



# SCIENCE SHINE ILM NURI СВЕТ НАУКИ

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## ABSTRACT

This international scientific journal is created for new scientific research.

Articles are accepted in the following areas:

- specific and technical directions
- social directions
- directions of philology
- pedagogic directions
- directions of discovery and invention
- natural science majors

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## ISSIQ VA CHANGLI IQLIM SHAROITIDA ISHLATILAYOTGAN YUTONG AVTOBUSLARINING TEXNIK SERVIS TIZIMINI ASOSLASH

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**Annotatsiya:** Xitoy Xalq Respublikasida ishlab chiqarilgan YUTONG avtobuslari mamlakatimizning shahar, shaharlararo va davlatlararo yo'nalishlarida yo'lovchi tashimoqda. Ushbu avtobuslarga ishlab chiqaruvchi tavsiya etgan servis tizimi asosida xizmatlar ko'rsatilishiga qaramay, respublikamizning juda issiq va changli iqlim sharoitida ekspluatatsiya qilinayotganligi sababli uning agregat va birikmalarida buzilishlar kuzatilmoqda. Sodir bo'layotgan nosozlik va buzilishlarni "agregat - birikma – detal" sxemasi bo'yicha chuqur o'rganishimiz asosida ularga texnik servis davri, bajariladigan ishlar hajmiga tuzatishlar kiritish tavsiyalar ishlab chiqildi. Natijada ma'lum bir agregat va birikmalarni buzilishlar sonini kamaytirish va moliyaviy samaradorlikga erishish kutilmoqda.

**Kalit so'zlar:** YUTONG avtobusi, nosozlik, buzilish, texnik servis, davr, ish hajmi.

Hozirgi kunda YUTONG avtobuslariga texnik servis ko'rsatish tizimi shartnomaga asosan belgilangan vaqtda olib borilmoqda va aynan shu avtobuslarda sodir bo'layotgan nosozliklar va unga issiq va changli ob havoning ta'siri Yutong kompaniyasi tomonidan muntazam kuzatib borilmoqda. YUTONG avtobuslariga texnik xizmat ko'rsatish ishlari 7-avtobus saroyida olib borilmoqda, agar bu avtobuslarning biror detali yoki uzelida buzilish sodir bo'lsa ular ta'mirlanmoqda va almashtirilmoqda. YUTONG avtobuslari O'zbekistonga olib kelinganda ular bilan birga kerakli ehtiyot qismlari ham olib kelingan va bu detallar hozirgi kunda ham 7-avtobus saroyining omborida saqlanmoqda.

YUTONG avtobuslarining texnik holatini o'zgarishini o'rganish uchun ekspluatatsiya sharoitida 160 tasi tasodifiy usulda tanlab olindi va sodir bo'layotgan buzilishlar ro'yxatga olindi.

Albatta YUTONG avtobuslari uchun foydalanniladigan yonilg'i tarkibi ham avtobuslarni ekspluatatsiya qilishga katta ta'sir etadi. Olib borilgan o'rganishlar natijasida shu ma'lum boldiki YUTONG avtobuslarining yonilg'i filtri qoldiq moddalar bilan tez to'lib qolmoqda. Eng ko'p sodir bo'layotgan nosozliklardan biri -

yonilg'i tozalash filtrlari bo'lib, ular 700-800 km yurganda fraktsion ortiqcha moddalar bilan to'lib qolmoqda va uni ichidagi dizel yonilg'isi bilan yechib olinadi, yonilg'i to'kilib, tozalanib qayta o'rnatiladi (1-rasm).



1-rasm. Yonilg'i filtrida qolib ketgan chiqindi moddalardan tozalanishi.

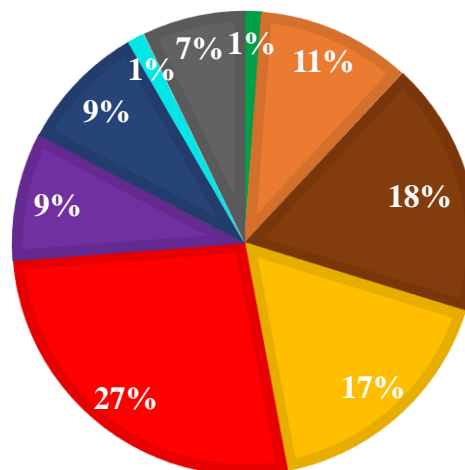
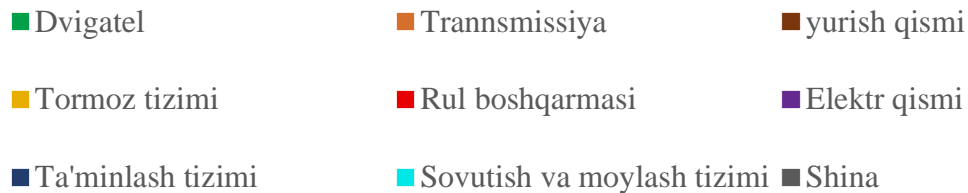
Bu filtrni tekshirish jarayoni har kuni o'tkaziladigan kunlik xizmat ko'rsatish ishlarida olib boriladi, agar yonilg'i filtri qoldiq moddalar bilan to'lib qolsa, tozalash amalga oshiriladi.

Kuzatuv natijalari quyidagi jadval va diagrammada keltirilgan. Umumiy buzilishlarni tahlil qiladigan bo'lsak, eng ko'p buzilish rul boshqarmasiga to'g'ri kelmoqda – 27 %, keyini o'rinda tormoz tizimi – 18 % tashkil etgan.

Jadval. Buzilishlarning agregatlar va tizimlar bo'yicha taqsimoti

No	Agregatlar va tizimlar	Soni	%
1	Dvigatel	2	1 %
2	Transmissiya	18	11 %
3	Yurish qismi	30	17 %
4	Tormoz tizimi	29	18 %
5	Rul boshqarmasi	45	27 %
6	Elektr qismlari	15	9 %
7	Tamizlash tizimi	15	9 %
8	Sovutish va moylash tizimi	2	1 %
9	Shina	12	7 %

## YUTONG AVTOBUSLARIDA SODIR BOLGAN BUZILISHLAR



Eng kam buzilishlar dvigatel mexanizlari, sovutish va moylash tizimlariga to'g'ri kelmoqda ya'ni dvigatel mexanizlari 1 % va sovutish , moylash tizimlari 1 % ni tashkil etmoqda.

Avtobuslarda sodir bo'layotgan texnik nosozliklar jarayonlarni nazariy va amaliy kuzatuv natijalari bilan solishtirib, quyidagilar taklif etildi:

Servis tizimini mukammallashtirish, zamonaviy diagnostik jihozlar bilan ta'minlash;

Texnik servis va ta'mirlash ishlarini sifatini oshirish uchun agregat, brikmalar bo'yicha mehnat hajmlari tahlil qilinib, kerakli hajmga oshirish;

Muhandis – texnik xodimlarning malakasini oshirish;

Har bir texnik nosozliklarni davriy oraliqda taxlil qilishni davom ettirish.

Takliflarni joriy etishdan natijasida samaradorlik sifatida texnik tayyorgarlik koefficientini 0.91 ga yetishi kutilmoqda.



## PECULIARITIES OF CREATIVE WORK (Virginia Woolf)

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**Annotation:** This article discusses Virginia Woolf, an English writer, feminist, essayist, publisher, and critic who worked with TS Eliot, Ezra Pound, James Joyce, and Gertrude Stein, one of the greatest modernists of the 20th century. His parents were Sir Leslie Stephen (1832-1904), a famous historian, writer, critic and mountaineer, and Julia Princep Duckworth, a famous beauty.

**Keywords:** literary, rationalizm, poetically, systematization, compatibly.

**Annotatsiya:** Ushbu maqolada Virjiniya Vulf (Virginia Woolf) ingliz yozuvchisi, feminist, esseist, noshir va tanqidchi, T. S. Eliot, Ezra Paund, Jeyms Joys va XX asrning eng buyuk modernistlaridan biri Gertrud Shtayn bilan birga ijod qilgani haqida soʻz yuritiladi. Uning ota-onasi ser Lesli Stiven (1832-1904), taniqli tarixchi, yozuvchi, tanqidchi va alpinist va mashhur goʻzal Julia Princep Dakvort edi.

**Kalit soʻzlar:** badiiy, ratsionalizm, shoirona, tartibga solish, hamkorlikda

Virginia Woolf, real name Adeline Virginia Stephen (born January 25, 1882, London, England - died March 28, 1941 near Rodmell, Sussex) is an English author whose novels have greatly influenced the story through their non-linear approaches. by genre. Although she is best known for her novels, Mrs. Dalloway (1925) and The Lighthouse (1927), Wolfe also wrote pioneering essays on art theory, literary history, women's art, and government policy. A brilliant stylist, she experimented with several forms of biographical writing, wrote short fiction, and sent bright letters to friends and family throughout her life.

In early 1924, the Wolfs moved their city residence from the outskirts of the city to Bloomsbury, where they were less isolated from London society. Soon, aristocrat Vita Sacville-West began litigating with Virginia, a relationship that turned into a lesbian affair. After writing a story about Mrs. Dallowey, Wolfe thought of a device that would unite a hypersensitive woman with a war victim, Mr. Smith, and ensure that she would be on the "sane and insane" side. side by side. His goal was to "tunnel" the two characters until Clarissa Dalloway's confirmations responded to Septimus Smith's denials. Woolf also gave a lecture in Cambridge in 1924 entitled "Character in



Fiction," and was later revisited in the Hogarth Press pamphlet later that year as Mr. Bennett and Mrs. Brown. In it, he celebrated the "persecution of patriarchal values that took place during or in December 1910" - Fry's Manet and Post-Impressionists - and attacked "materialist" novelists who ignored the essence of the character.

In Mrs. Dalloway (1925), supernatural physicians think they understand personality, but its essence bypasses them. The novel is designed as a post-impressionistic painting, but at the same time so vividly depicted that the reader can observe the movements of Clarissa and Septimus through the streets of London one day in June 1923. At the end of the day, Clarissa gives a big picture. party and Septimus commits suicide. When the doctor who treated the septimus (more precisely, the mistreated one) comes to Clarissa's banquet with the news of her death, their lives are reunited. The protagonists are connected by motives and, finally, Clarissa connects with intuition why Septimus left his life.

Woolf wanted to consolidate Ms. Dalloway's success by combining romantic and elegant forms. As an elegy, *Mayakka*, published on May 5, 1927, on the 32nd anniversary of the death of Julia Stephen, awoke her childhood in the Talland House. As a novel, he divided the duration of the story into a three-dimensional structure. The first episode, "The Window," begins with Mrs. Ramsey and her youngest son, James (e.g., Julia and Adrian Stephen) sitting at the French window of the Ramsey summer house, painted by a guest named Lily Briscoe, at James' request. go to the nearest beacon. Like Leslie Stephen, Mr. Ramsey sees poetry as didactics, conversation as a point of achievement, and life as a set of achievements. He uses logic to extinguish his hopes of traveling to the beacon, but he demands compassion from his wife. He is more suited to emotions than crazy. In the climax of the dinner party, he inspires such harmony and serenity that at that moment he "felt eternity." In the middle of the novel, in the section "Time passes", the main focus is on the empty house after a 10-year break and the last-minute cleaning of the house for the returning Ramsey. Woolf describes the development of weeds, mold, dust, and gusts of wind, but he only announces important events such as the deaths of Mrs. Ramsay and her son and daughter. In the third part of the novel, *The Beacon*, Wolfe returns Mr. Ramsey from *The Window*, his youngest children (James and Kem), Lily Briscoe, and others. When Mr. Ramsay and now the teenage children reach the beacon and reconcile in an instant, Lily finishes painting. To the *Lighthouse* incorporates questions about creativity, the nature and function of art. Lily argues effectively for non-visual but emotional art, and



her image (in which it is reduced to two forms with a line between mother and child) fits into the abstract structure of Woolf's deeply elegant novel.<sup>1</sup>

Although Virginia Woolf's novels have received some appreciation in recent years, critics have largely ignored her literary criticism. The purpose of this article is to study in detail its achievements; identify general critical principles of writing that contradict systematization; and to disclose specific concepts known to his work. Since Virginia Woolf is a creature of her age, as well as one of its best translators, I have noted the relevant historical and environmental factors. Since the goals and ideas of his critical and creative work were the same from time to time, I did not hesitate to refer to his novels to examine or reinforce certain views. Memories of friends show the infinite variety and completeness of Virginia Woolf's complex personality and reveal logical and intuitive, practical and poetic thought. His non-formal education consisted mainly of unlimited use of his father's library, his duties as a publishing student, and membership in the Bloomsbury Group, where he became a forum for discussing everything that was important in life. served and art. Although Bloomsburians did not have enough commonalities to justify the inclusion of their particular doctrines and practices in the "school," they evoked and crystallized a general approach to artistic, philosophical, and political problems.

Virginia Woolf was the center or this coterie; and to varying degrees, it exemplifies many or all of its features. The peculiarity of his writer is that he does not want to say small things, does not believe in the power of the human mind in solving complex problems. Sir Leslie Stephen's skepticism strengthened his belief in rationalism; her daughter's skepticism led her to doubt the intellectual processes that were taking place. He preferred an intuitive approach to reality, not a mental one, because he combined life and its values with a poetic, delicate perception. However, it is not entirely correct to call this anti-intellectual. What he attacks is the superiority of the mind over the mind; in his critiques and novels, he often expresses respect for learning and the joy of working with the brain. Virginia Woolf denied her Orthodox Christian position, stating the spiritual dilemma of her environment<sup>2</sup>. He marveled at the imbalance between the simple teachings of Christ and the gatherings of the ages, or the beliefs, riches, and luxuries of the church; and he hated aspects of Christianity that glorified pain, asceticism, and death. But he did not renounce religion altogether, and in describing his "Christian" heroes he becomes less bitter and satirical, sympathetic,

<sup>1</sup> Hill-Miller, Katherine (2001). From the Lighthouse to Monk's House: A Guide to Virginia Woolf's Literary Landscapes. Duckworth. ISBN 978-0-7156-2995-6.

<sup>2</sup> Nadel, Ira (2016). Virginia Woolf. Reaktion Books. ISBN 978-1-78023-712-1.



and understandable. However, his attitude towards religion has created a huge gap in his critical benevolence: despite the wide range of his interests, he has little or no regard for religious writers and religious poets. Virginia Woolf, who decided to write as a woman and study her femininity, will continue the revolt or women as a spiritual suffragist. Strongly defending intellectual and cultural and political freedom, she presents herself as one of the greatest feminists of the century. Many of her critical works deal with women writers and their specific problems: the despair of talent, the difficulty of expressing themselves in the face of male evil, the “female” creative mood, and the specific “female” areas of literature . . . As her understanding of the important qualities of women’s ways of thinking and perceiving led to new and brighter insights into her critiques, feminism should be seen as a useful, effective force in her intellectual and artistic perspective. Mrs. Woolf was only a woman; she was also a lady, aristocratic by nature, always sensitive to social differences, blood, and kingdoms. Still, he dared to avoid them, even if he said his wrong thoughts.

The “refugee” is barely detached from reality, has a strong sense of social responsibility, and rarely has an honesty that recognizes that his interest in the oppressed is based on genuine compassion rather than abstract justice and reason. He envisioned the end of class divisions, a society that would unite without property. Interest in the team experience is a key element of his social and literary philosophy. He was a political and artistic internationalist who believed that humanity’s instincts of cooperation were as deeply rooted as competition. In the period between democratic and totalitarian tensions, the artist was forced to engage in politics because the survival of his life and art was in danger. Although many of his contemporaries flirted with or openly supported fascist teachings, he condemned the growing threat to society. Despite her relentless class consciousness, Ms. Woolf expressed her desire to accelerate the democratic process and reaffirmed her confidence that the creative forces of life would win again after the struggle. The next major part of this article discusses the artist’s interactions, environment, and traditions. Virginia Woolf viewed literature as a corporate, composite product of the author and the public, which has been subjected to countless vibrations in the environment. He believed in a true literary tradition, in the unity and continuity of literature, in a changed past. However, for him, no tradition will be completely true if it is not rooted in modern life as in the past. He envisioned the Georgian period as a period of general incredible transition.<sup>3</sup>

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<sup>3</sup> Collins English Dictionary. Harper Collins Publishers. Retrieved 2 February 2018.



He understood the difficulty of creating important art in the context of an unstable civilization, and the need to emphasize the artist's own philosophical and artistic origins in the work itself. Thus, he was able to understand and explain the Georgian revolt against the literary convention and the adoption of new methods. Although he knew that art depended on life, his understanding of art was not utilitarian or ethical. In his critique, origin is subject to value. Approving of an aesthetic approach to literature, he expressed a passionate interest in the nature of artistic creation. He is forever drawn to the difficulty of expressing the words that preceded the final victory, the pains of creation, and the disappointments and failures.

Creative action is more than a process of self-examination; The task of this artist is to see people, convey their views and illuminate their experience. The artist creates a form out of chaos, loads a consistent form into the unbearable material of life, and turns the moment into something permanent. Some of the attributes of the aesthetic experience considered by Mrs. Wolf are unconsciousness or impersonality, separation, wholeness, and suggestion. In order to achieve the reality he has created, a writer has to turn his ideas and imagination into something beyond the person. He must have the courage to maintain faith with honesty, personal views, inner necessity, and sincerity. Mrs. Wolfe sees fiction as a potential, an incentive, not a final experience that requires the reader to take an active part in it. Other recurring themes, or a critique of it, are the unity and interaction of the arts, in particular their "purity". He condemns the subordination of art to foreign sciences and the deliberate assimilation of doctrine; but he did not object to the existence of ethics, politics, or metaphysics if they were hidden within the object or art itself, and were burned or "consumed" by form. Virginia Woolf's take on the role, either as a "general" or an ordinary reader, was motivated by a desire to separate herself from the dry and absurd criticisms of the latest experts of dogmatic academics. His critique is related to text analysis, Empson's uncertainties, and esoteric critical jargon, as well as schools and movements, observation of influences, and the origin of methods. Suspicious or rigid tags and established hierarchies, he ignores and destroys the jungle of secondary authority and commentary, and expresses his impure response to the originals.

For him, the presentation of the methodology is less important than the level at which the critic is engaged in a particular work in a particular situation. He prefers synthesis, to description, to the official proclamation of critical principles of personal impressions, rather than abstract analysis. By being emotionally and mentally involved in the work of art, he tries to assimilate himself into the mind of the writer in order to assimilate his worldview and "angle of view". His impressions are rarely vague and



irresponsible. His impressionism is remembered in calm, orderly and elegant, replaced by a sense of traditional balance. He captures the “feel” and atmosphere of the book, highlighting its core quality and telling it with joy. intensity and speed. Not only does it reveal the quality of authorship, but his critical essays have the uniqueness and intensity of a work of art because it reproduces it in its own unique form or context.

The forms and styles she used can be roughly classified as follows: a critique that evokes the spirit and environment of that period or writer’s environment; criticism through psychological portraits of individual writers; critique the book itself through direct evaluation; criticism through the discussion of literary genres and writing theory. Often two, three, or all of these methods - historical, biographical, psychological, and aesthetic - are compatible and combined in a single essay. Before analyzing Ms. Woolf’s critique of novelists, it is necessary to consider general principles based on her ideas about reality, character, poetic ability, and form in fiction. Virginia Woolf was a self-aware artist who sought to shape her own aesthetics and justify the use of new forms created to deal with new areas of conscious and unconscious experience. He rejected philosophical and aesthetic naturalism and replaced the perspective of reality that required the complexity of modern vision, which crystallized the artistic credo of the new generation in general. For him, reality is an intangible, almost indistinguishable thing, and it must be understood intuitively using symbols and images. It is the “light halo” that surrounds the mind; It is the author’s task to express and convey the incomprehensible nature of this "halo" and "semi-transparent envelope" by very faithfully recording the atoms of impressions that affect the mind.

Mrs. Brown, the character symbol of Virginia Woolf, is also a symbol of truth. He is less individual than the abstract idea of human nature. He is not a clearly defined, permanent person. Mrs. Woolf rejected the all-knowing set of characters who considered her uniqueness to be neither permanent nor limited. He preferred mobility rather than stability of personality. For the novel, he preferred fiction rich in poetic values, with intensity and reality through the controlled expression of poetic emotion. His understanding of poetry is not limited to lyrical aspects. He cares about the peculiarities of poetry, which are characteristic of all imaginary literature. Among the poetic forces are uncertainty, the use of a symbol with an infinite fund of offerings, and the writer’s ability to create a new world and force us to abandon our own point of view and adopt a specific order of its novel elements. man, nature, God. Nor could the novel have made its highest expression without careful formal organization. Form is another aspect of a writer’s ability to force the reader in his or her own way and to see



what he or she sees. Form is achieved when emotions are in the right relationship to each other. It is a formative force, an architectural quality that should not distract the reader. In great art he felt, sight and expression, form and content are inseparable. In the last third of this dissertation, the general principles and methods of Virginia Woolf's critique are described in his critiques of writers of the last three centuries. Novelists from Defoe to D. H. Lawrence, the poets Shoser, Spencer, Donne, and Elizabeth Barrett Brown, have been studied in detail. He gave in-depth insights into Greek and Elizabeth dramaturgy, the role of the plot and chorus in Greek tragedy, the differences between play and novel, and art or Shakespeare, Kongrev, and Chekhov. The thesis concludes with a theory or biography of Mrs. Wolf, as well as a review of her biographical essays, in which she often illuminates the work of art itself by setting up a figure or artist. Mildly, or in this extensive study, or in the achievement of Virginia Woolf, she appears, I think, as one of the most eminent critics of the twentieth century and, of course, the greatest female critic of all centuries in English literature.

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6. Woolf". *Collins English Dictionary*. Harper Collins Publishers. Retrieved 2 February 201.



## TASVIRIY FAOLIYAT MASHG‘ULOTLARIDA NOAN‘ANAVIY USULLARDAN FOYDALANISH

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**Sohiba Axmedova Anvarxon qizi**

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**Annotatsiya:** Mazkur maqolada maktabgacha ta’lim tashkilotlarida o‘tkaziladigan tasviriy faoliyat mashg‘ulotlarida noan‘anaviy usullardan foydalanish bo‘yicha tavsiyalar va fikr-mulohazalar berilgan.

**Kalit so‘zlar:** maktabgacha ta’lim, bolalar, tasviriy faoliyat, badiiy –estetik tarbiya, rivojlanish, qog‘oz, bo‘yoq, rasm.

**Annotation:** This article provides recommendations and feedback on the use of non-traditional methods in visual activity classes held in preschool educational institutions.

**Keywords:** preschool education, children, visual activity, artistic-aesthetic education, development, paper, paint, painting.

Yurtimizda ta’lim tizimining muhim bosqichi bo‘lgan – maktabgacha ta’lim tizimini rivojlantirishga juda katta e’tibor qaratilmoqda. Ta’bir joiz bo‘lsa, bu masala davlat siyosatining eng muhim va ustuvor yo‘nalishiga aylandi. Bugungi kunda Yurtboshimiz tomonidan maktabgacha ta’lim tizimiga ilg‘or xorijiy tajribalarni hisobga olgan holda bolalarni har tomonlama intellektual, axloqiy, estetik va jismoniy rivojlantirish sharoitlarini yaratish, maktabgacha ta’lim sifatini oshirish, maktabgacha ta’lim tashkilotlarida bolalarni maktabga sifatli tayyorlashni tubdan yaxshilash, ta’lim-tarbiya jarayoniga jahon amaliyotida keng qo‘llaniladigan zamonaviy ta’lim dasturlari va texnologiyalarini joriy etish mexanizmini takomillashtirish talabi qo‘yilmoqda.

Maktabgacha ta’lim muassasalarining birlamchi yo‘nalishi maktabgacha yoshdagi bolalarni badiiy-estetik tarbiyalash hisoblanadi. Bu yo‘nalishning samarasi estetik yo‘nalishning barcha vositalarini (teatr, musiqa, badiiy adabiyot, rasm chizish, applikatsiya) kompleks tarzda qo‘llanilgandagina aniq bo‘ladi. Maktabgacha ta’lim maskanlarida o‘tiladigan «Tasviriy faoliyat» mashg‘ulotlari bolalarga beriladigan estetik tarbiya masalalarini yechishda katta ahamiyatga ega. Chunki tasviriy faoliyat o‘z xususiyatiga ko‘ra badiiy faoliyat hisoblanadi. Maktabgacha ta’lim muassasalarida o‘tiladigan «Tasviriy faoliyat» o‘z tarkibiga ko‘ra quyidagi mashg‘ulot turlaridan

iborat: «Rasm chizish», «Plastilin (loy) bilan ishlash», «Applikatsiya» hamda «Qurish-yasash» mashgʻulotlari. Bularning har biri bolalar tasavvurlarida atrof-olamning aks ettirish imkonini beradi. Ayniqsa bunday mashgʻulotlarda noanʼanaviy yaʼni bola faoliyati uchun qiziqarli boʻlgan innovatsion usullarni qoʻllash maktabgacha tarbiya yoshidagi bolada estetik taʼsirdan tashqari oʻzining maxsus taʼsir kuchiga ega boʻladi.[2] Bu taʼsir esa yemotsional va estetik idrokni shakllantirish, bolaning shakllar, ranglar, nisbatlarning ifodaliligini payqash va shu bilan birga oʻz munosabati va his-tuygʻularini ifodalash qobiliyatini rivojlantirishga koʻmaklashadi.

Koʻplab noanʼanaviy chizish texnikasi mavjud va ularning oʻziga xosligi shundaki, ular bolalarga tezda kerakli natijaga erishishga imkon beradi. Misol uchun, qaysi bolani barmoqlari bilan chizish, qoʻl kafti bilan chizish, qogʻozga dogʻlar qoʻyish va kulgili rasm chizish qiziqitirmaydi. Bola oʻz ishida tezda natijalarga erishishni yaxshi koʻradi. Quyida maktabgacha yoshdagi bolalar bilan oʻtkaziladigan noanʼanaviy tasviriy faoliyat namunalarini berilgan.

### **Barg izlari.**

Materiallar: qogʻoz, guash, turli daraxtlarning barglari (toʻkilgan barglar), choʻtkalar. Tasvirni olish usuli: bola daraxt barglari turli rangdagi boʻyoqlar bilan qoplaydi, soʻngra bosma olish uchun uni rangli tomoni bilan qogʻozga qoʻllaydi.[3]



Qogʻozga puflab rasm chizish.

Kerakli jihozlar: guash, naycha, qogʻoz. Oq qogʻozga suv qoʻshib tayyorlangan rangdan tomiziladi. Bola naycha orqali shu ranglarni puflaydi hosil boʻlgan rasmni ijodiy tasvirlab beradi.[3]



Bunday noan'anaviy usullar orqali bolalarning ijod quvonchini boshdan kechirgan holda mustaqil ijod qilish istagi va qobiliyatini, fantaziya, ijodiy fikrlash va tasavvurni, fazoviy idrokni hamda kompozitsion ko'nikmalarini va qo'l-ko'zni muvofiqlashtirishni rivojlantirib boriladi.

Demak, maktabgacha ta'lim tashkilotlarida tasviriy faoliyat mashg'ulotlarini noan'anaviy usullar yordamida tashkil etish E bolalarda yemotsional va estetik idrokni shakllantirish, bolaning shakllar, ranglar, nisbatlarning ifodaliligini payqash va shu bilan birga o'z munosabati va his-tuyg'ularini ifodalash qobiliyatini rivojlantirish, ular uchun yangi va g'ayrioddiy ishlarni bajarish usullarini joriy etish va estetik dunyoqarashni rivojlantirish, badiiy didni tarbiyalashga ko'maklashilgan bo'ladi.

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## MORFOLOGIK KOMPOTENTLIKNI SHAKLLANTIRISHDA ZAMONAVIY PEDOGOGIK TEXNOLOGIYALARNING AHAMIYATI

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**Annotatsiya:** Maqolada ona tili ta’limida zamonaviy pedagogik texnologiyalarning ahamiyati haqida so‘z yuritiladi. Xossatan, umumtalim maktabi o‘quvchilarida morfologik kompetentlikni shakllantirishda modellashtirilgan dars texnologiyasining samaradorligi alohida ta’lidlanib, “Bozorda” metodini dars jarayonida qo‘llash texnologiyasi bayon etiladi.

**Kalit so‘zlar:** zamonaviy pedogogik texnologiya, hamkorlikda ishlash, izlanish-tadqiqot, modellashtirilgan dars, an’anaviy dars, noan’anaviy dars, morfologik kompetentlik, o‘yin texnologiyasi.

O‘qitishdan ko‘zlanadigan maqsad bu davlat ta’lim standartlarida belgilangan bilim va ko‘nikmalarni o‘quvchiga etkazishdan iborat. Qachonki, o‘quvchi tomonidan bilim qabul qilinsa va tushunib yetilsa hamda egallangan malaka va ko‘nikmalarini amalda namoyish etib bera olsagina o‘qitish muvaffaqiyatli kechdi, deb hisoblanadi. Bu natijaga erishishda noan’anaviy darslardan foydalanish maqsadga muvofiqdir. Sababi bunday darslar markaziga o‘quvchi shaxsi qo‘yilgan bo‘lib, an’anaviy darslardan asosiy farqi ham shundadir.

An’anaviy dars – markazida o‘qituvchi turadigan dars hisoblanib, u 4 bosqichdan iborat bo‘ladi:

Tayyorlov bosqichi. Bunda salomlashish, navbatchi ma’lumotlarini tinglash, kun yangiliklarini tinglash mumkin.

Kirish qism. Bunda o‘tilgan mavzuni so‘rash, yangi mavzuga tayyorlash ishlari amalga oshiriladi.

Asosiy qism. Bu darsning asosini tashkil etib, unda yangi mavzu bayoni, yangi mavzularni mustahkamlash uchun mashqlari bajariladi.

Yakuniy qism. Darsni xulosalash hisoblanib, bunda darsni yakunlash, o‘quvchilarni baholash, uyga vazifalarni berish jarayonlari amalga oshiriladi.

Noan’anaviy darslarda esa faollik o‘quvchilar tomonida bo‘ladi. O‘qituvchi esa bosharuvchi maqomida turadi. O‘quvchiga markazlashgan o‘quv jarayonining ijobiy jihatlari quyida keltirilgan asoslarga tayanadi:

- o‘quvchining o‘qishga bo‘lgan ishtiyoqini oshirib boradi;



- ilgari egallangan bilimlarini ham inobatga oladi;
- o‘qish jarayoni tezligini muvofiqlashtiradi;
- o‘quvchi tashabbusi va majburiyatini qo‘llab-quvvatlaydi;
- amaliyot orqali o‘rganishni amalga oshiradi;
- ikki tomonlama fikr-mulohazalar bilan ta‘minlaydi;
- o‘qish jarayonini to‘g‘ri yo‘lga qo‘yishni amalga oshiradi;
- o‘qituvchi –o‘quvchilar uchun o‘quv jarayonini yengillashtiruvchi shaxs hisoblanadi;
- o‘quv jarayonini baholaydi.

Ta‘lim olishning noan‘anaviy turlarini shartli ravishda uchga ajratish mumkin:

1. Modellashtirilgan dars - real hayotda va jamiyatda yuz berayotgan hodisa va jarayonlarning ixchamlashtirilgan va soddalashtirilgan ko‘rinishini (modelini) sinfxonada yaratish va ularda o‘quvchilarning shaxsan qatnashishi va faoliyat evaziga ta‘lim olinishini ko‘zda tutuvchi metodlar majmuidir. Modellashtirilgan dars real hayotdagi voqea hodisalarni o‘yin shaklida loyihalashtirib, undagi asosiy muammoni hal etishga qaratilgan yo‘l – yo‘riq va usullardan iborat modeldir. Modelashlashtirilgan dars–ta‘lim oluvchining real hayotdagi hodisalarni tasavvur qilish asosida, unda ishtirok etishi hisobiga malaka, ko‘nikma va tajribalarni o‘zlashtirish jarayoni hisoblanadi.

2. Hamkorlikda o‘rganish - o‘quvchilarning mustaqil guruhlarda ishlashi evaziga ta‘lim olishini ko‘zda tutadigan metodlar majmuidir. Bu model o‘quvchilarning guruhlarida mustaqil ishlashi evaziga ta‘lim olishini ko‘zda tutadigan metodlar majmuidan iborat. Hamkorlikda o‘rganish “ta‘lim beruvchi–ta‘lim oluvchi” dialogidan voz kechishni va “ta‘lim beruvchi –guruh–ta‘lim oluvchi” ko‘rinishidagi uch tomonlama o‘zaro munosabatga o‘tishni nazarda tutadi. Hamkorlikda guruhlarda ishlash orqali o‘rganish guruh a‘zolari va guruhlar o‘rtasida ta‘lim oluvchilarning faoliyatini, ularning mustaqilligini, bir-birlari bilan muloqatda bo‘lish, hamkorlikda ishlash, o‘zaro bog‘liq munosabatlarda mas’uliyatini sezish kabi ko‘nikmalarni egallashni ta‘minlaydi.

3. O‘rganishning tadqiqot-izlanish modeli – o‘quvchilarni muayyan muammoni echishga yo‘naltiradigan, mustaqil tadqiqot olib borishini ko‘zda tutuvchi metodlar majmui hisoblanadi. Tadqiqot o‘quvchilarga inson xatti–harakatiga nisbatan savollar qo‘yishni o‘rganish va ularga javoblarni esa faktlarni jiddiy tahlil qilish yordamida topishga ko‘maklashadi. Tadqiqot o‘quvchilarda savol qo‘yish jarayonida va javob qidirishda qiziqish uyg‘otishni nazarda tutadi. Muammolarni aniqlashda va berilgan ma‘lumotlarni tahlil qilish davomida o‘quvchilar hissiyotlarga berilishdan chetlanishga



va obyektiv yondashuvga o'rganadilar. Ular har qanday bilim nisbiy ekanligini yangi ma'lumotlar paydo bo'lishi bilan o'zgarishini mohiyatan tushunib yetadilar. O'quvchilar o'zlarining taxminlarini tekshirish va boshqalarni tasdiqlash, turli xil axborotlar va mantiqlarni qo'llashni o'rganadilar. Ta'lim olishning tadqiqot-izlanish turi oliy darajada fikrlashga imkoniyat yaratadi.

O'quvchilarda morfologik kompotentlikni shakllantirishda yuqoridagi uch texnologiyaning modellashtirilgan dars turidan foydalanish samarali natija beradi. Zero, o'rganilgan bilim, ko'nikmalarni amaliy qo'llay olish kompotensiyaviy ta'limning maqsadi ekan, ona tili darslarida real hayotni turli vaziyatlarini dars jarayonida modelini yaratish orqali bu maqsadga erishish anchayin osonlashadi.

Undan tashqari mazkur texnologiya : "80+20" metodiga asoslangan bo'lib, bu dars jarayonida 80% o'quvchilarning ishtirokini, va 20% o'qituvchining dars jarayonidagi faolligini ta'minlaydi. Model tushunchasi lotinchada "modelus" so'zidan olingan bo'lib, ni shunday moddiy qurilma sifatida tushunishimiz kerakki, unga muayyan obyekt haqida ma'lumot kiritsak, natija sifatida yana o'sha obyekt yuzaga chiqishi lozim. Boshqacha qilib aytganda, model real borliqning immitatsiyasidir(o'xshashi,taqlidi).

Modellashtirilgan dars to'rt bosqichdan iborat bo'lib, ular o'quv maqsadlarini aniqlashtirish, tayyorgarlik, o'yinni o'tkazish va tahlil jarayonlaridan iboratdir.

Modellashtirilgan darsning birinchi bosqichi o'quv maqsadlarini aniqlashtirish bo'lib, unda modellashtirilgan dars uchun zarur bo'lgan tushuncha va atamalarni va dars davomida o'zlashtirilishi lozim bo'lgan malaka va ko'nikmalarni aniqlash ishlari amalga oshiriladi va modellashtirilgan darsning maqsadi o'quvchilarga tushuntiriladi .

Ikkinchi bosqich hisoblangan "tayyorgarlik" jarayonida esa quyidagilar amalga oshiriladi:

- rollar taqsimlanadi;
- qoidalar tushuntiriladi;
- o'yinni o'tkazish tartibi bilan tanishtiriladi;
- qisqa sinov mashq raundi beriladi (zarur bo'lganda).

Mazkur darsning uchinchi bosqichi o'yinni o'tkazishjarayoni bo'lib, unda :

- mashqlarni bajariladi;
- o'quvchilar bilan o'yin vaqtida aloqani ta'minlanadi;
- noto'g'ri xatti- harakatlar , xatolarni tuzatiladi;
- mashqlarni davom ettiriladi.

Darsning eng so'nggi bosqichi "tahlil" bosqichi bo'lib, unda quyidagi jarayonlar amalga oshiriladi:



- sodir bo‘lgan hodisalar bo‘yicha umumiy xulosaga kelinadi;
- qiyinchiliklarni muhokama qilish va ularni bartaraf etish usullarini topiladi;
- o‘yin jarayonini tahlil qilinadi;
- o‘yinni real hayot bilan solishtirib, ular o‘rtasida bog‘lanish o‘rnatiladi.

O‘yin ijtimoiy tajribani to‘plash va uzatishdan iborat bo‘lib, u amaliy jihatdan turli xil vaziyatlardagi xulq-atvor normalari va qoidalari orqali amaliy faoliyat ko‘nikmalarini o‘zlashtirilishini ta‘minlaydi. O‘yin metodlarining asosiy maqsadi tinglovchilarning faqat tinglashi emas, balki bilimlarni o‘zlashtirishda bevosita ishtirokini ta‘minlash orqali ta‘lim jarayoni samaradorligini oshirishga qaratilgan. O‘yin har xil muammolarni hal etishdagi imitatsion faoliyatlarni tuzish uchun eng qulay asos hisoblanadi.

Quyida “Bozorda” mavzusida modellashtirilgan dars tashkil qilish loyihasini ko‘rib chiqamiz. Bunda real hayotdagi bozor muhiti dars xonasida shakllantiriladi. Bu orqali o‘quvchilarda fe‘l so‘z turkumiga oid morfologik kompetentlikni shakllantiramiz.

Modellashtirilgan o‘quv darsning maqsadlari:

- o‘quvchilarda fe‘l so‘z turkumi, uning qanday so‘roqlarga javob bo‘lishi, harakat va holat fe‘llari, fe‘l zamonariga oid morfologik kompetensiyalarni shakllantirish;
- mazkur bilimlarning real hayotda qay tarzda qo‘llanilishini “Bozorda” mavzusi orqali ko‘rsatib berish.

Ishtirokchilar:

- 1-o‘quvchi – sotuvchi obrazida ,
- 2-o‘quvchi - sotuvchi obrazida,
- 3- va 4-o‘quvchilar - xaridor obrazida,
- qolgan o‘quvchilar - jarayonni kuzatib boruvchilar.

O‘yinni o‘tkazilishi

dastlab o‘qituvchi kuzatuvchi maqomida turadi va o‘quvchilarga

Kundalik hayotingizda qanday ishlar bilan mashg‘ul bo‘lasizlar?

Yoki ota-onangiz nimlar bilan shug‘ullanadilar? , deb savollar beradi.

Tabiiyki, o‘quvchilar o‘ynaymiz, o‘qiymiz, uxlaymiz, raqsga tushamiz...deb fe‘l so‘z turkumiga oid so‘zlarni sanab ketadilar.O‘qituvchi mana shunday so‘zlar nima qilmoq? nima bo‘lmoq so‘roqlarga javob bo‘lishini, hozir tashkillashtiriladigan bozor muhitida sotuvchi va xaridorlar nutqidan aynan mana shunday so‘zlarni ajratib olib daftarlariga yozib borishlarini aytadi;



sotuvchilar o‘z rastalarida poyabzal sotish bilan mashg‘ul bo‘lib turga holda ikki dugona xaridor sifatida tashrif buyuradilar va bozor muhitini o‘zlarining bilgan-ko‘rganlari yordamida erkin olib boradilar;

kuzatuvchi o‘quvchilar esa ishtirokchilar nutqidan talab qilingan so‘zlarni daftarlariga yozib boradilar;

o‘yin so‘ngida kuzatuvchilar to‘plagan fe‘l so‘z turkumiga oid so‘zlar orqali morfologik kompotensiyalar shakllantiriladi.

Yakunda quyidagi yutuqlarga erishiladi:

- real hayotdagi o‘zlari tanish voqeylklarni dars jarayonida ko‘rgan o‘quvchilarda darsga bo‘lgan qizishini oshiradi;

- sotuvchi va xaridor obrazlarini yaratish jarayonida o‘z-o‘zidan real hayotiy vaziyatlar uchun ko‘nikmalarga ega bo‘ladilar.

Mazkur metoddan hayotning turli vaziyatlaridan “Kutubxonada”, “Shifoxonada”, “Darsga kech qolganda”, “Mexmonda” kabi mavzularda ham tashkillashtirish mumkin.

Xulosa

Kompotensiyaviy ta‘lim jarayonida ona tili darslarida zamonaviy pedogogik texnologiyalarni joriy qilish muhim ahamiyat kasb etadi. Ayniqsa, modellashtirilgan dars texnologiyasining samaradorligi yuqori bo‘lib, buning isbotini yuqorida ko‘rib chiqdik. Bunday darslar orqali o‘quvchilarning nafaqat fanga oid lingvistik kompotensiyalari, balki ularni real hayotning turli vaziyatlarida ham qo‘llay olish ko‘nikmalari shakllanadi.

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## ESHITISHIDA NUQSONI BO‘LGAN O‘QUVCHILAR TA’LIM JARAYONIDA KOMPYUTER TEXNOLOGIYALARINING AHAMIYATI

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**Annotatsiya:** Ushbu maqolada kompyuterdan foydalanadigan texnologiyalarni o‘rganish, o‘qitishning kompyuter (yangi axborot) texnologiyalari, kompyuter o‘qitish vositalari, o‘qituvchi ishida kompyuter texnologiyalaridan foydalanish, kompyuter ta’limi texnologiyalarini ishlab chiqish haqida batafsil yoritilgan.

**Kalit so‘zlar:** kompyuter texnologiyasi, eshitishida nuqsoni bo‘lgan o‘quvchi, ta’lim, penetratsion" texnologiya, mono-texnologiya, telekommunikatsiya, axborot texnologiyasi, o‘quv apparatlari.

**Annotation:** This article describes in detail the study of technologies using computers, computer (new information) technologies of teaching, computer teaching tools, use of computer technologies in teacher’s work, development of computer education technologies.

**Keywords:** computer technology, hearing-impaired student, education, penetration technology, mono-technology, telecommunications, information technology, educational devices.

Ta’lim jarayonini zamonaviy tashkil etishning o‘ziga xos xususiyatlaridan biri bu uni sanoatlashtirish: o‘quv jarayonini boshqarish samaradorligini oshirish maqsadida axborot texnologiyalaridan keng foydalanish. Shu bilan birga, kompyuter nafaqat hisoblash ishlarini bajarish va fizikaviy va ishlab chiqarish texnologik jarayonlarini modellashtirish vositasi, balki o‘qitish uslublari va umuman o‘quv jarayonini tashkil etishga sezilarli ta’sir ko‘rsatadigan o‘qitish vositasidir.

Kompyuterdan foydalanadigan texnologiyalarni o‘rganish uchun biz kompyuter texnologiyalari atamasidan foydalanamiz. O‘qitishning kompyuter (yangi axborot) texnologiyalari bu o‘quvchi uchun ma’lumot tayyorlash va uzatish jarayonlari bo‘lib, uning vositasi kompyuter hisoblanadi.

Kompyuter texnologiyasini quyidagi variantlarda amalga oshirish mumkin:

- "penetratsion" texnologiya sifatida (ma’lum mavzular bo‘yicha kompyuter ta’limidan foydalanish, ba’zi didaktik vazifalar uchun bo‘limlar);



- ushbu texnologiyada ishlatiladigan qismlarning asosiy, aniqlovchi, eng muhim qismi sifatida;

- mono-texnologiya sifatida (barcha mashg'ulotlar, o'quv jarayonini barcha boshqarish, shu jumladan diagnostika, monitoringning barcha turlarini, kompyuterdan foydalanishda)

Kompyuter o'qitish vositalari interfaol deb nomlanadi, chunki ular o'quvchi va o'qituvchining harakatlariga "javob berish", ular bilan suhbatga kirishish, bu kompyuterni o'qitish usullarining o'ziga xos xususiyati.

Ta'lim vositasi sifatida kompyuter ham o'qituvchi, ham talaba uchun yordamchi vazifasini o'tashi mumkin. O'qituvchi uchun bu avtomatlashtirilgan sinf jurnali, so'rovlar o'tkazish va o'quv natijalarini qayta ishlash vositasi, darslarga tayyorgarlik ko'rish va laboratoriya mashg'ulotlarini o'tkazish uchun vosita. Talaba uchun topshiriqlarni bajarish vositasi, ikkalasi uchun ham haqiqiy dunyoni modellashtirish vositasi. Talaba uchun kompyuter turli funksiyalarni bajaradi: o'qituvchi, o'rganish ob'ekti, hamkorlikdagi jamoa, bo'sh vaqt (o'yin) muhiti.

O'qituvchi ishida kompyuter texnologiyalaridan foydalanish quyidagi funksiyalarni o'z ichiga oladi:

1. Ta'lim jarayonini umuman sinf darajasida, predmetni umuman tashkil qilish (o'quv jarayoni jadvali, tashqi diagnostika, yakuniy nazorat)

2. Sinf ichida faollashtirish va muvofiqlashtirishni tashkil etish, ish joylarini tartibga solish, ko'rsatma berish, sinf tarmog'ida boshqarish.

3. Talabalarni individual kuzatish, individual yordam ko'rsatish, bola bilan individual "inson" aloqasi. Kompyuter yordamida o'qitishning individual variantlari vizual va eshitish tasvirlari yordamida amalga oshiriladi.

4. Axborot muhiti tarkibiy qismlarini tayyorlash (har xil turdagi o'quv mashg'ulotlari, namoyish uskunalari, kompyuter bilan bog'langan, dasturiy ta'minot va tizimlar, o'quv qo'llanmalari va boshqalar), ularning ma'lum bir o'quv kursining predmet mazmuni bilan aloqasi.

Axborot tayyorlashning bir qismi sifatida kompyuterning asosiy funksiyalarini ta'kidlab o'tamiz:

- ta'lim ma'lumotlarining manbai (o'qituvchi va kitobni qisman yoki to'liq almashtirish);

- ko'rgazmali qo'llanma (multimedia va telekommunikatsiya imkoniyatlariga ega sifat jihatidan yangi daraja);

- individual axborot maydoni;

- o'quv apparatlari;



- diagnostika va nazorat qilish vositasi.

Kompyuterdan oqilona foydalanish o'quv ma'lumotlarini uzatishning yangi, yanada samarali usullaridan foydalanishga, o'quv jarayonini boshqarishning ba'zi tartiblarini avtomatlashtirishga imkon beradi.

Kompyuter ta'limi texnologiyalarini ishlab chiqish tajribasini umumlashtirib shuni aytish mumkinki, ulardan faqat yetarlicha yuqori pedagogik samaradorlikka ega bo'lganlar:

- 1) turli xil bilim vazifalarini hal qilish jarayonida interaktiv rejimni ta'minlash;
- 2) o'rnatilgan kataloglarga ega bo'lishi;
- 3) ma'lumotlarni modellashtirish va individual topshiriqlar berishni ta'minlash;
- 4) aksariyat muntazam hisob-kitoblardan xoli;
- 5) har xil usul va yondashuvlarni taqqoslashni, shuningdek mashina eksperimentidan foydalanib naqshlarni izlashni ta'minlash;
- 6) o'zgaruvchan savollar va javoblar banki asosida tezkor va joriy testlarni o'tkazadi;
- 7) ishni to'xtatish va davom ettirish imkoniyatini ta'minlash;
- 8) savollar, xatolar va takrorlangan xatolar sonini hisobga olgan holda talabanning ishini baholash;
- 9) o'quv ishi va o'qituvchi uchun o'quv ishlarining natijalarini saqlab qolish.

Yiqilgan axborot tuzilmalari uslubiga asoslangan o'quv texnologiyalari o'quv materialida talabalarning individual qobiliyatlari va istaklari, qiziqishlari va ehtiyojlarini rivojlantirish bilan bog'liq bo'lgan uning asosiy, majburiy qismi va ortiqcha darajasini belgilashga imkon beradi.

Ta'limni axborotlashtirish bilan bog'liq o'zgarishlar ushbu imkoniyatlarning to'liq amalga oshirilishini ta'minlaydigan, sinflar devorlarini bir-biridan uzoqlashtiradigan, keng bilim olami, shu jumladan madaniyatlar suhbatlari uchun yo'l ochadigan vositalardan foydalanishni taqozo etmoqda. Avvalo, zamonaviy kompyuter telekommunikatsiyalari tufayli biz uchun yangi imkoniyatlar ochilmoqda.

Talabalar tarmoqlarning eng boy axborot resurslaridan foydalanish imkoniyatini qo'lga kiritadilar va teleko'priklar doirasida boshqa maktablar, shaharlar, viloyatlar, respublikalar va hattoki boshqa mamlakatlardan kelgan o'quvchilar bilan o'zlari qiziqqan loyihada birgalikda ishlash imkoniyatini qo'lga kiritishadi - deyarli butun dunyo bilan muammolarni muhokama qilish. Hamkorlik va hamkorlikning ushbu istiqbollari guruhlarda va individual ravishda ularning mustaqil bilim faoliyati uchun eng kuchli turtki yaratadi. Birgalikda ishlash talabalarni o'rganilayotgan muammo bo'yicha turli xil qarashlar bilan tanishishga, qo'shimcha ma'lumot izlashga, o'z



natijalarini baholashga undaydi. O'qituvchi etakchisi, koordinatori, maslahatchisiga aylanadi, u ish bilan murojaat qilinmaydi, balki nufuzli ma'lumot manbai, mutaxassis sifatida. Sinfdagi oraliq natijalarni muhokama qilish, munozaralar, aqliy hujum, ma'ruzalar, tezislar boshqacha sifat kasb etadi, chunki ularda nafaqat darsliklar va rasmiy ma'lumotnomalardan materiallar, balki boshqa mintaqalardagi loyiha sheriklarining fikrlari ham mavjud. Telekommunikatsiya talabalarga mustaqil ravishda dunyoda sodir bo'layotgan voqealar to'g'risida o'z qarashlarini shakllantirishga, ko'plab hodisalardan xabardor bo'lishga va ularni turli nuqtai nazardan o'rganishga imkon beradi va nihoyat, ba'zi muammolarni faqat birgalikdagi sa'y-harakatlar bilan hal qilish mumkinligini tushunadi. Bular global fikrlash elementlari. Internetdagi ulkan ma'lumot dengizida talabalar uchun o'quv qo'llanmasida, ma'lumotnomalarda mavjud bo'lgan ma'lumotlarga qo'shimcha ravishda kerakli materiallarni tanlash imkoniyati ochiladi.

Yangi axborot texnologiyalaridan foydalanishning afzalliklaridan biri bu og'zaki o'qitish usullaridan izlash va ijodiy faoliyat uslublariga qayta e'tibor berishdir. Disklarda o'quv ma'lumotlarini ishlatish darslik yoki uning yangi versiyasini almashtirish emas. Bu o'quv jarayonini tashkil etishning individual va guruhli shakllaridan keng foydalangan holda materialni tahlil qilish va umumlashtirishda talabalarning mustaqil faoliyatini tashkil etishga asos yaratadi.

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## TEACHING ENGLISH IN MIXED-ABILITY CLASSES

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**Annotation:** The main purpose of this article is to find out how upper secondary English teachers should teach students in mixed ability classes and to tackle the problems which may arise at classes which contain students with different level of ability. In addition, this article is studied the most effective methods of teaching English in mixed ability classes.

**Keywords:** mixed-ability classes, classroom communication, interaction, class dynamics, in-class assignments, classroom language.

### INTRODUCTION

Classes with large differences in ability, motivation for learning English, needs, interests, educational background, learning styles, anxieties, experiences, and other factors are known as mixed-ability classes. Teaching a group of students with distinctly varying levels of language proficiency is quite challenging. They may have varied English proficiency levels from the outset or learn the language at very different rates. This is a very typical issue.

### LITERATURE REVIEW AND METHODOLOGY

Very frequently, the instructor must figure out how to address the demands of a class that has two or more clearly differentiated levels of ability. Naturally, there are no simple answers to this dilemma, thus it would be incorrect to pretend that there are any.

The class should be informed about the problem and told that it is something that the entire class must cope with. This is an important first step. Most effectively, this should be conducted in the pupils' native language. It is crucial to emphasize the value of collaboration among the class members and the requirement that they utilize English whenever feasible in classroom discussion because the majority of solutions to problems require their participation.

If you want to include every student in the class, pair and group work are crucial. The utilization of surveys and interviews is a key strategy here. You may ensure that every student participates to the fullest by partnering up weaker and stronger students and including them in the development and administration of the questionnaire. The stronger pupils can then interview the weaker ones, and vice versa. Naturally, this may



frustrate the stronger individuals, but if they are able to view their position as one of "helper" or even mentor, it may also have a good impact.

Project work is a second activity that can be fruitful in mixed ability classrooms. Another technique is to establish groups that are around the same level and assign various tasks that are appropriate to each group's level. This may also be done successfully utilizing mixed groups where the stronger support the weaker. You may give each group a task that it can do effectively by altering the assignment's difficulty, giving the more capable pupils the right amount of challenge without demotivating the less capable ones.

Homework makes up a third category. No of the level, if you assign the identical homework to the entire class, you can anticipate extremely inconsistent outcomes. Similar to progress exams, homework should serve to reinforce what students have learned in class. To this purpose, assigning easier assignments to less capable pupils can aid in both motivating them and providing them more experience in language-related skills they have not yet mastered.

The stronger pupils in the group should be given more difficult assignments to complete in order to keep them engaged and moving forward. Although it requires the instructor to do more effort, the end result ought to be results. Drilling with the choir is a good approach to engage timid or underachieving youngsters. It may provide good practice in rhythm and intonation, as well as reinforcing word order and grammatical structure, if used sparingly (i.e., not all the time). Finally, use tact while you're asking questions. By choosing weaker students to be the first to respond to a question in open class, try to avoid putting them "on the spot." Instead, make an effort to foster a culture of attentive listening in the classroom by asking a better student a question before asking a weaker student to repeat it. This type of contact may take some getting used to, but once it does, it may be highly beneficial for class dynamics. In conclusion, there is some degree of mixed ability in all courses. Extreme situations, when near native speakers are mixed with novices, can be quite difficult for the teacher.

## RESULTS AND DISCUSSION

In these situations, it's crucial to keep in mind that all of your students will learn something from the lesson, if perhaps not exactly what you intended to teach them or the same thing. For instance, the weaker students may start to be able to employ a new tense, while the novices may start to understand your classroom language.

Mixed levels are inherently problematic. It might be challenging to teach pupils who have varying levels of learning. However, teachers may deliver content in a way



that will simultaneously engage all students on all levels by learning to discern learning capacities.

They may have varying initial English proficiency levels, or this may occur for a variety of reasons, but mostly due to various learning preferences, learning rates, degrees of desire, and, very frequently, logistical considerations.

Very frequently, the instructor must figure out how to address the demands of a class that has two or more clearly differentiated levels of ability. Naturally, there are no simple answers to this dilemma, thus it would be incorrect to pretend that there are any.

It is crucial to emphasize the importance of teamwork and for the class to use English whenever feasible in classroom communication because the majority of the solutions to the issue depend on cooperation between the class members. Here are some methods teachers can use to instruct a group of pupils with various learning styles. These are a few approaches a teacher can use to handle this circumstance.

**1. Supportive Learning Environment.** It's critical to provide a positive learning atmosphere in the classroom where students feel comfortable and able to give their best effort. The term "learning environment" simply refers to the classroom setting and how students interact with it. No of their learning styles, teachers must design a classroom that will benefit all of their pupils. If in-class tasks are required, for instance, create a basic list of prerequisites and then provide students with supplementary instructions on a case-by-case basis to meet their learning styles. Make sure the classroom has areas where kids may focus and concentrate in peace. Or offer them the chance to collaborate with others. Ensure that the class is aware that the alternatives are available since every student performs best in a different environment.

**2. Needs assessment.** Use a needs analysis to urge the students to consider their learning preferences, linguistic requirements, learning techniques, love of learning, drive, and language strengths and limitations. What types of classroom activities do you enjoy or benefit from, for example? Which linguistic ability do you most want to hone? Do you like working alone or with a partner better? Would you want to work in a group throughout the session or just sit and listen to the teacher? In pairs or small groups, students compare their solutions. You should gather the data and provide a statistical breakdown of the main inquiries and responses. This will support the growth of the class's feeling of collective community.

**3. Teamwork.** Use a variety of engagement styles in the classroom. Students should collaborate in teams, couples, and independently. Groupings must to be switched up often to provide students a chance to interact with other students. It will



be easier to accommodate the range of levels in the class if students' work in the class is varied. There is a chance that these groupings will have comparable or mixed levels. In a smaller group, it is hoped that the weaker student would feel more capable of contributing. Divide the information among the pupils if the group is working with a certain set of facts, pushing them to cooperate. Consider assigning various levels or quantities of work to each group by splitting your class into levels for the duration of the course. The class's discussion of this tactic should aid in preventing stigmatization.

**4. Work in pairs.** Strong and weak can be paired, as well as strong and weak. Perhaps the strong with the weak will function nicely in a carefully restricted activity. Perhaps using strong with strong will be advantageous in a more liberated action. Here, variety in the pairings is vital, and you should also pay attention to the connections in general.

**5. The entire class mingle.** This is one of my preferred approaches.

During a mingle exercise, students must converse or engage with a large number of different classmates quickly in order to complete a task. This implies that every student will interact with students who are working at varying levels and will have greater and worse communication. This helps the less capable kids and gives the more capable ones opportunity.

**6. Giving Different Students Different Instruction.**

Because of the input of the more accomplished students, the average and lower performing students are encouraged to attempt and expand their knowledge. Teachers may adapt to a wide range of diverse interests, cultural backgrounds, and global knowledge by using differentiated education, which leads to more engaging classroom engagement. Setting the stage for the acceptance of diversity begins with the mindset of the instructor.

**7.Process.** Process refers to how students interact with and absorb material. This is crucial because it gives pupils the chance to give new information time to fully sink in. Students get the chance to assess what they may or may not comprehend via the process. Teachers can monitor and evaluate a student's development using this procedure. For instance, John McCarthy, an educational consultant, advises instructors to create "one or two processing experiences for every 30 minutes of instruction." Through these interactions, both students and teachers may take a break and determine who requires extra education and who does not.

**8.Products.** Products are tasks or projects that motivate students to apply knowledge in both inside- and outside-the-classroom contexts. For instance, when the material has been covered and students have had time to comprehend it, encourage



them to create a project of their own that best demonstrates what they have learned. For instance, smaller kids can produce a poster board with images and labeling, while older students might write a little play or draw illustrations. Teachers might wish to provide pupils with a menu of possibilities and even let them work in groups.

### CONCLUSION

In my conclusion, be courteous in your questioning strategies. By choosing weaker students to be the first to respond to a question in open class, try to avoid putting them "on the spot." Instead, make an effort to foster a culture of attentive listening in the classroom by asking a better student a question before asking a weaker student to repeat it. This type of contact may take some getting used to, but once it does, it may be highly beneficial for class dynamics. If you only teach a few more differentiated lessons, even the teacher could find it enjoyable. Dare to be different, and you never know what you could discover. Be honest, and display your vitality and excitement!

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## FIZIKADAN LABORATORIYA NATIJALARGA ELEKTRON ISHLOV BERISH ORQALI TALABA IJODIY FAOLIYATINI FAOLLASHTIRISH

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**Annotatsiya:** Maqolada, namuna sifatida, fizikaviy stendlar yoki virtual usulda olingan natijalarga elektron ishlov berish va hisobotini elektron shaklda to'ldirish hamda topshirish jarayonini Borland Delphi 7 muhitida dasturlari ishlab chiqilgan.

**Tayanch so'zlar:** Borland Delphi7, dasturlash, tahlil qilish, ishlov berish, natijalar, laboratoriya jihozlari, hisobot.

**Аннотация:** В статье произведены программы в сфере Borland Delphi 7 электронных обработок результатов полученных при помощи лабораторных стенов по физики или виртуальным методом, а также, заполнения и здачи отчета в электронном виде.

**Ключевые слова:** Borland Delphi7, программирование, анализ, обработка, результаты, лабораторные стенды, отчет.

Zamonaviy pedagogikaning asosiy vazifasi ilm-fan taraqqiyotining barcha talablariga to'la javob bera oladigan yituk kadrlar tayyorlashdan iborat bo'lib kelmoqda. Pedagogikaning rivoji dunyodagi shiddatli o'zgarishlardan zinhor orqada bo'lishi mumkin emas. Bu esa o'z navbatida ta'lim jarayoniga eng ilg'or vositalarni qo'llashni taqozo qiladi.

Eng zamonaviy kadr sifati uning dunyoqarashining kengligi, zamonaviy axborot-kommunikatsion texnologiyalarni puxta egallagan bo'lishi, bir so'z bilan aytganda uning ijodiy va amaliy faoliyatini yuksak darajada faollashgan bo'lishi bilan belgilanadi.

Talaba ijodiy faoliyatining yuksak darajada faollashgan bo'lishi uchun esa unda matematika, fizika va axborot texnologiyalari sohasidagi bilim va amaliy ko'nikmalarining yitarlicha shakllangan bo'lishi zarurdir. Ya'ni talaba biror tabiiy jarayonni fizikaviy talqin qila olishi, matematik hisoblay olishi va qaysidir dasturiy



vosita orqali uning virtual yoki grafik tasvirlay olishi uchun yitarli bilim va amaliy ko'nikmaga ega bo'lishi zarurdir.

Fizikadan laboratoriya ishlarini bajarishda talaba ijodiy faoliyati davriyligi jarayonini tashkil etish, boshqarish, nazorat qilishning hozirgi an'anaviy amaliyoti shunday shakllanganki, uning zaif tomoni talabaning ijodiy faoliyati aktidan bosqich yoki davrlarga o'tish maqsadi, vositalari aniq emas. Shuningdek, talaba ijodiy faoliyati natijasi, uning darajalarini aniqlash chegaralari ham ma'lum emas. Xususiyan umumiyga qarab borish yo'li bilan talaba ijodiy faoliyati davriyligi bayon qilinadi. Bu yo'l bilan fizikadan laboratoriya ishlarini bajarishga amal qiladigan talaba ijodiy faoliyati davriyligini kuzatish ma'lum darajada osonlashadi.

Talaba ijodiy faoliyati akti va bosqichlarining takomillashib, talaba ijodiy faoliyati davriga aylanishi talaba faoliyatining har bir davrda erishilgan natijalarni qayd etish imkoniyatlarini oshiradi.

Fizikadan laboratoriya ishlarini bajarishda talaba ijodiy faoliyati davriyligi ikki subyekt – o'qitish va o'qish faoliyatining o'zaro ta'siri sifatida ajratiladi. Bunday yo'l tanlanishida qator didakt olimlarning ilmiy izlanishlari nazariy asos bo'lib xizmat qiladi.

Akademik M.I.Maxmutov o'z ilmiy izlanishlarida talaba faoliyatini o'qitish va o'qishning o'zaro ta'siri jihatidan asoslab bergan. U hatto, dars tiplarini ajratishda talaba faoliyatini o'qitish va o'qish o'zaro ta'siridan kelib chiqqan. Talaba ijodiy faoliyati ikki tomonlama jarayon bo'lib, unda o'qitish va o'qish faoliyati o'zaro uyg'unlashib, natijada talaba ijodiy faoliyatining ijtimoiy institut sifatida amal qilishiga olib keladi.

I.Y.Lernerning yozishicha, talaba ijodiy faoliyati jarayoni ijtimoiy tajribaning ma'lum qismini o'zlashtirish maqsadida o'qituvchi va talaba o'zaro ta'siridan shakllanadigan aktdir. Talaba ijodiy faoliyati aktlarining borishi, ularning o'zaro sintezlashuvidan talaba ijodiy faoliyati jarayonining yanada yirikroq birliklari – bosqich davrlari shakllanadi.

Boshqalarga o'xshab faoliyat ko'rsatish, o'zgalarga ergashish, o'qituvchi tushuntirishlari va izohlarini tinglash, o'qituvchi tushuntirganidek fizikadan laboratoriya ishlarini bajarish yo'llari bilan o'quvchida amaliy faoliyat shakllana boshlaydi. Laboratoriya ishini bajarishda talaba amaliy faoliyati o'quvchi xotirasiga mo'ljallangan bo'lib, u butun umr bo'yi takomillashib boradi.

Amaliy jarayonda fizikadan laboratoriya ishlarini bajarishda talaba amaliy faoliyatini faollashtirish maqsadida zamonaviy axborot kommunikatsiya texnologiyalaridan foydalanish, xususan fizikadan laboratoriya mashg'ulotlari



jarayoniga dasturiy vositalarni qo'llash o'qituvchi va talaba o'zaro ta'siri sifatida muhim ahamiyat kasb etadi.

Fizikani o'rganish jarayoniga kompyuter dasturlarini qo'llashning jiddiy muammolaridan biri dasturlash tilini tanlashdir. Tilni tanlash foydalaniladigan kompyuterlar turiga bog'liq. Kompyuterni o'quv jarayoniga unumli tadbiiq qilish uchun kompyuter bilan ta'minlangan hamma ta'lim muassasalar sinf xonalari uchun yagona dasturlash tilini tanlab olish zarur. Bu narsa hozirgi vaqtda ko'p sonli mutaxassislar tomonidan turli yo'nalishlarda ishlab chiqilayotgan pedegogik dasturiy vositalardan foydalanishni ancha soddalashtiradi. Bundan tashqari dasturlarni ko'paytirish va tayyor dasturlarni ta'lim muassasalar sinf xonalariga uzatish mumkin bo'ladi.

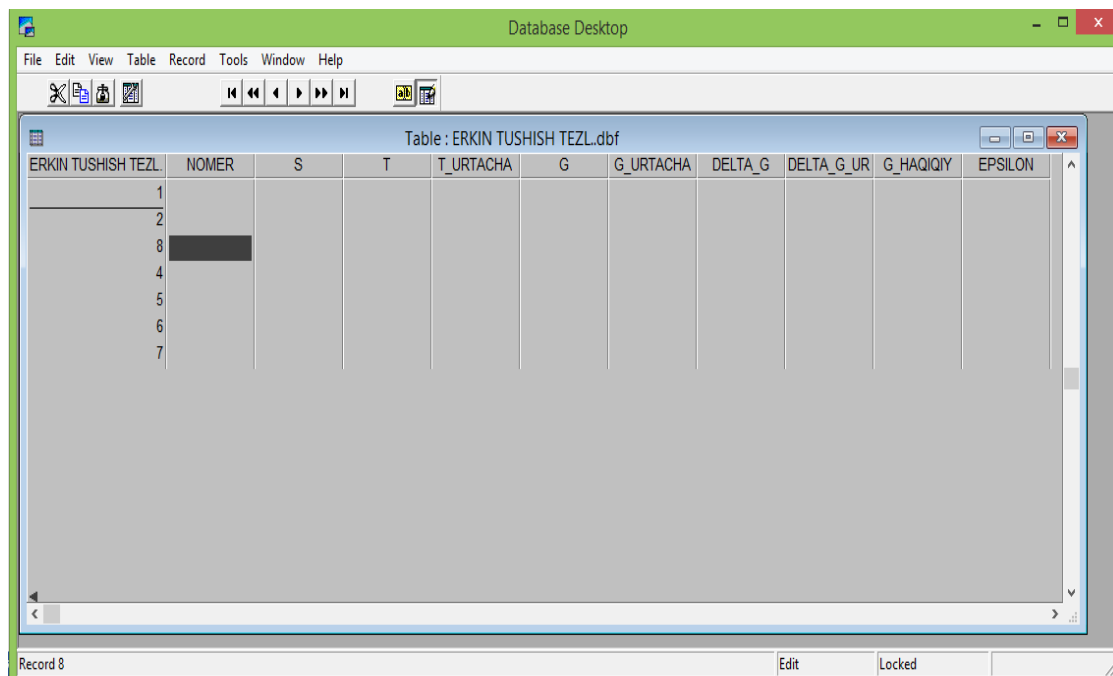
Fizikadan laboratoriya mashg'ulotlari jarayonida noan'anaviy uslub sifatida kompyuter va axborot-kommunikatsiya texnologiyalaridan foydalanish ekologik mazmun kasb etish bilan bir qatorda ham o'qituvchiga, ham o'rganuvchi-talabaga bir qator afzalliklarini yaratadi.

Fizikadan laboratoriya mashg'ulotlari sifatini va talabalarning laboratoriya mashg'ulotlariga bo'lgan qiziqishini oshirish maqsadida zamonaviy axborot kommunikatsiya texnologiyalaridan foydalanish, laboratoriya mashg'ulotlari jarayoniga dasturiy vositalarni qo'llash bugungi kunda har qachongidan ko'ra muhim ahamiyat kasb etmoqda. Shu bilan birga fizikadan laboratoriya mashg'ulotlari jarayoniga dasturiy vositalarni qo'llash, masalan, fizikadan laboratoriya ishlarida olingan natijalarga elektron ishlov berish va xisobotini elektron tashkil etish birinchidan talabaga laboratoriya ishlarini topshirish jarayonini osonlashtiradi va tezlashtiradi, ikkinchidan o'qituvchiga ham bir qator qulayliklar yaratadi. Ma'lumki fizikadan laboratoriya mashg'ulotlari jarayoni virtual yoki fizik jihozlar yordamida amalga oshiriladi, bunda olingan natijalar daftarga hisobot shaklida yozilib jadval asosida to'ldiriladi so'ngra o'qituvchi hisobotlarni tekshirib tegishli ball bilan baholaydi.

Yuqorida keltirilgan muammolarni yichimiga yaqinlashish, qolaversa, fizikadan laboratoriya ishlarini bajarish, olingan natijalarga elektron ishlov berish va tahlil qilish, hamda, hisobot topshirish jarayonni soddalashtirish, hamda, talaba amaliy faoliyatini faollashtirish maqsadida maqolada, namuna sifatida, fizikaviy stendlar yoki virtual usulda olingan natijalarga elektron ishlov berish va hisobotini elektron shaklda to'ldirish hamda topshirish jarayonini Borland Delphi 7 muhitida dasturlari ishlab chiqiladi.

Jarayon quyidagilarni keltirilgan ketma-ketlikda bajarishda o'z ifodasini topadi.

Delphi7 dasturlash tilini ishga tushirib *Pusk->Programmi->DataBaseDesktop* yordamida *dbf* faylda ma'lumotlar bazasini ishlab chiqiladi:



5 ta yangi forma ochiladi va 1-formaga komponentalar palitrasidagi quyidagi komponentalar joylashtiriladi:

*Data Controls->DBGrid, BDE->Table, Data Access->DataSource, Standard->MainMenu.*

*Table* tarkibidan *Database Name* xossasiga *DefoultDD* nom bilan o'rnatilib, *TableName* xossasini *dbf* fayldagi jadval nomi bilan aniqlanadi;

*DataSource* tarkibidan *DataSet* xossasiga *Table1* o'rnatiladi;

*DBGrid* tarkibidan *DataSource* xossasiga *DataSource1* o'rnatiladi;

*Table* tarkibidan *Active* xossasini *True* ga o'zgartiriladi;

*MainMenu* tarkibiga *Fayl->[Yuriqnoma, Hisobotniko 'rish, Format->[PDF, RTF, Excel], Grafik, Pechat->[Yuriqnoma, Jadval], Chiqish], Tahrir->[Qoshish, O'zgartirish, O'chirish]* o'rnatiladi;

Natijada *DBGrid* oynasida jadval paydo bo'ladi. So'ngra 2-formaga quyidagi komponentalarni joylashtiramiz:

*FastReport 4.0->frxReport, FastReport 4.0->frxDBDataset, FastReport 4.0->frxPreview, FastReport 4 exports->frxXLSExport, FastReport 4 export->frxPDFExport, FastReport 4 export->frxRTFExport.*

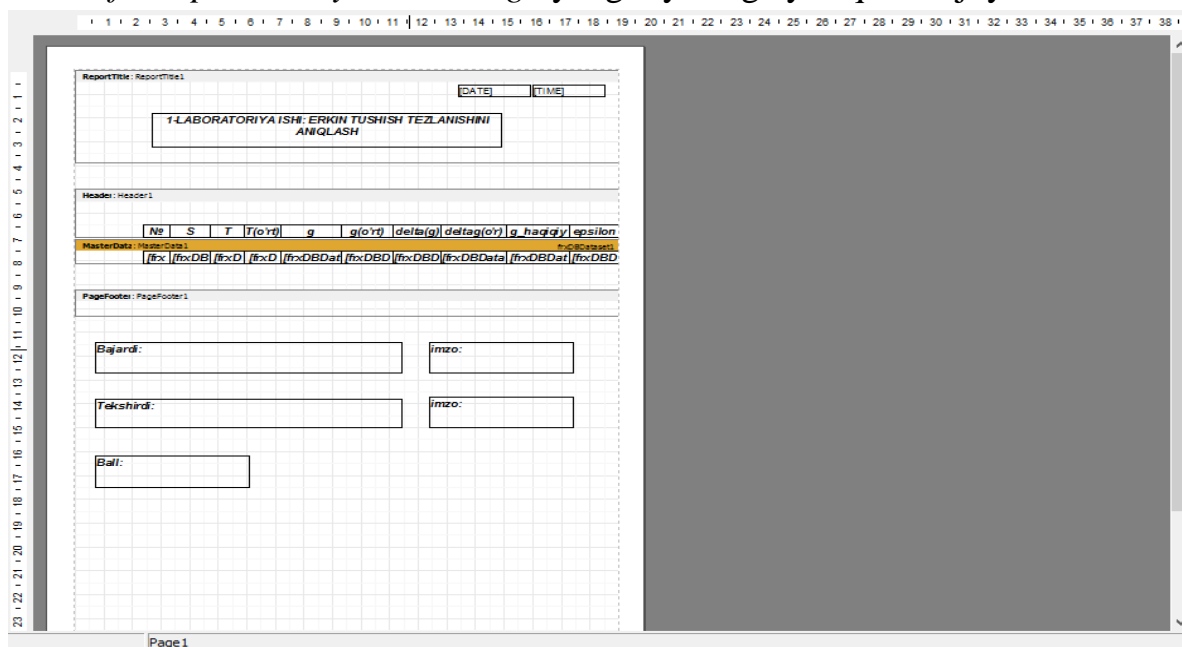
*frxReport* tarkibidan *Name* xossasiga *frxReport1* o'rnatiladi;

*frxDBDataset* tarkibidan *DataSource* xossasiga *Form1. Data Source1* o'rnatiladi; *frxPreview* komponentaga sichqoncha chap tugmasi ikki marta bosilib *Fayl->New Report, Report->Data...* o'rnatiladi;

3-formaga *DataControls* tarkibidan *DBEdit* komponentasini formaga joylashtiriladi va *DataSource* xossasini *Form1.DataSource1* nom bilan, *Data Field* xossasini jadvaldagi tegishli nom bilan belgilanadi.

4-formaga *DataControls* tarkibidan *TDBChart* komponentasi joylashtiriladi va *Chart->Add->Fast Line, Series->DataSource->DataSet->Form1.Table1* kabi belgilaymiz.

5-formaga *Fast Report 4.0->frxReport, Fast Report 4.0->frxPreview* joylashtirib *frxReport->Fayl->NewPage* yangi oynasiga yuriqnoma joylashtiriladi.



1-forma komponentalari uchun yozilgan dastur kodlari:

```
procedure  
TForm1.Hisobotnikorish1Click(Sender:  
r: TObject);  
begin  
Form2.Show;  
Form2.frxReport1.ShowReport();  
end;
```

```
procedure  
TForm1.Chiqish1Click(Sender:  
TObject);  
begin  
Form1.Close;  
end;  
procedure  
TForm1.Qoshish1Click(Sender:  
TObject);
```



```
begin
Form3.Show;
Form1.Table1.Insert;
end;
procedure
TForm1.Ozgartirish1Click(Sender:
TObject);
begin
Form3.Show;
end;
procedure
TForm1.Ochirish1Click(Sender:
TObject);
begin
Form1.Table1.Delete;
end;
procedure
TForm1.PDF1Click(Sender:
TObject);
begin
Form2.frxReport1.ShowReport();
Form2.frxReport1.Export(Form2.frxP
DFExport1);
end;
procedure
TForm1.RTF1Click(Sender:
TObject);
begin
Form2.frxReport1.ShowReport();
Form2.frxReport1.Export(Form2.frxR
TFExport1);
end;
procedure
TForm1.Excel1Click(Sender:
TObject);
begin
Form2.frxReport1.ShowReport();
```

```
Form2.frxReport1.Export(Form2.frxX
LSEExport1);
end;
procedure
TForm1.Grafik1Click(Sender:
TObject);
begin
Form4.Show;
end;
procedure
TForm1.Yuriqnoma1Click(Sender:
TObject);
begin
Form5.Show;
Form5.frxReport1.ShowReport();
end;
procedure
TForm1.Yuriqnoma2Click(Sender:
TObject);
begin
Form5.Show;
Form5.frxReport1.ShowReport();
Form5.frxReport1.Print;
end;
procedure
TForm1.Jadval1Click(Sender:
TObject);
begin
Form2.Show;
Form2.frxReport1.ShowReport();
Form2.frxReport1.Print;
end;
end.
```

3-forma komponentalari uchun yozilgan dastur kodlari:

```
procedure TForm3.Button1Click(Sender: TObject);  
begin  
Form1.Show;  
end;
```

Kompilyatsiya jarayoni ishga tushiriladi:



*Dasturning afzalliklari:*

Jadval ma'lumotlar kiritishni osonligi va qulayligi;

Avtomatik ravishda grafik tasvirni hosil qilish imkoniyati mavjudligi;

Boshqa formatga o'tkazish imkoniyati mavjudligi;

Jadval yoki yuriqnomaning pechat qilish imkoniyati mavjudligi;

Laboratoriya ishida olingan natijalarni tahrir qilish imkoniyati mavjudligi;

Laboratoriya ishini topshirish va qabul qilishni tezkorligi;

Laboratoriya ishida ortiqcha qog'ozbozlikka yo'l qo'yilmasligi;

Hisobotlarni uzoq muddat va ishonchli saqlanish imkoniyati mavjudligi;

Xulosa o'rnida aytish mumkinki, fizikadan laboratoriya mashg'ulotlari jarayonida o'qituvchining talabalardan hisobot qabul qilishida aniqlik va tezkorlik muhim ahamiyatga ega bo'lib ushbu dastur hisobotlarni qabul qilish va baholash jarayonini bir necha marta tezlashtiradi.



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## DEMONSTRATING KNOWLEDGE OF THE IMPORTANCE OF GRADED LANGUAGE IN THE CLASSROOM. DEDUCTIVE AND INDUCTIVE METHOD

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**Annotation:** The article demonstrating knowledge of the importance of graded language in the classroom: deductive and inductive method provides information about pedagogical methods.

**Keywords:** strategy, concepts, casual, extent, theory, assertion ,premises, deductive

Deductive approach involves drawing inferences from premises or assertions. The deductive method centers on the theory. According to this strategy , the classroom is mostly occupied by teachers. This strategy is regarded as a teacher-centered approach. The instructor describes the grammar rule. Aftercomprehending the grammatical rule, students begin completing tasks relating to the topic. This method makes it simple to explain casual linkages between concepts and variables, quantify concepts, and generalize research findings to some extent.

**Weakness:** Because of all classes are centered on theory , students may find them more tedious. If lessons are dull , students become less engaged

**Inductive**

**Strength:**

In this method,teachers begin the course with contextualized examples and language tips explanations. The instructor requires active engagement in the classroom through teaching and questioning, and students attempt to discover grammar rules on their own. Students develop grammar principles by studying the recurring important elements in the supplied sentences. This strategy incorporates the active engagements of all student levels in the classroom. The advantages of the inductive method are; student-centered orientation. It provides a deeper comprehension. This method places greater responsibility on the students to find grammar rules



Weakness; The limitation of the inductive method: This is a time –consuming procedure. For students with a lower reading level, drawing conclusions about the topic can be quite challenging.

The Communicative Approach

Strength:

Pupil who have communication needs are more likely to ask questions. The pupils can use the acquired language as a means of communication. It is more humanistic since it involves the students, actions in real – world circumstances, and has meaning in terms of language functions. In the classroom, learners have more possibilities to exhibit their personality when they engage in communicative interactions.

Weakness;

The teacher must devote more time to preparation. It need the teacher’s inventiveness to bring life to the classroom. The instructor should be able to use their knowledge of the content in a variety of realistic classroom circumstances. Because they are shy in front of their classmates, shy students should be discouraged from producing phrases that reflect their ideas.

B. Examples of graded language:

I) elementary level:

Your instructor requested that you view the images . Then , attempt to compose a tale using the images below. Use present simple and present continuous while composing a narrative. When describing the persons in the photographs, you must focus on their appearance and attire. They facilitate the construction of present continuous phrases.

II) intermediate level:

You teacher has asked you to create a short story. Examine the images below and compose a narrative using past continuous and past perfect tenses. When writing a story, the first step is to establish the setting. To accomplish this, you must believe that you are viewing the images and attempt to explain the setting , time,weather, participants and their emotions. You can employ your senses to create a more vivid description. Thus, you are able to articulate what you see,hear,feel, and smell.

III) advanced level:

You are required to compose a narrative using the images beneath your teacher.Never begin a narrative composition without first determining the plot. Use time phrases such as before, until, then, finally, to clarify the order of occurances.



Use direct and reported speech to create a vivid narrative. Use a variety of adjectives and adverbs to emphasize emotions and activities. This will add interest to your article.

The benefits of using graded languages:

Grading language makes students feel more comfortable in class. Because a teacher assesses linguistic instructions, based on the student's proficiency level, students are able to understand their tasks. It helps pupils communicate with tasks. Students observe the instructor. Students develop respect and accountability.

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## METHODOLOGY OF DEVELOPMENT OF SOCIAL COMPETENCES IN FUTURE ENGLISH LANGUAGE TEACHERS

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**Annotation:** Innovative training of future specialists at the international level, modern the world's leading higher education institutions for the implementation of education and of future pedagogues in research conducted by scientific centers the criteria of professional skills, the problems of creating an innovative educational environment are international special importance is attached to the introduction of the requirements of educational standards.

**Keywords:** educational standards, pedagogical competence, composition, educational process, modernization.

### INTRODUCTION

Modern information on the composition of pedagogical competence of young teachers and successful use of pedagogical technologies in the educational process indicators such as motivational, cognitive, operational, reflexive and selfassessment scientific researches aimed at expansion on the basis of for the system of continuous education in our country based on advanced foreign experiences modern educational content of training future young teachers modernization, an opportunity for students to realize their internal potential to create an educational environment aimed at creating the necessary conditions research is being carried out. The Republic of Uzbekistan In the action strategy for the development of "continuing education system further improvement, increasing the possibilities of quality education services, labor market continue the policy of training highly qualified personnel in line with modern needs Priority tasks such as implementation" are defined [1]. An axiological approach to this education focused on the development of social and cultural competence. It is important to improve the pedagogical system of forming the environment earns.

THE MAIN PART. The concept of competence is a pedagoguespsychologist in the field of education entered as a result of scientific research of researchers. From a psychological point of view, competence is defined as "a specialist's ability in unconventional situations, in unexpected situations how to behave, how to behave in a new way in relations with colleagues, performing unclear tasks, using conflicting



information, ownership of a plan of action in consistently developing and complex processes means.

The English concept of "competence" literally means "ability" expresses the meaning. The content is more effective than the theoretical knowledge in the activity use, demonstrates a high level of professional competence, skill and talent implies taking.

Professional competence - the implementation of professional activities by a specialist acquisition of necessary knowledge, skills and abilities and their practical application to be used at a high level. Professional competence is specific to the specialist not the acquisition of knowledge, skills, but in each independent direction implies the acquisition of integrative knowledge and actions. Also always enriching knowledge of competence, new information to learn, most importantly, to find scientific information, process it and own it it requires knowing how to apply it in the activity.

Next to researching the issue of professional competence of specialists interest is growing at times. In this regard, the diversity of views and opinions on this problem has been systematized so far, does not allow to create a single conceptual model.

#### LITERATURE ANALYSIS

A number of scientists from the CIS countries have developed the concept of competence in psychology and researched scientifically, theoretically and

Methodologically from the point of view of pedagogy. However, in pedagogical research, it is precisely the specialist – personnel competence the issue of its relevance, great interest and organization of the educational process how its importance and necessity to ensure its effectiveness is doing. Socially active and mobile, takes the initiative and is professional clearly aware of their goals, highly cultured, innovative thinking ability a teacher who has and is ready to implement innovations in education forming and providing is an important task of higher education institutions. Competence is knowledge in one or another field. "Competence" (lat. competence - I am achieving, I am worthy, I deserve) - 1) a certain state organization (local self-governing body) or official's law, regulation or scope of powers, rights and duties defined by another document; 2) he or a set of knowledge and experience in this field [4, 5]. This concept is social its content is very broad, it is in almost all directions of production is used. Competence is applied to the activities of specialists in various fields equal to these of modern requirements, the history of its origin is management theory, work process in an adequate and fully suitable way for the purpose of production unconditionally ensuring its effectiveness on the basis



of proper management, management practices, the work of upper and lower employees in the production process. It is related to the set goal and efficiency. Founder of competency-based personnel management approach it is necessary to note the name of David McClelland [3, 145 p.]. Production scientist He studied the psychological aspects of process characteristics and is an expert to integrate motivation with the production process and goals known as the founder of the theory.

Historically, the introduction of the concept of "competence" in the educational system and the following stages are distinguished in relation to the acceptance of its importance: In the first stage (1960-1970 years) — scientific circles and circulation . The concepts of "competence" and "competence" have entered and their implementation rules, features of use were determined. For the first time, the term "competence" is used. In 1965, it was used by N. Chomsky, a teacher at the University of Massachusetts. The semantic limit of this word is very wide today, in fact it is a word "agreement", "agreement", "to match something", "to fit" means. Today, this word is more "activities". Universal, that is, general features an requirements suitable for everyone "set". In the second stage (1970-1990s) the term "competence" was used its scope grows sharply, this word becomes a special term and refers to a certain field begins to mean a set of features and language theory, management, used in organizing communications. J.Raven set himself a scientific task, what is the professional competence from the point of view of modern society puts the issue and 37 competences that ensure effectiveness separates and shows its components and calls them "motivational ability". emphasizes [4]. In the third stage (1990-2001) the whole world, in the CIS, in particular. In Russia, the "Bologna Declaration" was adopted for the implementation and development of education, one of the goals of educational reforms is the qualimetric of the specialist. The main feature of the indicators is the issue of "professional competence" began to be put. During this period, a number of Russian scientists, in particular A.K. Markova [5], Eat. F. Zeera, A. V. Khutorsky and others the concept of professional competence from the point of view of psychology and pedagogy, scientifically, theoretically and methodologically came out.

#### DISCUSSION

If the concept of competence is generalized to a person, it is competence has the character of individuality. The main criterion of competence is productive activity, determined by the result of competitive personnel training. Analysis of pedagogical-psychological literature and research "competence" made it possible to distinguish different meaning sof the concept.

The search the following:

- ability to solve production issues;
- the ability to apply knowledge and skills in specific situations;
- in order to form the quality activity of the subject by the organization

The sum of the requirements imposed on the employee;

- compliance of the employee's behavior standards with the society's requirements;

- knowledge, skills and competences (SKM), ability, motivation, personality,

Communicative general sum of qualities and other concepts;

- quality training and skills of the employee;

- responsibility and authority for job duties;

- BKM + important professional qualities, together with the organizational context;

- deep understanding of professional experience;

- set of personal characteristics, individuality;

- criteria of effective production activity;

- creativity and others.

#### CONCLUSIONS AND PRACTICAL SUGGESTIONS

So, the goal of the competence-based approach is modern education from the point of view of the expert's theoretical knowledge and its practical is an effort to overcome the gap between application. Therefore, modern education the process is to give students knowledge that is difficult to apply in practice not, on the contrary, he mobilizes this knowledge to solve current professional problems as well as students themselves to solve such problems in the educational process should be to create conditions for them to solve independently.

Social and cultural competence of future elementary school teachers the following line to fully study all the features of the development it is necessary to pay attention to the aspects:

- to national, spiritual and educational values in the educational process as an important factor in the development of socio-cultural competence in students look;

- to develop socio-cultural competence in future teachers to reduce high-level communicative and psychological barriers in them formation of special knowledge system;

- socio-cultural competencies of future teachers solving the issue of determining the theoretical foundation of development;



- taking into account the characteristics of the development of socio-cultural competence specific features of this process in the conditions of professional pedagogical education. It is appropriate to determine.

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## BOSHLANG‘ICH SINFLAR O‘QUVCHILARINI HUSNIXATGA O‘RGATISH USULLARI

**Xurriyat Rajabova O‘ktamboyevna**

Samarqand shahar 38-maktab boshlang‘ich sinf o‘qituvchisi

**Annotatsiya:** Ushbu maqolada boshlang‘ich sinf o‘quvchilarini chiroyli yozuvga o‘rgatish usullari, jumladan keyslardan foydalanish tushuntirib berilgan,

**Kalit so‘zlar:** Husnixat, o‘qituvchi, o‘quvchi, keys, bilim, vaziyat.

**Annotation:** This article explains methods of teaching elementary students to write well, including the use of cases,

**Keywords:** Husnixat, teacher, student, case, knowledge, situation.

Inson hayotida yozuvning o‘rni be‘qiyosdir. Chunki yashash jarayonida har-bir kishi turli xil hujjalardan, rasmiy qog‘ozlardan va shunga o‘xshash yozuv turlaridan foydalanishadi. Yozuv turlaridan foydalanganda bexato va chiroyli yozish talab etiladi. Demak, o‘quvchilarning yozuvlari chiroyli va bexato bo‘lishi uchun boshlang‘ich sinf o‘qituvchisining yozuvi chiroyli va bexato bo‘lishi shart. Bunga erishish uchun esa yozuv tamoillarini, usullarini, vositalarini, uslubiyatlarini mukammal bilishga harakat qilish kerak.

Axborot texnologiyalari kundan-kunga rivojlanib borayotgan bir davrda qo‘lda yozilgan hujjatlarga e‘tibor biroz susaymoqda. Shu sababli kichik maktab yoshidagi o‘quvchilarni husnixatga o‘rgatish masalasi dolzarb pedagogik ahamiyat kasb etadi.

Biz shaxsiy-kasbiy faoliyatimizda turli xil muammoli vaziyatlarga duch kelamiz, aynan shu vaziyatlarning muqobil yechimini izlash, yuzaga kelgan har qanday muammoli vaziyatning yechimini topa olish, istiqbolli rejalarni tadbiq qila olish bizning bilim, tajriba va mahoratimizga bog‘liqdir. Jumladan kichik maktab yoshidagi o‘quvchilarda yozuv malakalarini shakllantirishda vaziyatlarning yechimini oldindan topishga o‘rgatuvchi, yangi yechimlarni ishlab chiqishga yo‘naltiruvchi keyslardan zamonaviy usul sifatida foydalanishimiz mumkin.

Husnixatga o‘rgatishda “Keys-stadi” texnologiyasidan foydalanishning asosiy maqsadi, o‘quvchilarning bilim olish jarayonini faollashtirish, yozuvga oid muammoli vaziyatlarni hal qilish orqali ularning yozuv texnikasi bo‘yicha qobiliyatlarini rivojlantirishdan iboratdir.

Amaliy vaziyatlarni hal etish uslublari va vositalari, ya‘ni keys-stadi (ingilizcha “case”-hodisa, holat – amaliy muammolar yig‘indisi<sup>1</sup>, stadi-o‘quv) texnologiyasi

bo'lib, u tashkilot, shaxslar guruhi yoki alohida shaxslar hayotidan olingan real vaziyat deganidir.

Ta'lim-tarbiya jarayonida keyslardan foydalanish samarali natijalar bermoqda.

O'quvchilarni chiroyli yozuvga o'rgatishda quyidagicha keyslardan foydalanish mumkin. Birinchi va ikkinchi keyslar tinglovchi muhokamasi uchun, uchinchi va to'rtinchi keyslar o'quvchilar uchun qo'llaniladi.

#### Keys №1

Ona tili darsida bir o'qituvchi o'quvchilarga: "O'rtog'ingdan ko'chirma!", "O'zing yoz, birovlarning daftariga qarama!", "Obbo, ko'chiradigan odamingni ham topibsanni-a! Uning o'zi xatto ko'chirib olishni ham qoyillata olmaydi-yu!" singari zaharxanda so'zlar bilan bir necha bor qattiq tanbeh berdi.

Boshqa sinfda esa boshqa bir o'qituvchi darsiga yo'l-yo'lakay, albatta ta'sirli qilib: "Bolalar bir-biringizdan berkitmanglar, bu yaxshi emas, hech kim sizlardan ko'chirayotgani yo'q!", - dedi.

#### Keys savollari:

1. Birinchi o'qituvchi o'quvchiga muloqotning qaysi turidan foydalanib murojaat qildi? Pedagogik talabni shunday tarzda qo'yish qanchalik to'g'ri?
2. Ikkinchi o'qituvchi tomonidan pedagogik muloqot jarayoniga qo'yilgan talab buzilmoqda. O'qituvchining xatti-harakatini oqlash mumkinmi?

#### Ko'rsatmalar:

1. Keys mohiyatini yetarlicha anglab oling.
2. Berilgan manbalarga tayangan holda muammoning yechimini topishga xizmat qiluvchi omillarni aniqlang.
3. Aniqlangan omillar orasidan muammoga barchasidan ko'proq dahldor bo'lgan omil (yoki ikkita omil)ni ajrating.
4. Ana shu omillar asosida yechimni asoslashga urining.
5. Yechimni bayon eting.

#### Keys №2

Uzoq yillik ish tajribasiga ega bo'lgan, o'quvchilar o'rtasida alohida hurmatga sazovor ona tili fani o'qituvchisi sinfga kirib, xattaxtaga sana va mavzuni juda yomon yozuvda, ya'ni husnixat qoidalarini buzib yozdi. Va hech nima bo'lmagandek darsni davom ettirdi.

Sinfda shivir-shivir boshlandi.

#### Keys savollari:

- O'qituvchining mavjud vaziyatdagi holatini shaxsan siz qanday baholaysiz?  
Bu vaziyatda o'qituvchi qanday tarbiya metodini qo'lladi?

O'qituvchi nima uchun husnixat qoidalariga amal qilmadi?

O'qituvchi bu bilan nima demoqchi edi?

Keys tahlili:

Bu vaziyatda o'qituvchi o'zining pedagogik tajribaga egaligini namoyon etadi. U bu yozuvni o'zining ustidan kulish vositasi deb emas, aksincha, tarbiya, ta'lim sifatida qildi. Natijada o'quvchilar o'qituvchining yozuvi bilan o'zlarning yozuvlarini taqqosladilar. Bunday yondashuv o'quvchilarga o'qituvchining noverbal muloqot orqali harakat qilganligini anglatadi.

Ko'rsatmalar:

Keys mohiyatini yetarlicha anglab oling.

Muammoning samarali yechimini ifodalovchi tarbiya metodlari tizimini aniqlang.

Aniqlangan tarbiya metodlari tizimi orasidan muammoga ko'proq dahldor bo'lgan metod (yoki ikkita metod)ni ajrating.

Ajratib olingan metodlar asosida o'qituvchining voqeaga nisbatan munosabatini asoslashga urining.

Yechimni bayon eting.

### Keys № 3

1. O'quvchilarga muammo beriladi: "O'rtog'ingiz chiroyli yozmaydi, lekin u o'z yozuvini yomon deb hisoblamaydi. Bu holatda sizning harakatingiz".

2. Muammo tahlili:

O'quvchilar o'z fikrlarini bayon qiladilar.

1. Usullar ichidagi eng muhimini ajrating.
2. Ushbu usullarni qay holatlarda ishlatasiz?
3. O'quvchi javobi.

### Keys № 4

1. O'quvchilarga muammo beriladi: "Nargiza juda ko'p harakat qilgani bilan yozuvini tuzata olmayapdi". Tavsiyalaringiz?

2. Muammo tahlili:

O'quvchilar o'z fikrlarini bayon qiladilar.

1. Usullar ichidagi eng muhimini ajrating.
2. Ushbu usullarni qay holatlarda ishlatasiz?
3. O'quvchi javobi.

O'qituvchi fikrlar ichidan eng muhim deb hisoblaganlarini ta'kidlab o'tadi.

Husnixat darslari orqali o'quvchilarda yozuv texnikasini shakllantirar ekanmiz, yozuvga bo'lgan e'tibor doim diqqat markazda bo'lishi va uni amalga oshirish uchun



har bir o'qituvchidan yuksak kasb mahorati va hattotlik san'ati talab etiladi. O'qituvchilarimiz husnixat daqiqalarini zamonaviy metodlar orqali tashkil etishsa, yosh avlod og'zaki va yozma nutqi ravon, har tomonlama yetuk insonlar bo'libgina qolmasdan, go'zallikka intiluvchi va uni yurakdan his qila oluvchi, go'zallikni yaratishga intiladigan shaxslar bo'lib voyaga yetadilar.

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## BOSHLANG‘ICH TA‘LIMDA O‘QUVCHILARNING IJODIY QOBILİYATLARINI RIVOJLANTIRISH USULLARI

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Samarqand davlat universiteti Maktabgacha va boshlang‘ich ta‘lim fakulteti talabasi

**Annotatsiya:** Ushbu maqolada zamonaviy ilmiy-texnik yutuqlardan foydalangan holda o‘quvchilarga ta‘lim berish, ularni ilmiy dunyoqarashini kengaytirish, qobiliyatlarini yuzaga chiqarish usullaridan na‘munalar berilgan.

**Kalit so‘zlar:** ta‘lim, innovatsiya, topishmoq, ijod, fikr, dunyoqarash, qobiliyat.

**Annotation:** This article provides examples of ways to educate students, expand their scientific outlook, and reveal their abilities using modern scientific and technical achievements.

**Keywords:** education, innovation, riddle, creativity, thought, outlook, ability.

Bugungi kunda ta‘lim oluvchilarning ijodiy va erkin fikrlash, axborotni mustaqil ravishda izlash va topish, aqliy mehnat madaniyatini rivojlantirish zamonaviy ta‘limning asosiy vazifalaridan hisoblanadi.

Ijodiy qobiliyat masalasi hamma vaqt odamlarning juda katta qiziqishini uyg‘otib kelgan. Ammo o‘tmishda inson ijodiyotini o‘rganishi uchun alohida talab yo‘q edi. Inson madaniyatining rivojlanishida turli ilmiy izlanishlar, ixtirolar, san‘at va adabiyot asarlari yaratilib, o‘z-o‘zidan qobiliyatlar paydo bo‘la boshlagan.

Bizning davrimizda sharoitlar tubdan o‘zgardi. Ilmiy texnik rivojlanish davrida hayot murakkabroq va xilma-xil bo‘la boradi. Bu esa insonlardan takroriy, bir xillikni emas, balki katta va kichik muammolarni yechishda unga ijodiy yondashish kerakligini, yangi sharoitga yangicha munosabat zarurligini va unga moslashishni talab etadi.

Agarda ko‘pgina kasblar uchun aqliy mehnatning o‘rni o‘sib borayotganligi haqidagi dalilni hisobga olsak, bajariladigan mehnat faoliyatning eng ko‘p miqdori mashinalar yordamidir. Bundan ayon bo‘ladiki, inson ijodiy iqtidori ilmiy-texnologiyalar rivojining muhim qismi bo‘ladi-bu esa zamonaviy inson tarbiyasining eng muhim masalalaridan sanaladi.

Axir jamlangan barcha madaniy boyliklar inson ijodiy faoliyatining samarasidir. O‘sib kelayotgan yosh avlodning ijodiy salohiyati inson jamiyatining kelajakda oldinga ilgarilab borishida aniq namoyon bo‘ladi.

Doimo ijodiy qobiliyatli bo‘lish – bu kuchlilikdan dalolat beradi. Kelajakka ijodiy qobiliyat bilan intilish, bu har qanday sharoitda muammoli masalalarni hal qilishga tayyor hamda yangi g‘oyalar ishlab chiqishga qodir demakdir.

Aslida, ijodiy qobiliyatning o‘zi nima?

“Ijodiy faoliyat” deganda biz insonning shunday faoliyatini tushunamizki, uning samarasi o‘laroq xox bu tashqi dunyo predmeti bo‘lsin yoki butun borliqqa yangi munosabat hissi bo‘lsin ularga oid yangi bir narsa yaratiladi.

Qaysi jabhada bo‘lmasin inson hatti-harakati va faoliyatini diqqat bilan ko‘rib chiqsak, unda uning asosiy turini ko‘rishimiz mumkin. Insonning ba‘zi bir harakatlarini reproduktiv va ishlab chiqilgan yoki dasturlashtirilgan deb atash mumkin. Faoliyatining bu turi bizning xotiralarimiz bilan uzviy bog‘liq va uning mazmun mohiyati shu bilan bog‘liqki, inson oldin mavjud bo‘lgan hatti-harakatlarni takrorlaydi. Inson hatti-harakatida reproduktiv faoliyatdan tashqari ijodiy faoliyat ham mavjud, uning samarasi o‘laroq o‘tmishdagi tasavvur va harakat malakalarining ishlatilishi emas, balki yangi obraz va harakatlar paydo bo‘lishi kuzatiladi.

Ta’limga ijodiy yondashuv – shaxsga yo‘naltirilgan o‘qitishni to‘la amalga oshirishga imkoniyat yaratadi.

Boshlang‘ich ta’limni ijodiy tashkil etish masalalarini B.R.Adizov tahlil qilib, quyidagi uchta tarkibiy qismlarini ajratadi: ijodiy ta’limni tashkil etish, bolalarning o‘quv materiallarini ijodiy o‘zlashtirishi, ta’lim oluvchilarda ijodiy qobiliyatlarini tarbiyalash. Uning yozishicha, ijodiy ta’limni tashkil etish – bu o‘quv material bilan o‘quv faoliyati o‘rtasidagi aloqalarni yuzaga chiqarishdir. Ijodiy faollikni shakllantirish va rivojlantirish – bosqichma-bosqich hal qilinadigan muammodir. Shaxs faolligi turli, ya’ni o‘quv, ilmiy, ishlab chiqarish kabi ijodiy faoliyatlar ta’sirida shakllanadi va rivojlanadi.

O‘quvchilarda ijodiy qobiliyatni boshlang‘ich sinflardanoq rivojlantirib borish lozim. Quyida boshlang‘ich sinf o‘quvchilarning ijodiy qobiliyatlarini shakllantirish va rivojlantirishga xizmat qiluvchi bir nechta usularni ko‘rib chiqamiz.

«Kim tez topa oladi? o‘yini

Sinf o‘quvchilari bir necha guruhga ajratiladi. O‘qituvchi biron predmet yoki ish quroli rasmini o‘quvchilarga ko‘rsatadi. O‘quvchilar o‘qituvchi bergan savollar orqali rasmdan kerakli predmet yoki shaxsni ko‘rsatishadi.

Masalan: chinor, terak, olma daraxtlarining rasmini ko‘rsatib quyidagi savollarni beradi.

1. Uzoq umr ko‘ruvchi daraxt qaysi?
2. Qaysi daraxt meva beradi?

3. Qaysi daraxt manzarali daraxt?

*Tasvirli didaktik o‘yin*

Tasvirda nima aks ettirilgan? Tasvir nimalardan tashkil topgan?



O‘quvchilar tasvirda yashiringan sonlarni topish orqali ularni eslab qolish va qo‘l harakatini to‘g‘ri ishlatishga o‘rganadilar. Ular o‘ynab yurganda yerga, daftarga, boshqa joylarga tasvirni chizish orqali ham sonlarni eslab qolish ko‘nikmalarini egallashlari orqali ijodkorliklari rivojlanadi.

“Fikrni charxlash” o‘yini

O‘yinning maqsadi o‘quvchilar ijodiy qobiliyatlarini rivojlantirish bilan birgalikda hisoblash malakalarini ham shakllantirishdan iborat.

O‘yinda sonlar o‘rniga ularning harfiy ifodasi ko‘rsatiladi, javob ham harfiy ifoda bilan berilishi talab qilinadi:

$$i + i = t$$

Ya’ni:  $i = 2, t = 4, a = 5, r = 6 \dots\dots$

$$2 + 2 = 4$$

Bu o‘yinda o‘quvchilar harfiy ifoda o‘rnida qanaqa son borligini mantiqiy fikrlab, o‘zlari ham ifodaning harfiy javobini yozadilar.

Xulosa qilib aytganda o‘qituvchi ta’lim jarayonida eshitib, ko‘ribgina qolmay, balki dars mavzusi, mazmunini o‘rganishda uni faol ishtirokchisiga aylanishini ta’minlashi zarur. O‘qituvchi faqat o‘qitibgina qolmay, o‘quvchini mustaqil mutolaa qilish orqali ijodiy fikrlash ko‘nikmalarini shakllantirishi lozim.

Agar o‘qituvchi ta’lim mazmunini va mohiyatini, uning metodlarini o‘qib o‘rganib, o‘zlashtirib, o‘z pedagogik faoliyatiga joriy qila olsa, takomillashgan



Davlat ta'lim standartlarini va modernizatsiya qilgan o'quv dasturlarini to'la o'zlashtirishlarini kafolatlaydi, sifat va samaradorlikka erishishini ta'minlaydi.

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## BOSHLANG‘ICH SINFLARDA TABIIY FANLARNI O‘TISHDA SINFDAN TASHQARI ISHLARNI TASHKIL ETISH

**Uldan Xujamiyarova Alimuratovna**

Qibray tumanidagi 48-maktabning boshlang‘ich sinf o‘qituvchisi,  
xalq ta‘limi a‘lochisi

**Annotatsiya:** Maqolada boshlag‘ich ta‘lim tabiiy fanlar darslarida sinfdan tashqari ishlar jarayonida bolalarni tabiat bilan tanishtirishda amaliy ishlarni tashkil etishning samarali metodlari xususida fikr yuritilgan.

**Tayanch tushunchalar:** amaliy ishlar, tajriba, obyekt, tabiiy fanlar, ekskursiya, sovuq olov, lava, kislota.

**Annotation:** In the article, extracurricular activities in natural science classes of primary education in the process, thoughts were given about effective methods of organizing practical activities to introduce children to nature.

**Keywords:** practical work, experience, object, natural sciences, excursion,

O‘quvchilarning bolajak kasbiy sifatlarini shakllantirishda nazariy bilimlar bilan bir qatorda amaliyot ham muhim o‘rin egallaydi. Tabiiy ilmiy bilimlar uzoq yillar davomida amaliy faoliyat tufayli qo‘lga kiritilgan. Atrof muhitni bilishda, anglashda ilmiy tajriba, amaliy bilimlar muhim rol o‘ynab kelgan va kelmoqda.

Ma‘lumki, keyingi yillarda maktab ta‘limida ancha o‘zgarishlar ro‘y berdi. Shulardan eng yaxshisi, boshlang‘ich sinflarda tabiiy fanlar darsligining yaratilishidir. Yil oxirida har bir o‘quvchimdan “Qaysi fanni sevib o‘qiysan?” deb so‘raganimda, albatta “tabiiy fanlar” deb javob berdi. Bu albatta darslikda berilgan amaliy tajribalar hamda o‘zim sinfdan tashqari o‘tkazgan amaliy tajribalarim natijasidir.

Yil davomida 2-sinfda sinfdan tashqari turli amaliy tajribalar o‘tkazib bordim. Quyida shulardan bir nechtasini keltirmoqchiman.

“O‘z vulqoningni hosil qil!”

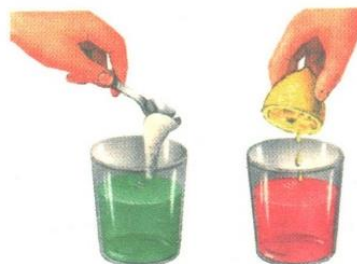
Buning uchun 2 choy qoshiq oziq -ovqat sodasini kichikroq shisha bankaga solish kerak. Bankani yumshoq loy yoki plastilin bilan suvab chiqamiz. Natijada vulqon modeli tayyor bo‘ladi.

Endi bankaga 100 ml uksus quyamiz va “vulqon” otilishini kuzatamiz. Unga ozroq oziq-ovqat bo‘yog‘ini qo‘shsak, har xil rangli “lava” hosil bo‘ladi.

Kislota

1. Qizil karamni mayda qilib to‘g‘raymiz. Biror idishga solib, idishni qaynoq suv bilan to‘ldiramiz.

2. Karam damlamasiga xohlagan moddani solib aralastiramiz. Kislotani uni yorqin qizil rangga bo‘yaydi. Avval unga limon sharbatini qo‘shamiz, keyin bir qoshiq oziq-ovqat sodasi solib, avvalgi jarayonni qaytaramiz. Soda ishqor, yan‘ni oz‘ xossasi bilan kislotaga qarama-qarshi modda. Ishqor karam damlamasini yashil rangga bo‘yaydi.



3. “Ranglardan O‘zbekiston bayrog‘i” ni hosil qilish.



5 ta bir xil idish olamiz va unga suv solamiz. Suvlarga bo‘yoq beramiz.

- 1-idish- yashil
- 2-idish- qizil
- 3-idish- oq
- 4-idish- qizil



#### 5-idish-ko'k rang

1-idishga 4 qoshiq shakar, 2-idishga-3 qoshiq shakar, 3-idishga-2 qoshiq shakar, 4-idishga -1 qoshiq shakar solamiz, 5-idish shakarsiz bo'ladi.

Ranglarni probirkaga ketma -ket solamiz. Natijada har xil rangli suvlar hosil bo'ladi. Biz o'quvchilarimiz bilan "O'zbekiston bayrog'i" ranglarini hosil qildik.

#### 4. "Sovuq olov" hosil qilish.

Buning uchun katta idish (tog'oracha)ga suv to'ldiramiz.

Suvga suyuq sovun solamiz, so'ngra sovunni ko'pik qilib aralashtiramiz. Aralashmaga "havo spreyi" yuboramiz. Hosil bo'lgan ko'piklarni qo'limizga olamiz va ko'piklarga gugurt chaqamiz. Ko'pik yonadi va olov hosil bo'ladi. Eng qiziqarlisi, bu olovdan qo'lingiz kuymaydi.

#### 5. "Sovuq va issiq".

##### "Termometr"

mavzusini o'rganganimizda ushbu tajribani bajarib ko'rdik.

Tangachani suvda ho'llab, ochiq plastik butilka og'zining yuqorisiga qo'ying. Ikki qo'l bilan butilkani biroz ushlab turamiz.

Tangacha biroz ko'tarilganini kuztamaiz.

Chunki bizning qo'limiz butilkani isitdi, havo isiganda u kengayadi va tangachani yuqoriga itaradi.

#### 6. Antiqa telefon.

Bu kabi amaliy mashg'ulotlar o'quvchilarga atrof olamni o'rganishda yaqindan yordam beradi. Fanni hayot bilan bog'lashga, dunyoni ilmiy anglashiga yordam beradi.

Bizga kerak	Bajarish tartibi
<p>2 ta qog'oz stakan</p>  <p>Ingichka chilvir (ip)</p>  <p>Cho'plar</p> 	<ol style="list-style-type: none"><li>1. Qog'oz stakanlar ostidan teshik oching.</li><li>2. Stakan tubidagi teshiklardan ip o'tkazib, yog'och cho'pni bog'lang.</li><li>3. Stakanlarga bog'langan ipni tarang tortib, bir o'quvchi stakanni qulog'iga qo'yadi, yana bir o'quvchi ikkinchi stakanga oldin past, keyin baland tovushda gapiradi.</li><li>4. Ip tarang tortilmagan holatda tajribani takrorlang.</li><li>5. "Antiqa telefon"da eshitilgan tovushlarni taqqoslang.</li></ol>

Ip tarang tortilganda tovush yaxshi eshitildi.



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## SURXONDARYO VILOYATIDA TARQALGAN ARSLONQUYRUQ( LEONURUS TURKESTANICUS V.I. KREZ. & KUPRIAN ) HAQIDA UMUMIY MA'LUMOTLAR VA OLIB BORILGAN TAJRIBALAR

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**Annotatsiya:** Maqolada Surxondaryo viloyatida tarqalgan Arslonquyruq o'simligining biologiyasi va uning geografik xususiyatlari haqida fikrlar bildirilgan. Shuningdek, Arslonquyruq o'simligining biologiyasiga xos xususiyati viloyatning iqlimi va geografik sharoiti bilan bog'liqligi ko'rsatilgan.

**Kalit so'zlar:** gullash biologiyasi, urug' unuvchanligi, rivojlanish maromi.

**Annotation:** The article discusses the biology of the lion's tail plant and its geographical features, distributed in the Surkhandarya region. Also, it is shown that the biological feature of the lion's tail plant is related to the climate and geographical conditions of the region.

**Keywords:** flowering biology, seed germination, developmental cycle.

Turkiston arslonquyruq'i (*Leonurus turkestanicus* V.I. Krecz. & Kuprian) Lamiaceae oilasiga mansub bo'yi 50-150 (ba'zan 200) sm ga yetadigan ko'p yillik o't o'simlikdir. Poyasi bir nechta, to'rt qirrali, tik o'suvchi, shoxlangan. Bargi oddiy, panjasimon besh bo'lakli, yuqoridagilari uch bo'lakli bo'lib, poyada bandi bilan qarama qarshi joylashgan. Gullari 5 bo'lakli, ikki labli, poyaning yuqori qismidagi barglar qo'ltig'ida halqa shaklida o'rnashib, boshqosimon to'pgul hosil qiladi. Mevasi uch qirrali, to'q jigarrang 4 ta yong'oqchadan tashkil topgan [1]. Iyun oyidan sentyabrgacha gullaydi va mevasi etiladi. Ildiz tizimi tuproqda sayoz joylashgan [3]. *Leonurus turkestanicus* o'simligi yog'ochlangan ildizpoyali, ildiz tizimi tuproqning 20 sm li yuza, qatlamida tarqalgan ko'p yillik o'tsimon o'simlik [2] bo'lganligi uchun ushbu o'simlikni kuzda va erta bahorda ekib ko'paytiriladi. Bundan tashqari *Leonurus turkestanicus* o'simligini erta bahorda ekib kech kuzda yog'ochlangan ildizpoyasidan ko'chirib o'tqazish mumkin.

Tajribalar va natijalar: Arslonquyruq o'simligining kuzda yog'ochlangan ildizpoyasidan ko'chirib o'tqazilgan variantlarda ko'chatlarning bo'yi, o'rtach 15 sm ni, unib chiqqan ko'chatlarni yanagi kuz oyigacha saqlanishi 78% ni tashkil etdi. Bahor oyida ekilgan ko'chatlarning bo'yi, o'rtach esa, 20 sm ni tashkil etib kuchatlarni kuz fasligacha 90% i saqlanib qolganligi kuzatildi[4].

Termiz sharoitida, 2021-yil 11-aprelda ekilgan arslonquyruqning birinchi kurtaklari 20 kundan keyin, yani– 2021-yil 1-mayda va yalpi nishlash esa - 26 kundan keyin (06.05.21) qayd etilgan. Birinchi yetarlicha rivojlangan uchtalik barg yalpi nishlashdan 4 kun o‘tgach paydo bo‘ldi (10/05/2021). Besh bargli faza 11 kundan keyin (21/05/21) boshlandi. Beshta barg paydo bo‘lganidan bir hafta o‘tgach (2021-yil 28 may) to‘g‘ri tetraedral poya faol rivojlana boshladi. Arslonquyruq ko‘p yillik o‘simlik bo‘lganligi sababli, uning vegetatsiyasining birinchi yili yalpi shoxlanish fazasining yo‘qligi bilan tavsiflanadi. 2021-yilda nafaqat yalpi shoxlanish bosqichining boshlanishi, balki yalpi gullash ham qayd etilmagan. Bundan tashqari, kurtaklari iyul oyining oxirida (30.07.21) ochila boshladi va gullash bosqichining umumiy davomiyligi taxminan 27 kun edi. Bu yil oz sonli o‘simliklar urug‘ hosil qildi.

### 3.1-jadval

Bahorgi ekish davrida arslonquyruq o‘simliklarining rivojlanish fazasi, 2021–2022-y

O‘simliklarning rivojlanish bosqichlari											
Unib chiqish		3 talik barg fazasi	5 talik barg fazasi	Poya shaklanishi va o‘shishi		Shoxlanish		G‘unchalash		Gullash	
boshlanishi	yalpi			boshlanishi	yalpi	boshlanishi	yalpi	boshlanishi	yalpi	boshlanishi	yalpi
01.05	06.05	10.05	21.05	28.05	10.06	28.06	-	23.07	-	30.07	
01.03-O‘shishda davom etdi				12.03	26.03	10.04	18.04	01.05	05.05	08.05	18.05

Keyingi yillarda vegetativ massaning o‘shishi mart oyining birinchi kunlarida kuzatildi, bu fevral oyida va bahor davrining boshida qulay harorat rejimi tufayli ro‘y berdi. Vegetatsiyaning ikkinchi yilida (2022-yil) o‘shish fazasining boshlanishi qayta o‘shishdan 11 kundan keyin (12/03/22) qayd etilgan. Shoxlanish fazasining boshlanishi esa qayta o‘shishdan 25 kundan keyin (10/04/22) qayd etilgan.

Poya hosil bo‘lishi boshlanganidan ikki hafta o‘tgach ommaviy poya o‘shishi kuzatildi va vegetatsiyaning birinchi yilida (2021-yil) uning davomiyligi taxminan 56 kundi tashkil etdi. 2022-yilda qator oralig‘i 45 sm va 60 sm bo‘lgan keng qatorli

uchastkalarda poyadan 14 kun o‘tgach, shoxlanish fazasining boshlanishi (10.04.22) qayd etilgan. Bu vegetatsiya yillarida vegetativ massaning faol rivojlanish davomiyligi deyarli bir haftaga qisqardi va mos ravishda 49 va 50 kunni tashkil etdi. Bunga sabab ekish davri, shuningdek, aprel oyidagi quruq va issiq meteorologik sharoit ta’sir ko‘rsatdi. Vegetatsiyaning ikkinchi yilidan (2022-yil) boshlab, tajribaning barcha variantlarida ommaviy gullash bosqichi kuzatildi. 2022-yilda g‘unchalashning boshlanishi 2022-yil 1-mayda kuzatilgan, yalpi g‘unchalash esa 4 kundan keyin (2022-yil 5-may) boshlangan. G‘unchalar 3 kundan keyin (05.08.22) va ommaviy ravishda - 10 kundan keyin (18.05.22) ochiladi. Gullash davri 06/10/16 gacha davom etdi va 24 kunni tashkil etdi.

Laboratoriya sharoitida urug‘ namligini aniqlash yo‘li bilan urug‘larning pishishi fazalari davrlari aniqlandi (3.2-jadval). Vegetatsiyaning birinchi yilida (2021-yil) sut pishish bosqichi avgust oyining uchinchi o‘n kunligida (26.08.21) kuzatildi. 14 kundan so‘ng (09/09/21) pastasimon (Pasta holati - bu o‘tish davri bo‘lib, unda don juda katta bo‘lib qoladi, lekin plastik moddalar oqimi sezilarli darajada sekinlashadi) holatning boshlanishi qayd etildi, 7 kundan keyin (16/09/21) - mumsimon va 8 kundan keyin (09/23/21) – qattiq (to‘liq pishish) holatga o‘tishi aniqlandi.

### 3.2-jadval.

Bahorgi ekish davrida arslonquyruq o‘simligi urug‘ining pishib yetish bosqichlari, 2021–2022 yillar

Yillar	Urug‘larning pishib etish bosqichlari					Qattiqlashish
	Sut pishish	Pasta pishish	mum pishishi			
			boshlanishi	o‘rta	tugashi	
2021	01.09	09.09	16.09			23.09
2022	10.06	21.06	28.06	06.07	06.07	15.07

2022-yilgi tadqiqotlarga ko‘ra, urug‘lik materialining yetilish fazalarining davomiyligi biroz o‘zgargan. Urug‘ hosil bo‘lishining boshlanishi 2022-yil 10 iyunda kuzatildi. Keyingi bosqichlarning boshlanishi vaqti har xil ekish usullariga ega bo‘lgan uchastkalarda har xil edi. Urug‘lar 30 va 45 sm qator oralig‘ida (21.06.2022) pastasimon holatga kelganida, qator oralig‘i 60 sm bo‘lgan uchastkalarda ular allaqachon mum pishishining boshida edi. 2022-yil 28-iyunda tajribaning barcha variantlarida mum pishishining boshlanishi bosqichi kuzatildi. Keyingi o‘rim-yig‘im



davrida 30 va 45 sm qator oralig'idagi urug'lar o'rta mum pishib etish bosqichida, 60 sm esa oxirida edi. Arslonuyruq o'simligining vegetativ massasi rivojlanishining to'xtashi va urug'larning to'kilishi vegetatsiyaning birinchi (2021-yil) yilida oktyabr oyining uchinchi o'n kunligigacha, 22-yilda esa - avgust oyining uchinchi o'n kunligigacha davom etdi. Oktyabr-noyabr-dekabr oylarida havo haroratining bosqichma-bosqich pasayishi qishda o'simliklarning qulay adaptatsiyasiga yordam berdi.

Xulosa va tavsiyalar: Shunday qilib, vegetatsiyaning birinchi yilida ob-havo sharoitlari va yoshga bog'liq fiziologik o'zgarishlar tufayli o'simlikning vegetatsiya davrining davomiyligi o'rtacha 184 kun 2022-yilda esa 182-183 kunga kamaydi.

Fenologik kuzatishlar olib borilganda ma'lum bo'ldiki, rivojlanishning gullash va mevalash fazasi arslonquyruq o'simligining rivojlanishida hal qiluvchi ahamiyatga ega. Ekstremal meteorologik sharoitlar tufayli fazalararo davrlarning sezilarli qisqarishi vegetativ fazalarda ham kuzatilgan. Biroq, shonalash va gullash davrlarining qisqarishi, shuningdek, urug'larning tez pishishi urug'lik hosilining pasayishiga va uning sifatining yomonlashishiga olib keladi. O'zbekistonning sug'oriladigan (sho'rlangan tuproqlardan tashqari) barcha yerlarida ekib o'stirish mumkin. Arslonquyruqdan yuqori hosil yetishtirish uchun uni unumdor suv bilan yaxshi ta'minlangan yerlarga ekishni tavsiya qilamiz. Haydab ekilayotgan ekinlardan bo'shagan yerlarga ekish maqsadga muvofiq bo'ladi.

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**DISKRET PARAMETRLI IKKINCHI TARTIBLI OPERATORLI  
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**Annotatsiya:** Panjaradagi soni saqlanmaydigan zarrachalar sistemasiga mos keluvchi blok operatorli matritsalarining spektral xossalarini o'rganish bilan bog'liq masalalar statistik fizika, qattiq jismlar fizikasi, mexanika va gidrodinamikaning ko'plab sohalarida uchrab turadi. Shu nuqtai nazardan ushbu mavzu dolzarb hisoblanadi.

**Kalit so'zlar:** Gilbert fazosi, Fok fazosi, skalyar ko'paytma, kompleks fazo, qo'shma operatorlar, o'z – o'ziga qo'shma operator.

**Annotation.** Issues related to the study of the spectral properties of block-operator matrices corresponding to a system of particles whose number is not conserved in the lattice are found in many areas of statistical physics, solid-state physics, mechanics, and hydrodynamics. From this point of view, this topic is relevant.

**Keywords:** Gilbert space, Fok space, scalar product, complex space, additive operators, self – adjoint operator.

$H_0 := \mathbb{C}$  - bir o'lchamli kompleks fazo,  $H_1 := L_2(\mathbb{T}^d)$  -  $\mathbb{T}^d$  da aniqlangan kvadrati bilan integrallanuvchi, (umuman olganda, kompleks qiymatli) funksiyalar Gilbert fazosi bo'lsin.  $H^{(2)}$  orqali  $H_0$  va  $H_1$  fazolarning to'g'ri yig'indisini belgilaymiz, ya'ni  $H^{(2)} := H_0 \oplus H_1$  [1].

Odatda,  $H^{(2)}$  Gilbert fazosiga Fok fazosining qirqilgan ikki zarrachali qism fazosi deyiladi.  $H^{(2)}$  Gilbert fazosining ixtiyoriy  $f$  elementi  $f = (f_0, f_1)$  kabi tasvirlanadi, bunda  $f_0 \in H_0, f_1 \in H_1$  [1].

$f = (f_0, f_1) \in H^{(2)}$  elementning normasi

$$\|f\| = \sqrt{\|f_0\|_0^2 + \|f_1\|_1^2}$$

formula yordamida topiladi:

$$\|f_0\|_0 = |f_0|, \|f_1\|_1 = \sqrt{\int_{\mathbb{T}^d} \int_{\mathbb{T}^d} |f_1(t)|^2 dt}.$$

Ikkita  $f = (f_0, f_1), g = (g_0, g_1) \in H^{(2)}$  elementlarning skalyar ko'paytmasi  
 $(f, g) = (f_0, g_0)_0 + (f_1, g_1)_1$

kabi topiladi:

$$(f_0, g_0)_0 = f_0 \cdot \overline{g_0}, (f_1, g_1)_1 = \int_{\mathbb{T}^d} f_1(t) \overline{g_1(t)} dt.$$

$H^{(2)}$  Gilbert fazosida quyidagi ikkinchi tartibli

$$A_2^{(s)} := \begin{pmatrix} \hat{A}_{00}^{(s)} & \hat{A}_{01} \\ \hat{A}_{01}^* & \hat{A}_{11}^{(s)} \end{pmatrix} \quad (1)$$

operatorli matritsani qaraymiz, bu yerda

$$A_{ii}: H_i \rightarrow H_i, \quad i = 0, 1, A_{01}: H_1 \rightarrow H_0$$

operatorlar quyidagicha aniqlangan:

$$\hat{A}_{00}^{(s)} f_0 = s \varepsilon f_0, f_0 \in H_0;$$

$$\hat{A}_{01} f_1 = \alpha \int_{\mathbb{T}^d} v(t) f_1(t) dt, f_1 \in H_1;$$

$$(\hat{A}_{11}^{(s)} f_1)(x) = (-s \varepsilon + u(x)) f_1(x), f_1 \in H_1.$$

Bunda,  $s = \pm \varepsilon$  – haqiqiy son,  $v(\cdot)$  va  $u(\cdot)$  lar haqiqiy qiymatli uzluksiz funksiyalar,  $\alpha > 0$  – esa “ta’sirlashuv parametri”,  $\hat{A}_{01}^*$  operator mos ravishda  $\hat{A}_{01}$  operatorga qo’shma operatorlar bo‘lib, ular quyidagicha aniqlanadi:

$$(\hat{A}_{01} f_1, f_0) = (f_1, f_0 \hat{A}_{01}^*)$$

$$\begin{aligned} (\hat{A}_{01} f_1, f_0) &= \left( \alpha \int_{\mathbb{T}^d} v(t) f_1(t) dt, f_0 \right) = \alpha \int_{\mathbb{T}^d} v(t) f_1(t) dt, \bar{f}_0 = \\ &= \int_{\mathbb{T}^d} \overline{\alpha v(t) f_0} f_1(t) dt = \int_{\mathbb{T}^d} f_1(t) \overline{\alpha v(t) f_0} dt \end{aligned}$$

$$\hat{A}_{01}^* = \alpha v(t) f_0$$

$$(\hat{A}_{01}^* f_0)(x) = \alpha v(x) f_0, f_0 \in H_0.$$

1 – lemma.  $H^{(2)}$  Gilbert fazosida (1) formula orqali ta’sir qiluvchi

ikkinchi tartibli  $A_2^{(s)}$  operatorli matritsa chiziqli, chegaralangan va o‘z – o‘ziga qo’shma operator bo‘ladi [2].

Isbot. Ixtiyoriy  $a, b \in \mathbb{C}$  kompleks sonlar va ixtiyoriy  $f = (f_0, f_1), g = (g_0, g_1) \in H^{(2)}$  elementlar uchun

$$A_2^{(s)}(af + bg) = aA_2^{(s)}f + bA_2^{(s)}g$$

tenglikni tekshirish orqali  $A_2^{(s)}$  operatorli matritsaning chiziqli operator ekanini isbotlaymiz.

Dastlab,

$$A_2^{(s)} f := \begin{pmatrix} \hat{A}_{00}^{(s)} & \hat{A}_{01} \\ \hat{A}_{01}^* & \hat{A}_{11}^{(s)} \end{pmatrix} \begin{pmatrix} f_0 \\ f_1 \end{pmatrix} = \begin{pmatrix} \hat{A}_{00}^{(s)} f_0 + \hat{A}_{01} f_1 \\ \hat{A}_{01}^* f_0 + \hat{A}_{11}^{(s)} f_1 \end{pmatrix} =$$

$$= \begin{pmatrix} s\varepsilon f_0 + \alpha \int_{\mathbb{T}^d} v(t)f_1(t)dt \\ \alpha v(x)f_0 + (-s\varepsilon + u(x))f_1(x) \end{pmatrix}$$

ekanligini ta'kidlab o'tamiz.

$$\begin{aligned} A_2^{(s)}(af + bg) &= \\ &= \begin{pmatrix} s\varepsilon(af_0 + bg_0) + \alpha \int_{\mathbb{T}^d} v(t)(af_1(t) + bg_1(t))dt \\ \alpha v(x)(af_0 + bg_0) + (-s\varepsilon + u(x))(af_1(x) + bg_1(x)) \end{pmatrix} = \\ &= \begin{pmatrix} s\varepsilon af_0 + \alpha \int_{\mathbb{T}^d} v(t)af_1(t)dt + s\varepsilon bf_0 + \alpha \int_{\mathbb{T}^d} v(t)bf_1(t)dt \\ \alpha v(x)af_0 + (-s\varepsilon + u(x))af_1(x) + \alpha v(x)bf_0 + (-s\varepsilon + u(x))bf_1(x) \end{pmatrix} = \\ &= a \begin{pmatrix} s\varepsilon f_0 + \alpha \int_{\mathbb{T}^d} v(t)f_1(t)dt \\ \alpha v(x)f_0 + (-s\varepsilon + u(x))f_1(x) \end{pmatrix} + \\ &+ b \begin{pmatrix} s\varepsilon g_0 + \alpha \int_{\mathbb{T}^d} v(t)g_1(t)dt \\ \alpha v(x)g_0 + (-s\varepsilon + u(x))g_1(x) \end{pmatrix} = \\ &= aA_2^{(s)}f + bA_2^{(s)}g. \end{aligned}$$

Demak, berilgan diskret parametrli ikkinchi tartibli operatorli matritsa  $A_2^{(s)}$  chiziqli operator ekan.

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## ОСОБЕННОСТИ АДАПТАЦИИ ОБРАЗНОЙ СИСТЕМЫ РОМАНА А.С.ПУШКИНА «КАПИТАНСКАЯ ДОЧКА» В ИНОКУЛЬТУРНОЙ СФЕРЕ

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**Аннотация:** В данной статье изучены особенности адаптации образной системы романа в инокультурной сфере на примере романа А.С.Пушкина "Капитанская дочка". Произведение является наиболее известным в русской литературе, которое с успехом переводится на различные языки мира и адаптируется в инокультурной сфере. Однако, при адаптации образной системы романа возникают определенные трудности, связанные с различиями в культурных традициях и представлениях о мире.

**Ключевые слова:** адаптация, сфера, образная система, стиль речи

**Annotation:** This article describes the features of adapting the image of the novel's system in a foreign cultural sphere on the territory of distribution of the novel by A.S. Pushkin "The Captain's Daughter". The work is the most popular in Russian literature, which is successfully translated into various languages of the world and adapted in a foreign cultural sphere. However, when adapting the novel's system, a guilty verdict is associated with differences in cultural traditions and ideas about prosecution.

**Keywords:** adaptation, sphere, figurative system, speech style

### Введение

Роман "Капитанская дочка" А.С. Пушкина – это одно из наиболее известных произведений русской литературы, которое с успехом переводится на различные языки мира и адаптируется в инокультурной сфере. Однако, при адаптации образной системы романа возникают определенные трудности, связанные с различиями в культурных традициях и представлениях о мире. Не только перевод названия, но и перевод текста романа на другие языки, представляет свои трудности в адаптации образной системы произведения.<sup>4</sup> Каждый язык имеет свои особенности и правила, которые не всегда совпадают с русским языком, на котором написан роман "Капитанская дочка". Именно

<sup>4</sup> . Альтман М. С. Читая Пушкина // Поэтика и стилистика русской литературы. Л.: Наука, 1971. С. 117-127.

поэтому необходимо тщательно подходить к переводу и не только переводить слова, но и передавать смысл, эмоции и нюансы оригинала.

#### Основная часть

Первая особенность адаптации образной системы романа "Капитанская дочка" связана с переводом названия произведения. Название "Капитанская дочка" в переводе на другие языки может звучать несколько иначе и не всегда передавать полное значение оригинального названия.<sup>5</sup> Например, в английском переводе романа название звучит как "The Captain's Daughter", что буквально переводится как "Дочь капитана", но не передает оттенков значения слова "капитанская". Для западной культуры, понятие "капитанская дочка" может нести другой смысл, чем для русской культуры.<sup>6</sup>

Вторая особенность адаптации образной системы романа связана с переводом и адаптацией имен героев. Некоторые имена героев могут быть трудны для перевода или адаптации в других культурах.<sup>7</sup> Например, имя главного героя – Петра Григорьевича Гринева – может быть трудно для запоминания и произношения в других языках, поэтому в некоторых переводах и адаптациях его имя может быть изменено. Имя героини Анастасии Ивановны в другой культуре может быть адаптировано как Anastasia Ivanova или Anna Ivanovna, чтобы соответствовать стандартам имен в этой культуре. Имя героя Ильи Бобырева также может быть изменено, например, как Ilya Bobrov, чтобы соответствовать стандартам произношения в другой культуре.<sup>8</sup>

Третья особенность адаптации образной системы романа связана с переводом и адаптацией описаний местности и природы. Некоторые описания местности и природы могут быть трудны для перевода или адаптации в других культурах, так как они могут содержать отсылки к русской культуре и истории. В романе "Капитанская дочка" очень много описаний природы, местности и окружения, которые создают атмосферу и влияют на настроение читателя.<sup>9</sup> Например, описание Белогорья в романе может быть трудно для понимания в других культурах, так как оно связано с русской историей и культурой. Важно

<sup>5</sup> . Пушкин в русской философской критике: Конец XIX - первая половина XX вв. Москва: Книга, 1990. 527 с.

<sup>6</sup> Цветков С. Э. Александр Суворов. 1730-1800. М.: ЗАО Центр-полиграф, 2005. 492 с.

<sup>7</sup> Фомичёв С. А. Проза Пушкина (начальный этап и перспективы эволюции) // Временник Пушкинской комиссии. Выпуск 21, Л.: Наука, 1987, С, 5-15,

<sup>8</sup> Фортунатова В. А. Пограничные и периферийные ситуации как экзистенциальная тенденция пушкинской прозы // Болдинские чтения. Нижний Новгород: НГГУ им. Н. И. Лобачевского, 2001, С, 25-37.

<sup>9</sup> Тынянов Ю. Н. Пушкин и его современники. М.: Наука, 1969. 424 с.



сохранить эту атмосферу и передать описание в оригинале, чтобы читатель мог оценить красоту русской природы и особенности местности.<sup>10</sup>

Четвертая особенность адаптации образной системы романа связана с переводом и адаптацией диалогов. Диалоги могут содержать сленг, диалектные выражения и обороты речи, которые могут быть трудны для перевода или адаптации в других культурах. Некоторые диалоги могут содержать игры слов или шутки, которые могут быть трудны для перевода или адаптации в других культурах. Речь каждого персонажа в романе имеет свой стиль, свои национальные черты и особенности.<sup>11</sup> Например, речь петербургского чинарей и казаков отличается друг от друга, и нужно это учитывать при переводе речи персонажей на другие языки. Кроме того, роман "Капитанская дочка" написан в стиле реализма, который характеризуется использованием аутентичной речи и диалогов персонажей, что усложняет процесс адаптации.

Пятая особенность адаптации образной системы романа связана с переводом и адаптацией символов и образов. Роман "Капитанская дочка" содержит в себе множество образов и идей, которые нужно передать на другие языки. Примерами могут являться, идея любви к России, идея гражданского долга и ответственности, идея правды и борьбы за справедливость. Важно передать эти идеи на другие языки, чтобы читатель испытал те же чувства и переживания, что и читатель оригинального текста. Также, образ Пугачева может быть трудно понять в других культурах, так как он связан с русской историей и культурой. Образ Марьи Ивановны, которая представляет идеал девушки в то время, мог бы быть адаптирован на другие языки, используя более общие понятия, такие как "идеальная женщина" или "модель женственности".<sup>12</sup> Образ падения старой России и одновременно возрождения новой России, который описывается в романе, может быть передан на другие языки путем использования аналогичных понятий, таких как "уход старых времен" и "приход новых времен". Образ опасного и нестабильного Воскресенья, который описывается в романе, может быть передан на другие языки путем использования понятий, связанных с религией, верой и надеждой. Образ мрачного и беспощадного крепостника Мирона (хозяина дома, где останавливаются герои романа) может быть передан на другие языки путем

<sup>10</sup> Фортунатова В. А. Пограничные и периферийные ситуации как экзистенциальная тенденция пушкинской прозы // Болдинские чтения. Нижний Новгород: НГГУ им. Н. И. Лобачевского, 2001, С, 25-37,

<sup>11</sup> Томашевский Б. В. Теория литературы. Поэтика. М.: Аспект Пресс, 2002. 334 с.

<sup>12</sup> Томашевский Б. В. Теория литературы. Поэтика. М.: Аспект Пресс, 2002. 334 с.

использования понятий, связанных с властью, жестокостью и беспощадностью.<sup>13</sup> Каждая нация живет в особенной окружающей среде, передача красок и красот тайги и бескрайних лесов России крайне трудно, тем кто не видел ничего, кроме песков пустыни. Поэтому передача образов крайне важна, так как способность переводчика в передачи образов влияет на уровень погружения глубины понимания романа читателем.

Шестая особенность адаптации образной системы романа связана с переводом и адаптацией стилей речи. Роман "Капитанская дочка" содержит различные стили речи, которые могут быть трудны для перевода или адаптации в других культурах. Например, стиль речи Пугачева может быть трудно передать в других культурах, так как он содержит элементы диалекта и сленга. Седьмая особенность адаптации образной системы романа связана с переводом и адаптацией моральных и этических аспектов. Роман "Капитанская дочка" содержит множество моральных и этических аспектов, которые могут быть трудны для перевода или адаптации в других культурах.<sup>14</sup> Например, моральный конфликт главного героя между верностью казачьей чести и любовью к Маше может быть трудно понять в других культурах, так как он связан с русской культурой и историей.<sup>15</sup>

#### Заключение

Таким образом, адаптация образной системы романа "Капитанская дочка" в инокультурной сфере является сложным процессом, связанным с различиями в культурных традициях и представлениях о мире. Однако, при правильном подходе и учете особенностей культуры, можно достичь успешной адаптации образной системы романа и сохранить его ценность в других культурах.

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## INGLIZ TILI O'QITISHDA KOMPYUTER TEXNOLOGIYALARINING O'RNI

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**Annotatsiya:** Maqolada chet tili darslarida kompyuter texnologiyalarini qo'llash zarurati va ahamiyati haqida so'z boradi. Ushbu maqolada chet tilini o'qitishning loyiha usulida innovatsion texnologiyalardan foydalanish muhokama qilinadi. Bundan tashqari, o'qitishning turli bosqichlariga mos keladigan turli ko'rsatmalar berilgan va tilni o'rgatish uchun interfaol doskalar, kompyuterlar va planshetlar bilan mashg'ulotlar va darslar misollari keltirilgan. Shubhasiz, sinfda ma'lumotlar innovatsiyasi va kompyuterdan foydalanishning keyingi rivojlanishi sinf muhitini tezda o'zgartiradi.

**Kalit so'zlar:** innovatsion, chet tilini o'rgatish, innovatsion texnologiyalar, interaktiv doska, planshet, I pad, kompyuter, o'quv dasturlari.

Hozirgi kunda jamiyat taraqqiyotining foydalanilmagan sharoitlari oliy ta'lim tizimini malakali pedagoglar tayyorlashning to'liq foydalanilmagan darajasiga yetkazish kabi zamonaviy muammolarga duch kelmoqda, bu esa ularning yuksalishiga va so'nggi trendlarni hisobga olgan holda o'ziga xos tasavvurga ega shaxs bo'lib shakllanishiga yordam beradi. O'quvchilarning malakasini oshirishda, chet tillarida so'zlashishda shunday vazifalar qo'yiladi: ta'limda innovatsion materiallardan foydalanishni sozlash, ilg'or innovatsion strategiyalardan foydalanish, o'quvchilarni chet tillarida muloqot qilishga tayyorlash, har bir sust o'zlashtiruvchiga shaxsan yondashish, lug'at va ensiklopediyadan foydalanish, dialektni o'rganish qiziqishini yaratish. Chet tillarda gapirishga tayyorlashning eng asosiy maqsadi maktab o'quvchilarining muloqot madaniyatini tartibga solish va oshirish, olis dialektni amaliy foydalanishga tayyorlashdir. Dunyo ma'lumotlar makonida eng muvaffaqiyatli yo'nalish o'quvchilarning ma'lumotlar madaniyatini, talab qiladi, chunki Internetda ma'lumotlarga ehtiyoj bor. Ma'lumotlar bazasi sifatida Internet



mijozlarga ma'lumotlar va aktivlarning assortimentini taklif qiladi. Ta'lim texnologiyalarining asosiy to'plami quyidagilarni o'z ichiga olishi mumkin:

- elektron pochta (pochta);
- telekonferentsiyalar;
- videokonferentsiyalar;
- ma'lumotlar aktivlariga kirish:
- yordam kataloglari
- qidiruv tizimlari[1].

Ushbu vositalardan darsda samarali foydalanish mumkin. Ingliz shevasini o'rgatishda ixtirochilik yutuqlari muhim ahamiyatga ega. Ulardan foydalanish orqali biz o'rganishni yanada hayotiy qilishimiz mumkin. Ingliz tilini o'rgatishning o'ziga xos usullarida qo'llaniladigan planshet, I Pad, kompyuter, dinamiklar, lingua telefon, quloq telefonlari kabi turli xil innovatsion innovatsiyalar mavjud.

Interfaol doskalar Hozirgi kunda maktablarda intuitiv ravishda interfaol doskalar keng tarqalgan. Demak, hozirda o'qituvchilarning aksariyati undan qanday foydalanishning sevimli usullariga ega. Men o'zim uchun qadrli bo'lgan bir nechta fikrlar va joylarni ko'rsatishga harakat qilaman. Birinchidan, agar biz bir vaqtning o'zida to'liq kursda biror narsa paydo bo'lishimiz kerak bo'lsa, aqlli doska idealizatsiya qilinadi. Biz hikoyalarni sozlay olamiz, kirish so'zlari yoki o'rgatuvchi filmlarni tomosha qilamiz yoki darslarni o'ynay olamiz [2]. OXFORD OWL - bu bolalarning uyda ham, maktabda ham o'qishini kuchaytirishga yordam beradigan mukofotga sazovor bo'lgan WEB sayti. Bu erda biz hikoyalar va ma'lumotlar kitoblarini hech qanday xarajatsiz ko'rib chiqamiz va bu kitoblar uchun aqlli tarzda tuzilgan, tushunishni tekshiradigan mashqlar mavjud.

Kompyuterlar. Kompyuterlardan amaliy darslar uchun foydalanish mumkin. Ulardan foydalanish orqali talaba o'rganish uchun qimmatli bo'lgan so'zli havolalar va kitoblarga ega bo'lishi mumkin. Paint rasmlarni chizish, rang berish va o'zgartirish uchun ishlatiladigan dastur bo'lishi mumkin. Siz oddiy rasmlar va ixtirochilik tashabbuslarini yaratish yoki boshqa rasmlarga kontent va rejalarni kiritish uchun kompyuterlashtirilgan eskiz paneli kabi Paintdan foydalanasiz. Agar bizda ingliz tilida dastur joriy qilingan bo'lsa, u ingliz tilida og'zaki ma'lumotdan foydalanmasligimiz mumkin. Bu ranglar, shakllar, tavsiflovchi so'zlar va hokazolarning cheksiz manbasidir va buyruqlar: kesish, chizish, bo'yash, yelimlash, bo'yash, to'ldirish va boshqa ko'plab. Yaqinda biz atrofimizdagi deyarli logotiplar haqida gaplashdik, ular bir nechta avtomobil logotiplari, tez ovqatlanish korxonolari,

tashuvchilar va futbol klublari butun dunyoga ma'lum. Bolalar chinakam harakatga qo'shildi, ular faqat ishladilar.

Dinamiklar, naushniklar va lingvofonlar. Dinamiklar ingliz tili darslarini tashkil etishda juda qimmatlidir. Ular bizga ingliz tili darslarida topshiriqlarni sozlashda yordam berishadi, chunki ular topshiriqlarni muhokama qilishda moslasha oladilar. Eshitish vositalari ham shu tarzda qo'llab-quvvatlanadi. Qanday bo'lmasin, uning bir afzalligi bor, bu kam o'quvchi yoki kam o'rganuvchi audiolarni alohida sozlashi mumkin, ammo ma'ruzachilar yordamida kam o'quvchilar birgalikda sozlashlari kerak. Lingvofonlar tarjima qilish uchun qimmatlidir. Ular tufayli kam o'rganuvchilar bir vaqtning o'zida yozma yoki muhokamani sharhlashlari mumkin [3].

Planshetlar yoki I PADlar cheksiz manbalari tufayli mening eng yaxshi tanlash apparatimdir. Planshet yordamida dars tashkil qilish, maktabdagi IT o'qituvchisiga ishora qilib, yaqinda barcha usullarni o'zimiz sinab ko'rishni yaxshi taklif qiladi. Agar bizga bir nechta rasm kerak bo'lsa, ularni gadjetimizda saqlab qo'yishimiz va ularni illyustratsiya uchun yuborishimiz mumkin. Talabalarimiz uchun Bluetooth Internetda, ayniqsa yoshlarga qarashga ruxsat berishdan ko'ra doimo xavfsizroqdir.

Simple mind. Android uchun bepul bu sizning android telefoningiz yoki planshetingizni kontseptuallashtiruvchi, fikrlash va fikrlarni tartibga soluvchi gadjetga aylantiradigan intellekt xaritalash qurilmasidir. Bepul moslashuv asosiy, ammo samarali Intellect Mapping-ning diqqatga sazovor joylari bilan birga keladi. Ushbu ilova CLIL darslarida juda qimmatlidir. U umumiy kurs, to'plamlar yoki to'plamlar bilan kontseptsiyalash, shuningdek, fikrlarni alohida tashkil qilish uchun ishlatilishi mumkin. Foydalanish juda aniq va tabiiy, shuning uchun biz uni yoshroq va tajribali talabalarga taklif qilamiz [4]. To'g'ridan-to'g'ri intellektdan foydalanishning ikkita holati ko'rinadi, biri oddiyroq va biri biroz murakkabroq: FarFaria bolalar uchun minglab hikoyalar, ohanglar va qofiyalarni taklif etadi. Ishlatilmagan hikoyalar har hafta o'chiriladi. FarFaria talabalarga kitoblarga bo'lgan muhabbatni yaratishda yordam beradi va ularga o'qish imkoniyatini beradi. Ushbu ilovada, ammo hikoyalar kitobidan biz deyarli mavjudotlar, tabiat, koinot va hokazolar haqidagi ma'lumotlar kitoblarining bir qismini kashf eta olamiz. Bu kitoblar bizning CLIL birliklarimiz orasida bebahodir. Bolalar kitoblarni tinglashlari va mazmunini olishlari yoki o'zlari o'rganishlari mumkin. O'qituvchi ishlab chiqilayotgan kitobni tanlashi mumkin, chunki kerak bo'lganda uni nomi bo'yicha topish oson. Quyida ushbu ilovaning ba'zi ko'rinishlari mavjud: Manikin Buddies - Odatda qiziqarli va asosiy harakat ilovasi [5]. To'lovsiz sizga qo'g'irchoqlar yoki



multifilm qahramonlarining cheklangan to‘plami va bir nechta fon rasmlari beriladi. Siz o‘sha paytda sahnalarni ijro etasiz; ularni harakatlantiring, ovoz yozib oling. Tugallangan sahna o‘sha paytda qurilma xotirasiga yuborilishi mumkin.

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## ПЕРЕДАЧА ВНУТРЕННЕЙ КРАСКИ НАЦИОНАЛЬНОГО КОЛОРИТА РОССИИ В ПЕРЕВОДАХ РОМАНА Ф.М. ДОСТОЕВСКОГО “ПРЕСТУПЛЕНИЕ И НАКАЗАНИЕ” НА УЗБЕКСКИЙ ЯЗЫК

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**Аннотация:** В данной статье раскрыта передача внутренней краски национального колорита России в переводах романа Ф.М. Достоевского “Преступление и Наказание” на узбекский язык, Перевод на узбекский язык романа "Преступление и наказание" требует особого подхода, так как узбекская культура отличается от русской.

**Ключевые слова:** национальный колорит, процесс, традиции, стиль, язык, оригинальность.

**Annotation:** This article reveals the transfer of the inner color of the national color of Russia in the translations of the novel by F.M. Dostoevsky's “Crime and Punishment” into Uzbek, The translation of the novel “Crime and Punishment” into Uzbek requires a special approach, since Uzbek culture is different from Russian.

**Keywords:** national color, process, traditions, style, language, originality.

Введение.

Перевод литературных произведений является сложным процессом, который требует не только знания языков, но и понимания культурных особенностей народов, на которые переводится текст. В данной работе рассмотрим передачу внутренней краски национального колорита России в переводах на узбекский язык романа "Преступление и наказание" Федора Достоевского.

Передача национального колорита – это передача особенностей культуры, традиций, обычаев и менталитета народа, на котором написан текст. В романе "Преступление и наказание" Федора Достоевского автор описывает жизнь Петербурга в XIX веке, где главный герой Раскольников совершает преступление и потом страдает от чувства вины. В этом произведении присутствуют многие элементы русской культуры, такие как православие, бедность, социальная несправедливость, моральные дилеммы и т.д. Перевод на узбекский язык романа "Преступление и наказание" требует особого подхода, так как узбекская культура отличается от русской. В узбекском языке нет таких



слов, как "православие" или "бедность", поэтому переводчик должен использовать аналогии, которые наиболее точно передадут смысл и настроение оригинального текста.

Важным элементом передачи внутренней краски национального колорита России в переводах на узбекский язык является сохранение стиля и языка оригинала. Переводчик должен уметь передать не только смысл, но и стиль написания, чтобы сохранить атмосферу оригинального текста. Например, если в оригинале используется множественное число, то и в переводе должно использоваться множественное число, даже если в узбекском языке это не является обязательным. Также важно учитывать культурные различия между Россией и Узбекистаном. Некоторые элементы русской культуры могут быть непонятны для узбекского читателя, поэтому переводчик должен объяснить эти элементы в комментариях или примечаниях.

Узбекская культура и история имеют свои особенности, которые могут отличаться от русской. Например, узбекистанские люди могут иметь другие ценности и традиции, которые могут не совпадать с тем, что описывается в романе. Это может затруднить понимание читателем узбекского языка. Русский язык имеет богатую поэтическую традицию, которая может быть трудна для понимания для узбекского читателя. Русские образы и метафоры могут потерять свой смысл при переводе на узбекский язык. Это может привести к тому, что читатель не сможет полностью оценить красоту языка и стиля оригинального произведения. "Преступление и наказание" содержит много сложных предложений и длинных описаний, которые могут быть трудны для понимания на узбекском языке. Узбекский язык может иметь другую структуру предложений, что может затруднить передачу смысла. Культурный контекст, связанный с русской историей и традициями, может быть непонятен для узбекского читателя. Некоторые слова и выражения могут иметь глубокий культурный смысл, который может быть утерян в переводе. Однако, переводчик может использовать различные методы, чтобы передать смысл и атмосферу романа. Например, использование сносок и комментариев может помочь узбекскому читателю понять культурный контекст произведения. Также переводчик может использовать более простой язык и структуру предложений, чтобы упростить понимание романа. Важно сохранить дух и стиль оригинального произведения, но также учитывать особенности узбекской культуры и языка.



Кроме того, важно учитывать различия в менталитете народов. Узбекистан является страной с богатой историей, которая оказала влияние на менталитет его жителей. Например, узбеки склонны к коллективизму, что отражается в их культуре и обычаях. Переводчик должен учитывать эти особенности и использовать соответствующие выражения и образы, чтобы передать смысл оригинального текста. Также, для успешного перевода текстов на узбекский язык необходимо иметь творческий подход. Переводчик должен быть способен передать не только смысл, но и эмоции и настроение оригинального текста. Он должен понимать, какие слова и выражения могут вызвать определенные эмоции у читателя, и использовать их в своих переводах. Только тогда читатель сможет полностью погрузиться в мир произведения и насладиться его красотой. Например, Передача религии и верований в переводе на узбекский язык романа "Преступление и наказание" может столкнуться с рядом проблем, связанных с культурными различиями и особенностями языка. Религия играет важную роль в романе, поэтому ее правильное передача на узбекский язык имеет большое значение для понимания смысла произведения.

Узбекская культура и ислам имеют свои особенности, которые могут отличаться от русской. Религиозные понятия и символы могут иметь другой смысл в узбекской культуре, что может затруднить понимание читателем узбекского языка. Кроме того, в романе присутствует католичество, которое не является основной религией в Узбекистане, что может вызвать недопонимание. Русский язык имеет богатую религиозную лексику, которая может быть трудна для понимания для узбекского читателя. Некоторые термины и понятия, связанные с религией, могут иметь разные значения в разных культурах. Это может привести к неправильному пониманию смысла произведения. Также, роман "Преступление и наказание" содержит много философских и религиозных мыслей, которые могут быть трудны для понимания на узбекском языке. Узбекский язык может иметь другую структуру предложений, что может затруднить передачу смысла. Из-за этих причин, культурный контекст, связанный с русской историей и традициями, может быть непонятен для узбекского читателя. Некоторые слова и выражения могут иметь глубокий культурный смысл, который может быть утерян в переводе. Передача религии и верований в переводе на узбекский язык романа "Преступление и наказание" может быть сложной задачей, связанной с культурными различиями и особенностями языка. Однако, переводчик может использовать различные

методы, чтобы передать смысл и атмосферу произведения, сохраняя дух и стиль оригинала.

#### Заключение

Перевод письменных работ на узбекский язык - задача, требующая от переводчика мастерства и ответственности, поскольку для этого требуется всестороннее понимание узбекского диалекта, традиций и обычаев наряду с творческим подходом и разнообразным опытом работы с текстом. Переводчик, обладающий необходимыми качествами, сможет передать задуманное сообщение и ощущения от подлинного содержания с предельной точностью и достоверностью

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## ATMOSFERA HAVOSI IFLOSLANISH DARAJASINI GIGIENIK BAHOLASH

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**Annotatsiya:** Mazkur maqolada muallif tomonidan, atmosfera havosi va uni ifloslantiruvchi manbalar, xususan Farg‘ona shahri hududi havosi ifloslanish darajasi, havo tarkibidagi chang, uglerod oksidi, oltingugurt oksidi, azot oksidi kabi zararli gazlarning inson salomatligiga ta’siri va ushbu zararli omillar tarqalishini oldini olish bo‘yicha tavsiyalar taqdim etilgan.

**Kalit so‘zlar:** atmosfera havosi, zararli gazlar, chang, kasallanish, bronxial astma, avtotransport, uglerod oksidi, oltingugurt oksidi, azot oksidi.

**Annotation:** This article, the author presents recommendations on the impact on human health of harmful gases such as atmospheric air and sources of its pollutants, in particular the level of air pollution in the territory of the city of Fergana, dust in the air, carbon monoxide, sulfur oxide, nitric oxide and the Prevention of the spread of these harmful factors.

**Keywords:** atmospheric air, harmful gases, dust, malaise, bronchial asthma, motor transport, carbon monoxide, sulfur oxide, nitrous oxide.

Respublikaning samarali va barqaror ijtimoiy-iqtisodiy rivojlanishini ta’minlash maqsadida, so‘nggi yillarda mamlakatimizda ekologiya va atrof muhitni muhofaza qilish sohasida davlat siyosatining muhim asosi sifatida aholi salomatligi uchun maqbul sharoitlarni yaratish va ekologik muvozanatni saqlashni takomillashtirishga yo‘naltirilgan chuqur islohotlar olib borilmoqda [2,4,5].

Bugungi kundagi eng muxim masalalardan biri atmosfera havosini toza saqlashdir. Olimlarning taqiqotlariga ko‘ra Yer kurrasida kishilarning xo‘jalik faoliyatiga bog‘liq holda atmosferaga har yili 500 mln tonna atrofida oltingugurt gazi, sulfid oksidi, azot oksidi va boshqa ifloslantiruvchi moddalar chiqarilmoqda [1,3].

### ADABIYOTLAR TAHLILI VA METODOLOGIYA.

Ma’lumotlarga ko‘ra bizning davrimizga kelib, atmosfera havosidagi changlar miqdori o‘tgan XX-asrga nisbatan 20%ga oshgan. Odamlar sixat salomatligiga xavf tug‘diruvchi zaxarli moddalarning aksariyati, shu jumladan uglerod oksidining 65-97%i, uglevodlarning 56-75 %i. va azotning 46-63%i mamlakat aholisining yarmidan

ko'p qismi yashaydigan shaharlardagi mavjud avtotransport vositalaridan chiqayotgan ifloslantiruvchi moddalar xisobiga xosil bo'ladi [6,7,8,9,10].

Farg'ona viloyat ekologiya va atrof muxitni muxofaza qilish boshqarmasi, viloyat IIB, viloyat SEO va JS boshqarmasining Farg'ona shahar bo'limi xodimlari bilan birgalikda o'tkazilgan 2020-2022 yillar davomidagi tekshiruvlari asosida aniqlangan ma'lumotlar asosida ilmiy izlanishlar oli borildi.

#### NATIJALAR.

Hamkorlikda olib borilgan tadbirda avtotransporti bor tashkilot va korxonalarda, Farg'ona neftni qayta ishlash zavodi, Farg'onaazot zavodi, Farg'ona shaharga kirish qismidagi 1 postda 245 ta xolatda - 30 tasi yuqori, Farg'ona shahridan Farg'ona tumaniga kirish qismidagi 5 postda 283 ta - 31 tasi yuqori, Quvasoy shaharga kirish qismida 189 ta - 21 ta yuqori, Al-Farg'oniy ko'chasida - 241 ta - 21 tasi yuqori, Qori Niyoziy ko'chasida -89 ta - 15 tasi yuqori, A.Navoiy ko'chasida 301 ta - 31 tasi yuqori, Quvasoy ko'chasida 276 ta - 25 tasi yuqori bo'lib, jami 1714 ta avtotransportlarning 174 tasi me'yodan yuqori chiqqan va bu 10,1 foizni tashkil etgan.

Avtotransportlardan chiqayotgan zararli CO<sub>2</sub> is gazlari va tutun miqdorlari Avtotest gazoanalizator yordamida o'lchash ishlari olib borilgan. Tekshirishlar natijasida 84 ta avtotransport joyida qaytadan sozlandi.

Farg'ona shahri shartli ravishda ikki hududga ajratilsa, toza hudud Oxunboboev mavzesini va Qirguli hududini ifloslangan hudud deb olish mumkin. Atrof muxitni ifloslanishini asosan sanoat rivojlangan hudud, ya'ni Qirguli mavzesi tashkil qilmoqda. Ma'lumotlar tahlili shuni ko'rsatyaptiki 2020-2023 yillar davomida shahar aholisining kasallanish holat bevosita atmosfera havosinining ifloslanishiga bog'liq bo'lib, bolalar, o'smirlar va kattalar orasida 1-o'rinda nafas a'zolari kasalliklari - 14-16%, 2-o'ringa kattalar orasida ovqat xazm qilish sistemasi kasalliklari - 7-10%, 3-o'rinda allergik kasalliklar, endokrin, buyrak, jinsiy a'zo kasalliklari - 5-7% 4 - o'rinda esa gipertoniya va yurak ishemik kasalliklari - 5-6% va kamqonlik egallaydi.

Ma'lumotlar tahlilidan kelib chiqqan xolda aholining kasallanish holatni o'rganilib, kuzatuv mintaqasidagi atmosfera havosini ifloslantiruvchi manbalarga quyidagilarni kiritish mumkin. Shahar hududida jami 815 ta korxonalar va tashkilotlar mavjud bo'lib, shundan 15 tasi yirik korxonalar, 10 ta xalq istemol mollari ishlab chiqaruvchi korxonalar va 738 ta kichik korxonalar va mikrofirmalarni tashkil qildi.

#### MUHOKAMA.

O'tgan 2020-yildagi atmosfera havosini ifloslanish darajasini baxolash maqsadida 1201 ta olingan havo namunalari chang, oltingugurt IV-oksidi, uglerod oksidi, azot oksidi, sulfat kislota kabi zararli gazlarga tekshirildi.

Ushbu olingan 1201 ta havo namunasini 824 tasi changga tekshirilgan bo'lib, shundan 244 tasi gigienik talabga javob bermadi, bu 30 foizni tashkil etdi. Farg'ona azot zavodidan 241 ta olingan sinamalarni 25 tasida, FNQIZ - 185 tadan 21 tasida, yoqilg'i quyish shaxobchalaridan 165 – 16 tasida, choraxalaroda 406 tadan 194 tasida, avtomobil yuvish shaxobchalarida 66 tadan 28 tasida me'yordan yuqoriligi aniqlandi. 2021 yil atmosfera havosini ifloslanish darajasini baxolash maqsadida 1281ta olingan havo namunalari quyidagi ko'rsatgichlarga tekshirildi: CHang, oltingugurt IV oksidi, uglerod oksidi, azot oksidi, sulfat kislota. Ushbu olingan 1281ta havo namunasini 890 tasi changga tekshirilgan bo'lib, shundan 282tasi gigienik talabga javob bermadi, bu 31 foizni tashkil etdi. Ularning barchasi changni tashkil etdi. Farg'ona azotdan 254 ta olingan sinamalarni- 25 tasida, FNQIZ-185 tadan 14 tasida, yoqilg'i quyish shaxobchalaridan 160-13 tasida, choraxalaroda 428 tadan 210 tasida, avtomobil yuvish shaxobchalaida 96 tadan 20 tasida me'yordan yuqori chiqqan. 2022 yil atmosfera havosini ifloslanish darajasini baxolash maqsadida 1286 ta olingan havo namunalari quyidagi ko'rsatgichlarga tekshirildi: CHang, oltingugurt IV oksidi, uglerod oksidi, azot oksidi, sulfat kislota. Ushbu olingan 1286 ta havo namunasini 892 tasi changga tekshirilgan bo'lib, shundan 261 tasi gigienik talabga javob bermadi, bu 29 foizni tashkil etdi. Ularning barchasi changni tashkil etdi. Farg'ona azotdan 254ta olingan sinamalarni- 23 tasida, FNQIZ-185 tadan 16 tasida, yoqilg'i quyish shahobchalaridan 160-12 tasida, chorahalaroda 428 tadan 192 tasida, avtomobil yuvish shaxobchalaida 96 tadan 18 tasida me'yordan yuqori chiqqanligi qayd etildi.

#### XULOSA.

Farg'ona shahar aholisining salomatlik holatga atmosferani ta'sirini o'rganish maqsadida 2020-2022 yillarda birlamchi kasallanish bo'yicha aholining salomatlik holati reprovpektiv tahlili qilinganda ko'z va ko'z kossasi kasalliklari, nafas olish a'zolari kasalliklari ortganligi aniqlandi. Aholining umumiy kasallanish holatni tarqalishi tahlil qilinganda ifloslangan ya'ni yirik sanoat korxonalari mavjud bo'lgan Qirguli hududida nafas olish tizimi kasalliklari, qon aylanish tizimi kasalliklari, teri va teri osti klechatkasi kasalliklari, ruhiy buzilishlar, parazitlar kasalliklar yillar davomida ko'payganligi aniqlandi. Olingan tahlil natijalari shuni ko'rsatki 2021 yilda atmosfera havosini ifloslanishi boshqa yillarga nisbatan yuqori ekanligi aniqlandi. Barcha yillarda chang asosiy ifloslantiruvchi manba bo'lib qolaverdi.



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## DUNYODA URBANIZATSIYA JARAYONINING IJTIMOIIY – DEMOGRAFIK JIHATLARI

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Farg‘ona jamoat salomatligi tibbiyot instituti 2-kurs magistri

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**Annotatsiya:** Mazkur maqolada mualliflar tomonidan, urbanizatsiya jarayonining o‘ziga xos xususiyatlari, aholining demografik ko‘rsatkichlari, shahar va qishloq aholisining o‘shish sur‘atlari hamda ularning urbanizatsiya jarayonini vujudga kelishidagi ahamiyati haqida fikr yuritiladi.

**Kalit so‘zlar:** urbanizatsiya, demografiya, statistika, shahar, qishloq, gigiena, o‘shish sur‘ati.

**Annotation:** In this article, the authors reflect on the specifics of the urbanization process, demographic indicators of the population, the growth rates of urban and rural populations and their importance in the emergence of the urbanization process.

**Keywords:** urbanization, demography, statistics, urban, rural, hygiene, growth rate.

Urbanizatsiya jarayonining o‘shish sur‘atlari mamlakatning iqtisodiy rivojlanganlik hamda urbanizatsiyalashganlik doirasiga bog‘liq holda o‘zgaradi. Iqtisodiy rivojlangan mamlakatlarda shahar aholisining ulushi 75%-90% ga, ya‘ni yuqori darajaga yetganligitufayli urbanizatsiyalashish sur‘atlari ancha pasaygan, ayrim hollarda yirik shaharlardagi aholi soni kamaymoqda. Shunga qaramasdan, urbanizatsiya jarayoni iqtisodiy rivojlangan davlatlarda taraqqiy etishda davom etib, yangi-yangi shakllarning shakllanishiga sabab bo‘lmoqda.

Rivojlanayotgan mamlakatlarda urbanizatsiyalashish jarayoni shahar aholisining nisbatan past ulushga egaligi tufayli har tomonlama va hamma yo‘nalishlarda rivojlanmoqda. Lekin mazkur mamlakatlarda urbanizatsiya jarayoning sifat ko‘rsatkichlariga mutanosib emas.

### ADABIYOTLAR TAHLILI VA METODOLOGIYA.

Jahonda XX-asr boshida (aholisining soni 100 mingdan ortiq) 360 ta katta shaharlar mavjud bo‘lib, shularga jami aholining atigi 5% i to‘g‘ri kelgan, bunday shaharlarning miqdori 90-yillarning boshida 2,5 mingni tashkil etdi. 2000 yilda esa

3,5 mingdan o‘tib ketdi. Ularga tegishli tarzda jami aholining 1/3 va 2/5 qismi tashkil etadi.

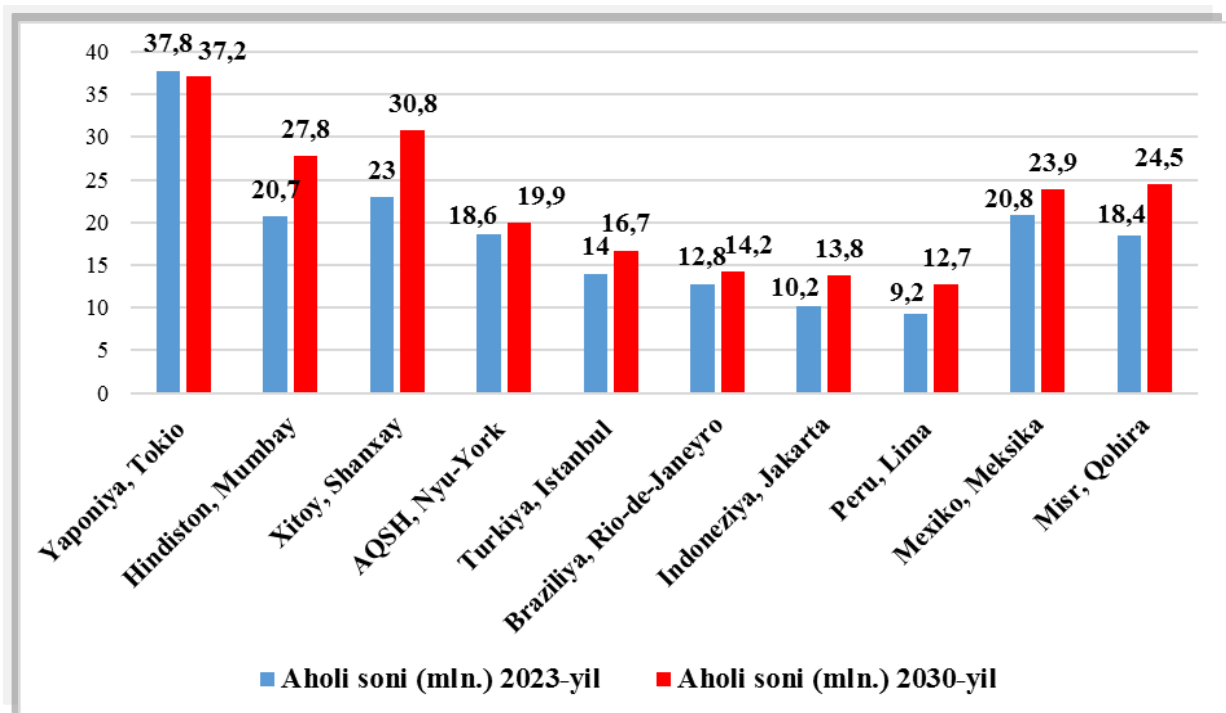
Katta shaharlar ichida aholisining soni 1 mingdan ortiq bo‘lgan yirik va juda yirik bo‘lgan shaharlarni alohida ajratish qabul qilingan. Shunday shaharlarning soni XX-asr boshida 10 ta bo‘lgan, 80-yillarning boshida 200 dan, 2000 yilda esa 400 dan oshib ketdi. Mazkur shaharlarichida supershaharlar (aholisining soni 5 mln. dan ziyod) miqdori 90-yillarda 30 tani, 2000 yilda esa 60 tani tashkil etdi. Hozirgi kunda ushbu shaharlarda salkam 0,5 mlrd. kishi yoki yer shari aholisining 80% dan ortiq qismi istiqomat qilmoqda. Uchinchi jihat - shaharlar hududining keskin kengayib, yoyilib ketishi bilan bog‘langan.

#### NATIJALAR.

Shaharlar tarixin ijtimoiy va iqtisodiy mehnat taqsimoti natijasida paydo bo‘lgan va rivojlanib bormoqda. Qadimgi davrlarda shaharlar hunarmandchilik, savdo-sotiq ma'muriy boshqarish, mudofaa ishlari, diniy ibodatxona va ziyoratgohlar negizida vujudga kelgan. Qadimgi tarixdan bizga ma'lumki eng qadimgi davrlarda qadimgi shaharlar daryo bo‘ylarida paydo bo‘lgan.

Yer yuzida Fiva, Afina, Rim, Iskandariya, Karfagen, Samarqand, Buxoro, Qarshi, Baqtariya, kabi yirik shaharlar mavjud bo‘lgan. Ammo haqiqiy shaharlashuv jarayoni qizg‘in XIX-asrda, dastlab Yevropada, keyingi paytlarda shimol Amerikada boshladi. Bu hodisaga g‘arb davlatlarida ro‘y bergan sanoat inqilobi sabab bo‘ldi.

Oxirgi 200-yil davomida dunyo aholisining o‘sishi shahar turmush tarzini yani urbanizatsiya darajasi, shaharlashuv jarayoni qizg‘in davom etmoqda. 1800-yilda insoniyatning taxminan 2-3%i sharlarda yashagan. 1900-yilga kelib bu raqam 14% gacha shaharda joylashgan edi. 1950 yilga kelib jahon urbanizatsiya jarayoni 29-30% ni tashkil eti. 1999-yilda bu ko‘rsatkich 45%, 2000-2001 yilda bu ko‘rsatkich-47% ga yetdi. 2010 yilga kelib shahar aholisining ulushi 50% tashkil etilgan bo‘lsa, 2022-yil ma'lumoti buyicha 60% shaharlarda yashaydi.



Dunyodagi eng yirik shaharlar ro'yxati va ularning 2030-yilgacha aholi soni prognozi

Urbanizatsiya jarayoni 3 guruhga bo'lish mumkin.

1. Shaklanayotgan urbanizatsiya 50 % dan past bo'lib, Misr, Bangladesh, Moldova, yangi shahar aholisining ulushi o'sib boradi, ayrim qishloqlar shahar aholisining toifasida o'tib boradi. (Burundi 13 %, Niger 16 %, Malavi 17 % shular jumlasidandir).

2. Rivojlangan urbanizatsiya bosqichi "Millioner" shaharlarning yuqori darajada o'sishi hamda yirik shaharlar atrofida aglomeratsiyalarning vujudga kelishi bilan tavsiflanadi. 50-75 % Janubiy Afrika respublikasi, Peru, Xitoy xalq respublikasi va boshqa davlatlar.

3. Yetuk urbanizatsiya. Shahar aholisining ulushi 75 % dan ziyod.

AQSH, Kanada, Avstraliya, Yaponiya, Belgiya, Isroil va boshqa Yevropa Ittifoqidagi shaharlar, asosiy xizmat ko'rsatish, bank moliya sektori, boshqaruv sohalari markazlariga aylangan, aholi yashaydigan joylarda tobora markazdan uzoqlashib boraveradi. Bunday ijtimoiy-iqtisodiy va ijtimoiy geografik jarayonlar suburbanizatsiya deb ataladi.

#### MUHOKAMA.

Urbanizatsiya ob'yektiv, dunyoviy jarayon bo'lib, tez fursatlar bilan rivojlanib bormoqda, ammo bu rivojlanishning ya'ni urbanizatsiyaning o'ziga xos tomonlari bo'lib ijtimoiy, iqtisodiy sferalarga, tabiiy resurslarga o'zlarining salbiy ta'sirlarini

ko'rsatmoqda, shunga qaramay odamlarning shaharlarni egallashi tobora ortmoqda. Bugungi kunda aholi soni 20 mln.dan oshgan yirik shaharlar soni yildan yilga oshib bormoqda. Katta shaharlarda atmosfera havosi turli zaharli gazlar bilan ifloslangan bo'ladi, atmosferaga chiqariladigan zaharli gazlarning me'yoridan oshib ketganiligi ko'pchilikka ma'lum. Aholi soni 20 mln.dan oshgan shaharlarga Shanxay, Tokiyo, Qohira kabi shaharlar kiradi va bu shaharlarda atmosfera havosi eng ifloslangan holatdaligi kuzatilmoqda.

#### XULOSA.

Urbanizatsiya jarayonining rivojlanishi shaharlarning o'sishi va shahar aholisining shakllanishi, shahar aholisining tabiiy o'sishi, shahar atrofi hududlarining ma'muriy jihatdan shaharga qo'shib borishi, qishloq aholi manzilgohlarining shahar maqomini olishi bilan bog'liqdir. Shaharlarning o'sishida shahar atrofi zonalarida shahar turmush tarzining shakllanib borishi, ya'ni urbanizatsiya jarayonining kuchayishi ham ahamiyatlidir. Katta shahar atrofida kichik shaharlar paydo bo'lib, katta shaharlarga qo'shib boradi va shaharlar aglomeratsiyasi hosil bo'ladi. Rivojlangan mamlakatlarda aglomeratsiya jarayoni avj olgan, alohida aglomeratsiyalarning qo'shib ketishi natijasida megapolislar vujudga kelmoqda.

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## ERKIN VOHIDOV IJODIDA O'XSHATISHLARNING O'ZIGA XOS TALQINI

**Shahlo Ibrohimova**

Andijon davlat pedagogika instituti magistranti

**Annotatsiya:** Ushbu maqolada Erkin Vohidov she'rlarida qo'llangan o'xshatishlarning lingvopoetik tahlili va ularning o'ziga xos xususiyati hamda ijodkorning so'z qo'llash mahorati va uslubi haqida so'z boradi.

**Kalit so'zlar:** o'xshatish, badiiy tasvir vositalari, erkin o'xshatish, turg'un oxshatish, sintaktik qurilish, lingvopoetika.

Tilshunoslikda ham, adabiyotshunoslikda ham o'xshatishlar eng keng qo'llaniluvchi badiiy tasvir vositasi hisoblanadi. O'xshatishlar bevosita ijodkorning ijodiy g'oyasi va tafakkuri mahsulidir. O'xshatishlarni qo'llash mahorati ijodkorning so'z qo'llash va uni bir marjonga terish qobiliyatini ham ko'rsatadi. O'xshatishlar o'z nomidan ko'rinib turibdiki, bir tushuncha orqali ikkinchi bir narsaning yo shakl yoki ma'no nuqtayi nazaridan bog'liqlik kasb etishidan yuzaga chiquvchi tasvir vositasidir. Bunday tasviriy vositalar 2 turli bo'ladi:

Erkin

Turg'un

Quyida Erkin Vohidov ijodida uchragan ayrim o'xshatishlarning uslubiy va lingvopoetik tahliliga to'xtalib o'tamiz.

E.Vohidov asarlarida leksik o'xshatish vositalari ham faol qo'llangan. Bu birliklar badiiy matn tasviriyliigi va ta'sir kuchini yanada oshirishga xizmat qilgan. Shoir she'rlarida ko'pincha bo'lib, *o'xshash*, *naqd*, *go'yo* kabi birliklar o'xshatish vositasi sifatida qo'llangan. Masalan:

“Erim”. Bu so'z xotin ko'ksiga

Olovli o'q bo'lib sanchildi. (“Tushlik tanaffus”)

Bu misrada so'zning ayolga ta'siri uning ko'ksiga olovli o'qning sanchilishi bilan tenglashtirilgan. Bu kabi o'tkir o'xshatish qahramon holatini yanada aniqroq his qilishga ko'maklashadi.

Yoki o'xshash so'zi orqali: *Hali sizning hovlingiz katta bo'ldimi? To'rtta odam kirsam, beshinchisi laylakka o'xshab bir oyog'ini ko'tarib turishi kerak.* (“Oltin devor”)

Bu o‘rinda hovlining kichkinaligini bo‘rttirib ko‘rsatish maqsadida, o‘xshatish keltirilib, bu bilan shoir “Hali sizning hovlingiz katta bo‘ldimi?” ritorik so‘roq gapining ishorasi asosida yuzaga chiquvchi “Sizning hovlingiz kichik” yashirin axborotini to‘ldirish, shu axborotni bo‘rttirib ko‘rsatish maqsadida keltirilgan.

Ayrim hollarda muayyan predmetlar bir-biriga zidlanadi. Ayni paytda zidlanish asosida o‘xshatish hosil qilinadi. Masalan:

Qalpoq emas – ertak u,

Qalpoq emas – tilla toj! (“Matmusaning qalpog‘i”)

Ushbu she‘riy parchada oddiy qalpoq tilla tojga qarshilantirilgan, shuningdek, o‘xshatish asosida qalpoqning qahramon uchun tilla toj kabi qadrli, obro‘li ekanligi ta‘kidlangan. Shoirning ayni bir o‘rinda ham zidlash, ham o‘xshatishni hosil qila olishi tahsinga loyiq. Bu nafaqat she‘rning badiiyiligini oshirishga, balki konnotativ ma‘noning yuzaga chiqishiga sabab bo‘lgan.

Ba‘zan shoir o‘xshatishga asoslangan misralarni ketma-ket qo‘llaydi. Shoirning mahorati shundaki, o‘xshatish har bir misrada yangilanib boradi, o‘xshatishni shakllantiruvchi grammatik ko‘rsatkichlar takrorlanmaydi, aksincha, uning barcha vositalaridan mohirona foydalanishga harakat qiladi.

E.Vohidovning “Qorxat” nomli she‘ri ham ana shunday nozik va chiroyli o‘xshatishlar asosiga qurilgan. Masalan:

She‘r yozar chog‘idagidek yoningiz,

Bunda dasturxoningiz – **dostoningiz**.

O‘zingiz aylang tovus **yanglig‘** xirom,

She‘riyat**day** totli bo‘lsin bo‘lsin har taom.

Ol yanog‘ingiz **kabi** olma, anor,

Ko‘zlaringiz**dek** charos boqsin xumor.

Eslatib **ham** pistalar xandoningiz,

Yuzingiz**dek** kulsa shirmoy noningiz.

Bo‘lsa bodomlar qabog‘ingiz **kabi**,

Ham murabbolar dudog‘ingiz **kabi**.

Lag‘mon eshib tola-tola sochingiz,

**Misli** yoyib tashlaganday sochingiz.

Sochdagi bargak**dayin** ko‘k bodiring,

Ham xino **yanglig‘** patinjon oldiring.

Tarvuzu qovunni serob qiling,

### **Xuddi oshiqlarni tilganday tiling. (“Qorxat”)**

Ushbu she'riy parchada o'xshatishning eng nozik ifodalari ko'zga tashlanadi. Bu holat she'rning badiiyligini, uning ta'sirchanligini yanada kuchaytirishga xizmat qilgan.

Shoir qalbi **go'yo anor,**

She'ri uning sharbati. (“Shoir qalbi”)

Yuqoridagi misralarda ijodkor tomonidan erkin o'xshatish qo'llangan bo'lib, shoirning ko'ngli anorga qiyoslanmoqda. Bilamizki, anor donachalarga bo'lingan meva va uning sharbati ko'p dardlarga da'vo hisoblanadi. Shoir ham o'zini shu anor donasiga o'xshatmoqda. Bu o'rinda ijodkorning tashqi ta'sirlar natijasida ezilishi va anorning suvi ezilishi borasida ichki jihatdan o'xshatishni asos qilib olgan.

Choshgoh quyoshida yonar ufqlar,

**Borliq o't ichida lovullar go'yo.**

Ushbu misralarda tabiat tasviri shoir nigohi bilan baholangan. Bu o'rinda ijodkorning nozik qalb kechinmalarini va ruhiy holatini ko'rishimiz mumkin.

Vazmin endi o'z asriga xos,

**Yuksak edi bamisli hayol.**

**U yurakning o'zidek hassos,**

**Tabiatdek edi barkamol. (“Yo'qolgan she'r”)**

Yuqoridagi misralardan Erkin Vohidovning ijodiy mahoratini aniqroq ko'rishimiz mumkin. Har bir misrada o'xshatish vositasini qo'llagan. Bu orqali ijodiy niyatini o'quvchiga aniqroq ko'rsatib berishni maqsad qilgan. Yo'qolgan she'r va uning salmog'i va ma'nosi ochib berilgan. U she'r shunday aziz ediki, go'yo tabiat kabi barkamol, hayoldek yuksak. Bundayin tasviriy vositalarga boy she'r ijodkorning ijodiy mahoratini ko'rsata olgan.

Qor yog'ar- osmonda oqqushlar uchar,

Qor yog'ar- osmondan oq ukpar tushar.

Yuqoridagi ikki misraning o'zidayoq shoir o'z mahoratini zo'r namoyon qila olgan. Qorning yog'ishi go'yoki oq qush-u, oq ukparga qiyoslanmoqda. Lekin bunday o'xshatish vositasini alliteratsiya orqali misralarga tera olgani ijodkorning yana bir nozik qirrasini ko'rsatib ham bergan. o va q tovushlari takrori nafaqat she'rning jarangdorligini oshirgan, balki o'xshatish vositasining aniqroq ko'rinishiga ham turtki bo'lgan. Bunday tashqari, shoir o'xshatishning shunday nozik jihatini ilg'aydiki, bunda oq rang orqali tinglovchi ko'z oldida turli assotsiatsiyalarni ham

keltiradi. 6 tagina soʻzdan foydalanib yozilganiga qaramasdan, ijodkor keng maʼnoni ifodalay olgan ushbu sheʼr shoir ijodining shohbaytlaridan biridir.

Hosilimiz **boʻldi oltin** vaznida,

**Boʻldi har misqoli** gavhar bilan teng. (“Tabrik” )

Ushbu sheʼrda ijodkor dehqonning mehnati samarasi boʻlgan paxta haqida soʻz yuritar ekan, uni gavharga ( yaʼni gavhar noyob va qimmatli) qiyoslash orqali uning qiymatini koʻrsatib bera olgan. Shuningdek, ushbu misradagi oʻxshatish vositasiga eʼtibor beradigan boʻlsak, shoir anʼanaviy vositalarni qoʻllamaydi( -dek, kabi, singari, yangligʻ ) “boʻldi” soʻzi orqali oʻxshatish vositasini ifodalagan va bu ham ijodkorning yuksak mahoratidan darak beradi.

Qara, bahor sep yoyibdi olamga

Qara, gʻuncha gul shohini egibdi

Yasanishni unutmay deb bayramga

Balki, u ham roʻmolchasin tugibdi

Yuqoridag misralardan koʻrishimiz mumkinki, Erkin Vohidov xalq urf-odatlaridan va anʼanalaridan yaxshigina xabardor. Bu esa esa ijodkorning xalq tiliga yaqin va tushunarli ijod qilishi bilan bogʻliqdir. Barchamizga maʼlumki, xalqimizda biror muhim ishning esdan chiqmasligi uchun roʻmolchani uchini bogʻlab qoʻyish odati mavjud. Bunday holatni tabiat tasviri bilan bogʻlay olgan shoir olamni nozik hislari bilan idrok qila olganini koʻrishimiz mumkin. Shoir quyidagi misralarda maʼnoviy oʻxshatishni qoʻllagan, yaʼni misralardagi umumiy maʼno boshqa bir odatga (roʻmolcha bogʻlashga) qiyoslanyapti.

Ayrim hollarda muayyan predmetlar bir-biriga zidlanadi. Ayni paytda zidlanish asosida oʻxshatish hosil qilinadi. Masalan:

**Qalpoq emas- ertak u,**

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Erkin Vohidov sheʼrlarida bunday nozik oʻxshatishlar yuzlab kuzatiladi. Birinchi misradagi oʻxshatish keying misralarda ham mazmunan davom etadi, goʻyo narsalar misralar davomida jonlanib boradi. Masalan:

Daryo sokin, **uxlar toʻlqinlar,**

Uxlar, qoʻyib qirgʻoqlarga bosh.



Shoir birinchi misrada to‘lqinlarning tungi sokinlik holatini uyquga o‘xshatsa, ikkinchi misradagi qirg‘oqni yostiq hisoblab, to‘lqinlarning boshini shu yostiqqa bosh qo‘yishini tasvirlaydi. Bu tasvir orqali shoir “ uyquga ketgan har bir mavjudod yostiqqa bosh qo‘yadi” presuppozitsiyasini o‘quvchiga eslatib o‘tadi. Bunday chiroyli o‘xshatishlar orqali shoir kitobxon qalbida ajib hissiyotlarni uyg‘otadi.

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Buxoro davlat universiteti Axborot xizmati va jamoatchilik bilan aloqalar yoʻnalishi talabasi

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**Annotatsiya:** Maqola davomida Oʻzbekistonning viloyat, shahar va tuman hokimliklaridagi PR va matbuot xizmatidagi qator muommolar va ularning sabablari koʻzdan kechiriladi. Hamda xalqaro doiradagi vaziyat bilan solishtirgan holda talqin qilinadi.

**Kalit soʻzlar:** PR, matbuot xizmati, muommolar, Oʻzbekiston, viloyat, shahar va tuman hokimliklari, samarali faoliyat, ochiqlik siyosatini taʼminlash.

**Annotation:** During the article, a number of treats and their causes in the PR and press service in the regional municipalities of Uzbekistan are examined. It is also interpreted in comparison with the situation in the international circle.

**Keywords:** PR, Press Service, contacts, Uzbekistan, county, city and district municipalities, effective activities, ensuring a policy of hunger.

PR bu ochiqlik siyosatini shakllantirishning eng ommalashgan usullaridan biri, yaʼni xalq, auditoriya bilan muloqot orqali isteʼmolchi fikrlarini oʻrganish va muommolarni bartaraf qilib, mavjud talablar orqali yangi ishlanmalarni yaratish samarali faoliyat poydevori. Bunday uslub xalqchil Oʻzbekistonda ham keng ravishda foydalanib kelinmoqda. 2006-yilda Vazirlar Mahkamasining “Davlat va xoʻjalik boshqaruvi organlarining jamoatchilik bilan aloqlarni rivojlantirish chora tadbirlari togʻrisida”gi qonuni bilan yoʻlga qoʻyilib, bugungi kunda Oʻzbekiston Respublikasi Prezidentining 28.06.2019-yildagi, 07/19/4366/3343-son qarori asosida tashkil qilingan. Faoliyati yoʻlga qoʻyilganiga 15-yil boʻlyotgan yoʻnalishda qator islohotlar olib borilmoqda. Shu bilan birga, qator muommolar ham koʻzga tashlanmoqda.

Bugungi kunda davlat tashkilot muassasalarining barchasida matbuot xizmati faoliyatini yoʻlga qoʻyish boʻyicha qaror va buyruqlar chiqqan boʻlsa-da, lekin hali hanuzga qadar qoniqarli faoliyat yoʻlga qoʻyilmagan. Yuqoridagi Prezident qaroriga muvofiq barcha matbuot xizmati xodimlari shu sohada tahsil olgan va OAKA attestatsiyadan oʻtgan kadrlar boʻlishi lozim ammo hamma mutaxassislar ham bu soha vakillari emas. Bu esa natijada tashkilot bilan ommani muloqotini taʼminlay olmaslik, tashkilot haqida toʻgʻri maʼlumot bera olmaslik oqibatlariga olib keladi.

Eng asosiysi, bunday kadrlar ma'lumot uzatish tartibini bilmagani bois OAVdagi tanqidiy materiallarga munosabat bildira olmaydi, yoki vaziyatga ochiqlik kiritish maqsadida kelgan jurnalist bilan ishlamay, undan ma'lumot yashirib xalqning davlat tashkilotiga bo'lgan ishonchini yo'qqa chiqaradi. Bu muommoning eng asosiy sabablaridan biri bo'lsa, boshqa sabablar ham "Inson qadri" shiori ostida siyosat yurituvchi davlatimiz faoliyatini o'zining tashkiloti misolida yoritib, ko'rsatib bera olmaydi. Bu faoliyatni yo'lga qo'yish borasidagi internet sahifalarida to'plangan ommaning ishonchini va davlat tashkiloti haqida ma'lumotini oshirish maqsadida platformalar orqali jonli efirlar tashkil qilish vazifasi ham axborot xizmati tomonidan ko'ngildagidek yo'lga qo'yila olgani yo'q. 2020-yildagi o'tkazilgan nazorat kuzatuv natijalariga binoan matbuot xizmatlarning 44 tasida jonli efir berilmagan. Bu aslida oqibatgina, xolos bu bo'limda kerakli kadrlar ishlamasligidan va shuning ortidan ulgura olmaslik oqibatidan kelib chiqadi. Bunday kamchiliklar faqatgina jonli efirlar qilish vazifasida emas boshqa vazifalarda ham uchrab turadi. Masalan, xorijiy OAV ga material berish, rasmiy munosabat berish, muommolarni yorita olmaslik yoki yoritilgan material qoniqarli bo'lmaslik holatlari shular jumlasidandir. 3187-raqam bilan ro'yxatdan o'tkazilgan mezonlar asosida respublika darajasidagi 146ta tashkilot va idoralar hamda 206ta tuman va shahar hokimliklari matbuot kotiblarining 2020-yilning II yarim yilligidagi faoliyati samaradorligini aniqlash jarayonida 50 nafar axborot xizmati rahbari muayyan voqeliklarga nisbatan rasmiy bayonot bermagan bo'lsa, 8 nafari faoliyati doirasidagi sohaga oid muammolarni yoritmagan, 23 nafar axborot xizmati rahbari tomonidan o'tkazilgan tadbirlar haqidagi axborotni e'lon qilish holati (tezkorligi) talab darajasida emasligi aniqlangan.<sup>16</sup> Bu ham matbuot xizmati orqali tashkilotning nufuzini tushuruvchi ko'rsatkichlardan biridir.

Axborot xizmati jarayonlarida eng katta muommolardan biri bu PR mutaxassisining OAV bilan aloqalaridir. Samarali aloqa ommalashga axborot demakdir. Ma'lumot ilinjida kelgan OAV xodimini kuttirmasdan, tezlik asosida ma'lumot taqdim etish auditorining katta ishonchi va e'tiborini olib keladi. Bugungi kunda aynan shu turdagi sabablar ortidan ham jamoatchilikning matbuot xizmati va jurnalistlarga ham e'tibori so'nib blogerlar faoliyatiga talab ortmoqda. Bu esa o'z navbatida qator muommolarni keltirib chiqarmoqda. Bunday muommo nima sababdan kelib chiqadi? Eng avvlo xodimning malakasizligi yoki ma'lumotsizligi oqibatida yuzga keladi. Rossiya Federatsiyasning Omask shahri matbuot xizmati faoliyatini kuzatadigan bo'lsak, mazkur faoliyatda OAV bilan ishlash uchun alohida

<sup>16</sup> <https://kun.uz/66950586> Вазирликлар ва ҳокимликларнинг энг яхши матбуот котиблари аниқланди

xodim biriktirilgan hisoblanadi.<sup>17</sup> Shu bilan birga, matbuot xizmati rahbari ham qandaydir muommo yuzaga kelganda o‘zi jurnalistlarga ro‘baro kelib, ma’lumot beradi. O‘zbekistondagi matbuot xizmatlarida esa odatda 1 yoki 2 kishi ajratilgan bo‘lib, ular ko‘pincha bu ish bilan shug‘ullana olmaydi.

Shuningdek, matbuot xizmatida biz yana ko‘p ro‘baro keladigan muommolar biri bu PR mutassisining boshqa bo‘limlar bilan aloqalari. Mamlakat miqyosida ko‘plab tashkilotlar matbuot xizmatiga faqatgina fotosuratchi sifatida qaraydi hamda matbuot xizmati ma’lumot so‘ragan kezda chala yoki to‘liq bo‘lmagan ma’lumotlarni taqdim etadi. Inqirozli vaziyatda esa bu tashkilot yoki matbuot xizmati uchun ko‘p ishlarni keltirib chiqaradi.

Xulosa qilib aytganda, samarali matbuot xizmatini yo‘lga qo‘yish avvalo kerakli kadrlarni tayinlashni talab qiladi. Bu xuddi Omask shahri matbuot xizmati misolidagidek, malakali jurnalist yoki PR mutaxassisi bo‘lishi maqsadga muvofiq. Hamda tashkilotning negizida matbuot xizmati bo‘limining tasir doirasini oshirish lozim bu bo‘lim vazifalariga nisbatan mas‘uliyat bilash ishlash uchun muhimdir. Keyin PR mutaxassislarning OAV vakillari bilan aloqalari uchun milliy nazariya tadbiq qilish yoki tavsiya qilish ham muommoming yechimi bo‘lishi mumkin. Shuningdek, tashkilotning OAV uchun ochiq bo‘lishi ham tashkilot faoliyatini samarali tashkil qilishga yordam beradigan jihatlardan biridir.

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1. <https://aoka.uz/>
2. <https://kun.uz/66950586> Вазирликлар ва ҳокимликларнинг энг яхши матбуот котиблари аниқланди
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<sup>17</sup> Новосибирская Школа Гражданского Общества Николаев А.Ю., Гераськин С.В., Борисов И.В., Кретинин А.Е.Сысоев,К.А.:Работа, пресс-секретаря и пресс-службы администрации субъекта Российской Федерации, Новосибирск 1997



## MAGISTRLARDA ILMIY TADQIQOT KOMPETENTLIGINING RIVOJLANTIRISH AHAMIYATI

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**Annotatsiya:** Maqolada oliy ta'lim muassasalari magistrLARining ilmiy - tadqiqot kompetentligi, ahamiyati va na'zariy manbalar tahlil qilingan. Shakllantirilgan xulosalar asosida oliy ta'lim magistrLARda ilmiy-tadqiqot kompetentligini rivojlantirish bo'yicha taklif va tavsiyalar ishlab chiqilgan.

**Tayanch so'zlar:** ilm, ilmiy tadqiqot kompetentlik, tadqiqotchilik kompetentligi, kasbiy kompetentlik, kreativlik, tadqiqotchilik faoliyati.

**Annotation:** The article analyzes the scientific and research competence, significance and theoretical resources of masters of higher education institutions. On the basis of the formed conclusions, proposals and recommendations on the development of research competence of higher education masters were developed.

**Keywords:** science, scientific research competence, research competence, professional competence, creativity, research activity.

Ayni vaqtda, O'zbekiston Respublikasida pedagogik yo'nalishda olib borilayotgan ilmiy izlanishlar dialektik yondashuvga asoslanadi. Pedagogik hodisa, voqelik va ularning qonuniyatlarini aniqlashga bunday yondashuv pedagogik hodisa va jarayonlarning umumiy aloqasi, ularning izchil, uzluksiz rivojlanishi, bolaning fiziologik rivoji uning psixologik, intellektual jihatdan takomilashtirib borishini ta'minlashi, qarama-qarshiliklarning shaxs kamolotini ta'minlashdagi o'ri va roli, shuningdek, dialektika kategoriyalarining ahamiyatini e'tirof etadi.

Pedagogik ilmiy tadqiqotlarni amalga oshirish murakkab, muayyan muddatni taqozo etuvchi, izchillik, uzluksizlik, tizimlilik hamda aniq maqsad kabi xususiyatlarga ega bo'lgan jarayon bo'lib, uning samarali bo'lishi uchun bir qator shartlarga rioya etish zarur. Ular quyidagilardir: muammoning dolzarbligi va mavzuning aniq belgilanganligi; ilmiy farazlarning to'g'ri shakllantirilganligi; vazifalarning tadqiqot maqsadi asosida to'g'ri belgilanganligi; tadqiqot metodlar tizimiga nisbatan obyektiv yondashuv; tajriba-sinov ishlari jarayoniga jalb etiluvchi respondentlarning yosh, psixologik va shaxsiy xususiyatlari, shuningdek, shaxs rivojlanishi qonuniyatlarining to'g'ri hisobga olinganligi; tadqiqot natijalarini

oldindan tashxislash va uning natijalarini bashorat qilish; tadqiqot natijalarining kafolatlanganligi.

Ilm (arab.) — o‘qish, o‘rganish hamda hayotiy tajriba asosida orttirilgan bilim va malakalar majmuidir.

Ilmiy tadqiqot — bu insonning o‘zi va atrofdagi o‘zgarishlarni anglab yetishga doimiy ravishda tayyor turishga yangicha tafakkur qilish asosida o‘z qobig‘idan chiqqan olishdir. Shuningdek, inson ijod qilmasa, yangi g‘oyalarni yaratmasa jamiyat taraqqiy qilmagan bo‘lardi. Inson va jamiyat rivojida ijodning ahamiyati oshib, murakkablashib borgan. Inson ijodiga bo‘lgan talab, ehtiyoj ham turli davrlarda har hil bo‘lgan.

Ilmiy tadqiqot - yangi bilimlarni ishlab chiqish jarayoni, bilish faoliyati turlaridan biri. Unga ob‘yektivlik, ishonchlik, aniqlik xos. Ilmiy tadqiqot hamma shartlarga amal qilib takrorlanganda hamisha birdek natija berishi, bahs etilayotgan masalani isbotlashi lozim. Ilmiy tadqiqot bir-biri bilan bog‘langan ikki kiyim — tajriba va nazariyadan iborat. Ilmiy tadqiqotning asosiy komponentlari: mavzuni belgilash, mavjud axborotni, tadqiqot sohasidagi shart-sharoit va metodlarni, ilmiy farazlarni oldindan tahlil etish, tajriba o‘tkazish, olingan natijalarni taxlil etish va umumlashtirish, kelib chiqqan farazlarni olingan dalillar asosida tekshirish, yangi fakt va qonunlarni ifodalab berish, ilmiy bashorat yuritish. Ilmiy tadqiqotlarni fundamental va amaliy, miqdoriy va sifatiy, noyob va kompleks tadqiqotlarga ajratish keng tarqalgan. Ilmiy tadqiqotlarning metod va tajribalari fanning o‘zidagina emas, balki ko‘pgina iqtisodiy va ijtimoiy masalalarni hal qilishda ham keng qo‘llaniladi

Nazariy manbalar mazmuni bilan tanishish shuni ko‘rsatdiki, kasbiy kompetentlik va uni rivojlantirish muammosi ko‘plab tadqiqotchilarning ilmiy izlanishlarida turli yo‘nalishlarda o‘rganilgan. Aksariyat pedagogik-psixologik adabiyotlarda kompetentlik, kompetentsiya, kasbiy kompetentlik shaxsning ijtimoiy kasbiy yo‘nalganligi asosida shakllanadigan, kasbiy funksional vazifalarning samarali yechimini ta‘minlashga xizmat qiluvchi kasbiy faoliyatda namoyon bo‘lishi sifatida izohlanadi. Oliy ta‘lim tizimi o‘qituvchisining kasbiy kompetentligi esa uning faoliyatining asosiy yo‘nalishlarini amalga oshirish uchun zarur bo‘lgan ajralmas majmua: o‘quv, uslubiy, ilmiy, tarbiyaviy, kafedra, fakul'tet, oliy ta‘lim muassasani boshqarishda bevosita ishtirok etishdir.

Pedagogik kompetentlik o‘qituvchilik faoliyatini sifatli tashkil etilishi ta‘minlovchi sifatida qaraladi. Shuningdek: Kompetentsiya – bu shaxsning emas, balki joyning o‘ziga xos hususiyati insonning ijtimoiy rolining parametridir. O‘qituvchining kasbiy kompetentsiyasi – bu o‘qituvchi va olim sifatida kasbiy



faoliyatining asosini tashkil etadigan bilim, ko'nikma va qobiliyatlar tizimidir. O'qituvchining kasbiy kompetentligi tuzilmasi uning pedagogik ko'nikmalari orqali aniqlanishi mumkin. O'qituvchining kasbiy kompetentligi modeli uning nazariy va amaliy tayyorgarligining birligi vazifasini bajaradi.

Kasbiy kompetentlik – bu pedagogik faoliyatdagi real vaziyatlarda uchraydigan kasbiy pedagogik muammo va vazifalarning samarali yechimini ta'minlaydigan metodik usullar, zamonaviy ta'lim texnologiyalari, pedagogik diagnostika (so'rov, individual va guruhli intervyu) texnologiyalari psixologik va pedagogik korrektsiya, didaktik vositalarni qo'llay olish va doimiy takomillashtirib borish; ta'lim oluvchilar bilan o'quv mashg'ulotlarini tashkillashtirishga yo'naltirilgan zamonaviy ta'lim va innovatsion texnologiyalarga doir kreativ g'oyalar, ilg'or xorijiy tajribalar, yangi adabiyot, shuningdek boshqa ma'lumotlarni o'zlashtirish va amaliyotda qo'llashdir. Kasbiy kompetentsiyani rivojlantirish esa ijodiy shaxsning rivojlanishi, pedagogik yangiliklarga retseptivlikni shakllantirish, o'zgaruvchan pedagogik sharoitga moslashish qobiliyatidir. Zamonaviy ta'lim tizimida ro'y berayotgan o'zgarishlar o'qituvchining malakasi va professionalligini, ya'ni uning kasbiy mahoratini tinimsiz oshirishni taqozo etmoqda. Zamonaviy ta'limning asosiy maqsadi shaxs, jamiyat va davlatning hozirgi va kelajakdagi ehtiyojlarini qondirish, jamiyatda ijtimoiy moslashishga qodir, o'z ishini to'g'ri tashkil etishi, o'zini-o'zi tarbiyalash va o'zini takomillashtirishga qodir bo'lgan ko'p qirrali shaxsni tayyorlash hisoblanadi.

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## SPORT TURIZMI ORQALI O‘SMIRLARNING JISMONIY TAYYORGARLIGINI RIVOJLANTIRISH VA MA‘NAVIY SHAKLLANTIRISHNING O‘ZIGA XOS XUSUSIYATALARI VA JIHATLARI

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**Annotatsiya:** Ushbu maqolada sport turizmi orqali o‘smirlarning jismoniy va ma‘naviy tayyorgarligini rivojlantirishning o‘ziga xos xususiyatalari va jihatlari yoritiladi.

**Kalit so‘zlar:** Turizm, sayyohlik agentliklari, marshrut, avtoturizm, turistik klublar.

**Аннотация:** В данной статье написано особенности и аспекты развития физической и психической подготовленности подростков средствами спортивного туризма.

**Ключевые слова:** Туризм, турагентства, маршрут, автотуризм, туристские клубы.

**Annotation:** This article describes the features and aspects of the development of physical and mental fitness of adolescents by means of sports tourism.

**Keywords:** Tourism, travel agencies, route, autotourism, tourist clubs.

Turizm maktabdan tashqari sportning muhim tarkibiy qismidir. Yildan-yilga O‘zbekistonda turizm rivojlanib bormoqda

Turizm - sog‘lom turmush tarzining murakkab shaklidir.

Turizm do‘stlikka, mehnatsevarlikka, intizomga, tashabbuskorlikka o‘rgatadi, shuningdek, o‘zaro yordam hissini tarbiyalaydi, dunyoqarashni kengaytiradi, ma‘naviyatini boyitadi.

Hayot - tabiat go‘zalligini bilishning ajoyib vositasi. Toza havo, quyosh va tartibli jismoniy faoliyat, turli xil sayohat va yurish tajribalari markaziy asab tizimining faoliyatini normallashtirishga hissa qo‘shadi, ish qobiliyatini tiklaydi.

Turistik ekskursiyalar va sayohatlar shaxsiy tashabbusni rivojlantiradi va o‘zaro manfaat, qat‘iyat, iroda va yuksak intizomga o‘rgatadi. Piyoda va chang‘ida uchish, bolalar bilan sayohat qilish yurak-qon tomir va nafas olish tizimlarining faoliyatini yaxshilaydi, organizmning kasalliklarga chidamliligini oshiradi, shuningdek mushaklar kuchayadi.



Turizm va o'lkashunoslik yordamida jismoniy rivojlantirish, takomillashtirish va atrof-muhitni bilish orqali shaxsning qadriyatlarga munosabati hamda ma'naviy fazilatlarini shakllanadi.

Jismoniy tarbiya nazariyasi turizmni shaxsni ma'naviy tarbiyalovchi vositalardan biri deb hisoblaydi.

Umumta'lim maktablarining jismoniy tarbiya dasturida sport turizmi berilmagan. Biroq, sport turizmini sinfdan tashqari mashg'ulotlarda tashkil etish yaxshi natija berdi. O'smir yoshdagi bolalar va qizlar sport turizmiga katta qiziqish bildirdi. Tadqiqot natijasida shuni aniqladikki, bu yoshlar chiniqishi hamda jismoniy tayyorgarligi hamda ma'naviy dunyoqarashi boshqa bolalarga nisbatan ancha sezilarli darajada bo'ldi.

Maktab turizmi o'lkashunoslik bilan chambarchas bog'liq. Sport turizmi va o'lkashunoslik o'tgan asrning 80-yillarida juda ko'p tarqalgan. Turli musobaqalar sobiq ittifoq tuzimi davrida o'tkazilgan. Bizdan katta avlod vakillari bu musobaqalarda qatnashgan. Tog' turizmi, sport turizmi keng yoyilgan.

Maktab turizmining pedagogik salohiyati uning butun majmuasi bilan shakllari va turlari juda katta.

Biroq, foydali pedagogik koeffitsient turizmning rivojlanishi va tashkil etilishi unga qanday yondashuv tanlanganiga bog'liq. Bundan tashqari sport yo'riqchisi yoki jismoniy tarbiya o'qituvchisining mahorati, tajribasi, kasbiy tayyorgarligi hamda o'quvchilarning ko'nikmalari, qobiliyatlari, jismoniy tayyorgarligiga bog'liq.

Hozirgi kunda sport murabbiysi va jismoniy tarbiya o'qituvchisi sinfdan tashqari to'garak yoki klub sifatida tashkil etib, reja va dasturini ishlab chiqishi mumkin.

Buning uchun o'quv vaqti, o'quv soatlari ajratilishi kerak. Ekskursiyalar va sayohatlar uchun o'quv yili davomida bir necha to'liq maktab kunlari ajratilishini maktab rahbariyatiga taklif etib kiritishi kerak.

Bolalar turizm maktablari, turizm klublari tashkil etish yoshlarimizni sport bilan shug'ullanish bilan birga o'lkamiz tarixini, geografik tuzilishini kengroq o'rganish imkonini beradi. Klub a'zolari o'lkashunoslik muzeylari tashkil etishi yanada yaxshi bo'ladi.

Biroq, turizm va o'lkashunoslik faoliyati sport turizmidan farq qiladi. Sayyohlik va o'lkashunoslik faoliyati, asosiy e'tibor tabiatni o'rganish, ona yurt tarixini o'rganish bo'lsa, sport turizmida - maktab o'quvchilarining jismoniy fazilatlarini rivojlantirish asosiy vazifa hisoblanadi.

Turizm ko'p vaqt talab qiladigan, lekin juda qiziqarli va foydali yo'l bo'lib, o'quvchilarning bo'sh vaqtini mazmunli tashkil etishdir. Ushbu turdagi faoliyat katta

hajmga ega hisoblanadi. U yoshlarni chidamli bo'lishga o'rgatadi, maishiy tartibsizlikni, turli qiyinchiliklarni yengib o'tishga o'rgatadi,

umumiy ish uchun javobgarlikni, oilani hurmat qilishni o'rgatadi, tabiat va madaniyat yodgorliklari, ulardan oqilona foydalanish, vaqt, kuch, mulk; o'z-o'z-o'z-o'ziga xizmat ko'rsatish mehnat ko'nikmalarini shakllantiradi, yoshlarni mustaqil fikrlashga o'rgatadi.

Yoshlar tanasiga har tomonlama ta'sir qilib, tananing funksional faoliyatini to'g'ri rivojlantirish hamda jismoniy qobiliyatlarni rivojlantiradi.

Ta'lim jarayonining bu tabiiyligi ifodalangan piyoda sayohatlar:

- jismoniy tarbiya - bolalar xalta bilan harakat qilishadi;

to'siqlarni yengib o'tishga intiladi;

- estetik tarbiya - bolalar atrofdagi go'zallikdan zavqlanadilar, tabiatni tomosha qiladilar.

-mehnat tarbiyasi – palatka o'rnatishda, tayyorlashda namoyon bo'ladi,

olovda ovqat, ekskursiyada turli ishlarni bajarishda;

axloqiy tarbiya - intizom, mas'uliyat, klub ishtirokchilarining o'zaro yordami va munosabatlari;

- vatanparvarlik tarbiyasi - tabiat boyliklari bilan tanishtirish, o'z mamlakatining tarixi va madaniy yodgorliklari bilan tanishish.

Turistning maxsus va har tomonlama tayyorgarligi- chidamlilik, qiyin va tezda yengib o'tish, tabiiy to'siqlarga to'la uzoq marshrutlarga chidamlilik va yelkadagi yuklarni ko'tarishga moslashish.

Turizmni qiyinlashtiradigan bir qancha omillar mavjud:

Masofa, Yuklar og'irligi. Tabiiy qiyinchiliklar: shamol, chang, yo'lning yomonligi, o'rmon, tog', suv va hokazo to'siqlar mavjud.

Tananing barcha a'zolari va tizimlarining rivojlanish darajasi funksional holatni belgilaydi.

Turistning quyidagi ko'nikmalari muhim ahamiyatga ega:

- turli jismoniy mashqlarni bajarishda kuchlarni taqsimlash qobiliyati mashqlar va texnikalar;

- turli jismoniy va texnik mashqlarni bajarish qobiliyati; texnik jihatdan ko'p mushaklar, kuchlanishsiz texnikalar.

Bundan kelib chiqadiki, texnik tayyorgarlik darajasi yuqori bo'lishi kerak. Turistlarda jismoniy omillardan kuch, chaqqonlik, tezlik, chidamlilik rivojlangan bo'lishi kerak.

Yosh sayyohlar halol, tengdoshlar jamoasi oldida mas'uliyatli, jasur va do'stona bo'lishni o'rganadilar.

Turistik sayohatlarda, ayniqsa, ko'p kunlik sayohatlarda quyidagi fazilatlar shakllanadi:

- muloqot qobiliyatlari(yaxshi niyat, hamda rdlik, o'zaro yordam, his-tuyg'ular va injiqliklarni jilovlash, kognitiv faollik, qiziqish)

- mustaqillik, tashabbuskorlik;

- ekologik tafakkur;

- tabiat va uni muhofaza qilish haqidagi bilimlarga bo'lgan ehtiyojning paydo bo'lishi;

- ijtimoiy jamoa bilan uyg'un yashash ko'nikmalari;

atrof-muhit va tabiatni bilish;

doimiy o'zgaruvchan jamiyat sharoitlariga tez moslashish shakllanadi va rivojlanadi.

Shunday qilib, turizm maktabdan tashqari mashg'ulotlarning muhim tarkibiy qismidir.

Sport tadbirlari, yurish, sayohat, turistik musobaqalar, shuningdek, o'lkashunoslik va tabiatni muhofaza qilish tadbirlari oddiy va samarali ta'limga ega turizmning asosiy vositalaridir.

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## MAKTABGACHA TA'LIM TARBIYALANUVCHILARIDA INTELLEKT SALOHIYATINI OSHIRISHDA KOMPYUTER O'YINLARINING AHAMIYATI

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**Annotatsiya.** Maqolada maktabgacha ta'lim yoshidagi bolalar faoliyatida kompyuterli ta'limiy, rivojlantiruvchi va ta'limiy-rivojlantiruvchi o'yinlardan foydalanish orqali intellekt salohiyatini oshirish imkoniyatlari bayon etilgan bo'lib, kompyuterni ta'lim berish vositasi sifatida multimediali kompyuter o'yinlaridan foydalanish ta'lim-tarbiya samaradorligini oshirish imkoniyatini berishligi yoritilgan.

**Kalit so'zlar:** ta'lim, ta'lim samaradorligi, multimedia texnologiyasi, o'yin, kompyuter, taqdimot, uslub.

Hozirgi davrda multimedia texnologiyasi tez rivojlanib borayotgan zamonaviy axborot texnologiyasining asosiy yo'nalishi sifatida ko'p sohalarda, jumladan, ta'lim sohasida samarali foydalanib kelinmoqda.

Barkamol avlod ta'lim-tarbiyasida turli texnologiyalarni, jumladan, multimedia texnologiyasini tatbiq etish bugungi kunning asosiy vazifalaridan biri hisoblanadi. Maktabgacha ta'lim uzluksiz ta'limning birinchi turi bo'libgina qolmay, balki ijodkor, ijtimoiy faol, ma'naviy jihatdan boy shaxsni shakllantiruvchi birinchi pog'ona hamdir. Bola faoliyatining 80 foizini turli o'yinlar, jumladan, didaktik o'yinlar tashkil etadi.

### ADABIYOTLAR SHARHI

Multimedia texnologiyasidan ta'lim sohasida foydalanishning dolzarbligi to'g'risida O'zbekiston Respublikasi Prezidentining 2020 yil 5 oktabrdagi «Raqamli O'zbekiston - 2030» strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida”gi PF-6079-sonli Farmonida “Tayanch oliy ta'lim muassasalarida yetakchi professor-o'qituvchilari ma'ruzalarining audiovizual ta'lim kontentini hamda multimedia ta'lim mahsulotlarini (audiokitoblar, 3D, VR va boshqalar) ishlab chiqaruvchi **maxsus media markazlarni** tashkil etish” vazifalari belgilangan [1].

## TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

**Respublikamizda kompyuterli didaktik o‘yinlar** Xalq Ta’limi Vazirligi Respublika ta’lim markazida tayyorlanib kelingan. Masalan, markazda “Xotira”, “Pazl”, “So‘z yasash” o‘yinlari tayyorlangan.

BIARR guruhi “Rang va shakllarni o‘rganamiz” dasturini yaratganlar va dastur kompyuterli 8 xil turli mashq va o‘yinlarni o‘z ichiga oladi .

Bular: “Shakllarni o‘rganamiz”, “Bu qanday shakl?”, “Ranglarni o‘rganamiz”, “She’rlar”, “Boshqotirma”, “O‘ylab toping”, “Bugungi dastur” kabilardan iborat.

R.R. Boqiev, R.Y. Mexmonov va D.K. Xusniddinovlar quyidagi kompyuterli didaktiko‘yinlardan “Uchburchak shaklini top”, “Rangni top”, “Eng kattasini tanla”, “Sonini top”, “To‘g‘risini tanla”, “Alifboni o‘rganamiz”, “Archa yonsin chiroqlaring”, “Labirint”, “Farqini top”, “Yil faslini top” kabi o‘yinlarni kompyuterda yaratish va ulardan foydalanish uslubini berganlar. Shuningdek 2-5 yoshli maktabgacha ta’lim muassasalari bolalari uchun 10 ta turli xil o‘yinlarning nomlarini va mazmunini keltirganlar.

O‘rgatuvchi multimediali dasturiy vositalardan biri “ALJABR” hisoblanadi. Bu dastur 3 dan 7 yoshgacha bo‘lgan bolalar uchun mo‘ljallangan bo‘lib, ulardan bemalol bolalar bog‘chasida, maktablarning boshlang‘ich sinflarida, gimnaziyalarda foydalanish mumkin. Unda sodda va ravon tilda bolalarni 0 dan 9 gacha bo‘lgan raqamlar bilan tanishtirish, ularni taqqoslash, bir xonali sonlar ustida qo‘shish, ayirish, ko‘paytirish va bo‘lish amallarini soddalashtirilgan holda tanishtirishga mo‘ljallangan [9].

Kompyuterli didaktik o‘yinlar tayyorlash va ulardan foydalanish bo‘yicha Qarshi davlat universitetida samarali ishlar olib borilmoqda. Muallif N.X. Begmatova tomonidan ko‘plab kompyuterli didaktik o‘yinlar yaratilgan va ulardan foydalanilmoqda [4].

Bular: “Shakllarni ustma-ust qo‘yish”, “Bo‘sh katakni to‘ldir”, “Bosh harflarni rasmlar ustida joylashtir”, “Kompyuterli svetofofor labirint”, “Qushchani qafasga joyla”. “Ekologik o‘yin”, “So‘z tuzish”, “Minora yasash”, “Ikki xalqa”, “Jadvalni to‘ldir”, “Fasllar o‘yini” va hokazolardir.

Kompyuterli ta’limiy o‘yinlar asosan bolalarga ta’lim berish, o‘rganilgan materialni takrorlash va mustahkamlashga qaratilgan. Shuningdek, ular o‘rganiladigan materialga qiziqish uyg‘otish va uni bilishga intilish, havas qilish vazifalarini ham bajaradi.

Kompyuterli ta'limiy o'yinlarga quyidagilar kiradi: "Uy yasash", "Sonini top", "O'rta bo'yilisini aniqla", "So'z yasash", "Alifboni o'rganamiz", "Katakni to'ldir", "Ekologik o'yin" va hokazolar.

Shulardan "Uy yasash" o'yinining ta'limiy jihatlariga e'tibor qaratamiz. "Uy yasash" o'yini yordamida tarbiyalanuvchilar geometrik figuralar mavzusi haqida tasavvurga ega bo'ladilar.

Uchburchak, to'rtburchak va kvadrat shakllarini o'rganish. Dastlab mashg'ulotning texnologik xaritasi tuziladi.

MTT tarbiyalanuvchilariga geometrik shakllar bo'yicha tasavvurlarni shakllantirish uchun Power Point dasturi asosida animatsiyali, ranglari jilolangan va ovoz berilgan taqdimot tayyorlangan bo'lib, u kompyuter xotirasiga kiritiladi. Tarbiyachi dastlab ushbu taqdimotdan foydalanib, mashg'ulotni boshlaydi. Taqdimot uch qismdan iborat: uchburchak, to'rtburchak va kvadrat.

**Kompyuterli rivojlantiruvchi o'yinlar** bola tafakkurini rivojlantirish, aqliy faoliyatini oshirish, diqqatini barqarorlashtirish, idrokini faollashtirish va hokazolarga qaratilgan. Kompyuterli rivojlantiruvchi o'yinlar mantiqiy o'yinlar sirasiga kiradi.

Kompyuterli rivojlantiruvchi o'yinlar "Qushchani qafasga joyla", "Labirint", "Tetris", "Dendi", "Pazl", "Farqini top" kabilardir.

Kompyuterli rivojlantiruvchi o'yinga "Gul, baliq, qushchani joylashtir" o'yinlarini misol tariqasida keltirish mumkin. Bu o'yin bo'yicha xam multimediali slayd tayyorlanib, kompyuter xotirasiga yuklangan bo'ladi.

#### XULOSA VA MUNOZARA

Yuqorida bayon etilganlardan kelib chiqib quyidagi xulosaga kelish mumkin:

-maktabgacha ta'lim – uzluksiz ta'limning birinchi turi bo'lgani uchun uni uzluksiz ta'lim tizimida boshqa ta'lim turlari bilan uzviylikini ta'minlash;

-maktabgacha ta'limga tegishli o'ziga xos va mos multimedia texnologiyasidan foydalanish, yangi pedagogik texnologiyalarni ishlab chiqish, yaratish va ularning metodikasini shakllantirish;

-maktabgacha ta'lim tashkilotlarida multimediyaga asoslangan kompyuter o'yinlarini ta'lim-tarbiya jarayoniga tatbiq etish.

Shunday qilib, maktabgacha ta'lim tashkilotlarining ta'lim-tarbiya jarayoniga multimediyaga asoslangan kompyuter o'yinlarini yaratish va tarbiyalanuvchilarni maktab ta'limiga kompyuter savodi bilan borishlarini ta'minlash davr talabi hisoblanadi. Didaktik o'yinlar (shu jumladan kompyuter o'yinlari ham) ta'limiy va tarbiyaviy maqsadga yo'naltirilgan ijodiy faoliyat turi bo'lib, bu jarayonda o'quvchilar informatikadan tushuncha va qoidalarni muvaffaqiyat bilan

o'zlashtiradilar va ular asosida masala va mashqlarni yechishga, mantiqiy fikrlashga o'rganadilar. Ushbu vositalardan foydalanish ularning intellektini rivojlantirishi shubhasiz.

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## IQTISODIYOTNI MODERNIZATSIYALASH SHAROITIDA KORXONA BOSHQARUVINI TASHKIL ETISH VA UNING SAMARODORLIGI

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**Annotatsiya:** Aholi bandligini oshirish, ichki bozorni milliy mahsulot bilan ta'minlash borasida, bozor o'zgarishlariga tez moslashuvchan soha - kichik biznesning o'rni muhimdir. Ayni vaqtda iqtisodiyotimizning izchil rivojlanishini ta'minlovchi sohalardan biri bo'lgan kichik biznes va xususiy tadbirkorlik korxonalarini moliyaviy qo'llab quvvatlash va ularning faoliyatini yanada rivojlantirish maqsadida kichik biznes korxonalariga kreditlar ajratish davlatimiz iqtisodiyotida eng dolzarb masalalardan biri bo'lib kelmoqda.

**Kalit so'zlar:** iqtisodiyot globallasuvi sektor, strategik boshqaruv, kompetentlik antropogen ta'sir.

Bugungi kunda kichik biznes va xususiy tadbirkorlik o'zining iqtisodiyotimizdagi o'ta muhim va salmoqli hissasi, roli va ta'siri, sodda qilib aytganda, boshqa hech bir soha va yo'nalish o'rnini bosolmaydigan katta ahamiyati bilan davlat va jamiyatimiz rivojida alohida o'rin egallaydi. Bu sohani rivojlantirmasdan, unga tegishli rag'bat va ko'mak bermasdan, imtiyoz yaratmasdan turib biz iqtisodiyotimizni kelajagini ta'minlay olmaymiz.

Iqtisodiyot globallasuvining yangicha sharoitida iqtisodiy rivojlanishning asosiy belgisi ishlab chiqarishning texnologik usuli va ularning butun jamiyat iqtisodiy salohiyati ta'siridagi o'zgarishlar hisoblanadi. Ko'pchilik zamonaviy tadqiqotchilarning ma'lumotlariga ko'ra, bugungi kunda ro'y berayotgan innovatsion o'zgarishlar nafaqat jamiyatning ishlab chiqarish kuchlarini o'zgartiradi, balki ijtimoiy-iqtisodiy jarayonlar tizimidagi markaziy bo'g'inini ham ifodalaydi. Darhaqiqat, mamlakatimiz Prezidentining 2019-yil 23-oktyabrdagi PF-5853-sonli Farmoni bilan "O'zbekiston Respublikasi qishloq xo'jaligini rivojlantirishning 2020-2030-yillarga mo'ljallangan Kontseptsiyasi"da mamlakat oziq-ovqat xavfsizligini mustahkamlash, tarmoqda davlat boshqaruvining zamonaviy tizimlarini rivojlantirish, agrar sektorni qo'llab-quvvatlashga yo'naltirilgan davlat xarajatlarini bosqichma-bosqich diversifikatsiya qilish kabi bir qator vazifalar belgilab berildi. Bozor sharoitida innovatsion g'oyalar tovar hisoblanadi va u talab mavjud bo'lgan



holdagina sotiladi. Innovatsion g'oya muallifi nafaqat o'z loyahasini foyda bilan sotishdan, balki ushbu loyiha natijasidan keyinchalik ham daromad olishdan manfaatdor bo'ladi. Demak, innovatsion g'oyaning aniq egasi (mualliflik huquqiga ega shaxs) bo'lishi lozim. Bunday tizim har doim ham mavjud emas. Mavjud qonunlarimiz respublika doirasida innovatsion g'oyalarni intellektual mulk ob'ekti sifatida ro'yxatga olish imkonini beradi va ulardan foydalanishda muallif huquqlarini kafolatlaydi. Iqtisodiyotni erkinlashtirish davlatning xo'jalik yurituvchi sub'ektlarning ishlab chiqarish-moliyaviy faoliyatiga aralashuvini kamaytirib borishi bilan bevosita bog'liq holda yuz bermoqda. Fermer tadbirkor sifatida innovatsion g'oyalarning haqiqiy xaridoriga aylanishi uchun uning birinchi navbatda iqtisodiy erkinligi kengayib borishi lozim. Muammolardan yana biri – qishloq xo'jaligida ishlab chiqarish va bozor innovatsiyasi bo'yicha yuqorida ko'rilayotgan choralardan tashqari, yig'ib olingan mahsulotdan samarali foydalanish, qayta ishlash sanoatini rivojlantirish, turli xil iste'mol tovarlarini ishlab chiqarishni kengaytirishdir. Bu qishloq xo'jalik mahsulotlarini ishlab chiqish samaradorligini oshiradi, shuningdek, ichki bozordagi singari tashqi bozorda ham raqobatbardoshlikni ma'lum darajada ko'taradi.<sup>18</sup>

Iqtisodiyotni modernizatsiya qilish sharoitida amalga oshirilayotgan iqtisodiy islohotlarning samarali amalga oshirilishi uchun boshqarishning, ayniqsa strategik boshqaruvning turli sohalarida ijobiy o'zgarishlar bo'lishi muhim vazifalardan biri sanaladi. Bozor munosabatlarining shakllanishi natijasida korxonalarni strategik boshqarishda yangi talablar paydo bo'lmoqda. O'zbekiston iqtisodiyotining zamonaviy o'tish bosqichi tadbirkorlik faoliyatining rivojlanishi va turli xil mulkchilik shakllariga o'tish bilan tavsiflanadi. Bu o'z navbatida samarali boshqarishning zarurligini taqozo etadi. Samarali boshqarish o'z navbatida ishlab chiqariladigan mahsulot raqobatbardoshligini va buning natijasida iqtisodiyotning raqobatbardoshligini ta'minlashda muhim ahamiyat kasb etadi.

Korxonani strategik boshqaruv - bu ko'proq biznes va menejmentning ma'lum falsafasi yoki mafkurasidir. Har bir menejer tomonidan u ma'lum ma'noda o'zgacha tushuniladi va amalga oshiriladi. Albatta, muammolarni tahlil qilish va strategiyani tanlash, shuningdek strategik rejalashtirishni amalga oshirish va strategiyaning amaliy realizatsiyasining bir qator tavsiyalari, qoidalari va mantiqiy chizmalari mavjud. Lekin umuman olganda, strategik boshqaruv-bu strategik maqsadlarga tashkilotni yetkazishda yuqori raxbariyat intuitsiyasi va san'atining simbiozi,

<sup>18</sup> Ortiqov I. Agrar sohada innovatsiyaning ahamiyati. //O'zbekiston qishloq xo'jaligi. – Toshkent,2009. - №2. - B.29.

xizmatchilarning yuqori malakasi va ijodi va nihoyat, barcha xodimlarning tashkilot vazifalarini amalga oshirishga, maqsadlariga erishishning eng yaxshi yo‘llarini izlashga aktiv kirishishidir.

Korxonani boshqarishning maqsadlarini quyidagi turlarga bo‘lib tasniflashimiz mumkin:

- amalga oshirish muddatiga ko‘ra - joriy va istiqbolli;
- ahamiyat darajasiga ko‘ra - asosiy (strategik) va ikkinchi darajali (taktik);
- boshqaruv obyektiga munosabatiga ko‘ra - xususiy va umumiy;
- natijaga erishish darajasiga ko‘ra - yakuniy va oraliq yoki bosqichli.

Boshqaruv qarori - boshqaruv faoliyati texnologiyasidagi muhim bo‘g‘indir. Boshqaruvning maqsad va vazifalarini amalga oshirish ko‘p jihatdan qarorlarning to‘g‘ri qabul qilinishiga bog‘liq bo‘ladi. Boshqaruv qarori bir tomondan asosan korxonaning rahbarlari tomonidan amalga oshiriluvchi mantiqiy-fikriy faoliyat bo‘lsa, ikkinchi tomondan, emotsional-psixologik xatti-harakatdir. Boshqaruv qarorlari quyidagi belgilar bo‘yicha tasniflanadi:

- kompetentlik va mas‘uliyat bo‘yicha - yakka tarzda yoki kollegial (jamo) boshqaruv qarorlari;

- mazmuni bo‘yicha - ilmiy-texnik, iqtisodiy, tashkiliy, ijtimoiy boshqaruv qarorlari;

- xarakteri bo‘yicha - operativ-taqsimlovchi, xo‘jalik-rahbarlik va me‘yoriy boshqaruv qarorlari;

- ta‘sir ko‘rsatish darajasi bo‘yicha - bir va ko‘p darajali boshqaruv qarorlari; - ta‘sir ko‘rsatish yo‘nalishi bo‘yicha - ichki va tashqi;

- ta‘sir ko‘rsatish miqyosi bo‘yicha - xususiy va umumiy (majmuaviy); - ta‘sir ko‘rsatish davri bo‘yicha - bir martalik va ko‘p martalik.

Xulosa qilib shuni aytish mumkinki, iqtisodiyotni modernizatsiyalash sharoitida korxonani boshqaruvini tashkil etish va uning samaradorligi ni yanada oshirishda quyidagi talablarga etibot berishi kerak.

- hududlararo almashish va eksport ahamiyatiga ega bo‘lgan istiqbolli mahsulotlarning ishlab chiqarilishi;

- qo‘shilgan qiymatning ulushi va iqtisodiy samarasi yuqori bo‘lgan mahsulotlarning ishlab chiqarilishi;

- mayda va yirik korxonalarda ishlab chiqarilayotgan mahsulotlarning bir-birini to‘ldiruvchi maqbul nisbatda bo‘lishi;

- ekotizimga antropogen ta‘sirni kamaytirish orqali resurslardan foydalanish samaradorligining oshirilishi.



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6. “Kichik biznes va xususiy tadbirkorlik subyektlari faoliyatini takomillashtirish masalasi” R. Qo`rg`onova – O`zbekiston respublikasi Oliy Majlisi Senatining Tashqi siyosat masalalari qo`mitasi a`zosi ma`ruzasidan. 2011-yil.



## O‘ZBEKISTONNING JSTGA QO‘SHILISHINING MILLY IQTISODIY MANFAATLARI

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**Annotatsiya:** Ushbu maqolada Jahon Savdo Tashkiloti (JST)ga a’zo bo’lish sharoitlarida O‘zbekiston milliy manfaatlarini asosiy yo‘nalishlari muhim bir qator omillarga ko‘ra o‘rganilgan va savdoni liberallashtirishning iqtisodiyotimizga ijobiy ta’siri tahlil qilingan. Qayd etish kerakki, yaqin yillar ichida O‘zbekistonning ushbu tashkilotga a’zo bo’lishi kutilmoqda. Shunday ekan JST ga a’zo bo’lish sharoitlari va kutilayotgan o‘zgarishlar O‘zbekiston uchun muhim masala hisoblanadi.

**Kalit so‘zlar:** JST, GATT, savdoni liberallashtirish, proteksionizm, logistika, monopoliya, inflatsiya, YaIM.

**Annotation:** In this article, the main directions of Uzbekistan's national interests in the context of membership in the World Trade Organization (WTO) are studied according to a number of important factors, and the positive impact of trade liberalization on our economy is analyzed. It should be noted that Uzbekistan is expected to become a member of this organization in the coming years. Therefore, the conditions of WTO membership and expecting changes are an important issue for Uzbekistan.

**Keywords:** WTO, GATT, trade liberalization, protectionism, logistics, monopoly, inflation, GDP.

Jahon savdo tashkiloti (JST) – xalqaro savdoni liberallashtirish, savdo va siyosiy munosabatlarni tartibga solish bilan shug‘ullanadigan hukumatlararo tashkilot bo‘lib, 1995-yil 1-yanvarda imzolangan kelishuv asosida faoliyat ko‘rsatadi.<sup>19</sup> JST 1947-yilda tuzilgan xalqaro bitim – GATT’ning davomchisi hisoblanadi. Tashkilotga a’zo va ishtirokchi mamlakatlar uchun majburiy bo‘lgan tamoyillar va qoidalar belgilangan. Bugungi kunda dunyodagi eng yirik xalqaro iqtisodiy tashkilotga 164 davlat a’zo va ushbu mamlakatlar hissasiga global savdo va jahon yalpi ichki mahsulotining 98 foizi to‘g‘ri keladi. JSTning asosiy vazifasi global iqtisodiyotni kuzatish orqali xalqaro savdo izchilligi va shaffofligini ta’minlashdir. Shuningdek,

<sup>19</sup> World Trade Organization. The WTO in Brief.  
[https://www.wto.org/english/thewto\\_e/whatis\\_e/whatis\\_e.htm](https://www.wto.org/english/thewto_e/whatis_e/whatis_e.htm)

tashkilotning yana bir ustuvor yoʻnalishi rivojlanayotgan, kam rivojlangan va kam daromadli mamlakatlar bilan hamkorlik qilish orqali JSTning qoida va intizomlariga moslashishga yordam berish hisoblanadi.

**Xoʻsh, agar Oʻzbekiston JSTga qoʻshilsa, bu unga qanday naf beradi?**

Bilamizki, JSTning asosiy tamoyili – erkin, ochiq va shaffof raqobat hisoblanadi. Agar Oʻzbekiston tashkilotga aʼzo sifatida qabul qilinsa, global savdo «oʻyin qoidalari»ga amal qilgan holda, bosqichma-bosqich proteksionizmdan voz kechadi. Bu birinchi yutugʻimiz boʻladi. Dunyoda ishlab chiqarish juda murakkab — qiyin va uzun texnologik ishlab chiqarish zanjirlarining qismi boʻlishimiz kerak, yuqori tariflar bilan buni uddalay olmaymiz. Bu birinchi navbatda, bojxona tariflari kamayishi hisobiga isteʼmolchilarga arzon va sifatli tovarlar hamda xizmatlardan foydalanish imkoniyatini taqdim qiladi. Xomashyo narxi pasayishi hisobiga mahalliy mahsulotlar narxi ham arzonlashadi va xalqaro bozordagi raqobatbardoshligi ortadi. Logistika bilan bogʻliq xarajatlar sezilarli darajada kamayadi. Chetdan olib kirilayotgan xomashyo narxi qancha arzon boʻlsa, mamlakat ichida ishlab chiqarilgan tayyor mahsulot narxi ham shuncha past boʻladi<sup>20</sup>. Raqobatbardoshlik oshadi. Bu dastlabki davrda milliy ishlab chiqarishga salbiy taʼsir oʻtkazsa-da, uzoq muddatli istiqbolda raqobat muhitini vujudga keltirishda ijobiy omil hisoblanadi.

Ikkinchi yutugʻimiz esa, mamlakat ichidagi monopol kompaniyalarning ichki bozordagi ustun mavqeyiga chek qoʻyiladi va erkin raqobat muhiti yaratiladi. Hozirgi sharoitda Oʻzbekistondagi import proteksionizmi darajasi ancha baland hisoblanadi. 2023-yil 1-fevral holatiga koʻra, Oʻzbekistondagi tabiiy monopol korxonalari soni 134 tani tashkil qilmoqda. Masalan, mashina qimmatligiga “Uzavtomotors” ni va yoki aviachiptlar narxi yuqoriligiga “Uzbekistan Airways” ni ayblash notoʻgʻri fikr boʻlgan boʻlar edi. Chunki, ular shunchaki ishlab chiqaruvchi tashkilotlar. Ha, davlat tashkiloti, lekin nima boʻlsa ham, oddiy ishlab chiqaruvchi. Monopoliya kuchi haqidagi gaplar ham bahsli, chunki ularni bozordagi ulushining asosiy sababi- bojlar va savdoga toʻsiqlar. Boj bu soliq turi, bizda chet elda ishlab chiqarilgan deyarli barcha mahsulotlarga bojlar, yaʼni soliqlar bor. Konstitutsiyaga koʻra, (123 -modda): Soliqlar joriy qilishga faqat Oʻzbekiston Respublikasining Oliy Majlisi haqli. Bizda barcha tovarlar qimmatligini sababi — bojlar va imtiyozlar. Bojlar va imtiyozlar soliqning bir turi boʻlgani uchun, bojlar haqidagi qarorlar, qonunan, faqat va faqat davlat zimmasida. Davlat bojlar va soliqlar haqidagi qarorlar qabul qilsa, va buning natijasida barcha bojlar va bojlarga boʻlgan imtiyoz va istisnolar, barcha tovarlar

<sup>20</sup> World Trade Organization. “WTO Accession status: Uzbekistan.” World Trade Organization, 2019  
[https://www.wto.org/english/thewto\\_e/acc\\_e/a1\\_ouzbekestan\\_e.htm](https://www.wto.org/english/thewto_e/acc_e/a1_ouzbekestan_e.htm)

uchun bekor qilinsa, ertasi kuni hamma tovarlarga, jumladan mashinalarga narx tushadi.<sup>21</sup>

JSTga a'zo bo'lganimizdan keyingi uchinchi yutug'imiz esa, o'rta muddatli istiqbolda tashkilotga a'zolik inflatsiya yaxshigina pasayishiga zamin yaratadi. Hozirgi paytda, inflyatsiya, oziq-ovqatga narx oshishi va daromadlar tushishi fonida, bunday butun dunyodan izolyatsion savdo siyosatimizni qayta ko'rib chiqib, dunyo bozorlariga ochilishimiz vaqti keldi. Importni cheklash — to'g'ridan to'g'ri O'zbekistonliklarning daromadlarini qisqartiradi va oziq-ovqat xavfsizligi mantig'iga ham juda juda zid.<sup>22</sup> O'zbekistonliklarning haqiqiy daromadlarini oshirishning eng oson va noma'lum sabablarga ko'ra qilinmaydigan chora — bu albatta savdoga to'siqlarni to'liqligicha olib tashlash.

To'rtinchi yutug'imiz esa, investorlarning O'zbekiston bozoriga kirishi ko'payadi. Agar investorlar kirishi ko'paysa, yaxshi biznes iqlimi yaratiladi, bu esa yangi ish o'rinlari yaratilishiga imkoniyat taqdim qiladi. Transport infrastrukturasi, inson kapitali rivojlanishi, tadqiqot va investitsiyalarga investitsiyalarning oshishi tufayli o'zbek iqtisodiyotining diversifikatsiyasi va raqobatbardoshligi oshadi. Uzoq muddatda esa, to'g'ridan to'g'ri investitsiyalarning kirishi tufayli yangi ish o'rinlarining yaratilishi, eksportning oshishi, yangi boshqaruvning va ishlab chiqarish jarayonlarining kiritilishi hisobiga Yalpi ichki mahsulot (YaIM) oshishiga olib keladi. Ushbu ko'rsatkich qanchalik yuqori bo'lsa mamlakat rivojlanganlik darajasi ham shunchalik yuqori deb baholanadi.

Xulosa shuki, 1994-yildan beri Jahon Savdo Tashkilotiga kirmasligimiz - o'zimizning taraqqiyotga qilgan kishanlarimizdan biri. Yuqorida keltirib o'tilgan 4 ta muhim sabablarga ko'ra, savdoni erkinlashtirishimiz va JST ga kirishimiz hozir juda kerak.

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<sup>21</sup> Chang, P. L., & Lee, M. J. (2011). The WTO trade effect. *Journal of International Economics*. <https://doi.org/10.1016/j.jinteco.2011.05.011>

<sup>22</sup> Evenett, Simon J.: WTO Accession: Lessons from Experience. The World Bank Group, International Trade Department, 2005.



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## FARG'ONA VODIYSI DALACHOY O'SIMLIGI KIMYOVIY TARKIBI

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**Annotatsiya:** Farg'ona vodiysida o'suvchi *Hypericum* o'simligi kimyoviy tarkibi tahlil qilinib dorivor fiziologik faol moddalarga boyligi o'rganildi

**Kalit so'zlar:** hypericum, ekstraksiya, flavanoidlar, xromatografiya, kversetin, kversitrin, giperozid, rutin

**Annotation:** The chemical composition of the *Hypericum* plant growing in the Fergana Valley was analyzed and its richness in medicinal and physiological active substances was studied.

**Keywords:** hypericum, extraction, flavanoids, chromatography, quercetin, quercitrin, hyperoside, rutin.

O'simliklar dunyosi O'zbekistonning eng muhim tabiiy boyliklaridan biri hisoblanadi. O'zbekiston florasida 4148 dan ziyod turlarni o'zida jamlagan bo'lib, ular yurtimizni barcha mintaqalari bo'ylab notekis tarqalgan. Hozirgi vaqtdagi adabiyotlarda ularning soni 4400 ga yaqinni tashkil etadi. Xalqimiz ularning yovvoyi va madaniy vakillaridan necha asrlar osha turli maqsadlarda tinimsiz foydalanib keladi.

O'simliklar dunyosi, jumladan, dorivor o'simliklar ham tabiat boyliklaridan biri hisoblanadi. Ular turli organik moddalardan iborat. Bu moddalar ma'lum vazifalarni bajaradi. O'simliklardan xalq xo'jaligida qurilish materiallari, oziq-ovqat dorivor preparatlar sifatida qo'llaniladi. O'zbekiston dunyoda o'zining o'simliklar dunyosi xilma-xilligi bilan ajralib turadi.

O'simliklarning aksariyat ko'pchiligi biologik faol moddalar saqlovchi va turli kasalliklarni davolash uchun qo'llaniladigan shifobaxsh o'simliklardir. Ko'p vaqtlar davomida butun dunyo xalqlarining asosiy shifobaxsh vositalari dorivor o'simliklar bo'lgan. Dori olishning sintetik va kimyoviy usullari yaratilishi bilan turli xil yangi, tabiatda uchramaydigan birikmalar shu jumladan, dori moddalar ko'plab sintez qilina boshlandi. Natijada, ilmiy tibbiyotda dorivor o'simliklarga bo'lgan qiziqish va ulardan foydalanish biroz e'tibordan chetda qoldi. Lekin xalq orasida, shuningdek, an'anaviy tibbiyot yuksak taraqqiy etgan davlatlarda, ayniqsa, Janubi-Sharqiy,

Janubiy Osiyo hamda Afrika davlatlarida dorivor o‘simliklar hamon asosiy dorivor vositalari bo‘lib qolmoqda.

O‘zbekiston Respublika Prezidentining 2017-yil 20- apreldagi PQ-2911-son “Respublika farmasevtika sanoatini jadal rivojlantirish uchun qulay shart-sharoitlar yaratish chora-tadbirlari to‘g‘risida”gi, 2020-yil 10-apreldagi PQ-4670-son “Yovvoyi holda o‘sovchi dorivor o‘simliklarni muhofaza qilish, madaniy holda etishtirish, qayta ishlash va mavjud resurslardan oqilona foydalanish chora tadbirlari to‘g‘risida”gi va 2020-yil 26-noyabrdagi PQ-4901-son “Dorivor o‘simliklarni etishtirish va qayta ishlash, ularning urug‘chiligini yo‘lga qo‘yishni rivojlantirish bo‘yicha ilmiy tadqiqotlar ko‘lamini kengaytirishga oid chora-tadbirlar to‘g‘risida”gi qarorlari qabul qilindi[1, 2].

Shunday ekan, dorivor o‘simliklardan to‘g‘ri va samarali foydalanish yo‘llarini ishlab chiqish, ular o‘sadigan muxitlarni muhofaza qilish, ularni tabiiy ko‘payishi uchun insonlar tomonidan salbiy ta‘sirni kamaytirish orqali ularni saqlab qolish va insonlar ehtiyoji uchun keng foydalanish imkoniyatini yaratish dolzarb muammolardan biri xisoblanadi[1, 2,3].

Tabiiy sharoitda o‘sovchi dalachoyning kimyoviy tarkibi to‘g‘risidagi ma‘lumotlar ilmiy adabiyotlarda etarlicha yoritilgan. Lekin madaniylashtirilgan dalachoyning kimyoviy tarkibi Respublikamizning ayrim hududlarida o‘rganilmagan. Dalachoy yer ustki qismida giperesin, psevdogiperesin, protopsevdogiperisin, kversetin, rutin, kversitrin, efir moylari va shu kabi moddalar borligi aniqlangan.[7,8] L.M.Belenovskaya, A.L.Budansevlar (2004) O‘zbekiston sharoitida H. Perforatum o‘simligining ikkilamchi metabolizmi mahsulotlari va ularning biologik faolligi ustida tadqiqot ishlari olib borishgan[10,13]. Natijada o‘simlikning yer ustki qismida 10-12% oshlovchi, 1% organik moddalar, 0,9-2% flavonoidlar, kversetin, kversitrin, giperozid, rutin, antosianlar va 0,22% gacha efir moylari borligi kuzatilgan [9].

Yurtimiz xududlarida 4448 o‘simlik turi o‘sib, ulardan 577 turi shifobaxsh hisoblanadi. [4] Dalachoy o‘simligi ham dorivor o‘simliklar orasida muhim ahamiyatga ega. Bu o‘simlik xalq tabobatida og‘iz bo‘shlig‘i, ichki a‘zolar yallig‘lanishi(tonzillit, stomatit, faringit, gastrit, gepatit, diareya, sistit, genekologik kasalliklar, yurak urishi)ga qarshi, depressiya, uyqusizlik, alkogolizm, bo‘g‘im kasalliklari(revmatizm, artrit) kabi kasalliklar, kosmetologiyada foydalanib kelinmoqda. [5,6]

Tabiiy sharoitda o‘sovchi dalachoyning kimyoviy tarkibi to‘g‘risidagi ma‘lumotlar ilmiy adabiyotlarda etarlicha yoritilgan. Lekin madaniylashtirilgan

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Biz tadqiqot olib borayotgan Farg'ona vodiysida o'suvchi Dalachoy o'simligi botanik ta'rifi.

*H. perforatum*. ko'p yillik o'tsimon bo'lib, uning balandligi 30-100 sm gacha boradi. Poyasi tik o'suvchi, yuqori qismi shoxlangan, silindrik shaklda bo'ladi. Barglari poyada qarama-qarshi joylashgan bo'lib, ovalsimon va elleptik shaklda, bandsiz poyada joylashgan. Barglarida kam miqdorda yaltirab turadigan qoramtir bezli tuklari mavjud. Gul a'zolari erkin aktinomorf, gulkosasi to'kilmaydigan besh a'zoli, gultoji ham beshta, gultoji barglari och sariq rangda, changchilari ko'p, ko'pincha ularning soni 50 -60 donagacha boradi. Changchilar asosida birlashib uch to'plamda joylashadi.

Tugunchasi tuxumsimon bo'lib uning uzunligi 3-5 mm ga boradi. Ko'p miqdordagi gullari ro'vaksimon to'pgulga birlashgan. Mevasi cho'ziq tuxumsimon ko'sakcha bo'lib, uzunligi 6 mm va eni 5 mm gacha boradi. Urug'i juda mayda mevada ko'p miqdorda joylashadi [4,6,11,12].

Biz o'rganayotgan o'simlikning yer ustki qismi yig'ib olindi, quritildi, so'ngra maydalandi. Moddalarni murakkab aralashmalardan ajratishda fitokimyoda ko'p qo'llaniladigan har xil erituvchilar yordamida o'simlik xom-ashyosini ekstraksiyalash, bir-biriga qutbliligi jihatdan yaqin fraksiyalarga ajratish, adsorbentlar va qog'oz xromatografiyasi yordamida (QX) yupqa qatlam xromatografiyasi (YUQX) qo'llab xromatografiyasi, qayta kristallash va boshqa usullardan foydalanildi. Dalachoy o'simligining kimyoviy tarkibini o'rganish bo'yicha tadqiqotlar olib borib, *Hypericum*ning shifobaxsh xususiyatlari uning noyob tarkibiga bog'liq. Bu o'simlikda juda ko'p efir moylari, vitaminlar (C, karotin, PP, nikotink kislota), taninlar va smolali moddalar, alkaloidlar, fitonsidlar mavjud. Bundan tashqari, o'simlik tarkibida oshlovchi moddalar, antioksidantlar, minerallar, flavon birikmalari mavjud.[3]



Yuqorida keltirilgan ma'lumotlarga asoslanib biz *Hypericum perforatum* Ledeb o'simligi yer ustki qismi olindi, quritildi, so'ngra maydalandi. 70% etanolda ekstraksiya qilindi va fraksiyalarga ajratishda fitokimyoda ko'p qo'llaniladigan har xil erituvchilar yordamida o'simlik xom ashyosini ekstraksiyalash, bir-biriga qutbliligi jihatdan yaqin fraksiyalarga ajratish, adsorbentlar yordamida yupqa qatlam xromatografiyasi qo'llanildi va sifat reaksiyalari amalga oshirildi.

Chinni idishchaga *Hypericum perforatum* Ledeb o'simligining 5 ml etil spirtidagi ekstraktidan quydik va ustiga alyumniy xloridning 5 % li eritmasidan 5 tomchi tomizdik va bunda sariq qizg'ish rang hosil bo'ldi. Bu flavonoidlar uchun ijobiy sifat reaksiyasi hisoblanadi.

*Hypericum perforatum* Ledeb o'simligining 5 ml etil spirtidagi ekstraktidan quyib va ustiga temir (III)-xloridning 5 % li eritmasi bilan flavonoidlarga hos rangli reaksiya kuzatildi.

*Hypericum perforatum* Ledeb 5 ml 70% etil spirtidagi ekstraktiga ammiak eritmasidan qo'shib, suv xammomida biroz qizdirildi. Reaksiya natijasida flavonlar hosilalarining eritmasi sariq rangga o'tdi.

*Hypericum perforatum* Ledeb o'simligining 70% etil spirtli ekstraktidan ajratib olingan etilatsetatli fraksiyalarining UB hamda IQ spektr natijalari yuqoridagi sifat analizi tahlillarini tasdiqladi. UB-spektrida ((max, EtOH, nm): 250, 270, 356, IQ-spektrida ((max, KBr,  $\text{cm}^{-1}$ ): 3450-3200 (OH), 1658 (C=O $\gamma$ -pironga hos),(1612  $\text{cm}^{-1}$ ), shu bilan birga n-butanolli fraksiyaning UB spektri( $\lambda_{\text{max}}$ ,EtOH, nm) 277, 314 nm flavon hosilariga la hos. IQ spektrida (3358  $\text{cm}^{-1}$ ) (OH), C(O (1729  $\text{cm}^{-1}$ ), C(O (-piron (1664  $\text{cm}^{-1}$ ), aromatik C(C-bog'lar (1612, 1575, 1492,  $\text{cm}^{-1}$ ) va C-O glikozid bog'larga hos (1070, 1038  $\text{cm}^{-1}$ ) .yutilish chiziqlari aniqlandi.

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## UZBEKISTAN IS ON THE THRESHOLD OF TRANSITION TO A DIGITAL ECONOMY

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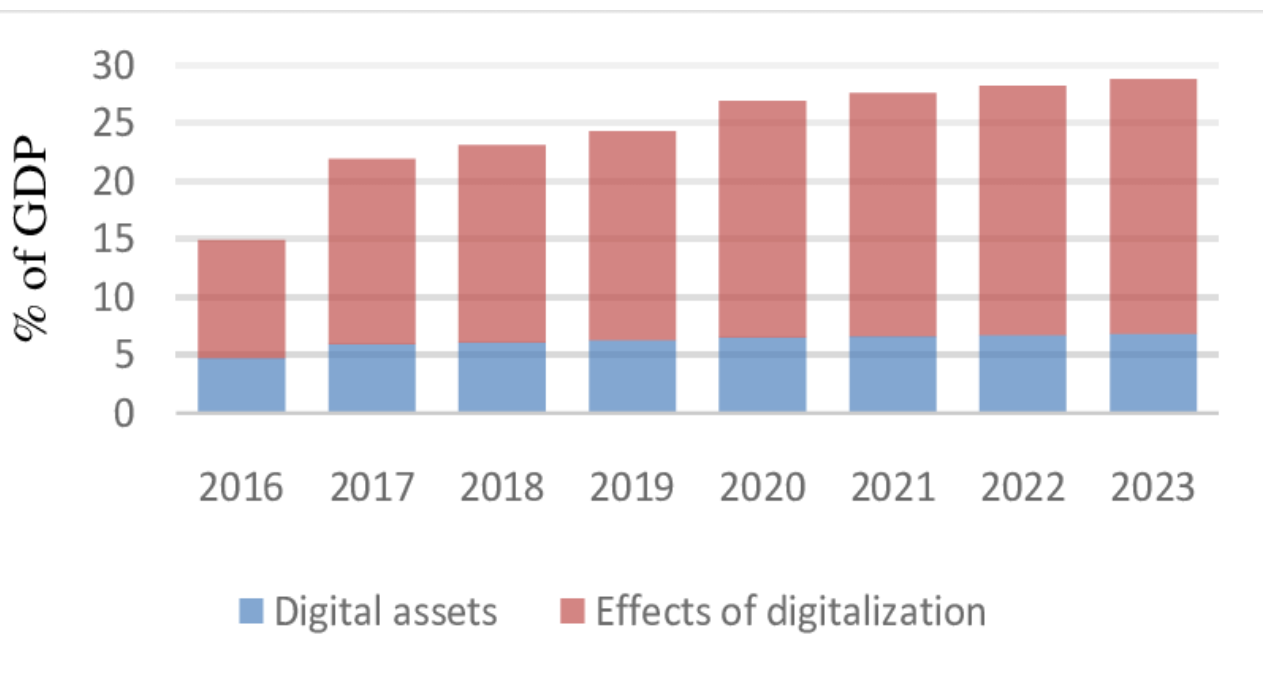
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**Annotation:** In this article, what measures are being taken in Uzbekistan to transition to the digital economy and the results obtained from them are highlighted. In addition, the impact of the digital economy on development is highlighted.

**Keywords:** digital economy, digital technologies, development, system, internet economy, international competition digital technology, competition, communication, online, tax, programmer.

In order to analyze the ranks of developed countries it is necessary to go through the shortest path of development by acquiring knowledge in the field of advanced modern information communication, internet and digital technologies. Because of our geographical location, we have to cross at least two borders in order to access ports on large water bodies by land. This will have a negative impact on our position in the world market, both in terms of time and economically. The solution is directly related to intelligence, new innovations and the potential of skilled personnel. Naturally, we are all pleased that more than 11,000 young people are working in it parks today, and that the young girls who studied under the "one million programmers" project are creating a solid foundation for the future of the industry. Another important aspect is the digitalization of the sectors that the population is facing the most in our country; priority has given to lightening the burden of people. In particular, practical processes for digitalization of health care, cadastre, social protection, agriculture, and education have been started and this is giving positive results. In particular, the level of coverage of residential areas with mobile internet was 30 percent in 2017, and today it is 96 percent. If in 2017 the volume of exports in the sector was only 600 thousand dollars, last year it reached 46 million dollars, and in the first quarter of this year's it reached 16 million dollars.



A systematic approach is necessary for digitization to take a permanent place in our daily life. We have been striving to develop the electronic government system for about ten years. And the results have started to be seen only in recent years. Let's take the example of one bank plastic card. In the past, even though there were funds on bank cards, the ability to spend or cash out the money on it was in a very poor state. Now, bank customers have the opportunity to make online purchases and freely transfer money using mobile devices. Naturally, these situations can be positively assessed and recognized. Because digitization programs allow us to understand the wishes of our people and our entrepreneurs as well. However, other problems need to be solved as soon as possible.

Digitization is a "storehouse of data", which consists of a very large volume. It is necessary to expand various platforms for storing and processing huge data streams. Secondly, implementation mechanisms and sources of financing are indicated in the implementation of these programs, and it is important to strengthen public control during their monitoring process. The decision of the president of February 17, 2021 "on measures to create conditions for the rapid introduction of artificial intelligence technologies " was an important step in creating the necessary conditions for the introduction of innovations in this field into economic sectors and sectors in our country. Because the decision covers issues of legal regime, institutional foundations, personnel training and qualification, international and national standards, priority areas and industries where artificial intelligence will be introduced, development of international cooperation .



As we look to a bright future that will ensure the well-being of our people through the development of the digital economy, creating the necessary conditions for the introduction of artificial intelligence is undoubtedly an urgent and priority task of today. In recent years, due to the rapid penetration of digital technologies into all aspects of our life, a new type of economic environment, Digital Economy Ecosystem, is emerging. Monitoring the development processes and state of the digital economy in economic sectors, social spheres and regions, reflecting the results in indicators and using them to draw appropriate conclusions requires further improvement of industry statistics, development of its theoretical and methodological aspects based on international requirements and national legislation. Taking this into account, on the basis of the "Digital Uzbekistan - 2030" strategy and the national strategy for the development of statistics of the Republic of Uzbekistan in 2020-2025, a number of positive results were achieved on the implementation of the system of statistical evaluation of processes.

First of all, the state statistics committee and the ministry of information technologies and communications development introduced a unified approach and methodology for collecting and forming statistical data on the state of development of the digital economy. On the basis of this methodology, "information economy and electronic commerce" cumulative indicators were calculated and announced. It also includes content and media and e-commerce activities. In order to ensure coverage of the informal sector in the formation of indicators, starting from 2021, a sample observation of individuals in the field of information technology production, trade and service provision is being conducted. Implementation of observations in all areas using tablets has reduced the time spent on data collection and processing by 10 times. The e-stat 4.0 automated information system for receiving statistical reports online via the internet and 120 types of documents accepted. As a result, the time for receiving and processing reports was reduced by 2 times. The necessary information system for conducting population and agricultural registration events planned for the first time in our country with the help of the internet and tablets has been developed, and final testing is currently underway. Electronic data exchange between more than 30 concerned ministries and agencies has been integrated. Users of statistics no longer waste time searching for them or writing to the committee. All of them are presented in a convenient form through thematic websites. Using modern technologies, a new look of the committee's official website [stat.uz](http://stat.uz), [aholi.stat.uz](http://aholi.stat.uz) to cover population census activities, [gender.stat.uz](http://gender.stat.uz) including gender indicators, [nsdg](http://nsdg) for monitoring the implementation of national sustainable development goals (sdgs)



.stat.uz, lib.stat.uz websites were created and launched, allowing to get acquainted with methodological regulations and guidelines. A new interpretation of the open data portal of the Republic of Uzbekistan has developed and more than 4,000 data of 154 ministries and agencies have published on this portal. The results of these works are reflected in a number of international ratings. In particular, at the end of 2021, Uzbekistan took 58th place in the global data barometer (gdb) rating. Taking into account that more than 100 countries participated in this ranking, our country took 8th place in the "opportunities" module, which includes the "open data initiative", which is considered its main module, and 80 points in the "management" module, 52 points, and took 19th place. On June 5, 2020, the strategy of the state tax committee for the development of information and communication technologies was approved by the decision of the cabinet of ministers "on additional measures for the widespread introduction of modern information and communication technologies in the tax administration". As a result of the implementation of the decision, all information systems were transferred to a single platform as a result, the reporting process of taxpayers was reduced by 5-7 times, the intervention of the human factor was reduced by 60%, and the paperwork in paper form was also drastically reduced. The document included the introduction of business intelligence and big data technologies as one of the main tasks of the strategy. The implementation of these technologies the implementation of the tax administration has reduced the level of secret transactions in the underground economy and expanded the tax base. Tax administration processes are being consistently digitized in order to increase convenience for citizens and businesses, and reduce human intervention. The data processing center was another major project implemented in this way. In accordance with the decree of the president of October 30, 2020 "On organizational measures to reduce the underground economy and increase the effectiveness of tax authorities' activities, buildings will be repaired with the help of 100 billion sums allocated from the state budget, uninterrupted power supply devices, precision air conditioners, large-scale servers and computers equipped with this, serves to ensure effective and continuous operation of information systems, to expand the scope of electronic services to taxpayers, and to increase their quality." Because the number of users of modern service growing very fast.

In 2021 alone, the number of taxpayers using personal offices will reach 40.5 million (1.3 times more than in 2020)

The number of sent electronic invoices will reach 33.9 million (1.6 times more than in 2020)

Online cash register the number of checks registered through machines was 417.4 million (4 times more than in 2020)

In 2021 alone, the number of taxpayers using personal offices will reach 40.5 million (1.3 times more than in 2020), the number of sent electronic invoices will reach 33.9 million (1.6 times more than in 2020), and online cash register the number of checks registered through machines was 417.4 million (4 times more than in 2020). As a result, the digital technologies applied in the field, a full electronic communication established with taxpayers through their personal offices. Today, opportunities have been created to fully fulfill tax obligations from registration to completion anywhere in the world. The number of uses of electronic services increased by 3 times in the last 2 years and by 30% compared to the corresponding period of the previous year. A quarter of the 85.1 million electronic services provided to business entities and citizens are related to submitting electronic tax reports and paying taxes, and the volume of their payment through personal cabinets and electronic payment systems reached 22.3 trillion sums. New software products such as "e-ijara", "e-imtiyoz", "Qo'shilgan qiymat solig'i to'lovchilari", "k-savdo" were developed. The functionality of the "Soliq" mobile application has been expanded.

The level of protection of systems against cyber-attacks has increased. In particular, more than 100,000 attacks per month prevented due to the implementation of the "waf" software-hardware complex for the prevention of cyber-attacks. Currently, all accounts and invoices are issued electronically. The registration data of all business entities was reviewed, errors and deficiencies were eliminated, and integration with the data of other ministries and agencies was ensured. Starting from 2022, a mechanism for automatically forming value added tax, turnover tax, land, property and excise taxes based on electronic data available in the state tax committee



has been established. In addition, an electronic document circulation system has introduced in our offices, and today there are about 11,000-tax authorities' work based on this system.

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## JADID AJDODLARIMIZNING ILMY-PEDAGOGIK MEROSINING AHAMIYATI

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**Annotatsiya:** Ushbu maqolada jadidizmning kelib chiqishi, tarixi hamda Turkiston zaminida jadidchilik harakatlari haqida yoritib berilgan. Shuningdek, maqolada milliy ozodlik harakatlarida faoliyat yuritgan jadidlarning ta'lim sohasidagi islohotlari, xususan, Mahmudxo'ja Behbudiyning jadidchilik harakatining vujudga kelishidagi o'rni, ijtimoiy ong shaklining oshirilishidagi g'oyalar va ularning amaliyoti yuzasidan fikr va mulohazalar keltirilgan. Maqolada yangi usul maktablarining o'ziga xosligi va darsliklarining ahamiyati hamda Behbudiyning "Padarkush" dramasi haqida ham keltirilgan.

**Kalit so'zlar:** Jadidizm, ma'rifat, jadid, Ismoilbek Gasprinskiy, Chor Rassiyasi, jadid adabiyoti, Mahmudxo'ja Behbudiy, usuli jadid, darslik, "Padarkush dramasi", teatr, matbuot, "Oyna" jurnali.

**Annotation:** This article describes the origin and history of Jadidism and Jadidism movements in Turkestan. Also, in the article, there are opinions and comments on the reforms in the field of education of the Jadids who worked in the national liberation movement, in particular, the role of Mahmudhoja Behbudi in the emergence of the Jadid movement, ideas and their practice in the development of the form of social consciousness. The article also mentions the uniqueness of the new method schools and the importance of their textbooks, as well as Behbudi's drama "Padarkush".

**Keywords:** Jadidism, enlightenment, Jadid, Ismailbek Gasprinsky, Chor Russia, Jadid literature, Mahmudhoja Behbudi, Jadid method, textbook, "Padarkush drama", theater, press, "Oyna" magazine.

*Biz bugun mamlakatimizda erkin fuqarolik jamiyati, huquqiy demokratik davlat barpo etar ekanmiz, jadid bobolarimizning gumanistik qarashlariga tayanamiz, ularning merosidan ma'naviy kuch-quvvat olamiz.*

*Shavkat Mirziyoyev*

Jamiyatni ma'naviy-ma'rifiy yangilashdan ko'zlangan bosh maqsad - yurt tinchligi, Vatan ravnaqi, xalq erkinligi va farovonligiga erishish, komil insonni



tarbiyalash, ijtimoiy hamkorlik, diniy bag'rikenglik kabi ko'pdan-ko'p muhim masalalardan iborat. Bizga ma'lumki, tarixda ko'plab davlatlar va sulolalar hukm surgan. Ular ma'lum tarzda o'zlarini ma'rifiy-ma'naviy merosini qoldirgan. Xususan, O'rta Osiyoni Chor Rossiyasi istilo qilganidan keyin yerlik aholining moddiy va ma'naviy madaniyatiga zarba bera boshladilar. Millat ma'naviyati va madaniyatini saqlab qolish va uni yanada yuksaltirish uchun jadidchilar o'z harakatlarini boshladilar.

Jadidchilik yoki jadidizm (arabcha: *jadid* -yangi) — XIX asr oxiri XX asr boshida Turkiston, Kavkaz, Qrim, Tatariston hayotida muhim ahamiyat kasb etgan ijtimoiy-siyosiy, ma'rifiy harakatdir. Jadidchilik dastlab XIX asrning 80-yillarida Qrimda Ismoilbek Gasprinskiy rahbarligida vujudga keldi. XIX asrning 90-yillaridan O'rta Osiyoda tarqaldi. Jadidchilik avvaliga madaniyat sohasidagi harakat sifatida faoliyat yuritgan. Bu oqim vakillari taraqqiyot uchun kurashish, turkiy tillarni rivojlantirish, shu tillardagi adabiyotni boyitish, dunyoviy ilmlarni o'rganish, fan yutuqlaridan foydalanish hamda ayollar va erkaklar tengligi uchun kurashishga chaqirishgan.

Jadidchilik harakati namoyandalari ko'pincha o'zlarini "*taraqqiyparvarlar*", keyinchalik "*jadidlar*" deb atashgan. O'sha davrning ilg'or taraqqiyparvar kuchlari, birinchi navbatda, ziyolilar mahalliy aholining umumjahon taraqqiyotidan orqada qolayotganligini his etib, jamiyatni isloh qilish zaruriyatini tushunib yetgandilar. Millat istiqbolini o'ylovchi taraqqiyparvar kuchlar xalqning deyarli barcha tabaqalari — hunarmand, dehqon, savdogar, mulkdor, ulamolar orasida mavjud edi. Jadidchilik harakati ana shunday tarixiy bir sharoitda Turkiston mintaqasida rivojlanish uchun o'ziga qulay zamin topdi. Jadidlarning Turkiston mustaqilligi uchun kurashida asosan quyidagi yo'nalishlar ustuvor edi: yangi usul maktablari tarmog'ini kengaytirish; qobiliyatli yoshlarni chet elga o'qishga yuborish; turli ma'rifiy jamiyatlar va teatr guruhlarini tuzish; gazeta va jurnallar chop qilish, xalqning ijtimoiy-siyosiy ongini yuksaltirish bilan Turkistonda milliy demokratik davlat qurish. Jadidlar o'z millat va xalqini rivojlangan mamlakatlar qatorida bo'lishini istashardi va doim xalqni bunga da'vat etishardi. Bu borada Mahmudxo'ja Behbudiyning bir gaplarini keltirmoqchiman: "To'y va taziya sarg' qilinadurg'on oqchalarimizni biz, turoniylar, ilm va din yo'lig'a sarg' etsak, anqarib ovrupoyilardek taraqqiy etarmiz va o'zimiz-da, dinimiz-da obruy va rivoj topar. Yo'q, hozirgi holimizg'a davom etsak, din va dunyog'a zillat va miskinatdan boshqa nasibamiz bo'lmaydur."

XX asr faqat o'zbek xalqi hayotida emas, balki butun dunyo hayotida alg'ov-dalg'ovlarga boyligi bilan ajralib turadigan davr bo'ldi. Bu asrga kelib, hayot jarayonlari

tezligi haddan ziyod ortdi. Ijtimoiy hodisalarning almashinish surati aqlga sig‘mas darajada tezlashdi. Fikrdagi yangilanish, texnika yutuqlarining kirib kelishi, axborot almashishning tezlashgani turkistonliklarning hayot tarzlarini o‘zgartirib yubordi. Shu vaqtga qadar milliy adabiyotimiz milliy hayotimiz bilan yelkama-yelka bormas edi. XX asrga kelib, adabiyot hayotga yaqinlashdi. Bu bilan kifoyalanib qolmay, hayotni o‘zgartirishga urina boshladi.

Turkiston jadidchilik harakatini vujudga keltiruvchilar tepasida Mahmudxo‘ja Behbudiy, Abduqodir Shukuriy, Ajziy, Munavvarqori Abdurashidxonov, Abdulla Avloniy, Majid Qori Qodiriy, Ubaydulla Xo‘jayev, Toshpo‘latbek Norbo‘tabekov, Fitrat, Fayzulla Xo‘jayev, Abdulvohid Burhonov, Sadridin Ayniy, Abdulqodir Muhiddinov, Obidjon Mahmudov, Hamza, Cho‘lpon, Is‘hoqxon Ibrat va boshqalar turardi. O‘z zamonining ilg‘or namoyandalari bo‘lgan jadidlar g‘oyat murakkab va qiyin sharoitda bilim va ma‘rifat tarqatish, ta‘lim-tarbiya sohasini tubdan isloh etish orqali milliy taraqqiyotga erishish g‘oyasi bilan maydonga chiqdilar. Shu maqsadda o‘z mablag‘lari hisobidan maktab va teatrlar, nashriyot va kutubxonalar, gazeta va jurnallar tashkil qildilar, qobiliyatli yoshlarni chet ellarga o‘qishga yubordilar.

Turkiston jadidchilik harakatining yo‘lboshchisidan biri, milliy ma‘rifat rahnamosi Mahmudxo‘ja Behbudiy 1875-yilning 19-yanvarida Samarqand yaqinidagi Baxshitepa qishlog‘ida ruhoniylar oilasida dunyoga kelgan. Otasi Behbudxo‘ja Solihxo‘ja o‘g‘li Turkistonlik, Ahmad Yassaviyning avlodlaridan edi. U dastlab Samarqand madrasasida, so‘ngroq Buxoroda yaxshigina tahsil ko‘rgan. An‘anaviy tahsil, so‘ng esa o‘z ustida qunt va sabot bilan ishlash orqali u shariatning yuksak maqomlari – qozi, mufti darajasigacha ko‘tariladi. Uning tashabbusi va g‘ayrati bilan 1903-yilda Samarqand atrofidagi Halvoyi (S. Siddiqiy), Rajabamin (A. Shakuriy) qishloqlarida yangi maktablar tashkil topadi. Adib ushbu maktablar uchun darsliklar tuzishga kirishadi. Ketma-ket uning «Risolai asbobi savod» (1904), «Risolai jug‘rofiyai umroniy» (1905), «Risolai jug‘rofiyai Rusiy» (1905), «Kitobat-ul atfol» (1908), «Amaliyoti islom» (1908), «Tarixi islom» (1909) kabi kitoblari paydo bo‘ladi.

Behbudiy nazarida ma‘rifat uchun birgina maktab kifoya qilmasdi. Zamon va dunyo voqealari bilan tanishib bormoq, millat va Vatanning ahvolidan, kundalik hayotidan ogoh bo‘lmoq kerak edi. Binobarin, millat uchun shunday oyna kerak ediki, unda u o‘z qabohatini ham, malohatini ham ko‘ra olsin. Mana shu ehtiyoj va zarurat Behbudiyini teatr va matbuot sari boshladi. «Padarkush» shu tariqa maydonga keldi. Xullas, 1911-yilda yozilgan «Padarkush» dramasi 1913-yildagina bosilib chiqadi. Pyesa bosilib chiqqandan keyin ham uni sahnaga qo‘yish uchun yaqin bir yil vaqt ketdi. Muallif bu haqdagi xatlarga javoban kinoyaomuz: «Turkistonda bekor



odam yo‘qki, xalq uchun ishlasa. Bekor kishi yo‘qki, teatr-u sahnasiga chiqib, “masxarabozlik” qilsa”, deb yozgan edi.

“Padarkush” – o‘zbek dramachiligining hamma yakdil e‘tirof etgan birinchi namunasidir. Mutaxassislar uni ham janr, ham mazmuniga ko‘ra yangi o‘zbek adabiyotini boshlab bergan bir asar sifatida baholaydilar. U jaholat va nodonlik, o‘qimagan bolaning buzuq yo‘llarga kirib, o‘z otasini o‘ldirgani haqida hikoya qiladi. Orqa-oldini o‘ylamagan boyning Toshmurod ismli o‘g‘li bor. O‘g‘li o‘qimagan. Boy atrofdagilarning gapiga kirmaydi, o‘g‘lini o‘qitmaydi, oqibatda u ko‘cha bezorilariga qo‘shiladi. Restoranda maishatga puli yetmay, sheriklarini tunda uyiga boshlab keladi. Boy uyg‘onib ularni sezib qoladi. Lekin boyni o‘ldirib, pulni olib ketadilar. Bundan shunday xulosa kelib chiqadiki, jaholat va nodonlik otaning ham, bolaning ham boshiga yetadi. Agar butun millat shu ahvolga tushsachi?! “Padarkush” dastlab Samarqandda 1914-yilning 15-yanvarida sahnaga qo‘yildi. “Xalq nihoyat ko‘p kelib, bilet yetmagani va joyni yo‘qligi uchun uch-to‘rt yuz kishi qaytib ketdi”, deb yozadi mahalliy matbuot.

M.Behbudiy milliy til masalasiga katta e‘tibor qaratdi. Birgina uning “Oyna” jurnali ma‘rifat va madaniyat tarqatishda juda katta xizmat qildi. Unda millat va uning haq-huquqiga, tarixiga til-adabiyot masalalariga, dunyo ahvoriga doir qiziqarli maqolalar, bahslar berib borilgan. Ayniqsa, til masalalari muharrirning hamisha diqqat markazida bo‘lgan. Behbudiy millatning taraqqiyoti uchun bir necha til bilishni shart hisoblardi. Masalan, jurnalning 1913-yil avgust, birinchi – nishona sonidayoq, “Ikki emas, to‘rt til lozim” degan maqola bilan chiqqan edi.

2020-yilda xalqimiz tarixining murakkab damlarida, ma‘rifat mash‘alasini baland ko‘tarib chiqqan ulug‘ alloma va jamoat arbobi Mahmudxo‘ja Behbudiy tavalludining 145-yilligi keng nishonlanadi. Chunki mutafakkirning ilmiy, ijodiy, pedagogik faoliyati va merosi alohida ahamiyatga molikdir. XX asr o‘zbek adabiyoti va san‘atida, ijtimoiy-siyosiy jarayonlarida faol ishtirok etgan, millat ma‘rifati, ozodligi, hurligi yo‘lida mardonavor kurashgan bu ulug‘ allomaning sermashaqqat va sermahsul faoliyati tarix sahifalaridan mangu o‘rin egalladi, avlodlar uchun ibrat maktabi bo‘lib qoldi. Hozirgi kunda alloma qoldirgan boy va rang-barang adabiy, madaniy va ma‘rifiy meros o‘z xalqining istiqboliga xizmat qilmoqda. Shuningdek, yurtimiz yoshlarining har tomonlama barkamol, milliy va umuminsoniy qadriyatlarga sodiq insonlar etib tarbiyalashda taraqqiyparvar ajdodlarimizning aql-zakovati, iroda va matonati barchamiz uchun ibrat maktabi bo‘lib xizmat qilmoqda.

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## THE ROLE OF MNEMONICS IN LEARNING FOREIGN LANGUAGES

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**Annotation:** This article discusses a number of different methods and directions for strengthening memory. Davronbek Turdiyev, the president of the cybersport, and the winner of the Mnemonic competition held in Russia, gave his thoughts on how to develop memory.

**Keywords:** mnemonic, cybersport, pomodoro time, methods, time management.

### INTRODUCTION

Mnemonics comes from a Greek word that means the art of remembering. Mnemonics is a system of methods that facilitate memorization and expand memory. Some mnemonists are accustomed to using various artificial methods in their acquisition, so they quickly remember a large amount of even meaningless material.

Admission to higher educational institutions in the Republic of Uzbekistan English language test during exams 4500-5000 words to successfully solve the questions knowledge is required. IELTS for admission to foreign universities A student who wants to get a high score in the exam at least Must know 7000 words perfectly. Activities in English performing scientists, writers, and poets 12,000-15,000 it has been determined that they can use ta words.

What are mnemonic techniques in teaching? A mnemonic is an instructional strategy created to improve the retention and recall of information through the use of visual or auditory clues. These clues improve students' ability to make connections between their existing knowledge and new information.

A mnemonic, also known as a memory aid, is a tool that helps you remember an idea or phrase with a pattern of letters, numbers, or relatable associations. Mnemonic devices include special rhymes and poems, acronyms, images, songs, outlines, and other tools.

What are the 5 mnemonics?

Examples of mnemonics include:

Setting the ABCs to music to memorize the alphabet.

Using rhymes to remember rules of spelling like "i before e except after c"

Forming sentences out of the first letter of words in order (acrostics), such as "Please Excuse My Dear Aunt Sally," to remember the order of operations in



algebra. A mnemonic is a memory aid for something, often taking the form of a rhyme or an acronym. I before E except after C, is a mnemonic to help you remember how to spell words like "piece" and "receive." As an adjective, mnemonic describes something related to memory.

How to have a strong memory? Remembering is a skill that everyone has. Most people don't have the opportunity to have a strong memory because they don't exercise. When I was 23 years old when I was introduced to memory development stuff, I wondered why I didn't do it earlier, why these techniques weren't used in schools. I think my personal mission is to show people that memory can be developed, that anyone can have the ability to recall quickly. If we don't use it properly, it's a waste. My best performance was memorizing 468 numbers in five minutes. One of my students was able to memorize 3000 words of Russian in five days. It's at times like this that my heart breaks. Imagine that language learners can achieve their goals in no time after a quick recall. For this, it is necessary to know how to use the brain correctly. People confuse the mind with the brain. The brain is more powerful than a computer, it performs many functions at the same time. People should patiently strive to strengthen their memory. A lot depends on education and patience. They come and ask for advice on memory development, and if I give advice, they come after some time and tell me that the expected result was not achieved, they are impatient. I cannot predict when that person's memory will change. It is necessary to continue to practice.

What should young people do to work on their brains? One thing must be understood. For young people who want to achieve success, I would say that mental work is several times higher than physical work. We need to teach young people what to use, to work with the head and not with the hands, and to develop the brain. Another thing is to know how to choose friends correctly. The environment should be chosen correctly from a young age. The child knows not to be distracted-, but does not know how not to be distracted. Parents themselves do not act by giving advice to their children. Proper formation of the environment begins with the family. A true friend will understand you in any situation and help you achieve your goal.

Have you ever wondered how many numbers you can memorize in an hour? 100, 200, or 300? Our today's interlocutor set a Russian record by memorizing 3,250 numerical data in 2 hours. He participated in several international competitions and won. Davronbek Turdiyev was born in 1991 in Namangan region. Graduated from Namangan State University. In 2018, he set a Russian record for memorizing digital



information. Participated in the world championship in mnemonics. Currently, he is an international expert on memory development.

Students are aware of the Tomato Time method, which is not known to many people, but fortunately, this method was introduced to humanity by a university student. This method is very difficult, but it is a very effective method. Accordingly, if you work for 25 minutes, take a 5-minute break. This process should be continued 8 times. It is better to understand once than to read many times.

The most important details are that memory palaces are easy to set up and use, and that it is recommended to have at least 15 memory palaces, made both by houses and walks/journeys. The work is already done by our memories, so the job is to organize these spaces so that they can be used in everyday life.

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## THE RELEVANCE OF CONTEMPORARY LITERATURE

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**Annotation:** Nowadays there are many disputes among scientists and writers about the morality of young contemporary literature. Some of them totally believe, that modern literature is not a good place of where we can retrieve useful lessons from while others desparately insist on the relevance of new masterpieces. The significance of classics is unquestionable, but contemporaneity is becoming more popular in contradiction to 20 years ago and starting to fill shelves at libreries or bookshops with 21st century's works. According to words of first Prezident of Republic of Uzbekistan, "There is no future without history". Undoubtedly, this motivation is the most appropriate because it's impossible to build something new without essential knowledge from past. We can not succeed at our work. And it can lead to disastrous consequences. Therefore, the world needs progress anyway. And it also relates to literature.

**Keywords and expressions:** book, author of romance, contemporary literature, assertion is a literary masterpiece, making friends.

The book i want to discuss about is called "It ends with us" by Colleen Hoover, an American author of romance and young adult fiction. Her works pertain to young contemporary literature, besides most of them are focused on multiple age category. Undoubtedly, the proof of the current assertion is a literary masterpiece "It ends with us", which was released in August 2, 2016. According to the author's descriptions, the book is evaluated as "the hardest book I've ever written." This statement is virtually reasonable. Opening this book at your first time you could be mistaken in the essence of the book and it leads you to improper conclusion. But your second meeting with book opens you more themes and broadens your horizons on the reality. The value of this book is in its extraordinary nature. I recognised that every book, independently of the genre, has time for making friends with.



The book revolves around girl named Lily who has lost between her present and past, between Ryle Kincaid who becomes her husband and Atlas Corrigan, her first and strongest love. Lily loses between her past and present, between Ryle and Atlas.

Lily naively assumes that she feels the same depth with Ryle that she used to feel with Atlas. She even tries to equate Ryle with unexpected tidal wave into the depth of which she dives completely. And she barely believes in her happiness counting that all this is not real and she gets into fairytale. She is married out of Ryle. She has a great husband. An awesome house. Her best friend just happens to be her sister-in-law and she is about to be an aunt. She couldn't even dream about life akin to this.

Colleen Hoover clearly depicts the model of society. So many various moral themes are raised in the novel, including the model of demeanour the sprouts of which are laid from the earliest stages of life. Psychologists insist that the child's future depends on his inner circle of people. Initially this circle is our parents, our family. The brightest example of this theory is Lily's family and their relationships. Being a little girl, Lily witnesses father's behaviour towards her mother. With time this little girl is getting used to such atmosphere and it doesn't seem surprisingly anymore. There is a parallel situation where she precisely repeats her mother's behaviour and proves this theory. After her father pushes her away when she is just assisting her mother, she is on the ground with wounds left on her skin. One of the most awful things follows after that falling on their way to doctor when her mother inquires her to conceal the truth and to cover her father in order to not ruin his reputation. A little girl who does not comprehend all the complication of the situation feels nothing but pain and insult toward her subtle and tender nature that is still forming, feels nothing but grief and compassion combined with fury toward her mother that can not be strong enough to leave this man who does not love his wife appropriately, who does not show what it means to be valuable like a brilliant. Because no matter where you are born and who your parents are, every girl and woman deserve to be loved.

Following the theory of this model, we can see analogical situation not so many years after. Places change, people go the way they promised not to choose. And Lily finds herself taking the same position as her mother ever did. Ryle Kincaid who is supposed to defend her and to be her protector become her biggest fear ever. He raises his hand on her, pushes her, punches her and she still loves him. Lily hated her father because of domestic violence, assault, abuse and humiliation meets someone so much akin to her father.

Lily literally demolishes this pattern of a closed circle.



The first detection of the similarity of Ryle with Lily's father occurs before their marriage, on the stage when they just test their relationships and call it "trial runs". Ryle, being uninformed of using a pot holder, made an attempt to help Lily with retrieving her meal from the oven. But abruptly things went wrong and Lily trying to assist him and laughing from the situation found herself on the floor. Through his strong hand he pushed and knocked her off balance as well. What he is willing to accomplish for his career? Because the first thing he asks is not "Are you alright? Did not I hurt you?" The first thing he says is "It's not funny. This hand is my career."

The second detection doesn't take long to wait. Ryle became furious of knowing that Lily saved and hid the number of her first lover, Atlas. When he wanted to leave her, he didn't let him go and when she tried to convince to stop him by seizing his t-shirt, he pushed her again. This time consciousness left her and she fell right in the stairwell. This time was not an accident but she wished to believe in the opposite. Tears stung, she felt the pain but he found an apology anyway. From one side, readers can forgive him like Lily did. But from the other side, there is a biggest "But".

And the last detection occurs after their marriage, after they being bound by marriage. Ryle's nature is jealous and passionate personality. And the third time of the visible abuse can prove this. Ryle's action to check up Lily's stuff was not appropriate anyway and there is no explanation or excuse for this. This time he wasn't going to go away. This time she was the only one who wanted to go away and he was the only one who did not let her go. After their unlucky and complicated conversation paired with fear and tears, Ryle's forehead came crushing against Lily. There was no excuse this time. They both utterly comprehend what was going to follow next.

Perhaps their relationships had a chance if Ryle could only forget about his burden that he brings till his childhood. Everything could ultimately come to the "happy end" if only he was stronger than his nature, if only he forgave himself for that accident because of he did not realize was happening around. He was only 6 year old boy who played with a loaded parents' gun and occasionally discharged towards his little brother, Emerson. Probably Ryle could make Lily happy if only the past did not swallow him up.

Pertaining to Atlas, he concerns too much about Lily that asserts his sincerity towards Lily Bloom. He experiences the strongest pain when he sees Lily with Ryle but he disguises his honest emotions trying to not hurt Lily and not make her worry about his life. He pretends happy to not disappoint Lily and not ruin her



life. The vital thing for Atlas is to witness her happiness. Lily calls him “Considerable Atlas”.

All his way is dedicated solely to his first and the only love, Lily. He became hardworking to achieve everything he possesses now. For creating such present he decided to serve the country and joined to Marines. Now, being an owner of such present, he still contemplates that he does not deserve Lily’s love. Even the name of the restaurant is linked to Lily. “BiB’s” means “Better in Boston”. About this they made a dialogue for more than once when they were just green teenagers.

Atlas is that type of men who never make something excurciating, never hurt you when anger and anxiety manages him, never raise his hand on you intentionally or even occasionally, never allow to your tears appear and never make you unhappy.

Regardless he experienced much difficulties on his life path, he has never given up. He passed through this not losing his dignity. Despite all injustice around, he has never defied the kindness and humanness. Comparing Atlas with Ryle we ultimately come to decision that Ryle is illustrated as fragile and weak who tries to let the past go but is not able to forgive himself. The book includes many “perhpaps” and “what ifs”. For example, what would be if Ryle could release that offense on himself? What would be if he even tried to change his demeanor for Lily and for love she could grow into his stone heart? What would be if Atlas changed after 8 years they did not communicate to Lily or their love died?

The morality of the 21st century takes an essential place throughout the story development. Ethical beliefs face with heart desires and this difficult situation leads to making a choice. Lily Bloom isn’t an exception. She ultimately come to decion to assist Atlas, voting in favor of humanity, not of habitual standards. When it comes to humanity, she always stays a human. When she has an option between not worrying about sick Atlas with temperature and remaining him in his own or inviting him into her house and taking care about this homeless guy, she undoubtedly choose the second one. She closes her eyes on rules and rescues him jeopardazing everything she has. Many critics can insist on Lily’s thoughtless and levity. But she couls save his life and healed him. How could we, people, choose ethics when someone close to you suffers? Unquestionable, it’s impossible. It ruins our humanity at all. Under the circumstances our obligation is keeping our best human qualities. And Lily is a prominent example of this

The novel “It ends with us” by Colleen Hoover is profoundly philosophical creature. Even if at first sight you can contemplate that retreiving vital lessons is impossible, the meeting with the book will completely change your mind. The phrase



that mostly relevant to difficult unexpected situations is Lily's words "Just keep swimming". We can not argue that love is the centre of the book. There is more morality than solely love. The story includes many fields you can retrieve vital lessons. For instant, Lily's actions teach us how to not be so weak and not endure violence, not find excuses for the unbearable actions. Lily teaches us to not allow anybody, even if you love him, to chip away at your limit. And that one who sincerely loves you and treasures you will never hurt you even mentally, not telling about physically. Lily reminds us that love is not about pain and wounds, it is about sacrifice for that special person whom you choose. She discloses and ultimately elucidates one of the most popular themes among contemporaries and sows the seed of hope. She also mentions about the women's role in our society and the value that women have. All women no matter where from they are, no matter which social standing they take, they all deserve love and to be loved the right and appropriate way. Never forget that women merit someone who will possess the same qualities as Atlas Corrigan, who will be happy just because he sees your happiness, who will accept your pain the way it belongs to him, who will treat every wound and who will be stronger than circumstances around.

Violence is a disease. The way it is executed, the way it is performed, the way it is developed depends solely on us. An absolute stop of this issue is in our hands. We are not able to cure the disease by spreading it to more people.

Nowadays it is becoming more easier to avoid or interrupt standing domestic violence. As the problem becomes popular from day to day, many organizations start to interest how to protect woman from their own family, their own father and even their own husband. And always keep in mind that love heals, not cripples.

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## ROSSIYA VA UKRAINANING HARBIY TO‘QNASHUVING YEVRO HUDUDGA IQTISODIY TA’SIRI

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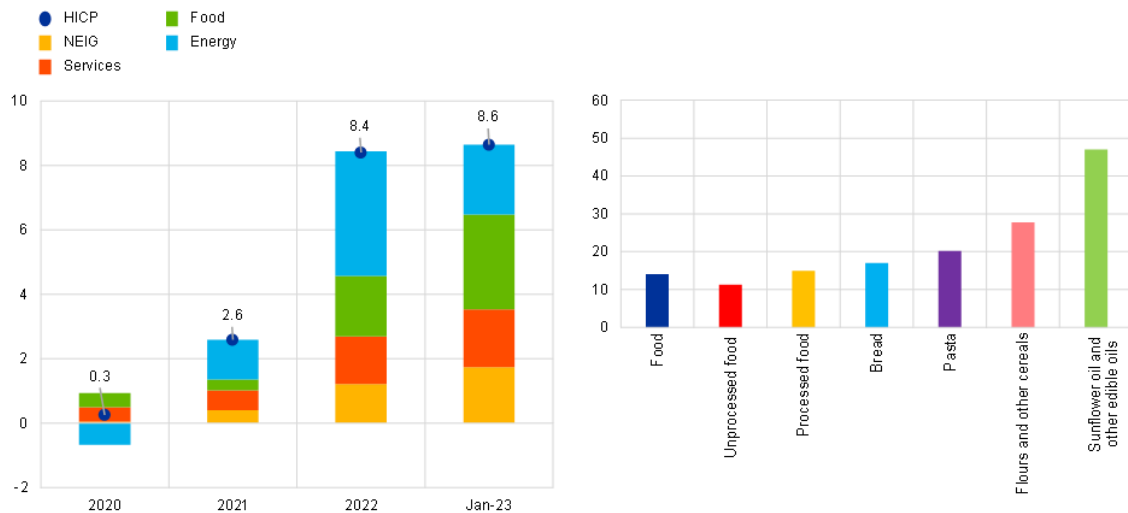
**Annotatsiya:** Rossiya va Ukrainaning harbiy to‘qnashuvi jahon iqtisodiyotiga, ayniqsa energiya va oziq-ovqat bozorlariga katta zarba berdi, ta’minotni siqib chiqardi va narxlarni misli ko‘rilmagan darajaga ko‘tardi. Boshqa iqtisodiy hududlar bilan solishtirganda, ayniqsa Yevro hududi katta zarba oldi.

**Kalit so‘zlar:** Inflyatsiya, energiya importiga qaramli, oziq –ovqat narxlari, o‘g‘it importi.

2020-yilda yevrohududning energiya iste’molining yarmidan ko‘prog‘i Rossiyaga to‘g‘ri keladi. Qolaversa, Rossiyaning harbiy to‘qnashuvidan oldin yevrohududning asosiy energiya yetkazib beruvchisi bo‘lgan. Rossiya va Ukraina ham Rossiya bosqinining boshlanishidan oldin yevrohududga oziq-ovqat va o‘g‘it importida katta rol o‘ynagan. Umuman olganda, evro hududi juda ochiq iqtisodiyotga o‘tib ketganligi sababli global bozorlar va qiymat zanjirlaridagi uzilishlarga qarshi himoyasiz qilib qo‘ygandi.

Urush pandemiyadan keyingi tiklanish davrida yevro hududida kuchayib borayotgan inflyatsiya bosimiga katta hissa qo‘shdi va iste’mol narxlarini, ayniqsa energiya (2a diagrammasi) va oziq-ovqat narxlarini oshirdi. Bosh inflyatsiya 2020 yildagi 0,3 foizdan 2021-yilda 2,6 foizgacha, keyin esa 2022-yilda 8,4 foizgacha o‘sdı (1a-grafik). Energiya va oziq-ovqat inflyatsiyasi 2022-yilda bu rekord darajadagi inflyatsiyaning uchdan ikki qismidan ko‘prog‘ini tashkil etdi.

1-chizma. Yevro hududi HICP inflyatsiyasi va kichik komponentlar bilan HICP oziq-ovqat inflyatsiyasi (panel a: yillik foiz o‘zgarishlari va pp hissasi; b paneli: yillik foiz o‘zgarishlari)



Manbalar: Eurostat va YEVIROPA MARKAZIY BANKI xodimlarining hisob-kitoblari. Oxirgi kuzatuv: 2023-yil yanvar.

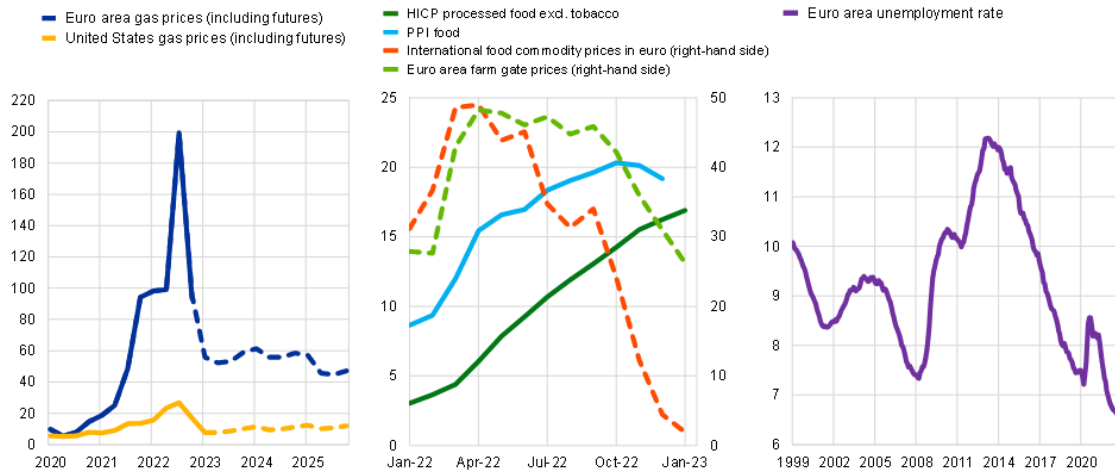
2022-yilda energiya inflyatsiyasi inflyatsiyaning eng muhim omili bo'lgan bo'lsa, oxirgi paytlarda eng katta hissa oziq-ovqat inflyatsiyasidan kelib chiqqan (1-chizma). 2023-yil yanvar oyida oziq-ovqat narxлари o'tgan yilga nisbatan 14,1 foizga oshdi. Oziq-ovqat ishlab chiqarish ancha energiya talab qilganligi sababli oziq-ovqat inflyatsiyasining yuqori sur'atlardagi kursatkichiga urush ham muhim rol o'ynadi. Urushdan oldin Ukraina va Rossiyadan import bug'doy (un, non va makaron tarkibiy qismi sifatida) yoki yog'li o'simliklar kabi oziq-ovqat mahsulotlari muhim rol o'ynagan. Masalan, kungaboqar yog'i va boshqa iste'mol qilinadigan yog'lar 2023-yilning yanvar oyida yevrohudud iste'molchilari uchun bir yil avvalgiga nisbatan 47 foizga qimmatroq bo'lgan.

Katta qismini energiya va oziq-ovqat mahsulotlari tashkil etuvchi yuqori inflyatsiya iqtisodiyotimizning barcha sohalariga va odamlarning kundalik hayotiga jiddiy salbiy ta'sir ko'rsatishda davom etmoqda. Bu, ayniqsa, oziq-ovqat va energiya iste'molning katta qismini tashkil etuvchi kam ta'minlangan uy xo'jaliklari uchun to'g'ri keldi. Evro hududining yuqori energiya importiga qaramligidan kelib chiqqan holda, energiya importi, narxlarining o'sishi savdo shartlarimizning yomonlashuvi tufayli real daromadning katta va muqarrar ravishda yo'qolishiga olib keldi. Shuning uchun Yevropa markaziy banki Boshqaruv Kengashi 2021-yil dekabr oyida siyosatni normallashtirish jarayonini boshladi va yevropa markaziy banki mandatiga muvofiq inflyatsiyani o'z vaqtida 2% o'rta muddatli maqsadli ko'rsatkichga qaytarish majburiyatini oldi.

2022-yilda Yevropa Ittifoqida tabiiy gaz iste'moli deyarli 20 foizga kamaydi, bu Yevropa Ittifoqiga qisman YeI sanksiyalari tufayli Rossiyadan gaz importining qisqarishini yengishga yordam berdi. Milliy chora-tadbirlar va REPowerEU tashabbusi yashil energiyaga o'tishni tezlashtirishga va Yevropa Ittifoqining energetik mustaqilligini oshirishga yordam bermoqda. Energiyani tejash va energiya ta'minotini diversifikatsiya qilish bo'yicha sa'y-harakatlar tabiiy gaz narxining

so‘nggi oylarda 2022-yil kuzidagi rekord darajadan keskin tushib ketishiga hissa qo‘shdi. [1]

2-chizma. Gaz narxining rivojlanishi, oziq-ovqat inflyatsiyasi va ishsizlik darajasining etakchi ko‘rsatkichlari (a panel: EUR/MVt; panel b: yillik foiz o‘zgarishlari; panel c: foiz)



Manbalar: Refinitiv, Eurostat, HWWI va YEVROPA MARKAZIY BANKI hisob-kitoblari.

Eslatmalar: Evro hududi gaz fyucherslari uchun oxirgi fyucherslar uchun to‘xtash sanasi 2023-yil 22-fevral edi (to‘xtash sanasidan oldingi 10 ish kunidagi o‘rtacha fyucherslar asosida). Amerika Qo‘shma Shtatlaridagi gaz narxlari uchun turkum 2023-yil 22-fevraldagi fyucherslarni aks ettiradi. Oxirgi kuzatuvlar 2022-yil dekabridan PPI (ishlab chiqaruvchi narxlari indeksi) va ishsizlik darajasi va 2023-yil yanvaridan boshlab HICP bo‘yicha qayta ishlangan oziq-ovqat, tamaki narxlari kursatkici.

Iste‘molchi oziq-ovqat inflyatsiyasi hozirda evro hududi inflyatsiyasining eng katta tarkibiy qismi bo‘lib, yevrohudud fermalari narxlari yoki xalqaro bozorlarda oziq-ovqat tovarlari narxlari kabi etakchi ko‘rsatkichlar 2022-yil o‘rtalaridan boshlab kuchli pasayishlarni ko‘rsatdi. Bu kelgusi oylarda oziq-ovqat inflyatsiyasining yana mo‘‘tadil bo‘lishini kutishni darak bermoqda (2b diagrammasi). Ushbu ijobiy signallarga qaramay, urush iqtisodga sezilarli darajada salbiy xavf tug‘dirishda davom etishini va ayniqsa energiya va oziq-ovqat xarajatlarini yana oshirishi mumkinligini yodda tutish kerak. Yevropa markaziy banki ushbu o‘zgarishlarni yaqindan kuzatib borishda davom etarkan pul-kredit siyosati vaqt o‘tishi bilan inflyatsiyani pasaytiradi va inflyatsiyaning o‘rta muddatli 2% maqsadiga o‘z vaqtida qaytishini ta‘minlaydi deb hisoblaydi.

Yevrotizim va ko‘pchilik tahlilchilar o‘tgan yil oxirida yevrohudud iqtisodiyotining qisqarishini kutishgan bo‘lsa-da, real YaIM 2022-yilning to‘rtinchi choragida 0,1% ga o‘tdi. [2]

Inqirozning ko‘plab Yevropa iqtisodiyotlariga ta‘sirini kuchaytirishi mumkin bo‘lgan stsenariylardan biri gaz narxining oshishi bilan bir qatorda, gaz



mavjudligining potentsial qisqarishidir. Gaz ta'minotining 30-40 foizini Rossiyadan olishini hisobga olsak, mintaqa gaz ta'minotining qisqarishiga moyil hisoblanadi. Garchi bu bizning asosiy stsenariyimiz bo'lmasa-da, agar Evrozona endi Rossiya gaziga ega bo'lmasa, uning yalpi ichki mahsuloti taxminan 2 foizga tushishi mumkin.

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## O‘ZBEKISTON QISHLOQ XO‘JALIGI SEKTORINI RIVOJLANTIRISH USULLARI

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**Annotatsiya:** Qishloq xo‘jaligi barcha davrda eng muhim tarmoqlardan biri bo‘lgan. Boisi, inson yashar ekan, oziq ovqat mahsulotlariga hamisha talab kuchli bo‘ladi. Dunyo olimlarining fikriga ko‘ra, 2050-yilga qadar yer yuzi aholisi 10 milliarddan ortadi. Bu esa oziq ovqatga bo‘lgan talabning bir necha barobar ortishiga sabab bo‘ladi. Bu esa ko‘pchilik ekspertlarni xavotirga solmoqda. Intensiv tarzda mahsulotlar yetishtirish, yiliga 4-5 balkim undan ko‘proq marta hosil olish imkonini o‘rganish mumkin. Yerdan unumli foydalanish, intensiv usuldagi issiqxonalarni ko‘paytirish aslida davr talabi hamdir. O‘zbekiston bugun 36 millionlik aholiga ega bo‘lgan, o‘tgan davrda ko‘plab muammolar to‘planib qolgan mamlakatning taqdiri va kelajagini belgilash borasida to‘g‘ri yo‘l tanlash – kuchli bilim, tajriba va azmu shijoatni talab etadi. Ya’ni O‘zbekiston aholisining ko‘payishi, qishloq xo‘jaligini rivojlantirish borasida alohida tashabbusga muhtoj ekanligi kundek ravshan edi. Ushbu maqolada, O‘zbekistonda qishloq xo‘jaligi haqida batafsil fikr yuritiladi.

**Kalit so‘z:** O‘zbekiston qishloq xo‘jaligi, iqtisodiyot, zamonaviy texnologiyalar, bozor iqtisodiyoti, agrar soha, paxta klasterlari, davlat loyihalari, kredit ajratish, o‘g‘it ishlab chiqaruvchilarini qo‘llab-quvvatlash, USAID, Qatar, AQSh mehnat vazirligi, klaster.

Qishloq xo‘jaligi mamlakatimiz iqtisodiyotining asosiy tarmoqlaridan biridir. O‘zbekistonda mavjud bo‘lgan qulay tabiiy-iqlim sharoiti, fidoyi va mehnatkash xalq, shuningdek, davlatning bu boradagi puxta o‘ylangan strategiyasi agrar sektorning jadal rivojlanishiga hissa qo‘shmoqda. Yurtimiz mevalari jahon bozorlarida ham juda mashhur.

O‘zbekiston mustaqilligi yillarida agrosanoat majmuasi sohasida amalga oshirilgan keng ko‘lamli o‘zgarishlar va sifatli o‘zgarishlar, ekin maydonlarini optimallashtirish va qishloq xo‘jaligi ekinlarini rayonlashtirish bo‘yicha har tomonlama muvozanatli siyosat nafaqat hosildorlikni oshirishga, balki aholining turmush darajasini sezilarli darajada oshirishga imkon berdi.



Shu munosabat bilan, 1989-yilda 400 ming gektardan ortiq sugʻoriladigan yerlarni tomorqa uchastkalariga ajratish toʻgʻrisida qabul qilingan qaror suverenitetga erishish yoʻlidagi birinchi qadamlardan biri boʻlganligi ramziy maʼnoga ega. Mustaqillikdan soʻng, Oʻzbekiston qisqa vaqt ichida agrar sektorda keng koʻlamli transformatsiya dasturini ishlab chiqdi va amalga oshirishga kirishdi. Birinchidan, ekin maydonlarining tuzilishi sezilarli darajada oʻzgartirildi, natijada paxta ekinlari don ekinlari foydasiga ikki baravar qisqartirildi. Ushbu qaror sohani har tomonlama qoʻllab-quvvatlash boʻyicha amalga oshirilgan chora-tadbirlar bilan birgalikda respublikamizning tarixiy qisqa vaqt ichida gʻalla mustaqilligiga erishishini taʼminladi.

Samarasiz davlat va jamoaviy qishloq xoʻjaligi korxonalari tugatildi. Eskirgan model oʻrniga zamonaviy qishloq xoʻjaligi va boshqa texnologiyalar asosida mehnat unumdorligini oshirishni taʼminlaydigan zamonaviy fermer xoʻjaliklari tashkil etildi.

Islohotlarning muhim bosqichi qishloq xoʻjaligining tarmoq yoʻnalishini diversifikatsiya qilish edi. Agar ilgari paxta asosiy ekin boʻlgan boʻlsa, endi kartoshka etishtirish, uzumchilik, asalarichilik, parrandachilik, baliqchilik va boshqa agrar biznes turlari bilan shugʻullanish imkoniyati paydo boʻldi. Buning uchun davlat imtiyozli kreditlash tizimlari, fermer va dehqon xoʻjaliklariga texnik xizmat koʻrsatish, shuningdek, ularning ehtiyojlari uchun zarur moddiy-texnik resurslar (yoqilgʻi-moylash materiallari, kimyoviy oʻgʻitlar, biologik va kimyoviy oʻsimliklarni himoya qilish vositalari, urugʻlar) yetkazib berish shaklida qulay shart-sharoitlar yaratdi. Yetishtirilgan mahsulotlarning saqlanishini taʼminlash maqsadida yirik terminallar qurildi.

Agrar sohada tizimli chora-tadbirlarni amalga oshirish nafaqat sifatli, balki juda aniq miqdoriy natijalarga erishishga imkon berdi. Shunday qilib, sanoat yiliga 6-7% dan oshadigan barqaror ijobiy oʻsish surʼatlarini namoyish etadi. Mustaqillik yillarida qishloq xoʻjaligi mahsulotlari ishlab chiqarish hajmi 2 barobardan ziyod oshdi. Bu aholi jon boshiga goʻsht isteʼmolini 1,3 baravar, sut va sut mahsulotlarini – 1,6 baravar, kartoshkani – 7 baravar, sabzavotlarni – 2 baravar, mevalarni – deyarli 4 baravar oshirishga imkon berdi.

Oʻzbekistonda qishloq xoʻjaligi sohasini rivojlantirishga katta eʼtibor qaratilmoqda. Shu munosabat bilan mamlakatimizda zamonaviy issiqxonalar, intensiv bogʻlar, koʻchat yigʻish punktlari va sovutish omborlari barpo etilmoqda.

Qishloq xoʻjaligida qoʻllaniladigan zamonaviy texnologiyalar haqida gapiradigan boʻlsak, 2022-yilda Toshkent viloyati Yangiyoʻl tumanida 40 gektardan ortiq maydonni sugʻorish imkonini beruvchi yomgʻir sugʻorish tizimi oʻrnatildi.



2022-yilda O‘zbekiston o‘rmon xo‘jaligi korxonalari 4984 gektar maydonda dorivor o‘simliklar plantatsiyalarini tashkil etildi.

2022-yil bahorida 27 ta davlat o‘rmon xo‘jaligi korxonalari 11,5 gektar maydonda ko‘kat, malina va smrodina eksperimental plantatsiyalarini yaratdilar.

Bundan tashqari 195,1 gektar maydonda 54 ta davlat o‘rmon xo‘jaligi korxonalari tomonidan lavanta, bibariya, adachoyi, kekik kabi o‘simliklar va boshqalarning eksperimental plantatsiyalari tashkil etildi.

Paxta yetishtirishga kelsak, O‘zbekiston tabiiy rangdagi paxta ishlab chiqarishni yo‘lga qo‘yishni rejalashtirgan. Ayni paytda olimlarimiz bu borada izlanishlar olib bormoqda. Bu paxtaning eksport salohiyatini oshiradi.

2022-yilda O‘zbekiston Rossiya Milliy tadqiqot markazi - "Kurchatov instituti" bilan ilmiy hamkorlikni yo‘lga qo‘ydi. Ikki mamlakat olimlari birgalikda urug‘siz uzumning yangi navlarini ishlab chiqdilar. Shu munosabat bilan yurtimizda 50 ming gektar maydonda yangi uzumzorlar barpo etildi.

Janubiy Koreyaning POSCO xalqaro kompaniyasi (Janubiy Koreyaning eng yirik savdo kompaniyasi) va O‘zbekiston qishloq xo‘jaligi vazirligi, Farg‘ona viloyatida paxta klasterini tashkil etish to‘g‘risida 65 million dollarlik bitim imzoladilar.

Shartnomaga muvofiq Klaster Farg‘ona viloyatidagi 5000 gektar maydonda tashkil etiladi. 2025-yilga kelib ekin maydonlarini 35 000 gektargacha kengaytirish rejalashtirilgan.

Shuningdek, tomonlar Farg‘ona viloyatida eksportga yo‘naltirilgan ekinlarni yetishtirish va qayta ishlash, meva va sabzavotlarni Koreya bozoriga eksport qilishni muhokama qildilar.

O‘zbekiston qishloq xo‘jaligi vazirligi va Avstriyaning UniCredit banki qishloq xo‘jaligi sohasini modernizatsiya qilishni moliyalashtirish uchun imtiyozli kredit liniyasini ochish to‘g‘risida bitim imzoladilar. Shartnomaga muvofiq bank O‘zbekiston qishloq xo‘jaligi sektoridagi innovatsiyalar uchun 7,9 mln yevro miqdorida imtiyozli kredit ajratdi. Kredit qishloq xo‘jaligi korxonalarini Avstriyaning Bauer GmbH kompaniyasining innovatsion yomg‘ir sug‘orish texnologiyalari bilan jihozlash uchun mo‘ljallangan edi.

Qatar va O‘zbekiston 2022-yilda O‘zbekistondan yangi va quritilgan meva yetkazib berish liniyalarini yaratishni muhokama qildi. Tomonlar qishloq xo‘jaligi sohasidagi ikki tomonlama hamkorlikning hozirgi holatini muhokama qildilar va savdoni kengaytirish imkoniyatlarini, shu jumladan logistika yo‘nalishlarini, savdo vakolatxonalarini ochishni va boshqalarni ko‘rib chiqdilar.

USAID 2022-yilda O‘zbekiston fermerlarini qo‘llab-quvvatlash uchun 2 million dollar ajratdi. Ushbu mablag‘ zaif aholini global oziq-ovqat inqirozidan himoya qilishga yordam beradi va O‘zbekistonda ishlab chiqarilayotgan o‘g‘itlar hajmi va sifatini oshirish uchun ishlatiladi. Ushbu yordam mamlakatning global oziq-ovqat inqirozi sharoitida oziq-ovqat xavfsizligini ta’minlash salohiyatini mustahkamlash maqsadida amalga oshirildi.

AQSh mehnat vazirligi O‘zbekiston paxta sanoatida mehnat sharoitlarini yaxshilashni qo‘llab-quvvatlash uchun 2 million dollarlik hamkorlik shartnomasini e’lon qildi. Moliyalashtirish O‘zbekiston paxta korxonalarining xalqaro mehnat standartlariga rioya etish va mehnat me’yorlariga rioya etishning samarali tizimlarini joriy etish bo‘yicha salohiyatini mustahkamlashga qaratilgan.

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## TOURISM DURING A WORLD PANDEMIC: LOSSES AND CHANGES

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**Annotation:** The study is devoted to studying the consequences of the coronavirus on the tourism sector, its negative and positive impact, as well as the prospects for further development. Tourism, which until 2020 remained one of the most powerful sectors of the global economy, is now going through difficult times associated with the sudden onset of the coronavirus pandemic. The coronavirus crisis has resulted in the loss of more than 100 million jobs and a drop in tourism export revenue of up to \$1.2 trillion. The current situation is gradually changing tourism, in which now the key positions are occupied by the principles of environmental friendliness and sustainable development, as well as the introduction of innovations and new technologies. In this article, we will tell you what cardinal changes have taken place in tourism and how experts see the tourism of the future.

**Keywords:** tourism, COVID-19, crisis, sustainable development, environmental friendliness, new technologies, innovations.

Tourism for many years remained one of the most important global sectors of the economy, which has been developing every year and increasing its share in the international service market. In addition, tourism remained an industry that provided a huge number of jobs for residents of both developed and developing countries. In 2019, tourism accounted for 7% of global trade. In many developing countries, for which tourism played a key role in the economy, tourism accounted for up to 80% of exports [1].

The situation has changed dramatically due to the unexpected outbreak of the coronavirus pandemic, which has dramatically negatively affected almost all sectors of the economy, and the tourism sector has become one of the most affected. According to UNWTO experts, the drop in income from tourism exports in 2020 reached up to 0.8-1.2 trillion dollars, and from 100 to 120 million tourism workers were left without work [1]. This global picture, unfortunately, still looks depressing.

Starting in 2021, tourism is slowly starting to recover, with some tourist destinations slowly reopening, but the process of returning to 2019 figures is expected to be long, as the losses are too great, and the emergence of new strains of coronavirus only slows down the process. Despite this, it is possible to single out

some positive aspects that have occurred as a result of the pandemic, namely, a revision of the very vision of tourism. The positive and negative impacts on the tourism sector from the pandemic can be seen in Table 1.

*Table 1.*

Positive impact	Negative impact
Stimulation of domestic tourism	Decreased purchasing power
The emergence of new tourist destinations, a change in the vision of tourism	Refusal of long trips, visits to remote destinations
Development of rural tourism, agritourism	Loss of tourism jobs
Больше осведомленности о природе, культуре и экологии	Markedly slow export of tourism goods and services
	Negative tourism balance

As you can see, based on Table 1, the COVID-19 crisis has allowed humanity to think about what has been turned a blind eye for a long time - the environment. The problems of environmentally friendly use of any kind of resources, including tourist ones, currently play a significant role, therefore, in the future, which is already coming, the requirements for tourism will change significantly. Sustainable tourism and eco-tours is the nearest reality and trend in the field of tourism, for which the market should be ready now. Typical beach holidays and recreational tourism will be replaced by ecotourism, and mass character will be replaced by individual tours and tours in small groups.

Based on both predicted and already tangible changes, tourism, which currently has every chance of a “second wind”, is forced to rebuild very quickly. This is mainly due to radical changes in consumer demand, and in this case, everyone needs to rebuild: from individual specialists to corporations. In order for tourism to be able to develop again as dynamically as before – in a future without COVID-19 – measures will be required to guarantee people a sense of security when traveling. Already, the World Travel and Tourism Council (WTTC) has begun awarding global safety and hygiene labels to countries that demonstrate their willingness to reopen the tourism sector during the recovery period from another outbreak of the coronavirus. WTTC,

which represents the private travel sector, has created the Safe Travel Seal, which allows travelers around the world to be aware of those countries and companies that have adopted global health and hygiene protocols to ensure "safe travel". More than 100 destinations have already been included in the Safe Travel list: from Saudi Arabia to the Philippines [3]. We see how quickly the sphere is changing, adjusting to the new emerging needs of its consumers.

Speaking of other cardinal changes, one should not omit the topic of professions in tourism. Even before the global pandemic, more than 330 million people were employed in the tourism sector [4], and now this figure has decreased by 30 percent. Specialists who still do not lose hope of working in tourism are forced to quickly master new competencies in order to still keep the interest of their tourists. So, during the period of COVID-19, many tour operators around the world have moved to the so-called "tour operator 2.0" stage. They no longer select mass tours, but now specialists work in two directions: in the technical administration of booking systems (issues of online booking, service and online sales) and as personal travel consultants, because now tourists have formed a demand for inclusiveness.

At the moment, in order to most effectively and quickly restore the tourism sector, the following key policy priorities can be identified, which should be followed by all interested parties:

- Restoring travelers' confidence;

- Support for tourism business in adaptation and survival;

- Promoting domestic tourism and supporting the safe return of international tourism;

- Providing clear information to travelers and businesses and limiting uncertainty;

- Development of response measures to maintain capacity in the sector and address gaps in support;

- Strengthening cooperation within and between countries;

- Creating a more sustainable and sustainable tourism.

The global pandemic, which has hit the tourism sector the most, has provided the world with an excellent opportunity to reimagine the tourism of the future. What should he be? What will it be? Now the field is at a crossroads and every step taken today determines the tourism of tomorrow. It is critical to address the long-term impact of this challenging crisis by leveraging digitalization, sustainability and promoting the structural transformation needed to create a stronger and more sustainable tourism economy. Only in this way, despite all the losses, tourism will be able to emerge from the pandemic with its head held high.



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## XONANDALARNING OVOZ TURLARI VA UNI RIVOJLANTIRISHDA VOKAL MASHG'ULOTLARINING O'RNI

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**Annotatsiya:** Ushbu maqolada xonandalarning ovoz turlari aniq ko'rsatib berilgan bo'lib uni rivojlantirish hamda ijrochilik jarayonida tusqinlik qiladigan omillarni bartaraf etish usullari vokal mashg'ulotlari orqali ilmiy va nazariy izohlab ko'rsatib berilgan.

Maqolaning amaliy natijasi shundan iboratki unda keltirilgan ilmiy ma'lumotlar tahliliy muloxazalar o'qituvchilar, tadqiqotchilar hamda Oliy va o'rta maxsus ta'limning xonandalik yunalishida ta'lim olayotgan talabalar uchun yuriqnoma vazifasini o'taydi

**Kalit so'zlar:** Akustika, Falset, Mikst, Intonatsiya, Diapazon, Stakkato, Legato, Arpedjio, Forte, Piano, Falset, Artikulyatsiya, Ovoz registrlari, Koloratura soprano, Lirik soprano, Dramatik soprano, Messo-soprano, Lirik messo-soprano, Kontralto, Lirik tenor, Dramatik tenor, Lirik baritone, Dramatik baritone, Bas-profundo, Bas.

**Аннотация:** В данной статье наглядно показаны типы голосов певцов, а также научно и теоретически обоснованы методы их развития и устранения факторов, мешающих исполнительскому процессу.

Практический результат статьи заключается в том, что представленные в ней научные данные послужат ориентиром для преподавателей, научных сотрудников и студентов, изучающих пение в высших и средних специальных учебных заведениях.

**Ключевые слова:** Akustika, Falset, Mikst, Intonatsiya, Diapazon, Stakkato, Legato, Arpedjio, Forte, Piano, Falset, Artikulyatsiya, Ovoz registrlari, Koloratura soprano, Lirik soprano, Dramatik soprano, Messo-soprano, Lirik messo-soprano,

**Ovoz registrlari haqida:** M. Garsianing klassik aniqlashi bo'yicha: Registr tushunchasida birqator ketma-ket va bir turdagi ovozlar tushuniladi, bir mexanizm



ichki tuzilishi harakati orqali ishlab chiqiladi. Ikkinchi turdagi tovush tashkil qilish usuli ham mavjud bo'lib: ko'krakli va falsetli (fistula)dir .

Ko'krakli- ovoz teshigini batamom tutashuvi bo'lib, bo'g'implar o'zining butun kuchi bilan tebranadi va hiqildoq bu yerda past, quyi joylashadi Akustika tomonidan kuzatilganda tovushning katta boyligi bu uning kuchidir.

Falsetli-ovoz teshigini, tirqishini butunlay yarim tutashuvi hisoblanib bog'lamlarning faqatgina chetlarini tebratadi. Akustika tomonidan tovush obertonlar sababli keskin farq qiladi, ko'krakka nisbatan musaffo, asl falset professional opera ijrochisi registridek hisobga kirmaydi.

Ko'krak registri uchga bo'linadi: ko'krak, medium (mikst), boshli bo'ladi.

Erkaklarda u ikkita - ko'krak va bosh; ayollarda uchta - ko'krak bosh, mikst.

Mikst-bu ko'krak ijrosidan boshga bir xil me'yorda o'tishi, bunda bog'lamlar yumilishi o'rta joylashuvini egallaydi.

Mikstda ko'kraklar va bosh rezonatorlari ham ishlaydi. Bu ishda mikst ustidan eshitish nazorati juda muhim va his tuyg'ularni qidirishdagi qulaylik bo'lib ham xizmat qiladi. Ijrochi siniq nota- lardan qochishi kerak. Yaxshi nafas olishni ovoz orqali nazorat qilib to'g'rilab va zo'rg'a bilinayotgan unli tovushni, uning tubanlik mohiyatini o'zgarganligini, unlining yopinchi'g'i deyiladi. Shuning uchun ochilish va yopilish tovushlari atamaları bordir.

Yopilgan tovush-bu tembr bo'yicha ko'proq yaxlitlab yuqori va pastki rezonatorlarning maksimal qo'llanilganligidir. Va bir vaqtda tayanch hissini saqlashdir. Vokal ijrosida tovush yopilishi (berkitili- shi) oson ishlaydi, halqum me'yorda kengayadi, hiqildoq esa o'zining me'yoriy holatidan pastga tushadi. Tovushni to'g'rilash juda yuqor pastki notalar orqali o'z vaqtida sodir bo'ladi.. Ochiq (sof) tembrd haddan tashqari foydalanish boshlang'ich o'qitish davrida tovushlarni noto'g'ri shakllanishiga olib keladi. Bu juda ko'plab ovozlarni muddatidan oldin yo'q bo'lishini asosiy sabablaridan biridir. Ayniqsa erkaklarning yuqori ovozini ochiq tembrda ijro qilishi zararlidir. Ayol ijrochilarning ochiq tovushda haddan tashqari foydalanishi, ularda har xil nuqsonlar paydo bo'lishiga va ovozni tez eskirishiga, buzilishiga olib keladi. Ushbu vazifani yodda saqlash uchun qo'shiq aytishni endigina boshlaganlar nimani unutmashligi kerak?<sup>23</sup>

1. Ovoz tembrini o'rta tonlarda tuzatish, uning chiroyliligi, yopilmagan va ochilmagan hamda sof bo'lishi mumkin emasligi.

<sup>23</sup> E.Rahimov. "Vokal" Toshkent 2017 49-bet.

2. O'rta registrlarning tonini bir tekis to'g'ri o'tishini kuzatish, o'z-o'ziga ovozini sinishiga, o'zgarishiga yo'l qo'ymaslik bu ko'krak va bosh ijrodagi tovushning aralashuvini ta'minlaydi.

3. Tovushning "rangi" erkin va jarangdor bo'lishini kuzatish tuban va bo'g'iq, xunuk eshitilmaydigan qiladi. Garsia aytganidek tovushda quyidagilar bo'lishi kerak:  
past (quyi) hiqildoq;  
tilning qoshiqsifat shakli;  
yuqori yumshoq tanglay.<sup>24</sup>

**Vokal bilan shug'ullanish bo'icha bir qancha maslahatlar:** Glinka ko'rsatmasi: "Mashqlarda tovushni kuch ishlatmasdan cho'zish. Endi boshlayotganlar uchun mashq juda oddiy tersiya va kvinta intervallarida bo'lishi kerak".

Vokal ijrochilari qo'shiq aytish uchun birinchi navbatda nafasni to'g'ri olishdan boshlash kerak deyishadi. Vokal o'qituvchilari ijroda A tovushini ishlatishdan boshlashni tavsiya qilganlar. Chunki bu unlida ajoyiblik ko'proqdir. Hiqildoq tinch, pastda joylashgan bo'ladi. halqum ochilgan, kengaygan va yumshoq tanglay ko'tarilgan bo'ladi. Ko'pincha o'quvchilarga «A» tovushini aytish qiyin, «O» yoki «U» unlisi esa yengilroq bo'lib tuyuladi. Pedagog Vitt maslahati bo'yicha "Yashi shakllanadigan va yaxshi jaranglaydigan unlini topish qulaydir" Glinks buni shunday atagan: "Oldin yengil bo'ladigan tovushlarni aytish kerak" Albatta keyingi mashqlarda barcha unlilardan foydalanish kerak. Ijro matnidagi unli va undosh tovushlari navbama-navbat kelishida tovush bir tekis, iloji boricha chiroyli bo'lishi kerak. Tovush tekisligi musiqali interval, to'xtalishlarni yengilishiga, unli va undoshlari o'zgarishiga tobe bo'lmasligi kerak. Barcha unlilar bitta vokal shakliga ega bo'lishi kerak. Undoshlar va unli tovushlarni, alami vokal chizig'idan chiqarib tashlamasligi, ular yengil va aniq talaffuzda bo'lishi hamda unlilar oqimini bo'lmasligi kerak. Ovozni to'xtamasdan chiroyli va tekis jaranglashi ijroning asoslaridan biridir. Bunga chiroyli nafas olish jarayonlari va tovush hajmi mukammalligi orgali erishiladi.

M. Garsia tovush tekisligi LEGATO haqida shunday deydi: "Bir bo'g'indan ikkinchisiga o'tayotganda, bir notadan ikkinchisiga o'tishda ovozni silkinishsiz va bo'shashtirmasdan aytish kerak.

Xuddiki barcha qurilmalar faqat bir tekis va davom etadigan tovushdan tashkil topsin. Barcha notalarni bir tembrda qat'iy saqlash kerak. Tembr tekisligi hiqildoqning bir nusxali ishlashidan vujudga keladi".

<sup>24</sup> E.Rahimov. "Vokal" Toshkent 2017 51-bet



FORTE va PIANO ijrosiga ko'ra pedagog Vitt maslahat beradi: "Ijroni o'rganayotganlar shuni unutmasligi lozimki, ovoz kuchi uni boshqarishda oson oldinga o'tadi. Yaxshi ijro etish uchun ijrochi o'z ovozini kuch bilan itarmasdan, balki o'stirishi kerak".<sup>25</sup>

Vokal maktabining eng yaxshi natijalaridan biri - bu o'z-o'zini eshitish va nazorat qilish orqali sodir bo'ladi.. Birinchi mashqlardanoq o'z ovozini eshitishga o'rganish, uni yaxshi bo'lmagan holda ham qabul qila olish, shuningdek uni xuddi o'simlik singari o'stirish saqlash, sevish orqali ovoz jaranglaydi va ravshanlashadi. Mashqlar birinchi notalar nomi bilan kuylashdan boshlash kerak, lekin u barch vokal talablariga javob berishi darkor.<sup>5</sup>

Vokal mashqlar har bir o'quvchining jihatlariga muayyan tarzda tanlanadi. Mashg'ulotlar tobora murakkablashuvi, xilma- xilligi va o'rganilayotgan qo'shiqqa daxldorligi darajasi tizimi bo'yicha olib boriladi. Biroq, bir-ikki muntazam mashqlar borki, ular ma'lum talabaga qulay bo'lishi va aynan shular o'qitish davrining oxirigacha qo'llanilishi mumkin.

Ovoz deyarli har bir sog'lom insonga tug'ilishidan berilgan tabiiy tovush ishlab chiqaruvchi quroldir. Ovoz yagona bo'lib, Inson hayotining so'ngigacha u bilan birgadir. Biz kasbiy nuqtayi nazardan uni asrashimiz, o'rganishimiz va rivojlantirishimiz kerak Ushbu maqola vokal mashqlar kasbiy yo'naltirilishidan tashqari insonning umumiy jismoniy holati hamda ovoz apparatining sog'lomligi barqarorligiga ijobiy ta'sir etadi.

Berilayotgan vokal mashqlari O'zbekiston davlat konservatoriyasi Estrada san'ati bo'limi Professor o'qituvchisining ko'p yillik mehnat tajribasi natijasida vujudga kelgan. Ular qo'shiqchilik ovozi, vokal nafasni rivojlantirish, musiqiy tinglash qobiliyatini yaxshilash, ritm sezgisini mukammallashtirish va talabaning umumiy musiqiy o'sishiga yo'naltirilgan, havola etilayotgan har bir mashq fortepianoli jo'rlik va qisqa uslubiy tavsiyalar bilan ta'minlangan

1-mashq-M- undosh tovushining yig'ilgan, hajmli, yopiq sadolanishi yopiq og'iz, biroq jiplashmagan dahan yordamida amalga oshadi. Shuningdek, tanglayning baland gumbazi, yaxshi nafas, yaxdit yangrash va yuqori rezonatorlarga yo'naltirilgan havo to igini ushbu jarayonda ishtirok etadi.

<sup>25</sup> Turaev. XX asr o'zbek esrtada qo'shiqlari Toshkent 2015 8-bet

Andante



2mashq Qanday qo'shiq o'rganilishiga yoki qaysi talaffuzni rivojlantirishga tayangan holda, ushbu mashq turlicha Ma, me, mi, mo, mu. Da, de, di, do, du. Bra, bre, bri, bro, bru va boshqa bo'g'inli birikmalarda ijro etilishi mumkin. Shu bilan birga bu mashqning asosida a, e, i, o, u. unli tovushlari yotadi. Ushbu mashqning yana bir jihati pastki dahanning erkin harakatini faollashtirishdir.

Allegro moderato



3-mashq Sol, mi do- mi, sol - mi bo'g'inli birikmalarda ovoz apparatining yugon pozitsiyasi ishlovdan o'tadi. Yuz mushaklarining erkin, tabassum-dagi holati bilan yuqori formanta (pozitsiya) shakllantiriladi. Mashq turli suratli variantlarda beriladi (1-Sostenuto. -Allegro moderato)



### Ovozlarning klassifikatsiyasi<sup>26</sup>

Ovozlarning nomlari va diapozonlari quyidagilardan iborat:

Ayollarning ovozlari.

**Koloratura soprano** - juda katta diapazonga ega bo'lib, o'ta harakatchan bo'ladi. Bu ovoz o'zining juda ham tiniq va ingichka tembr bilan boshqa ovozlardan ajralib turadi. Diapazoni: "Do" 1-chi oktava – "Fa" 3-chi oktava.

**Lirik soprano**- yumshoq tembrli ovoz. Diapazoni: "Do" 1-chi oktava- "Do-Re" 3-chi oktava.

**Dramatik soprano** - kuchli ohangdor ovoz Diapazoni: "Do"1-chi\_oktava-"Do" 2-chi oktava.

**Messo-soprano**- yengil va to'liq ovoz hisoblanadi. Diapazon: "Sol" kichik oktava 2-chi oktava.

**Lirik messo-soprano**-yorqin ovoz hisoblanadi Diapazoni: "Lya"kichik oktava-"Lya- Si" 2-chi oktava.

<sup>26</sup> Vocal mashlar barchisi Y.Turaevning . XX asr o'zbek eshada qo'shiqlari Toshkent 2015 kitobidan olingan.



**Kontralto**-ayol ovozining eng pastki va juda quyuq ovozi hisoblanadi  
Diapazoni: “Re” kichik oktava-“Mi” 2-chi oktava

Erkaklar ovozlari:

**Lirik tenor** - juda sof jarangli ovoz. Diapazoni: “Do” kichik oktava-“Si-Do-Re”  
2-chi oktava.

**Dramatik tenor**-kuchli jarangdor ovoz Diapazoni: “Do” kichik oktava “Do” 2-  
chi oktava.

**Lirik bariton** - yumshoq harakatchan ovoz: Diapazoni: “Lya”  
katta oktava-“ Lya” 1- chi oktava.

**Dramatik bariton** - kuchli va jarangdor ovoz. Diapazoni: “Sol” katta oktava-  
“sol” 1-chi oktava.

**Bas**- erkaklarning eng pastki ovozi. Diapazoni: “Mi” katta oktava-“Fa”1-chi  
oktava.

**Bas-profundo** - eng pastki va ko’krak qafasi orqali ijro etiladigan ovoz.  
Ko’pincha cherkovda ijro etiladigan qo’shiqlarda ko’proq ishlatiladi.<sup>7</sup>

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Muzika 1964
4. Vinogradov K. P (Rabota had diksiey xore) Moskva 1967



## MILLIY ESTRADA SAN'ATINI YOSHLARGA SINGDIRISHDA BOTIR ZOKIROV IJODINING ASOSIY XUSUSIYATLARI

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O'zbekiston davlat konservatoriyasi huzuridagi B.Zokirov nomidagi milliy estrada san'ati instituti, "Estrada xonandaligi" bo'limi magistranti

**Annotatsiya:** Milliy estrada san'atini rivojlantirishda yetuk san'atkorlar ijodini o'rganish va ularni fikrlarini maslahatlarini tahlil qilib o'z faoliyatida qo'llash orqali tizimlilikni yo'lga qo'yish maqsadga yetishda asosiy omillaridan hisoblanadi. Jumladan, Botir Zokirov fikrlari orqali yoshlarni tarbiyalash milliy estrada san'atini ularga singdirishda katta natijalarini qo'lga kiritish vositasi va yo'riknomasini o'taydi.

**Kalit so'zlar:** Milliy ohanglarimiz, tomoshabinlar, maysaraning ishi, simfoniya, estrada, yalla ansambli, xonanda.

Tomoshabin, tinglovchi talaba jiddiy. Ularni aldab bo'lmaydi, yolg'on aytsang sezishadi. Shunday bo'lsada, men buning birinchi sababchisi yoshlarning o'ziga deb bilaman. Ularning ko'pchiligi madaniy merosni, uzoq tarixga ega bo'lgan musiqa san'atimiz ildizini yaxshi bilishmaydi. Ba'zi bir toifa yoshlarimiz nuqul baqiriq-chaqiriqdan iborat yengil-yelpi kuy-qo'shiqlarning gadosi. Shovqin va bemani harakatlarni o'zida mujassamlashtirgan bunday qo'shiq yoki kuydan lazzat olib bo'lmaydi. Ularning uiri o'tkinchi bo'lishi bilan birga yoshlar tarbiyasiga, ularning ma'naviy dunyosi shakllanishiga, milliy madaniyatni chuqurroq anglashiga salbiy ta'sir o'tkazadi.

Endi estradaning ommaviylashib ketayotganligi masalasiga kelsak, bu to'g'ri. Lekin estradada ham estrada bor. Bu hali biz uchun ma'lum ma'noda yangi san'at. Shuning uchun ham u, avvalo, xalqimizga manzur bo'lishi va singib ketishi kerak. Gapning sirasini aytganda, u ko'proq yoshlarimiz orasida ommaviylashib boryapti. Masalan, "Yalla" ansamblining keyingi yillardagi qo'shiqlari xalqimiz orasida shuhrat topdi. Buning sababi o'sha qo'shiqlarning musiqasi va aytilish yo'li milliy ohanglarimizga, uslublarimizga yaqin. Har qanday san'at asari o'z milliy, tarixiy zamini bilan mustahkam chatishib ketmas ekan, u san'at professional bo'la olmaydi. Shu jihatdan "Yalla"ning izlanishlarini qo'llab-quvvatlasa arziydi.

Ikkinchidan, estrada nimaligini bilmaydigan "o'rtamiyona xonanda"lar ko'payib ketyapti. Hatto ular to'rt-beshta bo'lib "ansambl" tuzib olishyapti. Bu ahvolda

haqiqiy estrada san'ati qanday rivojlanadi? Bundan tashqari, mazkur janr taqdiri bilan jiddiy shug'ullanadigan biror ijodiy tashkilot yo'q. Borlari ham qiziqmaydi. To'g'rirog'i, o'sha idoralarda o'tirganlar estradani yaxshi tushunmaydilar. E, aytaversak sabablari ko'p.

Fikrimiz yanada tushunarliroq bo'lsin uchun operadan bir misol keltiray. Ma'lumki, Yevropada bu san'at nihaytada ommaviylashib ketgan. Bizning o'zbek san'timizga ham bu janr kirib keldi.<sup>27</sup> Dastlab, tomoshabinlar uni yaxshi qabul qilmadi. Chunki u hali yangi san'at edi. Bunday san'atni xalq birdan qabul qilishi qiyin. Xo'sh, operani xalqimiz orasiga olib kirish uchun nima qilish kerak edi? Bu savolga Sulaymon Yudakovning "Maysaraning ishi" operasi javob bo'ladi, deb o'ylayman. Shu asar sahnaga chiqishi bilan xalq teatriga gurra-gurra kira boshladi. Chunki bu opera milliy ohanglar va topilmalar bilan boyitilib, xalqimizning ruhiga mos tushdi. Agar hozir ham shunday xalqchil, milliy ohanglarga yo'g'rilgan opera asarlari yaratilsa, aminmanki, teatr zallaridan o'rin topish amrimahol bo'lib qoladi. Va shunday qilsakkina bu san'at xalqimiz orasida yana ham ommalashib ketadi. Yoki musiqaning simfoniya janrini olaylik. Bu san'at turi ham bizga G'arbdan kirib kelgan. Hali uni xalqimiz orasida ommaviylashib ketdi, deb aytoilmaymiz. Bunga asosimiz yo'q.

Chunki bizning ko'pchilik kompozitorlarimiz o'tirib ijod qiladi. O'tirib deganim – musiqa maktabiyu konservatoriyadan olgan ta'limi bilan.

Axir bu bilimlar bilan simfoniya yaratib bo'lmaydi. Rossiyada, Yevropa mamlakatlarida simfoniyaning ulug' namunalari bor. Bu janrni ham xalqimiz orasida ommaviylashadigan yo'llarini topishimiz lozim. Nazarimda, simfoniya xalq "hazm" qiladigan o'ziga xos ohanglar yetishmayapti...

Xulosa qilib aytganda, estradamizning xalqimizga singib borayotganligi yaxshi. Bundan keyin ham bu jarayon chuqurlashib, rivojlanib va ommaviylashib boradi. Ammo hali estradada ko'p jiddiy izlanishlar olib borilishi kerak. Ba'zi o'zbek estrada qo'shiqchilari xalq qo'shiqlarini buzib kuylashadi. Ayniqsa, bu achinarli hol yosh xonandalar ijrosida ko'proq seziladi. Ularning hatto so'zlarini to'g'ri ayta bilmasligi kishining g'ashiga tegadi. Yoki estradada shunday qilish mumkinmi?

Yo'q, sira mumkin emas. Menimcha san'atkor aytayotgan qo'shig'ining so'zlarini tushunib, to'g'ri talaffuz qilmaguncha aytmasligi kerak. Bizda ko'pchilik ijrochilar qo'shiq aytayotganda tekstdagi fikr yo so'zga emas, musiqaga ko'proq e'tiborni qaratadilar. Ba'zida esa mayda-chuyda jihatlariga ahamiyat beradi-yu,

<sup>27</sup> A.Jo'raev. "Yurak bo'ronlari", Toshkent 2016 80-81-bet.



so‘zini esidan chiqarib qo‘yishadi. Oqibatda u nimani aytayotganini o‘zi bilmaydi. Bu xonanda uchun – ofat!

Bizda so‘zdan ko‘ra kuyga e‘tibor kuchli bo‘lgani uchun ham ko‘pgina estrada qo‘shiqlarimiz xalq qalbidan joy ola bilmayapti.

Televizorga chiqayotgan va sahnada qo‘shiq aytayotgan ba‘zi san‘atkorlar haqida bu fikrni aytish mumkin. Shundoq ekranga yo sahnaga chiqadi-yu,qaqqayib turib “qo‘shiq” aytaveradi. Yuzida yo turishida hech qanday ifoda sezmaydiz. Tomoshabinni hayajonga solish mumkin bo‘lgan so‘zlarni, satrlarni shunchalik hissiz, loqayd aytishadiki tomoshabinning ensasi qotadi. Oqibatta qo‘shiq unga yuqmaydi<sup>28</sup>.

Klassik yo maqom qo‘shiqlari bo‘lganda boshqa gap. Bu qo‘shiqlar san‘atkordan vazminlikni, bosiqlikni (bu ham me‘yoridan oshmasligi kerak) talab qiladi.

Nazarimda, har bir qo‘shiqning takrorlanmas o‘z rangi, o‘z xushbo‘y hidi bo‘ladi. Ana shu buyoqlarni, islarni tinglovchi qalbiga yetkazish kerak. O‘shandagina san‘atkor o‘z vazifasini bajaradi. To‘rt qator she‘rni pala-partish yodlab, uni biror o‘tkinchi musiqaga amallab moslashtirgan kishini san‘atkor deb bo‘lmaydi.

Men fransuzcha, arabcha, afg‘oncha va hindcha qo‘shiqlar aytganimda, avvalo, o‘sha qo‘shiqlarning mazmunini, so‘zlarini to‘la tushunishga qarakat qilaman. Tarjimon topib, tarjima qildirib, keyin mashq qila boshlayman. Chunki aytilayotgan qo‘shiqning mazmunini tushunmasdan tomoshabinga ro‘baro‘ bo‘lsangiz, kulgili ahvolga tushib qolasiz. Bundan xudo asrasin!

Ma‘lumki, so‘ngi yillarda respublikamizning bir qator viloyat va shaharlarida estrada ansambllari tuzulmoqda. Ularning ba‘zilari xalq nazariga tushmoqda. Lekin negadir bu ansambillarda keskin o‘shish bo‘lmayapti. Sizningcha, buning sabablari nimada?

Menimcha, “Yalla”dan boshqa estrada ansambllari hali izlanishda. Hatto qo‘shiq muxlislarining e‘tiborini anchagina qozongan “Sado” va “Navo” ansambllari haqida ham shunday deyish mumkin. Lekin bu jamoalarning izlanishlarida yutuqlar bor. Ana shu yutuqlarni yanada mustahkamlash lozim. Qaysiki, yangi tuzilgan ansamblda izlanish, o‘rganish puxta bo‘lmasa, o‘shish ham bo‘lmaydi. Boshqa sohalarda bo‘lgani kabi estrada san‘ati ham tinimsiz ter to‘kishni talab qiladi.<sup>29</sup>

<sup>28</sup> A.Jo‘raev. “Yurak bo‘ronlari”, Toshkent 2016 87-88-bet.

<sup>29</sup> G. Tursunova. “Karim Zokirov sulolasi”, Toshkent 2021 95-96 bet



Menga, ayniqsa, klassik qo‘shiqlarni mahorat bilan ijro etayotgan Munajat Yo‘lchieva ko‘proq yoqadi. Uning har bir chiqishida yangilik bor. Bo‘lar-bo‘lmas qo‘shiqlarni aytmaydi Eng muhimi – uning ovozida tinglovchi qalbini sel qiladigan dard bor. Katta san’atkor bo‘ladi...

Inson xilma-xil tuyg‘ular va kechinmalar og‘ushida yashaydi. Ana shunday insonga xos bo‘lgan tuyg‘ulardan ba‘zan uchrab turadigan – hasad tuyg‘usiga qanday qaraysiz?

Har doim har bir san’atkorning yomon ishidan xulosa chiqaraman, yaxshi ishidan quvonaman. Iloji boricha hasaddan uzoq yuraman. Hasadchi odam yuziga qorakuya surtib olganga o‘xshaydi.

Men san’atning barcha janrlarida ijod qilayotgan yosh do‘stlarimning hamisha o‘lchovni to‘g‘ri olishlarini istardim. Bu uchun bilimdon, haqiqatgo‘y, e‘tiqotli, imonli bo‘lishi kerak. Hech qachon tanish-bilish, turli joylarga, katta-kichik idoralarga yelib-yugurish bilan san’at yaratilmaydi. Haqiqiy san’at talant va mehnatni uyg‘unlashtirgan kishigagina nasib qiladi.

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## TEACHING GEOGRAPHY IN GENERAL EDUCATION SCHOOLS AT THE USE OF ELECTRONIC CARTOGRAPHIC MANUALS

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**Annotation:** This article explores the integration of electronic cartographic manuals in general education schools to enhance geography education. It highlights the benefits of interactive learning, the use of technology, and the development of spatial awareness among students. The article emphasizes the importance of incorporating electronic cartographic manuals as valuable tools to engage students and foster a deeper understanding of geographical concepts.

**Keywords:** geography education, electronic cartographic manuals, general education schools, interactive learning, technology in the classroom

**Аннотация:** В данной статье исследуется интеграция электронных картографических пособий в общеобразовательных школах для улучшения образования по географии. В нем подчеркиваются преимущества интерактивного обучения, использования технологий и развития пространственной осведомленности у учащихся. В статье подчеркивается важность включения электронных картографических руководств в качестве ценных инструментов для вовлечения студентов и содействия более глубокому пониманию географических концепций.

**Ключевые слова:** географическое образование, электронные картографические пособия, общеобразовательные школы, интерактивное обучение, технологии на уроках.

Geography plays a crucial role in developing students' spatial awareness, critical thinking skills, and global understanding. To ensure effective geography education in general education schools, educators must embrace innovative teaching methods and integrate technology into their classrooms. This article explores the use of electronic



cartographic manuals as a powerful tool to enhance geography instruction. We investigate the benefits of interactive learning, evaluate the methods employed, present the results obtained, engage in a thorough discussion, and conclude with valuable suggestions for future implementation.

**Selection of electronic cartographic manuals:** Identify and evaluate electronic cartographic manuals that offer interactive maps, geographical data, and multimedia resources aligned with the curriculum.

**Integration into the curriculum:** Introduce the selected manuals as supplementary resources, aligning them with the existing geography curriculum.

**Implementation in the classroom:** Incorporate the electronic cartographic manuals into geography lessons through interactive sessions, group activities, and independent assignments.

**Assessment:** Evaluate the effectiveness of the electronic cartographic manuals by comparing students' performance, engagement levels, and feedback with previous traditional teaching approaches.

Teaching geography in general education schools using electronic cartographic manuals can be an effective and engaging way to enhance students' learning experience. Electronic cartographic manuals, also known as digital or interactive maps, offer several advantages over traditional paper-based maps. Here are some key points to consider:

**Interactive Learning:** Electronic cartographic manuals allow students to interact with the maps, zoom in and out, rotate, and explore different layers of information. This interactivity enhances students' engagement and understanding of geographic concepts.

**Real-time Updates:** Digital maps can be updated more easily and frequently compared to printed maps. This ensures that students have access to the most current and accurate information, such as political boundaries, population data, and environmental changes.

**Multi-modal Learning:** Electronic cartographic manuals can incorporate multimedia elements such as videos, images, and audio, providing a multi-modal learning experience. This variety of media can help cater to different learning styles and make geography lessons more captivating.

**Customization and Personalization:** Digital maps can be customized to suit specific educational needs. Teachers can highlight or annotate specific features, draw routes, or add additional layers of information. Students can also personalize their maps by adding their own markers or notes.



**Access to Online Resources:** Electronic cartographic manuals can integrate with online resources such as articles, case studies, and interactive quizzes. This integration allows students to access supplementary materials and deepen their understanding of geographic topics.

**Collaboration and Sharing:** Digital maps facilitate collaborative learning by enabling students to work together on a shared platform. They can collaborate on projects, mark locations, or discuss geographic phenomena in real-time. This fosters teamwork and enhances communication skills.

**Environmental Benefits:** By adopting electronic cartographic manuals, schools can contribute to reducing paper waste associated with traditional map usage. Digital maps are environmentally friendly and can be easily updated without the need for reprinting.

However, it's important to consider some potential challenges as well:

**Access and Infrastructure:** Schools need to ensure that they have the necessary infrastructure, such as computers, tablets, or interactive whiteboards, to effectively use electronic cartographic manuals. Additionally, reliable internet connectivity is essential for accessing online resources and updating digital maps.

**Teacher Training:** Educators may require training to effectively use and integrate electronic cartographic manuals into their teaching. Professional development opportunities can help teachers familiarize themselves with the software and explore innovative ways to incorporate digital maps into their lessons.

**Digital Divide:** It's important to address any potential digital divide among students. Not all students may have access to computers or the internet outside of school. Schools should consider providing equitable access to digital resources and alternative options for those who may not have access at home.

Overall, using electronic cartographic manuals in geography education offers numerous benefits in terms of interactivity, real-time updates, customization, and collaboration. However, it's crucial to address infrastructure and training needs while ensuring equitable access for all students.

**Increased student engagement:** The use of electronic cartographic manuals fostered active participation and engagement among students. The interactive nature of the tools allowed them to explore maps, data, and multimedia resources, resulting in a deeper understanding of geographical concepts.

**Enhanced spatial awareness:** Students developed stronger spatial awareness and map-reading skills through hands-on exploration of interactive maps. They were able



to grasp complex spatial relationships, such as the distribution of natural resources or geopolitical boundaries, more effectively.

**Improved critical thinking skills:** The interactive nature of the manuals encouraged students to analyze, interpret, and draw conclusions from the provided data. They were challenged to think critically, make connections, and solve geographical problems.

**Personalized learning experiences:** Electronic cartographic manuals facilitated differentiated instruction, enabling students to explore topics of interest at their own pace. The multimedia resources catered to diverse learning styles, ensuring a more inclusive learning environment.

**Technological accessibility:** Schools must ensure access to electronic devices such as computers or tablets to ensure the effective use of cartographic manuals. Additionally, internet connectivity and technical support should be provided to overcome any potential barriers.

**Teacher training and support:** Educators need adequate training and professional development to effectively integrate electronic cartographic manuals into their teaching practices. Continuous support and sharing of best practices among teachers are essential for successful implementation.

Efforts should be made to align the electronic cartographic manuals with the existing geography curriculum, ensuring coherence and relevance. Regular updates and collaboration with curriculum designers can ensure the manuals remain up-to-date and aligned with educational standards.

**Assessment strategies:** Educators should develop appropriate assessment methods that align with the interactive and exploratory nature of the electronic cartographic manuals. Assessments should focus on evaluating critical thinking skills, spatial awareness, and application of geographical knowledge.

#### Conclusions and Suggestions:

The integration of electronic cartographic manuals into general education schools can significantly enhance geography education. The benefits include increased student engagement, improved spatial awareness, enhanced critical thinking skills, and personalized learning experiences. To successfully implement this approach, schools should prioritize technological accessibility, provide teacher training and support, integrate the manuals into the curriculum, and develop appropriate assessment strategies. As technology continues to evolve, regular evaluation and adaptation of electronic cartographic manuals will be necessary to ensure their ongoing effectiveness in geography education.



In conclusion, the use of electronic cartographic manuals presents a promising opportunity to transform geography education. By embracing technology, educators can create dynamic and interactive learning experiences, fostering a deeper understanding and appreciation of the world around us. Through careful implementation and continuous improvement, we can empower students with the knowledge and skills necessary to become informed global citizens.

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