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Articles

- 1. THEORETICAL FOUNDATIONS OF DEVELOPING STUDENTS' CREATIVE ABILITIES IN FINE ARTS LESSONS**
Ibadullaeva Shaxnoza Ilxamovna, Sunnatulloyeva Shakhinabonu Sobir kizi
1-6
- 2. INNOVATIVE TECHNOLOGIES IN TEACHING TRANSPORT TERMINOLOGY**
Sheralieva Shakhnoza Irkinovna
7-12
- 3. THE USE OF FORMULAIC LANGUAGE BY ENGLISH AS FOREIGN LANGUAGE (EFL) LEARNERS IN WRITING PROFICIENCY EXAMS**
Quryozova Gulshan Akmal qizi
13-16
- 4. THE RELATIONSHIP BETWEEN RAILWAY TERMINOLOGY AND THE LEXICONS OF OTHER FIELDS**
Kurbanova Ilmira Sharifovna
17-22
- 5. THE ROLE OF BUKHARA DIALECT IN ENRICHING UZBEK LANGUAGE DIALECT CORPORA**
Soliyeva Farida Bobir qizi
23-26
- 6. ИССЛЕДОВАНИЯ В ОБЛАСТИ ИШЕМИЧЕСКОЙ БОЛЕЗНИ СЕРДЦА**
Абдувохидов Аббос Бекзодович, Хайдаров Одилхон Лазизович, Мамасолиев Киличхон Мамасоли о'ғ'ли, Джуракулов Жасур Джафарович
27-32
- 7. ИССЛЕДОВАНИЯ В ОБЛАСТИ КАРДИОМИОПАТИЙ**
Абдувохидов Аббос Бекзодович, Хайдаров Одилхон Лазизович, Мамасолиев Киличхон Мамасоли о'ғ'ли, Джуракулов Жасур Джафарович
33-40
- 8. INNOVATIVE MEASURES OF PROVIDING YOUTH EMPLOYMENT**
Khadzhamuratova Matlyuba Khashimovna
41-45
- 9. AN INNOVATIVE APPROACH TO YOUTH SOCIAL PROTECTION IN THE HEALTH CARE SYSTEM**
Khadzhamuratova Matlyuba Khashimovna
46-50
- 10. ВЛИЯНИЕ ГЕНДЕРНЫХ И КЛИНИЧЕСКИХ ФАКТОРОВ НА ИСХОДЫ ЛЕЧЕНИЯ ТУБЕРКУЛЁЗА: СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПЕРВИЧНЫХ И ВТОРИЧНЫХ ПАЦИЕНТОВ**
Аслонов Фаррух Исмоилович, Усмонов Исомиддин Хайдарович
51-53
- 11. СРАВНИТЕЛЬНЫЙ АНАЛИЗ ДИНАМИКИ УРОВНЕЙ ЦИСТАТИНА С В МОЧЕ У ПАЦИЕНТОВ С ПЕРВИЧНЫМ И ВТОРИЧНЫМ ТУБЕРКУЛЁЗОМ: ГЕНДЕРНЫЕ РАЗЛИЧИЯ И ВЛИЯНИЕ СТАДИЙ ЛЕЧЕНИЯ**
Аслонов Фаррух Исмоилович, Усмонов Исомиддин Хайдарович
54-56

- 12. "ЎПКА ТУБЕРКУЛЁЗИДА ПРОКАЛЬЦИТОНИН ВА ИНФЕКЦИОН АСОРАТЛАРНИНГ БОҒЛИҚЛИГИ: ДЕСТРУКТИВ ВА НОДЕСТРУКТИВ ШАКЛЛАРНИНГ ТАҚҚОСИЙ ТАҲЛИЛИ"**
Абдукаримов Мирзобек Улуғбекович, Усмонов Исомиддин Хайдарович
57-59
- 13. БУХОРО ВИЛОЯТИДА ДЕСТРУКТИВ ЎПКА ТУБЕРКУЛЁЗИ ВА ЮРАК-ҚОН ТОМИР КАСАЛЛИКЛАРИ БИЛАН ДАВОЛАНАЁТГАН БЕМОРЛАРНИНГ КОАГУЛОГРАММАСИДАГИ ЎЗГАРИШЛАРИНИ БАХОЛАШ**
Абдукаримов Мирзобек Улуғбекович, Усмонов Исомиддин Хайдарович
60-62
- 14. SOME ANATOMO-PHYSIOLOGICAL INDICATIONS IN ALLOXAN DIABETES IN RATS WITH DIFFERENT PHENOTYPES REGARDING THE ACTIVITY OF THE LIVER MONOOXYGENASE SYSTEM**
Mamazulunov Nurmukhammad Khasanboy ugli
63-66
- 15. A MECHANISM OF USING STANDARD ENGLISH LANGUAGE UNITS IN ANDRAGOGIC APPROACHES**
Maxmudova Shaxlo Mizrobovna
67-71
- 16. TECHNOLOGICAL PROCESSES FOR OBTAINING CELLULOSE, THE MAIN STABILIZING REAGENT IN THE DEVELOPMENT OF NEW FRACTIONS OF DRILLING MIXTURES FOR THE OIL AND GAS INDUSTRY BASED ON LOCAL RAW MATERIALS**
Raxmanov Jaxongir Jalilovich, Bozorov Otabek Nashvandovich
72-75
- 17. BO‘LAJAK TARBIYACHILARNING SHAXSINI SHAKLLANTIRISHDA REFLEKSIV QOBILYATNING O‘RNI**
Ixtiyorova O‘g‘iloy
76-79
- 18. WAYS OF USING INFORMATION TECHNOLOGIES IN IMPROVING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES**
Jo‘rayeva Muazzam Madamin qizi
80-83
- 19. RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR HAQIDA**
Maqsudova Mardona Maqsud qizi
84-90
- 20. OLIGOFRENOPEDAGOGIKA**
Sobirjonova Azizabonu Baxodir qizi, Sobirjonova Azizabonu Baxodir qizi
91-96
- 21. LOGOPEDIYA FANI MAQSADI, METODI VA TAMOIYILLARI**
Izzatillayeva Sevara Jahongir qizi
97-103
- 22. УМУМИЙ ЎРТА ТАЪЛИМ ТАШКИЛОТЛАРИ БОШҚАРУВ ФАОЛИЯТИ САМАРАДОРЛИГИГА ТАЪСИР ЭТУВЧИ ОМИЛЛАР**
Mamayusupova Muattar Qosimjonovna
104-109

- 23. РЕАНИМАЦИЯ И ИНТЕНСИВНАЯ ТЕРАПИЯ ПРИ ОСТРОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ**
Каримова Гульчехра Турсуновна
110-112
- 24. ДЛЯ ПРАКТИКУЮЩИХ ВРАЧЕЙ ФУНКЦИОНАЛЬНЫЕ НАРУШЕНИЯ КИШЕЧНИКА И ЗАПОРЫ У ДЕТЕЙ**
Расулов Сайдулло Курбанович, Равшанов Шерхонбек Улугбекович, Боймуродов Муслимбек Рахмат угли
113-123
- 25. ASSERTIV POZITSIYANI RIVOJLANTIRISH JARAYONINING PSIXOLOGIK, PEDAGOGIK, DIDAKTIK JIHATLARI**
Rayimova Difuza Abdinabiyevna
124-129
- 26. ДЛЯ ПРАКТИЧЕСКИХ ВРАЧЕЙ ФУНКЦИОНАЛЬНЫЕ НАРУШЕНИЯ ОРГАНОВ ПИЩЕВАРЕНИЯ У ДЕТЕЙ РАННЕГО ВОЗРАСТА. КИШЕЧНЫЕ КОЛИКИ**
Расулов Сайдулло Курбанович, Равшанов Шерхонбек Улугбекович, Боймуродов Муслимбек Рахмат угли
130-147
- 27. “KALENDARLAR VA ULARNING TARIXI”**
Ismoilova Nafisa Isroil qizi
148-150
- 28. “O‘QUVCHI QIZLARNI OILAGA TAYYORLASHDA OILA, MAHALLA VA MAKTAB HAMKORLIGINING PEDAGOGIK JIHATLARI”**
Xaitmatatova Saodat Qurbon qizi
151-162
- 29. FEATURES OF CHRONIC KIDNEY DISEASE IN PATIENTS WITH ARTERIAL HYPERTENSION**
Bazarova Sabina Zafarovna, Makhmatmuradova Nargiza Nigmatullaevna
163-167
- 30. HOW AI IS RESHAPING LANGUAGE LEARNING**
Nodira Gozieva
168-172
- 31. THE TRANSFORMATIVE POTENTIAL OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL): REDEFINING LANGUAGE ACQUISITION IN THE DIGITAL AGE**
Nodira Gozieva
173-178
- 32. SUN’IY INTELLEKT IMKONIYATLARI VA XAVFLARI**
Normuxamedov Behruz Bekzodovich
179-183
- 33. INGLIZ VA O'ZBEK ADIBALARI, OLIMALARI NIGOHIDA**
Mamatova Dilorom A'zam qizi
184-187
- 34. MATEMATIKADAN SINFDAN TASHQARI ISHLARNING MOHIYATI VA UNING TURLARI**
Islamova Gulzada, Jumabekov Baxtiyar, Abibullaev Dastanbek, Joldasbaeva Ramuza Kuvatbaevna
188-191

- 35. BOSHLANG'ICH SINFI O'QUVCHILARI TARBIYASIDA OTA-ONALAR BILAN HAMKORLIKNI TASHKIL ETISH METODIKASI**
Fayziyeva Madinabonu Sohibjon qizi, Ilmiy rahbar: Tilavova Matlab Muhammedovna (PhD)
192-197
- 36. MAGNITEC RESONANCE IMAGING IN CEREBROVASCULAR DISEASE**
Xojirahmatov Davron Kamoldinovich
198-204
- 37. GENERAL RULES ON TAX CONTROL IN TRANSFER PRICING**
Abdiyev Jaxongir Ibragimovich
205-210
- 38. MENEJMENT NAZARIYASINI O'RGANISH VA TAHLIL QILISH**
Chorshanbiyev Otabek Normurod o'g'li
211-217
- 39. THE FUTURE OF ONLINE LEARNING: WHAT WILL HAPPEN TO TRADITIONAL EDUCATION?**
Sobirova Zarhala Boltakulovna, Tolibova Shokhzoda Baxtiyorovna
218-220
- 40. YO'L TRANSPORT HODISALARI BILAN BOG'LIQ JINOYATLARNI TERGOV QILISHDA SO'ROQ QILISH TERGOV HARAKATINING AHAMIYATI**
Qo'limatov Abror Ashur o'g'li
221-230
- 41. CHANGES IN THE GEOGRAPHY AND ITS COMPOSITION OF THE URBAN POPULATION OF KASHKADARYA REGION**
Muradova D. S.
231-236
- 42. THE SIGNIFICANCE OF THE WORKS OF MAHMUDKHOJ BEHBUDI TODAY**
Sidiqov O'tkir Sultanmurod oglu
237-245
- 43. FAZODAGI TO'G'RI BURCHAKLI KOORDINATALAR SISTEMASI**
Usmonov Baxtiyor Islomovich, Hamzayev Baxtiyor Amirovich, Ne'matov Shuxrat O'ktamovich
246-251
- 44. PLANAMETRIYADAGI BA'ZI MASALAR VA ULARNING YECHIMLARI**
Hamzayev Baxtiyor Amirovich
252-256
- 45. UCHBURCHAKLAR HAQIDA QISQACHA MA'LUMOTLAR**
Hamzayev Baxtiyor Amirovich, Ne'matov Shuxrat O'ktamovich, Umarov Shokirjon Sheraliyevich
257-262
- 46. "TURKIC INFLUENCE ON ENGLISH LEXICON: LOANWORDS"**
Charos Ismoilova Shuhrat qizi
263-266



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THEORETICAL FOUNDATIONS OF DEVELOPING STUDENTS' CREATIVE ABILITIES IN FINE ARTS LESSONS

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Abstract:

This article explores the theoretical aspects of developing students' creative abilities in fine arts lessons, alongside discussing scholars who have conducted scientific research in the field of visual activities.

Keywords: Art education, creative abilities, composition, creative activity.

Fostering an interest in and love for art is among the five key initiatives put forth by the President of Uzbekistan, Shavkat Mirziyoyev. Today, the integration of national ideology into the minds of the younger generation through artistic education plays a significant role in shaping their spiritual and political worldview while also contributing to the development of creative abilities.

The question of "How can we nurture creativity in individuals?" is not new. Since ancient times, the task of developing creativity in children has intrigued both educators and researchers. Issues related to education, personality development, and enhancing abilities remain central topics in modern pedagogy. Numerous psychologists have studied the concept of abilities in a broad sense and artistic creativity as distinct phenomena. Among the notable contributors in this field are B.M. Teplov, R.S. Nemov, S.L. Rubinshtein, B.G. Ananyev, L.S. Vygotsky, A.N. Leontiev, and V.S. Kuzin.

These researchers have delved into the content and nature of abilities, examining their definitions and characteristics. Psychologist V.S. Kuzin describes abilities as the qualities and attributes of an individual that enable them to perform specific activities at a high level. According to this definition, abilities are the result of



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activity and include traits and characteristics aligned with the demands of the activity.

Abilities are generally divided into two categories:

General Abilities: These are evident in various forms of human activity.

Special Abilities: These are specific to particular types of activities (e.g., creative, pedagogical).

A.Kovalev adds a third category to these groups: abilities related to practical activities, which include technical-constructive, organizational, and pedagogical abilities. This classification is based on the three main domains of human activity that impose specific demands on abilities: science, art, and practice.

The study of artistic abilities relevant to creative activities has been pursued by researchers such as V.I. Kireenko, A.G. Kovalev, N.N. Volkov, and V.S. Kuzin.

Developing Creative Abilities in Fine Arts Lessons

In fine arts lessons, fostering creativity is not merely about teaching technical skills but also about nurturing students' ability to perceive, interpret, and express their ideas and emotions through art. By integrating insights from both pedagogy and psychology, teachers can create an environment where students' creative potential is encouraged and developed systematically.

The cultivation of creative abilities in students contributes not only to their artistic growth but also to the development of critical thinking, problem-solving skills, and emotional intelligence. Fine arts education, when aligned with state standards and pedagogical principles, can serve as a powerful tool for shaping well-rounded, creative individuals capable of contributing meaningfully to society.

CREATIVE ABILITIES IN THE SYSTEM OF ARTISTIC EDUCATION

Within the framework of creative abilities, it is essential to identify both primary and auxiliary characteristics. According to V.S. Kuzin, the primary traits of creative abilities include:

Artistic imaginative perception: The ability to identify key and distinctive elements of composition and relationships within reality.

Visual memory: A vivid capacity in the artist's mind to create images and transform them into artistic representations.



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Emotional intensity: Strong emotional responses to what is seen and portrayed.

Strength of will: Determination and persistence in creative activities.

Factors Influencing Skill Formation in Children's Artistic Activities

T.N. Komarova has extensively explored the scientific basis for forming skills and abilities in children's artistic activities. In the early 20th century, researchers like V.M. Bekhterev, Corrado Ricci, and Liberty Tadd studied the challenges of teaching children artistic techniques.

Liberty Tadd's Contributions: Tadd developed a system of exercises aimed at refining hand movements during drawing, which were specifically designed for preschool children. These exercises were not limited to drawing geometric shapes but included elements of nature, fostering children's interest in and observation of the natural world. Tadd emphasized that teaching naturalistic drawing could cultivate children's curiosity and appreciation for nature.

P.N. Nikonorova's Research: Nikonorova's studies emphasized that employing diverse materials and techniques in artistic tasks stimulates children's creative initiative, imagination, and visual thinking. She argued that variety in artistic approaches is a crucial condition for enhancing creativity.

Teaching Artistic Techniques

Researchers have stressed the importance of systematic instruction in drawing techniques for nurturing creativity. While skill-building exercises are fundamental, fostering a deep emotional connection to the subject matter is equally vital. When children are guided to express their feelings and interpretations through various artistic media, their creative abilities are more effectively developed.

In conclusion, a balanced approach combining structured skill development and opportunities for creative exploration is key to fostering students' artistic talents and abilities. This ensures that art education not only equips students with technical proficiency but also nurtures their imaginative and emotional growth.

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INNOVATIVE TECHNOLOGIES IN TEACHING TRANSPORT TERMINOLOGY

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Transport is one of the most important sectors of the economy of any country, the level of development of which largely determines the well-being of society as a whole, it is not only a means of carrying out domestic and foreign economic activity, but also an infrastructural support that supports social policy and ensures the integrity of the state, nation. This is especially true for a country like Uzbekistan. Transport is a complex diversified economy, which includes: vehicles; roads; communication routes with the necessary track devices; facilities for the repair, maintenance of vehicles. Transport activity is formed in the system of five types of transport: rail, road, water (sea, river), air and pipeline. Transport and objects of its infrastructure are subject to classification on various grounds.

According to the subjects of use, it is possible to distinguish public transport (public trains, urban passenger transport) and non-public use (special train sets). However, the most significant and traditional is the division of transport into air, land, sea and river, and each of these types has its own subspecies. Transport infrastructure includes land, water and air routes of communication, pipelines, sea and river ports, railway stations and stations, airports, airfields, transport terminals, subways, high-speed off-street transport systems, transport interchanges, including within large cities, icebreaking fleet, auxiliary fleet, as well as structures and equipment of navigation systems, emergency rescue complex, ensuring the safety of the transport process and other structures of the transport complex.

Thus, the ground transport infrastructure consists of: ground communication lines, pipelines, railway stations and stations, transport terminals, subways, high-speed off-street transport systems, transport interchanges, including those inside large cities, an emergency rescue complex, ensuring the safety of the transport process and others transport facilities. Based on the analysis of regulatory sources, it is possible to formulate a number of principles on which the development and



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modernization of transport infrastructure are based. Technology within the Transport space is evolving rapidly. With new technology comes new words to describe it. Some of these have obvious definitions, whereas others are a little less straightforward. We've compiled the most common terms used in the transport tech space.

Training of specialists that are able to effectively carry out their professional activities is a national priority of Ukraine. In this area one of the main problems is to form and to select the adequate educational models. Current global changes in the world show that this sphere of education is considered by many countries as a priority in the training of competitive specialists. At the same time, the level of development and use of present-day technologies is determined by the development of the material base, the level of society intellectualization, the ability to produce, assimilate and apply the new knowledge. In the process of creating the students' competences, the main tasks should be not only the transfer of knowledge to future specialists, but also the development of practical skills for applying this knowledge gaining such characteristics as responsibility, ability to take risks, initiative, and decision-making courage.

When training specialists of the motor transport industry among the most important problems of students' preparation, it is possible to emphasize: complexity of practical training organization; limited access to complex technical equipment and technologies; impossibility of making the experiments in full-scale conditions; lack of teaching aids that meet the current level of technology; lack of proper theoretical and practical competence for the future specialists from the employer's point of view; need to retrain the graduates of higher education institutions in time of employing. Analysis of recent researches and publications. Vocational training is a managed pedagogical process of cognition of a certain professional and labor area, an organized way of vocational education training system. This process of vocational training includes two interrelated components: the professional pedagogical activity of teachers and the professional and cognitive activity of students professional and pedagogical activity is done according to the algorithm, which includes: analysis of the initial situation, definition of training goals; planning of educational and professional activities, selection of content and means of



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presentation (in various ways) of educational material fragments; implementation of operations that organize the professional and cognitive activities of students; organization of feedback, control and correction of activity on mastering the material content.

Professional and pedagogical activity is the determining factor for the success of professional training. However, this success also depends on the activity of the students. The learning process cannot be effective without the use of present-day methods and didactic means. In turn, the methods, forms and means of education are determined by the content of education and the level of personal and professional development of students. Thus, the process of professional training is a whole pedagogical phenomenon. All its components are closely interrelated: the aims of education are embodied into the content of education, which will determine its methods, forms and means. In real pedagogical activity the process of vocational training is cyclical. Each of its didactic cycle is a functional system based on the joint activity of all subjects of the learning process. At the university the traditional educational process gives the students an academic knowledge but the associating of this knowledge to specific professional activities occurs occasionally, for example, during the course, pre-diploma or industrial practice. It is clear that it is quite difficult to equip a student with the real professional knowledge and qualities in these conditions.

Innovative education is focused on the formation of professional knowledge and qualities in the process of mastering knowledge, for example, through electronic textbooks, where typical innovations to demonstrate the development of this professional field of activity are presented, and the professional tasks and situations are collected [3]. Thus, considering the above difficulties to graduate a transportation manager (insufficient practical training, inability to conduct the experiments on field facilities, retraining of graduates etc.), the only solution is to create innovative educational technologies in the universities taking into account the employers' requirements for the rapid specialist's adaptation to a professional environment and developing some advanced forms of education within an university.

The use of innovative teaching methods is most appropriate for a person-oriented approach, since it assumes a "co-education", that is collective learning in



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20th January, 2025

cooperation where both students and the teacher are subjects of the learning process. Here the teacher often acts as the organizer of the learning process, the creator of the conditions to demonstrate the students' initiative. At the heart of interactive learning is the students' own experience, their direct interaction with the field of mastered professional skills. In addition, the use of interactive educational technologies suggests a slightly different logic of the educational process: not from theory to practice, but from the practical experience to its theoretical comprehension.

It is possible to reveal the following aspects of the use of interactive technologies in teaching determining its feasibility, necessity and importance: intensification of the process of understanding, assimilation and creative application of knowledge in solving some practical problems; increase in the level of motivation and involvement of participants in solving the problems under discussion, which gives an emotional impetus to the subsequent search activity of participants, encourages them to take concrete actions due to this the learning process becomes more meaningful; formation of the ability to think extraordinarily, in his own way, see the problem situation and its solving ways; carrying the transfer of methods of organizing activities, obtaining new experience of activity, its organization, communication; increase in knowledge, skills, disclosure of new opportunities for students; control over the level of mastering knowledge and the ability to apply the knowledge, skills obtained in various situations, etc.

The availability of a variety of forms and types of interactive technologies, the possibility of their use both in the process of conducting lecture and practical (seminar) classes only confirms the need for their implementation. Thus, interactive methods of teaching can be playful (business game, role play, psychological training, etc.) and nongame (case study, group discussions, brainstorming, etc.). It is important to use in the learning process not one of the methods but their totality. The innovative nature of educational technologies used in the teaching process in higher education is becoming one of the most important tools in the competitive struggle of higher education institutions in the present conditions. Introduction of innovations in educational activities, ultimately, will lead to an improvement in the quality of training of the future masters and bachelors. In turn, improving the quality, accessibility, effectiveness of education, its continuous and innovative character, the



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20th January, 2025

growth of social mobility and youth activity, its involvement in various educational environments make the education system an important factor in ensuring national security of the country and the welfare of its citizens. Thus, the concept of professionalism becomes an integral quality of the graduate, which he synthesized himself in the process of his education. The student's awareness of himself as a professional influence the result of the educational process, as it activates the motivation for self-development, which, in turn, makes the learning process a source of meeting the needs of the developing personality.

Innovative education builds the training process as a movement from the social and general cultural knowledge and skills of the profession (from profession to culture) to technological ones that give it an understanding of the ways and methods of solving professional problems that allow monitoring the dynamics of changes in the quality of their professional activities (from technology to innovative thinking). Innovative thinking is formed, if the student, firstly, is actively motivated in training, realizes the requirements of self-management, individual self-government to achieve ambitious (in a good sense of the word) life goals; secondly, if the educational process reflects the full life cycle of professional activity with its innovations and contradictions. Thus, the innovative training is one of the most important directions in the search for new forms of creating conditions for self-realization and development of the students. Self-realization of students in the process of studying special disciplines is possible through various methods. The use of interactive technologies such as personal-oriented education and creation a virtual workspace promotes the better "teacher-student" interaction in the information field, joint activity and active development of trainees.

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THE USE OF FORMULAIC LANGUAGE BY ENGLISH AS FOREIGN LANGUAGE (EFL) LEARNERS IN WRITING PROFICIENCY EXAMS

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Abstract:

This article examines how formulaic language affects EFL learners' writing skills, especially when it comes to test situations. Students can improve their fluency, coherence, and cohesiveness by using formulaic language, which includes fixed terms, idioms, and collocations. Although these previously taught structures make writing easier and increase self-assurance, they can also result in formulaic, uninspired responses that lack depth and originality if they are used excessively or inappropriately. The article explores the benefits and drawbacks of formulaic expressions, emphasising the value of contextual awareness and well-rounded teaching strategies. To maximise learners' use of formulaic language, pedagogical tactics like contextualised instruction and creative adaption tasks are suggested. The article concludes by highlighting the necessity of complex evaluation standards that promote creativity and reward efficient utilisation.

Keywords: Formulaic language, EFL writing, Writing proficiency exams, Collocations, Idiomatic expressions, Language acquisition strategies, Second language writing, Academic writing, Contextual language use, Language assessment

A fascinating topic of research is how English as a Foreign Language (EFL) learners utilise formulaic language when completing proficiency tests because it relates to learner strategies, assessment procedures, and language acquisition. Collocations, idioms, sentence structures, and set expressions are examples of formulaic language. These are frequently pre-learned and employed in efficient communication. This language serves as both a possible constraint and a facilitative aid in the context of EFL writing. Writing has been said to be the most challenging of the language abilities since it demonstrates how people use a language to express ideas, dispute arguments, and synthesise credible viewpoints (Abdaloussein, H.F, 2022).



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20th January, 2025

Thus, it is believed that one of the prerequisites for good communication is proficient writing (Smith, 2013).

Formulaic Words as a Tool for Facilitation

EFL learners have a solid basis for writing in a second language thanks to formulaic expressions. Wood (2002) explained that formulaic language is "multi-word or multi-word strings produced and recalled as a chunk, like a single lexical item, rather than being generated from individual items and rules" (p. 3). It is also used to describe multiword units of language that are retrieved as single units from long-term memory (Myles, Hooper & Mitchell, 1998). By using these idioms as linguistic shortcuts, students can communicate concepts clearly and concisely without having to start from scratch when creating sentences. For instance, academic and formal writing frequently uses expressions like "On the one hand... on the other hand," "It is widely acknowledged that...", or "In conclusion." Instead of battling with grammar or syntax, students can concentrate more on organisation and content by employing such structures. According to research, using formulaic language improves writing's consistency and cohesiveness. Formulaic terms serve as a reader's guide, and examiners frequently prefer essays with a coherent flow of ideas. Additionally, the use of idiomatic phrases and collocations can elevate the perceived fluency and sophistication of an EFL learner's writing.

Difficulties and Restrictions

Formulaic language can help with confidence and fluency, but using it too much might limit creativity and result in writing that is repetitive and formulaic. Essays that appear impractical or too prepared may be penalised by examiners. For example, when several test takers use the same words they have committed to memory, their essays may seem similar, which lessens the impact of their arguments. Formulaic expressions are misused, which is another problem. Students' intended message may be undermined by their choice of odd or inappropriate language if they lack a sophisticated knowledge of context and register. When utilised in an informal narrative essay, for instance, a formal idiom could come across as strange or out of



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20th January, 2025

place. In addition to contextual awareness and adaptability, formulaic language instruction is crucial, as these mistakes demonstrate.

Educational Consequences

From a pedagogical standpoint, it takes equilibrium to incorporate formulaic language into writing training. This is especially true, in my opinion, for learners at intermediate levels, when knowing these words can assist them fill in linguistic gaps. The ability of students to generate unique ideas or modify their writing style for various situations, however, may be hampered by an over-reliance on formulaic language. Formulaic language is therefore a useful tool, but it should be used in conjunction with writing exercises that encourage adaptability and originality. According to Lee (2002), a text's coherence is defined as the relationships between its concepts that enable readers to infer meaning. Regarding the connection between coherence and formulaic language use, Hyland (2008) highlights that the lack or improper use of formulaic expressions may be a sign of insufficient writing fluency. Teachers ought to stress how important it is to use these terms as aids rather than crutches. Over-reliance can be lessened with exercises that inspire students to creatively modify formulaic language. For instance, students can be required to integrate formulaic lines into distinct contexts or rewrite them in various registers. Teaching collocations and idioms in relevant circumstances is also crucial for making sure students grasp their cultural and pragmatic subtleties. Errors are decreased, and more organic usage is encouraged. Examples of how native speakers employ formulaic language in a variety of contexts can be given to learners through corpus-based learning and exposure to real texts.

Evaluation and Commentary

Without overemphasising formulaic language as the only measure of writing ability, proficiency tests should take this into consideration. The proper and improper usage of formulaic language could be differentiated by rubrics. In order to achieve a balance that demonstrates both skill and originality, examiners' feedback should also encourage students to blend memorised phrases with unique information.



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Conclusion

EFL learners' use of formulaic language when writing proficiency tests emphasises how strategy and skill interact when learning a second language. Overuse or misuse of these terms can diminish originality and precision, even while they can improve fluency and coherence.

Teachers can assist students in maximising the advantages of formulaic language to succeed in writing assessments and beyond by promoting a more profound comprehension of context and the prudent application of language.

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20th January, 2025

THE RELATIONSHIP BETWEEN RAILWAY TERMINOLOGY AND THE LEXICONS OF OTHER FIELDS

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Abstract:

This paper explores the intricate relationship between railway terminology and the lexicons of other fields, examining how technical language evolves through interdisciplinary influences. It investigates the role of technological advancements, social changes, and cross-pollination of ideas from disciplines like engineering, economics, information technology, and environmental science in shaping railway terminology. The study highlights the dynamic nature of railway lexicons, where terms such as "electrification," "smart railway," and "eco-friendly locomotives" reflect the influence of related fields. Additionally, the paper discusses the challenges and strategies of translating and adapting railway terminology across different languages and cultures, emphasizing the importance of standardization for effective global communication in the railway sector. By shedding light on the evolving nature of railway terminology, the paper underscores its essential role in ensuring safety, efficiency, and international collaboration in the railway industry.

Keywords: Railway terminology, interdisciplinary influences, terminology borrowing, translation challenges, standardization, technical lexicon, engineering, economics, environmental science, globalization.

Introduction

The lexicon of any specialized field evolves in a unique manner, influenced by the industry's technological advancements, social changes, and the cross-pollination of ideas from other domains. Railway terminology, an integral part of the transportation industry, is no exception to this phenomenon. The specialized vocabulary used in the railway sector not only encapsulates the technical aspects of the industry but also



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20th January, 2025

borrows terms and concepts from a variety of other disciplines, such as engineering, economics, law, information technology, and even environmental science. This paper delves into the intricate relationship between railway terminology and the lexicons of other fields, exploring how language evolves and interacts within this dynamic context.

The Role of Interdisciplinary Influences on Railway Terminology

Railway terminology is, in essence, a technical lexicon developed to facilitate communication among professionals within the industry. Over the years, as railway technologies have evolved—from steam locomotives to high-speed trains and automated signaling systems—so has the terminology. While some terms have remained constant, others have morphed, adapted, or borrowed from external disciplines. In his seminal work on terminology in technical fields, Russian linguist Axmanova discussed how specialized terms borrow linguistic structures and vocabulary from various sectors[1]. This phenomenon is especially noticeable in railway terminology, where terms associated with locomotives, tracks, and signaling systems frequently intersect with terminology from fields such as civil engineering, electrical engineering, and automation. For example, the term "electrification," widely used in the context of the railway industry, draws heavily from electrical engineering, referring to the process of introducing electrical systems to replace traditional steam-based technologies.

Based on the research by Sevara Bekmurodova, the study of similarities between Uzbek and English railway terminology highlights the shared linguistic features and the influence of international standardization on both languages. Bekmurodova emphasizes that, despite the distinct cultural and linguistic backgrounds of Uzbek and English, there are significant parallels in the terminological structures, particularly in the technical and operational terms of the railway industry[2]. This is due to the global exchange of technological innovations and the need for mutual understanding across linguistic boundaries. For instance, terms like "locomotive," "track," and "signal" exhibit similar semantic and morphological features in both languages, reflecting a shared understanding of the technology involved. These similarities not only facilitate communication in the context of the railway sector but also contribute to the development of a unified lexicon that bridges different



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20th January, 2025

linguistic communities. This research aligns with the broader global trend of standardizing technical terminology to ensure consistency and accuracy in cross-cultural and international communication within the railway industry.

Similarly, Demishkevich, a Russian researcher, highlighted how engineering terms relating to the design of railway structures, such as "cantilever," "tensioning," and "reinforcement," have been seamlessly incorporated into railway terminology. These terms demonstrate the critical interaction between the railway lexicon and the engineering lexicon, as the construction and maintenance of railway infrastructure require a precise understanding of engineering principles[3].

Borrowing and Adaptation of Terminology

The process of borrowing terms from other fields is essential for the dynamic growth of railway terminology. As new technologies and innovations emerge, the railway sector must adopt terminology from other industries to maintain relevance and clarity. In some cases, terminology from fields like computer science, automation, and economics has been directly integrated into the railway sector. Terms like "network optimization" (borrowed from computer science) and "cost-benefit analysis" (borrowed from economics) are increasingly used to describe processes and assessments in the railway industry.

An interesting case is the term "smart railway," which has emerged from the intersection of the railway industry and information technology. "Smart" here refers not to intelligence or autonomy in the traditional sense but rather to systems that leverage advanced technology to optimize performance and improve efficiency. In this case, the term has adopted meanings from IT, referring to the integration of data, sensors, and automation into railway operations. For instance, the use of "big data" and "internet of things" (IoT) terms has become commonplace in modern railway terminology as these technologies are integrated into operational systems like scheduling, traffic control, and customer service.

Additionally, the increasing focus on environmental sustainability in railway operations has led to the incorporation of ecological terms into the railway lexicon. Concepts such as "eco-friendly locomotives," "green railways," and "carbon footprint reduction" borrow heavily from environmental science and have become standard terminology within the railway industry. The introduction of alternative



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20th January, 2025

fuel sources, like hydrogen-powered trains, brings with it a host of new terms rooted in environmental and energy technologies, showcasing how railway terminology evolves in response to broader scientific and technological advancements.

Cross-Linguistic and Cultural Adaptations

As railway terminology becomes increasingly globalized, the translation and adaptation of terms across languages and cultures have become significant challenges. When terminology is transferred from one language to another, it must adapt to the linguistic norms and technical standards of the target language. Translation scholars like A.L.Baker have pointed out that this process is often fraught with complexities, especially when dealing with highly technical language such as railway terminology[4].

For example, terms like "railway signaling system" or "turnout" may have direct equivalents in other languages, but they often carry different connotations depending on the specific technical systems in place in different countries. In countries with different safety standards or signaling systems, the same term may refer to slightly different mechanisms, requiring careful cross-linguistic adjustments to ensure mutual understanding. This issue is compounded by cultural differences in railway design and operation. The term "platform screen door," for instance, may be used in countries like Japan and South Korea to refer to a specific type of safety barrier that separates passengers from the train tracks, but the technical design and operational purpose of such systems may vary in different parts of the world.

Furthermore, the transfer of economic terms into the railway sector is another example of cross-linguistic adaptation. Terms like "ticket pricing," "subsidy," and "market segmentation" are borrowed from economics and have been adapted to fit the specific financial frameworks and market structures of the railway industry. These terms are used to describe the financial mechanisms that govern the railway sector, from fare pricing to market competition.

The Role of Standardization in Railway Terminology

Given the wide array of terms borrowed from other fields and the increasing globalization of the railway industry, the issue of standardization becomes critical. International organizations such as the International Union of Railways (UIC) work tirelessly to standardize railway terminology to facilitate communication and ensure



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20th January, 2025

mutual understanding between different countries. Standardization plays a crucial role in ensuring that railway professionals from different linguistic and cultural backgrounds are able to effectively collaborate.

For example, the UIC has developed an international railway terminology glossary that provides standardized definitions for common terms used across different countries. This ensures that a term like "intermodal transport," which may have different definitions or applications depending on the country, is understood consistently across international railway networks. Standardization is also crucial for safety and regulatory compliance, as many railway terms are associated with legal and safety protocols that must be uniformly applied to prevent accidents and ensure efficient operation.

In conclusion, the relationship between railway terminology and the lexicons of other fields is both intricate and vital for the continued development of the railway industry. As technological advancements shape the sector, railway terminology adapts and evolves, incorporating terms from fields such as engineering, economics, information technology, and environmental science. The borrowing and adaptation of terminology across disciplines allow for more precise and efficient communication within the railway industry. Additionally, the process of translation and cross-cultural adaptation ensures that railway terminology remains relevant and effective in diverse linguistic and cultural contexts. Ultimately, the standardization of railway terminology plays a central role in promoting global cooperation, safety, and efficiency in the railway sector. Further research into the complex interplay between railway terminology and other lexicons will undoubtedly provide deeper insights into the role of language in shaping the future of transportation.

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20th January, 2025

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THE ROLE OF BUKHARA DIALECT IN ENRICHING UZBEK LANGUAGE DIALECT CORPORA

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Abstract:

This article focuses on the distinctive features of Uzbek dialectology, specifically the role of Bukhara dialect and its importance in enriching Uzbek language dialect corpora. It analyzes the phonetic, lexical, and grammatical characteristics of Bukhara dialect and highlights how it differs from other Uzbek dialects. The article also discusses the use of Bukhara dialect in linguistics, the changes in dialectal units, and the challenges of their scientific analysis. This research will aid in a deeper understanding of the dialectal features of the Uzbek language and the significance of Bukhara dialect in linguistic studies.

Keywords: Uzbek language, dialectology, Bukhara dialect, linguistics, lexical features, grammatical features, phonetic features, dialectal corpora, linguistic research.

Introduction:

Uzbek dialects are invaluable treasures of our national language, reflecting not only the history of the language's development but also the social, cultural, and historical processes of the people. Each dialect, including Bukhara dialect, has unique features and represents a linguistic resource that requires separate study from a linguistic perspective. Due to its rich lexicon, ancient roots, and connections to various cultural layers, Bukhara dialect plays a crucial role in shaping Uzbek language dialect corpora. This article aims to comprehensively examine the role of Bukhara dialect in enriching dialect corpora.

The creation of dialect corpora and the scientific inclusion of materials in these corpora are significant milestones for the development of the field of dialectology.



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20th January, 2025

Through the dialect corpus, it becomes possible to study regional differences in the language, systematize dialectal units, and preserve them for future generations. Dialect corpora serve as a valuable data source for linguistic research, assisting in identifying the functional potential of dialects, their impact on literary language, and regional characteristics. To ensure that the dialect corpus is complete and scientifically rigorous, it is necessary to include all regional dialects of Uzbekistan, thereby revealing the language's naturalness and diverse facets.

Bukhara dialect is related to the ancient layers of the Uzbek language and retains the rich features of Turkic languages. It reflects a rich vocabulary layer that includes ancient Turkic words along with Arabic and Persian elements. Many words used in Bukhara dialect, such as *chillak*, *jo'rop*, *jelop*, *xo'sh*, *kelopti*, *qilo'pman*, *tutxon*, and *guzar*, are valuable linguistic sources that reflect the uniqueness of the dialect and the cultural life of the region. These words are significant not only for linguistic studies but also for the exploration of the history and culture of the people. The ancient Turkic words preserved in this dialect and the social and cultural contexts associated with them provide a distinct research field for linguists.

The phonetic peculiarities of Bukhara dialect, such as the distinct articulation of certain consonants and vowels compared to other dialects, also attract the attention of linguists. This is particularly important for analyzing the dialect's unique phonetic features. For example, the soft articulation of certain consonants and the specific pronunciation of vowels distinguish this dialect from other Uzbek dialects. A detailed study of the phonetic features of the dialect will aid in understanding the overall character of Uzbek dialects.

Incorporating Bukhara dialect into a dialect corpus is a complex but essential process. Initially, it is necessary to analyze the dialect and identify its phonetic, lexical, and grammatical characteristics. To collect dialectal units of Bukhara dialect, it is essential to gather live speech material. Additionally, collecting folk oral literature, songs, proverbs, and riddles related to the dialect is crucial. These materials should be digitized and included in the corpus, as this will create new opportunities for preserving and scientifically analyzing dialectal units. Digitized materials also create a wider opportunity for comparative study and analysis of their relationship with literary language.



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20th January, 2025

Bukhara dialect is of great significance not only linguistically but also culturally and historically. The many phrases and terms used in this dialect reflect the social life, customs, and values of the people. For instance, folk songs and epics testify to the spiritual richness of Bukhara dialect. The place of this dialect in literature and oral traditions is an important tool for reflecting the spiritual and cultural life of the people. Therefore, a thorough scientific study of Bukhara dialect is crucial for transmitting the linguistic and cultural heritage of the Uzbek people to future generations.

The information about Bukhara dialect is important not only for linguistics but also for ethnographic and cultural studies. Certain elements of this dialect allow us to study various aspects of people's lives, including craftsmanship, trade, and daily life. Through the preserved words and expressions in the dialect, it is possible to identify the distinctive social, economic processes, lifestyles, and culture of that time. Therefore, Bukhara dialect is an important resource not only for linguistics but also for cultural studies and ethnography. Its inclusion in the dialect corpus plays a significant role in preserving culture, developing the language, and studying the history of the people. This process creates new opportunities for linguists and cultural researchers and becomes an effective tool for the development of the people's language and the preservation of cultural heritage.

Conclusion:

Bukhara dialect plays an important role in enriching Uzbek language dialect corpora. Its inclusion in the corpus will not only advance linguistic research to a new level but also serve as an essential tool for transmitting the rich cultural and historical heritage of the Uzbek people to future generations. Such research in dialectology holds special significance in showcasing the richness of the Uzbek language and strengthening its position in the international arena.

Through a deeper study of Bukhara dialect and its incorporation into the dialect corpus, there will be an opportunity to obtain valuable new information about the Uzbek language, reveal its rich potential, and introduce it to the international scientific community. This process will yield results not only for linguistics but also for cultural studies and historical research.



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ИССЛЕДОВАНИЯ В ОБЛАСТИ ИШЕМИЧЕСКОЙ БОЛЕЗНИ СЕРДЦА

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Аннотация:

Ишемическая болезнь сердца (ИБС) представляет собой одно из наиболее распространенных и опасных заболеваний сердечно-сосудистой системы. Основная причина ИБС — атеросклероз коронарных артерий, приводящий к нарушению кровоснабжения миокарда. В современных условиях ИБС занимает лидирующее место среди причин смертности во многих странах, особенно в промышленно развитых регионах. В эпоху высоких уровней стресса, малоподвижного образа жизни и увеличения числа пациентов с ожирением и сахарным диабетом актуальность раннего выявления и эффективного лечения ИБС возрастает как никогда.

Актуальность: В условиях современного образа жизни, включающего низкую физическую активность, высокое потребление жирной пищи и стресс, риск развития ИБС продолжает расти.

Согласно данным Всемирной организации здравоохранения (ВОЗ), заболевания сердечно-сосудистой системы, включая ИБС, ежегодно уносят около 18 миллионов жизней.



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20th January, 2025

В последние годы наблюдается тенденция к снижению возрастного порога начала заболевания.

Заболевание оказывает значительное влияние на качество жизни пациентов и приводит к значительным экономическим затратам на лечение и реабилитацию.

Актуальность темы обусловлена необходимостью повышения осведомленности населения и развития стратегий ранней профилактики.

Ключевые слова: Острый коронарный синдром (ОКС), инфаркт миокарда, патофизиология, профилактика.

Материалы и методы исследования: Недавно опубликованная обзорная статья Crea et al предложила новую классификацию ОКС на 3 группы на основе патогенеза: пациенты с ОКС с обструктивным атеросклерозом и системным воспалением, пациенты с ОКС с обструктивным атеросклерозом без воспаления и пациенты с ОКС без обструктивного атеросклероза. Пациенты первой группы имеют худший исход и могут быть идентифицированы путем измерения маркеров воспаления и даже инвазивными методами. У пациентов без системного воспаления лица с наибольшим риском и уровень риска определяются характеристиками бляшки (большой размер поражения, уменьшенная площадь просвета или уменьшенная толщина фиброзной покрышки). Пациенты без обструктивных поражений могут составлять треть пациентов с ОКС и иметь наилучший исход, хотя до 10% переносят серьезное сердечно-сосудистое событие в первый год. В этой группе лиц причиной проблемы является нарушение сосудистого тонуса, приводящее к эпикардальной или микрососудистой вазоконстрикции; будущие исследования должны изучить, как улучшить сосудистый тонус. [6]

В первичной профилактике клиническое исследование показало пользу средиземноморской диеты у пациентов с высоким сердечно-сосудистым риском в отношении частоты тяжелых сердечно-сосудистых событий. Многоцентровое исследование PREDIMED было проведено в Испании, и 7447



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20th January, 2025

участников с сердечно-сосудистым риском были случайным образом распределены на средиземноморскую диету с добавлением оливкового масла первого отжима, средиземноморскую диету с добавлением смеси орехов или контрольную диету. Результаты соблюдения средиземноморской диеты были поразительными: снижение 3 сердечно-сосудистых событий на 1000 человеко-лет и снижение относительного риска на 30% среди участников с высоким риском, которые не имели сердечно-сосудистых заболеваний.[7] Этот эффект подтверждает пользу здоровой для сердца диеты во вторичной профилактике, в которой качество диеты обратно пропорционально сердечно-сосудистому риску.[8]

Этот полезный эффект является дополнительным к фармакологическому эффекту, уже полученному во вторичной профилактике. Напротив, в другом крупном клиническом исследовании, в котором рандомизировано 12 513 пациентов, дополнительный прием омега-3 полиненасыщенных жирных кислот не снизил сердечно-сосудистую заболеваемость и смертность в популяции с высоким сердечно-сосудистым риском.[9]

Эти данные подчеркивают решающее значение интенсивной вторичной профилактики у пациентов с ишемической болезнью сердца, особенно потому, что недавнее эпидемиологическое исследование предсказало, что смертность от инфаркта миокарда снизится у американских пациентов по сравнению с испанскими пациентами, тем самым обратив вспять тенденцию последних 20 лет. [10]

Авторы этого исследования предлагают более агрессивный подход к выявлению и коррекции факторов сердечно-сосудистого риска. [11]

Результаты исследования: Прогнозы на следующие 30 лет предполагают, что число случаев ОКС стабилизируется среди населения моложе 75 лет и увеличится среди лиц старше 75 лет, так что из-за старения населения будет наблюдаться общее увеличение общего числа случаев ОКС.[1]

Исследования, проведенные в Соединенных Штатах, показывают, что смертность от ишемической болезни сердца снизилась в последние годы из-за улучшения контроля курения, гипертонии и дислипидемии, но с прогрессирующим ростом ожирения и сахарного диабета.[2,3]



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20th January, 2025

Эпидемия ожирения с раннего возраста остается причиной беспокойства. В Испании было подсчитано, что 26% детей в возрасте от 8 до 17 лет имеют избыточный вес, а 13% страдают ожирением, хотя это соотношение, по-видимому, стабилизировалось за последние 12 лет.[4]

Контроль факторов риска далек от идеала, даже в условиях вторичной профилактики, где он мог бы принести большую пользу. В этой связи недавно опубликованный анализ объединенных данных трех клинических испытаний (COURAGE, BARI-2D и FREEDOM) среди больных диабетом показал, что даже в контролируемых условиях клинического испытания только от 8% до 23% пациентов достигли всех 4 целевых показателей лечения: холестерин липопротеинов низкой плотности <100 мг/дл (70 мг/дл в испытании FREEDOM), систолическое артериальное давление <130 мм рт. ст., гликемический контроль (гликозилированный гемоглобин <7%) и отказ от курения.[5]

Основными причинами плохого контроля факторов риска сердечно-сосудистых заболеваний являются недостаточная дозировка лекарств и плохая приверженность пациентов, которым назначена длительная полимедикаментозная терапия.

Выводы: Ишемическая болезнь сердца представляет собой сложную медико-социальную проблему, оставаясь одной из ведущих причин заболеваемости и смертности во всем мире. Современные достижения в области диагностики, фармакотерапии и интервенционных методов лечения позволяют значительно улучшить прогноз для пациентов и повысить качество их жизни. Однако ключевую роль продолжают играть профилактические меры, направленные на изменение образа жизни и минимизацию факторов риска. Комплексный подход к управлению ИБС, включающий раннюю диагностику, своевременное лечение и пропаганду здорового образа жизни, является основой для успешной борьбы с этим заболеванием и улучшения здоровья населения.



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20th January, 2025

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ИССЛЕДОВАНИЯ В ОБЛАСТИ КАРДИОМИОПАТИЙ

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Аннотация:

Кардиомиопатии представляют собой группу заболеваний сердечной мышцы, характеризующихся структурными и функциональными изменениями миокарда, которые не связаны с артериальной гипертензией, врожденными пороками сердца или ишемической болезнью. Эти патологии являются важной причиной сердечной недостаточности и внезапной сердечной смерти. В зависимости от клинико-морфологических особенностей выделяют дилатационную, гипертрофическую, рестриктивную и аритмогенную кардиомиопатии, а также специфические формы, возникающие на фоне системных заболеваний и генетических нарушений.

Актуальность:

По данным Всемирной организации здравоохранения, распространенность кардиомиопатий составляет до 1 случая на 500 человек для гипертрофической формы и около 1 на 250 человек для дилатационной кардиомиопатии. Причины развития включают генетические мутации, вирусные инфекции,



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20th January, 2025

токсические воздействия (например, алкоголь и препараты), аутоиммунные заболевания и метаболические нарушения.

Актуальность темы обусловлена ростом числа случаев заболевания, трудностями ранней диагностики и потребностью в разработке новых терапевтических подходов.

Ключевые слова: Внезапная сердечная смерть, MOGE, кардиомиопатия такоцубо, инстинктивная кардиомиопатия, гипертрофическая кардиомиопатия.

Материалы и методы исследования:

Клинические испытания были идентифицированы Pubmed до 30 марта 2021 года. Ключевые слова поиска были «кардиомиопатии, внезапная остановка сердца, дилатационная кардиомиопатия, гипертрофическая кардиомиопатия, рестриктивная кардиомиопатия, аритмогенная кардиомиопатия, синдром такоцубо». Исследования были отобраны, и их ссылки были рассмотрены для потенциального включения. Исследования, написанные на языках, отличных от английского, были исключены. Все выбранные исследования были качественно проанализированы.

Кардиомиопатии представляют собой гетерогенную группу патологий, характеризующихся структурными и функциональными изменениями сердца [1]. Недавно предложенная система нозологий MOGE(S) воплощает все эти характеристики и описывает морфофункциональный фенотип (M), вовлечение органа(ов) (O), генетический тип наследования (G), этиологическую аннотацию (E), включая генетический дефект или основное заболевание/субстрат, и функциональный статус (S) заболевания, используя как стадию Американского колледжа кардиологов/Американской кардиологической ассоциации, так и функциональный класс Нью-Йоркской кардиологической ассоциации. Предложенная номенклатура поддерживается веб-приложением и помогает в описании кардиомиопатии у симптоматических или бессимптомных пациентов и членов их семей в контексте генетического тестирования [2]. Дилатационная кардиомиопатия



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20th January, 2025

является одной из основных причин сердечной недостаточности, она обычно характеризуется дилатацией и нарушением функции одного или обоих желудочков. У пациентов может развиваться сердечная недостаточность, и чаще всего симптомами могут быть аритмии, предсердные или желудочковые, и внезапная сердечная смерть [3,4]. Это заболевание можно классифицировать как первичную или вторичную ДКМП. Первичная ДКМП считается идиопатической, и диагноз может быть поставлен только после исключения вторичных причин [5].

Дилатационная кардиомиопатия является одной из основных причин сердечной недостаточности. Ее распространенность среди населения с сердечной недостаточностью составляет 1:250–400 пациентов, среди населения в целом — 1:2500 пациентов. Частота дилатационной кардиомиопатии составляет 7 случаев на 100 000 человек в год [6,7]. Кроме того, в 1990-х годах идиопатическая дилатационная кардиомиопатия была указана как ведущая причина трансплантации сердца в Соединенных Штатах Америки [8]. В детской популяции дилатационная кардиомиопатия составляет 60% кардиомиопатий, и дети в возрасте до 12 месяцев имеют самую высокую заболеваемость [9,10]. [3,4]. Гипертрофическая кардиомиопатия (ГКМП) является наиболее распространенной наследственной кардиомиопатией, обусловленной мутациями в многочисленных генах. Рестриктивная кардиомиопатия (РКМ) — это заболевание сердечной мышцы, характеризующееся жесткостью стенок желудочков, приводящей к диастолической дисфункции, повышенному конечно-диастолическому давлению и расширению предсердий [1]. Аритмогенная кардиомиопатия (АКМП) — это патология, характеризующаяся замещением миокарда фиброзно-жировой тканью, что обуславливает развитие аритмий, снижение систолической функции и внезапную сердечную смерть, особенно у молодых пациентов [1]. Кардиомиопатия такоцубо, также известная как стресс-индуцированная кардиомиопатия или синдром разбитого сердца, определяется как внезапное начало дисфункции левого желудочка в ответ на сильный эмоциональный или физиологический стресс [1].



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20th January, 2025

Результаты исследования: Американская кардиологическая ассоциация описывает систему классификации, которая классифицирует кардиомиопатию как первичную или вторичную. В первичных случаях процесс заболевания в основном ограничивается сердцем. Вторичная кардиомиопатия описывает состояния, при которых поражение сердца происходит как часть системного состояния. Эта система классификации несовершенна, и часто наблюдается наложение.

Гипертрофическая кардиомиопатия (ГКМП) является наиболее распространенной первичной кардиомиопатией с распространенностью 1:500 человек. Многие пациенты с ГКМП не имеют симптомов и диагностируются во время семейного скрининга.

Дилатационная кардиомиопатия (ДКМП) имеет распространенность 1:2500 и является основным показанием к трансплантации сердца. ДКМП может возникнуть в любом возрасте, но чаще всего встречается у пациентов в возрасте от 40 до 59 лет. Характерные симптомы ДКМП включают аритмии и тромбоэмболические события. Патогенные или вероятно патогенные варианты были обнаружены в восьми генах, (20%) из которых не включены в стандартную коммерчески доступную панель дилатационной кардиомиопатии. Поражение ЛЖ при АРЖ характеризуется клиническими и сердечными магнитно-резонансными признаками, которые отличаются от тех, которые наблюдаются при ДКМП. Наиболее отличительной чертой фенотипа АРЖ-ЛЖ является большой объем фиброза, который напрямую и отрицательно влияет на систолическую функцию ЛЖ.

Рестриктивная кардиомиопатия является наименее распространенной из основных кардиомиопатий, составляя от 2% до 5% случаев. Рестриктивная категория включает в себя множество основных этиологий и определяется физиологической функцией, а не анатомией. Генетическая РКМП может быть вызвана мутациями в генах несаркомерных, саркомерных и саркомер-ассоциированных белков.

Кардиомиопатия такоцубо определяется как внезапное начало дисфункции левого желудочка в ответ на сильный эмоциональный или физиологический стресс. Чаще всего страдают женщины в постменопаузе. [11]



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20th January, 2025

Лечение кардиомиопатий

Терапия направлена на замедление прогрессирования заболевания, устранение симптомов и предотвращение осложнений.

1. Дилатационная кардиомиопатия (ДКМП):

- Медикаментозная терапия:
- Ингибиторы АПФ (эналаприл, лизиноприл) или антагонисты рецепторов ангиотензина II (лозартан) для снижения нагрузки на сердце.
- Бета-адреноблокаторы (метопролол, бисопролол) для улучшения сердечной функции и контроля частоты сокращений.
- Диуретики (фуросемид, спиронолактон) для уменьшения отеков и застоя жидкости.
- Антикоагулянты (варфарин) при риске тромбообразования.
- Имплантация устройств:
- Кардиовертер-дефибрилляторы для предотвращения внезапной сердечной смерти.
- Кардиостимуляторы при необходимости коррекции нарушений ритма.
- Трансплантация сердца: в случае тяжелой сердечной недостаточности, неподдающейся медикаментозной терапии.

2. Гипертрофическая кардиомиопатия (ГКМП):

- Медикаментозная терапия:
- Бета-адреноблокаторы или блокаторы кальциевых каналов (верапамил, дилтиазем) для снижения частоты сердечных сокращений и улучшения диастолической функции.
- Дизопирамид для уменьшения обструкции выходного тракта левого желудочка.
- Инвазивные методы:
- Септальная миэктомия для устранения обструкции.
- Алкогольная септальная абляция (инъекция алкоголя в перегородочную артерию для уменьшения гипертрофии).
- Имплантация кардиовертер-дефибриллятора: при высоком риске внезапной сердечной смерти.



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20th January, 2025

3. Рестриктивная кардиомиопатия:

- Лечение направлено на устранение симптомов сердечной недостаточности и поддержание нормального ритма сердца.
- Диуретики для уменьшения застоя жидкости.
- Антиаритмические препараты при нарушениях ритма.
- Лечение основного заболевания (например, амилоидоза или саркоидоза).

4. Аритмогенная кардиомиопатия правого желудочка:

- Медикаментозное лечение: антиаритмические препараты для предотвращения аритмий.
- Имплантация кардиовертер-дефибриллятора: при риске жизнеугрожающих аритмий.
- Ограничение физической активности для снижения риска аритмий.

Общие подходы:

- Генетическое консультирование при наследственных формах кардиомиопатий.
- Профилактика тромбоэмболических осложнений при наличии факторов риска.
- Регулярный мониторинг функции сердца с помощью ЭКГ и эхокардиографии.

Лечение должно быть индивидуализированным и проводиться под наблюдением кардиолога с учетом особенностей каждого пациента.

Выводы:

В частности, сообщалось, что ГКМП является наиболее важной причиной внезапной смерти на спортивной площадке в Соединенных Штатах. Излишне говорить, насколько важно знать, какие изменения в сердце из-за физической активности являются нормальными, а когда они являются патологическими. Однако очень важно достичь цели, достигнув периода, в котором фармакологические и инвазивные процедуры больше не будут единственными мерами для лечения кардиомиопатий, предотвращения внезапной смерти или трансплантации сердца. Есть надежда, что дальнейшее понимание



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20th January, 2025

молекулярной генетики кардиомиопатий может привести к клиническим достижениям. В частности, будущие терапевтические подходы будут включать перепрофилированные молекулярно-направленные препараты, подавление генов на основе siRNA и редактирование генома.

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20th January, 2025

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INNOVATIVE MEASURES OF PROVIDING YOUTH EMPLOYMENT

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Annotation :

In this article, it is stated that the state's innovative policy of ensuring youth employment in Uzbekistan has shown its positive results in social life over the years.

Keywords: youth, law, state, employment, entrepreneurship.

Introduction

In connection with the transition to the market economy, the development of various forms of ownership was constitutionally justified. For example, Chapter XII of the Constitution of the Republic of Uzbekistan is entitled "Economic Foundations of Society".

In it, property in various forms forms the basis of the economy of Uzbekistan aimed at increasing the welfare of citizens. The state creates conditions for the development of market relations and fair competition, guarantees the freedom of economic activity, entrepreneurship and labor, taking into account the priority of consumer rights [1] , - it is said. This article protects young people's right to legal use of all forms of property. It opens opportunities for economic activity to young people, guarantees the right to conduct all forms of entrepreneurship, free labor, use of private property, and all forms of property are protected by law. Also, in the article, the state guarantees the protection of all consumer rights and implements an innovative policy to meet their needs.

Uzbekistan is a country with a young population. According to estimates, 64.0 percent of the total population of the republic corresponds to the share of the population under the age of 30, and young people aged 16-29 make up 34.8 percent of the labor resources [2] .



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20th January, 2025

Main Part

To take all measures to ensure the employment of the population, especially young people, first of all, to ensure the principle of rule of law in the market economy in every field, to create and improve its legal framework, to support entrepreneurship, to establish new, modern production zones, to create vacancies, implemented through social protection of young people.

Indeed, Uzbekistan is a country with a rapidly growing population. As a result, the number of working- age population also increased. For example, by the end of 2017, the number of people of working age was 18,672.5 thousand (a 101% increase compared to 2016). On January 1, 2017, the number of employed people was 13,520,300, and the growth rate was 101.7 percent compared to 2016. The number of jobs created in 2017 amounted to 336,100 jobs, of which 246,100 were permanent jobs, including 101,600 in industrial sectors and 66,200 in the service sector as part of the implementation of targeted development programs. , in agriculture - 51.6 thousand, restoration of non-working enterprises, leasing or privatization of vacant state facilities - 26.8 thousand, in the field of individual entrepreneurship - 90.0 thousand [3] .

According to the forecast parameters of the balance of demand and supply in the labor market, the demand for jobs in 2018 was 1,362,500 people [3] . The number of young people, graduates of higher education institutions, academic lyceums and vocational colleges, who entered the labor market for the first time, was 484,500 people [3] . The number of unemployed people in need of employment is 851,900, of which 220,400 are laid off as a result of structural changes in the economy. At the same time, the number of persons in need of work belonging to the categories of the population in need of social protection amounted to about 26,1 thousand people [3] . Quotas of jobs for vulnerable population groups 48,600, vocational retraining of the unemployed 25,800, and employment of citizens abroad 208,400, including organized sending 52,000, as well as personal assistants and self-employment on farms reached 155,800 people [3] .

In order to ensure the well-being of the population in all regions of the republic, the program "Every family is an entrepreneur" was developed, because our people have long-standing practical experience in cultivating the land, growing products,



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20th January, 2025

national handicrafts, and doing business. The reforms were aimed at effective use of these opportunities.

Preferential loans were granted for the purpose of family entrepreneurship, development of national crafts, realization of entrepreneurial initiatives of women and young people.

Preferential loans were allocated to the population and business entities who expressed a desire to engage in certain work activities aimed at earning income and to expand the type of activity, at an annual rate of 8 percent, with a grace period of 3-6 months for a period of no more than 3 years [4] .

Loans are available for the establishment of horticulture, viticulture and lemon farming for a period of up to 3 years with a grace period of up to 7 years, for livestock (cattle, sheep, goats) for a grace period of up to 1 year with a grace period of up to 3 years in accordance with the recommendations of the assistant mayor attached to each neighborhood, district (city) to support family business - began to be given based on the conclusion of the support center with a justified and effective calculation [4] . of the Prime Minister for the consideration of Entrepreneurs' appeals were established for the purpose of comprehensive application of entrepreneurs[5] About 16.4 million of the country's population (49.4 percent of the total population) live in rural areas (2018). The country has a high birth rate (23.3 per thousand) and, accordingly, there is a surplus of labor in rural areas. People under the age of 25 make up 45.5 percent of the population, and people under the age of 30 make up more than 55 percent [6] .

Young people included in the "Youth Register" were allocated a subsidy [7] at the expense of the "Youth Register" funds in the amount of no more than 40 times the amount of the base calculation for starting entrepreneurship and purchasing equipment and labor tools necessary for self- employment ;

In order to increase the responsibility of local executive authorities and vocational training institutions in order to train the population, especially young people, 16 "Ishga Merhamat" monocenters, 30 vocational training centers and 136 neighborhood residents were established in the system of the Ministry of Employment and Labor Relations. training facilities were established [8] .



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

As a result of the innovative policy of the state policy, in 2020 [8], 136 vocational training centers of the population were operating throughout the republic. For example, 17 in Surkhandarya, 16 in Samarkand, 14 in Namangan, Kashkadarya region, 13 in Andijan region, 11 in Tashkent and Fergana regions, 10 in Khorezm region, 8 in the Republic of Karakalpakstan and Bukhara region, 6 in Navoi region, 5 in Jizzakh region. in Syrdarya region, 3 settlements operated.

In order to provide social protection of the population, especially young people, to ensure their employment, to support the "neighborhood" work system, to develop entrepreneurship even in remote areas, and to reduce poverty, starting from January 1, 2022, every town, village, farm, as well as cities, towns, villages and the post of district (city) hokim's assistant was established [9] for the development of entrepreneurship, employment and reduction of poverty in each neighborhood of the villages .

Conclusion

1. The right to improve the well-being of citizens and work for young people is constitutionally guaranteed.
2. Taking into account that 64% of the total population is young people under the age of 30, all measures have been taken to ensure the employment of young people, which is primarily to ensure the principle of rule of law in the market economy in every field, to create and improve its legal foundations, to support entrepreneurship, it was done by creating new, modern production zones, creating vacancies.

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20th January, 2025

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AN INNOVATIVE APPROACH TO YOUTH SOCIAL PROTECTION IN THE HEALTH CARE SYSTEM

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Abstract

In this article, it is stated that the innovative policy of the state in the health care of young people in over the years. Uzbekistan has shown its positive results in social life.

Keywords: Youth, law, state, illness, health care, medical service

INTRODUCTION

Maintaining the health of the population, raising a healthy young generation to a healthy adult is an urgent issue in state policy. As stated in Article 48 of the Constitution of Uzbekistan, "everyone has the right to maintain health and use qualified medical services. Citizens of the Republic of Uzbekistan have the right to receive the guaranteed volume of medical care at the expense of the state in accordance with the procedure established by law. The state takes measures to develop the health care system, its state and non-state forms, various types of medical insurance, and ensure sanitary-epidemiological peace of the population. The state creates conditions for the development of physical education and sports, the formation of a healthy lifestyle among the population [1].

MAIN PART

Ensuring the effectiveness of reforms depends on the quality of the legal framework that drives it and its effectiveness in life. As a result of the innovative policy of the state regarding the development of the healthcare system in the republic, a legal foundation was created, put into practice, and gave its positive result. It served to ensure the rights of people and citizens to receive qualified medical services based on the existing laws, to equip the health care system at the level of world requirements, with the help of modern equipment, and to prevent dangerous infectious diseases.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

The introduction of comprehensive preventive, anti-epidemic and sanitary-hygienic measures to fight against infectious diseases made it possible to fully protect against the occurrence of extremely dangerous infectious diseases (plague, cholera), poliomyelitis, diphtheria, infant tetanus, local malaria, measles and rubella. Certificates from the World Health Organization were received on the eradication of the wild strain of poliomyelitis (2002), measles and rubella (2017), and malaria (2018) [2] .

Work on expansion of medical services to the population, improvement of quality and efficiency was successfully carried out. The opening of modern perinatal centers and "Mother and Child Screening" centers in the republic helped early detection and diagnosis of pregnancy and the birth of healthy babies. The material and technical base of the centers has been updated and provided with mature personnel. Bringing foreign experience and modern methods to this field helped to use professional methods of early detection and treatment of congenital and hereditary diseases.

In 2013-2017, all "Mother and Child Screening" centers were equipped with high-resolution biochemical analyzers and modern ultrasound scanners within the framework of the State Program for Early Detection of Congenital and Hereditary Diseases in order to prevent the birth of disabled children from childhood. Republican "Mother and child screening" centers of the Ministry of Health of the Republic of Uzbekistan were equipped with high- tech analyzers - tandem mass spectrometers to diagnose a wide range of hereditary diseases in babies and young children[3].

In 2018-2022, the State program for early detection of congenital and hereditary diseases in children [3] was approved and the main priorities were determined. This program "Mother and Child Screening" helped to further strengthen the personnel potential of the centers and to improve the qualifications of specialists, to carry out examinations in the first 3 months of pregnancy, to prevent congenital and hereditary diseases that may occur in the fetus, and to make an early diagnosis. Also, a lot of attention was paid to comprehensive examination of babies, strengthening of promotion work on primary prevention of congenital and hereditary diseases, increasing the efficiency of treatment of patients suffering from hereditary diseases.

The innovative policy of the state created the need for effective use of private sector activities in the processes of reforming the health care system of the people, as well as the young generation. Together with the state healthcare system, the legal basis for the



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20th January, 2025

development of the private sector was created, the system of their state registration, rights, obligations and opportunities were defined.

Over the past period, the types of medical services provided by the private sector of health care have increased from 50 to 126 [4] .

In order to protect the health of the population, micro-firms and small enterprises were allowed to operate in remote areas and were exempted from paying taxes for ten years. "As a result, the number of private medical institutions increased by 440, and their total number was 4 thousand" [4] .

As a result of the measures taken in our country, the efficiency, quality and convenience of providing medical services to the population have been increased, the main parameters of the UN Millennium Development Goals have been achieved. During the years of independence, the achievements of our country in the field of health were positively evaluated by the international community. For example, the life expectancy of the population increased by

4.6 years — from 69.1 years in 1995 to 73.7 years in 2017. Maternal mortality decreased by 3.1 times to 21 cases per 100,000 live births, and infant mortality decreased by 3.1 times to 11.5 cases per 1000 live births. The coverage level of vaccination and preventive measures against the most common diseases in children remains firmly at 96-98 percent [5].

It should be noted that "in 2017, 1,269 specialized vehicles were purchased for the ambulance service, which made it possible to fully cover the needs of the regions for specialized vehicles, and the provision of drugs and medical supplies to the ambulance service increased by 2 times" [6] . Also, emergency medical care was provided free of charge, and a qualified medical service system was introduced on a constitutional basis.

In 2018, the Program on measures to rapidly improve the system of urgent and urgent medical care was approved. According to him, "improving the quality of emergency medical care, diagnosis and effective treatment of diseases, emergency medical care system and ambulance service, financial support of medical services and other tasks were determined.

The operation of "Call-centers" was ensured. Continuous operation of these centers on the basis of a single telephone number aimed at increasing the quality and efficiency of providing medical services to the population in all regions of the republic and for emergency calls was ensured.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

The strategic goals of introducing an innovative model of healthcare management in the Republic of Uzbekistan in order to fundamentally improve the provision of medical services to the population, increase the efficiency of the republic's healthcare management system, as well as actively attract foreign investments to the sector, introduce universally recognized international standards and innovative technologies [7] was developed. An ambulance development fund was established.

of the healthcare system in the Republic of Uzbekistan in 2019-2025 was developed in accordance with the regulatory legal documents of the Republic of Uzbekistan regulating activities in the healthcare sector, as well as international agreements in the field of public health within the framework of the regional policy of Health -2020 and Sustainable Development Goals - 2030 [8] .

The concept included approaches based on the recommendations of the World Health Organization, as well as the experience of advanced countries that have achieved great success in reforming the health care system. Concept goals: 1. To increase life expectancy by improving the prevention and treatment of diseases and conditions that lead to premature death and disability in most cases, to ensure equal access to medical care, financial protection of the population, and fair distribution of resources. It consists of strengthening the capacity of health management bodies, increasing the role and responsibility of their leaders in order to reform, fulfill the tasks of the Concept and improve the quality of medical care provided to the population of the republic [8] .

CONCLUSION

Raising a healthy young generation has been raised to the level of state policy. As a result of the state's innovative policy, the Constitution of the Republic of Uzbekistan and the legislative documents adopted on its basis served as a legal foundation for the social protection of the population, especially the youth.

In order to provide high-quality and comprehensive medical services to the population, the legal basis for the development of the private sector along with the state system was created. "Mother and child screening" center, Call centers, "Scientific-practical medical centers" etc. were established, which caused the quality of medical services to the population to rise several times to a higher level. For



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example, in 1991-2017, the total mortality rate decreased by 20%, maternal and infant mortality decreased by 3.1 times. The average life expectancy increased by 4.6 years compared to 1995 and amounted to 73.7 years.

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ВЛИЯНИЕ ГЕНДЕРНЫХ И КЛИНИЧЕСКИХ ФАКТОРОВ НА ИСХОДЫ ЛЕЧЕНИЯ ТУБЕРКУЛЁЗА: СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПЕРВИЧНЫХ И ВТОРИЧНЫХ ПАЦИЕНТОВ

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Актуальность:

важность данного исследования заключается в необходимости улучшения диагностики, своевременного начала лечения и повышения его эффективности, особенно с учётом гендерных различий. Женщины и мужчины могут по-разному проявлять симптомы и обращаться за медицинской помощью, что влияет на прогноз. Например, женщины чаще обращаются к врачам при первых симптомах, что улучшает исходы лечения. Анализ предгоспитального состояния пациентов помогает выявить барьеры на ранних стадиях и разработать более эффективные стратегии профилактики и лечения туберкулёза.

Цель исследования: оценка влияния гендера и клинических факторов, таких как первичность или вторичность заболевания, на исходы лечения туберкулёза и частоту повторных обращений, с целью выявления различий в успешности терапии и потребности в медицинском вмешательстве среди мужчин и женщин.

Материалы и методы:

настоящее исследование основано на проспективном и ретроспективном анализе медицинских карт 123 пациентов с туберкулёзом с множественной лекарственной устойчивостью, которые проходили стационарное лечение в фтизиатрических и пульмонологических центрах Бухарской и Навоийской областей Республики Узбекистан в период с 2019 по 2023 годы. Мужчины



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20th January, 2025

составили 65% (n=80) от общего числа пациентов, тогда как женщины — 35% (n=43). Для статистической обработки данных использовалась программа IBM SPSS v27, а достоверность результатов проверялась с помощью критерия хи-квадрат Пирсона.

Результаты:

результаты исследования показали, что 72,5% мужчин (n=58) и 88,4% женщин (n=38) успешно завершили лечение в амбулаторных условиях без необходимости повторной госпитализации, что указывает на более высокие показатели среди женщин. В общей выборке данный показатель составил 78% (n=96), что подтверждает высокий уровень терапевтической эффективности в исследуемой группе. Однако, повторная госпитализация среди мужчин наблюдался в 27,5% случаев (n=22), тогда как среди женщин этот показатель оказался значительно ниже — всего 11,6% (n=5). В целом, 22% пациентов (n=27) были повторно госпитализированы. При этом проведённый статистический анализ выявил значимые различия в исходах лечения между мужчинами и женщинами ($P=0.043$), а также высокую степень статистической значимости различий в общей выборке ($P=0.001$).

Кроме того, в исследовании также проанализированы показатели успешности лечения и частоты повторных обращений среди первичных (n=74) и вторичных (n=49). Успешное завершение лечения было зафиксировано у 93,2% (n=69) первичных пациентов и 55,1% (n=27) вторичных, что демонстрирует значительное преимущество первичных пациентов. Повторные обращения были зарегистрированы у 6,8% (n=5) первичных пациентов и 44,9% (n=22) вторичных. Статистический анализ показал значимые различия между этими группами ($P<0,001$), что свидетельствует о сильной взаимосвязи между категорией пациента и исходом лечения.

Заключение:

исследование продемонстрировало значимые различия в исходах лечения туберкулёза между мужчинами и женщинами, а также между первичными и вторичными пациентами. Женщины показали более высокие показатели



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20th January, 2025

успешного завершения лечения и меньшую частоту повторных госпитализаций по сравнению с мужчинами. Аналогично, первичные пациенты, проходившие лечение впервые, значительно реже сталкивались с необходимостью повторного обращения за медицинской помощью, чем пациенты, уже лечившиеся от туберкулеза ранее.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ДИНАМИКИ УРОВНЕЙ ЦИСТАТИНА С В МОЧЕ У ПАЦИЕНТОВ С ПЕРВИЧНЫМ И ВТОРИЧНЫМ ТУБЕРКУЛЁЗОМ: ГЕНДЕРНЫЕ РАЗЛИЧИЯ И ВЛИЯНИЕ СТАДИЙ ЛЕЧЕНИЯ

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Актуальность:

Определение уровня цистатина С в моче предлагается как менее инвазивный метод диагностики и прогноза для пациентов с острой почечной недостаточностью, что делает его перспективным биомаркером в данной области. Более того, в исследованиях отмечено, что такие факторы, как пожилой возраст, мужской пол, большой вес и рост, а также ряд других факторов могут влиять на уровень сывороточного цистатина С, независимо от состояния функции почек.

Цель исследования: целью исследования является анализ динамики уровней цистатина С в моче у пациентов с первичным и вторичным туберкулёзом, с учётом гендерных различий и влияния различных стадий лечения.

Материалы и методы:

данное исследование базируется на проспективном и ретроспективном анализе медицинских карт 123 пациентов с множественно-лекарственно устойчивым туберкулёзом, проходивших лечение в стационарах фтизиатрических и пульмонологических центров Бухарской и Навоийской областей Республики Узбекистан в период с 2019 по 2023 годы. Из всех пациентов 65% (n=80) составляли мужчины, и 35% (n=43) — женщины. В исследуемой группе 74 пациента (60,2%) были классифицированы как первичные, а 49 (39,8%) — как вторичные. Статистический анализ проводился



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20th January, 2025

с использованием программы IBM SPSS v27, достоверность оценивалась при помощи критерия Манна-Уитни.

Результаты:

Исследование демонстрирует динамику уровней цистатина С в моче у мужчин ($n=18$) и женщин ($n=13$) на протяжении всего лечения, начиная с исходных показателей и заканчивая 270-м днём терапии. У мужчин исходный уровень цистатина С составлял 1,70 мг/л, достигнув максимума в 11,68 мг/л на 210-й день, с последующим снижением до 8,25 мг/л на 270-й день. В свою очередь, у женщин начальные уровни были выше, составляя 2,78 мг/л, с пиком на 120-й день (8,26 мг/л) и резким снижением до 3,04 мг/л на 270-й день. Кроме того, в рамках исследования были изучены уровни цистатина С в моче у пациентов с первичным ($n=24$) и вторичным ($n=7$) туберкулёзом на разных стадиях лечения. У пациентов с первичным заболеванием исходный уровень цистатина С был 1,30 мг/л, достигнув пика в 8,03 мг/л на 120-й день, с последующим снижением до 5,64 мг/л на 180-й день и незначительным ростом до 7,51 мг/л на 210-й день. В то же время, у пациентов с вторичным туберкулёзом начальные уровни были значительно выше (5,10 мг/л), с пиком на 210-й день (12,36 мг/л). Следует отметить, что статистически значимые различия между первичными и вторичными пациентами наблюдались до начала лечения ($p=0,04$) и на 5-10 день терапии ($p=0,05$), однако к поздним стадиям лечения различия стали статистически незначимыми ($p=0,57$ на 210-й день).

Заключение:

Исследование показало, что различия в уровнях цистатина С между мужчинами и женщинами не были статистически значимыми на большинстве этапов лечения, исключая пол как значимый фактор влияния на исход. Пациенты с вторичным туберкулёзом демонстрировали более высокие уровни цистатина С на протяжении терапии. Несмотря на значительные различия между первичными и вторичными пациентами на ранних стадиях, к концу лечения уровни цистатина С увеличивались вдвое, что свидетельствует о различных долгосрочных исходах у этих групп.



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"ЎПКА ТУБЕРКУЛЁЗИДА ПРОКАЛЬЦИТОНИН ВА ИНФЕКЦИОН АСОРАТЛАРНИНГ БОҒЛИҚЛИГИ: ДЕСТРУКТИВ ВА НОДЕСТРУКТИВ ШАКЛЛАРНИНГ ТАҚҚОСИЙ ТАҲЛИЛИ"

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Долзарблиги:

Тадқиқотнинг долзарблиги шундаки, ўпка туберкулёзи, айниқса, унинг деструктив шакли билан касалланган беморларда сепсис ва оғир инфекция асоратлар хавфи юқори бўлади. Прокальцитонин яллиғланиш ва инфекция жараёнлар даражасини кўрсатувчи муҳим биомаркер ҳисобланади. Унинг қон таркибидаги юқори даражаси септик асоратлар ва инфекциянинг оғир кечишини баҳолашда катта аҳамиятга эга. Деструктив туберкулёзли беморларда прокальцитонин даражасини тез аниқлаш орқали касалликнинг оғирлигини ва асоратлар хавфини эрта аниқлаш мумкин. Бу тадқиқот клиник амалиётда беморларнинг ҳолатини аниқ баҳолаш ва ўз вақтида даво чораларини белгилаш учун муҳим аҳамиятга эга бўлиб, асоратларнинг олдини олиш имкониятини оширади.

Тадқиқот мақсади: Тадқиқотнинг мақсади деструктив ва нодеструктив ўпка туберкулёзи билан касалланган беморларда қон таркибидаги прокальцитонин даражасини таҳлил қилиш ва унинг инфекция оғирлиги ҳамда септик асоратлар хавфи билан боғлиқлигини баҳолашдан иборат.

Материаллар ва методлар:

Тадқиқотда 2022-2023 йилда Бухоро вилояти фтизиатрия ва пульмонология марказида ўпка туберкулёзи билан касалланган 72 нафар беморлар иштирок этди, улар икки гуруҳга ажратилди: деструктив ўпка туберкулёзи бўлган беморлар (n=47) ва нодеструктив ўпка туберкулёзи бўлган беморлар (n=25).



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20th January, 2025

Барча беморларда қондаги прокальцитонин миқдори ўлчаниб, биохимик анализлар стандарт лаборатория усуллари орқали амалга оширилди. Прокальцитонин даражасига асосланиб, беморлар қуйидаги тўрт гуруҳга бўлинди:

- Прокальцитонин $<0,5$ нг/мл
- Прокальцитонин $0,5-2$ нг/мл
- Прокальцитонин $2-10$ нг/мл
- Прокальцитонин >10 нг/мл

Бу таҳлиллар прокальцитонин даражасининг деструктив ва нодеструктив туберкулёзда қай даражада ўзгаришини ва инфекциянинг оғирлигини баҳолаш имконини берди.

Натижалар:

Ушбу тадқиқотда ўпка туберкулёзи билан касалланган деструктив ва нодеструктив беморларда қондаги прокальцитонин миқдори таҳлил қилинди. Прокальцитонин миқдори $<0,5$ нг/мл деструктив туберкулёзда камроқ учраган ($P = 0,001$), бу яллиғланишнинг юқори даражада эканлигини кўрсатади. Прокальцитонин миқдори $0,5-2$ нг/мл бўлган беморлар сони деструктив туберкулёзда кўпроқ, инфекциянинг фаоллиги юқори эканлигини билдирган. Прокальцитонин миқдори $2-10$ нг/мл фақат деструктив туберкулёзда кузатилган, бу септик жараёнларнинг оғирлигидан далolat беради. Прокальцитонин миқдори >10 нг/мл бўлган беморлар ҳам фақат деструктив туберкулёзда учраган, бу сепсис хавфининг жуда юқори эканлигини кўрсатади. Умумий қийматлар бўйича, деструктив туберкулёзда прокальцитонин даражаси сезиларли даражада юқори бўлган ($P = 0,001$), бу инфекциянинг оғир кечиши ва септик асоратлар эҳтимолини кўрсатади.

Хулоса:

Тадқиқотда деструктив ва нодеструктив ўпка туберкулёзи билан касалланган беморларда қон таркибидаги прокальцитонин даражаси таҳлил қилинди. Натижаларга кўра, деструктив туберкулёзли беморларда прокальцитонин даражаси юқори бўлиб, бу инфекциянинг оғир кечиши ва септик асоратлар



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20th January, 2025

хавфининг юқори эканлигини кўрсатди. Прокальцитониннинг юқори даражада бўлиши яллиғланиш жараёнларининг кучайганини ва сепсис хавфини олдиндан аниқлаш учун муҳим биомаркер эканлигини тасдиқлайди. Нодеструктив туберкулёзли беморларда прокальцитонин даражаси паст бўлиб, инфекция енгилроқ кечади ва септик асоратлар хавфи кам бўлади. Тадқиқот ушбу биомаркердан клиник амалиётда септик асоратларни олдини олиш ва вақтида аниқлаш учун фойдаланиш зарурлигини кўрсатади.

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БУХОРО ВИЛОЯТИДА ДЕСТРУКТИВ ЎПКА ТУБЕРКУЛЁЗИ ВА ЮРАК-ҚОН ТОМИР КАСАЛЛИКЛАРИ БИЛАН ДАВОЛАНАЁТГАН БЕМОРЛАРНИНГ КОАГУЛОГРАММАСИДАГИ ЎЗГАРИШЛАРИНИ БАХОЛАШ

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Долзарблиги:

Бу тадқиқотнинг долзарблиги шундаки, юрак-қон томир касалликлари ўпка туберкулёзи билан оғриган беморларда қон ивиши тизимида қандай таъсир қилишини ўрганиш муҳим клиник аҳамиятга эга. Юрак-қон томир касалликлари ва туберкулёзнинг биргаликда пайдо бўлиши, гиперкоагуляция ва тромбоземболик асоратлар хавфини оширади. Бу ҳолат қон ивиши тизимини синчиклаб кузатиш ва тўғри даво йўллари белгилаш зарурлигини кўрсатади. Тадқиқот натижалари клиник амалиётда қон ивиши параметрларини назорат қилиш орқали юрак-қон томир касалликлари ва туберкулёзли беморларда асоратларнинг олдини олишда муҳим аҳамият касб этади.

Тадқиқот мақсади: деструктив ўпка туберкулёзи ва коморбид ҳолатларда қон ивиш тизимидаги ҳолатларни баҳолаш ва даволаш тактикасини тузиш.

Материаллар ва методлар:

Тадқиқотда 2022-2023 йилда Бухоро вилояти фтизиатрия ва пульмонология марказида деструктив ўпка туберкулёзи билан даволанган 47 нафар бемор иштирок этди. Улар икки гуруҳга ажратилди: юрак-қон томир касалликлари йўқ ($n=18$) ва юрак-қон томир касалликлари бор ($n=29$) беморлар. Барча беморларда қон ивиши тизимини баҳолаш учун коагулограмма анализи ўтказилди. Қуйидаги параметрлар ўлчанди: протромбин вақти, протромбин



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индекси, МНО (халқаро меъёрий муносабат), АЧТВ (Қисман фаол тромбопластин вақти), фибриноген тайм, фибриноген даражаси, тромбин вақти (ТВ) ва д-димер даражаси.

Барча кўрсаткичлар стандарт лаборатория усуллари орқали ўлчанди. Натижалар ўртача қиймат (М) ва ўртача квадратик чегара (m) шаклида тақдим этилди. Юрак-қон томир касалликлари бўлган ва бўлмаган беморлар ўртасидаги фарқлар статистик жиҳатдан Student criterion t-тести орқали таҳлил қилинди. Р-қийматлари 0,05 дан кичик бўлган ҳолатлар статистик аҳамиятли деб ҳисобланди.

Бу методлар орқали беморларда юрак-қон томир касалликларининг қон ивиши тизимига қандай таъсир қилишини баҳолаш имкони яратилди, шунингдек, гиперкоагуляция ва тромбоэмболик асоратлар хавфи аниқланди.

Натижалар:

Тадқиқотда юрак-қон томир касалликлари билан касалланган ва касалланмаган ўпка туберкулёзи билан оғриган беморларда қон ивиши тизимидаги ўзгаришлар таҳлил қилинди. Протромбин вақти, протромбин индекси, ва МНО кўрсаткичлари сезиларли даражада ўзгармаган ($P > 0,05$), бу қон ивиши тизимидаги умумий фаолиятнинг барқарорлигини кўрсатади. Аммо, АЧТВ кўрсаткичи юрак-қон томир касалликлари бўлган беморларда сезиларли даражада узайган ($P = 0,004$), бу ички қон ивиши йўлининг бузилганлигини кўрсатади. Фибриноген даражаси юрак-қон томир касалликлари билан касалланган беморларда юқори бўлиб ($P = 0,029$), бу гиперкоагуляция ҳолатини акс эттиради. д-димер даражаси ҳам юқори бўлган ($P = 0,020$), бу тромб ҳосил бўлиши ва фибрин парчаланиши жараёнларининг фаоллигини кўрсатади. Қолган кўрсаткичлар бўйича аҳамиятли фарқлар кузатилмаган. Натижалар шуни кўрсатадики, юрак-қон томир касалликлари қон ивиши тизимига салбий таъсир кўрсатиб, тромбоэмболик асоратлар хавфини оширади.



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20th January, 2025

Хулоса:

Тадқиқот натижалари юрак-қон томир касалликлари бўлган деструктив ўпка туберкулёзи билан касалланган беморларда қон ивиши тизимида айрим ўзгаришлар кузатилаётганини кўрсатади. АЧТВнинг узайиши, фибриноген даражасининг ошиши ва д-димернинг кўпайиши гиперкоагуляция ҳолатини ва тромб ҳосил бўлишига мойилликни кўрсатади.

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**УМУМИЙ ЎРТА ТАЪЛИМ ТАШКИЛОТЛАРИ БОШҚАРУВ
ФАОЛИЯТИ САМАРАДОРЛИГИГА ТАЪСИР ЭТУВЧИ ОМИЛЛАР**

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Namangan davlat universiteti mustaqil tadqiqotchisi.

Annotatsiya:

Umumiy oʻrta taʼlim tashkilotlari boshqaruv faoliyatining samaradorligiga taʼsir etuvchi omillar taʼlim tizimining rivojlanishi uchun muhim ahamiyatga ega. Ushbu maqolada umumiy oʻrta taʼlim tashkilotlarida boshqaruv samaradorligini oshirishga taʼsir koʻrsatadigan ichki va tashqi omillar tahlil qilinadi. Taʼlim muassasalarining resurslardan samarali foydalanishi, rahbarlarning boshqaruv uslublari, pedagogik kadrlarga qoʻyiladigan talablar va jamiyatning taʼlim tizimiga boʻlgan munosabati kabi omillar alohida eʼtiborga olinadi. Shuningdek, boshqaruv jarayonlarida innovatsion texnologiyalar va metodlarning qoʻllanilishi, boshqaruv strukturasi va meʼyoriy-huquqiy asoslarning ahamiyati oʻrganiladi. Maqolada taʼlim tashkilotlari boshqaruvining samaradorligini oshirish uchun zarur boʻlgan shart-sharoitlar va yechimlar taklif etiladi.

Kalit soʻzlar: Umumiy oʻrta taʼlim, boshqaruv faoliyati, samaradorlik, boshqaruv uslubi, strategik reja, funksional strategiya, boshqaruv tizimi, tashqi omillar, ichki omillar.

**"ФАКТОРЫ, ВЛИЯЮЩИЕ НА ЭФФЕКТИВНОСТЬ УПРАВЛЕНИЯ
ДЕЯТЕЛЬНОСТЬЮ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ ОБЩЕГО
СРЕДНЕГО ОБРАЗОВАНИЯ**

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Аннотация:

Факторы, влияющие на эффективность управленческой деятельности образовательных учреждений общего среднего образования, имеют значительное значение для развития системы образования. В статье



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20th January, 2025

анализируются внутренние и внешние факторы, которые влияют на повышение эффективности управления в образовательных учреждениях общего среднего образования. Особое внимание уделяется таким факторам, как эффективное использование ресурсов образовательными учреждениями, стили руководства, требования к педагогическим кадрам и отношение общества к системе образования. Также рассматривается применение инновационных технологий и методов в управленческих процессах, важность управленческих структур и нормативно-правовых основ. В статье предлагаются необходимые условия и решения для повышения эффективности управления образовательными учреждениями.

Ключевые слова: Общее среднее образование, управленческая деятельность, эффективность, стиль управления, стратегический план, функциональная стратегия, управленческая система, внешние факторы, внутренние факторы.

FACTORS INFLUENCING THE EFFECTIVENESS OF MANAGEMENT ACTIVITIES IN GENERAL SECONDARY EDUCATION INSTITUTIONS

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Annotation:

The factors influencing the effectiveness of management activities in general secondary education institutions are of significant importance for the development of the education system. This article analyzes the internal and external factors that affect the improvement of management effectiveness in general secondary education institutions. Factors such as the efficient use of resources in educational institutions, leadership styles, requirements for pedagogical staff, and society's attitude toward the education system are specifically addressed. Additionally, the application of innovative technologies and methods in management processes, the structure of management, and the importance of legal and regulatory frameworks are examined. The article offers suggestions on the necessary conditions and solutions for improving the effectiveness of management in educational institutions.

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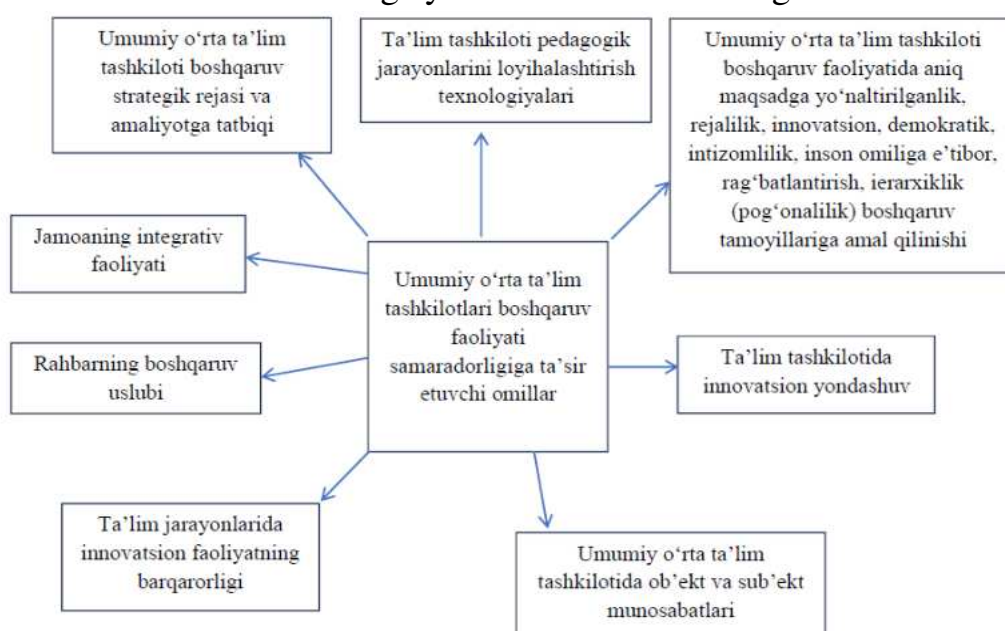
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20th January, 2025

Keywords: General secondary education, management activities, effectiveness, leadership style, strategic planning, functional strategy, management system, external factors, internal factors.

Umumiy o'rta ta'lim tashkilotlari boshqaruv samaradorligiga erishish uchun tashkilot rahbarlari tashkilotning asosiy maqsadlari yo'nalishida strategik rejalashtirish sirlarini, boshqaruv usullari, metodlari xamda tamoyillari, innovatsion texnologiyalarni bilishi va bular asosida jamoaning integrativ faoliyatiga murakkab pedagogik tizim sifatida yondashuvlarga yo'naltirilgan innovatsion faoliyatni tashkil etishning zarurligini inobatga olgan holda maktab direktori boshqaruv faoliyati samaradorligiga ta'sir etuvchi omillar sifatida quyidagilarni ajratib ko'rsatish mumkin.

Umumiy o'rta ta'lim tashkiloti rahbarlarining boshqaruv faoliyati samaradorligiga ta'sir etuvchi omillar maktab boshqaruvini ichki va tashqi o'zgarishlarga moslashtirish, rahbarlik uslublaridan korporativ foydalanish, ta'lim menejmenti tamoyillarini o'zlashtirish va qo'llash, boshqaruvni maktabning faoliyatini rivojlantirish va takomillashtirishga yo'naltirish asosida belgilashni ko'rsatadi.



1.3- Umumiy o'rta ta'lim tashkilotlari boshqaruv faoliyati samaradorligiga ta'sir etuvchi omillar



International Conference on Modern Science and Scientific Studies

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20th January, 2025

“Strategik reja — bu umumiy o‘rta ta’lim tashkilotida ta’lim tizimini rivojlantirish, ta’lim-tarbiya jarayonida ko‘zlangan maqsadlarga erishish - raqobatbardosh bitiruvchilar tayyorlash yo‘nalishida uzoq (besh, o‘n yil va undan ko‘proq muddatlarni o‘z ichiga oladi) muddatlarga mo‘ljallangan vazifalarni o‘z ichiga olgan dastur (istiqbol reja) bo‘lib, u ta’lim muassasasining xamda raxbar-xodimlarning yillik va joriy rejalari uchun asos sifatida xizmat qiladi” [b-71].

“Strategik reja - tashkilot missiyasini va rivojlanish yo‘nalishini, strategiyani, uzoq va qisqa muddatli maqsadlarni aks ettiradi” [2.93-b].

Strategik reja - bu umumiy o‘rta ta’lim tashkilotining raqobatbardoshligini oshirish va uzoq muddatli maqsadlari, vazifalari va ularga erishish strategiyasini belgilaydigan reja. Strategik rejada ma’muriyat va xodimlar, hokimiyat va jamoatchilik uchun kelajakni ko‘rishni hisobga olgan holda tezkor qarorlar qabul qilishda yo‘l-yo‘riq ko‘rsatadigan g‘oyalar mavjud. Strategik reja boshqa turdagi rejalarni bekor qilmaydi yoki almashtirmaydi, u faqat ta’lim tashkiloti uchun eng muhim, ustuvor yo‘nalishlarda rivojlanishni belgilaydi.

Strategiyani rejani ishlab chiqishda quyidagilarni hisobga oling:

- Ta’lim tizimi, umumiy o‘rta ta’lim tashkiloti faoliyatining barcha sohalarini qamrab olish;
- Tashqi sharoitlar bilan muvofiqlik;
- Resurs imkoniyatlariga muvofiqligi;
- Ta’lim tizimini, umumiy o‘rta ta’lim tashkilotini rivojlantirishning uzoq muddatli yo‘nalishlari bilan aloqa qilish;
- Umumiy o‘rta ta’lim tashkiloti tomonidan qabul qilingan maqsad va vazifalarda ustuvorliklarni hisobga olish;

“Strategik rajalashtirish - bu umumiy o‘rta ta’lim tashkilotining maqsadlaridan kelib chiqib amalga oshirish zarur bo‘lgan vazifalarni belgilash, mazkur vazifalarni amalga oshirish uchun boshqaruv funksiyalari, metodlari xamda maqsadlarini aniqlash va amalga oshirish yuzasidan strategik rejalar ishlab chiqish jarayoni bo‘lib, bunda maqsad va vazifalarning ilmiy asoslanganligi, belgilangan muddatlarning aniqligi va ob‘ektivligi, ijrochilarning bilimi va kasb maxorati, tashqi muhit ta’siri, fan-texnika va texnologiyalarning rivojlanishi, tashkilot imkoniyatlari, shuningdek,



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20th January, 2025

boshqaruv strategiyasi, ya'ni strategiyani amalga oshirishni boshqarish yo'nalishlari o'rganilib taxlil qilinadi" [3.b-72].

Boshqaruv strategiyasi ko'zlangan maqsadlarga erishishda umumiy o'rta ta'lim tashkiloti faoliyatini takomillashtirish, pedagogik xodimlar faoliyatini muvofiqlashtirish, strategik reja asosida faoliyatni tashkil etish va boshqarish yo'nalishida asosan boshqaruvning ikki xil turini nazarda tutadi: strategik boshqaruv, kon'yunkturaviy boshqaruv. Amaliy faoliyatda u yoki bu boshqaruv yo'nalishining ustunligi tashkiliy tizimning yangilik darajasi ko'rsatkichlari bilan belgilanadi.

"Strategik boshqaruv - bu umumiy o'rta ta'lim tashkilotining strategik maqsadi yo'nalishida muassasa imkoniyatlarini pedagogik hodimlarning umumiy manfaatlari bilan muvofiqlashtirishni nazarda tutuvchi uzoq muddatga tuzilgan dastur, reja va loyihalar asosida boshqarishdir. Strategik boshqaruv odatda, mazkur tizimni boshqaruv madaniyatining yuqori darajasini belgilovchi keng innovatsion dasturlarni amalga oshirish imkoniyatini yaratadi" [4.b-73].

Umumiy o'rta ta'lim tashkiloti faoliyatini rivojlantirish va takomillashtirib borishda, eng avvalo, ko'zlangan maqsadlarga erishishda faoliyatning strategik rejasini tuzish va mazkur reja asosida umumiy o'rta ta'lim tashkilotining istiqbol maqsadi va imkoniyatlarini xodimlar manfaati bilan uyg'unlashtirishni xamda ta'lim tashkilotining faoliyatini zamonaviy o'zgarishlarga moslashtirib borish, ta'lim innovatsiyalarini joriy etishni nazarda tutuvchi uzoq muddatli boshqaruv usullarini boshqaruv jarayoniga tatbiq etish zarur. Bu o'z navbatida istiqbolni tadqiq qilish va maqsadlarga erishishda, rivojlanishga ta'sir etuvchi omillarni oldindan taxlil qilishda zaruriy bilim, rivojlantiruvchi bunyodkor g'oyalar va ularni amalga oshirish san'ati zaruriyatini belgilaydi.

Umumiy o'rta ta'lim tashkilotlarida innovatsion boshqaruv jarayonida tashkilotning istiqbol maqsadi va imkoniyatini pedagog xodimlarning manfaatlari bilan uyg'unlashtiruvchi uzoq muddatli boshqaruv usullari -strategik boshqaruvning amaliyotga qo'llanishi ta'lim samaradorligini oshirishda muhim ahamiyat kasb etadi.

Boshqaruv jarayonini takomillashtirish xamda umumiy o'rta ta'lim tashkiloti oldidagi vazifalarni zamonaviy talablar darajasida bajarishda maxsus,



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20th January, 2025

funksional, mujassamlashtirilgan va diversifikatsiyalashgan strategiyalarni qo'llash orqali ta'lim samaradorligini oshirish mumkin.

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**SOME ANATOMO-PHYSIOLOGICAL INDICATIONS IN ALLOXAN
DIABETES IN RATS WITH DIFFERENT PHENOTYPES REGARDING
THE ACTIVITY OF THE LIVER MONOOXYGENASE SYSTEM.**

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Abstract:

The aim of the work was to evaluate the features of some physiological indicators of rats with different phenotypes by the activity of the liver monooxygenase system. The experiments were conducted on 100 white male rats. They were divided into fast, medium and slow metabolizers based on nembutal sleep and food and water consumption, as well as diuresis, were studied. The results showed that the distribution in the general population of fast, intermediate and slow metabolizers was in the ratio of 1:1.5:2.5, and that the absolute weight of fast metabolizer rats was lower than that of intermediate and slow metabolizers, and the absolute water consumption and diuresis were higher.

Keywords: Nembutal sleep, fast metabolizers, intermediate metabolizers, slow metabolizers, weight, food intake, water intake, diuresis.

Abstract.

It is known that the activity of the detoxification function of the liver is individual, which is a consequence of the individuality of the functional activity of the microsomal monooxygenase system in the endoplasmic reticulum of hepatocytes. The cytochrome R-450-dependent microsomal monooxygenase system not only metabolizes xenobiotics, but also changes a number of endobiotics that appear in the body during metabolism. Usually, the activity of metabolic processes is reflected in physiological reactions, and this state determines the individual metabolic status of the organism. It is on this basis that the state of some physiological indicators of the body, depending on the functional activity of the detoxification function of the liver, is also of interest.



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The Purpose of the Study.

Evaluation of peculiarities of some anatomo-physiological parameters in alloxan-induced diabetes in rats with different phenotypes according to liver detoxification functional activity.

Materials and Methods.

The experiments were conducted on a total of 110 white male rats. To phenotyping the experimental animals based on the activity of the liver monooxygenase enzyme system, Nembutal was administered to the animals in a dose of 40 mg/kg intraperitoneally. The time (in minutes) between falling into a drug-induced sleep and waking up from sleep and standing on all fours under the influence of Nembutal was calculated. The total population of rats was divided into 3 groups according to the activity of the liver detoxification function - fast, intermediate and slow metabolizers using the Nembutal sleep test. The day before modeling diabetes mellitus, the animals were given a 4% ascorbic acid solution instead of water. This protects them from death when primary hyperglycemia occurs in them and reduces the mortality of the animals [6]. To model experimental alloxan-induced diabetes, rats were injected intraperitoneally with 150 mg/kg of alloxan monohydrate (Sigma, USA) in 0.4 ml of citrate buffer. Anatomical and physiological parameters were studied before alloxan administration (control) and on days 7, 14, and 21 after administration (experiment).

To determine the food intake of the experimental animals, each rat was kept in a separate cage, and the amount of food and water given to it was measured on a CAS SWN portion scale (USA) before and 24 hours after the rat was placed in the cage. The difference between the weights of food and water was calculated per 100 g of rat weight, and the rat's food and water consumption for 1 hour was calculated. The results were expressed in $\text{mg}\cdot\text{s}/100\text{ g}$ and $\mu\text{l}\cdot\text{s}/100\text{ g}$. To measure diuresis in rats, a volume of water (in ml) equal to 2% of their body weight was introduced into their stomachs using a probe. Then they were kept separately in metabolic cages consisting of a poly metal mesh and a conical bottom for 4 hours, urine was collected in glass containers, and then its amount was measured. The results were calculated per 100 g of rat weight and expressed in $\text{ml}\cdot 4\text{ s}/100\text{ g}$.

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20th January, 2025

Research Results.

The results of the study showed that the duration of Nembutal sleep in the total population of rats taken for the experiment was equal to 216.36 ± 16.67 minutes. The duration of sleep varied from 76 to 418 minutes. The analysis of the results made it possible to divide the general population into 3 groups: fast metabolizers (sleep duration - 76-98 min., average - 91.11 ± 2.35 min.), medium metabolizers (sleep duration - 110-150 min., average - 130.29 ± 3.80 min.) and slow metabolizers (sleep duration - 183-418 min., average - 313.54 ± 15.10 min.). The differences between the separated groups were statistically reliable ($R < 0.001$). In this case, the indicators of fast, medium and slow metabolizing animals were higher than the initial indicators by 83.5, 58.4 and 46.4%, respectively. Feed consumption increased on the remaining days of the experiment. For example, on day 14 of alloxan diabetes, fast, intermediate, and slow metabolizing animals had 115.6, 78.7, and 58.6% of baseline, respectively, and on day 21, 157.7, 107.0, and 76.0, respectively. % was higher.

Some anatomical and physiological indicators in the development of alloxan-induced diabetes in rats with different metabolic functions of the liver

Show-children	Phenotype	Periods of experience			
		initial	Day 7	Day 14	Day 21
Weight, g	Fast	217 ± 7.98	203.4 ± 6.48	$186.8 \pm 5.89^*$	$169.65 \pm 6.55^*$
	Medium	221.7 ± 12.35	213.14 ± 11.59	200.14 ± 10.88	$184.14 \pm 10.01^*$
	Sequin	232.2 ± 9.36	222.38 ± 8.72	213.5 ± 8.39	$200.7 \pm 7.89^*$
Food consumption, mg*s/100 g	Fast	331.09 ± 21.84	$607.54 \pm 42.80^*$	$713.9 \pm 49.66^*$	$853.13 \pm 76.74^*$
	Medium	336.97 ± 20.55	$533.71 \pm 37.77^*$	$602.27 \pm 42.73^*$	$697.48 \pm 49.50^*$
	Sequin	332.75 ± 20.06	$487.29 \pm 31.47^*$	$527.61 \pm 34.23^*$	$585.58 \pm 37.96^*$
Water consumption, mkl*s/100 g	Fast	454.10 ± 51.34	$804.96 \pm 78.30^*$	$950.76 \pm 91.05^*$	$1163.15 \pm 141.44^*$
	Medium	438.62 ± 42.25	$703.33 \pm 69.57^*$	$797.9 \pm 79.21^*$	$926.69 \pm 91.90^*$
	Sequin	438.64 ± 42.23	$646.55 \pm 58.14^*$	$702.93 \pm 63.34^*$	$783.14 \pm 70.57^*$
Diuresis, ml*4 s/100 g	Fast	1.28 ± 0.17	$2.62 \pm 0.39^*$	$3.09 \pm 0.46^*$	$3.80 \pm 0.72^*$
	Medium	1.20 ± 0.09	$2.25 \pm 0.18^*$	$2.56 \pm 0.20^*$	$2.97 \pm 0.23^*$
	Sequin	1.21 ± 0.09	$2.02 \pm 0.15^*$	$2.19 \pm 0.16^*$	$2.45 \pm 0.18^*$

Note: * - $R < 0.05$ relative to baseline.



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20th January, 2025

Conclusion.

The obtained results showed that weight loss, food and water consumption and diuresis parameters were significantly higher in fast metabolizing rats under conditions of alloxan diabetes compared to medium and slow metabolizing rats. The differences identified are statistically reliable, which indicates that the rate of development of diabetes depends to some extent on the functional-metabolic state of the body, including the initial metabolic state of the liver.

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20th January, 2025

A MECHANISM OF USING STANDARD ENGLISH LANGUAGE UNITS IN ANDRAGOGIC APPROACHES

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Abstract

This article discusses the main task of androgogy, and mechanism of using standard english language units in pedagogical sphere. Pedagogical technologies and their role in modern educational system. A primary theory of androgogy, the reading endeavor—learning as a genuine value—the tasks of androgogy and its influence on the teaching and learning process.

Keywords: androgogy, language units, teaching methods, modern education.

In the innovative information environment, the conformity of a person's daily lifestyle to the standards of society is the basis for the development of a healthy idea and worldview in them. Taking into account all the changes taking place in the life of society, we would like to emphasize the importance of the modern educational process, which helps adults master the essence of social life through education. From the history of the development of this pedagogical andragogy, adult education and the theoretical practice of andragogy, adult education in the continuing education system, androgogic foundations of professional development of the individual, the uniqueness of the education of the elderly population in need of social protection, the education of the elderly disabled Language, distance education technologies in adult education, public universities, women's education, technological forms of adult education, education of older readers, educational tourism are the main content of the manual. It provides them with knowledge and advanced skills in the theory and practice of andragogy.



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20th January, 2025

Within the framework of issues to be implemented in the process of mastering, the scientific foundations of andragogy, pedagogical andragogy, i.e., the need-to-know adult education, the acquisition of adult education skills, the skills to freely use adult education in the continuous education system should take over. Andragogy - professional development, possibilities of distance education in adult education, national universities, women's education, forms and technologies of adult education, education of older readers, educational tourism, acquisition of pedagogical andragogy in the organization of the pedagogical process is important. The role of andragogy in the continuing education system and the theoretical and methodological bases of activity, the principles, methods and tools of teaching and educating a person throughout his life andragogy - developing the life of adults, adapting to the social environment and with education It is important that enrichment science was created and that it was needed. The concept of "Andragogy" as a scientific term was introduced into the science in 1833 by the German pedagogue-historian A. Kapp. Andragogics consists of the following sections on various fields. The methodology of teaching English was formed in the 60s of the 20th century, and in Uzbekistan since 1975. The emergence of many methods and methods in the world theory and practice of English language teaching leads to the need to differentiate them according to the most important components and features. In general, the methods used in the 20th century may differ or correspond: in terms of general pedagogical and specific methodological goals and principles of teaching; the ratio of mother tongue and foreign languages and the role of grammar in learning; on the organization of language and speech material of a foreign language; about the organization of activities and the role of teachers and students in the educational process; on the use of different mental states of students.

Based on the characteristics of teaching English, modern teaching technologies can be divided into the following groups: 1) dialog-based interactive technologies: Case study, Brainstorming, Boomerang, etc.; 2) programmed technologies: diagnostic, prognostic; 3) digital teaching technologies: Webquest, Streaming, Scamper; 4) game-based learning technologies: Gamification, Brain-Ring, Barrel puzzles, etc.



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20th January, 2025

We categorize the methods considered as a technology component for developing students' ability to use standard language units and popular expressions in the English language into the following groups:

- 1) translation methods (grammatical translation and lexical translation);
- 2) direct and natural methods and their modifications;
- 3) mixed methods and methods;
- 4) conscious-comparative and conscious-practical methods;
- 5) the modern method of education is defined as a communicative systematic-active method of teaching foreign languages.

Knowing the methodology of teaching foreign languages helps the teacher to freely choose teaching methods and methods, to combine them in his work, to consciously and creatively use different teaching methods.

At the beginning of the 21st century, the following are the main features of using English language teaching methods:

- 1) presence or absence of mother tongue in teaching English; typical names of methods of this group: direct, transfer, mixed;
- 2) the ratio of English language practice and language theory: typical names of methods: practical, conscious practical, conscious comparative (here the study of grammar and theory in general plays a big role);
- 3) using or not using special mental states of students learning English (the effect of self-training, etc.); typical method names: alternative (or intensive, suggestion, etc.) and traditional (usual). In addition to these features, foreign language teaching systems (methods) differ from general methods of organizing the entire educational process, in which the teacher's control activity (supervised education is another oriented education) or, accordingly students' own activities (independent study of foreign languages).

In didactic manuals, the method is defined as follows: "The method is the art of the teacher to correctly direct the opinions of students and organize work based on a planned plan". Some scientists (R. Gairns, V.I. Zagvyazinsky, E.V. Kamarova, R.R. Shafigulina, S.M. Yerdanov and others) consider the method to be the main tool of pedagogical activity. With its help, an educational product is produced, and interaction between the teacher and students is realized. In other words, the teaching



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20th January, 2025

method organically organizes the educational work of the teacher (teacher) and educational and cognitive activities in the interaction of students (teacher), as well as their education. Includes specific features of work to achieve developmental and educational goals. The goals of education. The main thing in these definitions is that, firstly, it is an activity that consists in educating a person and solving educational problems, and secondly, it is always a joint activity of a teacher and a student. It follows that the basis of the concept of "educational method" is the activity of subjects of the educational process.

In recent years, organization of activities and system of passing universally recognized tests on the results of studies in English has been recognized as an urgent task in our republic. Therefore, the Department of Foreign Language Knowledge and Acquisition Level Assessment was established as part of the Agency for the Evaluation of Knowledge and Skills under the Ministry of Higher Education, Science and Innovation. The need to develop and implement a national test system for assessing the level of knowledge of foreign languages in accordance with the requirements of internationally recognized standards was determined.

In particular, the use of modern teaching methods, interactive methods, and innovative technologies in the educational process ensures that students acquire knowledge and advanced skills. Interactivity (English interaction - mutual, "act" - to act) - means to act mutually.

With the help of interactive methods and tasks that make up the components of modern technology, the teacher will achieve the training goals and will be able to develop students' skills in using standard English language units and popular expressions. Such a process of pedagogical cooperation has its own characteristics, namely: forcing the student not to be indifferent during the training, to think independently, to create and search; ensuring continuity of students' interest in science during the educational process; strengthening of students' interest in science by independently approaching each issue creatively; permanent organization of activities in cooperation between pedagogues and students in language acquisition, etc.

Thus, while studying the improvement of English language teaching methodology as a socio-pedagogical phenomenon, the advanced ideas of the world countries,



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20th January, 2025

educational and educational theories, the rich practice of training specialists, modern techniques are used in the development of the higher education system. and the use of technology and taking into account national characteristics, adapting them to local conditions, developing new ones on this basis and using them on a large scale is considered as the main factor.

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**TECHNOLOGICAL PROCESSES FOR OBTAINING CELLULOSE, THE
MAIN STABILIZING REAGENT IN THE DEVELOPMENT OF NEW
FRACTIONS OF DRILLING MIXTURES FOR THE OIL AND GAS
INDUSTRY BASED ON LOCAL RAW MATERIALS**

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Abstract:

In recent years, as a result of the implementation of complex measures to develop the textile and sewing-knitting industry in our country, to support the investment and export activities of industry enterprises, 45 percent of the cotton fiber and yarn produced in the republic is recycled. is being developed, and the annual export potential of the sector has exceeded 3.2 billion dollars. Developments on the basis of scientific research, such as the use of modern methods of obtaining cellulose and composite products based on it from the fiber waste of cotton gins, textile and other industrial factories, were analyzed.

Keywords: hydroxide, temperature, solution, cellulose, component, macromolecules, boiling, process, purification, reaction, boiling, autoclave, component, complex, cotton fiber.

Introduction

Cellulose is separated from natural raw material containing cellulose using dissolving reagent for additives other than cellulose. The method of extracting cellulose from the raw material depends on the composition and structure of the plant raw material. soft method when producing cellulose from cotton fibre. Cotton fiber with a 1.4-2.8% solution of sodium hedroxide (NaON) 3-9 atm is boiled for 2-5 hours under pressure and bleached in the presence of an oxidizing agent [1].

Small polysaccharides, wax and oil are included in the solution. In complex processing of wood raw materials of cellulose from wood raw materials (39-48% s.,



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20th January, 2025

4-9% hexosane, 9-19% pentosan, 19-28% lignin, 1-4% resin, because their composition has a complex morphological structure) the method of sulfite or sulfate boiling. The sulfite method is used in the manufacture of high-quality paper and cardboard, the sulfate method is used in the manufacture of folding cardboard paper [2].

Cellulose density is 1.52-1.54 g/cm³, it is a white fibrous material. Cellulose polyhydric alcohol. Since the cellulose macromolecule is a hydroxyl group in an elemental unit, it enters into a reaction with bases and alkali metals. When cellulose is exposed to a concentrated alkaline solution, physicochemical processes, that is, cellulose, are distinguished in addition to chemical reactions. It is used in the textile industry to produce artificial fiber and cellulose ethers by reacting cellulose with a concentrated NaOH solution. The synthesis of copolymers plays an important role in the production of cellulosic materials with new valuable technical characteristics. Since cellulose contains a hydroxyl group, ethers and esters can be obtained from them. Cellulose compounds are used in various industries as fibers, films, varnishes and electrical insulation coatings, in the oil and textile industries as suspension stabilizers and thickeners to acquire valuable properties [3].

Sugarcane is one of Latin America's major crops. In particular, when processing 10 million tons of sugar cane, the waste amounts to 3 million tons and is contained in the form of fat-free feed - bagasse (bagasse). The high humidity of the resulting bagasse (about 40-50%) does not allow it to be used as fuel. Therefore, an indefinite period is saved before it is used. At this time, the sugar residues decompose, and the vineyard dries. Bagasse in a new form can be used as livestock feed, and in dry form - as fuel or potential fertilizers, in a number of countries it is processed and technical ethanol is obtained. Traditional methods of producing fibrous materials for these countries are less environmentally applied. The technology for producing cellulose materials from annual plants is the most optimal for delignification of bagasse [4]. Production of industrial pulp by the acid-organosolvent method from bagasse brought from the island of Cuba. According to the results of chemical analysis of the studied plant raw materials, it is known that bagasse is characterized by a low cellulose content (which is probably due to its partial decay during transportation and storage), a high lignin content and semi-deserts. A characteristic feature of the Bagasse chemical



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20th January, 2025

composition, in comparison with the deciduous tree, is a very high amount of easily hydrolyzed semi-saccharides. It is somewhat unclear whether sugar cane fibers are not ordinary cellulose, but lignocellulose (except for wet composition).

It is known to contain cellulose, hemicellulose and lignin. In particular, bagasse consists of 43.8% cellulose, 28.6% hemicellulose, 23.5% lignin, 1.3% ash and 2.8% other components. Cellulose (class alpha cellulose) is a linear beta-D hemispheres of glucopyranose bonds linked to 14 glycosidic bonds.

Hemicellulose (class beta cellulose and gamma cellulose) is a semisaccharide with a variable composition, containing both five and six units of monosaccharides. The combination of cellulose and hemicellulose is holocellulose. Lignin is a nonnegar polymer of phenylpropane joints. According to various authors, there is little difference in the level of polymerization. Polymer and others have reported that the polymerization level (DP) of natural cellulose is 7000-15000 [4].

Raw materials for the production of cellulose esters. As raw material for production of sodium carboxymethylcellulose by solid-phase method suitability of linseed fibre and linseed material is assessed at various technological stages of production. Studies of chemical processing of cotton fiber waste were carried out. The work was carried out on the basis of cotton wax, large mixed garbage and short wax. Processing of cotton gin waste into pulp, which is a chemical, textile raw material, further increasing the productivity of cotton gins and improving their environmental impact, the production of pulp prevailed over all technologies, while sheet and coniferous raw materials obtained from trees differ from bisulfide, sulfate and sulfide, obtained by cellulose mechanical and physicochemical properties. In addition, it is envisaged to synthesize cellulose obtained from cotton fiber waste into various types.

The simplicity of the technology and the modes required in it make it easy to control with high accuracy, that is, to obtain cellulose and cellulose ethers [5].

Conclusion:

The most contaminated raw materials are waste from cotton gins. There is not enough cellulose in the raw materials, the raw materials are measured by the share of various additional contaminants. In addition to cleaning contaminants from the



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20th January, 2025

content of raw materials, it involves enrichment processes to increase cellulose yield. On the basis of the mechanical cleaning process, the fiber is cleaned from waste, then the boiling process is carried out in sodium hydroxide solutions. In the process of cooking, the influence of indicators was studied in parallel.

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BO‘LAJAK TARBIYACHILARNING SHAXSINI SHAKLLANTIRISHDA REFLEKSIV QOBILYATNING O‘RNI

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Yangi asr nodavlat universiteti “Maktab va maktabgacha ta’lim”

kafedrası o‘qituvchisi

Annotatsiya:

Ushbu maqolada bo‘lajak tarbiyachilarning shaxsini shakllantirishda refleksiv qobiliyatning o‘rni va raqamli texnologiyalarning ahamiyati yoritilgan.

Kalit so‘zlar: pedagog, ta’lim, refleksiya, bola, ustoz, mahorat, texnologiya, individuallik, model, kommunikativ, o‘z o‘zini anglash, shaxs, muloqot, o‘zini rivojlantirish.

Аннотация:

В данной статье описывается роль рефлексивной способности и значение цифровых технологий в формировании личности будущих учителей.

Ключевые слова: педагог, образование, рефлексия, ребенок, педагог, умение, технология, индивидуальность, модель, коммуникативность, самосознание, личность, общение, саморазвитие.

Abstract:

This article describes the role of reflexive ability and the importance of digital technologies in the formation of the personality of future teachers. **Keywords:** pedagogue, education, reflection, child, teacher, skill, technology, individuality, model, communicative, self-awareness, personality, communication, self-development.

Hozirgi kunda jahon ta’lim tizimi rivojlantirish orqali o‘quv jarayonlarining samaradorligini oshirishga katta e’tibor qaratilmoqda. Barchamizga ma’lumki, kelajagimiz poydevori bilim dargohlarida yaratiladi, boshqacha aytganda,



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20th January, 2025

xalqimizning ertangi kuni qanday bo'lishi farzandlarimizning bugun qanday ta'lim-tarbiya olishiga bog'liq. Buning uchun har qaysi ota-ona, ustoz va murabbiy har bir bola timsolida avvalo shaxsni ko'rishi zarur. Ana shu oddiy talabdan kelib chiqqan holda, farzandlarimizni mustaqil va keng fikrlash qobiliyatiga ega bo'lgan, ongli yashaydigan komil insonlar etib voyaga yetkazish – ta'lim-tarbiya sohasida fidokorona mehnat qilayotgan o'qituvchilarning va pedagog xodimlarning asosiy maqsadi va vazifasi bo'lishi kerak.

Bu ulkan javobgarlik hissi o'qituvchilarda pedagogik mahorat qirralarining turli jarayonlarini hozirgi zamon talablari darajasida takomillashtirishni talab etadi va bu albatta bo'lajak tarbiyachilarni ham o'z nazaridan chetda qoldirmaydi. So'nggi yillarda pedagog va psixolog olimlar o'qituvchilarning pedagogik faoliyatida fikrlash hamda analitik qobiliyatlarni rivojlantirish muhim ahamiyat kasb etishini ta'kidlamodalar. Bu qobiliyatlar asosini esa, o'qituvchining kasbiy refleksiya tashkil etadi. Refleksiya - «har tomonlama barkamol rivojlangan insonning o'z xatti - harakatlari va ularning qonuniyatlarni anglashga qaratilgan nazariy faoliyat shaklidir; inson ma'naviy dunyosining o'ziga xos yashirin hislatlarini ochib beradigan o'z-o'zini bilishga va anglashga qaratilgan faoliyatdir». Bu jarayonlarni bo'lajak tarbiyachilarda ham shakllantirish juda muhim ahamiyat kasb etadi.

Pedagoglarning refleksiv individualligi modelini yaratishni hozirgi kunda ko'plab olimlar taklif qilmoqdalar. Ma'lum pedagogik - psixologik sharoitlarda bo'lajak tarbiyachining shaxsiy kasbiy o'z - o'zini o'rganishini talqin qilishi boshlang'ich nazariy asos va jadval vazifasini o'taydi. Bo'lajak tarbiyachining professional refleksiyasini oliy ta'lim muassasalari ta'lim-tarbiya jarayonini individualizatsiyalashtirish asosida rivojlantirish mumkin. Kommunikativ va shaxsiy refleksiyani o'rgangan V.A-Krivosheevning ta'kidlashicha, o'qituvchi o'z faoliyatida pedagogik mahoratni o'zlashtirgani sari hamkasblari va o'quvchilar u haqida nima o'ylashlarini ancha yaxshi tushuna boshlaydi, chuqur o'zlashtirilgan bilim va pedagogik mahorat tufayli o'qituvchi o'z-o'zini baholashga kirishadi va bu jarayonda o'z o'zini anglab yetadi.

Turli fanlarni o'rganishga qaratilgan tadqiqotlarni tahlil qilish mulohaza yuritish jihatlari, ularda o'z o'zini shakllantirilganlarini ko'rsatadi aks ettirishning ta'riflari amalda juda kichik emas bir-biriga teng, lekin ba'zida bir-biriga zid keladi, chunki



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ular turli xil uslubiy yo‘nalishlardan kelib chiqadi (B.G. Ananyev, P.P. Blonskiy, L.S. Vygotskiy, S.J. Rubinshteyn, A.N. Leontyev va boshqalar) Mualliflar birinchi navbatda psixologik bilimlarning nazariy darajasi inson psixikasini tashkil etish va rivojlantirishning tushuntirish tamoyillari haqida mulohaza yuritishgan va eng avvalo, uning eng yuqori shakli - o‘z-o‘zini anglash deb hisoblashgan. Hozirgi vaqtda “aks ettirish” tushunchasi tushuntirish sifatida ishlatiladigan turli xil hodisalar va faktlar psixologik mazmunni ochib berish printsipli eksperimental tadqiqotlardan olingan.

Psixologik o‘rganishning o‘ziga xos mavzulari: fikrlash, xotira, shaxs ongi, muloqot va boshqalar B.V. Zeigarnik shizofreniyadagi motivatsion fikrlash buzilishlarini tushuntirish, ushbu patologiya rivojlanishida vositachilik va o‘z-o‘zini tartibga solish, “o‘z-o‘zini anglash” bilan bog‘liq inson o‘z qadr-qimmatini aks ettirish imkoniyati bilan buzilishlarning ahamiyatini qayd etadi. Muloqotni harakatlanuvchi, rivojlanayotgan tizim sifatida tavsiflovchi B.F. Lomovning ta’kidlashicha, uning muhim jihatlari empatiya va fikrlashdir. Turli xillarga nisbatan aks ettirishning integrativ funktsiyasi psixologik mavzular va amaliyot sohalarini ta’kidlaydi A.M. Matyushkinning fikricha : fikrlashni o‘rganish - muloqot, o‘yin, o‘rganish, shaxsning kasbiy faoliyatining tuzilishi va shakllanish shartlarini o‘rganish barcha hayotiy vaziyatlarga kiritilgan fikrlash, ya’ni o‘z-o‘zini tartibga solishning reflektiv mexanizmlariga ruxsat beradi.

Reflektiv qobiliyatlar - bu, asosan, o‘z-o‘zini rivojlantirish, o‘z-o‘zini tuzatish, ta’sir qilish uchun sharoitlarni ta’minlash umuman shaxsning rivojlanishi va uning dunyo bilan munosabatlari haqidagi fikrlarini shakllanishidir.

Shunday qilib, aks ettirishning o‘ziga xosligi birinchi navbatda - bu o‘zingizga tashqi tomondan qarashning bir usuli ya’ni o‘zini tashqi tomondan kuzatib, anglab yetishi hisoblanadi. Bunday o‘z-o‘zini kuzatish modellari juda boshqacha bo‘lishi mumkin, masalan, siz o‘zingizning fikringizni o‘zingizga qaratishingiz mumkin va o‘zingizni ob’ekt sifatida kuzatishga harakat qilinadi. Bunday aks ettirish introspektsiyaga yaqin bo‘lib, ba’zan noto‘g‘ri bo‘ladi aks ettirishning o‘ziga xos xususiyatlarini tushunishga yoki undan farqlashga harakat qiladi. Mulohaza o‘z-o‘zini anglashning bir usuli bo‘lishi mumkin.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

Foydalanilgan adabiyotlar ro'yxati

1. 2019 yil 11 iyundagi 487-sonli "Maktabgacha ta'lim tizimiga ilg'or axborot va pedagogika texnologiyalarini joriy etish chora-tadbirlari to'g'risida" gi qarori
2. 2019-yil 8-maydagi PQ-4312-sonli "O'zbekiston Respublikasi maktabgacha ta'lim tizimini 2030 yilgacha rivojlantirish kontseptsiyasini tasdiqlash to'g'risida"gi qarori,
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- 6.TA'LIMDA REFLEKSIYANING NAMOYON BO'LISH SHARTLARI VA UNING SHAKLLANISH BOSQICHLARI Shaxnoza Donayeva, Sh.Nurillayeva
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International Conference on Modern Science and Scientific Studies

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20th January, 2025

WAYS OF USING INFORMATION TECHNOLOGIES IN IMPROVING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES

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Abstract:

Currently, the role of information technologies in the educational process is increasing. These technologies are especially important in improving communicative competence in English classes. Information technologies provide an opportunity to make the language learning process of students more interesting, effective and interactive. This article provides information on how information technology can be used to improve communicative competence in English classes.

Keywords: education, interactive platforms, communication, social networks, skills, assessment, competence, English language.

Interactive learning platforms allow students to interact. Students have the opportunity to exchange ideas and discuss with each other through online forums, social networks and chat rooms. This process helps students express themselves freely and develops their communication skills. Students can gain more experience in expressing their ideas in writing, listening to and evaluating the ideas of other students. Also, such platforms provide students with opportunities for interaction and teamwork, which further increases their communicative competence. Multimedia materials make the process of learning English more interesting and effective. Video lessons, audio materials and interactive presentations give students the opportunity to put the language into practice. Students can learn about different topics, discuss their content and express their opinions through video materials. With the help of video and audio materials, students have the opportunity to gain a deeper understanding of the language by hearing different accents and pronunciations. This



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

process develops students' listening and comprehension skills and increases their communicative competence in English. Online writing platforms play an important role in developing students' written communication. Students have the opportunity to express themselves, improve their writing style, and exchange ideas with others through blogs, articles, or online journals. This process improves students' written communication skills and helps them learn grammar and style. Students will have the opportunity to further their knowledge by sharing, analyzing and reflecting on their written work. Through written work, students can develop their ability to organize their thoughts, make arguments, and think logically. The use of games and gamification elements makes the process of learning English more interesting and effective. Through games created with the help of information technology, students can strengthen their knowledge by completing interesting and challenging tasks in the process of language learning. Through games, students have the opportunity to compete with each other, work together and communicate.[1]

This process increases students' motivation and develops communication skills. With the help of games, students can learn language rules, memorize new words and develop communication skills. Through games, students feel comfortable and the learning process becomes more interesting.[2]

Distance learning platforms allow students to choose their own time and place. This increases their ability to learn independently and improves the process of self-education. In distance learning, students can choose materials according to their interests, which increases their motivation. Students will have the opportunity to participate in classes remotely, communicate with teachers and exchange ideas. This process helps students develop self-assessment skills. Through distance learning, students can further expand their knowledge and learn independently. With the help of information technologies, opportunities to evaluate and compare students' knowledge are created. Through online tests and assessment systems, students can determine their level of knowledge and know their strengths and weaknesses. This process develops students' ability to self-evaluate and encourages them to work on themselves. Students will have the opportunity to further strengthen their knowledge by viewing and analyzing their results. This process allows students to learn and develop their knowledge more deeply.[3]



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

With the help of information technology, opportunities are created for students to learn about the culture and traditions of the English language. Through online resources, articles and videos, students can learn how to use the language in different cultural contexts. This will help them to understand the language more deeply. Students have the opportunity to explore cultural contexts while learning the language through literature, films and other cultural materials written in English. The process of studying culture helps students to understand the language more deeply and increases their communicative competence. The role of teachers is also important. Teachers should use information technology to make lessons more interesting and interactive. They need to show students how to use new technologies and motivate them. By using information technology in their lessons, teachers can increase students' interests and help them develop their communicative competence in English. Teachers can further expand the knowledge of students by using modern technology in planning their lessons. Cooperation and teamwork are important in improving students' communicative competence. With the help of information technology, students can work together on projects, help each other and learn together. [4]

This process improves their communication skills and develops team spirit. Students can strengthen their relationships by listening to each other's ideas, sharing and developing new ideas together. Through teamwork, students have the opportunity to share experiences, share ideas and learn from each other. In the process of using information technology, it is important to use resources that are constantly updated. Teachers and students should familiarize themselves with new materials, methodologies and technologies. This helps to update students' knowledge and keep them up to date. Students need to constantly access new resources to update and expand their knowledge. Teachers can use information technology to increase students' interests and help them develop their communicative competence in English.[5]

Conclusion:

The use of information technologies in improving students' communicative competence in English language classes provides many opportunities. Factors such



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

as interactive platforms, multimedia resources, online writing opportunities, games and gamification, distance learning, assessment systems, cultural learning and the role of teachers make students' language learning process more effective and interesting. All of them are important in the development of students' communicative competence and are an integral part of the modern educational process. By interacting, sharing ideas and applying their knowledge in practice, students succeed in learning English. The use of information technologies in the development of students' communicative competence not only increases their language skills, but also enhances their self-development and independent learning abilities. Students will have the opportunity to expand, update and strengthen their knowledge through the use of information technology. This will be an important foundation for their future success.

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RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR HAQIDA

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Anatatsiya:

RRS – bu maxsus ehtiyojli bolalar va kattalar uchun tashkil etilgan Respublika Reabilitatsiya Markazining qisqartmasi. Ushbu markazning asosiy maqsadi nogironligi bo‘lgan shaxslarning sog‘lig‘ini tiklash, ijtimoiy hayotga integratsiyasini ta‘minlash va ularga sifatli reabilitatsiya xizmatlarini ko‘rsatishdir. Bu uchta dahshatli harf ruhiy rivojlanishni vaqticha orqada qolishidan boshqa narsa emas. Juda yoqimli eshitilmaydi, shunday emasmi? Afsuski, bugungi kunda bunday tashxisni ko‘pincha bolaning tibbiy daftarida topish mumkin. Avvalo, ruhiy rivojlanish faqat kechikish ekanligini unutmang. Magistr al yo‘lda tirbandlikda turib, siz tez orada oldinga borishingizni aniq bilasiz.

Kalit so‘zlar: Tafakkur, aqli zaiflik, bilish, ruhiy rivojlanish sustlashgan, xarakter, nogironlik, psixolog, ta‘lim, maxsus ehtiyojli bolalar, sog‘liq, sezgi, intellektual, talaffuz, muvoffaqiyat, jarohlik, qo‘llab quvatlash.

Аннотация:

РРЦ — это аббревиатура Республиканского реабилитационного центра, который создан для детей и взрослых с особыми потребностями. Основная цель деятельности центра — восстановление здоровья людей с ограниченными возможностями, обеспечение их интеграции в общество, предоставление им качественных реабилитационных услуг. Эти три ужасных письма — не более чем временная задержка в духовном развитии. Звучит не очень приятно, не правда ли? К сожалению, сегодня такой диагноз можно часто встретить в медицинской карте ребенка. Прежде всего, помните, что



International Conference on Modern Science and Scientific Studies

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20th January, 2025

психическое развитие — это всего лишь задержка. Стоя в пробке на шоссе, вы точно знаете, что скоро окажетесь впереди.

Ключевые слова: Мышление, умственная отсталость, познание, умственная отсталость, характер, инвалидность, психолог, образование, дети с особыми потребностями, здоровье, интуиция, интеллектуал, произношение, успех, травма, поддержка.

Annotation:

RRS is the abbreviation of the Republican Rehabilitation Center for children and adults with special needs. The main goal of this center is to restore the health of people with disabilities, ensure their integration into social life and provide them with quality rehabilitation services. These three terrible letters are nothing more than a delay in mental development. It doesn't sound very pleasant, does it? Unfortunately, today such a diagnosis can often be found in a child's medical record. First of all, do not forget that mental development is just a delay. Standing in traffic jams on the highway, you know for sure that you will soon move forward.

Keywords: Thinking, mental retardation, cognition, mental retardation, character, disability, psychologist, education, children with special needs, health, intuition, intellectual, pronunciation, success, trauma, support.

Ruhiiy rivojlanishi sustlashishi: "Ruhiiy rivojlanishi sustlash" atamasi 1959 yilda Grunya Efimovna Suxareva tomonidan taklif qilingan.

RRS - qabul qilingan yosh me'yorlariga nisbatan aqliy rivojlanishining normal tezligining sekinlashishi.

RRS faqat maktabgacha (3 yoshdan boshlab) va boshlang'ich sinf yoshida qo'yiladi.

RRS faoliyati quyidagilarni o'z ichiga oladi: 1. Tibbiy reabilitatsiya

- Jismoniy davolash, fizioterapiya, massaj, refleksoterapiya va boshqa tibbiy xizmatlarni taqdim etadi.
- Jarrohlikdan keyingi tiklanish jarayonlarini nazorat qilish.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

2. Psixologik rehabilitatsiya:

Psixologik maslahatlar berish;

Stressni boshqarish va ruhiy salomatlikni tiklash uchun maxsus mashg'ulotlar o'tkazadi.

3. Ijtimoiy moslashuv; Nogironligi bo'lgan shaxslarning jamiyatga moslashuvini yaxshilash.

- Ish topishda ko'maklashish va yangi ko'nikmalar o'rgatish.

4. Ta'lim va kasbiy rehabilitatsiya

- O'quv dasturlarini amalga oshirish.

- Nogironligi bo'lgan shaxslarning bilimlarini oshirish uchun kasbiy kurslar tashkil etish.

RRS sabablari va oqibatlar: Tabbiy-biologik, bosh miyada ozgina shikastlanish kuzatilishi, genetika, jarahatlar, Markaziy asab tizimining funktsional qo'zg'alish jarayonlarining zaifligi.

Emotsional-irodaviy tartibga solishning shakllanish tezligini buzish.

Yig'loqilik, sekin hakatlanish

Kam ish sustligi, tez charchash, xotira pastligi, diqqati tarqoq, nutqning kechikishi

Ijtimoiy-psixologik

Xotira, e'tibor, fikrlash jarayonlari va nutqning zaifligi bilan bog'liq buzilishlar

Aqliy jarayonlarning sekin almashinuvi

Tizimli ishlay olmaslik Tizimli ishlay olmaslik

Tez-tez o'zgarib turadigan his-tuyg'ularning aniq namoyon bo'lishi bilan kayfiyatning beqarorligi.

RRS ning ahamiyati: Markaz insonlar uchun nafaqat sog'liqni tiklash, balki ularning mustaqil hayot kechirishiga zamin yaratadi. Markazdagi xizmatlar individual yondashuv asosida ko'rsatiladi, ya'ni har bir bemor uchun alohida rehabilitatsiya rejasi tuziladi.

Ijtimoiy Moslashuv (Adaptatsiya): Ijtimoiy moslashuv nogironligi yoki sog'liq bilan bog'liq muammolar tufayli jamiyatdan ajralgan shaxslarni qayta jamoaga



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

qo'shilishiga yordam beradi. Bu jarayon insonlarni mustaqil hayotga qaytarish va ularga yangi ko'nikmalarni o'rgatishni maqsad qiladi.

Asosiy maqsadlar:Jamiyatga moslashish

Bemorlarning ijtimoiy muhitga qayta qo'shilishiga yordam berish. Bu ularning oila, do'stlar va ish muhiti bilan munosabatlarini yaxshilashga qaratilgan. Ijtimoiy faoliyatni tiklash. Bemorlarning jamiyatdagi faol ishtirokini ta'minlash uchun ularni qo'llab-quvvatlash. Masalan, tadbirlarda qatnashish, sport bilan shug'ullanish. Kommunikatsion ko'nikmalarni rivojlantirish. Muloqot qilishda qiynalayotgan insonlarga o'z fikrlarini ifodalash va boshqalar bilan til topishishni o'rgatish. Nogironlar uchun ish imkoniyatlari yaratish. Ish topish uchun maxsus treninglar va kasbiy ko'nikmalarni rivojlantirishga yordam beradi. Jarayonlar: Psixologlar va ijtimoiy xodimlar yordamida har bir bemor uchun individual dastur ishlab chiqiladi. Maxsus treninglar va guruh mashg'ulotlari orqali ijtimoiy ko'nikmalarni yaxshilash. Jamiyatga moslashishni osonlashtirish uchun oilalar bilan birgalikda ishlash.

RRS barcha bolalarga xos bo'lgan tipik xususiyatlar: Ko'pincha tengdoshlari bilan ziddiyatga tushadi, kattalar talablarini sezmaydi va bajarmaydi; impulsivlik, tashvish, tajovuzkorlik; o'zining maqsadli faoliyatini tashkil etishda qiynaladi. Kattalardan kelgan ma'lumot sekin idrok etadi va sekin qayta ishlaydi. Og'zaki-mantiqiy fikrlash kam rivojlangan. Samaradorlikning past darajasi, ish hajmi va tezligi, charchoq, diqqat beqarorlik, chalg'itish, ob'ektga diqqatni jamlashning etishmasligi bilan tavsiflanadi. Bilish jarayonlari darajasining pasayishi. Og'zaki nutqda buzilishlar mavjud.

RRS bolalar psixikasining xususiyatlari: RRS bolalarning barchasida maktabga tayyorlik shakllanmagan. RRS bolalar aqliy qobiliyatning pasayishi bilan ajralib turadi. RRS bolalarda e'tiborning pasayishi kuzatiladi. Fazoviy tasavvur yetarlicha shakllanmagan. Xotira past. Ayniqsa, fikrlash jarayonlarining ishtirokini talab qiladigan turlar (yodlash) ta'sir qiladi.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

Ruxiy rivojlanishi sustlashgan bolalar aqliy darajasi jixatidan asosan ikki guruxga bo'linadi: 1. Yengil nuqsoni bor bolalar –bular maxsus sharoitda 1-3 yil talim – tarbiya olganlaridan keyin o'qishni ommaviy maktabning tegishli sinfda davom ettirishi mumkin. 2. Ruxiy rivojlanishida sezilarli darajada orqada qolgan bolalar – bular maktabni bitirguniga qadar maxsus sharoitda o'qitilishi kerak. Bunday bolalar maktab dasturini sog'lom tengdoshlari qatorida o'zlashtira olmaydi.

Ruxan sust rivojlanganlikni klinik-psixologik jixatidan quyidagi turlarga bo'linadi: 1) konsitutsional shakli; 2) somatogen shakli; 3) psixogen shakli; 4) Serebral shakli.

Ruxan sust rivojlanganlikning konstitutsional shakli: Bolaning gavda tuzilishi sog'lom tengdoshlarinikiga nisbatan 1-2 yosh kichik ko'rinadi, talim olish uchun xali “yetilmagan” bo'ladi. Rivojlanishdagi bu kamchilikka bola onasining xomiladorligi davrida qalqonsimon bezlari faoliyatining buzilganligi, yurak – tomir kasalliklari sabab bo'lishi mumkin.

Somatogen shakli: Ilk yoshda har xil surunkali kasalliklar bilan tez – tez kasallanib turishi natijasida bola yaxshi o'sib – unmay qolishi mumkin. Bolada surunkali infeksiyalar, allergik xolat, tug'ma parok va shu kabi kasalliklar ayniqsa tez uchrab turadi.

RSR ning psixogen shakli: 1. Bola tarbiyasi bilan mutlaqo shug'ullanmaslik, uni butunlay o'z xoliga tashlab qo'yish . 2. Bolani har tomonlama erkalatish, yetarli mustaqqil faoliyatga o'rgatmaslik, tashabbuskorlik, ma'suliyat xissini shakllantirmaslik, bolani “oila erkasi” qilib o'stirish. 3. Bolaga nisbatan qo'pol munosabatda bo'lish, jismoniy jazolash, qattiqqo'llik qilish, ota – onalarning alkogolizmga aloqador tajavvuzkorona munosabatlari sabab bo'ladi.

Ruxiy rivojlanishi suslashganlikning serebral shakli: miya shikastlanishlarilari, meningit, miningoinsifalit, gidrotsefaliya va boshqa kasalliklar natijasi.

Bolani individual qo'llab-quvvatlash: Individual yordam - bu bolaga, uning ota-onasiga, o'qituvchilariga uning rivojlanishidagi muammolarni aniqlashda, ularning



International Conference on Modern Science and Scientific Studies

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20th January, 2025

samarali echimini topishda har tomonlama yordam ko'rsatishga qaratilgan maqsadlar, vaqt, vazifalar va barcha mutaxassislarning kelishilgan harakatlari nuqtai nazaridan o'zaro bog'liq bo'lgan tizim. moyilliklarni, bolaning qobiliyatlarini har tomonlama rivojlantirish. O'qituvchi-psixolog, o'qituvchi-logoped tomonidan olib boriladi.

Tuzatish va rivojlantirish ishlari: RRS bolalarni psixologik tuzatishning asosiy maqsadi ularning aqliy jarayonlarini rag'batlantirish va bilish faoliyat uchun ijobiy motivatsiyani shakllantirish orqali ularning intellektual faoliyatini optimallashtirishdir. Bilish jarayonlarni rivojlantirish uchun RRS bolalar bilan psixokorreksion mashg'ulotlar ham individual, ham guruhda o'tkazilishi mumkin. Muhimi, tarbiyachi, nutq terapevti, o'qituvchi-psixolog va boshqa mutaxassislar tomonidan bolaga qo'yiladigan talablarning birligi.

Tuzatish-pedagogik ish yo'nalishi:sen sorli ta'lim va diqqatni rivojlantirish; fikrlashni shakllantirish;elementar miqdoriy tasvirlarni shakllantirish;atrof- muhit bilan tanishish;nutqni rivojlantirish va muloqot qobiliyatlarini shakllantirish; savodxonlikni o'rgatish (qo'l motorli ko'nikmalarini rivojlantirish va qo'lni yozishga tayyorlash, boshlang'ich savodxonlikni o'rgatish).Tuzatish ishlarida asosiy o'rin qo'l faoliyatining barcha shakllariga beriladi.

Etutish muhim: Yordam faqat bola o'z-o'zidan vazifani bajara olmagan taqdirdagina kiritiladi. Shu bilan birga, yordamning o'z me'yori va u minimaldan maksimalgacha printsipga muvofiq taqdim etiladi. Bunday tashkilotning maqsadi bolaga topshiriqni bajarishga yordam berish, uning bu yordamga qanchalik sezgirligini, uni qabul qiladimi yoki yo'qligini aniqlashdir.

Xulosa:

Ruhiiy rivojlanishi sust bo'lgan bolalar odatda atrof-muhitni tushunishda, fikrlashda yoki kommunikatsiyada sekinroq bo'lishadi, ammo ular ham o'z imkoniyatlariga ko'ra rivojlanishga qodir. Bu yerda ota-ona o'rni, o'qituvchini va jamiyatning o'rni juda ham katta. Eng asosiysi, bu bolalar ham jamiyatning bir qismi va ular ham o'z



International Conference on Modern Science and Scientific Studies

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20th January, 2025

salohiyatlarini rivojlantirishi uchun imkoniyatga ega bo'lishi kerak. To'g'ri yondashuv orqali ijobiy natijalarga erishish mumkin.

FOYDALANILGAN ADABIYOTLAR:

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OLIGOFRENOPELAGOGIKA

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Annatatsiya:

Ushbu maqolada Oligofrenopedagogika xaqidagi barcha sizga kerakli bo'lgan ma'lumotlar bor bulardan, bu yo'nalishda faoliyat yurutgan olimlar, ularni Oligofrenopedagogika qo'shgan xissalari xaqida ham ma'lumotlar bor. Shu jumladan Oligofrenopedagog qanday bo'ladi, bolalarga qanday yordam berishi ham ko'rsatilgan.

Kalit so'zlar: Oligofrenopedagogika, Bolalar, Pegagoglarni tayyorlash, Ixtisoslashtirilgan makatablar, Logopedlar, Uy ta'limi, Aqliy zaiflik darajalari, Yordam berish, Qo'llab quvvatlash, Oilaviy yordam, Moliyaviy yordamlar.

Аннотация:

В этой статье собрана вся необходимая информация об олигофренопедагогике, включая информацию об ученых, работавших в этом направлении, и их вкладе в олигофренопедагогику. Включая Также показано, что такое олигофренопедагог и как он помогает детям.

Abstract:

This article contains all the necessary information about oligophrenopedagogy, including information about scientists who worked in this direction and their contribution to oligophrenopedagogy. Including It also shows what an oligophrenopedagist is and how he helps children.

Ключевые слова:Олигофренопедагогика, Дети, Подготовка педагогов, Специализированные школы, Логопеды, Домашнее обучение, Уровни



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20th January, 2025

умственной отсталости, Помощь, Поддержка, Поддержка семьи, Финансовая помощь.

Key words: Oligophrenopedagogy, Children, Teacher training, Specialized schools, Speech Pathologists, Homeschooling, Levels of Mental Retardation, Help, Support, Family Support, Financial Assistance.

Oligofrenopedagogika ilmiy yo‘nalish sifatida XIX asr oxiri va XX asr boshlarida shakllangan. Uning kelib chiqishi defektologiya sohasining rivojlanishi bilan bog‘liq bo‘lib, aqliy rivojlanishida nuqsonlari bo‘lgan bolalarni o‘qitish va tarbiyalashga qaratilgan dastlabki izlanishlar bu yo‘nalishga asos bo‘lgan.

Oligofrenopedagogikaning rivojlanishiga hissa qo‘shgan olimlar:

1. Jan-Mars-Gaspard Itard (1774–1838)

Itard o‘zining "yovvoyi bola" (Victor de l'Aveyron) bilan ishlagan tajribalari orqali maxsus pedagogik yondashuvlarni asoslab berdi. Bu usullar aqliy rivojlanishida nuqsonlari bo‘lgan bolalar bilan ishlash uchun muhim asos yaratdi.

2. Edvard Seguin (1812–1880)

Seguin maxsus pedagogikaning nazariy asoslarini ishlab chiqdi va aqliy zaif bolalar uchun maxsus o‘qitish metodikasini ishlab chiqqan birinchi mutaxassis bo‘ldi. U bolalarning aqliy va jismoniy imkoniyatlarini rivojlantirish usullarini tavsiya qilgan.

3. Lev Semyonovich Vygotskiy (1896–1934)

Vygotskiy defektologiyaning ilmiy asoslarini ishlab chiqdi va "Proksimal rivojlanish zonasi" nazariyasini ilgari surdi. Bu nazariya maxsus ehtiyojli bolalar bilan ishlashda muhim ahamiyatga ega.

4. Maria Montessori (1870–1952)

Montessori o‘zining pedagogik tizimida aqliy zaif bolalarni rivojlantirishga qaratilgan maxsus metodlarni ishlab chiqdi. Uning usullari hali ham keng qo‘llanilmoqda.

5. Petr Yefimovich Levina

U defektologiya maktabini tashkil etgan va aqliy rivojlanishida nuqsonlari bo‘lgan bolalarning o‘qitish va tarbiyalash tizimini chuqur o‘rgangan.



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20th January, 2025

Oligofrenopedagogika keyinchalik ilmiy-amaliy yo‘nalish sifatida rivojlanib, aqliy zaif bolalarning o‘ziga xos ehtiyojlarini qondirishga qaratilgan maxsus ta‘lim tizimining ajralmas qismiga aylandi.

Oligofrenopedagogika – bu maxsus pedagogikaning bir yo‘nalishi bo‘lib, aqliy rivojlanishida nuqsonlari bo‘lgan bolalarni o‘qitish va tarbiyalash masalalari bilan shug‘ullanadi. Bu fanning asosiy maqsadi aqliy zaif bolalarga individual yondashuv asosida bilim, ko‘nikma va malakalarni shakllantirish, ularni jamiyatga moslashtirishdir. Oligofrenopedagogika asosiy vazifalari: Aqliy zaiflik darajasini aniqlash va shunga muvofiq pedagogik yondashuvni tanlash. O‘quv jarayonini bolalarning imkoniyatlariga moslashtirish. Ijtimoiy moslashuvni rivojlantirishga ko‘maklashish. Bolalarning o‘ziga ishonchini oshirish va mustaqil hayotga tayyorlash. Oligofrenopedagogning roli: Aqliy rivojlanishida muammolari bo‘lgan bolalarga ta‘lim berish. Ularning emotsional va ijtimoiy ko‘nikmalarini rivojlantirish. Oilalar bilan yaqin hamkorlik qilish va ularga bolalarni tarbiyalashda yordam berish. Bu sohada Sechenov, Vygotskiy, Defektologiya maktablari asoschisi Levina kabi olimlarning hissalari katta. Oligofrenopedagogika alohida yondashuv va sabr talab qiladigan fan hisoblanadi.

Oligofrenopedagoglar – bu aqliy rivojlanishida nuqsonlari bo‘lgan bolalar bilan ishlashga ixtisoslashgan mutaxassislardir. Ular maxsus pedagogik ta‘lim olgan bo‘lib, bolalarni o‘qitish, tarbiyalash va ijtimoiy moslashuviga yordam berish bilan shug‘ullanadilar.

Oligofrenopedagoglarning vazifalari: Aqliy zaif bolalarning imkoniyatlarini aniqlash va rivojlantirish. Individual va guruh ta‘lim dasturlarini ishlab chiqish. Bolalarning ijtimoiy ko‘nikmalarini rivojlantirish va ularni mustaqil hayotga tayyorlash. Bolalar bilan psixologik va pedagogik mashg‘ulotlar o‘tkazish. Oilalarga maslahat berish va bolalar tarbiyasida yordam ko‘rsatish. Oligofrenopedagog qanday bo‘lishi kerak: Sabrli va mehribon: Bolalarning holatiga tushunish bilan yondashadi. Kuchli psixologik tayyorgarlikka ega: Bolalar bilan samarali ishlash uchun ularning ehtiyojlarini chuqur tushunadi. Ijodiy va moslashuvchan: Har bir bolaning individual xususiyatlariga mos yondashadi. Kommunikativ ko‘nikmalariga ega: Bolalar va ularning oilalari bilan samarali muloqot qilishni biladi. Oligofrenopedagoglar



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20th January, 2025

maxsus maktablar, reabilitatsiya markazlari va maxsus ehtiyojli bolalar bilan ishlaydigan boshqa tashkilotlarda faoliyat yuritadilar.

Aqli zaif bolalar darajalari xalqaro tasniflarga va psixologik-pedagogik tahlillarga ko'ra, odatda uch asosiy darajaga bo'linadi.

Bu tasnif aqliy rivojlanish nuqsonlarining og'irlik darajasiga qarab belgilanadi.

Yengil daraja (debillik)Xususiyatlari: Bolalar oddiy vazifalarni bajarishga qodir, lekin murakkab tahliliy va mantiqiy jarayonlar ularga qiyin bo'ladi. Ular o'qish, yozish va oddiy hisoblashni o'rganishlari mumkin. Lekin diqqat, xotira va fikrlash qobiliyatlari cheklangan.Moslashuv: To'g'ri pedagogik yordam orqali ular mustaqil hayotga qisman tayyorlanishi mumkin.

O'rtacha daraja (imbetsillik)Xususiyatlari: O'quv jarayonlari juda cheklangan. Bolalar oddiy kundalik faoliyatni bajarishi, yaqin atrofini tushunishi, lekin murakkab vazifalarni o'rganishi qiyin bo'ladi.Moslashuv: Ular maxsus dastur asosida o'qitilib, hayotiy asosiy ko'nikmalarga ega bo'lishi mumkin, lekin mustaqillik cheklangan.

Og'ir daraja (idiotlik)Xususiyatlari: Aqliy rivojlanish nihoyatda sust bo'ladi. Bunday bolalar gapirishni to'liq o'rganmasligi yoki murakkab gaplarni tushunmasligi mumkin. Xotira va diqqat sezilarli darajada cheklangan.Moslashuv: Ular doimiy parvarish va nazoratga muhtoj bo'ladi. Hayotning faqat asosiy ehtiyojlarini qondirishni o'rganishi mumkin.Ta'lim va yordam:Har bir daraja uchun maxsus ta'lim dasturlari va usullar qo'llaniladi.Pedagoglar, psixologlar va defektologlarning hamkorligi bolalarning rivojlanishida katta ahamiyatga ega.Inklusiv ta'lim imkoniyatlari yengil darajadagi bolalar uchun kengroq qo'llaniladi.Bu tasnif bolalar bilan ishlashda individual yondashuvni belgilashga yordam beradi.

Hozirgi kunda oligofrenopedagogika zamonaviy ta'lim va maxsus pedagogikaning muhim yo'nalishi bo'lib, aqliy rivojlanishida nuqsonlari bo'lgan shaxslarni o'qitish, tarbiyalash va ijtimoiy moslashuviga qaratilgan. Ushbu yo'nalishda yangi texnologiyalar, metodikalar va ilmiy yondashuvlar keng qo'llanilmoqda.



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20th January, 2025

Hozirgi zamon oligofrenopedagogikasining asosiy yo‘nalishlari:

1. Inklusiv ta'lim:Maxsus ehtiyojli bolalarni umumiy ta'lim muassasalariga integratsiya qilish.Ularni sog‘lom tengdoshlari bilan birgalikda o‘qitish va jamiyatda to‘laqonli ishtirokini ta'minlash.

2. Individuallashtirilgan ta'lim dasturlari:Har bir bolaning ehtiyojlari, imkoniyatlari va qobiliyatlariga mos dasturlar ishlab chiqish.Ta'lim jarayonini moslashtirish va maxsus yondashuvlar qo‘llash.

3. Reabilitatsiya va ijtimoiy moslashuv:Maxsus markazlar va reabilitatsiya muassasalari orqali bolalarning ijtimoiy hayotga moslashuvini ta'minlash.Mustaqil hayotga tayyorlash va mehnat ko‘nikmalarini rivojlantirish.

4. Zamonaviy texnologiyalarni qo‘llash:Ta'limda multimediya vositalaridan foydalanish.Maxsus ehtiyojli bolalar uchun mobil ilovalar va texnologik vositalar yaratish.

5. Oilaviy hamkorlik:Ota-onalar bilan yaqin aloqada ishlash.Bolalar rivojlanishida oilaviy qo‘llab-quvvatlashning ahamiyatini kuchaytirish.Oligofrenopedagogikaning muammolari:Inklusiv ta'limni barcha maktablarda yo‘lga qo‘yishdagi qiyinchiliklar.Yetarlicha malakali mutaxassislarning yetishmasligi.Bolalar va ularning oilalari uchun psixologik yordam va resurslarning cheklanganligi.Hozirda oligofrenopedagogika nafaqat aqliy zaif bolalarning ta'limi va rivojlanishini ta'minlash, balki ularni jamiyatda to‘liq integratsiya qilishga xizmat qiluvchi muhim soha bo‘lib qolmoqda.

Oligofrenopedagogika – bu maxsus pedagogikaning bir yo‘nalishi bo‘lib, aqliy rivojlanishida nuqsonlari bo‘lgan bolalarni o‘qitish, tarbiyalash va ijtimoiy moslashtirish bilan shug‘ullanadi.

Asosiy maqsadlari: Aqliy zaif bolalarning bilim va ko‘nikmalarini rivojlantirish.Ularni jamiyatda mustaqil hayotga tayyorlash.Inklusiv ta'lim orqali teng imkoniyatlar yaratish.Vazifalari:Bolalarning ehtiyojlariga mos individual ta'lim dasturlarini ishlab chiqish.Ijtimoiy moslashuv va mustaqillikni rivojlantirish.

Zamonaviy yo‘nalishlari:

Inklusiv ta'lim tizimi.

Texnologiyalar va innovatsion usullarni qo‘llash.

Oilalar bilan hamkorlikni kuchaytirish.



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20th January, 2025

Oligofrenopedagogika aqliy zaif bolalarning jamiyatda o'z o'rnini topishiga ko'maklashuvchi muhim sohaga aylangan.

Xulosa:

Oligofrenopedagogika – bu maxsus pedagogikaning muhim yo'nalishi bo'lib, aqliy rivojlanishida nuqsonlari bo'lgan bolalarni o'qitish, tarbiyalash va ijtimoiy moslashtirishni maqsad qilgan. Hozirgi kunda bu soha nafaqat bolalarning ta'lim va tarbiyasiga, balki ularning jamiyatda to'laqonli ishtirokini ta'minlashga qaratilgan innovatsion metodlarni joriy etmoqda. Inklusiv ta'lim tizimi, rehabilitatsiya dasturlari va zamonaviy texnologiyalarning qo'llanilishi bu sohaning rivojlanishini ta'minlab, bolalar va ularning oilalariga samarali yordam ko'rsatmoqda.

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4. Elektron resusrlar.



LOGOPEDIYA FANI MAQSADI, METODI VA TAMOYILLARI

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Annotatsiya:

Ushbu maqolada logopediya fani maqsadi, metodi va tamoyillari yoritilgan. Logopediya nutqni buzulishlarini aniqlash, tahlil qilish va tuzatish bo'yicha ilmiy-amaliy yo'nalishlardir. Faoliyat orqali yondashuv tamoyillari. Bolani dinamikida o'rganish va rivojlanish tamoyillari. Maqolada kuzatish, eksperiment, diagnostika va analitik metodlar orqali nutq jarayonlarini o'rganish usullari batafsil yoritilgan. Shuningdek, nutq nuqsonlarini bartaraf etish va oldini olishga qaratilgan tamoyillar ko'rib chiqilgan.

Kalit so'zlar: Logopediya, nutq buzulishlari, ta'lim, tuzatish metodikasi, pedagogika, pedagogik usullar psixologiya, nutq terapiyasi, nutq nuqsonlari, nutq apparati, tuzatish metodlari, mashg'ulot tamoyillari.

Аннотация:

В данной статье освещены цели, методы и принципы логопедии. Логопедия представляет собой научно-практическую дисциплину, направленную на выявление, анализ и коррекцию нарушений речи. В статье рассматриваются принципы деятельностного подхода, принципы изучения и динамического развития ребенка, а также подробно раскрыты методы исследования речевых процессов, такие как наблюдение, эксперимент, диагностика и аналитические методы. Кроме того, рассмотрены принципы, направленные на устранение и профилактику речевых нарушений.

Ключевые слова: Логопедия, речевые нарушения, образование, коррекционная методика, педагогика, педагогические методы, психология,



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20th January, 2025

логопедия, дефекты речи, речевой аппарат, методы коррекции, принципы занятий.

Annotatsion:

This article highlights the goals, methods, and principles of the field of speech therapy. Speech therapy is a scientific and practical discipline aimed at identifying, analyzing, and correcting speech disorders. The article covers the principles of an activity-based approach, the principles of studying and developing children dynamically, and the use of observation, experimentation, diagnostics, and analytical methods to study speech processes in detail. Additionally, principles focused on eliminating and preventing speech defects are discussed.

Keywords: Speech therapy, speech disorders, education, correction methodology, pedagogy, pedagogical methods, psychology, speech correction, speech impairments, speech apparatus, correction methods, lesson principles.

Logopediya (logos va yunoncha. Paideia – tarbiyalash, o‘qitish) – pedagogika fani tarmog‘i; nutqdagi kamchiliklar (duduqlanish, til rivojlanmaganligi, o‘qish va yozuvdagi nuqson va boshqalar) sabablari, ularning oldini olish, tuzatish yo‘llarini hamda nutq faoliyati buzilishi mexanizmlari, alomatlarini maxsus ta‘lim va tarbiya vositasida o‘rganadi. Nutqdagi nuqsonlarni tuzatish masalalari dastlab XVII asrda Yevropa mamlakatlarida surdopedagogikaga oid ilmiy ishlarda tatbiq etila boshlagan. XIX asr 2-yarmidan bu sohaga mustaqil ravishda, ammo tibbiyot nuqtai nazaridan yondashildi. Asta-sekin nutq faoliyatining tabiati haqidagi ilmiy tasavvur kengaya borib, Logopediya yo‘nalishi tubdan o‘zgardi, pedagogik mazmun birinchi o‘ringa qo‘yiladigan bo‘ldi. XX asrga kelib Logopediya mustaqil fan sifatida shakllandi, uning maqsad va vazifalari, metodik asos va tamoyillari, boshqa fanlar bilan aloqasi masalalari ishlab chiqildi. Zamonaviy logopediya maktabgacha yoshdagi bolalar logopediyasi, maktab yoshidagi bolalar Logopediyasi, o‘smirlar va katta yoshdagilar logopediyasiga bo‘linadi. Logopediya bu - nutq buzilishlari haqidagi maxsus ta‘lim va tarbiya vositasida nutq buzilishlarini o‘rganish, tuzatish va oldini olish haqidagi pedagogik fandır. Logopediya nutq faoliyat buzilishining



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20th January, 2025

sabablari, mexanizilari, alomatlari, oqimlari tarkibini o'rganadi. Shuning uchun uning maxsus pedagogika sirasiga qo'shadilar. "Logopediya" termini grekcha logos (so'z, nutq), peydeo (tarbiyalayman, o'qitaman) so'zlaridan tashkil topgan bo'lib, tarjimada lo'g'ri "nutqni tarbiyalash" ma'nosini anglatadi. Fan sifatida logopediya nutq nuqsonini tuzatish, nutqiy faoliyati zaiflashgan shaxslarni o'qitish va tarbiyalash jarayoni hisoblanadi. Logopediyani o'rganish obyekti - nutq nuqsoniga ega bo'lgan shaxs. Adabiy tilda qabul qilingan nutq normasidan biroz bo'lsa ham chetga chiqish - bu nutq nuqsoni hisoblanadi. Zamonaviy logopediya strukturasi maktabgacha yoshli, maktab bolalar logopediyasi, o'smirlar va katta yoshdagilar logopediyasiga bo'linadi. Logopediyaning asosiy maqsadi nutgida nuqsoni bor shaxslarni o'qitish, tarbiyalash va qayta tarbiyalashning ilmiy asoslangan tizimini ishlab chiqish, shuningdek, nutq nuqsonining oldini olishdan iboratdir. Logopediya fani optimizm va chuqur insonparvarlik bilan yoritilgandir. U nutqida nuqsoni bor bolalarning shaxs sifatida har tomonlama rivojlanishi uchun qulay imkoniyatlar yaratib beradi. I. P. Pavlovning birinchi va ikkinchi signal sistemalari orasidagi o'zaro ta'sir haqidagi, shartli reflektorlik aloqalarining shakllanish qoidalari haqidagi nazariyalari, P.K. Anoxinning funksional tizimlar haqidagi ta'limoti, ruhiy funksiyalarni dinamik tarzda cheklash haqidagi ta'limor (J.M. Sechenov, I.P. Pavlov, A.R. Luriya) va nutq faoliyatining zamonaviy neyropsixolingvistik nazariyalari haqidagi ta'limot logopediyaning tabiiy-ilmiy, psixofiziologik asosidir. I.P. Pavlov ta'limotiga muvofiq nutq bosh miyaning murakkab psixologik funksiyasini, uning ikkinchi signal tizimini o'zida namnyon etadi. Bu esa signallarning signali sanaladi. Birinchi va ikkinchi signal tizimlari bir-biri bilan uzviy bog'langandir. Ikkinchi signal tizimi birinchi tizim asosida shakllanadi. Ammo keyinchalik ikkinchi signal tizimining birinchi signal tizimiga tartibga soluvchi ta'siri namoyon bo'ladi. So'z alohida xususiyatning signali, umumlashtirish, mavhumlashtirish qurolidir. Birinchi va ikkinchi Signat tizimlari orasidagi o'zaro murakkab aloqalarni hisobga olish nutq buzilishini tuzatish, buzilgan nutq va nutqsiz funksiyalarning o'rnini bosish ustida samarali logopedik ish olib borish uchun imkoniyat yaratadi. Logopediya fanining quyidagi vazifalarini ajratib ko'rsatish mumkin. Nutq buzilishining turli shakllarida nutq faoliyatining ontogenezi o'rganish. Nutq buzilishlarining keng targalganligi, alomatlari va darajalarini. Nutqiy faoliyati buzilgan bolalarning o'z-o'zidan va biror



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20th January, 2025

maqsadga qaratilgan rivojlanish dinamikasini, shuningdek, nutqiy zaiflikni ularning shaxs sifatida yetishuviga, ruhiy rivojlanishiga, turli ko'rinishdagi faolivatlarini namoyon qilishga, o'zlarini tutishlariga ta'sirini aniqlash. Rivojlanishida turli xil farqlar bo'lgan bolalarda (eshitish, ko'rish, fikrlash qobiliyatining hamda tayanch harakat apparatining buzilishi hollarida) nutqning shakllanishi va nutq buzilishlari xususiyatini o'rganish Nutq buzilishining kelib chiqish sabablari, mexanizmlari, tuzilishi va alomatlarini aniqlash. Nutq buzilishlarining pedagogik tashxisi, metodlarini ishlab chiqish. Nutq buzilishlarini tartibga solish. Nutq buzilishini har taraf etish tamoyillari, differensiyalashgan metodlari va vositalarini ishlab chiqish. Nutq buzilishining oldini olish metodlarini takomillashtirish. 10. Logopedik yordamni tashkil etish masalalarini ishlab chiqish. Logopediyaning yuqorida ko'rsatilgan vazifalarida uning ham nazariy, ham amaliy yo'nalishlari belgilab berilgandir. Uning nazariy tomoni - nutq buzilishlarini o'rganish hamda ularning oldini olish, aniqlash va tuzatishning ilmiy asoslangan metodlarini ishlab chiqishdan iborat. Amaliy tomoni - nutq buzilishining oldini olish, aniqlash va bartaraf etishni o'z ichiga oladi. Logopediyaning nazariy va amaliy vazifalari bir-biriga chambarchas bog'langan. Logopediya fanining maqsadi Logopediya nutqdagi buzilishlarni o'rganish, oldini olish va davolashga qaratilgan fan sohasidir.

Asosiy maqsad insonlarda nutqning normal rivojlanishini ta'minlash va mavjud muammolarni hal qilishdir.

Vazifalari: Nutq buzilishlarini aniqlash va tasniflash. Nutq rivojlanishini kuzatish va baholash. Nutq terapiyasi yordamida buzilishlarni tuzatish. O'qituvchilar, ota-onalar va logoped mutaxassislarini zarur metodik materiallar bilan ta'minlash. Nutq buzilishlarining sabablarini aniqlash va ularning oldini olish bo'yicha choralar ishlab chiqish. Logopediyaning asosiy maqsadi nutqida nuqsoni bor shaxslarni o'qitish, tarbiyalash va qayta tarbiyalashning ilmiy asoslangan tizimini ishlab chiqish, shuningdek, nutq nuqsonining oldini olishdan iboratdir. Logopediya fan sifatida katta nazariy va amaliy ahamiyatga ega bo'lib, u tilning, nutqning ijtimoiy mohiyati, bolaning talaffuzi, leksik grammatik tuzumi, tafakkuri va butun ruhiy faoliyati uzviy bog'liqligi bilan belgilanadi. Fanning metodlari Kuzatish metodi insonnutqfaoliyatini tabiiy sharoitlarda kuzatib, xatolarni aniqlash.

Eksperimental metod – maxsus vaziyatlarda nutq jarayonlarini o'rganish.



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20th January, 2025

Diagnostik metodlar – testlar, so‘rovnomalar va diagnostika vositalari orqali nutq nuqsonlarini aniqlash.

Analitik metod – nutq jarayonlarini psixologik va pedagogik nuqtai nazardan tahlil qilish. Nutqni tuzatish metodlari – artikulyatsiya mashqlari, logopedik mashqlar va o‘yin texnikalari. Kuzatish metodi. Bu metodga ko‘ra kuzatish aniq reja asosida olib borilishi va natijalar qayd varag‘iga yozib borilishi kerak. Bola kuzatilayotganini bilmasligi lozim. Agar bola bu holatdan xabardor bo‘lsa, bu metod tabiiyligini, haqqoniyligini yo‘qotadi. Kuzatish jarayonida tekshiruvchi faqat bolaning tashqi holatlarini ko‘rishi mumkin: bolaning amaliy faoliyati, ma‘noga ega xarakterlari va h.k. Biroq psixolog tashqi holatlarni kuzatish bilan cheklanmay, mana shu tashqi holatlar zahirida yashiringan psixik jarayonlar sifat va holatlarini to‘g‘ri aniqlay bilishi lozim. Kuzatish metodida asosiy urg‘u tashqi holatlarini ta‘riflashga emas, ulardan to‘g‘ri xulosalar chiqarishga qaratiladi. Suhbat metodi. Bu metoddan bolaning atrof-muhit haqidagi bilimlarini, xulq-atvori, oila va ta‘lim muassasasiga munosabatini aniqlash uchun foydalaniladi. Bolalarga beriladigan savollar tushunarli va qiziqarli bo‘lishi kerak. Suhbatga alohida tayyorgarlik ko‘riladi, ya‘ni mavzu, savollar oldindan o‘ylangan bo‘ladi. Ko‘p hollarda bolalarning javobi savollarning mazmuni bilan bir qatorda, bolalarning tekshiruvchiga nisbatan munosabatiga ham bog‘liq. Bolalarning javoblari yozib boriladi. Ushbu metod natijalari bilan boshqa tekshiruv metodlari orqali olingan ma‘lumotlar tahlil qilinadi. Sotsiometriya metodi. Bu metod shaxslararo munosabatlarni, shuningdek, bolalarning guruhdagi o‘rnini o‘rganish imkonini beradi. Bunda asosan quyidagicha savollardan iborat anketalar tarqatiladi: «Sen kim bilan sayrgaborishni xohlaysan?», «Sayrda kim bilan o‘ynashni xohlaysan?», «Tug‘ilgan kuningga kimni taklif etasan?», «Kim bilan bir partada o‘tirishni xohlaysan?» va h.k. Maktabgacha tarbiya yoshidagi bolalarga bunday savollar berish tavsiya etilmaydi. Bunda bolaga o‘ziga yoqqan 3 ta o‘yinchoqni tanlab olish taklif etiladi. So‘ng bolaga «maxfiy tarzda» shu o‘yinchoqlarni o‘ziga yoqqan bolalar shkafchasiga solib qo‘yish tavsiya etiladi. Olingan natijalar sotsiogramma jadvalida aks ettiriladi. Jadvalda aks etgan natijalar yordamida guruh «yulduzlari», lider bolalar guruhi aniqlanadi. Shuningdek, bu metod yordamida bolalarning kimlar bilan do‘stligi yoki do‘stlashishga intilishlari haqida ma‘lumot olinadi. Faoliyat orqali yondashuv tamoyili. Tekshiruv bolaning



International Conference on Modern Science and Scientific Studies

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20th January, 2025

yetakchi faoliyati hisobga olingan holda amalga oshirilishi lozim. Agar bu maktabgacha yoshdagi bola bo'lsa, o'yin faoliyati kontekstida, maktab bolasi bo'lsa, o'quv faoliyatida. Ayrim hollarda, agar rivojlanishda, shu jumladan nutq rivojlanishida orqada qolish kuzatilsa, o'yin metodikalari maktab yoshida ham o'z ahamiyatini saqlab qoladi. Bundan tashqari bola va o'smir uchun shaxsan tanish bo'lgan faoliyat turlarini tanlash tavsiya etiladi. Bolani dinamikada o'rganish tamoyililari U bolalarning mavjud imkoniyatlarinigina emas, balki ularning kelgusida bilimlari va ko'nikmalarini rivojlantirish imkoniyatlarini o'rganishga yo'naltirilgan. L.S. Vigotskiyning ta'lim va rivojlanish nisbatlari haqidagi konsepsiyasi shu tamoyilga asoslanadi. Unga ko'ra bola o'zi mustaqil hal qiladigan masalalar bilan belgilanadigan aktual rivojlanish zonasi va bola kattalar yordamida hal qiladigan masalalar belgilab beradigan eng yaqin rivojlanish zonasi farqlanadi. Rivojlanish tamoyili. Ushbu tamoyilga ko'ra, nuqsonning yuzaga kelish jarayonini(sababini) tahlil qilish bilan birga, aynan shu nuqsonni bolaning rivojlanishiga qanday ta'sir etishini o'rganish nazarda tutiladi. Ruhiy holatlarning to'g'ri tavsifnomasi nuqsonning kelib chiqish sabablari, aynan hozirgi vaqtdagi holati va kelajakda ro'y berishi mumkin bo'lgan o'zgarishlarni inobatga olgan holdatuziladi. Masalan, noaniq artikulatsiya so'zni, tovushni tahlil —sintez qilish malakasini egallashda qiyinchiliklar, yozma nutqda agramatizmlarni keltirib chiqarishi mumkin. Shuningdek, noaniq talaffuz nutqiy faollikning susayishiga, muloqotga kirishishda ehtiyojning kamayishiga olib keladi. Bola atrofdagilarning masxaralashlaridan uyalib muloqotga kirishmaydi, natijada esa, bolaning faol va passiv lug'ati kamayadi. Rivojlanish tamoyiliga ko'ra, nuqsonni statistik jihatdan ta'riflashga emas, balki uning rivojlanish dinamikasini aniqlashga alohida urg'u beriladi.

Xulosa:

Logopediya - bu nafaqat nutq nuqsonlarini bartaraf etishga, balki insonlarning ijtimoiy hayotdagi imkoniyatlarini kengaytirishga qaratilgan muhim fan sohasi. Ushbu fan nutq muammolariga ega shaxslarning o'zlarini erkin ifoda etishiga yordam berish, ularning shaxsiy rivojlanishi va jamiyatda o'z o'rnini topishiga xizmat qiladi. To'g'ri metod va tamoyillardan foydalanish esa logopediyaning



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20th January, 2025

samaradorligini oshiradi. Logopediya zamonaviy jamiyatda katta ahamiyatga ega bo'lib, insonlarning to'laqonli muloqot qilish qobiliyatini rivojlantirishda muhim rol o'ynaydi. Mazkur fan sohasidagi ilmiy tadqiqotlar va amaliy ishlanmalar ta'lim tizimi va jamiyat rivoji uchun muhim ahamiyatga ega.

Foydalangan adabiyotlar

1. Pedagogika va defektologiya sohasida mashhur bo'lgan adabiyotlar, masalan, L.S. Vygotskiy, A.I. Mesheryakov kabi olimlarning ishlari.
2. R. Mo'minova, Sh.M. Amirsaidova, Z.N. Mamarajabova, M.U. Xamidova, D.B. Yakubjanova, Z.M. Djalolova, N.Z. Abidova. T.: O'zbekiston faylasuflar milliy jamiyati, 2022
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РЕАНИМАЦИЯ И ИНТЕНСИВНАЯ ТЕРАПИЯ ПРИ ОСТРОЙ СЕРДЕЧНОЙ НЕДОСТАТОЧНОСТИ.

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Аннотация

Умение провести реанимационные мероприятия и интенсивную терапию – залог успешного выведения больных из этой критической ситуации – умение, необходимое врачу – анестезиологу-реаниматологу

Ключевые слова: кардиосклероз, атеросклероз, АД, ЭКГ.

Острая сердечно-сосудистая недостаточность, или синдром малого выброса – острое снижение объемного кровотока, связанное с уменьшением сердечного выброса в результате ухудшения сократимости миокарда или уменьшения венозного возврата – встречается при различной патологии. Это и инфаркт миокарда, и ранение сердца, тяжелая пневмония, панкреатит, обезвоживание, интоксикация, гипоксия различного генеза, анафилактический шок и др.

Умение провести реанимационные мероприятия и интенсивную терапию – залог успешного выведения больных из этой критической ситуации – умение, необходимое врачу – анестезиологу-реаниматологу.

Одной из актуальных проблем современной медицины является также интенсивная терапия и реанимация осложненного инфаркта миокарда, так как по данным ВОЗ на долю атеросклероза и ишемической болезни сердца приходится половина случаев смерти от сердечно-сосудистых заболеваний или каждая пятая смерть от всех ее причин. К наиболее грозным и частым осложнениям в раннем периоде инфаркта миокарда следует отнести остановку сердца, нарушение ритма сердца, кардиогенный шок, отек легких, некупирующийся болевой синдром.



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20th January, 2025

Одной из главных причин смерти в раннем периоде инфаркта миокарда является кардиогенный шок и нарушение ритма; борьба с ними наиболее эффективна в отделении реанимации или специализированном кардиологическом отделении (обученный персонал, соответствующая диагностическая и лечебная аппаратура). Вышеперечисленное иллюстрирует следующий пример.

Больная А., 54 лет, доставлена, минуя приемный покой в реанимационный зал, бригадой скорой помощи. В анамнезе атеросклеротический кардиосклероз, атеросклероз коронарных сосудов с частыми приступами стенокардии. Накануне был приступ сильных загрудинных болей.

Объективно: кожные покровы влажные, сероцианотичного цвета, АД не определяется, пульс на периферических артериях отсутствует. При аускультации – тоны сердца глухие, выраженная тахикардия. На ЭКГ – данные за желудочковую форму пароксизмальной тахикардии.

Задачей врача является постановка предварительного диагноза, проведение интенсивной терапии и реанимационных мероприятий.

1. Наличие в анамнезе атеросклероза с частыми приступами стенокардии и приступ интенсивных болей накануне позволяют подумать о возникновении острого инфаркта миокарда
2. Клинические признаки, указывающие на тяжесть состояния больного, подтверждают наличие осложнения – кардиогенного шока.
3. Проведенный ЭКГ – контроль указывает на желудочковую форму пароксизмальной тахикардии.

Таким образом, анализ анамнеза, клинических данных и данных ЭКГ позволяет предположить у больной наличие аритмогенной формы кардиогенного шока (по типу пароксизмальной тахикардии).

Интенсивная терапия должна быть направлена в первую очередь на купирование приступа пароксизмальной тахикардии.

1. Более целесообразно в данной ситуации проведение электроимпульсной терапии, так как имеются выраженные признаки нарушения кровообращения (кардиогенный шок). При невозможности проведения электроимпульсной терапии по какой-либо причине можно применить противоаритмические



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20th January, 2025

средства, хотя это может привести к еще большему снижению АД.

2. Необходимо провести медикаментозную подготовку в том или ином случае, в частности, применение поляризующей смеси.

3. После выведения больного из состояния аритмогенного шока необходимо провести поддерживающую противоаритмическую терапию острого инфаркта миокарда.

Такой дифференцированный подход к диагностике клинической ситуации и реанимационным мероприятиям возможен лишь при достаточно высоком исходном уровне знаний.

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ДЛЯ ПРАКТИКУЮЩИХ ВРАЧЕЙ ФУНКЦИОНАЛЬНЫЕ НАРУШЕНИЯ КИШЕЧНИКА И ЗАПОРЫ У ДЕТЕЙ

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Резюме

Из функциональных нарушений приведены причины функционального запора, клиническая симптоматика, диагностика, питание, медикаментозное лечение и физиотерапевтические методы лечения.

Ключевые слова: дети, запоры, диагностика,, лечение, питание.

ФУНКЦИОНАЛЬНЫЙ ЗАПОР

Определение

Функциональный запор (констипация) (МКБ-Х K59.0) - удлинение интервала между дефекацией кишечника и/или системное неполное опорожнение кишечника, вызывающее изменение густоты стула и натуживание дефекации.

По разным данным, те или иные функциональные расстройства кишечника отмечаются более чем в 50% случаев в первые недели жизни детей раннего возраста [4] . Диагностика этих случаев основана на IV Римских критериях (2016 г.) [3] . Среди функциональных нарушений желудочно-кишечного тракта у детей в возрасте от 0 до 3 лет чаще встречаются срыгивания, колики,



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20th January, 2025

функциональная диарея или запор, дисхезия и синдром циклической рвоты [1]. В детской гастроэнтерологической практике среди функциональных нарушений, особенно у новорожденных и детей раннего возраста, преобладают функциональные запоры (в некоторых источниках их еще называют «констипациями»).

Эпидемиология

По данным зарубежной и отечественной литературы функциональные запоры встречаются у детей раннего возраста от 10% до 17,6%, у детей старше 1 года до 40% [10,11]. Запор можно диагностировать в любом возрасте ребенка, во всем мире распространенность запоров у детей, включая младенцев и подростков, составляет от 10% до 23%, в Европе – от 0,7% до 12% [1]. Распространенность функциональных запоров на первом году жизни ребенка достигает 20-35% [14]. Робин и другие. (2018) сообщили, что возникновение функциональных запоров у детей раннего возраста (18,5%) чаще встречается у детей и подростков (14,1-15%) [15]. Пик заболеваемости запорами приходится на возраст 2-4 лет, что связано с временем, когда ребенок учится самостоятельно опорожнять кишечник.

Этиология и патогенез функциональных запоров

Функциональный запор не связан с органическими изменениями. В его основе лежит нарушение контроля моторной функции толстого кишечника, что, в свою очередь, сопровождается уменьшением и затруднением акта дефекации, а также отсутствием периодического опорожнения кишечника и/или изменением по форме и характеру кала. При этом снижение массообмена стула по толстой кишке приводит к калогенным запорам, а затруднение опорожнения в ректосигмовидном отделе толстой кишки — к проктогенным запорам. У детей часто наблюдаются смешанные расстройства (колики и проктогенные).

На сегодняшний день основные причины функциональных нарушений желудочно-кишечного тракта объясняются биопсихосоциальной моделью, в которой патофизиологические механизмы (моторика органов пищеварения, висцеральная чувствительность, хроническое воспаление, расстройства гиперчувствительности к некоторым продуктам питания) и психосоциальные



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20th January, 2025

факторы влияют на «мозговой процесс». Возникает «кишечный» микробиотный мостик[1].

Основным механизмом возникновения запора у детей раннего возраста является кишечная дисхезия. Основная причина запоров у детей до года – расстройства пищевого поведения. Поскольку четкой границы между функциональным расстройством и патологическим состоянием нет, необходимо проводить тщательные диагностические обследования. Запор – это интервал между актами дефекации, превышающий физиологическую норму в 36 часов, или регулярное неправильное опорожнение кишечника.

Нормальное количество дефекаций у детей: у детей 0-4 месяцев должно быть от 1 до 7 дефекаций в день, от 4 месяцев до 2 лет - от 1 до 3 дефекаций в день. Нарушение дефекации у детей раннего возраста определяют как дисхезию - болезненную дефекацию, то есть дискинезию мышц малого таза и функциональную остановку стула. В этом случае размер стула большой, консистенция мягкая, интервал между актами дефекации длинный.

Причины запора у детей раннего возраста : Триггеров запора у детей до года несколько, но они в основном связаны с изменением питания: переходом с естественного на искусственное вскармливание, переходом на адаптированные молочные смеси, введением прикорма, кишечными инфекциями и анальными трещинами [11] . Раннее введение адаптированных молочных смесей, содержащих белок коровьего молока, также повышает чувствительность к нему, что, в свою очередь, влияет на стул ребенка[13]. Еще одним важным фактором, приводящим к запорам, является приучение к горшку. При неправильном обучении ребенка правилам личной гигиены ребенок пытается задержать стул, что приводит к болезненной дефекации, а затем появляется страх, который заставляет его еще больше сдерживать дефекацию [1,10].

Факторы, приводящие к запорам у грудничков: недополучение ребенком грудного молока (при гипогалактии у матери) и нарушение двигательной и эвакуаторной функций; морфофункциональная недостаточность голеностопных суставов; нарушение зубиоза кишечника; позднее введение



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20th January, 2025

прикорма; искусственное вскармливание; метаболические нарушения (гипокалиемия, гипокальциемия).

Причины функциональных запоров у детей старшего возраста : алиментарные (нарушение режима питания и характера, недостаток пищевых волокон, растительного масла в пище или чрезмерное употребление напитков с большим количеством вяжущих веществ), психологические травмы или стрессы (психогенные запоры), систематическое подавление физиологических позывов к дефекации, например, при начале посещения детского сада и др., трещина заднего прохода, анусит, воспалительные заболевания анального, ректального канала, пароректально-клеточные воспалительные заболевания, первичный и вторичный проктит сфинктера, раннее приучение к горшку могут вызвать острый запор [16].

Этиопатогенетическая классификация функциональных нарушений у детей (по А. В. Фролкису):

- 1) Алиментарные ;
- 2) Нейрогенные (дискинетические , рефлекторные, органические заболевания ПНС) ,
- 3) Гиподинамия;
- 4) Осложнения заболеваний органов пищеварения;
- 5) Проктогенные ;
- 6) Аномалии прямой кишки ;
- 7) Токсические ;
- 8) Медикаментозные;
- 9) Нарушение водно-солевого обмена .

Выделяют аноректальный, дистальный обструктивный и инертный кишечный типы запоров. При аноректальном типе кал накапливается в прямой кишке, а при дистальном – в дистальном отделе толстой кишки. Запор, вызванный снижением перистальтики толстой кишки (гипотонией), называется инертным кишечником (рис. 1).



Рисунок 1. Причины запора в зависимости от возраста ребенка (по данным Медицинского колледжа Мичиганского государственного университета).

95% запоров у детей раннего и старшего возраста имеют функциональное происхождение, а остальные 5% обусловлены различными заболеваниями и аномалиями развития (табл. 1).

Таблица 1 Причины запоров у детей разного возраста

Дети до года	Дети старше одного года
Функциональный запор (до 95%) болезнь Гиршпрунга Долихосигма Дефекты развития Неврологические заболевания Энцефалопатия Патология спинного мозга Муковисцидоз Метаболические нарушения: гипотиреоз, гипер-, гипокалиемия, несахарный диабет. Отравление тяжелыми металлами, побочные действия лекарств	Функциональный запор (до 95%) болезнь Гиршпрунга Метаболические нарушения: гипотиреоз, гипер-, гипокалиемия, несахарный диабет. Отравление тяжелыми металлами, побочные действия лекарств Муковисцидоз Глютеновая энтеропатия Травма спинного мозга или пороки развития. Нейрофиброматоз Отравление тяжелыми металлами, побочные действия лекарств Отставание от развития Сексуальное насилие



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20th January, 2025

Диагностика запора обычно не затруднена при внимательном наблюдении родителей. Однако следует обращать внимание на «красные флажки» (предупреждающие знаки), в том числе: раннее начало запора в возрасте до 1 месяца; задержка мекония (более 48 часов); наличие болезни Гиршпрунга у близких родственников; задержка физического развития; высокая температура; рвота с желчью; кал в форме ленты; кровь в стуле; заболевания щитовидной железы; изменения перианальной области (свищи, неправильное положение заднего прохода, рубцы); отсутствие анального или кремастерного рефлекса; устойчивость к лечению запоров [8,9].

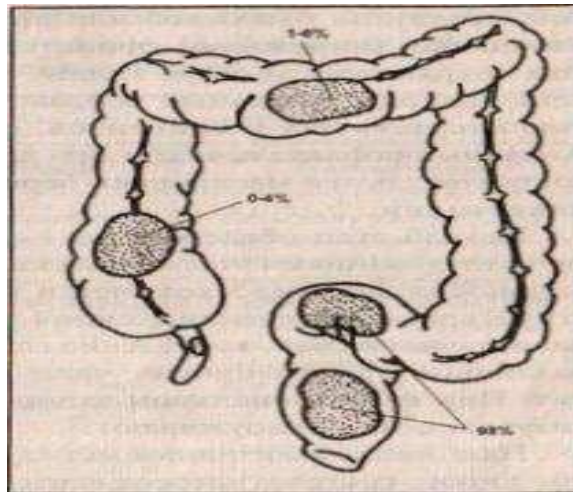
При наличиистораживающих симптомов ребенка необходимо дополнительно обследовать (прохождение бария через желудочно-кишечный тракт, консультация хирурга, биопсия слизистой прямой кишки, толстокишечная манометрия) [7].

Диагностические критерии: два и менее стула в неделю; опорожнение кишечника не реже 1 раза в неделю; постоянное положение или удерживание стула с чрезмерным усилием воли; болезненный или твердый стул; наличие большого количества каловых масс в прямой кишке; стул большого диаметра, который может мешать дефекации.

Этапы диагностики

Диагноз ставится при наличии у детей в возрасте до 4 лет в течение 1 месяца хотя бы 2 из следующих симптомов:

- 2 и менее опорожнения кишечника в неделю
- Эпизоды длительной задержки дефекации
- Болезненные испражнения или твердый стул.
- Большое количество кала в прямой кишке
- Образование “Каловых камней”
- Уменьшение аппетита, раннее насыщение и его исчезновение после дефекации.



Локация каловых камней (Джонс . Э. Годдинг).

I этап : сбор анамнеза, клиническое обследование; рентгеновское исследование кишечника

II этап : колоноскопия , гистологические и гистохимические исследования слизистой оболочки кишечника

III этап : дополнительные исследования (моторно-эвакуаторная функция толстого кишечника , микробный спектр, эндокринная система, ВНС, монометрия толстой кишки по показаниям, метод биопсии и др.).

Принципы лечения функционального запора.

В качестве режима важными являются следующие мероприятия: создание комфортных условий для дефекации, контролировать рутинные действия кишечника (минимум 1 раз в 1-2 дня), действия ребёнка направленные на напряжение мышц живота, выпить стакан сока или прохладной воды утром перед походом в туалет.

- Моральная поддержка матерей, проводить разъяснительные мероприятия, психотерапия
- Обучение матери и ребенка
- Диетотерапия
- Очищение прямой кишки от кала
- Медикаментозное лечение (патогенетическое и симптоматическое)



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20th January, 2025

Немедикаментозное лечение : лечебный массаж, водные процедуры , музыкотерапия , ароматерапия, аэроионотерапия.

Диета при запоре

Для мам – вместо животного жира используется растительное масло. В рацион кормящей мамы добавляются продукты, содержащие много клетчатки (овощи, фрукты, крупы, хлеб грубого помола).

Для детей:

- Питьевая вода между естественными и искусственными кормлениями
- Соки в докормах: - яблочный , абрикосовый , сливовый , компот из ревеня.
- Овощные каши - морковь , тыква, помидоры, свекла , инжир , С 9-10 месяцев мед , овощные салаты с растительным маслом
- Пробиотики и пребиотики
- При искусственном вскармливании: специальные индивидуальные молочные смеси - (Nestogen 1,2, кислый НАН 1,2, НАН тройной комфорт), В качестве дополнительного питания рекомендуются каши с пробиотиками и пребиотиками.

Медикаментозное лечение

Индивидуальная медикаментозная терапия функциональных запоров проводится с учетом возраста ребенка и его способности переносить. Лактулоза, полиэтиленгликоль-3350 считаются препаратами первой линии. На следующих этапах в качестве слабительных можно использовать препараты на основе вазелина, глицериновые свечи, перейти на магнезию, пиколокс.

Препараты лактулозы в виде 70% раствора назначают в количестве 1-3 мл/кг/сут в индивидуально подобранных дозах, в зависимости от переносимости больного, с интервалом 1-3 мес. Препараты на основе лактулозы можно назначать с первого года жизни. Препараты полиэтиленгликоля-3350 (макрогола 4000) имеют возрастные ограничения: их не назначают детям грудного и раннего возраста. Обычно их дозируют следующим образом: 1–1,5 г/кг в сутки в 1 прием в первые 3 дня терапии, затем по 1 г/кг в сутки в течение 1–2 мес терапии. Примером такого препарата может служить «Форлач», детям старше 1 года также можно назначать мазь. Его



International Conference on Modern Science and Scientific Studies

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20th January, 2025

назначают в количестве 15-30 мл/сут, но не более 240 мл в сутки. Для лечебной терапии вазелин назначают из расчета 1-3 мл/кг в сутки, продолжительность терапии - от 1 до 2 месяцев. Глицериновые свечи можно использовать в экстренных случаях. Детям старше 2 лет можно применять свечи с бисакодиллом или облепиховым маслом, по показаниям назначаются масляные инъекции. В последнее время препарат Лактитол (Экспортал) применяют при лечении функциональных запоров у детей.

Пробиотики : Бифидум бактерин , Лактобактерин 5 доз по 2-3 м. 1 мес, Бификол 2-3 м., 1,5-2 мес. Пребиотики : Лактулоза , Лифолак 0,5-1 мг/кг 1 раз, утром Хилак форте по 15-45 капель 3 раза в день, 2-4 недели и т.д.

Прокинетики: Домперидон (Мотилиум) 0,3 мг/кг 3 мес. перед едой, до 3 недель; Цизаприд 0,5 мг/кг 2 раза в течение 5-7 дней.

Спазмолитики: при гипертонической дискинезии — Папаверин, Но-Шпа , Бускопан.

Физиотерапия: парафин, озокерит, электрофорез – с сульфатом Магния, Папаверином. СМТ, ЛФК, рефлексотерапия, баня, водные процедуры.

При гипотонической дискинезии :

Электрофорез с хлоридом кальция, прозергином, магнием, гальванизация с анодом в области живота, СМТ, ЛФК, водные процедуры, ЛФК, рефлексотерапия, массаж .

Фитотерапия: анис, зостер, можжевельник (цветок), солодка, щавель (семена), зубтурум (семена) в виде настойки и отвара.

В период боли – календула, ромашка, тысячелистник.

Показания к госпитализации:

В случае развития осложнений (кишечное кровотечение, копростаз, хронический разрыв прямой кишки), неэффективности методов лечения, раннего рецидива, подозрения на органический и симптоматический запор больного госпитализируют и консультируют у необходимых специалистов.



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ASSERTIV POZITSIYANI RIVOJLANTIRISH JARAYONINING PSIXOLOGIK, PEDAGOGIK, DIDAKTIK JIHATLARI.

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Boshlang'ich ta'lim nazariya kafedrası o'qituvchisi

Annotatsiya: Oliy ta'lim muassasalarida bo'lajak boshlang'ich sinf o'qituvchilarini faol yondashuvi asosida kasbiy tayyorgarligini takomillashtirish, mutaxassislik fanlarini o'qitish jarayonida kasbiy kompetensiyasini rivojlantirish, talabalarda mustaqil bilim olish faoliyatini takomillashtirish bo'yicha ma'lumotlar. Maqolada darsning zamonaviy usullari va texnologiyalari haqida ma'lumotlar berilgan. Zamonaviy usullarning mohiyati, darslarda turli usullarni qo'llanilishining ahamiyatli tomonlari yoritilgan.

Kalit so'zlar: Dars texnologiyalari ,usullari ,ta'lim, o'qitish,o'quv jarayoni

Oliy ta'lim muassasalarida bo'lajak boshlang'ich sinf o'qituvchilarini faol yondashuvi asosida kasbiy tayyorgarligini takomillashtirish, mutaxassislik fanlarini o'qitish jarayonida kasbiy kompetensiyasini rivojlantirish, talabalarda mustaqil bilim olish faoliyatini takomillashtirish bo'yicha ilmiy-amaliy ishlar olib borilmoqda. Shu bilan birgalikda, talabalarda kasbiy bilim va ko'nikmalarni takomillashtirish, bo'lajak boshlang'ich sinf o'qituvchilarini innovatsion salohiyati va kasbiy ijodkorligini rivojlantirish, ta'lim jarayonida pedagogik hamkorlik tamoyillarini modellashtirish, o'qitishning sifat va samaradorligini oshirishda ta'lim texnologiyalaridan foydalanish bo'yicha ilmiy-tadqiqot ishlariga e'tibor qaratilmoqda.

Faol yondashuv asosida talabalarni kasbiy kompetentligini rivojlantirish bo'yicha ilmiy-metodik tavsiyalar ishlab chiqilmoqda

Pedagogika oliy ta'lim muassasalari talabalarini faol yondashuvi asosida kasbiy kompetentligini rivojlantirish jarayonida psixologik ,pedagogik, didaktik jihatlari shakillantirish dolzarb masalalardan biridir.



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Bo'lajak boshlang'ich sinf o'qituvchilarini kreativ yondashuv asosida kasbiy kompetentligini rivojlantirish mazmuni, shakl, metod va vositalari tashkil etadi.

Zamonaviy jamiyat talaba va o'ziga nisbatan shaxsiy va insonparvarlik pozitsiyasini egallashga qodir, talaba shaxsini rivojlantirishni maqsad qilgan, ijodkorlik qobiliyatiga ega, o'z-o'zini rivojlantirish va kasbiy o'zini o'zi tarbiyalashga intiladigan o'quvchilarga muhtoj. Shuning uchun o'qituvchining psixologik-pedagogik kompetensiyasini oshirish muammosi dolzarbdir

Kasbiy kompetensiya bu o'zining pedagogik faoliyatini yetarlicha yuqori darajada amalga oshiradigan, talabalarni o'qitish va tarbiyalashda barqaror yuqori natijalarga erishadigan, paydo bo'lgan muammolarni mustaqil ravishda hal qiladigan va o'z faoliyati natijalarini baholaydigan o'qituvchidir

Faol yondashuv asosidagi kasbiy kompetensiyani shakllantirish – bu talabalarni o'quv va kognitiv kasbiy faoliyatning murakkab turlariga jalb qilish darajasi bo'lib, bunda asosiy maqsad, vazifalar, maxsus fanlar bo'yicha mustaqil bilimlarning texnologiyasini ishlab chiqish va qo'llab-quvvatlash hamda uzviylik va ketma-ketlikni nazarda tutuvchi o'qituvchi va talabaning pedagogik o'zaro hamkorligi natijasida mustaqil ish turlarini, o'z-o'zini nazorat qilish va o'zini-o'zi baholashni o'zlashtirishdir. O'qituvchining kasbiy kompetentligini rivojlantirish mexanizmlari malaka oshirish kurslarida, shu jumladan, masofaviy rejimda o'qitish va boshqalar; sinfda ishlash, ijodiy guruhlar, o'qituvchilarning mahorat darslari, master-klasslar, fan dekadalari, o'tkazilgan testlar tahlili, turli darajadagi tadbirlar; o'qituvchilar kengashlari, seminarlar, konferensiyalarda faol ishtirok etish; turli tanlovlarda ishtirok etish; ilmiy-tadqiqot ishlarida ishtirok etish, o'z nashrlarini yaratish; tajribani umumlashtirish va tarqatish; o'qituvchilarni attestatsiyadan o'tkazish; ijodiy hisobot; zamonaviy usullar, shakllar, turlar, o'qitish vositalari va yangi texnologiyalardan foydalanish; o'qituvchining faoliyatini tahlil qilish yoki o'z darslarini kuzatish; o'z-o'zini tarbiyalash (yuqorida aytilganlarning barchasi bu o'z-o'zini tarbiyalashni o'z ichiga oladi) kabi faoliyat turlaridan iborat.

Kasbiy kompetensiya sohaga tegishli shaxsning kasbiy faoliyati. Kasbiy kompetensiyaning mazmuni lavozimning funksiyalari, hal qilinishi kerak bo'lgan kasbiy vazifalarning tabiati va mazmuni bilan belgilanadi. Mutaxassisning kasbiy malakasi uning kasbiy muvaffaqiyatini, o'zini o'zi anglash darajasini ta'minlaydi va



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kasbiy ta'lim darajasiga, kasbiy muhim shaxsiy fazilatlariga va kasbiy tajribaga bog'liq. Bo'lajak boshlang'ich sinf o'qituvchisining kreativ yondashuv asosida kasbiy kompetentsiyasining aniq ta'rifini joriy etish imkoniyati ta'lim tizimiga kirib kelayotgan zamonaviy texnologiyalarning jadal rivojlanishi bilan bog'liq holda uning mazmuni, boshlang'ich sinf o'qituvchisi kasbiy faoliyatining o'ziga xosligi bilan izohlanadi. Shaxsga yo'naltirilgan va kreativ paradigmalar sohasida ishlaydigan o'qituvchi kreativ yondashuv asosidagi o'qitishning yetakchisi ishlaydi va quyidagilarni yaratadi: mustaqil va mazmunli o'rganish uchun qulay sharoitlar; talabalarning qiziqishi va ijodiy bilim motivlarini, ularning guruhli o'quv va ijodiy ishlarini faollashtiradi va rag'batlantiradi; undagi an'analarning namoyon bo'lishini qo'llab-quvvatlaydi; talabalarni ijodiy va innovatsion xarakterdagi o'quv materiallari bilan taminlaydi.

Talabalarda ijodiylik motivatsiyasi namoyon bo'lishining umumiy sharhiga to'xtalib o'taylik. Birinchi navbatda ularning "yangilik hissi" mezoniga murojaat qilinadi. Bu holat o'z navbatida talabalarning ham ma'naviy, ham jismoniy, ham ijtimoiy-psixologik jihatdan yangilikka intilishini ta'minlaydiki, bunda yoshlar har qanday yangi narsani kashf etishga qaratilgan izlanishlarini hamda o'z faoliyatlarida sinab ko'rishlariga qiziqishlaridan darak beradi. Aslida har qanday yangilik shaxs hayotida muhim o'rin egallaydi va uning yaxlit shaxs sifatidagi yo'nalishini ham belgilaydi. Demak, talabalarda asertiv pozitsiyani rivojlantirish bu pedagoglarning, umuman jamiyatning oldida turgan muhim vazifalardan biridir. Darhaqiqat, yoshlarimiz uchun o'z manfaat va qiziqishlarini yangilikka intilish bilan boyitish orqali ma'naviy yetuk insonlarni tarbiyalashimiz muhim. Chunki, jamiyatdagi ijtimoiy ma'naviy tarbiya bu talabalar psixologik ongi, shaxsiy-ma'naviy qiyofasini shakllantirishdagi kuchli maktabdir. Bunda yoshlar ongida yangilikka intilish tushunchasi, rivojlanayotgan mamlakatimizda o'z bilimlarini yanada chuqurroq anglash hissi, butun dunyoda o'z vatani bayrog'ini ko'tarish istagi, vatanparvalik hissini uyg'otadi.

Talabalarning "tanqidiylik" mezoni bo'yicha turli xil vaziyatlarni yaxshi anglashga, insonlar orasidagi murakkab vaziyatlarni to'g'ri baholashga, o'z-o'zini va atrofdagilarni xolisona baholash shuningdek o'rni kelganda o'zgalar fikrini rad eta olish, murakkab vaziyatlarni muloqot ishtirokchilarini ishtirokiga qarab tanqidiy



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tahlil qila olish qobiliyatini o‘stirishga imkoniyatlari borligini ko‘rsatdi. Shaxslararo vaziyatlarni yaxshi anglashga, insonlar orasidagi murakkab vaziyatlarni tahlil eta olishga, ularning rivojlanishini mantiqan tushunishga, murakkab vaziyatlarni muloqot ishtirokchilari faolligiga qarab baholash qobiliyatini o‘stirishga xizmat qiladi. Shuningdek, ular muomaladagi real vaziyatdan kelib chiqib, uning nima bilan yakunlashini baholay olishlari, ba‘zan kutilmagan, noodatiy holatlarda, xatti-harakatlarni prognoz qilishda yanglishishlari mumkinligi, qo‘ygan maqsadga erishishda o‘z rejalarini puxta ishlab chiqishlarini ta‘minlashga xizmat qiladi. Ilmiy-nazariy manbalarni o‘rganishda bayon etilgan tahlilarda, talabalarning faoliyati davomida namoyon bo‘ladigan ijodiylik motivatsiyasining o‘ziga xos o‘rin tutishini aytib o‘tish mumkin.

Talabalarda ijodiylik motivatsiyasi namoyon bo‘lishining o‘ziga xoslik tarzda ifodanalayotgan “ijodkorlikka yo‘nalganlik” qobiliyatidir. O‘z-o‘zini baholash shaxslararo munosabat xarakteriga ko‘ra, bir-biri bilan suhbatlashadigan insonlarni tez va yaxshi tushunishga moyilliklari, ularda estetik va axloqiy tarbiyaning sifatlari shakllanganligini ko‘rishimiz mumkin.

O‘ylaymizki, ushbu qobiliyat talabalar uchun nafaqat insonlar bilan munosabat, balki fan doirasida o‘quvchilarning bildiradigan fikr-mulohaza va munosabatlariga qarab ham ularning shaxsiga xos ta‘riflar bera olishlaridan dalolat beradi.

Shunday qilib, talabalarda assertive rozitsiyalarni rivojlantirishda ta‘sir etuvchi ijodiy faollik motivatsiyasi va dunyoqarashi ularning amaldagi ijtimoiy xulqiga ta‘sir etuvchi ijtimoiy psixologik omillarning o‘rnini isbotladi va ularda ijodiy faoliyat motivatsiyasi mavjudligi belgilaydi. Talabalarda ijodiy faollik motivatsiyasining shakllanishi bizningcha, kelajakda davlatimiz taraqqiyotini yanada yuksak pog‘onalarga eltuvchi ruhan kuchli, ma‘naviy barqaror bo‘lgan yoshlarni tarbiyalash imkonini beradi.

Talabalarda assertyiv pozitsiyalarini rivojlantirishning pedagogik-psixologik xususiyatlarini tadqiq etish asosida quyidagi xulosalar shakllantirildi:

1. Shaxs tafakkurining rivojlanishi masalasi Sharq allomalarining pedagogik psixologik qarashlarida “barkamol inson tarbiyasi” g‘oyasi shaxsning sog‘lom fikr yuritish qobiliyati, ezgu fikrlash, o‘z axloqini tahlil qilish, ijtimoiy zukkolik sifatlari bilan bog‘liq tarzda namoyon bo‘lishi keltirib o‘tilgan.



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20th January, 2025

2. Assertiv pozitsiyalarni rivojlantirishda shaxsning o‘z-o‘zini nazorat qilishiga, idrok qilishga, shaxsning ruhiy barqarorligini ta’minlashga xizmat qiluvchi fikrlash turi ekanligi aniqlik topdi.
3. Shaxsda assertiv pozitsiyalarni rivojlanishi atrof-muhitga nisbatan emotsional munosabatini barqaror bo‘lishi, o‘z fikrlarini boshqarish ko‘nikmasini, hayotga pozitiv qarashlarni shakllanishiga olib kelishi aniqlandi, tafakkur bilish jarayonlarining optimallashtirilishi va aqlning ijobiy fazilatlarini moslashuvchanlik, mustaqillik, tanqidiy fikr qobiliyati uchun ichki sharoitlarni yaratishi aniqlandi.
4. Talabalarda fikrlashdagi ijobiy va salbiy sifatlarini shakllanganlik darajalari va psixologik omillari, mezonlari ko‘lamini aniqlash va ularning har birini alohida tahlil qilish uchun tegishli metodlarni tanlash va ishlab chiqishga to‘g‘ri kelishi bilan belgilanadi.

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**ДЛЯ ПРАКТИЧЕСКИХ ВРАЧЕЙ ФУНКЦИОНАЛЬНЫЕ
НАРУШЕНИЯ ОРГАНОВ ПИЩЕВАРЕНИЯ У ДЕТЕЙ РАННЕГО
ВОЗРАСТА. КИШЕЧНЫЕ КОЛИКИ**

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Реферат

Цель – привлечь и ознакомить внимание врачей общей практики на часто встречающиеся функциональные нарушения органов пищеварения (кишечные колики) у детей раннего возраста и повысить их знание в этой области.

В статье описывается проблема кишечных колик. Раскрыта эпидемиология, классификация, патогенетические факторы, клиническая картина, дифференциальная диагностика кишечных колик, а также приведены методы диетической терапии, лечебные молочные смеси и другие методы лечения.

Ключевые слова: дети, функциональные нарушения органов пищеварения, кишечные колики.

Одним из частых нарушений желудочно-кишечного тракта у детей является кишечная колика, которая проявляется беспокойством, плачем от боли, длительностью трех часов в день, не менее трех раз в неделю. Это состояние обычно начинается во второй-третьей неделе жизни ребенка и достигает пика во втором месяце, постепенно уменьшаясь к третьему-четвертому месяцу.



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Типичное время кишечных колик у новорожденных приходится на вечернее время. Кишечные колики начинаются и заканчиваются внезапно, без видимых причин. Частота кишечных колик у детей составляет от 20% до 70%. Этиологические факторы кишечных колик остаются неясными, несмотря на длительные исследования. К характерным признакам кишечных колик относятся плач от боли, покраснение лица, приобретение вынужденного положения ребенка, прижимание ножек к животу, затрудненное отхождение газов и стула. После дефекации наблюдается облегчение. Даже если ребенок имеет хороший аппетит, физическое развитие соответствует возрасту, кишечные колики вызывают беспокойство у родителей. Кишечные колики наблюдаются как у детей, которые питаются грудным молоком, так и у детей, которые питаются искусственными смесями. Наблюдения показали, что чем меньше масса тела и гестационный возраст ребенка, тем чаще наблюдаются кишечные колики.

В последние годы роль микрофлоры кишечника в возникновении «кишечной колики» становится все более очевидной. Так, нарушение этой функции у детей характеризуется изменением состава микробиоты кишечника, увеличением количества условно-патогенных микроорганизмов и снижением защитной флоры - бифидобактерий и особенно лактобактерий. Усиление протеолитической анаэробной микрофлоры приводит к образованию цитотоксических газов. У детей с выраженными кишечными коликами часто повышается уровень кальпротектина - маркера воспаления.

Когда у ребенка болит живот, он стонит в определенное время дня и плачет долго по ночам, сжимая руки, сгибая ноги к животу, это может быть вызвано скоплением газов, воспалением слизистой оболочки желудка. Его лицо выражает страдание, а в области живота слышно урчание. После отхождения газов и стула ребенок успокаивается. В возникновение боли в животе есть много разных причин, и не всегда можно их точно определить. Ее возникновение объясняется различными факторами: повышенной чувствительностью нервной системы, незрелостью пищеварительной системы, аллергией на пищу, нарушением способа и нормы питания и другим.



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Одной из причин возникновения кишечных колик является питание, что подтверждено научными исследованиями. При питании материнским молоком кишечные колики составляют 17% от общего числа случаев, а при искусственном питании 41%.

Эпидемиология

Кишечная колика встречается в среднем у 20% детей [1]. У детей до года она наблюдается около у 20-30%, а у детей старше года - у 12-20% [5]. Кишечная колика у детей, которые питаются как естественным, так и искусственным питанием, у мальчиков и девочек одинаково - 50-70% [8].

У детей раннего возраста причиной кишечной колики является лактазная недостаточность, которая вызывает 70% диарейных заболеваний.

По нашим данным, кишечная колика и другие функциональные нарушения пищеварения были выявлены у 33-39% детей [3].

Этиология

Основными причинами кишечных колик у детей являются следующие факторы:

- Гастроинтестинальные нарушения
- Нарушение психомоторного развития
- Психосоциальные нарушения
- Кишечная колика у младенцев – ранняя форма мигрени
- Генетическая предрасположенность

Причины кишечных колик возможно часто связаны с матерью и ребенком.

1. Со стороны матери:

- акушерский анамнез (наличие токсикоза, хронических заболеваний, осложнения родов, внутриутробные травмы, утечки околоплодных вод, первый ребенок в семье, одиночество матери, возраст матери свыше 35 лет и т.д.).
- семейные отношения: конфликты в семье, социальная незащищенность беременной женщины, психоэмоциональное состояние окружающих людей, эмоциональная лабильность матери в стрессовых ситуациях и т.д.
- нарушение питания кормящей матери, особенно чрезмерное употребление сладостей (новот, сахар) и животных жиров.



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20th January, 2025

• нарушение техники кормления: быстрое кормление грудью, перекорм ребенка при естественном и искусственном вскармливании, неправильная подготовка смесей на основе коровьего молока.

- вредные привычки женщины (курение, прием наркотиков).
- Заболевания матери (метаболический синдром, мигрень, диабет, хронические заболевания, инфекции и др. болезни).
- Нарушения правил ухода (заглатывание воздуха, раннее или позднее введение прикорма, перегрев и др.)

2. Со стороны ребенка:

- Недоразвитие нервной регуляции и моторной функции желудочно-кишечного тракта.
- Дискинезия пищевода, тонкой и толстой кишки.
- Морфофункциональная незрелость желудочно-кишечного тракта.
- Ферментативная недостаточность (транзиторная, относительная лактазная недостаточность, отсутствие сахаразы, затруднение переваривания белков, жиров).

Факторы предрасположенности со стороны ребенка: увеличение проходимости кишечника в первые 3-4 месяца; нарушение микробиома кишечника, недостаток полезных бактерий и олигосахаридов, увеличение количества *Escherichia coli*; метеоризм; снижение двигательной активности; дефицит мелатонина и повышение серотонина; повышение уровня мотилина и грелина в крови.

- Сенситизация к молочному белку.
- Роды с Кесаревым сечением.

По причинам возникновения кишечных колик у детей их можно разделить на первичные и вторичные:

Основные причины первичной (функциональной) кишечной колики у ребенка

- Недоношенность и незрелость морфофункциональных систем ребенка, быстрое сосание груди или смеси.
- Нарушение микрофлоры кишечника, метеоризм, запор, диарея у ребенка.
- Связь кишечной колики у ребенка с психоэмоциональным состоянием матери.

International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

- Недостаток прогестерона у матери (McOmber ME, Shulman RJ Curr Opin Pediatr., 2007).
- Неправильное питание матери, продукты вызывающие газообразование (сахар и т.д.).

Вторичные причины кишечной колики у ребенка

- Непереносимость лактозы, целиакция
- Муковисцидоз
- Аллергия на коровье молоко
- Инфекции кишечника, энтероколиты.

Причины кишечных колик при искусственном вскармливании: повышенная проницаемость кишечника в первые 3-4 мес, еще не «созрели» ферменты (плохо перевариваются белки, жиры и лактоза), нет полезных бактерий, олигосахаридов (малыш получает их с грудным молоком)

Патогенез кишечной колики

В кишечнике образуется много мелких газовых пузырьков, которые вместе со слизью создают пену на стенке кишечника. Это приводит к нарушению выхода и перемещения газов во всей желудочно-кишечной системе и вызывает боли из-за растяжения стенки кишечника.

Все дело в скоплении газовых пузырьков в желудке!



Газообразование в кишечнике является результатом нарушения кишечного микробиома (сохранения здоровья человека в соответствии с нормальной микрофлорой кишечника организма), что приводит к дисбактериозу, нарушению усвоения пищевых веществ, микронутриентов, нарушению синтеза витаминов и иммунных механизмов.

Клиническая картина

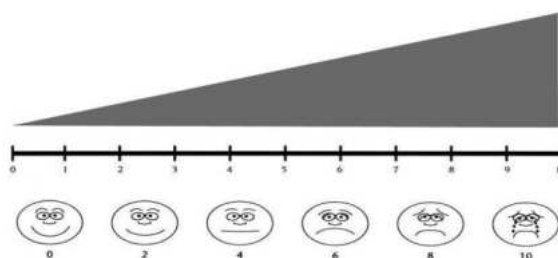
Для оценки боли рекомендованы ряд шкал:

1. Шкала оценки боли у детей младше 5 лет [8].

Плач в баллах	Нет	0
	Средний плач	1
	Сильный плач	2
Состояние лица	Спокойное/или смех	0
	Сжатие губ	1
	Замутнение глаз	2
Состояние тела	Спокойное	0
	Вынужденное	1
	Напряженное	2
Состояние ног	Нейтральное	0
	Слегка напгрягает ноги	1
	Напряженное	2
Активность	Простая	0
	Среднее беспокойство	1
	Сильное беспокойство	2

Оценка суммы баллов : 0 – нет боли, 3-5 баллов –средняя боль, 6-10 баллов – интенсивная боль

2. Критерии кишечной колики у младенцев (Wessel, Cobb, Jackson, Harris, & Detwiler (1954).



По вербальной шкале Wong-Baker – боль бывает: - слабой, – средней, – сильной, – невыносимый.

International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

Кишечная колика – начинается со 2-3 недели жизни ребенка, достигает пика на 6 недели, после 8 снижается, после 2-16 недели исчезает.

Кишечная колика – это приступ нервного плача.



Есть «правило трех», которое помогает определить, страдает ли ребенок от боли:

- Ребенок плачет больше 3 часов в день
- Ребенок плачет больше 3 дней в неделю
- Ребенок плачет больше 3 недель подряд

Клинические признаки кишечных колик у детей раннего возраста могут быть различными, среди них следующие: у детей до 4 месяцев, особенно в 3-4 недели, наблюдается боль, плач, частое вздутие живота, вынужденное состояние - покраснение лица, ноги согнуты к животу, сильное сморщивание лица. Крик грудного ребенка начинается обычно во второй половине дня и продолжается более трех часов, живот вздут и напряжен, ноги прижаты к животу, ноги очень холодные, после отхождения газов ощущается облегчение, боль появляется при кормлении и после него, обычно кишечные колики проходят через 3-4 месяца, иногда они могут длиться дольше.

В период младенчества можно определить наличие кишечной колики у ребенка по специфическим признакам на его лице. Когда у ребенка наблюдается кишечная колика, он несколько дней не охотно открывает глаза, при этом его рот постоянно открыт и имеет форму четырехугольника, брови приближаются друг к другу, крылья носа расширяются и т.д. Реакция младенца на боль изображена на следующем рисунке. Брови опущены, приближены друг к другу; межбровное пространство поднято, морщинисто; глаза закрыты; крылья носа расширены; носогубный угол углублен; рот открыт, углы опущены; потливость лба, расширение зрачков.

International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

Реакция младенца на боль



При исследовании не выявляются патологические изменения [1].

Реакция на боль в животе проявляется следующими признаками:

- * тахикардия, тахипноэ
- * повышение кровяного давления
- * увеличение внутричерепного давления
- нарушение кровообращения в мозговых оболочках
- * повышение мышечного тонуса
- * одышка
- * покраснение или побледнение кожи
- * потливость ладоней
- * расширение зрачков

Мы хотели бы, чтобы на это обратили внимание специалисты, занимающиеся воспитанием родителей и детей, что при длительном плаче ребенка наблюдается естественное повышение внутричерепного давления. В последние годы появление некоторых аппаратов в медицинской диагностике (например, эхоэнцефалограмма, нейросонограмма) приводит к случаям гипердиагностики, что в свою очередь порождает целый ряд мероприятий. Этот метод исследования, проводимый невропатологами, показывает повышение внутричерепного давления у более чем 90% детей, обратившихся с жалобой на плач, и проводится лечение различными лекарственными средствами. Реальное повышение внутричерепного давления наблюдается при серьезных заболеваниях, таких как травмы после родов, гидроцефалия,



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

воспаление мозговых оболочек (менингит) и т.д. Таким образом, мы должны искать причину плача ребенка не в «мозге», а в «кишечнике», потому что при колике желудка также повышается мозговое давление. Своевременное выявление и устранение причин вызывающих колику достаточно, успокоительные и улучшающие мозговую деятельность лекарства не имеют смысла и даже могут быть вредными.

Следующие основные неврологические состояния могут сопровождаться желудочными коликами:

1. Синдром повышенной возбудимости

Симптомы: беспокойство, нарушение сна, повышенная возбудимость, спазматическое сокращение мышц, патологические движения, повторение колик, запор, нарушение глотания и сосания, гипертонус мышц языка и орофарингеальных мышц.

Рекомендации: организовать режим дня и питания; обеспечить правильное питание; выбирать "лечебные смеси"; убедиться, что ребенок получает достаточно пищи (оценивать физическое развитие, контролировать вес); исключать соматические и хирургические заболевания.

2. Гипертензионно-гидроцефальный синдром

Симптомы: раздражительность, изменение настроения, рвота, патологическое увеличение окружности головы, расширение шейных вен, (у младенцев при сосании и плаче большая вена на лбу выпячивается и пульсирует - это физиологическое состояние!).

Рекомендации: организовать режим дня и питания, обеспечить правильное питание, выбрать "лечебные мероприятия", предотвратить инфекционные заболевания (менингит); окклюзионную гидроцефалию (признаки внутричерепного кровоизлияния); соматическую патологию (пилоростеноз, ВПГ).

Диагностика кишечной колики

Диагностика колик желудка основывается на следующих клинических признаках: обычно колики появляются в первые недели жизни ребенка, усиливаются в течение 2-3 месяцев, исчезают к 5 месяцам; время, когда возможно появление кишечных колик по ночам; основной признак колик –



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

сильный и продолжительный плач; потливость; частая отрыжка, вынужденное состояние – покраснение лица, ноги согнуты к животу, ноги дрожат; плач ребенка обычно начинается в ночное время после захода солнца и продолжается более трех часов; живот напряжен, ноги прижаты к животу, ноги холодные; после приема жидкости ощущается облегчение; боль начинается при кормлении или после нее.

Показания для лабораторно-инструментального исследования

- Лабораторные исследования: - коагулограмма, определение лактазной недостаточности и дополнительные исследования. Клинический анализ крови и мочи, скрытая кровь в кале, кальпротектин в кале,
- Биохимический анализ крови (трансаминазы печени, щелочная фосфатаза, γ -глутамилтранспептидаза, амилаза, С-реактивный белок),
- Эндоскопические исследования (эзофагогастродуоденоскопия, колоноскопия),
- Водородные дыхательные тесты с лактозой
- Консультация невропатолога для выявления инфантильных спазмов
- Определение стафилококковой инфекции у матери

Функциональные кишечные колики отличаются от симптомов острых заболеваний органов брюшной полости.

Специфические признаки острых заболеваний органов брюшной полости: повторяющаяся рвота, рвота с кровью, наличие крови в стуле, усиление напряжения живота, усиление болей в животе, сильная слабость, апатия, рвота желчью, потеря или увеличение веса без видимых причин, холодный пот, артериальная гипотония, мерцательная аритмия или тахикардия, лихорадка, симптом Щеткина-Блюмберга, спазм мышц передней стенки живота, задержка стула при дефекации (признак внутрибрюшного кровотечения), дизурия и олигурия.

Дифференциальная диагностика

Специфические признаки острых заболеваний органов брюшной полости в отличии от функциональных: повторяющееся рвота, усиление вздутия живота, усиление боли в животе, сильная слабость, апатия, кровавая рвота, холодный пот, артериальная гипотония, мерцательная аритмия или тахикардия,

International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

лихорадка, симптом Щеткина-Блюмберга, напряжение мышц передней брюшной стенки, задержка стула при дефекации (признак внутрибрюшного кровотечения), дизурия и олигурия.

Нужно отличать кишечные колики у новорожденных от следующих заболеваний: аллергия на пищу, непереносимость лактозы, заболевания ЦНС (высокое внутричерепное давление), кишечные инфекции, евстахиит, отит, «косвенные симптомы» острые хирургические заболевания (инвагинация кишечника, пупочная грыжа, непроходимость кишечника, аномалии развития).

Лечение кишечных колик у младенцев

Лечение кишечных колик может занимать длительное время, поэтому необходимо отличать функциональные кишечные колики от острых заболеваний живота (инвагинация кишечника, кишечные инфекции, эвстахиит, отит).

Этапы лечения кишечных колик у младенцев

1-этап. Психологическая поддержка и объяснение причин колик родителям

2-этап. Диетическое лечение.

3-этап.

а). Немедикаментозное лечение: лечебный массаж, водные процедуры, музыкотерапия, ароматерапия, аэроионотерапия.

б). Медикаментозное лечение (препараты, содержащие симетикон, пробиотики, лактулозу).

В первую очередь применяются щадящие методы лечения матери и ребенка.

Диетическое питание для матери при кишечной колике:

Рекомендовано: кисломолочные продукты (кефир, творог), черный хлеб, растительное масло, овощи, злаковые, орехи, нежирное мясо, компоты из сухофруктов.





International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

Ограничить:

- Кондитерские изделия, мёд, сахар, сладости.
- Продукты, содержащих танин (чай, кофе, какао).
- Зерновые: (манная крупа), горох, фасоль.
- Молока (сырое и пастеризованное), сладкий творог, сметана, кисель.
- Некоторые овощи (лук, чеснок, помидоры, картофель, щавель, свёкла, редис, сладкий картофель).
- Жирная и жареная пища, мясные и рыбные соусы, горячий сдобный хлеб, переизбыток.
- Свежие фрукты (абрикосы, яблоки, виноград, гранат, финики).

Мать должна нормализовать своё психоэмоциональное состояние и лечить основные заболевания.

Анальгетики детям не рекомендуются для облегчения боли, рекомендуется использовать следующие методы: дать пить 0,3-1 мл 20-40% глюкозы, своевременно прекращать кормление грудью, держать ребенка вертикально после кормления, массировать живот по часовой стрелки, проводить водные процедуры, тепло в область живота, соблюдать пищевой режим.

В переходном и смешанном кормлении:

Рекомендуются современные высокоадаптированные молочные смеси (НЕСТОГЕН 1,2,3,4). Часто в рацион ребенка вводятся кисломолочные адаптированные молочные смеси (НАН кисломолочный). Адаптированные гипоаллергенные специальные молочные смеси рекомендуются по назначению врача (например, «НАН антиколика», «НАН безлактозный», «НАН тройной комфорт», «НУТРИЛОН комфорт»).

Детям, страдающим запорами, дают молочные смеси с частично гидролизированным белком, сниженным содержанием лактозы и обогащенные пре- и пробиотиками (НАН тройной комфорт).

Когда подозревается, что ребенок плачет из-за боли в животе, необходимо использовать все способы для успокоения ребенка - говорить ласковые слова, обнимать, говорить тихо и принимать другие меры.



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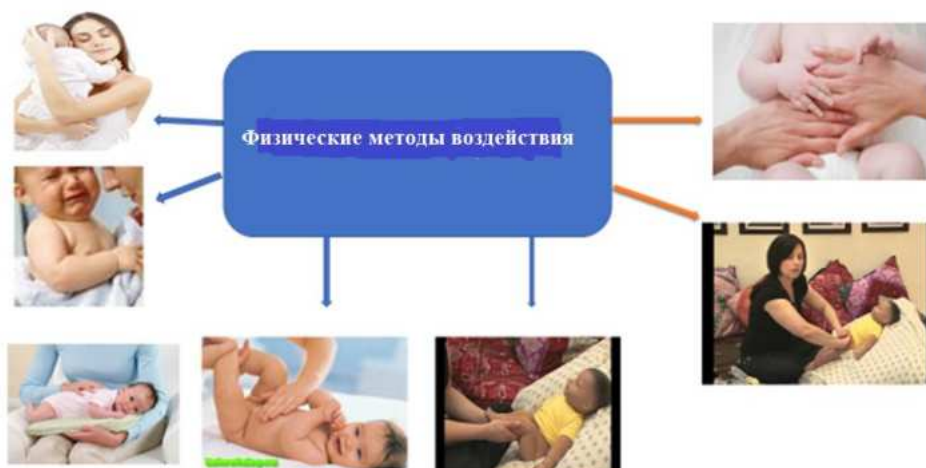
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20th January, 2025

Рекомендации специалистов: когда у ребенка болит живот, нужно приложить в область живота теплую пеленку, успокаивать его словами: "Не волнуйся, это пройдет". В этом случае важно что бы мать была спокойна сама.

Существует несколько способов, которые помогут снять боль при кишечной колике:

- предложить ребенку игру, которая простимулирует различные напряжения мышц живота и поясницы;
- обнимать ребенка, прижав его к себе, чтобы он чувствовал ваше дыхание.
- Правильная ходьба. При этом вы качаете ребенка в трех направлениях: вверх-вниз, в стороны и по диагонали, что успокаивает его.
- Сменить человека, который заботится о ребенке. Например сменить мать на отца, ребенок быстрее успокаивается.
- «Положение футболиста». При этом вы держите ребенка с кишечными коликами животом к себе, прижав его к своему телу руками, а голову повернуть вправо или влево. Так мышцы живота ребенка расслабляются и боль уменьшается.
- Ребенка кладут на живот на 10-15 минут. После этого его переворачивают на спину. Если ребенок не успокоился после этого, обратитесь к врачу-педиатру.
- Ребенка, особенно младенца, можно успокоить, постучать легкими движениями по спине ритмичными движениями сверху вниз 60-70 раз в минуту;
- Держа ребенка за лодыжки, согните его ноги в коленях к животу и двигайте ими поочередно, как при движении «велосипед»;
- Еще один способ уменьшить напряжение тела и мышц живота - сесть со своим ребенком на колени и обнять его сзади за спину. Так тело и мышцы живота расслабятся и боль уменьшится.
- Вы можете положить ребенка животом на большой надувной мяч и катать его вперед и назад. При этом держите ребенка за руки.



- Давление на живот. Ребенка кладут на спину, при этом ноги ребенка должны быть согнуты; давление на живот успокаивает ребенка. Во втором методе на нижнюю часть живота кладут грелку или бутылку, наполненную теплой (не горячей) водой, обернутую в пеленку; это ускоряет выход избыточного газа из кишечника и ребенок лучше спит.

- «Папина ладонь». Отец прикладывает ладонь к животу ребенка и массирует живот пальцами. Теплые руки снимают напряжение в мышцах живота ребенка;

- Массаж. Для опорожнения кишечника и выхода газов используйте массаж в виде перевернутой латинской буквы «U». Натрите руки теплым маслом и массируйте живот по кругу.

Массаж начинайте с левой стороны живота по направлению сверху вниз, подобно латинской букве «I» - это обеспечит движение газов вниз.

Затем продолжайте массаж по кругу, подобно латинской букве «L», в результате чего газы будут двигаться к выходу из кишечника.

На последнем этапе массируйте живот по направлению всего кишечника в виде перевернутой латинской буквы «U». Массаж будет эффективнее, если вы будете продолжать его, держа ребенка на своем колене и прижав его ногами к своему телу;



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20th January, 2025

- Теплые ванны. Для уменьшения болей в животе, вызванных напряжением мышц живота, хороший результат дают теплые общие и местные ванны для ног.

- Положить ребенка на теплую пеленку, массировать область живота.

- Держать ребенка в вертикальном положении.

- Вызвать выход газов, двигая ножками ребенка.

- Руки матери потереть друг о друга, чтобы они стали теплыми, и держать ребенка за область живота в течение 20 минут. Этот метод является самым эффективным и дает возможность успокоить 90% детей.

Диетотерапия при лактазной недостаточности.

При естественном кормлении:

- Частая ошибка - исключение грудного молока
- Сохранение грудного молока на максимальном уровне
- Смешивание сцеженного грудного молока с добавлением лактазы
- Сцеживание предыдущего молока, а затем кормление
- Если грудного молока мало, часть его заменяют безлактозной смесью (НАН безлактозный)
- Смесью вводится через 2-3 дня.

При искусственном кормлении:

- Если искусственное кормление вызвано недостатком лактазы, ребенку постепенно назначается безлактозная смесь. Используются безлактозные смеси (НАН безлактозный).
- Каши и овощные пюре готовятся с добавлением безмолочных смесей.

Медикаментозное лечение при кишечных коликах

Если вышеуказанные методы не дали результата, то по согласованию с врачом проводится медикаментозное лечение кишечных колик:

При непереносимости лактозы: фермент лактаза (Easy Col) - 3000 Ед, 750 Ед (1/4 капсулы) на 100 мл молока, при каждом кормлении добавляется в высцеженное молоко или молочную смесь (10-15 мл), выдерживается 5-10 минут для ферментации и дается ребенку перед едой.



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

При метеоризме: рекомендуется симетикон (Эспумизан, Клозим, Коликвел); в качестве адсорбента: смекта, холестирамин; при сильном метеоризме: прозерин 0,04-0,08 мг/кг, 2-3 раза в сутки подкожно; пробиотики; фиточай: укропная вода, настойка ромашки, тмин, мята, плоды фенхеля, эфирное масло. При болевом синдроме - ставится газоотводная трубка, ставятся глицериновые свечи или лечебные клизмы.

Что делать при выявлении стафилококков в молоке матери?

Наличие стафилококковой инфекции у матери вызывает сенсibilизацию в ее организме и организме ребенка, в результате чего возникают стафилококковые инфекции и кишечные колики.

На первом этапе

- проводится лечение матери антибиотиками группы цефалоспоринов, через 2 дня повторно проверяется стерильность молока матери.
- вводится антистафилококковый иммуноглобулин.

На втором этапе

- при лечении матери используются синбиотики – бактериальные препараты (ацидофилус, бифиформ).
- иммуномодуляторы.
- стафилококковый анатоксин (проводится по схеме).

Для ребенка:

- Если у ребенка обнаружен стафилококк на языке, то рекомендуются адаптированные молочные смеси («НЕСТОГЕН» 1,2,3; «НАН КМ», «НУТРИЛОН КМ»), если он на искусственном вскармливании.
- Вместе с лечением матери ребенку дают стафилококковый бактериофаг.
- После лечения бактериофагом рекомендуются пробиотики.

Случай из практики:

Уктамова М., 19 дней от рождения. Ургутский район. Осмотрена 7.08.2021 г. Масса при рождении 4300 г. Ребенок с 1-го дня жизни в роддоме получает недостаточное количество грудного молока и смесь, так как у матери гипогалактия. На 12 день жизни у ребенка появилось: беспокойство, плач, рвота, ребенку давали сахар и нават. В течение недели ребенок плакал непрерывно, была лихорадка, вздутие живота. Состояние при осмотре:



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

средней тяжести, $t - 37,5$, дыхание затрудненное, глаза закрытые, плач продолжался 6 дней, ребенок был госпитализирован в крайнем состоянии, ноги и руки согнуты, рот не открывается, живот вздут, при пальпации напряжен, болезненный, после срыгивания ребенок успокаивался, при возбуждении беспокойство усиливалось, кожа мраморного цвета, ноги немного холодные (похоже на бледную гипертермию), стул пенистый, жидкий, мочеиспускание учащено. Диагноз: ОРВИ. Функциональное нарушение кишечника, кишечная колика. Лечение: мать приложила руку к животу ребенка на 20 минут, ребенок выпустил газы и успокоился. Рекомендации матери: кормить ребенка только грудным молоком. Прописан эспумизан, парацетамол, виферон.

Выводы

1. Важными факторами лечения функциональных нарушений органов пищеварения являются выявления причин, устранение или воздействие на неинфекционные и инфекционные факторы, такие как коморбидные функциональные нарушения.
2. Вышесказанные меры приводят к полному устранению функциональных нарушений и предотвращает полипрагмазию.

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20th January, 2025

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“KALENDARLAR VA ULARNING TARIXI”

Ismoilova Nafisa Isroil qizi

Navoiy viloyati Uchquduq tumani 1-sonli politexnikumi

Fizika va astronomiya fani o'qituvchisi

Annotatsiya:

Mazkur maqolada Kalendarlar va ularning tarixi haqida ma'lumot berilgan. Bundan tashqari Oy kalendari, quyosh kalendari, Yulian kalendari Grigorian kalendari haqida bayon qilingan.

Kalit so'zlar: Kalendarlar, Quyosh kalendari, Oy kalendari, 12 oy, oy nomi, xudolar, imperatorlar, Sezor, Yulian kalendari, Grigorian kalendari va Umar Hayyom kalendari.

Quyosh kalendari. Uzoq muddatni vaqtning o'lchamlari (sutka – kun, hafta, oy va yillar) bo'yicha sistemaga solish kalendar deyiladi. Kalendar tuzishda Oy fazalarining almashinish davri yoki yil fasllarining almashinish davri (tropik yil) asos qilib olinadi. Oy fazalarining almashinish davri (29,53 sutka) asos qilib olingan taqvimlar oy kalendarlari, yil fasllarining almashinish davri asos qilib olinganlari esa quyosh kalendarlari deb yuritiladi.

Quyosh kalendari Qadimgi Misrda miloddan avvalgi 3000-yillarda paydo bo'lgan. U paytda yil fasllarining almashinish davri 360 kunga teng deb, 12 oy 30kundan qilib olingan. Keyinchalik yil uzunligi 365 kun deb topilib, uning barcha oylari 30 kundan, 12-oyi esa 35 kun qilib belgilangan. Va, nihoyat, miloddan oldingi III asrda Misrda astronomlar yil uzunligining 365,25 kunga tengligini aniqladilar. Shundan so'ng, miloddan avvalgi I asrda rimlik sarkarda Yuliy Sezar yilning uzunligi 365,25 kunga teng kalendarini astronomlar yordamida tuzib, uni amalda joriy qildi. Keyinchalik bu taqvim Yuliy Sezar sharafiga *yulian kalendari* deb ataladigan bo'ldi. Bu taqvimga ko'ra, uch yil ketma-ket keladigan yillarning uzunligi 365 kundan bo'lib, to'rtinchi yili 366 kun qilib olinadi, chunki to'rt yilda 0,25 kunlik (yillik) qoldiq yig'ilib, 1 kunga teng bo'ladi. Bu qo'shimcha kunni fevral oyiga qo'shib berishga (ya'ni uni 29 kun



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20th January, 2025

qilib ishlatishga) kelishib olindi.

Biroq yuz yilliklar o'tishi bilan bu taqvim yilining uzunligida hali ham xatolik borligi ma'lum bo'ldi. Uni tuzatish uchun 1582-yilning fevralida rim papasi Grigoriy XIII yil uzunligining aniqroq olingan qiymatini (365,242 kun) yangi quyosh kalendari uchun asos qilib oldi. Isloh qilingan bu kalendar rim papasi sharafiga grigorian kalendari deb ataladigan bo'ldi. Ayni paytda biz ishlatayotgan kalendarimiz grigorian kalendari bo'lib, uning davri Iso payg'ambarning tug'ilgan yilidan boshlangan.

Bu kalendarining 12 oyidan oltitasi qadimgi rimliklarning afsonaviy xudolarining nomlari bilan (Yanus, Februus, Afrodita, Mars, Maya, Yunona), iyul va avgust oylari rim imperatorlari Yuliy Sezar va Avgust nomlari bilan, qolganlari esa o'zlarining tartib raqamlari (sentabr – yettinchi, oktabr – sakkizinchi, noyabr – to'qqizinchi, dekabr – o'ninchi) bilan ataldi, chunki qadimda yil boshi 1-martda kirgan. Aprel oyi – «aperire» – «ochilish» («uyg'onish») degan so'zdan olingan bo'lib, bahorda tabiatning uyg'onishidan darak beradi. Bu taqvim bo'yicha yil boshi ilgari martda bo'lib, so'ngra 1-yanvarga ko'chirilgan. Rossiyada yil boshi qadimda yiliga ikki marta – 1-martda va 1-sentabrda bayram qilinar edi. 1342-yildan Moskva mitropoliti (hokimi) Yangi yil bayrami bundan buyon faqat 1-sentabrda o'tkazilishi haqida buyruq berdi. XVII asrning oxirida podsho Pyotr I buyrug'i bilan 1700-yilda kalendar yilining boshi 1-yanvarga ko'chirildi. Shundan buyon bu taqvim bo'yicha Yangi yil bayrami 1-yanvarda nishonlanadigan bo'ldi.

Umar Hayyom kalendarida yilning o'rtacha uzunligi 365,24242 sutkaga teng bo'lib, tropik yilning haqiqiy uzunligidan atigi 0,00022 sutkaga, ya'ni 19,5 sekundgagina uzun edi. Bu xatolik shu qadar kichik ediki, u yig'ilib-yig'ilib 4500 yil o'tgandan so'nggina 1 sutkaga yetardi (chunki 1 yil 86400 sekund, agar bu sonni 19,5 ga bo'lsandiz 4500 kelib chiqadi). Bu taqvim yili ham 12 oyga bo'lingan bo'lib, taqvimda oylar Quyoshning yillik ko'rinma harakati davomida kesib o'tadigan yulduzlar turkumlarining nomlari bilan Hamal, Savr, Javzo, Saraton, Asad, Sunbula, Mizon, Aqrab, qavs, Jaddi, Dalv, Hut deb yuritiladi.

Xulosa qilib aytadigan bo'lsak, Quyosh kalendari quyoshning yil fasllarining almashinish davri, Oy kalendarida esa Oy fazalarining almashinish davri (29,53



International Conference on Modern Science and Scientific Studies

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20th January, 2025

sutka) asos qilib olingan. 1582-yilning fevralida rim papasi Grigoriy XIII yil uzunligining aniqroq olingan qiymatini (365,242 kun) yangi quyosh kalendari uchun asos qilib oldi. Isloh qilingan bu kalendar rim papasi sharafiga grigorian kalendari deb ataladigan bo'ldi. Ayni paytda biz ishlatayotgan kalendarimiz grigorian kalendari bo'lib, uning davri Iso payg'ambarning tug'ilgan yilidan boshlangan. Bu taqvim bo'yicha yil boshi ilgari martda bo'lib, so'ngra 1-yanvarga ko'chirilgan. Rossiyada yil boshi qadimda yiliga ikki marta – 1-martda va 1-sentabrda bayram qilinar edi. 1342-yildan Moskva mitropoliti (hokimi) Yangi yil bayrami bundan buyon faqat 1-sentabrda o'tkazilishi haqida buyruq berdi. XVII asrning oxirida podsho Pyotr I buyrug'i bilan 1700-yilda kalendar yilining boshi 1-yanvarga ko'chirildi. Shundan buyon bu taqvim bo'yicha Yangi yil bayrami 1-yanvarda nishonlanadigan bo'ldi.

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**“O‘QUVCHI QIZLARNI OILAGA TAYYORLASHDA OILA, MAHALLA
VA MAKTAB HAMKORLIGINING PEDAGOGIK JIHATLARI”**

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psixologiya mutaxassisligi 1-kurs magistranti

Annotatsiya:

Ushbu maqolada o‘zbek oilalarida qizlarga xunar o‘rgatish, qiz bolani har tomonlama barkamol etib tarbiyalash, ilm egallashiga ko‘mak berish, buyuk muhaddis allomalarning oilaviy tarbiya xususida bildirgan fikrlari va o‘zbek oilalarida juftiklar o‘rtasida kuzatiladigan salbiy-axloqiy xususiyatlar

Kalit so‘zlar: oila, mahalla va maktab hamkorligi, madaniy boylik, oila, ruhan barkamol, axloq, ilm egallash, kasb-hunar

Kirish:

Jahonda qizlar va ayollar faolligini ta‘minlash masalasi eng dolzarb masalalardan biri hisoblanadi. Birlashgan Millatlar Tashkilotining Inson huquqlari bo‘yicha Oliy komissari ma‘lumotlariga ko‘ra, ayollar va qizlarning kamsitilishiga qarshi ko‘plab islohotlar amalga oshirilgan, ammo bu sohada yana ko‘p ishlar qilinishi kerakligi aytilgan¹. Bugungi kunda qizlar va ayollar jins, gender, yoshiga qarab tizimli diskriminatsiya, kamsituvchi ijtimoiy me‘yorlar va zararli stereotiplardan kelib chiqib, ularning ijtimoiy faolligiga salbiy ta‘sir qiluvchi to‘siq va muammolarga duch kelishda davom etishmoqda. Bunday muammolarga qizlar va ayollar o‘z huquqlarni yetarli darajada bilmasligi, oila, jamoa va jamiyatda doimiy gender asoslarini kamsitish, zo‘ravonlik va bularning barchasini qizlar va ayollar oddiy hol sifatida qabul qilishi kabilar kiritib o‘tilgan.

O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrda 820 – sonli qarorida Oila va xotin-qizlar davlat qo‘mitasi hamda Yoshlar ishlari agentligining bo‘limlari huzurida Yoshlarni oilaviy hayotga

¹ <https://www.ohchr.org/en/stories/2022/09/despite-being-forefront-activism-women-still-face-barriers>



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Website: econfseries.com

20th January, 2025

tayyorlash markazlarini tashkil etish to'g'risidagi vazifalar yuklatilgan. Shu nuqtai nazardan, bugungi kunda Oliy ta'lim muassasalarida taxsil olayotgan talaba qizlar o'zining yo'nalishining yetuk mutaxassisi bo'lishi bilan birgalikda mohir pazanda, hamshira, bir so'z bilan aytganda oilaga tayyor bo'lib yetishadi! Ya'ni, univesitet rahbariyati va xotin – qizlar masalalari bo'yicha maslahat Kengash raislari rahbarligida “Talaba qizlarni oilaviy hayotga tayyorlash” kurslari tashkil etilgan.

Dolzarbli:

Dunyoda xotin-qizlarni har tomonlama qo'llab-quvvatlash, ularni himoya qilish, ijtimoiy hayotda o'zlarining faolligini rivojlantirishga va xotin-qizlar kamsitilishining oldini olish borasida ilmiy tadqiqot muassasalari faoliyat yuritmoqda. “Plan International” – bu gender tengligi uchun kurashayotgan tashkilotlardan biri bo'lib, u bolalar huquqlari va qizlar tengligini ta'minlashga qaratilgan ilmiy tadqiqotlar olib boradi². U qizlarga nisbatan kamsitish, zaiflik va chetlanishning asosiy sabablariga qarshi kurashish uchun yoshlar, bolalar va jamoalar bilan yaqindan ishlaydi. “Global Fund For Women” – ayollar uchun global jamg'armasi, shuningdek, “Rise Up” ayollar va qizlarga mahalliy sarmoya kiritish, tashkilotchilik va faolligini rivojlantirish borasida ishlarni amalga oshiradi.

Mamlakatimizda ham amalga oshirilayotgan islohotlarda xotin-qizlarni ijtimoiy qo'llab-quvvatlashga katta e'tibor berilmoqda. Jumladan, “2022–2026-yillarda xotin-qizlarning mamlakat iqtisodiy, siyosiy va ijtimoiy hayotining barcha jabhalarida faolligini oshirish bo'yicha Milliy dastur”³da bugungi kunda xotin-qizlarning ijtimoiy faolligini rivojlantirish borasida bir qancha muammolar borligi kiritib o'tilgan. Bu kabi muammolar sirasiga hududlarda yosh qizlarning iqtidorlarini o'z vaqtida aniqlashtirib, ularning ijtimoiy faolligini rivojlantirish ishlari aniq bir tizim asosida tashkil etilmagani, shuningdek, ushbu jarayonda o'quvchi-qizlar uchun uslubiy va amaliy yordamning tashkil etilmagani kiritilgan.

Balog'at yoshiga qadam qo'ygan har bir qiz bola shirin orzulari daryosida oila degan kemani boshqarishni niyat qilishi tabiiy hol hisoblanadi. Ana shu kichik,

² <https://www.humanrightscareers.com/25>

³ Mirziyoyev Sh. 2022-yil 1-martdagi «Oila va xotin-qizlar bilan ishlash, mahalla va nuroniylarni qo'llab-quvvatlash tizimini takomillashtirish chora-tadbirlari to'g'risida» PF-81-sonli farmoni.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

ammo ulkan yukni tortuvchi kemani boshqara olishiga qanchalik tayyorligiga o'zini ishonchi yetadimi yoki yo'qmi eng asosiy masala ana shunda desak xato bo'lmaydi. Qiz bola oilaga ruhan tayyor bo'lsa yuqoridagi beka sifatidagi vazifalarni muvaffaqiyatli amalga oshirishi qiyin kechmaydi. Milliy urf-odatlarimizga ko'ra ko'pgina hollarda qizlarni oila qurishiga uni qurshab turgan ijtimoiy muhitning ta'siri katta bo'ladi. Kuyov tomonidan sovchilar kelishadi, qarindoshlar o'rta tushishadi qarabsizki to'y bo'lib ketavermaydi-ku. Milliy qadriyatlarimizga ko'ra qiz bolani roziligi ham so'raladi. Yigit bilan qiz bola to'ydan oldin albatta, uchrashtiriladi. Qiz bola kuyovlikka da'vogar yigit bilan uchrashganda diqqat - e'tiborini jamlagan holda zimdan kuzatishi lozim bo'ladi.

Tadqiqot maqsadi:

Oila, mahalla va maktab hamkorligi asosida o'quvchi-qizlarning ijtimoiy faolligini rivojlantirish maqsadida oila psixologiyasi bilan shug'ulanuvchi mutaxassislarning ta'kidlashlaricha, oila qurishga o'zida ishonchni shakllantirayotgan qizlar o'z irodasini tarbiyalay olishi kerak bo'ladi. Shuni unutmazlik kerakki, iroda tarbiya va mashqqa muhtoj bo'ladi. Xalqimiz tili bilan aytadigan bo'lsak, oilaviy hayotda "Suv kelsa simirib, tosh kelsa kemiriladi". Oila sirini tashqariga chiqarmaslik oila mustahkamligining saqlashga harakat qilishda irodani axamiyati beqiyosdir desak xato bo'lmaydi. Qiz bola turmush qurganidan so'ng uni ijtimoiy muhitdagi mavqei tubdan o'zgarishi asosida unga nisbatan boshqalarni va o'zini o'ziga bo'lgan munosati o'zgarishi tabiiy hol. Mazkur o'zgarishga nisbatan o'zida ishonchni shakllantira olgan qiz bola yangi oilasida qisqa muddatda o'z o'rniga ega bo'la oladi. Yangi mavqeiga moslashish albatta, tajriba bilimlarga asoslanadi. Shuning uchun qiz bola o'zidan oldin kelinlik mavqeiga ega bo'lganlarni yutuqlari va kamchiliklarini tafakkurida aqlan tahlil qilib o'zi kelin bo'lgach amalga oshiradigan xatti-harakatlarini tassavur eta olishi kerak.

Tadqiqot obyekti va usullari:

Oila jamiyatning kichik bo'g'ini bo'lib bugunga qadar turli davrlarni bosib o'tgan. Oila jamiyatning mustahkam poydevori, davlatning harakatlanishi kuchidir. Shunga ko'ra oila mavqei va munosabatlar masalasi doimiy davlat e'tiborida bo'lib kelgan.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

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20th January, 2025

Jamiyat rivojlanib borgan sari bu muammoning ahamiyati yanada ortib boraveradi. Barkamol inson haqida uning mehnati va turmushi, ma'naviy taraqqiyoti haqida g'amxo'rlik mamlakatimizning asosiy maqsadidir. Kishi hislatlari uning mehnatiga ma'naviy, g'oyaviy, psixologik va madaniy boyliklarga munosabatining asoslari oilada shakllanadi. Jamiyat mustahkam, ma'naviy va psixologik axloqiy jihatdan sog'lom oila bo'lishidan manfaatdordir. Oilada qizlarga hunar o'rgatish, o'qitib bilim berish qat'iy yo'lga qo'yilgan. Zeroki, o'qimishli, xunarmand qiz o'z kasbi, bilimi bilan dastlab ota - ona xonadonini obod, saranjom qilib yursa, jufti halolinikiga borganda, oilani boshqarish bilan birga kelajak avlod ta'lim va tarbiyasi bilan jiddiy shug'ullanishiga to'g'ri kelgan. Oilaga tayyorligiga o'z ishonchini baholashdan qiyin ish bo'lmasa kerak degan savolga ba'zi qizlarimiz "Ovqat tayyorlashni, pishiriqlar pishirishni, kir yuvish, dazmol qilish, uylarni tozalash, mehmon kutish bilsam bo'ldi, uyog'i bir gap bo'lar", deb o'ylasalar adashadilar. Qiz bola avvalom bor oilaga ruhan tayyor bo'lsa yuqoridagi beka sifatidagi vazifalarni muvaffaqiyatli amalga oshirishi qiyin kechmaydi. Har bir xonadonda qiz bola farzand dunyoga kelsa, beshikdan to balog'at yoshiga yetishi uni to'g'ri tarbiyalash, har bir ota - onaning fikrini "qiz bola - boshqa xonadoning" fayzi", - degan xayol uning voyaga yetgunicha va uni turmushga bergunga qadar tark etmaydi. Buning uchun hozirgi kunda turmushga chiqayotgan yosh qizlarning zimmasiga katta ma'suliyat yuklanadi. Ushbu ma'suliyatlardan biri bu ma'naviy boylik, saranjon - sarishtalik, fahm - farosat va albatta gigiyenik ozodalikdir. Xalqimizda ushbu hususiyatlar "Har bir qiz bolada mujassam bo'lishi kerak", - degan fikr yuradi. Qiz bolani har tomonlama barkamol etib tarbiyalash, unga hamisha g'amxo'rlik qilishning ahamiyati yuksak, oqibati xayrlidir. Oysha roziyallohu anhodan rivoyat qilinadi: "Bir kuni mening huzurimga ikkita qizini yetaklab bir ayol tilanchilik qilib kirib keldi. Mening huzurimda bitta xurmodan boshqa narsa yo'q edi. Men xurmoni bersam, ayol uni ikkiga ajratdida, ikki qiziga berdi. Rasululloh sallollohu alayhi vasallam kirganlarida bu haqda xabar bersam, u zot: "Kim mana shu kabi qiz farzand bilan imtihon qilinsa, qizlarini chiroyli parvarish etsa, uning uchun jahannamdan parda bo'ladi" dedilar. Qiz bola tarbiyasi shunchalar muhimki, inson farzandlari uchun sovg'a olib kelgan bo'lsa uni tarqatishni avvalo qizlaridan boshlashi haqida ko'rsatmalar bor. Qiz bolaning ko'ngli nozik bo'lganligi sababli, ularga alohida



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

mehr ko'rsatiladi va ularga har tomonlama ta'lim tarbiya berishga chaqiriladi. Bu haqida Muhammad sallolohu alayhi vasallam shunday deganlar: "Farzandlaringizga ta'lim bering, chunki ular sizniki bo'lmagan vaqt uchun tug'ilganlar". Demak har bir ota-ona bolaning o'z zamonasining ilm-fanini egallashiga befarq qaramasligi kerak. Oilada qiz bola tarbiyasi ayolga, onaga ishonib topshiriladi. Qizlar oila saboqlarini bobo-buvisidan, ota - onasidan, aka - opalaridan, qo'ni - qo'shnilaridan, jamiyki mahalladoshlaridan oladi. Tarbiyada eng mas'uliyatli vazifa onaga topshirilar ekan, onajonlarimiz bu jarayonlarga yanada e'tiborli bo'lib qizlarining sog'lom unib o'sishi, ilm-u hunar egallab, odob-axloq, ibo-hayoda ham boshqalarga o'rnak namunasini ko'rsatadigan qiz bo'lib kamolga yetishiga ahamiyat qaratadilar. Xususan, qiz bolaga ilm o'rgatishdan tashqari, kasb-u hunar egallashiga ko'mak berish, pishirish, tikish-bichish, bola parvarishlash, nayinki, kundalik turmushda zarur bo'lgan bilimlar bilan doimiy tanishtirib borish lozim.

Tadqiqot vazifalari:

Oila, mahalla va maktab hamkorligi asosida o'quvchi-qizlarining ijtimoiy faolligini rivojlantirishning ijtimoiy pedagogik xususiyatlarini aniqlashtirish. Tarbiya jarayonidagi eng muhim vosita bu - mehr va shirin so'zlikdir. Bu ikki vosita nozik qalb sohibasi bo'lgan qiz bolaning ko'ngliga yo'l topish, uni avaylab parvarishlash uchundir. Turmushga chiqayotgan qiz bola avvalom bor irodasini tarbiyalay olishi kerak bo'ladi. Xalqimiz tili bilan aytadigan bo'lsak, oilaviy hayotda suv kelsa simirib, tosh kelsa kemiriladi. Oila sirini tashqariga chiqarmaslik oila mustahkamligining saqlashga harakat qilishda irodani ahamiyati beqiyosdir desak xato bo'lmaydi. Oilalardagi hayot tarzi va undagi shaxslararo munosabatlar madaniyati buyuk muhaddis allomalar Muhammad ibn Ismoil Buxoriy, At-Termiziy ijodlarida hamda tasavvuf falsafasining yirik namoyandalari bo'lmish Ahmad Yassaviy, Bahovuddin Naqshband, Najmiddin Kubro, Xoja Ahror Vale tariqatlarida, oilaviy turmush qoidalari, undagi shaxslararo munosabatlar madaniyati, farzand tarbiyasiga e'tibor, erkak bilan ayol munosabatining o'ziga xosligi, insoniy fazilatlarining shakllanish me'yorlari haqidagi qimmatli fikrlar sharq xalqlari, xususan, o'zbek xalqining og'zaki ijodida (Alpomish, Kuntug'mish, Go'ro'g'li, Oysuluv, Layli va Majnun, Yusuf va Zulayho kabi qator o'zbek xalq dostonlari) atroflicha bayon qilinganligi asoslangan.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

O'zbek oilalarida juftliklar o'rtasida kuzatiladigan salbiy-axloqiy xususiyatlar o'rganilganda, er yoki xotinda uchraydigan besabrlik, o'zgani tushunmaslik, e'tiborsizlik, qizg'anchilik, jizzakilik, uquvsizlik, bilimsizlik, beparvolik, loqaydlik, qo'pol muomala sababli yuzaga kelishini, ba'zi oilalarda betakalluflik, didsizlik, uyatsizlik, munofiqlik tufayli namoyon bo'lishini e'tirof etdilar. Afsuski, real hayotda salbiy sifatlarni (illatlarni) orttirgan yoshlar ham barcha fuqarolar qatorida oila quradilar. Yigit yoki qizdagi avvaldan orttirilgan salbiy-axloqiy illatlar oila barqarorligining o'zgarishiga, unda ziddiyatlar, kelishmovchiliklar yuz berishiga vahatto oilalarning buzilib ketishiga olib kelishi kuzatildi. Shaxslarda shakllangan salbiyaxloqiy sifatlarni ijtimoiy-psixologik asoslarini o'rganish, ularni kelib chiqish sabablarini aniqlash, rivojlanish qonuniyatlarini ilmiy nuqtai nazardan tahlil qilish oilada yuzaga keladigan kelishmovchiliklar va ziddiyatlarning oldini olishga, oilani buzilishlardan saqlab qolib, uni barqarorligini yanada mustahkamlashga yordam beradi. Qizalarni oilaviy hayotga tayyorlashda oilaviy muammolarni o'rganish maqsadida olib borilgan tadqiqotlardan shu narsa ma'lum bo'ldiki, oilaviy muammolar o'zaro munosabatlardagi kelishmovchilik, o'zini tuta olmaslik, yoshlarda muomala madaniyatini shakllanmaganligi, turmush o'rtog'idan mamnun bo'lmaslik, zerikarli hayot, oilaviy burchlarning taqsimlanishi, janjalkashlik, o'ta manmanlik, xulqatvordagi nomukamallik, moddiy qiyinchiliklar, jizzakilik kabi oila a'zolariga xos xatti-harakatlar va xarakter xususiyatlaridan kelib chiqar ekan. Yana shu narsaga amin bo'ldikki inson o'zi ideal insonni izlarkan. Ko'p holatlarda er-xotinlarning bir-biridan qoniqmaslik (ish vazifalaridan norozilik), gumonsirash, tanqid, tanbeh kabilar ham ko'pgina muammolarni keltirib chiqarishini bildik. Oila a'zolari oilada bir-birini o'zaro tushunmaslik, xarakter xususiyatlarining bir-biriga to'g'ri kelmasligida deb bilsalar, ayrimlarida ayol kishi noroziligi, tanbehlari erkakdan o'zini ustun qo'yishi deb bildilar. Bundan shu narsa ma'lum bo'ldiki, oilaviy muammolarning asl sababi oilalarda pedagogik va psixologik bilimlarning yetishmasligidadir. Buning uchun mahallalarda bu borada keng qamrovli ishlarni olib borish, mahalla yig'inlarini oilalar bilan hamkorlikda amalga oshirish, qizlarni oilaviy hayotga tayyorlash uchun avvalo ularni onalarini psixologik savodxonligini oshirish, psixolog va pedagoglarga bo'lgan ishonchini oshirish masalalarini hal etish lozim. Qizlarimizni oilaviy hayotga tayyorlashda ularga oilaviy hayotning chiroyli taraflari



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

bilan bir qatorda hayotning pastbalandliklari ham mavjud ekanligini, turlichi murakkab vaziyatlardan shirin so'zchiroyli muomala bilan yechim topish mumkinligi borasida bilimlarni ham berib borish lozim. Misol uchun ko'pgina oilalarda uchraydigan muammolar bilan ham tanishtirib borilsa, o'zlari katta hayotga qadam qo'yganda qiyinchiliklarga duch kelishganda dovdirab qolishmaydi, oqilona yo'lini tanlab bu vaziyatdan chiqib olishlari mumkin bo'ladi.

Natija va muhokamalar:

Oila, mahalla va maktab hamkorligi asosida o'quvchi-qizlarning ijtimoiy faolligini rivojlantirishga doir tadqiqot natijalari asosida:

oila-mahalla-ta'lim tizimi hamkorligida qizlarda "kognitiv", "konativ", "xulqiy" omillarni "ijtimoiy faollikni rivojlantirish" texnologiyasi orqali korrektsiyalash natijasida ularda ijtimoiy faollikning rivojlanishi aniqlanganligiga oid taklifi O'zbekiston milliy teleradiokompaniyasi "O'zbekiston teleradiokanali" DUK qoshidagi "O'zbekiston tarixi" telekanalida tadqiqot mavzusi bo'yicha "Ochiq dars" ko'rsatuvi ssenariysini shakllantirishda foydalanilgan ("O'zbekiston teleradiokanali" DUKning 2021-yil 16-iyundagi 02-10-1013-son ma'lumotnomasi). Natijada o'quvchilarning ijtimoiy faolligini rivojlantirish samaradorligini oshirishga xizmat qilgan;

o'quvchi-qizlarning ijtimoiy faolligini rivojlantirishning pedagogik omillarining (ijtimoiy faollik, tashabbuskorlik, faol fuqarolik kompetensiyasi, ijtimoiy burch va mas'uliyat) diagnostika qilinishi natijasida "tashkiliy komponent" va "analitik-natijaviy komponent"lar ijtimoiy faollik ko'nikmalarini rivojlantiruvchi omil ekanligi isbotlanganligiga doir yangiligi "Mahalla va oila" ilmiy-tadqiqot institutida "Xotin-qizlarning radikallasuvi, ularning yot g'oyalar va mutaassiblikka berilishining oldini olish masalalari" mavzusida o'tkaziladigan o'quv seminarlari dasturlari ishlab chiqishda amaliy taklif va tavsiyalardan foydalanilgan ("Mahalla va oila" ilmiy-tadqiqot institutining 2023-yil 11-fevraldagi 01-09/1311-sonli ma'lumotnomasi). Natijada qizlarning ijtimoiy faolligini rivojlantirish samaradorligini amalga oshirish mexanizmlari takomillashtirilgan;

"ijtimoiy kompetensiyalarni rivojlantirish" modeli orqali o'quvchi-qizlarda startegik tashxislash, refleksivlik, ixtiyoriylik, umumiy manfaatdorlik, empatiya, birgalikda



International Conference on Modern Science and Scientific Studies

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20th January, 2025

harakat kabi hayotga samarali moslashuvchanlikning oila-mahalla-ta'lim tizimi negizida takomillashtirilganligiga oid takliflari Respublika ta'lim markazining "ta'limda gender tenglik" moduliga singdirilgan (Respublika ta'lim markazining 2023-yil 6-fevraldagi 01/11-01/2-62-son ma'lumotnomasi). Natijada ta'lim sifatini oshirishda va ta'limda gender tenglikni ta'minlashda uslubiy ta'minotga ega bo'lgan; o'quvchi-qizlarning ijtimoiy faolligini rivojlantirishning "event" "vitagen" texnologiyalari asosida maqsadli, amaliy, refleksiv va qadriyatli omillarni pedagogik jarayonlarga qo'llash orqali "o'quvchi-qizlar ijtimoiy faolligini rivojlantirish" modeli ijtimoiy faollikka oid indikatorlarni aniqlash orqali takomillashtirilganligiga oid tadqiqot natijasi "Mahalla va oila" ilmiy-tadqiqot institutida "Xotin-qizlarning radikallashuvi, ularning yot g'oyalar va mutaassiblikka berilishining oldini olish masalalari" mavzusida o'tkaziladigan o'quv seminarlari dasturlari ishlab chiqishda amaliy taklif va tavsiyalaridan foydalanilgan ("Mahalla va oila" ilmiy-tadqiqot institutining 2023-yil 11-fevraldagi 01-09/1311-sonli ma'lumotnomasi). Natijada qizlarning ijtimoiy faolligini rivojlantirish samaradorligini amalga oshirish mexanizmlari takomillashtirilgan.

Oilada qiz bolaga e'tibor muhim ahamiyat kasb etadi. Chunki, qiz bola bo'lajak ona, yor, opa va singildir. Oilada tinchlik-totuvlik, saramjon-sarishtalik, ozodalik, farzandlar tarbiyasi, hattoki, sog'lom muhit ham xotin-qizlar, demakki, buvijonlarimiz, onalarimiz, singillarimiz, kelinlarimiz zimmasiga tushadi. Har bir ota-ona o'z bolasiga sog'lom tarbiya berib voyaga yetkazsa, farzandning mustaqil hayotga toza ruh, olam-olam orzu-intilishlari bilan qadam qo'yayotganini ko'rsa, uning hayoti ma'no kasb eta boshlaydi. Farzandlarni to'g'ri tarbiyalash, ayniqsa jismoniy, ma'naviy fazilatlarini ularda tarbiya qilish doimo ota-onaning asosiy maqsadi bo'lib kelgan. Har bir xonadonda qiz bola farzand dunyoga kelsa, beshikdan to balog'at yoshiga yetguncha uni to'g'ri tarbiyalash, oilaga yo'naltirish, oila va karera maqsadlarini uzviy bog'lash, har bir ota-onaning fikrini "qiz bola – boshqa xonadonning fayzi", - degan xayol uning voyaga yetgunicha va shuni hdek, turmushga bergunga qadar tark etmaydi. Shuning uchun hozirgi kunda turmushga chiqayotgan yosh qizlarning zimmasiga katta ma'suliyat yuklatiladi. Ushbu ma'suliyatlardan biri bu ma'naviy boylik, saramjon-sarishtalik, faxmfarosat va albatta gigiyenik jihatdan ozodalikdir. Xalqimizda ushbu fazilatlar "har bir qiz



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th January, 2025

bolada mujassam bo‘lishi kerak”, - degan fikr yuradi. Shuning uchun ham milliy va umuminsoniy tamoyillar asosida qizlarni oilaviy hayotga, jamiyatga tayyorlash dolzarb masaladir. Oilaviy hayotga tayyorlash masalalari inson omili bilan bog‘liq bo‘lib, qizlarning ma‘naviy, ruhiy, gigiyenik va uy tutishlik, tarbiyachi bo‘lishlik vazifalari majmuidan iboratdir. Shu bilan birga, muloqot qoidalari, oilada e‘tiqod, burch, adolatparvarlik mezonlari, shukr, sabr va qanoat, sadoqat va vafo, kamtarlik kabi axloqiy-ma‘naviy xususiyatlarni o‘z mazmuniga qamrab oladi. Mana shu maqsad va vazifalardan kelib chiqqan holda “Turmushgachiqmagan qizlarni turmushga, oilaga, jamiyatga tayyorlash” yo‘nalishi bo‘yicha o‘quv dasturi yaratildi. “Turmushga chiqmagan qizlarni turmushga, oilaga, jamiyatga tayyorlash” yo‘nalishi o‘quv kursining maqsadi – turmushga chiqmagan qizlarni oilaviy va ijtimoiy hayotga psixologik-pedagogik moslashuviga ko‘maklashish, ularning jamiyatda muvaffaqiyatli ijtimoiylashishga, o‘z o‘rniga ega bo‘lishlariga tayyorlash, ularda ilimga intilish motivatsiyasini hosil qilish, oilaviy hayot asoslari, oila psixologiyasi, iqtisodi, ma‘naviyati, oila gigiyenasi, reproduktiv salomatlik, kiyinish madaniyati va odobi ro‘zg‘orshunoslik asoslari haqidagi bilimlarini takomillashtirish va rivojlantirish, barcha sohalarda turg‘un ko‘nikmalar hosil qilishdan iboratdir. “Turmushga chiqmagan qizlarni turmushga, oilaga, jamiyatga tayyorlash” yo‘nalishi kursining vazifalari:

- O‘zbekiston Respublikasida yoshlarni oilaviy hayotga tayyorlash borasida amalga oshirilayotgan davlat siyosatining mazmun va mohiyatini ular ongiga singdirish;
- turmushga chiqmagan qizlarning zamonaviy ehtiyojlaridan kelib chiqqan holda va ijtimoiy zaruriyat asosida ular ongiga oilaviy turmush asoslarini singdirish;
- respublikamiz tuman va shaharlarida “Oila – muqaddas”, “Sog‘lom oila – sog‘lom jamiyat”, “Oila – jamiyat va davlat himoyasida” va “Farovon oila – jamiyat ravnaqining asosi” konseptual g‘oyalari asosida nikohlanuvchi shaxslarni oilaviy-huquqiy munosabatlar, oilaviy hayot psixologiyasi, oila iqtisodi va byudjeti, reproduktiv salomatlik asoslari, ma‘naviy-axloqiy qadriyatlarni mustahkamlash masalalari bo‘yicha tizimli tayyorlash maqsadida “Yoshlarni oilaviy hayotga tayyorlash markazlari” tashkil etish orqali yoshlarni oilaviy hayotga tayyorlash;
- oilada turmush asoslari va jamiyat hayotiga integratsiyasi bo‘yicha bilim, ko‘nikma va malakalarni maqsadli shakllantirishdan iboratdir Qizlarda reproduktiv yosh davri



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20th January, 2025

16 yoshdan boshlanadi va 46-49 yoshgacha davom etadi. Bu davrda qizlarni oilaviy hayotga tayyorlashda oilada, ta'lim dargohlarida, mahallalarda bilim va ko'nikmalar beriladi. Oila tarbiyasi – ijtimoiy tarbiyaning bir turi bo'lib, oilaning barcha a'zolari unda faol ishtirok etadilar, bir-birlariga o'z bilim, tajribalarini o'rgatadilar. Oila tarbiyasi bir umr davom etadigan jarayondir. Oilalarni tinch bo'lishi uchun ma'naviy salomatlik tushunchasini reproduktiv yoshdagi ayollarga singdirish lozim. Ma'naviy salomatlik insonning mafkuraviy, ruhiy, hissiy va tibbiy holatlari bilan bog'liq bo'lib, bu holatlar hayotda sog'lom turmush tarzi ma'rifati orqali namoyon bo'ladi. Bernard Shouning ta'kidlashicha: —Tananing salomatligi faqatgina ruhning salomatligiga bog'liq! Aksincha bo'lishi mantiqqa to'g'ri kelmaydi. Reproductiv yoshdagi ayollarni oilaviy hayotga ruhan sog'lom qilib tarbiyalashimiz darkor. Shundagina oilalar tinch va farovon bo'ladi. Balog'at yoshiga qadam qo'ygan har bir qiz bola shirin orzulari daryosida oila degan kemani boshqarishni niyat qilishi tabiiy hol hisoblanadi. Ana shu kichik, ammo ulkan yukni tortuvchi kemani boshqara olishiga qanchalik tayyorligiga o'zini ishonchi yetadimi yoki yo'qmi eng asosiy masala ana shunda desak xato bo'lmaydi. Oilaga tayyorligiga o'z ishonchni baholashdan qiyin ish bo'lmasa kerak degan savolga ba'zi qizlarimiz —Ovqat tayyorlashni, pishiriqlarni pishirishni, kir yuvish, dazmol qilish, uylarni tozalash, mehmon kutish va qolaversa, uydagilarning qosh-qovog'iga qarashni bilsam bo'ldi, uyog'i bir gap bo'lar, deb o'ylasalar adashadilar. Qiz bola avvalom bor oilaga ruhan tayyor bo'lsa yuqoridagi beka sifatidagi vazifalarni muvaffaqiyatli amalga oshirishi qiyin kechmaydi. Qizlarni ma'naviy kamol toptirish uchun ular ruhiyatiga mas'ullik, burch, uyat, mehribonlik, fidoyilik, vafo kabi psixologik xislatlarni singdirib borish lozim. Qizlarda, ayol kishida, birinchi navbatda, aqlu farosat, idroku nazokat bo'lishi kerak. Ana shu bori bilan u past-balandni, achchiq-chuchukni, bor-yo'qni, oila sharoitini, imkoniyatlarni faxmlay oladi, idrok etadi, aql-xushi bilan ish yurgizib, kam-ko'stlarni bartaraf qiladi Zotan ayollarga xos bo'lgan o'lmas nazokat atrofdagilarga xamisha qanot bag'ishlab kelgan Hayolilik – o'zbek ayollarga xos bo'lib, ehtiyotkorlik, iffat, uyalish, or-nomus, shon-sharafini, qadr-qimmatini saqlashni bildiradi. Abdulla Avloniy aytganidek: «Hayo dilni ravshan qiladurgan bir nurdiki, inson har vaqt shu ma'naviy nurning ziyosiga muhtojdir... Iffatning pardasi vijdonning niqobi hayodir» Ayolning nazokati uning nozik fe'l-atvorida, xulqining



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20th January, 2025

latifligida, odob, tarbiya va sadoqatida namoyon bo'larkan. Bunday reproduktiv yoshdagi ayollar jamiyatda ham, oilada ham nozik gul misol ardoqlanib, e'zozlanadilar. Uy ishlari, uydagi insonlarga qarash bir hunar bo'lib, bu ayolarning vazifasi bo'lgani uchun yosh qizlarning birinchi galda uni o'rganishlari lozimdir. Milliy urf-odatlarimizga ko'ra ko'pgina hollarda qizlarni oila qurishiga uni qurshab turgan ijtimoiy muhitning ta'siri katta bo'ladi.

Xulosa:

Xulosa qilib aytganda sog'lom va farovon turmushni shakllantirishda oila bekasini rolini chuqur anglab etgan qiz bolagina ruhan oila qurishga tayyor bo'ladi. Shuning uchun turmush qurishdan oldin bir narsani o'ylab ko'ring. Er bosh bo'lsa ayol bo'yin, shu bo'yin boshni qayoqqa bursam bosh o'sha yoqqa qaraydi. Agar boshni to'g'ri tutib, kerakli tomonga yo'naltira olgan bo'yini duru gavharlar bilan bezashadi. O'quvchi-qizlarning ijtimoiy faolligini rivojlantirish masalasi bugungi kunda eng muhim masalalardan biri bo'lib qolmoqda va davlat siyosatida ustuvor ahamiyat kasb etmoqda. Shu kabilarni hisobga olgan holda bu boradagi vazifalarni muvaffaqiyatli hal etishning ijtimoiy pedagogik jihatlarini o'rganish hamda o'quvchi-qizlar ijtimoiy faolligi muammosini alohida tadqiq etish lozim. O'quvchi-qizlarga muvaffaqiyatli ijtimoiylashishlariga yordam berish, ijtimoiy faollikka oid nazariy hamda amaliy bilimlarni berish, bu jarayonda oila, mahalla va maktab hamkorligini ta'minlash ijtimoiy pedagogika sohasi uchun muhim ahamiyat kasb etadi.

Demak bir oilani sevimli bekasi, epli kelini bo'lish o'z qo'lingizda ekan, farovon turmush qura olishingizga avvalom bor o'zingizni ishonitiring va ishonang. Shundagina siz baxtingiz sari ilk katta qadam tashlagan bo'lasiz.

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FEATURES OF CHRONIC KIDNEY DISEASE IN PATIENTS WITH ARTERIAL HYPERTENSION

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Abstract:

Arterial hypertension (AH) is currently both a cause and a consequence of chronic kidney disease. Numerous clinical studies have shown the importance of blood pressure control. However, it remains unclear how important blood pressure control is in patients with chronic kidney disease (CKD). CKD is characterized by accelerated vascular aging, in which an age-related increase in arterial stiffness is aggravated by a number of uremia-related processes. Increased arterial stiffness is associated with structural and functional disorders, as well as an increase in cardiovascular mortality in patients with CKD. CKD is characterized by accelerated vascular aging, in which an age-related increase in arterial stiffness is aggravated by a number of uremia-related processes. Increased arterial stiffness is associated with structural and functional disorders, as well as an increase in cardiovascular mortality in patients with CKD.

Keywords: arterial hypertension, chronic kidney disease, arterial stiffness, cardiovascular diseases

Introduction:

Arterial hypertension is the main risk factor for the development of cardiovascular and renal diseases. On the other hand, chronic kidney disease is the most common form of secondary arterial hypertension, and some studies have shown that this pathology is an independent risk factor for developing cardiovascular diseases and is a common cause of death [1]. Chronic kidney disease (CKD) is associated with



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20th January, 2025

an increased cardiovascular risk. Chronic renal failure (CRF) is a syndrome complex that is the outcome of various diseases (both of renal origin and as a complication of diseases of other organs) that determines the prognosis of the underlying disease. It is necessary to improve the early diagnosis of CRF and identify risk factors contributing to the unfavorable course and progression of this pathology, and on this basis, the organization of specialized care [2]. The main causes of death in patients with CKD are heart failure and cardiac arrhythmias [3]. It is necessary to improve the early diagnosis of CRF and identify risk factors contributing to the unfavorable course and progression of this pathology, and on this basis, the organization of specialized care [4]. The results of many clinical studies have clearly demonstrated that effective treatment reduces the negative effects of uncontrolled hypertension. However, patients with combined CKD were excluded. Whereas in studies involving patients with CKD, the endpoint was mainly the progression of kidney disease. Increased arterial rigidity is a hallmark of CKD and is associated with adverse changes in the structure and function of the heart, which may predispose to an increased risk of death from cardiovascular causes. Increased arterial rigidity is detected already at the initial stage of chronic kidney disease, which is so widespread in the developed countries of the world. The mechanisms underlying these changes are undoubtedly diverse, but understanding them is of paramount importance in developing new therapeutic strategies to prevent and even reverse these pathophysiological interactions. Chronic kidney disease, regardless of the presence of other risk factors, increases the risk of cardiovascular diseases inversely proportional to the glomerular filtration rate (GFR) at a level of $<60.1 \text{ ml/min/1.73 m}^2$ and possibly $<90 \text{ ml/min/1.73 m}^2$ [5]. Patients with CKD are much more likely to die from cardiovascular diseases than from the progression of CKD and the development of end-stage renal failure (ESRD) with the need for hemodialysis or kidney transplantation. Arterial hypertension is also extremely common among patients undergoing hemodialysis or peritoneal dialysis, as well as patients with kidney transplants. It is worth noting that in patients undergoing peritoneal dialysis, the removal of fluid after the procedure leads to different blood pressure levels before, after and during dialysis. These differences in blood pressure prevent a clear definition of hypertension and target blood pressure in patients undergoing



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20th January, 2025

hemodialysis. Agarwal and Lewis proposed a pre-dialysis blood pressure limit of 150/85 mmHg for hypertension detection and control. They showed that blood pressure >150/85 mmHg can lead to hypertension during dialysis with a sensitivity of up to 80% [6]. Based on this definition, they found that 86% of hemodialysis patients had hypertension, including only 30% who had adequate blood pressure control. A similar prevalence of hypertension was observed in peritoneal dialysis patients and in more than 70% of hypertension kidney transplant recipients. There are many contradictions regarding blood pressure control in dialysis patients. Data analysis shows a direct relationship between blood pressure and mortality. However, patients undergoing hemodialysis with initially lower blood pressure have a higher mortality rate. Although the exact pathophysiological cause of this discrepancy is unclear, it is assumed that the high mortality rate in dialysis patients with lower blood pressure is associated with the presence of concomitant severe heart failure. There is reliable evidence that arterial hypertension after transplantation is an independent risk factor for transplant rejection and death, and adequate blood pressure control reduces this risk [7].

Mortality among patients with CKD is mainly due to complications from the cardiovascular system. With the development of terminal renal failure, mortality in these patients is 8 times higher than in the general population [8]. At the same time, in more than 50% of cases, mortality is caused by complications from the cardiovascular system. Thus, in patients with CKD with a high risk of complications, it is extremely necessary to control modifiable risk factors (for example, arterial hypertension). In accordance with the latest national guidelines for the prevention, detection, assessment and treatment of hypertension and recommendations for evaluating the results of treatment of kidney disease in patients with CKD, the target blood pressure level should be <130/80 mmHg [9]. Achieving the target blood pressure slows down the progression of renal dysfunction in CKD and proteinuria. However, it remains unclear whether this target blood pressure value is applicable for all patients with CKD. Firstly, there is no definite evidence that patients without significant proteinuria need strict blood pressure control, as do patients with isolated hypertension without CKD (<140/90 mmHg). Secondly, it has not been established that in patients over 70 years of age, a decrease in blood pressure also has a beneficial



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20th January, 2025

effect on the prognosis of the disease due to the fact that in most studies this group of patients was excluded. Thirdly, an analysis of a significant number of prospective clinical trials has shown that patients with CKD maintain blood pressure below 120 mmHg. It is associated with a high risk of stroke or myocardial infarction if the diastolic pressure is below 80 mmHg [10].

Conclusion:

Increased arterial stiffness is associated with structural and functional cardiac disorders, as well as an increase in cardiovascular mortality in patients with CKD. CKD is characterized by accelerated vascular aging, in which an age-related increase in arterial stiffness is aggravated by a number of uremia-related processes. By reducing the effects on the vascular system of processes that cause structural and functional changes, we can slow the progression of arterial stiffness and reduce the high cardiovascular risk associated with CKD.

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HOW AI IS RESHAPING LANGUAGE LEARNING

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Annotation:

The view of language learning is undergoing a dramatic transformation, driven by the rapid advancements in artificial intelligence (AI). Once this process was managed by textbooks, classrooms, and human instructors, language acquisition is increasingly being influenced by AI-powered tools and platforms. This article explores the profound ways in which AI is reshaping language learning, examining the benefits, challenges, and potential future directions of this technological evolution.

Keywords: AI, Personalized Learning Platforms, Intelligent Tutoring Systems, Automated Language Translation, AI chatbots, AI-powered tools

Anotatsiya

Til o'rganish jabhalari sun'iy intellektning (SI) jadal rivojlanishi tufayli keskin o'zgarishlarni boshdan kechirmoqda. Bir paytlar bu jabhada darsliklar, sinf xonalari va o'qituvchilar hukmronlik qilgan bo'lsa, hozirda til o'zlashtirishga sun'iy intellekt tomonidan boshqariladigan vositalar va platformalar tobora ko'proq ta'sir qilmoqda. Ushbu maqolada sun'iy intellekt til o'rganishni qayta shakllantirishning chuqur usullarin hamda texnologik evolyutsiyaning afzalliklari, muammolari va kelajakdagi potentsial yo'nalishlarini o'rganadi.

Kalit so'zlar: SI, shaxsiylashtirilgan o'quv platformalari, intellektual tizim treningi, avtomatlashtirilgan til tarjiması, chat botlari va asosiy SI, instrumental va asosiy SI

Аннотация

Среда изучения языков претерпевает драматические изменения, вызванные быстрым развитием искусственного интеллекта (AI). Когда-то в этой области доминировали учебники, классы и преподаватели, но на овладение языком все больше влияют инструменты и платформы на базе искусственного интеллекта.



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20th January, 2025

В этой статье исследуются глубокие способы, с помощью которых Искусственный Интеллект меняет изучение языков, рассматриваются преимущества, проблемы и потенциальные будущие направления этой технологической эволюции.

Ключевые слова: ИИ, персонализированные платформы обучения, интеллектуальные системы обучения, автоматизированный языковой перевод, чат-боты на основе ИИ, инструменты на основе ИИ

Introduction:

In the developing era, artificial intelligence is becoming a part of human life and is widely used in many fields. Artificial intelligence was founded as an independent field of science in 1956, and the term "artificial intelligence" was first used by John McCarthy at a conference held at Dartmouth College in the summer of the same year and went down in history as the author of this term. Artificial intelligence is used in the field of education, among language learners, in surgical operations, in managing the control of objects and preventing their conflict, in preventing the occurrence of various crimes. In recent years, artificial intelligence has been widely used in the field of education and among language learners. The role of artificial intelligence in the field of education is incomparable. It helps to improve the quality of education and communication between teachers and students. In addition, artificial intelligence makes learning more convenient and interesting. Each student has the opportunity to study the subject independently through artificial intelligence.

AI's impact on language learning is multifaceted and clearly stated in various innovative tools:

- **Personalized Learning Platforms:** AI algorithms can analyze a learner's strengths, weaknesses, and learning style to organize personalized learning paths. Adaptive learning platforms adjust the difficulty level and content based on real-time performance, ensuring optimal engagement and progress. This eliminates the one-size-fits-all approach of traditional education, allowing learners to focus on areas where they need the most support.



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20th January, 2025

- **Intelligent Tutoring Systems:** AI-powered tutors provide immediate feedback on pronunciation, grammar, and vocabulary, offering personalized guidance and support. These systems can simulate real-world conversations, allowing learners to practice their speaking and listening skills in a risk-free environment. Unlike human tutors who need rest and breaks, these systems can be available 24/7.
- **Automated Language Translation:** AI-driven translation tools have dramatically improved in accuracy and fluency, providing learners with immediate access to translated text and audio. While overreliance on translation can be detrimental to learning, these tools can be invaluable for comprehension, particularly in the initial stages of language learning.
- **Speech Recognition and Synthesis:** AI-powered speech recognition enables learners to practice pronunciation and intonation, receiving instant feedback on their spoken language. Conversely, speech synthesis allows learners to listen to text read aloud in a natural-sounding voice, enhancing their listening comprehension.
- **Chatbots and Language Exchange Platforms:** AI chatbots can provide simulated conversations with virtual language partners, allowing learners to practice speaking and writing. Moreover, AI can facilitate the pairing of language learners for real-time exchanges, creating collaborative learning communities.

Benefits of AI in Language Learning

The integration of AI into language learning offers a wide range of advantages:

- **Personalization:** AI-powered tools can adapt to individual learning needs and preferences, making learning more efficient and engaging.
- **Accessibility:** AI-driven learning platforms can be accessed from anywhere, at any time, allowing learners to study at their own pace and convenience.
- **Affordability:** Many AI-powered language learning apps and tools are affordable or even free, making language education more accessible to a broader population.
- **Immediate Feedback:** AI provides instant feedback on language use, allowing learners to correct their mistakes in real-time.
- **Motivation:** Interactive and gamified AI-powered tools can increase learner motivation and engagement, making the learning process more enjoyable.
- **Exposure to Authentic Language:** AI can facilitate access to a wider range of authentic language materials, including podcasts, videos, and online communities.



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20th January, 2025

- **Increased Efficiency:** By automating tasks such as vocabulary practice and grammar drills, AI frees up valuable time for more complex activities such as conversation and cultural immersion.

Challenges and Considerations

Despite the numerous benefits, the adoption of AI in language learning is not without challenges:

- **The "Human Touch":** While AI tutors can provide personalized guidance, they may not always be able to offer the same level of emotional support, cultural understanding, or tailored pedagogical advice as human instructors.
- **Data Privacy Concerns:** Many AI-powered tools collect user data, raising concerns about privacy and security.
- **Over-Reliance on Technology:** Overdependence on translation tools can hinder the development of core language skills such as comprehension and production.
- **Inequitable Access:** Not everyone has access to the technology and resources required to use AI-powered language learning tools, potentially exacerbating existing inequalities.
- **Algorithm Bias:** AI algorithms can inadvertently perpetuate biases present in the data used to train them, potentially affecting the quality of language instruction.
- **Lack of Authentic Context:** Simulated conversations offered by chatbots may not always capture the nuances of real-world interactions.

Future Directions

The integration of AI in language learning is likely to continue evolving rapidly. Some possible future trends include:

- **AI-powered immersive experiences:** Virtual and augmented reality environments will create highly engaging language learning simulations.
- **Enhanced Natural Language Processing:** Advances in NLP will allow AI to better understand and respond to complex human language.
- **AI-driven Cultural Competence:** AI will help learners develop a deeper understanding of the cultural nuances of the target language.
- **Personalized Adaptive Learning at Scale:** AI will enable the creation of highly personalized and scalable learning environments that can cater to a vast number of diverse learners.



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20th January, 2025

- AI-Assisted Language Creation: AI could assist in the development of new languages or the revitalization of endangered ones.

Conclusion

AI is undeniably changing the way we learn languages, offering exciting opportunities for personalized, accessible, and engaging learning experiences. While challenges remain, the potential for AI to democratize language education and empower learners globally is immense. By thoughtfully integrating AI tools into the language learning process, educators and learners can unlock new possibilities and navigate the ever-evolving linguistic landscape with greater confidence and effectiveness. As AI becomes more sophisticated, it will undoubtedly continue to shape the future of language acquisition and connect people across cultures.

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THE TRANSFORMATIVE POTENTIAL OF MOBILE-ASSISTED LANGUAGE LEARNING (MALL): REDEFINING LANGUAGE ACQUISITION IN THE DIGITAL AGE

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Annotation:

The advent of mobile technologies has ushered in a new era for language education, giving rise to Mobile-Assisted Language Learning (MALL). This article explores the transformative potential of MALL, examining how smartphones and tablets, along with their associated applications, are reshaping language acquisition. It delves into the theoretical underpinnings of MALL, explores diverse applications in language learning, and highlights the benefits it offers, including increased accessibility, personalized learning, and enhanced engagement. While acknowledging the inherent challenges, such as the digital divide and the need for robust teacher training, this article emphasizes that with thoughtful implementation and ongoing research, MALL holds the key to unlocking more effective, equitable, and engaging language learning experiences for all.

Keywords: MALL, CALL, Kaleidoscope of Learning Opportunities, transformative potential of MALL, mobility, personalization, authenticity, multimodality, OER

Аннотация:

Появление мобильных технологий открыло новую эру языкового образования, положив начало обучению языку с помощью мобильных устройств (MALL). В этой статье исследуется преобразующий потенциал MALL, исследуя, как смартфоны и планшеты, а также связанные с ними приложения меняют процесс изучения языка. В нем углубляются в теоретические основы MALL, исследуются различные применения в изучении языка и подчеркиваются преимущества, которые он предлагает, включая повышенную доступность, персонализированное обучение и повышение вовлеченности. Признавая присущие проблемы, такие как цифровой разрыв и необходимость тщательной подготовки учителей, в этой статье подчеркивается, что при продуманном внедрении и постоянных исследованиях MALL является ключом к созданию более эффективного, справедливого и увлекательного опыта изучения языка для всех.



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Ключевые слова: Key words: MALL, CALL, Kaleidoscope of Learning Opportunities, transformative potential of MALL, mobility, personalization, authenticity, multimodality, OER

Annotatsiya:

Mobil texnologiyalarning paydo bo'lishi til ta'limining yangi davrini boshlab berdi, bu esa Mobile-Assisted Language Learning (MALL) ni yuzaga keltirdi. Ushbu maqola MALL-ning o'zgaruvchan salohiyatini o'rganadi, smartfon va planshetlar, ular bilan bog'liq ilovalar bilan tilni o'zlashtirishni qanday o'zgartirayotganini o'rganadi. U MALL ning nazariy asoslarini o'rganadi, til o'rganishdagi turli ilovalarni o'rganadi va u taqdim etayotgan imtiyozlarni, jumladan, foydalanish imkoniyatini oshirish, shaxsiylashtirilgan o'rganish va faollikni oshirishni ta'kidlaydi. Raqamli tafovut va mustahkam o'qituvchilar malakasini oshirish zarurati kabi o'ziga xos muammolarni e'tirof etgan holda, ushbu maqola o'ylangan amaliyot va davom etayotgan izlanishlar bilan MALL barcha uchun yanada samaraliroq, adolatli va qiziqarli til o'rganish tajribasini ochish uchun kalit ekanligini ta'kidlaydi.

Kalit so'zlar: Key words: MALL, CALL, Kaleidoscope of Learning Opportunities, transformative potential of MALL, mobility, personalization, authenticity, multimodality, OER

Introduction:

A Mobile Revolution in Language Education

The 21st century is characterized by unprecedented connectivity and technological innovation, with mobile devices becoming ubiquitous in everyday life. This digital revolution has permeated all aspects of society, and education is no exception. As learners increasingly interact with the world through smartphones and tablets, the landscape of language learning is undergoing a profound transformation. Traditional pedagogical models, often confined to classrooms and print-based resources, are being challenged by the emergence of Mobile-Assisted Language Learning (MALL). MALL, distinct from Computer-Assisted Language Learning (CALL) due to its focus on mobility and personalization, utilizes portable technologies and their associated applications to facilitate language acquisition anytime, anywhere. This article aims to explore the transformative potential of MALL, not merely as a technological add-on, but as a paradigm shift that redefines how language learning is approached and experienced. It examines the theoretical basis, practical



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20th January, 2025

applications, benefits, and challenges of MALL, highlighting its promise and the need for responsible and equitable implementation.

1. Theoretical Foundations: Guiding Principles for Mobile Language Learning

MALL is not simply about using technology; rather, it is a pedagogical approach grounded in several established learning theories. Constructivism, for instance, posits that learners actively construct knowledge through interaction with their environment, and MALL provides countless opportunities for learners to explore language through various interactive exercises and applications. Connectivism, with its emphasis on networks and connections, aligns perfectly with the capabilities of mobile devices to connect learners with resources, peers, and authentic language use through online platforms and social media. The sociocultural perspective underscores the importance of social interaction and cultural contexts in language learning, and MALL can facilitate this through collaborative apps, language exchange platforms, and the provision of culturally rich materials. Furthermore, the principle of autonomous learning is central to MALL; learners gain greater agency over their learning journey, accessing resources independently and pacing their studies based on individual needs and goals. These theories, combined with the principles of mobility, personalization, authenticity, and multimodality, form the theoretical foundation of MALL, providing a roadmap for effective implementation.

2. Applications of MALL: A Kaleidoscope of Learning Opportunities

The versatility of mobile devices offers a vast array of applications for language learning. Consider vocabulary building, for example. MALL provides engaging and adaptive tools such as flashcards, spaced repetition systems, and gamified vocabulary exercises that allow learners to build their lexicon efficiently. Grammar instruction benefits from interactive exercises, grammar explanations, and immediate feedback features found within language learning apps. Pronunciation is also well-supported, with MALL tools enabling learners to record their speech and compare it with native speakers, allowing for focused and personalized practice. Access to podcasts, audiobooks, and authentic audio materials makes listening practice readily available, transforming everyday activities into opportunities for language immersion. Reading comprehension is enhanced through digital books, news articles, and graded reading materials that can adapt to learner proficiency. Writing skills can be honed with mobile-based word processors, feedback tools, and collaborative writing platforms. Mobile devices have democratized access to language learning, making these tools accessible to learners irrespective of their location or educational background.

3. The Benefits of MALL: Unlocking Potential and Overcoming Barriers



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20th January, 2025

The appeal of MALL lies in its ability to unlock new avenues for language acquisition. Perhaps the most significant benefit is increased accessibility. Learning is no longer limited to a physical classroom; MALL empowers learners to study anytime, anywhere, breaking down geographical, scheduling, and financial barriers. This anytime, anywhere learning capability leads to more frequent engagement and higher levels of motivation among learners, as learning becomes woven into their daily routines. Furthermore, the ability to personalize the learning experience is central to the efficacy of MALL; learning paths and content can be tailored to specific learner profiles, proficiency levels, and individual needs. Authentic language exposure, which was once difficult to obtain outside of immersion programs, is readily available through MALL via videos, podcasts, social media, and online interactions. The empowering nature of MALL contributes to the development of autonomous learning skills, as learners take responsibility for their progress, actively choosing what and how they want to study.

4. Addressing the Challenges: Ensuring Equity and Effective Implementation

While MALL presents a wealth of opportunities, it is imperative to acknowledge and address its inherent challenges. The digital divide remains a pressing concern; inequalities in access to technology and reliable internet connections can exacerbate existing disparities in educational outcomes. The temptation of distraction is another challenge: mobile devices can easily divert learners' attention away from language practice. Therefore, a mindful approach to app selection and usage is crucial. The quality of learning resources is equally important, as not all apps are created equal, and teachers and students must develop critical evaluation skills to determine the pedagogical validity of MALL applications. Moreover, teacher training is paramount for successful implementation, as educators need support in adapting traditional curricula and integrating mobile learning tools effectively into their instruction. Concerns regarding data privacy and security should not be overlooked; responsible usage of mobile learning tools must ensure learners' data is protected. Finally, while MALL is powerful, educators must avoid over-reliance on technology, ensuring a balanced approach that values all aspects of effective language learning.

5. Research Trends in MALL: Guiding Future Innovations

Research plays a crucial role in refining and improving MALL practices. Ongoing studies focus on the effectiveness of specific mobile applications and resources, exploring their impact on vocabulary acquisition, grammatical accuracy, and listening and speaking skills. Researchers are also investigating learner perceptions and experiences with mobile language learning, shedding light on the factors that



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20th January, 2025

influence motivation and engagement. Studies examining teacher integration strategies seek to identify effective ways of incorporating MALL into lesson plans and curriculum designs, providing valuable insight into teacher development needs. Collaborative learning in MALL is another emerging area of research that examines the efficacy of mobile tools for peer-to-peer interaction and language practice. These findings, along with studies exploring the potential of personalized and adaptive learning in MALL, provide a strong foundation for future innovations and development in the field.

6. The Path Forward: Towards a More Equitable and Effective Future

Looking to the future, the transformative potential of MALL is immense. The continued development of Artificial Intelligence (AI) promises more sophisticated and adaptive learning experiences, with AI-powered tutoring systems offering personalized feedback and guidance. The integration of wearable technology could lead to more seamless and immersive learning opportunities, while augmented and virtual reality will provide immersive, realistic language-learning simulations. The movement towards open education resources (OER) will greatly democratize access to high-quality learning content. By leveraging research findings and incorporating ethical considerations into the design and implementation of MALL tools, we can work towards a more equitable and effective future for language learning. This includes empowering teachers and learners to adopt critical digital literacy skills and to navigate the complexities of the online world to effectively use language learning resources.

7. Conclusion: Embracing Transformation and Shaping the Future of Language Learning

Mobile-Assisted Language Learning represents a paradigm shift in language education, offering unprecedented opportunities for personalized, engaging, and accessible learning. While challenges remain, particularly in bridging the digital divide and providing adequate teacher training, MALL's transformative potential is undeniable. By embracing research, promoting ethical practices, and fostering collaborative efforts between educators, researchers, and technology developers, we can harness the power of mobile technology to create more effective, equitable, and enriching language learning experiences for all. The future of language learning is mobile, and by carefully navigating its complexities and embracing its possibilities, we can ensure that all learners have the opportunity to thrive in our interconnected, globalized world.



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20th January, 2025

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SUN'IY INTELLEKT IMKONIYATLARI VA XAVFLARI

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Annotatsiya:

Ushbu maqolada sun'iy intellektning zamonaviy jamiyatdagi o'rni, imkoniyatlari va xavflari tahlil qilinadi. Sun'iy intellekt texnologiyalari inson hayotining turli sohalarida keng qo'llanilayotgani, masalan, sog'liqni saqlash, ta'lim, ishlab chiqarish va xizmat ko'rsatish tizimlarini samarali boshqarishda muhim ahamiyatga ega ekanligi yoritiladi. Shu bilan birga, ushbu texnologiyalar bilan bog'liq xavflar – xususiylikning buzilishi, ishsizlik xavfi, sun'iy intellektning nazoratdan chiqishi kabi muammolar ham tahlil qilinadi. Maqolada mazkur imkoniyatlardan samarali foydalanish va xavflarni kamaytirish bo'yicha taklif va tavsiyalar ham berilgan. Sun'iy intellektning to'g'ri boshqarilishi jamiyat rivojlanishiga katta hissa qo'shishi mumkinligi ta'kidlanadi.

Kalit so'zlar: sun'iy intellekt, texnologik innovatsiyalar, imkoniyatlar, xavflar, ma'lumot xavfsizligi, avtomatlashtirish, ishsizlik, xususiylik, boshqaruv, jamiyat rivoji.

Sun'iy intellekt imkoniyatlari.

Sun'iy intellekt (SI) zamonaviy texnologiyalarning eng muhim yo'nalishlaridan biri bo'lib, uning insoniyat hayotiga ta'sir ko'rsatish darajasi kundan-kunga oshib bormoqda.

Sun'iy intellektning asosiy sohalardagi imkoniyatlari

Tibbiyot. SI tibbiyot sohasida inqilobiy o'zgarishlarni amalga oshirmoqda. U quyidagi imkoniyatlarni taqdim etadi:



International Conference on Modern Science and Scientific Studies

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20th January, 2025

- **Kasalliklarni erta aniqlash:** Sun'iy intellekt vositalari yordamida radiologiya va patologiya sohasida o'simta va boshqa kasalliklarni aniqlash samaradorligi oshmoqda.

- **Davolash usullarini tanlash:** SI katta ma'lumotlar bazasini tahlil qilib, bemor uchun individual davolash usulini tavsiya etadi.

- **Telemeditsina:** Uzoq hududlardagi bemorlarga masofadan tibbiy xizmat ko'rsatish imkoniyatini kengaytiradi.

Ta'lim. Sun'iy intellekt ta'lim jarayonini avtomatlashtirish va shaxsiylashtirish imkonini beradi:

- **Individual yondashuv:** Har bir o'quvchi uchun o'ziga xos o'quv dasturini yaratish orqali ta'lim samaradorligini oshiradi.

- **Masofaviy ta'limni rivojlantirish:** Interaktiv platformalar va virtual o'qituvchilar yordamida ta'lim jarayonini boyitadi.

- **Ta'lim tizimini tahlil qilish:** O'quvchilar faoliyatini tahlil qilish orqali ta'lim sifatini yaxshilash uchun strategiyalar ishlab chiqiladi.

Transport. Transport sohasida sun'iy intellekt quyidagi imkoniyatlarni taqdim etadi:

- **Avtonom avtomobillar:** Haydovchisiz avtomobillar xavfsizlik va yoqilg'i tejamkorligini oshiradi.

- **Yo'l harakati boshqaruvi:** Trafikni optimallashtirish va tiqilinchlarni kamaytirish uchun SI tizimlari qo'llaniladi.

- **Logistika va yuk tashish:** Yuk tashish jarayonlarini samarali rejalashtirish va boshqarish imkoniyatini beradi.

Biznes va iqtisodiyot. Sun'iy intellekt biznes jarayonlarini optimallashtirishda keng qo'llanilmoqda:

- **Katta ma'lumotlarni tahlil qilish:** Xaridorlar xatti-harakatlarini tushunish va marketing strategiyalarini ishlab chiqishda yordam beradi.

- **Moliyaviy operatsiyalarni avtomatlashtirish:** Bank operatsiyalari va sug'urta jarayonlarini soddalashtiradi.

- **Chatbotlar va virtual yordamchilar:** Mijozlarga xizmat ko'rsatish sifatini oshiradi.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

Ilmiy tadqiqotlar SI ilmiy izlanishlarni tezlashtirishda va yangi kashfiyotlar qilishda muhim rol o'ynamoqda:

- **Matematik modellash**: Murakkab hisob-kitoblarni bajarish uchun kuchli vositalarni taqdim etadi.
- **Biotexnologiyalar**: Dori-darmonlarni ishlab chiqish jarayonini tezlashtiradi.
- **Astronomiya**: Kosmik kuzatuvlarda katta hajmdagi ma'lumotlarni tahlil qilish imkoniyatini beradi.

Sun'iy intellekt imkoniyatlarining ijtimoiy ta'siri Sun'iy intellektning rivoji inson hayotining sifatini yaxshilash bilan birga, turli sohalarda ijobiy o'zgarishlarni keltirib chiqarmoqda. SI yordamida:

- Ishlab chiqarish jarayonlari avtomatlashtirilmoqda.
- Boshqaruv va qaror qabul qilish tizimlari takomillashtirilmoqda.
- Tabiiy resurslardan samarali foydalanish imkoniyati yaratilmoqda.

Sun'iy intellekt (SI) bugungi kun jamiyatining ajralmas qismiga aylanib, hayotning deyarli barcha sohalariga o'z ta'sirini o'tkazmoqda. SI texnologiyalari nafaqat inson faoliyatini soddalashtirish, balki samaradorlik va natijadorlikni oshirish imkoniyatlarini ham beradi. Tibbiyot, ta'lim, transport, ishlab chiqarish, moliya kabi sohalarda SI yordamida murakkab jarayonlar avtomatlashtirilib, inson resurslaridan yanada samarali foydalanish yo'lga qo'yilmoqda. Sun'iy intellektning jamiyatdagi o'rni, uning ijobiy va salbiy jihatlarini chuqur tahlil qilish bugungi kunning dolzarb masalalaridan biridir. To'g'ri boshqaruv va yondashuv orqali ushbu texnologiyadan foydalangan holda insoniyat hayotini yanada yaxshilash mumkin.

Sun'iy intellekt xavflari.

Sun'iy intellekt (SI) zamonaviy texnologiyalarning rivojlanishida muhim rol o'ynasa-da, uning xavflari va salbiy oqibatlar ham mavjud. Sun'iy intellektning keltirib chiqarishi mumkin bo'lgan xavflar, ularning ijtimoiy, iqtisodiy va axloqiy ta'siri, shuningdek, ularga qarshi choralar haqida batafsil ma'lumotlar

Sun'iy intellektning asosiy xavflari

Ishsizlikning o'sishi. Sun'iy intellekt va avtomatlashtirish tufayli ko'plab kasblar yo'qolib ketish xavfi mavjud:

- **Oddiy ish joylarining yo'qolishi**: Robotlar va avtomatlashtirilgan tizimlar inson ishchi kuchini almashtirmoqda.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

• **Yuqori malakali ishchilarga talab ortishi:** Oddiy ishchilar ish bozoridan chiqib, qayta tayyorlash zarurati paydo bo'ladi.

Ma'lumotlarning maxfiyligi va xavfsizligi. SI katta hajmdagi ma'lumotlarni qayta ishlaydi, bu esa maxfiylik bilan bog'liq muammolarni keltirib chiqaradi:

• **Shaxsiy ma'lumotlarning suiste'mol qilinishi:** SI tizimlari orqali noqonuniy ravishda ma'lumotlarni olish xavfi mavjud.

• **Kiberxavfsizlik tahdidlari:** Sun'iy intellekt vositalaridan foydalanib, kiberhujumlar uyushtirish ehtimoli.

SI tizimlarining nazoratdan chiqishi. Sun'iy intellekt tizimlarining noto'g'ri ishlashi yoki nazoratdan chiqishi jiddiy muammolarni keltirib chiqarishi mumkin:

• **Xatoliklar:** SI noto'g'ri qaror qabul qilib, moliyaviy yoki ijtimoiy zarar keltirishi mumkin.

• **Avtonom tizimlar xavfi:** Harbiy yoki boshqa sohalardagi avtonom SI tizimlari inson aralashuvisiz zararli qarorlar qabul qilishi mumkin.

Ijtimoiy tengsizlikning kuchayishi. Sun'iy intellektdan foydalanish imkoniyati teng taqsimlanmaganligi sababli, ijtimoiy tabaqalanish kuchayishi mumkin:

• **Resurslarga kirish imkoniyatining cheklanganligi:** Katta kompaniyalar SI dan kengroq foydalanish imkoniyatiga ega.

• **Bo'linmalar:** Boy va kambag'al o'rtasidagi farq yanada ortadi.

Axloqiy va huquqiy muammolar. SI bilan bog'liq axloqiy va huquqiy masalalar hali to'liq hal etilmagan:

• **Qarorlarning shaffof emasligi:** SI tizimlari qanday qaror qabul qilganini aniqlash qiyin bo'lishi mumkin.

• **Mas'uliyatni aniqlash:** SI ishlatishda yuzaga keladigan muammolar uchun kim javobgar bo'lishi kerakligi mavhum.

Xulosa

Sun'iy intellekt insoniyat oldida yangi imkoniyatlar eshiklarini ochmoqda. U hayot sifatini yaxshilash, muammolarni tez va samarali hal etish uchun kuchli vosita bo'lib xizmat qilmoqda. Shu bilan birga, sun'iy intellektning rivojlanishi bilan birga xavflar va muammolar ham paydo bo'lmoqda. Ushbu texnologiyadan oqilona foydalanish, xavflarni boshqarish va SI rivojini insoniyat manfaatlari yo'lida



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20th January, 2025

yo‘naltirish uning salbiy ta‘sirini kamaytirishda muhim ahamiyat kasb etadi. To‘g‘ri boshqaruv, qonuniy me‘yorlar va ta‘lim orqali sun‘iy intellektning xavflarini nazorat qilish va uning ijobiy tomonlarini rivojlantirish orqali uni jamiyat manfaatlariga xizmat qiladigan texnologiya sifatida rivojlantirish ustuvor vazifa hisoblanadi.

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INGLIZ VA O'ZBEK ADIBALARI, OLIMALARI NIGOHIDA

Mamatova Dilorom A'zam qizi

Muhammad al-Xorazmiy nomidagi TATU

qarshi filialli ATT va GF kafedrası o'qituvchisi

Annotatsiya:

Mazkur maqolada ingliz va o'zbek adabiyotlarining dunyo miqyosidagi o'rni, ularga bo'lgan e'tibor hamda adabiy merosning ahamiyati tahlil qilinadi. Tadqiqotda ingliz adabiyotining klassik namoyondalari va o'zbek adabiyoti vakillarining ijodiy yondashuvlari qiyosiy jihatdan o'rganilgan. Shuningdek, mazkur adabiyotlarning jahon madaniyatiga qo'shgan hissasi yoritiladi.

Kalit so'zlar: Ingliz adabiyoti, o'zbek adabiyoti, adabiy meros, madaniyatlararo aloqalar, jahon nigohi.

Adabiyot xalqning ma'naviy boyligini aks ettiruvchi muhim unsurdir. Ingliz va o'zbek adabiyotlari bu borada boy tarixiy merosga ega. Ingliz adabiyotida Shekspir, Milton va Chaucer kabi buyuk adiblar dunyo adabiyotida mustahkam o'rin egallagan bo'lsa, o'zbek adabiyotida Alisher Navoiy, Abdulla Qodiriy va Chingiz Aytmatov ijodi o'ziga xos yuksaklikka erishgan. Mazkur maqola ushbu ikki adabiyotni qiyoslash va ulardagi madaniy qiymatlarni o'rganishga bag'ishlangan.

Ushbu tadqiqotda qiyosiy tahlil, bibliografik o'rganish va strukturaviy tahlil metodlaridan foydalanildi. Maqolada ingliz va o'zbek adabiyotlarining muhim namunalarini qiyoslash orqali ularning o'xshash va farqli jihatlari aniqlangan. Shuningdek, tarixiy va zamonaviy manbalardan foydalanilgan.

"Ingliz va O'zbek adabiyoti, dunyo nigohida" mavzusi adabiy taqqoslash, milliy va madaniy merosni yoritish, shuningdek, turli xalqlarning yozuvchilarining global maydondagi ta'sirini tushunishda muhimdir. Quyida ushbu mavzuni kengroq yoritish uchun ba'zi muhim jihatlar va yo'nalishlarni ko'rsataman:

Ingliz adabiyoti dunyo nigohida haqida berilgan fikrlarni quyidagicha to'ldirish va kengaytirish mumkin:

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20th January, 2025

Ingliz adabiyoti asrlar davomida rivojlanib, har bir davrda o'ziga xos xususiyatlarni shakllantirgan:

- O'rta asrlar: Geoffrey Chaucerning "Canterbury hikoyalari" adabiyotdagi dastlabki katta yutuqlardan biri hisoblanadi. Ushbu davrda asosan diniy mavzular va axloqiy o'gitlar yetakchi o'rin tutgan.
- Uyg'onish davri: Shekspirning asarlari (masalan, "Hamlet", "Romeo va Julieta") inson hissiyotlarini chuqur o'rganishga asoslangan. Christopher Marlowe va Ben Jonson kabi dramaturglar ham teatr san'atiga ulkan hissa qo'shgan.
- Viktorian davr: XIX asrda Charls Dikens, Tomas Xardi va Bronte opa-singillarning ijodi jamiyatning ijtimoiy muammolarini yoritishga qaratilgan.
- Modernizm: XX asrning boshida Virjiniya Vulf, Jeyms Joys va T.S. Eliot kabi yozuvchilar eksperimentlarga asoslangan yangi uslub va inson ongi tadqiqiga e'tibor berishdi.

Global maydondagi ta'siri

- Tilning ustunligi: Ingliz tili xalqaro aloqa tili sifatida adabiyotning keng tarqalishiga yordam berdi. Bu esa ingliz yozuvchilari va shoirlarining asarlarini turli madaniyat vakillari orasida mashhur qildi.
- Targ'ibot va tarjima: Shekspirning asarlari ko'plab tillarga tarjima qilinib, xalqaro sahnalarda qo'yiladi. Shuningdek, Jeyn Ostinning sevgi va jamiyat haqida yozgan asarlari zamonaviy dunyoda ham qadrlanadi.
- Nobel mukofoti laureatlari: Harol Pinter, Kazuo Ishiguro kabi yozuvchilar ingliz adabiyotining yuqori sifatini dunyoga namoyish etgan.

Muqim mavzular

Ingliz adabiyotida insoniyat uchun dolzarb bo'lgan mavzular doim o'rganilgan:

- Adolat va tenglik: Dikensning "Ikki shahar haqida hikoya" asari adolat uchun kurashni ko'rsatadi.
- Erkinlik: Jorj Oruellning "1984" romanida totalitarizmning xavfi tasvirlangan.
- Insoniylik va sevgi: Shekspirning tragediyalari va Jeyn Ostinning romantik romanlari inson hissiyotlarini teran ifodalaydi.
- Qiyinchiliklar va umid: Xardi va Bronte opa-singillarning romanlari hayotning murakkabliklarini yoritib, insondagi kuch va umidni tasvirlaydi.

Zamonaviy ahamiyati



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20th January, 2025

Bugungi kunda ingliz adabiyoti:

- Ko‘plab o‘quv dasturlarida asosiy o‘rin egallaydi.
- Kino va teatrdagi yangi hayot topmoqda (masalan, Shekspirning ekranlashtirilgan asarlari).

- Insoniyatga doimiy savollar berib, ularning javoblarini izlashga ilhomlantiradi.

O‘zbek adabiyoti dunyo nigohida

- Buyuk shoir va yozuvchilar: Alisher Navoiy o‘zining yuksak falsafiy she‘rlari va "Xamsa" dostonlari bilan jahon miqyosida tanilgan. Zahiriddin Muhammad Boburning "Boburnoma" asari esa tarixiy va geografik ahamiyatga ega.

- Zamonaviy O‘zbek adabiyoti: Abdulla Qodiriy, Oybek va Erkin Vohidov kabi yozuvchilar o‘zbek xalqining hayotini, urf-odatlarini va tarixini yoritish orqali xalqaro e‘tibor qozonmoqda.

- Tarjima va global e‘tibor: O‘zbek yozuvchilari asarlari ko‘pincha rus, ingliz va boshqa tillarga tarjima qilinadi. Navoiy va Bobur asarlari Sharq va G‘arb akademiklarining tadqiqot mavzusi bo‘lib qolmoqda.

Adabiyotlarning taqqoslanishi

- Madaniy ta‘sir: Ingliz adabiyoti individualizm va o‘zlikni qidirish g‘oyalarini ilgari sursa, o‘zbek adabiyoti jamiyat va urf-odatlarga ko‘proq urg‘u beradi.

- Mavzular xilma-xilligi: Har ikki adabiyotda sevgi, baxt va insoniy munosabatlar yoritilgan, lekin ularning ifodalanish usuli tarixiy va madaniy kontekstga bog‘liq.

- Tarixiy ahamiyat: Ingliz adabiyoti industrializatsiya va kolonializmni aks ettirsa, o‘zbek adabiyoti asosan Sharq an‘analari va bosqinchilikka qarshi kurash motivlarini aks ettiradi.

Dunyo madaniyatidagi o‘rni

- Ingliz adabiyoti: Nobel mukofotiga sazovor yozuvchilar (Toni Morrison, Kazuo Ishiguro) orqali dunyo madaniyatida kuchli mavqe egallaydi.

- O‘zbek adabiyoti: Ko‘proq akademik doiralar va tarixiy sharqshunoslik doirasida e‘tibor qozonmoqda.

Mavzuni kengaytirish yo‘llari

- Ingliz va o‘zbek adabiyotlarining she‘riyat va dramaturgiya sohasidagi o‘xshashlik va farqlarini o‘rganish.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

- Tarjima asarlarning ahamiyati va xalqaro auditoriya uchun yaratilgan ta'sirini tahlil qilish.

- Har ikkala adabiyotning yosh avlod tarbiyasidagi o'rni haqida fikr yuritish. Ingliz va o'zbek adabiyotlarining dunyo madaniyatidagi o'rni haqida turli qarashlar mavjud. Ayrim tadqiqotchilar ingliz adabiyotini universal deb baholasa, boshqalar o'zbek adabiyotining Sharq falsafasidagi yuksakligini ta'kidlaydi. Har ikki adabiyotning boyligi ularning bir-birini to'ldiruvchi xususiyatida namoyon bo'ladi.

Xulosa

Xulosa qilib aytganda, ingliz va o'zbek adabiyotlari jahon madaniyatini boyitishda muhim rol o'ynaydi. Ularning o'zaro ta'sirini mustahkamlash uchun adabiyotlararo tadqiqotlarni kengaytirish va tarjimalarni qo'llab-quvvatlash zarur. Shu bilan birga, xalqaro adabiy anjumanlar tashkil etish orqali madaniy hamkorlikni rivojlantirish lozim.

Ingliz va o'zbek adabiyotlarining muhim asarlarini tarjima qilish va keng ommaga taqdim etish.

Madaniyatlararo seminarlar va konferensiyalarni yo'lga qo'yish.

Har ikki adabiyotning ta'lim jarayonida kengroq qo'llanilishini rag'batlantirish.

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MATEMATIKADAN SINFDAN TASHQARI ISHLARNING MOHIYATI VA UNING TURLARI

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Jumabekov Baxtiyar,
Abibullaev Dastanbek
Joldasbaeva Ramuza Kuvatbaevna
Qoraqalpoq davlat universiteti
1 d amaliy matematika talabalari:

Annotaciya:

Boshlang'ich sinflarda sinfdan tashqari ishlarning asosiy maqsadi– o`quvchilarda fanga qiziqishni rivojlantirish, boshlang'ich matematika asosiy kursida olinadigan bilimlarni to`ldiruvchi va chuqurlashtiruvchi matematik fakt va ma'lumotlar, malaka va ko`nikmalar zahirasini to`plashdan iborat.

Kalit sózlar: Darsdan tashqari ishlar, matematik o`n daqiqalik va soatlar, to`garaklar, tanlov, olimpiada, matematik kecha, viktorina, matematik matbuot, matematik ekskursiya, matematik gazeta.

O`zbekiston Prezidenti SH.M.Mirziyoyev quyidagilarni ta`kidlaydi: “Maktab o`quv dasturlarini ilg`or xorijiy tajriba asosida takomillashtirish, o`quv yuklamalari va fanlarni qayta ko`rib chiqish, ularni xalqaro standartlarga moslashtirish, darslik va adabiyotlar sifatini oshirish zarur Boshlang'ich sinflarda sinfdan tashqari ishlarning asosiy maqsadi– o`quvchilarda fanga qiziqishni rivojlantirish, boshlang'ich matematika asosiy kursida olinadigan bilimlarni to`ldiruvchi va chuqurlashtiruvchi matematik fakt va ma'lumotlar, malaka va ko`nikmalar zahirasini to`plashdan iborat.

Matematikadan «sinfdan tashqari ish»lar deyilganda o`quvchilarning darsdan tashqari vaqtda tashkil qilingan, dastur bilan bog`liq bo`lgan material asosida ixtiyoriylik tamoyiliga asoslangan mashqulotlar tushuniladi. O`quv ishini tashkil etishning darsdan tashqari quyidagi shakllari mavjud:



International Conference on Modern Science and Scientific Studies

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20th January, 2025

1. Mustaqil uy ishlari.
2. O`quvchilar bilan yakka va guruh mashg`ulotlar.
3. Matematikaga qobiliyatli o`quvchilar bilan o`tkaziladigan mashg`ulotlar.
4. Matematikadan sinfdan tashqari mashg`ulotlar.

5. O`quvchilar bilan ishlab chiharishga, tabiatga ekskursiya. [1]

Yuqorida sanab o`tilgan ish shakllari va dars bir-birini to`ldiradi. Asosiy masala darsga taalluqlidir. Darsda hamma ishlarga bevosita o`qituvchi rahbarlik qiladi. Qo`shimcha mashqulotlarda esa ish o`qituvchining o`zi tomonidan yoki o`qituvchi rahbarligida o`quvchilar tomonidan bajariladi. Sinfdan tashqari ishlar o`quvchilarning matematik bilimlarini chuqurlashtirish va kengaytirish, murakkab misol va masalalarni echishni mashq qilish, matematikaning hayot bilan bog`liq bo`lgan tomonlarini ochadigan va dasturga kirmagan ba`zi savollar bilan tanishtirishni maqsad qilib oladi.[2] Sinfdan tashqari ishlarning quyidagi turlari uchraydi: Matematik o`n minutlik, qiziqarli matematika soatlari, matematik to`garaklar, olimpiadalar, qiziqarli matematik kechalar, matematik ekskursiyalar. Shuningdek, matematik gazetani chiharish, matematik viktorina va burchaklarni tashkil qilish. Sinfdan tashqari ishlar orqali quyidagilar amalga oshiriladi: - bilimlarni va amaliy ko`nikmalarni chuqurlashtirish hamda kengaytirish; - o`quvchilarning mantiqiy tafakkurlarini, topqirliklarini, matematik ziyrakliklarini rivojlantirish; -matematikaga qiziqishlarini orttirish, qobiliyatli va layoqatli bolalarni topish, talabchanlik, irodani tarbiyalash, mehnatga muhabbat, mustaqillik, uyushqoqlik va insoniylikni tarbiyalash. [3]

Sinfdan tashqari ishlar darslarga nisbatan ba`zi farq qiluvchi xususiyatlarga ega:

- 1.O`z mazmuni bo`yicha matematika dasturiga taalluqli emas. Ammo beriladigan bilimlar o`quvchilarning kuchiga mos bo`lishi kerak.
- 2.Sinfdan tashqari ishlar imkoni boricha barcha o`quvchilarni jalb qilishi, ya'ni qiziqarli bo`lishi zarur. Past o`zlashtiruvchi o`quvchilar ham qiziqish yordamida faol o`quvchilarga aylanishi mumkin.
- 3.Sinfdan tashqari ishlar ixtiyoriylik tamoyiliga asosan tashkil qilinadi, lekin qiziqishni ta'minlash lozim. Bu mashqulotlarga baho qo`yilmaydi, ammo faol ishtirok etgan o`quvchilar rag`batlantiriladi.



International Conference on Modern Science and Scientific Studies

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20th January, 2025

4. Mashqulot mazmuni va shakllariga qarab, 10–12 minutdan 1 soatgacha mo'ljallangan bo'lishi mumkin.

5. Sinfdan tashqari ishlarning mazmuni va shakllarining turli-tumanligi.[5] Sinfdan tashqari mashg'ulotlarda : qiziqarli matnli masalalar, o'tkir zehnlilikka oid masalalar, hazil masalalar, berilgan ma'lumotlari yetishmaydigan yoki berilgan ma'lumotlari ortiqcha masalalar, mantiqiy masalalar, qiziqarli matematik voqealar, arifmetik rebuslar, o'yinlar, fokuslar, boshqotirmalar tarixiy ma'lumotlar berish va boshqa ko'rinishdagi topshiriqlar bajariladi. [6]Maktab amaliyotida hozir sinfdan tashqari ishlarning quyidagi shakllari uchraydi: matematik o'n minutliklar, soatliklar, matematika kechalari, matematika to'garaklari, ertaliklar, viktorinalar, tanlovlar, olimpiadalar.

Sinfdan tashqari ishlarni tashkil qilish va o'tkazish metodikasi quyidagilarga asoslanishi kerak: 1. Darsda o'quvchilar olgan bilim, malaka va ko'nikmalarni hisobga olgan holda o'tkaziladi.

2. Sinfdan tashqari ishlar o'quvchilarning xohishi, havaskorligi, ijodkorligi tamoyillariga asoslanishi va ularning individual fikrlarini qoniqtirish maqsadida tashkil qilinadi.

3. Sinfdan tashqari ishlarni o'tkazish shakllari darslardan farq qilib, qiziqarli tomoni kuchli bo'ladi. Buning uchun zaruriy shart shuki, o'tkaziladigan ishning rejalashtirilishi va tizimligining murakkabligidadir. Endi sinfdan tashqari ish turlari bilan tanishib chiqaylik. 1. Matematik o'n minutliklar, soatlar. 2. Matematika to'garaklari. 3. Matematik konkurs va olimpiadalar. 4. Qiziqarli matematika kechalari va viktorinalar. 5. Matematik matbuot. 6. Matematik ekskursiya.[7]

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International Conference on Modern Science and Scientific Studies

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20th January, 2025

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BOSHLANG'ICH SINIF O'QUVCHILARI TARBIYASIDA OTA-ONALAR BILAN HAMKORLIKNI TASHKIL ETISH METODIKASI

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Annotatsiya

Boshlang'ich sinf davri bolalarning intellektual, ijtimoiy va shaxsiy rivojlanishida asosiy bosqich bo'lib, bu jarayon o'qituvchi va ota-onalarning birgalikdagi hamkorligisiz to'laonli amalga oshishi qiyin. Bolaning muvaffaqiyatli tarbiyasi va ta'lim olish jarayonida ota-onalar faol ishtirok etgan holda o'qituvchi bilan birgalikda ishlasa, bolada ta'limga nisbatan qiziqish ortib, unda ijobiy ijtimoiy va axloqiy fazilatlar shakllanadi. Ushbu maqolada boshlang'ich sinf o'quvchilari tarbiyasida ota-onalar bilan samarali hamkorlikni tashkil etish metodlari, muammolar va yechimlar haqida so'z boradi.

Kalit so'zlar: boshlang'ich ta'lim, ota-onalarning ishtiroki, hamkorlik, tarbiya, metodika.

Аннотация

Период начальной школы является основным этапом интеллектуального, социального и личностного развития детей, и этот процесс трудно осуществить без совместного сотрудничества учителей и родителей. Если родители активно участвуют в процессе воспитания и обучения ребенка и работают вместе с педагогом, у ребенка повысится интерес к образованию, у него сформируются положительные социальные и нравственные качества. В данной статье говорится о методах, проблемах и решениях эффективного сотрудничества с родителями в обучении учащихся младших классов.



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20th January, 2025

Ключевые слова: начальное образование, участие родителей, сотрудничество, обучение, методика.

Boshlang'ich sinf davri bolalarning intellektual, ijtimoiy va shaxsiy rivojlanishida asosiy bosqich bo'lib, bu jarayon o'qituvchi va ota-onalarning birgalikdagi hamkorligisiz to'laonli amalga oshishi qiyin. Bolaning muvaffaqiyatli tarbiyasi va ta'lim olish jarayonida ota-onalar faol ishtirok etgan holda o'qituvchi bilan birgalikda ishlasa, bolada ta'limga nisbatan qiziqish ortib, unda ijobiy ijtimoiy va axloqiy fazilatlar shakllanadi. Ushbu maqolada boshlang'ich sinf o'quvchilari tarbiyasida ota-onalar bilan samarali hamkorlikni tashkil etish metodlari, muammolar va yechimlar haqida so'z boradi.

Ota-onalar bilan hamkorlikning zarurligi

Boshlang'ich ta'lim bosqichida o'quvchilar hali mustaqil o'qish, o'z fikrini erkin ifoda etish, bilimlarini mustahkamlash kabi ko'nikmalarga ega emas. Bu jarayonda ota-onalarning roli quyidagilarda namoyon bo'ladi:

1. Farzandlarning ta'limga nisbatan ijobiy munosabatini shakllantirish – Ota-onalar bolalarini o'qishga undab, ularga yordam ko'rsatishlari orqali bilim olish jarayonini qiziqarli va samarali qiladi.
2. Axloqiy va ijtimoiy fazilatlarni rivojlantirish – Farzandlar uchun ota-onalar namuna bo'lib, ularning yaxshi xulq-atvorini shakllantiradi.
3. Ta'lim va tarbiya jarayonining uzviyligini ta'minlash – Maktabda olingan bilim va tarbiya uyda mustahkamlanadi, bu esa o'quvchilarning muvaffaqiyatli rivojlanishiga yordam beradi.

Hamkorlikni tashkil etishning samarali metodlari

1. Ota-onalar yig'ilishlarini tizimli tashkil etish

Ota-onalar yig'ilishlari o'quvchilarning tarbiyasi va ta'limidagi eng muhim masalalarni muhokama qilish uchun yaxshi imkoniyatdir. Yig'ilishlarni qiziqarli va interaktiv o'tkazish, masalan, savol-javoblar, guruhli muhokamalar orqali ota-onalarning ishtirokini oshirish mumkin. Yig'ilishda quyidagi masalalar ko'tarilishi lozim:

- Bolaning o'zlashtirish darajasi;



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

- Axloqiy va ijtimoiy xulq-atvori;
- Uy vazifalarini bajarish bo'yicha ota-onalarga yo'riqnoma.

2. Individual yondashuvni joriy etish

Har bir o'quvchining qobiliyati, ehtiyojlari va muammolari o'ziga xos. Shu sababli, ota-onalar bilan individual suhbatlar orqali bola haqida to'liq ma'lumot berish va ularga zarur maslahatlarni taqdim etish o'qituvchining muhim vazifasidir. Masalan:

- Bolaning darsdagi faoliyati haqida axborot berish;
- Uyda bolaga yordam berish usullarini tushuntirish;
- Bola xulqidagi muammolarni hal qilish bo'yicha tavsiyalar berish.

3. Seminar va treninglar tashkil etish

Ota-onalar tarbiyada zamonaviy pedagogik yondashuvlardan xabardor bo'lishlari uchun maktabda turli seminar va treninglar tashkil qilish lozim. Seminarlar quyidagi mavzularda o'tkazilishi mumkin:

- Bolalarda o'qish va o'rganish ko'nikmalarini rivojlantirish usullari;
- Oila muhitining farzand tarbiyasiga ta'siri;
- Raqamli texnologiyalarni bola ta'limiga qo'llashning afzalliklari va cheklovlari.

4. Oilaviy tadbirlarni yo'lga qo'yish

Oilaviy tadbirlar nafaqat bolalarning maktabdagi ishtirokini oshiradi, balki ota-onalar bilan o'quvchilar o'rtasidagi munosabatlarni ham mustahkamlaydi. Masalan:

- Ochiq darslar;
- Sport musobaqalari;
- Kitobxonlik tanlovlari;
- Madaniy tadbirlar (spektakllar, ko'rgazmalar).

5. Onlayn muloqot imkoniyatlaridan foydalanish

Bugungi zamonaviy texnologiyalar ota-onalar va o'qituvchilar o'rtasidagi muloqotni tezlashtirish va soddalashtirish imkonini beradi. Masalan:

- Maktabning onlayn platformasi orqali e'lonlar va hisobotlarni yuborish;
- O'quvchilarning o'zlashtirish darajasi bilan onlayn tanishtirish;



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20th January, 2025

- Messenjerlar orqali tezkor aloqa.

Hamkorlikdagi qiyinchiliklar va ularni bartaraf etish

Boshlang'ich sinf o'quvchilari tarbiyasida ota-onalar bilan ishlashda turli qiyinchiliklarga duch kelinishi mumkin:

1. Ota-onalarning vaqt yetishmovchiligi

Ko'pchilik ota-onalar bandligi sababli maktabda o'tkaziladigan tadbirlarda ishtirok etolmaydi. Ushbu muammoni hal qilish uchun onlayn yig'ilishlar yoki elektron pochta orqali muloqot tashkil qilish lozim.

2. Ota-onalarning ta'lim jarayoniga befarqligi

Ayrim ota-onalar farzandlarining ta'lim jarayonida faol ishtirok etmaydi. Bu holatni bartaraf etish uchun bolalar muvaffaqiyatini ta'kidlab, ota-onalarning rag'batini oshirish lozim.

3. O'qituvchi va ota-onalar o'rtasidagi tushunmovchilik

Ba'zan muloqotdagi noaniqliklar yoki kelishmovchiliklar hamkorlikni qiyinlashtiradi. Buni oldini olish uchun o'qituvchi ochiq va samimiy aloqani yo'lga qo'yishi kerak.

Xulosa

Boshlang'ich sinf o'quvchilarining ta'lim va tarbiyasida ota-onalar bilan hamkorlik qilish muhim ahamiyatga ega. Ushbu hamkorlikni tizimli tashkil etish orqali quyidagilarga erishish mumkin:

- Bolalarda ta'limga bo'lgan qiziqishni kuchaytirish;
- Axloqiy qadriyatlar va ijtimoiy xulq-atvorni shakllantirish;
- O'qituvchi, ota-ona va bola o'rtasida sog'lom va samarali muloqotni ta'minlash.

O'qituvchi va ota-onalar o'rtasidagi uzviy aloqani yo'lga qo'yish nafaqat bolalarning bilim olish jarayoniga, balki ularning shaxs sifatida rivojlanishiga ham ijobiy ta'sir ko'rsatadi. Shunday ekan, ota-onalar bilan samarali hamkorlik qilish har bir o'qituvchining muhim vazifasidir.



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Bu yerda ota-onalar bilan ishlash bo‘yicha amaliy tadqiqotlar keltirilgan.



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MAGNITEC RESONANCE IMAGING IN CEREBROVASCULAR DISEASE

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Annotation

Cerebrovascular disease is currently one of the foremost diseases in the world with respect to incidence, disability, and fatality rates. The most common type of cerebrovascular disease is ischemic, accounting for 75–90% of all cases. Ischemic cerebrovascular disease has a complicated etiology and complex pathological mechanisms. It generally results from ischemic and hypoxic brain tissue caused by intracranial vessel wall lesions, alterations in blood components, or changes in hemodynamics, leading to brain dysfunction, or even the necrosis and softening of brain tissue. Clinically, this manifests as transient ischemic attacks, reversible ischemic neurological deficits, or cerebral infarctions, subsequently leading to corresponding neurological signs and symptoms. Although most cases of ischemic cerebrovascular disease are non-fatal, the resulting disability rate is very high; therefore, this disease has remained a major research topic in the field of medicine worldwide.

Key words: MRI, DWI, cerebral infarct, DTI, PWI, ischemic cerebrovascular disease.

The rapid development of neuroimaging, in particular, the ability of functional imaging techniques to not only display morphological changes but also provide information on cerebral blood flow, metabolism, and other aspects, has played a crucial and even decisive role in the early diagnosis and appropriate treatment of ischemic cerebrovascular disease.

During the pathophysiological process of cerebrovascular disease, cellular and histological damage is preceded by changes in cerebral hemodynamics, which is constantly in a state of dynamic flux. Therefore, these changes in cerebral hemodynamics and the associated changes in brain function are of critical importance to research on the early signs, diagnosis, and pathogenic mechanisms of



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20th January, 2025

cerebrovascular disease. Functional MRI (fMRI) techniques include diffusion-weighted imaging (DWI), diffusion kurtosis imaging (DKI), diffusion tensor imaging (DTI), perfusion-weighted imaging (PWI), arterial spin labeling (ASL), magnetic resonance spectroscopy (MRS), and blood-oxygen-level dependent (BOLD) imaging. These techniques can display focal cerebral ischemia at a very early stage, track the course of white matter fibers, reflect the perfusion status of brain tissues, display tissue metabolic and biochemical changes, determine the location of brain functional areas, and reveal whole-brain functional connectivity and functional networks.

DWI involves the detection of the diffusion movement of water molecules in human tissues. By measuring the signal intensities before and after the application of diffusion-sensitivity gradient magnetic fields, we can calculate the tissue diffusion coefficient, known as the apparent diffusion coefficient (ADC), and therefore quantify the diffusion rate of water molecules in tissues. DWI is primarily utilized in the diagnosis of acute and hyperacute cerebral infarction. Due to the occurrence of cytotoxic edema in the early stages of cerebral ischemia, the intracellular water content increases, causing increased cellular swelling and decreased extracellular space, in turn decreasing the diffusion rate of water molecules in the area of infarction. Therefore, at 30 min after the onset of cerebral ischemia, abnormal hyperintensities can be observed in DWI, appearing as hypointensities on the ADC map. ADC values can be used to monitor lesion growth and progression, with areas of cerebral infarction showing a significant reduction in ADC values during the acute stage, followed by the pseudo-normalization or even elevation of ADC values in the late subacute and chronic stages. DWI enables the accurate delineation of the extent and degree of cerebral infarction, the prediction of disease severity, and the dynamic evaluation of therapeutic efficacy. In conventional T2-weighted imaging (T2WI), cerebral infarcts appear as homogeneous hyperintensities, which does not allow for the distinction between old and new lesions; whereas in DWI, acute lesions appear as hyperintensities and chronic lesions as hypointensities, which are easily differentiated. Furthermore, DWI can also improve the detection rate of small ischemic lesions, especially small subtentorial lesions that are easily missed in conventional computed tomography (CT) and MRI sequences. DKI is an extension



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20th January, 2025

of DWI. Traditional DWI is based on the normal distribution of diffusion in water molecules, whereas DKI shows the non-normally distributed diffusion of water molecules in tissues. Therefore, DKI is able to provide a more accurate delineation of changes in tissue microstructures and allows for the early evaluation of the extent of any cerebral infarct. Additionally, DKI can simultaneously obtain both DKI and DWI parameters, which primarily include mean kurtosis (MK), mean diffusivity (MD), and ADC values. The size of the MK depends on the complexity of the tissue structures rather than their spatial direction, and can therefore more accurately display the extent of cerebral infarcts and their associated internal microstructural changes. MD is the mean ADC value of the three orthogonal directions and is primarily used to measure the diffusion rate of water molecules, in turn reflecting cellular size and integrity. Compared to ADC, MD provides a more comprehensive reflection of the rate of diffusion movement. In acute cerebral ischemia, MD reflects the extent of cytotoxic edema in tissues, while MK is more sensitive to the disintegration of cytoskeletal structures and mitochondrial swelling. Therefore, regions with mismatched MK and MD abnormalities represent the ischemic penumbra, whereas matched regions represent the area of infarction and severe cell damage. DKI is more accurate than DWI in the diagnosis of early cerebral infarction, and the comparative analysis between the two may have significant implications in both determining the ischemic penumbra and improving patient prognosis. Furthermore, DKI can also facilitate the more in-depth analysis of pathological mechanisms at the microscopic level, which can provide useful information for more targeted clinical treatments. Although research on the utilization of DKI in ischemic stroke is currently in its infancy, DKI is ideal for widespread clinical use due to its minimal hardware requirements and short scan time; relevant research will provide new ideas for the diagnosis and treatment of cerebral infarctions.

All in all, nowadays many new examination methods are being discovered in modern medicine. This, in turn, creates the possibility of accurate and rapid diagnosis of diseases that are difficult to diagnose. We have discussed the operation of the DWI method of MR and its advantages.



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GENERAL RULES ON TAX CONTROL IN TRANSFER PRICING

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Abstract

In this article, in order to stabilize the financial situation of prestigious companies in the world, create new jobs and achieve economic growth, it is necessary to "transition to international standards of management, use transfer pricing in the process of concluding financial transactions in entities of the cluster and cooperative system, and present financial and management reports on operational segments." . International experience testifies to the fact that a sufficient information base has been formed on the theoretical, methodological and organizational aspects of these problems, and special scientific and innovative research is being conducted in this regard. According to the research, "US Federal Tax Service (IRS) received 3.4 billion dollars obtained as a result of illegal allocation of royalties and other costs in the process of trade deals between UK and US companies in the process of formation of transfer pricing." that dollar income was returned to the main company located in England" indicates the seriousness and importance of the issue.

Keywords: tax, fiscal policy, budget, tax administration, tax potential, normative analysis, positive analysis, tax burden, representative tax rate, average rate, tax reporting, tax revenues, analysis, positive analysis, tax burden, market price, management account, transfer price.

Introduction:

Transfer pricing is particularly relevant in the context of globalization and the growth of international trade. It is also relevant in that the formation of transfer prices in order to avoid or underpay taxes in intra-republican trade leads to the non-receipt of taxes that should be paid to the state budget.

As part of the transfer pricing regulation, the practical application of transfer pricing control in Uzbekistan, as well as the study and application of new rules, filling gaps



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in the legislation of Uzbekistan, is considered important, which demonstrates the relevance of the research work and the relevance of the selected topic to an important issue that is currently awaiting a solution.

The history of the development of transfer pricing dates back to the beginning of the 20th century, when the development of capitalism was rapidly developing, and scientific and technological progress stimulated the exchange of goods and services between divisions of one enterprise. At this stage, the concept of transfer pricing did not yet exist, but its essence was already clearly visible. Later, as the trend of intra-company exchange developed, the need arose to create a single legislative framework and pricing methodology, on the basis of which prices for such transactions would be determined. The United States of America was the first country to introduce the principles of transfer pricing in its legislation. In the Republic of Uzbekistan, the concept of transfer pricing was introduced into the Tax Code of the Republic of Uzbekistan in its new edition, approved by the Law of the Republic of Uzbekistan No. ZUR-599 dated December 30, 2019 “On Amendments and Addenda to the Tax Code of the Republic of Uzbekistan”. The Tax Code came into effect on January 1, 2020. In this regard, Section VI of the Tax Code, dedicated to transfer pricing, is set to come into effect from January 1, 2022. Currently, the problem of studying the compliance of the price formed between related parties and within the framework of controlled transactions with market prices is very relevant. The Tax Code provides a tariff for the concepts of transfer price and transfer pricing, according to which:

- a price formed in transactions between related parties and (or) that differs from the price formed in an impartial manner that could be used in comparable economic conditions when concluding transactions between independent persons is understood as a transfer price for the purposes of this Code.
- commercial and (or) financial conditions and (or) results that differ from the conditions and results that could be obtained by independent persons in comparable economic conditions of the activities of related parties are understood as transfer pricing for the purposes of this Code.

In accordance with Section VI of the Tax Code, tax control in determining transfer pricing is carried out in the form of an audit of the full calculation and payment of



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20th January, 2025

taxes in connection with the conclusion of controlled transactions within the framework of tax control in determining transfer pricing, as established by Article 194 of the Tax Code.

An audit of the full calculation and payment of taxes in connection with the conclusion of controlled transactions (hereinafter referred to as an audit) is carried out by the Tax Committee of the Republic of Uzbekistan at its location in accordance with the Tax Code.

The audit is carried out on the basis of a notification of controlled transactions sent in accordance with Article 182 of the Tax Code or a notification from the territorial tax authority, as well as in the event that a controlled transaction is identified as a result of a tax audit.

During the audit, the Tax Committee checks the full calculation and payment of the following taxes:

- 1) profit tax;
- 2) income tax levied on individuals;
- 3) tax on the use of subsoil;
- 4) value added tax;
- 5) excise tax.

An audit on the part related to the tax on the use of subsoil is carried out if one of the parties to the transaction is a taxpayer of this tax and the subject of the transaction is a profitable mineral resource, which is subject to taxation at the ad valorem tax rate at the time of extraction.

Also, an audit on the part related to the value added tax and excise tax is carried out if one of the parties to the transaction is a legal entity or individual entrepreneur that is not a taxpayer.

If the audit of transfer pricing reveals that the tax amounts for the above types of taxes have been reduced or the amount of losses has been increased, the Tax Committee shall make adjustments to the relevant tax base and (or) the amount of tax.

Article 195 of the Tax Code establishes the procedure for conducting an audit of the full calculation and payment of taxes in connection with the conclusion of controlled transactions, which reflects the following.



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20th January, 2025

The audit is conducted for a period not exceeding six months.

In exceptional cases, this period of conducting an audit may be extended up to twelve months by decision of the head (deputy head) of the Tax Committee.

If it is necessary to obtain information from foreign state bodies, conduct an examination of documents submitted by the taxpayer in a foreign language and (or) translate them into Uzbek or Russian, the audit period may be extended for an additional period not exceeding six months.

If the audit was extended to obtain information from foreign state bodies and the Tax Committee was unable to obtain the requested information within six months, the extension period for this audit may be extended for an additional three months.

If the taxpayer has used the methods specified in Chapter 23 of this Code or a combination thereof to determine the comparability of the commercial and (or) financial terms of the controlled transactions with the terms of comparable transactions between independent persons, the Tax Committee shall apply the method (combination of methods) applied by the taxpayer when conducting the audit.

If the Tax Committee proves that the method (combination of methods) applied by the taxpayer, based on the terms of the conclusion of the controlled transaction, does not allow drawing a reasoned conclusion as to whether the commercial and (or) financial terms of the controlled transactions are comparable or not with the terms of comparable transactions between independent persons, another method (combination of methods) may be applied.

By Resolution No. 111 of the Cabinet of Ministers of the Republic of Uzbekistan dated March 10, 2022, the Regulation “On determining the grounds and procedure for extending the term of a tax audit in connection with the conclusion of controlled transactions” was approved.

This Regulation establishes the procedure for extending the term of a tax audit in connection with the conclusion of controlled transactions in accordance with Article 195 of the Tax Code of the Republic of Uzbekistan.

First, despite the absence of generally binding international instruments aimed at regulating transfer pricing, the Organization for Economic Cooperation and Development (OECD) developed Transfer Pricing Guidelines for Multinational



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20th January, 2025

Enterprises and Tax Administrations and approved it on July 22, 2010. This is a recommendation-based document, the provisions of which are also reflected in the national legislation of various countries, including non-OECD member states. The current Manual is a revised version of the Transfer Pricing Report adopted in 1979. In our republic, the following opinions were expressed by the Doctor of Economics, Professor, Sh.A. Tashmatov, who conducted research on transfer pricing.

“When determining transfer pricing during tax control, the following methods are used:

- 1) the comparable market price method;
- 2) the subsequent sale price method;
- 3) the cost method;
- 4) the comparable profitability method;
- 5) the profit distribution method.

In this case, the comparable market price method is the priority for determining the compliance of the prices of controlled transactions with market prices for tax purposes. If the comparable market price method cannot be used for tax purposes or its use does not allow drawing a reasonable conclusion on the compliance of the prices of controlled transactions with market prices, the use of other methods is allowed.

In the network to which the party to the controlled transaction belongs, in the absence of independent legal entities in relation to this party, the selection of legal entities for functional analysis is carried out taking into account the comparison of the tasks performed by these legal entities, the risks assumed by them and the assets used.

In the absence of information on four or more comparable transactions or in the absence of financial statements of four or more comparable legal entities, information on a small number of comparable transactions (financial statements of a small number of legal entities) can be used to determine the profitability range.

Conclusions and proposals

1. The establishment of liability for failure to submit a notification in the presence of a controlled transaction and the establishment of a single deadline for submitting



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20th January, 2025

a notification of a controlled transaction will serve to improve the process of implementing tax control.

2. A proposal has been developed to change the rule in Article 187 of the Tax Code that when calculating profitability, a legal entity shall not directly and (or) indirectly participate in the activities of another legal entity with a share exceeding 25 percent and shall not have a legal entity as a participant (shareholder) with a direct participation share exceeding 25 percent from 25 percent to 20 percent.

3. It is advisable to amend the Tax Code to recognize transactions between related parties, one of the parties of which is a tax resident of the Republic of Uzbekistan, as controlled foreign trade transactions, and to take into account the fact that the amount of income from transactions in the relevant calendar year exceeds one billion soums.

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MENEJMENT NAZARIYASINI O'RGANISH VA TAHLIL QILISH

Chorshanbiyev Otabek Normurod o'g'li

4-bosqich talabasi Qarshi Muhandislik Iqtisodiyot Instituti

Menejment(tarmoqlar va sohalar bo'yicha)

ANNOTATSIYA

Mazkur ilmiy maqolada menejment nazariyasining asosiy tamoyillari, rivojlanish bosqichlari va zamonaviy qarashlari o'rganilib, ularning tashkilot faoliyatini samarali boshqarishdagi ahamiyati tahlil qilinadi. Menejment nazariyasining ilmiy asoslarini shakllantirishda klassik va zamonaviy yondashuvlar, shuningdek, turli maktablarning hissasi batafsil ko'rib chiqiladi. Tahlil natijasida, bugungi kunda samarali boshqaruv qarorlarini qabul qilish uchun nazariy bilim va amaliy ko'nikmalarni uyg'unlashtirishning dolzarbligi asoslanadi.

Kalit so'zlar: Menejment, nazariya, tahlil, tashkilot, boshqaruv, samaradorlik, tamoyillar, zamonaviy yondashuvlar.

ИНСТИТУТ ИНЖЕНЕРНОЙ ЭКОНОМИКИ

Менеджмент (по отраслям и секторам)

Студент 4-го курса, Чоршанбиев Отабека Нормуродович

Изучение и анализ теории управления

АННОТАЦИЯ,

В данной научной статье рассматриваются основные принципы, этапы развития и современные взгляды на теорию управления, а также анализируется их значение в эффективном управлении организацией. Подробно рассмотрены классические и современные подходы, а также вклад разных школ в формирование научных основ теории управления. В результате анализа обоснована актуальность сочетания теоретических знаний и практических навыков для принятия эффективных управленческих решений сегодня.



Ключевые слова: Менеджмент, теория, анализ, организация, управление, эффективность, принципы, современные подходы.

INSTITUTE OF ENGINEERING ECONOMICS

Management (by industries and sectors)

Chorshanbiyev, a 4th grade student, is the son of Otabek Normurod.

Study and analysis of management theory.

ANNOTATION

This scientific article examines the main principles, stages of development and modern views of management theory, and analyzes their importance in effective management of the organization. Classical and modern approaches, as well as the contribution of different schools in the formation of the scientific foundations of management theory, are considered in detail. As a result of the analysis, the relevance of combining theoretical knowledge and practical skills to make effective management decisions today is based.

Key words: Management, theory, analysis, organization, management, efficiency, principles, modern approaches.

KIRISH

Menejment nazariyasini o'rganish zamonaviy jamiyatda tashkilotlar faoliyatining samaradorligini ta'minlashning muhim tarkibiy qismi hisoblanadi. Menejment atamasi XIX asrning oxiri va XX asr boshlarida ishlab chiqilgan bo'lsa-da, boshqaruv tamoyillari insoniyat rivojining ilk bosqichlaridan buyon mavjud edi. Har bir tarixiy davrda menejmentga bo'lgan talablar o'zgarib borgan, bu esa nazariyaning doimiy rivojlanishiga olib kelgan. Masalan, Frederik Teylorning 1911-yilda nashr etilgan "Ilmiy boshqaruv tamoyillari" kitobi sanoat korxonalaridagi jarayonlarni tizimlashtirishga asos soldi. Ushbu yondashuv ishlab chiqarish samaradorligini oshirishda inqilobiy ahamiyatga ega bo'lgan.

XX asrning o'rtalariga kelib, menejment nazariyasi bir nechta yirik maktablarga bo'lingan. Klassik boshqaruv nazariyasi, inson resurslari menejmenti, tizimli



International Conference on Modern Science and Scientific Studies

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20th January, 2025

yondashuv va holatli tahlil nazariyasi shular jumlasidandir. Masalan, 1954-yilda Piter Druker tomonidan taklif etilgan "Maqsadlar bo'yicha boshqaruv" (Management by Objectives) konsepsiyasi tashkilotlarda strategik rejalashtirishning yangi bosqichini boshlab berdi. Aynan ushbu yondashuv xodimlarni rag'batlantirish va ular o'rtasida ishonchli munosabatlarni o'rnatishda samarali deb topildi.

Bugungi kunda menejment nazariyasi texnologik taraqqiyot, globalizatsiya va raqobatning kuchayishi tufayli yanada murakkablashmoqda. 2023-yilgi hisobotlarga ko'ra, dunyodagi yetakchi kompaniyalarning 87 foizi innovatsiyalarni boshqarishni ustuvor yo'nalish sifatida belgilagan. Bu raqam menejment nazariyasini o'rganishda ilmiy yondashuvlar va amaliy texnikalarni uyg'unlashtirish zarurligini yana bir bor tasdiqlaydi. Statistika ma'lumotlar shuni ko'rsatadiki, samarali menejment tamoyillarini qo'llagan tashkilotlarning iqtisodiy ko'rsatkichlari boshqa kompaniyalarga nisbatan 25-30% yuqoridir. Masalan, 2020-2022-yillar oralig'ida dunyoning 100 yirik kompaniyasi o'rtasida o'tkazilgan tadqiqot natijalariga ko'ra, innovatsiyalarni boshqarishga doir yangi yondashuvlar kompaniyalarning umumiy daromadini yiliga o'rtacha 12 foizga oshirgan. Menejment nazariyasi rivojlanishining bugungi bosqichida inson omiliga, ma'lumotlar tahliliga va zamonaviy texnologiyalarga asoslangan yondashuvlar alohida o'rin tutadi. Misol uchun, sun'iy intellekt yordamida qabul qilinayotgan boshqaruv qarorlari jarayonni sezilarli darajada tezlashtirishga yordam bermoqda. 2024-yilga kelib, dunyoning yirik korxonalarining 45 foizi menejment tizimida sun'iy intellektdan foydalanishni boshlagan. Shu tariqa, menejment nazariyasini o'rganish va uni amaliyotga tatbiq etish nafaqat tashkilotlarning, balki butun iqtisodiy tizimlarning rivojlanishiga ta'sir ko'rsatadi. Bu esa ushbu sohaning doimiy tadqiq etilishini ta'minlaydi.

NATIJALAR

Menejment nazariyasini o'rganish jarayonida turli yondashuvlar va metodologiyalarni qo'llash orqali erishilgan natijalar ko'p qirrali va chuqur ahamiyatga ega. Ilk nazariy yondashuvlar asosan ishlab chiqarish jarayonlarini optimallashtirishga qaratilgan bo'lsa, zamonaviy tadqiqotlar boshqaruvning insoniy va texnologik jihatlariga ko'proq e'tibor bermoqda. Misol uchun, Frederik Teylarning ilmiy boshqaruv tamoyillari ishchilar samaradorligini oshirishga katta



International Conference on Modern Science and Scientific Studies

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20th January, 2025

hissa qo'shgan, biroq keyinchalik o'tkazilgan tadqiqotlar bu yondashuv inson omiliga yetarlicha e'tibor bermasligini ko'rsatdi.

Bugungi kunda menejment nazariyasini rivojlantirishning muhim yo'nalishlaridan biri bu tizimli yondashuvdir. Ushbu yondashuv tashkilotni bir butun tizim sifatida ko'rib chiqadi va uning har bir bo'g'inini o'zaro bog'liqlikda tahlil qilishni ta'minlaydi. Masalan, 2022-yilda o'tkazilgan tadqiqotlar natijasida tizimli yondashuvni qo'llagan kompaniyalarning samaradorlik ko'rsatkichlari 15 foizga oshgani aniqlangan. Bu uslub, ayniqsa, yirik korporatsiyalar va murakkab tashkiliy tuzilmalarga ega bo'lgan tashkilotlar uchun muhim hisoblanadi. Bundan tashqari, zamonaviy menejmentning rivojlanishida inson resurslarini boshqarish (HRM) yondashuvining hisssasi katta. Statistika ma'lumotlariga ko'ra, 2023-yil holatiga ko'ra, kompaniyalarning 70 foizi xodimlarni boshqarishning innovatsion texnologiyalarini joriy qilgan. Ushbu yondashuv mehnat unumdorligini oshirish bilan birga, xodimlar o'rtasidagi ijtimoiy aloqalarni mustahkamlashga ham xizmat qiladi. Natijada, HRM yondashuvi kompaniyaning uzoq muddatli rivojlanishini ta'minlashda strategik ahamiyat kasb etadi. Menejment nazariyasining yana bir dolzarb yo'nalishi bu raqamli transformatsiya bilan bog'liq boshqaruv tamoyillari hisoblanadi. Sun'iy intellekt, ma'lumotlarni tahlil qilish (big data) va avtomatlashtirish kabi texnologiyalar boshqaruv jarayonlarini tubdan o'zgartirmoqda. Misol uchun, McKinsey kompaniyasining 2023-yilda e'lon qilingan hisobotiga ko'ra, raqamli texnologiyalarni faol joriy qilgan kompaniyalar daromadlarini yiliga o'rtacha 22 foizga oshirishga erishgan. Bu esa zamonaviy menejmentda innovatsiyalarni boshqarishning naqadar muhimligini yana bir bor isbotlaydi. Boshqa tomondan, menejment nazariyasini o'rganishda milliy va mintaqaviy xususiyatlarni hisobga olishning ahamiyati ortib bormoqda. Masalan, Sharq va G'arb menejment yondashuvlari o'rtasidagi farqlarni tahlil qilish natijalari ko'rsatadiki, Sharq uslublari uzoq muddatli rejalashtirish va barqarorlikka ko'proq urg'u beradi, G'arb esa innovatsiyalar va tezkor qaror qabul qilishga intiladi. Ushbu farqlarni o'rganish xalqaro kompaniyalar faoliyatida samaradorlikni oshirish uchun foydalidir. Menejment nazariyasi zamonaviy dunyoning iqtisodiy va ijtimoiy ehtiyojlariga javob beradigan universal tamoyillarni ishlab chiqishda davom etmoqda. Shu bilan birga, har bir tashkilot o'ziga xos boshqaruv uslublarini



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

shakllantirishda menejment nazariyasi bilan amaliyot o'rtasidagi muvozanatni ta'minlashi zarur. Bugungi kunda menejment nazariyasini chuqur o'rganish va tahlil qilish tashkilotlar uchun strategik ustunlikni ta'minlashda eng muhim vositalardan biri hisoblanadi.

MUHOKAMA

Menejment nazariyasini o'rganish jarayonida asosiy diqqat zamonaviy yondashuvlar va ularning amaliyotdagi qo'llanilishiga qaratilishi zarur. Hozirgi davrda menejmentning nazariy va amaliy jihatlari o'rtasida kuchli o'zaro bog'liqlik mavjud bo'lib, ular bir-birini to'ldiradi. Masalan, Piter Druker tomonidan ilgari surilgan "Maqsadlar bo'yicha boshqaruv" tamoyillari hozirgi korporativ boshqaruvning muhim qismiga aylangan. Ushbu yondashuv xodimlarni umumiy maqsadlarga yo'naltiradi va tashkilot ichidagi hamkorlikni kuchaytiradi. 2023-yilgi xalqaro tadqiqotlar natijalariga ko'ra, bu tamoyillarni qo'llagan kompaniyalarda xodimlarning ish samaradorligi 18 foizga oshgan. Klassik nazariya va zamonaviy menejment o'rtasidagi farqlarni tahlil qilish shuni ko'rsatadiki, boshqaruvning rivojlanish jarayoni har doim jamiyat ehtiyojlari bilan chambarchas bog'liq bo'lgan. Masalan, Frederik Teylorning ilmiy boshqaruv modeli ishlab chiqarish jarayonlarini tezlashtirish va samaradorlikni oshirishga qaratilgan bo'lsa, bugungi kunda inson omiliga ko'proq urg'u berilmoqda. Bu o'zgarishlar xodimlarning motivatsiyasi, jamoaviy ishlash va innovatsion yechimlarni topishda muhim rol o'ynaydi. Bundan tashqari, 2020-yilgi pandemiya davrida menejment yondashuvlarida sezilarli o'zgarishlar yuz berdi. Ko'plab tashkilotlar masofaviy ish formatiga o'tishga majbur bo'ldi, bu esa boshqaruv jarayonlarini raqamlashtirish va moslashuvchan yondashuvlarni talab qildi. Misol uchun, Deloitte kompaniyasining tadqiqotlari shuni ko'rsatadiki, pandemiya davrida raqamli boshqaruv texnologiyalarini qo'llagan korxonalarning 65 foizi iqtisodiy inqiroz sharoitida raqobatbardoshlikni saqlab qolishga muvaffaq bo'lgan. Bu fakt zamonaviy menejmentda texnologik innovatsiyalarning o'zni qanchalik katta ekanini tasdiqlaydi.

Statistik tahlillar shuni ko'rsatadiki, menejmentning tizimli yondashuvini qo'llash ko'p jihatdan samaradorlikka olib keladi. 2022-yilda o'tkazilgan xalqaro tadqiqot natijalariga ko'ra, tashkilotning barcha bo'limlari o'rtasidagi muvofiqlikni



International Conference on Modern Science and Scientific Studies

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Website: econfseries.com

20th January, 2025

ta'minlagan kompaniyalarning rentabellik darajasi 27 foizga yuqori bo'lgan. Bunday natijalarga erishishning asosiy omillaridan biri jarayonlarni tahlil qilish va optimallashtirish bo'lib, bu menejment nazariyasining markaziy qismidir. Menejment nazariyasi inson resurslarini boshqarishga ham alohida e'tibor qaratadi. Xodimlarning malakasini oshirish, ularni motivatsiyalash va ular uchun qulay sharoit yaratish boshqaruv jarayonining ajralmas qismi hisoblanadi. Masalan, 2023-yilda o'tkazilgan tadqiqotlarga ko'ra, xodimlarning malakasiga sarmoya kiritgan kompaniyalarning ishlab chiqarish hajmi yiliga o'rtacha 15 foizga oshgan. Ushbu fakt inson kapitalini samarali boshqarish zamonaviy menejmentning muvaffaqiyat kaliti ekanini ko'rsatadi. Menejment nazariyasini tahlil qilish jarayonida milliy va xalqaro tajribalarni birlashtirish zarurati ham seziladi. Sharq menejment tamoyillarida barqarorlikka, uzoq muddatli strategik rejalashtirishga e'tibor qaratilsa, G'arb yondashuvlari innovatsiyalarni tezkor joriy qilishga asoslanadi. Ushbu ikki modelning uyg'unlashtirilishi menejment jarayonlarini takomillashtirish uchun keng imkoniyatlar yaratadi.

Xulosa qilib aytganda, menejment nazariyasining rivojlanishi va amaliyotga tatbiq etilishi tashkilotning uzoq muddatli muvaffaqiyati va barqarorligi uchun strategik ahamiyatga ega. Texnologiyalarni joriy qilish, inson resurslariga e'tibor qaratish va tizimli yondashuvlarni qo'llash zamonaviy menejmentning asosiy tamoyillarini tashkil etadi. Shu bilan birga, har bir tashkilot o'z ehtiyojlariga mos ravishda menejment yondashuvlarini shakllantirishi zarur. Bu esa menejment nazariyasini chuqur o'rganish va uning barcha qirralarini tahlil qilish zaruratini yanada oshiradi.

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20th January, 2025

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THE FUTURE OF ONLINE LEARNING: WHAT WILL HAPPEN TO TRADITIONAL EDUCATION?

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Abstract:

Thinking about the future of online education, how it interacts with traditional education and how they interact, is important in the development of the modern education system. Today, the rapid development of technologies, the widespread use of the Internet and the possibilities of digital resources require new approaches in the field of education. Along with traditional forms of education, online education plays a major role in making the educational process more efficient and convenient.

Keywords: online platforms, online education, traditional education, interactive methods, modern technologies, communication.

One of the main advantages of online education is its convenience and flexibility. Students can attend classes anywhere and anytime. This is especially important for students with working or family commitments. They can learn the lessons at their own time and in a convenient environment. Online education also provides access to a wide range of resources, such as video lessons, interactive materials, and other learning materials. This helps students to consolidate their knowledge and learn new information. However, the development of online education has an impact on the traditional education system. In traditional education, there is direct communication between the teacher and students, which is an important part of the learning process. Teachers have the opportunity to motivate students, answer their questions and help them solve their problems.[1]

In online learning, however, the lack of such direct communication can be a challenge for some students. They may feel lonely, lose motivation to attend classes. However, online education has its own challenges. Circumstances such as technological problems, internet outages, or platform malfunctions may interrupt or



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20th January, 2025

complicate the learning process. In such situations, students may face problems in acquiring their knowledge properly. Also, in online education, communication and interaction between students can be limited, making group work and collaborative learning difficult.[2]

Finding a balance between traditional education and online learning is critical to the future success of the education system. Teachers and educational institutions need to develop new approaches that combine the advantages of online education with traditional education. For example, a hybrid learning model, which combines traditional classes with online classes, can create a more effective learning environment for students. This model allows for the convenience of online learning while maintaining direct communication between students and teachers. Also, the use of technologies in the educational process gives teachers the opportunity to use new methodologies. Interactive educational platforms, virtual classrooms and other digital resources help teachers to make lessons more interesting and effective.[3]

This helps to develop interactions between students, motivate them and make the educational process more interesting. The future of online education also expands global learning opportunities. Students will have the opportunity to communicate with teachers and experts from different parts of the world and use their experiences. This creates an opportunity for students to explore new ideas, thoughts and experiences. Online education also further expands educational resources and makes it easier for students to access a variety of learning materials.[4]

In the future, the lines between online education and traditional education may become more blurred. Educational systems change and update to meet the needs of students. Teachers and educational institutions continue to adopt new technologies and methodologies in order to provide the best learning experience for students. The educational process will also be aimed at developing interactions between students, motivating them and making the learning environment comfortable.[5]

Conclusion:

In conclusion, the future of online education, its interaction with traditional education and their interaction, will play an important role in the development of the education system. The advantages of online education, combined with the strengths



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20th January, 2025

of traditional education, create a more effective and convenient learning environment for students. This will further develop the educational process, strengthen students' knowledge and help them to be successful in the future.

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**YO'L TRANSPORT HODISALARI BILAN BOG'LIQ JINOYATLARNI
TERGOV QILISHDA SO'ROQ QILISH TERGOV
HARAKATINING AHAMIYATI**

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Annotatsiya:

Mazkur maqola yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish jarayonida so'roq qilish tergov harakatining o'rni va ahamiyatini o'rganishga bag'ishlangan. Tergov jarayonida qo'llanilgan so'roq texnikalarining samaradorligi, psixologik yondashuvlarning roli, milliy va xalqaro tergov tajribalari o'rtasidagi o'ziga xos farqlar tahlil qilingan. Shuningdek, tergovchilarning qonunchilikka rioya qilishlari va tergov natijalarining haqqoniyligini ta'minlashga qaratilgan huquqiy asoslar ko'rib chiqilgan. Natijada, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda so'roq qilish jarayonining samaradorligini oshirish uchun amaliy tavsiyalar ishlab chiqilgan va tergov natijalarining haqqoniyligi uchun samarali strategiyalar taklif qilingan.

Kalit so'zlar: yo'l-transport hodisalari, tergov jarayoni, so'roq qilish texnikalari, psixologik yondashuv, huquqiy asoslar, xalqaro tajriba, tergov samaradorligi, jinoyat terгови

Аннотация:

Данная статья посвящена исследованию роли и значения допроса в процессе расследования преступлений, связанных с дорожно-транспортными происшествиями. Анализируется эффективность методов допроса, используемых в ходе следствия, роль психологических подходов, а также конкретные различия между национальным и международным следственным опытом. Также были рассмотрены правовые основания, направленные на обеспечение соблюдения следователями закона и правдивости результатов расследования. В результате разработаны практические рекомендации по



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повышению эффективности допросного процесса при расследовании преступлений, связанных с дорожно-транспортными происшествиями, а также предложены эффективные стратегии обеспечения достоверности результатов расследования.

Ключевые слова: дорожно-транспортные происшествия, процесс расследования, методика допроса, психологический подход, правовая база, международный опыт, эффективность расследования, уголовное расследование.

Abstract:

This article is devoted to the study of the role and importance of interrogation in the process of investigating crimes related to traffic accidents. The effectiveness of the interrogation techniques used in the investigation, the role of psychological approaches, and specific differences between national and international investigative experiences are analyzed. Also, the legal grounds aimed at ensuring the compliance of the investigators with the law and the truthfulness of the investigation results were considered. As a result, practical recommendations have been developed to improve the effectiveness of the interrogation process in the investigation of crimes related to traffic accidents, and effective strategies have been proposed for the veracity of the investigation results.

Key words: traffic accidents, investigative process, interrogation techniques, psychological approach, legal framework, international experience, investigative effectiveness, criminal investigation

Kirish:

So‘nggi yillarda yo‘l-transport hodisalari bilan bog‘liq jinoyatlarning soni jiddiy ko‘tarilish tendensiyasiga ega bo‘ldi. Xalqaro statistika ko‘rsatkichlariga ko‘ra, dunyoda har yili o‘n minglab odam yo‘l harakati hodisalari natijasida hayotdan ko‘z yumadi. Masalan, Jahon sog‘liqni saqlash tashkiloti (JSST) ma‘lumotlariga ko‘ra, har yili taxminan 1,3 million kishi yo‘l transport hodisalari qurboni bo‘ladi. Bu esa



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20th January, 2025

global miqyosda jiddiy xavotir uyg'otmoqda va yo'l-transport xavfsizligi bo'yicha chora-tadbirlarni kuchaytirishni talab qilmoqda. O'zbekiston Respublikasi ichki ishlar organlari tomonidan olib borilgan tadqiqotlarga ko'ra, so'nggi besh yilda mamlakatimizda yo'l-transport hodisalari soni 15 foizga oshdi. Shundan 40 foizi inson hayotiga tahdid soluvchi yoki og'ir tan jarohatlariga olib keluvchi holatlarni tashkil etadi. Shu sababli, bunday hodisalar bilan bog'liq jinoyatlarni tergov qilish va tergov jarayonida so'roq qilish harakati muhim ahamiyat kasb etadi. So'roq qilish orqali tergovchi voqea tafsilotlarini aniqlash, gumonlanuvchi va guvohlarning ko'rsatmalarini tahlil qilish, shuningdek, jinoyatning sabab va oqibatlarini chuqurroq o'rganish imkoniyatiga ega bo'ladi.

Statistik ma'lumotlar asosida, yo'l transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda so'roq qilish tergov harakatining dolzarbligini va uning muvaffaqiyatli amalga oshirilishi jinoyat ishlarini samarali hal qilishda muhim omil ekanligini ko'rsatadi. Shu munosabat bilan, ushbu maqola yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish jarayonida so'roq qilish harakatining o'rnini tahlil qilishga qaratiladi.

MAVZU YUZASIDAN ADABIYOTLAR TAHLILI

Yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda so'roq qilish tergov harakatining o'rnini muhim ilmiy mavzulardan biri hisoblanadi. Ushbu jarayonning muvaffaqiyati jinoyat ishlarini hal etishda bevosita ahamiyatga ega bo'lib, adabiyotlarda keng o'rganilgan. Tergov jarayonida so'roq qilish jarayoni jinoyat tafsilotlarini aniqlash, gumonlanuvchi va guvohlarning ko'rsatmalarini olish orqali voqealar haqqoniyligini qayta tiklash imkonini beradi. Shu munosabat bilan tergov jarayonida so'roq qilishning texnika va taktikalari alohida ahamiyat kasb etadi. Masalan, V.A. Obraztsov va Yu.M. Koruhov kabi olimlar o'z tadqiqotlarida so'roq qilish jarayonining huquqiy asoslari va psixologik jihatlarini chuqur tahlil qilganlar [1].

Yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish, ayniqsa, yo'l harakati xavfsizligiga tahdid soluvchi jinoyatlarning o'sishi sababli dolzarb bo'lib bormoqda. Bu masala xalqaro va milliy huquqiy adabiyotlarda keng yoritilgan. Yo'l-transport hodisalarini tergov qilishning o'ziga xos murakkabliklari, hodisa



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20th January, 2025

joyini ko'zdan kechirish, texnik ekspertizalar va ayniqsa, so'roq qilish jarayonlari batafsil o'rganiladi. Masalan, B.M. Aleykberovning asarlari yo'l-transport hodisalarini tergov qilishda qo'llaniladigan eng muhim manbalardan biri hisoblanadi [2]. Shuningdek, so'roq qilish jarayonida psixologik omillarning ahamiyati alohida ta'kidlanadi. Psixologik bilimlar tergov jarayonida guvohlar va gumonlanuvchilar bilan muloqotni o'rnatishda muhim rol o'ynaydi. A.V. Dolgovning "Tergov psixologiyasi" kitobi so'roq jarayonida psixologik yondashuvlarni tadqiq qilishda asosiy manba hisoblanib, tergovchilarga samarali strategiyalar taklif etadi [3]. Kriminalistik taktika va texnikalar yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda samaradorlikni oshirish imkonini beradi. M.N. Maslov va N.F. Kolokolovning kriminalistika bo'yicha kitoblarida tergov jarayonida so'roq qilishda qo'llaniladigan taktika va texnikalar keng yoritilgan [4].

Yo'l-transport hodisalari bo'yicha jinoyat ishlarini tergov qilishda xalqaro tajribadan foydalanish va xorijiy mamlakatlarda so'roq qilish texnikalarini o'rganish ham muhimdir. Masalan, AQSh va Evropa mamlakatlarida ishlab chiqilgan so'roq qilish texnikalari haqida xalqaro kriminalistika jurnallarida ko'plab maqolalar mavjud bo'lib, ular milliy tergov amaliyotiga moslashtirilmoqda [5]. Bunda, ayniqsa, so'roq qilish jarayonidagi yuqori sifatni ta'minlash uchun zamonaviy usullardan foydalanish zarurati seziladi.

O'zbekiston Respublikasining Jinoyat-protsessual kodeksi va boshqa me'yoriy hujjatlar tergov jarayonida so'roq qilish jarayonining huquqiy asoslarini belgilab beradi [6]. Bu borada milliy adabiyotlarda, xususan, B.X. Yo'ldoshevning ishlarida tergov jarayonidagi huquqiy va axloqiy jihatlar keng muhokama qilingan [7]. Milliy qonunchilik talablariga rioya qilgan holda, so'roq qilish texnikalarini chuqur o'rganish orqali tergov jarayonining haqqoniyligi ta'minlanadi.

Xulosa qilib aytganda, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda so'roq qilish tergov harakati jinoyat ishlarini hal qilishda hal qiluvchi ahamiyatga ega. Shu sababli, yuqori malakali tergovchilar tomonidan so'roq qilish texnikalarini o'zlashtirish va xalqaro tajribani inobatga olish lozim. Mazkur tadqiqotlar asosida yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish



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20th January, 2025

jarayonida so‘roq qilishning dolzarb masalalarini yoritish tergovchilarning nazariy va amaliy bilimlarini boyitishga xizmat qiladi.

METADOLOGIYA

Mazkur tadqiqotning metodologiyasi yo‘l-transport hodisalari bilan bog‘liq jinoyatlarni tergov qilish jarayonida so‘roq qilish harakatining ahamiyatini o‘rganishga qaratilgan. Tadqiqotda so‘roq qilish jarayonining huquqiy va psixologik asoslarini o‘rganish uchun ilmiy adabiyotlar, qonunchilik hujjatlari va xalqaro tajribalar nazariy tahlil qilinadi. Shu bilan birga, yo‘l-transport hodisalariga oid jinoyat ishlarini ko‘rib chiqish jarayonida qo‘llanilgan so‘roq qilish texnikalarining samaradorligini baholash maqsadida real holatlar va tergov materiallari amaliy tadqiq etiladi. Milliy va xalqaro tergov uslublarining o‘ziga xosliklarini solishtirish orqali esa so‘roq qilishning eng samarali texnikalari aniqlanadi. Ushbu metodlar asosida so‘roq qilish jarayonida yuqori samaradorlikka erishish va jinoyat ishlarini muvaffaqiyatli hal qilishga yo‘naltirilgan tavsiyalar ishlab chiqishga imkon beradi.

NATIJA VA MUHOKAMA

Yo‘l-transport hodisalari bilan bog‘liq jinoyatlarni tergov qilish jarayonida so‘roq qilish texnikalarining samaradorligi yuqori ahamiyat kasb etadi, chunki bu jarayonning muvaffaqiyati tergov natijalarining aniqlik va haqqoniyligiga bevosita ta’sir ko‘rsatadi. Tadqiqot natijalariga ko‘ra, turli so‘roq texnikalari – jumladan, to‘g‘ridan-to‘g‘ri savollar berish, ochiq savollar qo‘yish, kognitiv intervyu, qarama-qarshi taktikalar va ishonchli muloqotni o‘rnatish – alohida tahlil qilindi va har bir texnikaning samaradorlik darajasi o‘rganildi. Bu texnikalarning aniqlikka, halollikka va tergov natijalariga qanday hissa qo‘shganligi diagramma va jadval yordamida ko‘rsatilgan. So‘roq texnikalari aniqlikni oshirish, guvoh va gumonlanuvchilar ko‘rsatmalarining haqqoniyligini ta’minlash va tergov natijasini yaxshilashga qanday ta’sir qilishi tahlil qilinganda, kognitiv intervyu usulining aniqlikni 35% ga oshirishi va halollik darajasini 40% ga ta’sirlashi uning yuqori samaradorligini ko‘rsatadi. Bu usul tergov natijasining muvaffaqiyatiga 38% darajada hissa qo‘shgan bo‘lib, bu texnikaning muvaffaqiyatli tergov uchun eng samarali vositalardan biri ekanini tasdiqlaydi. Boshqa texnikalar orasida ochiq



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savollar orqali ma'lumot olish ham yuqori samaradorlik ko'rsatgan bo'lib, aniqlikni 25% ga oshirish va halollikni 30% ga ta'minlash orqali yuqori natijalarni ko'rsatgan. Tahlil natijalariga ko'ra, qarama-qarshi taktika kam samaradorlikka ega bo'lgan, uning aniqlik va halollikka ta'siri nisbatan past bo'lib, aniqlikni 10% ga, tergov natijasini esa 12% ga ta'minlagan. Ishonchli muloqotni o'rnatish texnikasi esa tergov jarayonida halollik darajasini 25% ga oshirish orqali qo'shimcha natijalarga erishishni ta'minlagan. Natijalar shuni ko'rsatadiki, tergov jarayonida samarali so'roq qilish texnikalarini qo'llash, xususan, kognitiv intervyu va ochiq savollarga asoslangan usullarni qo'llash, tergovchi tomonidan tergovning aniqligini oshirish va haqqoniy natijalarga erishish imkonini yaratadi. Bu ma'lumotlar asosida so'roq texnikalari tergov natijalariga yuqori ta'sir ko'rsatishi, ayniqsa, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda yuqori samaradorlik bilan qo'llanilishi kerakligini ko'rsatadi. Shu sababli, tergovchilar tomonidan xalqaro va milliy tajribalarni birlashtirgan holda, zamonaviy va psixologik jihatdan mukammal texnikalardan foydalanish, tergovning yuqori sifatli va haqqoniy natijalarini ta'minlash uchun asosiy omil hisoblanadi.

Tergov jarayonida psixologik yondashuvlarning roli alohida ahamiyat kasb etadi, chunki bu omil guvohlar va gumonlanuvchilar bilan muloqotni o'rnatish, ularning ichki kechinmalarini tushunish va tergov natijalarining haqqoniyligini ta'minlashda muhim rol o'ynaydi. Psixologik bilimlardan foydalanishning samaradorligi tergovchilar tomonidan qo'llanilgan uslub va yondashuvlarga bog'liq bo'lib, natijada guvohlarning ko'rsatmalari haqqoniyroq bo'lishi, gumonlanuvchilarning esa o'z his-tuyg'ularini ochiq ifoda etishi kuzatiladi. Tergovchi tomonidan ishonchli va muloyim munosabat o'rnatish, psixologik jihatdan to'g'ri savollar berish orqali ma'lumot olish natijalarga sezilarli darajada ta'sir ko'rsatadi. Ushbu jarayonda psixologik yondashuvlardan samarali foydalanish tergov natijalarining aniqligini oshiradi va tergovchi bilan suhbatdoshlari o'rtasida ishonchli muloqot o'rnatishga imkon yaratadi, bu esa tergovning umumiy natijasiga bevosita ta'sir qiladi.

Milliy va xalqaro tajribalar o'rtasidagi farqlarni tahlil qilishda esa so'roq qilish uslublari va ularning samaradorligi bo'yicha milliy tergov amaliyoti hamda xalqaro yondashuvlar o'rtasidagi o'ziga xosliklarni qiyosiy tahlil qilish muhimdir. Xorijiy tajribada, xususan, AQSh va Yevropa mamlakatlarida so'roq qilish texnikalari

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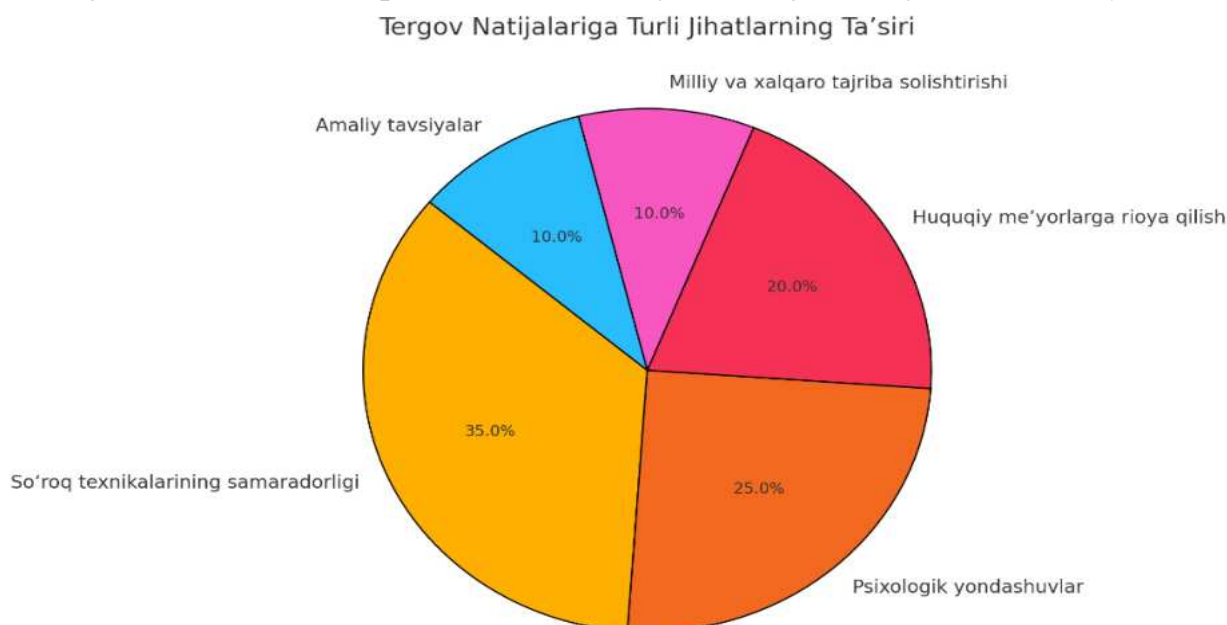
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20th January, 2025

ko‘pincha psixologik va lingvistik jihatlariga asoslangan bo‘lib, bu uslublar yordamida gumonlanuvchi va guvohlar bilan chuqur muloqot o‘rnatiladi va halollik darajasi oshiriladi. Milliy tergov jarayonida esa bu yondashuvlarning ayrim jihatlari amalga oshirilayotgan bo‘lsa-da, xorijiy uslublarning to‘liq integratsiyasi uchun qo‘shimcha o‘quv va tayyorgarlik jarayonlariga ehtiyoj mavjud. Shu sababli, milliy tergov amaliyotiga xalqaro tajribaning psixologik uslublarini moslashtirish, tergov natijalarini yaxshilash va tergovchilarni yuqori darajadagi so‘roq texnikalari bilan tanishtirish orqali so‘roq qilish jarayonining samaradorligini oshirish mumkin. Tergov jarayonida huquqiy asoslarning ta’siri muhim omillardan biri bo‘lib, so‘roq qilish jarayonida qonunchilik va protsessual qoidalarga rioya qilinishi natijalarning haqqoniyligini ta’minlashga xizmat qiladi. Qonuniy asoslar tergovchi tomonidan so‘roqni qonuniy me’yorlar asosida olib borishni talab qiladi, bu esa jarayonning shaffofligini ta’minlab, guvohlar va gumonlanuvchilarning huquqlarini himoya qilishda muhim rol o‘ynaydi.

1-Diagramma: Yo‘l-transport hodisalari bo‘yicha tergov natijalari va tavsiyalari



Tergovchilarning huquqiy me’yorlarga rioya qilgan holda ish yuritishi, ular tomonidan to‘g‘ri savollar berilishi va protsessual qoidalarga mos ravishda harakat qilinishi tergov natijalarining haqqoniyligi va aniqligiga bevosita ta’sir ko‘rsatadi.

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20th January, 2025

Huquqiy asoslarga tayanish natijasida, so‘roq qilish jarayonida noxolislikka yo‘l qo‘yilmasligi, tergov davomida guvoh va gumonlanuvchilarga bosim o‘tkazilmasligi kabi holatlar nazorat qilinadi. Shu bilan birga, bu yondashuv tergovchilarning professional javobgarligini oshirishga xizmat qilib, tergov natijalarining qonuniy kuchga ega bo‘lishini ta‘minlaydi.

1-jadval: Yo‘l-transport hodisalari bo‘yicha tergov natijalari va tavsiyalari

Tekshiruv Aspekti	Asosiy Fikrlar	Natijaga Ta’siri	Takomillashtirish Tavsiyalari
So‘roq qilish texnikalarining samaradorligi	Kognitiv intervyu va ochiq savollar aniqlikni oshiradi va guvohlarning halolligini ta‘minlaydi.	Aniqlik oshadi va nohaq ko‘rsatmalar ehtimoli kamayadi.	So‘roq texnikalarini kengaytirish va zamonaviy metodlarni o‘rgatish.
Psixologik yondashuvlarning o‘rni	Psixologik yondashuvlar ishonch o‘rnatadi va ko‘rsatmalar haqqoniyligini oshiradi.	Guvohlar bilan hamkorlik kuchayadi va haqqoniy ko‘rsatmalar olinadi.	Tergovchilar uchun psixologik treninglarni kuchaytirish.
Huquqiy me‘yorlarga rioya qilish	Huquqiy me‘yorlarga rioya qilish tergovning haqqoniyligini ta‘minlaydi va guvohlarning huquqlarini himoya qiladi.	Dalillar qonuniy bo‘lib, sudda kuchga ega bo‘ladi.	Huquqiy protokollarni yangilab borish va so‘roq qilishda qonunchilikka qat’iy rioya qilish.
Milliy va xalqaro tajriba solishtirishi	Xalqaro uslublar psixologik texnikalarga asoslanadi; milliy tergov amaliyotiga kiritish samaradorlikni oshiradi.	Milliy tergov jarayonida sifat va natijalarning yaxshilanishi kuzatiladi.	Xalqaro uslublarni milliy tergov amaliyotiga sinov tariqasida qo‘llash.
Amaliy tavsiyalar	So‘roq qilishning zamonaviy uslublari va xalqaro standartlar asosida treninglar tashkil etish kerak.	Umumiy samaradorlik va tergov sifatini oshirishga hissa qo‘shadi.	Yangi texnikalar bo‘yicha tizimli treninglar va davomiy baholash tizimini joriy etish.

Amaliy tavsiyalarga kelsak, so‘roq qilish jarayonida samaradorlikni oshirish uchun, birinchidan, tergovchilar so‘roq texnikalarini chuqur o‘rganishi va ushbu jarayonda xalqaro tajribadan foydalanishi zarur. Bu, ayniqsa, psixologik usullarni qo‘llash va tergovchilar uchun maxsus treninglarni joriy etish orqali amalga oshirilishi lozim.



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20th January, 2025

Ikkinchidan, qonunchilikka mos ravishda huquqiy bilimlarni oshirishga qaratilgan o'quv dasturlari joriy qilinishi, so'roq jarayonida protsessual qoidalar va inson huquqlariga qat'iy rioya qilinishi zarur. Uchinchidan, tergovchilar uchun guvoh va gumonlanuvchilarning ko'rsatmalarining haqqoniyligini oshirishga qaratilgan psixologik yondashuvlarni chuqur o'zlashtirish muhim bo'lib, bu so'roq natijalarining haqqoniy va shaffof bo'lishiga xizmat qiladi. Shuningdek, milliy tergov amaliyotida xalqaro tajriba asosida yangi texnikalar va uslublarni tadbiq qilish, zamonaviy so'roq texnikalari bilan tergovchilarni tanishtirish va ularni tergov jarayonida qo'llash bo'yicha amaliy tavsiyalar ishlab chiqish lozim. Bu usullar tergov jarayonining samaradorligini oshirib, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilishda haqqoniy va aniq natijalarga erishishni ta'minlaydi.

XULOSA

Xulosa qilib aytganda, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish jarayonida so'roq qilish tergov harakati katta ahamiyatga ega bo'lib, tergov natijalarining aniqlik va haqqoniyligini ta'minlashda muhim rol o'ynaydi. Tahlillar shuni ko'rsatadiki, so'roq qilishda qo'llaniladigan texnikalar, psixologik yondashuvlar va huquqiy asoslarga rioya qilish tergov natijalariga sezilarli ta'sir ko'rsatadi. Xususan, kognitiv intervyu va ochiq savollardan foydalanish aniqlik va haqqoniyligni oshirishda eng samarali texnikalar sifatida namoyon bo'ldi, psixologik yondashuv esa guvohlar va gumonlanuvchilarning ishonchini qozonish hamda haqqoniy ko'rsatmalar olishda hal qiluvchi ahamiyat kasb etadi. Milliy tergov amaliyotida xalqaro tajriba asosida zamonaviy uslublarni tadbiq qilish, tergovchilarning huquqiy bilim va malakasini oshirish, so'roq qilishda protsessual qoidalariga rioya qilish natijada tergov jarayonining sifatini yaxshilaydi. Shuningdek, tergovchilarning psixologik jihatdan tayyorlanishi, so'roq qilish texnikalaridan samarali foydalanishni ta'minlaydi. Ushbu tadqiqot natijasida, yo'l-transport hodisalari bilan bog'liq jinoyatlarni tergov qilish jarayonida so'roq qilish samaradorligini oshirish bo'yicha bir qator amaliy tavsiyalar ishlab chiqildi, ular tergovchilarning so'roq jarayonida aniqlik va haqqoniyligni ta'minlash imkoniyatini kengaytiradi. Shu bois, so'roq qilish jarayonining yanada takomillashtirilishi, tergov



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20th January, 2025

natijalarining haqqoniy va qonuniy kuchga ega bo'lishiga xizmat qilib, jinoyatlarni muvaffaqiyatli hal qilish uchun mustahkam zamin yaratadi.

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CHANGES IN THE GEOGRAPHY AND ITS COMPOSITION OF THE URBAN POPULATION OF KASHKADARYA REGION

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Abstract:

In this article, the number of inhabitants of the cities and urban settlements of Kashkadarya region, the composition of urban settlements, territorial formation, indicators of urbanization of Kashkadarya region, the complex organization of industrial production based on the natural-economic, demographic and ecological conditions of the region when locating industrial enterprises in cities. are covered in detail.

Keywords: population settlements, settlement, village, city, demographic potential, urbanization, town, small town, natural conditions, industrial production, industrial enterprises, infrastructure

Studying the system of population settlements from the point of view of economic geography is of great scientific and practical importance, because population settlements are the base points in the territorial formation and accumulation of production in certain regions. The basis of society's life is the production of material wealth. Any production activity serves as a basis for the creation and development of a specific population settlement. Population settlements of different sizes, their complex systems are forms of territorial organization of the population. Its forms of social organization include associations of people of different ages and genders, nationalities, ethnic groups, and professions. Settlements play an important role in the socio-economic development of the country. It performs the task of connecting natural resources, social production and infrastructure in the national economic regional system.

Cities are large population centers, and the people who live in them are not engaged in agriculture, but are engaged in other socio-economic and cultural spheres. Cities have played the role of economic, political, cultural and administrative centers in



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20th January, 2025

different places and times. Urban settlements are large in size and characterized by the large number and density of people living in them compared to rural settlements. The power of cities is determined by the economic, intellectual and demographic potential embodied in them. Kashkadarya is an economically and socially underdeveloped oasis compared to other regions of the republic. In the next 70 years, Kashkadarya was administratively part of other regions for a long time. This had a negative impact on its economic and social development. In general, the region is a country rich in natural resources, but in different historical periods, it developed slowly economically and socially.

It is known that the economic and social development of the country has influenced the development of settlements and changes the tasks performed by settlements. As a result, towns were formed instead of villages on the basis of the development of production. The Republic of Uzbekistan, especially the oasis cities of Kashkadarya, have developed in full dependence on agriculture. In the province, cities were formed on the basis of villages. In addition, cities appeared with the development of production sectors in the population settlements that appeared with the discovery of underground natural reserves around the villages.

A city is a place where people gather, performing economic, social and political-administrative functions. It appears with the development of the urbanization process in cities and villages. Therefore, it is impossible to understand villages without cities, just as it is impossible to imagine villages without agriculture, and industry without cities. This is especially true for regions with a hot climate.

3560.6 thousand inhabitants of Kashkadarya live in 1170 settlements. Of these, 2036.5 thousand people live in 1042 villages, 1524.1 thousand people live in 12 cities and 117 towns. The formation and development of urban settlements in this region had a great economic impact on the development of the Karshi steppe and the use of fuel reserves. Despite this, Kashkadarya ranks second in the republic in terms of production of industrial products and the number of people working in industry, ahead of Surkhandarya region. There are also a few existing enterprises, which are located in the cities of Karshi, Shahrisabz, Mubarak and Koson of the region. Social problems related to the decline of industry instead of development in the region are increasing year by year. Therefore, there is no industry in the villages



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20th January, 2025

of the region. Even industrial processing and building material production enterprises are located in cities. This is an obstacle to the urbanization of large villages. For example, in 1959, there were 2 cities (Karshi and Shahrisabz) and 4 towns in Kashkadarya, with a population of 67,000. This is 13.2% of the population of the region. The development of production forces with the development of the Karshi steppe in the region had a significant impact on the development of existing cities and the rapid growth of the population in them. As a result, the population of the city increased to 133 thousand in 1970, 282.7 thousand in 1979, 414 thousand in 1989, 513 thousand people in 16 cities and towns in 1997, 1524.1 thousand people in 12 cities and 117 towns in 2024, and the total the number of urban residents in the population is from 25.7 to 42.8 percent grew up.

In the following years, the increase in the number of urban residents was mainly due to the expansion of urban land at the expense of rural areas. New districts were formed as a result of the development of new lands. As a result, in 1970-1979, cities and towns, Beshkent, Kitab, Qamashi, Koson, Guzor, Mubarak, Tallimarjon were turned into cities and Kashkadarya-town. In 1979-1995, it increased again based on the transformation of Chirakchi into New Target city and Karashina town. In 1989-1996, 33,000 residents from villages around the city (Karshi, Kitab, Shahrisabz, Mubarak, Koson) joined the city. As a result, cities grew more due to population growth. In 1992, 7 villages around the city of Karshi and its 11,900 inhabitants, 2,961 people to the city of Kitab, and the town of Oktabr were united to the city of Shahrisabz (1993).

At present, according to the weight of towns in the region, Karshi (15), Yakkabog, Koson (14 each), Shahrisabz (13) and Kitab (13) districts occupy the first places. Meanwhile, 3 to 5 rural settlements in Qamashi, Guzor, Mirishkor and Dehkanabad districts have acquired the status of towns. In the Kahkadarya region, the category of towns with a population of more than 10,000 is Maymanok, Ayritom, Qarliq, Mirishkor, Fazli, Pamuq, and the category of towns with a population of 5-10,000 is 25 towns (Nishon, Guvalak, Polati, China, Qatag 'an, Navroz, Samarkand, etc.) and make up 1/5 of the towns in the region. 33 towns with a total population of 123.1 thousand people belong to the category of towns with a population of 3.0-4.9 thousand people, and 66 towns with a population of 2.0-2.9 thousand people. In



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20th January, 2025

2024, in Kashkadarya region, 117 settlements of the population will be transferred to the type of towns.

Among the districts of the region, Karshi district has the largest number of 15 town-type settlements. The urban population of the district (98,600 people) is 6.4% of the urban population of the region. There are two districts where 14 towns are divided: Koson and Yakkabogh districts. The urban population of Koson district (164,000 people) is equal to 10.7% of the regional, urban population, while the urban population of Yakkabog district (92,200 people) is 6.0%. The urban population of Shahrisabz district is equal to 56.7 thousand people, which is 3.7% of the total urban population of the region (1524.1 thousand people), and the urban population of Kitab district (105.1 thousand people) is 7.0% of the total population of the region 13 towns have been allocated. Kasbi district, which has the smallest land area in the region, has 9 town-type settlements, and the urban population of the district (82.3 thousand people) is 5.3 percent of the urban population of the region. Nishon and Chirakchi Districts are divided into 8 towns, the urban population of Nishon District (100.1 thousand people) is 6.6 percent, and the urban population of Chirakchi District (77.1 thousand people) is 5.0 percent of the urban population of the region. In three districts of the region: Guzor, Qamashi and Mubarak, five settlements have been converted into townships. District urban population (Guzor -52.3 thousand; Qamashi-69.7 thousand; Mubarak-74.3 thousand people) is 3.4% of the urban population of the region; It is 4.5 and 5.0 percent. Among the well-developed agricultural districts of the province, three town-type settlements were allocated in Mirishkor district. The population of these separate towns (46,600 people) is equal to 3.2% of the regional urban population. Two settlements (Karashina, Beshbuloq) have been converted into towns in Dehkhanaabad district, the largest district in the region by area, and 28,800 people live in them. This region makes up at least 2 percent of the urban population. In the regional districts, together with the urban population, the total urban population of the districts is 70.9% of the urban population of the region. 19.4% is the population of the regional center - Karshi (295.6 thousand people), and 9.7% is the population of the city of Shahrisabz (147.2).



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20th January, 2025

Among the small cities of the region, there are 118 with a population of 5.4-9.9 thousand, 8 with a population of 10-20 thousand, 6 with a population of 20-40 thousand, 1 with a population of 50-100 thousand and 101- There are two cities with 200,000 people. With the exploitation of the Karshi steppe and the establishment of the use of natural gas and oil fields, the production forces in the southern regions of the republic developed. Uzor, Kitab-Shahrisabz industrial nodes were formed.

The construction of industrial enterprises in rural areas with promising, natural and economic opportunities will pave the way for the development of the urbanization process in oasis villages in the future, which will affect the further development of existing cities. For this:

1. Complex organization of industrial production based on the natural-economic, demographic and ecological conditions of the region when locating industrial enterprises in cities;
2. Placement of small industrial enterprises in cities in regions with water scarcity and hot climate;
3. Based on the fact that the main sector of the national economy of the oasis is agriculture and fuel raw materials, development of small agro-industrial cities, taking into account the economic and social development of large cities, industries with complex production ;
4. Implementation of multi-storey plans for the construction of cities in the future due to the decrease of land, water and other reserves of population development;
5. Taking into account the impact of the development of cities on the development of other settlements, cities should be formed based on the location of small industrial enterprises and sectors serving the population on the basis of promising rural areas with a population of more than five thousand and economic opportunities and expanding attention to them.

These activities allow to effectively use the economic, social and environmental problems of the villages, especially the labor resources. It creates conditions for improving the living standards of rural residents and solving social problems in cities.



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20th January, 2025

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THE SIGNIFICANCE OF THE WORKS OF MAHMUDKHOJ BEHBUDI TODAY

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Abstract:

This article talks about the significance of the activities of Mahmudhodji Behbudi in a short period of time and recognizes his influence on current socio-economic, political and religious processes. Also, in his journalistic articles it is revealed that he raised current and pressing problems of the development of the Motherland, society, people and nation, often influenced by the spirit of independence.

Key words: Mahmudhoja Behbudi, Islamic religion, Sharia, articles, West and East, modern science, school, teacher, socio-political, religious, cultural, jadid's press. Speaking about the significance of the work carried out by Mahmudkhoj Behbudi in a short period of time, it is also worth recognizing his influence on the socio-economic, political and religious processes taking place today. After all, the credo of Behbudi's journalism is that "any development, including the dreams of independence, can be achieved by paying special attention to economic-social, political-cultural, moral-enlightenment problems, especially religious issues, along with economic-social, political-cultural, moral-enlightenment problems." Raising not the superstitious aspects of religion, as some scholars see it, but rather its aspects closely related to secular development, is at the heart of Behbudi's attitude to religion.

If we consider many of Behbudi's thoughts on society and development, we can see that the scholar views religion as a force that gives honest and pure divine power to worldly development. Religion is a force that shapes and actively influences the traditions, customs, mentality, way of thinking, enlightenment and culture of the people and nation, especially justice and duty to God. Therefore, this constant should not be questioned. It is the only constant that should protect a person, society, people, nation, and individual from all sorts of crooked deeds, errors, and oppression. That



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20th January, 2025

is why, no matter what issues of the development of the nation and the Fatherland Behbudi speaks about, he calls on those who carry out these works not to break away from religion, but on the contrary, to become more firmly connected with it. He concludes that it is impossible to develop by breaking away from religion. One should not conclude from this idea that Behbudi was engaged in the propagation of religion from head to toe in his journalism.

In his publicistic articles, he raises the urgent and vital problems of the development of the Motherland, society, people and nation, which are often inspired by the spirit of Independence. He understands that all this is done by Man for Man, and can only yield the desired results if its moral and spiritual basis is not disconnected from God and is firmly connected with Him. Therefore, although it would not be wrong to point to the national thinking, mentality and nature of his people as the main factor in the cause of Behbudi's views on the relationship between religion and society, it would not be enough to limit ourselves to recognizing it.

Behbudi strongly relies on the enlightened aspects of the Islamic religion he is thinking about, but in many places he emphasizes its universal, universal qualities. His only thought: "Living without religion... is animalism" can serve as a vivid proof of this" [4. 45-47-p.]; To see to what extent the importance of socio-political and religious views is determined in Behbudi's articles and works, and how well he is aware of religious knowledge, one can cite works such as "A Brief History of Islam" and "The Development of Islam". If a country or nation does not develop, if it does not progress, then it is obvious that the people, even the country itself, and even the religion's attitude towards it, will be trampled underfoot by others.

This simple truth in Behbudi's works was extremely progressive for its time, and life itself confirmed this idea. One of Behbudi's most notable articles about his political views is the article "Khairul umri avsatiho" ("The good of affairs is the common good"). In this article, written in 1906, M. Behbudi clearly states that the Social Democrats (which he calls "mass participation") are unacceptable, "contrary to Sharia", and therefore "harmful" [1.18-19-p.]; He reveals the true face of the social democrats. He tried to convey to the people that their actions and laws are contrary to Sharia. This article has been criticized for a long time. It would not be wrong to say that one of the main reasons why his article was cited as "contrary to Sharia"



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20th January, 2025

was that it divided the newly established society into a class society. Because from the perspective of Islam, it can be understood that dividing society into such classes is also wrong in terms of Sharia, on the contrary, he came to this conclusion based on the idea that everyone is equal in Islam.

It is necessary to emphasize the historical, but also contemporary significance, and the current essence of Behbudi's views on issues of national liberation. His article "Haq olinur, berilmas!" (1918), written as an address to his Kazakh brothers, is well known in the study of Behbudi's scientific work and is one of the most thoroughly studied areas. Life itself has confirmed how true the unique appeal of the title of this article was, how valuable and important it was not only for the period of 1918, but also for the period of gaining our independence in 1991. Independence was not given to us by itself. It was obtained through the courage and hard work of our people and their true sons. At that time, if proper measures were not taken, it could have led to bloodshed.

In this article, Behbudi urged not only the Muslims of Turkestan and neighboring nations, but also the Jews and Christians of the land, to unite and be united in order to achieve national freedom. This appeal is one of the serious points in his thoughts about his people. According to him, Autonomy for Turkestan is not a desire limited only to national interests, Autonomy and Independence reflect the dreams and aspirations of all peoples and nations living in this region and call on all peoples and nations living in it to unite. In this regard, Behbudi's ideas are noteworthy for having acquired valuable significance as an example of deep theoretical ideas that emerged at the beginning of the 20th century, and are now gaining international significance. In 1913, Behbudi published an article entitled "Our Deeds or Our Desires." In this article, he put forward the idea of getting rid of the prejudices of that time and abandoning luxurious, extravagant excesses and customs for the development of society. He says that it is not these things that we need to reform our industry, that we need to bring judges, engineers, businessmen, and deputies to the Duma. These issues are our ideal, the scientist concludes. The fact that these problems are not just wishes, but are practical, that is, ideals, shows that many important ideas in the views of scientists were first formed theoretically and then not applied to life, but turned



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20th January, 2025

into theoretical conclusions after the conclusions of problems in vital, practical issues.[4. 50-p.]

In Behbudi's article "Not Two, but Four Languages" (1913), quoted above, there is a sentence: "Let's develop while being Muslims." The article is repeatedly analyzed by experts, but this idea is somewhat ignored. It is either viewed as a mere comment or is dismissed as promoting Islamism. In our opinion, the author puts forward a serious idea here. If you pay attention, there is no such goal as "Muslimism" in the general spirit of the article. The article is devoted to the issue of the importance of language knowledge in the general development of the peoples of Turkestan and the Uzbek people. Therefore, if we understand the phrase "let us develop as Muslims" in the sense that we should develop without losing our identity, that is, learning foreign languages and other cultures should not lead to losing our identity, and no development should prevent us from preserving our identity, we will not be mistaken. This was an extremely serious statement made at the beginning of the 21st century, which is in line with our current thoughts that we should study world culture, but be careful not to be influenced by "popular culture" [4. 51-p.]

Many of Mahmudkhøj Behbudi's journalistic articles are significant in that they reflect the current problems of his time or highlight the social shortcomings of that time. Some of them, as is known, such as the above article, are significant in that they are noteworthy for that time and later. In his article "The Language Issue" (1915), the scientist says that in order not to lag behind the times and the world, it is necessary to know the widely spread languages of the West and the East, and among them he emphasizes English. In his article "Not Two, We Need Four Languages" written a little earlier, the scientist did not recognize this language [6. 52-p]; The idea in the article "Let's prepare for the future" is significant. Behbudi also cited a number of other languages in his article. The modern proof of his ideas is the publication of a special government resolution on the further development and improvement of the teaching and mastering of the English language in our republic by 2013 [8. 1-p]; indicating that Behbudi foresaw the future. By studying Behbudi's works and articles, one can learn that he was a sharp theorist and active practitioner in the field of politics. His theoretical views on this matter were reflected in his textbook "Kitobi muntakhabi zhugrofiai umum va namnai zhugrofiai" and in his



International Conference on Modern Science and Scientific Studies

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20th January, 2025

articles such as "Duma va Turkestan musulmanlari", "Khair ul-umuri avsatukho", "Mukhtaram zhugrofiylarga kholisona arz". In the textbook "Selected Book of General and Model Geography", Behbudi provides valuable information about the methods of governance of that time. After all, raising the political consciousness of the youth of the nation, cultivating the worldview of the generation were among the urgent tasks facing intellectuals, and important factors of development. Behbudi writes about three types of governance methods typical of that time: 1) independent administration (mandatory administration); 2) constitutional administration; 3) republican administration [3. 82-b]; He states that each of these governance methods has its own unique aspects. The first governance method can be equated with monarchy. The second governance method can be compared with the parliamentary system of governance. The third governance method can be compared with the current democratic governance method. Life itself shows how useful his ideas are in modern practice. Behbudi's political works include his article "The Law of Europe". Written in a simple and fluent language that is understandable to ordinary people, this article begins with the statement "Laws are written in accordance with the conditions and policies of each country, are revised by the representatives of the people and submitted to the king of the country," and analyzes the governance of European countries. They are divided into three types: monarchy, parliament, and republic. The author, while looking with pity at the lack of a worthy candidate from Turkestan to be elected to the Russian State Duma, emphasizes how necessary it is for representatives defending the interests of the country to have the ability to "stand before the rostrum of the State Duma in the presence of 400 members and up to 50 government ministers and openly challenge and challenge the real law that is being applied by the courts, governors, and ministers, and to themselves and their nation, their homeland." To this end, he first of all puts the issue of educating the people's children in schools in the first place. [1, 161-p].

At that time, we all know that after the invasion of Tsarist Russia, the situation of madrasahs was such that their status among the people had declined, while on the other hand, the number of Russian-style schools was increasing and their influence among the population was increasing. At the same time, the opening of new-style schools by the Jadid intelligentsia seemed to create a certain competitive



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20th January, 2025

environment. But this competition did not last long, new-style schools and madrasahs began to be closed one after another for various reasons. For this reason, he advocated educating the younger generation. We can also learn how important these views of Behbudi are from the series of reforms currently being carried out by our President Shavkat Mirziyoyev. As just one example, the establishment of the Ministry of Preschool Education on September 30, 2017, demonstrated the importance of paying attention to the younger generation from kindergarten onwards, while the Presidential Decree on the Development of Secondary Specialized Education by November 2018 [8, 1-p.];

We can cite Behbudi's ideas about how important the education system is as a matter of concern today as a vivid example. Behbudi also appeals to parents and calls for enlightenment, saying, "Even if you sell your property if necessary, try to educate your son in a modern way." Indeed, knowledge and enlightenment cultivates a worldview, purifies the conscience, and enlightens the mind. Behbudi says in his article "Address to our Honorable Youth": "...school is the beginning of progress, the gateway to culture and happiness." Since this is the case: "It is necessary to increase the number of primary schools for the Muslims of Turkestan," he says[2. 45-p];

At the same time, Behbudi is also troubled by the problem of the need for teachers in terms of educating students. He gives the following thoughts about this, among others: "Naturally, schools cannot grow without teachers. Currently, there are few teachers in Turkestan, and our need for teachers is acute [Shadid-strong]. Because these days, the number of new school enthusiasts is increasing day by day, and if there were teachers, hundreds of schools could be opened in Turkestan every year." If we pay attention, one of the most urgent problems that Behbudi wrote about was school and science, and this issue will remain the first and main one for all times. Therefore, the spiritual heritage left by Behbudi will serve equally for all times. Because a person who is far from knowledge and education cannot find his place in society and will not find happiness. In this context, we found it necessary to quote the following thoughts of the great enlightener: "A nation deprived of its culture and not armed with the power of industry and education will not be able to see the face



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20th January, 2025

of happiness and happiness in the world. It will be completely defeated in the battlefield of life, crushed underfoot...”

Behbudi even points out the solution to this problem, emphasizing the need for a teacher's school to train teachers. That is, "Even if there is no teacher's school to train teachers in Turkestan, there are certainly one or two teachers in every city who are familiar with the method of education. It is necessary to send people who want to become teachers to them and make them aware of the method of education within 3-4 months." Or it is possible to send them to Tashkent to study under Mr. Munavvarqori, - he shows several ways to solve the problem [7. 1-b]; The goal is one: to save the nation from ignorance, to become aware of the secrets of science and to gain our place in the world. Behbudi had proclaimed a century ago that the nation's need was education. See, these ideas have not lost their importance in the slightest.

No matter how many years pass, the wise words of the writer will remain a spiritual heritage from generation to generation. Bekhbudiy attaches importance to the fact that the beginning of reform and culture in the country is realized through the press: "The national press, which was at the gateway to culture in our Turkestan from the very beginning, was created under the shadow of the enlightened leaders of the movement of enthusiastic youth." It would not be an exaggeration to say that the ideas put forward in the writer's articles are the foundation of development for us. Today, thanks to independence, we have achieved many achievements and unparalleled successes. It is not for nothing that our esteemed President pays special attention to both the education sector and the sports system for the harmonious development of young people. So, the problems that Behbudi spoke about with such fervor a century ago have now found their solution and are serving the nation's prosperity.[5. 65-p];

The new enlighteners, by publishing their ideas and thoughts in the press they organized, carried out a wide practice of enlightenment among the masses, and showed that they were "always awakening the people from the sleep of heedlessness" and "developing the worldview of the nation", were able to prepare the population of the country for free thought and a great political struggle. In conclusion, it can be said that Mahmudkhoj Behbudi, as an intellectual and popular



International Conference on Modern Science and Scientific Studies

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20th January, 2025

representative of his time, experienced and analyzed the problems and shortcomings that needed to be solved in the socio-political, religious, and cultural spheres, and got acquainted with the real state of society. In conveying his views to the broad masses of the people, he tried to convey them in a critical, analytical, and understandable way to the people, and tried to convey to the population ways to solve these problems and practical instructions.

Mahmudkhodja Behbudi's respect for universal human values, historiography, scientific activity, great services, and dedication to Uzbek literature and art deserve high respect and admiration. He was a prominent enlightened writer, a son of the Uzbek people, and a publicly recognized scientist. He tried to support the people, form national spirituality, and do positive and effective work to increase the economic potential of Turkestan through reforms and ensure the well-being of the population.

Behbudi put forward ideas such as forming a unique national development in the country, renewing the concept of Islam in the implementation of these tasks, purifying it from fanaticism, solving the problems of scientific achievements and mastering advanced technology. In his famous drama "Padarkush", he tried to convey to the people the idea that the face of the nation is science and craft through the image of an intellectual: "In this era, just as a nation without science and craft loses its wealth, land and tools day by day, it also loses its morals and reputation, and even its religion becomes weak. For this, we must strive to educate Muslims, although our noble religion has made it obligatory for us to study all kinds of beneficial knowledge from the cradle to the grave. This ruling is the ruling of Sharia," he said in one of his works. According to Behbudi, "two classes of scholars are needed in this time, namely religious scholars and modern scholars." The first class: imams, khatibs, mudarris, teachers, judges, muftis, and they manage the religious and moral affairs of the people. Modern scholars, on the other hand, are those who, having a deep knowledge of religion and the language of the nation, have studied medicine and sciences and, as specialists, protect the interests of the Motherland in high positions. His remarks are still relevant and relevant today.[6. 82-p];



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Until our country gained its Independence, the movements against the tyrannical regime in Turkestan did not stop for a moment. He put forward the ideas that it is impossible to achieve development results without getting to know other developed nations closely and establishing contacts, and that it is necessary to develop using their useful achievements. In addition, Mahmudkhoj Behbudi emphasized the need to strengthen the economic basis in order to achieve development and thereby serve as a foundation for the development of culture and spirituality. In his articles on religious topics, he taught the people not to stray from the right path, not to live fanatically, to be moderate in everything, and for this he mentioned the need to be enlightened and educated.

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FAZODAGI TO'G'RI BURCHAKLI KOORDINATALAR SISTEMASI

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Annotatsiya:

Ushbu maqolada asosan stereometriya haqida tushincha va ikki nuqta orasidagi masofaga doir masalalar haqida va kesmalar haqida qisqacha ma'lumotlar keltirilgan.

Kalit so'zlar: Fazo, matematika, Kasma manbalar, geometriya, fazo tushunchasi, to'g'ri burchakli uchburchak , matematik qonunlar.

Mavzu: Fazodagi to'g'ri burchakli koordinatalar sistemasini.

Reja:

1. Fazodagi to'g'ri burchakli koordinatalar sistemasini.
2. Fazodagi ikki nuqta orasidagi masofa.
3. Kesmani berilgan nisbatda bo'lish.
4. Masalalar yechish.

Tekislikda xOy to'g'ri burchakli koordinatalar sistemasini aniqlangan bo'lsin. Agar biror A nuqtaning tekislikdan chetlanishini qo'shimcha ravishda ko'rsatish zarur.

Fazodagi to'g'ri burchakli koordinatalar sistemasini kiritamiz. Faraz qilaylik, uchta o'zaro perpendikulyar to'g'ri chiziq O nuqtada kesishsin. Har bir to'g'ri chiziqda yo'nalishini aniqlab, Ox , Oy , Oz kabi belgilanadigan koordinatalar o'qlarini hosil qilamiz, bunda Ox – absissalar o'qi, Oy – ordinatalar o'qi, Oz – applikatalar o'qi deyiladi.

Koordinatalar o'qlari yana uchta koordinatalar tekisligini aniqlaydi: yOz tekislik, unda $(0; y; z)$ ko'rinishdagi nuqtalar yotadi, xOz tekislik, unda $(x; y; 0)$ ko'rinishdagi nuqtalar yotadi, xOy tekislik, unda $(x; 0; z)$ ko'rinishdagi nuqtalar yotadi.

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20th January, 2025

Agar berilgan nuqta Ox , Oy yoki Oz o'qda yotsa, mos ravishda, uning koordinatalari $(x; 0; 0)$,

$(0; y; 0)$, $(0; 0; z)$ ko'rinishni oladi.

A nuqta – fazodagi ixtiyoriy nuqta bo'lsin. A nuqtaning xOy tekislikka A_1 proyeksiyani yasaymiz, A_1 nuqta tekislikda ikkta, x va y koordinatalarga ega bo'ladi. Bu ikkta koordinatalarni berilgan A nuqtaga mos qilib qo'yamiz va ulardan x ni A nuqtaning abssissasi, y ni esa uning ordinatasi deb aytamiz. A nuqtaning xOy tekislikdan chetlanishini ko'rsatish uchun uchinchi z koordinatani kiritamiz. Agar AA_1 chetlanish Oz o'qining musbat yo'nalishda joylashgan bo'lsa, z koordinata „+“ (musbat) ishora bilan, chetlanish qarama – qarshi yo'nalishda joylashgan bo'lsa, „-“ (manfiy) ishora bilan olinadi. z koordinata A nuqtaning applikatasi deyiladi va A nuqtaning koordinatalari $A(x; y; z)$ kabi yoziladi.

xOy tekislikda A_1 nuqtaning koordinatalarini yasashda A_1 nuqtadan $A_1A_2 \perp Oy$, $A_1A_3 \perp Ox$ to'g'ri chiziqlar o'tkazib, A nuqtani A_1 va A_3 nuqtalar bilan tutashtiramiz. U holda (uch perpendikular haqidagi teoremaga ko'ra) $A_1A_2 \perp Ox$, $AA_3 \perp Oy$ bo'ladi.

Demak, A nuqtaning koordinatalar o'qlariga proyeksiyalarning algebraik qiymatidan iborat ekan. Bundan A nuqtani koordinatalari bo'yicha yasash usuli kelib chiqadi.

Misol. A $(2; -3; 5)$ nuqtani yasang.

Yechilishi. Ox o'qda $|OA_2| = 2$ kesmani joylashtiramiz va A_2 nuqta oraliq $A_2A_1 \parallel Oy$ to'g'ri chiziq o'tkazamiz. Bu to'g'ri chiziqda A_2 nuqtadan manfiy yo'nalishda $|A_2A_1| = 3$ kesmani joylashtiramiz. So'ngra A_1 nuqtadan $A_1A \perp xOy$ to'g'ri chiziq o'tkazamiz va musbat yo'nalishda $|A_1A| = 5$ kesmani joylashtiramiz. Yasalgan nuqta talab qilingan $A(2; -3; 5)$ nuqta bo'ladi.

Fazoda ikkta $A(x_1; y_1; z_1)$ va $B(x_2; y_2; z_2)$ nuqta berilgan bo'lsin. Bu nuqtalarning xOy tekislikka proyeksiyalarini A_1 va B_1 deb belgilaymiz. Yasalishiga ko'ra, $A_1(x_1; y_1; 0)$ va $B_1(x_2; y_2; 0)$ bo'ladi A_1 va B_1 nuqtalar xOy tekislikda yotganligidan, A_1B_1 kesmaning uzunligi $|A_1B_1| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ (1) bo'ladi.

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20th January, 2025

A nuqtadan $AF \perp BB_1$ to'g'ri chiziqli o'tkazamiz. U holda, to'g'ri to'rtburchakning qarama – qarshi tomonlari sifatida, $AF = A_1B_1$, $AA_1 = FB_1$ bo'ladi.

Bundan $BF = |z_2 - z_1|$ bo'ladi va to'g'ri burchakli $\triangle ABF$ dan Pifagor teoremasiga asosan,

$$AB^2 = AF^2 + BF^2, |AB| = \sqrt{A_1B_1^2 + BF^2} \quad (2) \text{ bo'lishini topamiz.}$$

(2) dagi $A_1 B_1$ va BF larning qiymatlarini o'rniga qo'yib, fazodagi masofa uchun $d = |AB| = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2} \quad (3)$ formulani olamiz.

Izoh. (3) formula to'g'ri burchakli parallelepipedning o'lchamlari $|x_2 - x_1|, |y_2 - y_1|, |z_2 - z_1|$ bo'lganda, uning diagonalini ifodalaydi.

1 – masala. Oy o'ada N (-2; 4; 6) nuqtadan 11 sm uzoqlikda joylashgan nuqtani toping.

Yechilishi. Izlanayotgan K nuqta Oy o'qida yotganligidan, uning koordinatalari $K(0; y; 0)$ bo'ladi. K va N nuqtalar orasidagi $KN = 11$ sm masofa uchun (3) formulani koordinatalar bo'yicha yozamiz: $\sqrt{(+2)^2 + (y-4)^2 + (-6)^2} = 11$. Bu tenglikning ikki tomonini kvadratga ko'taramiz: $4 + (y-4)^2 + 36 = 121$, $(y-4)^2 = 121 - 40 = 81$ va quyidagi qiymatlarni olamiz. $y-4 = \pm 9$, $y_1 = 13$, $y_2 = -5$.

Shunday qilib, Oy o'qda $K_1(0; 13; 0)$ va $K_2(0; -5; 0)$ nuqtalar topildi hamda N nuqtadan ularning har birigacha bo'lgan masofa 11 sm ga teng.

Javob: $K_1(0; 13; 0)$, $K_2(0; -5; 0)$.

2 – masala. Fazoda $A(3; 0; -1)$, $B(-4; 1; 0)$, $C(5; -2; -1)$ nuqtalar berilgan. yOz tekislikda A, B, C nuqtalardan baravar uzoqlikda joylashgan nuqtani topib.

Yechilish. Izlanayotgan nuqta yOz tekislikda yotganligidan, uning uchun $x = 0$ bo'lib, koordinatalar $K(0; y; z)$ ko'rinishda bo'ladi. K nuqtadan A, B, C nuqtalargacha bo'lgan masofalarni topamiz:

$$AK = \sqrt{(0-3)^2 + y^2 + (z+1)^2}; BK = \sqrt{(0+4)^2 + (y-1)^2 + z^2}, CK = \sqrt{(0-5)^2 + (y+2)^2 + (z+1)^2}.$$

Shartga ko'ra, $AB = BK = CK$. Shu sababli

$$\begin{cases} AK^2 = BK^2, \\ AK^2 = CK^2 \end{cases} \Rightarrow \begin{cases} 9 + y^2 + z^2 + 2z + 1 = 16 + y^2 - 2y + 1 + z^2, \\ 9 + y^2 + z^2 + 2z + 1 = 25 + y^2 - 4y + 4 + z^2 + 2z + 1 \end{cases} \Rightarrow \begin{cases} 2y + 2z = 17 - 10, \\ 4y = -20. \end{cases}$$

Tenglamalar sistemasini yechamiz;
$$\begin{cases} y = -5, \\ z = \frac{17}{2}. \end{cases}$$

U holda izlanayotgan nuqta $K\left(0; -5; \frac{17}{2}\right)$ bo'ladi. Javob: $K\left(0; -5; \frac{17}{2}\right)$.

3 – masala. Uchlari $A(9; 3; -5)$, $B(2; 10; -5)$, $C(2; 3; 2)$ nuqtalarda yotgan $\triangle ABC$ berilgan bo'lsa, uning perimetrini toping. Uchburchak tomonlarining uzunliklarini yuqorida keltirib chiqarilgan ikki nuqta orasidagi masofa formuladan, ya'ni

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2}$$

formuladan

foydalanib

topamiz.

Bunda

$$AB = \sqrt{(2-9)^2 + (10-3)^2 + (-5+5)^2} = \sqrt{49+49} = 7\sqrt{2},$$

$$AC = \sqrt{(2-9)^2 + (3+3)^2 + (2+5)^2} = \sqrt{49+49} = 7\sqrt{2},$$

bo'adi. Shunday qilib,

$$BC = \sqrt{(2-2)^2 + (3-10)^2 + (2+5)^2} = \sqrt{49+49} = 7\sqrt{2}$$

uchburchak teng tomonli va uning perimetri $p = 3 \cdot 7\sqrt{2} = 21\sqrt{2}$ ekan.

Fazoda uchlarning koordinatalari $A(x_1; y_1; z_1)$ va $B(x_2; y_2; z_2)$ bo'lgan AB kesma berilgan va P nuqta AB kesmani λ nisbatda bo'lsin, ya'ni $\lambda = \frac{AP}{PB}$. $P(x; y; z)$

nuqtaning koordinatalarini A va B nuqtalarning koordinatalari va λ qiymat orqali ifodalaymiz. Berilgan to'g'ri burchakli koordinatalar sistemasida AB kesmani xOy tekislikka proyeksiyalaymiz. Faraz qilaylik, A , B va P nuqtalarning proyeksiyalari, mos ravishda, A_1 , B_1 , P_1 bo'lsin A_1, B_1 va P_1 nuqtalar xOy tekislikda yotganligidan, ular uchun $z = 0$ va ularning koordinatalari $A_1(x_1; y_1; 0)$, $B_1(x_2; y_2; 0)$, $P_1(x; y; 0)$ kabi bo'ladi.

Bundan tashqari, AA_1, BB_1 va PP_1 to'g'ri chiziqlar parallel va shuning uchun ular bitta tekislikda yotadi. Fales teoremasiga ko'ra, $\frac{AP}{PB} = \frac{A_1P_1}{P_1B_1} = \lambda$ deb yozish mumkin.

Endi xOy tekislikdagi $A_1 B_1$ kesma va P_1 nuqta uchun kesmani berilgan λ nisbatdan bo'lishi haqidagi masalani qarab, P_1 nuqtaning koordinatalari uchun

$$x = \frac{x_1 + \lambda x_2}{1 + \lambda}, \quad y = \frac{y_1 + \lambda y_2}{1 + \lambda} \text{ tengliklarni olamiz.}$$

AB kesmani xOz va yOz tekisliklarga ketma – ket proyeksiyalab, P nuqtaning bu

tekisliklardagi proyeksiyalari uchun, mos ravishda,

$$\begin{aligned} x &= \frac{x_1 + \lambda x_2}{1 + \lambda}, \quad z = \frac{z_1 + \lambda z_2}{1 + \lambda}, \\ y &= \frac{y_1 + \lambda y_2}{1 + \lambda}, \quad z = \frac{z_1 + \lambda z_2}{1 + \lambda} \end{aligned}$$

tengliklarni olamiz.

Shunday qilib, berilgan AB kesmani λ nisbatda bo'luvchi $P(x_1; y_1; z)$ nuqtaning koordinatalari kesmaning A va B uchlari koordinatalari orqali

$x = \frac{x_1 + \lambda x_2}{1 + \lambda}, y = \frac{y_1 + \lambda y_2}{1 + \lambda}, z = \frac{z_1 + \lambda z_2}{1 + \lambda}$ (4) formulalar bo'yicha topiladi.

Agar P nuqta AB kesmaning o'rtasi bo'lsa, $\lambda = 1$ bo'ladi va (4) formulalar quydagi ko'rinishga keldi: $x = \frac{x_1 + x_2}{2}, y = \frac{y_1 + y_2}{2}, z = \frac{z_1 + z_2}{2}$ (5) formulalar kesmani teng ikkiga bo'lish formulalari deyiladi.

4 – masala. Uchlari $A(1; -1; -3), B(2; 1; -2), C(-5; 2; -6)$ nuqtalarda yotgan $\triangle ABC$ berilgan bo'lsa, uning ichki A burchagi AD bissekterisasi uzunligini toping.

Yechilishi. AD – A burchakning bissektrisasi bo'lsin. D nuqtaning koordinatalarini topamiz. Uchburchak burchagi bissektrisasining xossasidan D nuqta BC kesmani

$\lambda = \frac{BD}{DC} = \frac{AB}{AC}$ nisbatda bo'ladi. λ ni aniqlash maqsadida AB va AC tomonlar

uzunliklarini topamiz:

$$\begin{aligned} AB &= \sqrt{(2-1)^2 + (1+1)^2 + (-2+3)^2} = \sqrt{1+4+1} = \sqrt{6}, \\ AC &= \sqrt{(-5-1)^2 + (2+1)^2 + (-6+3)^2} = \sqrt{36+9+9} = \sqrt{54} = 3\sqrt{6}. \end{aligned} \quad U$$

holda $\lambda = \frac{\sqrt{6}}{3\sqrt{6}} = \frac{1}{3}$ bo'ladi.

Endi kesmani berilgan $\lambda = \frac{1}{3}$ nisbatda bo'lishi formulalaridan D nuqtaning koordinatalarini topamiz:

$$x = \frac{x_B + \lambda x_C}{1 + \lambda} = \frac{1 - \frac{1}{3} \cdot 5}{1 + \frac{1}{3}} = \frac{1}{4}; \quad y = \frac{y_B + \lambda y_C}{1 + \lambda} = \frac{1 + \frac{1}{3} \cdot 2}{1 + \frac{1}{3}} = \frac{5}{4}; \quad z = \frac{z_B + \lambda z_C}{1 + \lambda} = \frac{-2 - \frac{1}{3} \cdot 6}{1 + \frac{1}{3}} = -3.$$



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So'ngra AD bissektrisa uzunligini A va D nuqtalar orasidagi masofa kabi topamiz:

$$AD = \sqrt{\left(\frac{1}{4} - 1\right)^2 + \left(\frac{5}{4} + 1\right)^2 + (-3 + 3)^2} = \sqrt{\frac{9}{16} + \frac{81}{16}} = \frac{3\sqrt{10}}{4}. \quad \text{Javob: } \frac{3\sqrt{10}}{4}.$$

kelib chiqadi.

Javob: D (-1; -3; -9).

A,B C guruh masalalaridan yechish.

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PLANAMETRIYADAGI BA'ZI MASALAR VA ULARNING YECHIMLARI

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Annotatsiya:

Ushbu maqolada asosan uchburchaklar va ularning turlariga doir masalalar haqida qisqacha ma'lumotlar keltirilgan.

Kalit so'zlar: matematika, manbalar, geometriya, uchburchak tushunchasi, to'g'ri burchakli uchburchak, o'xshash uchburchak, matematik qonunlar.

1-masala. To'g'ri burchakli uchburchakning perimetrlari 132 ga teng, tomonlari kvadratlari yig'indisi 6050. Katta va kichik katetlari orasidagi farqini toping.

Yechish:

a, b - katetlar; c - gipotenuza va $a > b$ bo'lsin. Masala shartidan quyidagi tengliklar sistemasiga ega bo'lamiz:

$$\begin{cases} a + b + c = 132 \\ a^2 + b^2 + c^2 = 6050 \\ a^2 + b^2 = c^2 \end{cases}$$

Ikkinchi tenglamaga uchinchi tenglamani qo'ysak, $c^2 = 3025$ yoki $c = 55$. U holda a va b larni quyidagi sistemadan topamiz:

$$\begin{cases} a + b = 77 \\ a^2 + b^2 = 3025 \end{cases} \Rightarrow \begin{cases} b = 77 - a \\ a^2 + (77 - a)^2 = 3025 \end{cases} \Rightarrow \begin{cases} b = 77 - a \\ a^2 - 77a + 1452 = 0 \end{cases}$$

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20th January, 2025

bu yerdan a ni ikkita qiymatini hosil qilamiz: $a_1 = 44$, $a_2 = 33$, xuddi shuningdek b ni ham mos ikkita qiymatini hosil qilamiz: $b_1 = 33$, $b_2 = 44$ $\epsilon 1=33$, $\epsilon 2=44$.

$a > b$ shartga ko'ra $a = 44$, $b = 33$. Bundan $a - b = 11$. **Javob:** 11.

2-masala. Agar teng yonli uchburchakning asosiga va yon tomoniga o'tkazilgan balandliklari mos ravishda 5 va 6 sm bo'lsa, uchburchakning tomonlarini toping.

Yechish:

Shartga ko'ra $AB = BC$, $BM = 5\text{sm}$, $AK = 6\text{sm}$.

Bizga ma'lumki,

$$S_{\triangle ABC} = \frac{1}{2} AC \cdot BM = \frac{1}{2} BC \cdot AK,$$

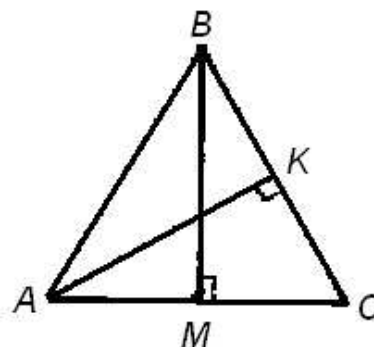
bu yerdan $AC = \frac{6}{5} BC$

$\triangle BCM$ to'g'ri burchakli uchburchakda Pifagor teoremasiga ko'ra

$$BC^2 = BM^2 + \frac{1}{4} AC^2$$

tenglikni hosil qilamiz. Bu tenglikka AC va BC larni topilgan ifodasini keltirib qo'ysak, $AB = BC = 6,25\text{sm}$, $AC = 7,5\text{sm}$ ni hosil qilamiz.

Javob: 7,5; 6,25



3-masala. To'g'ri burchakli uchburchakni gipotenuzaga tushirilgan balandligi 10sm va u gipotenuzani 2 qismga ajratadi. Qismlardan biri ikkinchisini 30% ni tashkil qiladi. Uchburchakni yuzini toping.

Yechish:

Ma'lumki, $S_{\triangle} = \frac{1}{2} AC \cdot BC = 5AC$, $AC = AD + DC$. To'g'ri burchakli uchburchakni to'g'ri burchagidan o'tkazilgan balandligi haqidagi teorema ko'ra $BD^2 = AD \cdot CD$ ga ega bo'lamiz. Masala shartiga ko'ra $\frac{AD}{CD} = \frac{3}{10}$. Oxirgi ikki tenglama noma'lum AD va CD larni topishga imkon beradi:



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20th January, 2025

$AD = \frac{3\sqrt{10}}{\sqrt{3}}, CD = \frac{10\sqrt{10}}{\sqrt{3}}$ bundan $AC = 13\sqrt{\frac{10}{3}}$. Izlanayotgan yuza $S\Delta = 65\sqrt{\frac{10}{3}}$ sm².

4-masala. Uchburchakni asosi 60. Asosga o'tgakizgan balandligi va medianasi mos ravishda 12 va 13. Asosi va katta yon tomoni orasidagi farqni toping.

Yechish: ΔBDE uchburchakda $BD=12$, $BE=13$, $DE = \sqrt{BE^2 - BD^2} = 5$, xuddi shuningdek, $AD = \frac{1}{2} AC - DE = 25$, $DC = EC + DE = 35$.

Uchburchakni yon tomonlarini ΔADB va ΔDCB to'g'ri burchakli uchburchaklardan foydalanib topamiz: $AB = \sqrt{769}$, $BC=37$. U holda izlanayotgan farq: $AC - BC = 23$.

Javob: 23.

5-masala. To'g'ri burchakli uchburchakni to'g'ri burchagidan o'tkazilgan bissektrisasi gipotenuzani $m:n$ nisbatda bo'ladi. Bu uchburchakni burchaklarini aniqlang.

Yechish: Shartga ko'ra $\frac{AD}{DB} = \frac{m}{n}$. Ichki burchakni bissektrisasi xossasiga ko'ra

$AD:AC=BD:BC = m:n$.

ABC uchburchak to'g'ri burchakli ekanligidan: $AC:BC = \operatorname{tg}\beta$. U holda $\beta = \operatorname{arctg}\frac{m}{n}$

$\alpha = \frac{\pi}{2} - \operatorname{arctg}\frac{m}{n}$.

Javob: $\operatorname{arctg}\frac{m}{n}, \frac{\pi}{2} - \operatorname{arctg}\frac{m}{n}$;

6- masala. Uchburchakni balandligi asosini 36 sm va 14 sm bo'lgan qismlarga bo'ladi. Uchburchak yuzasini teng ikkiga bo'luvchi, asosiga perpendikulyar to'g'ri chiziq asosni qanday qismlarga ajratadi?

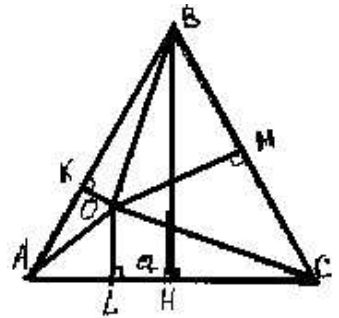
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Yechish: Shartga ko'ra $AD=36$ sm, $DC=14$ sm. $\triangle ADB$ va $\triangle CBD$ uchburchaklarni yuzalarini S_1 va S_2 desak, ular umumiy balandlikka ega. U holda $S_1 + S_2 = \triangle ABC$ uchburchakni yuzi shartga ko'ra $\triangle EKC$ yuzani teng ikkiga bo'ladi. Demak, bu to'g'ri chiziqli AC asosni A va D nuqtalari orasidan o'tadi. Bundan $\triangle AKE$ uchburchakni S_3 yuzasi $\frac{1}{2}S$ ga teng ekanligini aniqlaymiz. $\triangle AKE$ va $\triangle ADB$ uchburchaklarni o'xshashligidan ularni yuzalari nisbati AK va AD tomonlari kvadratlari nisbatiga teng. U holda, $S_1 : S_3 = \frac{18}{25}S : \frac{1}{2}S = 36^2 : AK^2$, bu yerdan $AK=30$ sm ekanligi kelib chiqadi, demak, $KC=AC - AK = 36+14 - 30 = 20$. **Javob:** 30 sm; 20 sm;



7-masala. Teng tomonli uchburchakning ixtiyoriy ichki nuqtasidan tomonlarigacha bo'lgan masofalar yig'indisi balandlikka tengligini isbotlang.

Yechish. O nuqta uchburchakni ixtiyoriy ichki nuqtasi bo'lsin. O nuqtani uchburchak uchlari bilan tutashtiramiz. $\triangle AOB$, $\triangle BOC$ va $\triangle COA$ uchburchak yuzalari yig'indisi $\triangle ABC$ uchburchak yuzasini beradi. Uchburchak tomonini a , balandligini h bilan belgilasak.

$(OK + OL + OM) \frac{a}{2} = \frac{ah}{2}$ ni hosil qilamiz. Bu yerdan $h=OK+OL+OM$ kelib chiqadi.

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UCHBURCHAKLAR HAQIDA QISQACHA MA'LUMOTLAR.

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Annotatsiya:

Ushbu maqolada asosan uchburchaklar va ularning turlariga doir masalalar haqida qisqacha ma'lumotlar keltirilgan.

Kalit so'zlar: matematika, manbalar, geometriya, uchburchak tushunchasi, to'g'ri burchakli uchburchak, o'xshash uchburchak, matematik qonunlar.

Ushbu mavzuga doir misol va masalalarni yechishda quyidagilarni yodda tutish zarur.

1. Uchburchaklarning tenglik alomatlari:

Ikki uchburchak teng bo'lishi uchun quyidagi shartlardan biri bajarilishi kerak:

- a) birinchi uchburchakning ikki tomoni va ular orasidagi burchagi ikkinchi uchburchakning ikki tomoni va ular orasidagi burchagiga mos ravishda teng bo'lsa;
- b) birinchi uchburchakning bir tomoni va unga yopishgan burchaklari boshqa uchburchakning mos tomoni va unga yopishgan burchaklariga teng bo'lsa;
- s) birinchi uchburchakning uchta tomoni ikkinchi uchburchakning uchta tomoniga mos ravishda teng bo'lsa.

To'g'ri burchakli uchburchaklarning tenglik alomatlari: ikki to'g'ri burchakli uchburchak bir-biriga teng bo'lishi uchun quyidagi shartlardan biri bajarilishi kerak:

- a) gipotenuzasi va bir o'tkir burchagi ikkinchisining gipotenuzasi va bir o'tkir burchagiga teng bo'lsa;
- b) kateti va qarshisidagi burchagi ikkinchisining mos kateti va qarshisidagi burchagiga teng bo'lsa;
- s) gipotenuzasi va bir kateti mos ravishda ikkinchisining gipotenuzasi va bir katetiga teng bo'lsa.

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20th January, 2025

2. Uchburchak yuzasini hisoblash formulalari:

$$S_{\Delta} = \frac{1}{2}ah_a = \frac{1}{2}bh_b = \frac{1}{2}ch_c; \quad S_{\Delta} = \frac{1}{2}ab\sin\gamma = \frac{1}{2}bc\sin\alpha = \frac{1}{2}ac\sin\beta$$

$$S_{\Delta} = \sqrt{p(p-a)(p-b)(p-c)} \text{ (Geron formulasi); } S_{\Delta} = \frac{abc}{4R}, \quad S_{\Delta} = pr.$$

Bu yerda va bundan keyin a, b, c – uchburchakning tomonlari h_a, h_b, h_c uchburchakni mos tomoni balandliklari; α, β, γ – uchburchakni mos ravishda a, b, c tomonlari qarshisidagi ichki burchaklari;

$r = \frac{1}{2}(a + b + c)$ - yarim perimetr; R – uchburchakka tashqi chizilgan aylana radiusi;

r -uchburchakka ichki chizilgan aylana radiusi, S_{Δ} – uchburchak yuzi.

3. Uchburchaklarni o'xshashlik alomatlari:

Ikki uchburchak uchun quyidagi shartlardan biri o'rinli bo'lsa, ular o'zaro o'xshash deyiladi:

- a) bir uchburchakning ikki burchagi mos ravishda ikkinchi uchburchakning ikki burchagiga teng bo'lsa;
- b) bir uchburchakning ikki tomoni ikkinchi uchburchakning ikki tomoniga proporsional bo'lib, ular orasidagi burchaklari teng bo'lsa;
- s) bir uchburchakning uch tomoni ikkinchi uchburchakning uch tomoniga proporsional bo'lsa.

To'g'ri burchakli uchburchaklarning o'xshashlik alomatlari:

Ikki to'g'ri burchakli uchburchak uchun quyidagi shartlardan biri o'rinli bo'lsa, ular o'zaro o'xshash deyiladi:

- a) uchburchaklar teng o'tkir burchaklarga ega bo'lsa;
- b) birinchisining katetlari ikkinchisining katetlariga proporsional bo'lsa;
- s) birinchisining kateti va gipotenuzasi ikkinchisining kateti va gipotenuzasiga proporsional bo'lsa.

Uchburchaklarni o'xshashlik ($\Delta ABC \sim \Delta A_1 B_1 C_1$) koeffitsiyenti k ularni mos tomonlari nisbatiga teng:

$$\frac{a}{a_1} = \frac{b}{b_1} = \frac{c}{c_1} = k$$

O'xshash uchburchaklar uchun quyidagi tengliklar o'rinli:

a) mos balandliklar nisbati o'xshashlik koeffitsiyentiga teng:

$$\frac{h_a}{h_{a_1}} = \frac{h_b}{h_{b_1}} = \frac{h_c}{h_{c_1}} = k; \quad \frac{S}{S_1} = k^2$$

4. Sinuslar teoremasi:

$$\frac{a}{\sin \alpha} = \frac{b}{\sin \beta} = \frac{c}{\sin \gamma} = 2R.$$

5. Kosinuslar teoremasi:

$$a^2 = b^2 + c^2 - 2bc \cos \alpha; \quad b^2 = a^2 + c^2 - 2ac \cos \beta$$

$$c^2 = a^2 + b^2 - 2ab \cos \gamma$$

6. Uchburchak medianasi ta'rifi va xossalari:

Uchburchakni medianasi deb, uchburchakni uchi bilan qarshisidagi tomon o'rtasini tutashtiruvchi kesmaga aytiladi.

Mediananing asosiy xossalari:

a) uchburchakni o'rta chizig'i deb ataluvchi tomonlari o'rtasini tutashtiruvchi kesmalar, tomonlarga parallel va mos tomon yarmiga teng;

b) uchburchakning medianalari bir nuqtada kesishadi va uchidan boshlab hisoblaganda 2:1 nisbatda bo'linadi;

s) mediana uchburchakni ikkita tengdosh uchburchakka ajratadi;

d) O nuqta $\triangle ABC$ ni medianalari kesishgan nuqtasi bo'lsin, $\triangle ABO, \triangle BCO, \triangle ACO$ uchburchaklarni yuzlari teng va ularning yig'indisi $\triangle ABC$ yuzasiga teng bo'ladi.

Mediana va tomon uzunliklarini bog'lovchi formulalarni esda tutish lozim:

$$m_a = \frac{1}{2} \sqrt{2(b^2 + c^2) - a^2}; \quad m_a = \sqrt{\frac{a^2}{4} + c^2 - ac \cos \beta}; \quad a = \frac{2}{3} \sqrt{2(m_b^2 + m_c^2) - m_a^2}.$$

Bu yerda m_a, m_b, m_c - $\triangle ABC$ uchburchakning mos ravishda a, b, c tomonlariga o'tkazilgan medianalar uzunliklari (xuddi shu kabi formulalarni qolgan tomon va medianalar uchun ham hosil qilish mumkin).

7. Uchburchak balandligi ta'rifi va hisoblash formulalari:

Uchburchakning berilgan uchidan tushirilgan balandligi deb, shu uchidan uning qarshisidagi tomoni yotgan to'g'ri chiziqqa tushirilgan perpendikulyarga aytiladi.

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20th January, 2025

Ixtiyoriy uchburchak balandliklari, tomonlari, burchaklari va ichki chizilgan aylana radiusini bog'lovchi formulalar:

$$h_a = b \sin \gamma = c \sin \beta, \quad h_b = c \sin \alpha = a \sin \gamma, \quad h_c = a \sin \beta = b \sin \alpha,$$

$$h_a = \frac{2S_{\Delta}}{a} = \frac{2}{a} \sqrt{p(p-a)(p-b)(p-c)}, \quad \frac{1}{h_a} + \frac{1}{h_b} + \frac{1}{h_c} = \frac{1}{r};$$

8. Uchburchak bissektrisasi ta'rifi va xossalari:

Uchburchakni berilgan uchidan o'tkazilgan bissektirsasi deb, uchburchak burchagi bissektirsasining shu uchni uning qarshi tomondagi nuqta bilan tutashtiruvchi kesmasiga aytiladi.

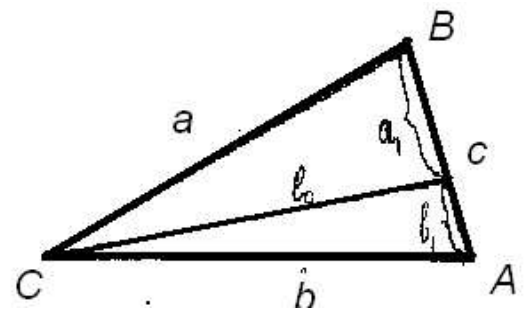
Uchburchak bissektrisasi asosiy xossalari:

- a) uchburchak uchta bissektrisasi bir nuqtada kesishadi, bu nuqta uchburchakni ichki nuqtasi bo'lish bilan birga ichki chizilgan aylana markazi bo'ladi;
- b) uchburchak bissektrisasi tomonlaridan teng uzoqlikdagi nuqtalarning geometrik o'rnidir;
- s) uchburchak bissektrisasi qarshisidagi tomonni shu burchakka yopishgan tomonlariga proporsional qismlarga ajratadi.

Uchburchakning tomonlari va bissektrisalarini bog'lovchi formulalarni esda tutish foydali:

$$l_c = \sqrt{ab - a_1 b_1}; \quad l_c = \frac{\sqrt{ab(a+b+c)(a+b-c)}}{a+b};$$

$$l_c = \frac{\sin \beta}{\sin \frac{\gamma}{2}} \cdot \frac{ac}{b+a} = \frac{2ab \cos \frac{\gamma}{2}}{a+c}$$



l_c - ΔABC uchburchakni C uchidan chiqqan bissektrisasi uzunligi;

9. Uchburchakning maxsus hollardagi medianasi, bissektrisasi, balandligi va tomonining ba'zi bir xossalari:

- a) teng yonli uchburchakning balandligi, bissektrisasi medianasi ustma-ust tushadi;
- b) teng tomonli uchburchakning har bir uchidan tushirilgan medianasi, bissektrisasi, balandligi ustma-ust tushadi;

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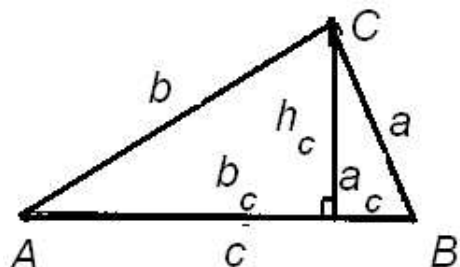
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20th January, 2025

s)

va

d)



to'g'ri tomonli uchburchakda a, b - katetlari
c- gipotenuzasi quyidagi tenglik bilan
bog'langan (Pifagor teoremasi)

$$a^2 + b^2 = c^2;$$

to'g'ri burchakli uchburchakning kateti
gipotenuzasi va shu katetining

gipotenuzadagi proyeksiyasiga o'rta proporsional;

$$\frac{b_c}{b} = \frac{b}{c}; \quad \frac{a_c}{a} = \frac{a}{c};$$

d) to'g'ri burchakli uchburchakning to'g'ri burchagidan tushirilgan balandligi,
katetlarning gipotenuzadagi proyeksiyalariga o'rta proporsional:

$$\frac{b_c}{h_c} = \frac{h_c}{a_c};$$

e) to'g'ri burchakli uchburchakda tomonlar va burchaklarni bog'lovchi tengliklar:

$$a = c \sin \alpha, \quad b = c \cos \alpha.$$

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"TURKIC INFLUENCE ON ENGLISH LEXICON: LOANWORDS"

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Abstract

This study explores the linguistic influence of Turkic languages, particularly Turkic, on the English lexicon, focusing on loanwords. These loanwords provide valuable information about the historical exchanges between Turkic-speaking peoples and English-speaking societies. The analysis examines the various categories of Turkic words that have been introduced into English, such as food, currency, titles, and everyday objects. This article examines the broader cultural influence they have had on English, as well.

Keywords: Turkic, lexicon, loanwords, cultural, Turkic-speaking, English-speaking

Introduction

Languages often borrow words from other cultures, and English is no exception. One important but often overlooked source of loanwords from English is the Turkic language family. Turkish in particular has contributed a large number of terms through historical periods, especially during the Ottoman Empire. Often the result of interactions in trade, warfare, and cultural exchange, these words provide a glimpse into the complex history of Turkic-speaking peoples. This article focuses on the origins, meanings, and cultural significance of selected words borrowed from Turkic languages in English.

Key terms such as Agaluk, Ayran, Altai, and Akçe demonstrate the broad linguistic influence of the Turkic world. By examining how these words have developed in English, we should gain insight into the historical interactions between Turkic-speaking societies and the English-speaking world.



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20th January, 2025

Methods

A qualitative etymological analysis was used to trace the origins and changes of selected Turkic words in English. The main research was conducted using linguistic databases, historical dictionaries, and online etymology tools such as Google Scholar and JSTOR. The study focused on words borrowed from Turkic and other Turkic languages that have had a direct historical or cultural influence on English. The study involved cross-linguistic comparisons to compare the original meanings of these loanwords in Turkic languages with their current usage in English and to understand their influence in other languages such as Russian, Persian, French and other languages.

Results

The following terms were chosen for their historical and cultural significance: Agaluk (from Turkish Agalik): A feudal title in the Ottoman Empire, denoting a local lord or ruler. Tanavoli states that the Afshar, possibly the oldest Turkic tribe, are now scattered across Iran, with the largest concentration in western Kerman province. Despite changes over time, their lifestyle has remained largely nomadic for over a thousand years [1].

Airan (from Turkish ayran): A traditional Turkish yogurt drink known today in many cultures. The term is first known to have been used in 1823 in reference to the Turkish drink ayran [2], [10].

Akbash (from Turkish akbaş): A breed of Turkish dog, literally "white head"[5].

Akçe (from Turkish akçe): A small silver coin used during the Ottoman Empire. The akçe or akça (also akche, akchek; Ottoman Turkish: *Âqçh*; Turkish pronunciation: [ak'tʃe], [ak'tʃa], known in Europe as asper or aspre) was a silver coin that was the main currency of the Ottoman Empire. It was once used by the Aq Qoyunlu during the early period.[9]

Akhissar (from Ottoman Turkish: *آق حصار*) is a municipality and district of Manisa Province, also known for its distinctive carpets [4].

Altai (from Turkish altan): Refers to the Altai Mountains, known for their rich resources such as horses and sheep [11].



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20th January, 2025

Araba (Turkish loan form araba, arba or aroba) is a horse-drawn or ox-drawn cart used in Turkey and neighboring countries in the 18th and 19th centuries, usually with a cross-seat and a canopy for sun protection and privacy. When equipped with springs, it is called a spring cart, the term for a spring-loaded cart [3],[7], [8]. These words have undergone phonological changes upon their entry into English, but many have retained their original meanings or acquired new, distinctive connotations. [6]

Discussion

The findings suggest that Turkic languages, particularly Turkic, have had a long-term influence on the English lexicon, influenced by historical events such as trade and military campaigns. Words related to social structures (e.g. Agaluk), currency (e.g. Akche), food (e.g. Ayran), and animals (e.g. Akbash) reflect extensive cultural exchange between Turkic and English-speaking societies.

Some terms, such as Aslan (lion), have entered the English language with minimal change, while others, such as Aul (village), emphasize the geographical and cultural spread of Turkic-speaking peoples. In addition, words such as Ataman and Atabeg speak of the political and military influence of Turkic cultures, especially during the Ottoman period, when European powers frequently interacted with the empire. The influence of Turkic food culture, seen in terms such as baklava, is a reflection of this exchange.

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