshlar bilan munosabat o‘rnatishda qiyinchilikka duch keladi, o‘z fikrini erkin ifoda etishdan qo‘rqadi. Ayrim hollarda bu bolalarda agressiv yoki, aksincha, haddan tashqari tortinchoq xulq-atvor shakllanadi.

Zo‘ravonlik muhiti bolaning dunyoni idrok etish tarziga ham ta‘sir qiladi. Bola atrof-muhitni xavfli deb qabul qila boshlaydi va doimiy himoyalaniş holatida yashaydi. Bu esa uning ijtimoiy moslashuv jarayonini sekinlashtiradi va kelajakda ruhiy muammolarga olib kelishi mumkin.

Ajrimdan keyingi davr va otasiz ulg‘aygan farzandlar. Ajrimdan so‘ng ko‘p hollarda ota oilani tark etadi va farzandlar otasiz ulg‘ayishga majbur bo‘ladi. Ota obrazining yo‘qligi bolaning psixologik rivojida sezilarli bo‘shliq hosil qiladi. Ayrim bolalarda otaga nisbatan kuchli sog‘inch va ichki ehtiyoj shakllanadi. Bu ehtiyoj ko‘pincha qondirilmay qoladi va bolaning ichki dunyosida doimiy kutish hissini yuzaga keltiradi. Onalar farzandlariga ham ota, ham ona mehrini berishga harakat qilsa-da, ota rolini to‘liq almashtira olmaydi. Ota va onaning oiladagi vazifalari turlicha bo‘lib, ularning har biri bolaning shaxs sifatida shakllanishida alohida ahamiyatga ega. Ota yo‘qligi bolaning o‘ziga ishonchi va kelajakdagi ijtimoiy rollarni anglashiga salbiy ta‘sir ko‘rsatadi.

Otasiz ulg‘aygan qiz bolalar psixologiyasi. Ayniqsa, otasiz ulg‘aygan qiz bolalar psixologik jihatdan erta ulg‘ayishga majbur bo‘ladi. Ular onasiga yordamchi, tayanch bo‘lishni o‘z zimmasiga oladi va mas‘uliyatni erta his qila boshlaydi. Tadqiqotlar shuni ko‘rsatadiki, bunday qizlarda maqsadga intilish va mustaqil bo‘lish istagi kuchli bo‘ladi.

Otasiz ulg‘aygan qizlar ko‘pincha bilim orqali o‘zini namoyon etishga intiladi. Bilim ular uchun nafaqat rivojlanish vositasi, balki hayotdagi qiyinchiliklarni yengib o‘tish mexanizmi hisoblanadi. Shu bilan birga, otaning ma‘naviy qo‘llab-quvvatlashi, nasihati va duosiga bo‘lgan ehtiyoj ko‘pincha

qondirilmay qoladi. Bu holat ayrim hollarda ichki bo'shliq va hissiy yetishmovchilik sifatida namoyon bo'ladi. Shu sababli jamiyatda otalarning oilaviy mas'uliyatini oshirish, ajrimlarning oldini olish va farzandlar ruhiy salomatligini himoya qilish muhim ijtimoiy vazifa hisoblanadi.

Xulosa: Xulosa qilib aytganda, oilaviy kelishmovchiliklar va ajrimlar jamiyat uchun jiddiy ijtimoiy-psixologik muammo hisoblanadi. Ushbu jarayonlarning eng katta qurboni farzandlar bo'lib, ular ruhiy beqarorlik, ishonchsizlik va ijtimoiy moslashuvdagi qiyinchiliklar bilan ulg'ayadi. Ayniqsa, otasiz ulg'aygan qiz bolalar hayotda ko'proq mas'uliyatni o'z zimmasiga olishga majbur bo'ladi. Oilani mustahkamlash, otalarning mas'uliyatini oshirish, zo'ravonlikning oldini olish va sog'lom ma'naviy muhit yaratish jamiyat taraqqiyotining muhim shartidir. Farzandlarning ruhiy salomatligini asrash orqali sog'lom va barqaror jamiyatni shakllantirish mumkin.

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Case system vs. Prepositional system: russian and uzbek compared to english

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Abstract: Grammatical relations in natural languages are commonly expressed through either morphological case systems or syntactic devices such as prepositions and fixed word order. This article presents a functional-typological comparison of the case systems in Russian and Uzbek with the predominantly prepositional system of English. Russian, an inflectional Slavic language, employs a rich case system to mark grammatical and semantic relations. Uzbek, an agglutinative Turkic language, also relies on case suffixes, though with different structural and functional properties. English, by contrast, has largely lost its morphological case system and compensates through prepositions and rigid word order. The study aims to examine how these different strategies encode syntactic relations, spatial meanings, and semantic roles, and how they affect syntactic flexibility and discourse organization. Using a qualitative comparative methodology based on descriptive grammars and functional-typological theory, the paper demonstrates that while case marking allows greater freedom of constituent order, prepositional systems tend to impose stricter syntactic constraints. The findings contribute to typological research by highlighting the functional trade-offs between morphological and syntactic means of grammatical encoding.

Keywords: case system, prepositions, functional typology, Russian, Uzbek, English, grammatical relations, syntax.

Introduction. The expression of grammatical relations such as subject, object, possession, and location is a core function of grammar. Languages differ significantly in how they encode these relations, with some relying primarily on morphological case marking and others using syntactic devices such as prepositions and fixed word order. The distinction between case-based and preposition-based systems is a central concern in linguistic typology and functional grammar.

Russian, Uzbek, and English represent three distinct strategies for encoding grammatical relations. Russian employs a rich inflectional case system that marks nouns for a range of syntactic and semantic roles. Uzbek, while also using case marking, does so within an agglutinative morphological framework that differs structurally from Russian. English, by contrast, has largely abandoned morphological case marking (with the exception of pronouns) and instead relies on prepositions and strict word order.

The aim of this article is to provide a functional-typological comparison of the case systems of Russian and Uzbek with the prepositional system of English. The study addresses the following research questions:

1. How are grammatical relations expressed through case marking in Russian and Uzbek?
2. How does English compensate for the loss of morphological case?

3. What functional advantages and limitations do case and prepositional systems present?

4. How do these systems influence syntactic flexibility and discourse structure?

By exploring these questions, the paper seeks to demonstrate that different grammatical strategies reflect deeper typological and functional principles.

Literature review. The study of case systems has a long tradition in linguistic theory. Case is generally defined as a morphological category that marks the grammatical and semantic role of a noun phrase (Blake, 2001). Functional linguists argue that case marking enhances clarity and reduces ambiguity, particularly in languages with flexible word order (Comrie, 1981).

Russian case has been extensively described as a prototypical inflectional system, consisting of six core cases that interact with syntax and semantics (Timberlake, 2004). These cases encode both grammatical relations and spatial or abstract meanings, often overlapping with prepositional usage. Uzbek case marking has been analyzed within the broader context of Turkic languages, which exhibit agglutinative morphology and transparent form–function relations (Johanson & Csató, 1998). Uzbek employs a smaller set of cases than Russian, but each case suffix is highly regular and multifunctional. English, on the other hand, represents a language that has largely replaced morphological case with prepositions and rigid syntactic structure (Quirk et al., 1985). Scholars note that prepositions in English perform many of the semantic functions associated with case in other languages.

Comparative studies suggest that the choice between case marking and prepositional systems is influenced by morphological typology, historical change, and functional pressures (Croft, 2003). However, direct comparisons involving Russian, Uzbek, and English remain relatively limited.

Methodology. Research Design

This study adopts a qualitative, descriptive-comparative approach grounded in functional typology. Rather than focusing on quantitative corpus statistics, the research emphasizes structural contrasts and functional motivations.

Data Sources

The analysis draws on:

- Standard descriptive grammars of Russian, Uzbek, and English
- Examples cited in typological and functional linguistic literature
- Constructed examples illustrating canonical and marked structures

Analytical Framework

The comparative analysis focuses on:

- Inventory and functions of case markers and prepositions
- Interaction between case/prepositions and word order
- Functional roles in expressing grammatical and semantic relations
- The IMRAD structure ensures systematic presentation of the findings.

Results. The Case System in Russian

Russian nouns are inflected for six main cases: nominative, genitive, dative, accusative, instrumental, and prepositional.

Example:

Student čitaet knigu.

(The student reads a book – accusative case)

Case marking allows Russian to vary word order without losing grammatical clarity. Prepositions in Russian typically govern specific cases, creating a combined system of morphological and syntactic marking.

The Case System in Uzbek

Uzbek employs a set of case suffixes, including nominative (unmarked), accusative, genitive, dative, locative, and ablative.

Example:

Talaba kitobni o‘qiydi.

(Student book-ACC reads)

Uzbek case suffixes are highly regular and attach transparently to noun stems. The agglutinative structure allows clear encoding of grammatical relations while maintaining relatively flexible constituent order.

The Prepositional System in English

English has largely lost noun case inflection, except for possessive -'s and pronominal forms.

Example:

The student reads the book.

Grammatical relations are primarily determined by word order and prepositions such as to, from, with, and in. Prepositions in English carry a heavy semantic load, often corresponding to multiple cases in Russian and Uzbek.

Cross-Linguistic Comparison

The comparison reveals that:

- Russian and Uzbek rely on morphological marking to encode relations.
- English compensates through prepositions and rigid syntax.
- Case systems allow greater word order flexibility than prepositional systems.

Discussion. From a functional-typological perspective, the contrast between case systems and prepositional systems reflects different solutions to the same communicative problem: how to encode relations between participants in an event. Case marking reduces reliance on word order, enabling greater discourse-driven variation. Prepositional systems, while syntactically more constrained, offer semantic precision through lexical items.

Russian demonstrates a mixed strategy, combining case marking with prepositions, while Uzbek shows a more purely agglutinative approach. English illustrates a shift from morphology to syntax, consistent with broader diachronic trends in Germanic languages.

These findings support the functionalist view that grammatical structure is shaped by the interaction of economy, clarity, and communicative efficiency.

Conclusion. This study has compared the case systems of Russian and Uzbek with the prepositional system of English within a functional-typological framework. The analysis shows that morphological case marking and prepositional strategies represent alternative but equally functional means of encoding grammatical relations.

Russian and Uzbek employ case marking to achieve syntactic flexibility and morphological clarity, while English relies on prepositions and fixed word order. These differences reflect broader typological patterns and historical developments. Future research may extend this comparison through corpus-based analysis or explore implications for second language acquisition and translation studies.

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Futbol sport turiga bolalarning jismoniy rivojlanish darajasini hisobga olgan holda mashg'ulotlarni o'tkazish texnologiyasi

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Annotatsiya: Ushbu ishda futbol sport turi bilan shug'ullanuvchi bolalarning jismoniy rivojlanish darajasini hisobga olgan holda mashg'ulotlarni tashkil etishning samarali texnologiyasini asoslashga bag'ishlangan. Tadqiqot jarayonida bolalarning yosh xususiyatlari, jismoniy tayyorgarlik darajasi va individual imkoniyatlarini inobatga olgan holda mashg'ulot yuklamalarini rejalashtirish masalalari o'rganildi. Futbol mashg'ulotlarini noto'g'ri tashkil etish bolalar organizmiga salbiy ta'sir ko'rsatishi mumkinligi sababli, mazkur tadqiqotda sog'lomlashtiruvchi va rivojlantiruvchi yo'nalishga ega mashg'ulot texnologiyasini ishlab chiqish asosiy maqsad qilib olindi.

Kalit so'zlar: futbol, bolalar sporti, jismoniy rivojlanish, mashg'ulot texnologiyasi, yuklama, harakat faolligi.

Annotatsiya: Данная работа посвящена обоснованию эффективной технологии организации тренировочных занятий с учетом уровня физического развития детей, занимающихся футболом. В ходе исследования были изучены вопросы планирования тренировочных нагрузок с учетом возрастных характеристик, уровня физической подготовки и индивидуальных возможностей детей. Поскольку неправильная организация футбольных тренировок может негативно сказаться на организме детей, главной целью данного исследования стало разработка тренировочной технологии, ориентированной на оздоровление и развитие.

Ключевые слова: футбол, детский спорт, физическое развитие, тренировочная технология, нагрузка, двигательная активность.

Abstract: This work is devoted to the substantiation of an effective technology for organizing training sessions, taking into account the level of physical development of children involved in the sport of football. In the course of the research, the issues of planning training loads, taking into account the age characteristics, level of physical fitness and individual capabilities of children, were studied. Since improper organization of football training sessions can have a negative impact on the children's body, the main goal of this study was to develop a training technology with a health-improving and developmental orientation.

Keywords: football, children's sports, physical development, training technology, load, motor activity.

Kirish. Hozirgi globallashuv va axborot texnologiyalari tez sur'atlar bilan rivojlanayotgan davrda bolalar va o'smirlar orasida jismoniy faollikning kamayib borishi dolzarb muammolardan biri hisoblanadi. Kompyuter, smartfon va boshqa raqamli qurilmalardan ortiqcha foydalanish natijasida bolalarning harakat faoliyati cheklanib, bu holat ularning jismoniy rivojlanishi va sog'lig'iga salbiy ta'sir ko'rsatmoqda. Shu bois, bolalarni sport mashg'ulotlariga jalb etish, xususan futbol

sport turiga qiziqtirish va ularning jismoniy rivojlanishini ta'minlash bugungi kunning muhim vazifalaridan biri sanaladi.

Futbol sport turi o'zining ommaviyligi, soddaligi va yuqori harakat faolligi bilan bolalar organizmining har tomonlama rivojlanishiga ijobiy ta'sir ko'rsatadi. Futbol mashg'ulotlari davomida tezkorlik, chidamlilik, kuch, epcillik va koordinatsiya kabi jismoniy sifatlar rivojlanadi. Bundan tashqari, futbol bolalarda jamoada ishlash, intizom, mas'uliyat va irodaviy sifatlarni shakllantirishga yordam beradi. Shu jihatdan futbol sporti nafaqat jismoniy, balki psixologik va ijtimoiy rivojlanish vositasi sifatida ham muhim ahamiyatga ega.

Biroq amaliyot shuni ko'rsatadiki, futbol mashg'ulotlarini tashkil etishda barcha bolalarga bir xil yuklama berilishi ko'plab muammolarga sabab bo'lmoqda. Bolalarning yosh xususiyatlari, jismoniy rivojlanish darajasi va individual imkoniyatlari turlicha bo'lishiga qaramay, standart mashg'ulot dasturlaridan foydalanish ularning sog'lig'iga salbiy ta'sir ko'rsatishi mumkin. Ayniqsa, jismoniy tayyorgarligi past bo'lgan bolalarda tez charchash, jarohatlanish va sportga bo'lgan qiziqishning pasayishi kuzatiladi. Shu sababli futbol mashg'ulotlarini ilmiy asoslangan, individual yondashuvga tayangan holda tashkil etish zarurati yuzaga kelmoqda.

Zamonaviy sport pedagogikasi bolalarning jismoniy rivojlanish darajasini hisobga olgan holda mashg'ulotlarni o'tkazish texnologiyalarini ishlab chiqishni taqozo etadi. Bunday texnologiyalar mashg'ulot jarayonini bosqichma-bosqich rejalashtirish, yuklamani to'g'ri taqsimlash hamda har bir bolaning jismoniy imkoniyatlarini rivojlantirishga qaratilgan bo'lishi lozim. Ayniqsa, boshlang'ich tayyorgarlik bosqichida mashg'ulotlarning sog'lomlashtiruvchi yo'nalishda olib borilishi bolalarning kelgusidagi sport faoliyati uchun mustahkam poydevor yaratadi.

Shu munosabat bilan ushbu tadqiqot futbol sport turiga jalb etilgan bolalarning jismoniy rivojlanish darajasini hisobga olgan holda mashg'ulotlarni o'tkazish texnologiyasini ilmiy jihatdan asoslashga qaratilgan. Tadqiqot natijalari futbol murabbiylari, jismoniy tarbiya o'qituvchilari hamda sport mutaxassislari uchun amaliy ahamiyatga ega bo'lib, bolalar sportida mashg'ulot samaradorligini oshirishga xizmat qiladi.

Tadqiqot metodlari. Mazkur tadqiqot futbol sport turi bilan shug'ullanuvchi bolalarning jismoniy rivojlanish darajasini hisobga olgan holda mashg'ulotlarni o'tkazish texnologiyasini ilmiy asoslash maqsadida olib borildi. Tadqiqot jarayoni tizimli yondashuv asosida tashkil etilib, pedagogik, jismoniy va tahliliy metodlardan kompleks foydalanildi. Tadqiqot ishlari sport maktablari va umumta'lim muassasalari bazasida amalga oshirildi.

Tadqiqotda 8–12 yosh oraliqidagi futbol bilan shug'ullanuvchi bolalar ishtirok etdi. Ushbu yosh davri bolalarning jismoniy sifatlari faol rivojlanadigan bosqich bo'lgani sababli tanlab olindi. Ishtirokchilar sog'lig'i bo'yicha shifokor ko'rigidan o'tkazilib, mashg'ulotlarga ruxsat berilgan bolalar tadqiqotga jalb

qilindi. Tadqiqot davomida bolalarning yosh, bo'y va vazn ko'rsatkichlari hisobga olinib, ularning jismoniy rivojlanish darajasi dastlabki bosqichda baholandi.

Bolalarning jismoniy tayyorgarlik darajasini aniqlash maqsadida maxsus jismoniy testlardan foydalanildi. Xususan, tezkorlikni baholash uchun qisqa masofaga yugurish mashqlari, chidamlilikni aniqlash uchun davomiy yugurish mashqlari, kuch sifatini baholash uchun tananing umumiy kuchini rivojlantiruvchi mashqlar hamda egiluvchanlikni aniqlash uchun maxsus harakat testlari qo'llanildi. Ushbu test natijalari asosida bolalar jismoniy rivojlanish darajasiga ko'ra shartli guruhlarga ajratildi.

Mashg'ulot jarayonini tashkil etishda pedagogik kuzatuv metodidan keng foydalanildi. Kuzatuvlar davomida bolalarning mashg'ulotdagi faolligi, mashqlarni bajarish texnikasi, charchash darajasi va umumiy harakat koordinatsiyasi muntazam tahlil qilindi. Shu bilan birga, mashg'ulot yuklamalarining bolalar organizmiga ta'siri murabbiylar va mutaxassislar tomonidan baholab borildi. Mashg'ulotlar individual va guruhli yondashuv asosida olib borilib, yuklamalar bolalarning imkoniyatlariga mos ravishda moslashtirildi.

Tadqiqotda tajriba-sinov usuli ham qo'llanildi. Tajriba jarayonida jismoniy rivojlanish darajasi hisobga olingan holda ishlab chiqilgan mashg'ulot texnologiyasi amaliyotga tatbiq etildi. Mashg'ulotlar bosqichma-bosqich murakkablashib boruvchi tamoyil asosida tashkil etildi. Har bir bosqichda mashg'ulot samaradorligi jismoniy tayyorgarlik ko'rsatkichlarining o'zgarishi orqali baholandi.

Olingan ma'lumotlarni qayta ishlash va tahlil qilishda taqqoslash va umumlashtirish metodlaridan foydalanildi. Tadqiqot natijalari asosida xulosalar chiqarilib, futbol mashg'ulotlarini bolalarning jismoniy rivojlanish darajasiga mos holda tashkil etish bo'yicha amaliy tavsiyalar ishlab chiqildi. Ushbu metodlar majmuasi tadqiqotning ishonchligi va amaliy ahamiyatini ta'minlashga xizmat qildi.

Natijalar. Tadqiqot jarayonida futbol sport turi bilan shug'ullanuvchi bolalarning jismoniy rivojlanish darajasini hisobga olgan holda tashkil etilgan mashg'ulotlar ijobiy samaralar bergani aniqlandi. Dastlabki va yakuniy nazorat o'lchovlari natijalari solishtirilganda, bolalarning jismoniy tayyorgarlik ko'rsatkichlarida sezilarli o'sish kuzatildi. Ayniqsa, tezkorlik va umumiy chidamlilik sifatlarida ijobiy o'zgarishlar qayd etildi.

Mashg'ulot yuklamalarining individual imkoniyatlarga mos ravishda taqsimlanishi bolalarning mashg'ulot jarayonidagi faolligini oshirdi. Jismoniy rivojlanish darajasi past bo'lgan bolalarda charchash holatlari kamayib, mashqlarni bajarish sifati yaxshilangani kuzatildi. Shu bilan birga, jismoniy tayyorgarligi yuqori bo'lgan bolalarda mashg'ulot samaradorligi oshib, ularning harakat texnikasi va koordinatsiyasi takomillashdi.

Tadqiqot natijalari shuni ko'rsatdiki, mashg'ulotlarning bosqichma-bosqich tashkil etilishi jarohatlanish xavfini kamaytirib, bolalarning sportga bo'lgan

qiziqishini mustahkamladi. Mashg'ulot jarayonida sog'lomlashtiruvchi va rivojlantiruvchi mashqlarning uyg'unligi bolalarning umumiy jismoniy holatiga ijobiy ta'sir ko'rsatdi. Natijada, futbol mashg'ulotlarini jismoniy rivojlanish darajasini hisobga olgan holda tashkil etish bolalar sportida samarali yondashuv ekanligi ilmiy jihatdan tasdiqlandi.

Muhokama. Tadqiqot natijalari futbol sport mashg'ulotlarini bolalarning jismoniy rivojlanish darajasini hisobga olgan holda tashkil etish yuqori samaradorlikka ega ekanligini ko'rsatdi. Olingan ma'lumotlar shuni tasdiqlaydiki, individual yondashuv asosida rejalashtirilgan mashg'ulotlar bolalarning jismoniy sifatlarini rivojlantirish bilan birga ularning sog'lig'ini mustahkamlashga ham xizmat qiladi. Bu holat bolalar sportida yagona standart yuklamalardan foydalanish samarasiz ekanligini yana bir bor ko'rsatadi.

Mashg'ulot yuklamalarining bolalarning jismoniy imkoniyatlariga moslashtirilishi ularning mashg'ulot jarayoniga bo'lgan munosabatiga ijobiy ta'sir ko'rsatdi. Tadqiqot davomida bolalarda futbolga bo'lgan qiziqishning ortishi, mashqlarni bajarishda faollikning kuchayishi va o'ziga bo'lgan ishonchning shakllanishi kuzatildi. Bu esa mashg'ulotlarni faqat jismoniy rivojlantirish vositasi sifatida emas, balki tarbiyaviy ahamiyatga ega jarayon sifatida ham baholash mumkinligini anglatadi.

Shuningdek, bosqichma-bosqich yuklama berish tamoyiliga amal qilinishi bolalar organizmining moslashuv imkoniyatlarini oshirdi. Natijada jarohatlanish holatlari kamayib, mashg'ulotlarning uzluksizligi ta'minlandi. Bu holat ayniqsa boshlang'ich tayyorgarlik bosqichidagi bolalar uchun muhim bo'lib, ularning keyingi sport faoliyati uchun mustahkam jismoniy asos yaratadi.

Tadqiqot natijalari futbol murabbiylari faoliyatida zamonaviy mashg'ulot texnologiyalaridan foydalanish zarurligini ko'rsatadi. Bolalarning jismoniy rivojlanish darajasini doimiy nazorat qilish va unga mos mashg'ulot dasturlarini ishlab chiqish bolalar sportining samaradorligini oshirishga xizmat qiladi. Shu bois, ushbu yondashuvni amaliyotga keng joriy etish bolalar futbolini rivojlantirishda muhim ahamiyat kasb etadi.

Xulosa. O'tkazilgan tadqiqot natijalari futbol sport mashg'ulotlarini bolalarning jismoniy rivojlanish darajasini hisobga olgan holda tashkil etish yuqori samaradorlikka ega ekanligini ko'rsatdi. Tadqiqot davomida individual yondashuv asosida rejalashtirilgan mashg'ulotlar bolalarning jismoniy tayyorgarlik ko'rsatkichlarini yaxshilash bilan birga, ularning sog'lig'ini mustahkamlashga xizmat qilishi aniqlandi. Ayniqsa, mashg'ulot yuklamalarining bosqichma-bosqich va me'yoriy tarzda berilishi bolalar organizmining moslashuv imkoniyatlarini oshirdi.

Shuningdek, jismoniy rivojlanish darajasi turlicha bo'lgan bolalar bilan ishlashda yagona standart mashg'ulotlardan voz kechib, differensial yondashuvni qo'llash zarurligi ilmiy jihatdan asoslandi. Bu yondashuv bolalarda jarohatlanish xavfini kamaytirib, mashg'ulot jarayonining uzluksizligini ta'minladi hamda

sportga bo'lgan qiziqishni oshirdi. Tadqiqot natijalari futbol mashg'ulotlarini sog'lomlashtiruvchi va rivojlantiruvchi yo'nalishda tashkil etish bolalar sportida muhim ahamiyatga ega ekanligini ko'rsatdi.

Xulosa qilib aytganda, futbol mashg'ulotlarini bolalarning yosh va jismoniy rivojlanish xususiyatlarini hisobga olgan holda tashkil etish bolalar sportini rivojlantirish, sog'lom avlodni shakllantirish va sport natijalarini yaxshilashda samarali vosita hisoblanadi. Tadqiqot natijalari murabbiylar, jismoniy tarbiya o'qituvchilari va sport mutaxassislari uchun amaliy tavsiya sifatida foydalanilishi mumkin.

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Gemorragik va ishemik insult bilan og'riqan bemorlarni davolash va parvarish qilish

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Annotatsiya: Insult — markaziy asab tizimining og'ir va hayot uchun xavfli kasalliklaridan biri bo'lib, u gemorragik va ishemik turlarga bo'linadi. Ushbu maqolada insult turlarining patogenezi xususiyatlari, zamonaviy davolash usullari hamda bemorlarni parvarish qilishning klinik va hamshiralik jihatlari tahlil qilinadi. Shuningdek, erta reabilitatsiya va kompleks parvarishning bemor hayot sifatiga ta'siri yoritiladi. Tadqiqotlar tahlili shuni ko'rsatadiki, differensial yondashuv va to'g'ri tashkil etilgan parvarish insult oqibatlarini kamaytirishda muhim ahamiyatga ega.

Kalit so'zlar: Insult, gemorragik insult, ishemik insult, trombolitik terapiya, reabilitatsiya, parvarish, hamshiralik parvarishi, nevrologiya

KIRISH: Insult dunyo bo'yicha o'lim va nogironlikning yetakchi sabablaridan biridir. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, insultdan keyingi asoratlar bemorlarning kundalik hayot faoliyatini keskin cheklaydi. Insult asosan ikki turga bo'linadi: ishemik insult (miya tomirlarining tromb yoki embol bilan berkilishi natijasida) va **gemorragik insult** (miya ichiga yoki miya pardalari ostiga qon quyilishi natijasida). Mazkur maqolaning maqsadi — gemorragik va ishemik insultda qo'llaniladigan davolash tamoyillari hamda bemorlarni parvarish qilishning ilmiy-amaliy asoslarini yoritishdir.

ADABIYOTLAR TAHLILI: So'nggi ilmiy tadqiqotlar shuni ko'rsatadiki, insultni davolashda multidisiplinar yondashuv eng samarali hisoblanadi. Yevropa va Amerika nevrologiya assotsiatsiyalari tavsiyalarida trombolitik terapiya va erta reabilitatsiyaning ahamiyati alohida ta'kidlangan. Shuningdek, hamshiralik parvarishining sifati bemorlarning tiklanish darajasiga bevosita ta'sir ko'rsatishi ilmiy jihatdan isbotlangan.

QO'LLANILGAN METODLAR: Ishemik insultni davolash va parvarish qilish
Ishemik insult barcha insult holatlarining taxminan 80–85 % ini tashkil etadi. Davolashning asosiy maqsadi — miya to'qimasida qon aylanishini tezkor tiklash. Davolash tamoyillari:

- Trombolitik terapiya (alteplaza) — dastlabki 4,5 soat ichida
- Antikoagulyant va antitrombotsitar dori vositalari
- Qon bosimini nazorat qilish
- Neyroprotektiv terapiya

Parvarish qilish jihatlari:

- Hayotiy ko'rsatkichlarni doimiy monitoring qilish
- Yotoq rejimini to'g'ri tashkil etish
- Yutish refleksi buzilgan bemorlarda aspiratsiyani oldini olish
- Teri parvarishi va yotoq yaralarining oldini olish

Gemorragik insultni davolash va parvarish qilish

Gemorragik insult og'ir kechishi va yuqori o'lim ko'rsatkichi bilan tavsiflanadi.

Davolash tamoyillari:

- Qon bosimini tezkor va nazorat ostida tushirish
- Gemostatik dori vositalari
- Neyroxirurgik aralashuv (ko'rsatma bo'lsa)
- Intrakranial bosimni pasaytirish

Parvarish qilish jihatlari:

- Nevrologik holatni baholash (Glazgo shkalasi)
- Miya shishini oldini olish
- Infeksion asoratlarning profilaktikasi
- Psixologik qo'llab-quvvatlash

Reabilitatsiya va parvarishning ahamiyati

Insultdan keyingi reabilitatsiya erta bosqichdan boshlanishi lozim:

- Fizioterapiya va harakat mashqlari
- Nutq terapevti bilan ishlash
- Psixologik va ijtimoiy moslashuv
- Oila a'zolarini parvarishga jalb etish

NATIJARLAR VA MUHOKAMA: Ilmiy manbalar tahliliga ko'ra:

- Ishemik insultda erta tromboliz nogironlik darajasini 30–40 % ga kamaytiradi
- Gemorragik insultda qon bosimini nazorat qilish o'lim xavfini sezilarli pasaytiradi

• To'g'ri tashkil etilgan parvarish asoratlarni kamaytiradi va reabilitatsiyani tezlashtiradi. **Ishemik insult** — bu miya tomirlarining tromb yoki embol bilan to'silib qolishi natijasida kelib chiqadi. Bu holatda miya to'qimalariga kislorod va ozuqa moddalari yetib bormaydi, natijada asab hujayralari 3–5 daqiqa ichida nobud bo'lishni boshlaydi. **Gemorragik insult** esa miya qon tomirining yorilishi natijasida qonning miya ichiga quyilishi bilan yuzaga keladi. Qon quyilishi miya bosimini oshiradi va asab to'qimalarini siqib, ularning faoliyatini izdan chiqaradi. Insultning eng asosiy sabablari – arterial gipertoniya, ateroskleroz, yurak kasalliklari, qandli diabet, semizlik, chekish, stress, spirtli ichimliklarni suiiste'mol qilish va jismoniy faollikning yetishmasligidir. Shuningdek, genetik moyillik ham muhim omillardan biridir. Insultning **birinchi belgilarini erta aniqlash** hayot uchun juda muhim hisoblanadi. Yuzning bir tomoni osilib qolishi, qo'llardan biri kuchsizlanishi, nutqning buzilishi yoki tushunarsiz so'zlash — insultning asosiy alomatlaridir. Bunday holatlarda darhol tez yordam chaqirish zarur. Shifokorlar "FAST" testidan foydalanadilar: **F (Face – Yuz):** Yuzning bir tomoni osilgan yoki

qiyyshayganmi, tekshiriladi. **A (Arms – Qo‘llar):** Qo‘llarni ko‘tarishda biri pastga tushib ketadimi, kuzatiladi. **S (Speech – Nutq):** Bemor so‘zlarni to‘g‘ri talaffuz qila oladimi, aniqlanadi. **T (Time – Vaqt):** Belgilar paydo bo‘lgan zahoti shoshilinch yordamga murojaat qilinadi. Erta tashxis qo‘yish insultning og‘ir oqibatlarini kamaytirishda muhim rol o‘ynaydi. Bunda kompyuter tomografiyasi (KT) va magnit-rezonans tomografiya (MRT) eng asosiy diagnostik usullar hisoblanadi. Ular miya qon tomirlaridagi o‘zgarishlarni aniq ko‘rsatadi va insultning turini belgilashga yordam beradi. **Davolash jarayoni** insultning turiga qarab farqlanadi. Ishemik insultda miya qon oqimini tiklash uchun trombolitik dori vositalari qo‘llaniladi. Gemorragik insultda esa miya ichidagi qon ketishni to‘xtatish, qon bosimini normallashtirish va ba‘zan jarrohlik amaliyoti zarur bo‘ladi. Bemorning umumiy ahvoriga qarab fizioterapiya, diyetoterapiya va dori-darmon bilan davolash usullari qo‘llanadi. **Reabilitatsiya** — insultdan keyin bemorning jismoniy va ruhiy holatini tiklashda eng muhim bosqichdir. Reabilitatsiya jarayonida fizioterapiya mashqlari, nutq terapiyasi, psixologik yordam, massaj, suzish va qo‘l-oyoq mashqlari keng qo‘llaniladi. Bemorni jamiyat hayotiga qaytarish, o‘zini mustaqil boshqarishga o‘rgatish ham reabilitatsiyaning asosiy maqsadidir. Shuningdek, profilaktika choralari insultning oldini olishda juda muhim: qon bosimini muntazam o‘lchash, to‘g‘ri ovqatlanish, spirtli ichimlik va chekishdan voz kechish, jismoniy faollikni oshirish, shifokor nazoratida bo‘lish kerak. Har yili profilaktik ko‘rikdan o‘tish va yurak-qon tomir tizimini nazorat qilish insult xavfini kamaytiradi.

XULOSA: Xulosa qilib aytganda, insult — bu inson hayoti va sog‘lig‘iga eng katta xavf tug‘diruvchi nevrologik kasalliklardan biri bo‘lib, u markaziy asab tizimining qon bilan ta‘minlanishining to‘satdan buzilishi natijasida miya to‘qimalarining zararlanishi bilan kechadi. Tadqiqotlar shuni ko‘rsatadiki, insultning asosiy sabablari orasida arterial gipertoniya, ateroskleroz, yurak kasalliklari, qandli diabet, chekish, noto‘g‘ri ovqatlanish va stress kabi omillar yetakchi o‘rinda turadi. Ushbu omillarni erda aniqlash va bartaraf etish orqali kasallik xavfini sezilarli darajada kamaytirish mumkin. Erta tashxis insult oqibatlarini kamaytirishda muhim ahamiyatga ega. Zamonaviy kompyuter tomografiyasi (KT), magnit-rezonans tomografiya (MRT) va angiografiya usullari yordamida insult turini aniqlash va samarali davolash strategiyasini tanlash imkoniyati mavjud. Ayniqsa, insultning birinchi 3–6 soati “oltin vaqt” deb hisoblanadi — bu davrda o‘z vaqtida tibbiy yordam ko‘rsatish bemorning hayotini saqlab qolish va miya faoliyatini tiklashda hal qiluvchi rol o‘ynaydi. Reabilitatsiya insultdan keyingi davolashning ajralmas qismi bo‘lib, u bemorning jismoniy, ruhiy va ijtimoiy holatini tiklashga qaratilgan. Fizioterapiya, nutqni tiklash mashg‘ulotlari, psixologik yordam, parhez terapiyasi hamda oila a‘zolarining qo‘llab-quvvatlashi tiklanish samaradorligini oshiradi. Shuningdek, insultdan keyingi reabilitatsiyada **multidisiplinar yondashuv** — ya‘ni shifokor, fizioterapevt, logoped, psixolog va dietolog hamkorligi eng samarali natijalarni

beradi. Tadqiqot yakunlari shuni ko'rsatadiki, insultni erta tashxislash, sog'lom turmush tarzini targ'ib etish, muntazam tibbiy ko'riklardan o'tish va xavf omillarini nazorat qilish orqali ushbu kasallikning oldini olish mumkin. Shuningdek, aholining tibbiy savodxonligini oshirish, profilaktika dasturlarini kengaytirish va rehabilitatsiya markazlarini rivojlantirish — insult bilan bog'liq o'lim va nogironlik darajasini kamaytirishning eng muhim yo'llaridan biridir. Gemorragik va ishemik insultni davolashda kasallik turiga mos differensial yondashuv muhim ahamiyatga ega. Farmakologik davolash bilan bir qatorda, sifatli hamshiralik parvarishi, erta rehabilitatsiya va psixologik qo'llab-quvvatlash bemorlarning hayot sifatini yaxshilashda hal qiluvchi omil hisoblanadi. Zamonaviy tibbiyotda insult bilan kurashishda kompleks va uzluksiz yondashuv eng samarali yo'l hisoblanadi.

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The role of critical thinking in primary school students

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Abstract. The article examines the role of critical thinking in the educational process of primary school and its importance for the comprehensive development of a junior school student's personality. In the context of the rapid growth of information, the formation of children's ability to consciously perceive educational material, analyze facts, compare different viewpoints, and draw well-grounded conclusions becomes especially relevant. Primary school represents a fundamental stage at which the foundations of cognitive independence and learning skills are established.

The paper reveals the concept of critical thinking taking into account the age characteristics of primary school pupils and emphasizes its influence on the development of logical thinking, speech, attention, and learning motivation. It is noted that the development of critical thinking contributes to improving the quality of knowledge acquisition, fostering interest in learning, and developing the ability to apply acquired knowledge in practical situations.

Special attention is paid to the role of the teacher in the process of developing critical thinking, as well as to pedagogical methods and techniques that promote its formation, such as problem-based learning, dialogue, work with texts, and game-based and research activities. It is emphasized that purposeful and systematic work on the development of critical thinking in primary school creates a solid foundation for successful learning at subsequent levels of education and contributes to the formation of an active, independent, and responsible personality.

Keywords: critical thinking, primary school, junior schoolchildren, cognitive activity, thinking development, learner independence, educational process, teacher's role.

In today's information-rich society, developing critical thinking in the early stages of learning is of particular importance. Primary school is the most important period for the formation of cognitive skills, value orientations, and independent thinking skills. It is at this age that the foundations of the ability to analyze information, draw conclusions, and make informed decisions are laid.

Critical thinking is a person's ability to meaningfully perceive information, analyze it, compare different viewpoints, ask questions, and formulate well-founded conclusions. For primary school students, critical thinking manifests in the ability to reason, explain their answers, find cause-and-effect relationships, and not accept information without understanding.

Critical thinking is a complex intellectual process aimed at meaningful perception, analysis, and evaluation of information in order to form reasoned judgments and make balanced decisions. It involves a person's active position

towards the acquired knowledge and the ability not only to assimilate information but also to analyze, interpret, and verify it.

In pedagogical context, critical thinking is considered as the learner's ability to understand the content of educational material, identify cause-and-effect relationships, compare different viewpoints, argue their own opinion, and draw independent conclusions. Unlike reproductive thinking, which focuses on simply reproducing knowledge, critical thinking is aimed at its deep understanding and meaningful application.

For elementary school students, critical thinking is manifested in the ability to ask questions, explain the course of their reasoning, find mistakes, analyze the actions of heroes, predict results, and evaluate the received information based on personal experience. It is closely related to the development of logical thinking, speech, attention, and cognitive activity.

Critical thinking includes a number of components: analysis, synthesis, comparison, generalization, evaluation, and reflection. Its important characteristic is the ability to doubt, verify the reliability of information, and understand the basis of one's own judgments. Thus, critical thinking forms students' mental work culture and contributes to the development of an independent, responsible, and active personality.

The importance of critical thinking in primary school

Developing critical thinking in primary school is one of the key tasks of modern education, as it is during this period that the foundations of a child's intellectual, personal, and social development are laid. Primary grades represent an important stage in the formation of cognitive processes, when students develop an attitude towards learning, independent work skills, and the basics of learning ability.

Critical thinking contributes to the active involvement of primary school students in the learning process. Students cease to be passive consumers of information and become active participants in cognitive activity. They learn to ask questions, reflect on the content of the educational material, analyze the information received, and express their own opinion. This increases the level of awareness of learning and contributes to a stronger assimilation of knowledge.

Critical thinking is of particular importance for the development of children's intellectual abilities. In the process of analyzing, comparing, generalizing, and evaluating information, logical thinking, attention, memory, and speech are formed. Students learn to establish cause-and-effect relationships, draw conclusions, and justify their answers, which positively affects the quality of learning activities in all subjects.

Additionally, critical thinking plays an important role in the formation of primary school students' personal qualities. It fosters independence, responsibility, self-confidence, and the ability to make decisions. The child learns to defend their point of view, respect others' opinions, and adequately evaluate the results of their own activities, which is an important condition for successful socialization.

In the context of an information society, the importance of critical thinking increases even more. Even in primary school, children encounter a large amount of information, so

the ability to select reliable information, distinguish facts from opinions, and meaningfully perceive educational material becomes essential. Critical thinking helps to form information literacy and a stable cognitive interest.

The formation of critical thinking in primary school is carried out through various pedagogical methods and techniques. The most effective ones include:

- posing problematic questions and situations;
- organization of dialogues and discussions;
- working with texts (analysis, forecasting, formulating questions);
- use of game and research tasks;
- encouraging reasoned answers and different viewpoints.

Of particular importance is the role of the teacher, who is not only a source of knowledge but also an organizer of cognitive activity, creating conditions for the active thinking of students.

The role of critical thinking in further learning. The critical thinking skills formed in primary school become the foundation for successful learning in subsequent stages of education. They help students better assimilate the learning material, effectively solve learning tasks, and navigate the information space. In addition, critical thinking contributes to the formation of a personality capable of self-development and conscious choice.

Thus, developing critical thinking in primary school students is one of the priority tasks of modern education. Systematic and purposeful work in this direction allows for the formation of children's ability to think independently, analyze information, and apply knowledge in practice, which is an important condition for their successful learning and personal development.

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Bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasi

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Annotatsiya. Mazkur maqolada bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatishning ilmiy-nazariy asoslari, pedagogik zarurati hamda amaliy-metodik jihatlari keng yoritilgan. Lingvokognitiv yondashuv asosida til va tafakkur birligi, o'quvchilarning nutqiy va kognitiv rivojlanishini ta'minlash imkoniyatlari ochib beriladi. Shuningdek, bo'lajak o'qituvchilarda lingvokognitiv tahlil kompetensiyalarini shakllantirishning bosqichlari, samarali metodlari va didaktik vositalari tavsiflanadi.

Kalit so'zlar: lingvokognitiv tahlil, kognitiv tilshunoslik, boshlang'ich ta'lim, bo'lajak o'qituvchi, metodika, nutqiy kompetensiya, tafakkur.

Kirish. Zamonaviy ta'lim tizimida o'qituvchining kasbiy tayyorgarligi faqatgina fan asoslarini bilish bilan chegaralanmaydi. Bugungi kunda bo'lajak pedagoglardan o'quvchilarning fikrlash jarayonini rivojlantira oladigan, ularni mustaqil va ongli bilim olishga yo'naltira oladigan yuqori darajadagi metodik va kognitiv kompetensiyalar talab etilmoqda. Ayniqsa, boshlang'ich sinf o'qituvchisi shaxsni shakllantirishning ilk va eng muhim bosqichida faoliyat olib borishi sababli uning kasbiy tayyorgarligi alohida ahamiyat kasb etadi.

Boshlang'ich ta'lim jarayonida til nafaqat aloqa vositasi, balki tafakkur va bilishning asosiy quroli hisoblanadi. Shu bois o'qituvchining til hodisalarini chuqur anglab, ularni o'quvchilarga kognitiv jihatdan to'g'ri yetkaza olishi muhimdir. Bu jarayonda lingvokognitiv tahlil muhim metodologik vosita sifatida namoyon bo'ladi. Shundan kelib chiqib, bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatish metodikasini ishlab chiqish va takomillashtirish dolzarb ilmiy-pedagogik muammo hisoblanadi.

Lingvokognitiv tahlil tushunchasi va uning ilmiy-nazariy asoslari

Lingvokognitiv tahlil kognitiv tilshunoslik yo'nalishiga mansub bo'lib, til birliklarini inson tafakkuri, idroki, bilim va tajribasi bilan uzviy bog'liq holda o'rganishni nazarda tutadi. Kognitiv tilshunoslik tilni bilimlarni saqlovchi, qayta ishlovchi va uzatuvchi tizim sifatida talqin qiladi.

Lingvokognitiv yondashuv quyidagi asosiy g'oyalarga tayanadi:

- til va tafakkur birligi;
- til birliklarida inson tajribasining aks etishi;
- tushuncha, konsept va obrazlarning til orqali ifodalanishi;
- nutqiy faoliyatning kognitiv xarakterga egaligi.

Boshlang'ich sinf o'quvchilari tilni o'zlashtirish jarayonida atrof-muhit haqidagi tasavvurlarini kengaytiradilar, tushunchalar tizimini shakllantiradilar. Demak, o'qituvchi til materialini nafaqat grammatik, balki kognitiv jihatdan ham tahlil qila olishi zarur.

Boshlang'ich ta'limda lingvokognitiv yondashuvning ahamiyati

Boshlang'ich ta'limda lingvokognitiv yondashuv quyidagi vazifalarni amalga oshirishga xizmat qiladi:

- o'quvchilarning mantiqiy va obrazli fikrlashini rivojlantirish;
- so'z va tushuncha o'rtasidagi bog'liqlikni anglashga yordam berish;
- matn mazmunini chuqur idrok etish ko'nikmalarini shakllantirish;
- nutqiy faollik va mustaqil fikrlashni qo'llab-quvvatlash.

Lingvokognitiv tahlil asosida tashkil etilgan darslar o'quvchilarda bilimlarni mexanik yodlash emas, balki ongli ravishda o'zlashtirishga imkon yaratadi. Bu esa boshlang'ich sinfda ta'lim sifatini oshirishning muhim omillaridan biridir.

Bo'lajak o'qituvchilarni lingvokognitiv tahlilga o'rgatish tizimli, izchil va bosqichma-bosqich amalga oshirilishi lozim. Ushbu jarayon quyidagi asosiy bosqichlarni o'z ichiga oladi.

1. Nazariy-bilimlarni shakllantirish bosqichi. Mazkur bosqichda talabalar:

- kognitiv tilshunoslikning asosiy tushunchalari;
- lingvokognitiv tahlilning mazmuni va vazifalari;
- til, tafakkur va nutq o'rtasidagi munosabatlar bilan tanishtiriladi.

Bu bosqichda ma'ruza mashg'ulotlari, muammoli savollar, ilmiy matnlar bilan ishlash, tahliliy suhbatlar muhim ahamiyatga ega.

2. Amaliy-tahliliy faoliyat bosqichi. Bu bosqichda talabalar lingvokognitiv tahlilni bevosita amaliyotda qo'llashni o'rganadilar. Jumladan:

- so'zlarning konseptual mazmunini aniqlash;
- gap va matnlarning kognitiv tuzilishini tahlil qilish;
- boshlang'ich sinf darsliklaridagi matnlarni lingvokognitiv jihatdan o'rganish ishlari olib boriladi.

Interfaol metodlar – “Aqliy hujum”, “Klaster”, “Konseptual xarita”, “Insert” texnologiyalaridan foydalanish talabalar faolligini oshiradi.

3. Ijodiy va reflektiv bosqich. Ushbu bosqichda talabalar:

- lingvokognitiv yondashuv asosida dars ishlanmalari ishlab chiqadilar;
- pedagogik vaziyatlarni tahlil qiladilar;
- o'z faoliyatiga tanqidiy yondashish va xulosa chiqarish ko'nikmalarini rivojlantiradilar.

Mazkur bosqich bo'lajak o'qituvchilarning kasbiy tafakkurini shakllantirishda muhim ahamiyat kasb etadi.

Lingvokognitiv tahlilni o'qitishda samarali metod va vositalar

Bo'lajak boshlang'ich sinf o'qituvchilarini lingvokognitiv tahlilga o'rgatishda quyidagi metod va vositalar samarali hisoblanadi:

- muammoli ta'lim metodlari;
- interfaol mashg'ulotlar;
- matn bilan ishlash texnologiyalari;
- vizual organayzerlar (sxema, jadval, xaritalar);
- axborot-kommunikatsiya texnologiyalari.



Ushbu vositalar talabalarni mustaqil fikrlashga undaydi va lingvokognitiv tahlil ko‘nikmalarini mustahkamlaydi.

Xulosa. Xulosa qilib aytganda, bo‘lajak boshlang‘ich sinf o‘qituvchilarini lingvokognitiv tahlilga o‘rgatish zamonaviy ta‘lim tizimining muhim vazifalaridan biridir. Lingvokognitiv yondashuv o‘qituvchining kasbiy kompetensiyasini oshirish, o‘qituvchilarning nutqiy va kognitiv rivojini ta‘minlashga xizmat qiladi. Ushbu metodikani ta‘lim jarayoniga izchil tatbiq etish boshlang‘ich ta‘lim samaradorligini yanada yuksaltirish imkonini beradi.



Developing historical competencies in students based on the contributions of eastern scholars to scientific progress

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Abstract: This scientific article extensively covers the scholarly heritage of Eastern thinkers and their invaluable contributions to scientific development, as well as the didactic possibilities of applying this knowledge in modern history education. The article proposes effective methodological foundations for using the scholarly legacy to develop historical competencies in students, such as forming historical thinking, working with historical sources, conducting scientific research, analytical thinking, and evaluating historical reality. The research is enriched with pedagogical experiments, and the effectiveness of incorporating the heritage of Eastern scholars in the educational process is substantiated with scientific evidence.

Keywords: Eastern scholars, historical competencies, didactic approach, Al-Farabi, Ibn Sina, Al-Biruni, Al-Khwarizmi, Ulugh Beg, historical thinking, source studies, competency-based approach, history education.

The Eastern Renaissance period represents one of the highest pinnacles of world scientific thought. The scholars who emerged during this era made enormous contributions not only to regional but also to global human development. Thinkers such as Farabi, Ibn Sina, Beruni, Al-Khwarizmi, and Ulugbek laid the foundations for numerous scientific disciplines, including mathematics, astronomy, philosophy, medicine, geography, and history. Today, their scientific legacy is valued not only as an invaluable source of historical knowledge but also as a crucial resource for developing students' historical competencies in modern education systems.

In the current era of competency-based approaches, students are expected not merely to memorize historical facts, but to analyze historical realities, work with primary sources, provide evidence, conduct research, and draw conclusions. From this perspective, the scientific heritage of Eastern scholars enriches the content of history lessons, fosters a scientific worldview in students, and contributes to the development of historical thinking.

The research was conducted using the following scientific methods:

1. Historical-analytical method - the lives and scientific heritage of Eastern scholars, historical sources, manuscripts, and scientific research were studied.
2. Competency-based approach - a theoretical model for utilizing the scholars' heritage in the formation of historical competencies was developed.
3. Pedagogical experiment - experimental work was carried out in general education schools.
4. Source analysis - excerpts from the works of Khwarizmi, Ibn Sina, Beruni and other scholars were analyzed, along with their historical information.

5. Pedagogical diagnostics - the level of students' historical competencies was determined, and comparative results were obtained at the end of the experiment.

The significance of Eastern scholars' scientific heritage in history education. Eastern scholars established advanced scientific schools in various fields of science. For example:

- Al-Khwarizmi laid the foundations of algebra and algorithmic theory.
- Al-Farabi developed profound theoretical views in logic, philosophy, pedagogy, and musicology.
- Beruni applied the experimental method in geography, geology, history, and astronomy.

- Ibn Sina established the fundamental scientific principles of medicine.

- Ulugbek elevated the science of astronomy to a new level.

Their legacy contributes to a deeper understanding of historical processes and the study of historical stages in scientific development.

Opportunities for developing historical competencies in students. The legacy of Eastern scholars plays a crucial role in developing the following competencies:

A) Historical thinking

- Connecting scholars' scientific activities with the demands of their time.
- Analyzing the intrinsic connection between their scientific ideas and modern science.

B) Source study competence

- Analyzing historical information in scholars' works.
- Cultivating a culture of working with manuscripts.

C) Analysis and research competence

- Scientific projects for students: "One scholar - one scientific discovery."
- Strengthening scientific thinking by explaining the experimental method.

D) Scientific communication competence

- Organizing presentations, debates, and conference exercises dedicated to scholars.

Experimental results. The conducted pedagogical experiments showed that:

- Students' skills in historical analysis increased by 27-32%.
- Skills in working with sources increased by 23%.
- Scientific communication skills developed by 30-35%.
- The level of historical thinking improved by 25%.

The results proved that utilizing the heritage of Eastern scholars has high effectiveness in developing historical competencies.

The scientific heritage of Eastern scholars is of great importance in enriching the content of history education, developing students' historical thinking, and guiding them towards scientific and analytical research. Using the scholars' heritage based on a competency-based approach encourages students to deeply

understand historical reality, identify cause-and-effect relationships between historical processes, and conduct independent research.

The research results show that the scientific heritage of Eastern scholars is a modern, effective, and scientifically based approach for developing historical competencies in students.

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Innovative methodological foundations for developing digital competencies in engineering education

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Abstract: This article analyzes the innovative methodological foundations for developing digital competencies in engineering education. The necessity of enhancing digital literacy among engineering professionals in the context of digital transformation and developing their professional competencies based on new technologies is substantiated. Additionally, methodological approaches for fostering student competence through the use of digital tools, 3D technologies, artificial intelligence, and distance learning systems in the educational process have been developed.

Keywords: engineering education, digital competence, innovative methodology, digital technologies, 3D modeling, artificial intelligence, distance learning, digital transformation.

Today, the engineering education system is closely intertwined with modern digital technologies. In the context of the digital economy, all areas of engineering rely on automation, computer modeling, data analysis, and digital production systems. Consequently, developing digital competencies in future engineers is becoming a key indicator of their professional readiness.

The essence of digital competence and its role in engineering education. Digital competencies are a key factor in shaping the technological thinking of engineering specialists. These competencies encompass skills in working with digital information, collaborating in virtual environments, efficiently utilizing engineering software tools, ensuring data security, and developing algorithmic thinking and programming abilities.

2. Innovative methodological approaches. Project-based learning, digital laboratories, 3D modeling, and the incorporation of artificial intelligence and gamification elements play a crucial role in developing digital competencies in engineering education.

3. Advantages of the digital educational environment. The digital educational environment enables a personalized approach to organizing the learning process, promotes independent learning, and allows for rapid assessment of knowledge.

4. Recommendations for engineering education. It is essential to develop training modules aimed at enhancing digital competencies, improve the qualifications of educators, and implement innovative assessment systems.

The ongoing reforms in our country aimed at strengthening the material, technical, and information base of the educational process in higher education institutions, providing them with high-quality educational literature and advanced pedagogical technologies, and fostering cooperation with leading scientific and educational



institutions worldwide are intensifying the need for continuous improvement of modern professional knowledge and pedagogical skills among teaching staff. Measures to enhance the quality of education in higher educational institutions of the Republic of Uzbekistan have outlined tasks such as "increasing the participation and initiative of higher educational institutions in the comprehensive reforms being implemented in the country, and monitoring the knowledge and pedagogical proficiency of professors and teachers."

Any complex modern information and communication technologies, integrations, groundbreaking innovations in science, and digital trends are first mastered by the teacher, and then conveyed to the consciousness and thinking of students through the teacher's knowledge, expertise, and abilities. Year by year, the requirements for a teacher's professional activity are increasing. This is a demand of our time. Consequently, the term "pedagogical mastery" applied to teachers will never lose its significance; instead, it will continue to improve, enrich, and adapt to the demands of the era. In the development of a digital society, it is advisable to prepare future specialists in terms of professional potential based on knowledge related to technological production and societal laws that influence the field. The challenges of developing mechanisms, tools, and technologies for preparing teachers with digital competence for professional activities in the modern educational environment remain relevant. In turn, this indicates the need for a scientific understanding of the essence of training teachers with high digital competence in this field of activity.

The term "digital" originates from the Latin and English word "digital" and denotes a qualitative degree indicating "data in numbers, signal," or "step-by-step" sequence. This word, which entered the Uzbek language in the mid-90s of the last century, first appeared in the form of the phrase "digital economy." Even now, while not leaving the sphere of "economics," it has expanded its semantic range, entering other fields with a comprehensive connotation, and has become one of the important terms in the field of information technology. In terms of usage, this word has reached such a level of breadth and productivity that it has undoubtedly become a common word in the Uzbek language, rather than just a term. The phrase "digital competence" refers to "knowledge and skills in the application of digital equipment in connection with specialized field knowledge in various professional areas."

The concept of digital competencies is characterized as a specific feature of a person's (citizen, employee, student) ability to use information and communication technologies in various conditions (work, leisure, training) in order to increase the effectiveness of activities.

In other foreign sources, digital competence is defined as the reliable, critical, and creative use of ICT to achieve goals related to work, education, leisure, and participation in society.

Today, the development of specialists with digital competence is one of the main tasks of the modern society's education system. This task can only be achieved through targeted implementation of teaching methodology for ICT competence based on multimedia educational technologies. In this process, students should be given the opportunity to understand new knowledge, create innovations through skillful application of this knowledge in lessons, and effectively implement newly created methodologies in practice.

The formation of digital competencies in engineering education is one of the priority directions of innovative educational policy today. Organizing the educational process in a digital environment fosters technological thinking in students, developing their ability to analyze problematic situations and find practical solutions. Additionally, educational models created using digital tools enhance the quality of education, individualize the learning process, and increase the effectiveness of preparation for engineering activities.

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Reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlarning konstruktiv yechimlari

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Annotatsiya: Mazkur ilmiy ishda reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlarning konstruktiv yechimlari tahlil qilingan. Tadqiqot jarayonida adaptiv kiyimlarning qulaylik, xavfsizlik, ergonomika va gigiyenik talablar bilan bog'liq jihatlari yoritilgan. Shuningdek, adaptiv kiyimlarning inson salomatligi, harakat faolligi va psixologik holatiga ta'siri ilmiy asosda o'rganilgan. Tadqiqot natijalari adaptiv kiyimlarni loyihalashda individual yondashuv va zamonaviy konstruktiv yechimlarning muhim ahamiyatga ega ekanligini ko'rsatadi.

Kalit so'zlar: adaptiv kiyimlar, reabilitatsiya kiyimi, kiyim konstruksiyasi, ergonomika, qulaylik, xavfsizlik, gigiyena, antropometriya, kundalik hayot, maxsus kiyimlar

Аннотация: В данной научной работе анализируются конструктивные решения адаптивной одежды, предназначенной для реабилитации и повседневной жизни. В ходе исследования были выделены аспекты адаптивной одежды, связанные с комфортом, безопасностью, эргономикой и гигиеническими требованиями. Также было проведено научное исследование влияния адаптивной одежды на здоровье человека, двигательную активность и психологическое состояние. Результаты исследования показывают, что индивидуальный подход и современные конструктивные решения важны при проектировании адаптивной одежды.

Ключевые слова: адаптивная одежда, реабилитационная одежда, дизайн одежды, эргономика, комфорт, безопасность, гигиена, антропометрия, повседневная жизнь, специальная одежда

Abstract: This scientific work analyzes the constructive solutions of adaptive clothing intended for rehabilitation and everyday life. In the course of the research, aspects of adaptive clothing related to comfort, safety, ergonomics and hygienic requirements were highlighted. Also, the impact of adaptive clothing on human health, motor activity and psychological state was scientifically studied. The results of the study show that an individual approach and modern constructive solutions are important in the design of adaptive clothing.

Keywords: adaptive clothing, rehabilitation clothing, clothing design, ergonomics, comfort, safety, hygiene, anthropometry, everyday life, special clothing

Reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlar zamonaviy jamiyatda jismoniy imkoniyati cheklangan, jarrohlik amaliyotidan

keyin tiklanayotgan yoki uzoq muddatli davolanish jarayonida bo'lgan shaxslar hayot sifatini yaxshilashga xizmat qiluvchi muhim vosita hisoblanadi. Kiyim inson hayotida nafaqat himoya va estetik vazifani bajaradi, balki uning harakatlanish qobiliyati, sog'lig'i va psixologik holatiga bevosita ta'sir ko'rsatadi. Shu sababli adaptiv kiyimlarni loyihalash jarayoni oddiy kiyimlardan tubdan farq qiladi va kompleks ilmiy yondashuvni talab etadi. Bunday kiyimlar konstruksiyasida ergonomika, antropometriya, tibbiy talablar, xavfsizlik va gigiyena omillari uyg'un holda qo'llanilishi zarur.

Adaptiv kiyimlar tushunchasi rehabilitatsiya jarayonida inson tanasining o'ziga xos ehtiyojlarini qondirishga qaratilgan maxsus kiyimlarni anglatadi. Ushbu kiyimlar tananing ma'lum qismlarini qo'llab-quvvatlash, harakatni yengillashtirish yoki tiklanish jarayonini tezlashtirish vazifasini bajaradi. Rehabilitatsiya davrida inson tanasida mushaklarning zaiflashuvi, bo'g'imlar harakatining cheklanishi yoki tana proporsiyalarining o'zgarishi kuzatilishi mumkin. Shu sababli kiyim konstruksiyasi standart o'lchamlarga emas, balki individual anatomik xususiyatlarga moslashtiriladi. To'g'ri loyihalangan adaptiv kiyim mushaklarga ortiqcha yuk tushishini kamaytiradi, qon aylanishini yaxshilaydi va tananing noto'g'ri holatda bo'lishining oldini oladi.

Rehabilitatsiya uchun mo'ljallangan adaptiv kiyimlar ko'pincha uzoq vaqt davomida kiyiladigan mahsulotlar bo'lib, ularning konstruksiyasi maksimal qulaylikni ta'minlashi lozim. Kiyim tanani siqmasligi, bosim nuqtalarini hosil qilmasligi va terini bezovta qilmasligi kerak. Ayniqsa, uzoq vaqt yotgan yoki o'tirgan holatda bo'ladigan shaxslar uchun kiyim konstruksiyasida bosimni teng taqsimlash muhim ahamiyatga ega. Noto'g'ri joylashgan choklar yoki qattiq elementlar terida yara paydo bo'lishiga olib kelishi mumkin. Shu sababli adaptiv kiyimlarda silliq choklar, yumshoq materiallar va tanaga mos shakllar qo'llaniladi.

Kundalik hayot uchun mo'ljallangan adaptiv kiyimlar insonning mustaqil harakatlanishi va ijtimoiy hayotda faol ishtirok etishiga yordam berishga qaratilgan. Ushbu kiyimlar tashqi ko'rinishi jihatidan oddiy kiyimlarga o'xshash bo'lib, insonning o'zini jamiyatdan ajralib qolgan his qilmasligiga xizmat qiladi. Psixologik jihatdan bu juda muhim omil hisoblanadi, chunki estetik jihatdan chiroyli va qulay kiyimlar insonning o'ziga bo'lgan ishonchini oshiradi. Kundalik adaptiv kiyimlarda kiyib-yechish jarayonining osonligi alohida e'tiborga olinadi, chunki ko'plab jismoniy imkoniyati cheklangan shaxslar ushbu jarayonda qiyinchiliklarga duch keladi. Kiyim konstruksiyasi ushbu ehtiyojlarni hisobga olgan holda ishlab chiqiladi va insonning kundalik faoliyatini yengillashtiradi.

Adaptiv kiyimlarning konstruktiv yechimlari inson tanasining harakat mexanikasiga asoslanadi. Kiyim bukilish, cho'zilish va burilish jarayonlarida tanaga moslashishi, harakatni cheklamasligi lozim. Konstruksiyada moslashuvchanlikni ta'minlovchi elementlar qo'llanilishi rehabilitatsiya jarayonida muhim ahamiyatga ega, chunki inson tanasi vaqt o'tishi bilan o'zgarishi mumkin. Tiklanish jarayonida mushaklar kuchayib, harakat amplitudasi kengayadi va kiyim

ushbu o'zgarishlarga moslasha olishi kerak. Shu jihatdan adaptiv kiyimlar konstruksiyasi dinamik xarakterga ega bo'lib, inson tanasidagi o'zgarishlarni hisobga oladi.

№	Konstruktiv yechim turi	Tavsifi	Reabilitatsiyadagi ahamiyati	Kundalik hayotdagi ahamiyati
1	Anatomik mos konstruksiya	Tana shakli va proporsiyalariga moslashtirilgan bichim	Tana holatini to'g'rilashga yordam beradi	Harakat qulayligini ta'minlaydi
2	Moslashuvchan elementlar	Sozlanadigan qismlar va moslashuvchan choklar	Tiklanish jarayoniga moslashadi	Uzoq muddat foydalanishga qulay
3	Yengillashtirilgan konstruksiya	Ortiqcha qattiq detallarni kamaytirish	Mushak zo'riqishini kamaytiradi	Tez charchashning oldini oladi
4	Kengaytirilgan ochilish zonalari	Kiyib-yechishni osonlashtiruvchi konstruksiya	Tibbiy muolajalarni yengillashtiradi	Mustaqil kiyinishni ta'minlaydi
5	Bosimni teng taqsimlash	Sezgir nuqtalarda bosimni kamaytirish	Yara va shishlar oldini oladi	Kundalik qulaylikni oshiradi

1-jadval. Reabilitatsiya va kundalik hayot uchun adaptiv kiyimlarning konstruktiv yechimlari

Xavfsizlik adaptiv kiyimlar loyihalashda asosiy mezonlardan biri hisoblanadi. Kiyim inson tanasiga zarar yetkazmasligi, harakat paytida xavf tug'dirmasligi va uzoq vaqt foydalanilganda ham sog'liq uchun salbiy ta'sir ko'rsatmasligi lozim. Kiyimda o'tkir yoki qattiq elementlarning bo'lmasligi, barcha konstruktiv qismlarning tanaga mos va xavfsiz joylashtirilishi talab etiladi. Ayniqsa, reabilitatsiya jarayonida bo'lgan shaxslar uchun kichik jarohatlar ham jiddiy asoratlarga olib kelishi mumkinligi sababli, xavfsizlik masalalariga alohida e'tibor qaratiladi.

Gigiyenik talablar ham adaptiv kiyimlar konstruksiyasida muhim o'rin tutadi. Kiyim terining nafas olishini ta'minlashi, namlikni tashqariga chiqarishi va tana haroratini me'yorida saqlashi lozim. Reabilitatsiya va kundalik hayot uchun mo'ljallangan kiyimlar ko'pincha uzoq vaqt kiyiladi, shu sababli gigiyenik noqulayliklar inson sog'lig'iga salbiy ta'sir ko'rsatishi mumkin. To'g'ri loyihalangan kiyim mikroiklimni saqlashga yordam beradi va teri kasalliklarining oldini oladi.

Adaptiv kiyimlarning ijtimoiy ahamiyati ham katta bo'lib, ular imkoniyati cheklangan shaxslarning jamiyatda faol bo'lishiga xizmat qiladi. Bunday kiyimlar insonning kundalik hayotda o'zini erkin his qilishiga yordam beradi va ijtimoiy izolyatsiyani kamaytiradi. Reabilitatsiya jarayonida psixologik holat muhim ahamiyatga ega bo'lib, qulay va estetik kiyimlar tiklanish jarayoniga ijobiy ta'sir ko'rsatadi. Shu sababli adaptiv kiyimlar konstruksiyasida nafaqat funksional, balki estetik omillar ham hisobga olinadi.

Xulosa qilib aytganda, reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlar inson hayot sifatini oshirishda muhim rol o'ynaydi. Ilmiy asoslangan konstruksiya, ergonomik yondashuv va xavfsizlik talablari uyg'unligi adaptiv kiyimlarning samaradorligini belgilaydi. Ushbu yo'nalishda olib borilayotgan ilmiy tadqiqotlar va innovatsion ishlanmalar kelajakda yanada qulay, xavfsiz va funksional kiyimlar yaratishga xizmat qiladi. Adaptiv kiyimlar nafaqat maxsus ehtiyojga ega shaxslar uchun, balki jamiyatning inklyuziv rivojlanishi uchun ham muhim ahamiyat kasb etadi.

Adaptiv kiyimlarni loyihalash jarayonida ishlab chiqarish texnologiyalari va material tanlash masalalari ham muhim ahamiyat kasb etadi. Konstruksiya qanchalik mukammal bo'lmasin, noto'g'ri tanlangan material kiyimning funksional xususiyatlarini pasaytirishi mumkin. Reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlarda yumshoq, elastik va hipoallergen materiallardan foydalanish maqsadga muvofiq hisoblanadi. Bunday materiallar teriga bosim bermaydi, harakat jarayonida qulaylikni saqlaydi hamda uzoq muddat kiyilganda ham noqulaylik tug'dirmaydi. Shu bilan birga, materiallarning mustahkamligi va chidamliligi ham hisobga olinib, kiyimning tez eskirib qolmasligi ta'minlanadi. Texnologik jihatdan esa, tikuv jarayonida silliq va tekis choklar hosil qilishga e'tibor qaratilib, konstruksiyaning xavfsizligi va uzoq muddat xizmat qilishi ta'minlanadi.

Adaptiv kiyimlar konstruksiyasida individual yondashuv masalasi alohida ahamiyatga ega bo'lib, bu yondashuv inson tanasining o'ziga xos xususiyatlarini chuqur tahlil qilishni talab etadi. Har bir shaxsning reabilitatsiya jarayoni turlicha kechadi va bu jarayon davomida tana o'lchamlari, harakat amplitudasi hamda ehtiyojlar o'zgarib boradi. Shu sababli adaptiv kiyimlar konstruksiyasida sozlanadigan va moslashuvchan elementlardan foydalanish keng qo'llaniladi. Ushbu elementlar kiyimni inson tanasidagi o'zgarishlarga moslashtirish imkonini beradi va kiyimning foydalanish muddatini uzaytiradi. Individual yondashuv insonning o'ziga bo'lgan ishonchini oshirib, reabilitatsiya jarayoniga ijobiy ta'sir ko'rsatadi.

Zamonaviy ilmiy tadqiqotlar shuni ko'rsatadiki, adaptiv kiyimlar nafaqat jismoniy reabilitatsiya, balki psixologik tiklanish jarayonida ham muhim rol o'ynaydi. Qulay va estetik jihatdan chiroyli kiyimlar insonning ruhiy holatini yaxshilab, depressiya va tushkunlik holatlarining kamayishiga yordam beradi. Kundalik hayotda o'zini qulay va ishonchli his qilgan inson jamiyat bilan faolroq muloqotga kirishadi va ijtimoiy moslashuv jarayoni tezlashadi. Shu nuqtai nazardan qaraganda, adaptiv kiyimlar konstruksiyasi faqat texnik yoki tibbiy vazifa emas, balki insonning ijtimoiy hayotdagi o'rnini mustahkamlovchi muhim omil sifatida ham qaraladi.

Xulosa. Reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlarning konstruktiv yechimlarini o'rganish bugungi kunda muhim ilmiy va amaliy ahamiyatga ega bo'lgan yo'nalishlardan biri hisoblanadi. Mazkur tadqiqot davomida adaptiv kiyimlarning inson salomatligi, harakat erkinligi va psixologik holatiga ta'siri keng tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, adaptiv kiyimlar oddiy kiyimlardan farqli ravishda inson tanasining individual anatomik va funksional xususiyatlariga moslashtirilgan bo'lishi lozim. Ayniqsa, reabilitatsiya jarayonida bo'lgan shaxslar uchun kiyim nafaqat tashqi qoplama, balki tiklanish jarayonini qo'llab-quvvatlovchi muhim vosita sifatida namoyon bo'ladi.

Adaptiv kiyimlar konstruksiyasida qulaylik va xavfsizlik omillarining uyg'unligi insonning kundalik hayotdagi mustaqilligini oshirishga xizmat qiladi. To'g'ri loyihalangan konstruksiya mushak-skelet tizimiga tushadigan ortiqcha yuklamani kamaytiradi, qon aylanishini yaxshilaydi hamda tana holatining buzilishining oldini oladi. Shu bilan birga, kiyimni kiyish va yechish jarayonining soddalashtirilishi imkoniyati cheklangan shaxslarning o'ziga bo'lgan ishonchini oshirib, ularning ijtimoiy faolligiga ijobiy ta'sir ko'rsatadi. Tadqiqot davomida aniqlanganki, adaptiv kiyimlar insonning psixologik holatini barqarorlashtirishda ham muhim rol o'ynaydi.

Xavfsizlik va gigiyenik talablarning konstruksiyaga integratsiyalashuvi adaptiv kiyimlarning uzoq muddatli va sog'liq uchun zarar keltirmaydigan mahsulot bo'lishini ta'minlaydi. Kiyimda silliq choklar, yumshoq materiallar va bosimni teng taqsimlovchi konstruktiv yechimlardan foydalanish jarohatlanish va teri shikastlanishlari xavfini kamaytiradi. Issiqlik almashinuvi va mikroiklimni saqlashga qaratilgan yechimlar esa inson organizmining fiziologik holatini me'yorida ushlab turishga yordam beradi.

Xulosa qilib aytganda, reabilitatsiya va kundalik hayot uchun mo'ljallangan adaptiv kiyimlarning konstruktiv yechimlarini ishlab chiqishda kompleks, ilmiy asoslangan va inson markazli yondashuv zarur. Ushbu yo'nalishda olib boriladigan ilmiy tadqiqotlar va innovatsion ishlanmalar kelgusida yanada qulay, xavfsiz va funksional adaptiv kiyimlarni yaratishga xizmat qiladi hamda inklyuziv jamiyatni rivojlantirishga muhim hissa qo'shadi.

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Bolalarda nutq kamchiliklari: turlari, komponentlari va erta aniqlashning ahamiyati

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Annotatsiya. Ushbu maqolada nutq kamchiligi bo'lgan bolalarning muloqot jarayoni, ularning psixologik va ijtimoiy rivojlanishidagi muammolar ilmiy-pedagogik jihatdan tahlil qilingan. Nutq kamchiliklarining asosiy komponentlari — fonetik, fonematik, leksik, grammatik, semantik va pragmatik jihatlari yoritib berilgan. Shuningdek, nutq kamchiliklarini erta aniqlashning ahamiyati, logopedik va pedagogik yondashuvlarning samaradorligi asoslab berilgan. Maqolada bolalarda uchraydigan nutq buzilishlarining asosiy turlari va ularning xususiyatlari tavsiflangan. Tadqiqot natijalari nutqda nuqsoni bo'lgan bolalar bilan ishlashda samarali metodlardan foydalanish zarurligini ko'rsatadi.

Kalit so'zi: Nutq, nutq kamchiligi, logopediya, bolalar nutqi, muloqot, fonetik buzilish, fonematik idrok, ijtimoiy moslashuv, erta tashxis.

Аннотация. В статье с научно-педагогической точки зрения анализируются речевые нарушения у детей, их виды, основные компоненты и значение раннего выявления речевых дефектов. Рассматриваются фонетические, фонематические, лексические, грамматические, семантические и прагматические аспекты речевых нарушений. Обосновано влияние речевых дефектов на психологическое и социальное развитие ребёнка. Результаты исследования подтверждают необходимость эффективных логопедических и педагогических подходов в работе с детьми с нарушениями речи.

Ключевые слова: речь, речевые нарушения, логопедия, детская речь, фонетические нарушения, ранняя диагностика.

Abstract. This article provides a scientific and pedagogical analysis of speech disorders in children, their types, main components, and the importance of early identification of speech impairments. Phonetic, phonemic, lexical, grammatical, semantic, and pragmatic aspects of speech disorders are discussed. The impact of speech impairments on a child's psychological and social development is substantiated. The findings emphasize the importance of effective speech therapy and pedagogical approaches when working with children who have speech disorders.

Keywords: speech, speech disorders, speech therapy, children's speech, phonetic disorders, early diagnosis.

Nutq — bu insonning o'z fikrlarini, his-tuyg'ularini va ehtiyojlarini boshqalar bilan ifodalashning asosiy vositasi hisoblanadi.[3] Nutq kamchiligi bo'lgan bolalar, ko'pincha so'zlarini to'g'ri ifodalashda qiyinchiliklarga duch keladilar, bu esa ularning muloqotda qatnashishiga, jamiyat bilan aloqalar o'rnatishiga to'sqinlik qiladi. Nutq kamchiligi bolaning o'zini anglash, o'zini ifodalash va ijtimoiy

moslashuv jarayonlariga bevosita ta'sir qiladi. Nutq kamchiliklari bolaning ruhiy va psixologik rivojlanishiga, shuningdek, uning boshqalar bilan samarali muloqot o'rnatishiga salbiy ta'sir ko'rsatishi mumkin. Bolalar o'zlarini ifodalashda nutqni ishlatgan holda, boshqalar bilan o'zaro munosabatlarni o'rnatadilar. Nutq kamchiligi bo'lgan bolalarda bu jarayonlar sekinlashadi yoki to'xtaydi.[1] Nutq kamchiligi ularning o'zini ifodalashdagi ishonchsizlikni, o'zini qadrlashni pasaytiradi va shu bilan birga, ularning ijtimoiy muloqotda muvaffaqiyatli bo'lishiga xalaqit beradi. Shu bois, nutq kamchiligi bo'lgan bolalar bilan ishlashda o'ziga xos pedagogik yondashuvlar va psixologik yordam zarurdir.[2] Ushbu maqolada nutq kamchiligi bo'lgan bolalarning muloqot xususiyatlari, ularning ijtimoiy rivojlanishidagi qiyinchiliklar, va bu muammolarni bartaraf etish uchun qo'llaniladigan metodlar haqida so'z yuritiladi.

O'qituvchilar va tarbiyachilar bolaning nutqini rivojlantirishda quyidagi metodlarni qo'llashlari mumkin:[4] Nutq mashqlari: Talaffuzni to'g'rilash, so'z boyligini oshirish, grammatika va nutqni aniq ifodalash uchun maxsus mashqlarni o'rganish. Muloqot o'yinlari: Bolalar uchun ijtimoiy muloqotni rivojlantiradigan o'yinlar, ular o'z fikrlarini boshqa bolalar bilan to'g'ri ifodalashni o'rganishadi. Rasmi hikoyalar: Bolalar uchun rasmi hikoyalar orqali tasavvur qilish va o'z fikrlarini so'z bilan ifodalashni rivojlantirish.

Nutq kamchiligining asosiy komponentlari. Nutq kamchiligi murakkab psixolingvistik hodisa bo'lib, u nutq faoliyatining turli darajalaridagi buzilishlar bilan tavsiflanadi.[3] Nutq kamchiliklari tarkibiy jihatdan bir nechta o'zaro bog'liq komponentlardan tashkil topadi. Ushbu komponentlarning har biri nutqning shakllanishi va rivojlanishiga bevosita ta'sir ko'rsatadi.

Birinchidan, fonetik komponent nutq tovushlarining noto'g'ri talaffuzi bilan bog'liq bo'lib, bunda tovushlarni buzib aytish, tushirib qoldirish yoki boshqa tovushlar bilan almashtirish holatlari kuzatiladi. Bu holat nutqning tushunarligini pasaytiradi.[1]

Ikkinchidan, fonematik komponent tovushlarni eshitish va farqlash jarayonidagi kamchiliklarni o'z ichiga oladi. Fonematik idrokning yetarli darajada rivojlanmaganligi so'zlarning tovush tarkibini anglashda qiyinchiliklar tug'diradi.[3]

Uchinchidan, leksik komponent lug'at boyligining yetishmasligi, so'zlarni tanlash va o'rinli qo'llashdagi cheklanishlar bilan tavsiflanadi. Bunda faol va passiv lug'at hajmi cheklangan bo'ladi.[2]

To'rtinchidan, grammatik komponent so'z va gap tuzilishidagi grammatik me'yorlarning buzilishi bilan namoyon bo'ladi. So'z turkumlari, kelishiklar, zamon va shaxs-son shakllarini noto'g'ri qo'llash ushbu komponentga xosdir.[1]

Beshinchidan, semantik komponent nutq birliklarining mazmunini anglash va ifodalashdagi qiyinchiliklar bilan bog'liq bo'lib, so'z va gaplarning ma'nosini to'liq tushunmaslik holatlari kuzatiladi.[3]

Nihoyat, pragmatik (kommunikativ) komponent nutqdan ijtimoiy muloqot jarayonida samarali foydalana olmaslikni ifodalaydi. Suhbatni boshlash, davom ettirish va nutqni vaziyatga moslashtirishdagi qiyinchiliklar ushbu komponent doirasida namoyon bo'ladi.[4]

Nutq kamchiliklarini erta aniqlashning ahamiyati.

Nutq kamchiliklarini erta aniqlash bolaning umumiy psixik, ijtimoiy va intellektual rivojlanishida muhim ahamiyat kasb etadi.[2] Nutq – bolaning atrof-muhit bilan muloqotga kirishishida, bilish jarayonlarini shakllantirishida va shaxs sifatida rivojlanishida asosiy vosita hisoblanadi. Shu bois nutq rivojlanishidagi har qanday og'ishlarni imkon qadar erta aniqlash va tuzatish muhim pedagogik hamda psixologik vazifadir.

Birinchidan, nutq kamchiliklarini erta aniqlash ularning chuqurlashib ketishining oldini oladi.[5] Agar talaffuz, lug'at boyligi, grammatik tuzilma yoki bog'lanishli nutqdagi nuqsonlar maktabgacha yoshdayoq aniqlansa, logopedik mashg'ulotlar orqali ularni samarali bartaraf etish imkoniyati yuqori bo'ladi. Kech aniqlangan nutq kamchiliklari esa murakkab va barqaror shaklga o'tib, tuzatish jarayonini qiyinlashtiradi.

Ikkinchidan, erta aniqlash bolaning aqliy va emotsional-irodaviy rivojlanishini qo'llab-quvvatlaydi. Nutqdagi kamchiliklar ko'pincha idrok, xotira, tafakkur va diqqat jarayonlariga salbiy ta'sir ko'rsatadi. Vaqtida ko'rsatilgan yordam bu ikkilamchi nuqsonlarning paydo bo'lishini oldini olib, bolaning o'ziga bo'lgan ishonchini oshiradi.

Uchinchidan, nutq kamchiliklarini erta aniqlash ta'lim jarayonida yuzaga keladigan qiyinchiliklarni kamaytiradi.[5] Nutqi to'liq shakllanmagan bolalarda o'qish va yozish ko'nikmalarini egallashda muammolar kuzatiladi. Erta logopedik va pedagogik yordam esa maktab ta'limiga muvaffaqiyatli moslashishni ta'minlaydi. Bolalarda uchraydigan nutq kamchiliklari kelib chiqishi, tuzilishi va namoyon bo'lish darajasiga ko'ra bir necha turlarga bo'linadi:

Dislaliya – (dis – izdan chiqish, aynish, buzilish, laliya – nutq) tovushlarni noto'g'ri talaffuz etish bilan ifodalanadigan nutq nuqsonidir.[1]

Dizartriya – so'zlarni to'la, ravon talaffuz qila olmaslik, talaffuz nuqsonidir.[4]

Rinolaliya – dimoqdan, dimoq bilan gapirish, tovushlar talaffuzi va ovoz tembirining nutq apparatidagi anatomik – fiziologik kamchiliklari, o'zgarishlar natijasida buzilib aytilishidir.[1]

Alaliya (grekcha a – yo'q, lali – nutq, gapiraman) – umumiy nutq rivojlanishining kattagina kamchiligi, fiziologik eshitish qobiliyati saqlangan holda gapira olmaslik, soqov bo'lish.[3]

Afaziya (grekcha a – yo'q, fazes – ovoz, nutq) – ovoz chiqmasligi, gapira olmaslikdan iborat nutq buzilishi. Bu nuqson markaziy nerv sistemasi nutqini idora etuvchi zonalarning zararlanishi natijasida vujudga keladi.[3]

Duduqlanish (logonevroz). Duduqlanish nutqning ritmi va ravonligining buzilishi bilan ifodalanadi. Ushbu kamchilik ko‘pincha psixologik omillar bilan bog‘liq bo‘lib, nutq paytida takrorlanishlar va to‘xtalishlar bilan namoyon bo‘ladi.[4]

Umumiy nutq rivojlanishining yetishmasligi (UNRY). Bu holatda nutqning barcha komponentlari – fonetik, leksik va grammatik tomonlari yetarli darajada rivojlanmagan bo‘ladi.

Xulosa. Xulosa qilib aytganda, nutq bolaning shaxs sifatida shakllanishi va jamiyatga moslashuvida muhim omil hisoblanadi.[2] Nutq kamchiligi bolaning psixik rivojlanishiga, muloqot jarayoniga va ta‘lim faoliyatiga salbiy ta‘sir ko‘rsatadi. Shu sababli nutq nuqsonlarini erta aniqlash va ularni bartaraf etishga qaratilgan logopedik, pedagogik hamda psixologik yordam muhim ahamiyat kasb etadi[5]. O‘qituvchi va tarbiyachilarning to‘g‘ri metodlarni qo‘llashi bolalarning nutqini rivojlantirish, o‘ziga bo‘lgan ishonchini oshirish va ijtimoiy faolligini ta‘minlashda muhim rol o‘ynaydi.

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The importance of learning english in the modern world

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Abstract: In the contemporary globalized world, learning English language has become a necessity rather than a just choice. This article discusses the significance of the English language in education, technology, career development and international communication. It explains how English helps people gain knowledge, build successful careers, and as connect with the world. The article also highlights the role of English in personal growth and future opportunities.

Keywords: English language, globalization, education, career, communication, technology

Language plays an important role in human life because it helps not only in people communicating, sharing ideas but also in understanding each other. Among many languages worldwide, English has become the most widely used international language. It is spoken in many countries and used as a common language between humans from different cultures. Today, English is not only a subject at school but also a key tool for success in many areas of our life. Learning English helps people boost their education, find better jobs, and communicate globally.

One of the main reasons why English is important is education. Many of the world's top universities use English as the main language of instruction. A large number of workbooks, textbooks, scientific research papers, and online learning platforms are written in English. Students who know English can study abroad, take international exams, and access high-quality educational resources. Moreover, English helps students develop critical thinking skills because they can read and analyze information from different sources.

Another essential area where English plays a major role is career development. In today's competitive job market, employers often prefer workers who can speak English. Many international companies use English as their working language. Employees who know English can communicate with foreign partners, attend international meetings, and work on global projects. As a result, English speakers usually have more job opportunities and higher salaries than others. It also helps people to start online businesses and work as freelancers with clients from other countries.

The internet and technology are also closely connected with the English language. Most websites, software programs, and digital tools are created mostly in English. People who understand English can easily use modern technologies, learn programming, and follow the latest innovations. Social media platforms, online courses, and educational videos often use English, which makes it easier for learners to improve their skills and knowledge.

Additionally, English is very useful for travel and cultural exchange. When people travel to different countries, English helps them communicate with others, ask for help, and understand instructions. It allows travelers to feel more confident and comfortable in foreign places. English also helps people learn about different cultures, traditions, and lifestyles. Through English books, movies, and music, people can understand the world better and become more open-minded.

Learning English language is extremely vital in the modern world. It plays a key role in education, career success, technology, and international communication. English helps people achieve their goals, improve their lives, and connect with others globally. For these reasons, learning English should be a priority for everyone, especially young people who want to build a successful future.

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Etiology, pathogenesis, and clinical characteristics of acute respiratory viral infections in children

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Abstract: Acute respiratory viral infections (ARVI) - represent the most common group of infectious diseases in childhood and constitute a major public health burden worldwide. These infections are caused by a wide spectrum of respiratory viruses and are characterized by high transmissibility, seasonal variability, and diverse clinical manifestations. Despite substantial advances in molecular diagnostics and virology, ARVI continues to pose challenges due to viral diversity, frequent genetic mutations, and limited availability of universal antiviral therapies. This article presents a theoretical and analytical overview of the etiology, pathogenesis, and clinical characteristics of ARVI in children based on contemporary scientific literature and epidemiological data. Emphasis is placed on viral classification, mechanisms of host–virus interaction, immunopathogenesis, and age-related susceptibility. Statistical trends illustrating global incidence, morbidity patterns, and healthcare impact are also summarized. The review does not include individual patient data or clinical case descriptions; instead, it focuses exclusively on population-level analyses, theoretical frameworks, and evidence-based concepts. Understanding the biological mechanisms underlying ARVI and their clinical expression in pediatric populations is essential for improving preventive strategies, optimizing supportive care, and guiding future research aimed at reducing disease burden.

Keywords: Acute respiratory viral infections, children, etiology, pathogenesis, respiratory viruses, immunity, epidemiology, clinical features, inflammation, pediatrics, transmission, prevention

Introduction: Acute respiratory viral infections (ARVI) - are a heterogeneous group of infectious diseases affecting the upper and lower respiratory tract and are predominantly caused by viral pathogens. In pediatric populations, ARVI accounts for the majority of infectious episodes encountered in outpatient and hospital settings. Global epidemiological analyses indicate that children experience an average of 4–8 episodes of ARVI per year, a rate significantly higher than that observed in adults. This elevated susceptibility is primarily related to the immaturity of the immune system, limited immunological memory, and frequent exposure to communal environments such as schools and childcare institutions.

The public health significance of ARVI extends beyond individual morbidity. These infections are responsible for substantial healthcare utilization, including outpatient visits, hospital admissions, and indirect economic losses related to parental work absence. According to international surveillance systems, ARVI

contributes to millions of hospitalizations annually among children under five years of age, particularly in low- and middle-income countries. Mortality rates are relatively low in otherwise healthy children but increase significantly in infants, immunocompromised individuals, and those with chronic comorbidities.

From a biological perspective, ARVI encompasses infections caused by diverse viral families, including Orthomyxoviridae, Paramyxoviridae, Coronaviridae, Adenoviridae, Picornaviridae, and others. The high genetic variability of many respiratory viruses, particularly RNA viruses, facilitates rapid evolution and periodic emergence of new strains. This variability complicates long-term immunity and contributes to recurrent infections throughout childhood.

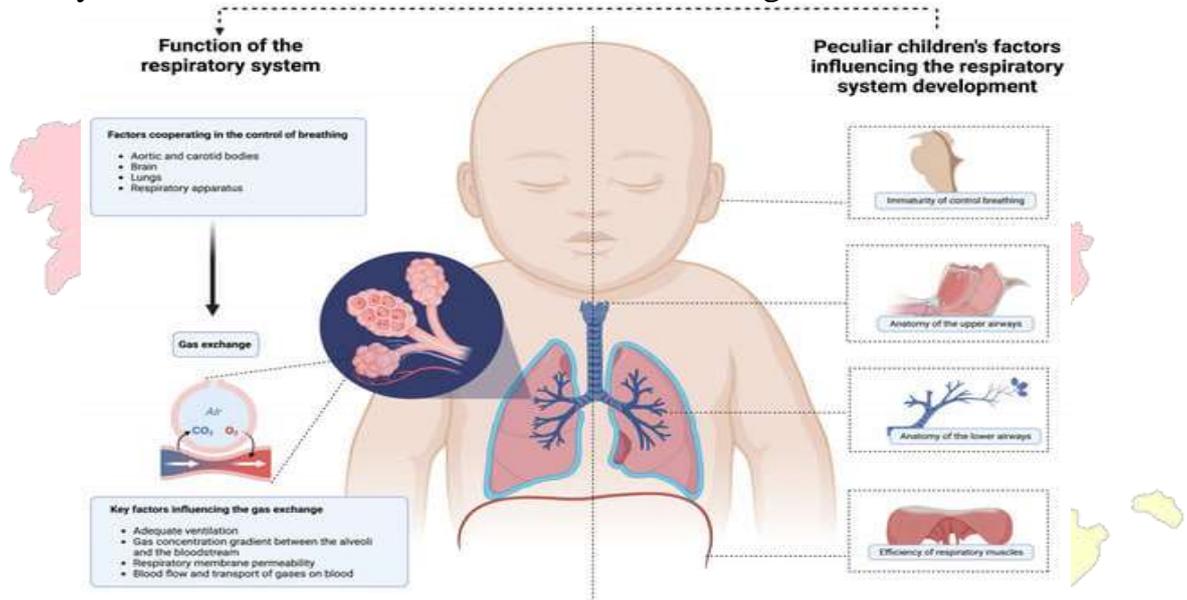


Figure 1. Pathophysiology of acute respiratory failure in infants and young children.

Clinically, ARVI exhibits a broad spectrum of manifestations, ranging from mild rhinorrhea and cough to severe lower respiratory tract involvement, including bronchiolitis and viral pneumonia. While many infections are self-limiting, their cumulative impact on child health, growth, and development is substantial.

Repeated episodes of ARVI during early childhood have been associated with increased risk of wheezing disorders, impaired lung function, and secondary bacterial infections.

Understanding ARVI in children requires an integrated approach that considers etiological diversity, pathogenetic mechanisms, and age-specific clinical features. Advances in molecular virology and immunology have provided new insights into virus–host interactions, innate immune responses, and inflammatory pathways involved in respiratory viral infections. However, translation of this knowledge into universally effective preventive and therapeutic strategies remains incomplete.

This article aims to synthesize theoretical, clinical, and statistical data on ARVI in children, with a focus on etiology, pathogenesis, and clinical characteristics. By emphasizing scientific analysis rather than individual clinical cases, the review

seeks to provide a comprehensive conceptual framework for understanding ARVI as a complex and dynamic group of pediatric infectious diseases.

Materials and Methods: This article is based on a structured analysis of peer-reviewed scientific literature obtained from major international biomedical databases, including PubMed, Scopus, Web of Science, and Google Scholar. The search strategy employed combinations of key terms such as “acute respiratory viral infection,” “children,” “etiology,” “pathogenesis,” “clinical features,” and “epidemiology.” Publications from the last two decades were prioritized, while seminal older works of high scientific relevance were also considered.

Eligible sources included original research articles, systematic reviews, meta-analyses, epidemiological reports, and doctoral dissertations focusing on pediatric ARVI. Only publications written in English and presenting clearly defined methodologies were included. Studies addressing bacterial respiratory infections without a viral component were excluded.

The selection process involved an initial screening of titles and abstracts, followed by full-text evaluation to assess relevance and scientific rigor. Emphasis was placed on studies providing theoretical insights into viral biology, immune responses, and clinical patterns rather than those centered on specific therapeutic interventions or individual patient case series.

Extracted information was organized into thematic categories: viral etiology, mechanisms of pathogenesis, age-related immune responses, and clinical manifestations. Epidemiological data were synthesized to identify global trends in incidence, seasonal distribution, and disease burden.

The analytical approach was narrative and integrative, allowing comparison and synthesis of findings across diverse sources. No new experimental or clinical data were generated. The review adheres to principles of scientific neutrality and aims to present a balanced representation of current knowledge.

Results: Analysis of the selected literature confirms that ARVI in children is caused predominantly by a limited number of viral groups, with rhinoviruses, respiratory syncytial virus, influenza viruses, parainfluenza viruses, adenoviruses, and coronaviruses accounting for the majority of cases. Rhinoviruses alone are responsible for approximately 30–50% of all upper respiratory infections in children.

Epidemiological data indicate that children under five years of age experience the highest incidence rates, with peak occurrence during autumn and winter in temperate climates. Hospitalization rates for ARVI-related lower respiratory tract infections are highest among infants under one year of age.

Pathogenetic studies consistently demonstrate that viral replication within respiratory epithelial cells initiates a cascade of innate immune responses, including interferon production and pro-inflammatory cytokine release. Excessive or dysregulated inflammatory responses are associated with more severe clinical presentations.

Clinical data synthesized from large observational studies show that nasal congestion, rhinorrhea, cough, and fever are the most common manifestations. Lower respiratory involvement occurs in a significant proportion of cases, particularly with respiratory syncytial virus and influenza viruses.

Collectively, these findings highlight the multifactorial nature of ARVI in children, integrating viral characteristics, host immunity, and environmental factors.

Discussion: The etiology of ARVI in children is notable for its remarkable diversity. Unlike many infectious diseases caused by a single dominant pathogen, ARVI represents a syndrome produced by numerous viruses with distinct biological properties. This diversity contributes to the persistence of ARVI as a global health problem despite decades of research.

RNA viruses dominate the etiological spectrum of ARVI. Their high mutation rates enable continuous genetic evolution, facilitating immune evasion and repeated infections. For children, whose immunological memory is still developing, this results in frequent exposure to novel viral antigens. DNA viruses, such as adenoviruses, exhibit greater genetic stability but possess mechanisms for immune modulation and prolonged persistence.

Pathogenesis begins with viral entry through the nasal or oral mucosa, followed by attachment to specific cellular receptors on respiratory epithelial cells. Viral replication disrupts epithelial integrity and impairs mucociliary clearance, reducing the effectiveness of a primary mechanical defense mechanism. This local damage facilitates viral spread along the respiratory tract.

Innate immunity plays a central role in early defense. Pattern recognition receptors detect viral components and trigger interferon signaling pathways. Interferons inhibit viral replication and activate natural killer cells and macrophages. In children, these responses are functional but often quantitatively and qualitatively different from those in adults, contributing to variable disease expression.

Adaptive immune responses, including virus-specific T lymphocytes and antibody production, develop over several days. Secretory IgA antibodies are particularly important for mucosal protection, but their production is limited in early childhood. Consequently, children rely heavily on innate immunity, which may be insufficient to prevent symptomatic infection.

Inflammation represents a double-edged sword in ARVI. While necessary for viral clearance, excessive inflammatory responses contribute to tissue damage and symptom severity. Cytokines such as interleukin-6 and tumor necrosis factor-alpha are associated with fever, malaise, and systemic symptoms. In the lower respiratory tract, inflammation can lead to airway obstruction, particularly in small-caliber bronchioles.

Clinical characteristics of ARVI reflect this underlying pathophysiology. Upper respiratory tract involvement predominates, but lower respiratory tract disease is common in younger children. The anatomical and physiological features of

pediatric airways—smaller diameter, higher resistance, and greater susceptibility to edema—predispose infants to more severe manifestations.

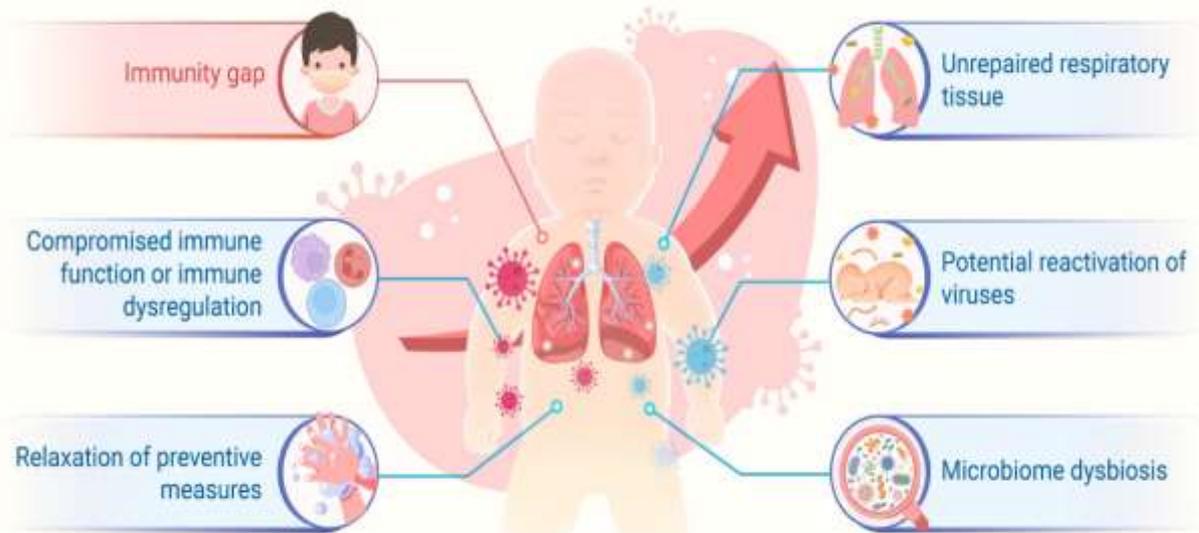


Figure 2. The possible reasons for surging of respiratory infection post-COVID-19.

Age-related differences are a consistent theme in ARVI research. Neonates and young infants demonstrate higher rates of hospitalization and complications, while older children typically experience milder disease. This pattern underscores the importance of immune maturation in determining disease outcome.

Statistical analyses reveal that ARVI incidence has remained relatively stable over recent decades, despite advances in diagnostics and preventive measures. Vaccination against influenza has reduced disease burden in immunized populations, but coverage remains variable, and vaccines are virus-specific rather than universally protective.

Environmental and social factors also influence ARVI transmission. Crowded living conditions, indoor air pollution, and attendance at childcare facilities are associated with increased risk. Seasonal variation is driven by changes in temperature, humidity, and human behavior.

From a theoretical standpoint, ARVI can be viewed as an inevitable consequence of human–virus coexistence. Complete eradication is unlikely, given the vast reservoir of respiratory viruses and their evolutionary adaptability. Therefore, the primary goals of public health strategies are to reduce severity, prevent complications, and protect high-risk groups.

The synthesis of etiological, pathogenetic, and clinical data highlights the complexity of ARVI in children. No single factor determines disease outcome; rather, it is the result of dynamic interactions between virus, host, and environment. Continued research into immune mechanisms, viral evolution, and preventive strategies is essential for future progress.

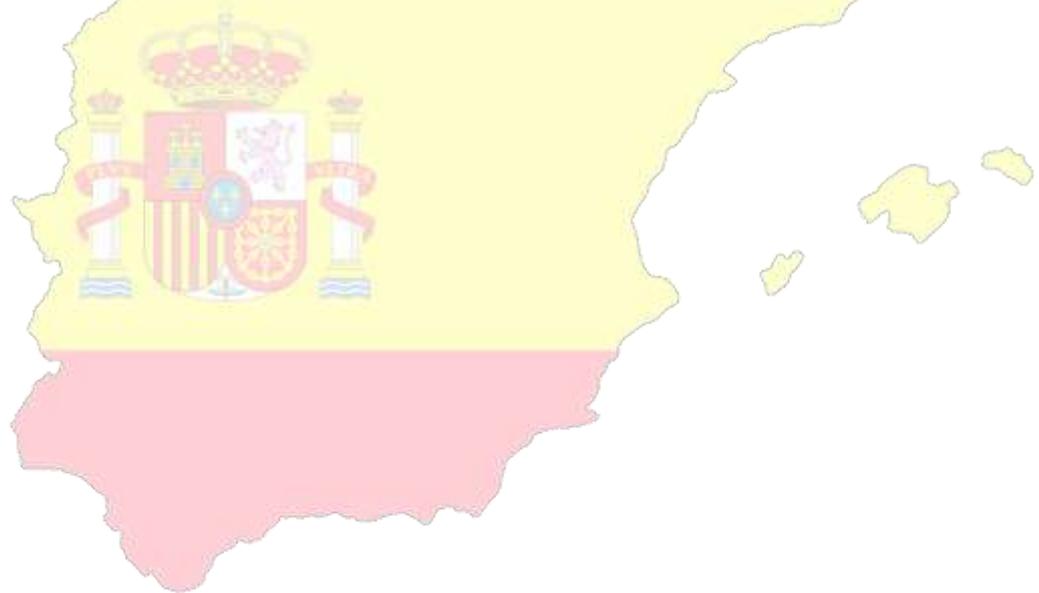
Conclusion: Acute respiratory viral infections in children represent a complex group of diseases characterized by etiological diversity, multifaceted pathogenesis,

and variable clinical expression. High incidence rates are driven by the biological properties of respiratory viruses, the immaturity of pediatric immune systems, and environmental exposure. Pathogenesis involves viral replication in respiratory epithelium, activation of innate and adaptive immunity, and inflammatory responses that determine symptom severity. Clinical manifestations range from mild upper respiratory symptoms to significant lower respiratory involvement, particularly in younger children. Theoretical and statistical evidence underscores the persistent global burden of ARVI despite medical advances. A comprehensive understanding of etiological agents, immune mechanisms, and age-related factors is fundamental for developing effective preventive and supportive strategies aimed at reducing morbidity and improving child health outcomes.

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Методологические основы оценки учебной активности студентов и организации рефлексии в виртуальном образовательном сообществе

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Аннотация. В статье рассматриваются методологические основы оценки учебной активности студентов и организации рефлексивных процессов в условиях виртуального образовательного сообщества. Обоснована актуальность проблемы в контексте цифровизации высшего образования. Проанализированы современные научные подходы к диагностике учебной активности обучающихся в онлайн-среде, выделены критерии, показатели и уровни активности студентов. Особое внимание уделено педагогическим механизмам организации рефлексии как фактора повышения осознанности обучения, академической вовлечённости и качества образовательных результатов. Предложена структурно-функциональная модель оценки активности и рефлексии в виртуальном образовательном сообществе.

Ключевые слова: виртуальное образовательное сообщество, учебная активность, рефлексия, цифровая педагогика, педагогическая диагностика, онлайн-обучение.

В условиях масштабной цифровизации высшего образования и активного внедрения онлайн- и смешанных форм обучения виртуальные образовательные сообщества становятся неотъемлемым элементом современной образовательной среды. Они представляют собой устойчивые цифровые педагогические системы, обеспечивающие интерактивное взаимодействие студентов и преподавателей, совместное конструирование знаний, обмен опытом и развитие профессиональных и универсальных компетенций. В данной связи особую актуальность приобретает проблема научно обоснованной оценки учебной активности студентов и целенаправленной организации рефлексии, поскольку именно данные компоненты выступают ключевыми условиями повышения качества обучения, осознанности образовательной деятельности и формирования академической самостоятельности обучающихся.

Современные исследования в области цифровой педагогики свидетельствуют о том, что традиционные подходы к оценке учебной деятельности, ориентированные преимущественно на контроль результатов усвоения знаний, оказываются недостаточно эффективными в виртуальной образовательной среде. Онлайн-формат обучения требует перехода к комплексной диагностике учебной активности студентов, учитывающей не только когнитивные достижения, но и особенности поведения обучающихся в цифровом пространстве, уровень их мотивации, вовлечённости, самостоятельности и способности к рефлексивному осмыслению

собственного образовательного опыта. В то же время анализ педагогической практики показывает, что механизмы организации рефлексии в виртуальных образовательных сообществах зачастую носят фрагментарный и эпизодический характер, что снижает их развивающий потенциал и не позволяет в полной мере использовать возможности цифровых технологий.

Методологическую основу исследования составляют системный, деятельностный, личностно-ориентированный и компетентностный подходы, которые в совокупности позволяют рассматривать учебную активность студентов как интегративное педагогическое образование. С позиции системного подхода виртуальное образовательное сообщество функционирует как целостная структура, в которой взаимосвязаны цели, содержание, формы, методы и результаты обучения. Деятельностный подход акцентирует внимание на активности студента как субъекта учебного процесса, проявляющейся в разнообразных формах познавательной, коммуникативной и проектной деятельности. Личностно-ориентированный подход подчёркивает значимость индивидуальных образовательных потребностей, мотивов и ценностных ориентаций обучающихся, а компетентностный подход позволяет соотнести результаты учебной активности с формированием ключевых и профессиональных компетенций.

Виртуальное образовательное сообщество в данном контексте трактуется как динамическая цифровая педагогическая среда, основанная на использовании информационно-коммуникационных технологий и обеспечивающая условия для интерактивного взаимодействия, коллективного обсуждения, совместной деятельности и рефлексивного анализа учебного опыта. Учебная активность студентов в онлайн-среде проявляется через участие в синхронных и асинхронных формах обучения, выполнение учебных, творческих и исследовательских заданий, инициативность в виртуальных дискуссиях, а также готовность к самооценке и критическому осмыслению собственных достижений и затруднений.

Анализ научных источников и практики цифрового обучения позволил обосновать систему критериев и показателей оценки учебной активности студентов в виртуальном образовательном сообществе. Когнитивный компонент отражает глубину и осмысленность усвоения учебного материала, способность к анализу, синтезу и интерпретации информации, а также умение применять полученные знания в нестандартных и проблемных ситуациях. Поведенческий компонент характеризует степень включённости студента в образовательный процесс и проявляется в регулярности участия в онлайн-занятиях, активности в форумах, чатах и видеоконференциях, соблюдении сроков выполнения заданий и инициативности в коллективной работе. Мотивационно-ценностный компонент связан с уровнем познавательной мотивации, учебной самостоятельности, ответственностью за результаты обучения и ориентацией на профессиональное и личностное

развитие. Рефлексивный компонент включает способность студентов к самоанализу учебной деятельности, осознанию собственных успехов и трудностей, формированию адекватной самооценки и готовности к корректировке индивидуальной образовательной траектории. Совокупность указанных компонентов позволяет выделить уровни учебной активности студентов, дифференцируемые как низкий, средний, высокий и продуктивно-творческий, что обеспечивает более объективную и многомерную педагогическую диагностику.

Особое место в структуре виртуального образовательного сообщества занимает рефлексия, рассматриваемая как важнейший педагогический механизм развития рефлексивных умений и осознанности обучения. Рефлексивная деятельность способствует формированию у студентов способности анализировать собственную учебную активность, выявлять причины успехов и затруднений, соотносить поставленные цели с достигнутыми результатами и выстраивать стратегии дальнейшего обучения. В условиях онлайн-образования рефлексия реализуется с использованием цифровых инструментов, таких как рефлексивные онлайн-дневники, самооценочные и взаиморефлексивные задания, аналитические опросники, обсуждение результатов учебной деятельности в виртуальных группах, а также электронные портфолио, позволяющие накапливать и осмысливать индивидуальный образовательный опыт. Эффективность рефлексии во многом определяется её систематичностью, педагогическим сопровождением и включённостью в структуру учебного курса, что способствует повышению учебной мотивации, развитию критического мышления и формированию ответственности за результаты обучения.

В рамках исследования обоснована целесообразность применения структурно-функционального подхода к оценке учебной активности и организации рефлексии в виртуальном образовательном сообществе. Данный подход предполагает взаимосвязь целевых ориентиров обучения, содержательных характеристик учебной активности, процессуальных механизмов педагогического взаимодействия и результативных показателей образовательной деятельности. Интеграция педагогических и цифровых технологий в рамках данной модели обеспечивает объективность диагностики учебной активности, гибкость образовательного процесса и его соответствие современным требованиям высшего образования и цифровой трансформации.

Таким образом, оценка учебной активности студентов и организация рефлексии в виртуальном образовательном сообществе представляют собой взаимосвязанные и взаимодополняющие педагогические процессы, требующие комплексного методологического осмысления. Научно обоснованная система критериев, показателей и уровней активности, а также эффективные механизмы организации рефлексии создают условия для

повышения качества онлайн-обучения, развития академической самостоятельности и формирования устойчивой учебной мотивации студентов. Представленные теоретические положения и обобщённые выводы могут быть использованы в практике высшего образования, при проектировании онлайн-курсов и виртуальных образовательных сообществ, а также служить теоретико-методологической основой для дальнейших научных и диссертационных исследований в области цифровой педагогики и педагогической диагностики.

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O‘ZBEK MAQOM IJROCHILIGIDA “USHSHOQ” NAMUNALARINING TALQIN VARIANTLARI VA USLUBIY RANG-BARANGLIGI

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ANNOTATSIYA: Ushbu maqola o‘zbek maqom san’atining eng mukammal va murakkab turkumlaridan biri bo‘lgan “Ushshoq” namunalarini ijrochilik talqinlari va uslubiy xususiyatlari nuqtayi nazaridan tadqiq etadi. Tadqiqotda “Ushshoq”ning genезisi, uning Toshkent-Farg‘ona va Buxoro ijrochilik maktablaridagi o‘rni, shuningdek, XX-XXI asr taniqli xonandalari talqinidagi o‘ziga xos badiiy-estetik jihatlar qiyosiy tahlil qilingan. Maqola maqom asarlarining variantlilik xususiyatlari va ijrochi mahoratining asar badiiyatiga ta’sirini ochib berishga xizmat qiladi.

KALIT SO‘ZLAR: Ushshoq, maqom, talqin, Toshkent-Farg‘ona yo‘llari, Shashmaqom, variantlilik, ijro uslubi, avj, namud, an’anaviy xonandalik, nola, qochirim.

АННОТАЦИЯ: В данной статье исследуются исполнительские интерпретации и стилистические особенности образцов «Ушшока» — одного из самых совершенных и сложных циклов узбекского макомного искусства. В исследовании проводится сравнительный анализ генезиса «Ушшока», его места в исполнительских школах Ташкента-Ферганы и Бухары, а также специфических художественно-эстетических аспектов в интерпретации известных певцов XX–XXI веков. Статья служит раскрытию особенностей вариативности макомных произведений и влияния исполнительского мастерства на художественную ценность произведения.

КЛЮЧЕВЫЕ СЛОВА: Ушшок, маком, интерпретация, Ташкентско-Ферганские пути макома, Шашмаком, вариативность, исполнительский стиль, авдж, намуд, традиционное пение, нола, кочирим.

ABSTRACT: This article explores the performance interpretations and stylistic characteristics of "Ushshoq" cycles, one of the most sophisticated and complex genres of Uzbek Maqom art. The study provides a comparative analysis of the genesis of "Ushshoq," its significance within the Tashkent-Fergana and Bukhara performance schools, and the specific artistic and aesthetic aspects found in the interpretations of renowned singers of the 20th and 21st centuries. The article serves to highlight the distinctive features of variability in Maqom compositions and the impact of performing mastery on the artistic essence of the work.

KEYWORDS: Ushshoq, maqom, interpretation, Tashkent-Fergana maqom routes, Shashmaqom, variability, performance style, avj, namud, traditional singing, nola, qochirim.

O‘zbek xalqining ko‘p asrlik ma’naviy merosida maqom san’ati markaziy o‘rinni egallab, u o‘zining falsafiy mazmuni, murakkab strukturasi va mukammal

badiiy shakli bilan jahon musiqiy madaniyatining noyob durdonasi hisoblanadi. Maqom turkumlari orasida “Ushshoq” namunalari o‘zining melodik jozibadorligi, emotsional ko‘lami va ijroviy qiyinchilik darajasi bilan alohida ajralib turadi. Mazkur asarlar nafaqat professional xonandaning ovoz imkoniyatlarini sinovdan o‘tkazuvchi mezon, balki maqom tizimidagi variantlilik va ijroviy interpretatsiya imkoniyatlarini keng ochib beruvchi musiqiy manbadir. “Ushshoq” atamasi o‘zining etimologik ildiziga ko‘ra “oshiqlar” ma’nosini anglatib, u asosan ilohiy va insoniy ishqni, inson ruhining iztirob va orzu-umidlarini falsafiy g‘azallar vositasida ifoda etadi.

Maqom ijrochiligida “Ushshoq” namunalarning talqin variantlari tarixan shakllangan hududiy ijrochilik maktablari bilan bevosita bog‘liqdir. Buxoro, Toshkent-Farg‘ona va Xorazm ijro yo‘llarida “Ushshoq” namunalari o‘ziga xos lad asoslari va metroritmik ko‘rinishlarda namoyon bo‘ladi. Xususan, Shashmaqom tarkibidagi Rast maqomi sho‘balari tizimida keluvchi “Ushshoq” namunalari ko‘proq kanonlashgan, ya’ni qat’iy metroritmik qoliplarga va strukturaviy qonuniyatlarga bo‘ysunadi. Bu yerda ijrochi asarning klassik chizig‘idan chiqmagan holda, o‘z mahoratini nola va qochirimplarning nafisligi orqali namoyon etadi. Biroq, Toshkent-Farg‘ona maqom yo‘llarida “Ushshoq” asarlari yanada kengroq interpretatsiya qilinib, ularning mustaqil va turkumli ko‘rinishlari shakllangan. Bunga misol tariqasida "Samarqand Ushshog‘i", "Qo‘qon Ushshog‘i" yoki "Sodirxon Ushshog‘i" kabi namunalarni keltirish mumkin. Bu variantlar o‘rtasidagi farq nafaqat ularning hududiy mansubligida, balki ularning lirik-dramatik yo‘nalishida ham yaqqol namoyon bo‘ladi.

Maqom ijrochiligida uslubiy rang-baranglikni yuzaga keltiruvchi asosiy omillardan biri bu xonandalik mahoratining individual xususiyatlaridir. XX asr maqom ijrochiligi tarixiga nazar tashlasak, har bir yirik san’atkorning o‘z “Ushshoq” talqini bo‘lganligini ko‘ramiz. Mulla To‘ychi Toshmuhammedov ijrosidagi “Ushshoq” variantlari o‘zining akademik vazminligi, so‘zlarning aniq diksiyasi va klassik ijro an‘analariga sodiqligi bilan ajralib turadi. Uning talqinida asarning melodik rivoji mantiqiy izchillik bilan davom etib, har bir musiqiy jumla g‘azal vazni bilan o‘zaro uyg‘unlik hosil qiladi. Aksincha, Jo‘raxon Sultonov ijrosidagi “Ushshoq”lar Farg‘ona vodiysiga xos bo‘lgan jo‘shqinlik, ochiq va keng nafasli ovoz texnikasi bilan xarakterlanadi. Sultonov o‘z talqinida asarning dramatik kuchini oshirish uchun murakkab avj tizimlaridan va kutilmagan melodik burilishlardan mahorat bilan foydalangan. Bunday ijro uslubi tinglovchida katta emotsional hayajon uyg‘otishi bilan xarakterlanadi.

Musiqiy-nazariy jihatdan tahlil etilganda, “Ushshoq” namunalarning talqinlaridagi farqlar asosan asarning “avj” qismlarida yaqqol ko‘zga tashlanadi. “Namudi Ushshoq” yoki “Avji Turk” kabi baland pardalardagi ohang tuzilmalari turli ijrochilar tomonidan turlicha tahrir qilingan. Masalan, Fattohxon Mamadaliyev o‘zining ko‘p yillik izlanishlari natijasida “Ushshoq”ning besh xil variantini sintez qilib, ularni o‘zaro mantiqiy bog‘lagan holda yangi bir ijroviy

turkumni shakllantirdi. Bu esa maqomning og‘zaki an‘anadagi asar sifatida ijrochi tomonidan qayta ishlanishi va boyitilishi mumkinligini isbotlovchi muhim ilmiy faktdir. Mamadaliyev talqinida asarning lad-tonallik rejasi ancha murakkablashgan bo‘lib, u tanbur cholg‘usining o‘ziga xos imkoniyatlarini xonanda ovozi bilan maksimal darajada uyg‘unlashtira olgan. Bu jarayonda ijrochi nafaqat xonanda, balki o‘ziga xos bastakor sifatida ham namoyon bo‘ladi.

Uslubiy rang-baranglik masalasida erkak va ayol xonandaligi o‘rtasidagi farqlarni ham inobatga olish lozim. Munajat Yo‘lchiyeva kabi mahoratli xonandalar talqinidagi “Ushshoq”lar o‘zining lirik-meditativ tabiati bilan ajralib turadi. Ayollar xonandaligida asar ko‘proq ichki kechinmalar, nafis nola va kashishlar vositasida talqin qilinadi. Bu yerda asarning dinamikasi baland pardalardagi kuchli ovozga emas, balki mikronuanslar (kichik tovush bezaklari) va xonandaning nafas nazoratiga tayanadi. Bu esa asarning umuminsoniy va falsafiy mohiyatini yangicha rakursda ochib beradi. Maqom asarlarining nota yozuvlari mavjud bo‘lishiga qaramay, haqiqiy talqin varianti faqat jonli ijro jarayonida, xonandaning o‘sha paytdagi ruhiy holati va mahorati ta‘sirida yuzaga keladi. Ushbu holat "jonli an‘ana" (living tradition) tamoyilini to‘la aks ettiradi.

Ushshoq” namunalarining talqin variantlaridagi farqlarni belgilovchi yana bir muhim omil — bu asar uchun tanlangan she‘riy matn va uning musiqiy vazn (usul) bilan o‘zaro mutanosibligidir. Maqom ijrochiligida g‘azalning aruz vazni nafaqat kuyni shakllantiradi, balki ijrochining nafas taqsimoti va nola berish uslubini ham belgilab beradi. Masalan, Alisher Navoiyning “Qaro ko‘zum...” g‘azali bilan aytiladigan “Ushshoq” variantlarida bo‘g‘inlar cho‘ziluvchanligi va dunasr qismidagi dramatik siljishlar ko‘proq ko‘zga tashlanadi. Hafiz Sheroziy yoki Fuzuliy g‘azallari tanlanganda esa, ijrochi ko‘proq asarning meditatif va falsafiy ruhini saqlashga intiladi. Bu jarayonda “zarb” (doira usuli) ham muhim o‘rin tutadi: agar Toshkent-Farg‘ona yo‘llarida doira usuli ko‘proq xonandaga erkinlik bersa, Shashmaqom tizimida doira usuli xonandaning talqinini ma‘lum bir metroritmik intizomda ushlab turadi.

Shuningdek, “Ushshoq” ijrochiligida “so‘t” (ovozning akustik tebranishi) va “dama” (nafasni tutib turish) texnikalarining hududiy qo‘llanilishini ham tahlil qilish lozim. Farg‘ona xonandalik maktabida “Ushshoq”ning avj nuqtalarida ovozning maksimal darajada ochiqligi (chest voice) talab etilsa, Buxoro an‘anasida xonanda ovozini ko‘proq ichki (falsetto elementlari bilan uyg‘unlashgan) reestrda saqlashga harakat qiladi. Bu esa asarning umumiy tembr bo‘yog‘ini va tinglovchiga ta‘sir qilish kuchini butunlay o‘zgartiradi. Ayniqsa, zamonaviy ijrochilikda ushbu asarlar mikrofon texnikasi bilan ijro etilganda, xonandaning ovoz tebranishlari (vibrato) va uning maqom pardalaridagi tozaligi (intonatsiya) alohida tahlil ob‘ektiga aylanadi. Shu nuqtayi nazardan, “Ushshoq” talqinlarini o‘rganishda musiqiy asarning o‘zi bilan birga, xonandaning fiziologik imkoniyatlari va psixologik holatining hamohangligini tadqiq etish bugungi kun musiqashunosligi oldida turgan dolzarb vazifalardan biridir.

Xulosa qilib aytganda, o‘zbek maqom ijrochiligida “Ushshoq” namunalarining talqin variantlari va uslubiy rang-barangligi milliy musiqa merosimizning dinamik rivojlanishidan dalolat beradi. Har bir hududiy maktab va har bir yirik ijrochi ushbu asarlar orqali maqom san’atiga o‘zining individual muhrini bosib qoldirgan. Ushbu talqinlarni qiyosiy tahlil qilish, ularning melodik va strukturaviy xususiyatlarini o‘rganish nafaqat nazariy musiqashunoslik uchun, balki kelajak yosh ijrochilar avlodi uchun ham muhim amaliy ahamiyatga ega. “Ushshoq” kabi asarlar o‘zining ko‘p variantlilik bilan o‘zbek maqom san’atining hayotiyligini va uning kelajakda ham yangi talqinlar bilan boyib borishini ta’minlaydi. Maqolada keltirilgan tahlillar dissertatsiya ishining ilmiy xulosalarini shakllantirishda muhim poydevor bo‘lib xizmat qiladi

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Household Monthly Incomes – Quality of Life Behind the Numbers

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Annotation: This study analyzes the complex relationship between household monthly incomes and quality of life in Uzbekistan. The article examines income dynamics, inequalities in income distribution, and their impact on both objective and subjective aspects of quality of life. Based on statistical data, average and median incomes, regional disparities, and income inequality expressed through the Gini coefficient are reviewed. The research critically evaluates not only income indicators themselves, but also how they affect living standards, social opportunities, and the subjective perception of well-being. In conclusion, the study develops policy recommendations aimed at ensuring equality and improving quality of life alongside income growth.

Keywords: Household incomes, Quality of life, Income inequality, Gini coefficient, Uzbekistan, Economic development, Well-being

Introduction: Income is one of the key indicators of individual and household well-being, as well as overall economic stability in society. However, numbers alone often fail to fully reflect the complex realities of human life hidden behind them. In Uzbekistan, the dynamics and distribution of household monthly incomes are of great importance for understanding the country's socio-economic development processes.

The main objective of this section is to conduct an in-depth analysis of the relationship between income indicators (average and median incomes, regional differences) and quality of life. Particular attention is paid to income inequality and its impact on well-being, especially within the concept of “quality of life behind the numbers.”

The relevance of the issue lies in the fact that Uzbekistan aims to transition from a lower-middle-income developing country to an upper-middle-income country by 2030 [1]. Achieving this goal requires not only income growth but also fair income distribution and improvements in overall quality of life.

Literature Review: The concept of quality of life lies at the center of numerous interdisciplinary studies, and various approaches exist regarding its definition and measurement. In the literature, quality of life is generally divided into two main aspects: objective and subjective. Objective quality of life is measured through economic (income, assets), social (education, healthcare, housing), and environmental (environmental conditions) indicators [e.g., 7]. Subjective quality of life, on the other hand, reflects an individual's level of satisfaction with life, well-being, and happiness, which may not always be directly proportional to objective indicators [e.g., 8]. The “Easterlin paradox,” proposed by R. Easterlin, demonstrates that beyond a certain point, income growth does not lead to a continuous increase in happiness, highlighting the importance of non-income factors [9]. According to income theory, income forms the basis of

people's ability to consume, invest, and improve well-being. Gross average monthly wages include not only cash earnings but also in-kind payments, bonuses, and employer-provided benefits, calculated before taxes and social contributions [3]. Income inequality is measured by the Gini coefficient, which ranges from 0 (absolute equality) to 100 (absolute inequality) [6]. A high Gini coefficient may intensify social stratification, slow economic growth, and lead to social discontent.

In the Uzbek context, literature on economic growth and social development mainly focuses on state reforms, economic liberalization, and improvements in the investment climate. However, in-depth analytical studies on how these changes directly affect household income dynamics and, more importantly, quality of life, remain limited. Existing statistical data largely provide general insights into average incomes, minimum wages, and sometimes regional disparities.

Methodology: This study primarily relies on the analysis of existing secondary data and applies a quantitative approach. The provided statistical data serve as the basis for assessing income dynamics, distribution, and inequality in Uzbekistan. The methodological framework includes:

Data sources: Data from the State Statistics Committee of Uzbekistan, the World Bank, CEIC, the CIA World Factbook, and other international organizations were synthesized from open sources (based on the dataset provided for this study). These data offer statistical insights into average monthly wages, minimum wages, income inequality (Gini coefficient), and regional income differences [1, 2, 3, 4, 6]

Descriptive statistics: Average monthly incomes, median incomes, and minimum wage indicators are analyzed over time and across regions, helping to identify overall income patterns, growth trends, and key disparities [1, 2, 3, 4].

Comparative analysis: Uzbekistan's Gini coefficient is compared with those of other countries in an international context to assess the relative level of income inequality and its connection to global trends [5, 6].

Trend analysis: Changes in income indicators and the Gini coefficient over time are examined to evaluate the effectiveness of income policies and the impact of economic growth on population well-being [2, 3, 4, 6].

Link to quality of life: The study seeks to connect income indicators with objective (e.g., living standards, opportunities) and subjective (perceived well-being) aspects of quality of life. Although the available data do not directly measure subjective quality of life, changes in income and inequality are discussed as indirect influencing factors.

Results and Analysis: Household monthly incomes in Uzbekistan reflect significant changes in the national economy. According to the latest data, the average monthly wage in Uzbekistan amounts to 5,796,100 UZS (approximately \$450), while the median income is 4,730,727 UZS (around \$368), indicating considerable income inequality [1]. Income levels range from 2,000,000 UZS

(\$155) for low-paid workers to 47,127,304 UZS (\$3,666) for highly paid workers [1]. As of January 1, 2025, the minimum wage is set at 1,555,000 UZS (\$120) [1].

The data show that income levels have changed significantly over time. In 2022, the average monthly wage was \$351.32, representing a 15.94% increase compared to 2021 [2]. According to CEIC data, average monthly income reached \$424 in December 2024, exceeding the \$389 recorded in December 2023 and representing the highest value in the series [4]. Despite recent growth, the long-term trend since 2013 shows a decline of 1.18 times [2], with the lowest average wage recorded in 2018 at \$225.87 [2]. This indicates a complex long-term income dynamic despite recent improvements. Income levels vary not only over time but also depending on factors such as experience, education, location, and position [1]. For instance, holding a doctoral degree can increase wages by up to 61% [1]. Geographically, Tashkent city (9,100,000 UZS) and Navoi region (6,800,000 UZS) earn significantly above the national average, while regions such as Kashkadarya (3,785,000 UZS) earn less [1]. These regional disparities may contribute to inequalities in access to education, healthcare, and overall quality of life.

It should also be noted that some reports, particularly CEIC data, exclude agriculture and small businesses from calculations [4], potentially distorting the overall picture of income levels, given the importance of these sectors in Uzbekistan's economy.

Income inequality remains a crucial aspect of understanding quality of life in Uzbekistan. The Gini coefficient reached 34.60 index points in 2024, slightly higher than 34.50 in 2023 [6]. According to the World Bank, Uzbekistan's average Gini index between 1998 and 2024 was 35.18, with the lowest level in 2022 (31.20) and the highest in 1998 (44.10) [6].

Compared to the global average of 40.89 index points (based on 13 countries), Uzbekistan's current Gini index reflects a relatively moderate level of income inequality [6]. When compared with the most unequal countries (Namibia – 59.1, Botswana – 54.9) and the most equal ones (Slovakia – 24.1, Slovenia – 24.3) [5], Uzbekistan falls in the middle range. However, the recent increase in the coefficient [6] suggests a trend that requires careful policy attention, especially in the context of wide wage gaps between high- and low-income earners [1]. Income levels directly determine the objective quality of life.

Discussion: The analysis of income dynamics and inequality in Uzbekistan demonstrates that numerical indicators alone cannot fully capture the complexity of quality of life. While rising average incomes and a relatively moderate Gini coefficient at the international level [4, 6] indicate positive aspects of economic development, they should not overshadow the problems hidden “behind the numbers.” Income inequality—particularly the wide gap between high- and low-income groups [1]—and regional disparities [1] may reduce subjective well-being. Even when average incomes rise, perceptions of unequal opportunities and insufficient income can lower overall life satisfaction.

Income alone is not the sole determinant of quality of life. Non-monetary factors such as access to quality education, healthcare, a clean environment, safety, social justice, and a sense of belonging also play a crucial role in perceived well-being [e.g., 8]. The fact that higher education significantly increases wages in Uzbekistan [1] confirms education's direct impact on quality of life. However, regional income disparities may limit access to education and social services, negatively affecting subjective well-being. For example, residents of lower-income regions such as Kashkadarya may have reduced access to quality healthcare and higher education, lowering their overall life satisfaction.

Conclusion: This study provides an in-depth analysis of household monthly incomes and their impact on quality of life in Uzbekistan. The findings show that average monthly incomes—particularly in recent years—have increased significantly in dollar terms [4], creating favorable conditions for improving purchasing power and living standards. However, a long-term downward trend since 2013 [2] highlights the complex nature of economic development.

One of the key conclusions is that income inequality—evidenced by median income being lower than average income [1] and the slight increase in the Gini coefficient in 2024 [6]—indicates significant disparities in access to well-being across population groups. Regional imbalances, particularly the higher incomes in Tashkent and Navoi compared to other regions [1], further emphasize the uneven geographical distribution of quality of life.

Focusing on the concept of “quality of life behind the numbers,” the study highlights the critical role of non-income factors such as education, healthcare, environmental quality, and social opportunities in shaping subjective well-being. Income inequality and regional disparities may therefore reduce overall life satisfaction.

The limitations of this study mainly stem from reliance on secondary data and the inability to directly measure subjective well-being among the population.

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THE STATE OF COTTON GROWING AND THE IRRIGATION SYSTEM IN THE UZBEK SSR IN THE 1960s–1970s

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Abstract. This article analyzes the condition of cotton growing, livestock breeding, and the irrigation system—key branches of agriculture in the Uzbek SSR during the 1960s–1970s—based on historical sources. The study reveals the characteristics of Soviet agrarian policy founded on centralized planning, the formation of cotton monoculture, the expansion of irrigated lands, as well as the social and environmental consequences of these processes.

Keywords: Uzbek SSR, cotton growing, livestock breeding, irrigation, Soviet agrarian policy, resources, corruption.

The 1960s–1970s occupy a distinctive place in the history of the Uzbek SSR, marked by deep specialization of agriculture and the strengthening of centralized governance. Within the all-Union agrarian policy of the Soviet Union, the Uzbek Republic was designated as a raw-material base, primarily as a cotton-producing region. As a result, the republic's agrarian system developed in a one-sided manner, and cotton growing became the dominant sector.

During this period, state plans aimed at expanding irrigated lands, developing new territories, and increasing cotton yields were implemented. However, this policy led to insufficient attention being paid to the development of livestock breeding and food crops. Excessive use of water resources caused serious environmental problems, including soil salinization and the Aral Sea crisis.

In the course of the research, both domestic and foreign scholarly literature devoted to Soviet agrarian policy and the development of agriculture in the Uzbek SSR were analyzed. In particular, issues of agrarian reforms and planning during the Soviet period are extensively covered in the works of Y.V. Nechipas and V.Y. Romanchenko [1; 2].

The historical development of the irrigation system and irrigation policy is analyzed in the studies of R. Tukhtaeva [3]. Issues related to corruption in cotton growing and its social consequences are addressed by Western historians, notably in the works of J. Corlin [4].

In the years following the Second World War, the issue of developing the country's agriculture became particularly urgent. Undoubtedly, in the postwar years positive efforts were undertaken in the Uzbek SSR to develop cotton growing, livestock breeding, poultry farming, vegetable cultivation, and rice growing. Uzbekistan was a region with distinctive experience based on long-standing traditions of agricultural culture, and during the period of Soviet rule, cotton growing further developed as a model sector.

Although from the 1950s the Soviet state began to position itself among industrially developed countries, the majority of the population still lived in rural

areas. Rural regions required reforms, the demand for food products increased, and the necessity of conducting agrarian reforms across the country emerged.

In the 1960s–1970s, cotton growing in the Uzbek SSR became a strategically important sector on the scale of the Soviet Union. State plans were aimed at expanding cotton acreage and increasing yields. As a result, food crops were reduced in many farms, and a cotton monoculture took shape.

This process had a negative impact on other sectors of the republic's economy. Since cotton plans were rigidly imposed from above, the economic independence of farms was restricted, and artificial measures aimed solely at fulfilling plans became widespread [6].

The prioritization of cotton growing adversely affected the development of livestock breeding. The reduction of fodder resources and the conversion of pasturelands into cotton fields led to a decline in livestock production [2].

As a consequence, shortages of meat and dairy products intensified in the republic. The relegation of livestock breeding to a secondary sector clearly demonstrated the imbalance of Soviet agrarian policy.

In the 1960s–1970s, the expansion of the irrigation system became one of the key directions of state agrarian policy. New irrigated lands were developed in the Mirzachul and Jizzakh regions [3]. Intensive use of the waters of the Amu Darya and Syr Darya rivers contributed to an increase in cotton production.

However, inefficiencies in irrigation systems led to soil salinization and depletion of water resources. This process became one of the major factors contributing to the Aral Sea crisis [5].

The mandatory nature of high cotton production targets created conditions for falsification in reporting and the spread of corruption. Illegal use of resources and vested interests of officials gave rise to systemic problems in agricultural administration [4].

In the 1960s–1970s, the transformation of cotton growing into the dominant sector of agriculture in the Uzbek SSR resulted in the one-sided development of the agrarian system. The limitation of livestock breeding and food production, the environmental consequences of irrigation policy, and corruption in governance revealed the negative aspects of Soviet agrarian policy.

Historical experience demonstrates that balanced distribution of resources and ensuring the economic independence of farms are of crucial importance for the sustainable development of agriculture.

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Odamda parazitlik qiluvchi sodda hayvonlar

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Annotatsiya. Ushbu maqolada odam organizmida parazitlik qiluvchi sodda hayvonlar (protozoalar)ning biologik xususiyatlari, hayot sikli, tarqalish yoʻllari hamda ular keltirib chiqaradigan kasalliklar tahlil qilinadi. Xususan, Entamoeba histolytica, Plasmodium turlari, Giardia lamblia, Trypanosoma va Leishmania kabi protozoalarning tuzilishi, koʻpayish mexanizmlari va patogen taʼsiri ilmiy manbalar asosida yoritilgan. Shuningdek, parazitlar kasalliklarning epidemiologik ahamiyati, inson salomatligiga salbiy taʼsiri hamda ularning oldini olish choralariga alohida eʼtibor qaratilgan. Maqola biologiya fanini oʻrganayotgan oʻquvchilar va talabalarda parazitologiya boʻyicha bilimlarni kengaytirishga xizmat qiladi.

Kalit soʻzlar: sodda hayvonlar, protozoalar, parazitizm, odam parazitlari, amebioz, bezgak, giardioz, tripanosomoz, leishmanioz, hayot sikli, patogenlik, epidemiologiya, profilaktika.

Kirish. Bugungi kunda inson salomatligiga tahdid solayotgan omillardan biri parazitlar kasalliklar boʻlib, ularning muhim qismini odam organizmida parazitlik qiluvchi sodda hayvonlar — protozoalar tashkil etadi. Ushbu mikroorganizmlar bir hujayrali tuzilishga ega boʻlishiga qaramay, murakkab hayot sikli, tez koʻpayish qobiliyati va yuqori darajadagi moslashuvchanligi bilan ajralib turadi. Protozoalar tomonidan chaqiriladigan kasalliklar dunyoning koʻplab mintaqalarida, ayniqsa iqlimi issiq va sanitariya sharoitlari yetarli darajada rivojlanmagan hududlarda keng tarqalgan.

Jahon sogʻliqni saqlash tashkiloti maʼlumotlariga koʻra, har yili millionlab odamlar bezgak, amebioz, giardioz, leishmanioz kabi protozoal kasalliklar bilan zararlanadi. Bu kasalliklar nafaqat inson hayotiga xavf tugʻdiradi, balki mehnat layoqatining pasayishi, bolalar oʻrtasida rivojlanishning sekinlashuvi va ijtimoiy-iqtisodiy yoʻqotishlarga ham sabab boʻladi. Shu bois odamda parazitlik qiluvchi sodda hayvonlarni oʻrganish tibbiyot va biologiya fanlarining dolzarb yoʻnalishlaridan biri hisoblanadi.

Sodda hayvonlar orasida odam uchun xavfli boʻlgan turlar turli yoʻllar bilan organizmga kiradi: ifloslangan suv va oziq-ovqat mahsulotlari, qon soʻruvchi hasharotlar hamda bevosita aloqa orqali. Ularning hayot siklini, rivojlanish bosqichlarini va patogen taʼsir mexanizmlarini chuqur oʻrganish kasalliklarni erta aniqlash va samarali profilaktika choralarini ishlab chiqishda muhim ahamiyatga ega.

Mazkur maqolada odam organizmida parazitlik qiluvchi asosiy sodda hayvonlar turlari, ularning biologik xususiyatlari, tarqalish mexanizmlari hamda inson salomatligiga taʼsiri ilmiy manbalar asosida tahlil qilinadi. Shuningdek, protozoal kasalliklarning oldini olish usullari va gigiyenik choralarining ahamiyati yoritib beriladi.

Asosiy qism. Sodda hayvonlar biologik tizimlarning evolyutsion jihatdan eng qadimgi vakillari hisoblanadi. Ular bir hujayrali tuzilishga ega bo'lsa-da, metabolizm, harakat va ko'payish kabi murakkab hayotiy jarayonlarni amalga oshira oladi. Protozoalar orasida odam organizmida parazitlik qiluvchi turlar alohida ilmiy va amaliy ahamiyat kasb etadi. Ushbu parazitlar mezbon tanasida yashab, uning oziqa moddalari hisobiga hayot kechiradi. Natijada organizmda funksional va morfologik o'zgarishlar yuzaga keladi. Ilmiy dissertatsion tadqiqotlarda protozoal kasalliklar global sog'liqni saqlash muammosi sifatida qayd etilgan. Ayniqsa, sanitariya-gigiyena sharoitlari yetarli bo'lmagan hududlarda bu kasalliklar keng tarqalgan. Tadqiqotlar protozoal infeksiyalar aholining ijtimoiy-iqtisodiy holatiga ham salbiy ta'sir ko'rsatishini isbotlagan. Odam organizmiga parazit sodda hayvonlar asosan alimentary yo'l orqali kiradi. Ifloslangan suv va yetarlicha qayta ishlanmagan oziq-ovqat asosiy manba hisoblanadi. Ayrim protozoalar esa transmissiv yo'l bilan yuqadi. Bunda qon so'ruvchi hasharotlar muhim vositachi bo'lib xizmat qiladi. Parazit organizmga kirgach, ma'lum a'zolarga moslashadi. Ichak, qon va to'qimalar ular uchun qulay muhit hisoblanadi. Ichakda parazitlik qiluvchi sodda hayvonlar orasida *Entamoeba histolytica* yetakchi o'rinni egallaydi. U amebioz kasalligini keltirib chiqaradi. Dissertatsion ma'lumotlarga ko'ra, amebioz bilan kasallangan bemorlarning 12–15 foizida og'ir klinik holatlar kuzatiladi. Amebalar ichak shilliq qavatini yemirib, nekrotik jarayonlarni yuzaga keltiradi. Bu holat qonli diareya bilan namoyon bo'ladi. Ayrim hollarda parazit jigarga o'tadi. Natijada jigar absessi rivojlanishi mumkin. Amebaning sistali shakli tashqi muhitga yuqori darajada chidamli hisoblanadi. Ilmiy tajribalar sistalarning suvda bir necha oy saqlanishini ko'rsatgan. Bu holat epidemiologik xavfni oshiradi. Ichak parazitlari orasida *Giardia lamblia* ham keng tarqalgan. U giardioz kasalligini keltirib chiqaradi. Giardiyalar asosan o'n ikki barmoqli ichakka joylashadi. Tadqiqotlarda giardioz bolalar orasida 20–30 foizgacha uchrashi aniqlangan. Parazitlar ichak shilliq qavatining so'rilish qobiliyatini pasaytiradi. Natijada vitamin va mineral moddalar yetishmovchiligi yuzaga keladi. Bu holat bolaning jismoniy rivojlanishiga salbiy ta'sir ko'rsatadi. Qon parazitlari orasida *Plasmodium* turlari alohida ahamiyatga ega. Ular bezgak kasalligini keltirib chiqaradi. Bezgakning hayot sikli murakkabligi bilan ajralib turadi. Parazit rivojlanishining bir bosqichi chivin organizmida kechadi. Ikkinchi bosqichi esa odam tanasida amalga oshadi. Dissertatsion izlanishlarga ko'ra, bezgak bilan kasallangan bemorlarda gemoglobin miqdori sezilarli darajada kamayadi. Eritrotsitlarning parchalanishi kamqonlikka olib keladi. Bezgak xurujlari tana haroratining davriy ko'tarilishi bilan xarakterlanadi. Davolash kechiktirilsa, kasallik o'lim bilan yakunlanishi mumkin. Tropik mintaqalarda bezgak ijtimoiy muammo hisoblanadi. *Trypanosoma* turkumiga mansub parazitlar asab tizimini zararlaydi. Ular uyqu kasalligi rivojlanishiga sabab bo'ladi.

Leishmania turlari esa teri va ichki a'zolarida parazitlik qiladi. Dissertatsion manbalarda leyshmaniozning uzoq davom etuvchi surunkali kechishi qayd etilgan. Ushbu parazitlar ham hasharotlar orqali yuqadi. Parazit sodda hayvonlar immun tizim faoliyatini susaytiradi. Bu holat ikkilamchi infeksiyalarning rivojlanishiga olib keladi. Protozoal kasalliklar ko'pincha yashirin kechadi. Shu sababli ularni erta aniqlash qiyinlashadi. Tashxis qo'yishda laboratoriya usullari muhim ahamiyatga ega. Mikroskopik tekshiruvlar asosiy diagnostik vosita hisoblanadi. Davolashda maxsus antiprotozooy preparatlar qo'llaniladi. Davolash faqat shifokor nazorati ostida olib borilishi lozim. Profilaktika choralariga amal qilish kasalliklarning oldini olishda hal qiluvchi omildir. Toza ichimlik suvi bilan ta'minlash muhim ahamiyat kasb etadi. Oziq-ovqat mahsulotlarini sanitariya talablariga muvofiq tayyorlash zarur. Hasharotlarga qarshi kurash choralarini kuchaytirish talab etiladi. Ilmiy dissertatsiyalarda kompleks profilaktik yondashuv eng samarali usul sifatida baholanadi. Parazit sodda hayvonlarni chuqur o'rganish tibbiyot va biologiya fanlari rivojiga xizmat qiladi. Ushbu bilimlar aholi salomatligini muhofaza qilishda muhim ahamiyat kasb etadi.

Jadval. Odamda parazitlik qiluvchi asosiy sodda hayvonlar (dissertatsion manbalar asosida)

Parazit turi	Kasallik nomi	Zararlangan tizim	Tarqalish yo'li
<i>Entamoeba histolytica</i>	Amebioz	Ichak, jigar	Suv, oziq-ovqat
<i>Giardia lamblia</i>	Giardioz	Ichak	Suv
<i>Plasmodium spp.</i>	Bezgak	Qon	Chivin
<i>Trypanosoma spp.</i>	Uyqu kasalligi	Asab tizimi	Hasharot
<i>Leishmania spp.</i>	Leyshmanioz	Teri, ichki a'zolar	Hasharot

Xulosa. Odamda parazitlik qiluvchi sodda hayvonlar biologiya va tibbiyot fanlarining eng dolzarb tadqiqot obyektlaridan biri hisoblanadi. Ushbu parazitlar bir hujayrali bo'lishiga qaramay, murakkab hayot sikliga ega bo'lib, inson organizmida jiddiy patologik jarayonlarni keltirib chiqaradi. Tadqiqotlar shuni ko'rsatadiki, protozoal kasalliklar asosan sanitariya-gigiyena sharoitlari yetarli bo'lmagan hududlarda keng tarqaladi. Amebioz, giardioz, bezgak, trypanosomoz va leishmanioz kabi kasalliklar inson salomatligiga bevosita va bilvosita zarar yetkazadi. Dissertatsion manbalarda ushbu kasalliklarning immun tizimni susaytirishi va surunkali asoratlarga olib kelishi ilmiy asosda isbotlangan. Parazit sodda hayvonlarning hayot siklini chuqur o'rganish ularni erta aniqlash va samarali davolash imkonini beradi. Profilaktik tadbirlar, jumladan toza ichimlik suvidan foydalanish, oziq-ovqat xavfsizligini ta'minlash va hasharotlarga qarshi kurash muhim ahamiyat kasb etadi. Shuningdek, aholining sanitariya madaniyatini oshirish protozoal kasalliklarning kamayishiga xizmat qiladi. Ushbu maqolada keltirilgan ilmiy tahlillar parazit sodda hayvonlarni o'rganishning nazariy va amaliy ahamiyatini yanada ochib beradi. Olingan xulosalar biologiya va tibbiyot sohalarida olib borilayotgan ilmiy tadqiqotlar uchun muhim manba bo'lib xizmat qilishi mumkin.

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MUSIQAVIY SENSOR QOBILIYATINI ANIQLASH USSULARI

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Annotatsiya: Ushbu maqolada musiqani o'rgatishda o'qituvchining asosiy vazifasi bolalarning musiqiy sezgi va idrokini shakllantirish, musiqaviy sensor qobiliyati darajasini aniqlash va rivojlantirish nazariy va amaliy jihatlari. Diagnostika natijasiga ko'ra, o'quvchilarning musiqaga bo'lgan qobiliyatlari bo'yicha individual yondashuvni tashkil etish, ularning qiziqish va imkoniyatlariga mos mashg'ulotlarni tanlash doir samarali usullar, hayotiy misollar va dolzarb takliflar bayon qilingan.

Kalit so'zlar: Sensor qobiliyat, sezgi, idrok, musiqaviy sensor, individual yondashuv.

Аннотация: В данной статье рассматриваются теоретические и практические аспекты формирования музыкальной интуиции и восприятия у детей в процессе обучения музыке, уровень музыкальных сенсорных способностей и их развитие. На основе результатов диагностики, эффективных методов, примеров из реальной жизни и современных предложений по организации индивидуального подхода к музыкальным способностям учащихся описывается подбор занятий, соответствующих их интересам и возможностям.

Ключевые слова: Сенсорные способности, интуиция, восприятие, музыкальный сенсор, индивидуальный подход.

Abstract: This article examines the theoretical and practical aspects of developing musical intuition and perception in children during music education, as well as the level of musical sensory abilities and their development. Based on diagnostic results, effective methods, real-life examples, and current proposals for organizing an individualized approach to students' musical abilities, the article describes the selection of lessons that match their interests and abilities.

Keywords: Sensory abilities, intuition, perception, musical sensor, individualized approach.

Bugungi kunda ta'lim tizimida musiqaning o'rni juda katta. Prizedentimiz tomonidan musiqiy ta'lim-tarbiya sohasini rivojlantirish yuzasidan olib borilayotgan islohotlar natijasida maktabgacha ta'lim muassasalari, umumta'lim maktablari va ixtisoslashtirilgan musiqa maktablarida musiqiy tarbiya sifatini oshirishga alohida e'tibor qaratilmoqda. Shu munosabat bilan musiqaviy sensor qobiliyatni aniqlash va uni rivojlantirish masalasi dolzarb ilmiy-pedagogik muammolardan biriga aylandi.

Musiqa san'ati insoning estetik didini shakllantirish, hissiy dunyosini boyitish va ma'naviy rivojlanishida katta ahamiyat kasb etadi. Musiqiy idrok, musiqani tinglash va ijro etish jarayoni inson sezgi organlari orqali amalga oshadi.

Shu bois musiqani o'rganishda sensor qobiliyatlarning tutgan o'rni beqiyosdir. Sensor qobiliyat- bu insonning borliqni sezgi a'zolari yordamida idrok etish, farqlash va tahlil qilish qobiliyatidir. Musiqaviy sensor qobiliyati esa tovush balandligi, dinamika, ritm, tembr, lad kabi musiqiy ifoda vositalarini sezish, taqqoslash va eslab qolish qobiliyatidir.

Musiqani o'rgatishda o'qituvchining asosiy vazifasi bolalarning musiqiy sezgi va idrokini shakllantirishdir. Buning uchun avvalo ularning musiqaviy sensor qobiliyati darajasini aniqlash zarur. Diagnostika natijasiga ko'ra, o'quvchilarning musiqaga bo'lgan qobiliyatlari bo'yicha individual yondashuvni tashkil etish, ularning qiziqish va imkoniyatlariga mos mashg'ulotlarni tanlash mumkin. Shu sababli, musiqa mashg'ulotlarida musiqaviy sensor qobiliyatni aniqlash va rivojlantirish nazariy va amaliy jihatdan muhim hisoblanadi.

Musiqaviy sensor qobiliyat - bu shaxsning musiqaviy tovushlarni sezish, idrok etish, farqlash va esda saqlashga qaratilgan mahsus psixologik-pedagogik qobiliyatidir. U insonning tug'ma imkoniyatlari asosida shakllanadi va tarbiya hamda ta'lim jarayonida rivojlanib boradi. Ilmiy adabiyotlarda musiqaviy eshituv, ritmik sezgirlik va emotsional idrokning uyg'unligidan ibborat murakkab jarayon sifatida talqin etiladi. Psixolog A.V.Petrovskining fikricha, sensor qobiliyatlar sezgi organlari orqali olinadigan ma'lumotlarni aniqlik bilan farqlash hamda ongda qayta ishlash ko'nikmasidir. Musiqiy idrok esa umumiy sensor qobiliyatlarning musiqaga xos ko'rinishi sifatida shakllanadi. B.Teplov musiqiy qobiliyatlar nazariyasida musiqaviy sensor - qobiliyatni musiqaning elementlarini - baland-past tovushlar, dinamika, tembr, ritm, lad, ohangmi aniqlash va farqlash imkoniyati sifatida izohlaydi.

Musiqaviy sensor qobiliyatning shakllanishida quyidagi omillar muhim rol o'ynaydi:

- tug'ma fiziologik imkoniyatlar - eshitish sezgisi va nerv tizimining rivojlanganligi;
- ijtimoiy muhit - bolaning musiqa bilan erta tanishuvi, oiladagi musiqiy muhit;
- ta'lim-tarbiya jarayoni - musiqa mashg'ulotlarining tizimli tashkil etilishi;
- motivatsiya va qiziqish - musiqaga bo'lgan ehtiyoj va ichki ishtiyoq.

Musiqaviy sensor qobiliyatining rivoji nafaqat musiqiy ta'lim uchun, balki bolaning umumiy intellektual va ruhiy kamoloti uchun ham muhimdir. Chunki musiqa hissiyotni uyg'otadi, tafakkurni faollashtiradi, diqqat va xotirani mustahkamlaydi, estetik didni shakllantiradi.

Musiqaviy sensor qobiliyatni quyidagi asosiy turlarga ajratish mumkin:

1.1. Musiqiy eshituv qobiliyati

Bu musiqaviy sezgirlikning eng muhim turi hisoblanadi. U ikki ko'rinishda namoyon bo'ladi:

- ✓ nisbiy eshituv - tovushlarning bir-biriga nisbatan baland yoki pastligini farqlash;
- ✓ mutloq eshituv - tovush balandligini hech qanday tayanch tovushsiz aniqlash(kam uchraydi).

1.2. Ritmik sezgirlik

Ritm musiqaning asosiy elementlaridan biridir. Ritmik sezgirlik bu:

- ✓ ohangdagi tezlik o'zgarishlarini sezish;
- ✓ musiqiy zarbani aniq his qilish;
- ✓ ritmni takrorlash va davom ettirish qobiliyatlaridan iborat.

1.3. Lad-tonallikning sezish qobiliyati

Lad - musiqaning ohangiy tuzilishidir. Ushbu qobiliyat orqali o'quvchi kuyning kayfiyatini (quvonchli, mungli, tantanali) sezadi.

1.4. Tembrni farqlash qobiliyati

Har bir musiqa asbobi va inson ovozi o'ziga xos tembrga ega. Tembrni farqalash - bu tovush manbasini aniqlash, ijrovi ovozidagi farqlarni sezish, orkestrlash elementlarini tushunishga yordam beradi.

1.5. Musiqiy xotira

Bu musiqiy obrazlar, kuylar, ritmlar va akkordlarni eslab qolish va qayta tiklash qobiliyatidir. Musiqiy faoliyatda bu qobiliyat muhim ahamiyatga ega bo'lib, ayniqsa qo'shiq yodlash jarayonida namoyon bo'ladi.

1.6. Musiqiy emotsional sezgirlik

Bu musiqaning hissiy ta'sirini sezish, musiqadan zavq olish va kayfiyatini his qilish qobiliyatidir. Ushbu qobiliyat insonning estetik tarbiyasida asosiy o'rin tutadi.

Maktabgacha va boshlang'ich ta'limda musiqaviy sensor qobiliyatni aniqlash mezonlari.

Musiqaviy sensor qobiliyatni aniqlash, ya'ni diagnostika qilish maktabgacha ta'lim tashkilotlari va boshlang'ich ta'limda juda muhim ahamiyat kasb etadi. Bu orqali bolalarning musiqaga bo'lgan tabiiy layoqati, eshituv sezgirligi, ritmik idroki va musiqaviy fikrlash darajasi aniqlanadi. Natijada o'qituvchi har bir o'quvchi bilan individual ishlash imkoniyatiga ega bo'ladi.

1.7. Diagnostika mezonlari

Pedagogik-amaliyotda bolalarning musiqaviy sensor qobiliyati quyidagi mezonlar asosida aniqlanadi:

Mezoni	Tavsifi
Tovush balandligina farqlash	Baland va past tovushlarni ajrata olishi
Ritmni sezish	Oddiy ritmik shakllarni takrorlashi
Tembrni idrok etish	Turli musiqa asboblari tovushini farqlash
Dinamikani tushunish	Kuchli va past tovushlarni ajratish
Musiqiy xotira	Oddiy kuylarni eslab qayta kuylashi
Emotsional sezgirlik	Musiqaning kayfiyatini to'g'ri aniqlashi

1.8. Baholash darajasi

Bolalarning musiqaviy sensor qobiliyatini 3 daraja asosida baholash:

- ✓ YUQORI DARAJA - musiqiy topshiriqlarni tez va aniq bajaradi, ritmni bemalol ushlaydi, eshituv xotirasi kuchli, musiqa bilan qiziqadi.

✓ O‘RTACHA DARAJA - ba‘zi topshiriqlarda qiylanadi, lekin o‘qtuvchi ko‘magida bajaradi, musiqiy idrok shakllanib boradi.

✓ PAST DARAJADA - ritmni ushlashda qiynaladi, tovushlarni farqlay olmaydi, musiqaga bo‘lgan qiziqish sust.

1.9. Yosh xususiyatlari

✓ 3-4 yosh: tovushlarni eshitish orqali farqlash boshlandi.

✓ 5-6 yosh: ritmik sezgirlik rivojlanadi, sodda qo‘shiqlarni eslab kuylay oladi.

✓ 7-10 yosh: musiqiy xotira va ijodiy idrok mustahkamlanadi, musiqiy fikrlash shakllandi.

Musiqaviy sensor qobiliyatni aniqlashda pedagoglar maxsus diagnostik mashqlar va testlardan foydalanadilar. Diagnostika o‘quvchini sinovdona o‘tzakish emas, balki uning qobiliyat darajasini aniqlash va individual yondashuvni belgilash uchun xizmat qiladi.

2. O‘quvchilarda musiqaviy sensor qobiliyatni rivojlantirish bo‘yicha amaliy tavsiyalar. Musiqaviy sensor qobiliyat tug‘ma emas, balki muntazam mashg‘ulotlar orqali shakllanadi va rivojlanadi. Shu bois musiqa o‘qtuvchisining pedagogik yondashuvi, qo‘llaydigan metodlari va mashg‘ulotlarni tashkil etish mahorati juda muhimdir. Quyida sensor qobiliyatni rivojlantirishga yordam beradigan samarali usullar keltiriladi.

a) Ritmni rivojlantirish mashqlari: ritmik o‘yinlar qo‘llash: ”Qarsak bilan javob ber”, ”Ritmni takrorla”, bolalarni she‘r va musiqani uyg‘unlashtirishga o‘rgatish.

✓ Metronom bilan ishlash, maromni saqlash ko‘nikmalarini shakllantirish.

b) Eshituv idrokini rivojlantirish mashqlari: pianinoda tovush juftliklarini chalib farqlash mashqlari. ”Qaysi tovush ortdi yoki pasaydi?” kabi savollarga javob topish. Tez-tez solfedjio mashqlarini o‘tkazish.

v) Tembrni sezishni rivojlantirish: turli asboblarni tinglash va nomini topish, audio yozuvlar orqali farqlashni o‘yinlari tashkil qilish, asboblarning tovushini taqqoslash mashqlari.

g) Musiqiy xotirani rivojlantirish: oddiy qisqa kuylarni eslab kuylash topshiriqlari, qo‘shiqlarni bo‘lin-bo‘lib yodlash texnologiyasi, kuyni davom ettirish mahqlari (“Kuyni davom et...”)

d) Emotsional sezgirlikni oshirish usullari: musiqa tinglash mashg‘ulotlarini muntazam o‘tqazish, tinglangan musiqa haqida o‘quvchilarning fikrini so‘rash, ”musiqaga mos rasm” metodidan foydalanish.

e) O‘yin texnologiyalaridan foydalanish

Bolalar musiqani eng yaxshi o‘yin jarayonida o‘zlashtiradilar: qo‘shiqlar zanjiri, kim tez takrorlaydi, melodiya topish o‘yini .

Individual yondashuvda har bir bola o‘z qobiliyatiga ko‘ra o‘rganadi, shu sabab:

- kuchli o‘quvchilar bilan murakkab vazifalar berish;

- qiyinlanadigan bolalarga sodda mashqlar berish va rag‘batlantirish metodini

qo'llash zarur.

Bu tavsiyalar musiqiy mashg'ulotlar samaradorligini oshirishga va o'quvchilarni musiqaviy jihatdan rivojlantirishga xizmat qiladi.

Musiqaviy sensor qobiliyat - bu o'quvchilarning musiqani eshitish, idrok etish, farqlash va tahlil qilish imkoniyatini belgilovchi muhim psixologik-pedagogik ko'rsatkichdir. U musiqiy ta'limning poydevori hisbolanib, ritmni his qilish, ohangni ajratish, tembrni farqlash, dinamikani sezish va musiqiy xotirani rivojlantirish orqali shakllanadi.

Tadqiqotlar shuni ko'rsatadiki, musiqaviy sensor qobiliyatni aniqlash va to'g'ri rivojlantirish o'quvchilarda nafaqat musiqiy layoqatni kuchaytiradi, balki ularning estetik didi, diqqat, xotira, hissiy madaniyat va ijodkorlik salohiyatining o'sishiga ham ta'sir ko'rsatadi. Shu bois musiqa mashg'ulotlarida sensor qobiliyatni rivojlantirish bo'yicha tizimli yondashuv muhim o'rin tutadi.

Musiqa o'qituvchisining professional yondashuvi, zamonaviy pedagogik texnologiyalar, musiqiy o'yinlar, interaktiv mashqlar va AKT vositalaridan foydalanish musiqiy sensor qobiliyatni samarali rivojlantirish imkoniyatini beradi. Shuningdek, har bir o'quvchiga individual yondashuv, ularning yosh va psixologik xususiyatlarini hisobga olish yuqori natijaha erishishning asosiy shartidir.

Shunday qilib, musiqiy sensor qobiliyatni aniqlash va rivojlantirish - musiqiy tarbiya jarayonining ajralmas bo'lagi bo'lib, u musiqaga qiziqadigan va musiqiy madaniyatga ega bo'lgan barkamol shaxsni tarbiyalashga xizmat qiladi.

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Imom al-Buxoriyning hadis ilmidagi o‘rni

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Qo‘qon universiteti Andijon filiali Tarix va ijtimoiy fanlar kafedrası
katta o‘qituvchisi

Annotatsiya. Ushbu maqolada islom ilmlari tarixida alohida o‘rin tutgan buyuk muhaddis Imom al-Buxoriyning hadis ilmidagi beqiyos hissasi yoritilgan. Imom al-Buxoriy tomonidan yaratilgan “Al-jome’ as-sahih” asari hadis ilmining eng ishonchli manbalaridan biri sifatida tan olingan. Maqolada Imom al-Buxoriyning hayoti, ilmiy faoliyati, hadislarni tanlashda qo‘llagan qat’iy mezonlari hamda hadis ilmi rivojiga qo‘shgan hissasi tahlil qilinadi. Shuningdek, uning ilmiy merosi nafaqat islom olamida, balki jahon ilm-fan taraqqiyotida ham muhim ahamiyatga ega ekani asoslab beriladi. Tadqiqot jarayonida Imom al-Buxoriyning hadislarni rivoyat qilishdagi halollik, aniqlik va adolat tamoyillariga amal qilgani alohida ta’kidlanadi. Ushbu maqola Imom al-Buxoriyning hadis ilmidagi o‘rni va ahamiyatini chuqurroq anglashga xizmat qiladi.

Kalit so‘zlar: Imom al-Buxoriy, hadis ilmi, muhaddis, sahih hadislar, islom ilmlari, Al-jome’ as-sahih, isnod, rivoyat.

Annotation: This article highlights the invaluable contribution of the great muhaddith Imam al-Bukhari, who holds a distinguished place in the history of Islamic sciences, to the development of hadith studies. The work *Al-Jami’ al-Sahih* compiled by Imam al-Bukhari is recognized as one of the most authentic and reliable sources in the science of hadith. The article analyzes Imam al-Bukhari’s life, his scholarly activities, the strict criteria he applied in the selection of hadiths, and his significant role in the advancement of hadith science. It is also substantiated that his scholarly legacy is of great importance not only in the Islamic world but also in the progress of global scholarship. During the research process, special emphasis is placed on Imam al-Bukhari’s adherence to the principles of honesty, accuracy, and justice in the narration of hadiths. This article serves to provide a deeper understanding of Imam al-Bukhari’s position and significance in the science of hadith.

Keywords: Imam al-Bukhari, hadith science, muhaddith, authentic hadiths, Islamic sciences, *Al-Jami’ al-Sahih*, isnad, narration.

Аннотация. В данной статье освещается бесценный вклад великого мухаддиса Имама аль-Бухари, занимающего особое место в истории исламских наук, в развитие науки хадисов. Труд Имама аль-Бухари «Аль-Джами’ ас-Сахих» признан одним из самых достоверных источников в хадисоведении. В статье анализируются жизнь Имама аль-Бухари, его научная деятельность, строгие критерии, применяемые им при отборе хадисов, а также его вклад в развитие науки хадисов. Также обосновывается, что его научное наследие имеет важное значение не только для исламского

мира, но и для развития мировой науки в целом. В ходе исследования особо подчёркивается приверженность Имама аль-Бухари принципам честности, точности и справедливости при передаче хадисов. Данная статья способствует более глубокому осмыслению места и значения Имама аль-Бухари в науке хадисов.

Ключевые слова: Имам аль-Бухари, наука хадисов, мухаддис, достоверные хадисы, исламские науки, «Аль-Джами' ас-Сахих», иснад, риваят.

Islom ilmlari taraqqiyotida hadis ilmi alohida o'rin tutadi. Payg'ambarimiz Muhammad (s.a.v.)ning so'zlari, amallari va taqriirlarini o'rganish hamda ishonchli tarzda avlodlarga yetkazishda muhaddis olimlarning xizmati beqiyosdir. Ana shunday buyuk allomalardan biri — Imom al-Buxoriy bo'lib, u hadis ilmi rivojiga ulkan hissa qo'shgan. U yaratgan ilmiy metodologiya, xususan, hadislarni tanlash va baholashda qo'llagan qat'iy mezonlari hadis ilmini mustahkam va ishonchli fan darajasiga ko'tardi. Imom al-Buxoriyning "Al-jome' as-sahih" asari esa sahih hadislar to'plami sifatida islom olamida yuksak e'tirof etilgan. Shu bois Imom al-Buxoriyning hadis ilmidagi o'rni va ahamiyatini o'rganish nafaqat diniy, balki ilmiy jihatdan ham muhim hisoblanadi. Islom sivilizatsiyasi tarixida hadis ilmi Qur'oni karimdan keyingi eng muhim ilmiy manbalardan biri hisoblanadi[1.136]. Hadislar Payg'ambar Muhammad sallallohu alayhi vasallamning so'zlari, amallari va tasdiqlarini o'z ichiga olgan bo'lib, musulmonlar hayotida diniy, axloqiy va huquqiy masalalarda asosiy manba vazifasini bajaradi[2.50]. Shu sababli hadislarni to'plash, tekshirish va ishonchli tarzda saqlab qolish islom tarixida muhim ilmiy vazifa bo'lib kelgan.

Hadis ilmining shakllanishi va rivojlanishida ko'plab buyuk allomalar faoliyat olib borgan. Ana shunday ulug' muhaddislardan biri Imom Muhammad ibn Ismoil al-Buxoriy hisoblanadi. U o'zining chuqur bilimi, yuksak ilmiy salohiyati va halolligi bilan hadis ilmini yangi bosqichga olib chiqqan. Imom al-Buxoriy hadislarni tanlashda juda qat'iy mezonlarga amal qilgan va faqatgina ishonchli roviylardan kelgan hadislarni o'z asariga kiritgan.

Imom al-Buxoriyning "Al-jome' as-sahih" asari hadis ilmidagi eng mukammal va ishonchli to'plamlardan biri sifatida e'tirof etiladi. Ushbu asar nafaqat diniy manba, balki tarixiy, axloqiy va ilmiy ahamiyatga ega bo'lgan bebaho meros hisoblanadi. Uning hadis ilmidagi o'rni va ahamiyatini o'rganish bugungi kunda ham dolzarb bo'lib, yosh avlodni ilmga, halollikka va adolatga chorlaydi.

Imom al-Buxoriy hadis ilmi taraqqiyotida beqiyos o'rin egallagan buyuk allomalardan biridir. U hijriy 194-yilda Buxoro shahrida tavallud topgan bo'lib, yoshligidan ilmga bo'lgan qiziqishi va zukkoligi bilan ajralib turgan. Otasi Ismoil ibn Ibrohim ham ilm ahli bo'lib, halol va taqvodor inson sifatida tanilgan. Bu holat Imom al-Buxoriyning ilmiy va axloqiy shakllanishida muhim rol o'ynagan.

Imom al-Buxoriy hadis ilmiga juda erta kirib kelgan. U yoshligidan hadislarni yod olish, roviylar haqida ma'lumot to'plash va isnodlarni tahlil qilish bilan shug'ullangan. O'n yoshidayoq hadis ilmidagi ayrim xatolarni to'g'rilay olgani uning ilmiy salohiyati

naqadar yuqori bo'lganini ko'rsatadi. U ilm talabida Makka, Madina, Basra, Kufa, Bag'dod, Misr kabi ilm markazlariga sayohat qilgan va minglab olimlardan ta'lim olgan. Imom al-Buxoriyning hadis ilmidagi eng katta xizmati — sahih hadislarini tanlab, ularni alohida to'plamga jamlaganidir. U hadislarini qabul qilishda nihoyatda qat'iy mezonlarga amal qilgan. Har bir hadisning roviylari adolatli, xotirasi kuchli va bir-biri bilan uchrashgan bo'lishi shart deb hisoblangan. Shuningdek, hadis matnining Qur'on va islom aqidalariga zid bo'lmasligi ham muhim mezonlardan biri bo'lgan.

Imom al-Buxoriyning eng mashhur asari "Al-jome' as-sahih" bo'lib, bu kitob hadis ilmidagi eng ishonchli manba sifatida tan olingan. Ushbu asarda olti yuz mingdan ortiq hadis ichidan tanlab olingan yetti mingdan ziyod sahih hadis jamlangan. Bu asar nafaqat hadislar to'plami, balki fiqhiy, axloqiy va tarbiyaviy jihatdan ham katta ahamiyatga ega [3.83].

Imom al-Buxoriy hadislarini mavzularga ajratib, ularni tartibli ravishda joylashtirgan. Har bir bobga mos oyat yoki hadis keltirilishi uning chuqur fiqhiy bilimiga ega bo'lganini ko'rsatadi. Shu jihatdan "Al-jome' as-sahih" nafaqat muhaddislar, balki faqihlar uchun ham muhim qo'llanma bo'lib xizmat qilgan.

Imom al-Buxoriyning hadis ilmidagi o'rni uning shogirdlari va izdoshlari faoliyatida ham namoyon bo'ladi. Uning ilmiy maktabi keyingi muhaddislar uchun asos bo'lib xizmat qilgan. Imom Muslim, Imom Termiziy kabi mashhur olimlar Imom al-Buxoriydan ta'lim olgan yoki uning ilmiy metodidan ilhomlangan.

Shuningdek, Imom al-Buxoriy ilmiy faoliyat bilan birga yuksak axloq sohibi bo'lgan. U kamtarinlik, halollik va adolatni hayotining asosiy tamoyili deb bilgan. Ilmni dunyoviy manfaatlar uchun emas, balki haqiqatni aniqlash va ummatga foyda keltirish uchun xizmat qildirishni maqsad qilgan.

Xulosa qilib aytganda, Imom al-Buxoriy hadis ilmi tarixida o'chmas iz qoldirgan buyuk allomadir. Uning ilmiy faoliyati hadislarini to'plash, tekshirish va ishonchli manbalar asosida tartibga solish borasida yangi bosqichni boshlab bergan. Imom al-Buxoriyning qat'iy ilmiy mezonlari hadis ilmining mustahkam poydevorini yaratgan va keyingi avlod olimlari uchun asos bo'lib xizmat qilgan.

"Al-jome' as-sahih" asari islom olamida Qur'oni karimdan keyingi eng ishonchli manba sifatida e'tirof etiladi. Ushbu asar nafaqat diniy hukmlar, balki axloqiy va tarbiyaviy masalalarda ham muhim ahamiyatga ega. Imom al-Buxoriyning ilmiy merosi bugungi kunda ham o'z ahamiyatini yo'qotmagan.

Xullas, Imom al-Buxoriyning hadis ilmidagi o'rni beqiyos bo'lib, uning ilmiy yondashuvi, halolligi va fidoyiligi yosh avlod uchun ibrat maktabi hisoblanadi. Uning merosini o'rganish nafaqat tarixiy, balki ma'naviy jihatdan ham muhim ahamiyat kasb etadi.

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Bolalarda sensor buzilishlarni erta aniqlash va bartaraf etish strategiyalari.

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Annotatsiya. Ushbu maqolada bolalarda sensor buzilishlarni erta aniqlash va ularni bartaraf etish strategiyalari tahlil qilinadi. Sensor buzilishlar – ko‘rish, eshitish, nutq va boshqalar. Maqolada O‘zbekiston Respublikasi Prezidenti tomonidan qabul qilingan farmon va qarorlar asosida erta diagnostika va korreksion yordam ko‘rsatish davlat siyosatidagi ustuvor yo‘nalish sifatida ta’kidlangan. Shuningdek, maktabgacha ta’limda sensor tarbiyaning ahamiyati, individual reabilitatsiya dasturlari, shuningdek, Jahon va O‘zbek olimlarining sensor integratsiyasi bo‘yicha tadqiqotlari taxlil qilingan. Maqola bolalarning rivojlanishida sensor integratsiyasi muhimligini, erta aniqlash va maxsus yondashuvlar yordamida ularning ijtimoiy va akademik muvaffaqiyatlarini ta’minlash imkoniyatlarini ochib beradi.

Kalit so‘zlar. Sensor integratsiyasi, bolalar salomatligi, reabilitatsiya, korreksion yordam, nutq buzilishlari, ko‘rish buzilishlari, eshitish buzilishlari, individual yondashuv

Bugungi kunga kelib bolalarda juda ham ko‘p uchrayotgan sensor buzilishlar jahon miqyosida ijtimoiy-pedagogik muammolar sirasidan joy oldi. Jahon sog‘liqni saqlash ma’lumotlariga ko‘ra har 10 nafar bolaning bittasida sensor buzilishlarning turli xil ko‘rinishlari uchramoqda. Ko‘rish, eshitish, nutqiy buzilishlar yoki boshqa sezgi tizimlarida muammolar kuzatilmoqda. Bu esa bolalarning kognitiv jarayonlarida, ijtimoiy rivojlanishida sezilarli kechikishlarga olib kelmoqda. Shunday sharoitda bolani erta diagnostika qilish, samarali korreksion yordam ko‘rsatishni yuqori qo‘yish masalasi eng dolzarb muammolar sirasidan joy oldi.

Sog‘liqni saqlash va ta’lim sohasida bolalar salomatligini muhofaza qilish hamda ularni erta diagnostika qilish davlat siyosatining ustuvor yo‘nalishlaridan biri deb qaraldi. Jumladan, O‘zbekiston Respublikasi Prezidentining 2022-yil 11-maydagi PQ-216-son qaroridagi

“Aholi salomatligini mustahkamlash, kasalliklarni erta aniqlash va ularning oldini olish tizimini takomillashtirish davlat siyosatining eng ustuvor yo‘nalishlaridan biri hisoblanadi.” deb ta’kidlangan. Ushbu qaror bolalarda sensor buzilishlarni erta diagnostika qilish muammosi ham aynan milliy darajada ustuvor vazifa ekanligini ko‘rsatadi.

Shuningdek, O‘zbekiston Respublikasi Prezidentining 2022-yil 12-noyabrdagi PF-246-son farmonida bolalar salomatligi ustuvor vazifa sifatida qaraldi. “Tibbiyot tizimida bolalar salomatligini muhofaza qilish, ularni erta skriningdan o‘tkazish hamda sog‘lom avlodni shakllantirish bo‘yicha kompleks chora-tadbirlar amalga oshiriladi.” deb ta’kidlangan. Bu farmon bevosita sensor buzilishlarni erta aniqlash va bartaraf etish strategiyalari uchun huquqiy asos bo‘lib xizmat qiladi.

Bundan tashqari, 2022–2026-yillarda onalik va bolalikni muhofaza qilish davlat dasturida ham erta skrining, pediatriya xizmatini modernizatsiya qilish va maxsus diagnostika markazlarini tashkil etish vazifalari aniq belgilangan.

“Demak, bolalarda sensor buzilishlarni erta aniqlash va ularni bartaraf etish bo‘yicha olib borilayotgan izlanishlar O‘zbekiston Respublikasi Prezidenti tomonidan qabul qilingan farmon va qarorlarda o‘z ifodasini topgan bo‘lib, bu yo‘nalish mamlakatimiz ijtimoiy-pedagogik siyosatining ajralmas qismidir.”

Jean Ayres – Sensor integratsiyasi va uning rivojlanishdagi rolini tadqiq etgan mashhur olimlardan biridir. Ayres o‘zining **Sensor Integration Theory (SIT)** da, bolalarda sensor tizimlarning uyg‘un ishlashining muhimligini ta’kidlagan. Uning fikriga ko‘ra, **sensor integratsiyasi** bolaning umumiy rivojlanishida va o‘qish, ijtimoiy moslashuvda katta ahamiyatga ega. Ayres sensor buzilishlarga ega bolalar uchun maxsus terapiya dasturlarini ishlab chiqqan, bunda **logopedik va ergoterapevtik yordamlar** asosiy o‘rin tutadi. U sensor tizimlarning bir-biriga moslashishi va ular orasidagi uyg‘unlik bolaning kognitiv va motor rivojlanishiga ta’sir qilishini ko‘rsatgan. **Ayres** ta’kidlashicha, sensor tizimlarining uyg‘un ishlashi bolalarning maktabdagi muvaffaqiyatlariga bevosita ta’sir qiladi. Shuningdek, sensor integratsiyasi qiyinchiliklariga duch kelgan bolalar ko‘pincha o‘qish, yozish, matematik va ijtimoiy ko‘nikmalarda qiyinchiliklarga uchraydilar. [Jean Ayres. 1972)].

Schaaf va Lane 2– Sensor integratsiyasi va tizimlararo muvofiqlik masalalarini ko‘rib chiqib, bolalar uchun sensor terapiyaning afzalliklarini tadqiq etgan olimlar. **Schaaf va Lane** ning fikriga ko‘ra, **sensor buzilishlar** bolalar uchun psixologik, fiziologik va ijtimoiy qiyinchiliklarga olib keladi. Ularning ishida, sensor integratsiyasi **bolalar uchun keyingi rivojlanishning** asosiy omili sifatida e’tirof etilgan. Ular, sensor buzilishlar bilan bog‘liq muammolarni **tez aniqlash** va **maxsus yondashuvlar** bilan davolash orqali bolalarning ijtimoiy va akademik rivojlanishini qo‘llab-quvvatlash mumkinligini ko‘rsatgan. [Schaaf va boshq. 2015].

Gulchehra Xamidovaning olib borgan tadqiqotiga ko‘ra Maktabgacha ta’limda bolalarni sensor tarbiyasi ularning dunyoni idrok etish qobiliyatini shakllantirishdagi izlanishlari muhim ahamiyat kasb etadi. Sensor tarbiya usullari bolalarda sezgi organlarining faoliyatini rivojlantiradi, bu esa bolalarning o‘rganish va ijtimoiylashish jarayonlariga yordam beradi. Shu sababli, maktabgacha ta’lim muassasalarida sensor tarbiya metodlari keng joriy etilishi kerak. [Gulchehra Xamidova. 2022].

Shuhrat Turg‘unov va Akmal Abduvaxidov o‘z tadqiqotlarida sensor, tayanch-harakat, intellekt va nutq buzilishlari birga bo‘lgan bolalar uchun individual yondashuv va kompleks rehabilitatsiya zarurligi haqida to‘xtalib o‘tgan. Bunday bolalarning ijtimoiy va ta’lim muhitiga moslashuvini ta’minlash uchun logopediya, maxsus pedagogika, sensor terapiya va rehabilitatsiya xizmatlari birgalikda amalga oshirilishi muhimligi ta’kidlangan. [Turg‘unov Sh., Abduvaxidov A.2021].

Yuqoridagi olimlarning fikrini o'rganib, ularni taxlil qilgan holda sensor buzilishlarni erta aniqlash va bartaraf etish uchun quyidagi strategiyalarni bosqichma-bosqich amalga oshirish maqsadga muvofiq:

1. Ilmiy asoslangan skrining tizimini yo'lga qo'yish

Sensor buzilishlarni erta aniqlashning eng samarali usullaridan biri bu **skrining dasturlarini** joriy qilishdir. Bunda har bir bolaning individual sezgi tizimlari faoliyatini muntazam monitoring qilish orqali mavjud muammolarni erta bosqichda aniqlash imkoniyati yaratiladi. Tavsiya etiladigan mexanizmlar:

Har yarim yilda bir marta bolalarni audiologik (eshitish), oftalmologik (ko'rish) va logopedik (nutq) yo'nalishlar bo'yicha chuqurlashtirilgan tekshiruvlardan o'tkazish; Maktabgacha ta'lim tashkilotlarida **sog'lomlashtiruvchi skrining jadvallarini** tuzish va har bir bolaning psixofiziologik rivojlanish holatini monitoring qilish;

Tekshiruv natijalariga asosan **individual rivojlanish xaritalari** tuzish. Bu yondashuv xalqaro tajribada ham o'z samaradorligini ko'rsatgan bo'lib, xususan, Ayres va Schaaf va boshqalar tadqiqotlarida **sensor integratsiya buzilishlarini erta davolash ularning ijtimoiy va akademik muvaffaqiyatini oshirishini** ta'kidlaganlar. [Ayres va boshq.].

2. Pedagog va ota-onalarni o'qitish orqali erta kasallikni aniqlashni kuchaytirish

Sensor buzilishlarni erta bosqichda aniqlash faqat tibbiy xodimlar emas, balki bolaning kundalik rivojlanish jarayonida ishtirok etayotgan shaxslar — pedagog va ota-onalarning ham faolligini talab qiladi:

Pedagoglar uchun maxsus treninglar tashkil etish, unda sensor buzilishlarning dastlabki alomatlarini aniqlash, kuzatish va hujjatlashtirish bo'yicha ko'nikmalar shakllantiriladi;

Ota-onalar uchun metodik qo'llanmalar, vizual yo'riqnomalar va seminarlar orqali uy sharoitida kuzatish, bola xatti-harakatidagi normativdan og'ishlarni aniqlash bo'yicha bilimlar beriladi;

Pedagoglar va ota-onalarning uzviy hamkorligi orqali bolaning har tomonlama tahlili va o'z vaqtida yo'naltirilishi ta'minlanadi. Bunday yondashuv **inklyuziv ta'lim tizimi** asoslaridan biri bo'lib, bola salomatligini muhofaza qilishda oilaviy va pedagogik muhitning integratsiyasini ta'minlaydi.

3. Tibbiy-psixologik-pedagogik konsiliumlarni tashkil etish

Sensor buzilishlarga ega bolalarni aniqlash va ularni reabilitatsiya qilishda **multidisiplinar yondashuv** hal qiluvchi ahamiyatga ega. Bu borada quyidagilar amalga oshirilishi lozim.

Har bir bolaga nisbatan **shifokor (pediatr, audiolog, nevropatolog), psixolog, logoped va maxsus pedagog** ishtirokida holatni chuqur baholash va maslahat berish tizimi yo'lga qo'yiladi.

Konsilium asosida bolaning ehtiyojlaridan kelib chiqqan holda **individual rivojlantiruvchi dastur (IRD)** ishlab chiqiladi. Dastur doirasida logopedik

mashg'ulotlar, ergoterapiya, sensor terapiya, psixologik yordam, shuningdek oilaviy maslahatlar uzviy ravishda olib boriladi.

Bugungi kunda bolalardagi sensor buzilishlarni erta aniqlash va bartaraf etish masalalari nafaqat tibbiyot, balki ijtimoiy-pedagogik sohaga ham oid muhim vazifa sifatida qaralmoqda. Izlanishlarda keltirilgan takliflar asosida sensor buzilishlarni erta aniqlash va davolash jarayonlarida ilmiy asoslangan skrining tizimlaridan foydalanish, pedagog va ota-onalarni o'qitish hamda tibbiy-psixologik-pedagogik konsiliumlarni tashkil etish orqali samarali natijalarga erishish mumkinligi ta'kidlangan. Shuningdek, sensor buzilishlarga ega bolalar uchun individual yondashuv va reabilitatsiya dasturlarini ishlab chiqish zarurati, ular orqali bolalarning kognitiv va ijtimoiy rivojlanishini qo'llab-quvvatlash mumkinligi ko'rsatilgan. Ushbu takliflar, O'zbekiston Respublikasi Prezidenti tomonidan qabul qilingan qarorlar va farmonlarga mos ravishda, sensor buzilishlarni erta aniqlash va ularni bartaraf etish borasida amaliy ishlarni samarali tashkil etishga xizmat qiladi. Natijada, bolalarning sifatli hayot kechirishlari va jamiyatga muvaffaqiyatli integratsiyasi ta'minlanadi.

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Boshlang'ich ta'lim tabiiy fanlar darslarida amaliy ishlarni tashkil etish va ularning ahamiyati

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Annotatsiya. Mazkur maqolada boshlang'ich ta'limda tabiiy fanlar darslarini samarali tashkil etishda amaliy ishlarning tutgan o'rni hamda ularning pedagogik va psixologik ahamiyati ilmiy jihatdan yoritilgan. Tadqiqot jarayonida boshlang'ich sinf o'quvchilarining yosh va bilish xususiyatlari inobatga olinib, amaliy ishlar orqali bilimlarni ongli o'zlashtirish, mustahkamlash va real hayot bilan bog'lash imkoniyatlari tahlil qilingan.

Maqolada tabiiy fanlar darslarida qo'llaniladigan amaliy ishlarning turlari, ularni tashkil etish metodikasi hamda mazkur jarayon orqali o'quvchilarning qiziqishi, mustaqil fikrlashi va ijodiy qobiliyatlarini aniqlash va rivojlantirish yo'llari asoslab berilgan.

Shuningdek, amaliy ishlarning o'quvchilarda kuzatuvchanlik, tajriba o'tkazish, tahlil qilish va xulosa chiqarish ko'nikmalarini shakllantirishdagi o'rni ochib berilib, ushbu faoliyatning boshlang'ich ta'lim sifatini oshirishdagi ahamiyati yoritilgan. Tadqiqot natijalari amaliy ishlarni tizimli va maqsadli tashkil etish tabiiy fanlarni o'qitishda yuqori pedagogik samaradorlikni ta'minlashini ko'rsatadi.

Kalit so'zlar: Boshlang'ich ta'lim, tabiiy fanlar, amaliy ishlar, tajriba, kuzatuv, o'quvchi qobiliyati, ta'lim samaradorligi

Аннотация. В данной статье научно раскрывается роль практических работ в эффективной организации уроков естественных наук в начальном образовании, а также их педагогическое и психологическое значение. В ходе исследования с учётом возрастных и познавательных особенностей учащихся начальных классов проанализированы возможности осознанного усвоения, закрепления знаний и их связи с реальной жизнью посредством практической деятельности.

В статье рассматриваются виды практических работ, применяемых на уроках естественных наук, методика их организации, а также обосновываются пути выявления и развития интереса, самостоятельного мышления и творческих способностей учащихся в процессе выполнения практических заданий.

Кроме того, раскрывается роль практических работ в формировании у обучающихся навыков наблюдения, проведения опытов, анализа и умения делать выводы, а также подчёркивается значение данной деятельности в повышении качества начального образования. Результаты исследования показывают, что системная и целенаправленная организация практических работ обеспечивает высокую педагогическую эффективность в преподавании естественных наук.

Ключевые слова: начальное образование, естественные науки, практические работы, эксперимент, наблюдение, способности учащихся, эффективность обучения.

Abstract. This article scientifically examines the role of practical activities in the effective organization of natural science lessons in primary education, as well as their pedagogical and psychological significance. Taking into account the age and cognitive characteristics of primary school students, the study analyzes the possibilities of conscious knowledge acquisition, reinforcement, and integration with real-life situations through practical work.

The article describes the types of practical activities used in natural science lessons, the methodology of their organization, and substantiates ways to identify and develop students' interest, independent thinking, and creative abilities through practical learning processes.

In addition, the role of practical activities in developing students' observation skills, experimentation, analytical thinking, and ability to draw conclusions is revealed. The significance of this activity in improving the quality of primary education is also highlighted. The research results indicate that the systematic and purposeful organization of practical work ensures high pedagogical effectiveness in teaching natural sciences.

Keywords: primary education, natural sciences, practical activities, experiment, observation, student abilities, educational effectiveness.

Kirish. Boshlang'ich ta'lim bosqichida tabiiy fanlarni o'qitish o'quvchilarda tabiat hodisalariga nisbatan qiziqish uyg'otish, ilmiy dunyoqarashni shakllantirish va amaliy hayotga zarur bo'lgan bilimlarni berishga xizmat qiladi. Ushbu jarayonda faqat nazariy tushuntirishlar bilan cheklanib qolish kutilgan natijani bermaydi. Shu sababli dars jarayonida amaliy ishlarni tashkil etish dolzarb pedagogik masala hisoblanadi.

Amaliy ishlar o'quvchining bilimni bevosita faoliyat jarayonida egallashiga imkon yaratib, uning bilish jarayonini faollashtiradi.

Tabiiy fanlar darsida amaliy ishlarning mohiyati

Amaliy ishlar — bu o'quvchilarning bevosita kuzatish, tajriba o'tkazish, solishtirish va xulosa chiqarish orqali bilimlarni o'zlashtirishiga qaratilgan faoliyat turi hisoblanadi. Boshlang'ich sinflarda bunday ishlar o'quvchilarning yosh xususiyatlariga mos, sodda va xavfsiz bo'lishi lozim.

Amaliy ishlar orqali o'quvchi bilimni tayyor holatda emas, balki o'z tajribasi asosida egallaydi. Bu esa bilimning mustahkam va uzoq muddat saqlanishini ta'minlaydi.

Tabiiy fanlar darsida bajariladigan amaliy ishlar turlari

Boshlang'ich ta'limda quyidagi amaliy ishlar samarali hisoblanadi:

Kuzatuv ishlari — ob-havo holatini kuzatish, o'simliklarning o'sishini kuzatish;

Oddiy tajribalar — suvning bug‘lanishi, muzning erishi, tuproq va suv xususiyatlarini aniqlash;

Amaliy mashg‘ulotlar — urug‘ ekish, o‘simlik parvarishi, tabiat burchagida ishlash;

Taqqoslash va guruhlash — jonli va jonsiz tabiat obyektlarini ajratish;

O‘yin asosidagi amaliy ishlar — rolli o‘yinlar, tabiatga oid didaktik o‘yinlar;

Loyihaviy ishlar — kichik guruhlarda tabiatga oid mini-loyihalar bajarish.

Amaliy ishlar orqali o‘quvchi qobiliyatlarini aniqlash

Amaliy ishlar jarayonida o‘qituvchi o‘quvchilarning turli qobiliyatlarini aniqlashi mumkin. Jumladan:

Kuzatuvchanlik qobiliyati — hodisalardagi o‘zgarishlarni payqay olish;

Mantiqiy fikrlash — sabab-oqibat bog‘lanishlarini tushunish;

Ijodiy qobiliyat — noodatiy yechimlar taklif qilish;

Amaliy ko‘nikmalar — topshiriqlarni mustaqil bajarish;

Muloqot va hamkorlik — guruhda ishlash malakasi.

O‘qituvchi ushbu ko‘rsatkichlarni tahlil qilish orqali har bir o‘quvchining individual qobiliyatlarini aniqlashi mumkin.

O‘quvchi qobiliyatlarini rivojlantirish yo‘llari

Amaliy ishlar orqali o‘quvchi qobiliyatlarini rivojlantirish uchun:

o‘quvchiga mustaqil harakat qilish imkonini berish;

savol-javob va muammoli vaziyatlardan foydalanish;

guruhli va juftlikda ishlashni yo‘lga qo‘yish;

natijani baholashda jarayonga e‘tibor qaratish;

rag‘batlantirish va qo‘llab-quvvatlash muhitini yaratish muhim ahamiyat kasb etadi.

Amaliy ishlarining ta‘lim jarayonidagi ahamiyati

Amaliy ishlar:

o‘quvchilarda tabiiy fanlarga qiziqishni oshiradi;

nazariy bilimlarni amaliyot bilan bog‘laydi;

mustaqil va tanqidiy fikrlashni rivojlantiradi;

bilimlarning ongli va mustahkam o‘zlashtirilishini ta‘minlaydi;

o‘quvchining shaxs sifatida kamol topishiga xizmat qiladi.

Xulosa. Xulosa qilib aytganda, boshlang‘ich ta‘limda tabiiy fanlar darsida amaliy ishlarni tashkil etish ta‘lim samaradorligini oshirishning muhim shartlaridan biridir. Amaliy ishlar o‘quvchilarning bilish faoliyatini faollashtiradi, ularning individual qobiliyatlarini aniqlash va rivojlantirishga keng imkoniyat yaratadi.

Tabiiy fanlarni amaliy faoliyat bilan uyg‘un holda o‘qitish orqali o‘quvchilarda tabiatga ongli munosabat, kuzatuvchanlik va ilmiy fikrlash asoslari shakllanadi. Shu bois amaliy ishlarni tizimli, maqsadli va metodik jihatdan to‘g‘ri tashkil etish boshlang‘ich ta‘limning sifatini oshirishda muhim pedagogik ahamiyatga ega.

Adabiyotlar

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Sayidahmedov N. Zamonaviy pedagogik texnologiyalar. — Toshkent.

Boshlang‘ich ta‘limda tabiiy fanlar metodikasi bo‘yicha ilmiy adabiyotlar.



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