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DESIGNING EDUCATIONAL TOOLS BASED ON ANIMATION FOR ECOLOGY EDUCATION

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Abstract

The increasing need to promote environmental awareness has led to the development of innovative educational tools, particularly in the field of ecology education. This article explores the design principles and strategies for creating educational tools based on animation to teach ecological concepts effectively. By integrating theories such as constructivist learning, cognitive load theory, and multimedia learning principles, the study highlights how animations can simplify complex ecological processes, enhance student engagement, and support active learning. The article also discusses the role of interactive features and adaptive learning in fostering a deeper understanding of environmental issues. The findings aim to guide educators and designers in creating impactful animated resources that promote ecological literacy.

Keywords: ecology education, educational animation, constructivist learning, cognitive load theory, multimedia learning, interactive learning, environmental awareness, adaptive learning

Introduction

In an era of increasing environmental challenges, educating students about ecology has become more crucial than ever. Traditional methods of teaching ecological concepts can be limited in their ability to engage learners and convey complex information. As a result, there is a growing emphasis on designing educational tools based on animation to make ecology education more effective and interactive. This article explores the design principles involved in creating animated tools for teaching ecological concepts, drawing on educational theories to maximize their impact.[1]



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Principles of Designing Educational Animation for Ecology

Constructivist learning theory emphasizes that students construct their understanding through active engagement with the subject matter. Educational animations designed for ecology should encourage exploration and interaction, allowing students to manipulate variables within ecological models and see the consequences of their actions. For instance, an animated simulation of a food web could enable students to adjust population levels of species, observing how these changes impact the entire ecosystem. This approach not only aids in comprehension but also fosters critical thinking skills as students learn through discovery.[2] Effective educational tools must consider cognitive load theory, which focuses on the brain's ability to process and store information. When designing animated resources for ecology, it's essential to manage the cognitive load by presenting information in a structured and organized manner. Animations can be segmented into smaller, sequential parts that guide learners through ecological processes, such as the carbon cycle or water cycle, without overwhelming them with too much information at once. This technique helps students focus on understanding each step of the process, improving their overall learning experience.

According to Mayer's Multimedia Learning Theory, combining words and visuals enhances learning more effectively than using words alone. In the context of ecology education, animations can visually illustrate complex interactions within ecosystems, such as predator-prey dynamics, nutrient cycles, or climate impacts on habitats. Incorporating both auditory narration and visual elements can cater to different learning preferences, making the content more accessible and engaging for a broader range of students. This multimodal approach helps create stronger cognitive associations, leading to better retention of ecological concepts.[3]

Enhancing Interactivity in Animated Ecology Tools

Integrating gamification into animated educational tools can significantly increase student motivation and engagement. By using game-like elements such as quizzes, challenges, and achievement levels, designers can make learning about ecology more interactive and enjoyable. For example, an animated tool could present students with a challenge to restore a virtual ecosystem by making sustainable



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choices that affect water usage, pollution levels, and biodiversity. This hands-on approach encourages learners to apply ecological principles in a simulated environment, reinforcing their understanding of real-world scenarios. Adaptive learning technologies allow animated educational tools to tailor the learning experience based on each student's progress and performance. In ecology education, this means that the tool can adjust the difficulty of content, offer personalized feedback, and suggest additional resources to support areas where a student may be struggling. By providing a customized learning path, adaptive animations ensure that all students, regardless of their initial knowledge level, can engage with and understand complex ecological topics.[4]

Designing for Long-Term Engagement and Awareness

Storytelling is a powerful tool in education, particularly when teaching about environmental issues. Animations that incorporate storytelling elements can create narratives that resonate emotionally with students, making ecological concepts more relatable and memorable. For example, an animated story about the life of an endangered species could highlight the impact of human activities on their habitat, fostering empathy and a deeper connection to environmental conservation. To bridge the gap between theory and practice, animated tools for ecology education should include examples of real-world applications. This might involve case studies of successful conservation projects or animations that simulate the effects of climate change on specific ecosystems. Demonstrating how ecological concepts apply to real-life situations can inspire students to think critically about their role in addressing environmental issues and encourage them to take action in their communities.

Conclusion

Designing educational tools based on animation for ecology education requires a careful balance of interactivity, cognitive load management, and storytelling. By integrating educational theories like constructivist learning, multimedia learning principles, and adaptive learning, these tools can transform the way students understand and engage with ecological concepts. As the demand for innovative



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approaches to environmental education grows, well-designed animated resources have the potential to significantly enhance ecological literacy and inspire future generations to contribute to sustainable development.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ЛАБОРАТОРНОГО КУРСА ПО ИЗУЧЕНИЮ ФИЗИКИ

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АННОТАЦИЯ

В процессе обучения физике лабораторные работы вызывают у учащихся естественный интерес, связанный с познанием окружающего мира через собственный опыт и чувства. Выполняя лабораторные работы, у студентов формируется понимание роли эксперимента в жизни. Экспериментальные навыки, включающие умственные и практические навыки, развиваются у учащихся посредством экспериментов. Целью лабораторных занятий является, прежде всего, обучение, воспитание и развитие личностных компетенций, позволяющих студентам самостоятельно искать информацию, методы и приемы выполнения поставленных задач, оценивать их качество, применять полученные знания в практической деятельности. При планировании лабораторных работ следует учитывать, что наряду с ведущей дидактической целью у студентов будут формироваться практические умения и навыки работы с лабораторным оборудованием и навыки исследовательской работы. Анализ этих вопросов составляет основное содержание нашей статьи.

Ключевые слова: Курс физики, современные информационные технологии, физические явления, преподавание курса электричества и магнетизма, лабораторные работы, физические приборы, эксперимент

1. Роль физической лаборатории в курсе физики

Преподавание физики невозможно осуществлять исключительно в форме теоретических занятий. Процесс обучения должен включать в себя работу, которую студенты выполняют самостоятельно, в том числе сборку приборов, измерение физических величин и проведение экспериментов. Лабораторные



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занятия пробуждают у учащихся естественное любопытство, позволяющее им познавать окружающий мир через собственный опыт и чувства. Выполняя лабораторные работы, учащиеся формируют представление о роли физики в жизни.

Экспериментальные навыки, включающие умственные и практические навыки, развиваются у учащихся посредством экспериментов. К интеллектуальным навыкам относятся: определение цели эксперимента, выдвижение гипотез, выбор оборудования, планирование эксперимента, расчет погрешностей, анализ результатов, составление отчета о выполненной работе. Практические навыки включают в себя умение собирать экспериментальное устройство, наблюдать, измерять и экспериментировать. В ходе эксперимента в рамках лабораторных работ студенты учатся работать с лабораторным оборудованием и приборами, изучают законы физических явлений, знакомятся с методами исследования.

Практические занятия проводятся как индивидуально, так и с группой студентов.

Задачи лабораторной работы:

- применять знания на практике;
- сформировать необходимые практические знания в жизни и работе, а также навыки;
- помогать студентам в профориентации;
- развивать личностные качества.

Выделяют следующие функции лабораторной работы:

- 1) образовательная задача – ускорить процесс усвоения изучаемого материала;
- 2) развивающая функция направлена на развитие воображения, памяти, внимания, креативности и мышления;
- 3) воспитательная функция влияет на различные черты характера;
- 4) мотивационно-стимулирующая функция создает условия для включения учащихся в познавательную деятельность;



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5) рефлексивная функция помогает учащемуся осознать себя в сравнении с другими в его/ее деятельности; развивать навыки контроля и анализа собственных действий, нахождения и исправления ошибок

оценивать ошибки, результаты своих действий и вносить исправления;

6) Диагностическая функция позволяет учителю определить особенности личности ученика, уровень усвоения знаний, умений и навыков.

Эти навыки можно приобрести посредством целенаправленной самостоятельной работы. Отличительной особенностью лабораторно-практических занятий является частичная самостоятельность студентов, которая постепенно переходит в почти полный, активный осознанный труд не только в процессе сборки приборов и проведения измерений, но и в процессе выполнения работ, подготовки к измерениям, обработки результатов, составления отчетов. Лабораторные работы по курсу физики можно классифицировать по следующим критериям:

- по содержанию – механика, молекулярная физика, оптика, электричество и магнетизм, атомная и ядерная физика.
- по способам осуществления — наблюдение, эксперимент, измерение величин и изучение их связей;
- основанные на самостоятельной работе студентов - творческие, тестовые, эвристические;
- по значимости в процессе обучения — иллюстративные, итоговые;
- в соответствии с дидактической целью - изучение нового материала, повторение и закрепление материала, знакомство с принципом действия приборов, измерение физических величин, изучение явлений, изучение и проверка связей между физическими величинами;
- по организационному принципу - фронтальные лабораторные работы, лабораторные работы по физике, домашний опыт.

Новейшая классификация позволяет рассматривать опыт с точки зрения методов обучения и правильно определять место каждого типа в системе образования.



2. Особенности и подходы к проведению лабораторно-практических занятий по физике

Целью лабораторных занятий является, прежде всего, обучение, воспитание и развитие личностных компетенций, позволяющих студентам самостоятельно искать информационные методы для выполнения поставленных задач, оценивать их качество, применять полученные знания в практической деятельности. При планировании лабораторных работ следует учитывать, что наряду с ведущей дидактической целью у студентов будут формироваться практические умения и навыки работы с лабораторным оборудованием и навыки исследовательской работы. Лабораторные занятия должны проводиться под наблюдением преподавателя и с соблюдением всех правил техники безопасности. Перед выполнением работы преподаватель проводит подробный инструктаж по технике безопасности, а каждый ученик расписывается в специальном журнале. Учитель несет ответственность за соблюдение правил учащимися. При подготовке к уроку преподаватель должен организовать идеальное проведение лабораторных работ и принять все меры для формирования у студентов практических навыков и умений по работе с лабораторным оборудованием. Для проведения лабораторного занятия учащиеся должны быть обеспечены всеми необходимыми материалами на предыдущем занятии. Материалы должны быть представлены в письменной форме и включать в себя: наименование работы, ее цель, инструменты и материалы, наглядные пособия, задание на работу и порядок ее выполнения, контрольные вопросы, правила работы с лабораторным оборудованием, меры технической и пожарной безопасности. Перед началом лабораторных работ студенты должны получить разрешение на работу, проверив понимание последовательности выполнения работ, контрольных вопросов и мер безопасности, указанных в задании. Лабораторные работы должны выполняться индивидуально. За столом сидят 2–3 студента, каждый из которых должен самостоятельно выполнить задание и предоставить отчет. За каждое выполненное задание студент получает оценку после предоставления отчета и проверки своих знаний.



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В ходе лабораторных работ у студентов формируются умения объяснять суть наблюдаемых процессов и явлений, обрабатывать и анализировать полученные в ходе исследования результаты, формулировать выводы, необходимые для дальнейшей работы и обучения. Методику проведения лабораторной работы преподаватель выбирает исходя из наиболее подходящего для него варианта. На выбор метода выполнения работы оказывают влияние следующие факторы: соответствие выбранного метода цели урока, уровень готовности учащихся к усвоению изучаемого материала на данном этапе, содержание проводимого эксперимента. При выборе способа выполнения работы преподаватель руководствуется требованиями программы, то есть требования к подготовке учащихся должны быть соблюдены исходя из способностей каждого учащегося. Репродуктивный метод — это метод выполнения лабораторной работы, при котором учащиеся должны выработать навыки выполнения работы. Данный метод не обеспечивает самостоятельности выполнения работы учащимися, поскольку уже известные факты внедряются при непосредственном участии преподавателя. При использовании этого метода работа начинается с повторения пройденного материала и возможных методов измерения используемых физических величин. Далее обсуждается ход работы, и студенты начинают собираться. Следующий этап предполагает проведение необходимых измерений, обработку результатов и составление соответствующих выводов. Данный метод направлен на повторение существующих экспериментов по определенному алгоритму, что обеспечивает самостоятельность учащихся, но в то же время закрепляет их навыки и умения в работе с лабораторным оборудованием.

Метод частичного поиска заключается в том, что преподаватель руководит практическими действиями учащихся, давая им последовательные инструкции, а затем с помощью вопросов направляет их на анализ полученных в ходе исследования результатов, что впоследствии помогает им формировать выводы о ранее неизвестных закономерностях. Этот метод помогает студентам самостоятельно приобретать знания во время лабораторных работ. Данный метод целесообразно применять, если учащиеся уже освоили все



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необходимые действия для выполнения задания и выполняют его самостоятельно. Метод частичного поиска применяется в работах, направленных на наблюдение физических явлений и установление связей между физическими величинами. Исследовательский метод — это метод, предполагающий полную самостоятельность учащихся. Для использования этого метода преподаватель должен правильно структурировать задание. Студенты самостоятельно определяют ход выполнения задания, затем выполняют этапы исследования.

Исследовательский метод выполнения лабораторных работ применяется к наиболее успевающим студентам, участвующим в проектно-исследовательской деятельности. Метод отличается от предыдущих тем, что перед выполнением лабораторной работы студентам предлагается самостоятельно продумать и определить оборудование, необходимое для изучения методов косвенного измерения какой-либо величины. Все предложения обсуждаются студенческой группой и определяется наиболее оптимальный вариант выполнения работы. Вся работа выполняется студентами самостоятельно; учитель только контролирует действия, выполняемые учениками.

3. Полученные результаты и их анализ

Лабораторные работы по физике являются одним из средств реализации учебной деятельности студентов на основе представленного учебного материала. Физический кабинет создает условия для приобретения студентами научных знаний и умений, ориентированных на определенный вид учебной деятельности, путем понимания и постепенного усвоения содержания учебного материала. Важным моментом является эффективность этих идей, особенно при удаленной работе. В современных условиях организации и реализации образовательного процесса эта зависимость во многом сопряжена с рядом проблем для обучающихся и преподавателей. Что касается лабораторных занятий, то эта связь осуществляется в форме представления и защиты студентом отчета по лабораторной работе в соответствующем классе, что определяет уровень знаний студента и уровень усвоения им материала.



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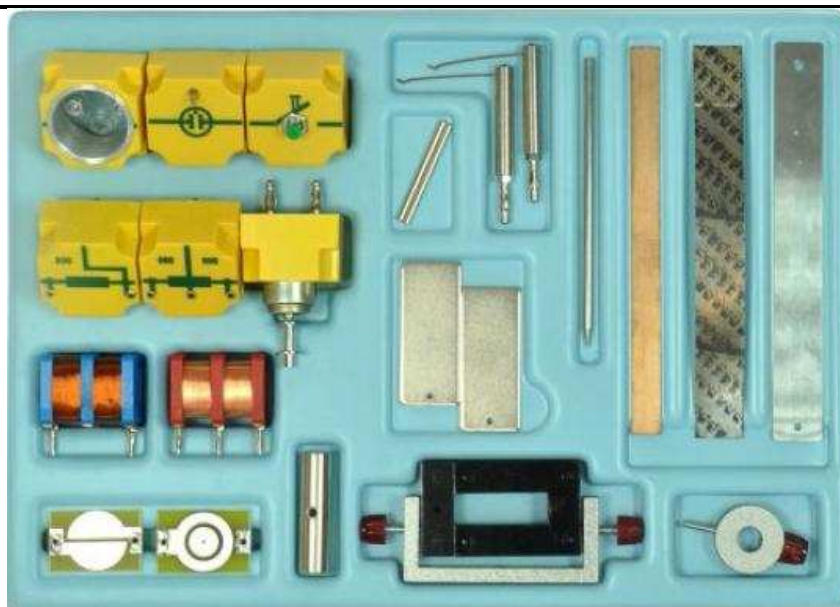
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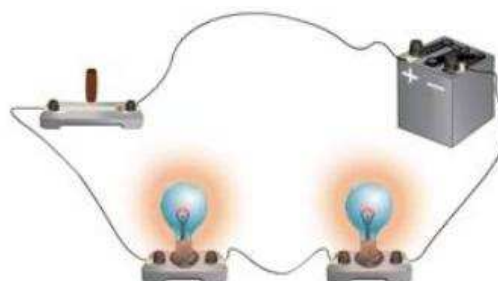
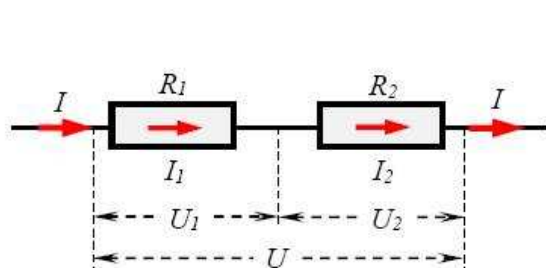
Глубокого понимания физики можно достичь, изучая теорию и применяя ее для решения различных вычислительных, качественных и экспериментальных задач. Если на уроке студент познакомится с теоретическими вопросами, то они будут применяться и в лабораторных работах, но при этом будут формироваться и практические навыки выполнения физических измерений, обработки и представления результатов. Студенты не способны самостоятельно выполнять качественные расчеты и анализировать результаты лабораторных работ без предварительной подготовки к лабораторным занятиям. Поэтому для выполнения каждого задания учащимся необходимо предварительно изучить материал учебника, соответствующий теме задания. Невозможно приступить к работе, не зная правил выполнения процедуры измерения физических величин, не умея пользоваться измерительными приборами, связанными с этой работой, и не понимая ее основных теоретических положений. Приступая к работе, студент должен уметь сформулировать цель работы и описать общий план работы, то есть последовательность действий при проведении измерений. При изучении механических колебаний необходимо наглядно изобразить на графике зависимость величин, характеризующих гармонические колебания, от времени. Этот график является эффективным наглядным пособием для определения ключевых характеристик колебаний на протяжении всего урока и обучения учащихся навыкам построения графиков.

4. Описание лабораторных работ (на примере «Закона Ома»)

При подготовке к занятию особое внимание уделяется подготовке и проверке оборудования. Для выполнения практических работ используется лабораторный комплект «Электрический ток» (рисунок 1), состоящий из цифрового амперметра, резисторов сопротивлением 1 Ом, 2 Ом и 4 Ом, лампочки на подставке, выключателя, соединительных проводов, источника тока и набора цифровых измерителей тока и напряжения (рисунок 2).



1. Лабораторный набор «Электричество».



2. Комплект измерителей тока и напряжения

Проведение лабораторных работ частично исследовательского характера помогает учащимся выявлять взаимосвязи между физическими величинами, развивать умения и навыки работы с лабораторным оборудованием. Уровень самостоятельности и активности на уроке определяется содержанием работы и поставленной целью. На начальном этапе формирования навыков и компетенций учащиеся получают подробные инструкции о том, как правильно выполнить задание. В процессе выполнения этой работы у студентов должно сформироваться понимание взаимосвязей между физическими величинами, поэтому оборудование L-микролаборатории играет важную роль. Работа с



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цифровыми датчиками облегчает учащимся обработку точных результатов измерений и экспериментальных результатов. Время, необходимое для завершения эксперимента, также сокращается, что позволяет вам сосредоточиться на сути головоломки.

Учебные физические эксперименты в форме демонстраций и лабораторных работ являются неотъемлемой и важной частью курса физики. Удачное сочетание теоретического материала и экспериментальной деятельности способствует повышению педагогических результатов, способствует развитию активной познавательной деятельности учащихся и творческого подхода к изучаемому предмету. Для того чтобы у человека сформировалось понимание чего-либо или явления, читателю необходимы его чувственное восприятие и эмоциональный опыт. Поэтому процесс формирования у учащихся научного представления о физическом явлении следует начинать с демонстрации рассматриваемых объектов и явлений, то есть с проведения эксперимента. Физические эксперименты в школе являются одним из важнейших способов обучения школьников физике; Она имеет несколько уникальных видов и еще не полностью сформирована, но постоянно развивается и расширяется, дополняется новым оборудованием, методами и средствами реализации. Поэтому его изучению уделяется большое внимание. Обобщая все вышесказанное, отметим, что успешное решение всех задач, возникающих в процессе изучения физики учащимися, вооружает их системой знаний по основам физики и способствует развитию научного мышления (исследовательского и теоретического). В процессе и в результате овладения физическими знаниями создаются основы научного мировоззрения — мощного инструмента творческой деятельности человека. Это включает в себя развитие глубокого понимания явлений природы и общественной жизни, развитие способности осознанно объяснять эти явления и определять свое отношение к ним, осознанное построение собственной жизни, постановку целей и планирование их достижения. Осознанное овладение системой физических знаний способствует развитию абстрактного и логического мышления, памяти, внимания, воображения, интеллектуальных способностей, развитию задатков и талантов. Успешное изучение физики обычно



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сопровождается успешным изучением других естественных, гуманитарных и общественных наук. Неслучайно многие физики внесли значительный вклад в развитие философии, химии, экологии, синергетики, педагогики и других наук.

Классификация лабораторных работ может различаться в зависимости от характеристик, лежащих в ее основе. С методической точки зрения большой интерес представляет классификация работ в соответствии с задачами и целями, которые ставит перед собой преподаватель при организации лабораторной деятельности.

По этим признакам можно выделить, например, следующие виды работ:

1. Наблюдение и изучение физических явлений.
2. Знакомство с конструкцией и работой различных физических устройств, методами их установки и обслуживания .
3. Знакомство с измерительными приборами и измерением физических величин.
4. Определение или проверка количественных величин
5. Определить физические константы и ознакомиться с различными методами их определения.

Ярким примером первого типа являются работы следующего характера: учащиеся наблюдают расширение твердых тел, жидкостей и газов в результате нагревания в простых опытах. Они убеждаются, что газы расширяются больше, чем другие, и попутно знакомятся с методами обнаружения небольших расширений . К этому типу относятся и многие другие работы, в которых учащиеся убеждаются, что предметы нагреваются в результате совершаемой работы; наблюдение теплопроводности различных металлов; конвекция в воде и воздухе; химическое действие тока; Они исследуют кристаллические и аморфные тела, звукозаписи на грампластинках и т. д.

Ко второму типу относятся, например, работы, в ходе которых учащиеся изучают устройство и принцип работы шариковых и роликовых подшипников, а также детали устройства и принципа работы гальванического элемента. В них учащиеся узнают о работе батареи, устройстве и использовании



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электромагнита, электромагнитного реле, простого электродвигателя, зеркального перископа и многом другом.

Третий тип работ можно проиллюстрировать следующими работами: они знакомят учащихся с устройством и применением ряда распространенных измерительных приборов: весов, динамометров, ареометров, термометров, амперметров, вольтметров и т. д .

Примерами четвертого типа работ, в которых устанавливаются или проверяются количественные закономерности между физическими величинами, могут быть работа, раскрывающая закон Ома для цепи, или работа, проверяющая формулу работы электрического тока. Кроме того, сюда входят следующие задачи: определение эффективности. Закон сохранения импульса при подъеме тела по наклонной плоскости , определение положения равновесия рычага, а также построение графиков температуры плавления нафталина и температуры кипения воды .

Заключение

Таким образом, целью обучения физике является развитие у учащихся наблюдательности и мышления, а также пробуждение интереса к проблемам окружающего мира и путям их решения. Физика должна научить их проводить наблюдения, классифицировать, связывать явления и давать им объяснения. В современном образовании при обучении физике особое внимание следует уделять не только формированию и развитию мышления, научных знаний и умений, но и воспитанию знающей и думающей личности, способной понимать научные проблемы в социальном и личностном контексте.

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BETA TURG‘UNLIK SHARTI VA YEMIRILISH TURLARI

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Annotatsiya:

Yadroda β -yemirilish jarayonini yadrodagi nuklonlarning o‘zaro almashinuvchi, ya’ni protonlarning neytronlarga yoki neytronlarning protonlarga almashinuvi tufayli deb qarash kerak. Beta-yemirilish nuklonlar almashinuviga xos jarayondir. β -zarralar manbai nuklonlardir. Yadrodan tashqaridagi erkin neytron yarim yemirilish davri 11,7 min. davr bilan proton va beta-zarraga yemiriladi, yadro ichida proton ham β -yemirilishini vujudga keltiradi.

Kalit so‘zlar: β -yemirilish, β -zarralar, β -turg‘unlik, izobarlar.

Beta-yemirilishda yadro zaryadi o‘zgaradi, massa soni o‘zgarmaydi, ya’ni izobar yadrolar ichida eng katta bog‘lanish energiyasiga ega bo‘lgan yadro β -yemirilishga nisbatan turg‘un, qolganlari esa radioaktiv bo‘ladi.

Ma’lumki, bog‘lanish energiyasi massasi bilan quyidagicha bog‘langan

$$M = Zm_p + (A - Z)m_n - \Delta E_{bog}, \quad (1.4)$$

ΔE_{bog} - energiyasi uchun Veytsezekker formulasi orqali ifodasini keltirib qo‘ysak

$$M = Zm_p + (A - Z)m_n - \alpha A + \beta A^{2/3} + \gamma \frac{Z^2}{A^{1/3}} + \xi \frac{\left(\frac{A}{2} - Z\right)^2}{A} - \delta A^{-3/4} \quad (1.5)$$

(1.5) ifodadan ko‘rinib turibdiki, yadro massasi M yadro zaryadi Z^2 –bog‘lanishda bo‘lib, grafiqi parabola chizig‘ini beradi. Izobar yadrolar $A = \text{const}$ ichida β -turg‘unlik sharti bog‘lanish energiyasining maksimum, massasining eng minimum qiymatiga mos keladi. Shuning uchun (1.5) ifodani $A = \text{const}$ deb o‘zgaruvchi Z ga nisbatan M ning maksimum qiymatini olish lozim, buning uchun (1.5) dan Z bo‘yicha hosilasini olib, ekstrum qiymatini topamiz.

(1.5) ifodada 5 va 6 hadlar (Kulon va simmetriklik energiyalariga mos keluvchi) Z ga bog‘liq

$$\gamma Z^2 A^{-1/3} + \xi \frac{(A - 2Z)^2}{A} = 0$$

$$\gamma Z^2 A^{-1/3} + \xi \frac{A^2 - 4AZ + 4Z^2}{A} = \gamma Z^2 A^{-1/3} + \xi A - 4Z\xi + 4Z^2 \xi \frac{1}{A} = 0$$

hosila olsak

$$2\gamma Z A^{-1/3} - 4\xi + 8\xi Z \frac{1}{A} = 0$$

A ga ko'paytirsak

$$2\gamma Z A^{2/3} - 4\xi A + 8\xi Z = 0$$

$$Z(\gamma A^{2/3} + 4\xi) = 2\xi A$$

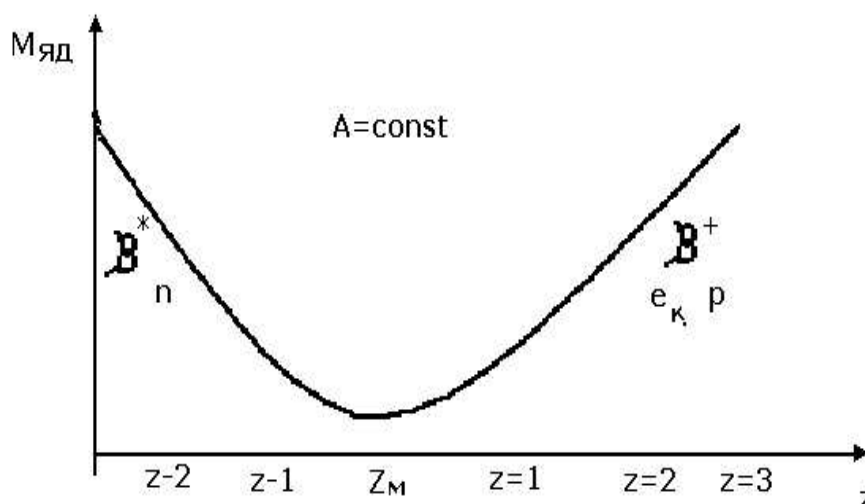
$$Z = \frac{2\xi A}{\gamma A^{2/3} + 4\xi} = \frac{A}{2 + \frac{\gamma A^{2/3}}{2\xi}} \quad (1.6)$$

$\gamma = 0,710$ MeV, $\xi = 23,7$ MeV qiymatini e'tiborga olsak (1.6) ifoda

$$Z = \frac{A}{2 + \frac{0,710}{23,7} A^{2/3}} = \frac{A}{2 + 0,015 A^{2/3}} \quad (1.7)$$

(1.7) ifoda β -turg'unlik shartini ifodalaydi. $Z = Z_M$ muvozanat zaryad deb ataladi. A sonli izobarlarda zaryadi $Z > Z_M$ bo'lsa, bu yadrolarda protonlar ortiq bo'lib, neytron noyob yadrolar hisoblanadi, bu yadrolar $p \rightarrow n + \beta^+$, β^- yoki e_q yo'li bilan zaryadini kamaytirib muvozanatga intilsa, $Z < Z_M$ yadrolarda esa neytronlar soni ortiqcha bo'lib, protonlar noyob bo'lishadilar, bu soha yadrolar $n \rightarrow p + \beta^-$, β^- yemirilish bilan zaryadlarini oshirib muvozanat holatga kela boshlaydilar (1.1-rasm).

Beta-yemiriluvchi yadrolarning toq-juft bo'lishiga ko'ra parabola chizig'i bir-birlariga nisbatan siljigan bo'lishadilar. Juft-juft yadrolarda bog'lanish energiyasi katta bo'lgani uchun parabola chizig'i eng pastga siljigan bo'ladilar.



1.1 rasm

Beta turg'un holatdan uzoqlashib ketishsa $Z_M > Z$ β^- -yemiriluvchi neytron ortiq yadrolar neytron yemirilishi, $Z_M < Z$ proton ortiq β^+ , e_- - yemiriluvchi yadrolar proton yemirilishi mumkin.

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NIKOH VA OILA MAROSIMLARINING TARIXIY-ANTROPOLOGIK O'ZGARISHLARI (1920–2020) (O'ZBEKISTON MISOLIDA)

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Annotatsiya:

Ushbu maqolada O'zbekistonda nikoh va oila marosimlarining 1920-yildan 2020-yilgacha bo'lgan davrdagi tarixiy va antropologik o'zgarishlari tahlil qilinadi. Sovet davrida urf-odatlarining ideologik cheklovlar bilan qayta shakllanishi, mustaqillikdan so'ng milliy qadriyatlarning qayta tiklanishi, hamda XXI asrda globalizatsiya ta'siri ostidagi transformatsiyalar asosida marosimlar tarkibi, mazmuni va shakli o'zgargani ilmiy asosda yoritiladi.

Kalit so'zlar: nikoh, to'y marosimlari, sovchi yurish, kelin salom, antropologik tahlil, Sovet davri, milliy qadriyatlar, modernizatsiya.

ЗАГС: ИСТОРИКО-АНТРОПОЛОГИЧЕСКИЕ ИЗМЕНЕНИЯ БРАЧНЫХ И СЕМЕЙНЫХ ОБРЯДОВ (1920–2020) (НА ПРИМЕРЕ УЗБЕКИСТАНА)

Аннотация:

В данной статье анализируются исторические и антропологические изменения брачных и семейных обрядов в Узбекистане в период с 1920 по 2020 годы. Рассматривается, как в советский период традиционные обычаи подверглись идеологическим ограничениям и трансформациям, как после обретения независимости произошло возрождение национальных ценностей, а также как в XXI веке под влиянием глобализации изменились состав, содержание и формы обрядов.



Ключевые слова: брак, свадебные обряды, сватовство, приветствие невесты, антропологический анализ, советский период, национальные ценности, модернизация.

HISTORICAL AND ANTHROPOLOGICAL TRANSFORMATIONS OF MARRIAGE AND FAMILY CEREMONIES (1920–2020) (THE CASE OF UZBEKISTAN)

Abstract:

This article analyzes the historical and anthropological transformations of marriage and family ceremonies in Uzbekistan from 1920 to 2020. It explores how traditional customs were reshaped under ideological constraints during the Soviet era, how national values were revived after independence, and how the composition, content, and form of ceremonies have been transformed under the influence of globalization in the 21st century.

Keywords: marriage, wedding ceremonies, matchmaking, bridal greeting, anthropological analysis, Soviet era, national values, modernization.

Kirish

Nikoh va oila marosimlari har bir jamiyatning madaniy xotirasi, qadriyatlar tizimi va ijtimoiy hayotining ajralmas qismidir. O‘zbek xalqining to‘y marosimlari, sovchi yurish, kelin salom kabi an‘analari ko‘p asrlik tarixiy ildizlarga ega bo‘lib, ular ijtimoiy munosabatlar, jinslararo rollar va jamiyatning axloqiy me‘yorlarini ifoda etadi. 1920–2020-yillar oralig‘ida bu an‘analar sezilarli darajada o‘zgarib, siyosiy, iqtisodiy va madaniy omillar ta‘sirida yangicha ko‘rinish kasb etdi.

Sovet davrida nikoh va marosimlarning qayta shakllanishi (1920–1991). Sovet hokimiyatining dastlabki yillarida (1920–1930-yillarda) diniy va urf-odatlariga asoslangan marosimlarga nisbatan keskin kurash olib borildi. To‘y marosimlari, nikoh aktlari faqat davlat tomonidan tan olingan ZAGS (Fuqarolik holati dalolatnomalarini qayd etish bo‘limi) orqali huquqiy kuchga ega bo‘ldi. Shu bilan birga, shariat asosidagi nikoh (nikoh o‘qitish) rasman taqiqlangan edi. Sovet



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mafkurasi oilani “sotsialistik jamiyatning yacheykasi” deb talqin qilgan va an’anaviy urf-odatlar, jumladan sovchi yuborish, qizning roziligisiz nikohlash, to’yda isrofgarchilik kabi holatlarni “eski turmush tarzi” sifatida tanqid qilgan. Shunga qaramay, ayniqsa qishloqlarda an’anaviy marosimlar yashirin yoki moslashtirilgan shaklda davom etgan. Sovchilar yuborish, qiz ko’rish marosimlari tor doirada o’tkazilgan, to’ylar esa ko’pincha “paxtakorlar to’yi” kabi sotsialistik nomlar bilan atab o’tkazilgan.

Mustaqillik davri va milliy an’analarning tiklanishi (1991–2020). 1991-yildan keyingi mustaqillik davrida milliy o’zlikni anglash jarayoni kuchaydi. Bu esa oila va nikoh marosimlariga ham bevosita ta’sir ko’rsatdi. Diniy marosimlar, jumladan nikoh o’qitish, ochiq va rasmiy tus oldi. To’y marosimlarida milliy urf-odatlar, milliy kiyimlar, qadimiy marosimlar — sovchi yurish, qiz ko’rish, kelin salom — keng miqyosda qayta tiklandi. Shu bilan birga, ijtimoiy hayotda isrofgarchilik va dabdababozlikka qarshi davlat tomonidan choralar ko’rilgan: 2019-yilda O’zbekiston Respublikasi Prezidentining marosim va to’ylarni ixcham va mazmunli o’tkazish bo’yicha qarorlari e’lon qilindi. Bu esa zamonaviy to’y marosimlarining mazmun va shaklini tartibga solishga qaratilgan davlat siyosatini anglatadi.

Globalizatsiya va zamonaviy antropologik o’zgarishlar. XXI asrga kelib, oila va nikoh marosimlari ko’p jihatdan zamonaviylik, global madaniyat va texnologiyalar ta’sirida yangilandi. Internet, ijtimoiy tarmoqlar, professional to’y studiyalari, video va fotosurat xizmatlari marosimlarning tashkiliy jihatlarini tubdan o’zgartirdi. Kelinsalom marosimida ilgari faqat og’zaki ifoda bo’lgan qasida va duolar o’rniga hozirda sahnalashtirilgan chiqishlar, musiqa va raqslar ko’proq bo’lmoqda. Sovchi yurish endilikda ko’proq diplomatik va ijtimoiy-madaniy uchrashuv tusini olgan. Shuningdek, gender tengligi g’oyalari kuchaygan sari, qizlarning roziligisiz sovchi yuborish yoki majburiy turmushga chiqarish amaliyotiga qarshi ijtimoiy qarshiliklar paydo bo’ldi. Bu o’zgarishlar antropologik jihatdan nikoh institutining zamonaviy talqinini shakllantirmoqda.

Oila va nikoh marosimlari har bir xalqning madaniy o’zligini belgilovchi asosiy elementlardan biridir. O’zbek xalqi tarixida to’y, sovchi yuborish, kelin salom kabi marosimlar asrlar davomida ijtimoiy tartib, axloqiy qadriyatlar va jamoaviy ong ifodasi sifatida amal qilib kelgan. Bu an’analar XX asrda sovet modernizatsiyasi,



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mustaqillik davridagi milliy uygʻonish va XXI asr global transformatsiyalari taʼsirida sezilarli darajada oʻzgardi.

1920–1991 yillar oraligʻida Sovet Ittifoqi tarkibida boʻlgan Oʻzbekiston jamiyatida nikoh va oila marosimlari ideologik nazorat ostiga olingan. Sharifovning taʼkidlashicha, “anʼanaviy nikoh urf-odatlarini sovet ijtimoiy siyosati nuqtai nazaridan ‘eski dunyoqarash’ namunasi sifatida koʻrilgan” (Sharifov, 1983).

Sovet davrida marosimlar rasmiylashtirish yoʻli bilan sekulyar tizimga moslashtirildi: ZAGS orqali nikohni rasmiylashtirish talab etildi, diniy nikoh oʻqish (nikoh tuyi) esa rasman tan olinmas edi. Biroq Tursunov (1990) oʻz tadqiqotida shuni qayd etadiki, “mahalliy jamiyatlarda anʼanaviy marosimlar, ayniqsa sovchi yuborish va kelin salom, yashirin tarzda saqlanib qolgan”.

2. Mustaqillik davri: milliy anʼanalarning qayta tiklanishi va transformatsiyasi (1991–2020). Mustaqillikdan soʻng, Oʻzbekistonda diniy-marifiy qadriyatlar va xalq urf-odatlariga boʻlgan munosabat ijobiy tus oldi. Karimov (1998) fikricha, “oilalarning jamiyatning asosi boʻlib, undagi qadimiy urf-odatlarni saqlab qolish milliy oʻzlikni asrashga xizmat qiladi”.

Bu davrda sovchi yuborish marosimlari rasmiylashtirilgan va ijtimoiy maqom olgan; kelin salom marosimi esa yanada teatrlashtirilgan koʻrinishda oʻtkazila boshlandi. Toʻylar dabdababozlik bilan oʻtishiga qarshi choralar koʻrilgani (masalan, 2019-yilgi Prezident qarori) bu marosimlarning davlat siyosati doirasida ham nazorat ostida ekanini koʻrsatadi.

Antropologik yondashuv: madaniy transformatsiyalar va zamonaviy tendensiyalar. XXI asr antropologlari, jumladan Mahmudova (2015), oʻzbek nikoh marosimlarini “madaniy kodekslarning dinamik tizimi” deb talqin qiladi. Unga koʻra, kelin salomning zamonaviy variantlarida diniy elementlar (duolar, nasihatlar) sahnalashtirilgan musiqa va estetik chiqishlar bilan uygʻunlashadi. Sovchi yurish esa ijtimoiy protokolga aylangan.

Yana bir muhim jihat – globalizatsiya. Yoshlar orasida “yengil toʻy” tendensiyasi, nikohni shaxsiy tanlov sifatida talqin qilish, hatto fuqarolik nikohining muhokama qilinishi – bular jamiyatda nikoh institutining zamonaviy transformatsiyasi haqida antropologik tahlilni zarur qiladi. 1920–2020 yillar oraligʻida Oʻzbekistonda nikoh va oila marosimlari tarixiy, siyosiy va madaniy omillar taʼsirida murakkab



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o'zgarishlarga uchradi. Sovet modernizatsiyasi bu marosimlarning rasmiy va sekulyar shakllarini ilgari surgan bo'lsa, mustaqillik davri ularni milliy va diniy qadriyatlar asosida tikladi. XXI asrda esa bu marosimlar globallashuv va texnologik madaniyat bilan uyg'unlashgan yangi formatlarga ega bo'lmoqda. Ilmiy adabiyotlar bu jarayonni murakkab sotsiomadaniy muvozanat sifatida baholaydi. Nikoh va oila marosimlari O'zbekistonda so'nggi 100 yil ichida sezilarli darajada o'zgarib, turli davrlarning siyosiy-iqtisodiy va madaniy kontekstida moslashgan. Sovet davridagi ideologik cheklovlardan tortib, mustaqillik davridagi milliy tiklanishgacha bo'lgan jarayonlar marosimlarning shakli va mazmuniga bevosita ta'sir qilgan. Bugungi kunda esa bu marosimlar globalizatsiya, texnologik rivojlanish va ijtimoiy ong o'zgarishlari bilan yangi qiyofa kasb etmoqda.

1920–2020-yillar oralig'ida O'zbekistonda nikoh va oila marosimlari sezilarli tarixiy-antropologik o'zgarishlarga uchradi. Sovet davrida davlat tomonidan oilaviy marosimlar ustidan nazorat kuchaytirilib, diniy-urfdan holi, sotsialistik g'oyalarga mos formatda o'zgartirilgan bo'lsa, mustaqillikdan keyingi davrda milliy qadriyatlar qayta tiklana boshlandi. Shu bilan birga, globallashuv, ommaviy axborot vositalari va migratsiya jarayonlari tufayli marosimlar shakli va mazmunida zamonaviylik unsurlari kuchaydi. Aholining iqtisodiy holati, ta'lim darajasi va shahar-qishloq farqlari ham bu jarayonga bevosita ta'sir ko'rsatdi. O'zgarishlar avlodlararo munosabatlar, jinslar o'rtasidagi ijtimoiy rollar va marosimlarning funksional-ma'naviy mazmunida ham aks etdi. Tadqiqot mavzusi yuzasidan quyidagi taklif va tavsiyalar beriladi

Birinchidan, antropologik tadqiqotlar markazini tashkil etish: Nikoh va oila marosimlarining tarixiy o'zgarishlarini muntazam ilmiy o'rganish va xalq og'zaki ijodi asosida boyitish uchun antropologik tadqiqot markazlari tashkil etilishi zarur. Ikkinchidan, marosimlar bo'yicha ilmiy-pedagogik materiallar yaratish: O'zbek xalqining nikoh va oila an'analarini yosh avlodga ilmiy asoslangan, zamonaviy metodlarda o'rgatish uchun darslik, o'quv qo'llanmalari va video-dasturlar ishlab chiqilishi lozim.

Uchinchidan, milliy va zamonaviy urf-odatlar uyg'unligini targ'ib qilish: Marosimlarda ortiqcha dabdaba va iqtisodiy bosimlarning oldini olish, ularni



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ma'naviy-axloqiy qadriyatlar bilan uyg'unlashtirishga oid targ'ibot ishlarini kuchaytirish kerak.

To'rtinchidan, oila institutini mustahkamlash bo'yicha ijtimoiy loyihalar: An'anaviy oilaviy qadriyatlar va zamonaviy ijtimoiy muammolarni inobatga olgan holda, nikohga tayyorgarlik va oila qurishga oid psixologik-ijtimoiy treninglar, seminarlar yo'lga qo'yilishi maqsadga muvofiq.

Beshinchidan, hududiy xususiyatlarni o'rganish va hujjatlashtirish: Qashqadaryo, Surxondaryo, Farg'ona vodiysi kabi mintaqalarda nikoh va oila marosimlarining o'ziga xos jihatlarni chuqur o'rganish va ularni madaniy meros sifatida hujjatlashtirish zarur.

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PROMOTING NON-PHILOLOGICAL STUDENTS' LEARNING VIA DISTANCE IN THE CREDIT-MODULE SYSTEM

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Annotation

In this article, the adoption of innovative technologies and teaching strategies has become essential for the advancement of higher education systems. One of the most notable developments in recent years is the credit-module system, which enables flexible learning opportunities for students. This article explores the impact of the credit-module system on promoting independent distance learning among students in non-philological disciplines. It highlights the necessity of establishing effective structures for self-directed learning and integrating modern educational technologies to enhance student engagement and academic success.

Keywords: Credit-Module System, distance learning, independent learning, non-philological fields, educational technologies, e-learning, higher education, digital resources, self-paced learning.

Technological progress has transformed education, creating opportunities for learning beyond conventional classroom environments. Distance-independent education enables students to access study materials and engage in self-paced learning without being limited by location or time. This method is especially beneficial for students in non-philological fields, where applying theoretical knowledge in practice is often a priority. Additionally, online platforms offer interactive tools, such as virtual labs and simulations, that provide hands-on learning experiences. These resources allow students to experiment and develop skills in a safe, controlled setting, deepening their understanding of complex subjects.



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Furthermore, adaptive learning technologies tailor the educational experience to individual needs, accommodating different learning styles and paces. This personalization helps keep students engaged and motivated, regardless of their skill levels. Collaboration tools, including video conferencing and shared digital workspaces, encourage teamwork and peer learning, helping remote learners stay connected with traditional educational environments. As technology advances, education becomes more accessible, dynamic, and inclusive for everyone.

The credit-module system, a framework emphasizing modular organization and credit accumulation, has proven effective in fostering autonomy and flexibility in learning. This system aligns well with the principles of distance-independent learning, making it an ideal methodology for implementation in modern education. This article aims to investigate the development and application of this system for students in non-philological specialties.

Distance learning has been widely studied in various disciplines. According to Moore (1993), distance education allows for the separation of teacher and learner, facilitating independent study. More recent studies, such as Anderson (2008), emphasize the role of technology in bridging this separation, particularly through online platforms and virtual environments.

The credit-module system, first implemented as part of the Bologna Process, provides a unified framework for education. According to Knight (2004), this system enhances clarity and alignment between academic programs across different institutions. Its adoption in various disciplines has proven effective in fostering student independence and improving learning outcomes.

For non-philological students, practical application often dominates the curriculum. According to Boud and Falchikov (2007), experiential learning plays a critical role in preparing students for professional challenges. Combining the credit-module system with distance learning provides an opportunity to balance theoretical knowledge with practical skills, fostering a holistic educational experience. One significant advantage of this integrated approach is its capacity to cater to diverse learning needs and styles. By enabling students to select courses and modules that align with their academic and professional goals, the credit-module system encourages personalized learning pathways. Moreover, it provides a flexible



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structure that allows students to pace their learning while accommodating external responsibilities, such as work or family commitments. This flexibility is particularly beneficial for non-philological students, who often need to apply theoretical concepts to practical contexts in real-time settings.

Another critical aspect is the system's potential to promote interdisciplinary learning. In many non-philological fields, knowledge from multiple disciplines is required to address complex challenges. The credit-modular framework facilitates the integration of cross-disciplinary content, allowing students to develop a broader skill set. For instance, engineering students can incorporate management or communication modules into their curriculum, equipping them with the diverse competencies needed for industry demands. Such an approach ensures that education not only focuses on specialization but also on adaptability and innovation.

This research employs a mixed-method approach, integrating theoretical analysis with case studies from universities that have implemented distance-independent learning for non-philological disciplines. Data collection involved surveys, interviews, and assessments of academic performance. The credit-modular system's effectiveness was assessed by examining student engagement, academic success, and satisfaction levels. Benefits of the Credit-Modular System in Distance Learning.

Flexibility: Modular courses allow students to progress at their own pace, accommodating diverse learning needs and schedules. **Autonomy** - the system encourages self-directed learning, essential for mastering complex technical and scientific concepts. **Standardization** - credits facilitate recognition of achievements across institutions, supporting lifelong learning and mobility. **Challenges** - technical infrastructure, effective implementation requires robust digital platforms and resources, which may be unavailable in some regions. **Student Motivation**, distance learning demands high levels of self-motivation and time management, posing challenges for some students. **Assessment**, ensuring academic integrity and fairness in assessments remains a significant concern. **Recommendations**, develop interactive digital content tailored to non-philological specialties. A) Provide training for educators in designing and delivering credit-modular courses. B) Establish support systems, such as online mentoring and peer collaboration, to enhance student engagement.



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To sum up we can say that integrating the credit-modular system into distance-independent learning presents a valuable opportunity to enhance education for students in non-philological fields. Despite existing challenges, strategic solutions and technological advancements can greatly improve the accessibility and effectiveness of these programs. Ongoing research is essential to uncover innovative methods and assess long-term impacts.

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“HPV INFEKSIYASINING SALBIY TA’SIRLARINI KAMAYTIRISH”

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Gumanitar va tabiiy fanlar sohasidagi eng dolzarb muammolardan biri — inson papilloma virusi (HPV) infeksiyasi bilan bog'liq salbiy oqibatlar va uning profilaktikasidir. HPV infeksiyasi jahon miqyosida keng tarqalgan va bir qator jiddiy kasalliklarning rivojlanishiga sabab bo'lishi mumkin. Xususan, HPV asosan ayollarda bo'yin og'rig'ini va jinsiy organlarida saraton hosil qilishga olib keladigan eng keng tarqalgan viruslardan biridir. HPV infeksiyasining uzoq muddatli salbiy ta'siri, birinchi navbatda, qin saratoni va anal saratoni kabi o'limga olib keluvchi holatlar bilan bog'liqdir.

HPV infeksiyasining oldini olish va uning salbiy ta'sirlarini kamaytirish uchun zamonaviy profilaktika choralari, ayniqsa, vaksinalar alohida ahamiyat kasb etadi. Ushbu dissertatsiyada HPV infeksiyasining salbiy ta'sirlarini kamaytirish maqsadida mavjud profilaktik usullar va vaksinalarning ahamiyati tahlil qilinadi.

Hpv infeksiyasining tushunchasi va tarqalishi

Inson papilloma virusi (HPV) – bu yuqori va past xavfli genotiplarga ega bo'lgan, yuqori darajada keng tarqalgan, jinsiy yo'l bilan yuqadigan virusdir. HPV 200 dan ortiq turga ega bo'lib, ulardan faqat bir nechtasi saraton keltirib chiqaradi. HPV infeksiyasi ko'pincha simptomlar bilan kechmaydi va ko'p hollarda o'z-o'zidan yo'qoladi, ammo ba'zi hollarda u kasalliklarning rivojlanishiga olib kelishi mumkin. HPV infeksiyasi dunyo bo'ylab har yili millionlab odamlar tomonidan ko'rib chiqiladi. CDC ma'lumotlariga ko'ra, har yili HPV 14 milliondan ortiq yangi holatlar



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bilan aniqlanadi. Buning natijasida HPV bilan bog'liq kasalliklar va ularning oqibatlarini jahon sog'liqni saqlash tizimiga katta yuk keltiradi.

Hpv infeksiyasi va uning salbiy ta'sirlari

HPV infeksiyasi keng tarqalgan, ammo ko'pincha simptomlar ko'rsatilmaydi. Ammo, infeksiya ba'zi holatlarda ko'proq jiddiy salbiy ta'sirlar keltirib chiqarishi mumkin. Ularning orasida eng muhimlari:

Qin saratoni: HPV-16 va HPV-18 kabi yuqori xavfli genotiplar qin saratonining asosiy sababchisi hisoblanadi.

Jinsiy organlarida o'smalar: HPV infeksiyasi jinsiy a'zolarida benign o'smalar yoki genital siğillarni (kondiloma) keltirib chiqarishi mumkin.

Anal saraton: HPV anal saratoni rivojlanishining asosiy sabablaridan biridir, ayniqsa, erkaklar va homilador ayollar o'rtasida keng tarqalgan.

Oral saraton: HPV infeksiyasi og'iz bo'shlig'ida, yutak va tomoqda ham saraton rivojlanishiga sabab bo'lishi mumkin.

HPV infeksiyasining profilaktikasi va vaktsinatsiya

HPV infeksiyasining salbiy ta'sirlarining oldini olish uchun bir necha samarali profilaktik usullar mavjud. Ular orasida eng samarali usul vaktsinalar hisoblanadi.

HPV vaktsinalari

HPV vaktsinalari — bu HPV infeksiyasining oldini olishga yordam beradigan zamonaviy profilaktik vositadir. Hozirda HPV-ning ko'plab xavfli turlariga qarshi ishlab chiqilgan bir nechta vaktsinalar mavjud.

HPV vaktsinalari ikkita asosiy turga bo'linadi:

Bivalent vaktsina: HPV-16 va HPV-18 genotiplariga qarshi himoya qiladi.

Kvadrivalent vaktsina: HPV-6, HPV-11, HPV-16 va HPV-18 genotiplariga qarshi himoya qiladi.

Vaktsinalar HPV infeksiyasining oldini olish va uning rivojlanishiga olib keladigan saraton va o'smalarni kamaytirishga yordam beradi. Tadqiqotlar shuni ko'rsatadiki, HPV vaktsinasini 12-13 yoshdagi o'smirlar va jinsiy faoliyatni boshlamagan



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ayollarga qabul qilish ularning HPV infeksiyasiga qarshi immunitetini rivojlantiradi.

Profilaktik Choralar

Tibbiy tekshiruvlar: HPV infeksiyasining belgilari paydo bo'lganida, tezkor tekshiruvlar va tashxis qo'yish HPV ning keng tarqalishiga va uning salbiy oqibatlarining oldini olishga yordam beradi.

Jinsiy ta'sirni cheklash: Jinsiy faollikni cheklash va bir nechta jinsiy sheriklardan saqlanish HPV infeksiyasining tarqalishini kamaytirishga yordam beradi.

Kondomlardan foydalanish: Jinsiy aloqada kondomlardan foydalanish HPV infeksiyasini kamaytiradi, lekin ular 100% himoya ta'minlamaydi.

Hpv vaktsinasi tahmini va uning samaradorligi

HPV vaktsinasining samaradorligi bir qancha klinik tadqiqotlarda tasdiqlangan. Masalan, kvadrivalent HPV vaktsinasining samaradorligi 90% dan ortiqni tashkil etadi. Tadqiqotlar shuni ko'rsatadiki, vaktsina HPV-ning yuqori xavfli turlariga qarshi himoya qilishda samarali bo'lib, saratonni va genital siğillarni oldini olishga yordam beradi.

HPV vaktsinasining samaradorligi yosh guruhlariga qarab farq qiladi. O'smirlik yoshidagi shaxslar vaktsinadan maksimal darajada himoya oladilar.

Xulosa

HPV infeksiyasi dunyo bo'ylab salbiy ta'sirlarga olib keluvchi global muammolardan biridir. Ammo zamonaviy vaktsinalar va profilaktik choralar bu infeksiyaning oldini olishda muhim rol o'ynaydi. HPV vaktsinasining samaradorligi va xavfsizligi klinik tadqiqotlarda isbotlangan. O'smirlar va jinsiy faoliyatni boshlamagan ayollarda vaktsina olish orqali HPV infeksiyasining rivojlanishining oldini olish mumkin. Shuningdek, HPV infeksiyasini oldini olish uchun tibbiy tekshiruvlar, jinsiy ta'sirni cheklash va kondomlardan foydalanish ham muhim profilaktik choralar hisoblanadi.

HPV infeksiyasining oldini olish va unga qarshi vaktsinalarni keng tarqatish, ayniqsa, rivojlanayotgan mamlakatlarda, saraton va boshqa jiddiy kasalliklarning



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kamayishiga olib kelishi mumkin. Shuning uchun HPVga qarshi profilaktika va vaksinalarni joriy qilish sog'liqni saqlash sohasidagi asosiy vazifalardan biridir.

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APPLICATION OF STEM CELLS IN MEDICINE

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Abstract

Stem cell therapy represents one of the most promising advancements in modern medicine, offering potential solutions for a variety of diseases and conditions previously deemed untreatable. Stem cells have the unique ability to self-renew and differentiate into various specialized cell types, making them an attractive resource for regenerative medicine, tissue engineering, and disease modeling. This paper reviews the types of stem cells used in clinical applications, their mechanisms of action, and their therapeutic potential in treating neurological, cardiovascular, hematological, and musculoskeletal disorders. Challenges such as ethical concerns, immune rejection, and the risk of tumorigenesis are also discussed. Despite these challenges, ongoing advancements in stem cell research hold significant promise for the future of personalized medicine and regenerative therapies.

Keywords: Stem cells, embryonic stem cells, adult stem cells, induced pluripotent stem cells, stem cell therapy.

Stem cells are undifferentiated cells that have the potential to develop into specialized cell types under specific conditions. Their unique properties, including self-renewal and pluripotency, enable their application in treating a wide array of



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medical conditions. Since the first successful use of stem cells in clinical settings, this field has expanded significantly, with numerous studies focusing on their therapeutic potential in regenerative medicine.

The National Institutes of Health defines stem cells as cells that have the potential to develop into many different types of cells in the body, playing a key role in tissue repair and regeneration. The two major categories of stem cells used in medical applications are embryonic stem cells (ESCs) and adult stem cells (ASCs). Additionally, induced pluripotent stem cells (iPSCs), which are genetically reprogrammed somatic cells that acquire pluripotency, have garnered attention due to their potential to overcome some ethical concerns associated with ESCs.

Types of stem cells. Embryonic stem cells are pluripotent cells derived from the inner cell mass of a blastocyst, an early-stage embryo. These cells can differentiate into almost any cell type in the body, making them a powerful tool in regenerative medicine (Thomson et al., 1998). However, the use of ESCs is accompanied by significant ethical concerns, primarily due to the destruction of human embryos during their extraction.

Adult stem cells, also known as somatic stem cells, are found in various tissues throughout the body and are typically multipotent, meaning they can differentiate into a limited range of cell types related to their tissue of origin. ASCs are less controversial than ESCs, as their use does not require the destruction of embryos. Common sources of ASCs include hematopoietic stem cells (HSCs) from bone marrow, mesenchymal stem cells (MSCs) from adipose tissue or bone marrow, and neural stem cells (NSCs) from the central nervous system.

Induced pluripotent stem cells are somatic cells that have been genetically reprogrammed to acquire pluripotency, making them capable of differentiating into various cell types similar to ESCs (Takahashi & Yamanaka, 2006). iPSCs offer a promising alternative to ESCs, as they circumvent ethical concerns by avoiding the use of embryos. Furthermore, iPSCs can be generated from a patient's own cells, reducing the risk of immune rejection.

The therapeutic potential of stem cells is rooted in their ability to promote tissue regeneration, repair damaged tissues, and restore lost function. Stem cells can act through several mechanisms:



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- Differentiation and tissue regeneration. Stem cells can differentiate into specialized cell types such as neurons, cardiomyocytes, or hepatocytes, depending on the signals they receive from their environment (Gage, 2000). This ability enables them to regenerate tissues that have been damaged due to disease, injury, or aging. For example, mesenchymal stem cells (MSCs) have shown potential in regenerating cartilage, bone, and muscle tissues in preclinical and clinical trials (Le et al., 2012).
 - Paracrine effects. In addition to their differentiation potential, stem cells also exert therapeutic effects through the secretion of bioactive molecules. These molecules can promote tissue repair by enhancing angiogenesis, reducing inflammation, and stimulating the proliferation of endogenous stem cells (Prockop, 2013). This paracrine signaling is especially significant in cases where direct differentiation of stem cells is not feasible or effective.
 - Immune modulation. Certain stem cell types, such as mesenchymal stem cells, possess immunomodulatory properties that can modulate the immune response. This makes them useful in treating autoimmune diseases or in preventing immune rejection in transplantation settings (Sato et al., 2016).
- Stem cells have been explored for a wide range of clinical applications, with promising results in several areas of medicine.
- Neurological disorders. Stem cell therapy holds potential in the treatment of neurodegenerative diseases such as Parkinson's disease, Alzheimer's disease, and spinal cord injuries. Neural stem cells (NSCs) are being investigated for their ability to replace damaged neurons and promote recovery of lost functions (Tuszynski et al., 2005). Additionally, iPSCs derived from patients with neurological disorders offer a platform for disease modeling and the development of personalized therapies.
 - Cardiovascular diseases. The regenerative potential of stem cells in cardiovascular diseases has been widely studied. Stem cells can promote cardiac tissue repair after myocardial infarction by differentiating into cardiomyocytes and enhancing angiogenesis. Hematopoietic stem cells and mesenchymal stem cells have shown promise in clinical trials for improving heart function post-infarction (Menasché et al., 2015).
 - Hematological disorders. Hematopoietic stem cell transplantation (HSCT) is the standard treatment for various hematological malignancies, such as leukemia and



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lymphoma. In this approach, HSCs are harvested from a donor and transplanted into the patient to regenerate the blood and immune systems (Copelan, 2006). Recent advancements have also focused on gene editing of HSCs to correct genetic disorders like sickle cell anemia (Dever et al., 2016).

- Musculoskeletal disorders. Stem cells, particularly mesenchymal stem cells (MSCs), have shown great promise in the treatment of musculoskeletal disorders, including osteoarthritis and muscle degeneration. MSCs can differentiate into chondrocytes and osteoblasts, offering potential for cartilage regeneration and bone healing (Griffith & Nesti, 2006). Clinical trials have demonstrated improved outcomes in patients with joint injuries and osteoarthritis following MSC injections. Despite the promising potential of stem cell therapies, several challenges remain: The use of embryonic stem cells raises significant ethical concerns due to the destruction of embryos. However, the development of iPSCs has mitigated some of these concerns, as iPSCs can be derived from adult tissues without the need for embryos.

One of the main challenges in stem cell therapies is immune rejection, especially when using allogeneic (donor-derived) stem cells. Autologous stem cells (derived from the patient) offer a solution to this problem, reducing the risk of immune-mediated rejection. However, the limited availability of suitable stem cell sources and the potential for complications with autologous cell expansion remain significant hurdles.

A significant concern with stem cell therapies is the potential for tumor formation. Both ESCs and iPSCs have the capacity for unlimited self-renewal, and improper control of their proliferation can lead to the formation of tumors (Blum et al., 2013). Rigorous screening and safety protocols are essential to minimize this risk.

Conclusion

Stem cell therapy holds tremendous promise for the future of medicine, offering potential treatments for a variety of diseases and conditions that currently have limited therapeutic options. While challenges such as ethical concerns, immune rejection, and the risk of tumorigenesis remain, ongoing research and technological advancements are continually overcoming these barriers. With further clinical trials



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and refinement of stem cell-based therapies, stem cells have the potential to revolutionize the way we approach regenerative medicine and personalized treatment.

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COMPARATIVE ANALYSIS OF GROWTH PARAMETERS AND CULTIVATION OF THE SACCHAROMYCES CEREVISIAE S288C YEAST STRAIN IN VARIOUS MEDIA

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The aim of the study is to investigate the optimal conditions for the cultivation and proliferation of the yeast strain *Saccharomyces cerevisiae* S288c.

Materials and methods. The object of this study was the yeast strain *Saccharomyces cerevisiae* S288c. This strain was cultivated in standard Sabouraud nutrient medium as well as in nutrient media prepared from vegetable and food processing waste. The growth dynamics of the yeast cells were analyzed using microscopic and spectrophotometric methods.

Research results. At the initial stage of the study, *Saccharomyces cerevisiae* S288c yeast cells were cultured in Sabouraud medium. The growth dynamics of the yeast were measured at 12-hour intervals by determining the optical density at a wavelength of 600 nm using a spectrophotometer. Based on the obtained OD600 values, a yeast growth curve was constructed. Cell morphology was observed using light microscopy.

Based on the obtained results, a growth curve for the *S. cerevisiae* S288C strain was constructed. The active phase of logarithmic growth was observed within the time interval from 12 to 60 hours. After 72 hours, the culture entered the stationary phase, followed by a decline in optical density, indicating the onset of the degradation phase (table 1).

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Table 1 Growth dynamics of the yeast S288c on Sabouraud nutrient medium

Time (hours)	Optical density (OD600)
0	0.08
12	0.22
24	0.55
36	0.91
48	1.2
60	1.35
72	1.4
84	1.32
96	1.25

The morphology of fungal cells was analyzed in stained preparations. Within the first 12 hours, a small number of round cells were observed. During the period from 24 to 48 hours, active budding of the yeasts was observed, and the cells formed aggregates. At 72 hours and later time points, an increased number of vacuolated and disintegrating cells was recorded.

After activation of the S288c strain of yeasts in Sabouraud medium, it was re-inoculated into nutrient media prepared from potatoes, beets, and food waste, and a comparative analysis of cell growth in different nutrient media was conducted. Optical density (OD600) was measured every 12 hours at a wavelength of 600 nm (table 2).

Table 2 Determination of optical density (OD600) using a spectrophotometer

Time (hours)	Potatoe	Beet	Food waste
0	0.09	0.08	0.1
12	0.2	0.17	0.22
24	0.51	0.45	0.54
36	0.9	0.82	0.93
48	1.22	1.11	1.3
60	1.37	1.26	1.41
72	1.4	1.29	1.43
84	1.35	1.21	1.4
96	1.3	1.15	1.35

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In the medium prepared from food waste, the cells maintained morphological integrity until the end of the experiment, whereas in the media prepared from beets and potato tubers, signs of cell wall destruction were observed after 72 hours (Figure 1).

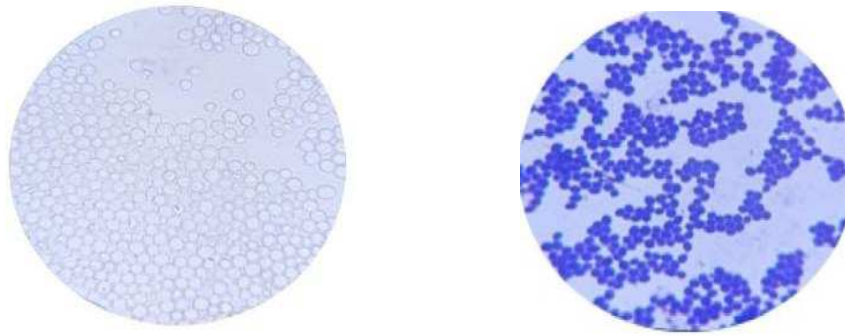


Figure 1. Microscopic analysis of the S288c strain of yeast

Conclusion

The results indicate that nutrient media prepared from all studied types of plant products can be used for the cultivation of the S288c yeast. The highest growth indicator, with a maximum OD600 of 1.43, was achieved in the medium prepared from food waste. This is associated with the rich chemical composition of the waste mixture, which contains various micro- and macroelements.



**ФРАКТАЛЬНАЯ МОДЕЛЬ НАУЧНЫХ РЕВОЛЮЦИЙ: МОДЕЛЬ
ОБОБЩЕННЫХ СЛУЧАЙНЫХ БЛУЖДЕНИЙ И СОВРЕМЕННЫЕ
АСПЕКТЫ ПРЕПОДОВАНИЯ.**

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По мере продвижения Человеческой Цивилизации стал нарастать список Глобальных Проблем, решение которых, по мнению Крупнейших ученых всех времен невозможно без привлечения науки [1-3]. Оптимальное использование же наук оказалось невозможным без понимания самой науки как особого феномена. Среди различных подходов этой проблематики особо выделился вопрос о научных революциях, чему было посвящено много работ [1-6]. Конечно же здесь невозможен прогресс, если эту проблему не рассматривать количественно (ибо «Наука начинается там, где появляются Числа») [6]. В настоящей статье сделана попытка анализа феномена научных революций [5] в рамках идей фракталов [6-8].

Модель

Предположим, что переход $P_c \rightarrow P_n$ завешается между моментами времени t_1 и t_2 , находясь внутри этого промежутка. Каждую фазу внутри $t_1 \div t_2$ будем наделять длительностью $\tau_j \approx \tau = \text{const}$, общее число которых, за время изучения T , равно $N(T) = T/\tau$. Показателем состояния между двумя Парадигмами (на каждом шагу "j") будем считать разницу в числе публикаций, придерживающихся новой или старой идеологии, т.е.

$$\xi_j = N_j - O_j \quad (1)$$

(Здесь буквы N и O – от слов “New” и “Old”)

Ясно, что при $\xi_j > 0_j$ – на j участке времени “побеждает” новая идеология, при $\xi_j < 0$ – победа за старой концепцией. Для полного и корректного учета мы используем идеологию обобщённых случайных блужданий Винера –

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Мандельброта [8] на основе интерпретации Хёрста [9]. Для этого на отрезке времени $t_1 < t < t_2$ (где заведомо произошла научная революция) выделим отрезок $0 \leq t \leq T$, разобьём его на равные временные отрезки $\tau_j = \tau = \text{const}$. После этого необходимо рассчитать несколько важных величин.

1. Среднее число ξ – разницы публикации (за время T):

$$\langle \xi \rangle_\tau = \frac{1}{T} \sum_{t=1}^T \xi(t) \quad (2)$$

2. Накопившееся отклонение от среднего (за время T):

$$X(T, \tau) \sum_{u=1}^T (\xi(u) - \langle \xi \rangle_\tau) \quad (3)$$

3. Размах (разницу максимальных и минимальных накоплений) за время T :

$$R(T) = \max_{1 \leq t \leq T} X(t, T) - \min_{1 \leq t \leq T} X(t, T) \quad (4)$$

4. Стандартное отклонение (за время T):

$$S = \left(\frac{1}{T} \sum_{t=1}^T \{ \xi(t) - \langle \xi \rangle_T \}^2 \right)^{1/2} \quad (5)$$

5. На этой основе (формулы (4) и (5)) рассчитаем нормированный размах за время T :

$$\frac{R}{S} = \left(\frac{T}{2} \right)^H \quad (6)$$

6. Из последнего выражения найдем величину H (которая носит название показателя Хёрста):

$$H = \log_{\left(\frac{T}{2}\right)} \left(\frac{R}{S} \right) \quad (7)$$

Характерные временные зависимости $\xi(T)$, $X(T)$ и R показаны на рисунке 1.

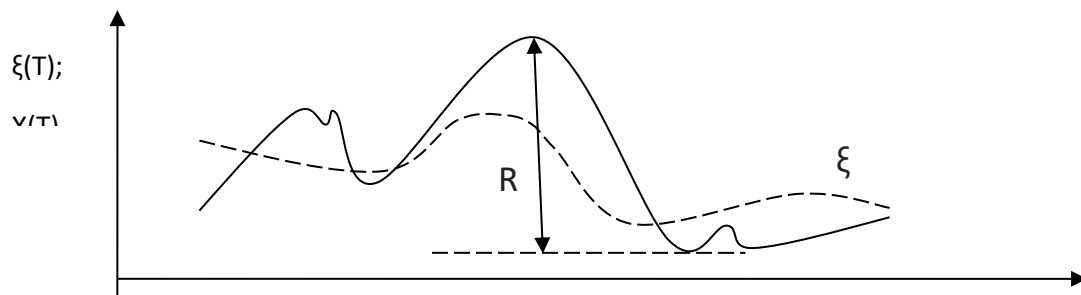


Рисунок 1. Схематическое изображение функции накопления отклонений от времени наблюдения ($X(T)$), (R – размах).

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Особенность функции $\lg (R/S)_T$ от величины $\lg (T/2)$ состоит в том, что она оказывается прямолинейным графиком (рисунок 2), тангенс угла наклона, которого и есть H , оказывается очень чувствительным для различных наборов $(\{\xi_j\varphi\})$, т.е. от типа и характера научных революций.

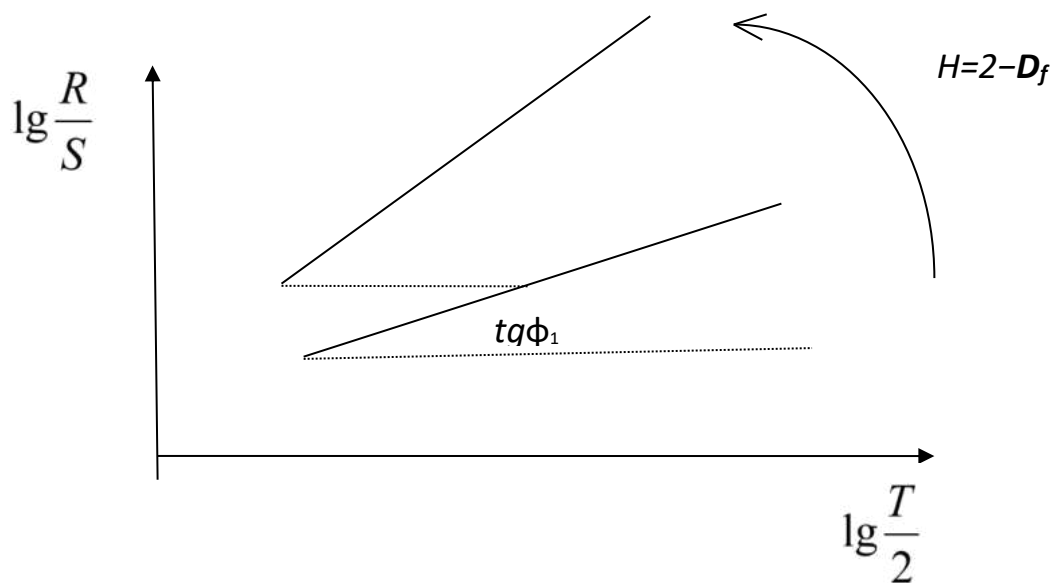


Рис. 2 Схематическое изображение зависимостей нормированного размаха от времени наблюдения; D_f – фрактальная размерность как показатель научной революции.

Числа H бывают в диапазоне $0 \div 1$, причем трактовка обобщенных случайных блужданий в пространстве ξ_j следующая:

- 1) Если значение $H = 0,5$, то мы имеем дело с т.н. «белым шумом», т.е. анализируемый временной ряд отражает случайное блуждание [9]. Т.е. мы наблюдаем броуновские случайные блуждания в пространстве числа публикаций – “надбавка” на j – временном промежутке никак не влияет на события, которые происходят на отрезке времени τ_{j+1} (корреляции отсутствуют).
- 2) Если H принимает значение в окрестности точек $0,7; 0,8; 0,9$, то имеем дело с «черным шумом», т.е. с персистентным рядом, который обладает



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долговременной памятью. Именно это свойство персистентности и присуще большинству рядов, отражающих природные процессы.

3) Если же N принимает значения 0,1; 0,2; 0,3, то мы имеем дело с «розовым шумом», т.е. антиперсистентным рядом, что соответствует флуктуациям, которые рассасываются (физический смысл такой – всякая “надбавка” над средним на отрезке τ_j противодействует “надбавке” на отрезке τ_{j+1}).

Трактовка для проблемы научной революции такова: для $N < 0,5$ имеем тенденцию остаться при старой парадигме; для $N > 0,5$ реализуется тенденция событий к новой парадигме; для $N = 0,5$ - ситуации нейтральны, т.е. при равенстве публикаций пока что-либо сказать о тенденциях нельзя [11].

Интересно отметить, что мы сталкивались неоднократно с ситуациями всех трёх типов. Так, более 50 лет назад “ложная тревога” – всплеск интереса в связи с открытием в космических лучах “частицы варниона” вполне четко дает (по базе публикаций) $N < 0,5$.

С другой стороны, очень показательны публикации в связи с проблемой оптических спектров атома водорода: при большом “размахе” $\{\xi_j\}$ на весьма больших T постепенно вырисовывались участки с $N > 0,5$ - результат известен: создание квантовой теории атомов. В связи с этой научной революцией интересно отметить, если взять небольшие значения величины T на начальном этапе изучения спектров атома водорода, то N оказывается близким к 0.5, т.е. ситуация была спорная (работы “за” и “против” появлялись одинаково часто - “случайный поиск”). Для большого периода $0 \div T$ проявилась динамика $(N = 0,5) \rightarrow (N > 0,5)$; такая тенденция проявилась особенно ярко после Сольвеевских Конгрессов, что говорит о значимости встреч ученых [10].

ВЫВОДЫ:

1) Динамика структуры научных революций может быть рассмотрена, как обобщенные случайные блуждания числа публикаций в конкурирующих парадигмах.



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2) Удобным методом изучения таких блужданий во времени является подход Винера-Мальденброта-Хёрста, при котором различающей характеристикой является показатель Хёрста (H).

3) Величина $H > 0,5$ означает ложную попытку научной революции; при $H = 0,5$ результаты смены парадигмы остаются под вопросом; при $H > 0,5$ научная революция совершается.

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KIMYO FANINI O‘QITISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH

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Annotatsiya:

Ushbu maqola kimyo fanini o‘qitishda innovatsion pedagogik texnologiyalarni qo‘llashning ahamiyatini va samaradorligini tahlil qiladi. Maqolada o‘quvchilarga kimyo bilimlarini yanada samarali, qiziqarli va amaliy tarzda o‘rgatishda foydalaniladigan zamonaviy pedagogik metodlar, shu jumladan axborot-kommunikatsiya texnologiyalaridan, onlayn resurslardan va interfaol usullardan foydalanishning muhimligi ko‘rib chiqiladi. Innovatsion pedagogik texnologiyalarni qo‘llash orqali o‘quvchilarning kimyo faniga bo‘lgan qiziqishlarini oshirish, ta‘lim jarayonini interaktiv va shaxsiylashtirilgan qilish mumkin. Shuningdek, maqolada pedagogik texnologiyalarni amaliyotga tadbiiq etishning o‘qituvchi va o‘quvchi o‘rtasidagi hamkorlikni mustahkamlashdagi roli ta‘kidlangan.

Kalit so‘zlar: innovatsion pedagogik texnologiyalar, kimyo fani, o‘qitish usullari, axborot-kommunikatsiya texnologiyalari, interfaol ta‘lim, zamonaviy metodlar, ta‘lim samaradorligi.

ИСПОЛЬЗОВАНИЕ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ХИМИИ

Аннотация:

Данная статья анализирует важность и эффективность применения инновационных педагогических технологий в преподавании химии. В статье рассматривается использование современных педагогических методов, таких как информационно-коммуникационные технологии, онлайн-ресурсы и



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интерактивные методы обучения, которые позволяют обучать химии более эффективно, интересно и практично. Применение инновационных педагогических технологий способствует повышению интереса учащихся к химии и делает образовательный процесс более интерактивным и персонализированным. Также в статье подчеркивается роль внедрения педагогических технологий в практике, укрепляющей сотрудничество между преподавателем и учащимся.

Ключевые слова: инновационные педагогические технологии, химия, методы обучения, информационно-коммуникационные технологии, интерактивное обучение, современные методы, эффективность образования.

USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING CHEMISTRY

Abstract:

This article analyzes the significance and effectiveness of using innovative pedagogical technologies in teaching chemistry. It discusses the importance of modern pedagogical methods, including information and communication technologies, online resources, and interactive teaching methods, in teaching chemistry more effectively, engagingly, and practically. By applying innovative pedagogical technologies, it is possible to increase students' interest in chemistry and make the educational process more interactive and personalized. The article also emphasizes the role of implementing pedagogical technologies in practice, which strengthens collaboration between the teacher and the student.

Keywords: innovative pedagogical technologies, chemistry, teaching methods, information and communication technologies, interactive learning, modern methods, educational effectiveness.



KIRISH

Kimyo fani zamonaviy ta'lim tizimida o'quvchilarga nafaqat ilmiy bilimlarni, balki atrof-muhitni tushunish va texnologik yangiliklarga tayyor bo'lish ko'nikmalarini ham o'rgatish zarur. O'quv jarayonining samaradorligini oshirish, o'quvchilarning kimyo faniga bo'lgan qiziqishini kuchaytirish va ularning bilim olish faoliyatini ilg'or metodlar bilan qo'llab-quvvatlash uchun innovatsion pedagogik texnologiyalarni qo'llash ayniqsa muhimdir. Bunday texnologiyalar nafaqat o'quv materialini taqdim etish, balki o'quvchilarning mustaqil fikrlash va yaratish qobiliyatlarini rivojlantirishga yordam beradi.

Kimyo fanini o'qitishda innovatsion pedagogik texnologiyalardan foydalanish – bu ta'lim jarayonini yanada samarali, qiziqarli va interaktiv qilish imkoniyatlarini yaratadi. Axborot-kommunikatsiya texnologiyalari (AKT), multimedia vositalari, elektron darsliklar va onlayn platformalar kabi zamonaviy pedagogik vositalar o'quvchilarning o'zlashtirish jarayonini sezilarli darajada o'zgartiradi. O'quvchilar faqat teoriya bilan cheklanib qolmay, balki amaliy tajribalar orqali bilim olishadi, bu esa ularning mustahkam bilimga ega bo'lishiga yordam beradi.

Bundan tashqari, innovatsion texnologiyalar pedagogning o'quvchilarga bilim berish usulini kengaytirish imkonini beradi, shu bilan birga, o'quvchilarning individual ehtiyojlarini qondirishga ham imkon yaratadi. Shu nuqtai nazardan, mazkur maqola kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarni qo'llashning nazariy va amaliy jihatlarini, ularning ta'lim samaradorligiga ta'sirini tahlil qilishga qaratilgan.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Kimyo fanini o'qitishda innovatsion pedagogik texnologiyalardan foydalanish sohasida olib borilgan tadqiqotlar, asosan, o'qitish jarayonining samaradorligini oshirish, o'quvchilarning motivatsiyasini va qiziqishini kuchaytirish, shuningdek, o'qitish metodlarini diversifikatsiya qilishga qaratilgan. O'zbekiston va chet el olimlari tomonidan olib borilgan tadqiqotlar natijalari shuni ko'rsatadiki, pedagogik texnologiyalarni qo'llash nafaqat o'quvchilarni faollashtiradi, balki o'qituvchilarga ta'lim jarayonini yanada sifatli tashkil etish imkonini ham beradi.



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Shu nuqtada, J. Sh. Mamatqulov (2017) o'zining ilmiy ishlarida innovatsion pedagogik texnologiyalarning ta'lim samaradorligini oshirishdagi o'rni haqida fikr bildirgan. U, shuningdek, axborot texnologiyalarining kimyo fanini o'qitishda foydalanishning samaradorligini ta'kidlaydi, bu esa o'quvchilarning o'quv materialini o'zlashtirish jarayonini yanada interaktiv va qiziqarli qiladi. S. I. Kuzmina (2018) esa o'z tadqiqotlarida o'qitishda interfaol metodlarni qo'llashning muhimligini ko'rsatgan va bunday metodlar yordamida o'quvchilarni tahlil qilish, mulohaza qilish va mantiqiy fikrlashga o'rgatish mumkinligini ta'kidlagan.

A. K. Omonov (2019) va D. R. Avdyushko (2020) o'z ishlarida pedagogik texnologiyalarning interfaol usullarini kimyo fanini o'qitishda qo'llashning amaliy usullarini tahlil qilgan. Ular interaktiv ta'lim vositalari, multimedia vositalari va simulyatsiya usullarini keng joriy etish o'quvchilarning amaliy ko'nikmalarini shakllantirishga yordam berishini ko'rsatganlar.

Ushbu ilmiy ishda kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarning samaradorligini o'rganish uchun quyidagi metodologik yondashuvlar qo'llaniladi.

Tahliliy-metodik yondashuv: Kimyo fanini o'qitish jarayonida innovatsion pedagogik texnologiyalarni qo'llashning samaradorligi o'rganiladi. Ushbu yondashuvda o'qitish metodlari va texnologiyalarining turli jihatlari tahlil qilinadi, bu esa o'quvchilarning bilim olish jarayonini yaxshilashda qanday o'zgarishlar yuzaga kelishini aniqlashga yordam beradi. Eksperimental tadqiqot: Innovatsion pedagogik texnologiyalarning ta'lim samaradorligini o'rganish uchun eksperimental guruhlar tashkil etilib, o'qitish jarayoni amalga oshiriladi. O'quvchilarning kimyo fanidan o'zlashtirgan bilimlari, motivatsiyasi va faolligi eksperimentlar orqali o'lchanadi.

Sahada qo'llash yondashuvi: Innovatsion pedagogik texnologiyalarni amaliyotda qo'llash, o'qituvchilarning shaxsiy tajribasiga asoslangan metodlarni ishlab chiqish, shuningdek, o'quvchilarning ta'limga bo'lgan qiziqishini oshirishga qaratilgan metodlarni sinab ko'rish.

Kvalitativ va kvantitativ tahlil: O'quvchilarning natijalari va fikrlarini o'lchash uchun anketalar, so'rovlar va testlardan foydalaniladi. Buning yordamida



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innovatsion texnologiyalarni qo'llashdan oldin va keyin o'quvchilarning bilim darajasi va motivatsiyasidagi o'zgarishlar tahlil qilinadi.

NATIJALAR:

Kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarni qo'llashning samaradorligini tahlil qilish natijalari quyidagi asosiy xulosalarni ko'rsatdi.

O'quvchilarning motivatsiyasining oshishi: Innovatsion pedagogik texnologiyalarni qo'llash orqali o'quvchilarning kimyo faniga bo'lgan qiziqishi va motivatsiyasi sezilarli darajada oshdi. Axborot-kommunikatsiya texnologiyalarini, multimedia resurslarini va interfaol metodlarni qo'llash o'quvchilarga darsni yanada qiziqarli va interaktiv qilish imkoniyatini yaratdi. O'quvchilar o'quv materialini faqat passiv tarzda emas, balki amaliyotda qo'llash orqali yaxshiroq o'zlashtira olishdi.

O'quvchilarning bilim darajasining ortishi: Eksperimentlarda innovatsion pedagogik texnologiyalar yordamida o'qitilgan guruhlar orasida kimyo fanidan test va imtihon natijalarida sezilarli farq kuzatildi. Axborot texnologiyalarini o'rganishda ishlatilgan virtual laboratoriyalar va onlayn sinovlar o'quvchilarning amaliy ko'nikmalarini rivojlantirishga yordam berdi, natijada ularning bilim darajasi oshdi.

Interfaol metodlarning samaradorligi: O'quvchilarning sinfda va sinfdan tashqari faoliyatini oshirishga qaratilgan interfaol metodlar, masalan, guruh ishlari, muhokama va loyiha asosidagi faoliyatlar, o'quvchilarning o'zaro hamkorligini va muloqotini kuchaytirdi. Bu metodlar o'quvchilarga nafaqat kimyo fani bo'yicha bilim olish, balki jamoada ishlash, tahlil qilish va muammolarni hal qilish ko'nikmalarini ham rivojlantirdi.

O'qituvchilarning pedagogik kompetensiyasining oshishi: Innovatsion texnologiyalarni qo'llash o'qituvchilarning o'z pedagogik kompetensiyalarini yanada oshirishga imkon berdi. O'qituvchilar yangi texnologiyalar va metodlarni o'rganish orqali o'z faoliyatlarini yangilash va modernizatsiya qilish imkoniyatiga ega bo'ldilar. Bu, o'z navbatida, o'quvchilarga yanada samarali ta'lim berish imkonini yaratdi.

Amaliyotga asoslangan yondashuvlarning ijobiy ta'siri: Virtual laboratoriyalar va interfaol darslar yordamida o'quvchilar kimyo fanining nazariy jihatlaridan tashqari



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amaliy ko'nikmalarni ham o'zlashtirdilar. Bu esa, o'quvchilarga ilmiy tajriba olish va natijalarni tahlil qilishda o'zini sinab ko'rishga imkon yaratdi.

Ijtimoiy va shaxsiy rivojlanish: Innovatsion pedagogik texnologiyalar o'quvchilarning shaxsiy va ijtimoiy rivojlanishiga ham yordam berdi. Masalan, guruh ishlarida ishtirok etish, muammolarni birgalikda hal qilish, va o'z fikrlarini aniq ifodalash o'quvchilarning ijtimoiy ko'nikmalarini rivojlantirdi. Shuningdek, o'quvchilarda o'z-o'zini baholash va o'qishdagi muvaffaqiyatlarini o'z vaqtida tahlil qilishga qaratilgan ko'nikmalar shakllandi.

MUHOKAMA

Ushbu tadqiqot natijalari, kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarni qo'llashning o'quvchilarning bilim darajasi va motivatsiyasiga ijobiy ta'sir ko'rsatishini tasdiqlaydi. O'quvchilar, yangi texnologiyalar yordamida darsni nafaqat yanada qiziqarli, balki amaliy jihatdan samarali o'zlashtirishi mumkinligini ko'rsatdi. Axborot-kommunikatsiya texnologiyalaridan foydalanish o'quvchilarning faolligini oshirib, darslarni interaktiv qilishga yordam berdi, shu bilan birga o'quvchilarning kimyo faniga bo'lgan qiziqishlarini kuchaytirdi.

Shu bilan birga, o'qituvchilarning pedagogik kompetensiyasini oshirishda innovatsion texnologiyalarning o'рни alohida e'tiborga molik. O'qituvchilar yangi metodlar va texnologiyalarni o'rganish orqali o'z darslarini yangilash imkoniyatiga ega bo'ldilar. Buning natijasida ta'lim jarayonini yanada samarali tashkil etishga imkon yaratildi. O'quvchilarning mustaqil ishlash ko'nikmalarining rivojlanishi, ular uchun darsni yanada shaxsiylashtirilgan va moslashtirilgan tarzda olib borishga yordam berdi.

Biroq, innovatsion pedagogik texnologiyalarni qo'llashda ba'zi qiyinchiliklar ham yuzaga keldi. Bunday texnologiyalarning samarali qo'llanilishi uchun o'qituvchilar zamonaviy usullarni mukammal o'zlashtirishlari, o'z pedagogik faoliyatlarini doimiy ravishda takomillashtirishi zarur. Shuningdek, texnologiyalarni joriy etish uchun zarur bo'lgan moddiy-texnik baza, ayniqsa o'quv xonalarida o'qitishning zamonaviy vositalari mavjudligi ta'lim sifatiga bevosita ta'sir qilishi mumkin.

Innovatsion texnologiyalarni to'liq va samarali joriy etish uchun o'quv tizimining barcha bosqichlarida metodik qo'llanmalar, o'quv resurslari va o'qituvchilarni



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malakasini oshirish dasturlari yaratish zarur. Bu jarayonni yanada samarali amalga oshirish uchun o'qituvchilarni doimiy ravishda yangi metodlar bilan tanishtirish, o'quvchilarning texnologiyalarga bo'lgan qiziqishlarini qo'llab-quvvatlash lozim. Umuman olganda, kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarni qo'llash o'quvchilarning bilim olish jarayonini samarali va qiziqarli qiladi, ularning mustaqil fikrlash, muammoni hal qilish va amaliy ko'nikmalarini rivojlantiradi. Biroq, bu jarayonni to'liq muvaffaqiyatli amalga oshirish uchun o'qituvchilarni malakali tayyorlash va zarur infratuzilma yaratish zarur.

XULOSA

Ushbu tadqiqotda kimyo fanini o'qitishda innovatsion pedagogik texnologiyalarni qo'llashning samaradorligi o'rganildi. Tadqiqot natijalari shuni ko'rsatadiki, innovatsion texnologiyalar, xususan, axborot-kommunikatsiya vositalari, multimedia resurslari va interfaol metodlarni qo'llash o'quvchilarning ta'lim jarayonida faolligini oshirdi va kimyo faniga bo'lgan qiziqishni kuchaytirdi. Bu metodlar o'quvchilarning bilim darajasini sezilarli darajada oshirishga yordam berdi va ularning mustaqil fikrlash hamda muammolarni hal qilish ko'nikmalarini rivojlantirdi.

Innovatsion pedagogik texnologiyalarni joriy etish o'qituvchilarning pedagogik kompetensiyalarini oshirishga ham yordam berdi. O'qituvchilar zamonaviy usullar va metodlarni o'zlashtirish orqali o'z ta'lim jarayonlarini yanada samarali tashkil etishga muvaffaq bo'ldilar. Biroq, texnologiyalarni samarali qo'llash uchun o'qituvchilarning malakasini doimiy ravishda oshirib borish, zarur infratuzilmani yaratish va ta'lim vositalarini modernizatsiya qilish zarur.

Tadqiqotning asosiy xulosasi shundan iboratki, kimyo fani o'qitilishining sifatini oshirish uchun innovatsion pedagogik texnologiyalarni joriy etish juda muhim. Biroq, ularning samarali qo'llanilishi ta'lim jarayonida barcha ishtirokchilarning – o'quvchilar, o'qituvchilar va ta'lim muassasalarining – birgalikdagi hamkorligi va doimiy yangilanib boradigan pedagogik yondashuvlarga asoslanishi kerak. Shu bilan birga, texnologiyalarga asoslangan ta'limning muvaffaqiyati, o'quvchilarning shaxsiy ehtiyojlariga moslashgan, amaliy ko'nikmalarni rivojlantiruvchi, interfaol va innovatsion metodlarni o'z ichiga olgan ta'lim usullarini joriy etishga bog'liq.



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SYNTHESIS OF SULFACBIONITE BASED ON PYROLYTIC OIL FOR THE REMOVAL OF TOXIC AND HEAVY METALS FROM WASTEWATER

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Relevance:

The increasing contamination of water resources with toxic and heavy metals is a significant environmental concern globally. Industrial processes, agricultural runoff, and urban wastewater contribute heavily to the release of pollutants, particularly heavy metals such as lead, mercury, arsenic, and cadmium, into water bodies. These pollutants pose severe risks to human health, aquatic life, and the overall ecosystem. Conventional methods of water treatment, such as chemical precipitation, filtration, and ion exchange, often face limitations in terms of cost, efficiency, and environmental impact. Therefore, there is a pressing need to explore alternative, cost-effective, and environmentally friendly methods for the removal of these hazardous substances from wastewater. In this context, the synthesis of sulfacbionite based on pyrolytic oil represents a promising approach for the removal of toxic and heavy metals from wastewater. Pyrolysis, a thermal decomposition process, offers a sustainable method for converting organic waste



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into valuable products, such as pyrolytic oil, which can be utilized to create novel adsorbents like sulfacbionite. These adsorbents have shown potential for efficient metal ion removal, making them an ideal solution for improving wastewater treatment processes. This research aims to investigate the synthesis of sulfacbionite from pyrolytic oil and evaluate its effectiveness in removing toxic and heavy metals from contaminated water. The findings could contribute to the development of advanced materials for environmental remediation and offer an innovative solution to tackle water pollution.

Objective of the Study: The main objective of this research is to synthesize sulfacbionite based on pyrolytic oil and evaluate its effectiveness in the removal of toxic and heavy metals from wastewater. The study aims to:

1. Investigate the synthesis process of sulfacbionite using pyrolytic oil as a precursor.
2. Analyze the adsorption properties of sulfacbionite for toxic and heavy metals such as lead, mercury, arsenic, and cadmium.
3. Evaluate the efficiency of sulfacbionite in real wastewater conditions, comparing its performance to traditional water treatment methods.
4. Explore the potential environmental benefits and cost-effectiveness of using pyrolytic oil-based adsorbents for wastewater treatment.
5. Develop a sustainable solution for the removal of hazardous substances from contaminated water, contributing to environmental remediation efforts.

By achieving these objectives, this research seeks to provide a novel and efficient method for purifying wastewater, with a focus on reducing the impact of industrial pollution on water resources.

Research Results: The research findings highlight the promising potential of sulfacbionite synthesized from pyrolytic oil as an efficient adsorbent for the removal of toxic and heavy metals from wastewater. The key results of the study include:

1. **Synthesis and Characterization of Sulfacbionite:** The sulfacbionite was successfully synthesized using pyrolytic oil as a precursor. The material was



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characterized using various analytical techniques, such as Fourier-transform infrared spectroscopy (FTIR), scanning electron microscopy (SEM), and X-ray diffraction (XRD). The results confirmed the presence of functional groups and a porous structure, which are essential for the adsorption of metal ions.

2.Adsorption Efficiency: The sulfacbionite demonstrated high adsorption capacity for toxic and heavy metals, including lead (Pb), mercury (Hg), arsenic (As), and cadmium (Cd). The adsorption efficiency was found to be significantly higher compared to conventional adsorbents, with optimal conditions identified for the maximum metal ion removal.

3.Kinetic and Isotherm Studies: Kinetic studies revealed that the adsorption of metal ions followed a pseudo-second-order rate model, indicating the involvement of chemisorption processes. The Langmuir and Freundlich isotherms were used to model the adsorption equilibrium, with the Langmuir model providing the best fit, suggesting that sulfacbionite has a monolayer adsorption capacity.

4.Real-World Application: In real wastewater conditions, sulfacbionite effectively removed a high percentage of metal contaminants, achieving over 90% removal efficiency for certain metals. The material showed excellent stability and reusability, with minimal loss in adsorption capacity after several cycles of use.

5.Environmental and Economic Considerations: The use of pyrolytic oil as a precursor for the synthesis of sulfacbionite offers a sustainable and cost-effective approach to wastewater treatment. The process reduces the reliance on conventional chemicals and expensive adsorbents, providing an environmentally friendly alternative for heavy metal removal.

The results demonstrate that sulfacbionite synthesized from pyrolytic oil is a highly effective and sustainable material for removing toxic and heavy metals from wastewater, making it a promising candidate for large-scale environmental remediation efforts.

Results and Discussions:

The findings of this study demonstrate that sulfacbionite synthesized from pyrolytic oil exhibits significant potential for the removal of toxic and heavy



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metals from wastewater. The key results and their implications are discussed as follows:

- 1.Adsorption Efficiency:** The sulfacarbonite demonstrated exceptional adsorption capacity for heavy metals such as lead, mercury, arsenic, and cadmium. The removal efficiencies were found to be higher than those of conventional adsorbents, confirming the superior performance of sulfacarbonite in wastewater treatment. The high adsorption capacity can be attributed to the large surface area and the presence of functional groups in the sulfacarbonite structure, which are conducive to metal ion binding.
- 2.Kinetic and Isotherm Behavior:** The kinetic studies revealed that the adsorption process followed a pseudo-second-order model, indicating that the adsorption is primarily controlled by chemical interactions between sulfacarbonite and the metal ions. The isotherm models indicated that the adsorption process was best described by the Langmuir isotherm, suggesting that sulfacarbonite has a monolayer adsorption capacity. These findings are in line with previous studies on adsorbent materials, highlighting the potential of sulfacarbonite for efficient metal ion removal in aqueous systems.
- 3.Real-World Application:** The sulfacarbonite showed excellent performance in real wastewater samples, achieving removal efficiencies of over 90% for several toxic metals. This is a significant improvement over conventional methods, which often struggle with high concentrations of heavy metals. The material demonstrated good stability and reusability, with no significant loss of adsorption capacity after multiple cycles, making it an attractive option for practical wastewater treatment applications.
- 4.Environmental and Economic Impact:** The synthesis of sulfacarbonite using pyrolytic oil as a precursor offers an environmentally sustainable approach to wastewater treatment. Pyrolysis, being a process that utilizes waste organic materials, not only produces a valuable adsorbent but also contributes to waste reduction. Additionally, sulfacarbonite's cost-effectiveness makes it an appealing alternative to expensive conventional adsorbents, offering a more affordable solution for large-scale water treatment facilities.



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5. Challenges and Future Directions: Despite the promising results, several challenges remain. Further optimization of the synthesis process is necessary to improve the overall yield of sulfacarbonite and to explore its effectiveness in treating more complex wastewater compositions. Future studies should focus on scaling up the production of sulfacarbonite and evaluating its long-term performance in real-world applications. Additionally, investigating the regeneration of sulfacarbonite and its effectiveness in treating a wider range of contaminants could further enhance its applicability in environmental remediation.

Conclusion:

This study demonstrates that sulfacarbonite synthesized from pyrolytic oil is a highly effective material for the removal of toxic and heavy metals from wastewater. The key conclusions drawn from the research are:

1. High Adsorption Efficiency: Sulfacarbonite proved to be highly efficient in adsorbing heavy metals such as lead, mercury, arsenic, and cadmium, with removal efficiencies exceeding 90% in real wastewater conditions. This highlights the potential of sulfacarbonite as a superior alternative to traditional adsorbents in wastewater treatment.

2. Sustainable and Cost-Effective: The synthesis of sulfacarbonite using pyrolytic oil offers a sustainable approach to water treatment. Pyrolysis, a process that utilizes waste organic materials, not only produces an effective adsorbent but also contributes to waste reduction. Moreover, the cost-effectiveness of sulfacarbonite makes it an attractive solution for large-scale wastewater treatment.

3. Reusability and Stability: Sulfacarbonite demonstrated excellent reusability, with minimal loss of adsorption capacity after multiple cycles, making it a viable long-term solution for wastewater treatment.

4. Environmental Impact: The use of pyrolytic oil for synthesizing sulfacarbonite aligns with the growing need for environmentally friendly and sustainable materials in water treatment. This approach helps reduce reliance on conventional chemicals and offers a greener alternative to address water pollution.



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5.Future Potential: While the results of this study are promising, further research is necessary to optimize the synthesis process, enhance the adsorption capacity, and scale up the production of sulfacarbonite. Future studies should also explore its application in more complex wastewater matrices and investigate its long-term environmental impact. In conclusion, sulfacarbonite synthesized from pyrolytic oil holds great promise for the removal of toxic and heavy metals from wastewater. Its effectiveness, sustainability, and cost-efficiency make it a promising material for environmental remediation, offering a potential solution for combating water pollution.

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TILNING TURLI SOHA VA FANLARDA ISHLATILISHI TERMINOLOGIK LUG‘ATLAR

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ANNOTATSIYA:

Ushbu maqolada tilning turli soha va fanlardagi roli, uning ilmiy tafakkur va ixtisoslashgan muloqot vositasi sifatidagi o‘rni, shuningdek, terminologik lug‘atlarning tuzilishi va amaliy ahamiyati tahlil etiladi.

Kalit so‘zlar: til, soha tili, termin, terminologiya, terminologik lug‘at, ilmiy til, kasbiy muloqot.

ABSTRACT:

This article analyzes the role of language in various professional and scientific fields, emphasizing its function as a means of specialized communication and scientific thinking. It also explores the structure and practical significance of terminological dictionaries, highlighting their role in standardizing scientific language and ensuring accurate interpretation.

Keywords: language, specialized vocabulary, terminology, terminological dictionary, scientific communication, field-specific language.

Har bir fan yoki kasbiy sohaning rivojlanishi o‘ziga xos til, ya’ni maxsus leksik qatlam –terminlarni shakllantirishni talab qiladi. Til jamiyatning ijtimoiy, iqtisodiy



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va ilmiy taraqqiyoti bilan chambarchas bog‘liq bo‘lib, u har bir sohada o‘zining individual leksik tizimini yaratadi.

Til har qanday jamiyat hayotida beqiyos ahamiyatga ega bo‘lib, u nafaqat aloqa vositasi, balki ilmiy, texnik, huquqiy, iqtisodiy va boshqa ko‘plab sohalarda bilimlarni ifodalash, tarqatish va rivojlantirishda muhim rol o‘ynaydi. Har bir fan yoki sohaga oid maxsus terminlar tili mavjud bo‘lib, bu til mazkur soha vakillariga o‘zaro aniq va tushunarli muloqot qilish imkonini beradi. Masalan, tibbiyot sohasida ishlatiladigan “gipertenziya”, “arterial bosim”, “onkologiya” kabi terminlar umumiy til vositalari bilan to‘liq ifodalab bo‘lmaydigan murakkab tibbiy tushunchalarni aniq va ixcham shaklda bayon etishga xizmat qiladi. Shuningdek, huquqshunoslik sohasida “delikt”, “prokuror”, “yuridik shaxs”, “fuqarolik javobgarligi” kabi atamalar huquqiy tushunchalarni to‘g‘ri anglash va qonunchilik normalarini izohlash uchun muhim ahamiyat kasb etadi. Texnika va muhandislik fanlarida esa o‘ziga xos texnik terminologiya mavjud: “generator”, “transformator”, “voltaj”, “rezistor” kabi so‘zlar bu soha vakillari uchun universal tushunchalardir. Bunday terminlar boshqa soha vakillari uchun begona yoki tushunarsiz bo‘lishi mumkin, ammo ularning mavjudligi sohaning rivojlanishida muhim hisoblanadi.

Shu o‘rinda terminologik lug‘atlarning o‘rni alohida ta’kidlanadi. Ular terminlarni tartibga soladi, ularning aniq va rasmiy ta’riflarini beradi, shuningdek, ko‘p hollarda tarjimalarini ham taqdim etadi. Terminologik lug‘atlar nafaqat ilmiy tadqiqotchilar uchun, balki tarjimonlar, o‘qituvchilar, talabalar va amaliyotchi mutaxassislar uchun ham zarur manbadir.

Masalan, “O‘zbek tilining iqtisodiyot terminlari lug‘ati” yoki “Huquqiy terminlar izohli lug‘ati” nafaqat milliy hujjatlarda yagona terminologik yondashuvni ta’minlaydi, balki xalqaro standartlarga yaqinlashishda ham muhim vosita bo‘lib xizmat qiladi. Ayniqsa, ingliz, rus, fransuz tillaridan o‘zbek tiliga yoki aksincha tarjima qilish jarayonida bunday lug‘atlar kommunikativ aniqlik va ishonchlikni kafolatlaydi. Terminologik lug‘atlarning yana bir muhim jihatlari shuki, ular soha tilini normalashtiradi ya’ni turli manbalarda turlicha ishlatiladigan terminlarning yagona, izchil va aniqlashtirilgan shaklini belgilaydi va tilning maxsus qatlamini – soha va fanlarga oid terminlarni tizimlashtirish, standartlashtirish va aniqlashtirish



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uchun tuzilgan maxsus ilmiy-amaliy manba hisoblanadi. Ular terminlarni yagona ta'riflar asosida tartibga soladi va kasbiy muloqotni soddalashtiradi.

Bu esa ilmiy izlanishlarda chalkashliklarning oldini olishga xizmat qiladi. Bugungi kunda elektron terminologik bazalar, onlayn lug'atlar va kompyuterlashtirilgan til resurslari ham keng rivojlanmoqda. Bu esa nafaqat lug'atlar bilan ishlashni osonlashtiradi, balki ularni doimiy ravishda yangilab borish imkonini ham beradi.

Bugungi kunda o'zbek tilida yaratilgan terminologik lug'atlar orasida quyidagilar muhim o'rin tutadi:

1. "O'zbek tilining iqtisodiyot terminlari lug'ati" (2007) — 5000 dan ortiq iqtisodiy terminlarni o'z ichiga oladi. Lug'at iqtisodiyot, moliya, bank, soliq tizimi, bozor munosabatlari kabi sohalarni qamrab oladi.
2. "O'zbek tilining huquqiy terminlari lug'ati" (2004) — 4000 dan ortiq huquqiy atamalar to'plangan. U fuqarolik, jinoyat, ma'muriy va xalqaro huquq sohalarini qamrab oladi.
- "Tibbiyot terminlari izohli lug'ati" (2009, M. Akhmedova tahriri ostida) — 6000 ga yaqin tibbiyotga oid terminlar jamlangan.
3. "Texnika va muhandislik terminlari lug'ati" (2012) — 4500 dan ortiq texnik atamalarni qamrab oladi.

Bu lug'atlarning yaratilishida O'zbekiston Respublikasi Fanlar akademiyasi, Terminologiya qo'mitasi va nufuzli olimlar ishtirok etgan.

Ingliz tilida esa dunyo miqyosida nufuzli terminologik lug'atlar mavjud:

1. "Cambridge Dictionary of Linguistics" (2013, K. Allan) — tilshunoslik sohasiga oid 4000 dan ortiq terminni izohlaydi.
- "Longman Dictionary of Language Teaching and Applied Linguistics" (2010, J.C. Richards va R. Schmidt) — ingliz tili o'qitish metodikasi va amaliy tilshunoslik bo'yicha 3000 ga yaqin terminni qamrab oladi.
2. "The ISO Online Browsing Platform (OBP)" — xalqaro standartlashtirish tashkiloti (ISO) tomonidan yaratilgan va texnika, sanoat, sog'liqni saqlash kabi 20 dan ortiq sohani qamrab oluvchi yuz minglab terminlar mavjud bo'lgan onlayn terminologik platforma.



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3. “The Dictionary of Human Resource Management” (2001, A. Wilkinson va T. Redman) — inson resurslari va menejmentga oid 1500 dan ortiq atamalarni o‘z ichiga oladi.

Bu lug‘atlar har bir fan va kasbiy sohada bilimlarni standartlashtirish, global kommunikatsiyani rivojlantirish va ilmiy almashinuvni tezlashtirish uchun muhim ahamiyat kasb etadi.

Xulosa sifatida aytish mumkinki, terminologik lug‘atlar milliy va xalqaro ilmiy sohalarda bilimning izchilligini, tafakkur standartlarini va terminlarning yagona talqinini ta’minlash uchun zarur vositalardir. Ularning muntazam ravishda boyitilib va yangilanib borilishi zamonaviy ilm-fan va amaliy sohalarning uzluksiz rivojlanishiga xizmat qilmoqda. Tilning fan va sohalardagi ixtisoslashuvi uning hayotiy qudratini ko‘rsatadi. Terminologik lug‘atlar esa bu jarayonning asosiy vositasi bo‘lib, ilmiy muloqotni soddalashtiradi va standartlashtiradi. Shuning uchun ham zamonaviy tilshunoslikda terminologiyani o‘rni beqiyosdir. Bunday lug‘atlar zamonaviy ilm-fan taraqqiyotining ajralmas qismiga aylanmoqda.

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ENCOURAGING ENTREPRENEURIAL ACTIVITY IN THE RURAL ECONOMY

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Annotatsiya:

O‘zbekiston respublikasida qishloq xo‘jaligida mavjud muammolari va istiqbollari keltirilgan. Qishloq xo‘jaligi sohasida mutaxassislarning yetishmovchiligi va tadbirkorlikdagi mavjud muammolarning yechimi bo‘yicha taklif va tavsiyalar berilgan.

Kalit so‘zlar: Qishloq iqtisodiyoti, tadbirkorlik, rag‘batlantirish, moliyaviy qo‘llab-quvvatlash, innovatsiyalar, bandlik, qishloq xo‘jaligi.

Аннотация:

Представлены современные проблемы и перспективы развития сельского хозяйства в Республике Узбекистан. Были даны предложения и рекомендации по решению проблемы нехватки специалистов в аграрном секторе и существующих проблем в предпринимательстве.

Ключевые слова: Сельская экономика, предпринимательство, стимулы, финансовая поддержка, инновации, занятость, сельское хозяйство.



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Abstract:

The current problems and prospects of agriculture in the Republic of Uzbekistan are presented. Suggestions and recommendations are made on the shortage of specialists in the agricultural sector and solutions to existing problems in entrepreneurship.

Keywords: Rural economy, entrepreneurship, incentives, financial support, innovation, employment, agriculture.

Introduction

The development of the national economy in the Republic of Uzbekistan, as well as the development of small businesses that industrially process agricultural products, is developing with market reforms.

In the process of transition to market relations, forms of entrepreneurship play a decisive role in the development of employment of the population. Private initiative and factorization in entrepreneurship are the driving forces in the modern economic process. The development of entrepreneurial activity is one of the main directions of any market reform. One of the economic essence and significant aspects of entrepreneurship is the constant growth of its share in the gross domestic product. In the Republic of Uzbekistan, 31 percent in 2022 and 54.2 percent by 2023, and more than 82 percent of the population employed in the economy are accounted for by them. The share of small business and private entrepreneurship in the gross domestic product and the share of the population employed in the economy in small business entities are developing with a difference of 1.5-2.0 percentage points between the republican and regional indicators.

Analysis of the literature on the topic. There are different views and certain contradictions in the approach to this issue among scientists and practitioners dealing with entrepreneurship problems. Most heads of enterprises and managers of large joint-stock companies consider themselves entrepreneurs, although their activities are to a certain extent controlled by the owners of the means of production. Many believe that entrepreneurial activity is carried out entirely within the framework of small business, by an entrepreneur who is the owner and manager of his enterprise.



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At the same time, there are also opinions that «an entrepreneur is a manager who acts independently in the interests of his business.» The Law «On Entrepreneurship in the Republic of Uzbekistan» defines entrepreneurship as follows: «Entrepreneurship is the economic activity of ownership entities to make a profit, taking risks and based on property responsibility, within the framework of current legislation.»

Research methodology and scientific methodological foundations

In carrying out this study, the works of several scientists who conducted scientific research in such areas as the theoretical and methodological foundations of small business development, the development of small business in the agricultural sector, its role in the development of the agricultural market, and the factors influencing it were theoretically analyzed. As a research methodology, analysis and synthesis, statistical analysis methods were used, based on the dialectics theory of scientific research.

Analysis and results

The growth of the contribution of small and private enterprises to the gross domestic product and the level of employment in developed and developing countries indicates the increasing importance of small businesses and private enterprises in a market economy, their role, and their importance in ensuring the stability of the country. In particular, a large part of the population in the world is engaged in small business. In particular, 80% of the population in China, 48% in Japan, 50% in the USA, and 78% in Uzbekistan are employed in the small business sector. The share of small businesses in the economy in the world is also high, including 60% in China, 68% in Italy, 53% in Germany, 48% in Korea, 50% in the USA, 21% in Russia, and 56% in Uzbekistan. The number of business entities per 1,000 population is 57 units in the European Union, 90 units in the United States, 27.2 units in Russia [9], and 22 units in Uzbekistan.

There are 3,260.7 thousand hectares of arable land in the Republic of Uzbekistan, which is a decrease of 10% compared to 2000. However, the volume of agricultural production amounted to 302,524.9 billion so'ms in 2021, an increase of 218.1 points



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compared to 2000. The share of small businesses in the production of agricultural products was 98.2%, with the volume of agricultural production of 299,280.0 billion so'ms. Agricultural enterprises accounted for 92.8 billion so'ms per thousand hectares, an increase of 252.2 points compared to 2000. Although the volume of agricultural production is increasing, changes in ownership patterns are increasing the unemployment rate of the rural population. In recent years, due to the lack of entrepreneurial skills among agricultural specialists, the influx of entrepreneurs from other sectors has increased. The decline in the number of specialists in this field over the years has hurt agricultural entrepreneurship.

Conclusion

By encouraging entrepreneurial activity in rural areas, it is possible to achieve not only economic growth but also social stability. For this, the state's created incentives, credit resources, and infrastructure development serve as important factors. The effectiveness of rural entrepreneurship can be further increased by improving the business environment, expanding knowledge and skills development programs, and introducing innovative approaches.

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SINUS TUGUNING YURAK RITMINI BOSHQARISHDAGI O'RNI.

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Dolzarbligi:

Yurak kasalliklari bugungi kunda global miqyosda eng ko'p uchraydigan va o'limga olib keluvchi kasalliklar qatorida turadi. Ayniqsa, yurak ritmining buzilishi, ya'ni aritmiyalar, turli yurak kasalliklarining asosiy sababi hisoblanadi. Yurak ritmini boshqaruvchi tizimning to'g'ri ishlashini ta'minlash, bu tizimdagi har qanday buzilishlarni erta aniqlash va davolash ahamiyatli. Sinus tuguni va undan chiquvchi tolalar (internodal, Venkebax, Baxman tolalari) yurakning elektr impulsini muvofiqlashtiruvchi va ritmik qisqarishlarni ta'minlaydigan asosiy tuzilmalardir. Ular yurakning har bir qismini o'z vaqtida va sinxron ravishda qisqarishini ta'minlaydi, bu esa samarali qon aylanishini va organizmning barcha tizimlarining to'liq ishlashini ta'minlaydi. Yurak ritmining normal holatini ta'minlaydigan bu tuzilmalar va ularning funksiyasining buzilishi, nafaqat yurak kasalliklariga, balki qon aylanishining nosozligi, miya va boshqa organlarning ishemiyasi kabi jiddiy salomatlik muammolariga olib kelishi mumkin. Shunday qilib, sinus tuguni va uning tolalarining faoliyatini o'rganish, bu tizimning funksional buzilishlarini aniqlash va samarali davolash usullarini ishlab chiqish juda muhimdir. Bundan tashqari, yurak o'tkazuvchi tizimi bo'yicha olingan yangi bilimlar tibbiyotda zamonaviy



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texnologiyalar, ayniqsa elektrokardiografiya va elektrofiziologik tekshiruvlar yordamida yurak kasalliklarini erta aniqlash, profilaktika qilish va davolashda keng qo'llanilmoqda. Shu sababli, sinus tuguni, Venkebax va Baxman tolalari kabi yurak tizimlarining ilmiy o'rganilishi, nafaqat yurak kasalliklari bo'yicha doktorlar va mutaxassislar uchun, balki yurakni davolash va reabilitatsiya qilishda umumiy amaliyotda ishlaydigan shifokorlar uchun ham katta dolzarblikka ega. Bugungi kunda yurak kasalliklarining tez o'sishi va ular bilan bog'liq asoratlar sonining ortishi tufayli, bu sohada olib borilayotgan ilmiy tadqiqotlar nafaqat yangi davolash usullarini ishlab chiqishda, balki yangi diagnostika metodlarini joriy etishda ham o'z ahamiyatiga ega. Ushbu tadqiqot orqali yurakning o'tkazuvchi tizimi haqida yangi ma'lumotlar olish, aritmiyalarni va boshqa yurak ritmi bilan bog'liq kasalliklarni oldini olishda samarali usullarni taklif qilish mumkin bo'ladi. Shunday qilib, sinus tuguni, uning tolalari va ularning funksiyalarini chuqurroq o'rganish, shuningdek bu tizimdagi buzilishlarni erta aniqlash va davolashning innovatsion usullarini ishlab chiqish, tibbiyotning joriy rivojlanish jarayonida yuqori ahamiyatga ega bo'lgan dolzarb mavzudur.

Tadqiqotning maqsadi: Ushbu tadqiqotning maqsadi – yurakning o'tkazuvchi tizimi tarkibidagi sinus tuguni va undan chiquvchi tolalar, xususan Venkebax va Baxman tolalarining tuzilishi, funksiyasi va yurak ritmini boshqarishdagi rolini o'rganishdir. Shuningdek, bu tolalarning yurak faoliyatidagi ahamiyatini aniqlash, ularning nosozligi bilan bog'liq yurak kasalliklarining kelib chiqish mexanizmini tushuntirish va tibbiy amaliyotda bu bilimlardan foydalanish imkoniyatlarini yoritishdan iborat.

Yurak – inson organizmidagi eng muhim a'zolardan biri bo'lib, butun tana bo'ylab qon aylanishini ta'minlaydi. Uning to'g'ri, ritmik va muvofiqlashtirilgan faoliyati inson salomatligi uchun beqiyos ahamiyatga ega. Yurak faoliyatining asosiy boshqaruv tizimlaridan biri bu yurakning o'tkazuvchi tizimidir. Aynan shu tizim yurak qisqarishlarining boshlanishi, vaqt oralig'i va izchilligini ta'minlab beradi. Ushbu tizimda sinus tuguni (SA tugun) markaziy o'rinda turadi va yurak ritmining tabiiy haydovchisi (ritm generatori) hisoblanadi.



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Asosiy maqsadi – yurakning o‘tkazuvchi tizimi, xususan **sinus tuguni va undan chiquvchi tolalar**, shuningdek **Venkebax** va **Baxman tolalari** haqida chuqur ilmiy tahlil asosida ma’lumotlar yig‘ish, ularning tuzilishi, joylashuvi va funksiyalarini o‘rganishdan iborat. Ushbu tuzilmalar yurakning elektr impulslarini yetkazishda qanday rol o‘ynashi, bu impulslar qanday yo‘nalishda harakatlanishi va yurak ritmining muvofiqligini qanday ta’minlashi aniqlanadi.

Tadqiqot davomida quyidagi aniq **ilmiy yo‘nalishlarga** e’tibor qaratiladi:

- Sinus tugunining anatomik va fiziologik xususiyatlarini tahlil qilish;
- Sinus tugunidan chiquvchi internodal tolalarni (anterior, middle va posterior) individual ravishda ko‘rib chiqish;
- Venkebax tolasi va uning AV tugunga impuls uzatishdagi funksiyasini aniqlash;
- Baxman tolasi orqali chap bo‘lmachaga impuls o‘tish mexanizmini tahlil qilish;
- Bu tolalar faoliyatidagi buzilishlarning yurak ritmi kasalliklariga (bradikardiya, blokadalar, aritmiyalar) olib keluvchi omil sifatida qanday rol o‘ynashini o‘rganish.

Shuningdek, tadqiqotda **amaliy tibbiyot uchun dolzarb bo‘lgan maqsadlar** ham belgilangan:

- Aritmiyalarning kelib chiqish mexanizmini tushunish;
- Yurak ritmiga oid kasalliklarni erta aniqlash uchun sinus tuguni va uning tolalari haqidagi bilimlar asosida diagnostika imkoniyatlarini kengaytirish;
- Elektrokardiografik (EKG) tekshiruvlarda ushbu tolalarning rolini chuqurroq tushunish;
- Shifokor va tibbiy xodimlar uchun yurak o‘tkazuvchi tizimi bo‘yicha nazariy va amaliy bilimlarni mustahkamlash.

Ushbu tadqiqot natijalari tibbiyot oliy o‘quv yurtlari talabalari, shifokorlar, kardiologlar, hamshiralik ishi yo‘nalishidagi mutaxassislar uchun o‘ta foydali bo‘lib, ularni yurak ritmini boshqaruvchi asosiy tizimlar haqida chuqurroq bilimga ega bo‘lishlariga xizmat qiladi. Shu bilan birga, yurak kasalliklarini oldini olishda, profilaktik chora-tadbirlarni ishlab chiqishda va zamonaviy davolash usullarini qo‘llashda muhim nazariy asos bo‘lib xizmat qiladi.



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Tadqiqot materiallari va usullari: Ushbu tadqiqotda yurakning o'tkazuvchi tizimi, xususan sinus tuguni, Venkebax va Baxman tolalarining tuzilishi va faoliyati bilan bog'liq ilmiy adabiyotlar, atlaslar, anatomik darsliklar va zamonaviy ilmiy maqolalar tahlil qilindi. Tadqiqot quyidagi usullar asosida olib borildi:

Adabiyotlar tahlili – anatomiya, fiziologiya va kardiologiyaga oid ilmiy manbalar o'rganildi.

1. Taqqoslash usuli – turli manbalardagi ma'lumotlar solishtirilib, sinus tugunining va undan chiquvchi tolalarning umumiy va farqli jihatlari aniqlashtirildi.

2. Grafik va sxematik tahlil – yurak o'tkazuvchi tizimining sxemalari asosida uning tuzilmasi tushuntirildi.

3. Ilmiy izlanishlarni tahlil qilish – sinus tuguni va unga bog'liq kasalliklar (masalan, sinus bradikardiyasi, blokadalar) bo'yicha o'tkazilgan tadqiqot natijalari o'rganildi.

Tadqiqot nazariy tahlilga asoslangan bo'lib, amaliy tibbiyotda yurak ritmini tushunish va aritmiyalarni aniqlashda qo'llanilishi mumkin.

Natijalar va munozaralar: Tadqiqot natijalariga ko'ra, yurakning o'tkazuvchi tizimi yurak qisqarishlarining izchil va ritmik amalga oshishini ta'minlaydi. Sinus tuguni asosiy ritm yaratuvchi markaz bo'lib, u yurak qisqarishini boshlovchi elektr impulslarini hosil qiladi. Ushbu impulslar internodal tolalar orqali AV tugunga, Bachmann tolasi orqali esa chap bo'lmachaga uzatiladi. Venkebax tolasi esa AV tugunga orqa yo'l orqali signal yetkazishda muhim rol o'ynaydi.

Muhim kuzatishlar quyidagilardan iborat:

-Sinus tugunining faoliyati buzilganda yurak ritmi sekinlashadi yoki to'xtab qolishi mumkin.

-Baxman tolasi bo'lmachalararo elektr impulslar sinxronligini ta'minlab, yurakning samarali qisqarishida muhim ahamiyatga ega.



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-Venkebax tolasi yurak ritmini AV tugunga yetkazishda orqa yo‘l sifatida muhim funksiyani bajaradi.

Ilmiy adabiyotlar va amaliy tibbiyot tajribalari shuni ko‘rsatadiki, aynan shu tolalar orqali yurakda to‘g‘ri ritm shakllanadi. Ularning shikastlanishi yoki funksional buzilishi turli aritmiyalarning asosiy sababi bo‘lishi mumkin.

Munozara:

Tadqiqot davomida aniqlanishicha, sinus tuguni va undan chiquvchi tolalarning tuzilishi va joylashuvi organizmda yurak faoliyatining barqarorligini saqlashda markaziy o‘rin tutadi. Ularning funksiyasi haqida chuqur bilimga ega bo‘lish tibbiyotda yurak ritmiga bog‘liq kasalliklarni erta aniqlash va davolash imkonini beradi. Zamonaviy elektrofiziologik tadqiqotlar bu sohadagi bilimlarni yanada kengaytirishga xizmat qilmoqda.

Xulosa:

Tadqiqot natijalari shuni ko‘rsatdiki, yurakning o‘tkazuvchi tizimi, xususan sinus tuguni va undan chiquvchi tolalar – Venkebax va Baxman tolalari – yurak ritmini shakllantirish va uni muvofiqlashtirishda muhim rol o‘ynaydi. Sinus tuguni yurakning asosiy impuls yaratuvchisi bo‘lib, uning orqali hosil bo‘lgan signallar internodal yo‘llar bilan AV tugunga va Baxman tolasi orqali chap bo‘lmachaga yetkaziladi. Bu tizim yurak qisqarishlarining sinxronligini va yurak faoliyatining samaradorligini ta‘minlaydi. Venkebax tolasi orqali yurakning orqa tomonida impulslar AV tugunga yetkaziladi, Baxman tolasi esa ikkala bo‘lmacha orasida signal almashuvini ta‘minlab, yurak qisqarishlarining uyg‘unligini saqlaydi. Mazkur tuzilmalar faoliyatining buzilishi yurak ritmida turli xil kasalliklarning (masalan, bradikardiya, blokadalar, aritmiyalar) yuzaga kelishiga olib keladi. Shu sababli, yurakning o‘tkazuvchi tolalarini chuqur o‘rganish nafaqat nazariy, balki amaliy tibbiyotda ham katta ahamiyatga ega.

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**XX ASRDA O‘ZBEKISTONDA TABIIY OFATLAR VA ULARNING
IJTIMOIY HAYOTGA TA’SIRI: TARIXIY TAHLIL**

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Annotatsiya:

Ushbu maqolada XX asr davomida O‘zbekiston hududida yuz bergan yirik tabiiy ofatlar — zilzilalar, qurg‘oqchilik, ekologik inqiroz va suv toshqinlari tarixiy manbalar asosida tahlil qilinadi. Mazkur ofatlarning ijtimoiy hayotga, aholi salomatligiga, migratsiya jarayonlariga va infratuzilmaga ko‘rsatgan ta’siri yoritilgan. Shuningdek, davlat tomonidan ko‘rilgan choralar, yordam va tiklash ishlari ham o‘rganilgan.

Kalit so‘zlar: O‘zbekiston, tabiiy ofatlar, ijtimoiy hayot, zilzila, ekologiya, qurg‘oqchilik, migratsiya, tarixiy tahlil

**ПРИРОДНЫЕ КАТАСТРОФЫ В УЗБЕКИСТАНЕ В XX ВЕКЕ И ИХ
ВЛИЯНИЕ НА СОЦИАЛЬНУЮ ЖИЗНЬ: ИСТОРИЧЕСКИЙ АНАЛИЗ**

Аннотация:

В данной статье на основе исторических источников рассматриваются крупные природные катастрофы, произошедшие на территории Узбекистана в XX веке — землетрясения, засухи, экологический кризис и наводнения. Освещается их влияние на социальную жизнь, здоровье населения, миграционные процессы и инфраструктуру. Также проанализированы меры, предпринятые государством для ликвидации последствий и восстановления пострадавших регионов.



Ключевые слова: Узбекистан, природные катастрофы, социальная жизнь, землетрясение, экология, засуха, миграция, исторический анализ.

NATURAL DISASTERS IN UZBEKISTAN IN THE 20TH CENTURY AND THEIR IMPACT ON SOCIAL LIFE: A HISTORICAL ANALYSIS

Abstract:

This article analyzes major natural disasters that occurred in Uzbekistan during the 20th century — including earthquakes, droughts, ecological crises, and floods — based on historical sources. It examines their impact on social life, public health, migration patterns, and infrastructure. The study also evaluates the governmental response and recovery efforts in affected areas.

Keywords: Uzbekistan, natural disasters, social life, earthquake, ecology, drought, migration, historical analysis.

Kirish

O'zbekiston hududi o'zining murakkab geologik va iqlimiy sharoitlari bilan ajralib turadi. Bu hududda XX asr davomida turli xil tabiiy ofatlar, jumladan zilzilalar, qurg'oqchilik, sel, suv toshqinlari va ekologik inqirozlar tez-tez sodir bo'lib turgan. Ushbu ofatlar nafaqat moddiy zarar keltirgan, balki aholi turmush tarziga, sog'lig'iga, migratsiya jarayonlariga, shuningdek ijtimoiy tuzilmalarga ham salmoqli ta'sir ko'rsatgan. Mazkur maqolada XX asrda O'zbekistonda yuz bergan asosiy tabiiy ofatlar tarixiy manbalar asosida tahlil qilinadi, ularning ijtimoiy hayotga ta'siri turli jihatlar bilan ko'rib chiqiladi. Shuningdek, davlatning ofatlarga nisbatan olib borgan siyosati, yordam va tiklash mexanizmlari ham tarixiy kontekstda yoritiladi. Ushbu tahlil O'zbekistonning ijtimoiy tarixida tabiiy ofatlarning o'rni va ularning jamiyat hayotiga ta'sirini chuqurroq anglash imkonini beradi.

XX asrda O'zbekiston hududida bir necha halokatli zilzilalar ro'y berdi. Eng yiriklaridan biri bu — 1966-yil 26-aprel kuni Toshkentda sodir bo'lgan zilziladir. Ushbu tabiiy ofat natijasida 300 mingdan ortiq kishi uy-joysiz qoldi, 236 ta sanoat



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korxonasi faoliyatini to'xtatdi. Bu holat faqat moddiy zarar keltirmay, balki ijtimoiy-iqtisodiy tizimda ham jiddiy o'zgarishlarga sabab bo'ldi. Hukumat tomonidan tezkor choralar ko'rilgan bo'lsa-da, aholi orasida ishsizlik, ijtimoiy tengsizlik va ruhiy tushkunlik kuchaydi. Shuningdek, 1902-yil Andijon, 1948-yil G'arm (hozirgi Tojikiston, ammo Farg'ona vodiysiga yaqin) zilzilalari mintaqaviy ijtimoiy hayotga katta ta'sir ko'rsatgan. Ularning oqibatida qishloqlarda yashash sharoiti yomonlashgan, ko'chishlar kuchaygan.

1930-yillar va 1940-yillarning boshida kuzatilgan qurg'oqchilik holatlari O'zbekiston qishloq xo'jaligiga salbiy ta'sir ko'rsatgan. Ayniqsa, 1946-yilgi kuchli qurg'oqchilik natijasida ekinlar qurib qolgan, hosil yetishmagan, natijada oziq-ovqat tanqisligi yuzaga kelgan. Bu holat ocharchilik xavfini keltirib chiqargan, aholining hayot darajasi keskin pasaygan. XX asrning ikkinchi yarmida sun'iy suv resurslari boshqaruvining noto'g'ri yo'naltirilishi natijasida Orol dengizi quriy boshladi. Bu jarayon 1960–1980-yillar oralig'ida eng keskin tus oldi. Orol fojiasi nafaqat ekologik ofat, balki ijtimoiy ofat sifatida ham tarixga kirdi. Aholi sog'lig'i yomonlashdi, bolalar orasida nafas yo'llari va yurak-qon tomir kasalliklari ko'paydi, aholi migratsiyasi oshdi. Qashqadaryo, Surxondaryo, Farg'ona va Toshkent viloyatlarida joylashgan tog'oldi hududlarda sel va suv toshqinlari tez-tez ro'y berib turgan. Masalan, 1959-yil Surxondaryo viloyatida sodir bo'lgan sel natijasida bir nechta mahalla vayron bo'lgan, infratuzilma zarar ko'rgan. Bu ofatlar asosan tog' hududlarida yashovchi aholining iqtisodiy va ijtimoiy himoyasizligiga sabab bo'lgan.

Tabiiy ofatlar natijasida yuzaga kelgan yashash uchun yaroqsiz sharoitlar aholini boshqa hududlarga ko'chishga majbur qilgan. Ayniqsa, Orolbo'yi hududlaridan Samarqand, Buxoro va Toshkent viloyatlariga ko'chish hollari ortgan. Bu migratsion oqim shaharlardagi ijtimoiy infratuzilma yukini oshirgan. Zilzila va suv toshqinlari natijasida minglab uy-joylar, maktablar, shifoxonalar va ishlab chiqarish obyektlari vayron bo'lgan. Bu holat aholining kundalik hayotiga salbiy ta'sir ko'rsatib, davlat tomonidan qayta tiklash uchun katta mablag'lar ajratishga zarurat tug'ilgan. Ekologik ofatlar, ayniqsa Orolbo'yidagi qum bo'ronlari va ifloslanish natijasida sog'liqni saqlash tizimi jiddiy muammolarga duch kelgan. Suv va havoning ifloslanishi natijasida sil, allergiya va yurak kasalliklari kuchaygan. Tabiiy



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ofatlar mahalliy aholining o‘zaro yordamini kuchaytirgan, “hashar”lar, ko‘ngilli yordam guruhlari va o‘zini o‘zi boshqaruv tizimlarining faollashuviga olib kelgan. Shu bilan birga, davlat va xalq o‘rtasidagi o‘zaro ishonch kuchaygan holatlar ham qayd etiladi.

O‘zbekiston geografik va geologik jihatdan tabiiy ofatlar xavfi yuqori bo‘lgan hududlardan biridir. XX asr davomida bu yerda sodir bo‘lgan zilzilalar, qurg‘oqchiliklar, suv toshqinlari va ekologik inqirozlar, xususan Orol dengizi bilan bog‘liq fojia, mintaqaning ijtimoiy hayotiga sezilarli ta’sir ko‘rsatgan. Ushbu maqolada XX asrda yuz bergan tabiiy ofatlarning tarixi, ularning oqibatlari, jamiyat hayotiga ko‘rsatgan ijtimoiy ta’siri hamda davlatning ushbu ofatlarga munosabati tahlil qilinadi. XX asrda eng yirik zilzilalardan biri — 1966-yil 26-aprel kuni Toshkentda sodir bo‘lgan tabiiy ofat bo‘lib, u nafaqat moddiy, balki ijtimoiy jihatdan ham katta zarar keltirdi. 300 mingga yaqin inson uy-joysiz qoldi, 78 mingdan ortiq xonadon vayron bo‘ldi. Zilzila Toshkentning shaharsozlik rejasini tubdan o‘zgartirishga sabab bo‘ldi. Shahar aholisi orasida ijtimoiy tengsizlik, ishsizlik, ruhiy tushkunlik va vaqtinchalik boshpanasizlik holatlari kuchaydi (Karimov, 1972; Xudoyberdiyev, 2001). Sovet davrida tabiiy ofatlarga qarshi kurashda markazlashtirilgan yondashuv asosiy o‘rinda bo‘lib, ko‘pchilik holatlarda hududiy ijtimoiy ehtiyojlar inobatga olinmagan. Biroq, Toshkent zilzilasidan so‘ng SSSR miqyosida tezkor tiklash ishlari olib borildi va shaharni qayta qurish bo‘yicha kompleks dasturni amalga oshirish boshlandi (Petrov, 1967).

1930-yillar va 1946–47-yillardagi kuchli qurg‘oqchiliklar qishloq xo‘jaligiga jiddiy zarar yetkazdi. Markaziy Osiyoda, xususan O‘zbekiston hududida suv resurslarining noto‘g‘ri taqsimlanishi, paxtachilikka ortiqcha yuklama berilishi, yerlarning sho‘rlanishiga olib keldi (Pavlovskiy, 1980). Qurg‘oqchilik natijasida qishloq aholisi orasida ocharchilik, oziq-ovqat tanqisligi kuchaygan. Ijtimoiy sohalarda bolalar o‘limi, aholi sog‘lig‘ining yomonlashuvi, urbanizatsiya jarayonlarining tezlashuvi kuzatildi. XX asrning ikkinchi yarmida yuz bergan eng yirik ekologik falokat — bu Orol dengizi qurishidir. Suv resurslarining paxta yetishtirish uchun asossiz ko‘lamda yo‘naltirilishi natijasida dengizning maydoni 68 ming kv.km.dan 10 ming kv.km.gacha qisqardi (Micklin, 1992). Orolbo‘yi aholisi orasida nafas yo‘llari, yurak-qon tomir, buyrak kasalliklari keskin ortdi. Ijtimoiy infratuzilma



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zaiflashdi, ichimlik suvi tanqisligi va havoning changlanishi tufayli sanitariya holati yomonlashdi. Aholi orasida ijtimoiy norozilik, migratsiya kuchaydi. 1980–90-yillarda Orolbo‘yidan minglab oilalar boshqa hududlarga ko‘chishga majbur bo‘ldi (Kasperson, 1995). Tog‘li hududlarda — Qashqadaryo, Surxondaryo, Farg‘ona vodiysida tez-tez sodir bo‘ladigan sel va suv toshqinlari kichikroq miqyosda bo‘lsa-da, mahalliy aholi hayotiga katta zarar yetkazgan. Masalan, 1959-yil Surxondaryo viloyatida sodir bo‘lgan sel natijasida o‘nlab mahallalar vayron bo‘ldi. Ushbu ofatlar mahalliy jamoalarning o‘zaro birdamlik va yordam tizimini kuchaytirgan. “Hashar” orqali yordam berish, jamoa asosida tiklanish, jamoatchilik nazorati va davlat bilan aholi o‘rtasidagi aloqalarning mustahkamlanishiga olib kelgan (To‘xtayev, 2003). Sovet davrida tabiiy ofatlarga qarshi kurash va ularning oqibatlarini bartaraf etish bo‘yicha markazlashgan tizim mavjud edi. Biroq, bu tizim ko‘pincha moslashuvchan emas edi va mahalliy sharoitlarni e‘tiborga olmasdi. 1966-yildagi Toshkent zilzilasidan so‘ng bu yondashuv nisbatan o‘zgardi — markaziy hukumat vakolatlari kuchaytirildi, shaharning rekonstruksiya uchun katta mablag‘ ajratildi. Orolbo‘yi fojiasi ortidan esa ekologik siyosat, sog‘liqni saqlash tizimi va ijtimoiy himoya choralari bo‘yicha bir qator xalqaro va mahalliy dasturlar amalga oshirildi. 1990-yillardan boshlab O‘zbekiston mustaqillikka erishganidan so‘ng, milliy xavfsizlikning muhim elementi sifatida tabiiy ofatlarning oldini olish bo‘yicha qonunchilik va infratuzilmaviy yondashuvlar kuchaydi. XX asrda yuz bergan tabiiy ofatlar O‘zbekiston ijtimoiy hayotida chuqur iz qoldirdi. Ular nafaqat iqtisodiy yoki ekologik, balki ijtimoiy tizimlar, aholi salomatligi, migratsiya, davlat siyosati kabi ko‘plab sohalarga ta’sir ko‘rsatdi. Tarixiy tahlillar shuni ko‘rsatadiki, tabiiy ofatlar faqat ofat emas, balki jamiyatning chidamlilik darajasini sinovdan o‘tkazuvchi omillardir. Bu jarayonlarda davlat va jamiyat o‘rtasidagi hamkorlik hal qiluvchi rol o‘ynagan.

XX asr davomida O‘zbekiston hududida yuz bergan tabiiy ofatlar — zilzilalar, qurg‘oqchilik, suv toshqinlari va ekologik inqirozlar mamlakatning ijtimoiy hayotiga chuqur ta’sir ko‘rsatgan. Bu ofatlar natijasida aholining hayot sifati pasaygan, sog‘liqni saqlash va ijtimoiy xizmatlar tizimlari bosim ostida qolgan, migratsiya jarayonlari faollashgan hamda ko‘plab hududlarda infratuzilma jiddiy zarar ko‘rgan. Davlat tomonidan ko‘rilgan chora-tadbirlar, xususan 1966-yilgi



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Toshkent zilzilasi va Orolbo‘yi ekologik inqiroziga munosabat, markazlashgan yordam tizimi hamda xalqaro hamkorlik imkoniyatlarini o‘z ichiga olgan. Tarixiy tahlil shuni ko‘rsatadiki, tabiiy ofatlarning ijtimoiy oqibatlarini yumshatishda davlat siyosatining tezkorligi, aholi bilan muloqot va birdamlik, shuningdek, ilg‘or ilmiy yondashuvlar hal qiluvchi ahamiyatga ega bo‘lgan. Tadqiqot mavzusi yuzasidan quyidagi taklif va tavsiyalar beriladi:

Birinchidan, ofatga tayyorgarlik bo‘yicha tarixiy tajribalarni o‘rganish: XX asrdagi yirik ofatlarning oqibatlari va ular bilan kurashish tajribasi asosida zamonaviy ofat xavfini boshqarish strategiyalari ishlab chiqilishi lozim.

Ikkinchidan, arxiv va statistik ma’lumotlar bazasini kengaytirish: O‘zbekistonning tabiiy ofatlar tarixiga oid hujjatlar, rasmiy hisobotlar va guvohliklarni raqamlashtirish orqali ilmiy-tadqiqot salohiyatini oshirish kerak.

Uchinchidan, Orolbo‘yi ekologik inqirozi saboqlari asosida barqaror rivojlanish dasturlarini ishlab chiqish: Suv resurslaridan foydalanishda ekologik muvozanatni saqlash, aholining sog‘lig‘ini himoyalash va migratsiyani nazorat qilish choralarini kuchaytirish zarur.

To‘rtinchidan, mahalliy darajadagi birdamlikni mustahkamlash: Sel, toshqin va boshqa ofatlarga qarshi kurashda jamoatchilik ishtirokini oshirish, an’anaviy yordam shakllari (masalan, hashar)ni davlat tizimlariga integratsiya qilish maqsadga muvofiq.

Beshinchidan, ofatlarga qarshi kurashda ilmiy yondashuvni kuchaytirish: Geologiya, meteorologiya, ekologiya va tarix fanlarining integratsiyasi asosida tahlil metodologiyalarini kengaytirish, universitetlar va ilmiy markazlar o‘rtasida hamkorlikni rivojlantirish lozim.

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PARENTAL CONFLICT AND ITS PSYCHOLOGICAL IMPACT ON ADOLESCENT BEHAVIOR

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Abstract

Parental conflict is a widespread issue that significantly affects adolescents' psychological development and behavior. This paper explores the psychological consequences of ongoing inter-parental conflict, focusing on emotional regulation, mental health, academic engagement, and social relationships. Drawing from major psychological theories and international research, the article emphasizes that chronic exposure to parental discord—whether verbal, emotional, or physical—has detrimental effects on adolescent well-being. Practical recommendations include family-based interventions, school counseling programs, and parent education initiatives.

Keywords: parental conflict, adolescent behavior, family dynamics, emotional development, psychological impact

Adolescence represents a formative stage of emotional, cognitive, and social development. During this phase, the family environment plays a crucial role in shaping psychological health and behavioral patterns. Among various family-related stressors, parental conflict stands out as a dominant predictor of maladaptive outcomes in adolescents. Whether the conflict is loud and aggressive or quiet and emotionally distant, it disrupts a child's sense of safety and emotional stability.

Parental discord influences how adolescents perceive relationships, cope with stress, and form their identities. Repeated exposure to such conflict increases vulnerability to anxiety, depression, aggression, academic disengagement, and risky behaviors.



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Understanding these dynamics is vital for preventing long-term psychological harm and promoting healthy youth development.

Family Systems Theory

This theory views the family as an interconnected system. Parental conflict disrupts this balance, often forcing children to adopt unhealthy roles, such as the peacemaker or the blamed member. These roles can cause confusion, stress, and behavioral issues.

Emotional Security Theory

Emotional security theory suggests that children seek stability and emotional safety from their family. Persistent parental disputes undermine this security, leading to heightened emotional reactivity and negative behavioral adaptations.

Attachment Theory

When parents are emotionally unavailable or hostile due to conflict, secure attachment becomes difficult. Adolescents may develop mistrust, emotional withdrawal, or clingy behavior in other relationships as a result of unresolved attachment needs.

Parental conflict varies not only in intensity but also in form. The impact on adolescents depends on how conflicts are expressed and resolved.

Constructive Conflict

Conflict handled with emotional control, mutual respect, and resolution can teach adolescents healthy communication and emotional management skills.

Destructive Conflict

This type includes yelling, criticism, blame, sarcasm, physical aggression, or emotional disengagement. It fosters fear, confusion, and emotional instability in adolescents, often resulting in:

- Anxiety and depressive symptoms
- Aggression and defiance
- Low academic motivation
- High-risk behaviors such as substance use or early sexual activity



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Cognitive Distortions

Adolescents often internalize conflict by blaming themselves or fearing family breakdown. These negative beliefs intensify emotional stress and may result in low self-esteem.

Emotional Dysregulation

Constant exposure to conflict reduces an adolescent's ability to manage emotions. This can manifest as mood swings, emotional outbursts, or emotional numbness.

Behavioral Modeling

According to social learning theory, adolescents replicate what they see. Hostile interactions between parents may teach them that conflict is resolved through aggression or avoidance, not communication.

Gender Variations

- Males may express distress through aggression or antisocial behavior.
- Females are more likely to internalize stress, resulting in anxiety, sadness, or somatic complaints.

Developmental Timing

Younger adolescents may experience confusion and fear due to limited cognitive understanding, while older adolescents may react with rebellion or withdrawal as their critical thinking matures.

6. Research-Based Observations

Multiple studies across cultures and methodologies support the claim that parental conflict negatively affects adolescent development. Adolescents exposed to ongoing inter-parental conflict show higher levels of psychological distress, reduced academic performance, and impaired social skills. Furthermore, the severity of impact is amplified when the conflict involves emotional abuse, physical aggression, or lack of resolution.

Cultural beliefs about family and authority shape how adolescents experience and respond to parental conflict. In collectivist societies, youth may suppress their emotions to preserve family unity. In more individualistic cultures, adolescents may assert independence or display open opposition.

Regardless of culture, unresolved parental conflict consistently undermines emotional security and mental well-being.



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Family-Based Therapy

Structured therapy involving both parents and children can help improve emotional communication, repair relationships, and reduce behavioral issues.

School Counseling Services

In-school mental health support is essential for adolescents who experience distress at home. Counselors can provide coping strategies and emotional support.

Parental Education

Conflict resolution and emotional intelligence training for parents can reduce negative family dynamics and improve parenting quality.

Community Programs

Accessible community initiatives offering psychological support, legal assistance, or family mediation can protect adolescents from long-term emotional harm.

Parental conflict is a significant threat to adolescent mental health and social development. It affects behavior, emotion, academic performance, and self-image. While some conflict in families is inevitable, its impact depends largely on how it is expressed, interpreted, and managed. With timely intervention and support, many of the negative consequences can be mitigated, allowing adolescents to thrive emotionally and behaviorally even in challenging family circumstances.

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ПРОСТРАНСТВЕННАЯ ОРИЕНТАЦИЯ «ВВЕРХ–ВНИЗ» В ИСЛАМСКОЙ МУЛЬТИМОДАЛЬНОЙ КОММУНИКАЦИИ

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Аннотация

В работе рассматривается пространственная ориентация «вверх–вниз» как способ выражения иерархического отношения «Бог–Мир» в исламской мультимодальной коммуникации. Анализ опирается на теоретические подходы процессуальной логики (Смирнов), концептуальной метафоры (Лакофф и Джонсон), а также на авторскую модель фрактального воспроизведения религиозной структуры. Материалом служат видеозаписи мусульманских проповедей (YouTube) и интервью с практикующими мусульманками. Показано, что вертикальные метафорические жесты воспроизводят сакральную иерархию как в проповеди, так и в повседневной речи.

Ключевые слова: телесность, пространственная ориентация, мультимодальная коммуникация, метафорический жест, Бог–Мир, фрактальность, проповедь, когнитивная психология

1. Введение

Вопрос о том, как религиозные смыслы телесно выражаются и воспринимаются, приобретает особую значимость в контексте исламской культуры. Каждый акт поклонения в исламе — это не только произнесение молитв, но и строго организованная последовательность движений, направлений, положений тела. Эти движения не являются вспомогательными: они оформляют отношение верующего к Богу, визуализируют разницу между трансцендентным источником и земным субъектом.

Анализ таких форм религиозной выразительности требует обращения к мультимодальной рамке, в которой смысл создаётся на пересечении речи, телесной ориентации, интонации, мимики и жеста. Исламская религиозная



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коммуникация — яркий пример мультимодального действия, в котором жест и слово неотделимы друг от друга и вместе формируют выразительную структуру веры. Пространственная вертикаль, на первый взгляд внешне второстепенная, оказывается ключевым элементом: она не только организует ритуал, но и продолжает воспроизводиться в повседневной религиозной речи и поведении.

В этой статье рассматривается, как ориентация «вверх–вниз» функционирует в исламской мультимодальной коммуникации — от ритуала до проповеди и повседневной коммуникации (в рамках интервью). Я опираюсь на корпус наблюдений из религиозной проповеднической речи и нарративных интервью с мусульманками, чтобы показать, каким образом вертикальная ориентация становится телесным воплощением иерархического отношения «Бог–Мир».

2. Теоретические основания анализа

Анализ пространственной ориентации «вверх–вниз» в исламской культуре опирается на три теоретических основания. Первое — процессуальная логика, предложенная в концепции известного российского исламоведа А.В. Смирнова. В этой логике центральными становятся не сущности, а отношения явлений: между Действователем (Богом), действием и Претерпевающим (Миром). Бог в исламской картине мира — не просто начало, а тот, кто действует; человек и мир — то, на что направлено это действие. Важно, что это отношение не симметрично: оно всегда иерархично. Оно организует собой всю структуру исламского мышления — от акта откровения до ритуального жеста. Эта логика не нуждается в символической интерпретации: она задаёт онтологическую модель, в которой направленность действия уже несёт различие между высшим и низшим, между источником и адресатом. Пространственная вертикаль естественно совпадает с этим различием и часто становится его телесным выражением.

Второе основание — теория концептуальной метафоры Дж. Лакоффа и М. Джонсона. Согласно их подходу, абстрактные категории осмысляются через телесный опыт («эмпирическое основание»), а пространственные ориентиры — «вверх», «вниз», «вперёд», «назад» — служат основой для мышления. Это



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не фигура речи, а схема, встроенная в повседневный опыт: «быть на вершине», «опуститься», «подняться духом», «быть подавленным». Авторы концепции описывают устойчивые метафорические пары: happy is up / sad is down, moral is up / immoral is down, authority is up / subordination is down. Эти метафоры связаны не только культурными представлениями, но и представлены телесно. Они структурируют язык, оценку, поведение. Хотя ислам в их модели напрямую не затрагивается, эти схемы дают основание для интерпретации универсальных принципов ориентации как когнитивно и культурно значимых. Третьим уровнем является авторская теория, в которой вертикальная ориентация в исламской культуре рассматривается как форма выражения иерархического отношения «Бог–Мир». Это отношение воспроизводится не только в теологических формулах, но в телесной и речевой практике: в ритуале, в проповеди, в нарративе. Я утверждаю, что это отношение носит фрактальный характер: оно повторяется в разных масштабах и формах, оставаясь структурно неизменным. Направление «вверх» связано с трансцендентным источником (Богом, откровением, приказом), «вниз» — с тем, кто принимает, повинует, реализует. Эта структура может быть воспроизведена как в институциональной речи (проповеди), так и в повседневной (интервью).

Таким образом, вертикальная ориентация не просто сопровождает религиозную речь, но продолжает логическую структуру самого исламского мировоззрения. Она является телесной формой различения между действующим и претерпевающим, между источником и воспринимающим, между Богом и Миром.

3. Культурные основания исламской вертикали

Пространственная ориентация «вверх–вниз» в исламской культуре имеет и символическое, и конкретное эмпирическое основание; оно задаётся сразу на нескольких уровнях: в священных текстах, ритуальной практике и телесных нормативных действиях.

Во-первых, вертикальные ориентации присутствуют в Коране и хадисах как элемент религиозного описания отношений между человеком и Богом. Аллах



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описывается как тот, кто находится «над» (фавка), кто «вознёсся над трон», откуда ниспосылается откровение, знание, наказание. Направление «сверху вниз» структурирует саму модель откровения: Бог говорит, человек слушает; Бог повелевает, человек подчиняется. Пространственная вертикаль встроена в логику ниспосылания. Она же встречается в молитвенных формулах: фраза «Аллаху акбар» (Аллах велик) может быть осмыслена как ориентационная метафора, отсылающая к превосходству по размеру, положению, власти. Имена Аллаха, такие как ар-Рафи (Возвышающий) и аль-Хафид (Принижающий), также могут быть поняты как концептуализация вертикальных отношений в терминах действия.

Во-вторых, вертикальная ось задаётся через ритуал. В намазе это различие телесно разыгрывается: стояние, поясной поклон, суджуд — последовательность движений, в которой нижняя точка тела (лоб) прикасается к земле как знак полного подчинения. В дуа руки поднимаются вверх — жест обращения. В Ташаххуде (часть ритуального действия намаза) вверх поднимается указательный палец — как телесное свидетельство единства Бога. Эти действия не интерпретируются как символы: они являются нормативными и сопровождаются речевыми формулами, формируя устойчивую ритуальную схему. В исследовании намаза, проведённом мной ранее, было показано, что вертикальные движения (особенно в суджуде и Ташаххуде) воспроизводят структурное различие между действующим и претерпевающим, становясь телесной формой иерархического отношения (Насибуллоу, 2020).

Таким образом, исламская традиция формирует не абстрактную, а ритуально закреплённую телесную вертикаль. Она воспроизводится регулярно, предписана богословски и воплощается в телесной практике. Именно эта нормативная повторяемость создаёт предпосылку для появления вертикальной ориентации в неритуальной жестикуляции — в проповедях, нарративах, личных рассказах. Тело верующего запоминает вертикаль как форму сакрального различения.



4. Результаты эмпирического исследования

Метафорические жесты — это движения, которые сопровождают речь и выражают абстрактные, нематериальные значения, такие как причинность, иерархия, намерение или эмоция. Они не соотносятся с физическими объектами, а репрезентируют элементы концептуальной структуры высказывания. Как подчёркивают А. Чинки и К. Мюллер, такие жесты входят в единый процесс формирования смысла наряду с вербальным компонентом и могут рассматриваться как телесное выражение метафорического мышления (Cienki, Müller, 2008).

Материалом исследования послужили два корпуса: видеозаписи мусульманских проповедей с платформы YouTube и полуструктурированные интервью с практикующими мусульманками. В проповедях анализировались фрагменты, содержащие эмоциональные или нравственно-акцентированные обращения к слушателям, в которых наблюдается выраженная жестикуляция. Интервью строились вокруг биографических эпизодов, связанных с религиозным опытом: обращением, молитвой, переживанием знаков, чудес, трансформаций.

Метод анализа метафорических включал фиксацию направления жестов (вверх, вниз), определение их модальности (движение или фиксация), используемой части тела (указательный палец, ладонь, кисть), фазы (начало, пик, завершение) и синхронности с речевым фрагментом. Основное внимание уделялось тем случаям, где телесное движение несёт смысловую нагрузку — указывает не на объект, а маркирует отношение: инициатива, подчинение, трансценденция. Такие случаи классифицировались как вертикальные метафорические жесты.

В проповедях жест «вверх» синхронизировался с упоминанием Аллаха, Пророка, религиозных постулатов, истины, воли и чудес. Направление «вниз» сопровождало фразы о судьбе, предписании, наказании, грехе, ниспосланном знании. В интервью с женщинами жест «вверх» возникал в рассказах о чуде, молитве, интуитивном озарении, которое происходило в их жизни, жест «вниз» — в описаниях того, что «пришло», «было сказано», «надо было



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сделать» и касалось исламского религиозного предписания. Несмотря на различие в речевых жанрах, жесты сохраняли направленность.

Таким образом, вертикальная ориентация «вверх–вниз» реализуется как в институциональной проповеди, так и в личной нарративной речи. Несмотря на различия в форме, регистре, экспрессивности и контексте, сохраняется структурная схема, в которой направление тела маркирует иерархическое различие между источником и принимающим.

5. Заключение

Вертикальная ориентация «вверх–вниз» в исламской мультимодальной коммуникации воспроизводит иерархическое отношение между Богом и Миром на уровне телесной формы. Она укоренена в процессуальной логике исламского мышления, получает метафорическое оформление в рамках телесного опыта и закрепляется в ритуальной и повседневной практике. В ритуале это различие реализуется через предписанные движения тела; в спонтанной речи — через метафорические жесты, сохраняющие направленность.

Эмпирический анализ показал, что жесты, сопровождающие как проповедь, так и личный рассказ, продолжают ту же схему: «вверх» соответствует трансцендентному, «вниз» — принимающему. Это подтверждает, что телесные действия в религиозной коммуникации не являются случайными, а структурно связаны с фундаментальными различиями внутри исламской картины мира. Жест оказывается формой участия тела в богословской структуре: оно не просто сопровождает веру, но выражает её через движение. Таким образом, вертикальная ориентация может быть рассмотрена как фрактальная схема, повторяющаяся на разных уровнях религиозной жизни — от ритуала до речи, от институционального акта до личного рассказа. Исламская телесность тем самым выступает не как внешний носитель содержания, а как полноценный участник смыслообразования.



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FEATURES OF USING THE GAME METHOD IN THE PROCESS OF SOCIAL-PSYCHOLOGICAL TRAINING

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For a long time, play was considered as any activity of a child that does not pursue the goal of obtaining results, carried out for pleasure, "not seriously". In modern psychological and pedagogical science, the terms "play", "play interaction", "play activity" have become quite common scientifically substantiated concepts. Play has ceased to bear the "stigma" of a trifle, fun, entertainment, it is becoming a serious tool of professional activity.

Play as one of the most amazing phenomena of human life has attracted the attention of philosophers and researchers of all times. Plato, for example, put the game of checkers next to the art of counting and geometry. Aristotle saw in play a source of mental balance, harmony of soul and body. In his "Poetics" the philosopher speaks of the benefits of word games and puns for the development of intelligence. The philosopher was one of the first to note the practical significance of play for the psychophysical development of a person. Only at the end of the 19th century did the first scientific theories of play appear [3].

Play becomes the subject of systematic scientific study from various scientific positions: physiological (G. Spencer, M. Lazarus); biogenetic (G.S. Hall, L.E. Appleton); social (K. Gross); biopsychological (W. McDougall, G. Murphy); sociological (K. Rainwater, D. Riesman); psychotherapeutic (Z. Freud, J. Moreno); cultural (J. Huizinga); theories that synthesized several approaches to play as self-expression (J. Piaget). Representatives of the physiological approach developed a view of play as an activity aimed at realizing instincts [4].

According to G. Spencer, a person, due to better adaptability to the surrounding world, has a certain surplus of energy that is not spent on physical existence. If the desire to discharge energy does not find an outlet, then an imitation of this activity arises, from which play in all its forms occurs.

For M. Lazarus, on the contrary, play is a rest and psychological release. The psychologist believed that a person plays not when he has an excess of energy, but



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when he is tired, in order to restore his lost strength. The biogenetic approach, especially popular in the late 19th - early 20th centuries, was based on the idea of the spontaneity of the child's mental development and his independence from education. From this position, the game is an instinct, a kind of residual phenomenon, an atavism in which the child repeats the life activity of his distant ancestors. Representatives of the social approach sought to reveal the social significance of the game. K. Gross put forward a number of provisions that have not lost their relevance today. He pointed out the forward direction of the game, believing that the game is a preparation for life - he is the author of the theory of play as an unintentional self-education of the child. He considered children's play as an important means of forming and training skills necessary for psychophysical and personal development, as well as further activity. He also saw in the game the development of a sense of responsibility for oneself, one's actions and one's group, the development of a noble desire to show one's capabilities in action. K. Gross considered adult play from the point of view of the functions it performs in culture: a) the function of supplementing existence in the physical, intellectual and emotional spheres of the individual; b) the function of liberation and gaining freedom of the individual; c) the function of harmonizing the world and man with the world.

Representatives of the biopsychological approach considered play activity as a process of balancing the organism with the environment. In explaining the motivation of the "play behavior" of the individual, they proceeded from the principle of the internal "constancy" of the human organism, eternally striving for stability and sustainability. In situations when the organism leaves this state of balance, tension arises and, in parallel with this, the motive of play activity is formed with the aim of relieving this tension. Accordingly, play is one of the types of behavior by which the human organism achieves the necessary balance with the outside world [5].

J. Piaget argued that play never disappears completely, but is only one aspect of human activity and is connected with it in the same way as imagination with thinking. According to his point of view, play is a form of creativity, but creativity with a specific purpose, it is a kind of preparation for overcoming the difficulties prepared in the world of reality.



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From a psychotherapeutic position, play is understood as a means that has a strong influence on the development of personality. The main function of play, according to Z. Freud, is the removal of prohibitions, the illusory satisfaction of desires that are not satisfied in reality. Disagreeing with the individualistic approach of Z. Freud, J. L. Moreno suggests treatment in a group with the most active participation of the group, drawing attention to the fact that the cause of neuroses is an internal conflict of a person with a small group in which his life takes place. Using play as a basis, the psychologist creates a new method of group psychotherapy - psychodrama. Moreno interpreted the game as a method of therapy and a means of preventing conflicts, a way of preparing the child's psyche and consciousness for future forms of adult behavior and relationships [2].

The representative of the cultural approach to game interaction J. Huizinga tried to trace the role of the game in all spheres of human activity. For him, the game is a primary life category, not connected with any degree of culture and form of worldview. The game decorates life, complements it, as a result of which it is vital for every person regardless of age and social status [1].

The game in training is a symbolic activity that solves specific applied personal or group training tasks, which models and transforms reality, is distinguished by a high degree of spontaneity and freedom, but takes place within the framework of clearly defined rules, structure and time and under the guidance of the leader - the trainer. Games are universal and are suitable for training of any topic and audience.

Depending on the impact of the game on the dynamics of group development, there are games: for getting to know each other; for group formation; for removing tactile barriers; for attention; for regulating mental and emotional state; for trust; for removing aggression, etc.

In accordance with the structure and substantive goal of the training, there are: a) actualizing, motivating games; b) games for understanding the essence of the task, phenomenon studied in the training; c) games that develop specific skills; d) games that integrate the experience gained in the training.

Depending on the tasks set by the training leader, the same game or game technique can have many variations, both in its content and in its implementation. It is necessary to be creative in any game. For example, you can prepare cards with 2-3



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questions for the training participants in advance, which can be discussed in pairs, in threes or in a group. The wording of the questions will set the required direction for the lesson: humorous questions that regulate the emotional background of the group ("How many legs do centipedes have?"); create conditions for a deeper acquaintance ("What is your favorite movie?"); provide an opportunity to get an emotional cross-section of the group ("What is your mood associated with now?"); set the thematic focus of the lesson ("What do you know about games?"), etc. It is very important for the trainer to see not only the external components, but also the deep psychological mechanisms of the game, and also calculate and foresee its expediency.

There are a number of features that distinguish a game as a specific training method. Firstly, a game in training is an applied method; the primary method here is still training. Therefore, it is not entirely legitimate to try to build into the training scenario, for example, a full-fledged plot-role, business or organizational-activity game. If we encounter these types of games in training, then only in a truncated, compressed version, otherwise it is no longer training. Secondly, a game in training is short and even more limited in time than other types of games. All for the same reason: a game in training solves applied problems - it cannot become the key one and take up the entire training time, much less go beyond it. Thirdly, a game in training is always aimed at solving specific educational, developmental or psychological problems. It always has a result. Fourthly, since training is a group method, a game in training also presupposes a group process. It is rare to play a training game alone. Fifthly, a game in training always presupposes a leader, and often his active position, because he is the organizer of the process [6].

A game is an individual's activity aimed at the conditional modeling of some expanded activity; a type of meaningful unproductive activity, where the motive lies not in its result, but in the process itself; a form of activity in conditional situations, aimed at recreating and assimilating social experience, fixed in socially established ways of implementing objective actions, in the subjects of science and culture. Thus, in a game as a special type of social practice, the norms of human life and activity are reproduced, submission to which ensures the knowledge and assimilation of



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objective and social reality, as well as the intellectual, emotional and moral self-development of the individual.

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EDUCATIONAL PEDAGOGY IN DISTANCE LEARNING ENVIRONMENTS

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Keywords: distance learning, pedagogy, virtual classroom, e-learning platforms, Student engagement, interactive learning, learner autonomy, asynchronous learning, synchronous learning, instructional design, digital literacy, teacher presence, blended learning

The introduction of modern information and communication technologies in the educational process has led to the creation of a new form of teaching –distance learning, in addition to traditional teaching methods.

In distance education, students and teachers are in constant communication with each other through spatial separation, specially created training courses, forms of control, electronic communication and other technologies of the internet. Distance learning based on the use of internet technology provides access to the global information education network, performs a number of important new functions with the principle of integration and interaction.

Distance learning provides an opportunity for all those who want to learn to continuously improve their skills. In the process of such teaching, the student learns independent teaching materials in an interactive mode, undergoes supervision, carries out control work under the direct guidance of the teacher and interacts with other “vertical learning group” students in the group. [1].

For obvious reasons, distance learning is a convenient form of education for those who do not have the opportunity to study in full-time departments of educational institutions, for example, do not require health, intend to change their profession or are older, intend to improve their skills. Distance learning uses a variety of information and communication technologies, meaning that each technology depends on the purpose and nature of the issue.



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For example, while traditional print-based teaching aids (textbooks, manuals) are based on introducing students to new material, interactive audio and video conferencing is designed to communicate over a period of time, sending and receiving emails directly, i.e. sending and receiving messages. While pre-taped video lectures allow students to listen and watch lectures, facsimile communication, rapid exchange of messages, assignments over the network, allows students to teach through feedback. [2]. Based on the above, we give a description and definitions of some of the terms that are currently being mentioned repeatedly in the educational process.

Distance teaching – a form of education based on information and telecommunication technologies, such as distance and full-time education, which includes the and where the learner is.

Distance education – an educational complex based on the means of exchanging educational information at a distance, using special information at a distance, using special information environment for the teacher, providing educational services to all segments of the population and foreign students. [3].

Distance learning system-a training system based on the conditions of distance learning. Like all education systems, the distance learning system has its own structural purpose, content, methods, tools and organizational forms. Why is distance learning necessary? It is natural to ask. The answer to this question is as follows:

- New opportunities for education (low cost of education, time and place, etc.).
- Limited number of students admitted to educational institutions.
- Increasing the number of people wishing to study.
- The emergence and development of quality information technology.
- Increased international integration.

The conditions and opportunities listed above indicate the need for distance learning. There are different models and forms of distance learning in the education system, which differ in the following conditions of application:

- geographical conditions (for example, the territory of the country, distance from the center, climate);
- The general level of informatization and computerization of the country;



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- level of development of communications and vehicles;
- The level of use of information and communication technologies in the educational process;
- traditions used in education;
- Availability and potential of scientific and pedagogical staff for distance learning, etc.

In general, the purpose of distance education is to: - Provide equal access to education for all regions of the country and all students abroad.

- Improving the quality of education through the use of scientific and educational potential of leading universities, academies, institutes, training centers, retraining institutions, training institutes and other educational institutions. [3].
- Provide opportunities for additional training in parallel with basic education and basic work activities.
- Satisfying the educational needs of students and expanding the learning environment.
- Creating opportunities for continuing education.
- Ensuring a new level of basic education while maintaining the quality of education. Summarizing the above, it can be said that the introduction of distance learning elements in educational institutions will bring all-round benefits.

The higher education system has all the conditions for the introduction of this complex. The application of information and communication technologies in the educational process (especially the distance learning process) takes two main forms. The first condition is that it is hardware, and the second condition is that it is provided with special software.

1. Equipment: computers, network devices, high-speed Internet networks, video conferencing equipment, etc.

2. Software: Includes a set of software designed for the industry, ranging from software that uses existing devices.



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In recent years, the Internet or Interanet, which has been used in the management of the education system in the West, has introduced the term e-learning under the term Elear (e-learning). [5].

Moodle is an acronym for Modular Object Oriented Dynamic Learning Environment. There are training modules available in the system: Forums, Materials, Messenger, Chat, Exercises, Group work, Student tracking and many more. Like other LMSs, it supports IMS, SCORM and other standards.

Analyzes show that the software package that has the most additional plug-ins and modules than other LMS systems is exactly the Moodle software package.

At present, the distance learning process in educational institutions of many countries of the world is organized using the Moodle software package. This free software package satisfies many requirements of users of e-learning systems with its functionality, simplicity of learning and ease of use.

Moodle provides a wide range of opportunities to fully support the distance learning process - it is worth noting that the control of learning materials in different ways, testing and mastering knowledge. Moodle has 15 types of interactive learning materials, and their number is growing. Using this feature of the system, the course creator creates an opportunity to present the taught subject to students (learners) in an interactive form.

In conclusion, we need to continue to develop and shape distance learning skills in the current education system. This process accelerates the exchange and development of modern information in the education system. Therefore, the improvement of theoretical, methodological and other aspects in this regard in accordance with the requirements of the time remains one of the urgent tasks of today.

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THE REPRESENTATION OF THE EAST IN ENGLISH LITERATURE (17TH TO 20TH CENTURIES)

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Annotation:

This thesis explores the theme of the East in English literature from the 17th to the 20th centuries. The topic is particularly relevant today as the representation and influence of Eastern culture in English literature gain increasing attention in the context of globalization. Through this theme, the thesis analyzes the depictions of the East in literature, stereotypes, and their significance in contemporary contexts.

Keywords: East, English literature, culture, stereotypes.

Introduction

The theme of the East has played a significant role in English literature from the 17th to the 20th centuries. During this period, English writers reflected Eastern culture in their works, presenting new ideas and concepts to their readers. The cultural exchanges between East and West, facilitated by travel and trade, led to an increased presence of Eastern depictions in English literature. This thesis will analyze these processes, as well as the representation of the East in English literature and its contemporary significance.

Main Body:

1. Depictions of the East and Stereotypes: In the 17th century, depictions of the East appeared frequently in the works of various English writers. For example, in the



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"Middle Ages," the work "Arabian Nights" portrayed the East as exotic and mysterious (Said, 1979). However, these representations were often stereotypical, depicting Eastern peoples as either villainous or filled with dreams and fantasies (Said, 1979).

2. Cultural Exchanges: In the 18th century, through travel and trade, Eastern culture became more deeply integrated into English literature. Writers such as Thomas Moore and Lord Byron reflected the beauty and complexity of Eastern culture in their works (Moore, 1817; Kipling, 1901). This period saw an increase in interest in Eastern culture, spurred by these literary representations (Moore, 1817).

3. Contemporary Context: In the 19th and 20th centuries, the theme of the East continued to evolve in English literature. Writers like E.M. Forster and Rudyard Kipling explored East-West relations, analyzing cultural differences and their impacts on humanity (Forster, 1924; Kipling, 1901). Today, this theme remains relevant within the context of globalization and cultural exchange (Forster, 1924).

Conclusion:

The theme of the East in English literature from the 17th to the 20th centuries is multifaceted and remains significant. The works created during this period not only reflect the beauty of Eastern culture but also reveal the complex relationships between East and West. In contemporary literature, this theme continues to expand, gaining importance in the processes of globalization.

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**MAKTABGACHA TA'LIM TASHKILOTLARIDA
INTEGRATSIYALASHGAN MASHG'ULOTLAR JARAYONIDA
BOLALARNING KOMMUNIKATIV NUTQLARINI RIVOJLANTIRISH**

Muxtorova Moxiraxon Ma'rufjon qizi.

Namangan viloyati pedagogic mahorat markazi maktabgacha,
boshlang'ich va maxsus ta'lim metodikalari kafedrası o'qituvchisi

Annotatsiya:

Mazkur maqola respublikamizdagi maktabgacha ta'lim tizimini rivojlantirish borasida amalga oshirilgan ishlar, integratsiyalashgan mashg'ulotlar jarayonida bolalarning kommunikativ sifatlarini rivojlanishda olib borilayotgan ishlar to'grisidagi fikrlar berilgan.

Kalit so'zlar: maktabgacha ta'lim, ta'lim, integratsiya, bolalar, mashg'ulot, innovatsiya, kommunikativ, rivojlantirish.

Аннотация:

В данной статье описывается работа, проводимая по развитию системы дошкольного образования в нашей республике, работа, проводимая по развитию коммуникативных речь детей в процессе интегрированного обучения.

Ключевые слова; дошкольное учреждение, образование, инновация, интеграция, дети, коммуникация, развития.

Annotation:

This article describes the work carried out to develop the system of preschool education in our republic, the work carried out to develop the communicative qualities of children in the process of integrated learning

Keywords: preschool, education, integration, children, communication, development.



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Maktabgacha ta'lim tizimi bo'yicha bugungi kunda bir qator ishlar amalga oshirilmoqda. Jumladan, O'zbekiston Respublikasi Prespublikasi Vazirlar Mahkamasining 2024-yil 18-dekabrda Maktabgacha ta'lim tizimini raqamlashtirish va maktabgacha ta'lim tashkilotlari faoliyatini yanada takomillashtirishning qo'shimcha chora – tadbirlari to'g'risida maktabgacha ta'lim tizimini yanada takomillashtirish, moddiy texnika bazasini mustahkamlash, maktabgacha ta'lim tashkilotlari tarmog'ini kengaytirish, malakali pedagog kadrlar bilan ta'minlash, bolalarni maktab ta'limiga tayorlash darajasini tubdan yaxshilash, ta'lim dasturlari va texnologiyalarini tatbiq etish, bolalarni har tomonlama intellektual, estetik va jismoniy rivojlantirish masalasiga jiddiy e'tibor qaratilgan.

Respublikamizda maktabgacha ta'lim tizimini isloh qilish bolalarning qamrab olish, maktabga tayorlash masalalari davlat siyosatining ustuvor yunalishi hisoblanadi. Manan etuk shaxslarni tarbiyalashda eng, avvalo tashkiliy qulay shart-sharoitlarni yaratish. Innovatsiyon texnologiyalar bilan ta'minlash chora-tadbirlari olib borilmoqda.

Maktabgacha ta'lim tashkilotlari pedagoglari oldiga quyilgan maqsad va vazifalari, maktab yoshidagi bolalarning savodini chiqarish, tarbiyalanuvchilarda Vatanga bo'lgan muxabbatni shakllantirish, u bilan faxrlanish tuyg'usini uyg'otish. Bolalar "Ilk qadam" davlat o'quv dasturi asosida markazda faoliyat olib boradi:

*Qurish-yasash, konstruksiyalash va matematika markazi;

*Syujetli-rolli o'yinlar va sahnalashtirish markazi;

*Til va nutq markazi;

*Fan va tabiat markazi;

*San'at markazi.

Markazlardagi faoliyatlar davomida eng, katta ma'suliyat pedagog kadrlarga yuklatilsa, yosh bolali onalarga esa mexnat qilish imkoniyat yaratib beradi. Tobora rivojlanayotgan mamlakatimizda tarrafiyot qonunlari ichida intensivlashtirish, globallashtirish hamda integratsiyalashgan mashg'ulotlar jaroyonida bolalarning kommunikativ sifatlarini rivojlantirishda unga mos mazmun va metodika tanlash muhim ahamiyatga ega. Ayniqsa maktabgacha ta'lim yoshdagi bolalarning ta'lim-tarbiyasiga zamonaviy tendentsiyalar bilan bir qatorda tarixiy



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ta'limiy va milliy qadriyatlarimizdan kelib chiqib integrativ yondashish bugungi kunning ijtimoiy talabi hisoblanadi. Integratsiyaning asosiy kategoriyalari umumiy aloqa, uzaro ta'sir, yaxlitlik, tizimlilikdan tashkil topadi. Integratsiyalashgan kommunikativ sifatlar bolalar ongini rivojlantirishda o'z orniga ega.

Akademik I.P.Pavlov ta'kidlaganidek ta'lim va tarbiya jarayononi insoniyat faoliyati bilan bog'liq bo'lgan turli aloqa, fikr, taffakur va bilimlardan iborat. Uning fikricha fanlar o'rtasidagi o'zaro uzviylik obyektiv int'iqosidir*.

Ta'lim jarayonida o'zaro bog'liklik mantiqiy tizimlar orqali tarbiyachi va tarbiyalanuvchilarning o'z bilim, ko'nikma va malakalarini deduktsiya, induksiya, sintez, umumlashtirish, taqqoslash shaklida ifodalaydilar.

Integratsiya-bu faoliyatlarning diferentsiyal jarayon davomida yaqinlashuvi va bog'liqligidir

Integratsiyalashgan mashg'ulotlar jarayonida bolalarning kommunikativ sifatlarini rivojlantirish uchun aloqani yangi, yuqori sifatda bir-biriga bog'lash bosqichi bo'lib ko'rinishda namoyon etadi.

Shuni ham aytib o'tish lozimki, integratsiya jarayoni asoslari uzoq o'tmishdagi xalq pedagogikasi va ilmiy pedagogikaga asoslangan. Masalan, Abdulla Avloniy "Turkiy guliston yoki axloq" asari. Avloniy ushbu asarida integratsiyon yondashgan. Ya'ni inson ishida ham so'zida ham to'g'riso'zlikka amal qilishi lozimligi xususida to'xtalib o'tadi. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonunida va "Boshlang'ich ta'lim" konsepsiyasida ta'kidlanganidek, "O'quvchini mustaqil fikrlashga, faollikka o'rgatuvchi ta'lim usullarini qo'llab, ularning nutqini o'zlashtirish hozirgi zamon boshlang'ich ta'limning asosiy vazifalaridan biridir. Bu vazifani uddalash uchun nafaqat ona tili, balki barcha fanlarda ham yuqori ko'rsatgichga erishish maqsadga muvofiq bo'ladi".¹

Ma'lumki, fikrlash nutqdan ajralmas jarayon. Bolalar nutqining rivojlanishi ham fikrlash jarayoniga bog'liqdir. Fikr yuritish esa murakkab faoliyat bo'lib,

¹Boshlang'ich ta'lim konsepsiyasi. "Boshlang'ich ta'lim" jurnali, 1998- yil, 6-son, 18-bet.



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maxsus aqliy faoliyat asosida amalga oshadi. Taqqoslash, tahlil qilish va sintez abstraklashtirish, umumlashtirish aqliy jarayonning asosiy turlaridir.

Fikrlar nutq orqali ifoda etiladi va bayon qilinadi. “Fikrlar soʻz qolipiga solinadigan voqelikka aylanadi”². Nutq – taʼlim jarayonida alohida oʻrin tutadi. Bolalar nutqini oʻstirish taʼlim tarbiya ishidagi muhim shartlaridan biridir.

Maʼlumki, taʼlim nutq orqali muloqotga kirishish yoʻli bilan olib boriladi. “Bolalar ustozlari nutqini tinglab va kitob mazmunini uqib olish bilan bilimlarini oʻzlashtiradilar”. Taʼlim jarayonining muvaffaqiyati bir tomondan bolalar idrok qilgan nutqlarning sifatiga bogʻliq boʻlsa, shu tilidan oʻquvchilarning erkin foydalana olishlariga bogʻliqdir. Nutq ravonligi darajasi va sifati – grammatik jihatdan toʻgʻriligi va boshqa kishilarga tushunarli boʻlishi bilan belgilanadi. Shuning uchun taʼlim jarayonida bolalarga oʻzlari idrok qiladigan va ishlatadigan har bir soʻzning maʼnosi tushunarli boʻlishi uchun harakat qilishi kerak.

Nutq oʻstirish nima? Agar bolalarning bajargan ishlari koʻzda tutilsa, nutq oʻstirish deganda tilni har tamonlama (talaffuzi, lugʻati, sintaktik qurilishini, bogʻlanishli nutqni) aktiv amaliy oʻzgartirish tushuniladi. Agar tarbiyachi koʻzda tutilsa, nutq oʻstirish deganda, bolalar tilining talaffuzi, lugʻati, sintaktik qurilishi va bogʻlanishli nutqni aktiv egallashlariga yordam beradigan metod va priyomlarni qoʻllash tushiniladi.

Nutq faoliyati uchun, shuningdek, bolalar nutqini oʻstirish uchun bir necha shartlarga rioya qilish zarur:

1. Kishi nutqining yuzaga chiqishi uchun talab boʻlishi kerak Bolalar nutqini oʻstirishning metodik talabi, bola oʻz fikrini, nimanidir ogʻzaki yoki yozma bayon xohishini va zaruriyatini yuzaga keltiradigan vaziyat yaratish hisoblanadi.

2. Har qanday nutqning mazmuni, materiali boʻlishi lozim. Bu material qanchalik toʻliq, boy qimmatli boʻlsa, uning bayoni shunchalik mazmunli boʻladi. Shunday ekan, bolalar nutqini oʻstirishning ikkinchi sharti nutqqa oid mashqlarning materiali haqida, bola nutqi mazmunli boʻlishi uchun gʻamxoʻrlik qilish hisoblanadi.

²Qosimova K. Boshlangʻich sinflarda ona tili oʻqitish metodikasi.- T.: Oʻqituvchi, 1985.- B.176.



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3. Fikr tinglovchi tushunadigan soʻz, soʻz birikmasi, gap, nutq iboralari yordamida ifodalansagina tushunarli boʻladi. Shuning uchun nutqni muvaffaqiyatli oʻstirishning uchinchi sharti – nutqni til vositalari bilan qurollantirish hisoblanadi. Bolalarga til namunalarini berish, ular uchun yaxshi nutqiy sharoit yaratish zarur. Nutqni eshitish va undan oʻz tajribasida foydalanish natijasida bolalarga taʼlim metodikasi asoslanadigan ongli ravishda “tilni sezish” shakllanadi.

Nutq oʻstirishning metodik sharti nutqiy faoliyatning keng sisrejasini yaratish, yaʼni, birinchidan yaxshi nutq namunasini idrok etish, ikkinchidan, oʻrgangan til vositalaridan foydalanib, oʻz fikrini bayon etish uchun sharoit yaratish hisoblanadi.

Bola tilni nutqiy faoliyat jarayonida oʻzlashtiradi. Buning oʻzi yetarli emas, chunki u nutqni yuzaga keltiradi. Nutqni egallashning qator aspektlari mavjud. Bular:

1. Adabiy til normalarini oʻzlashtirish. Maktab bolalarni adabiy tilni sodda oʻzlashuv tildan, dialekt va jarayondan farqlashga oʻrgatadi, adabiy tilning badiiy ilmiy soʻzlashuv variantlari bilan tanishadilar.

2. Jamiyatimizning har bir aʼzosi uchun zarur boʻlgan muhim nutq malakalarini, yaʼni oʻqish va yozish malakalarini oʻzlashtirish. Bu bilan bola yozma nutqining xususiyatlarini, uning ogʻzaki – soʻzlashuv nutqidan farqini bilib oladi.

3. Bolalar nutq madaniyatini takomillashtirish. “Til kishilik jamiyatida muhim aloqa vositasidir”. Tilning mana shu ijtimoiy ahamiyatidan kelib chiqib, maktabgacha taʼlim tashkilotlarida bolaarning nutq madaniyatiga alohida ahamiyat beriladi.”³

Bu vazifalarni bajarish uchun tarbiyachi bolalar bilan rejali ish olib borishi lozim. Buning uchun esa bolalar nutqini oʻstirish ustida ishlash tushunchasiga nimalar kirishini bilib olish muhimdir.

Bolalarning fikrlarini idrok qilishlari ham, esda olib qolishlari ham, qayta tiklashlari ham faqat nutq yordamida amalga oshiriladi.

Nutqni, odatda eshitilish, oʻqib chiqish bilangina uning lugʻaviy shakllarini va uslubini esda mukammal qoldirib boʻlmaydi, nutqda ifodalangan fikrlar ham

³Qosimova K. Boshlangʻichsinflarda ona tili oʻqitish metodikasi.- T.: Oʻqituvchi, 1985.- B. 180.



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mustahkam o'zlashtirilmay qolishi mumkin. Masalan, agar bola uy vazifasini tayyorlayotganda mashg'ulotnini bir-ikki marta takrorlab olish bilangina chegaralansa, mashg'ulot vaqtida erkin javob bera olmaydi, qiynaladi, "qanday gapirishni" bilmaydi. U o'zining noaniq fikrlarini grammatik shakllarda ifodalashga urinadi. Bu og'zaki javoblar mujmal bo'lib, gap silliq chiqmaydi va bilim sifatini pasaytiradi. O'quvchi, qanday gapirish kerakligini bilmaganligidan o'z fikrlarini ifodalash uchun kerakli so'z va ifodalarni topolmay qoladi. Bunday vaqtlarda odatda: "men o'qiganman, bilaman ammo qanday gapirishni bilolmayman, ayta olmayapman" deb arz qila boshlaydi. Tarbiyachi ko'pincha kerakli so'zlarni tanlay olmaydi, o'z nutqini grammatik jihatdan noto'g'ri tuzadi. Bolalar topshiriqni tayyorlayotganda uni og'izda ifodalash ustida mashq qilmasa shunday hol sodir bo'ladi. Tarbiyachi o'z mahoratini dasturda berilgan faoliyatlarda integratsiyalash imkoniyatlarini to'g'ri aniqlagan holda faoliyat olib borsa ijobiy natijaga erisha oladi.

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АТЕРОСКЛЕРОЗ НАЧАЛА СТАРЕНИЕ

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Аннотация:

Атеросклероз является одним из основных факторов, ускоряющих процессы старения в организме человека. Он приводит к структурным и функциональным изменениям сосудистой системы, снижению эластичности артерий и нарушению кровообращения. С возрастом риск развития атеросклероза значительно увеличивается, и именно он становится фоном для таких заболеваний, как ишемическая болезнь сердца, инфаркт миокарда, инсульт. В данной работе рассматриваются патогенез, клинические проявления и взаимосвязь атеросклероза с процессами биологического старения, а также современные подходы к профилактике и лечению данного заболевания.

Ключевые слова: атеросклероз, старение, сосудистые заболевания, эндотелиальная дисфункция, липидный обмен, профилактика, артериальная ригидность, хроническое воспаление.

Атеросклероз – это заболевание системного характера, поражающее артерии. Под воздействием определенных факторов на стенках сосудов откладывается холестерин и его эфиры. В результате этого на внутренней поверхности кровеносных сосудов образуются отложения (бляшки).

По происхождению выделяется несколько видов атеросклероза:

- Гемодинамический. Развивается чаще на фоне патологий сосудов, в частности, при гипертонии. Наличие воспалительного процесса на стенке сосуда притягивает иммунные клетки, в результате чего образуются отложения. В течение длительного времени они увеличиваются в размерах.
- Метаболический. Развивается при нарушении метаболизма с повышением уровня липопротеинов низкой плотности в крови. Доказано, что



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более высокий риск этой формы атеросклероза у пациентов с сахарным диабетом, ожирением и малоподвижным образом жизни.

- Смешанный. В этом случае присутствуют причины как гемодинамической, так и метаболической формы. Данный вид заболевания встречается чаще всего.

Причины и симптомы атеросклероза. Атеросклерозу сосудов подвержены все люди, но он не всегда приводит к осложнениям. Важно, когда именно возникнут их первые признаки. Наиболее часто осложнения, связанные с атеросклерозом, развиваются у следующих групп людей: пациенты с гипертонией. Высокое давление вызывает повреждение стенок артерий. На воспаленной поверхности быстрее откладывается холестерин; люди с нарушением обменных процессов, такими как сахарный диабет и гормональные нарушения; больные с ожирением. На фоне неправильного питания риск развития атеросклероза выше; люди, ведущие сидячий образ жизни. Он негативно сказывается на кровотоке, провоцируя застойные явления.

Помимо перечисленного, факторами риска атеросклероза можно назвать частые стрессы, наследственную предрасположенность, повышенную свертываемость крови.

Классификация и стадии развития болезни. Формирование атеросклеротической бляшки занимает длительное время, в течение которого заболевание проходит следующие этапы развития:

- 1 этап: бессимптомный. Признаки атеросклеротических бляшек можно выявить только в ходе инструментальных исследований.
- 2 этап: ишемический. За счет отложений сужается просвет сосуда, в результате чего кровоснабжаемый им орган перестает получать достаточно крови.
- 3 этап: тромбонекротический. На месте бляшки начинают скапливаться сгустки крови, образуя тромб.
- 4 этап: склеротический. Эта стадия характеризуется тем, что на месте пораженного сосуда образуется рубцовая ткань. Соответственно, артерия уже не выполняет свои функции.



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Диагностика атеросклероза. При подозрении на заболевание в первую очередь назначается лабораторное исследование крови для выявления факторов риска заболевания. Также показательными при атеросклерозе являются анализы на определение глюкозы, триглицеридов, холестерина. В целом этапы диагностики зависят от того, есть ли у пациента признаки патологии. В случае, если у больного имеются симптомы нарушения кровообращения в сосудах, первичной задачей является определение его локализации. Если имеются признаки поражения сосудов сердца, назначается ЭКГ покоя и с нагрузкой и анализ крови на определение содержания сердечных ферментов (энзимов). Окончательный диагноз ставится на основании результатов катетеризации.

Дополнительно при атеросклерозе может назначаться компьютерная томография. Высокой информативностью отличается ангиография. Процедура заключается во введении тонкого катетера через крупную артерию в паху или на руке до проблемного сосуда с целью визуализации тромба. Таким способом можно оценить состояние сосудов сердца, сонной артерии, грудной и брюшной аорты.

Если же характерные для атеросклероза симптомы отсутствуют, с целью профилактики могут назначаться лабораторные исследования крови для определения уровня глюкозы, триглицеридов и холестерина. Данные исследования следует проходить ежегодно каждому взрослому человеку, даже если нет признаков, указывающих на патологические изменения в сосудах.

Пациентам, входящим в группу риска, но не имеющим характерных симптомов, в рамках профилактического осмотра могут назначать УЗИ сонных артерий, компьютерную томографию сердца. Первый метод исследования позволяет определить толщину сонной артерии и наличие на ее стенке отложений. В целом УЗИ позволяет осмотреть все артерии и вены, своевременно выявив нарушения кровотока и изменение просвета. КТ служит для визуализации кровообращения. При этом для повышения информативности применяется контрастное вещество.

Перечень диагностических мероприятий при атеросклерозе зависит от того, какой именно орган поражен. При подозрении на атеросклероз сосудов сердца



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назначается ЭКГ, в том числе с нагрузкой, КТ, катетеризация и ЭхоКГ. При поражении артерий мозга информативен ультразвук, КТ, ангиография.

Осложнения атеросклероза. Связанные с атеросклерозом осложнения зависят от локализации бляшки. Они могут включать: ИБС, инфаркт; тяжелые нарушения работы органов пищеварения; ишемический инсульт; формирование тромбов и связанные с ним осложнения; аневризму аорты; нарушение функции почек; трофические язвы, гангрену; некроз кишечника.

Лечение атеросклероза. Терапия при атеросклерозе может быть направлена на профилактику образования бляшек и торможение темпов прогрессирования заболевания, а также на лечение патологий, которые провоцируют развитие атеросклероза. Тактика подбирается в индивидуальном порядке после полного обследования.

Второе мнение – это возможность каждого человека получить консультацию опытных врачей Европы. В случае подозрения или выявления атеросклероза, консультация может потребоваться на следующих этапах:

Выбор методов диагностики атеросклероза сосудов. Для постановки диагноза при наличии симптомов требуется полное обследование. В случае сомнений пациент может предоставить перечень назначенных процедур и узнать мнение другого врача. То же касается оценки результатов диагностики.

Выбор лекарственных препаратов. Лечение атеросклероза проводится с применением различных препаратов. Опыт врачей европейских клиник позволит подобрать терапию, которая уже доказала свою эффективность.

Оценка целесообразности проведения того или иного вида вмешательства. При высоком риске осложнений врач может назначить операцию, но тактика ее выполнения может быть различной. Благодаря второму мнению можно оценить целесообразность проведения малоинвазивной процедуры или открытого вмешательства.

Возможна как беседа в онлайн режиме с переводчиком, так и предоставление всех результатов в виде письменных заключений и снимков с последующим получением ответа.



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ЗАКЛЮЧЕНИЕ

Атеросклероз – это хроническое заболевание и вероятность развития опасных для жизни осложнений зависит от того, насколько правильно подобрано лечение и как выполняет назначения пациент. Если же принимать лекарственные препараты, например, от болей в области сердца или от мигрени, но не заниматься устранением повышенного уровня холестерина, атеросклероз будет прогрессировать.

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THE ROLE OF MOTIVATION IN THE MANAGEMENT PROCESS IN EFFECTIVELY ORGANIZING THE PRODUCTION PROCESS

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Abstract:

This article examines the significant role of motivation in the management process for effectively organizing production processes. It analyzes the impact of motivation on employees’ performance, its place in the management process, and the motivation strategies applied in production processes. Additionally, the influence of motivation methods on productivity, quality, and overall efficiency in production processes is explored based on modern research and practical examples. The article serves as a valuable resource for specialists, managers, and researchers in the production sector.

Keywords: motivation, production process, management, efficiency, employees, productivity, recognition, responsibility, motivation strategies, motivational environment, reward system, material and non-material motivation, team motivation, gamification, organizational management.

Motivation is the internal force or external stimulus that drives a person to act, strive for a goal, or perform a task. Simply put, motivation is the reason why we act. In the conditions of the modern economy, the efficiency of production processes is one of the key factors determining an enterprise’s competitiveness and sustainable development. Effectively organizing the production process depends not only on technological resources and organizational structures but also requires significant attention to the human factor. In this process, employee motivation plays a crucial role, serving as a decisive factor in enhancing their performance, creativity, and



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initiative. Motivation ensures employees' commitment to their duties, positively impacting the overall quality and productivity of the production process. The term "motivation" originates from the Latin word "movere" (to move) and refers to the process of stimulating goal-oriented activity. From a management perspective, motivation improves employee performance by activating their internal and external incentives. In the production process, motivation affects not only individual employee performance but also teamwork, innovative approaches, and process optimization. For example, well-motivated employees contribute more to reducing errors in production, proposing new ideas, and accelerating processes.

Modern management theories offer various models and approaches to motivation. For instance, Maslow's hierarchy of needs (1943) classifies human needs from physiological to self-actualization. In the production sector, this model indicates that once employees' basic needs (e.g., fair wages, safe working conditions) are met, higher-level needs (e.g., recognition, career growth) can be used as motivational tools. Similarly, Herzberg's two-factor theory (1959) distinguishes between motivators (e.g., recognition, responsibility) and hygiene factors (e.g., wages, working conditions). In the production process, inadequate hygiene factors increase employee dissatisfaction, but improving them only creates minimal motivation. True motivation is achieved when employees feel valued in the work process and achieve results.

To understand the importance of motivation in the production process, referencing modern research is beneficial. According to a study by McKinsey & Company (2021), highly motivated employees demonstrate 20-30% higher productivity in production processes. Furthermore, a 2023 Gallup report states that highly motivated employees reduce production errors by 40% and contribute 15% more to innovative activities within the enterprise. These figures highlight the significance of motivation at both individual and organizational levels.

Motivation in the production process manifests in various forms. For instance, material motivation (bonuses, rewards) stimulates short-term employee activity, while non-material motivation (recognition, career growth opportunities, flexible work schedules) ensures long-term loyalty. In modern production enterprises, such as Toyota or General Electric, a motivational environment is created by valuing each



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employee's suggestions and involving them in processes based on the "Kaizen" philosophy (continuous improvement). This not only enhances employees' performance but also leads to the overall optimization of production processes.

The role of motivation in the management process consists of several key aspects. First, motivation increases employees' commitment to organizational goals. Vroom's expectancy theory (1964) describes motivation as a model combining employees' belief in achieving success through their efforts (expectancy), the value of the outcomes (valence), and confidence that their efforts will lead to results (instrumentality). In the production process, this theory helps managers boost motivation by setting clear goals, rewarding efforts, and ensuring opportunities for achieving results. For example, providing bonuses or recognition to employees who meet specific production targets on a production line increases their enthusiasm for work.

Second, motivation plays a vital role in encouraging employees' initiative and creativity in the management process. In modern production enterprises, such as those based on "Lean" (efficient production) or "Six Sigma" methodologies, employees are encouraged to propose improvements to processes. Managers must create an open communication environment and value employees' contributions to support their innovative ideas. According to a McKinsey & Company study (2022), process optimization based on employee suggestions can reduce organizational operating costs by 10-15%. This underscores the importance of motivation in enhancing not only individual but also organizational efficiency in the management process.

Third, motivation strengthens employees' loyalty to the organization by increasing their job satisfaction. In the management process, factors such as working conditions, career growth opportunities, and a fair reward system are key to motivation. According to a 2024 report by SHRM (Society for Human Resource Management), enterprises with high employee job satisfaction experience a 25% reduction in turnover rates. This is particularly important in the production sector, as the loss of experienced employees can lead to disruptions in production processes and a decline in quality. For instance, Germany's Siemens has successfully increased employee loyalty by supporting career development and introducing flexible work



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schedules, ensuring stability in production lines. To successfully apply motivation in the management process, managers must consider employees' individual needs. Adams' equity theory (1963) emphasizes the balance between employees' efforts and the rewards they receive. If employees feel unfairly evaluated, their motivation decreases. This is particularly significant in the production sector, where employees often work in teams and expect their contributions to be fairly assessed. Therefore, managers should implement a transparent reward system and support open communication among employees. In modern management practices, motivation is often managed using digital tools and analytical methods. For example, human resource management systems like SAP SuccessFactors analyze employee performance and offer personalized approaches to enhance motivation. In production enterprises, such systems enable real-time monitoring of employee performance and the application of tailored incentives. For instance, South Korea's Hyundai Motor Company has increased production process efficiency by 12% by evaluating employee performance through digital analytics and offering personalized rewards (Forbes, 2023). Cultural factors also play a significant role in applying motivation in the management process. Employees' approaches to motivation may vary across different countries. For example, in Japan, collective success and group loyalty are highly valued, so companies like Toyota focus on team-based motivation strategies. In developing markets like Uzbekistan, material incentives and career growth opportunities may hold greater importance. Managers must consider these cultural differences and adapt motivation strategies to local conditions.

The application of motivation in production processes is crucial for improving employee performance, enhancing production quality, and achieving organizational goals. Motivation methods include both material and non-material incentives and require the use of modern technologies and innovative approaches. This section analyzes the main motivation methods used in the production sector, their characteristics, and practical examples.

Material motivation is the most common form of encouraging employee performance, encompassing wages, bonuses, rewards, and other financial benefits. In production processes, material incentives are often tied to specific production



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targets. For example, employees may receive additional bonuses for producing a certain quantity of products or adhering to quality standards. According to a 2023 Deloitte study, material motivation can increase short-term productivity in the production sector by 15-20%. As a practical example, China's Foxconn offers monthly bonuses to employees who demonstrate high productivity on production lines based on output volume. This method has helped increase production speed, though it has limitations in ensuring long-term loyalty. Therefore, material motivation is more effective when combined with other methods.

Non-material motivation focuses on meeting employees' internal needs and includes recognition, career growth, flexible work schedules, and a positive work environment. In the production sector, non-material motivation plays a key role in strengthening employees' loyalty to the organization and fostering long-term enthusiasm for work. For instance, the "recognition" method boosts employees' confidence by publicly acknowledging their achievements. In production enterprises, this is implemented through programs like "employee of the month." According to a 2024 SHRM report, companies using non-material motivation tools increased employee job satisfaction by 30%. As an example, India's Tata Steel holds annual award ceremonies to recognize employees' contributions to production processes, enhancing their loyalty to the organization. Career growth opportunities are also a significant form of non-material motivation. In the production sector, employees often seek training courses, opportunities to learn new technologies, or promotions to leadership roles. For example, General Motors (GM) organizes training on automated production systems, supporting employees' skill development and career growth. This method enables employees to apply new skills to production processes.

In modern production enterprises, innovative methods such as team motivation and gamification are gaining popularity. Team motivation encourages collaboration among employees and helps achieve collective goals in production processes. For example, competitions among teams on production lines to produce high-quality products or reduce errors can be organized. According to a 2023 Gartner analysis, team motivation programs increase employee engagement in production by 25%. Gamification enhances employees' interest by incorporating game elements into



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production processes. For instance, employees can earn points for meeting specific production targets and exchange them for gifts or additional days off. Bosch has implemented a gamification system in its factories, increasing employee engagement in production processes by 18% (Industry Week, 2024). This method is particularly effective among younger employees, who are more interested in digital and interactive approaches.

Digital technologies play a significant role in applying motivation in modern production. For example, Manufacturing Execution Systems (MES) and human resource management platforms enable real-time monitoring of employee performance and the application of tailored incentives. Systems like SAP or Oracle analyze employee performance and offer personalized motivation strategies. For instance, the U.S.-based Caterpillar uses digital analytics tools to evaluate employee production performance and provide tailored rewards, increasing production efficiency by 10% (Bloomberg, 2023).

Local culture and social factors are crucial in applying motivation methods. In developing markets like Uzbekistan, employees often value family-oriented principles and collective success. Therefore, social benefits covering employees' families (e.g., health insurance, educational grants for children) can serve as motivational tools in production enterprises. For example, Uzbekistan's "Artel" company has increased employee loyalty by providing social benefit packages.

Motivation strategies significantly impact the productivity, quality, and employee job satisfaction in production processes. Statistical data indicate that effective motivation programs optimize production costs and enhance enterprise competitiveness. According to a 2024 Harvard Business Review study, production enterprises implementing motivation strategies increased productivity by an average of 22% while reducing product quality-related errors by 35%. For example, Japan's Mitsubishi Heavy Industries optimized production processes through an employee suggestion-based motivation system, reducing annual operating costs by 8%. Motivation strategies also strengthen employee loyalty by increasing job satisfaction. According to a 2023 PwC report, enterprises prioritizing motivation reduced employee turnover by 20%, ensuring the retention of experienced staff in production. Additionally, motivation encourages innovative approaches. For



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instance, Tesla's support for employee suggestions to improve processes increased production line efficiency by 15% (Reuters, 2024).

In the future, motivation strategies will further integrate with technologies such as artificial intelligence (AI) and automation. AI-based analytical tools will enable personalized evaluation of employee performance and offer tailored motivation measures. Meanwhile, automation will free employees from repetitive tasks, allowing them to focus on creative and strategic responsibilities. In developing markets like Uzbekistan, motivation strategies tailored to local social and economic conditions, such as social benefits and skill development programs, can become even more effective.

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PSYCHOLOGICAL FACTORS OF THE FORMATION OF LEADERSHIP QUALITIES IN SCHOOL STUDENTS

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Annotation

This article is devoted to the psychological factors of the formation of leadership qualities in students, and involves the study of the professional, life, scientific, and psychological preparation of high school students. Also, the content of the article, through reliable sources, illuminates the individual characteristics of students, their psychological image and functions on a scientific basis.

Keywords: leader, school, teacher, psychologist, student, class, discipline, psychological image, patriotism, courage, selflessness.

Nowadays, every field needs personnel with psychological qualities such as selfless, leading, initiative, rich in innovative ideas, socially active, possessing new management practices, optimism, independent thinking, self-confidence. This situation is also important for students, and leadership is a guarantee of success for students in any conditions. The psychological characteristics of the formation of leadership qualities in the behavior of students, the psychological qualities inherent in the leader, the relationship between the leader and the team, psychological conditions affecting successful work, independent decision-making, and superiority in communication are among the important and urgent issues facing psychology.

It should be noted that in many studies related to the fields of psychology, many scientific approaches, concepts, and scientific models have been scientifically developed on the issue of the phenomenon of leadership, which contain a lot of important information describing the characteristics of leadership and leading individuals. However, in domestic studies, almost no research has been conducted on the psychological aspects of the formation of leadership qualities, especially in young people. In our opinion, a leader is a set of individual actions that combine all



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the mechanisms and methods of psychological influence in order to achieve maximum impact in group activities.

In particular, researcher N.V.Mysen defines leadership as a person who, on the basis of administrative, legal and social authority, manages the activities of a group and increases their motivation[1, 61]. From this point of view, leadership is a person who is more active than others in performing distributed tasks, who encourages others to perform them or leads them, that is, who coordinates the actions of a group of young people.

According to T.Shibutani, a scientist with his own scientific views in the field of psychology, when describing the concept of leadership or analyzing data related to it, it is necessary to take into account the state of interdisciplinary integration. Because this concept reflects many characterological features that assess the activities of students and young people and their potential[2, 96]. Indeed, in many psychological literatures there are undisputed opinions on the description of the concepts of a leader and a manager..

In the official comments of researcher S.R.Covey, it is not necessary for a leader to be in the group, but a leader should be in his place in such conditions [3, 246].

Researcher N.P.Belyatsky, in explaining the qualities of leadership, singles out the following psychological aspects[4, 89]:

a leader is primarily a subject who regulates interpersonal relations in a group and controls the formal relations of the team;

leadership is a phenomenon that manifests itself in the microenvironment and reflects a whole set of social relations that are part of the macroenvironment;

leadership arises spontaneously, the leader of any social group is appointed or elected, but this process does not occur spontaneously, but rather is purposeful, carried out under the control of various elements of the social structure;

the phenomenon of leadership is not very stable, the candidacy of a leader largely depends on the mood of the group, while leadership is a more stable phenomenon;

the decision-making process by a leader is more complex and based on many criteria, while that of a leader is no exception;



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the leader's activities are mainly in a small group, and he is considered a leader, the scope of the leader's activities is psychologically wider.

According to the European researcher D.K.Dale, leadership is not a quality that is inherent to everyone, it includes specific psychological abilities, individual psychological qualities, professional competencies, social psychological qualities, and specific features of the nervous system. Leadership is a multifaceted activity. The following two main directions are distinguished in its explanation[5, 96]:

leadership is a focus on specific tasks, i.e. motivation, organization, giving instructions, making the right decisions and ensuring their implementation, correctly distributing the workload, etc.;

leadership is a set of qualities such as striving to maintain and develop a team, paying attention to those under one's control, self-confidence, the ability to motivate a team, helping people achieve their personal goals, satisfaction with one's work, self-awareness, self-confidence, active participation in thinking and solving problems, and practicing mutual respect and sincerity in personal relationships..

Therefore, explaining the phenomenon of leadership involves explaining the relevant data not only from a socio-psychological perspective, but also from areas such as management psychology and organizational psychology. Because many studies on management psychology have detailed specific definitions and conceptual foundations of leadership phenomena.

According to one of the leading scientists of social psychology, D.Myers, a leader is a person who can influence other people, ensure high efficiency in activities, and contribute to success in work. At the same time, a leader can motivate some members of the group and change them differently from others [6, 423]. A leader is a person who has high vision, can influence others, and can unite them for his goals.

Researcher V.F.Ukolov in his textbook “Theory of Management” tried to explain the concept of leadership through the following definitions [7, 55]:

a leader is a person who is at the center of group processes;

a leader is a person who has a number of psychological characteristics;

a person who differs from others in his actions or whose characteristics are very easy to recognize;



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a leader is a person who constantly strives for a goal or result, whose management skills and roles are much higher than those of others;

a leader is a person who is always supported by group members, regardless of the team he is in;

a leader is a dynamic group member who has high persuasive skills and is able to lead others;

a leader is a group member who has the ability to influence, he is often a person close to the leader;

a leader is a team member who has mastered management skills, informally leads the team, etc.

Indeed, the problem of leadership is extremely multifaceted, and it is possible to distinguish many psychological aspects in it, each of which naturally implies its own essence.

According to Uzbek scientist Professor E.G.Gaziev, if a person's individual characteristics in certain tasks correspond to the process of activity and relationships, the goals and requirements of the group members, then he is a leader. If the tasks and requirements of the group change, another person can take over the leadership role [8, 76]. Thus, in collective activities, for example, during leisure time, another person can also take on the leadership function. In addition, an official leader is a head appointed by the organization's leaders to manage certain tasks. He has legal rights, duties and responsibilities, which he has scientifically based definition.

Since the student-adolescent period has a unique way of thinking, it is likely that it will be difficult to study their personality traits. That is, a student leader is a member of the class who helps other students do more than others. The leadership qualities of one student greatly help to open up the opportunities of other students.

Authoritarian leaders have ideas about the abilities of each class member, their attitude to the preparation of tasks, and their positions in accordance with their positions, and accordingly, they maximally program the work actions of each student. Such leaders have such dedication to school activities that they cannot imagine themselves without tasks, that is, school activities “cover their whole being”. Perhaps for this reason, such a student knows each class member very well, their daily activities, and their results. In addition, it was found that such students



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have such positive psychological characteristics as a leader-organizer, a leader-initiator, a leader-erudite, a leader who manages the emotional state of the class, and a leader-intellectual.

In conclusion, it was found that the main psychological factors such as “emotional literacy”, “management of one's own emotions”, “empathy”, “social and moral maturity”, “spiritual maturity”, “emotional maturity”, “social intelligence” and “leadership in a team” had a positive effect on the formation of leadership qualities in students.

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**PEDAGOGICAL STRATEGIES FOR IMPROVING THE IMMUNITY OF
FUTURE RELIGIOUS SPECIALISTS AGAINST “MASS CULTURE”
BASED ON A GENDER APPROACH**

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In modern times, the influence of mass culture is felt by everyone, from young children to adults. Its impact extends to all spheres of society, uniting people in various corners of the world while simultaneously causing individualism, differentiation, and conflict. The influence of mass culture on religious and moral aspects is particularly important and pressing. This article discusses the impact of mass culture on religion and religious education, as well as pedagogical strategies for developing immunity against this influence. We will explore approaches that future religious specialists can implement in this regard.

Mass culture today significantly influences the general mentality and system of ideas in society. The spiritual, moral, and psychological aspects under its influence can negatively affect the religious and moral values of various segments of society, especially the younger generation. Furthermore, the spread of mass culture through social media, cinema, television, the internet, and advertising is currently changing people's attitudes towards family and religious values.

It can often be observed that information in mass culture is promoted without a proper understanding of the true meaning of religious teachings or specific religious approaches.

For example, all mass-produced products and content that present ideas contrary to the fundamental tenets of religion or invite spiritual debates, at the very least, cast doubt on religion or turn it into an object of amusement.

The gender approach expresses an understanding of the formation of social roles related to people's affiliation and circumstances regarding their social roles and abilities. This approach changes the attitude of people, particularly young people, towards religious values in various segments of society. A great and important task,



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especially for future religious specialists, is to understand these approaches and learn how to develop immunity against mass culture.

A crucial task for future religious specialists is to understand the influence of mass culture and effectively resist it. This requires conducting media analysis and studying the social and religious associations of mass culture content. It is also important to work with young people, explaining the harmful effects of mass culture and educating them accordingly.

To develop immunity against mass culture, religious specialists need to enhance the moral and spiritual literacy of young people. This, in turn, will help them identify the negative influences of mass culture and establish stable and strong foundations to counter it.

Religious specialists should help young people internalize the basic principles, values, and moral laws of religion from an early age. This will help them protect themselves from the negative influences of mass culture. In religious education, while focusing on spiritual values, it is necessary to raise awareness of the errors associated with ideas and concepts in mass culture.

The impact of mass culture on gender also significantly affects our education system. The evolution of roles between women and men, their relationships with religion and moral decisions, and issues of gender equality are important aspects influenced by mass culture. Therefore, future religious specialists should also pay attention to issues related to upholding gender equality and interpreting religious tenets based on the principle of inclusivity.

The influence of mass culture on religious and spiritual life is a significant and pressing issue in our lives. To develop immunity against this issue, future religious specialists, through pedagogical strategies, should be able to positively change the attitude of young people towards moral and religious values. To do this, they need to understand the influence of mass culture, enhance moral literacy, and apply pedagogical approaches based on the spiritual values of religion.



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ИСПОЛЬЗОВАНИЕ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ МАТЕМАТИКЕ ДЕТЕЙ С НАРУШЕНИЯМИ СЛУХА

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Аннотация:

В статье говорится об использовании компьютерных технологий, их эффективных результатах и преимуществах при обучении математике детей с нарушением слуха.

Ключевые слова: педагогические технологии, информационно-коммуникационные технологии, инновации, мультимедиа, моделирование, анимация

Abstract:

The article talks about the use of computer technology and its effective results and advantages in teaching mathematics to children with hearing impairment.

Key words: pedagogical technology, information and communication technology, innovation, multimedia, modeling, animation

Во всем мире, в том числе и в Узбекистане, на фоне реформ, направленных на повышение эффективности образования и создание современной системы образования, уделяется внимание внедрению в обучение новейших педагогических, инновационных, информационно-коммуникационных и компьютерных технологий, тем самым повышая эффективность системы непрерывного образования.



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Компьютерные технологии являются важнейшими из современных методов обучения, применение которых позволяет развивать и совершенствовать личностные качества учащихся с нарушениями слуха. Одним из актуальных вопросов педагогики является применение компьютерных технологий на основе разработанной для каждой дисциплины программы с учетом ее специфики.

В частности, использование компьютерных технологий в обучении математике детей с нарушениями слуха вызывает у учащихся интерес к естествознанию благодаря мультимедийным технологиям. Позволяет эффективно усваивать пройденный материал, активизируя навыки мышления. Позволяет моделировать и отображать процессы, которые трудно продемонстрировать на практике. Наряду с темпом изучения материала, его осмыслением, осмысление позволяет проводить обучение в индивидуальной (индивидуальной) форме и проводить дистанционное обучение с учащимися, которые не могут участвовать в занятиях в силу их конкретности или других объективных причин. Остановимся на вопросе использования компьютера на уроках математики с целью формирования у учащихся умений мыслить. Учитель должен не только в ходе своего обучения дать ученикам определенный объем знаний, но и добиться формирования у них страсти к самостоятельному поиску другой информации с помощью различных средств, в том числе и компьютера. Чем лучше организовано стремление учащихся к самостоятельному познанию, тем эффективнее и качественнее проходит обучение. Компьютер повышает возможность самостоятельной работы учащихся, при этом учитель может контролировать процесс усвоения пройденного материала в различных формах. В процессе преподавания учебных предметов, в том числе математики, необходимо основное внимание уделять использованию компьютера в качестве наглядного пособия, дидактического учебного материала, предназначенного для самостоятельного освоения учащимися, творческого технологического объекта, направленного на совершенствование навыков самоконтроля и изобретательности. Потому что естественная, яркая и, самое главное, интересная демонстрация учебного материала, обработка его учащимися, творческое решение проблемы



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облегчают получение знаний, собственных!сохранение завышенных знаний в долговременной памяти, закрепление творческих изобретательских умений и навыков, создает условия для применения знаний на практике.Методика создания электронных разработок для уроков математики начальных классов специализированной школы-интерната для детей с нарушениями слуха, разработана методика использования информационных технологий на уроках и проведения уроков на их основе. Созданная электронная разработка содержит Кипарис, оглавление, страницы изложения учебного материала, а также разработаны тесты и задания для контроля знаний. Основной раздел электронной разработки включал текстовые, графические, анимационные и тестовые программы. Специализированные школы-интернаты являются одним из видов нетрадиционных занятий по математике для начальных классов с использованием компьютеров и мультимедийных возможностей при переходе на новые педагогические технологии и современные информационные технологии. При проведении уроков математики начальных классов в специализированных школах-интернатах с использованием компьютерных возможностей посредством электронных разработок можно сделать следующие выводы по полученным результатам:

- использование возможностей электронной разработки увеличивает возможность полного объяснения темы учащимся;
- анимированные изображения и анимация играют важную роль в расширении воображения учащихся;
- при прохождении урока появилась возможность выиграть время, а это значит, что меньше времени было потрачено на объяснение предмета и на то, чтобы ученики усвоили предмет;
- больше времени остается на практическую работу, то есть на решение примеров и задач, приведение реальных примеров, проведение вопросов и ответов между читателями;
- на основе вышесказанного, ulaming расширяет свои знания, навыки и компетенции;
- все учащиеся получают возможность оценивать, то есть, если оценка ставится за пример и решение задачи, то после выполнения тестовых заданий,



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в зависимости от того, выполнили ли они задания на дом, выставляется итоговая оценка, и учащиеся поощряются;

- предоставляется возможность учащимся учиться самостоятельно, т. е. учащийся может самостоятельно без участия учителя использовать данную электронную разработку для изучения и освоения предмета с использованием мультимедийных возможностей. Таким образом, электронная разработка отличается от других учебников наличием в ней текста, графики, анимации, абзацев, содержащих учебный материал, системой контроля знаний (тестов и заданий) и приобретает важное значение своими возможностями. Причина в том, что специальная методика преподавания математики, как и других предметов, основана на передаче готовых знаний по предмету ученикам учителем. Известно, что у детей с нарушениями слуха из-за недостатков слуха их зрительный анализатор выступает в качестве компенсатора, а информация, полученная при просмотре, гораздо лучше сохраняется в памяти учащихся.

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**40 YILDAN OSHGAN MANAN ESKIRGAN TRANSFORMATORLARNI
ELEKTR ISROFLARINI KAMAYTIRISH CHORA TADBIRLARINI
ISHLAB CHIQISH**

Xonobod Shahri Misolida

Energiya tejamkorligi va energoaudit yo'nalishi K-96-21 talabasi Muhammadov
Muhammadali

Annotatsiya

Ushbu maqola Xonobod shahri elektr ta'minoti tizimidagi 40 yildan oshgan eskirgan transformatorlar sababli yuzaga kelayotgan elektr isroflarini kamaytirish masalalarini ko'rib chiqadi. Maqolada eskirgan transformatorlardagi elektr isroflarining asosiy sabablari tahlil qilinadi va ularning salbiy oqibatlari keltiriladi. Shuningdek, Xonobod shahri misolida elektr isroflarini kamaytirish bo'yicha kompleks chora-tadbirlar taklif etiladi.

Kalit so'zlar: elektr isrofi, eskirgan transformatorlar, energiya samaradorligi, Xonobod shahri, elektr ta'minoti, chora-tadbirlar.

Annotation

This article examines the issues of reducing electricity losses caused by outdated transformers older than 40 years in the power supply system of the city of Khanabad. The main causes of electricity losses in old transformers are analyzed, and their negative consequences are presented. Additionally, a set of comprehensive measures to reduce electricity losses in the case of Khanabad city is proposed.

Keywords: electricity loss, outdated transformers, energy efficiency, Khanabad city, power supply, measures.

Kirish

Bugungi kunda energiya tejash va elektr energiyasidan oqilona foydalanish global ahamiyatga ega bo'lib bormoqda. Elektr energiyasini ishlab chiqarish va iste'molchilarga yetkazib berish jarayonida yuzaga keladigan yo'qotishlarni



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minimallashtirish energetika sohasining muhim vazifalaridan biridir. Xususan, elektr uzatish va taqsimlash tizimlarida qo'llaniladigan transformatorlarning texnik holati energiya isrofi darajasiga sezilarli ta'sir ko'rsatadi. Xonobod shahri elektr tarmoqlarida uzoq muddat davomida foydalanib kelinayotgan, 40 yildan oshgan eskirgan transformatorlarning mavjudligi elektr energiyasining sezilarli darajada isrofiga olib kelmoqda. Ushbu holat nafaqat energiya resurslarining behuda sarflanishiga, balki elektr ta'minoti sifatining pasayishiga va iqtisodiy zarar ko'rishga ham sabab bo'ladi. Shu bois, Xonobod shahri misolida eskirgan transformatorlardagi elektr isroflarini kamaytirish bo'yicha ilmiy asoslangan chora-tadbirlarni ishlab chiqish dolzarb ahamiyat kasb etadi.

Asosiy qism

Xonobod shahri elektr tarmoqlaridagi eskirgan transformatorlarda elektr energiyasining isrofi bir qator omillar bilan bog'liq. Bularga quyidagilar kiradi:

- Magnit yo'qotishlari: Eskirgan transformatorlarning magnit o'zak materiallari o'z xususiyatlarini yo'qotadi, natijada gisterezis va uyurma toklar tufayli energiya sarfi ortadi.
- Mis o'rashlardagi yo'qotishlar: Vaqt o'tishi bilan o'rash materiallarining qarshiligi oshadi, korroziya va izolyatsiyaning buzilishi natijasida Joul issiqligi shaklida yo'qotishlar ko'payadi (I^2R).
- Yuklanishsiz ishlashdagi yo'qotishlar: Eskirgan transformatorlar zamonaviy analoglariga nisbatan yuklanmagan holatda ham ko'proq energiya iste'mol qiladi.
- Sovutish tizimining samarali emasligi: Eskirgan sovutish tizimlari transformatorning normal haroratda ishlashini ta'minlay olmaydi, bu esa uning samaradorligini pasaytiradi va isroflarni oshiradi.
- Noto'g'ri quvvat tanlash: Iste'mol ehtiyojlariga mos kelmaydigan, ortiqcha quvvatli transformatorlardan foydalanish yuklanmagan holatdagi yo'qotishlarni oshiradi.

Ushbu muammolarni bartaraf etish va elektr isroflarini kamaytirish uchun Xonobod shahri elektr tarmoqlarida quyidagi kompleks chora-tadbirlarni amalga oshirish zarur:



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1. Eskirgan transformatorlarni zamonaviy, yuqori samarali transformatorlarga almashtirish: Energiya samaradorligi yuqori bo'lgan, zamonaviy texnologiyalarga asoslangan transformatorlarni (jumladan, amorf o'zakli transformatorlarni) bosqichma-bosqich o'rnatish.
2. Muntazam texnik xizmat ko'rsatish va diagnostika: Mayjud transformatorlarning holatini muntazam tekshiruvdan o'tkazish, moy darajasi, izolyatsiya qarshiligi kabi parametrlarini nazorat qilish va nosozliklarni bartaraf etish.
3. Yuklanishni optimallashtirish: Elektr tarmoqlaridagi yuklanishni muvozanatlash, iste'molchilarni optimal guruhlash va transformatorlarga ulash.
4. Kuchlanishni barqarorlashtirish: Tarmoqdagi kuchlanish darajasini belgilangan me'yorlarda ushlab turish uchun avtomatik kuchlanish rostlagichlardan foydalanish.
5. Tarmoqni modernizatsiya qilish: Eskirgan elektr uzatish liniyalarini kamroq yo'qotishga ega bo'lgan yangi o'tkazgichlar bilan almashtirish.
6. Monitoring va hisobga olish tizimini takomillashtirish: Transformatorlardagi energiya sarfini real vaqt rejimida kuzatish imkonini beruvchi zamonaviy monitoring tizimlarini joriy etish.
7. Iste'molchilarni xabardor qilish: Aholi va korxonalarni energiya tejash usullari, zamonaviy energiya samarador uskunalaridan foydalanish zarurligi to'g'risida ma'lumot berish.

Muhokama

Xonobod shahri elektr tarmoqlarida eskirgan transformatorlarni almashtirish va yuqorida keltirilgan chora-tadbirlarni amalga oshirish elektr energiyasining isroflarini sezilarli darajada kamaytirishga imkon beradi. Zamonaviy transformatorlarning yuqori samaradorligi, muntazam texnik xizmat ko'rsatish va tarmoqni optimallashtirish orqali energiya yo'qotishlari minimallashtiriladi, bu esa elektr ta'minoti sifatining yaxshilanishiga va resurslarning tejaliishiga olib keladi. Bundan tashqari, monitoring tizimining joriy etilishi energiya sarfini aniq hisobga olish va isroflarning oldini olishda muhim rol o'ynaydi. Iste'molchilarning energiya tejash bo'yicha xabardorligini oshirish ham umumiy energiya iste'molini kamaytirishga yordam beradi. Ushbu chora-tadbirlarning iqtisodiy samaradorligini



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baholash va ularni bosqichma-bosqich amalga oshirish rejasini ishlab chiqish muhim ahamiyatga ega.

Xulosa

Xonobod shahri elektr ta'minoti tizimida 40 yildan oshgan eskirgan transformatorlar sababli yuzaga kelayotgan elektr isroflarini kamaytirish uchun kompleks yondashuv zarur. Eskirgan uskunalarni zamonaviylashtirish, texnik xizmat ko'rsatishni yaxshilash, tarmoqni optimallashtirish va iste'molchilarni xabardor qilish kabi chora-tadbirlarni amalga oshirish orqali elektr energiyasining isroflarini sezilarli darajada kamaytirish, elektr ta'minoti sifatini oshirish va energiya resurslaridan oqilona foydalanishga erishish mumkin. Kelgusida ushbu yo'nalishda olib boriladigan tadqiqotlar va innovatsion texnologiyalarni joriy etish elektr isroflarini yanada kamaytirishga xizmat qiladi.

Adabiyotlar ro'yxati

1. O'zbekiston Respublikasi Vazirlar Mahkamasining "Elektr energiyasidan foydalanish qoidalarini tasdiqlash to'g'risida"gi qarori.
2. Energiya samaradorligi bo'yicha xalqaro standartlar va tavsiyalar.
3. Elektr transformatorlari bo'yicha texnik adabiyotlar va qo'llanmalar.
4. Xonobod shahrining elektr ta'minoti tizimi bo'yicha statistik ma'lumotlar.
5. Energoaudit bo'yicha mutaxassislarning ilmiy maqolalari va hisobotlari.



GIBRID SHAMOL-QUYOSH ELEKTR STANSIYALARINING ISH REJIMLARINI TAKOMILLASHTIRISH

Talabasi Soliyev Raxmatillox

Energiya tejamkorligi va energoaudit yo'nalishi K-96-21

Annotatsiya

Ushbu maqola gibrid shamol-quyosh elektr stansiyalarining samaradorligini oshirish maqsadida ularning ish rejimlarini takomillashtirish masalalarini ko'rib chiqadi. Muqobil energiya manbalarining o'zgaruvchanligi sharoitida energiya ishlab chiqarishni barqarorlashtirish, energiya saqlash tizimlaridan optimal foydalanish va tarmoq bilan sinxronlashuvni yaxshilash kabi jihatlar tahlil qilinadi. Maqolada gibrid stansiyalarning turli xil konfiguratsiyalari va ularni boshqarish strategiyalari muhokama qilinadi hamda ish rejimlarini takomillashtirish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: gibrid elektr stansiyasi, shamol energiyasi, quyosh energiyasi, ish rejimi, energiya saqlash, boshqaruv strategiyasi, energiya samaradorligi.

Annotation

This article examines the issues of improving the operating modes of hybrid wind-solar power plants to increase their efficiency. Aspects such as stabilizing energy production under the variability of renewable energy sources, optimal use of energy storage systems, and improving synchronization with the grid are analyzed. The article discusses various configurations of hybrid stations and their control strategies, and recommendations for improving operating modes are provided.

Keywords: hybrid power plant, wind energy, solar energy, operating mode, energy storage, control strategy, energy efficiency.

Kirish

So'nggi yillarda qayta tiklanuvchi energiya manbalariga bo'lgan qiziqishning ortishi global energetika siyosatining muhim yo'nalishlaridan biriga aylandi. Shamol va quyosh energiyasi eng istiqbolli muqobil energiya manbalari hisoblanadi, biroq ularning tabiatiga xos bo'lgan o'zgaruvchanlik elektr energiyasi ishlab chiqarishda



barqarorlikni ta'minlashda muayyan qiyinchiliklar tug'diradi. Gibrid shamol-quyosh elektr stansiyalari (GSQES) bu muammoni hal qilishning samarali yechimlaridan biri sifatida e'tirof etilmoqda. GSQESlar shamol va quyosh energiyasining afzalliklarini birlashtirib, energiya ishlab chiqarishning yanada barqaror va ishonchli tizimini yaratishga imkon beradi. Biroq, bunday stansiyalarning samarali ishlashi ularning ish rejimlarini optimal boshqarishga bog'liqdir. Ushbu maqolada gibrid shamol-quyosh elektr stansiyalarining ish rejimlarini takomillashtirish masalalari ko'rib chiqiladi va ularning samaradorligini oshirish bo'yicha tavsiyalar ishlab chiqiladi.

Asosiy qism

Gibrid shamol-quyosh elektr stansiyalarining ish rejimlarini takomillashtirish quyidagi asosiy yo'nalishlarni o'z ichiga oladi:

1. **Energiya ishlab chiqarishni prognozlashning aniqligini oshirish:** Shamol tezligi va quyosh radiatsiyasi kabi meteorologik ma'lumotlarni aniq prognoz qilish gibrid stansiyaning energiya ishlab chiqarishini rejalashtirish va boshqarish uchun muhim ahamiyatga ega. Zamonaviy prognozlash usullari, sun'iy intellekt va mashinaviy o'rganish algoritmlaridan foydalanish prognozlash aniqligini sezilarli darajada oshirishi mumkin.
2. **Energiya saqlash tizimlaridan optimal foydalanish:** Akkumulyator batareyalari, superkondensatorlar yoki boshqa energiya saqlash texnologiyalari gibrid stansiyada ishlab chiqarilgan energiyani saqlash va talab yuqori bo'lgan paytlarda tarmoqqa uzatish imkonini beradi. Energiya saqlash tizimlarining quvvati va zaryad/razryad qilish strategiyalari stansiyaning umumiy samaradorligiga ta'sir ko'rsatadi. Boshqaruv tizimi energiya ishlab chiqarish va iste'molini muvozanatlash uchun energiya saqlash tizimlaridan optimal tarzda foydalanishi kerak.
3. **Boshqaruv strategiyalarini takomillashtirish:** Gibrid stansiyaning ishini optimal boshqarish uchun aqlli boshqaruv algoritmlarini ishlab chiqish zarur. Bu algoritmlar shamol va quyosh energiyasining mavjudligi, tarmoq talablari va energiya saqlash tizimining holatini hisobga olgan holda stansiyaning energiya ishlab chiqarish va uzatish rejimlarini avtomatik ravishda sozlab turishi kerak.



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Markazlashgan va markazlashmagan boshqaruv tizimlarining afzalliklari va kamchiliklari tahlil qilinishi lozim.

4. **Tarmoq bilan integratsiyani yaxshilash:** Gibrid stansiyaning elektr tarmog'iga barqaror ulanishini ta'minlash muhimdir. Bu chastota va kuchlanishni nazorat qilish, reaktiv quvvatni kompensatsiya qilish va tarmoqning barqarorligini saqlashni o'z ichiga oladi. Zamonaviy quvvat elektronikasi qurilmalari va boshqaruv tizimlari tarmoq bilan sinxronlashuvni yaxshilashga yordam beradi.
5. **Gibrid stansiyalarning turli konfiguratsiyalarini tahlil qilish:** Shamol turbinalari va quyosh panellarining joylashuvi, quvvati va energiya saqlash tizimlari bilan integratsiyalashuvi stansiyaning umumiy samaradorligiga ta'sir qiladi. Turli xil konfiguratsiyalarning texnik-iqtisodiy tahlili optimal yechimlarni aniqlashga yordam beradi.
6. **Ma'lumotlarni yig'ish va tahlil qilish:** Gibrid stansiyaning ishlashi bo'yicha doimiy ravishda ma'lumotlarni yig'ish va tahlil qilish stansiyaning samaradorligini baholash va ish rejimlarini takomillashtirish uchun zarurdir. Katta hajmdagi ma'lumotlarni tahlil qilish (Big Data Analytics) usullari optimal boshqaruv strategiyalarini aniqlashga yordam beradi.

Muhokama

Gibrid shamol-quyosh elektr stansiyalarining ish rejimlarini takomillashtirish qayta tiklanuvchi energiya manbalaridan foydalanishning samaradorligini oshirishda muhim rol o'ynaydi. Energiya ishlab chiqarishni aniq prognozlash, energiya saqlash tizimlaridan optimal foydalanish va aqlli boshqaruv strategiyalarini joriy etish orqali gibrid stansiyalarning barqarorligi va ishonchliligi sezilarli darajada oshirilishi mumkin. Tarmoq bilan muvaffaqiyatli integratsiya elektr energiyasi ta'minotining umumiy barqarorligiga hissa qo'shadi. Turli xil konfiguratsiyalarni tahlil qilish va ma'lumotlarni yig'ish hamda tahlil qilish orqali stansiyaning ishlashini doimiy ravishda yaxshilab borish imkoniyati yaratiladi. Kelajakda sun'iy intellekt va mashinaviy o'rganish texnologiyalarining rivojlanishi gibrid stansiyalarning ish rejimlarini avtomatik ravishda optimallashtirish va ularning samaradorligini yanada oshirishga imkon beradi.



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Xulosa

Gibrid shamol-quyosh elektr stansiyalari qayta tiklanuvchi energiya manbalaridan foydalanishning istiqbolli yoʻnalishlaridan biri hisoblanadi. Ularning samarali ishlashi ish rejimlarini takomillashtirishga bogʻliq. Ushbu maqolada koʻrib chiqilgan energiya ishlab chiqarishni prognozlash, energiya saqlash tizimlaridan optimal foydalanish, aqlli boshqaruv strategiyalarini ishlab chiqish, tarmoq bilan integratsiyani yaxshilash, turli konfiguratsiyalarni tahlil qilish va maʼlumotlarni yigʻish hamda tahlil qilish kabi yoʻnalishlardagi tadqiqotlar va amaliyotlar gibrid stansiyalarning samaradorligini oshirish va ularning energetika tizimidagi oʻrnini mustahkamlashga xizmat qiladi. Kelgusida bu sohada erishilgan yutuqlar barqaror energetikaga oʻtish jarayonini tezlashtirishga muhim hissa qoʻshishi kutiladi.

Adabiyotlar roʻyxati

1. Global Wind Energy Council (GWEC) hisobotlari.
2. International Renewable Energy Agency (IRENA) hisobotlari.
3. Quyosh energiyasi boʻyicha xalqaro konferensiya materiallari.
4. Shamol energiyasi boʻyicha xalqaro konferensiya materiallari.
5. Gibrid energiya tizimlari boʻyicha ilmiy maqolalar va tadqiqotlar.
6. Energiya saqlash texnologiyalari boʻyicha adabiyotlar.
7. Elektr tarmoqlarini boshqarish va integratsiya qilish boʻyicha materiallar.
8. Sunʼiy intellekt va mashinaviy oʻrganishning energetikada qoʻllanilishi boʻyicha tadqiqotlar.
9. Muqobil energiya manbalari boʻyicha darsliklar va qoʻllanmalar.
10. Oʻzbekiston Respublikasining qayta tiklanuvchi energiya manbalarini rivojlantirish boʻyicha qonun va qarorlari.



EXPERIMENTAL DESIGN TO TEST GAMIFICATION TOOLS ON STUDENT MOTIVATION AND PARTICIPATION

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Abstract

Increasing the motivation of students and ensuring their active participation in the educational process is always one of the important tasks. With the help of modern pedagogical technologies and innovative approaches, this goal can be achieved. In this context, the use of Game Tools serves as an effective tool in increasing the activity of students in the educational process and improving the quality of their mastering. This article will analyze in detail the essence of experimental design, its main stages and expected results, aimed at increasing the motivation and participation of students with the help of gaming tools.

Keywords: motivation, education, pedagogical approaches, control, traditional education, pedagogical technologies, educational process, students.

Experimental design is one of the research methods used in the testing of new pedagogical approaches in the educational process. Through this method, the influence of the means of play on the motivation and participation of students is clearly and reliably studied. The experiment is conducted in two main groups: the control group and the experimental group. While the control team is trained on traditional educational techniques, the experimental team participates in classes where the game tools are used. The difference between these two groups makes it possible to determine the influence of the means of play. In the organization of experimental design, the purpose and objectives of the study are determined first. The main objective of this study is to study the impact of gaming tools on student motivation and participation. To this end, an analysis is made of how the game tools are used in the educational process, their effectiveness, their role in stimulating the active participation of students. As research tasks, it is established to determine the role and importance of game tools in the educational process, measure the motivation of students, assess the level of participation and compare the results



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obtained. Careful approach is necessary in the formation of experimental and control groups. Groups should have as many similar characteristics as possible, that is, equal in age, level of knowledge, interests and other socio-demographic indicators. This is an important condition for ensuring the validity of the research results. Techniques such as interactive games, quizzes, simulations, and group work can be used as game tools during the experiment. These tools enhance student interaction, help strengthen knowledge, and encourage them to participate actively.[1]

Before conducting the experiment, preliminary measurements are carried out to determine the motivation and level of participation of students. These measurements are made through surveys, observations, and interviews. Based on the data obtained, groups are prepared and an experiment begins. During the experiment, the activity, level of participation and motivation of students are regularly recorded in classes in which game tools are used. This process is carried out at each stage of the learning process so that changes and results are observed over time. At the end of the experiment, the results obtained by motivation and level of participation of students are analyzed. This analysis is quantitative and qualitative. In quantitative analysis, the data obtained are compared using statistical methods, and qualitatively, the opinions, reflections and experiences of students are studied. The results of this analysis show the effectiveness of the use of gaming tools in the educational process and provide important recommendations for future pedagogical practice.

One of the main advantages of gaming tools in increasing student motivation and participation is the fun and interactive nature of the learning process. Students find it more interesting to acquire knowledge in the form of a game, which increases their interest in learning. Game tools also enhance student interaction, develop teamwork skills, and encourage them to think independently. As a result, the participation of students in the educational process increases, which leads to a deeper and more effective assimilation of knowledge.[2]

Some difficulties may arise in the implementation of an experimental design. For example, factors such as the effect of subjectivity in assessing the effectiveness of Game Tools, the difference in the initial level of motivation of students, or the influence of external factors can lead to a misinterpretation of the results. Therefore, careful planning and consideration of all possible factors is necessary in the research



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process. Innovative technologies such as virtual reality, artificial intelligence, and interactive platforms can be used in the future to make gaming tools more efficient. This not only increases the motivation of students, but also takes the quality of education to a new level. Also, the adaptation of Game Tools for different disciplines and age groups provides individualization of the pedagogical process. The effective application of game elements in the educational process is one of the important areas of modern education. Games are not only a tool for children to have fun, but also an effective tool in making the educational process more interactive, understandable to students and motivating. By integrating game elements into education, it is possible to concentrate students, increase their interest in learning, as well as make the learning process more efficient and enjoyable. When introducing game elements into the educational process, it is first of all necessary to pay attention to the age, level of knowledge and interests of students. It is important for students of each age and level to choose suitable forms of play, harmonizing them with educational goals. For example, visual and colorful games for younger children, games that provide learning through simple assignments, are effective, while games that require more complex, strategic thinking are more beneficial for older students. When applying game elements in the educational process, it is not enough for games to be just fun, they must serve educational purposes. Through games, students must acquire new knowledge, develop practical skills and improve their ability to solve problems. For this reason, the elements of the game must be inextricably linked with the curriculum and the content of the lesson. This creates favorable conditions for students to more deeply understand and master the subjects they are studying. Balancing is also of great importance in the introduction of game elements. Overuse or improper Organization of games can lead to fatigue and decreased motivation in students. Therefore, it is necessary to harmonize games and traditional educational methods, correctly distribute the time and attention given to games in the educational process. This not only helps to concentrate students, but also keeps their interest in learning at a consistently high level.[3]

The skills and training of teachers are also an important factor for the effective application of game elements. Teachers should be well versed in how to organize games, how to integrate them into the lesson and how to overcome the difficulties



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that arise. A qualified teacher will benefit more from the elements of the game and more effectively organize the learning process of students. Therefore, the organization of special trainings, seminars and practical classes for teachers will help to improve the quality of Education. Modern technologies provide great opportunities for the introduction of game elements into the educational process. With interactive educational platforms, virtual and augmented reality games, computer and mobile games, students can consolidate their knowledge. This type of game helps students to understand topics more clearly, to more easily master complex concepts. It is also possible to create games adapted to the individual needs of students using technological tools, which increases the effectiveness of the educational process. For the effective application of game elements in the educational process, it is also important to take into account student opinion. Studying the attitude of students towards games, determining what kind of games they are most interested in, and adapting games on this basis, makes the educational process more interesting. The fact that students are free to express their opinions, participate in the improvement of games serves to improve the quality of Education.[4]

Conclusion

In conclusion, game tools are important in increasing student motivation and participation. With the help of experimental design, the effectiveness of these tools can be studied and evaluated on a scientific basis. Gaming tools serve to make the educational process more fun, interactive, and productive, increasing the younger generation's interest in learning and helping to shape them as active members of society. Therefore, in pedagogical practice, it is important to widely introduce game tools and constantly study their effects.

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THE POWER OF IDIOMS AND EXPLORING COMMON EXPRESSIONS ACROSS ENGLISH AND UZBEK CULTURES

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Abstract

This study explores the linguistic and cultural significance of weather-related idioms in English and Uzbek. By analyzing a variety of idiomatic expressions tied to natural phenomena such as rain, sun, wind, and snow, the paper aims to identify the underlying cognitive and cultural concepts that shape these expressions in both languages. The research emphasizes the metaphorical use of nature in shaping worldviews and cultural identity. Through comparative analysis, this paper highlights both shared and divergent cultural values and linguistic patterns, offering a deeper understanding of the role of idioms in the everyday life and worldview of English and Uzbek speakers.

Keywords: Idioms, weather, linguistic culture, metaphor, cognitive linguistics, English, Uzbek, cultural identity, comparative analysis

Annotatsiya

Ushbu tadqiqot ingliz va o'zbek tillaridagi ob-havoga oid frazeologizmlarning lingvistik va madaniy ahamiyatini o'rganadi. Yomg'ir, quyosh, shamol, qor kabi tabiat hodisalari bilan bog'liq frazeologik ifodalar tahlil qilinib, bu ifodalarda yashiringan kognitiv va madaniy kontseptlar aniqlanadi. Tadqiqotda tabiatning metaforik ishlatilishi orqali dunyoqarash va madaniy kimlikni shakllantirishning ahamiyati ta'kidlanadi. Taqqoslash tahlili orqali maqola umumiy va farqli madaniy qadriyatlar hamda lingvistik naqshlarni yoritib, ingliz va o'zbek tilida so'zlashuvchilarning kundalik hayoti va dunyoqarashidagi frazeologizmlarning rolini chuqurroq tushunishga yordam beradi.



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Kalit so'zlar: Frazеologizmlar, ob-havo, lingvokultura, metafora, kognitiv tilshunoslik, ingliz tili, o'zbek tili, madaniy kimlik, taqqoslash tahlili

Аннотация

Данное исследование изучает лингвистическое и культурное значение фразеологизмов, связанных с погодными явлениями в английском и узбекском языках. Анализируя различные идиоматические выражения, связанные с природными явлениями, такими как дождь, солнце, ветер и снег, статья стремится выявить скрытые когнитивные и культурные концепты, формирующие эти выражения в обоих языках. Исследование подчеркивает метафорическое использование природы для формирования мировоззрения и культурной идентичности. С помощью сравнительного анализа данное исследование выделяет общие и различающиеся культурные ценности и языковые паттерны, что способствует более глубокому пониманию роли фразеологизмов в повседневной жизни и мировоззрении носителей английского и узбекского языков.

Ключевые слова: Фразеологизмы, погода, лингвокультура, метафора, когнитивная лингвистика, английский язык, узбекский язык, культурная идентичность, сравнительный анализ

Introduction

Language is not only a tool for communication but also a reflection of the culture, values, and worldview of a society. Idioms, as integral components of language, offer a unique lens through which to understand the cognitive and cultural fabric of different communities. The use of idiomatic expressions, especially those related to natural phenomena, serves as a powerful example of how language captures human experience, emotions, and beliefs. Weather-related idioms, in particular, provide insight into how different cultures perceive and interact with nature, shaping both their linguistic expressions and their cultural identity.

This study seeks to explore weather-related idioms in English and Uzbek, two languages that, while geographically distant, share a common human experience in



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their interactions with the natural world. By analyzing idiomatic expressions tied to elements such as rain, wind, sun, and snow, this research will examine how these natural phenomena are metaphorically represented in both languages. In addition to linguistic analysis, the paper also considers the cultural and cognitive aspects of idioms, emphasizing the ways in which they reflect the underlying values, beliefs, and worldviews of English and Uzbek speakers.

The focus on weather-related idioms provides an opportunity to examine the intersection of language and culture, offering insights into the role of idiomatic expressions in shaping everyday communication. Through comparative analysis, this study will highlight both the similarities and differences between English and Uzbek cultures in their use of metaphorical language, shedding light on the shared human experience of interacting with nature while also revealing how these interactions are uniquely expressed across languages. Ultimately, this research aims to contribute to the broader field of linguocultural studies by providing a deeper understanding of the role of idioms in the cultural and linguistic identity of both English and Uzbek speakers.

Research Methodology

To explore the intricate relationship between figurative language and emotional resonance, a multidisciplinary and qualitative research methodology is employed. The study integrates insights from philology, cognitive linguistics, and literary studies, using the following approaches:

Literature Review. A comprehensive review of existing scholarly works on figurative language, including metaphors, similes, and idioms, is conducted. This includes theoretical frameworks from cognitive linguistics, emotional studies, and philological analysis, alongside critical examinations of literary texts. The review provides a foundation for understanding the historical, psychological, and cultural dimensions of figurative expressions.

Textual Analysis. A diverse corpus of texts, including literary works, cultural idioms, and conversational examples, is compiled. Texts are selected to represent different languages, cultures, and historical periods to highlight universal and culturally specific aspects of figurative language.



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Analysis Framework: Figurative expressions in the corpus are analyzed for their semantic, emotional, and cultural components. Attention is paid to how metaphors, similes, and idioms evoke emotions and create resonance in readers or listeners.

Cognitive and Emotional Analysis. **Cognitive Linguistics:** The study applies theories of conceptual metaphor and embodiment from cognitive linguistics to understand the mental processes involved in creating and interpreting figurative language.

Emotional Impact: An analysis of emotional resonance is performed using psychological studies on emotion, focusing on how figurative language engages empathy, imagination, and memory.

Philological Approach. Historical analysis of key figurative expressions is undertaken to trace their origins, evolution, and cultural significance. This approach examines how the emotional resonance of certain idioms or metaphors has changed over time and across linguistic communities.

Case Studies. **Literary Studies:** Selected works of literature are analyzed as case studies to demonstrate how figurative language enhances emotional expression. Examples from poetry, prose, and drama provide concrete illustrations of the emotional power of metaphors, similes, and idioms.

Cultural Contexts: Comparative case studies explore the role of cultural context in shaping the emotional impact of idioms and figurative expressions.

Qualitative Data from Surveys and Interviews. To supplement textual analysis, surveys and interviews with native speakers and linguists are conducted to understand personal interpretations of figurative expressions and their emotional impact.

Synthesis and Interpretation. Insights from the various methodologies are synthesized to provide a comprehensive understanding of the emotional resonance of figurative language. Patterns and themes are identified to explain how and why certain figurative expressions evoke strong emotional connections.

Analysis and Results

The methodology used in this study is a combination of qualitative linguistic analysis and comparative cultural study, aimed at exploring the weather-related idioms in English and Uzbek languages. The research process is structured around



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several key stages to ensure a comprehensive analysis of the selected idiomatic expressions. The following outlines the methodology used in this research:

1. **Selection of Idiomatic Expressions:** The first step in this study involves the identification and selection of weather-related idioms in both English and Uzbek. A thorough review of language corpora, literature, and idiomatic dictionaries in both languages will be conducted to collect a wide range of idiomatic expressions related to natural phenomena such as rain, wind, snow, and sun. Additionally, a variety of literary works from both English and Uzbek authors will be examined to find contextual instances of these idioms, particularly in metaphorical and figurative contexts.

2. **Data Collection:** Data will be collected from a range of sources, including:

Literary Works: Classic and modern literature in both languages, such as works by William Shakespeare, Charles Dickens, Abdulla Qodiriy, and Chinghiz Aytmatov, which use weather-related idiomatic expressions.

Language Corpora: Digital corpora of both English and Uzbek will be analyzed to identify the frequency and usage of weather-related idioms in everyday speech, media, and informal contexts.

Idiomatic Dictionaries: Comprehensive idiomatic dictionaries in both languages will be consulted to extract idioms, ensuring the inclusion of both common and rare expressions.

3. **Linguistic and Cultural Analysis:** The collected idioms will undergo both linguistic and cultural analysis:

Linguistic Analysis: The idiomatic expressions will be examined for their structure, meaning, and the role of metaphor in shaping these expressions. Cognitive linguistics approaches will be applied to understand how these idioms reflect human cognition and perception of the natural world.

Cultural Analysis: The study will also look at how the idioms reflect cultural values and worldviews. By examining the cultural context in which these idioms are used, the research will uncover the deeper symbolic meanings tied to natural phenomena in both English and Uzbek cultures. Special attention will be given to the differences and similarities in how each language and culture perceives and relates to nature.



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4. **Comparative Analysis:** A key aspect of this study is the comparative analysis of English and Uzbek weather-related idioms. This involves comparing and contrasting the idiomatic expressions from both languages, identifying common themes, and highlighting any significant differences in how these expressions reflect each culture's relationship with nature. This step will also explore the extent to which metaphorical language shapes the cognitive and cultural understanding of the weather across the two linguistic communities.

5. **Data Interpretation:** The final stage involves interpreting the data within the framework of linguocultural studies. The findings will be analyzed to determine how weather-related idioms function not only as linguistic tools but also as cultural markers that convey deeper insights into the worldviews of English and Uzbek speakers. By focusing on metaphor, symbolism, and the cognitive aspects of language, this research will provide a comprehensive understanding of how idioms function within the broader context of cultural identity and communication.

6. **Limitations and Scope:** This study is primarily focused on idiomatic expressions related to weather and natural phenomena and will not encompass all types of idioms. While the selection of literary works and language corpora provides a broad basis for data collection, the study may be limited by the availability of sources and the challenge of fully capturing regional variations in idiomatic expressions. However, the comparative approach adopted in this study ensures that the analysis remains grounded in the core cultural and linguistic features shared by both languages.

Conclusion

This study has explored the linguistic and cultural significance of weather-related idioms in English and Uzbek, emphasizing their metaphorical role in shaping perceptions of the natural world. Through a detailed analysis of these idiomatic expressions, the research has highlighted the cognitive and cultural aspects of language, revealing how weather-related idioms reflect the underlying values, beliefs, and worldviews of speakers in both languages.

The comparative analysis between English and Uzbek idioms has shown both shared and distinct cultural understandings of nature. For instance, while both languages



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employ weather-related idioms to convey emotions, moods, and life experiences, the specific natural phenomena chosen to symbolize particular feelings or events often vary. This divergence in choice reflects the cultural priorities and environmental contexts that shape each language's idiomatic expressions. Moreover, certain idioms in both languages carry similar metaphorical meanings, demonstrating the universality of human experience in relation to nature, while other idioms reveal unique cultural interpretations, further emphasizing the richness and diversity of linguistic expressions.

The study has also highlighted the role of idioms in shaping cultural identity. Weather-related idioms are not merely linguistic tools but serve as cultural markers, offering a window into how societies view their relationship with the environment and the forces of nature. These expressions are a reflection of human attempts to make sense of the unpredictable and often uncontrollable elements of the natural world. As such, idioms act as cultural repositories, preserving and transmitting cultural knowledge across generations.

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LEXICAL GAPS AND CULTURAL LACUNAS IN TRANSLATION

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Abstract

This paper examines the challenges that lexical gaps and cultural lacunas pose in the process of translation. Lexical gaps refer to the absence of an equivalent word in the target language, while cultural lacunas are the result of missing cultural concepts that cannot be directly translated without explanation or adaptation. These issues are especially relevant in cross-cultural communication where languages reflect different worldviews, traditions, and values. The article explores typologies of lexical gaps, the nature of cultural lacunas, strategies for bridging these gaps, and the impact of sociolinguistic and pragmatic context in resolving translational mismatches.

Keywords: lexical gap, cultural lacuna, untranslatability, cross-cultural translation, semantic equivalence, contextual adaptation.

INTRODUCTION

Translation is not merely a linguistic process of converting words from one language into another; it is also an interpretative act that bridges cultural, conceptual, and emotional frameworks between distinct societies. Among the most persistent issues in translation are lexical gaps—the absence of a word or term in the target language that corresponds exactly to a word in the source language—and cultural lacunas, which denote deeper conceptual voids tied to specific cultural practices, beliefs, or social structures.

While a skilled translator may overcome syntactic complexity or idiomatic expressions through paraphrasing, lexical gaps and cultural lacunas often demand creative, interpretative, and sometimes even adaptive strategies to maintain communicative equivalence. This article addresses the mechanisms behind such



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gaps, provides real-world examples, and suggests practical strategies to handle them in professional and literary translation.

MATERIALS AND METHODS

Lexical gaps occur when a word exists in one language but lacks a direct equivalent in another. This can be due to the lack of conceptual necessity (e.g., environmental, technological, social differences), morphological constraints, or historical evolution of a language [1].

Both lexical gaps and cultural lacunas are embedded in the pragmatic function of language. The way meaning is interpreted depends heavily on social context, speaker intention, and cultural background. For instance, translating politeness formulas from Japanese (“itadakimasu”) or Turkish (“ellerine sağlık”) requires contextual awareness rather than literal equivalence.

Furthermore, in literary translation, especially of poetry or sacred texts, cultural lacunas become critical. Here, untranslatability itself may be a stylistic feature, and translators may deliberately retain ambiguity to reflect the depth of the original.

RESULTS AND DISCUSSION

One of the less visible yet deeply influential forces shaping translation accuracy and nuance is the conceptual worldview embedded in each language. Languages are not just collections of words or grammatical rules — they are systems that reflect how a particular culture interprets reality. Thus, lexical gaps and cultural lacunas arise not only because words are missing in another language, but also because certain experiences or conceptual categories simply do not exist or are prioritized differently across cultures [2].

In translation studies, this phenomenon is particularly evident in domains such as emotion vocabulary, kinship terminology, legal discourse, religious practices, and social etiquette. For instance, in English, the concept of “privacy” is a deeply ingrained sociocultural value, often seen as a basic right. However, in many collectivist societies, such as in parts of Central Asia or East Asia, there may not be a direct linguistic equivalent, because the cultural emphasis on communal living does not prioritize solitude or personal boundaries in the same way. Translating such



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a word literally may therefore either confuse the target reader or distort the intended meaning [3].

Similarly, emotion terms present significant translation challenges. Consider the untranslatability of certain words like “Weltschmerz” in German (a kind of world-weariness or existential melancholy) or “iktsuarpok” in Inuit (the feeling of anticipation when expecting someone to arrive). These lexical items encapsulate emotions that are felt and named within a specific cultural matrix, and while the emotional experience may be universal, its linguistic codification is not. Translators must then decide whether to preserve the foreign term, offer a descriptive paraphrase, or find a culturally resonant approximation — each choice influencing how the target reader perceives the emotional weight of the original.

Moreover, cultural lacunas are often evident in ritualistic and institutional language. For example, legal texts or religious scriptures frequently include culturally specific terminology that is tightly bound to the legal, historical, or theological systems in which they originated. Translating Islamic legal terms like “iddah”, “mahr”, or “zakat” into English is fraught with complexity. These concepts have no direct equivalents in Western legal discourse and carry both doctrinal and socio-economic dimensions. Rendering them simply as “alimony”, “dowry”, or “charity” fails to convey their full religious and cultural significance [4].

CONCLUSION

Lexical gaps and cultural lacunas represent a fundamental challenge in the art and science of translation. They expose the limits of language as a universal conveyor of meaning and highlight the necessity of cultural intelligence in translation work. A good translator must go beyond words to interpret cultural realities, drawing upon a deep understanding of both source and target contexts. As global communication expands, these challenges will only increase in complexity, making the task of the translator ever more crucial, nuanced, and creative.



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REPLICATING STYLISTIC DEVICES IN TRANSLATION

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Annotation

This article examines the critical role of stylistic devices in shaping the aesthetic and communicative impact of literary works and the intricate challenges translators face in rendering these devices effectively across languages. It explores various categories of stylistic devices, including figurative language, sound patterns, syntactic structures, and discourse features, illustrating the complexities involved in achieving equivalent stylistic effects in the target language. The article emphasizes that successful translation goes beyond mere lexical and grammatical transfer, requiring a deep understanding of both source and target language stylistic conventions and a creative approach to recreating their intended impact on the reader.

Keywords: Stylistic devices, literary translation, figurative language, sound devices, syntactic structures, discourse features, equivalence, translator creativity, aesthetic impact, cross-linguistic transfer.

Literary works are not merely vessels of information; they are carefully crafted tapestries woven with linguistic threads that contribute to their unique aesthetic and communicative power. Central to this crafting are stylistic devices – the deliberate and artful use of language to achieve particular effects, evoke emotions, create imagery, and emphasize meaning. When these literary masterpieces traverse linguistic boundaries through translation, the challenge of replicating these stylistic nuances becomes paramount. A translation that neglects the stylistic dimension risks flattening the richness and impact of the original, delivering a mere shadow of its artistic essence.



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The spectrum of stylistic devices is broad and multifaceted. Figurative language, encompassing metaphors, similes, personification, irony, and hyperbole, adds layers of meaning and imaginative depth to a text. For a translator, the task of rendering these figures of speech is far from straightforward. Direct literal translation often fails to capture the intended imagery or connotations. For instance, a metaphor deeply rooted in the cultural context of the source language might lack resonance or even be nonsensical in the target language. The translator must then navigate the delicate balance between fidelity to the original image and the need to create a comparable effect using the stylistic resources available in the target language. This might involve finding an equivalent metaphor, adapting the image to fit the target culture's understanding, or even employing a different figurative device that achieves a similar impact.

Sound devices, such as alliteration, assonance, consonance, and onomatopoeia, contribute to the musicality and sensory experience of a text. Replicating these effects in translation can be particularly challenging due to the inherent phonetic differences between languages. A translator might need to prioritize the semantic or thematic significance over a strict imitation of the sound pattern, perhaps finding alternative ways to create a similar auditory impression or focusing on other stylistic elements to compensate for the loss.

Syntactic structures, including sentence length, word order, and the use of parallelism or inversion, also play a crucial role in shaping the rhythm and emphasis of a literary work. Authors often manipulate syntax to create specific effects, such as building tension, highlighting key information, or mirroring the emotional state of a character. Translators must be sensitive to these syntactic choices and strive to find equivalent structures in the target language that can convey a similar impact. This might involve restructuring sentences, adjusting the placement of elements, or employing different grammatical constructions to achieve a comparable rhythmic flow or emphasis. However, translators must also be mindful of the natural syntactic conventions of the target language to avoid creating awkward or unnatural-sounding prose.

Beyond the sentence level, discourse features such as narrative voice, tone, register, and the use of dialogue contribute significantly to the overall style of a literary work.



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Maintaining consistency in these features across languages is essential for preserving the integrity of the original text. For example, a shift in narrative voice or tone in translation can fundamentally alter the reader's perception of the story and the characters. Similarly, the level of formality or informality in dialogue must be carefully considered to reflect the social dynamics and relationships portrayed in the original.

The challenge is further compounded by the fact that stylistic conventions can vary significantly between languages and cultures. What is considered a subtle and effective stylistic device in one language might be perceived as overly ornate or even grammatically incorrect in another. Translators must possess a deep understanding of the stylistic norms and expectations of both the source and target language readerships to make informed decisions about how to render these devices effectively.

Ultimately, the successful translation of stylistic devices requires more than just linguistic competence; it demands a high degree of creativity, sensitivity, and interpretive skill on the part of the translator. They must act as astute readers, identifying the stylistic choices made by the author and understanding their intended effects. They must then draw upon their knowledge of the target language's stylistic resources to find appropriate equivalents that can evoke a similar response in the new reader. This often involves making difficult choices and prioritizing certain aspects of the original style over others.

The concept of "equivalence" in translation extends beyond the semantic level to encompass the stylistic dimension. While a one-to-one correspondence of stylistic devices is rarely possible, the goal is to achieve a functional equivalence – to create a similar aesthetic and communicative impact on the target audience. This may involve employing different stylistic devices in the target language that serve a comparable purpose to those used in the source text.

In conclusion, stylistic devices are integral to the artistic fabric of literary works, and their effective translation is crucial for preserving the richness and impact of the original. By carefully navigating the complexities of figurative language, sound patterns, syntactic structures, and discourse features, and by employing creativity and a deep understanding of both linguistic and cultural contexts, translators can



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bridge the stylistic gap between languages and allow readers from different backgrounds to experience the full resonance of literary masterpieces. The art of translation, in this sense, is truly the art of recreating stylistic effects, ensuring that the delicate balance and intended impact of the original are not lost in linguistic transfer.

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KEY ELEMENTS OF TERMINOLOGY AND LANGUAGE

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ABSTRACT

This article explores the fundamental components of terminology and language, emphasizing their critical role in effective communication across various fields. It examines key linguistic elements such as terminology, lexis, semantics, syntax, morphology, pragmatics, and register, highlighting how each contributes to clarity and precision in both everyday and specialized contexts. The article also addresses the importance of consistency in the use of terminology and the impact of lexical choice and context on meaning. By understanding these core elements, readers can enhance their communication skills and better navigate professional and academic discourse.

KEY WORDS: Terminology, lexicology, principles, foundation, knowledge, term

INTRODUCTION

1. Research in the field of terminology: A.S. Gerd, R.Y. Kobrin, V.P. Danilenko, V.L. Nalepin, L.B. Tkacheva, K. A. Averbux, et al. have all done studies on terminology. The 1980s of the 20th centuries can be referred to as the "maturity" period of the scientific discipline of terminology; at this time, manuals and textbooks are still being produced, and terminological institutions are operating. Scholars like V.M. Leichik, S.D. Shelov, S.V. Grinev, Y.N. Marchuk, and A.V. engaged with terminology issues in the 1990s, but work in the field of terminology only lasted until the end of the twentieth century due to political, economic, and other factors that caused science to stagnate. The founding of the Russian Terminological Society illustrates the dominance of final-stage practical advancements over theoretical work by V. A. Tatarinova, which results in the birth of new scientific names like L.M. Alekseeva, M.N. Volodina, I.S. Kudasheva, and G.P. Melnikova. The issues surrounding the study of terminology and terminology have not only become less relevant now but also more significant in light of the globalization that is occurring



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in contemporary society. In the words of V.A. Tatarinov, "the name of the discipline - terminology - appeared when the object of the science of terminology was finally defined" [81, 156 p]. Terminology encompasses advances in science, linguistics, and social research philosophy.

To put it another way, the terminology is "Linguistics and a Special Dictionary, a Complex Scientific Discipline formed primarily based on the Study of Terms" [26, 10 p]. Each science has its own theoretical underpinnings, study objects, topics, and methodologies. The following should be mentioned while thinking about a subject and object issue. The study of terms, their structure, arrangement, and standardization is the subject of terminology. The phrase is also a topic of terminology because the process of creating a scientific discipline was largely based on linguistics (the term and its function in this language were investigated). The phrase is a part of terminology, which is what terminology is about. As previously mentioned, several notions, like the concept of "term," are seen as contentious due to the relative "youth" of this field. There are numerous definitions of the phrase because each linguist has their own ideologies on how they interpret various concepts. However, according to S.D. Shelov, the various term formulations largely do not prevent knowledge of the terms' subjects. A variety of viewpoints can be used to define the phrase. The phrases cover the outcomes of cognition in the form of material objects, as stressed by the philosophical and epistemological definition [34, 12-13 p]. The relationship between the term and the concept is first made clear in the logical definitions of the term. As a result, the phrase is described as "the exact name of a firmly defined concept" by N.I. Kondakov [153, 594p].

2. Sociolinguistic Approach to Term Problems

There is no doubt that the development of language today depends on a non-linguistic reality - the social and cultural history, way of life, worldview of the people. The impact of society on language is profound and diverse. In its history, the main reasons for the development of language are hidden. Language changes to reflect a changing world. Y.D. Desheriev argues that the social essence of language is manifested under the influence of social factors. By the social factor, the author understands the social fact or the systematically organized social movement of another structure in society, in a particular area of human activity [33, 7 p]. Social



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factors usually represent a set of social, historical, economic, cultural, ideological, and other nonlinguistic conditions and conditions for the internal, structural, and functional development of a language [33, 110 p]. The French linguist Antoine Meyet was one of the first scholars in the early twentieth century to focus on the interaction of language with one or another structure of society. Currently, the study of the social impact of language is conducted by science - social linguistics or sociology. The term “sociolinguistics” first appeared in 1952 in the work of the American linguist Kerry (Sapu) in “The Projection of Social Linguistics, the Dependence of Speech on the Social Situation”. In the 1930s, E.D. Polivanova's articles state that she studied terminology in terms of the influence of social factors on her [61, 186 p]. In the 60s and 70s, the interest in sociology in our country increased. Dealing with Problems of Sociolinguistic Approach in the Study of Terminology Y. Rosen, V.M. Jirmunskiy, A.S. Gerd, R.A. Budagov, O.S. Akhmanova, and some other scientists are engaged. Today, sociolinguistics understands the concept of “linguistics, which deals with establishing an organic connection between micro linguistic phenomena and the facts of the social life of a particular community” [13, 7 p]. V.N. Yartseva describes sociolinguistics as "a scientific discipline that develops at the intersection of linguistics, sociology, ethnography, etc., and studies the social nature of language, its social functions, the mechanism of influence of social factors on language, and many other problems" [154, 481 p]. The broad meaning of sociolinguistics is a “language and society” relationship that encompasses all types of relationships, such as language and culture, language and history, politics, public relations, and so on. R.A. Budagov based the study of the subject of sociolinguistics on the objective laws of its activity as a result of linguistic research, as well as the study of various types of human influence on language [18, 199 p]. V.Z. According to Panfilov, “the laws of formation and development of language, cannot be socialized, they cannot have a social, social character” (59, 32 p). Any laboratory activity of a person has a social character and as N. B. Mechkovskaya writes, “the social nature, labor, and cognitive activity of the individual imply a constant interaction between people” [57, 9 p]. A terminology is a tool that provides the interaction and interaction of experts in various fields of human activity. Since terminology is a direct reflection of the



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development of science, technology, culture, art, sports, etc., and social relations within society, terminology naturally becomes the subject of sociolinguistics. The formation and development of terminology are clearly defined and largely based on the history of society. R.A. Budagov argues that the appearance of terms is determined by the different manifestations of reality [17, 63 p]. Until the 20th century, the influence of social factors on language was manifested in the form of global changes such as the invention of typography, aggressive wars, revolutions (including in industry). The role of the main sociological factors influencing language in the modern world is everything related to the rapid flow and exchange of information through radio, television, computer networks, i.e. communication channels.

CONCLUSION

- 1.The basic concepts of the scientific science of terminology are terms, the system of terms. The term in this study refers to the lexical unit of a particular language for specific purposes, explicit or abstract - refers to the concept of a particular specific area of knowledge or activity theory.
- 2.The difference between terminology (as a combination of terms) and the terminological system is of a secondary orderly and systemic nature.
- 3.The work on terminology uses methods of both relevant disciplines and terminological compatibility, including methods of theoretical and practical terminology.
- 4.Terminology, as a reflection of social relations within society, is the object of sociolinguistics.
- 5.The object of sociological research in terminology is the emergence, formation, and activity of terminological units, their relationship with the concepts and phenomena of a particular field of knowledge.

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HOW TO TEACH READING WITH DIGITAL TOOLS AND EBOOKS FOR MODERN LEARNERS

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Abstract

In the digital age, teaching reading has evolved significantly with the integration of digital tools and eBooks. This article explores effective strategies for teaching reading using these modern resources to enhance engagement, comprehension, and learning outcomes for students. Digital tools such as interactive eBooks, online reading platforms, and multimedia content provide unique opportunities to support diverse learning styles and increase student interaction with texts. Through the use of embedded multimedia elements like audio, video, and hyperlinks, eBooks offer a dynamic approach that fosters deeper understanding and engagement.

Keywords: digital tools, eBooks, reading instruction, interactive reading, multimedia content, online platforms, reading fluency, digital annotation.

Introduction

In today's digital era, traditional approaches to teaching reading are increasingly being supplemented—and in some cases, replaced—by modern tools and resources that cater to the needs and interests of today's learners. Digital tools and eBooks have emerged as transformative instruments in the classroom, reshaping the way reading is taught and experienced. With the rapid advancement of technology, students now have access to a wealth of interactive and multimedia resources that can significantly enhance their reading comprehension, engagement, and retention. As such, understanding how to effectively integrate these digital tools into reading instruction has become essential for educators looking to engage a generation of digital natives. One of the key advantages of using eBooks and digital tools is their ability to provide a highly interactive reading experience. Unlike traditional print books, eBooks often include features like hyperlinks, multimedia (audio, video), and digital annotations,



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which can enhance comprehension and foster deeper understanding of the material. Students can engage with the text in various ways—by listening to an audio narration of the book, watching videos related to the content, or even interacting with embedded quizzes that test their understanding in real-time. These features help break down complex texts, making them more accessible to learners with varying levels of proficiency and learning styles. Digital tools such as reading apps, online platforms, and collaborative reading forums offer students opportunities for real-time interaction, discussion, and feedback. This collaborative aspect of digital reading allows students to work together, share insights, and deepen their understanding of the material through peer engagement. Teachers can also use these tools to monitor students' progress and provide immediate feedback, making it easier to tailor instruction to individual needs. Digital resources can be particularly beneficial in promoting independent reading and supporting students with special learning needs. For instance, eBooks can offer adjustable fonts, background colors, and text-to-speech features that can accommodate students with dyslexia, visual impairments, or other learning challenges. These features provide students with more autonomy over their reading experience, which is crucial for fostering a love of reading and boosting literacy skills.

Literature Review

Researchers have explored how these digital resources enhance reading comprehension, engagement, and literacy development. This literature review examines various studies and perspectives from scholars that highlight the benefits, challenges, and best practices of using digital tools and eBooks for teaching reading.

1. Digital Tools and eBooks in Reading Instruction

A key advantage of eBooks is their interactive features, which enhance the reading experience by incorporating multimedia elements such as audio, video, and interactive hyperlinks. According to Rosenblatt (1995), the use of multimedia can make reading more engaging and accessible, as students are not merely passively receiving information but actively interacting with the text. These features can promote deeper comprehension and retention, particularly for visual or auditory learners. Sutherland-Smith (2002) asserts that digital texts often offer tools for



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annotating and highlighting, which allow readers to engage with content more actively and critically, creating opportunities for students to reflect on their understanding of the material. Davis (2011) also suggests that eBooks are beneficial because they offer adjustable reading settings (e.g., font size, text-to-speech, and background color), which can support students with special learning needs such as dyslexia or visual impairments. These customizable features enable students to modify the text to meet their personal reading preferences, thus increasing their comfort and motivation to read. Pew Research Center (2013) found that a majority of students preferred reading on digital devices because of their customizable features and interactive nature, which help them stay engaged with the material.

2. Engaging Learners with Digital Tools

Research has shown that digital tools, such as eReaders and reading apps, significantly enhance student engagement with reading. Chun (2008) highlights that interactive reading applications that provide immediate feedback through quizzes, activities, and comprehension checks can motivate students to continue reading. This instant feedback is critical in supporting student learning and can provide teachers with valuable insights into students' understanding and progress. Miller (2013) emphasizes that digital tools allow students to explore texts in ways that print books cannot, such as by engaging with multimedia features, making the reading experience more dynamic and stimulating.

According to Lee (2012), platforms that allow for group discussions and collaborative annotations foster a community of learners who can share insights, critique each other's understanding, and build a collective understanding of the text. This collaborative learning environment is important because it mirrors the digital literacy skills that students will need in real-world scenarios, where collaboration is often done online.

3. Supporting Reading Comprehension and Literacy Development

Digital tools and eBooks also have the potential to improve reading comprehension. Gee (2003) posits that interactive texts enable students to engage in multiple layers of meaning through multimedia, which supports the development of higher-order thinking skills. Mayer's (2005) Cognitive Theory of Multimedia Learning supports this notion, arguing that combining words and pictures (such as integrating text with



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video or audio) helps learners process information more effectively by tapping into both verbal and visual processing channels. Hannon and Guy (2014) further suggest that eBooks can provide scaffolding for comprehension through embedded dictionaries and glossaries, helping students understand difficult vocabulary and concepts within the context of the text. Baker (2016) found that reading digital texts supports not only decoding and fluency but also the ability to analyze and evaluate information critically. Digital texts often include hyperlinks to additional resources, providing readers with the opportunity to explore related topics in greater depth. These features are particularly useful in academic settings where students need to engage with complex ideas and build upon prior knowledge.

4. Challenges and Considerations in Using Digital Tools for Reading Instruction

Despite the advantages of digital tools and eBooks, some challenges exist in their implementation in the classroom. Coiro (2003) argues that while digital tools can enhance reading comprehension, they may also pose challenges in terms of student distraction. Many students use digital devices for multiple purposes, including social media and gaming, which can detract from their focus on reading tasks. Leu et al. (2004) suggest that teachers must help students develop the skills to navigate these distractions by teaching digital literacy skills that enable them to focus on academic content while using technology.

Another challenge noted by Morrow (2005) is the digital divide—students from lower socioeconomic backgrounds may not have access to the technology necessary to fully benefit from digital reading resources. This inequality in access could hinder the effectiveness of digital tools in enhancing reading skills for all students. Benton (2017) emphasizes the importance of equitable access to technology and suggests that schools should implement programs that provide digital resources to all students, particularly those who lack personal devices.

Conclusion

The integration of digital tools and eBooks in reading instruction represents a significant shift in how educators engage students in the learning process. As highlighted in the literature, these digital resources offer numerous advantages, such



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as fostering greater student engagement, enhancing reading comprehension, and supporting diverse learning needs. The interactive features of eBooks—such as embedded multimedia, customizable settings, and instant feedback mechanisms—provide students with an enriched reading experience that traditional print materials cannot offer. Furthermore, these tools facilitate independent learning, enabling students to explore texts at their own pace and in a manner that suits their learning style. While the benefits of using digital tools and eBooks are substantial, the literature also identifies challenges that need to be addressed. Issues such as student distraction, the digital divide, and the need for adequate teacher training in technology integration must be carefully managed to ensure the effective use of these resources in the classroom. Teachers must be equipped with the knowledge and skills to navigate these challenges and make the most of digital tools in fostering reading development.

To maximize the impact of digital tools and eBooks, educators should adopt best practices, such as combining digital resources with traditional reading strategies, fostering collaborative learning environments, and allowing students to select texts that match their interests and reading levels. By doing so, they can create an engaging, inclusive, and effective reading instruction model that prepares students for the digital age.

In conclusion, the use of digital tools and eBooks is not a passing trend but a necessary evolution in the way reading is taught in the modern classroom. As technology continues to advance, it will be crucial for educators to stay informed about the latest tools and strategies to ensure that all students are equipped with the literacy skills they need to succeed in an increasingly digital world. Through thoughtful integration of these resources, digital reading instruction can be a transformative force in the educational landscape, fostering both academic achievement and a lifelong love of reading.

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**AHOLI ORASIDA SOG‘LOM TURMUSH TARZINI
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Annotatsiya

Ushbu tezis aholi orasida sog‘lom turmush tarzini shakllantirishda hamshiralarning o‘rniga bag‘ishlangan. Tezisdagi sog‘lom turmush tarzi konsepsiyasi, hamshiralarning ushbu jarayondagi vazifalari, xalqaro va mahalliy tajribalar, shuningdek, mavjud muammolar va ularning yechimlari ko‘rib chiqilgan. Tezisdagi hamshiralarning ta‘lim, profilaktika va aholi bilan ishlash usullari tahlil qilinib, ushbu jarayonning samaradorligini oshirish bo‘yicha takliflar berilgan.

Kalit so‘zlar: Sog‘lom turmush tarzi, hamshira, profilaktika, ta‘lim, aholi salomatligi, motivatsiya, JSST, raqamli texnologiyalar, xronik kasalliklar.

Kirish

Zamonaviy dunyoda sog‘lom turmush tarzi (STT) aholi salomatligini mustahkamlash va turli xronik kasalliklarning oldini olishda muhim omil sifatida e‘tirof etilmoqda. Jahon sog‘liqni saqlash tashkiloti (JSST) ma‘lumotlariga ko‘ra, yurak-qon tomir kasalliklari, diabet, onkologik kasalliklar va boshqa noinfeksion kasalliklarning asosiy sabablaridan biri noto‘g‘ri turmush tarzi, jumladan, notog‘ri ovqatlanish, jismoniy faollikning yetishmasligi, zararli odatlar (chekkishlik, spirtli ichimliklar iste‘moli) va stressdir. Bu muammolarni hal qilishda tibbiy xodimlar, xususan, hamshiralar muhim rol o‘ynaydi.

Hamshiralar sog‘liqni saqlash tizimida aholi bilan bevosita muloqot qiluvchi mutaxassislar sifatida STTni targ‘ib qilish va uni amalda qo‘llashda yetakchi mavqega ega. Ular nafaqat bemorlarga tibbiy yordam ko‘rsatadi, balki aholini sog‘lom turmush tarziga yo‘naltirish, ularning salomatligini mustahkamlash va kasalliklar profilaktikasi bo‘yicha ta‘lim beradi. Ushbu tezisdagi hamshiralarning



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aholi orasida STTni shakllantirishdagi o'zni, ularning faoliyatining asosiy yo'nalishlari, mavjud muammolar va ularning yechimlari ko'rib chiqiladi.

Tezisning maqsadi: Hamshiralarning aholi orasida sog'lom turmush tarzini shakllantirishdagi rolini o'rganish va ushbu jarayonning samaradorligini oshirish bo'yicha takliflar ishlab chiqish.

Vazifalar

1. Sog'lom turmush tarzi konsepsiyasini tahlil qilish.
2. Hamshiralarning STTni targ'ib qilishdagi vazifalarini aniqlash.
3. Xalqaro va mahalliy tajribalarni o'rganish.
4. STTni shakllantirishdagi muammolar va ularning yechimlarini ko'rib chiqish.

Asosiy qism: 1. Sog'lom turmush tarzi konsepsiyasi va uning ahamiyati

Sog'lom turmush tarzi – bu inson salomatligini mustahkamlash va uzoq umr ko'rishga xizmat qiluvchi faoliyat va odatlar majmuasi. JSST STTni to'rta asosiy komponentga ajratadi:

- **To'g'ri ovqatlanish:** Barcha zarur ozuqa moddalarini o'z ichiga olgan mutanosib dieta.
- **Jismoniy faollik:** Doimiy va muntazam jismoniy mashqlar.
- **Psixologik salomatlik:** Stressni boshqarish va ijobiy munosabat.
- **Zararli odatlardan voz kechish:** Tamaki va spirtli ichimliklardan tiyilish.

O'zbekistonda STTni targ'ib qilish davlat siyosati darajasida muhim o'rin egallaydi. Masalan, "Sog'lom turmush tarzini shakllantirish bo'yicha davlat dasturi" (2020-2025) aholining salomatligini mustahkamlashga qaratilgan. Ushbu dastur doirasida tibbiy xodimlar, xususan, hamshiralar aholini ta'lim va profilaktika bilan ta'minlashda muhim vazifalarni bajarishadi.

2. Hamshiraning sog'lom turmush tarzini targ'ib qilishdagi o'zni

Hamshiralar sog'liqni saqlash tizimida bemorlar va aholi bilan eng ko'p muloqot qiluvchi mutaxassislardir. Ularning STTni targ'ib qilishdagi o'zni bir necha yo'nalishda namoyon bo'ladi:

- **Ta'lim va maslahat berish:** Hamshiralar aholiga to'g'ri ovqatlanish, jismoniy faollik va stressni boshqarish bo'yicha maslahatlar beradi. Masalan, ular diabet bilan og'rigan bemorlarga qanday ovqatlanish kerakligini tushuntiradi.



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- **Profilaktika:** Hamshiralar emlash, skrining tekshiruvlari va boshqa profilaktik chora-tadbirlarni amalga oshiradi.
- **Aholi bilan ishlash:** Ular mahalliy jamoatlarda seminarlar, treninglar va aksiyalar tashkil qilib, STTni targ'ib qiladi.
- **Bemorlarni kuzatish:** Xronik kasalliklar bilan og'rigan bemorlarni doimiy nazorat qilish va ularga STTning ahamiyatini tushuntirish.

Masalan, O'zbekistondagi oilaviy poliklinikalarda hamshiralar bemorlar bilan individual suhbatlar o'tkazib, ularni sog'lom ovqatlanishga o'tkazish va jismoniy faollikni oshirishga undaydi.

3. Hamshiralarning aholi bilan ishlash usullari

Hamshiralar STTni targ'ib qilishda turli usullardan foydalanadi:

- **Individual maslahatlar:** Bemorlar bilan yuzma-yuz muloqot orqali ularning turmush tarzini o'zgartirishga yordam berish.
- **Guruh mashg'ulotlari:** Seminarlar, treninglar va ma'ruzalar tashkil qilish.
- **Axborot materiallari:** Bukletlar, plakatlar va videolavhalar orqali aholini xabardor qilish.
- **Raqamli texnologiyalar:** Ijtimoiy tarmoqlar va mobil ilovalar orqali aholiga STT bo'yicha ma'lumot yetkazish.

Masalan, JSST tomonidan ishlab chiqilgan "Healthy Lifestyle" dasturi doirasida hamshiralar aholiga mobil ilovalar orqali to'g'ri ovqatlanish va jismoniy faollik bo'yicha maslahatlar berishga o'rgatilgan.

4. Xalqaro va mahalliy tajribalar tahlili

Xalqaro tajriba:

- **Finlyandiya:** Finlyandiyada hamshiralar aholi orasida yurak-qon tomir kasalliklarining oldini olish uchun "North Karelia Project" dasturi doirasida faol ishlaydi. Ular aholiga to'g'ri ovqatlanish va jismoniy faollik bo'yicha ta'lim beradi.
- **Avstraliya:** Avstraliyada hamshiralar "Community Nursing" dasturi orqali mahalliy jamoatlarda STTni targ'ib qiladi. Ular aholi bilan seminarlar o'tkazadi va individual maslahatlar beradi.



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Mahalliy tajriba

- O‘zbekistonda “Sog‘lom avlod” dasturi doirasida hamshiralar maktablarda o‘quvchilar va ularning ota-onalari bilan STT bo‘yicha ta’lim mashg‘ulotlari o‘tkazadi.
- Toshkent shahridagi oilaviy poliklinikalarda hamshiralar xronik kasalliklar bilan og‘rigan bemorlarga doimiy ravishda maslahat berib, ularning turmush tarzini yaxshilashga yordam beradi.

5. Sog‘lom turmush tarzini shakllantirishdagi muammolar va ularning yechimlari

Muammolar:

- Aholining STT bo‘yicha xabardorligining pastligi.
- Hamshiralarning malakali kadrlar yetishmasligi.
- Moliyaviy resurslarning cheklanganligi.
- Aholining motivatsiyasining pastligi.

Yechimlar:

- Aholining xabardorligini oshirish uchun ommaviy axborot kampaniyalarini kuchaytirish.
- Hamshiralar uchun maxsus treninglar va malaka oshirish kurslari tashkil qilish.
- Davlat va xususiy sektor o‘rtasida hamkorlikni rivojlantirish.
- Aholini STTga jalb qilish uchun motivatsion dasturlar (masalan, sport musobaqalari, sovrinli aksiyalar) tashkil qilish.

Xulosa

Hamshiralar aholi orasida sog‘lom turmush tarzini shakllantirishda muhim mediator sifatida xizmat qiladi. Ular nafaqat bemorlarga tibbiy yordam ko‘rsatadi, balki aholini ta’lim, profilaktika va motivatsiya bilan ta’minlaydi. O‘zbekistonda STTni targ‘ib qilish bo‘yicha amalga oshirilayotgan chora-tadbirlar samarali bo‘lishiga qaramay, mavjud muammolar, xususan, aholining xabardorligi pastligi va kadrlar yetishmasligi ushbu jarayonning to‘liq samaradorligiga to‘sqinlik qilmoqda. Ushbu muammolarni hal qilish uchun davlat, tibbiy muassasalar va jamoat tashkilotlari o‘rtasidagi hamkorlikni kuchaytirish, hamshiralarning malakasini oshirish va aholini STTga jalb qilish uchun innovatsion yondashuvlarni qo‘llash



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zarur. Shu bilan birga, raqamli texnologiyalar va ijtimoiy tarmoqlardan foydalanish STTni targ'ib qilishning samaradorligini oshirishi mumkin.

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INTERPRETATION OF THE CATEGORY OF PERFECT HUMAN BEING IN THE TEACHINGS OF OUR GREAT ANCESTORS

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Abstract

This article mainly cites the fact that information about our great ancestors has been studied by scientists, orientalists, philosophers, literary critics, educators, sociologists, and even psychologists. Historical sources, manuscripts, and primary sources about the perfect man have been analyzed. The source is the very antiquity of Sufism, which is the basis of the teachings of Sufism, and its history to this day.

Keywords: Kubroviya, Yassawiya, Naqshbandiyya, Perfect man, Sufism, Adam, interpretations, progressive, Russian.

It is known that in the Islamic world, the teaching of Sufism has also developed side by side with religious values. In the territory of our country, such orders (teachings, rules, teachings) as Kubroviya, Yassawiya, Naqshbandiyya have emerged and, with their progressive ideas, tools, mechanisms, skills, qualifications, and rational criteria for influencing the development of a perfect (perfect) person, have played an important role in the history of the development of world culture and personal spirituality. In this regard, the first President of Uzbekistan, I.A. Karimov, in his work "High spirituality – an invincible force", extensively touches upon the upbringing of a perfect person and emphasizes the following[1].

The socio-psychological foundations of the emergence of the science of Sufism and the answers to the question of what is Sufism? Are also diverse. The English orientalist R. Nicholson, studying written sources dating back to the 11th century, identified seventy-eight interpretations of Sufism [2].

At the same time, if we look at atheistic views, they believe that Sufism is essentially a reactionary doctrine. It distracts people from socially useful work, from the life of society in general. It extinguishes active activity. It is said that it seeks to distort the



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essence and goals of man. The Sufi movement in the former Soviet Union ceased to exist in the 1920s. At present, Sufism plays a certain role as an ideological force in some Eastern countries. Progressive forces are constantly fighting against them. [3] In his book “Russian Sufis: The Image of a New Humanity and the Future,” written by Kim Shilin, Marx, V. Solovyov, F. Dotoevsky, Verdansky, Pushkin are placed on the same level as great prophets such as Moses, Jesus, and Muhammad. These conclusions are also the result of a materialistic approach to the issue. [4]

The following conclusions drawn in the book “Synergetics: Essence, Laws and Manifestation in Practice”[5] are also one-sided and extremely materialistic: “...the teachings of Ghazali, a scholar of the science of Sufism, reflected the psychoanalysis of Z. Freud, who made an important contribution to the philosophy and psychology of the new era”[6].

It is clear th’t a purely materialistic approach to the study of the psychological views of the thinkers of the Islamic East leads to a number of conclusions that are wrong for science, even dangerous.

The famous Pakistani poet and philosopher Muhammad Iqbal writes about this: “Even Ibn Khaldun felt the need for an effective scientific method to study the indicated levels (levels of consciousness – H.A.). Modern psychology has only recently realized the need for such a method, but so far it has not been able to make any further progress in discovering the characteristic features of the mystical levels of consciousness”[7]. Every saint is educated by the spirit of a prophet[8].

Every scholar is educated by the spirit of a saint. Every righteous servant is educated by the spirit of a scholar or a saint from his ancestor. Ghawsil A’zam (may Allah be pleased with him) was unparalleled in his time in knowledge, prophecy, and prophecy. His miracles were manifest, his prayers were answered, and throughout his life he educated people in the path of goodness, turned them away from evil, and taught them to live with honesty and virtue. Hazrat Gilani, describing the Sufis, writes, “The only reason they are called ‘people of Sufism’ is that they illuminated their inner worlds with the light of monotheism and enlightenment.” [9]

Those who have embarked on this path, “the people of enlightenment should be of a gentle nature and refined taste...” “Following the Sunnah is one of their main duties”[9]. Also, repentance itself is divided into two: outward and inward



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repentance. Outward repentance is the act of turning away from all sins and evil deeds in word and deed (the body) and directing oneself to obedience; rebellion is abandoned and obedience is adopted. Inner repentance is the purification of the heart, which is different from outward repentance and is the achievement of complete success in the struggle with the self"[9].

When the religion of Islam emerged, the teaching of Sufism emerged on the basis of Sufism. M.A. Joshan describes the emergence of the doctrine of Sufism as follows: "... Sufism is a science, and it existed among the companions of our Prophet (peace be upon him). Our Prophet was the sultan of Sufis. Throughout his life, he was the most beautiful example of the Sufi way of life with his humility, devotion to prayer, and his reactions to events"[11].

Professor Najmiddin Kamilov describes the emergence of this doctrine as follows: "Sufism is a doctrine of gradual development and emerged in the Islamic world in the middle of the 8th century"[12].

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МУЛЬТИМОДАЛЬНАЯ КОММУНИКАЦИЯ КАК ОБЪЕКТ ПСИХОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ: ОТ ОБЩЕЙ ТЕОРИИ К АНАЛИЗУ РЕЛИГИОЗНОГО ВЗАИМОДЕЙСТВИЯ

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Аннотация

В статье рассматривается мультимодальная коммуникация как предмет психологического исследования, с акцентом на анализ религиозных форм взаимодействия. Показано, что существующие подходы, ориентированные на описание вербальных актов или функциональное сопровождение речи жестами, оказываются недостаточными для анализа смысловой структуры религиозной коммуникации. На основе процессуальной логики исламского мышления и теории концептуальной метафоры обосновывается необходимость методики, учитывающей иерархическое отношение между иницирующим и воспринимающим субъектом. В качестве примера приводится авторская методика аннотирования метафорических жестов, позволяющая зафиксировать, каким образом телесные действия оформляют смысловое различие в системе «Бог–Мир». Делается вывод о значении мультимодального подхода для расширения возможностей психологии религии и изучения коммуникации как формы воспроизводства смыслового порядка.

Ключевые слова: мультимодальная коммуникация, психология религии, метафорический жест, иерархическое отношение, смысловое различие, телесная практика, процессуальная логика, методология.

В современной психологии наблюдается устойчивый сдвиг от анализа изолированных вербальных высказываний к изучению целостных коммуникативных актов, включающих речевые, невербальные, визуальные и телесные компоненты. Мультимодальная коммуникация рассматривается как



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естественная форма человеческого взаимодействия, в которой значение создаётся не только через слова, но и через жесты, мимику, позу, пространственное расположение участников. Это направление актуально не только для социальной и когнитивной психологии, но и для понимания более сложных форм культурно-обусловленного общения, включая религиозные практики.

В рамках психологии и лингвистики сформировались разные подходы к изучению мультимодальной коммуникации. В частности, в работах Дэвида МакНила и Адама Кендона жесты рассматривались как сопровождение речи, служащее для усиления или уточнения смысла. Дискурсивная психология в лице Джона Поттера и Маргарет Уэзерелл предложила рассматривать жесты как риторические ресурсы, используемые для конструирования версий реальности в конкретном интерактивном контексте. В социальной антропологии и этнометодологии Чарльз Гудвин и Стивен Левинсон изучали жесты как элементы динамического взаимодействия, укоренённого в контексте повседневной практики.

Однако при изучении религиозной коммуникации эти подходы сталкиваются с определёнными ограничениями. Их общий недостаток заключается в том, что жест и другие невербальные компоненты рассматриваются преимущественно как функциональное сопровождение речи или как маркеры социального взаимодействия. При этом упускается из виду тот факт, что в религиозной культуре мультимодальные формы общения часто выполняют не вспомогательную, а структурообразующую функцию, оформляя фундаментальные смысловые различия между Богом и Миром, сакральным и профанным. Такая коммуникация репрезентирует не просто информацию или социальные роли, но воспроизводит онтологически значимое различие.

Это особенно важно для исламской культуры, где телесные практики — поклоны, поднятие рук, указательные жесты — являются не вторичными по отношению к тексту, а формируют и закрепляют структуру сакрального порядка. В этом контексте жесты и движения не являются произвольными или чисто экспрессивными актами. Они оформляют отношение между иницирующим началом (Богом) и воспринимающим субъектом (человеком),



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воспроизводя смысловую ось взаимодействия. Анализ такой коммуникации требует выхода за рамки классических моделей дискурса и жеста, опирающихся на функциональное или символическое понимание невербальных средств.

В данной работе предлагается рассматривать мультимодальную коммуникацию как способ репрезентации иерархического отношения, закреплённого в телесной практике. Это открывает новые перспективы для психологии религии и, шире, для психологии коммуникации, ориентированной на изучение смысловых структур, а не только на описание функциональных связей между компонентами общения.

Исследование религиозной мультимодальной коммуникации требует выхода за рамки описания жестов как сопровождающих или дополняющих речевые акты. В исламской традиции невербальные формы выражения играют принципиально иную роль: они не столько иллюстрируют смысл, сколько воплощают структурное различие между Богом и Миром через телесное действие. Для описания такого рода коммуникации необходимо учитывать не функциональную, а смысловую нагрузку пространственных ориентиров и телесных движений.

Предлагаемый автором подход опирается на несколько теоретических оснований. Прежде всего, это процессуальная логика исламского мышления, разработанная А.В. Смирновым. Согласно этой модели, ключевым является различие между Действователем, действием и Претерпевающим. Бог мыслится как иницирующий порядок, человек и мир — как воспринимающие. Это различие оформляется не только в текстах, но и в телесных практиках, где жесты, позы и движения выступают формой фиксации иерархического отношения. В дополнение к этому привлекается теория концептуальной метафоры Дж. Лакоффа и М. Джонсона, рассматривающая пространственные ориентиры как основу смысловой структуры. В исламской культуре такие ориентиры не просто метафоры, а смысловые оси, вдоль которых выстраивается отношение между иницирующим и воспринимающим.



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На этом основании была разработана методика аннотирования метафорических жестов, предназначенная для фиксации того, как телесные действия воспроизводят иерархическое различие. Жест здесь рассматривается не как знак, а как форма оформления смыслового различия через направление движения, локализацию акцента и позицию в пространстве. Применение этой методики к анализу мусульманских проповедей и интервью с верующими позволило выявить устойчивые схемы репрезентации отношения «Бог–Мир», воспроизводимые через телесные действия. Пространственные ориентации — вверх, вниз, вправо, влево, к центру или на периферию — фиксируют смысловое различие, придавая телесной практике статус смысловой структуры, а не вторичной иллюстрации.

Применение мультимодального подхода в исследовании религиозной коммуникации позволяет существенно расширить представление о природе взаимодействия между человеком и сакральным порядком. В отличие от классических моделей, сосредоточенных на вербальной стороне общения или на символической интерпретации жестов, данный подход учитывает структурную роль телесных действий в оформлении смысловых различий. Это открывает возможность для системного анализа религиозной телесности как особой формы репрезентации онтологически значимых отношений.

Более того, методика аннотирования, разработанная автором, может быть применима и за пределами религиозной сферы — в тех формах коммуникации, где телесные действия оформляют не ситуативные, а структурные различия. Примеры таких контекстов включают ритуальные практики, формализованные публичные выступления, традиционные формы общения в различных культурах.

Таким образом, мультимодальная коммуникация предстает как важнейшее направление в современной психологии взаимодействия, позволяющее выйти за рамки анализа дискретных элементов общения и обратиться к смысловой структуре взаимодействия как такового. Исследование религиозных форм мультимодальной коммуникации демонстрирует, что смысл не всегда «производится» в речи или когнитивных схемах — он может воспроизводиться в теле, в пространстве, в самой структуре взаимодействия.



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Для психологии религии это открывает новые методологические перспективы. Качественные методы анализа, ориентированные на фиксацию смыслового различия, позволяют углубить понимание того, как человек переживает и выражает свою связь с сакральным через телесные формы. Внедрение подобных подходов в исследовательскую и образовательную практику требует выхода за пределы классической парадигмы и пересмотра взглядов на природу коммуникации как таковой.

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**ESHITISHDA NUQSONI BO'LGAN O'QUVCHILARNING HUQUQIY
MADANIYATINI RIVOJLANTIRISHNING ZAMONAVIY
YONDASHUVLARI**

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Annotatsiya

Maqolada eshitishda muammolari bo'lgan o'quvchilarni huquqiy madaniyatini rivojlantirishning zamonaviy yondashuvlari haqida so'z boradi. Eshitishda muammolari bo'lgan o'quvchilarni huquqiy madaniyatini rivojlantirishdagi asosiy masalalar va yechimlar yoritib berilgan.

Kalit so'zlar: huquqiy madaniyat, huquqiy ong, zamonaviy texnologiyalar, rag'batlantirish, shaxsiy rivojlanish

Аннотация

В статье рассматриваются современные подходы к развитию правовой культуры учащихся с проблемами слуха. Освещены основные вопросы и решения в развитии правовой культуры учащихся с проблемами слуха.

Ключевые слова: правовая культура, образовательная программа, современные технологии, мотивация, развитие личности.

Eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini rivojlantirishning nazariy asoslari bo'yicha turli yondashuvlar mavjud bo'lib, fuqarolik jamiyatini shakllantirish bilan uzviy bog'liqlikda namoyon bo'ladi. Fuqarolik jamiyati qurish va adolatli jamiyat to'g'risida Markaziy Osiyo olimlari tomonidan olib borilgan ilmiy izlanishlarda asosan sharq uyg'onish davri olimlari IX-XV asrlarda davlatni boshqarish va adolatli jamiyat qurish, davlat rahbari va xizmatchilarining faoliyat tasniflari, ijtimoiy mas'uliyati mezonlarining nazariy jihatlar haqidagi g'oyalar Abu Nasr Farobiy, Abu Ali Ibn Sino, Yusuf Xos Hojib,



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Nizomulmulk, Amir Temur, Alisher Navoiy va boshqalar ijodida keng tahlil qilingan. Abu Nasr al-Farobiyning “Fozil odamlar shahri”, “Davlat arbobining aforizmlari” asarlarida sharqona siyosiy-huquqiy va ijtimoiy fikr tarixida ijtimoiy tizim, siyosat, davlat va hokimyat haqidagi qarashlar nazariy asoslangan. Abu Nasr Farobiyning fikricha adolatli davlatni ma’rifatli hukmdor boshqaradi, u ma’naviyat, adolat yetakchisi bo’lishi, o’z shaxsiy fazilatlarini bilan qat’iy talablarga javob berishi kerak deya fikr bildiradi¹. Abu Ali Ibn Sino fikricha ijtimoiy munosabatlar odamlar o’rtasidagi tafovut va tengsizlik natijasidir deb qaraydi. Ibn Sino “iqtisodiy va ijtimoiy hamda shaxsiy xususiyatlarga ko’ra tengsizlik – inson ijtimoiy faolligi sababi hisoblanadi” deb ta’kidlaydi. Ideal davlat qurish esa jamiyat aholisining ma’naviy-axloqiy ravnaqi bilan bog’liq. Uning ta’kidlashicha, ma’naviy axloqiy qadriyatlarning yuksak qadrlanishi nafaqat har tomonlama farovonlikni, balki jamiyatda adolat va barqarorlikni ham ta’minlaydi². Yusuf Xos Hojibning “Qutadg’u bilig” dostonida davlatni boshqarish amallari, qoidalari va siyosiy - axloqiy munosabatlarni jamiyatda qaror toptirishga e’tibor qaratgan. U davlat boshqaruvi va xizmatini tashkil etish turlarini hamda shu darajalarga muvofiq sifatlarini tasniflaydi. Jumladan, “Shohlikka da’vogarlar onadan ajib bir iste’dod bilan tug’iladilar va ular darhol yaxshi-yomonni ajratish fitratiga ega bo’ladilar. Bundaylarga Xudo idrok, farosat va yumshoq bir ko’ngil ato etadi, qolaversa yaxshi ish yuritish o’quvi bilan ham siylaydi” deb ta’kidlagan³. Nizomulmulkning “Siyosatnoma” asarida “amaldorlarni axloqiy fazilatlariga qarab tanlash, adolat va insofni oyoq osti qiladigan kishilarni davlat ishlariga aralashtirmaslikni, davlatni boshqarishda kengash bilan olib borish, faoliyatlarni muntazam nazorat qilish, itoat, ijro va sifatleri to’g’risidagi qarashlari bilan ahamiyatlidir” degan fikrlari ajdodlarimizning davlat qurilishining adolatli tartibotlariga e’tibor berganligidan dalolatdir. Sohibqiron Amir Temurning quyidagi fikrlari hozirgi zamon bilan hamnafasdir: “Tajriba, - deb yozadi u, menga shuni ko’rsatdiki, din va qonunga

¹ Karimava O. Huquqshunoslik. “Sharq” nashriyot – matbaa aksiyadorlik kompaniyasi bosh tahririyati. Toshkent – 2010 yil. 176 bet.

² Redjaboyev A. Yoshlarni milliy istiqlol g’oyasi asosida Milliy vatanparvarlik ruhida tarbiyalash.:Avtoref. ... dis. ... ped. fan. nom. – T., 2004

³ Karimova O.A. Huquqni o’qitish metodikasi. – T., TDPU, 2010.



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tayanmagan hukumat, o‘zining buyuk qudratini uzoq vaqt saqlab tura olmaydi. Uni har qanday yovuz kishi kirishi mumkin bo‘lgan na tomi, na eshigi, na panjaralari bor uyga o‘xshatish mumkin. Shuning uchun men o‘z saltanatimni islom arkonlari va boshqaruvda o‘zim qat’iy amal qiluvchi qonunlar asosida qurdim”. Sohibqiron Amur Temur fikricha, davlat boshqaruvida eng muhim qonuniyat – qonun ustuvorligi. “Qat’iy tartib va qonunlarga amal qilishim baxt-saodatim kaliti bo‘ldi”. Bosh qonunlar sifatida diniy ahkomlarni va ular asosida yozilgan fikrlarni bilgan. Buning barchasi buyuk Temur adaolatli va fozil boshqaruvga alohida e’tibor qaratganligini ko‘rsatib turibdi. Alisher Navoiyideal ijtimoiy-iqtisodiy tuzum haqidagi qarashlarini o‘zining “Saddi Iskandariy”, “Mahbub ul qulub”, “Payg‘ambarlar va donolar tarixi” va boshqa asarlarida alohida to‘xtalgan. Ijtimoiy-iqtisodiy tuzum muammolarini faqat adolatli dono hukmdor boshqarayotgan va qonun ustuvor bo‘lgan mamlakatda amalga oshishi mumkin. Shuning uchun, Alisher Navoiy adolat va qonun ijtimoiy taraqqiyotning asosi hisoblanadi. Xushfe’l fazilatli va ideal shaxs haqida mulohaza yuritir ekan: Alisher Navoiy o‘ziga xos insonparvarlik nazariyasini yaratadi. Ahmad Yugnakiy «Hibat ul-haqoyiq» («Haqiqatlar sovg‘asi») asarida ham o‘z davrining ijtimoiy-siyosiy, diniy, axloqiy, iqtisodiy masalalar va ularni ma’lum talablar asosida tartibga solish haqidagi tavsiyalari bilan ham hozirgi davrgacha o‘z ahamiyatini yo‘qotmagan. Eshitishda nuqsoni bo‘lgan o‘quvchilarning huquqiy madaniyatini rivojlantirishning zamonaviy yondashuvlarida ahloqiy-tarbiyaviy, ijtimoiy-siyosiy bilimlarning ham o‘rni beqiyosdir.

Zamonaviy jamiyatda mamlakatimiz olimlari tomonidan talaba egallashi mumkin bo‘lgan bilim, ko‘nikma, malaka, amaliy faoliyat tajribasi va kompetensiyalarni o‘zlashtirish o‘z dolzarbligicha qolmoqda. Inson huquqlari g‘oyasi rivojlanishining murakkab hamda ziddiyatli jarayonlarining va O‘zbekistonda inson huquqlarining hozirgi va o‘tmishdagi axvolini hisobga olmay turib, u bilan bog‘liq muammolarni anglash qiyin. Insoniyatning rivojlanish tarixi inson huquqlarining ta’minlanishi va muhofaza etilishi empirik yo‘l asosida amalga oshirilib, G.V.Malsevning fikriga ko‘ra «Yangi ma’naviyat va yangi huquqning yaratilishiga olib keladi va ular har-bir insonning o‘ziga hos tabiatidan kelib chiqqan bo‘lib, umuminsoniylik fazilati va uning tobora rivojlanib boruvchi huquqiy salohiyatiga bog‘liq». Tarixiy jarayonda



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inson o'z huquqini himoya qilish uchun ijtimoiy kurashlar davrini boshdan kechirgan. Bu jarayon har bir avlod inson huquqlarini qayta-qayta himoya qilishi lozimligini amalda isbotlab berdi. Masalan, Amerikalik huquqshunos olim T. Byurgental inson huquqlarining rivojlanishi to'g'risidagi xujjatlarni to'rt asosiy bosqichga bo'ladi⁴. Professor A.X. Saidov fikriga ko'ra, inson huquqlari to'g'risidagi qonunchilik o'z taraqqiyotida uch katta bosqichni bosib o'tgan.⁵ Taniqli olimlar R.A. Myullerson, V.I. Rostashikov va Ye.A. Lukasheva «Inson huquqlari, avlodlar» to'g'risida gapiradilar hamda ularni shaxsiy, siyosiy va iqtisodiy huquqlar singari uch asosiy avlodga tasniflaydi, bu inson huquqlarining rivojlanishi to'g'risidagi g'oyasini buzib ko'rsatishi mumkin. Shuning uchun ham inson huquqlari to'g'risidagi g'oyalar rivojlanishini o'rganish va uni tasniflash maqsadga muvofiqdir⁶. Chunki inson huquqlari to'g'risidagi qonunlar g'oyalar va ta'limotlar hamda huquqiy qarashlar zahirida yaratilgan. O'z o'rnida, turli xil fikrlar, ta'limotlar insonlar o'rtasida o'z huquq va erkinliklarini himoya qilish hamda ta'minlash to'g'risidagi g'oyalarning yanada takomillashuviga sabab bo'ladi. Ana shularni e'tiborga olgan holda, inson huquqlari to'g'risidagi g'oyalarning rivojlanishini quyidagi to'rt asosiy bosqichga ajratish lozim deb hisoblaymiz.

Birinchi bosqich-dastlabki bosqich bo'lib, boshlang'ich jamoalar yuzaga kelishi va kishilarning turli guruxga bo'linishi davlatning kelib chiqishiga sabab bo'lgan davrdir. Bu bosqichda ilk bor insonlar o'z huquq va erkinliklariga egadirlar degan fikr paydo bo'lib, bu ta'limot o'sha davrdagi mutaffakirlarning diqqatini o'ziga tortgan. Bu bosqichda inson huquqlari to'g'risidagi g'oyalar asosan yozilmagan qonun-qoidalar (urf-odat huquqi) orqali himoya qilib kelingan. Bu davr islomga qadar inson huquqlari to'g'risidagi g'oyalarning shakllanish bosqichidir.

Ikkinchi bosqich - o'rta asrlarda bevosita "Sharq mutaffakirlarining inson huquqlari to'g'risidagi" g'oyalarning shakllanish va rivojlanish davri. Bu bosqichda Sharq faylasufi Abu Nasr Farobiy Aflotun

⁴ Малко А.В. Теория государства и права в вопросах и ответах: учебно- методическое пособие. – М., Юрист, 1997. – 272 с.

⁵ Мартишин О.В. Теория государства и права. Учебник. – М., Изд. Проспект, 2021. – 432 с

⁶ Redjaboyev A. Yoshlarni milliy istiqlol g'oyasi asosida Milliy vatanparvarlik ruhida tarbiyalash.: Avtoref. ... dis. ... ped. fan. nom. – T., 2004.



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qarashlarini rivojlantirib, o'sha davrda inson baxtiyor va tinch xayot kechirish uchun qanday jamiyatta yashashi kerakligini ilmiy asoslab bergan. Shuningdek ulug' mutaffakirlar Hofiz Sheroziy, Alisher Navoiy, Jaloliddin Rumiy, Shayx Sa'diy, Shoyir Fuzuli va Sohibqiron Amir Temur o'zlarini huquqiy qarashlari bilan inson huquqlari to'g'risidagi ta'limotni yanada rivojlantirishga katta hissa qo'shganlar. Bu bosqich islom davlatchiligida inson huquqlariga oid ta'limotlarning rivojlanish davridir.

Uchinchi bosqich-bevosita O'zbekistonning sobiq Ittifoq tarkibida bo'lgan davri, bo'lib unda inson huquqlariga «sovetcha» e'tibor berilganligidir. Sho'rolar xokimiyati davrida inson huquqlariga e'tibor berishga partiyaviy, sinfiy manfaatlarga xizmat qilish nuqtai nazaridan qaralar edi. Bu davrda insonning iqtisodiy, ijtimoiy va madaniy huquqlari sohasida ijobiy natijalarga erishilgan bo'lsada, inson, uning moddiy, ma'naviy, shu jumladan milliy qadriyatlari orqa o'rinda turar edi.

To'rtinchi bosqich XX-asrning so'ngi o'n yili, ya'ni istiqlol sharofati bilan O'zbekistonda yangi huquqiy davrni boshlanishi. Bu davrda inson huquqlariga alohida e'tibor qaratildi. Mustaqil milliy davlatchilikning huquqiy poydevori yaratildi va 400 dan ortiq qonunlar qabul qilinib, milliy huquqiy tizim shakllandi. Ana shu qonunlardan inson huquqlari va erkinliklari g'oyasi o'z aksini topdi. Bu davrda qabul qilingan qonunlar demokratiya va inson huquqlari masalalarini hal qilishga qaratilgandir.

Ijtimoiy ongda inson huquqlari tushunchasining qaror topishi, ularni ro'yobga chiqarishda qo'lga kiritilgan muvaffaqiyatlar va nihoyat, inson huquqlarining halqaro miqyosida e'tirof etilishi -amalda bashariyatning hamda eng avvalo, davlatning tashkiliy va huquqiy boshqariladigan jamiyatida kishilar o'rtasidagi munosabatlarning tadrijiy rivojlanishi jarayonidir. Qanchalik g'ayritabiiy tuyulmasin, inson huquqlarining normal hayot faoliyatiga bo'ladigan turli tahdidlar va bunga samarali qarshilik ko'rsatish inson huquqlarini paydo bo'lishining asosiy sabablaridan biridir. Shuning uchun, yosh-avlod tarbiyasida qadriyat, faol fuqarolik pozitsiyasiga yo'naltirish, ijtimoiy faol fuqarolik kompetensiyasining asosiy komponenti hisoblanib, muayyan xulq va faoliyatning uzluksizligi sifatida xizmat qiladi. Eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini rivojlantirish sharoitlari orasida ob'ektiv (ta'lim muassasasining demokratik hayot



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tarzi, uning tarbiyaviy tizimining ochiqqligi, ta'lim va tarbiya texnologiyalari) hamda sub'ektiv (ijtimoiy faol fuqarolik kompetensiyasi va o'quvchilarning shaxsiy sifatleri) sharoitlar orqali rivojlanadi. Ammo eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini mazkur mezonlarni aniqlashtirish, jumladan huquqiy madaniyatini rivojlantirish bilan qiyoslash va ularda baholash mezonlari va vositalarini aniqlashni talab etadi.

Eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini kognitiv, faoliyatli, shaxsiy komponentlardan tashkil topadi: kognitiv, bilimlar va ularni egallash usullari bilan bog'liq. Bunga inson, shaxs, tsivilizatsiya, madaniyat, fuqaro, fuqarolik jamiyati, huquqiy davlat, konstitutsiya, huquq va erkinliklar va boshqalar kiradi. faoliyatli komponent egallangan bilimlar va mazkur ko'nikmalarni amalga oshirish usullari asosida shakllanishi bilan belgilanadi. Faoliyatli komponent o'z ichiga ijtimoiy tanlov, ijtimoiy hatti-harakat, kommunikativ kompetensiyalarni kiritadi. Mazkur komponent fuqarolikning muayyan ko'nikma va malakalarga egaligini ko'zda tutadi (tanqidiy fikrlar, fuqarolik majburiyatlarini bajarish, siyosiy vaziyatni tahlil qilish, boshqa insonlar bilan hamkorlik qilish, fuqarolik bilimlari va demokratik protseduralarni egallaganlik, o'z huquqlaridan foydalanish va ularni himoyalashni bilish). Shaxsiy komponenti (motivatsion-qadriyatli) tashkil etuvchi, shaxsning o'z kompetensiyalarini amalga oshirishi jarayonida namoyon bo'luvchi uning motivlari va qadriyatlari rivojlanishini aks ettiradi: fuqarolik qadriyatlariga (boshqalarning huquqlariga hurmat, tolerantlik, millatlararo totuvlik va boshqalar), shuningdek ijtimoiy-siyosiy hayotda faol ishtirok etish, o'z hayotiy fuqarolik pozitsiyasiga egalik istagi kabi sifatlar orqali namoyon bo'ladi.

Eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini rivojlantirishda ajdodlarimiz tomonidan e'tirof etilgan ahloqiy-tarbiyaviy ilmiy meroslarda vatanparvarlik tarbiyasi muhim o'rin tutadi. Chunki, ajdodlarimizning vatanparvarlikni madh etuvchi qadimgi afsona, mif, asotir va rivoyatlari. Shuningdek, Jaloliddin Manguberdi, Temur Malik, Najmiddin Kubro, Amir Temur, Zahiriddin Muhammad Bobur kabi buyuk sarkardalarning azmu-shijoati, qobiliyati, jasorati va mahorati haqiqiy ibrat namunasidir. Eshitishda nuqsoni bo'lgan o'quvchilarning huquqiy madaniyatini rivojlantirishda bobolarimiz ilmiy merosi jahon tsivilizatsiyasiga qo'shgan bebaho hissasi, milliy va umumbashariy



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qadriyatlarni tarannum etuvchi ilmiy asarlarining asl mohiyati ham qiziqarli suhbatlar va lavhalar hozirgi zamon talablari ahloqiy kamolotida va barkamol avlod taribiyasida ularning ijtimoiy faol va ma'naviy yetuk qilib tarbiyalashda eng muhim omil hisoblanadi.

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BOKS SPORTINING PAYDO BO'LISHI

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Annotatsiya

Ushbu maqolada boks sportining kelib chiqishi, tarixi va rivojlanish bosqichlari haqida so'z yuritilgan. Boks qadimdan mavjud bo'lib, Misr, Bobilda, Qadimgi Yunoniston va boshqa hududlarda keng tarqalganligi, shuningdek, zamonaviy boksning shakllanishi va qoidalari haqida batafsil ma'lumot berilgan. O'zbekiston va jahondagi boks rivoji, xalqaro va milliy musobaqalar, professional boks va uning o'ziga xosliklari yoritilgan.

Kalit so'zlar: Boks, mushtda jang, sport tarixi, musobaqalar, zamonaviy boks, professional boks, O'zbekiston boksi.

Аннотация

В статье рассматриваются истоки, история и этапы развития бокса как вида спорта. Бокс существует с древних времен и был широко распространен в Египте, Вавилоне, Древней Греции и других регионах, а также приведены подробные сведения о формировании и правилах современного бокса. Освещены развитие бокса в Узбекистане и мире, международные и республиканские соревнования, профессиональный бокс и его уникальные особенности.

Ключевые слова: Бокс, кулачный бой, история спорта, соревнования, современный бокс, профессиональный бокс, узбекский бокс.

Annotation

This article discusses the origin, history and stages of development of the sport of boxing. Boxing has existed since ancient times and was widespread in Egypt, Babylon, Ancient Greece and other regions, as well as detailed information about the formation and rules of modern boxing. The development of boxing in Uzbekistan



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and the world, international and national competitions, professional boxing and its peculiarities are covered.

Keywords: Boxing, fist fighting, sports history, competitions, modern boxing, professional boxing, Uzbek boxing.

Kirish

Boksni hamma davrlar sporti, deb atashadi. Uning rivojlanish tarixi besh daqq yildan ziyod davrga teng. Qo‘l jangi sport yakkakurashi sifatida jamiyat rivojlanishining ilk davrlarida paydo bo‘lgan bo‘lib, ko‘pgina xalqlar o‘rtasida turli xil ko‘rinishlarda tarqalgan edi. Aljir janubida topilgan qoya toshlardagi rasmlar Afrika xalqlarida boks mavjud bo‘lganligi to‘g‘risida guvohlik beradi.

Fir‘avnlr sag‘analari devorlarida aks ettirilgan qo‘l jangi lavhalari shuni tasdiqlaydiki, ushbu yakkakurash turi qadimgi Misrda ham majud bo‘lgan (2- rasm). Bizgacha Krit-Miken madaniyati davrining qo‘l jangi tasvirlari yetib kelgan (3- rasm). Qo‘l jangi ayniqsa Qadimiy Gretsiyada (Yunonistonda) keng tarqalgan edi. 23-chi Olimpiadadan (e.a. 688 y.) boshlab uning Olimpiya o‘yinlari dasturiga kiritilgani fikrimiz dalilidir[1].

Metodologiya

Mushtda jang qilishning sport turi sifatida paydo bo‘lishi qadimgi asrlarga borib taqaladi. Eramizdan avvalgi qirqinchi asrga mansub Misr ierogliflari juda oddiy qoiqoplarda teridan tayyorlangan bintlardan mushtda jang olib borayotgan jangchilarni tasvirlaydi. Bog‘dod atrofida olib borilgan qazilmalarda mushtda jang qilish tasviri tushirilgan plitalar ko‘p topilgan. Taxmin qilish mumkinki, mushtda jang qilish Misrdan Krit oroliga hamda Gretsiyaga tarqalgan[2].

Boks (ing. box — mushtlash, zarb) — sport turi, ikki raqibning sirti charm, ichi yumshoq qoplamali qo‘lqoplarda qoida asosida yakkamayakka mushtlashish musobaqasi. boks tarixi miloddan avvalgi davrda Misr va Bobilda uyushtirilgan yakkamayakka mushtlashish musobaqalariga borib taqaladi. Yunoniston qad. Olimpiya o‘yinlari dasturida ham shunday musobaqalar bo‘lgan. Zamonaviy boks vatani Angliyadir (XVI-XVII asrlar). boksning dastlabki qoidalari shu mamlakatda



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qabul qilingan (1867). Xalqaro havaskor bokschilar assotsiatsiyasiga (AIBA; 1946-yil asos solingan) 160 mamlakat a'zo (1999). boks 1904-yildan Olimpiya o'yinlari dasturiga kiritilgan, 1974-yildan jahon chempionati, 1979-yildan Jahon kubogi musobaqalari o'tkazib kelinadi.

Natijalar

Boks musobaqasi arqonlar bilan o'ralgan 6x6 m o'lchamli ring (supa)da o'tkaziladi. bokschilar og'irligi 270 g (10 unsiya) qo'lqoplardan foydalanishadi. Musobaqa 2 min. (daqiqadan) 4 raund (bo'lim) davom etadi. Raundlar orasida 1 daqiqadan tanaffus beriladi. Musobaqa vaqtida raqib yiqilganda, hakam kurashni to'xtatgandan keyin, shuningdek beldan pastga, bosh tananing orqa qismiga zarb berish mumkin emas. Ringdagi hakam (referi) musobaqani boshqaradi, ring atrofidagi 5 nafar hakam berilgan aniq zarblarni hisoblab boradi. Natijada ko'p ochko (xol) to'plagan bokschi g'olib deb topiladi. Zarb ta'sirida garangsiragan (nokdaun) holatga tushgan bokschining o'ziga kelishi uchun referi kurashni vaqtincha to'xtatadi va hisob ochadi. 10 srch. (soniya) vaqt ichida u kurashga tayyor ekanini bildirmasa referi uni nokaut bo'lgan (yengilgan) deb hisoblaydi. Tomonlardan biri raqibini nokaut qilsa, ochkolar farqini 15 taga yetkazsa, shuningdek bir tomon yengil ganini tan olsa (murabbiyi arqonga sochiqtashlasa), referi tomonidan chetlatilsa, zarb ta'sirida tanasining jarohatlangan joyidan qon oqishi kamaymasa (tibbiyot xodimi xulosasiga ko'ra) kurash muddatidan oddin to'xtatiladi va ikkinchi tomon g'olib sanaladi.

Xalqaro boks musobaqalari 12 vazn toifasida (48, 51, 54, 57, 60, 63,5, 67, 71, 75, 81, 91 kg gacha va 91 kg dan yuqori) tashkil etiladi. Asosiy musobaqalarga 18 yoshga to'lganlar qo'yiladi. 16—17 va 14—15 yoshlilar o'rtasida ham musobaqalar uyushtiriladi. Shuningdek, ayrim federatsiyalar boksni ommalashtirish maqsadida o'smiro'spirinlar o'rtasida 12 tadan ko'proq vazn toifasida ham musobaqalar o'tkazishadi. O'zbekistonda zamonaviy boks XX asrning 20- yillaridan ommalashdi. Ilk boks musobaqasi 1922-yil Toshkentdagi "Fortuna" sport jamiyatida o'tkazilgan. Uni S.L. Jakson uyushtirgan. Bu murabbiy yuzlab boks chilarni tarbiyaladi.

O'zbekistonda keyingi yillarda shaxsan Prezident Islom Karimovning sportga qaratgan e'tibori natijasida boks jadal rivojlanmoqda. O'zbekiston Respublikasi



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boks federatsiyasi 1993-yildan AIBA a'zosi. Mamlakatda 4 olimpiya o'rinbosarlari bilim yurti va o'nlab bolalar o'smirlar sport maktabida yoshlarga bokssirlari o'rgatilmoqda. 20 dan ziyod zamonaviy boks zallari shug'ullanuvchilar ixtiyorida. boks milliy terma jamoasi 1999-yil jahon chempionatida faxrli 3-o'rinni egalladi. O'zbekistonning R.Risqiyev, N.Anfimov, G.Ilyosov, M.Abdullayev, O'.Xaydarov, R. Chagayev, T. To'lyakov, L. Zokirov, N. Otaev, T.Turg'unov, H. Ahmedov, K. To'laganov, R. Saidov, S. Mixaylov, D. Yorbekov, DAVEZBOYEV kabi bokschilari katta yutuklarga erishgan.

Jahonda professional bokschilar (boksni kasbga aylantirganlar) o'rtasida to'rtta yo'nalish bo'yicha musobaqalar utkaziladi. Ularni jahon boks kengashi (WBC), jahon boks assotsiatsiyasi (WBA), xalqaro boks federatsiyasi (IBF) va jahon boks tashkiloti (WBO) uyushtiradi. Professional boksdagi qo'lqoplar birmuncha yengil — taxminan 227 g (8 unsiya), raundlar soni 6, 8, 10, 12 ta bo'ladi. Har bir raund 3 daqiqadan.

Xulosa

Maqolada boks sporti insoniyat tarixining qadimiy davrlaridan boshlab keng tarqalgan yakkakurash turi ekanligi tasdiqlandi. Zamonaviy boks Angliyada shakllanib, keyinchalik butun dunyoga tarqaldi va hozirda xalqaro miqyosda yuqori darajada rivojlanib kelmoqda. O'zbekistonda ham boks sporti jadal rivojlanib, xalqaro maydonlarda munosib o'rin egallab kelmoqda. O'zbekiston sportchilari tomonidan erishilgan yutuqlar mamlakat sport salohiyatining yuksak darajasini ko'rsatadi. Shuningdek, professional bokschilar o'rtasidagi to'rtta asosiy yo'nalishda o'tkaziladigan musobaqalar ushbu sport turining ommabopligi va global darajada mashhurligini yana bir bor tasdiqlaydi.

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THE IMPORTANCE OF SILICON ORGANIC HYDROPHOBIZERS IN THE FIELD OF CONSTRUCTION

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Abstract

Silicon organic hydrophobizers occupy an important place in the construction industry. Their main function is to protect materials from moisture. The role of hydrophobizers is considered great in ensuring long-term durability and quality of building materials. Silicon organic hydrophobizers reduce water intake while retaining the mechanical properties of the materials. This guarantees the strength and longevity of the buildings.

Keywords: silicon organic hydrophobizers, water, materials, moisture, Silicon, mechanical properties, gypsum, concrete.

Hydrophobizers are applied to the surface of concrete, brick, plaster and other building materials. They form a coating on the surface of the materials that does not absorb water. This coating prevents moisture from entering, thereby slowing or stopping the processes that cause material degradation. Silicon-based hydrophobizers are especially effective in increasing the water resistance of concrete. In the internal structure of concrete, the penetration of water reduces its strength and leads to the formation of cracks over time. Hydrophobizers are the main tool in preventing this process. In addition, Silicon organic hydrophobizers reduce the growth of microorganisms on the surface of materials. Mold and other harmful microorganisms can form in the presence of moisture, especially on concrete and brick surfaces. This negatively affects the sanitary condition of the building.



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Hydrophobizers reduce moisture and eliminate this problem. Thus, it also plays an important role in maintaining the interior and exterior of buildings.[1]

Another advantage of Silicon organic hydrophobizers is their environmental friendliness. While most hydrophobizers are made on the basis of synthetic chemicals, silicon-based hydrophobizers are relatively safe for humans and the environment. They do not emit harmful gases into the air, and when they interfere with water, their conversion to toxic substances is rare. This helps to ensure environmental safety in construction. Methods for applying Silicon organic hydrophobizers to materials can also vary. There are ways to spray them, apply them using a brush, or add them to the material. Each method has its own advantages and areas of application. For example, the surface spray method allows you to quickly cover large areas, while brushing is convenient for application in small and complex areas. Adding a hydrophobizer to the material, on the other hand, increases water resistance in its internal structure. As a result of the use of hydrophobizers in construction, the energy efficiency of buildings also increases. A decrease in humidity leads to an improvement in thermal insulation. This helps to maintain heat in winter and reduce cooling costs in summer. As a result, the operating costs of the building are reduced and living conditions are improved. Silicon organic hydrophobizers also help to improve the appearance of buildings. The processes of spots, mold and rot that appear on surfaces due to moisture are reduced with the help of hydrophobizers. This makes it possible to preserve the aesthetic appearance of the building for a long time. At the same time, hydrophobizers make it easier to clean surfaces and reduce maintenance costs.[2]

From a technological point of view, Silicon organic hydrophobizers simplify the construction process. They are often ready-made and do not require additional mixing or special conditions. This will speed up construction and reduce labor costs. Also, hydrophobizers provide long-term protection and extend the operational life of the building. In addition, the use of hydrophobizers has a positive effect on the mechanical properties of building materials. The decrease in moisture increases the hardness and strength of the materials. This increases the overall stability of the buildings. Water-resistant materials in particular are more preferred in construction because they have a long service life in large structures and buildings with complex



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architecture. Silicon organic hydrophobizers are also of great economic importance. Their application prolongs the service life of building materials, reduces the cost of repair and replacement. As a result, the total construction costs will decrease and the investment efficiency will increase. This is a huge advantage for construction companies and customers.[3]

Conclusion

In conclusion, Silicon organic hydrophobizers have many positive effects in the construction industry, playing an important role in protecting materials from moisture, improving their mechanical properties, ensuring environmental safety and increasing economic efficiency. Their application serves to build high-quality and durable structures, ensuring the long-term durability of the premises. Therefore, the role of Silicon organic hydrophobizers in modern construction technologies is growing, and their importance is expected to increase even more in the future.

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IN-DEPTH ANALYSIS OF THE PSYCHOLOGICAL STRUGGLES OF THE PROTAGONIST IN ERNEST HEMINGWAY'S "THE OLD MAN AND THE SEA"

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Abstract

This scholarly article delves deeply into the psychological experiences and inner conflicts of Santiago, the protagonist in Ernest Hemingway's literary masterpiece "The Old Man and the Sea". By employing a rigorous IMRAD structure, this paper dissects the existential layers of Santiago's character, highlighting his resilience, solitude, and philosophical introspection. Through a combination of literary, psychological, and thematic analyses, the paper demonstrates how Hemingway crafts a powerful narrative of human endurance, inner strength, and spiritual triumph.

Keywords: Ernest Hemingway, Santiago, psychological resilience, existentialism, literary analysis, inner conflict, solitude.

Introduction

The 20th century witnessed a paradigm shift in literature, where the focus transitioned from external conflicts to internal psychological struggles. Among the most prominent figures of this transformation was Ernest Hemingway, whose minimalist prose paradoxically unveiled profound human experiences. In his novella *The Old Man and the Sea*, Hemingway presents Santiago, an old Cuban fisherman, as a metaphor for human perseverance and existential struggle. The narrative, while simple on the surface, is rich in symbolic meaning and psychological depth. Santiago's confrontation with the marlin is emblematic of man's eternal struggle against the inevitable forces of nature and time. This paper seeks to provide an enriched exploration of Santiago's internal world, presenting him not merely as a fisherman, but as a universal symbol of dignity, resilience, and human fortitude.



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Methodology

This research employs a qualitative literary analysis methodology grounded in close reading and interpretative analysis. A multi-disciplinary approach is used, incorporating elements of existential philosophy, psychological theory, and literary criticism. Key passages from the novella are meticulously examined to extract psychological insights, with a particular focus on internal monologue, symbolism, and narrative tone. Additionally, secondary scholarly sources are referenced to contextualize Santiago's character within broader literary and philosophical frameworks.

Results

1. Embodiment of Solitude and Endurance: Santiago's isolation on the sea is not just physical but deeply spiritual. His solitude becomes a crucible in which his identity and resolve are tested. The sea, vast and indifferent, symbolizes life's overwhelming challenges.
2. Inner Monologue as a Mirror of Consciousness: Santiago's dialogues with himself, with the fish, and with the sea creatures reveal a mind constantly negotiating meaning and purpose. These reflections underscore the internal battle between hope and despair.
3. The Marlin as an Existential Opponent: The great fish represents a worthy adversary, not merely as a catch but as a philosophical other—an embodiment of nature's beauty, cruelty, and mystery. The prolonged battle reflects the protagonist's respect for nature and his own quest for meaning.
4. Heroism in Defeat: Santiago's return with only the skeleton of the marlin is symbolic of existential victory—although the tangible reward is lost, the integrity of the struggle and the courage displayed render his journey meaningful.
5. Resilience Beyond Age: Despite physical frailty and social invisibility, Santiago's spiritual strength elevates him to a heroic stature. Hemingway subverts the traditional image of the hero by presenting strength as a moral and psychological, rather than physical, attribute.



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Discussion

Santiago's character represents a profound meditation on the nature of human existence. Through sparse yet poignant prose, Hemingway constructs a narrative where every action, every thought, carries philosophical weight. Santiago's struggle is reminiscent of existentialist ideals—man alone, confronting an indifferent universe, compelled to forge meaning through personal courage.

The novella also challenges contemporary perceptions of success and failure. In modern societies, where outcomes often define worth, Santiago's journey offers a counter-narrative—where the integrity of one's effort and the dignity with which one faces adversity are the true measures of greatness.

Moreover, Santiago's bond with nature, marked by reverence and reflection, offers an ecological dimension to the text. His acknowledgment of the fish as a brother rather than a mere object to be conquered reflects a harmonious philosophy toward the natural world. Such insights make the work timeless and universally relevant.

Conclusion

Ernest Hemingway's "The Old Man and the Sea" is a literary triumph that transcends its narrative simplicity to explore the complex dimensions of human psychology and spiritual endurance. Santiago's inner struggles resonate with readers across cultures and generations, presenting a timeless exploration of dignity, perseverance, and meaning. Through the lens of this novella, Hemingway invites us to consider the quiet heroism embedded in everyday human resilience—the courage to continue, even when defeat seems inevitable.

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FOSTERING LEARNER AUTONOMY THROUGH DIGITAL TOOLS IN EFL CLASSROOMS

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Abstract:

In the rapidly evolving landscape of language education, fostering learner autonomy has become a central goal in English as a Foreign Language (EFL) classrooms. This study explores how digital tools can effectively promote autonomous learning among EFL students by offering personalized, interactive, and self-directed learning experiences. Through a review of current pedagogical practices and the integration of various digital platforms—including language learning apps, online collaboration tools, and learning management systems—the research highlights the transformative potential of technology in supporting learners to take control of their language development. Findings suggest that when digital tools are thoughtfully implemented, they not only enhance motivation and engagement but also improve learners' ability to set goals, monitor progress, and reflect on their learning. The paper concludes with practical recommendations for educators aiming to cultivate autonomous learning environments through digital integration.

Keywords: learner autonomy, digital tools, EFL classrooms, language learning technology, self-directed learning, student engagement, educational technology, online learning platforms, personalized learning, language acquisition.

Learner autonomy, first conceptualized by Henri Holec in the 1980s, refers to the capacity of learners to take charge of their own learning process. In EFL classrooms, this concept is increasingly important, as language acquisition extends beyond the classroom and into real-world and digital environments. With the advent of digital tools, teachers now have the opportunity to equip students with the resources and skills necessary to become autonomous learners. This article explores the relationship between digital tools and learner autonomy, investigating how the use of modern technology can transform the traditional teacher-centered EFL classroom into a learner-centered, flexible, and motivating space.



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Numerous studies highlight the benefits of autonomy in language learning. According to Little (1991), autonomous learners demonstrate greater motivation, responsibility, and long-term success. Benson (2001) extends this by suggesting that autonomy is not an innate trait but can be developed through supportive learning environments. Technology plays a crucial role in creating such environments. Reinders and White (2016) argue that digital tools offer learners the flexibility to set their own pace, choose content relevant to their interests, and receive immediate feedback. This aligns with constructivist learning theory, which supports the idea of learners constructing knowledge through interaction and reflection. Digital tools like Duolingo, Quizlet, Google Classroom, and Edmodo have shown promise in increasing student engagement, fostering collaborative learning, and enabling independent language practice.

This qualitative study adopts a descriptive and analytical approach. Data were collected through an in-depth review of existing research, online teaching platforms, case studies from various EFL classrooms, and teacher-reported outcomes. The main objective was to examine how digital tools influence learners' autonomy and identify strategies that maximize this impact.

A variety of digital tools were found to be particularly effective in fostering autonomy:

- **Language Learning Apps** (e.g., Duolingo, Memrise, LingQ): These platforms allow learners to practice vocabulary, grammar, and pronunciation at their own pace, with personalized recommendations and gamified elements.
- **Learning Management Systems (LMS)** (e.g., Moodle, Google Classroom): LMSs support self-regulated learning by providing access to resources, progress tracking, and reflective activities.
- **Online Collaboration Tools** (e.g., Padlet, Google Docs, Flipgrid): These encourage peer interaction, content creation, and learner agency through projects, discussions, and shared feedback.
- **AI-Powered Chatbots and Writing Tools** (e.g., ChatGPT, Grammarly): These offer real-time assistance, scaffolding learner output while promoting independent correction and exploration.



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While digital tools empower learners, the teacher's role remains vital. Teachers act as facilitators who guide learners in choosing appropriate tools, modeling digital literacy, and encouraging responsible use. They help learners develop metacognitive skills needed to regulate their own learning journey effectively.

Despite their advantages, digital tools also present challenges:

- **Digital Divide:** Not all learners have equal access to technology or the internet.
- **Overreliance on Technology:** Some students may become passive users rather than reflective learners.
- **Lack of Training:** Teachers may need professional development to effectively integrate digital tools into autonomous learning strategies.

Digital tools offer unprecedented opportunities to foster learner autonomy in EFL classrooms. When used strategically, they empower students to set their own goals, monitor their progress, and reflect on their learning—all essential elements of autonomous language development. However, autonomy does not arise from technology alone. It requires intentional pedagogical planning, teacher support, and learner motivation. With the right blend of digital resources and human guidance, EFL learners can become more confident, self-directed, and lifelong users of the English language.

In conclusion, the integration of digital tools in EFL classrooms significantly enhances learner autonomy by providing students with flexible, personalized, and engaging opportunities to take control of their language learning process. These technologies enable learners to set meaningful goals, self-monitor their progress, and reflect on their achievements, which are all critical components of autonomous learning. However, the development of learner autonomy is not automatic; it requires intentional instructional design and ongoing teacher support to guide learners in effectively using these digital resources. While digital tools have the potential to transform language learning, educators must address challenges such as unequal access to technology, potential distractions, and the need for digital literacy training. By balancing technological integration with pedagogical strategies that promote critical thinking, decision-making, and self-regulation, teachers can create learner-centered environments that empower students to become independent and lifelong language learners.



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**МАКТАБ ЁШИДАГИ БОЛАЛАРНИНГ НЕЙРОПСИХОЛОГИК
ФАОЛИЯТ ПАТОЛОГИЯСИ ВА УЛАР БИЛАН ОЛИБ
БОРИЛАДИГАН ТИББИЙ -ПЕДАГОГИК- ПСИХОЛОГИК
ТАДБИРЛАРИ**

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Аннотация

Мазкур мақолада мактабгача ва мактаб ёшидаги болаларда учрайдиган бош миёна жароҳатлари ва ундаги нейрофизиологик бузилишларнинг ўзига хослиги, асоратлари ва мазкур болалар билан олиб бориладиган тиббий -педагогик - психологик чора тadbирларнинг тизмий олиб бориш масалалари кўриб чиқилади.

Аннотация:

В статье даны рекомендации родителям детей дошкольного возраста с нарушениями деятельности головного мозга с последствиями. Подходы образовательной, воспитательной и коррекционной работе, проводимой в семье. Освещены эффективные способы организации взаимодействия семьи и учреждений.

Abstract:

This article discusses the condition of conducting, complications of school-age children and neurographiilological disturbances and the range of examination of medical and technical measures taken to these children.

Таянч тушунчалар. Нейрофизиология, апатик, адинамик, гипердинамика, гиперпатик, аффект, вегетатив симптомлар, марказий нерв системаси.

Ключевые слова: Нейрофизиология, апатия, адинамия, гипердинамика, гиперпатия, аффект, вегетативные симптомы



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Basic concepts Neyropsihology, apatiya, adinamia, hypersidine, affective, vegetative symptoms, central nervous systems.

Маънавий ва жисмоний баркамол фарзанд оила мустаҳкамлиги ва бардавомлиги, жамият мустаҳкамлиги ва маънавий етуклигининг гаровидир. Аммо, кўп касал бўладиган бола ҳар қандай онани жуда оғир аҳволга солиб қўйиши ҳақида ўйлаб кўрганмисиз? Шифокор қабулига тинимсиз қатнашлар, яхши шифокор излаш, таҳлиллар, дори-дармонлар, касаллик таътилига чиқишлар ва ҳафталар давомида тўрт девор ичида қамалиб қолиш азоблари. Боланинг бундай тез-тез касал бўлишига сабаб нима? Болалик даврида бош миянинг жароҳатланиши (ҳох травма, ҳох қон-томир касллиги кўринишида) бола ривожининг турли давларида содир бўлиши мумкин. Қадимдан бошлаб болалар бош мия тизимининг барча жароҳатлари уч даврий гуруҳга бўлинган, буларга: хомиладорлик давридаги, туғруқ пайтидаги ва туғруқдан кейинги жароҳатлар:

- хомиладорлик давридаги жароҳатлар хомиланинг нерв тизими ривожланишининг орқада қолишига сабаб бўлиб, бу хомиланинг ривожига салбий таъсир ўтказди, айниқса, марказий нерв системасининг зарарланиши бош мия ривожланишининг орқада қолиши билан асоратланади. Баъзи патологик яъни зарарланган аъзолар симптомлари кейинчалик, бола ҳаётининг биринчи йилларида кўзга ташланиши бу эса ҳаракат, нутқ ва руҳий функцияларнинг бузилишида намоён бўлиши мумкин.

Туғруқнинг номеърий кечиши билан боғлиқ. Туғруқнинг барча турларида энг кўп кузатиладиган асоратлардан бири мия моддасига қон қуйилиши ҳисобланади яъни узоқ давом этувчи туғруқларда бошнинг эзилиши яъни деформацияси натижасида томирлар узилиши пайдо бўлади.

Марказий нерв системасининг травматик жароҳати натижасида асосий нерв жараёнлари мувозанатини бузувчи мураккаб патофизиологик механизмлар пайдо бўлади. Мияда қон айланишининг бузилиши, орқа мия суюқлиги циркуляциясининг издан чиқиши, мия шиши ва бошқа турдаги зарарли механизмлар пайдо бўлишига сабаб бўлади.



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. Касаллик ўткир даврдан кейин бузилган функцияларни тикланиши билан характерланадиган соғайиш даври бошланади. Болалар марказий нерв тизимининг тикланиш жараёни юқори эканлиги сабабли, болалик даврида бош мия жароҳатлари ҳар доим ҳам оғир асоратларга олиб келмайди. Бироқ, бир қатор ҳолларда жароҳат оқибатидаги бир неча йиллар мобайнида кузатиловчи патологик симптомлар қайд қилинади. Қайталаниб турувчи бош оғриқлари, бой айланиши, вегетатив-қон томир симптомлари, тез толиқувчанлик, характернинг ўзгариши, хотиранинг бузилиши, баъзан интеллектнинг пасайиши кўп кузатиладиган белгилаш қаторига киради. Жароҳатнинг жойлашув ўрнига кўра пайдо бўлувчи белгилар парез, фалаж, афазия, карлик кабиларда намоён бўлади. Болалик давридаги жароҳат асоратлари айниқса, ташқи шарт- шароитларни ўзгаришида (масалан, мактабгача таълим муассасаси, умумий ўрта таълим муассасасига чиқишда) намоён бўлади. Одатда, бу ҳолларда тарбиячилар болада кўзгалувчанлик, жаҳлдорлик, аффектларга мойиллик, қайфиятни тез ўзгариб туриши, бош оғриқлари, баъзида интеллектнинг пасайиши ва нутқ ривожланишининг орқада қолиши каби бир қатор ўзиги хос хусусиятларни кузатадилар. Баъзи ҳолларда мазкур белгилар болани махсус (ёрдамчи) муассасага ўтказишига сабаб бўлади.

Жароҳатланган бола нейропсихологик фаолиятини мустаҳкамлашда тўғри ташкил қилинган кун тартиби катта аҳамиятга эга. Ўқув юкламаси шифокор ва ўқитувчи томонидан назорат қилинади. Баъзи ҳолларда машғулотлар яқка тартибда ўтказилиши зарур. Бола ўқитувчи ва дўстларининг ёрдами билан таъминланиши зарур. Ўқитувчи бола билан унда ўзига ишончни, фаолликни, яхши қайфиятни мустаҳкамлашга қаратилган суҳбатларни доимий тарзда олиб бориш даркор. Енгил спорт, тоза ҳавода ўтказиладиган ўйинлар, турли қўл меҳнати тўғрақларидаги толиқтирмайдиган машғулотлар фойдалидир.

Бош-мия жароҳатларини бошдан кечирган кўпчилик бола ва ўсмирлар маълум ёрдам билан оммавий мактабда таълим олишлари мумкин. Оғир даражадаги жароҳатларда эса кейинги таълим олиш муаммоси махсус мактаб билан боғлиқ бўлиши мумкин. Бундай болаларда жароҳатнинг алоҳида асоратлари сифатида тизимий бош оғриғи хуружлари



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кузатилиб, бу оғриқлар кўпинча бош ички босимининг ошиши билан боғлиқ бўлади, мазкур ҳолларда болани зудлик билан мутахассис-шифокорга юбориш зарур. Бу болаларда бош оғриғидан кўп шикоят қилиш кўп учрайдигин ҳолдир. Жароҳат асоратлари қолдиқ ҳолатлар сифатида кўпинча хотиранинг кескин заифлашувида намоён бўлиб, бу ҳолат албатта, боланинг ўқишдаги ўзлаштириш даражасига салбий таъсир кўрсатади. Бундай болалар ривожланиш динамикасини кузатиш давомида мазкур хотира бузилишлари вақтинчалик характерга эга бўлиши ва ўқитувчининг доимий иши давомида тузатилиши мумкин. Яна бир патологик симптом ёзув (дисграфия) ва ўқиш (дислексия)нинг бузилишида акс этади. Кўпинча фонематик анализнинг пасайиши окибатидаги акустик дисграфия шакллари кузатилади. Бу болаларнинг ёзган диктанти хатоларнинг кўплиги билан ажралиб туради. Ҳарфларни алмаштириш, бошқалари билан адаштириш эса ўқишни қийинлаштиради. Баъзи ҳолларда яхши натижага эришиш бир неча ой ва ҳатто, бир қанча йилларгача чўзилиб кетади

Тавсия ўрнида- Ота-онанинг муқаддас бурчи ва вазифаси нафақат фарзандни дунёга келтириш, балки уларни юксак маънавиятли маърифатли ва баркамол қилиб тарбиялаш, жамиятда ўрнини мустақил равишда топишга шарт – шароит яратиб беришдан иборат. Соғлом фарзанд тарбиясида оиладаги маънавий муҳитнинг тўғри йўлга қўйилиши, ота-онанинг ибрати ва масъулияти ҳар қачонгидан муҳимдир. Ушбу масалада матонатли, фидойи, сабр-тоқатли, баъзан қаттиққўл тежамкор отанинг ҳам, меҳридарё, бағрикенг, юмшоқ кўнгил онанинг ҳам ўз ўрни бор.

Фарзанд тарбиясида ота-оналарнинг қанчалик педагогик-психологик билимларга эга бўлишининг ўрни бекиёсдир. Ҳар бир ота-она фарзандининг шаклланиши ва руҳиятидаги ўзгаришларига жуда қизиқади, аммо ўзларидан “боламга бугун қанча вақт ажратдим?” деб сўраганларида, қониқтирадиган жавобни кам оладилар. Қилинган тажрибаларда, асосан 6 ёшгача бўлган давр ичида болаларнинг шаклланиши ота-оналарнинг уларга қанча вақт ажратишлари билан боғлиқлиги кузатилмоқда. Вақт ажратиш - болаларнинг марказий нерв системаси ривожланишига яхши таъсир қилиши эътироф этилмоқда. Ота-она кундалик ишларини бир томонга суриб,



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болаларига, албатта вақт ажратиши зарур. Болангиз билан ўтказган вақтингиз унинг ишончини оширади. Чунки унга вақт ажратишингиз, болага кўрсатилаётган эътиборни билдиради.

Агар фарзандингиз сизга қанчалик яқин бўлса, ёмонликлардан шунчалик йироқлашади. Ҳаёти давомида сиз ва умуман оиласи билан мустахкам боғланган бўлса, муаммолар камаяди

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**АЛОҲИДА ТАЪЛИМ ЭҲТИЁЖИГА ЭГА БОЛАЛАРНИ
(ЭШИТИШИДА НУҚСОНИ БЎЛГАН) ОИЛА ШАРОИТИДА
КОРРЕКЦИОН-РИВОЖЛАНТИРУВЧИ ИШЛАРИ**

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Аннотация:

Мақолада мактабгача ёшдаги эшитишида нуқсони бўлган болаларни оналарга оилада олиб бориладиган таълим, тарбия ва коррекцион ишлар юзасидан тавсиялар берилган. Оилалар билан муассаса ўзаро ҳамкорликни ташкил этишнинг самарали йўллари ёритилган.

Аннотация:

В статье даны рекомендации родителям детей дошкольного возраста с нарушением слуха по образовательной, воспитательной и коррекционной работе, проводимой в семье. Освещены эффективные способы организации взаимодействия семьи и учреждений.

Abstract: The article provides recommendations for parents of preschool children with hearing impairments on educational, upbringing and correctional work carried out in the family. Effective ways of organizing cooperation between families and institutions are highlighted.

Калит сўзлар: Нутқ, психолог, идрок, таълимий, тарбиявий, коррекцион-ривожлантирувчи, тафаккур, анализатор, коррекция, товуш, кўриш, эшитиш, тери, таъм, ҳид билиш, ҳаракат анализатор.

Ключивые слова: Речь, психолог, восприятие, образовательный, воспитательный, коррекционно-развивающий, мышление, анализатор, коррекция, звук, зрение, слух, кожа, вкус, обоняние, двигательный анализатор.



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Key words :Speech, psychologist, perception, educational, educational, corrective-developmental, thinking, analyzer, correction, sound, sight, hearing, skin, taste, smell, motion analyzer.

Ўсиб келаётган ёш авлодни баркамол инсон қилиб тарбиялаш борасидаги мавжуд муаммоларни ҳал этиш, таълим ва тарбия самарадорлигини замон талаблари асосида таъминлаш, уни дунё талаблари даражасига олиб чиқишга эришиш, ёш авлодга таълим-тарбия беришда миллий ва умуминсоний қадриятларга таяниш орқали таълим-тарбиянинг моҳияти, мазмунини шакллантириш ва такомиллаштиришдир.

Инсон боласи атроф муҳит билан доимий равишда алоқада бўлиб, у кўриш, эшитиш, тери, таъм, ҳид билиш, ҳаракат анализаторлари орқали амалга оширилади.

Мактабгача ёш даври – инсон ҳаётида муҳим, айтиш мумкинки, ҳал қилувчи палла. Бу даврда асосий одатлар, кўникмалар шаклланади, характер белгиланади, яъни бутун кейинги ҳаёт асослари қурилади, барпо этиладиган ҳар қандай иморат учун пойдевордир.

Эшитиш анализатори инсоннинг барча аъзолари ичида энг аҳамият-лиларидан саналиб, унинг асосий вазифаси нутқни идрок қилишдан иборатдир. Тўлақонли эшитиш нутқ шаклланишининг омили саналади. Нутқ орқали эса инсоннинг сўз-мантикий тафаккури, умумий ва руҳий ривожланиши содир бўлади.

Мактабгача тарбия муассасаси билан ота-оналар, жамоатчиликнинг ҳамкорликда олиб бориши керак бўлган ўзимизнинг миллий тарбия тизимимизни яратишни республикамиз институтларида ишлаб турувчи юзлаб етук педагог, психолог олимлар, минглаб ўз ишининг устаси бўлмиш илғор тарбиячилар, ота-оналар ва бошқаларнинг фикрларини ўрганган ҳолдагина амалга оширишимиз мумкин.

Ота-оналарга оила шароитида ташкил этилувчи машғулотларда асосий эътибор фарзандларининг нутқий, шунингдек, умумий ривожланишига қўйилган талабларнинг ечимига қаратилиши уқтирилди. Ўтказилувчи ҳар бир машғулотларга таълимий, тарбиявий ва коррекцион-ривожлантирувчи



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вазифалар қўйилиши, уларнинг ўзаро боғлиқ ҳолда ҳал этиб борилиши тушунтирилди. Машғулотларнинг бундай ташкил этилиши болаларнинг нутқий, шунингдек, умумий ривожланиш даражаларининг меъёрга яқинлашувини таъминлаши қайд этилади.

Миллий сурдопедагогларимиздан Д.А.Назарова мактабгача ёшдаги заиф эшитувчи болалар нутқини ривожлантириш бўйича тадқиқот ишлари олиб борганлар. Муаллиф тадқиқот давомида ота-оналарнинг фарзандлари билан нутқини ривожлантиришга қаратилган фаолиятини ўрганиб, аксарият ота-оналарда фарзандларининг сўзлашув нутқини эгаллашини исташлари кузатилсада, мавжуд камчиликларни бартараф қилиш муассасанинг зиммасида деб ҳисоблайдилар;

- ота-оналар тарбия жараёнида барча куч ва вақтларини боланинг эшитиш қобилиятини тиклаш учун сарфлаганлар;
- ота-оналар бола нутқининг ривожланиши ва шахсининг шаклланишида асосий ўринни муассаса ҳамда оила ҳамкорлиги эгаллашини тушунмайдилар;
- ота-оналар зарурий методик адабиётлар ва нутқни ривожлантирувчи ўйинлар йўқлигини қайд этадилар.

Д.А.Назарова махсус мактабгача тарбия гуруҳлари педагогларининг ота-оналар билан ҳамкорлик ишларини такомиллаштиришга эришиш лозим, деб ҳисоблайди. Унинг фикрига кўра, эшитишида муаммоси бўлган болаларнинг ота-оналари учун фарзандларининг ижтимоий ҳаётга мослашуви, соғлиғи ва ривожланишига оид мавзулардаги методик тавсияларни ишлаб чиқиш, улар ўртасида болаларнинг ижтимоий мослашуви, нутқий ривожланиши ҳақида тарғибот ишларини кучайтириш мақсадга мувофиқдир.

Оилалар билан муассаса ўзаро ҳамкорликни ташкил этишнинг қуйидаги тамойиллари белгиланган:

1. Педагогларнинг ота-оналар билан ўзаро ишончга асосланган муносабатлари тамойили - ота-оналарнинг педагогнинг касбий компетентликка эга эканлигига, унинг оилада бола тарбияси билан боғлиқ муаммоларни тушуниши ва ёрдам бера олишига бўлган ишончини назарда тутати.



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2. Ота-оналарга ўзаро ҳамкорлик жараёнининг фаол иштирокчилари сифатида ёндашиш тамойили – ота-оналар ижтимоий буюртмачи, бола тарбияси борасида ҳамкор эканликларини назарда тутди.

3. Ота-оналарни кадрлаш тамойили – ота-онанинг ҳар бирига бўлган ҳурматни, унинг индивидуаллиги ва такрорланмаслигини, хато ва адашиш ҳуқуқига эга эканлигини тан олишни, ўқитувчини ота-оналарга нисбатан баҳо бериш позициясидан воз кечишни, ота-оналарга ўзларининг ижобий сифатлари ва қобилиятларини намоён этишлари учун тегишли шарт-шароитларни яратишни назарда тутди.

4. Ота-оналарнинг шахсий манфаатдорлиги тамойили – ота-оналарга педагог билан ҳамкорликнинг фарзанди, ўзи ва оиласи учун бўлган фойдасини кўриш имконини бериб, бу уларнинг фарзандлари билан ўзаро фаолиятларини тўғри ташкил этишга ёрдам беради.

5. Ота-оналарнинг эмансипацияси тамойили – ўз фарзандларини яхшироқ тушуниш учун ота-оналарни эски қарашлардан ҳоли этишни, ўзларини янада чуқурроқ англаб этишни назарда тутди.

Эшитишида нуқсони бўлган болага оилада таълим ва тарбия бериш бутун кун давомида, барча тартиб, процедураларини (гигиеник процедуралар, овқатланиш, сайр) бажариш жараёнида, ўйин вақтида, эркин фаолиятда амалга оширилади. Бола турмуш тарзини, унинг ёши, жисмоний ва эмоционал имкониятларига адекват бўёган кун тартибини тўғри ташкил қилиш фавқулодда муҳим. Ҳар куни болалар билан махсус машғулотлар (икки ёки учта) олиб борилади, уларнинг давомийлиги 20 дақиқадан 30 дақиқагача бўлиши мумкин. Машғулотлар мазмуни ҳар хил фаолият турларини ўз ичига олади, уларни алмаштириб туриш бола толиқиб қолишининг олдини олади. Оилада бола билан унинг барча яқинлари нутқий мулоқотини кўзда тутадиган эшитиш-нутқ муҳитини яратиш мажбурий шарт саналади. Эшитиш аппаратларидан фойдаланиш ҳам эшитмайдиган бола билан ишлашда муваффақият қозинишнинг муҳим омили саналади.

Ота-оналар томонидан ҳал қилинадиган оилавий тарбия вазифаларига болани маданий-гигиеник ҳамда ўз-ўзига хизмат кўникмалари билан таништириш ва мустаҳкамлаш, уни тартибга, орасталикка, ўйинчоқлар, китобларга



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эхтиёткорона муносабатга ўргатиш; фойдали фаолиятга, кучига яраша муҳнат жараёнларига интилишини ривожлантириш кабилар киради. Бироқ мутахассисларнинг нутқни шакллантириш ҳамда нутқий кўникмаларни мустаҳкамлаш, эшитиш фаолиятини ривожлантириш, жисмоний ривожланишдаги оғишларни коррекциялаш бўйича ишларини давом эттиришга алоҳида эътибор қаратиш лозим бўлади.

Боланинг амалда бутун фаолияти катталар томонидан ташкил этилиши ва болага педагогик таъсир билан боғлиқлигига қарамай, болалар билан мунтазам машғулотлар ўтказиш керак, уларнинг мазмуни умумий ривожлантириш иши, нутқни, эшитиш идрокини ривожлантиришга оид махсус ўйин ва машқлардан иборат бўлади. Машғулотлар давомийлиги ва микдори боланинг ёши, психофизиологик ҳолатига боғлиқ. Машғулотлар кун давомида бир неча марта ўтказилади. Мутахассислар бир ёшгача бўлган болалар билан бир кунда учта 3-5 дақиқалик; икки ёшгача болалар билан икки-учта 10 дақиқалик; икки ёшдан беш ёшгача болалар билан 15-20 дақиқалик машғулот ўтказишни тавсия қилади. Машғулотлар, одатда, кунгнинг биринчи ярмида ва кундузги уйқудан кейин ўтказилади. Турли йўналишдаги машғулотлар ўзаро алмаштириб борилади. Машғулот ўтказиш жойларини: гиламда, ўйин бурчагида, стол атрофида аниқлаш керак. Машғулотларга тайёргарлик: ҳар бир машғулот мақсадини ўйлаб олиш, унинг режасини ишлаш, турли хил дидактик материални танлаш катта аҳамиятга эга. Эшитиб идрок этишни ривожлантириш боланинг билиш фаолияти, нутқ ва талаффузни идрок этиш механизмлари шаклланиши учун катта аҳамиятга эга. Қолдиқли эшитишни ривожлантириш бўйича ишларни эрта бошлаш алоҳида муҳим аҳамият касб этади, шу сабабли эшитиш функциясини ривожлантириш бола ҳаётининг биринчи йилларида тобора сензитив даврда амалга оширилади, бунда эшитиш анализатори физиологик жиҳатдан етилади, бу педагогик иш самарадорлигини таъминлайди. Дастлабки ойлар давомида болада катта одамнинг товуши, овозли ўйинчоқларга комплекс кўриш-эшитиш эътиборини жамлаш шакллантирилади. Эшитиш аппаратларидан эрта фойдаланиш боланинг эшитиш қобилиятини ривожлантиришнинг энг муҳим шартини саналади.



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Шундай қилиб, ривожланишида нуқсони бўлган болаларга таълим-тарбия бериш, шунингдек уларнинг ижтимоий мослашувини амалга оширишга бўлган замонавий ёндашувлар оилани бола ривожланиши жараёнига фаол киритишни назарда тутди.

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**ESHITISH FAOLIYATI ZAIF BOLALAR VA ULARNING
KORREKSION- REABILITSION YO‘LLARI**

M. R. Po‘latxo‘jayeva

Dotsenti Nizomiy nomidagi TDPU

Annotatsiya:

Ushbu maqolada koxlear implantli bolalar bilan reabilitatsion ishlar, korreksion-reabilitatsion ishda ota-onalarning bolada nutqiy idrokni rivojlantirish hamda talaffuzga o‘rgatishning maxsus usul va vositalarini egallashlariga katta e‘tibor qaratilgan. Ota-onalarning ta‘lim-tarbiya jarayonidagi ishtirokiga ham alohida ahamiyat berilib, ularning uy sharoitida farzandlarining nutqini rivojlantirishni nazarda tutuvchi tavsiyalar berilgan.

Kalit so‘zlar: Koxlear implantatsiya, reabilitatsiya, protsessor, jarrohlik, protez, talaffuz, nutq, eshituv idroki, ijtimoiy moslashuv, operatsiy.

Eshitishida nuqsoni bo‘lgan bola reabilitatsiya jarayoniga qancha erta jalb qilinsa, uning ijtimoiy moslashuvi shuncha tez kechadi. I.V.Koroleva ushbu kategoriyaga mansub bolalarning ota-onalariga o‘z vaqtida psixologik yordam berish muhim ekanligini ta‘kidlaydi. Agar ota-onalarga psixologik to‘siqlarni yengib o‘tishga amaliy yordam berilsa, agar ular farzandlariga tibbiy yordam bilan bir qatorda korreksion-rivojlantiruvchi yordam kerakligini o‘z vaqtida anglab yetishsa, bu bolaning nutqni tushunish, nutq orqali muloqotga kirishish ko‘nikmalari erta shakllanadi.

Koxlear implantatsiya muammolari bilan chuqur shug‘ullanib kelayotgan olim I.V.Korolevaning ta‘kidlashicha, eshitishida nuqsoni bo‘lgan bolalarning ta‘lim-tarbiyasi uning oilasi bilan birgalikda uzviy ravishda olib borilishi lozim. Buning uchun ota-onalar avvalam bor koxlear implantatsiyali bolalar bilan olib boriladigan korreksion ishlarning tuzilishi, maqsadi, vazifalari haqida ma‘lumotga ega bo‘lishlari muhim ahamiyat kasb etadi. Bu ishlar koxlear implantatsiya bilan bog‘liq operatsiya o‘tkazilishidan oldin boshlanishi kurak. Bunda ota-onalar va yaqin qarindoshlarga avvalam bor implantatsiya bu jarrohlik aralashuvi ekanligini



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tushuntirish, implantatsiyaning funksiyasi haqida, koxlear implantatsiya moslamasi hamda uni ishlash prinsipi haqida to'liq ma'lumot berish kerak. Bundan tashqari, koxlear implantatsiyadan so'ng nutq eshituv reabilitatsiyasining shart-sharoitlarini muhokama etish muhim.

Koxlear implantatsiya protsessori yoqilganidan so'ng hamda keyingi reabilitatsiya davri vaqtida bolaning xulqida o'zgarishlar kuzatilishiga ota-ona va yaqinlarini tayyorlash lozim. Boshida bola tovushlarga e'tibor bermasligi, o'jar bo'lib qolishi, tez toliqib qolishi mumkinligi haqida ota-onalarni ogoxlantirish kerak. Ba'zi hollarda bolaning ota-onasiga - metodik maslahatlar berish bilan bir qatorda konkret misollar ham keltirish katta samra berishi mumkin. Masalan, I.V.Koroleva bu borada koxlear implantanli farzandi bo'lgan va boshlang'ich bosqichdan o'tgan boshqa bir ota-onaning o'z farzandi bilan muloqotini video tasmlarda ko'rsatish va tahlil qilish katta yordam berishini aytib o'tgan. Shuningdek, I.V.Koroleva korreksion-reabilitasion ishda ota-onalarning bolada nutqiy idrokni rivojlantirish hamda talaffuzga o'rgatishning maxsus usul va vositalarini egallashlariga katta e'tibor qaratadi.

Ota-onalar bolaning eshituv qoldig'ini rivojlantirish, nutqning talaffuz tomonini shakllantirish bo'yicha ishlarni yaxshi olib bora olishlari kerak. Ota-onalarga ushbu qiyinchiliklarni yengib o'tishga yordam berishda shifokor, logoped, surdopedagog, psixologlar quyidagilarni amalga oshirishi lozim:

- ota-onalarga eshitish nuqsonini davolashga qaratilgan vositalar haqida, yo'qotilgan eshituvni eshitish apparati yoki koxlear implantatsiya yordamida kompensatsiyalashning zamonaviy imkoniyatlari haqida maksimal ma'lumotlar berish;
- bolani atrofidagi odamlarni tushunish va eshitish imkoniyatini chegaralanganligini inobatga olgan xolda ota-onani u bilan muloqot qilishga o'rgatish;
- ota-onalarni bola bilan mustaqil va tizimli ravishda shug'ullanishga o'rgatish;
- erta eshituv protezlarining muhimligini aniqlashtirish, koxlear implantatsiya yoki ijtimoiy adaptatsiyani kuchaytirish va ish qobiliyatlarini nazorat etishga o'rgatish;
- ota-onalarga bola bilan olib boriladigan surdopedagogning mashg'ulotlari va o'zlarining mashg'ulotlari, koxlear implantatsiyadan foydalanish natijalari darrov ko'rinmasligi, ularning sabrli bo'lishlari lozimligini tushuntirish kerak;



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- ota-onalarga shunday muammosi bo'lgan, bolasi bilan faol shug'ullangan, maslahatlari bilan qo'llab quvvatlay oladigan boshqa ota-onalar bilan muloqot qilish imkonini yaratish, buning uchun bunday farzandi bor ota-onalar markazini tashkil qilish lozim;

- ota-onalarni o'z bolasini qanday bo'lsa, shundayligicha qabul qilish, uning har bitta, xatto eng kichik yutug'idan ham xursand bo'lishga da'vat etish kerak.

Ota-onalar bilan olib boriladigan ishda ko'rgazmalilikka rioya qilish juda muhim, zero yuz marta eshitgandan, bar marta ko'rgan yaxshiroq. Bunday hollarda ular surdopedagog, logoped, psixologga shaxsan murojat eta oladilar, u esa bola bilan o'tiladigan mashqlarni tushuntiradi, kerak bo'lsa ko'rsatib beradi.

Ota-onalar bilan ishlashning turlicha shakllaridan: maslahat-konsultatsiyalar (pedagoglarning guruh va yakka tartibdagi maslahatlari), anonim muloqot, ma'rifiy (trening, ma'ruza, davra suhbatlari, mavzuga oid muhokamalar) va amaliy tadbirlardan (ochiq mashg'ulotlar, bayram tadbirlari, bolalar bilan hamkorlikdagi faoliyat) foydalangan holda ish olib boriladi. Ularda asosiy e'tibor uy sharoitida bolalar bilan olib borilishi lozim bo'lgan korreksion-rivojlantiruvchi ish tizimining yoritib berilishiga qaratiladi.

Ota-onalarning ta'lim-tarbiya jarayonidagi ishtirokiga ham alohida ahamiyat berilib, ularning uy sharoitida farzandlarining nutqini rivojlantirishni nazarda tutuvchi tavsiyalar tayyorlandi.

KI bolalarning nutqiy rivojlanish bosqichi eng sodda og'zaki nutq asosida amalga oshiriladi:

a) so'zlovchilar o'rtasida taqsimlangan savol-javob orqali;

b) vaziyatning mavjudligi;

v) me'yorida eshituvchi shaxslar nutqining ohangdorligini ta'minlovchi ovoz toni va imo-ishoralar orqali;

g) bayon etishni yengillashtiruvchi – to'liqsiz gap shaklining mavjudligi.

Sanab o'tilgan sharoitlarning mavjudligi KI bola nutqining takomillashishiga imkon yaratadi. KI bolaning bunday sharoitda ishtirok etishi, bir tomondan, ehtiyojlarini qondirishi uchun imkon bersa, ikkinchi tomondan, keyinchalik yuzaga keluvchi nisbatan kuchliroq talablarini qondirish uchun zarur bo'lgan nutqning rivojlanishiga samarali ta'sir ko'rsatadi. Koxlear implantatsiya operatsiyasi qancha erta amalga



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oshirilsa, bolaning nutqiy va ijtimoiy moslashuvi shuncha tezroq kechadi. Koxlear implantatsiya yordamida bola xatto past tovushlarni ham eshitadi, biroq unda nutqni egallash qobiliyatining yo‘qligi kuzatiladi. Shuning uchun paydo bo‘lgan eshituvni rivojlantirish hamda atrofdagi odamlar nutqini tushunishga qaratilgan nutq eshituv ko‘nikmalarini rivojlantirish bo‘yicha mashg‘ulotlarning to‘g‘ri tashkil etilishi juda muhimdir.

Koxlear implantatsiya operatsiyasi qancha erta amalga oshirilsa, bolaning nutqiy va ijtimoiy moslashuvi shuncha tezroq kechadi. Koxlear implantatsiya yordamida bola xatto past tovushlarni ham eshitadi, biroq unda nutqni egallash qobiliyatining yo‘qligi kuzatiladi. Shuning uchun paydo bo‘lgan eshituvni rivojlantirish hamda atrofdagi odamlar nutqini tushunishga qaratilgan nutq eshituv ko‘nikmalarini rivojlantirish bo‘yicha mashg‘ulotlarning to‘g‘ri tashkil etilishi juda muhimdir.

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THE PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING STUDENTS' READING COMPETENCE

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Named after Isxakhan Ibrat

ANNOTATION

This article explores the pedagogical and psychological foundations of developing students' competence in the educational process. It examines the role of effective teaching strategies, classroom practices, and learning environments in fostering students' cognitive, communicative, and self-regulatory skills. The psychological characteristics discussed include motivation, self-esteem, emotional resilience, and individual learning differences. The study also highlights the importance of a student-centered approach, where teachers act as facilitators of personal growth and academic success. The findings emphasize that the integration of pedagogical and psychological principles is essential for nurturing competent, independent, and lifelong learners.

The study was conducted among 29 9th form pupils at rural school in Uychi district of Namangan. These pupils were divided into 2 groups. One of the groups was the experimental group and the other one was control group. The English language teachers were involved into the teachers' survey which was specially created so as analyse their attitude towards the reading competence. Another survey was taken from 9th form pupils before and after the study in order to know how effective were the methods observed and used at the lessons, whether the participants enhanced and strengthened their reading.

Keywords: reading competence, psychological, integration, principles, cognitive, communicative.



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INTRODUCTION

In the 21st century, the concept of competence in education has gained significant importance as schools and educators aim to prepare students not only to acquire knowledge but also to apply it effectively in real-life contexts. Competence refers to a combination of knowledge, skills, attitudes, and values that enable individuals to solve problems, think critically, communicate effectively, and continue learning throughout life. Developing student competence is essential in shaping independent, creative, and responsible members of society.

The process of competence development is multidimensional and requires the integration of both pedagogical and psychological principles. Pedagogical strategies such as active learning, task-based instruction, project work, and collaborative learning are proven to engage students and make learning more meaningful. These methods foster cognitive growth by encouraging learners to think, analyze, and apply their understanding in different situations.

On the other hand, psychological characteristics such as motivation, emotional intelligence, self-regulation, and cognitive development significantly influence how students absorb and process information. A student's ability to learn is closely tied to their self-confidence, level of anxiety, interest in the subject, and their relationship with peers and teachers. Therefore, psychological support is just as crucial as instructional design in the learning process.

Teachers play a key role in harmonizing these two domains. Their awareness of learners' psychological needs and appropriate pedagogical interventions can create a learning environment where all students feel safe, motivated, and capable of achieving academic success. This integrated approach not only enhances academic performance but also contributes to the development of personal and social competencies.

This article explores the key pedagogical and psychological factors that influence student competence, analyzes practical approaches to fostering competence in the classroom, and emphasizes the importance of teacher-student interaction in the learning process.



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LITERATURE REVIEW

The development of students' competence is a multifaceted process that has been explored by scholars from various educational traditions. Both psychological and pedagogical perspectives emphasize the importance of fostering learners' intellectual, emotional, and social abilities to prepare them for academic and real-life challenges.

Among Russian scholars, L.S. Vygotsky laid the theoretical foundation for understanding how social interaction and guided learning contribute to cognitive development. His concept of the Zone of Proximal Development (ZPD) highlights the role of the teacher in supporting learners as they move beyond their current capabilities with the help of scaffolding. Building on this, V.V. Davydov emphasized activity-based learning, suggesting that competence arises through active engagement with meaningful tasks, rather than passive absorption of information.

In Uzbek pedagogical thought, T. Teshaboyeva has contributed to the understanding of how national values and learner individuality should be incorporated into teaching to enhance competence. Her works highlight the need for integrating moral and social development within the curriculum. Similarly, U. Nishonov explores the psychological preparedness of students for competence-based education and the role of motivation and cognitive-emotional development in shaping student behavior and engagement.

Western research also supports these perspectives. John Dewey, an American educational philosopher, emphasized experiential learning, proposing that education should be grounded in real-life experiences and reflection. He argued that competence arises not just from knowing, but from doing and reflecting. Albert Bandura, another influential American psychologist, introduced the concept of self-efficacy, highlighting the importance of learners' belief in their abilities to succeed. According to him, students who feel capable are more likely to persist in learning tasks and develop stronger competence over time.

Collectively, these scholars emphasize that competence development is not merely a product of knowledge acquisition, but a complex interplay between teaching methods, learner motivation, emotional resilience, and social interaction. The



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insights provided by Russian, Uzbek, and Western scholars form the theoretical foundation for understanding how pedagogical and psychological factors intersect to foster student competence.

METHODS / METHODOLOGIES

This study investigates the pedagogical and psychological characteristics of developing students' competence with a focus on a selected group of 9th-grade pupils. A qualitative research method supported by comparative elements was used to examine how targeted pedagogical interventions influence student competence. The research was conducted in the natural classroom setting to observe real practices and student behavior. A quasi-experimental case study design was employed, incorporating both qualitative observation and comparative analysis. The study focused on a single 9th-grade class at a secondary school and was conducted over a four-week period. The design allowed the researcher to explore the impact of specific teaching strategies on one group (experimental), while using the other group (control) for baseline comparison.

The participants included:

29 ninth-grade pupils, aged between 14 and 15. Pupils were randomly divided into two groups: Experimental group – 15 students who were taught using enhanced competence-based and student-centered methods. Control group – 14 students who received traditional instruction. 2 English language teachers, each teaching both groups with coordinated lesson plans but varying the methods based on group assignment.

To gather meaningful and triangulated data, the following tools were used:

a) Classroom Observations

A total of six classroom observation sessions were conducted (three per group) over three weeks. A structured observation checklist was used to record indicators such as student engagement, use of critical thinking, collaboration, emotional response, and classroom interaction. Observations focused particularly on how students responded to different teaching methods.

b) Student Questionnaires



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All 29 students completed a pre- and post-intervention open-ended questionnaire. Questions focused on their attitudes toward learning, motivation levels, self-assessment of competence, and classroom experience before and after the teaching intervention.

c) Teacher Interviews

Semi-structured interviews were conducted with both teachers.

Topics included their perspectives on the effectiveness of instructional approaches, classroom dynamics, student motivation, and observed psychological changes during the intervention period.

Intervention Strategy (for Experimental Group)

The experimental group was taught using student-centered, competence-based approaches such as: Collaborative learning tasks, Reflective activities, Real-world language tasks, Regular formative feedback. Meanwhile, the control group continued with more traditional methods such as teacher-led explanations, textbook exercises, and closed-ended tasks.

Data Analysis

Collected data were analyzed through qualitative content analysis: Responses and observation notes were coded and organized into key themes: "student autonomy," "active participation," "emotional involvement," and "response to feedback." Comparative analysis between the experimental and control groups was conducted to identify noticeable differences in classroom behavior and student self-perception.

Ethical Considerations

All necessary ethical guidelines were strictly observed: Informed consent was obtained from teachers and student guardians. Participation was voluntary and students could opt out at any stage. Anonymity and confidentiality were maintained throughout the research. By incorporating both experimental and control groups, this study provided valuable insights into how competence can be nurtured through pedagogical and psychological interventions in the secondary classroom.

PROCESS STEPS

The research was carried out in a structured sequence to ensure the reliability and validity of the findings. First of all the researcher focused on the problem of



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identification and goal setting. The first step involved identifying the core issue: the need to enhance students' learning competence through both pedagogical and psychological methods. Based on this, the research objective was set — to analyze the impact of competence-based teaching strategies on 9th-grade students' learning behavior and development. The next step was to select participants. A total of 29 ninth-grade pupils were selected from a general secondary school using purposive sampling. The class was divided into two groups: an experimental group (15 students) and a control group (14 students). Both groups were taught by qualified English teacher, and all observations were conducted within the regular classroom environment. After that the researcher began the design of intervention materials and tools. Teaching materials were developed based on a competence-oriented approach. The researcher also prepared observation checklists, student questionnaires, and semi-structured interview guides for data collection. These instruments were piloted and refined before full implementation. Before the intervention began, initial data were collected from both groups using questionnaires to assess their existing attitudes, learning habits, and self-perceived competence. Baseline classroom observations were also carried out to identify initial behavioral and engagement patterns. Over a period of three weeks, the experimental group received lessons based on student-centered, competence-driven methods such as collaborative activities, reflective tasks, peer assessments, and real-world language application. Meanwhile, the control group continued with traditional, teacher-centered instruction.

Classroom observations were conducted in both groups to record behavioral and academic changes. The focus was on student engagement, participation, emotional responses, and peer interaction.

After the instructional period, post-intervention data were collected using the same student questionnaires and additional interviews with the teachers. This helped measure any change in student competence, attitudes, and classroom dynamics. Qualitative data from observations, questionnaires, and interviews were analyzed thematically. The results were compared between the control and experimental groups to identify patterns, trends, and the effectiveness of the applied methods.

Based on the analysis, conclusions were drawn regarding the pedagogical and psychological characteristics that most positively influence the development of

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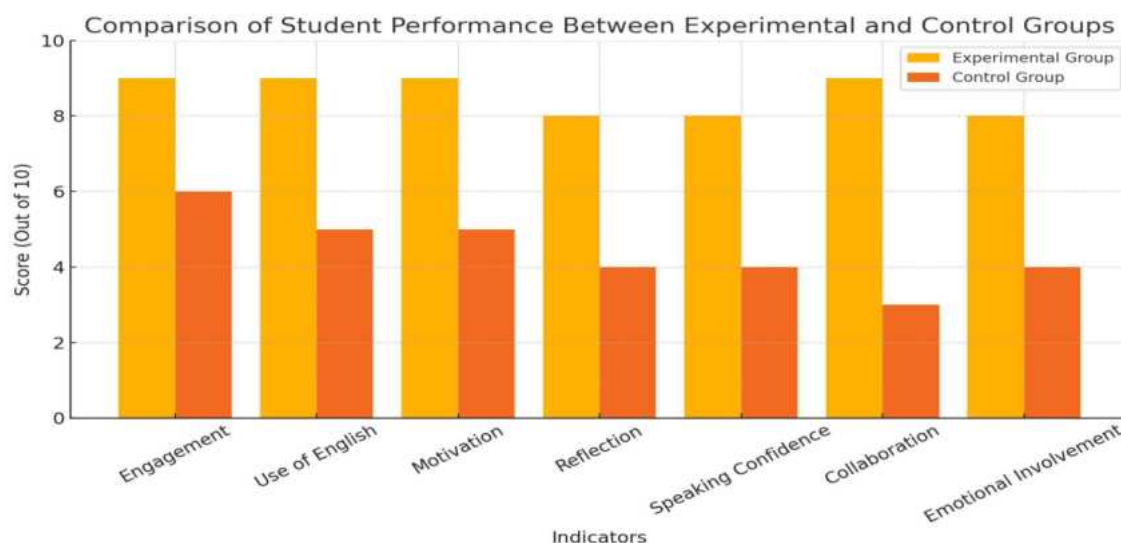
students' competence. Recommendations for educators and policymakers were developed to support the wider application of competence-based education.

TOOLS

To collect comprehensive and reliable data during the research process, a set of qualitative and partially quantitative tools was developed and employed. These tools were selected to align with the study's objectives and to ensure the effective analysis of the pedagogical and psychological aspects of developing students' competence. The following instruments were used: observation checklist. A structured observation checklist was designed to monitor classroom dynamics in both the experimental and control groups. The checklist focused on indicators such as: student engagement and participation. Use of language and communication skills, collaboration with peers emotional responses and motivation ,critical thinking and reflection. Observations were carried out by the researcher during regular lessons, allowing for natural classroom behavior to be recorded. Custom-designed worksheets, group activities, reading texts, and writing prompts were used as instructional tools. These materials were tailored for the experimental group and designed to promote key student competences such as critical thinking, communication, collaboration, and creativity. Each of these tools played a critical role in triangulating the data and ensuring that both the pedagogical and psychological dimensions of student competence were thoroughly examined.

ANALYSING DATA/RESULTS

Analysis of data collected from experimental and control groups.



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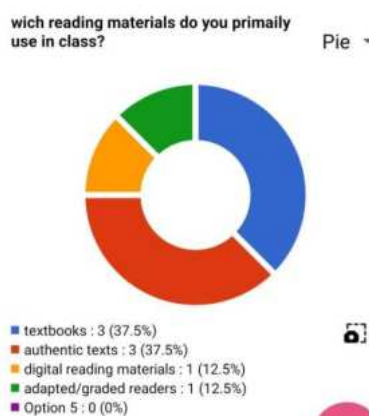
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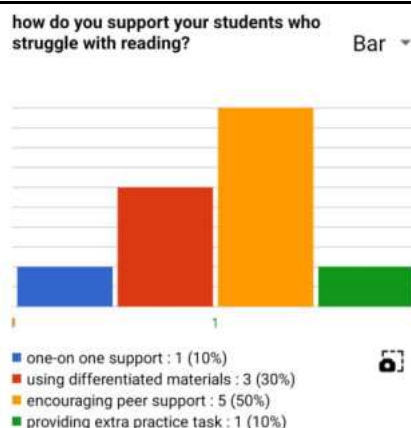
These findings indicate that applying pedagogical and psychological approaches tailored to competence development—especially those encouraging student agency, collaboration, and reflection—positively influenced the learners' academic and emotional growth.

THE RESULTS OF TEACHERS' SURVEY

To explore the pedagogical and psychological characteristics of developing students' reading competence, a teacher survey was conducted. The responses provide insight into the materials used in reading instruction, the perceived importance of student motivation, and key psychological barriers affecting reading development.

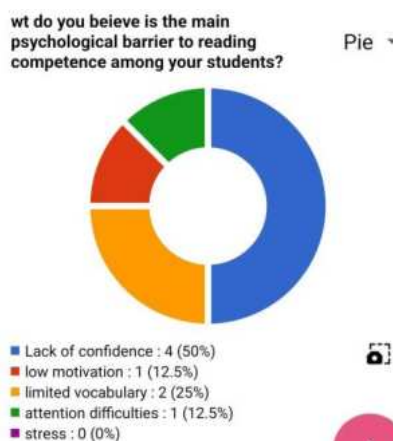


According to the first pie chart, teachers most commonly use textbooks (37.5%) and authentic texts (37.5%), followed by digital materials (12.5%) and adapted/graded readers (12.5%). This indicates a balanced approach between traditional resources and real-life materials. The frequent use of authentic texts suggests a growing awareness among educators about the value of exposing learners to real-world language. However, the relatively low use of digital or adapted content might highlight a need for more accessible and differentiated materials tailored to varying proficiency levels.



2. Importance of Student Motivation

As shown in the bar graph, 88.88% of respondents rated student motivation as either extremely important (44.44%) or very important (44.44%) in reading development. Only 11.11% considered it moderately important, and none indicated it was unimportant. This consensus underscores the critical role of motivation in language acquisition and aligns with psychological theories such as Deci & Ryan's Self-Determination Theory, which stresses autonomy and interest as driving forces in learning engagement.



3. Psychological Barriers to Reading Competence

The third chart reveals that lack of confidence (50%) is considered the most significant psychological barrier, followed by limited vocabulary (25%), low motivation (12.5%), and attention difficulties (12.5%). These findings emphasize

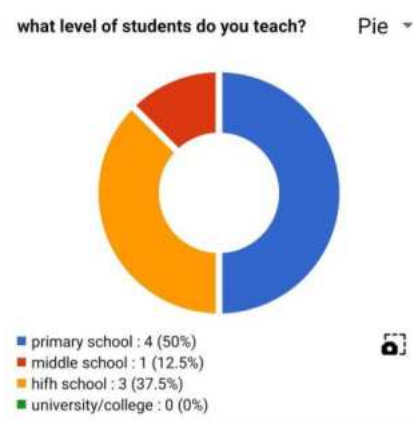
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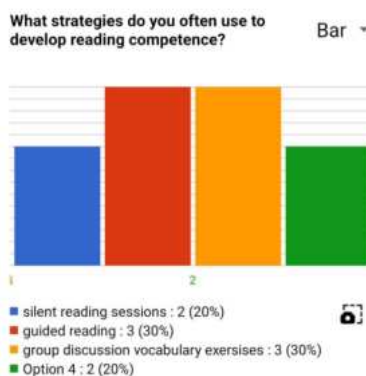
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the need for building a supportive and non-threatening classroom environment. Confidence, in particular, appears to be a foundational element without which other competencies cannot fully develop. The data also suggest that vocabulary instruction and motivational strategies must be integrated into reading activities to reduce learner anxiety and disengagement.



This chart shows that most of the teachers (50%) who were involved into the survey work in the secondary school, 12,5% of them work at middle school, and 37,5% of teachers work at high school



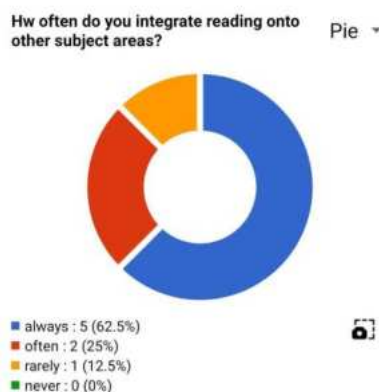
This bar chart indicates what strategies the teachers often use to develop reading competence 30% of participants use guided reading and group discussion vocabulary exercises, 20% of them chose silent reading sessions.

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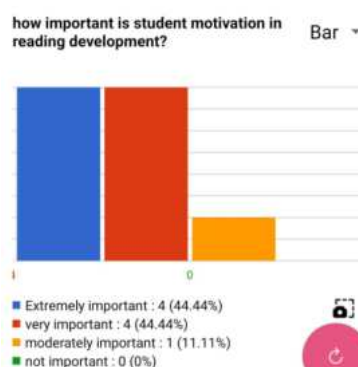
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As for the question about how often they integrate reading into other subject areas 62,5% of participants chose the answer "always", 25% chose often and 12,5% chose rarely



When asked how important student motivation in reading development 44,4% answered extremely important and very important and 11,1 % moderately important

DISCUSSION

The results of the study highlight the complex interplay between pedagogical choices and psychological factors in the development of students' reading competence. The combination of survey data, classroom observations, and performance analysis of 9th-grade pupils offers several significant insights into how teaching methods and learner attitudes affect reading development.

Firstly, the widespread use of both textbooks and authentic texts (each accounting for 37.5% of usage) reflects a dual approach among teachers. While textbooks provide structured and curriculum-aligned instruction, authentic materials offer exposure to real-world language, which supports both linguistic competence and



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cultural awareness. However, the limited use of digital and adapted materials (each only 12.5%) suggests underutilization of potentially effective resources, especially for learners who need scaffolding or have lower reading proficiency.

The responses regarding student motivation reveal near-universal agreement among teachers about its critical role in reading development. With 88.88% of respondents identifying motivation as "very" or "extremely" important, it is evident that affective factors are seen as equally vital as cognitive strategies. This aligns with Vygotsky's sociocultural theory, which emphasizes the importance of emotional engagement and social interaction in learning.

Furthermore, the most prominent psychological barrier to reading identified by teachers was lack of confidence (50%), followed by limited vocabulary (25%). These barriers directly impact students' willingness to engage with texts, particularly in a foreign language context. Confidence, in this case, appears to be a gateway factor — without it, even capable students may hesitate to attempt more challenging reading tasks.

The findings from the experimental study further support these observations. The experimental group, which was exposed to targeted, motivation-based strategies and confidence-building tasks, outperformed the control group across multiple indicators, including engagement, emotional involvement, and speaking confidence. This demonstrates that psychological readiness and support not only improve reading competence but also enhance broader communicative skills.

In conclusion, the development of reading competence cannot be isolated from the emotional and psychological well-being of students. Teachers must be equipped not only with diverse materials but also with strategies to foster confidence, reduce anxiety, and boost motivation. A holistic approach — balancing academic rigor with psychological support — is essential for meaningful and lasting improvements in students' reading competence.

CONCLUSION

This study examined the pedagogical and psychological characteristics involved in developing students' reading competence, focusing on 9th-grade learners. The findings confirm that effective reading instruction goes beyond the selection of



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materials and teaching strategies—it must also address learners' emotional and psychological needs.

Survey data and classroom observations clearly demonstrated that while traditional and authentic reading materials are commonly used, factors such as motivation, confidence, and vocabulary knowledge play a decisive role in how well students engage with reading tasks. The experimental group's significant improvement in performance compared to the control group illustrates the positive impact of integrating confidence-building activities, motivational support, and varied reading tasks into lessons.

The most critical insight from this research is that reading competence is not only a linguistic skill but a psychological one as well. Teachers must create an emotionally safe environment where students feel encouraged to take risks, make mistakes, and grow. This requires purposeful planning, an understanding of learners' individual needs, and a readiness to adapt methods based on observed challenges.

In conclusion, developing students' reading competence requires a holistic, student-centered approach that combines effective pedagogy with strong psychological support. By recognizing and addressing the emotional barriers to learning, educators can better prepare students not only to read proficiently but to become confident, independent language users.

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KASBIY-GNOSTIK KOMPETENSIYA MAZMUNI

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Annotatsiya:

Ushbu maqolada o'qituvchilarning kasbiy-gnostik tayyorgarligini ta'minlashda integrativ yondashuvi nazariy asoslari tahlil qilinadi. Kasbiy-gnostik kompetensiya o'qituvchining bilim olish, tahlil qilish va amaliyotga tatbiq etish qobiliyatini o'z ichiga olgan muhim pedagogik tushuncha hisoblanadi. Maqolada mazkur kompetensiyaning asosiy tarkibiy qismlari – kasbiy-gnostik tayyorgarlik, o'qituvchining bilish faoliyati, tahlil, sintez, umumlashtirish, muammoli vaziyatlarni hal etish kabi ko'nikmalarini shakllantirishni o'z ichiga oladi. Mmuammoli ta'lim, reflektiv pedagogika, interfaol metodlar va ta'lim jarayonida axborot texnologiyalaridan foydalanish imkoniyatlari ko'rib chiqiladi.

Kalit so'zlar: kasbiy-gnostik, kompetentsiya, integrativ yondashuvi, o'qituvchilar, ta'lim, nazariy tahlil.

Bugungi kunda ta'lim tizimining modernizatsiya qilinishi, o'qituvchidan faqat bilim yetkazuvchi emas, balki o'quvchi shaxsini rivojlantira oladigan, mustaqil fikrlash, innovatsion texnologiyalarni qo'llash qobiliyatiga ega bo'lgan mutaxassis sifatida shakllanishini talab qilmoqda. Ayniqsa, kasbiy-gnostik kompetensiyaning rivojlanishi – ya'ni pedagogik faoliyatda bilim olish, tahlil qilish, baholash va o'z-o'zini rivojlantirish qobiliyatlari kelajakdagi o'qituvchilarning tayyorgarlik darajasini belgilovchi muhim mezonlardan biridir. Kasbiy-gnostik kompetensiya o'qituvchining o'z kasbiy faoliyatiga tanqidiy nazar bilan qarashi, o'zining bilimlarini yangilab borishi va pedagogik jarayonni chuqur anglash qobiliyatini shakllantiradi. Bu esa, ta'lim sifatining oshishiga, o'quvchilarning mustaqil fikrlash ko'nikmalarini rivojlantirishga xizmat qiladi. Nazariy va metodologik asoslarning o'rganilishi, o'z navbatida, kelajakdagi o'qituvchilarga ilmiy asoslangan yondashuvni, innovatsion pedagogik texnologiyalarni to'g'ri tanlash va qo'llashni o'rgatadi. Shu bois, mazkur mavzuni o'rganish va uning asosida samarali metodlar



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ishlab chiqish, kelajakdagi pedagoglarni raqobatbardosh, kasbiy jihatdan yetuk shaxs sifatida shakllantirishda alohida ahamiyat kasb etadi.

O‘zbekiston Respublikasida xalqaro standartlarga javob bera oladigan va raqobatbardosh mutaxassislarni tayyorlash, yoshlarni o‘z kasbiy yo‘nalishidan kelib chiqib munosib ish o‘rinlari bilan ta‘minlash, zaruriyat tug‘ilganda esa ularning kasbiy malakasiga qarab chet ellarda ham ishga joylashtirish masalalarini hal etish maqsadida Prezidentimiz tomonidan PF-5812-sonli Farmon qabul qilingan[1]. Ushbu hujjatda YUNESKO tashkiloti tomonidan ishlab chiqilgan Ta‘limning Xalqaro Standart Tasniflagichi (TXST)ga mos ravishda “Hayot davomida ta‘lim olish” tamoyili asosida yangi professional ta‘lim muassasalarini tashkil etish asosiy vazifa sifatida belgilangan. Shu qarorga asosan, 2020–2021-o‘quv yilidan boshlab xalqaro tasniflashning 3-darajasiga to‘g‘ri keluvchi boshlang‘ich (kasb-hunar), 4-darajadagi o‘rta (kollej) va 5-darajadagi o‘rta maxsus (texnikum) professional ta‘lim muassasalari tashkil etildi va ular respublika bo‘ylab keng joriy etildi.

Bugungi kunda ta‘lim va mehnat bozorida yuz berayotgan o‘zgarishlar sharoitida kasbiy-gnostik kompetensiya tushunchasi alohida ahamiyat kasb etmoqda. Kasbiy-gnostik kompetensiya — bu shaxsning o‘z kasbiy faoliyatiga oid nazariy bilimlari, amaliy ko‘nikmalari va o‘z faoliyatini tahlil qilish, baholash hamda rivojlantirish qobiliyatidir. Mavzuning o‘rganilishi zamonaviy mutaxassislarning bilim darajasi, kasbiy mahorati va ijodiy fikrlash qobiliyatini oshirishda muhim o‘rin egallaydi. Chunki gnostik (bilish) kompetensiyalar orqali shaxs o‘z ish faoliyatini chuqur tushunadi, yangiliklarga ochiq bo‘ladi va doimiy o‘zini takomillashtirib boradi.

Zamonaviy oliy ta‘lim tizimida asosan fanga oid bilimlarga katta e‘tibor qaratilmoqda. Biroq, ayniqsa kasbiy faoliyatga moslashish bosqichida professional vazifalarni bajarishda yuzaga keladigan xatolarning asosiy sabablari gnostik komponentning past darajada rivojlanganligi bilan bog‘liqdir[2]. Ba‘zi tadqiqotlarda gnostik komponent pedagog uchun muhim kasbiy omil sifatida ajratib ko‘rsatiladi. Bu komponent o‘qituvchiga zarur bo‘lgan yangi bilimlarni olish va ularni tizimlashtirish jarayonini ifodalaydi. Gnostik komponentning ko‘p funksiyali yo‘nalishi, uning kelajakdagi pedagoglar faoliyatining sifati bilan bevosita bog‘liqligini ko‘rsatadi[3].



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Bizning ilgari surgan gipotezaga ko'ra, gnostik kompetentlikning mohiyati, uning tarkibiy qismlari va shakllanish mezonlarini o'quv jarayonida aniqlash orqali, talabalarning kognitiv-uslubiy xususiyatlari hamda ijtimoiy-perseptiv sifatlarini hisobga olgan holda, uni shakllantirish texnologiyasini ishlab chiqish mumkin.

Kasbiy-gnostik kompetensiyaga ega bo'lgan mutaxassislar o'z kasbiy muammolarini mustaqil hal eta oladi, yangiliklarni tezda o'zlashtiradi va o'z faoliyat sohasida innovatsion yondashuvlarni joriy eta oladi. Shuningdek, bu kompetensiya o'qituvchi, muhandis, shifokor, menejer kabi ko'plab kasb egalari uchun zamonaviy talablarga javob beruvchi professional rivojlanishning asosiy omilidir. Shu sababli, kasbiy-gnostik kompetensiya mazmunini chuqur o'rganish va rivojlantirish bugungi kunda har bir mutaxassisning raqobatbardoshligini oshirish va jamiyat rivojiga munosib hissa qo'shish uchun nihoyatda muhimdir.

O'qituvchilarning kasbiy tayyorgarligi va kompetentligiga oid muammolar N.A. Muslimov, Sh.E. Qurbonov, X.F. Rashidov, Sh.S. Sharipov, F.R. Yuzlikayeva, O.X. To'raqulov, A.R. Xodjaboyev, D.O. Ximmataliyev va O.A. Qo'ysinov tomonidan tadqiq qilingan[4]. Pedagogning kasbiy kompetentligi masalasi A. Markova va B. Nazarova tomonidan to'rtta asosiy guruhga ajratilib o'rganilgan bo'lib, ularning yondashuvlari bugungi kunga qadar ilmiy tadqiqot ishlariga poydevor bo'lib xizmat qilmoqda.

"Pedagogik kompetentlik sohasida amalga oshirilgan tadqiqotlar orasida L.M.Mitining fikrlari alohida e'tiborga molikdir". U pedagogik kompetentlikni — fan sohasidagi bilimlar, o'qitish metodikasi va didaktikasi, pedagogik muloqot ko'nikma va malakalari, shuningdek, o'z-o'zini rivojlantirish, o'zini takomillashtirish va o'z salohiyatini ro'yobga chiqarish usullari va vositalarining uyg'un birligi sifatida talqin qilgan. L.M. Mitina pedagogik kompetentlik tarkibida uchta asosiy tarkibiy qismni ajratib ko'rsatgan: faoliyatga oid, kommunikativ va shaxsiy kompetentliklar. Mitining pedagogik kompetentlikni tuzilmashtirish haqidagi yondashuviga asoslanib, biz, bo'lajak mutaxassislar uchun kompetentlik darajasini belgilovchi quyidagi kompetensiyalar majmuasini zarur va yetarli deb hisoblaymiz.



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“Pedagogning kasbiy kompetentligi” tushunchasi har davrda turli olimlar va tadqiqotchilar tomonidan turlicha izohlanib kelmoqda. Ushbu ta’riflarni umumlashtirgan holda, biz quyidagicha ifodalashni maqsadga muvofiq deb bildik: Pedagogning kasbiy kompetentligi — bu pedagogik faoliyatning eng muhim tarkibiy qismlaridan biri bo‘lib, u nafaqat kasb va kasbiy faoliyatni samarali amalga oshirish uchun zarur bo‘lgan ehtiyojlar, qobiliyatlar, mahorat, bilim va qiziqishlarni, balki pedagogning insoniy fazilatlarini, muloqot madaniyati, kasbiy rivojlanish darajasi, mas’uliyat hissi va boshqa shaxsiy xususiyatlarini ham o‘zida mujassam etadi.

Kompetentlik amaliy intellektning o‘ziga xos xususiyati sifatida qaraladi. U. Mishelning maqolasi bu yo‘nalishda katta rezonans keltirib chiqardi va ko‘plab amerikalik psixologlar kompetentlik masalasini rivojlantirish bilan shug‘ullana boshladilar. Ayniqsa, R.J. Sternberg boshchiligidagi tadqiqotchilar guruhi katta yutuqlarga erishdi. Ular G‘arb olimlarining yutuqlarini umumlashtirib, kompetentlikni amaliy intellektning integral funksiyasi sifatida talqin etdilar. Kompetentlik mazmunida asosan empirik xarakterdagi bilimlar — sezgi, idrok, tasavvurlar va shaxsning hayotiy tajribasi asosiy o‘rin tutadi. Uning periferiyasida esa oila, maktab va kitoblardan o‘zlashtirilgan “nazariy” bilimlar mavjud bo‘lib, ular dunyoqarashni shakllantiradi, biroq amaliy faoliyatga kamroq ta’sir ko‘rsatadi. Bu dunyoqarash, asosan, shaxsning mulohazakor pozitsiyasini ifodalaydi va nutqiy muloqot (suhbat, bahs, so‘rovnomalar va hokazo) jarayonlarida namoyon bo‘ladi.

Amaliy intellektning faoliyat yadrosi — bu tajribaviy bilimlardir. Bu bilimlarning ahamiyati faqat ularni egallashda emas, balki ularni real hayotda samarali qo‘llash qobiliyatidadir. R.J. Sternberg mutaxassislar va boshlovchilarni taqqoslash an’analari davom ettirib, bilimlarning rivojlanish jarayonini o‘rganishga katta ahamiyat qaratdi. Uning tadqiqotlari shuni ko‘rsatdiki, boshlovchilarning bilimlari sust tashkil topgan bo‘lsa, mutaxassislarning bilim bazasi yuqori darajada konstruktiv va izchil bo‘ladi. Boshlovchilarda taktik rejalashtirish ustunlik qilsa, mutaxassislar strategik yondashuvni afzal ko‘radilar; mutaxassislar muammolarni chuqur va batafsil tahlil qilishga qodir.



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Gnostik kompetentlikning faoliyatga oid komponenti mazmunini tahlil qilish, faoliyat kategoriyasining tadqiqotdagi muhim ahamiyatini ochib beradi. Faoliyatning umumiy nazariyasi asosiy tamoyillari G. Gegel, L. Feyerbax falsafiy qarashlarida, shuningdek, S.L. Rubinshteyn va A.N. Leontyevning psixologik ta'limotlarida shakllangan. Gnostik kompetentlikning faoliyat komponenti pedagogik faoliyatni tahlil qilish, baholash va tuzatish tajribasini ijodiy va motivatsiyalangan tarzda egallashni o'z ichiga oladi.

So'nggi yillarda talabalarning muvaffaqiyatiga ta'sir ko'rsatuvchi akademik bo'lmagan ko'nikmalar muhimligi tobora ko'proq e'tiborni tortayotganiga qaramay, maktab va o'qituvchilarning ushbu ko'nikmalarga erishishga qanday aloqadorligi haqida tadqiqotlar yetarli emas. Ta'rifiy xarakterdagi ushbu tadqiqot yangi adabiyotlarni to'ldirgan holda maktab va o'qituvchilarga bog'liq bo'lgan ijro etuvchi ko'nikmalar farqlarini o'rganadi. Shuningdek, ijro etuvchi funksiyalar va akademik ko'rsatkichlar orasida kuchli bog'liqlik aniqlanmagan, bu esa ayrim maktablar o'quv yutuqlarini oshirsa-da, ijro etuvchi ko'nikmalarning rivojlanishiga unchalik ta'sir qilmasligini ko'rsatadi.

Talabalarni tayyorlashning o'ziga xosligi ta'lim tizimining umumiy rivojlanish tendensiyalari (*fundamentallik, uzluksizlik, insonparvarlik*), kasbiy ta'lim maqsad va vazifalari, talabalar yosh va individual xususiyatlari, shuningdek, ta'lim mazmuni va texnologiyalari bilan belgilanadi[5]. Gnostik qobiliyatlar pedagogik yo'nalishdagi talabalar kasbiy tayyorgarligining tarkibiy qismini tashkil etib, boshqa ko'nikmalar guruhlar bilan uzviy bog'langan holda kasbiy tayyorgarlik samaradorligini belgilaydi.

Tadqiqot davomida gnostik qobiliyatlar – bu ongli fikrlash orqali asosiy harakatlar tizimi yoki uning bir qismini anglagan holda, nazorat ostida maqsadga erishishga tayyorlik sifatida talqin etilishi aniqlandi. Shuningdek, ushbu qobiliyatlarni muvaffaqiyatli egallash darajasi nazariy bilimlarni chuqur o'zlashtirish va ular asosidagi amaliy faoliyat, harakat usullari bilan bevosita tanishish va ularni anglashga bog'liq ekanligi aniqlangan.

So'nggi yillarda talabalarning muvaffaqiyatiga ta'sir ko'rsatuvchi akademik bo'lmagan ko'nikmalar muhimligi tobora ko'proq e'tiborni tortayotganiga qaramay, maktab va o'qituvchilarning ushbu ko'nikmalarga erishishga qanday aloqadorligi



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haqida tadqiqotlar yetarli emas. Ta'rifiy xarakterdagi ushbu tadqiqot yangi adabiyotlarni to'ldirgan holda maktab va o'qituvchilarga bog'liq bo'lgan ijro etuvchi ko'nikmalar farqlarini o'rganadi. Shuningdek, ijro etuvchi funksiyalar va akademik ko'rsatkichlar orasida kuchli bog'liqlik aniqlanmagan, bu esa ayrim maktablar o'quv yutuqlarini oshirsa-da, ijro etuvchi ko'nikmalarning rivojlanishiga unchalik ta'sir qilmasligini ko'rsatadi.

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**INTEGRATIV MASHG‘ULOTLAR VA DIDAKTIK O‘YINLAR
MAKTABGACHA YOSHDAGI BOLALAR LIDERLIK QOBILIYATINI
RIVOJLANTIRISH VOSITASI SIFATIDA**

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Annotatsiya

Maktabgacha yoshdagi bolalar liderlik qobiliyatini rivojlantirishda integrativ mashg‘ulotlar va didaktik o‘yinlarning o‘ziga hosligi hamda uning mazmuni hususida ayrim fikr-mulohazalar bayon etilgan. Shuningdek maqolada, integrativ mashg‘ulotlar va didaktik o‘yinlarning maktabgacha ta’limdagi o‘rni, ularning maktabgacha yoshdagi bolalarning rivojlanishdagi o‘rni hususida ham ayrim fikrlar bayon etilgan.

Kalit so‘zlar. Integrativ mashg‘ulotlar va didaktik o‘yinlar, maktabgacha ta’lim tashkilotida tarbiyalanuvchilari, shaxsiy xususiyat, boshqaruv ko‘nikmasi, shaxslararo munosabat, muammo.

**ИНТЕГРАТИВНЫЕ ЗАНЯТИЯ И ДИДАКТИЧЕСКИЕ ИГРЫ КАК
СРЕДСТВО РАЗВИТИЯ ЛИДЕРСКИХ КАЧЕСТВ У ДЕТЕЙ
ДОШКОЛЬНОГО ВОЗРАСТА**

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Абстрактный

Высказаны соображения о специфике и содержании интегративных упражнений и дидактических игр в развитии лидерских качеств у детей дошкольного возраста. В статье также представлены некоторые размышления о роли интегративной деятельности и дидактических игр в дошкольном образовании, а также их роли в развитии детей дошкольного возраста.



Ключевые слова. Интегративная деятельность и дидактические игры, воспитанники дошкольной образовательной организации, личностные особенности, управленческие навыки, межличностные отношения, проблема.

INTEGRATIVE EXERCISE AND DIDACTIC GAMES AS A MEANS OF DEVELOPING LEADERSHIP SKILLS IN PRESCHOOL CHILDREN

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Annotation

The article presents some thoughts on the specifics of integrative exercises and didactic games in developing the leadership skills of preschool children and their content. The article also presents some thoughts on the role of integrative exercises and didactic games in preschool education, their role in the development of preschool children.

Keywords: Integrative exercises and didactic games, students in a preschool educational organization, personal characteristics, management skills, interpersonal relationships, problem.

Kirish

Bugungi kunda maktabgacha ta'lim tashkilotida tarbiyalanuvchilarni maktabga sifatli tayyorlash hamda, shaxsiy xususiyatlarini rivojlantirishda motivlashgan, mazmunli, metodik hamda tashkiliy komponentlar orasida uzviylik va uzluksizlikni ta'minlash muhim pedagogik muammolardan hisoblanadi.

Zamonaviy talablarga ko'ra maktabgacha ta'lim tashkilotlari rivojlanish markazlarida tarbiyalanuvchilarga dastlabki boshqaruv ko'nikmasini shakllantirishga oid bilimlar mohiyatini anglatishga ham e'tibor qaratilishi maqsadga muvofiq. Xususan, ijtimoiy-huquqiy, axloqiy mazmundagi munosabatlarni tashkil etish jarayonida qo'l keluvchi bilimlar, turli mahsulotlar, jihozlar va buyumlarning qiymati va sofliqini belgilay olish imkoniyatini beruvchi iqtisodiy bilimlar, shuningdek atrof-muhit, tabiat, shaxslararo munosabatlarni anglash jarayonida



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liderlikka oid bilimlarni berishga qaratilgan harakatlarni amalga oshirish maktabgacha ta'lim tashkilotlarida faoliyat olib borayotgan tarbiyachilardan zamonaviy bilim asoslarini chuqur egallash, amaliy ko'nikma va malaka, kompetensiyalarga ega bo'lishlarini talab etadi.

Maktabgacha ta'lim tashkilotlari tarbiyachilarini zamonaviy bilimlar, xususan, zamonaviy pedagogik texnologiya asoslari bilan qurollantirish shu kunning talabi. Mamlakatimizda mazkur yo'nalish bo'yicha bir qator ilmiy-metodik ishlar amalga oshirildi. Chunonchi, maktabgacha ta'lim tashkilotlarining tarbiyachilarini innovasion pedagogik texnologiya nazariyasi asoslari to'g'risidagi bilimlar bilan qurollantirish, mashg'ulotlarni olib borish jarayonida axborot texnologiyalar xizmatidan foydalanish ko'nikma va malakalarini hosil qilish, faoliyatni tashkil etishga nisbatan ijodiy yondashuvni qaror toptirish maqsadida seminar treninglarning tashkil etilishi ushbu soha xodimlari oldida turgan asosiy vazifalarning ijobiy yechimini ta'minlash yo'lidagi samarali qadamdir

Adabiyotlar tahlili va metodologiya. Maktabgacha yoshdagi bolalarda liderlikni shakllantirishda integrativ mashg'ulotlar va didaktik o'yinlardan foydalanish aniq maqsadga yo'naltirilgan pedagogik faoliyat jarayoni hisoblanadi. Ushbu jarayonni tashkil etishdan ko'zlangan bosh maqsad maktabgacha yoshdagi bolalarning jamoaviy ishlash ko'nikmasini, axloqiy tarbiyani tarkib toptirish; hayotiy vaziyatlarda mavjud imkoniyatlardan foydalanish borasidagi amaliy ko'nikmalarni shakllantirishdir.

Muhokama va natijalar. Differensial yondashuv asosida maktabgacha ta'lim tashkilotlari tarbiyalanuvchilarida liderlik qobiliyatlarini tarbiyalash borasidagi ko'nikma va malakalar darajasi quyidagi mezonlarga ko'ra aniqlanadi:

1. Maktabgacha yoshdagi bolalar liderlikni shakllantirish borasidagi pedagogik ehtiyojning his etilishi.
2. Tarbiyachilarning ta'limga differensial yondashuvni tatbiq etishga oid ma'lumotlarga ega bo'lishlari.
3. Tarbiyalanuvchilarda liderlik ko'nikma va malakalarining shakllanganlik darajasi.



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4. Maktabgacha yoshdagi bolalarda liderlik qobiliyatlarini shakllantirishda o'yinlardan foydalanishga nisbatan ijodiy yondashuvlar darajasi.

Tadqiqot ishini samarali tashkil etishda quyidagi tamoyillarning ustuvor o'rin tutishi maqsadga muvofikdir:

1. Didaktik maqsadning aniqligi.
2. Mashg'ulotlarning uzluksiz, izchil, tizimli hamda maqsadga muvofiq ravishda tashkil etilishi.
3. Tarbiyalanuvchilarda liderlik sifatlarni shakllantirishda ta'lim va tarbiya birligi.
4. Mavjud sharoit hamda sub'ektlarning ta'limiy faoliyatga nisbatan differensial yondashuvlariga e'tibor qaratish.
5. Maktabgacha yoshdagi bolalarning yosh psixologik va fiziologik xususiyatlarini inobatga olish.
6. Maktab yoshidagi bolalarning shaxsiy layoqat va qobiliyatlarini faol namoyish etishlari.
7. Maktabgacha ta'lim tashkilotida tashkil etilayotgan mashg'ulotlarning integrativ hamda dinamik xususiyat kasb etishi.
8. Maktabgacha ta'lim tashkilotida tashkil etilayotgan mashg'ulotlarning insonparvarlik g'oyalari asosida yo'lga qo'yilishi.

Tadqiqot doirasida maktabgacha yoshdagi bolalarning liderlik qobiliyatlarini shakllantirish quyidagi omillar asosida ijobiy kechishi aniqlandi:

1. Ob'ektiv omil (shart-sharoitlar):
 - a) maktabgacha ta'lim tashkilotida maktabgacha yoshdagi bolalar liderlik sifatlarining shakllanishi uchun yetarli shart-sharoitning yaratilganligi (metodik ta'minot, to'garaklarning mavjudligi);
 - b) mashg'ulotlar jarayonining zamonaviy texnik jihozlar hamda axborot texnologiyalari bilan qurollantirilganligi;
 - v) maktabgacha ta'lim tashkilotlari tarbiyachilarida maktabgacha yoshdagi bolalarning liderlik qobiliyatlarini shakllantirishga oid maxsus adabiyotlar (o'quv qo'llanmalari, metodik tavsiyanomalar, ko'rsatmali qurollar, al'bomlar, turli maketlar, xom-ashyolar va ish qurollari, internet saytlaridan foydalanish) bilan ta'minlanganlik darajasi.



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2. Sub'ektlar tomonidan bildirilayotgan munosabat (sub'ektiv omillar):

a) maktabgacha ta'lim tashkilotlarining rahbariyati tomonidan bu borada yetarli shart-sharoit yaratib berilayotganligi

b) tarbiyachilar tomonidan maktabgacha yoshdagi bolalarning liderlik qobiliyatlarini shakllantirish masalasiga alohida e'tibor qaratilayotganligi;

g) tarbiyachilarda maktabgacha yoshdagi bolalar liderlik qobiliyatlarini shakllantirishga oid kompetensiyalarining mavjudligi;

j) tarbiyachilarning ta'limiy faoliyat jarayonida maktabgacha yoshdagi bolalarda liderlik sifatlarni shakllantirishga nisbatan differensial yondashuvlari.

Maktabgacha yoshdagi bolalarda liderlik sifatlarni shakllantirishga yo'naltirilgan pedagogik faoliyatning differensial yondashuv asosida tashkil etilishi ijobiy samara bera olishi tadqiqot jarayonida aniqlandi.

Maktabgacha ta'lim nazariyasining mohiyatini o'rganish, bu borada yaratilgan manbalar mazmuni bilan tanishish asosida maktabgacha yoshdagi bolalarda liderlik sifatlarni shakllantirishga yo'naltirilgan pedagogik faoliyatni tashkil etishga nisbatan differensial yondashuvning mohiyati quyidagi holatlarni aks ettiradi;

1. Maqsadning aniq belgilanishi (shuningdek umumiy maqsad doirasida xususiy maqsadlarning to'g'ri belgilanishi).

2. Ta'lim jarayonida integrativ didaktik mashg'ulotlardan foydalanish vazifalarining to'g'ri qo'yilishi.

3. Pedagogika va psixologiyaga oid bilimlarni ilmiy-metodik jihatdan maqsadga muvofiq ravishda to'g'ri tanlanishi.

4. Integrativ mashg'ulotlar va didaktik o'yinlar jarayonida qo'llaniluvchi va samaradorligi yuqori bo'lgan metod va texnologiyalarning belgilangan vazifalarning amalga oshishi uchun xizmat qilishi.

5. Samarali vositalarning ilmiy-metodik jihatdan to'g'ri tanlanganligi.

6. Mashg'ulotlarning faol sub'ektlari bo'lgan tarbiyachi va tarbiyalanuvchilarning mashg'ulotlar jarayonidagi roli va vazifalarining aniqligi.

7. Integrativ mashg'ulotlar va didaktik o'yin jarayonining samarali kechishi.

8. Tarbiyalanuvchilar faoliyati va uning samaradorligini aniqlashga yo'naltirilgan nazorat shakli va metodlarining maqsadga muvofiq tanlanganligi.



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9. Maqsadning liderlikni shakllantirish nuqtai nazaridan ilmiy-amaliy jihatdan to'g'ri natijalanganligi.

Mazkur yondashuvlar asosida maktabgacha yoshdagi bolalarda liderlik qobiliyatlarini tarbiyalash ko'zlangan maqsadga erishishni kafolatlaydi.

Ana shu fikrlarga tayangan holda quyidagicha xulosaga kelish mumkin: maktabgacha yoshdagi bolalarda liderlikni shakllantirishga yo'naltirilgan faoliyat mazmunining ilmiy-amaliy jihatdan, bolaning qiziqishi, yosh xususiyatiga mos holda ishlab chiqilishi, maktabgacha ta'lim tashkilotlarida ushbu yo'nalishda amaliy faoliyatlarni yo'lga qo'yish imkonini beradi va uniig samarali kechishini ta'minlaydi; bolalarni shaxslararo ongli munosabatda bo'lish ruhida tarbiyalaydi.

Maktabgacha yoshdagi bolalarda liderlik sifatlarni shakllantirish jarayonida integrativ mashg'ulotlar hamda didaktik o'yin texnologiyasidan muntazam va izchil foydalanish mashg'ulotning qiziqarli bo'lishini ta'minlaydi. O'yin nafaqat liderlikka oid tushunchalarni o'zlashtirishga turtki beradi, balki bolalarni hayotga tayyorlaydi, ularni mehnat faoliyatida va o'zaro munosabatlarda to'g'ri yo'nalish ola bilishga o'rgatadi.

Maktabgacha yoshdagi bolalarga ta'lim-tarbiya berishda integrativ mashg'ulotlardan foydalanishga ehtiyoj bir qator sabablar bilan izohlanadi:

- bolalarni o'rab turgan dunyo xilma-xilligi, ko'pincha maktabgacha ta'lim dasturining atrof olamning individual hodisalarini o'rganishga qaratilgan bo'limlari butun hodisa haqida tasavvur bermaydi, uni turli xil bo'laklarga ajratadi;
- integrativ mashg'ulotlar tarbiyalanuvchilarning salohiyatini rivojlantiradi, ularni atrofda voqelikni faol idrok etishga, sabab-oqibat munosabatlarini tushunishga va topishga, mantiqiy fikrlash, kommunikativ va liderlik qobiliyatlarni rivojlantirishga undaydi;
- integrativ mashg'ulotlar nostandart, qiziqarli bo'lganligi sababli, turli xil faoliyat turlari bilan tarbiyalanuvchilar e'tiborini tortadi, bu esa maktabgacha ta'lim samaradorligini oshirishga imkon beradi;
- integratsiyalashgan mashg'ulotlar muhim pedagogik imkoniyatlarni ochib beradi, charchoqni ketkazadi, turli ta'limiy faoliyatlarga o'tish orqali tarbiyalanuvchilarning ortiqcha zo'riqishi oldini oladi, kognitiv qiziqishni sezilarli darajada oshiradi, tasavvur, fikrlash, nutq va xotirani rivojlantirishga xizmat qiladi;



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- zamonaviy jamiyatdagi integratsiya ta'limda ham integratsiya zarurligini ta'kidlaydi, jamiyat yuqori malakali, yaxshi o'qitilgan mutaxassislarga muhtoj. Ushbu ehtiyojni qondirish yuqori malakali, mahoratli mutaxassislarni tayyorlashdan boshlanadi;
- integrativ didaktik mashg'ulotlarda fanlararo aloqalarning mustahkamlanishi asosida tarbiyalanuvchilarning rivojlanish faoliyati, shuningdek, amaliy mashg'ulotlar uchun sharoit yaratiladi;
- integratsiya tarbiyachining o'zini namoyon qilishi, o'zini o'zi anglashi, rivojlanishi ijodkorligi uchun imkoniyat yaratadi, uning qobiliyatlarini oshkor qilishga hissa qo'shadi.

Shuningdek, integrativ mashg'ulotlar maktabgacha ta'lim didaktikasining asosiy talablaridan biri - hajmi kichik, ammo sig'imli bo'lishiga javob berishi kerak.

N.E.Vasyukova, O.I.Chexonina ushbu turdagi mashg'ulotlarga quyidagi ta'rifni beradi:

Xulosa

Integratsiyalashgan mashg'ulotda - turli ta'lim sohalari teng ravishda birlashtirib, bir-birini to'ldiradi (musiqqa, adabiyot, tasviriy faoliyat). Ular orasidagi assosiativ aloqalar bilan turli xil faoliyat turlari orqali vazifalarni birlashtirib bajarish (yong'in xavfsizligi qoidalari haqida suhbat mavzu bo'yicha plakat chizishga aylanadi) mumkin bo'ladi. Shu bilan birga, bunday mashg'ulotlarda faoliyatning bir turi ustunlik qiladi, ikkinchisi esa uni to'ldiradi, hissiy kayfiyatni yaratadi.

Integrativ mashg'ulot - bu o'zaro keng axborot sohasida birlashtirilgan turli xil faoliyat turlari orqali ma'lum bir mavzuning yaxlit mohiyatini ochib berishga qaratilgan faoliyatdir.

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THE EFFECTIVENESS OF UTILIZING INTERACTIVE METHODS AND DIGITAL TOOLS IN TEACHING ENGLISH IN EDUCATIONAL INSTITUTIONS

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Abstract

This article examines the effectiveness of implementing modern interactive teaching methods in English language instruction, with a particular emphasis on digital tools and brainstorming strategies. In the context of globalization, the number of learners acquiring English as a second language is steadily increasing. Therefore, it is essential to organize the educational process in a more student-centered, interactive, and efficient manner. Alongside traditional approaches, the integration of contemporary information and communication technologies (ICTs) — particularly interactive platforms such as Quizlet and Wordwall — has proven to be effective in fostering learners' vocabulary acquisition, engagement, and autonomy. These tools enable educators to design customized learning experiences that respond to diverse student needs, ultimately enhancing learning motivation and outcomes.

Furthermore, the application of the brainstorming technique significantly contributes to the development of students' independent thinking, creativity, and communication skills. By encouraging the free exchange of ideas and active participation, brainstorming nurtures critical thinking and improves learners' ability to articulate thoughts in English. This paper highlights the pedagogical value and practical implications of these tools and methods, demonstrating their positive impact on the quality of English language education. The findings suggest that the effective combination of digital technologies and interactive methodologies can create a dynamic learning environment that meets the needs of 21st-century learners.

Keywords: interactive teaching methods, English language, digital education, Quizlet, Wordwall, brainstorming, quality of education, modern technologies.



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1. Introduction

In today's rapidly evolving world, the integration of modern information and communication technologies (ICT) in education has become a pressing issue, just as in every other sector. As the number of learners studying English as a second language continues to grow, the use of innovative and student-friendly teaching techniques is becoming essential to make the learning process more engaging and effective.

In Uzbekistan, there has been a noticeable shift from traditional teaching approaches toward the use of modern digital technologies in English language education. This transformation is proving to be more effective in planning and conducting educational activities that cater to the diverse needs of learners. This study aims to explore the application of various contemporary technological tools in teaching English in educational institutions. Among the most widely used modern teaching tools globally are platforms such as Quizlet and Wordwall, which offer practical solutions for creating engaging learning environments.

These tools provide a number of advantages, including:

- Enhancing vocabulary acquisition through interactive exercises;
- Increasing student motivation via gamified learning;
- Supporting autonomous learning outside the classroom;
- Facilitating real-time feedback and assessment;
- Promoting learner engagement through multimedia content.

By incorporating these methods into English language instruction, educators can significantly improve the quality of education and make the learning experience more relevant to the demands of the 21st century.

2. Interactive Technologies and Their Practical Implementation in Language Teaching

Compared to traditional teaching methods, modern interactive platforms make the learning process more engaging and accessible by providing the following advantages:

- They ensure that the teaching process is more attractive and dynamic;
- They allow for learning to take place regardless of time and location constraints;
- They provide fast and accurate assessment of learners' knowledge;



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- They encourage active participation of students in the classroom;
 - They enable simultaneous interaction with all students;
 - They enhance the quality and effectiveness of the lesson;
 - They motivate learners and support their comprehensive understanding of the topic.

Across the world, new interactive teaching methods are being actively integrated into language instruction. Making the educational process more effective and of higher quality than traditional methods has become a key priority. One of the widely used and efficient platforms in this context is Quizlet. Quizlet has become a powerful tool in language learning due to its innovative approach. It is a U.S.-based multilingual company that provides learning tools and resources. Quizlet was founded in October 2005 by Andrew Sutherland, who was just 15 years old at the time, as a means to study for his French class. The platform was publicly launched in January 2007. Quizlet offers digital flashcards, customizable games, interactive quizzes, and electronic assessments that are widely used by learners and educators worldwide. By 2017, one out of every two high school students in the U.S. had used Quizlet. As of December 2021, the platform contained over 500 million user-generated flashcard sets and had more than 60 million active users globally. In an online interview on Reddit, Sutherland explained that during the first six months, he was experimenting with the tool himself, but after gaining interest from around 100 users, he decided to make it public. To manage business aspects, he established a company called Brainflare with his father acting as financial director. Quizlet's blog, mostly written by Sutherland in its early days, claims that the site reached 50,000 registered users within 252 days of going live (September 26, 2007). Within the next two years, Quizlet reached its one-millionth registered user. Although the platform faced several challenges in its early development, it continued to grow steadily.

Another effective tool that has gained attention is the World Draw interactive method.

World Draw is a web-based interactive platform developed by Google. It allows users to create simple 2D drawings and convert them into 3D objects using artificial intelligence. Presented at the 2019 Google I/O conference, the project aims to foster creative collaboration by recognizing users' drawings and integrating them into an



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expanding virtual world. While primarily designed as a creative and technological experiment, World Draw can be effectively used in language education. For example:

- **Language Learning:** Students can describe the objects they draw in English, either verbally or in writing, thereby expanding their vocabulary;
- **Creative Thinking:** Expressing ideas through sketches supports the development of students' imaginative and analytical skills;
- **Collaborative Learning:** It encourages teamwork and group communication during class activities.

This article primarily focuses on the pedagogical effectiveness of the Quizlet platform in language teaching, highlighting how such tools can be integrated into lessons to enhance learner engagement and educational outcomes.

2. Interactive Technologies and Their Practical Implementation in Language Teaching

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2. Discussion and Results

The use of the Quizlet platform in the language learning process enables teachers to organize online lessons tailored to learners' proficiency levels across different classes. New vocabulary relevant to each level can be uploaded and visually represented in an organized format. Within the platform, tools such as "Blitz," "Matching Words," and "Flashcards" allow students to learn the material more quickly and efficiently. These game-based learning modes are especially effective for revision lessons, helping to reinforce previously taught material and improve vocabulary retention.

The integration of Quizlet into classroom instruction has demonstrated the following benefits for learners:

- It effectively reinforces learners' acquired knowledge, supporting long-term retention;
- It helps develop collaborative learning skills by encouraging students to work in groups;
- Unlike traditional methods, it fosters independent learning, providing students with more control over their progress;
- It promotes a friendly and cooperative environment among learners;
- It allows educators to track learners' individual progress periodically, making it easier to identify strengths and areas for improvement;
- It significantly enhances learners' motivation and interest in learning a foreign language.

Overall, the findings of this study highlight the importance of incorporating interactive digital tools such as Quizlet into English language teaching. These tools not only modernize the learning experience but also contribute to improving learning outcomes by engaging students in dynamic and personalized ways.



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3. Conclusion

Language acquisition is a time-consuming and cognitively demanding process, requiring consistent attention and motivation from learners. In this context, the creation of an engaging and accessible learning environment plays a critical role in ensuring the effectiveness and quality of the educational experience. The implementation of interactive teaching methods, particularly those based on digital game-based learning tools, significantly enhances student motivation and active participation in the English language learning process. The use of digital platforms such as Quizlet not only provides opportunities for independent learning regardless of time and location but also encourages collaborative group work, which increases learning efficiency. Learners can access content in advance, prepare independently, and participate more actively in class discussions. Furthermore, such platforms offer teachers the ability to assess learners' comprehension levels quickly and effectively, enabling a more personalized and adaptive learning approach. Importantly, game-based learning strategies can be applied in both individual and group settings, making them highly versatile and adaptable to different classroom dynamics. Overall, the integration of modern educational technologies into language instruction proves to be a powerful tool in enhancing learning outcomes and promoting student engagement in today's digital learning environment.

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COMSOL YORDAMIDA QUVURDAGI SUYUQLIK HARAKATINI MODELLASHTIRISH VA TAHLIL QILISH

МОДЕЛИРОВАНИЕ И АНАЛИЗ ДВИЖЕНИЯ ЖИДКОСТИ В ТРУБЕ С ИСПОЛЬЗОВАНИЕМ COMSOL

MODELING AND ANALYSIS OF FLUID FLOW IN A PIPE USING COMSOL

Kushakova Sarvinoz,

Kenjayev Shaxzod,

Kimsanov Xudoberdi

Farg'ona Davlat Texnika Universiteti 2-kurs talabalari

Anotatsiya:

1. **O'zbekcha:** Ushbu maqolada COMSOL Multiphysics dasturiy muhitida quvurdagi suyuqlik harakati raqamli usulda modellashtiriladi va tahlil qilinadi. Suyuqlik oqimining tezlik, bosim, va oqim chiziqlari bo'yicha taqsimoti ko'rib chiqilib, 3D geometriyada Navye-Stoks tenglamalari asosida hisoblashlar amalga oshiriladi. Model tajriba natijalari bilan solishtirib baholanadi.
2. **Русский:** В статье представлено численное моделирование движения жидкости в трубе с использованием COMSOL Multiphysics. Анализируются распределения скорости, давления и линий тока на основе трехмерной геометрии. Расчеты проведены по уравнениям Навье-Стокса и сравниваются с экспериментальными данными.
3. **English:** This article presents numerical modeling of fluid flow in a pipe using COMSOL Multiphysics. Velocity, pressure distribution, and streamlines are analyzed in a 3D geometry. Simulations are based on the Navier–Stokes equations and validated against experimental data.

KALIT SO'ZLAR (3 TILDA):

1. **O'zbekcha:** COMSOL, suyuqlik harakati, quvur, 3D modellashtirish, NavyeStoks, raqamli tahlil



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2. **Русский:** COMSOL, движение жидкости, труба, 3D моделирование, Навье-Стокс, численный анализ
3. **English:** COMSOL, fluid flow, pipe, 3D modeling, Navier–Stokes, numerical analysis

Krish:

Quvur ichidagi suyuqlik harakatini modellashtirish va raqamli tahlil qilish (CFD – Computational Fluid Dynamics) sohasida ish olib borgan va bu yo‘nalishga katta hissa qo‘shgan bir qator olimlar mavjud. Suyuqliklar harakatini modellashtirish va raqamli tahlil qilish (CFD – Computational Fluid Dynamics) zamonaviy muhandislik va ilmiy tadqiqotlarning muhim yo‘nalishlaridan biridir. Bu sohada bir qator mashhur olimlar o‘z ilmiy ishlari orqali asosiy nazariy va amaliy asoslarni yaratgan.

Eng avvalo, **Claude-Louis Navier (1785–1836)** va **George Gabriel Stokes (1819–1903)** tomonidan ishlab chiqilgan **Navier–Stokes tenglamalari** ushbu sohaning nazariy poydevorini tashkil etadi. Bu tenglamalar viskoz suyuqliklar harakatini tasvirlash uchun universal matematik model bo‘lib, barcha zamonaviy CFD dasturlarining – jumladan, COMSOL Multiphysics – hisoblash yadrosi bo‘lib xizmat qiladi.

Raqamli modellashtirish metodlarini rivojlantirishda **Suhas Patankar**ning hissasi beqiyosdir. U tomonidan ishlab chiqilgan **SIMPLE algoritmi (Semi-Implicit Method for Pressure-Linked Equations)** bosim va tezlik muvofiqligini ta‘minlovchi eng keng qo‘llaniladigan usullardan biri bo‘lib, uning mashhur *Numerical Heat Transfer and Fluid Flow* (1980) nomli kitobi bugungi kunda ham klassik qo‘llanma hisoblanadi.

Suyuqliklar mexanikasini o‘rganish va uni amaliy yechimlar bilan bog‘lash borasida **Frank M. White** katta hissa qo‘shgan. Uning *Fluid Mechanics* nomli asari suyuqliklar fizikasi bo‘yicha fundamental bilimlarni o‘z ichiga olgan va butun dunyo bo‘ylab talabalar, tadqiqotchilar va muhandislar tomonidan keng foydalaniladi.

CFD asoslari, xususan **Finite Volume Method (FVM)** usuli bo‘yicha mukammal tushuntirishlar berilgan asar mualliflari **H. K. Versteeg** va **W. Malalasekera**



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hisoblanadi. Ularning An Introduction to Computational Fluid Dynamics nomli kitobi raqamli tahlil sohasida kirish darajasidagi muhim qo'llanma sifatida e'tirof etiladi.

COMSOL Multiphysics dasturining ishlab chiqilishiga o'z hissasini qo'shgan **Jens Niegemann** va uning ilmiy jamoasi bu platformani nafaqat CFD, balki elektromagnit, issiqlik almashinuvi, akustika kabi boshqa ko'p fizikali (multiphysics) tizimlar uchun universal vositaga aylantirishga xizmat qilgan.

Shuningdek, **Andreas Wiegmann** tomonidan ishlab chiqilgan GeoDict dasturi va uning g'ovakli muhitlardagi oqimlar bo'yicha ishlari ham CFD sohasida muhim ahamiyatga ega. U tomonidan ishlab chiqilgan yondashuvlar COMSOL kabi platformalarda murakkab material strukturalarida suyuqlik harakatini modellashtirishda keng qo'llaniladi.

Umuman olganda, yuqoridagi olimlarning ishlari nafaqat nazariy jihatdan, balki amaliy muhandislik modellashtirishlarida ham fundamental asos bo'lib xizmat qiladi.

Ayniqsa, COMSOL Multiphysics kabi integratsiyalashgan muhitlarda bu yondashuvlarning dolzarbligi yanada ortgan.

MAVZUNING DOLZARBLIGI

• Suyuqliklar harakati zamonaviy muhandislik tizimlarining ajralmas qismi hisoblanadi. Quvurlar orqali suyuqliklarni tashish texnologiyasi energetika, neft-gaz sanoati, suv ta'minoti, farmatsevtika, kimyo va oziq-ovqat sanoatida keng qo'llaniladi. Ayniqsa, uzluksiz va barqaror oqim ta'minlash tizimning ishonchligi va energiya samaradorligi uchun muhimdir. Quvurdagi oqimlarning xatti-harakatini oldindan bashorat qilish, oqim tartibini (laminar yoki turbulent) aniqlash, kavitatsiyani oldini olish, bosim yo'qotishlarini hisoblash muhim ilmiy va amaliy vazifalar qatoriga kiradi. Shu sababli, COMSOL Multiphysics dasturi yordamida bunday tizimlarni aniq modellashtirish dolzarb muammo hisoblanadi.

Актуальность темы

Движение жидкостей является неотъемлемой частью современных инженерных систем. Технология транспортировки жидкостей по



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трубопроводам широко применяется в энергетике, нефтегазовой промышленности, водоснабжении, фармацевтике, химической и пищевой промышленности. Особенно важно обеспечить непрерывный и стабильный поток для надежности системы и энергетической эффективности. Прогнозирование поведения потока в трубопроводе, определение режима потока (ламинарного или турбулентного), предотвращение кавитации, расчет потерь давления — относятся к числу важных научных и практических задач. Поэтому точное моделирование таких систем с использованием программы COMSOL Multiphysics является актуальной проблемой.

Relevance of the Topic

The flow of liquids is an integral part of modern engineering systems. The technology of transporting liquids through pipelines is widely used in energy, oil and gas industries, water supply, pharmaceuticals, chemical, and food industries. Ensuring a continuous and stable flow is especially important for system reliability and energy efficiency. Predicting flow behavior in pipelines, determining the flow regime (laminar or turbulent), preventing cavitation, and calculating pressure losses are among the key scientific and practical tasks. Therefore, accurate modeling of such systems using the COMSOL Multiphysics software is a relevant and pressing issue.

2. MUAMMONING O'RGANILGANLIK DARAJASI

- Quvur ichidagi suyuqlik harakatini modellashtirish bo'yicha xalqaro adabiyotlarda bir qator tadqiqotlar mavjud. An'anaviy yondashuvlarda ANSYS Fluent, OpenFOAM kabi CFD muhitlari keng qo'llanilgan. Biroq COMSOL Multiphysics dasturining afzalligi shundaki, u ko'p fizikali (multiphysics) tizimlarni integratsiyalangan holda modellashtirish imkonini beradi. COMSOL asosida 3D shakldagi quvur tizimida laminar va turbulent oqimlarning taqqoslamali tahlili bo'yicha ishlanmalar cheklangan. Ushbu maqola COMSOL platformasi orqali laminar oqimlar uchun batafsil va bosqichma-bosqich modellashtirish, hisoblash va natijalarni MATLAB orqali verifikatsiya qilishni o'z ichiga oladi.

MUAMMONI YECHISH USULI

1. Matematik model:

Novey – Stoks tenglamalari (uch o'lchovli)

$$\rho \left(\frac{d\mathbf{u}}{dt} + (\mathbf{u} \cdot \nabla) \mathbf{u} \right) = -\nabla p + \mu \nabla^2 \mathbf{u}$$

Kontinuitet tenglamasi :

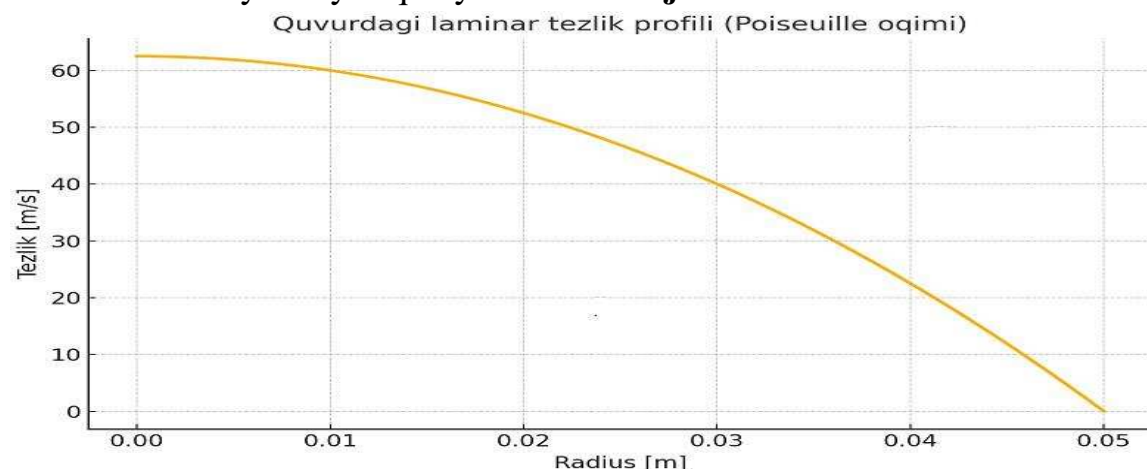
$$\nabla \cdot \mathbf{u} = 0$$

2. Geometriya va shartlar

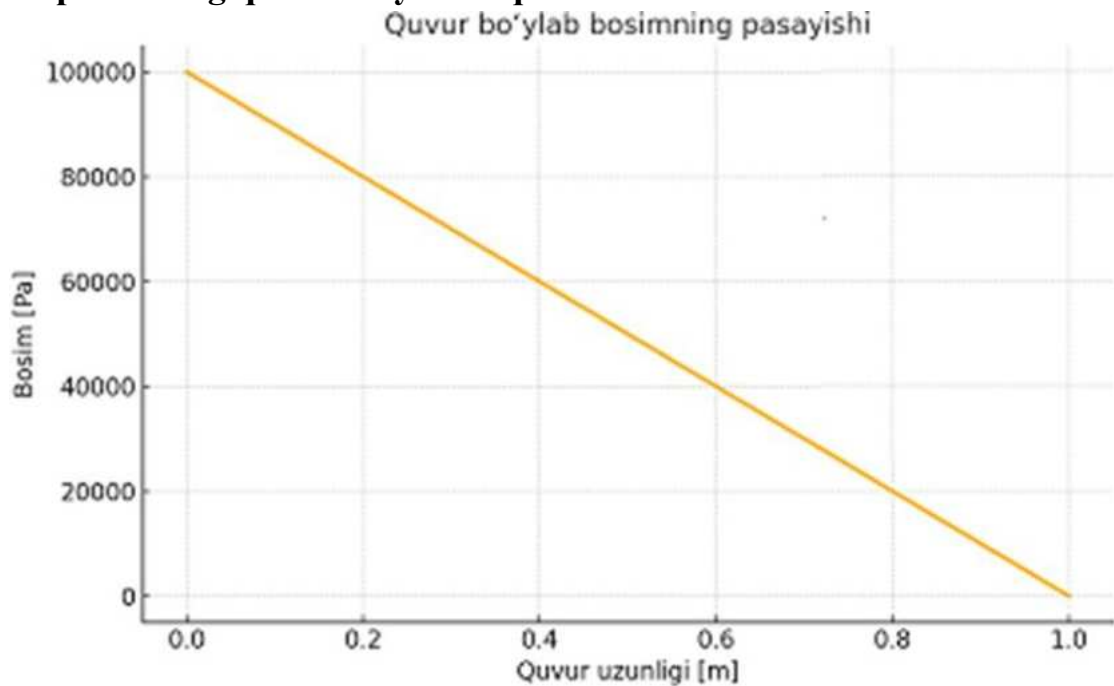
1. Quvur uzunligi: 1 m, diametri: 0.1 m
2. Kirish tezligi: 0.5 m/s
3. Devorlarda "no-slip" sharti
4. Chiqish: 0 Pa bosim

3. COMSOL modelini qurish bosqichlari:

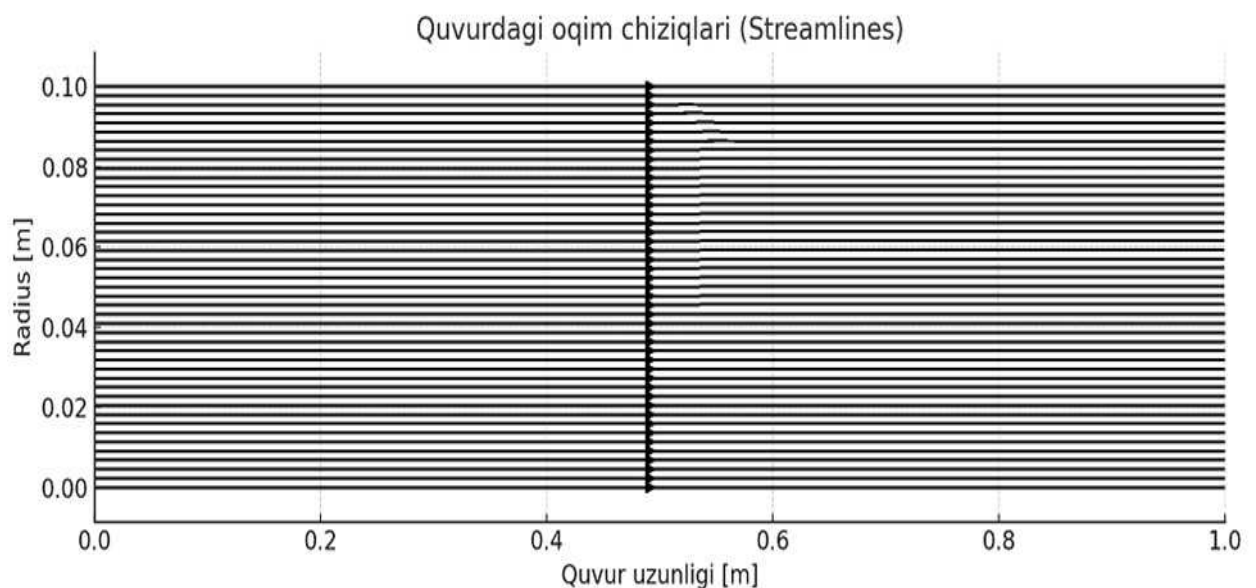
1. 3D geometrik model yaratish
2. Material sifatida suv (20°C) tanlash
3. Laminar Flow fizik interfeysini tanlash
4. Mesh yaratish: physics-controlled mesh (fine resolution)
5. Stationary study orqali yechish . **Natijalar:**



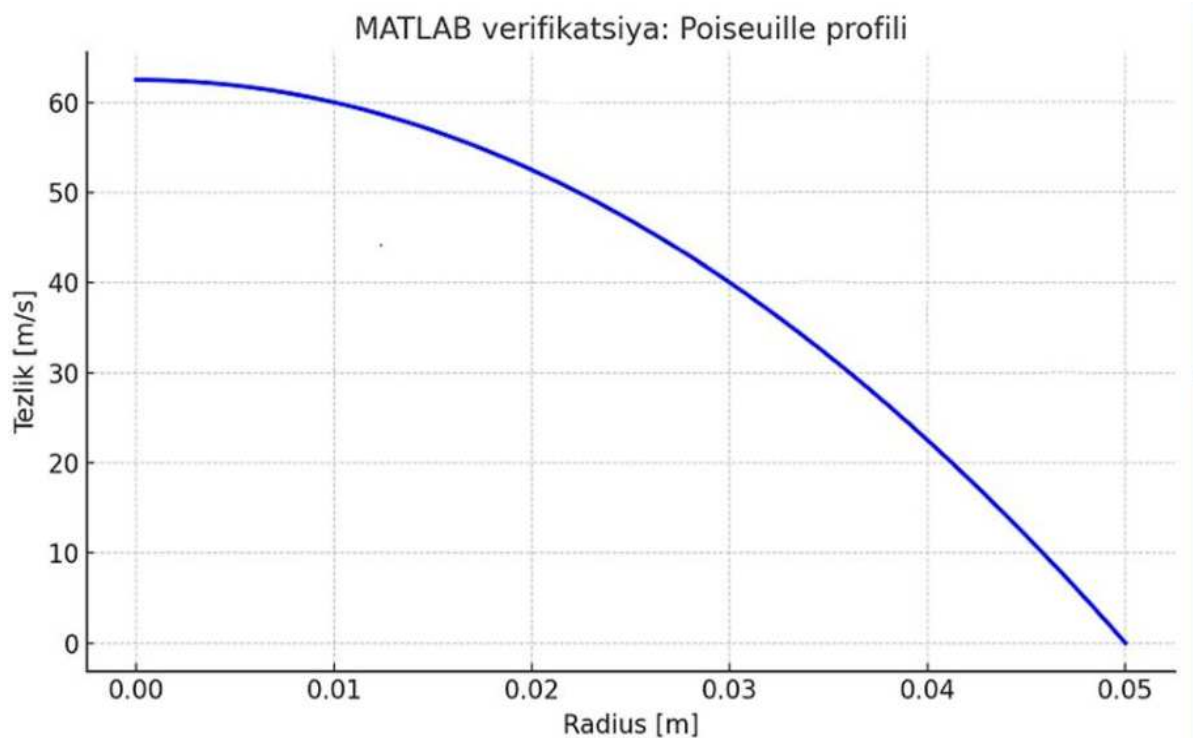
Tezlik profilining quvur bo'ylab taqsimoti:



Bosim gradiyenti:



MATLAB orqali verifikatsiya:



XULOSA

Mazkur tadqiqotda COMSOL Multiphysics dasturida quvurdagi suyuqlik harakati 3D shaklda modellashirildi. Olingan natijalar oqim barqarorligini, bosim yo‘qotishlarini va suyuqlik harakatining geometrik muhitga bog‘liqligini aniq ko‘rsatib berdi. COMSOL vositasi murakkab fizik jarayonlarni yuqori aniqlikda modellashirish imkonini beradi. MATLAB bilan verifikatsiya orqali CFD modelining ishonchliligi tasdiqlandi. Bu yondashuv real tizimlarni loyihalashda va ularni optimallashtirishda muhim ilmiy va amaliy ahamiyatga ega. Kelgusida turbulent oqimlar, issiqlik almashinuvi bilan birga modellashirish yondashuvlarini kengaytirish rejalashtirilmoqda.

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INTERACTIVE MICROGROUP METHOD IN PHYSICAL EDUCATION

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Abstract:

The interactive microgroup method has emerged as a progressive pedagogical approach in physical education, aimed at improving student engagement, teamwork, and academic achievement. This study examines the effectiveness of this method in improving students' physical skills, social interaction, and motivation. An experimental study was conducted with 80 university students divided into control and experimental groups. The findings show that the microgroup method promotes active participation, peer learning, and motor development. These results demonstrate its importance as an effective strategy for physical education in modern academic settings.

Keywords: interactive method, microgroup, physical education, teamwork, motivation, pedagogy, motor skills.

INTRODUCTION

The organizational basis of the model, which allows synthesis of the used mechanisms of individualization, which are "traditional" and "alternative to the traditional", is the "method of interactive microgroups" (Fig. 1). The essence of this method is to divide students of an academic group into microgroups in order to maximize the use of all long-term advantages; collective activity of an organized team formed on the basis of personal mutual selections and led by a selected group leader.

The method of interactive microgroups implies a synthesis of functional components based on the principle of interpersonal communication: the formation of competitive activity, the assessment of students: the principles of individual rating and the general result of group work, the management of the selected group leader, the use of the most diverse types of physical education and sports activities.

Theoretical aspects of using the method of interactive microgroups.

When creating various systems of individualization of pedagogical activity, the dialectical essence of the individual and the team is often forgotten. However, the term individuality itself has only the meaning of some kind of unity of people.

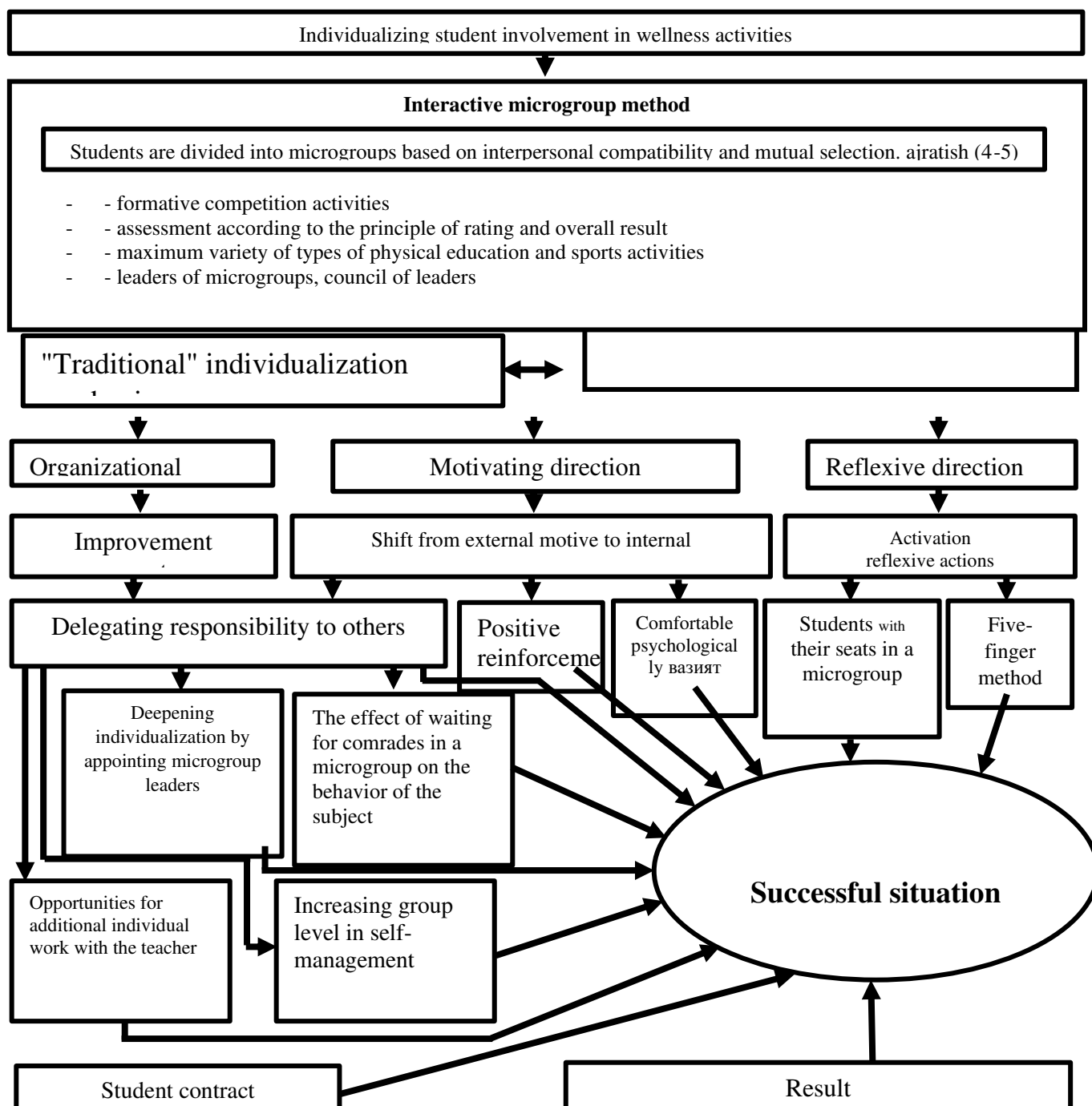


Figure 1. Model of individualization (organizational pedagogical conditions) of involving students in health-improving activities in physical education classes



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1. A group, a community cannot be considered as a set of some abstract-generalized representatives of the human species, in which the individuality and the interaction of these individualities in each of them are not taken into account. “The individual characteristics of a person remain “dumb” for a certain time, until they become necessary in the system of interpersonal relations, and this human person as a subject manifests itself” [1].

However, individualization, as a rule, proceeds from the division of the community into separate individuals, and work is carried out with them. However, the strength of social ties between this person and his community is not taken into account, while not ignoring these ties, but using them purposefully can significantly increase the effectiveness of the individualization process [2].

1. Any general groups are observed as a collective of cooperation and competition processes of various directions, the activity of which has a dialectical character. The quality and general picture of interpersonal relations in the group are strongly related to the distribution of the balance of these traits.

For more effective implementation of collective activity, it is necessary to organize the competitive process on the basis of justice: constructive, stimulating, bringing the activity itself and its participants to a new, higher level. In such a situation, competition manifests itself as a powerful catalyst for the activity itself and personal changes that occur during this activity.

To optimize interpersonal relations in the group, it is advisable to direct the main aspects of competition outward (for example, to win a competition with another group). This will increase the cohesion of cooperation and group processes.

In pedagogical activity, it should be borne in mind that the process of cooperation has a significant impact on both the effectiveness of the activity and the personality of its participants. Naturally, small social groups have the greatest potential for using the procedural and pedagogical advantages of cooperation.

2. For the effective organization of the pedagogical process, it is of great importance to create a certain socio-psychological environment in social groups where the types of activities and communication that are most important for each individual are carried out. The socio-psychological environment in any educational group should be characterized, first of all, by the principle of tolerance and freedom. It is difficult



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to fulfill these aspects in the traditional way of organizing physical education classes, since one academic group usually has an average of 25, sometimes even more, students, which does not allow creating the necessary comfort and internal conditions for each student. The number of students in a group that is most suitable for fulfilling the above requirements is four to five. However, the number of students in a self-contained group does not determine the creation of the necessary psychological and pedagogical environment, the quality of interpersonal relationships is important here [3].

The presence of a social group in which the student has the opportunity to best express himself, to realize his creative abilities, to demonstrate his business and personal qualities, and his identity serves for the effective development of his personal qualities. Therefore, it is wrong to think that a truly humane method of teaching individual education (when a teacher works with one student) will not be sufficiently effective if it is implemented independently, and not in a complex with various types of teamwork and interpersonal communication.

3. The mechanism of reflection has high pedagogical potential, works individually for each person and is associated with the most important subsystems of the personality. However, unfortunately, effective, simple and convenient methods of its application in the real pedagogical process of physical education are not often found. Work organized in a certain way in a group allows you to improve the quality of interpersonal relations of group members, support a working mood, and activate their reflexive activity by introducing additional methods of using reflexive actions. Taking into account the specifics of the physical education process, it is necessary to consider several more aspects of the use of movements and reflexive exercises in the pedagogical process. Performing exercises in a group helps to initiate ideomotor exercises and optimize the use of the algorithmic instruction method through a spontaneously arising reflex, which has a positive effect on the mastery of technical movements and allows you to achieve success in any physical education and sports activities [4].

The teacher should take the initiative to carefully monitor and purposefully use any manifestations of reflection, if they benefit the processes of self-awareness, self-education and self-development. It is in this way that the use of the advantages of



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working in a group, its organization to a certain extent, can significantly increase the effectiveness of these processes.

4. An integral attribute of group work is the communicative activity of its members. In the implementation of any group activity, interpersonal communication methods largely determine not only the result of this activity, but also the most important psychological and pedagogical characteristics. Positive communicative activity (mutually correct, tolerant and constructive communication) is possible only in groups with a positive psychological environment. Usually these are small groups selected taking into account the wishes of the students. It should be noted that interpersonal communication is the period of the most leading activity of senior adolescence, which corresponds to the time when students in a higher educational institution begin their studies. Here, the importance of the student collective - the community of people with whom he is associated, not only in terms of business relations, but also in interpersonal relations cannot be overestimated [5]. The stronger the closeness between the student's personal collective and the official community with which he is educated, the more effectively the pedagogical process will be carried out. If the formal small team is sufficiently close-knit, then its composition necessarily enters the individual team of the student, which brings this education (formal team) to a new level of pedagogical possibilities in education and upbringing.

5. A person always performs any activity independently, and other people can only help him in a humane manner or force him to act in an inhumane manner. Thus, any changes occurring in a person are manifested as a result of his own internal or external activity and are determined by the influence of the social environment surrounding him [6].

“Help is an action aimed at activating the external or internal activity of another person” [7]. Naturally, all relationships in pedagogy should be built on the principle of assistance, not influence, since it is inherent in a person to resist influence. Cooperative learning based on mutual choice involves conducting classes in microgroups, creating a positive psychological climate in the direct learning environment of the teacher and student, which helps create conditions for the predominance of the facilitation factor over the influence method both in the



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interpersonal interaction of students and in the pedagogical communication of the student.

6. Stimulating the activity of learners in the pedagogical process is important. One of the methods of such stimulation is the use of interpersonal interaction of team members in group work. An example of this is the theory of social-cognitive conflict J. Piaget. Performing joint actions in a group is usually accompanied by removing its members from a balanced cognitive state, which leads to their rise to a new, higher level of cognitive activity [8]. The use of the specific features of physical education (the presence of collective movement and sports games, competitive activities, etc.) allows you to expand the methods of stimulating the activity of participants in the group.

7. The pedagogical process of a traditional team (class, study group) requires the development of a separate system of management when it is divided into small groups of independent social cohesion. It is clear that in this differentiation, the most effective are forms of management based on the assignment of responsibility to individual members of the group who have leadership skills.

8. Pedagogical management is the foundation of a holistic pedagogical process, the improvement of which allows you to significantly increase the level of training and education of students. When building pedagogical management schemes, it is necessary to adhere to the principle of humanistic interaction of the teacher and the student on a subject-to-subject basis. The implementation of this principle in the practice of physical education of higher educational institutions is primarily due to certain difficulties associated with the lack of operational means of its implementation. The method of interactive microgroups allows you to give the right to manage such an opportunity to group leaders and implement a share of self-management in the group.

The principle of interpersonal compatibility of small group members

The main principle of conducting classes using the active small group method is interpersonal compatibility of group members, the essence of which is that students included in one small group should experience positive emotions from their interactions with each other, be kind to each other, and have a need to help each other in difficult times. The process of collaborative performance of tasks,



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interpersonal communication should be emotionally stable, and students' interactions should not be limited to the business sphere. When the interaction between members of a small group is interrupted, for example, after the end of physical education classes, its members should show negative emotions and a desire for further interaction, a desire [9].

The main difference between the interpersonal compatibility of microgroup members from other types used in this system is group work. It has a fixed character. The interpersonal compatibility of the group can be considered as dynamic. The level of interpersonal compatibility of the interactive microgroup method should increase under the influence of complex factors.

The organization of training in microgroups formed according to the principle of interpersonal compatibility is carried out as follows:

1. According to a number of cases, a microgroup should consist of four to five people:

- real replenishment of the academic group in physical education classes (here it should be taken into account that some students who are engaged in a special medical group and students who have high sports categories and are professionally engaged in some kind of sport are usually exempted from academic training). Thus, the number of students in a class usually does not exceed twenty, and to create the most effective competitive environment, it is advisable to have four to five microgroups of four to five people;
- each person in the team has a fairly close relationship with a limited number of its members, and their number usually does not exceed four or five;
- the mechanisms of the system of individualization of health-improving activities, the quality of which is determined by the phenomenon of affiliation, can only be achieved in this small team over time, which allows for the emergence of sufficiently deep interpersonal relationships and the best functioning of the most important teams. It is much more difficult to achieve such relationships in a standard academic team;
- the composition of teams in most types of games consists of four to five players. In this system, group competitive activity occupies one of the central places, which requires precisely such a quantitative composition of small groups.



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2. Interpersonal compatibility is the main criterion for filling microgroups. Therefore, a mandatory condition for the organization of the pedagogical process in microgroups is the participation of students themselves in the formation of a microgroup through a process of mutual selection, which is usually carried out in accordance with the criteria proposed by us (Appendix 1).

3. It is advisable to keep physical education in microgroups as constant as possible throughout the entire period. It is necessary to orient students to long-term cooperation from the first lessons, to unite them by implementing the motto “one for all and all for one”. This is necessary for the emergence of interpersonal relationships as a prerequisite for creating a psychological and pedagogical environment. However, in the event of serious circumstances that cause a student to want to move to another microgroup, the teacher should, if possible, persuade him to stay in the group.

4. At the beginning of the first academic year, with the exception of athletes and students with health problems (special medical group), microgroups are replenished one month after the start of classes and all students from academic groups are included. Microgroup captains. The teacher approves the group captain selected by each microgroup. The microgroup leader is given sufficient rights and at the same time is assigned no less high responsibility. The ineffective work of leaders in microgroups cannot ensure the effective functioning of the individualization system in health-improving activities. They constitute one of the most important aspects of the process of transferring student responsibility for self-responsibility from the total control of the teacher. It is impossible to imagine a higher level of initiative and organization of students' self-responsibility in training than is manifested in health-improving activities.

If necessary, a council of microgroup leaders can be convened to resolve conflict issues in the team. Methodological trainings can be held between microgroup leaders on the basics of the theory and methodology of physical education [10].

The methodology for selecting and forming leaders from microgroups is detailed in Appendix 1.

The main directions of implementing the method of active microgroups. The method of active microgroups in the process of individualizing the involvement of students



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in health activities is carried out in three main directions: organizational, motivational and reflexive.

1. It is carried out by transferring the right of management in the organizational direction to the leaders of microgroups and improving the procedures for managing the pedagogical process, increasing the share of self-management in the group. This helps to expand the methods of individual work of the teacher with students, and deepening individualization is carried out by appointing captains of microgroups.

It can be said that the organizational direction in the system of individualizing health activities is carried out in two ways.

The first way is aimed at creating opportunities for the teacher to work individually with the student and leads to an increase in conditions.

The main difficulty in ensuring an individual approach is that in ordinary, traditional conditions it remains impossible for the teacher to pay sufficient attention to each student when implementing the pedagogical process. The teacher is so busy with organizational work that he does not have enough time to ensure the pedagogical process, to penetrate the student's inner world in order to understand it more deeply, to work with problems, to establish effective feedback, that is, to apply an individual approach.

It is known from the history of pedagogy that the problem of individualization has been solved in different ways. During the total dominance of the classroom system, one of the most common ways to solve it was to divide students into groups and stratify them. However, traditional stratification does not solve the problem of lack of attention of students by the teacher on its own and to a sufficient extent, since it is more likely to adapt the educational material to the individual characteristics of the students.

CONCLUSION

In conclusion, it should be noted that the concept of "individualization of physical activity in the direction of health improvement" has been concretized - this is the achievement of the correspondence of the main components of physical activity to the processes of energy supply of muscle activity and physiological shifts in the student's body, pedagogical research on the individualization of health improvement



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programs has highlighted the need to develop the most effective methodological tools of pedagogical technology for the individualization of health improvement programs for students' physical education, which are presented as a logical and coherent system of interconnected, interrelated elements and an algorithm of the pedagogical process.

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BOLA HUQUQLARI DAVLAT HIMOYASIDA

Dusimmatov Kuklanboy Yuldashevich

Toshkent viloyati, Qibray tuman, IIV 2-sonli Toshkent akademik litseyi ijtimoiy gumanitar va huquq fanlari kafedrasi tarix fani yetakchi o'qituvchisi

Annotatsiya:

Bola huquqlari davlat himoyasida bo'lishi har bir jamiyatning asosiy vazifalaridan biridir. Bolalar insoniyatning eng nozik, eng himoyaga muhtoj qatlami hisoblanadi. Ularning sog'lom o'sishi, ta'lim olishlari, o'zini erkin ifoda eta olishlari va xavfsiz muhitda voyaga yetishlari davlat siyosatining markazida turishi lozim. Xalqaro Bolalar kuni nafaqat bolalarning huquqlarini yodga olish, balki ularni himoya qilish va qo'llab-quvvatlashga doir mas'uliyatni yana bir bor ta'kidlaydi.

Kalit so'zlar: bolalar huquqlar, himoya, davlat, ta'lim, malaka oshirish, ijtimoiy xizmatlar.

Bolalar huquqlari, avvalo, ularning hayotga bo'lgan huquqi bilan bog'liqdir. Har bir bola sog'lom va xavfsiz muhitda yashash, yetarli ovqatlanish, sifatli tibbiy xizmat olish huquqiga ega bo'lishi kerak. Davlatlar bu huquqlarni ta'minlash uchun ijtimoiy dasturlar, sog'liqni saqlash tizimini rivojlantirish va profilaktika choralari ko'rish bilan shug'ullanadi. Bolalarning sog'lig'i mustahkam bo'lsa, ularning kelajagi ham yorqin bo'ladi. Ta'lim olish huquqi ham bolalar uchun eng muhim huquqlardan biridir. Har bir bola sifatli, zamonaviy ta'lim olish imkoniyatiga ega bo'lishi lozim. Davlat ta'lim tizimini rivojlantirish, maktablarni jihozlash, o'qituvchilar malakasini oshirish, ta'limda tenglikni ta'minlash orqali bolalar uchun eng yaxshi sharoitlarni yaratishga harakat qiladi. Ta'lim bolalarga nafaqat bilim beradi, balki ularni jamiyatga tayyorlaydi, ularning shaxs sifatida shakllanishiga yordam beradi. Bola huquqlarining yana bir muhim jihati — ularning o'z fikrini erkin ifoda etish huquqidir. Har bir bola o'z fikrini bildirish, o'z manfaatlarini himoya qilish imkoniyatiga ega bo'lishi kerak. Bu ularning shaxsiy rivojlanishi va o'z-o'zini anglashida muhim ahamiyatga ega. Davlat va jamiyat bolalarning fikrlarini tinglash, ularni qaror qabul qilish jarayonlariga jalb qilish orqali ularning huquqlarini hurmat



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qilishi zarur. Bolalarning xavfsizligi ham davlat himoyasining ustuvor yoʻnalishlaridan biridir. Bola zoʻravonlikdan, suiisteʼmoldan, tengsizlikdan, kamsitishdan himoyalaniishi kerak. Bu borada qonunlar ishlab chiqilgan va amalga oshirilmoqda. Shu bilan birga, bolalar huquqlarini himoya qilish uchun maxsus organlar tashkil etilgan, ularning faoliyati muntazam nazorat qilinadi. Oilalar, maktablar va jamiyat ham bolalarning xavfsizligini taʼminlashda muhim rol oʻynaydi.[1]

Ijtimoiy himoya tizimi ham bolalarning huquqlarini taʼminlashda katta ahamiyatga ega. Kam taʼminlangan oilalardagi bolalar uchun davlat tomonidan turli yordamlar koʻrsatiladi. Bu yordamlar bolalarning asosiy ehtiyojlarini qondirish, ularning ijtimoiy hayotga integratsiyasini taʼminlashga qaratilgan. Shu bilan birga, nogironligi boʻlgan bolalar uchun maxsus dasturlar ishlab chiqiladi, ularning taʼlim va sogʻliqni saqlash sohasidagi imkoniyatlari kengaytiriladi. Bolalar huquqlarini himoya qilishda xalqaro hamkorlikning oʻrni katta. Turli xalqaro tashkilotlar va shartnomalar bolalar huquqlarini himoya qilish uchun yagona standartlarni belgilaydi. Oʻzbekiston Respublikasi ham bu sohada faol ishtirok etib, xalqaro majburiyatlarni bajarishga intiladi. Bu esa bolalar huquqlarining himoyasini yanada mustahkamlaydi, davlat siyosatini xalqaro tajribalar asosida takomillashtirishga imkon beradi. Oila — bolalar huquqlarining birinchi va eng muhim himoyachisi hisoblanadi. Oilada bola mehr-muhabbat, gʻamxoʻrlik, tarbiya oladi. Davlat oilalarni qoʻllab-quvvatlash, ularning ijtimoiy-iqtisodiy holatini yaxshilash uchun choralar koʻradi. Shuningdek, oilada bolalarga nisbatan zoʻravonlik va suiisteʼmol holatlarining oldini olishga qaratilgan qonunlar va dasturlar ishlab chiqilgan. Bolalar huquqlarini himoya qilishda jamiyatning barcha qatlamlari faol ishtirok etishi zarur. Taʼlim muassasalari, tibbiyot xodimlari, ijtimoiy xizmatlar, qonun ijrochilari va fuqarolik jamiyati tashkilotlari birgalikda ishlashi kerak. Ularning hamkorligi bolalar uchun xavfsiz va qoʻllab-quvvatlovchi muhit yaratishga xizmat qiladi.[2]

Xalqaro Bolalar kuni shuningdek, bolalarning oʻz huquqlarini bilishi va ulardan foydalanishi muhimligini eslatadi. Bolalarni huquqlari haqida ogoh qilish, ularni himoya qilish mexanizmlarini tushuntirish, ularning faolligini oshirish boʻyicha koʻplab tadbirlar oʻtkaziladi. Bu esa bolalarning oʻzini hurmat qilishini, jamiyatda faol ishtirok etishini taʼminlaydi. Davlat tomonidan bolalar huquqlarini himoya



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qilish doimiy ravishda takomillashtirilmoqda. Yangi qonunlar qabul qilinmoqda, mavjud qonunlar yangilanmoqda, bolalar huquqlarini himoya qilish tizimi yanada samarali ishlashi uchun infratuzilma yaratilmoqda. Bu jarayonda bolalar va ularning ota-onalarining fikri ham inobatga olinadi. Bolalar huquqlarini himoya qilish nafaqat davlatning, balki har bir fuqaroning vazifasidir. Har kim bola huquqlarini hurmat qilishi, ularni himoya qilishi va qo'llab-quvvatlashi kerak. Bu esa jamiyatning barqarorligi, farovonligi va kelajagi uchun muhimdir.[3]

Xulosa:

Shunday qilib, bola huquqlari davlat himoyasida bo'lishi — bu inson huquqlarining eng muhim qismi, jamiyatning barqaror rivojlanishining asosidir. Bolalar uchun yaratilgan sharoitlar ularning kelajagini belgilaydi, ularning sog'lom, baxtli va muvaffaqiyatli bo'lishiga zamin yaratadi. Shu bois, bolalar huquqlarini himoya qilish har bir davlat va jamiyat uchun ustuvor vazifa bo'lib qoladi.

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**ТУРЕЦКАЯ ВНЕШНЯЯ ПОЛИТИКА В ОТНОШЕНИИ
ТЮРКОЯЗЫЧНЫХ ГОСУДАРСТВ ЦЕНТРАЛЬНОЙ АЗИИ —
ЧЛЕНОВ ЕАЭС (1991–2015 ГГ.)**

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Аннотация:

В статье анализируются ключевые направления и особенности внешней политики Турецкой Республики в отношении тюркоязычных государств Центральной Азии — Казахстана и Кыргызстана, вступивших в Евразийский экономический союз (ЕАЭС). Показано, как геополитические изменения после распада СССР и приход к власти Партии справедливости и развития (ПСР) повлияли на стратегию Турции в регионе. Особое внимание уделяется эволюции концептуальных основ внешней политики Турции от пантюркистских амбиций к прагматичному подходу, основанному на экономических интересах и "мягкой силе".

Ключевые слова: Турция, Центральная Азия, тюркоязычные государства, внешняя политика, ЕАЭС, пантюркизм, неоосманизм.

Распад СССР в 1991 году открыл перед Турцией новые геополитические горизонты, особенно в отношении вновь образовавшихся тюркоязычных республик Центральной Азии. В условиях смены международного порядка Турция стремилась к утверждению своего влияния через развитие политических, экономических и культурных связей с Казахстаном, Кыргызстаном, а также с другими тюркскими государствами. Концептуальные



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основы турецкой внешней политики. Изначально турецкая внешняя политика носила идеологизированный характер и была окрашена элементами пантюркизма. Однако с начала 2000-х годов, особенно после прихода к власти ПСР, политика Анкары сместилась в сторону прагматизма и экономической выгоды. Важную роль в формировании современного внешнеполитического курса сыграли идеи А. Давутоглу, продвигающего концепцию многовекторности и "нулевых проблем с соседями".

Казахстан и Кыргызстан в системе внешнеполитических интересов Турции. Казахстан и Кыргызстан представляют собой интерес для Турции по разным причинам. Казахстан, обладающий богатыми природными ресурсами, является важным партнёром по энергетике. Кыргызстан, напротив, интересен как доступный рынок для экспорта турецких товаров и как страна с дешёвой рабочей силой. Вступление этих стран в ЕАЭС, вопреки ожиданиям конкуренции, было позитивно воспринято Турцией, поскольку открыло доступ к единому рынку без пошлин. Экономическое и культурное влияние Турции. Турция активно использует "мягкую силу", продвигая образование, культуру и гуманитарные проекты через такие организации, как ТІКА, Институт ЮнусаЭмре, а также бизнес-структуры (DEİK, MÜSIAD). Несмотря на это, объёмы торговли и инвестиций с государствами ЕАЭС остаются относительно невысокими, особенно на фоне связей Турции с Европой и Ближним Востоком.

Заключение

Современная внешняя политика Турции в отношении тюркоязычных государств Центральной Азии характеризуется переходом от идеологической риторики к прагматичным целям. Внешнеполитическая активность Анкары обусловлена экономическими интересами и стремлением к расширению влияния без прямой конфронтации с другими региональными акторами, включая Россию и Китай.



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**PIRLS XALQARO BAHOLASH DASTURI STANDARTLARIDA (FRAME
WORK) BELGILANGAN KOMPETENSIYALARIGA DOIR
TOPSHIRIQLAR TUZISH**

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Annotatsiya:

Ushbu maqola PIRLS (O'qish savodxonligi bo'yicha xalqaro tadqiqot) doirasida belgilangan kompetensiyalarga mos topshiriqlarni ishlab chiqishga bag'ishlangan. Unda boshlang'ich sinf o'quvchilarining o'qish savodxonligi rivojlanishi uchun muhim bo'lgan asosiy kompetensiyalar, jumladan, matnlarni tushunish, tahlil qilish va baholash ko'rib chiqiladi. Maqolada PIRLS standartlariga muvofiq topshiriqlar tuzish prinsiplari, yoshga moslik, turli o'qish ko'nikmalarini qamrab olish, matn turlaridan foydalanish va mustaqil fikrlashni rivojlantirishga e'tibor qaratiladi. Shuningdek, unda muayyan o'qish kompetensiyalarini baholash va rivojlantirishga mo'ljallangan topshiriqlar namunalari keltirilgan bo'lib, o'qituvchilar va o'quv dasturlarini ishlab chiquvchilar uchun amaliy ko'rsatmalar beriladi. Ushbu tadqiqot o'qishni o'rgatishni takomillashtirish va o'quvchilarni PIRLS kabi xalqaro baholashlarga tayyorlash bo'yicha olib borilayotgan sa'y-harakatlarga hissa qo'shadi va ularning yozma so'zni samarali idrok etish va tushunish qobiliyatini rivojlantirishga xizmat qiladi.

Kalit so'zlar: PIRLS, o'qish savodxonligi, vazifalar tuzish, baholash, boshlang'ich ta'lim, matnni tushunish, matn tahlili, tanqidiy fikrlash, baholash ko'nikmalari, ta'lim dasturi ishlab chiqish, xalqaro baholash, dars mashg'ulotlari

Annotation:

This article is devoted to the development of competency-specific assignments defined within PIRLS (international study on Reading Literacy). It examines basic competencies, including understanding, analyzing and evaluating texts, which are important for the development of reading literacy among primary school students.



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The article focuses on the principles of building assignments according to PIRLS standards, age eligibility, coverage of various reading skills, use of text types, and development of independent thinking. It also lists examples of assignments designed to evaluate and develop specific study competencies, providing practical guidance for teachers and curriculum developers. This research contributes to efforts to improve literacy teaching and prepare students for international assessments such as PIRLS and serves to develop their ability to effectively perceive and understand the written word.

Keywords: PIRLS, reading literacy, task composition, assessment, primary education, text comprehension, text analysis, critical thinking, assessment skills, educational program development, international assessment, classroom training

Аннотация:

эта статья посвящена разработке заданий, соответствующих компетенциям, установленным в рамках PIRLS (международное исследование читательской грамотности). В нем рассматриваются основные компетенции, важные для развития грамотности чтения у учащихся начальной школы, включая понимание, анализ и оценку текстов. В статье рассматриваются принципы построения заданий по стандартам PIRLS, соответствие возрасту, охват различных навыков чтения, использование текстовых типов и развитие самостоятельного мышления. В нем также приведены примеры заданий, предназначенных для оценки и развития определенных компетенций чтения, а также даны практические рекомендации для учителей и разработчиков учебных программ. Это исследование способствует текущим усилиям по улучшению обучения чтению и подготовке учащихся к международным оценкам, таким как PIRLS, и служит для развития их способности эффективно воспринимать и понимать письменное слово.

Ключевые слова: PIRLS, грамотность чтения, структурирование задач, оценка, начальное образование, понимание текста, анализ текста, критическое



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мышление, навыки оценки, разработка образовательных программ, международная оценка, классные занятия

O'qish savodxonligi har bir bolaning kelajagi uchun muhim ahamiyatga ega. Bugungi kunda axborot oqimi tobora kuchayib borayotgan bir sharoitda, yosh avlodning matnlarni tushunish, tahlil qilish va baholash qobiliyatlari ularning muvaffaqiyatga erishishlari uchun hal qiluvchi omil bo'lmoqda. PIRLS (Progress in International Reading Literacy Study) xalqaro baholash dasturi boshlang'ich sinf o'quvchilarining o'qish savodxonligi darajasini aniqlash va rivojlantirishga qaratilgan bo'lib, uning standartlariga muvofiq topshiriqlar ishlab chiqish ta'lim sifatini oshirishda muhim rol o'ynaydi. Ushbu maqolada biz PIRLS doirasida belgilangan kompetensiyalarga mos topshiriqlar tuzish masalalarini ko'rib chiqamiz va o'qituvchilar hamda o'quv dasturlarini ishlab chiquvchilar uchun amaliy tavsiyalar beramiz.

PIRLS yoki O'qish savodxonligi bo'yicha xalqaro tadqiqot, dunyo bo'ylab to'rtinchi sinf o'quvchilarining o'qishni tushunish darajasini baholaydigan keng ko'lamli, xalqaro qiyosiy tadqiqotdir. U o'quvchilarning turli matnlardan ma'lumotni qanchalik yaxshi tushunishi va ulardan foydalanishi haqida qimmatli ma'lumotlar beradi va O'zbekiston kabi mamlakatlarga o'z ta'lim tizimlarini baholash va takomillashtirish yo'nalishlarini aniqlashga yordam beradi. Gap shunchaki o'quvchilarning nima o'qishi haqida emas, balki ular bu ma'lumotni qanday qayta ishlashlari va tushunishlari haqida bormoqda.

PIRLS doirasi va asosiy kompetensiyalar:

PIRLS doirasi o'qish savodxonligiga hissa qo'shadigan muhim ko'nikmalar va tushunchalarni belgilaydi. U shunchaki so'zlarni dekodlashdan tashqari, chuqurroq tushunishga e'tibor beradi. PIRLS tomonidan baholanadigan asosiy kompetensiyalar quyidagilarni o'z ichiga oladi:

Aniq ko'rsatilgan ma'lumotlarni olish: Bu matnda bevosita ko'rsatilgan faktlar, detallar va boshqa ma'lumotlarni topishni o'z ichiga oladi. Bu o'quvchining bevosita mavjud bo'lgan ma'lumotni topish va eslash qobiliyati haqida. Buni matndagi "kim, nima, qachon, qayerda"ni topish deb tasavvur qilish mumkin. Masalan, aqlli tulki



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haqidagi o'zbek xalq ertagida, ma'lumot olishga oid savol quyidagicha bo'lishi mumkin: "Tulki bo'rini aldash uchun nimadan foydalandi?"

Xulosalar chiqarish: Ushbu kompetensiya o'quvchilardan matnning sirtqi darajasidan tashqari chiqib, bevosita aytilmagan xulosalar chiqarishni talab qiladi. U g'oyalarni bog'lash, sabab-oqibatni tushunish va matndagi ishoralarga asoslanib bashorat qilishni o'z ichiga oladi. Xuddi shu tulki ertagi misolida, xulosa chiqarish savoli quyidagicha bo'lishi mumkin: "Nima uchun tulki bo'rini aldashni xohladi?"

Talqin qilish: Bu matnning chuqurroq ma'nosini, jumladan muallifning maqsadi, asosiy g'oya va matnning turli qismlari o'rtasidagi munosabatlarni tushunishni o'z ichiga oladi. U qahramonlar motivatsiyasini tushunish, hikoyaning mavzusini aniqlash yoki informatsion maqolaning asosiy fikrlarini umumlashtirishni o'z ichiga olishi mumkin.

Baholash: Bu eng murakkab kompetensiya bo'lib, o'quvchilardan matnning mazmuni, tili va tuzilishini tanqidiy baholashni talab qiladi. U ma'lumotlarning ishonchliligini baholash, tarafkashlikni aniqlash va muallif yozuvining samaradorligini tahlil qilishni o'z ichiga oladi.

PIRLSda qo'llaniladigan matn turlari:

PIRLS o'qishni tushunishni turli kontekstlarda baholash uchun turli matnlardan foydalanadi. Ushbu matnlar asosan ikki toifaga bo'linadi:

Badiiy matnlar: Bular hikoyalar, she'rlar va pyesalar kabi fantastik matnlardir. Ular ko'pincha qahramonlarga, voqealarga va mavzularga e'tibor beradi va ular majoziy til va obrazlilikdan foydalanishi mumkin. O'zbekistonlik o'quvchilar uchun badiiy matnlar xalq ertaklari, masallar yoki o'zbek klassik adabiyotidan parchalarni o'z ichiga olishi mumkin.

Informatsion matnlar: Bular maqolalar, hisobotlar va tarjimai hol kabi non-fantastik matnlardir. Ular ko'pincha faktik til ishlatadi va diagrammalar, jadvallar va boshqa vizual vositalarni o'z ichiga olishi mumkin. O'zbekistonlik o'quvchilar uchun informatsion matnlar O'zbekiston tarixi, madaniyati, fani yoki geografiyasi bilan bog'liq mavzularni qamrab olishi mumkin.

Ishonchli talqinlar va matn dalillarining ahamiyati:

PIRLSning muhim jihati shundaki, u ishonchli talqinlarga e'tibor beradi. O'quvchilar o'z javoblarini matnda keltirilgan ma'lumotlarga asoslashlari kerak, o'zlarining



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oldingi bilimlari yoki fikrlariga tayanishdan ko'ra. Shuning uchun matn dalillaridan foydalanish juda muhimdir. O'quvchilar o'z javoblarini qo'llab-quvvatlash uchun matnning muayyan qismlariga ishora qila olishlari kerak. Ushbu e'tibor PIRLSning haqiqatan ham o'qishni tushunishni, shunchaki umumiy bilimlarni emas, balki o'lchashini ta'minlaydi.

Ikki asosiy tushunish jihati: Yuqorida aytib o'tilganidek, PIRLS ikkita asosiy tushunish jihatiga e'tibor beradi: aniq ko'rsatilgan ma'lumotlarni olish va xulosalar chiqarish. Ushbu ikkita jihat bir-biri bilan bog'liq. O'quvchilar ko'pincha aniq xulosalar chiqarish uchun ma'lumot olishlari kerak. Ushbu ikkala jihatni baholaydigan topshiriqlarning muvozanati o'quvchining o'qish qobiliyatini har tomonlama tushunish uchun juda muhimdir. Maqsad shunchaki faktlarni eslash emas, balki ushbu faktlardan tushunish hosil qilish va mazmunli xulosalar chiqarishdir.

PIRLSga mos topshiriqlarni ishlab chiqish prinsiplari

Samarali PIRLSga mos topshiriqlarni ishlab chiqish bir qator muhim prinsiplarni e'tiborga olishni talab qiladi:

Yoshga moslik: To'rtinchi sinf o'quvchilari odatda 9-10 yoshda bo'ladi. Topshiriqlar ularning kognitiv rivojlanishiga mos kelishi kerak. Bu haddan tashqari murakkab gap tuzilmalaridan, ularning tushunchasidan tashqari abstrakt tushunchalardan va haddan tashqari uzun matnlardan qochishni anglatadi. Ushbu yosh guruhining o'qish darajasi va diqqat e'tiborini hisobga oling.

Tushunish jihatlarining muvozanati: Yaxshi topshiriqlar aralashmasi "aniq ko'rsatilgan ma'lumotlarni olish" va "xulosalar chiqarish"ni baholashi kerak. Faqat eslab qolishga e'tibor qaratmang; o'quvchilarni matnga asoslanib tanqidiy fikrlashga va xulosalar chiqarishga undash.

Matn xilma-xilligi: Badiiy va informatsion matnlarning muvozanatini qo'llang. Badiiy matnlar uchun o'zbek xalq ertaklarini, bolalar adabiyotidan parchalarni yoki hatto qisqa, yoshga mos she'rlarni ko'rib chiqing. Informatsion matnlar uchun O'zbekiston tarixi, geografiyasi yoki tabiatiga oid O'zbekiston o'quv dasturiga mos keladigan mavzularni tanlang. Eng muhimi, o'zbek madaniyati va qadriyatlarini aks ettiruvchi matnlarni kiriting.



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Aniq va ixcham til: Topshiriq ko'rsatmalari va savollar o'quvchilar uchun tushunarli bo'lishi kerak. Jargon yoki murakkab lug'atdan qoching. Oddiy, to'g'ridan-to'g'ri tildan foydalaning.

Ishonchli javob variantlari: Ko'p tanlovli savollar uchun noto'g'ri variantlar ishonchli bo'lishi kerak, ya'ni ular matn bilan bog'liq va ochiqdan-ochiq noto'g'ri bo'lmasligi kerak. Bu o'quvchilarni matnni diqqat bilan ko'rib chiqishga va shunchaki ochiqdan-ochiq noto'g'ri javoblarni chiqarib tashlashdan ko'ra, eng yaxshi javobni tanlashga majbur qiladi.

Matn dalillariga e'tibor: O'quvchilarni javoblarini matnga murojaat qilib asoslashga undash. Ulardan "Nima uchun?" yoki "Qanday qilib bilasiz?" deb so'rang. Bu matndan tushunish asosida foydalanish muhimligini kuchaytiradi.

Madaniy sezgirlik: Bu O'zbekiston kontekstida juda muhim. Foydalanilgan matnlar va misollar madaniy jihatdan mos kelishini ta'minlang va har qanday tarafkashlik yoki stereotiplardan qoching. O'quvchilarning turli kelib chiqishini hisobga oling va inklyuziv va hurmatli bo'lgan materiallarni tanlang.

PIRLSga mos topshiriqlar namunalari

Mana, O'zbekiston kontekstiga moslashtirilgan ba'zi misollar:

Badiiy matn misoli:

Matn: "Zumrad va Qimmat" o'zbek xalq ertagidan qisqa parcha.

Topshiriq (Ma'lumot olish): "Zumrad qanday sovg'alar oldi?"

Topshiriq (Xulosa chiqarish): "Nima uchun Qimmat Zumradga hasad qildi?"

Topshiriq (Ochiq savol): "Ushbu ertak bizga mehribonlik va saxovat haqida qanday saboq beradi?"

Informatsion matn misoli:

Matn: Samarqanddagi Registon maydoni haqida qisqa maqola.

Topshiriq (Ma'lumot olish): "Registon maydoni qachon qurilgan?"

Topshiriq (Xulosa chiqarish): "Nima uchun Registon maydoni muhim tarixiy joy hisoblanadi?"

Topshiriq (Ko'p tanlovli): "Quyidagilardan qaysi biri Registon maydonining arxitektura uslubini eng yaxshi tasvirlaydi?" (Variantlar islom arxitekturasiga oid



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muayyan arxitektura atamalarini o'z ichiga olishi mumkin, bitta to'g'ri javob va ishonchli chalg'ituvchilar bilan.)

Madaniy moslashtirish misollari:

Hayvonlar haqidagi umumiy hikoya o'rniga, "Alpomish" yoki "Ravshan" kabi mashhur o'zbek xalq ertagini ishlatish.

Informatsion matnlar uchun Amir Temur kabi o'zbek milliy qahramonlariga yoki Ipak yo'li kabi tarixiy voqealarga e'tibor qaratish.

O'qishni madaniy tushunish bilan bog'lash uchun topshiriqlarga o'zbek maqollarini yoki matallarini kiritish.

Murakkablikni o'zgartirish: Murakkabligi har xil bo'lgan topshiriqlarni kiritish. Ma'lumot olishga e'tibor qaratadigan oddiyroq topshiriqlardan boshlang va asta-sekin murakkablikni oshirib, ko'proq xulosaga asoslangan va baholash topshiriqlarini kiritish.

O'qituvchilar uchun amaliy tavsiyalar

Sinfga integratsiya: Ushbu topshiriqlarni shunchaki testga tayyorgarlik uchun ishlatmang. PIRLS uslubidagi savollarni muntazam o'qish darslariga integratsiya qiling. Bu o'quvchilarga ushbu ko'nikmalarni yil davomida rivojlantirishga yordam beradi.

Mavjud materiallarni moslashtirish: Hozirgi o'qish materiallaringizni ko'rib chiqing va PIRLSga mos savollarni qo'shishingiz mumkin bo'lgan joylarni aniqlang. Hatto kichik o'zgarishlar ham katta farq qilishi mumkin.

Fikr-mulohaza: O'quvchilarga aniq va konstruktiv fikr-mulohaza bering. Javob nima uchun to'g'ri yoki noto'g'ri ekanligini tushuntiring va ularni matndagi dalillarni topishga yo'naltiring.

Hamkorlik: PIRLSga mos topshiriqlarni ishlab chiqish va baham ko'rish uchun boshqa o'qituvchilar bilan ishleng. Bu vaqtni tejashga va kengroq g'oyalar doirasini yaratishga yordam beradi.

Resurslar: PIRLS veb-sayti, namunaviy savollar va Ta'lim vazirligi tomonidan taqdim etilgan har qanday materiallar kabi mavjud resurslardan foydalaning.



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Differensiallash: Topshiriqlarni turli o'rganuvchilarning ehtiyojlariga moslashtiring. Kurashayotgan o'quvchilarga qo'shimcha yordam bering va ilg'or o'quvchilar uchun yanada qiyinroq topshiriqlar taklif qiling.

Ushbu tavsiyalarga rioya qilib, o'zbek o'qituvchilari o'qishni tushunishni samarali yaxshilash va o'quvchilarni milliy va xalqaro baholashlarga tayyorlash uchun PIRLSga mos topshiriqlardan samarali foydalanishlari mumkin.

Xulosa qilib aytganda, PIRLS standartlariga mos topshiriqlar ishlab chiqish o'quvchilarning o'qish savodxonligini rivojlantirishda muhim ahamiyatga ega. Ushbu maqolada ko'rib chiqilgan prinsiplarga rioya qilish va o'zbek madaniyatiga mos misollardan foydalanish orqali o'qituvchilar o'quvchilarning tanqidiy fikrlash va matnni tushunish ko'nikmalarini samarali rivojlantirishlari mumkin. Kelajakda o'qish ta'limi sifatini oshirish va o'quvchilarimizning xalqaro miqyosda raqobatbardosh bo'lishiga erishish uchun ushbu yo'nalishdagi ishlar davom ettirilishi lozim.

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**XORAZM MA'MUN AKADEMIYASI VA BAYTUL-HIKMA OLIMLARI
O'RTASIDAGI O'ZARO HAMKORLIK**

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Annotatsiya

Mazkur maqolada IX–XI asrlarda faoliyat yuritgan Baytul-Hikma va Xorazm Ma'mun akademiyasining o'zaro ilmiy hamkorligi yoritilgan. Ularning ilm-fan taraqqiyotidagi o'rni, yetishgan allomalar, yaratilgan asarlar va zamonaviy tadqiqotlarga ta'siri tahlil qilinadi. Maqola tarixiy va ilmiy metodlar asosida tuzilgan bo'lib, Sharq sivilizatsiyasi taraqqiyotidagi muhim jihatlarni ochib beradi.

Kalit so'zlar. Baytul-Hikma, Xorazm Ma'mun akademiyasi, Abu Rayhon Beruniy, Ibn Sino, ilm-fan tarixi, Sharq uyg'onishi, Gurganj, arab xalifaligi, ilmiy meros, qadimiy sivilizatsiya.

Абстрактный

В статье рассматривается научное сотрудничество Байтул-Хикмы и Хорезмской академии Маъмуна, действовавшее в IX–XI вв. Анализируется их роль в развитии науки, подготовленные ими ученые, созданные ими труды, а также их влияние на современные исследования. Статья основана на историко-научных методах и раскрывает важные аспекты развития восточной цивилизации.



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Ключевые слова: Байтул-Хикма, Хорезмская академия Мамуна, Абу Райхан Беруни, Ибн Сина, история науки, Восточное Возрождение, Гургандж, Арабский Халифат, научное наследие, древняя цивилизация.

Abstract

This article discusses the scientific cooperation between the Baytul-Hikma and the Khorezm Mamun Academy, which operated in the 9th–11th centuries. Their role in the development of science, the scientists they produced, the works they created, and their influence on modern research are analyzed. The article is based on historical and scientific methods and reveals important aspects of the development of Eastern civilization.

Keywords. Baytul-Hikma, Khorezm Mamun Academy, Abu Rayhan Beruni, Ibn Sina, history of science, Eastern Renaissance, Gurganj, Arab Caliphate, scientific heritage, ancient civilization.

Kirish. Sharq sivilizatsiyasi tarixida ilm-fan va ma'naviyatning yuksak taraqqiyot bosqichlariga erishgan muhim davrlar mavjud bo'lib, bu jarayonning markazida mashhur ilmiy markazlar – "Baytul-Hikma" va Xorazm Ma'mun akademiyasi muhim o'rin egallaydi. Ushbu ilm dargohlarining har biri o'z vaqtida ilm-fan taraqqiyotiga bebaho hissa qo'shgan, qomusiy olimlarni yetishtirgan va ilmiy merosni keyingi avlodlarga yetkazishda muhim vosita bo'lgan.

Uslub (Metodologiya) Mazkur maqola tarixiy-komparativ, manba tahlili va ilmiy izchillik metodlariga tayangan holda tuzilgan. Baytul-Hikma va Ma'mun akademiyasining tarixiy taraqqiyoti, mashhur allomalar faoliyati, ularning o'zaro intellektual aloqalari va ilmiy maktablar ta'siri o'rganildi. Asosiy manbalar sifatida Abu Rayhon Beruniy, Ibn Sino, Al-Xorazmiy kabi olimlarning asarlari, hamda zamonaviy tarixshunoslarning tadqiqotlariga tayanildi.

Natijalar. Baytul-Hikma (Bag'dod) va Xorazm Ma'mun akademiyasi (Gurganj) o'rtasidagi ilmiy aloqalar IX–XI asrlarda Sharq Uyg'onishining muhim poydevorlaridan biri bo'lgan. Bu ikki ilmiy markazda faoliyat yuritgan olimlar



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o‘zaro hamkorlikda ilm-fan taraqqiyotiga katta hissa qo‘shganlar. Quyida ushbu hamkorlikda ishtirok etgan ayrim mashhur olimlar haqida ma’lumotlar keltiriladi:

1. Muhammad al-Xorazmiy (780–850) Al-Xorazmiy Baytul-Hikmada algebra fanining asoschisi sifatida tanilgan. Uning “Aljabr va al-muqobala” asari matematika tarixida muhim o‘rin egallaydi. Bu asar XII asrda Ispaniyada lotin tiliga tarjima qilinib, Yevropa ilm-faniga katta ta’sir ko‘rsatgan.
2. Ahmad al-Farg‘oniy (IX asr) Ahmad al-Farg‘oniy Baytul-Hikmada astronomiya sohasida faoliyat yuritgan. Uning asarlari Yevropa astronomiyasiga katta ta’sir ko‘rsatgan.
3. Abu Rayhon Beruniy (973–1048)- Beruniy Xorazm Ma’mun akademiyasida faoliyat yuritgan, lekin uning ilmiy faoliyati Baytul-Hikma olimlari bilan hamkorlikda olib borilgan. U suyuqliklar solishtirma og‘irligini aniqlovchi uskunani yaratgan va ko‘plab ilmiy asarlar yozgan.
4. Ibn Sino (980–1037)-Ibn Sino Xorazm Ma’mun akademiyasida faoliyat yuritgan va Baytul-Hikma olimlari bilan ilmiy aloqada bo‘lgan. Uning “Kitob ash-Shifo” asari tibbiyot va falsafa sohasida muhim manba hisoblanadi.
5. Yahyo ibn Abu Mansur (IX asr)-Yahyo ibn Abu Mansur Baytul-Hikmada astronomiya sohasida faoliyat yuritgan. U 828 yilda Bag‘dodda rasadxona qurilishida boshchilik qilgan.
6. Habash al-Hasib (IX asr)-Habash al-Hasib Baytul-Hikmada matematik va astronom sifatida tanilgan. U ikkita “Zij” tuzgan va o‘rta asr astronomlari tomonidan keng foydalanilgan.
7. Abu Sahl al-Masihiy (X asr)-Abu Sahl al-Masihiy Xorazm Ma’mun akademiyasida tibbiyot sohasida faoliyat yuritgan. U Ibn Sino ustozlaridan biri bo‘lgan va amaliy tabobatga oid izlanishlar olib borgan.
8. Ali ibn Ma’mun (X asr)-Ali ibn Ma’mun Xorazm Ma’mun akademiyasining tashkilotchilaridan biri bo‘lib, ilm-fan rivojiga katta e’tibor qaratgan. Uning davrida akademiya faoliyati kengaygan.
9. Ma’mun ibn Ma’mun (X asr)-Ma’mun ibn Ma’mun Ali ibn Ma’munning ukasi bo‘lib, Xorazm Ma’mun akademiyasining rivojiga hissa qo‘shgan. U Beruniyni saroyga yaqinlashtirgan va ilmiy faoliyatini qo‘llab-quvvatlagan.



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10. Hunayn ibn Ishaq (IX asr)-Hunayn ibn Ishaq Baytul-Hikmada tarjimonlik faoliyati bilan mashhur bo'lgan. U yunon tilidan ko'plab asarlarni arab tiliga tarjima qilgan.

Bu olimlarning ilmiy faoliyati Baytul-Hikma va Xorazm Ma'mun akademiyasi o'rtasidagi ilmiy aloqalarni mustahkamlab, Sharq Uyg'onishining asosiy harakatlantiruvchi kuchiga aylangan.

Baytul-Hikma IX–X asrlarda Bag'dodda vujudga kelgan bo'lib, u arab xalifaligida ilm-fanning markaziga aylangan. Bu dargohda yunon, hind va fors tillaridagi asarlar arab tiliga tarjima qilinib, jahon ilm-fanining rivojiga zamin yaratildi. Al-Xorazmiy algebra fanining asoschisi sifatida tan olinib, "Hisob al-jabr val-muqobala" asarini aynan shu muassasada yozgan. Ahmad al-Farg'oniy esa astronomiyada planetalarning harakatini o'lchash bo'yicha ilg'or nazariyalarni ishlab chiqqan.

Xorazm Ma'mun akademiyasi X asr oxirida tashkil topgan bo'lib, u o'z faoliyati bilan Baytul-Hikma an'alarini davom ettirdi. Xorazmda hukmronlik qilgan Ali ibn Ma'mun va Ma'mun ibn Ma'munlar tomonidan bu ilmiy muassasaga yuksak e'tibor qaratilgan. Gurganj (hozirgi Urganch) shahri bu davrda Sharqning ilmiy markaziga aylangan.

Bu yerda Beruniy o'zining suyuqliklar solishtirma og'irligini aniqlovchi uskunasi yaratgan bo'lsa, Ibn Sino kimyo va tabobatga oid "Risalat al-ikhsir" hamda "Kitob ash-Shifo" kabi asarlarini yozgan. Abulxayr Hammor va Abu Sahl Masihiylar amaliy tabobatga oid izlanishlar olib borib, tibbiy diagnostika asoslarini shakllantirishda faol bo'lgan.

Bugungi kunda Xorazm Ma'mun akademiyasi o'z faoliyatini yangicha mazmunda davom ettirib, qadimiy ilmiy an'analarni tiklash, boy tarixiy manbalarni chuqur o'rganish va zamonaviy ilm-fan bilan uyg'unlashtirish yo'lidan bormoqda. Arxeologiya, tarix, tilshunoslik, biologiya va falsafa yo'nalishlarida olib borilayotgan tadqiqotlar ajdodlarimiz ilmiy merosini chuqur o'rganishga xizmat qilmoqda.

YUNESKO homiyligida Xorazm Ma'mun akademiyasining 1000 yilligi nishonlanishi ushbu dargohning jahon ilm-fanidagi o'rnini yanada yoritdi. Bu nafaqat tarixiy xotira, balki bugungi intellektual rivojlanish uchun muhim poydevor hamdir.



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Muhokama: Baytul-Hikma va Ma'mun akademiyasi o'rtasidagi bog'liqlik faqat madaniy almashinuv emas, balki uzviy ilmiy uzviylik sifatida namoyon bo'lgan. Bag'dodda boshlangan Uyg'onish g'oyasi Gurganjda davom etdi. Beruniy va Ibn Sino kabi olimlar ilmiy metodologiyada sistematik yondashuv, tajribaviy tahlil va tanqidiy fikrlashni shakllantirishda muhim rol o'ynadilar.

Sharq sivilizatsiyasi tarixidagi bu ikki yirik ilmiy markaz jahon ilm-fani taraqqiyoti tarixida muhim davrni tashkil qiladi. Ularning o'zaro bog'liqligi, ilm-fan va ma'rifat rivojiga qo'shgan hissasi bugungi zamonaviy fan asoslarining shakllanishida hal qiluvchi ahamiyat kasb etdi.

Xulosa. Baytul-Hikma va Xorazm Ma'mun akademiyasi o'rtasidagi o'zaro intellektual aloqalar Sharqdagi ilm-fan taraqqiyotini yangi bosqichga olib chiqqan. Bu maskanlarda shakllangan ilmiy maktablar, yetishgan allomalar, ularning asarlari butun jahon sivilizatsiyasiga xizmat qilgan. Bugungi kunda bu merosga tayanib, yangi ilmiy yo'nalishlar, kashfiyotlar sari dadil qadamlar qo'yishimiz mumkin.

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БИОЛОГИЯ И ПИТАНИЕ ИКСОДОВЫХ КЛЕЩЕЙ

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Аннотация

В этом обзоре рассматриваются биологические характеристики и питание иксодовых клещей.

Ключевые слова: жизненный цикл, хозяин, имаго, гипостом, патоген.

Иксодовые клещи обычно активны весной, летом и осенью, а зимние месяцы проводят в неактивном состоянии под землёй или в укрытиях, таких как трещины и щели в убежищах для животных. В народе иксодовых клещей называют жёсткими клещами, пастбищными клещами, яус, сухой сучок, сакирга, керни и другими именами. В сравнении с другими членистоногими, они имеют достаточно продолжительный жизненный цикл — от 6 месяцев до 3 лет. Однако лишь малая часть этого времени проходит на хозяине, большую же часть жизни клещи проводят свободно в природе, ищут хозяев, линяют, откладывают яйца или зимуют.

За жизнь они проходят четыре стадии развития: яйцо, личинка, нимфа и имаго (взрослая особь). На каждой стадии (личинка, нимфа, взрослый) клещ питается кровью до насыщения. Переход от личинки к нимфе и от нимфы ко взрослой особи сопровождается линькой. Продолжительность переходов зависит от условий окружающей среды и может занимать от нескольких недель до нескольких лет.

Жизненный цикл начинается с копуляции самца и самки на хозяине, как правило, во время питания. Однако у некоторых видов рода *Ixodes* спаривание может происходить вне хозяина. У некоторых видов наблюдается партеногенез (например, *Amblyomma rodundatum*). Время спаривания различается у разных видов: чаще всего оно происходит в последнюю четверть



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периода питания, но у некоторых — в первую четверть (например, *Dermacentor variabilis*).

Самец оставляет сперму в виде капсулы в яйцевод самки, откуда она попадает в репродуктивные пути и проникает в зрелые яйца. После спаривания и насыщения самка покидает хозяина для откладывания яиц, а самец может продолжать оставаться на хозяине, спариваясь с другими самками. Обычно самка спаривается с одним самцом, но у некоторых видов может происходить множественное спаривание. Вителлогенез начинается после того, как насыщенная самка падает на землю. После откладывания яиц самка умирает. Количество яиц варьирует от 2 до 20 тысяч в зависимости от вида и насыщения самки.

Личинки, вылупляющиеся из яиц, имеют три пары ног и становятся активными в поиске хозяина через 2–3 недели. Остальные стадии (личинка, нимфа, взрослая особь) могут проходить с участием одного, двух или трёх хозяев: **Однохозяинные клещи** (*Boophilus* spp.) проходят все стадии развития на одном хозяине. **Двуххозяинные клещи** (*Hyalomma* spp.) — личинка и нимфа развиваются на одном хозяине, взрослая стадия — на другом. **Трёххозяинные клещи** (*Ixodes* spp.) питаются на трёх разных хозяевах на каждой стадии.

Линька происходит дважды — от личинки к нимфе и от нимфы к имаго. У однохозяинных она происходит на хозяине, у трёххозяинных — в почве, у двуххозяинных — частично на хозяине, частично в почве. В процессе линьки происходит обновление хитиновой оболочки и важные морфофизиологические изменения. После линьки клещ на 1–2 недели становится неактивным для адаптации и завершения хитинизации.

Процесс питания клещей (кровососание) отличается от того, что наблюдается у кровососущих мух. Клещ, попав на хозяина, не начинает питаться сразу. Он некоторое время перемещается по телу хозяина, пока не найдёт подходящее место (у домашних животных — под шеей, на животе, в анальной и перианальной области, мошонке, вымени, внутри и снаружи ушной раковины, под хвостом и на спине). Затем с помощью слюны, содержащей ферменты, он



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обезболивает участок кожи, после чего срезает кожу хелицерами (механическое разрушение) и вводит гипостом.

После этого клещ выделяет цементоподобное вещество, которое прикрепляет пальпы к эпидермису, а гипостом — к дерме. В месте внедрения гипостома происходит разрушение ткани, что приводит к образованию кровяной лужицы (feeding-lesion), из которой клещ и питается. Он чередует выделение слюны и всасывание крови до насыщения.

Длительное кровососание обеспечивается слюнными веществами, которые подавляют иммунную и воспалительную реакцию хозяина.

Клещ сосёт кровь до насыщения, объём которой может составлять 200–600 раз больше его массы. Продолжительность питания зависит от стадии развития и пола клеща. В среднем: личинки насыщаются за 3–5 дней, нимфы — за 4–8 дней, взрослые — за 5–20 дней.

Самцы питаются меньше, так как кровь им нужна лишь для созревания половых органов. У некоторых видов (*Ixodes spp.*) самцы уже в стадии нимф достигают половой зрелости, и взрослые особи могут вовсе не питаться.

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MARKETINGDA ETIKA QOIDALARI

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Marketing yo'nalishi talabasi:

Annotatsiya:

Ushbu maqolada marketing jarayonlarida etika qoidalar va axloqiy tamoyillarning tutgan o'rni atroflicha tahlil qilinadi. Zamonaviy bozor iqtisodiyoti sharoitida korxonalar mahsulotni targ'ib qilish, iste'molchilarga xizmat ko'rsatish va ularning e'tiborini jalb etishda turli marketing strategiyalaridan foydalanadi. Biroq bu strategiyalar har doim ham axloqiy me'yorlarga mos kelavermaydi. Ayniqsa, yolg'on reklama, iste'molchini chalg'ituvchi usullar, sun'iy talab yaratish kabi amaliyotlar marketing etikasi bilan ziddiyatga kiradi.

Maqolada marketingda etik tamoyillarning buzilishi qanday oqibatlar olib kelishi, bu holat korxona obro'siga va iste'molchi ishonchiga qanday ta'sir qilishi, shuningdek, ushbu muammolarni hal etishda qanday yondashuvlar qo'llanishi kerakligi muhokama qilinadi. Shuningdek, marketing etikasi bo'yicha xalqaro tajribalar, yirik brendlarning axloqiy mas'uliyati va ularning jamiyat oldidagi ijtimoiy pozitsiyasi misollar asosida ko'rsatib beriladi.

Maqolada marketingni nafaqat foyda olish vositasi, balki jamiyat bilan halol va adolatli munosabat o'rnatish vositasi sifatida ko'rishga undov beriladi. Ushbu yondashuv doirasida ijtimoiy mas'uliyatli marketingning asosiy yo'nalishlari va afzalliklari ham yoritiladi.

Kalit so'zlar: marketing, etika, axloqiy tamoyillar, iste'molchi huquqlari, korporativ mas'uliyat, halollik, shaffoflik, reklama, firibgarlik, ijtimoiy marketing.

Аннотация:

В данной статье всесторонне анализируется роль этических норм и моральных принципов в маркетинговых процессах. В условиях современной рыночной



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экономики предприятия используют различные маркетинговые стратегии для продвижения продукции, обслуживания потребителей и привлечения их внимания. Однако не всегда эти стратегии соответствуют этическим нормам. В частности, такие практики, как ложная реклама, вводящие в заблуждение методы и искусственное создание спроса, противоречат принципам маркетинговой этики.

В статье обсуждаются последствия нарушения этических принципов в маркетинге, их влияние на репутацию компании и доверие потребителей, а также подходы, которые следует применять для решения этих проблем. Кроме того, рассматривается международный опыт в области маркетинговой этики, приводятся примеры социальной ответственности и этической позиции крупных брендов в обществе.

В статье подчеркивается необходимость рассматривать маркетинг не только как средство получения прибыли, но и как способ установления честных и справедливых отношений с обществом. В рамках данного подхода освещаются основные направления и преимущества социально ответственного маркетинга.

Ключевые слова: маркетинг, этика, моральные принципы, права потребителей, корпоративная ответственность, честность, прозрачность, реклама, мошенничество, социальный маркетинг.

Annotation:

This article provides a comprehensive analysis of the role of ethical rules and moral principles in marketing processes. In the context of the modern market economy, businesses use various marketing strategies to promote products, provide services to consumers, and capture their attention. However, these strategies do not always align with ethical standards. In particular, practices such as false advertising, misleading methods, and artificially created demand conflict with the principles of marketing ethics.

The article discusses the consequences of violating ethical principles in marketing, how this affects a company's reputation and consumer trust, and what approaches



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should be applied to resolve these issues. It also presents international experiences in marketing ethics, examples of large brands' ethical responsibility, and their social position in society.

The article emphasizes the need to view marketing not only as a means of profit but also as a tool for establishing honest and fair relationships with society. Within this approach, the main directions and benefits of socially responsible marketing are also highlighted.

Keywords: marketing, ethics, moral principles, consumer rights, corporate responsibility, honesty, transparency, advertising, fraud, social marketing.

Kirish

Zamonaviy bozorlarda marketing faqat mahsulotni targʻib qilish vositasi boʻlib qolmay, balki mijozlar bilan mustahkam, ishonchli va uzoq muddatli munosabatlar oʻrnatish vositasi sifatida ham muhim ahamiyat kasb etadi. Bunday jarayonda esa etik tamoyillar va axloqiy qoidalar marketing faoliyatining ajralmas qismi hisoblanadi. Marketingda etika deganda kompaniyalarning mijozlar, raqobatchilar, jamiyat va umuman bozor oldidagi axloqiy masʼuliyatlarini anglash mumkin. Bugungi kunda korxonalar nafaqat foyda koʻrishga, balki isteʼmolchilarning huquqlarini hurmat qilish, ularni aldashdan tiyilish va adolatli raqobatni qoʻllab-quvvatlash kabi tamoyillarga ham amal qilishi zarur. Ushbu maqolada marketingda etika qoidalarining mazmuni, ahamiyati hamda ularning amaliyotdagi oʻrni tahlil qilinadi.

Etika nima? Etika — bu inson xulq-atvori, qarorlar va harakatlarining axloqiy jihatlarini oʻrganuvchi falsafiy fan boʻlib, jamiyatda qabul qilingan meʼyorlar va qadriyatlarga asoslanadi¹. U toʻgʻri va notoʻgʻri, adolatli va nohaq tushunchalari bilan bogʻliq. Etika kishilar oʻrtasidagi munosabatlarda halollik, adolat, ishonchlilik kabi fazilatlarni muhim deb hisoblaydi.

¹ Ferrell, O. C., & Fraedrich, J. (2016). Business Ethics: Ethical Decision Making & Cases (11th ed.). Cengage Learning.



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Etika shaxsiy, kasbiy va ijtimoiy darajalarda namoyon bo'ladi. Ayniqsa, marketing sohasida etikaning o'rni beqiyosdir, chunki bu soha to'g'ridan-to'g'ri odamlar bilan aloqada bo'ladi, ularning e'tiborini qozonish, ehtiyojlarini tushunish va ularga ta'sir o'tkazish orqali amalga oshiriladi.

Marketingda etikaning zarurati: Marketingda etika — bu kompaniyaning iste'molchilar, raqobatchilar, hamkorlar va umuman jamiyat oldida axloqiy mas'uliyatni o'z zimmasiga olishi demakdir². Etik marketing kompaniyalarga quyidagilarga erishishda yordam beradi:

1. Iste'molchilarning ishonchini qozonish – halol reklama, to'g'ri ma'lumot berish, sifatli mahsulot taklif qilish orqali mijozlar sadoqatini oshiradi.
2. Bozordagi raqobatda ustunlik – etik tamoyillarga amal qiluvchi korxonalar ijobiy obro' orttiradi.
3. Huquqiy xatolardan qochish – etik me'yorlarga amal qilish qonunchilikka zid harakatlarning oldini oladi.
4. Ijtimoiy mas'uliyatni kuchaytirish – atrof-muhitni asrash, iste'molchining salomatligini e'tiborga olish orqali brend qadriyati ortadi.

Masalan, noto'g'ri reklama, mahsulot tarkibi haqida yolg'on ma'lumot berish yoki bolalarni nishonga olgan manipulyativ strategiyalar — marketing etikasi qoidalariga ziddir va uzoq muddatli istiqbolida korxonaning o'ziga zarar yetkazadi.

Marketing etikasi turlari: Marketingdagi etik tamoyillar bir nechta asosiy yo'nalishlarga bo'linadi:

1. Reklamada etika – yolg'on, chalg'ituvchi, ayollarning obro'sini kamsituvchi yoki bolalarni manipulyatsiya qiluvchi reklamalardan voz kechish.
2. Narx belgilashda etika – sun'iy oshirilgan yoki noto'g'ri ko'rsatilgan narxlardan saqlanish.
3. Mahsulot etikasi – mahsulot tarkibi, sifati, yaroqlilik muddati to'g'risida to'liq va haqqoniy ma'lumot berish.

² Kotler, Ph., & Armstrong, G. (2019). Principles of Marketing (17th ed.). Pearson Education.



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4. Bozorni segmentlashda etika – iste'molchi guruhlarini (yosh, jins, daromad) kamsitmay, ularni ekspluatatsiya qilmaslik.
5. Elektron marketing etikasi – foydalanuvchilarning shaxsiy ma'lumotlarini ularning roziligisiz ishlatmaslik, spam yubormaslik.

Iqtisodchi olimlar va mutaxassislarning fikrlari: Ko'plab iqtisodchilar va marketing mutaxassislari marketingda etikaga e'tibor qaratgan. Quyida ulardan ayrimlarining fikrlari keltirilgan:

Philip Kotler – marketing fanining otasi hisoblangan Kotler marketingda axloqiy masalalarni markaziy o'ringa qo'ygan. U "Marketing nafaqat foyda orttirish, balki jamiyat oldidagi mas'uliyatni tushunishdir", deya ta'kidlaydi. Theodore Levitt – mashhur amerikalik iqtisodchi marketing etikasi haqida: "Uzoq muddatda mijoz ishonchini yo'qotish marketing strategiyasining eng katta xatosidir"³, deya fikr bildirgan. Peter Drucker – menejment bo'yicha mutaxassis, etikani har qanday biznesning yuragi deb atagan⁴. Unga ko'ra, halollik va javobgarlik bo'lmagan biznes uzoqqa bormaydi. Milton Friedman esa biroz boshqacha yondashgan. U "korxona faqat foyda ko'rishi kerak" degan tamoyilni ilgari surgan bo'lsa-da, zamonaviy iqtisodiy olamda bu yondashuv yetarli emasligi ayon bo'lmoqda.

1. Marketing etikasi va raqamli marketing

Raqamli marketing (digital marketing)da etika masalasi alohida e'tiborni talab qiladi. Bugungi kunda onlayn reklama, tarmoq marketingi va ijtimoiy tarmoqlarda reklama qilish juda keng tarqalgan⁵. Biroq, quyidagi muammolar paydo bo'lmoqda: Shaxsiy ma'lumotlarni ruxsatsiz yig'ish va sotish (cookies, tracking, data harvesting);

Fake reklamalar va soxta baholar (ko'plab mahsulotlar ijobiy sharhlar orqali noto'g'ri targ'ib qilinadi);

Clickbait sarlavhalar – odamni aldov orqali linkka bosishga undash.

³ Crane, A., & Matten, D. (2016). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (4th ed.). Oxford University Press.

⁴ Ferrell, O. C., & Fraedrich, J. (2016). Business Ethics: Ethical Decision Making & Cases (11th ed.). Cengage Learning.

⁵ OECD (2020). Ethical Marketing and Consumer Protection in the Digital Economy. www.oecd.org



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Bu holatlar iste'molchilarning huquqlariga putur yetkazadi va uzoq muddatli brend obro'siga zarar keltiradi.

2. Ijtimoiy mas'uliyatli marketing (CSR – Corporate Social Responsibility)

Etik marketing ko'pincha korporativ ijtimoiy mas'uliyat (KIM) bilan bog'liq. Bu kompaniyalar o'z faoliyati orqali:

Atrof-muhitni muhofaza qilish (eko-etik marketing);

Mahalliy jamiyatlarga yordam berish (xayriya, infratuzilma rivoji);

Ishchilarga adolatli munosabat (halol mehnat sharoiti, farovonlik) kabi yo'nalishlarda faol bo'lishi kerak.

Misol: "Patagonia" kompaniyasi o'z mahsulotlarini ekologik toza ishlab chiqarish orqali ekologik etikani ilgari suradi.

3. Iste'molchi huquqlarini himoya qilishda etik marketingning roli

Etik marketing – bu faqat kompaniya foydasi uchun emas, balki iste'molchilar huquqlarini himoya qilish yo'lida ham xizmat qiladi. Ular quyidagilarni o'z ichiga oladi:

Ma'lumot olish huquqi (haridor mahsulot haqida aniq va to'liq ma'lumotga ega bo'lishi kerak);

Tanlov huquqi (raqobat muhitida erkin tanlash imkoniyati);

Xavfsizlik huquqi (mahsulot inson salomatligiga zarar yetkazmasligi shart);

Shikoyat qilish huquqi (xizmatdan norozi bo'lsa, murojaat qilish yo'llari mavjud bo'lishi kerak).

4. O'zbekiston kontekstida marketing etikasi

O'zbekiston bozorida ham etik marketing tamoyillari tobora dolzarb bo'lib bormoqda. Reklama to'g'risidagi qonun (mahsulotni chalg'ituvchi yoki yolg'on reklama qilish taqiqlanadi)⁶;

Raqobatni muhofaza qilish agentligi iste'molchilar huquqlari buzilishiga qarshi kurashadi⁷;

⁶ O'zbekiston Respublikasi "Reklama to'g'risida"gi Qonuni. (Yangi tahriri, 2021-yil).

⁷ O'zbekiston Respublikasi Raqobatni rivojlantirish va iste'molchilar huquqlarini himoya qilish qo'mitasi rasmiy vebsayti: www.antimon.gov.uz



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Onlayn savdo platformalarida shaffoflikni oshirish (mahalliy e-commerce etikasi shakllanmoqda).

Ammo hali ham ayrim tadbirkorlar orasida etik me'yorlarga e'tibor yetarli emas. Shuning uchun bu borada ta'lim, qonunchilik va ijtimoiy nazoratni kuchaytirish zarur.

5. Etik muammolarning salbiy oqibatlar

Etik qoidalarga rioya qilinmasa, quyidagi salbiy holatlar yuzaga keladi:

Mijozlar ishonchini yo'qotish;

Sodiq xaridorlar sonining kamayishi;

Sanksiyalar va jarimalar (huquqiy oqibatlar);

Ijtimoiy tarmoqlarda obro'ning tushib ketishi (reputatsion xavf).

Misol: Mashhur "Volkswagen emissions scandal" etikaga zid texnik manipulyatsiyalar tufayli kompaniyaga milliardlab dollar zarar keltirgan.

Xulosa:

Marketingda etika – bu shunchaki qoidalar to'plami emas, balki kompaniya va iste'molchi o'rtasidagi ishonchni shakllantiruvchi, raqobatni sog'lomlashtiruvchi va jamiyat taraqqiyotini ta'minlovchi muhim mezondir. Zamonaviy bozor sharoitida muvaffaqiyatga erishish faqat innovatsion mahsulot yoki kuchli reklama bilan emas, balki halol va axloqiy faoliyat yuritish orqali ham amalga oshiriladi. Etik me'yorlarga amal qilgan kompaniya mijozlar e'tiborini qozonadi, ijtimoiy ishonchga ega bo'ladi va uzoq muddatli barqaror taraqqiyot sari yo'l oladi. Marketingda etikani e'tibordan chetda qoldirish – qisqa muddatli foyda orttirish ilinjida uzoq muddatli obro' va ishonchni boy berish demakdir. Bu esa har qanday tashkilot uchun eng katta xavf hisoblanadi. Shuning uchun ham har bir marketing strategiyasi, har bir reklama xabari va har bir mijoz bilan muloqotda axloqiy mas'uliyat bosh mezon bo'lishi lozim.

Etik marketing nafaqat foyda keltiradi, balki ijtimoiy ongni shakllantiradi, madaniyatni yuksaltiradi va iqtisodiy rivojlanishga hissa qo'shadi. O'zbekiston sharoitida ham etik marketing tamoyillarini keng tatbiq etish orqali sog'lom raqobat muhitini barpo etish, iste'molchi huquqlarini himoya qilish va bozor munosabatlarini yanada yuksak bosqichga olib chiqish mumkin.



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Shunday ekan, har bir marketing mutaxassisi va tadbirkor uchun etika – bu cheklov emas, balki muvaffaqiyat kaliti, barqarorlik kafolati va brend qadriyatining asosiy poydevoridir.

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**KAR VA ZAIF ESHITUVCHI YUQORI SINIF O'QUVCHILARINING
AXBOROT KOMPETENSIYASINI RIVOJLANTIRISH OMILLARI VA
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Annotatsiya

Mazkur maqolada kar va zaif eshituvchi yuqori sinf o'quvchilarining axborot kompetensiyasini rivojlantirish omillari va tamoyillari tahlil qilinadi. O'quvchilarning axborot texnologiyalarini samarali va mazmunli ravishda ishlatish ko'nikmalarini shakllantirish uchun zarur bo'lgan omillarni, metodik yondashuvlarni va ta'lim jarayonida foydalanish mumkin bo'lgan tamoyillarni ko'rib chiqiladi. Ushbu maqola o'quvchilarning axborot kompetensiyasini rivojlantirishda metodik vositalar, darsliklar, o'quvchilarning individual xususiyatlari va o'qituvchilarining o'qitish uslublarining muhimligini yoritadi. Maqola pedagogik nazariya va amaliyotga asoslanib, o'quvchilarning axborot kompetensiyasini oshirish uchun zarur sharoitlarni yaratish va ta'limda inkluziv yondashuvni qo'llash masalalariga e'tibor qaratadi.

Kalit so'zlar: Kar o'quvchilar, zaif eshituvchi o'quvchilar, axborot kompetensiyasi, axborot texnologiyalari, metodik tamoyillar, inkluziv ta'lim, yuqori sinf, pedagogik omillar, o'quvchi rivojlanishi, ta'limda yondashuvlar.

Абстрактный

В статье анализируются факторы и принципы формирования информационной грамотности у глухих и слабослышащих старшеклассников. Рассматриваются факторы, методические подходы и принципы, которые могут быть использованы в образовательном процессе, необходимые для формирования у студентов навыков эффективного и осмысленного



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использования информационных технологий. В статье подчеркивается значение методического инструментария, учебников, индивидуальных особенностей учащихся и стилей преподавания учителя в формировании информационной грамотности учащихся. В статье на основе педагогической теории и практики рассматриваются вопросы создания необходимых условий для повышения информационной грамотности учащихся и применения инклюзивного подхода к образованию.

Ключевые слова: Глухие студенты, слабослышащие студенты, информационная грамотность, информационные технологии, методические принципы, инклюзивное образование, высший класс, педагогические факторы, развитие студентов, образовательные подходы.

Abstract

This article analyzes the factors and principles of developing information literacy of deaf and hard of hearing senior students. The factors, methodological approaches, and principles that can be used in the educational process to form students' skills in the effective and meaningful use of information technologies are considered. This article highlights the importance of methodological tools, textbooks, individual characteristics of students, and teaching styles of teachers in developing students' information literacy. Based on pedagogical theory and practice, the article focuses on the issues of creating the necessary conditions for increasing students' information literacy and applying an inclusive approach to education.

Keywords: Deaf students, hard of hearing students, information literacy, information technologies, methodological principles, inclusive education, senior class, pedagogical factors, student development, approaches to education.

Kirish

Axborot asrida ta'lim tizimi o'zgaras ravishda rivojlanmoqda va axborot texnologiyalarining tezkor tarqalishi, ta'limda innovatsion yondashuvlar va metodikalar asosida yangi imkoniyatlarni taqdim etmoqda. Bu jarayon, ayniqsa, kar



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va zaif eshituvchi o'quvchilar uchun juda muhimdir. Ularning axborot kompetensiyasini rivojlantirish orqali o'zlarining bilimlarini kengaytirish, o'quv jarayonida faol ishtirok etish va jamiyatda to'laqonli integratsiya qilish imkoniyati yaratilyapti.

Axborot kompetensiyasi, ya'ni axborot texnologiyalaridan samarali foydalanish qobiliyati, nafaqat o'qituvchilar tomonidan ko'rsatiladigan ma'lumotlarning tezkor va aniq qabul qilinishiga, balki o'quvchilarning mustaqil fikrlash, muammolarni hal qilish va o'rgangan ma'lumotlarini amaliyotda qo'llash imkoniyatlariga ham ta'sir qiladi. Kar va zaif eshituvchi o'quvchilarga nisbatan ushbu kompetensiyani rivojlantirish o'ziga xos pedagogik yondashuvlarni va metodik vositalarni talab qiladi. Bu maqolada o'quvchilarning axborot kompetensiyasini rivojlantirishga ta'sir etuvchi omillar va samarali tamoyillarni ko'rib chiqish orqali bu muammoning muhimligini tushuntirib o'tishga harakat qilamiz.

Yuqori sinf o'quvchilarining axborot kompetensiyasini rivojlantirish ularning zamonaviy axborot jamiyatida muvaffaqiyatli bo'lishlari uchun juda muhimdir. Bu jarayonda bir qator omillar va tamoyillar muhim rol o'ynaydi.

Axborot kompetensiyasini rivojlantirish omillari:

Pedagogik omillar:

- O'qituvchilarning axborot texnologiyalaridan foydalanish darajasi.
- Interfaol metodlar (loyihalar, diskussiyalar, muammoli ta'lim) qo'llanilishi.
- Ta'limda raqamli resurslar (onlayn platformalar, elektron darsliklar)dan samarali foydalanish.

Texnologik omillar:

- Maktabda zamonaviy kompyuterlar, internet va dasturiy ta'minot bilan ta'minlanganlik.
- Axborot qidirish, tahlil qilish va tizimlashtirish uchun maxsus dasturlar (masalan, Google Scholar, Mendeley)dan foydalanish imkoniyati.

Ijtimoiy-psixologik omillar:

- O'quvchilarda tanqidiy fikrlash va mustaqil o'rganish qobiliyatini shakllantirish.
- Jamoaviy ishlarda axborot almashish madaniyatini rivojlantirish.



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Shaxsiy omillar:

- O'quvchilarning axborotni izlash, baholash va qayta ishlashga bo'lgan shaxsiy qiziqishi.
- Ularning kompyuter savodxonligi va raqamli madaniyat darajasi.

Tashkiliy omillar:

- Maktab kutubxonasining zamonaviy resurslar bilan ta'minlanganligi.
- Axborot xavfsizligi va etik qoidalar bo'yicha treninglar o'tkazilishi.

Axborot kompetensiyasini rivojlantirish tamoyillari:

Sistemalilik va uzluksizlik. Axborot kompetensiyasini bosqichma-bosqich rivojlantirish (oddiy qidiruvdan murakkab ma'lumotlarni tahlil qilishgacha).

Amaliyotga yo'naltirilganlik. Real loyihalar, tadqiqot ishlari orqali bilimlarni qo'llash.

Individual yondashuv. Har bir o'quvchining qobiliyatiga moslashgan vazifa va metodlardan foydalanish.

Interfaollik va hamkorlik. Guruh ishlari, onlayn forumlar, webinarlar orqali o'zaro ta'sirni oshirish.

Tanqidiy fikrlashni rag'batlantirish. Manbalarni baholash, xabarlarining haqiqiylikini tekshirish (media savodxonligi).

Innovatsionlik. Sun'iy intellekt, katta ma'lumotlar (Big Data) kabi zamonaviy texnologiyalar bilan tanishish.

Xalqaroqlik. Chet tillarida axborot izlash, xorijiy manbalardan foydalanish ko'nikmasini oshirish.

Kar va zaif eshituvchi o'quvchilarni axborot kompetensiyasini rivojlantirish masalalari bo'yicha O'zbekiston ta'lim tizimida bir qancha tadqiqotlar olib borilgan. Asosan, inkluziv ta'lim va maxsus ta'lim yo'nalishidagi o'quvchilarga axborot texnologiyalaridan foydalanish imkoniyatlarini yaratish haqida bir qator ilmiy ishlar mavjud. Ushbu tadqiqotlar o'quvchilarning axborot texnologiyalari va raqamli vositalardan foydalanishdagi ko'nikmalarini oshirishga qaratilgan.

O'zbekistonning yetakchi pedagoglari va psixologlari tomonidan olib borilgan izlanishlar kar va zaif eshituvchi o'quvchilarning ta'lim jarayonidagi imkoniyatlari va ehtiyojlari haqidagi muammolarni ko'rsatgan. Masalan, U.O.To'rayev va Z.S.Muhammadjonovning ishlari inkluziv ta'lim jarayonida o'quvchilarning axborot



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kompetensiyasini rivojlantirishda ta'lim metodologiyalarining ahamiyatini yoritgan. Ularning tadqiqotlari orqali kar va zaif eshituvchi o'quvchilarga maxsus moslashtirilgan ta'lim materiallari va metodikalar kerakligi ta'kidlangan.

Shuningdek, T.K.Tursunov va X.P.Rahimov o'z ishlarida axborot texnologiyalarining ta'lim jarayoniga kiritilishi va ularni o'quvchilarning individual imkoniyatlariga moslashtirishni ko'rsatgan. Tadqiqotlar, shuningdek, o'quvchilarning ta'limda muvaffaqiyatli bo'lishi uchun o'qituvchilarni o'ziga xos pedagogik yondashuvlar va didaktik tamoyillarni qo'llashga chaqirmoqda.

O'quvchilarning axborot kompetensiyasini rivojlantirish omillari bir qator omillarga bog'liq. Ular orasida:

Pedagogik yondashuvlar. O'qituvchilar axborot texnologiyalarini ta'lim jarayoniga integratsiya qilishda individual yondashuvni qo'llashi zarur. O'quvchilarning xususiyatlari, intellektual salohiyati va eshitish imkoniyatlariga mos ravishda o'qituvchilar turli xil metodikalarni tanlashi lozim.

Axborot texnologiyalarining ta'limda qo'llanilishi. Kar va zaif eshituvchi o'quvchilar uchun interaktiv platformalar, audiovizual vositalar va maxsus dasturlarni ishlab chiqish va qo'llash zarur. Bular o'quvchilarning axborot kompetensiyasini rivojlantirishda samarali vosita bo'lishi mumkin.

Inkluziv ta'lim tizimi. Ta'lim jarayonida inkluziv yondashuvni joriy qilish, ya'ni har bir o'quvchining ehtiyojini hisobga olish muhim. Kar va zaif eshituvchi o'quvchilarga moslashtirilgan ta'lim metodikasi va materiallari ularning o'qishga bo'lgan qiziqishini oshiradi.

Bundan tashqari, tadqiqotlar shuni ko'rsatadiki, o'quvchilarning axborot kompetensiyasini rivojlantirishda ular bilan o'zaro muloqot va faol ishtirok etish hamda mustahkamlash uchun doimiy tahlil va monitoring tizimlari kerak bo'ladi. Kar va zaif eshituvchi o'quvchilarning axborot texnologiyalaridan foydalanishdagi imkoniyatlarini yanada yaxshilash uchun o'qituvchilarni malaka oshirish kurslaridan o'tkazish, ta'lim dasturlarini takomillashtirish va yangi metodik vositalar bilan ta'minlash muhim hisoblanadi.



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Xulosa

Kar va zaif eshituvchi o'quvchilarni axborot kompetensiyasini rivojlantirish masalasi O'zbekistonda o'qitish jarayonining bir muhim qismiga aylanishi zarur. O'quvchilarning axborot texnologiyalaridan samarali foydalanishini ta'minlash uchun, ta'lim tizimi doirasida maxsus metodikalar va innovatsion yondashuvlarni joriy qilish kerak. Bu o'z navbatida o'quvchilarning bilim va ko'nikmalarini oshirish, ularning jamiyatga integratsiyasini ta'minlash hamda ta'lim sifatini yaxshilashga yordam beradi. Maqolada keltirilgan tadqiqotlar va tahlillar, kar va zaif eshituvchi o'quvchilarni axborot kompetensiyasini rivojlantirishda samarali yondashuvlar va metodikalar asosida keyingi tadqiqotlar uchun yo'l-yo'riq ko'rsatib beradi.

Yuqori sinf o'quvchilarining axborot kompetensiyasini rivojlantirish uchun texnologik, pedagogik va shaxsiy omillarni hisobga olgan holda tizimli yondashuv zarur. Ta'lim jarayonida amaliy loyihalar, tanqidiy tahlil qobiliyati va raqamli resurslardan samarali foydalanishga alohida e'tibor berish talab etiladi.

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ZAMONAVIY URUHLAR MAYDONI: KIBERHUDUDLAR VA DAVLATLARARO RAQAMLI TO‘QNASHUVLAR

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ANNOTATSIYA

Zamonaviy urushlar maydoni an’anaviy jang maydonlaridan farqli o‘laroq, kiberhududlarda ham davom etmoqda. Davlatlararo raqamli to‘qnashuvlar axborot texnologiyalari orqali siyosiy, iqtisodiy va harbiy maqsadlarni amalga oshirish uchun yangi imkoniyatlar yaratadi. Kiberxavfsizlik, kiberhujumlar va raqamli razvedka vositalari orqali davlatlar o‘zaro raqobat olib boradi. Ushbu maqolada kiberhududlardagi raqamli to‘qnashuvlarning xususiyatlari, ularning zamonaviy urushlardagi roli va davlatlararo raqobatdagi ahamiyati tahlil qilinadi.

Kalit so‘zlar: zamonaviy urushlar, kiberhudud, raqamli to‘qnashuvlar, kiberxavfsizlik, davlatlararo raqobat, kiberhujumlar, raqamli razvedka, axborot texnologiyalari.

Kiberhududlar davlatlararo raqamli to‘qnashuvlar maydoni sifatida siyosiy strategiyalarni yangi bosqichga olib chiqmoqda. Endi urushlar faqat fiziki jang maydonida emas, balki axborot tarmoqlarida ham kechadi, bu esa davlatlar uchun kiberxavfsizlikni ustuvor vazifa sifatida belgilaydi.

Raqamli razvedka vositalari yordamida davlatlar raqiblarining ichki axborot tizimlariga kirib, strategik ma’lumotlarni yig‘ish va ta’sir o‘tkazish imkoniga ega bo‘lmoqda. Bu esa zamonaviy urushlarning samaradorligini oshiradi hamda yangi xavf-xatarlarni keltirib chiqaradi.

Kiberhujumlar yordamida iqtisodiy infratuzilmalarni va moliyaviy tizimlarni zaiflashtirish mumkin. Shunday qilib, davlatlar o‘zaro to‘qnashuvlarda iqtisodiy barqarorlikni buzish orqali raqiblarini siyosiy jihatdan sustlashtirishga harakat qiladi.

Davlatlararo raqamli raqobat sharoitida kiberxavfsizlik sohasi mutaxassislarini tayyorlash va ularni doimiy ravishda malakasini oshirib borish muhimdir. Harbiy va



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fuqarolik sektorida yangi kiberhujumlarga qarshi tezkor javob berish tizimlari tashkil etilishi zarur.

Axborot texnologiyalari tez sur'atlarda rivojlanayotgani sababli, kiberhududlarda yuzaga keladigan yangi tahdidlarni oldindan aniqlash va ularni bartaraf etish uchun davlatlar o'rtasida hamkorlik va axborot almashinuvi muhim ahamiyat kasb etadi.

Shuningdek, davlatlararo raqamli to'qnashuvlar qonuniy va axloqiy chegaralarni qayta ko'rib chiqishga majbur qilmoqda, chunki kiberurushlar natijasida tinch aholiga yetadigan zararlar va global xavfsizlikka ta'sirlar ortib bormoqda.

Zamonaviy urushlar va kiberhududlarda raqamli himoya tizimlarini kuchaytirish orqali davlatlar o'z suverenitetini himoya qilishi va yangi texnologik raqobat maydonida o'z o'rnini mustahkamlashi mumkin.

Davlatlar kiberhujumlarni oldini olish uchun maxfiy axborot tizimlarini muntazam yangilab, xavfsizlik devorlarini (firewall) kuchaytirish bilan shug'ullanadi. Bu usul raqamli hujumlarning muvaffaqiyatga erishish ehtimolini kamaytiradi.

Axborot razvedkasi agentliklari raqamli tarmoqlardagi soxta ma'lumotlar va firibgarliklarni aniqlash uchun sun'iy intellekt va katta ma'lumotlarni tahlil qilish texnologiyalaridan foydalanadi. Bu kiberurushlarni oldindan aniqlash va ularga qarshi choralar ko'rishga imkon beradi.

Davlatlararo raqamli to'qnashuvlarda zarar ko'rgan infratuzilmalarning tezda tiklanishi uchun favqulodda vaziyatlar uchun rejalashtirilgan zaxira tizimlari va muqobil ma'lumot markazlari tashkil qilinadi.

Kiberxavfsizlik sohasida malakali kadrlarni tayyorlash uchun maxsus o'quv markazlari ochilib, ular kiberhujumlarga qarshi real vaqt rejimida kurashish bo'yicha amaliy treninglar o'tkazadi. Bu yondashuv mamlakatning raqamli xavfsizligini mustahkamlashga xizmat qiladi.

Tashqi davlatlardan keladigan kiberhujumlarga qarshi maxsus monitoring markazlari faoliyat yuritadi, ular raqamli faoliyatni doimiy kuzatib, har qanday xavfli harakatlarni tezda aniqlaydi va bloklaydi.

Xalqaro hamkorlik doirasida kiberxavfsizlik bo'yicha kelishuvlar va bitimlar imzolanadi, bu esa davlatlararo raqamli to'qnashuvlarning oldini olish va ularni nazorat qilish imkonini yaratadi.

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Davlatlar o‘z milliy kiberxavfsizlik strategiyalarini ishlab chiqib, unda harbiy, fuqarolik va biznes sektori o‘rtasida hamkorlikni mustahkamlash orqali kiberhujumlarga qarshi umumiy mudofaa tizimini shakllantiradi.

Axborot texnologiyalari sohasida tezkor yangiliklarni doimiy kuzatib borish orqali yangi xavf-xatarlar paydo bo‘lishini oldindan bashorat qilish va ularga tayyor turish mumkin.

Zamonaviy urushlar va kiberhududlar mavzusidan kelib chiqqan holda, faqat amaliy jihatdan yoritilgan kreativ misollarni jadval shaklida taqdim etaman:

Amaliy Yo‘nalish	Misol va Tavsif
Kiberinfratuzilmani himoya qilish	Davlat muhim axborot tizimlarini muntazam yangilab, xavfsizlik devorlari va shifrlash usullarini kuchaytiradi.
Kiberrazvedka faoliyati	Sun‘iy intellekt yordamida tarmoqlardagi noxush faoliyatlarni aniqlash va xakerlik hujumlarini oldini olish.
Favqulodda holatlar uchun rejalashtirish	Zararlangan tizimlarni tiklash uchun zaxira serverlar va muqobil ma‘lumot markazlari tashkil etish.
Mutaxassislarni tayyorlash	Kiberxavfsizlik bo‘yicha amaliy treninglar va malaka oshirish kurslari tashkil etiladi.
Real vaqt monitoring	Maxsus markazlarda raqamli trafik doimiy kuzatiladi va xavfli harakatlar darhol aniqlanadi.
Xalqaro hamkorlik	Kiberxavfsizlik bo‘yicha davlatlararo kelishuvlar tuzilib, kiberhujumlarga qarshi birgalikda harakat qilinadi.
Milliy strategiyalar yaratish	Harbiy, fuqarolik va biznes sektori o‘rtasida umumiy kiberxavfsizlik tizimi ishlab chiqiladi va amalga oshiriladi.
Innovatsiyalar va monitoring	Yangi xavflarni aniqlash uchun zamonaviy texnologiyalar va axborot tizimlari doimiy ravishda yangilanadi.



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Energetika tizimlariga hujumlar. Bir davlatning elektr tarmoqlariga kiberhujum uyushtirilib, ko‘plab shaharlarda elektr energiyasi uzilib qoldi. Bu holat nafaqat fuqarolarning kundalik hayotiga ta‘sir qilgani, balki sanoat korxonalarining ishini to‘xtatishiga olib keldi. Bunday hujumlar infratuzilmaning zaif tomonlarini ko‘rsatib, mamlakatni iqtisodiy jihatdan zaiflashtirishga qaratilgan.

Moliyaviy tizimlarga zarar yetkazish. Davlatlararo kiberurushlarda bank tizimlariga nishon qilingan xakerliklar ko‘paymoqda. Masalan, bir bankning asosiy serverlariga hujum qilinib, mijozlarning hisob raqamlaridan katta miqdorda pul o‘g‘irlandi. Bu moliyaviy tizimga bo‘lgan ishonchni pasaytirib, xalqaro moliyaviy bozorlarga ham salbiy ta‘sir ko‘rsatadi.

Axborot urushlari va manipulyatsiya. Muayyan davlatlar o‘z manfaatlarini ilgari surish uchun ijtimoiy tarmoqlarda soxta yangiliklar tarqatadi, odamlarning fikrini boshqaradi. Bu jarayon siyosiy beqarorlikni kuchaytirib, ijtimoiy ziddiyatlarni oshiradi. Misol uchun, saylov oldidan keng miqyosda soxta ma‘lumotlar tarqatilib, saylov natijalariga ta‘sir ko‘rsatishga urinishlar bo‘ladi.

Sun‘iy intellekt bilan ishlovchi himoya tizimlari. Kelajakda raqamli to‘qnashuvlarda avtomatlashtirilgan sun‘iy intellekt tizimlari qo‘llaniladi. Ushbu tizimlar kiberhujumlarni real vaqt rejimida aniqlab, avtomatik tarzda bloklaydi. Misol uchun, bankning onlayn tizimi sun‘iy intellekt yordamida shubhali harakatlarni sezib, darhol bloklash mexanizmini ishga tushiradi.

2015-yil, Ukraina energetika tizimiga kiberhujum. Ukrainaning elektr ta‘minoti tizimiga uyushtirilgan kiberhujum natijasida minglab uylar va korxonalar bir necha soat davomida elektrsiz qolgan. Bu hodisa infratuzilmaning raqamli zaifliklarini ko‘rsatdi va davlatlararo kiberurushlar yangi bosqichga ko‘tarilganini namoyish etdi.

2017-yil, WannaCry ransomware hujumi. Dunyodagi ko‘plab davlatlarning sog‘liqni saqlash, transport va boshqa sohalarida tizimlar shifrlab qo‘yilib, katta zarar yetkazildi. Ushbu hujum global kiberxavfsizlik muammolarining dolzarbligini yana bir bor ko‘rsatdi va davlatlarni himoya tizimlarini mustahkamlashga undadi.

2016-yil, AQSh saylovlariga aralashish. AQSh prezidenti saylovlari oldidan Rossiya tomonidan ijtimoiy tarmoqlarda soxta yangiliklar va manipulyatsiyalar



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tarqatilgan. Bu jarayon davlat siyosatiga bevosita ta'sir ko'rsatishga qaratilgan raqamli urushning bir qismi sifatida qaraldi.

2020-yil, Sun'iy intellekt yordamida kiberhujumlar. Ba'zi davlatlarning xavfsizlik agentliklari sun'iy intellekt algoritmlaridan foydalangan holda kiberhujumlarni aniqlash va bloklash bo'yicha ilg'or tizimlar yaratdi. Bu texnologiya kiberxavfsizlik sohasida inqilobiy o'zgarishlarga sabab bo'lmoqda.

Kelajakdagi prognozlar: 2030-yilga kelib kvant shifrlash texnologiyalari Mutaxassislar kvant hisoblash texnologiyalarining rivojlanishi bilan hozirgi shifrlash usullari eskirishi, yangi kvantga chidamli himoya tizimlari keng joriy etilishi kutilmoqda. Bu esa davlatlararo raqamli urushlarda yangi himoya qatlamlarini yaratishga imkon beradi.

XULOSA

Zamonaviy urushlar maydoni kiberhududlarga ko'chib, davlatlararo raqamli to'qnashuvlar yangi xavf va imkoniyatlarni yuzaga keltirmoqda. Kiberxavfsizlik davlat suverenitetini himoya qilishda muhim omilga aylangan bo'lib, raqamli infratuzilmalarning himoyasi va axborot razvedkasi orqali raqiblarning hujumlarini oldini olish imkonini beradi. Davlatlararo hamkorlik va milliy strategiyalarni shakllantirish orqali kiberhujumlarga qarshi samarali kurash olib borish mumkin. Shu bilan birga, kiberxavfsizlik sohasidagi malakali kadrlarni tayyorlash va zamonaviy texnologiyalarni doimiy ravishda yangilab borish — raqamli to'qnashuvlarda muvaffaqiyatga erishishning kalitidir. Natijada, kiberhududlarda yuzaga kelayotgan tahdidlarni kamaytirish va zamonaviy urushlarning yangi shakllariga qarshi samarali javob qaytarish imkoniyati yaratiladi.

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КЛЕЩИ И КЛЕЩЕВЫЕ ЗАБОЛЕВАНИЯ

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Аннотация

В данном обзоре рассматриваются передача возбудителей заболеваний от клещей позвоночным хозяевам, а также болезни, передаваемые клещами.

Ключевые слова. Эктопаразиты, антигенность, *Theileria Babesia*, копуляции.

Клещи — это облигатные кровососущие эктопаразиты, и на всех стадиях развития им необходимо питание кровью. Круг хозяев широк — млекопитающие, птицы, рептилии и амфибии. Некоторые виды проходят все стадии на одном хозяине (чаще млекопитающем), другие могут чередовать птиц и млекопитающих.

В процессе кормления устанавливается тесная связь с хозяином, при этом клещ может адаптироваться к паразитическому образу жизни. Некоторые виды избирательны по отношению к хозяевам (например, *Boophilus spp.* предпочитает крупный рогатый скот), другие менее разборчивы. На стадии личинки и нимфы избирательность ниже, чем у взрослых особей. Взрослые клещи чаще предпочитают крупных млекопитающих.

Состав и антигенность слюны меняется на разных стадиях развития, а также у разных видов. Клещ, не найдя предпочтительного хозяина, может питаться на другом, что снижает эффективность питания и, как следствие, плодовитость.

Домашние виды (*Rhipicephalus sanguineus*, *Hyalomma anatolicum*, *Hyalomma detritum*) обитают вблизи жилья человека и домашних животных, обитают в сооружениях и укрытиях, где люди и животные живут рядом, и чаще всего прикрепляются к домашним животным. Между патогенами, вызывающими болезни, и клещами существует давняя взаимосвязь и коэволюция. Основным фактором, обеспечивающим эту связь, является индивидуальная способность клеща быть вектором определённого патогена (vector-competency). Один и тот же клещ не может быть переносчиком любого патогена. Чтобы клещ стал



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вектором какого-либо патогена, он должен получить этот патоген от инфицированного хозяина во время кровососания на стадии личинки и/или нимфы, сохранить его во время линьки и быть способным передать его другим восприимчивым хозяевам на последующих стадиях развития. Точно так же самка клеща, сосущая кровь у инфицированного хозяина во взрослой стадии, должна быть способна передать патоген своим яйцам.

Клещи в основном заражаются во время кровососания у инфицированного хозяина. Однако членистоногие могут заражаться и другими способами — например, при передаче патогена от одного вектора к другому. Некоторые возбудители могут передаваться потомству через яйца, отложенные самкой в период её взрослой стадии. Личинки, вылупившиеся из этих яиц, уже инфицированы и могут передавать инфекцию восприимчивым хозяевам. Такой способ передачи называется трансовариальной передачей. Виды *Babesia* передаются клещами именно таким путём.

Кроме того, клещи могут приобретать патогены на ранних стадиях развития (личинка или нимфа) от инфицированного хозяина и передавать их новым хозяевам на последующих стадиях (нимфа или взрослое насекомое). Этот способ называется транстадиальной передачей (передача между стадиями). Виды *Theileria* и *Babesia* передаются клещами именно транстадиально.

Ещё один способ передачи заражённые самцы передают инфекцию самкам во время спаривания. Например, самцы комаров могут передавать вирус *La Crosse* самкам при копуляции. Также возможна передача инфекции между членистоногими, питающимися на одном и том же хозяине. При этом возбудитель может передаваться со слюной инфицированного клещами другим в связи с их близким расположением — этот способ называется **co-feeding**. *Borrelia burgdorferi* передаётся между клещами именно таким образом.

Клещи являются переносчиками многих патогенов, представляющих угрозу для здоровья человека и животных. Среди заболеваний, передающихся через клещей, особенно важны: **для животных:** тейлериоз, бабезиоз, анаплазмоз, **для человека:** болезнь Лайма (*Lyme borreliosis*, LB), клещевой



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энцефалит (Tick-borne encephalitis, TBE), крымско-конго геморрагическая лихорадка (ККГЛ, Crimean-Congo hemorrhagic fever, CCHF)

Экономические потери, вызванные клещами, включают расходы на акарициды, применяемые для борьбы с клещами, расходы на вакцинацию против заболеваний, потери продуктивности и смертность среди животных, а также расходы на лечение заболеваний. В Индии стоимость акарицидов, применяемых в малых хозяйствах на одно животное, составляет от 3,14 до 65,36 долларов в год, стоимость вакцинации против *T. annulata* — 0,57 доллара на каждое животное в год, а расходы на лечение *тейлериоза* у крупного рогатого скота — 4,55 доллара на каждое животное в год. Только инфекции *T. annulata* ежегодно приводят к экономическим потерям в размере 239,5 миллиона долларов. Инфекции *T. parva* в Африке ежегодно вызывают экономические потери в размере 168,8 миллиона долларов, а инфекции *Babesia spp.* в Индии — 57,2 миллиона долларов.

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МЕДИЦИНСКОЕ ОБОРУДОВАНИЕ И НОВЫЕ МЕДИЦИНСКИЕ ТЕХНОЛОГИИ

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Аннотация:

Достижения в области медицинской техники и новых медицинских технологий коренным образом меняют процессы сохранения и лечения здоровья человека, позволяя достигать более эффективных и точных результатов. Инновации, происходящие в этой области, играют важную роль не только в диагностике и лечении заболеваний, но и в их профилактике. Благодаря современному медицинскому оборудованию и передовым технологиям врачи получают возможность более точно оценивать состояние пациентов, разрабатывать индивидуальные планы лечения, проводить операции безопаснее и эффективнее.

Ключевые слова: медицина, технологии, хирургия, информатика, робототехника, телемедицина, электроника, пациент.

Медицинская техника относится к различным устройствам, устройствам, диагностическим и лечебным инструментам, которые в основном используются в медицине. Это оборудование предназначено для обследования пациентов, выявления заболеваний, проведения хирургических вмешательств, а также для наблюдения за пациентами и наблюдения за их здоровьем. В области современной медицинской техники многие науки и технологии, такие как электроника, информатика, робототехника, биотехнология, интегрируются друг с другом, создавая новые возможности. С другой стороны, новые медицинские технологии в основном включают цифровые технологии, искусственный интеллект, генную инженерию, телемедицину, 3D-печать и другие передовые подходы. Благодаря искусственному интеллекту процессы выявления и диагностики заболеваний ускоряются, а процессы принятия решений врачами становятся более точными и



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обоснованными. Например, системы искусственного интеллекта широко используются для анализа медицинских изображений, управления электронными медицинскими картами, оценки симптомов пациентов.[1]

Однако достижения в области геной инженерии и геномики способствуют развитию персонализированной медицины. Появилась возможность разработать индивидуальные методы лечения в соответствии с генетическими особенностями каждого пациента. Это помогает повысить эффективность лекарств и уменьшить побочные эффекты. В то же время открываются новые перспективы в лечении и профилактике наследственных заболеваний с помощью геной терапии. С другой стороны, технологии телемедицины позволяют предоставлять медицинские услуги удаленно. Это особенно важно для пациентов, живущих в отдаленных районах. Благодаря телеконсультациям, дистанционному мониторингу и диагностическим системам пациенты могут легко и быстро связаться с врачами, чтобы получить необходимый им совет и поддержку. Эти технологии повышают эффективность системы здравоохранения и расширяют доступ к медицинским услугам. Робототехника и автоматизация выводят хирургические процедуры в медицине на новый уровень. Роботизированные операции более точны, менее инвазивны и безопасны, а период восстановления короче. При этом в лабораторных работах анализы с помощью автоматизированных систем выполняются быстро и надежно. Это расширяет возможности раннего выявления и эффективного лечения заболеваний. Технология 3D-печати используется в медицине для создания протезов, имплантатов и даже моделей органов. С помощью этой технологии можно изготовить специальное оборудование, адаптированное к конкретным размерам и потребностям пациента. Таким образом, операции будут более успешными, а качество жизни пациентов улучшится.[2]

Еще одна важная область новых медицинских технологий – сбор, хранение и анализ данных в сфере здравоохранения. С помощью систем электронных медицинских карт история болезни и состояние пациентов находятся под постоянным контролем. Анализируя большие объемы данных, можно более эффективно оценивать эпидемиологическую ситуацию, предотвращать



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распространение болезней и формулировать политику здравоохранения. Однако с развитием медицинской техники и новых медицинских технологий возникают различные трудности и проблемы с их применением. Эти проблемы включают такие проблемы, как высокая стоимость технологий, нехватка квалифицированных специалистов для их применения, а также безопасность и конфиденциальность данных. Поэтому при внедрении технологических инноваций в области медицины требуется тщательное и тщательное планирование. Кроме того, при внедрении новых технологий необходимо учитывать моральные и правовые права пациентов, их согласие, а также влияние технологий на жизнь человека. Например, при использовании генетических данных и систем искусственного интеллекта очень важно соблюдать стандарты конфиденциальности и этики. Разработка международных стандартов и законодательства в этой области также является актуальной задачей. Поскольку инновации в области медицинской техники и новых медицинских технологий постоянно развиваются, медицинские работники должны постоянно приобретать новые знания и навыки. Это требует совершенствования систем профессионального обучения и повышения квалификации. Для эффективного применения современных технологий врачам, медсестрам и другим медицинским работникам необходимо хорошо понимать и применять на практике новые средства и методы.[3]

Телемедицина значительно облегчает доступ к медицинской помощи пациентам, живущим в отдаленных и труднодоступных районах. Например, люди, живущие в сельской местности или в горных районах, могут удаленно связаться со своими врачами для получения необходимых консультационных и диагностических услуг. Это обеспечивает равный доступ к медицинским услугам и снижает несправедливость в области здравоохранения. Телемедицина способствует сотрудничеству между врачами и другими медицинскими работниками. Благодаря дистанционным консультациям становится легче получить мнение экспертов, поделиться опытом и разработать стратегии совместного лечения сложных случаев. Это помогает обеспечить более качественное и обоснованное медицинское обслуживание



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пациентов. С помощью телемедицины можно проводить постоянный мониторинг пациентов. С помощью удаленных устройств мониторинга здоровья такие показатели, как частота сердечных сокращений, артериальное давление, уровень сахара в крови, могут контролироваться врачом в режиме реального времени. Это позволяет улучшить состояние пациентов с хроническими заболеваниями и предотвратить возникновение чрезвычайных ситуаций.

Телемедицина ускоряет предоставление медицинских услуг и снижает нагрузку на врачей. Например, проводя простые консультации и диагностические процессы удаленно, врачи могут уделять больше внимания только сложным случаям в клинике. Это повысит эффективность медицинских учреждений. Телемедицина также предоставляет благоприятные возможности для обучения и повышения квалификации в области медицины. Медицинские работники могут приобретать новые знания и навыки, участвуя в дистанционных тренингах, семинарах и конференциях. В то же время телемедицина упрощает передачу медицинской информации пациентам и обучение их ответственному подходу к своему здоровью. Телемедицина также играет важную роль в обеспечении бесперебойной медицинской помощи во время пандемии и других чрезвычайных ситуаций. Благодаря удаленным услугам пациенты могут получать медицинскую помощь в безопасной среде, что снижает распространение инфекций. Телемедицина-важная технология, которая делает систему здравоохранения более эффективной, доступной и всеобъемлющей. Он устраняет дистанцию между пациентами и врачами, повышает качество медицинской помощи и расширяет доступ к медицинским услугам. Развитие и внедрение этой технологии послужат тому, чтобы медицина стала более оцифрованной и гуманной в будущем.[4]

Заключение:

Короче говоря, медицинское оборудование и новые медицинские технологии стали важными факторами в поддержании и улучшении здоровья человека. С их помощью возможно раннее выявление заболеваний, точная диагностика, разработка индивидуальных планов лечения, безопасное и эффективное



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проведение хирургических вмешательств. В то же время новые технологии позволяют расширить медицинские услуги и сделать их более доступными. В будущем в этой области появится еще больше инноваций, которые еще больше улучшат жизнь человека. Поэтому изучение, внедрение и эффективное использование технологических инноваций в области медицины является актуальной задачей.

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TURK XOQONLIGI: DASTLABKI DAVLATLILIK SHAKLLARI VA ULARNING O'RTA OSIYO TARIXIDAGI ROLI

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Annotatsiya:

Ushbu maqolada VI asrning ikkinchi yarmida Janubiy Sibir va Shimoliy Mongoliya hududlarida shakllangan Turk qabilalar ittifoqining siyosiy kuchga aylanishi, Turk Xoqonligining tashkil topishi va uning O'rta Osiyo hamda Evrosiyo tarixidagi o'rni yoritib beriladi. Maqolada asosiy e'tibor Turk Xoqonligining tashqi siyosati, Eron va Vizantiya bilan bo'lgan diplomatik aloqalari, Buyuk Ipak yo'li ustidan nazoratni qo'lga kiritish yo'lidagi harakatlariga qaratilgan. Shuningdek, hoqonlikning ichki siyosiy tuzilmasi, harbiy yurishlari, manbalarda keltirilgan rivoyatlar hamda ilk turkiy etnik nomlarning shakllanishi masalalari tahlil qilinadi. Manba sifatida Vizantiya, Xitoy, arab va turkiy tarixchilarining asarlari, shuningdek, Urxun-Enisey yozuvlari asos qilib olingan.

Kalit so'zlar: Turk Xoqonligi, Bumin hoqon, Istami hoqon, Buyuk Ipak yo'li, Eron-Vizantiya-Turk ittifoqi, So'g'diylar, Eftalitlar, Turk qabilalari, runik yozuvlar, urushlar va diplomatiya, O'rta Osiyo tarixi.

VI asrning ikkinchi yarmidan boshlab Janubiy Sibir va Shimoliy Mongoliya ya'ni, Oltoy hududlarida turkiy qabilalar ittifoqi shakllana boshlaydi. Xalklarimiz davlatchiligi tarixida muhim ahamiyatga ega bo'lgan Turk hoqonligi xususida talaygina manbalar bizning kunlarimizgacha saqlanib qolgan bo'lsa-da, ularning



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ayrimlari bir-birini inkor etadi. Ushbu manbalar VI asrning oxirlarida yashagan vizantiyalik tarixchilar Menandr Protektor, Feofan Vizantiyskiy, suriyalik tarixchi Ionna Efessiylarning tarixiy asarlari, epigrafik yodgorliklar - Urxo'n-Enisey, runiy yozuvlari, Xitoyning "Tan xonadoni tarixi" qabilardir. Undan tashqari o'rta asrlar mualliflari at-Tabariy, Denovariy, Beruniy, Narshaxiylar asarlarida ham Turk xoqonligi to'g'risida ma'lumotlar uchraydi.

Ta'kidlash joizki turk atamasining ilk marotaba tilga olinishi 542 yilga to'g'ri keladi. Turli manbalarda turklar "turk el", "turk", "turkash", "tukdus", "tu-kyu", "tuk-yut" kabi nomlar bilan tilga olinadi. **Kuchli, baquvvat, botir** kabi ma'nolarni anglatuvchi "turk" atamasi dastavval etnik xususiyatga ega bo'lmay ijtimoiy ma'noga ega bo'lgan. Turklarning kelib chiqishi xususida ko'plab afsonalar mavjuddir. Ayrim afsonalarda turklarning kelib chiqishi Nuh paygambarga borib taqalsa, ayrimlarida ular o'n yashar bola va ona bo'ridan tarqalganligi ta'kidlanadi. Yana boshqa bir afsonaga ko'ra, turk qabilasining ajdodlari Oltoyning shimoliy yon bag'irlarida joylashgan So viloyatidan kelib chiqqan bo'lib, bu erdagi qabila boshlig'i Abanbu ularning ilk yo'l boshchisi bo'lgan.

Tarixiy manbalar ma'lumotlariga ko'ra, Turk xoqonligining paydo bo'lishi 551-552 yillarga to'g'ri keladi. Dastavval, turklarning Ashin urug'idan bo'lgan Asan (Asyan, Asyan-shod) va Tuu turkiy qabilalar ittifoqiga asos soladilar. Tuuning ug'li Bumin (Xitoycha Tumin) qo'shni Tele qabilasini o'ziga bo'ysundirib ancha kuchayishga muvaffaq bo'ladi. Bu paytga kelib anchagina mustahkamlangan Bumin boshchiligidagi qabilalar ittifoqi Oltoydagi o'zlari qaram bo'lib turgan jujan (juan-juan)lar qabilalariga qarshi kurash boshlab 551 yilda (ayrim adabiyotlarda 552 yilda) ularni tor-mor etadilar. Mana shu davrdan boshlab turkiy hukmdorlar o'zlarini jujanlar egallab turgan erlarning xakikiy egalari hamda jujanlarning mavqei va kuch-qudratining vorislari sifatida Anaguy xoqon (kag'an) unvonini kabul qiladilar. Jujanlar hukmdori Anaguy joniga qasd qilib o'zini o'ldiradi.

551 yilda Bumin Turk elining xoqoni sifatida oq kigizga o'tkazilib ko'tariladi. Ammo, 552 yilda Bumin to'satdan vafot etib uning o'rniga ukasi Istami taxtga utiradi. Istami xoqon O'rta Osiyo, Volga va Shimoliy Kavkaz erlari uchun kurash olib borgan bo'lsa, uning o'g'illari Mug'an hoqon va Taspar xoqonlar Markaziy Osiyo va Janubiy Sibirda o'z hukmronliklarini o'rnatadilar. Bu paytga kelib



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turklarning ashaddiy dushmani bo'lgan jujanlarning kichik bir qismi Koreya va Shimoliy Xitoyga joylashadi, yana bir kismi esa g'arbga joylashib avarlar nomini oladi.

Shunday qilib, manbalarning ma'lumot berishicha, Bumin hoqonning vorisi bo'lgan Mug'an hoqon janubi-g'arbiy Manchjuriyadagi Mo'g'ul qabilalari bo'lgan kidanlarni va Enisey kirg'izlarini bo'ysundirib Markaziy Osiyo va Janubiy Sibirda Turk eli hukmronligini o'rnatadi. Turklarning g'arbiy yurishlari ayniksa muvaffaqiyatli edi. VI asrning 60-yillari oxirlariga kelib Turk xoqonligi o'sha davrdagi yirik davlatlar bo'lgan Vizantiya, Sosoniylar Eroni, Xitoy kabilarning siyosiy va iqtisodiy munosabatlar tartibiga qo'shilib, Uzoq Sharqni O'rta er dengizi mamlakatlari bilan bog'lovchi savdo yo'li nazorati uchun kurash olib bordi.

VIII asr turk mualliflari o'zlarining ajdodlari bo'lgan ilk hoqonlarning harbiy yurishlari haqida shunday yozgan edilar: "Ular (hoqonlar - E.B.) sharqda Qodirkon adirlarigacha, g'arbda Temir darvozagacha o'z xalqlarini joylashtirdilar". Qodirkon adirlari bu - Katta Xingan toglari, Temir darvoza esa Boysun tog'dagi Bo'zgalaxona dovonida joylashgan.

576 yilga kelib Turk hoqonligi Manchjuriyadan Kimmeriy Bosporigacha, Enisey yuqori oqimlaridan Amudaryo yuqori oqimlarigacha cho'zilgan edi. Shu tariqa turk xoqonlari siyosiy va madaniy merosi O'rta Osiyo va Janubi-Sharqiy Evropa tarixiga sezilarli ta'sir kursatgan dastlabki Evrosiyo imperiyasiga asos solgan edilar.

VI asr 50-yillarining oxirlarida Istami xoqonga eftalitlarga qarshi harbiy harakatlar olib borish uchun qo'lay imkoniyat paydo bo'ladi. Eroy shohi Xusrav I Anushervon (531-579 yy.) eftalitlarga ulpon to'lashni to'xtatib qo'yadi va ularga qarshi urushga tayyorgarlik ko'ra boshlaydi hamda Vizantiya bilan aloqalarni yo'lga qo'yadi. Xusrav I siyosiy jixatdan biroz o'nnglanib olgach Turk xoqonligiga eftalitlarga qarshi ittifoq taklif etadi. Ayni vaqtda Vizantiyadan foydalangan Eron eftalitlardan Tohariston, Chag'aniyon, Qobul atrofidagi erlarni tortib oladi.

563 yilda eftalitlarga qarshi shimoldan turklar Choch vodiysiga bostirib kiradilar. Tez orada ular tomonidan Samarqand, Kesh, Naxshab egallanadi. "Shohnoma"da ma'lumot berilishicha, hal qiluvchi jang Buxoro atroflarida bo'lib o'tadi va eftalitlarning Gatifar boshchiligidagi qo'shinlari tor-mor etiladi. Shundan so'ng turklar tezlik bilan xarakat qilib iloji boricha eftalitlarning ko'proq erlarini o'z



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qo'llariga olishga harakat qiladilar. Amudaryoning janubiy sohiligacha bo'lgan erlar, Eron, uning shimolidan Kaspiy sohillarigacha bo'lgan erlar turklar qo'liga utadi. Eftalitlarning mag'lubiyatidan so'ng bevosita ittifoqchilar o'rtasida kelishmovchiliklar paydo bo'la boshlaydiki, bu holat savdo yo'li nazorati bilan bog'liq edi.

Turklar O'rta Osiyo erlarini bosib olgach Buyuk ipak yo'li katta qismining nazoratini o'z qo'llariga oladilar. Bu yo'lning O'rta Osiyo hududlaridan o'tuvchi qismida asosan So'g'diylar ipak bilan savdo qilishni nazorat qilar edilar. Ipak matolarning asosiy xaridori Vizantiya bo'lib, ipak savdosi So'g'd savdogarlari va turk xoqonlariga katta daromad keltirar edi. IV asrning oxirlaridan boshlab So'g'dda, VI asrda Eron va Vizantiyada o'z ipakchilik ishlab chiqarishining paydo bo'lishi bu mahsulot sotilishini yanada kiyinlashtiradi.

Hoqonlikning bevosita g'arbiy kismini boshqarib turgan Istami va bosh hoqon Muqan xoqon ipak savdosi mojarosini tinchlik bilan xal qilishga harakat kila boshlaydilar. Istami hoqon o'z qo'l ostidagi So'g'd ixshidiga bu masalani hal etish vazifasini topshiradi. Eronga Turk hoqoni nomidan mashhur So'g'd savdogari va diplomati Maniax boshchiligida elchilar guruhi jo'natiladi. Xusravshoh o'z atrofidagi amaldorlarning maslahatiga kirib, So'g'diylar olib kelgan ipak matolarni sotib olib uni elchilar ko'z o'ngida yoqib tashlaydi. Shundan so'ng Maniax boshqa xaridor -Vizantiya bilan kelishishga xarakat kiladi. 567 yilda u Turk hoqonligining Konstantinopolga yuborgan elchiligiga boshchilik kiladi. Vizantiya ham Eron kabi So'g'd ipak matolariga unchalik extiyoj sezmas edi. Ammo, eroniylarga qarshi turklar bilan ittifoqchilik tarafdori edi. Shu tufayli Turk hoqonligi elchilari imperator saroyida izzat-hurmat bilan ko'tib olinadi.

Ushbu elchilik davomida Turk hoqonligi bilan Vizantiya o'rtasida Eronga qarshi ittifoq tuziladi. Maniax orqaga qaytishda u bilan birga Vizantiya imperatorining elchisi, kilikiyalik Zemarx Turk hoqoni qarorgohiga keladi. Hoqon Zemarxni Tyan-Shandagi "Oltin tog" yakinidagi qarorgohida qabo'l qiladi va turk qo'shinlarining Eronga yurishida yo'l boshlovchilik qilishni taklif etadi. Eron shohining turklar hujumini diplomatik yo'l bilan ko'statishga urinishi hech kanday natija bermadi. Shiddatli hujumlar bilan turklar Gurgonni va bir necha boy shaharlarni egallab, 569 yilda So'g'dga qaytadilar.



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Turklarning Eronga ikkinchi marotaba yurishlari 588-589 yillarga to'g'ri keladi. Turklarning Chur Bag'a hoqon (ayrim adabiyotlarda Savg' yoki Shaba deyiladi) boshchiligidagi qo'shini Xurosonga bostirib kiradi. Hirot yonida turk qo'shinlari eroniylarning mashxur Baxrom Chubin boshchiligidagi qo'shinlari bilan to'qnashadi. Bu jangda Baxrom Chubin turk qo'shinlarini tor-mor etib, turklar yo'l boshchisini kamon o'qi bilan xalok etadi. Qayta qarshilik kursatish foydasiz ekanligini anglagan turklar eroniylar bilan sulh, tuzishga majbur bo'ladilar.

Arablar O'rta Osiyoni bosib olgunlariga qadar turklarning O'rta Osiyodagi mulklari bilan Eron o'rtasidagi chegaralar o'zgarmadi. Arab bosqiniga qadar ipak va boshqa mahsulotlar ortgan karvonlar u yoki bu darajadagi barqarorlik bilan Eron, Xorazm va Volgabuyi orqali g'arbga qatnab turdi.

576 yilda Muqan xoqon vafotidan so'ng xoqonlik taxtiga uning ukasi Arslon To'ba utiradi. U mamlakatning kuch-qudratini mustahkamlash maqsadida Xitoyning Tsi saltanati bilan shartnoma to'zadi. Bundan tashqari u mamlakatni ijtimoiy-iqtisodiy rivojlantirish choralari ham ko'radi. Ammo, 581 yilda Arslon To'ba vafotidan so'ng Turk xoqonlari o'rtasida o'zaro ichki kurashlar avj olib, natijada mamlakat ichida ahvol keskinlashib, iqtisodiy tanazzul boshlanib ketdi.

Aynan mana shunday keskin vaziyat sharoitida turkiy shahzoda Abruyl boshchiligidagi 585-586 yillarda xalq harakati bo'lib o'tdi. Muhammad Narshaxiyning ma'lumot berishicha, Abruylning qarorgohi Poykand atrofida bo'lib, u boy zodagonlar va savdogarlar ustidan qattiq nazorat o'rnatganligi bois bu toifa aholisi Buxoro viloyatidan kuchib, Turkiston va Tarozi atrofiga borib o'rnamadilar. Qochib borganlar Turk hoqonidan yordam so'raganlar. Natijada turk sarkardasi Sheri Kishvar boshchiligidagi qo'shinlar qo'zg'olonni bostiradilar va Abruyni o'ldiradilar.

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