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MARRIAGE, DIVORCE IN THE MARRIAGE PROCESS AND CHILD PSYCHOLOGY IN THE CASE OF MIDDLE-AGED CHILDREN

Anvarjonova Dilafruz Sodiqjonovna¹

Fergana Polytechnic Institute

KEYWORDS

family,
child,
life,
foundation,
pedagogical aspect

ABSTRACT

This article provides a theoretical analysis of the views of thinkers on preparing young people for family life, the conditions for preparing young people for independent living in the family, as well as the issue of child psychology in the situation of middle-aged children.

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¹ Faculty of Mechanical Engineering, Fergana Polytechnic Institute, Fergana, UZB

TURMUSH QURISH, IKKI YOSHNING TURMUSH QURISH JARAYONIDAGI AJRIM VA O'RTADA TUG'ILGAN FARZANLARNING AHVOLIDA BOLALARNING PSIXALOGIYASI

KALIT SO'ZLAR:

oila,
bola,
turmush,
poydevor,
pedagogik aspektl

ANNOTATSIYA

Ushbu maqola mutafakkirlarning yoshlarni oilaviy hayotga tayyorlash borasidagi qarashlari, oilada yoshlarni mustaqil hayotga tayyorlash sartllari nazariy jihatdan tahlil qilingan, shuningdek o'rtada tug'ilgan farzanlarning ahvolidagi bolalarning psixalogiyasi masalasi bo'yicha so'z yuritilgan.

KIRISH.

Oila – avlodlar davomiyligi urf odatlar va an'analarni qolaversa, xalqimiz ma'naviy merosining avlodlardan avlodga o'tishini ta'minlovchi vositadir. Oila mustahkamligi jamiyat taraqqiyoti garovi hisoblanadi. Har qanday xalq milliy an'analar tarkibida yoshlarni turmushga qurishga tayyorlash masalalariga alohida etibor qaratish kerak chunki yoshlarni hayotga tayyorlash masalasining pedagogik aspektlari mustaqillikning ilk yillaridanoq tadqiqotchilarning diqqatini tortib keldi.

ASOSIY QISM.

Oila deb atalmish muqaddas makon, «oila qasri»ning mustahkamligi shu qasrning poydevori bo'lmish nikoh oldi omillari xususiyatlariga, ularning qay darajada to'g'ri va mustahkam qo'yilishiga bog'liq. Oila vaqti kelganida o'z ortiga yolg'onlarni yashirishi, vaqti kelganida puch va'dalardan panoh topishi, kezi kelganida darz ketgan ishonchga ham suyanib, oyoqqa turishi mumkin. Inqiroz arafasida turgan oilani soxta orzular ham yana hayotga qaytarishi mumkin. Nima bo'lganda ham, er sifatida, ota sifatida oilani osonlik bilan qo'ldan boy berilishiga qarab turmaslik kerak. Oila baxtiyorligi, farzandlar baxti uchun kurashish lozim! Agar shu poydevor yetuk, mustahkam bo'lsa, uning ustida qurilgan imorat ham ko'rkam, yorug', unda istiqomat qiluvchilarga qulaylik, xotirjamlik, tinchlik, huzur-halovat bag'ishlaydigan bo'ladi. Aynan o'sha buzilgan poydevorlardan biri bu ajrashishdir.

Ajralishdagi bolalar psixologiyasi, ota-onalar o'g'li yoki qizi oldidagi mas'uliyatini tushunishlari kerak, bu munosabatlardagi tanaffusga qaramay, ular bilan qoladi. Farzandingizga cheklov, maksimal xushmuomalalik va e'tibor - bu ikkala ota-onaning xatti-harakatlarida bo'lishi kerak bo'lgan zaruriy "to'plam". Oilada omad va totuvlik, FamilySpacening aziz o'quvchilari! Ba'zi tadqiqotchilarning ta'kidlashicha, ajralish stress darajasi nuqtai nazaridan birinchi o'rinda turadi va yaqinlarini yo'qotishdan o'tib ketadi. Ajralishdan omon qolganlar, agar bu mutlaq haqiqat bo'lmasa, unda bu unga juda o'xshashligini bilishadi. Farzandli oilada ajralish ancha og'ir sinov, chunki vayronagarchilikka yuz tutish, "xotirjam va qaysar" bo'lish zarurati qo'shiladi. Ammo, hatto ajralish tugashi bilan ham, mashaqqatli tarbiya ishlari boshlanadi. Eng katta qiyinchilik - bu

bolaning kim bilan yashashidan qat'i nazar, yangi turmush sharoitlariga moslashishga yordam berishdir. Bola hayotining ajralmas qismi "ona va dada" qanday parchalanishi mumkinligini tushunolmaydi. Shu bilan birga, bola uchun ota-onaning ajralishi natijasida yuzaga kelgan og'ir tajribalar ota-onalarning e'tiboridan chetda qolmoqda. Aslida, ajrashgan har bir kattalar, qaysi ota-ona bilan qolishidan qat'i nazar, bolaga har tomonlama yordam berishi kerak. Ajralishdan keyin bola qanday salbiy oqibatlarga olib kelishi mumkin? Va ularning oldini olish yoki chaqaloqning ruhiyatiga halokatli ta'sirini kamaytirish mumkinmi? Bolalar bilan ajralish nima qiladi? Bolani ota-onasining ajrashishiga qanday tayyorlash kerak, shunda uning ruhiyatida iloji boricha kamroq salbiy his-tuyg'ular paydo bo'ladi? Bu savollarga javob berish uchun dastlab ota-onalari ajralganda bolalar qanday muammolar va tashvishlarni boshdan kechirishlarini tushunish juda muhimdir. Birinchidan, dunyoqarashida sezilarli o'zgarishlar mavjud. Bolalar kattalar uchun maqbul bo'lgan munosabatlar shakllariga yomon tayyorgarlik ko'rishadi.

Yuqorida faqat bolaning o'zi uchun paydo bo'lgan psixika uchun eng xavfli tushuntirishlar keltirilgan. Ammo bu asosiy psixologik travmalar odatiy ruhiy reaksiyalar bilan kuchayadi: qayg'u, qayg'u, g'azab, norozilik. Maxsus psixologik yordam bo'lmasa, bola hayoti davomida odamlar bilan munosabatlariga ta'sir qiladigan eng kutilmagan psixologik komplekslarni rivojlanishi mumkin. Bundan tashqari, yuzaga keladigan haddan tashqari stressning fiziologik oqibatlari xavflidir. Chaqaloq uyqu rejimini buzgan bo'lishi mumkin va dahshatli tushlar uni ta'qib qilishi mumkin. Uyg'onish paytida ko'pincha diqqatni chalg'itish, ajralish, letargiya va isitma kuzatiladi. Bunday paytlarda bolaga psixologik yordam shunchaki zarur. Psixologik o'zaro ta'sir printsipi Ota-onalarning o'zlari esa, birinchi navbatda, bunday yordamni ko'rsatishi kerak. Bunday vaziyatda eng xavfli psixologik ta'sir barqaror aybdorlik hissini shakllantirishdir. Albatta, kattalar uchun ular hissiy jihatdan juda og'ir bo'lishi mumkin. Biroq, agar ota-onalar haqiqatan ham farzandiga yordam berish haqida qayg'ursa, ajralishning salbiy oqibatlarini bartaraf etishning eng yaxshi usuli yo'q. Agar hammani birlashtirishning iloji bo'lmasa, ikkala ota-ona ham ba'zan bola bilan ajralish va nima uchun bu sodir bo'lganligi haqida alohida gaplashishlari tavsiya etiladi. Bunday psixologik va kommunikativ o'zaro ta'sir, muntazam muloqot va o'z his-tuyg'ularini og'zaki ifodalash bolalarga ham, kattalarga ham ularni ichkaridan kemiruvchi ichki salbiy energiyani chiqarishga yordam beradi. Bunday muloqot va vaziyatni ifodalashsiz bolaning psixikasi bilan nima sodir bo'ladi? Bola o'zi uchun ma'lum bir tushuntirishlar majmuasini yaratadi, uni oqilona qurish mumkin emas.

Bu, ayniqsa, ulardan biri o'smirlik yoshiga etganida va sodir bo'layotgan voqealarning mohiyatini umumiy ma'noda tushunganida sodir bo'ladi. U aka yoki singlisiga hech qanday dahshatli narsa yuz bermasligini oqilona tushuntirishi mumkin. Bundan tashqari, bunday muloqot yo'qotish va aybdorlik hislarining pasayishiga olib keladi. Boshqa tomondan, agar ajralish paytida bolalar ajralgan bo'lsa, vaziyat juda og'irlashishi mumkin. Keyin bu ikki tomonlama yo'qotishga aylanadi va bunday qarorni qabul qilgan va qo'ygan kattalar haqiqiy dushmanga aylanishi mumkin. Ikki farzanddan ajralish, ular ajralganda, eng shikastli psixologik tajribalardan biridir. Bu travma, ayniqsa, yosh aka-uka yoki opa-singillarning

ruhiyati uchun xavflidir. Bunday qiyin vaziyatlarni qanday hal qilish kerak? Bu erda eng muhimi, bolalarning imkon qadar tez-tez va to'sqinliksiz uchrashishlarini ta'minlashdir.

XULOSA.

Shunday bo'ladiki, vaziyatni hech qanday tarzda nazorat qilib bo'lmaydi. Bunday sharoitda qarama-qarshilikdagi turmush o'rtoqlarning uchrashuvlari bolalar ishtirokida o'tkazilmasligiga ishonch hosil qilish tavsiya etiladi. Yuqori ovozli suhbat yoki tikanlar va haqoratlar bilan to'ldirilgan suhbat bolaga o'chmas salbiy ta'sir ko'rsatishi mumkin. Bolaga qarshi har qanday da'volarni bildirish. Ko'pincha, ajralish haqida bilish va uning jarayonini kuzatish, bolalar odatdagidan ko'ra yomonroq harakat qilishni boshlaydilar, hatto zararli harakatlar yoki bayonotlar ham mumkin. Va endi kattalar bolani buzadi. Bola o'zini qanday tutishidan qat'i nazar, salbiy his-tuyg'ularning paydo bo'lishiga yoki unga qarshi da'volarga yo'l qo'ymaslik juda tavsiya etiladi. O'zlarining dekadent his-tuyg'ularini ochiqchasiga ochib berish. Ajralish paytida ota-onalarning har biri ham eng yaxshi psixologik holatda emasligi hammaga ma'lum.

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MANDATORY AUDIT AND ITS NORMS

Turayev Ibrohimjon¹

Tashkent State University of Economics

KEYWORDS

audit,
economy,
enterprise,
farm,
investment,
legal and natural person

ABSTRACT

The article talks about the mandatory audit and the processes associated with it. A harrowing process in the economy is important in its development. The article gives a brief overview of one of the integral processes of the economy, the mandatory audit and its procedure.

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¹ Master of Tashkent State University of Economics, Tashkent, UZB

MAJBURIY AUDIT VA UNING ME'ZONLARI

KALIT SO'ZLAR:

audit,
iqtisod,
korxona,
xo'jalik,
investitsiya,
yuridik va jismoniy shaxs

ANNOTATSIYA

Maqolada majburiy audit va u bilan bog'liq jarayonlar haqida so'z boradi. Iqtisodiyotdagi xar bir jarayon uning rivojida muhim ahamiyatga egadir. Maqolada iqtisodiyotning ajralmas jarayonlaridan biri majburiy audit va uning tartibi haqida qisqa fikr mulohazalar bildirilgan.

Bozor munosabatlariga asoslangan iqtisodiyotga o'tish xo'jalik yurituvchi sub'ektlarning moliyaviy hisobotlarini xolis tekshiruvdan o'tqazish, ularning realligini ekspert qilish, shu asosda moliyaviy hisobotga xolis xulosa berish, shuningdek mavjud xato va kamchiliklarni bartaraf etish bo'yicha kasbiy maslahatlarni berish, hisobkitoblarni tiklash va yuritib berish, biznes reja va soliq deklaratsiyalarini tuzib berishdan iborat maxsus «audit» deb atalmish faoliyat turini, shuningdek maxsus «audit» deb atalmish iqtisodiy fanni vujudga kelishiga asos soldi. Ushbu faoliyat turi va maxsus iqtisodiy fan bizning mamlakatimiz hayotiga mustaqillikka erishilgandan keyin kirib kelgan bo'lsa, bozor munosabatlari rivojlangan mamlakatlarda u juda uzoq yillardan beri mavjud va rivojlanib kelmoqda. Mustaqil auditorlik faoliyati, manbalarga ko'ra, 150 yil oldin yevropa mamlakatlarida paydo bo'lgan, uning vatani sifatida buyuk britaniya tan olinadi. Oxirgi o'n ikki yil ichida respublikamizda auditga bo'lgan qiziqish, unga bo'lgan e'tibor keskin oshdi. Respublikamizning qonun chiqaruvchi organi va hukumati auditning ahamiyatini o'z vaqtida anglab mhd ichida birinchilar qatorida «auditorlik faoliyati to'g'risida qonun»ni mustaqilligimizning dastlabki yillaridayoq (1992 yil) qabul qildi va uni hayotga tadbiq etdi. 2000 yilda ushbu qonun yangi tahrir va boyitilgan mazmunda qayta tasdiqlandi. O'tgan o'n ikki yil ichida respublikamizda 400 tadan ortiq auditorlik tashkilotlari, ular atrofida jipslashgan 5000 ga yaqin auditorlar sinfi vujudga keldi.

Xo'sh, audit o'zi nima? U nima uchun zarur? Qanday audit bugun bizga kerak? Auditning maqsadi, funksiya va vazifalari nimalardan iborat?

Harakatdagi qonunlarda, me'yoriy hujjatlarda, darslik va o'quv qo'llanmalarida ushbu savollar turlicha yoritilgan. «audit» - bu lotincha «auditing» so'zidan olingan bo'lib, rus tiliga o'girilganda rus tilidan o'zbek tiliga o'girilganda esa «eshitaman» ma'nosini anglatadi. Rus va o'zbek tillari leksikonida ushbu so'zning o'zi mavjud emas, shuning uchun uni ko'chirma so'z sifatida to'lig'icha o'zgarishsiz ishlatish maqsadga muvofiq. Avvalombor, audit so'zi nima ma'noni bildiradi? Iqtisodiy jarayonlarda korxonalar faoliyatida audit jarayoni nima uchun kerak? Audit (ing. audit – u eshitadi) – muayyan vakolatlar berilgan shaxslar – auditorlar (auditorlar firmalari) tomonidan xo'jalik yuritayotgan sub'ektlarning moliyaviy hisobotlari to'g'riligini, ular amalga oshirgan moliyaviy va xo'jalik operatsiyalarining mamlakat qonunlariga muvofiqligini tekshirish

maqsadlarida o'tkaziladigan moliya hujjatlari ekspertizasi va tahlilidir. «auditor» – bu lotincha «auditor» so'zidan olingan bo'lib, rus tiliga «slushatel», «uchenik», «sledovatel» ma'nolarida tarjima etilgan. Bizning tilimizga auditor so'zini rus tilidan tarjima etsak, u mos ravishda «eshituvchi», «o'quvchi», «tergovchi» ma'nolarini anglatadi.

Ijtimoiy hayotda «audit» iqtisodiy tushuncha sifatida, jarayon sifatida, yuridik shaxslar faoliyati sifatida, tizim sifatida, o'zining nazariyasi va metodologiyasiga ega bo'lgan maxsus fan sifatida qaraladi. Ushbu sifatdagi auditning mohiyati adabiyotlarda turlicha e'tirof etilgan.

Adabiyotlar tahlili. «Audit –xo'jalik faoliyatini iqtisodiy tahlil etish va nazorat qilishning nisbatan yangi yo'nalishi», «audit – bu biznesni o'ziga xos ekspertizasi» deb e'tirof etgan uning mohiyatini rus olimi professor P.I. Kamishanov.

«Audit- bu mustaqil malakali mutaxassislar tomonidan korxonaning moliyaviy hisobotini yoki u bilan bog'liq moliyaviy axborotni, bu hisobot yoki axborotning qonun va boshqa normativ hujjatlarga muvofiqlik darajasi to'g'risida xulosa chiqarish maqsadida tadqiq etilishi», deb ta'kidlaydi professor M.M.To'laxo'jayeva. «audit (auditing) –bu dahlsiz kompetent xodim tomonidan axborotlarni belgilangan mezonlarga mosligini aniqlash va xolisona xulosa berishi maqsadida xo'jalik tizimi to'g'risidagi axborotlarni to'plash va baholash jarayoni» «auditning mohiyati – bozor iqtisodiyoti sharoitida uning ob'ektiv iqtisodiy taraqqiyot qonunlari, kategoriyalari, halqaro hamjamiyatda tan olingan hamda ayrim olingan bir konkret mamlakatda amal qilayotgan me'yoriy hujjatlarning talablariga mos tekshiruv ob'ektida uning barcha faoliyatlari raqamlar yordamida ifodalangan, maxsus tizim asosida xulosa va takliflar berishdan iborat», deb yozadi professor N.Sanayev.

Professor X.N.Musayev auditning mohiyatini quyidagicha e'tirof etgan: «audit – bu muayyan vakolatlar berilgan shaxslar, ya'ni auditorlar tomonidan xo'jalik yuritayotgan sub'ektlar faoliyatlarining respublikada qabul qilingan qonun-qoidalarga muvofiqligini tekshirish yo'li bilan baholash va xolisona xulosalar berishdir»

O'zbekiston respublikasining «Auditorlik faoliyati to'g'risida qonuni» da (2-modda) auditning mohiyatiga quyidagicha ta'rif berilgan: «auditorlik faoliyati deganda auditorlik tashkilotlarining auditorlik tekshiruvlarini o'tqazish va boshqa shu bilan bog'liq professional xizmatlar ko'rsatish borasidagi tadbirkorlik faoliyati tushuniladi».

Yuqoridagi ta'riflardan ko'rinib turibdiki, audit, bir tomondan jismoniy shaxslarning, ya'ni auditorlarning, ikkinchi tomondan esa yuridik shaxslarning, ya'ni auditorlik tashkilotlarning, tadbirkorlik faoliyati hisoblanadi. O'zbekiston

Respublikasining «Auditorlik faoliyati to'g'risida Qonuni»ining oxirgi taxroriga muvofiq auditorlik faoliyati individium, ya'ni alohida olingan jismoniy shaxs, faoliyati bo'lishi mumkin emas, audit faqat maxsus litsenziyaga ega bo'lgan auditorlik tashkilotining tadbirkorlik faoliyati hisoblanadi. Shuning bilan birga auditorlik tashkilotlarining ushbu tadbirkorlik faoliyati maxsus auditorlik sertifikatiga ega bo'lgan xodimlari tomonidan amalga oshiriladi.

Tadqiqot metodologiyasi. Auditorlik tekshiruvining o'tkazishi majburiy va majburiy emasligiga qarab, ikkiga bo'linadi.

- majburiy audit;
- tashabuskorlik auditi;

1862 yilda Angliyada majburiy audit to'g'risidagi qonun qabul qilingan, Fransiya 1867-yilda, AQSHda 1937 yilda Buyuk depressiyadan so'ng ushbu turdagi qonunlar qabul qilingan. Germaniyadan 1931-yildan boshlab aksiyadorlik jamiyatlarining hisbot va balanslarini majburiy auditorlik tekshiruvidan o'tkazish to'g'risida qaror qabul qildi.

Majburiy auditorlik tekshiruvi- xo'jalik yurituvchi sub'ektlarda amaldagi qonun hujjatlarida belgilangan qat'iy muddat va tartib asosida maxsus malaka sertifikat va litsenziyaga ega bo'lgan auditorlik tashkiloti tomonidan o'tkaziladigan tekshiruv tushuniladi.

Quyidagilar uchun audit majburiydir.

- aksionerlik mashg'ulotlari;
- banklar yoki kredit tashkilotlari;
- sug'urta tashkilotlari;
- fond yoki tovar birjalari;
- investitsiya fondlari;
- xayriya fondlari;
- ijtimoiy fondlari;

Majburiy auditning buyurtmachisi xo'jalik yurituvchi subektning o'zidir. Ko'pgina hollarda u auditorlik tashkilotini mustaqil ravishda tanlashga haqli bo'ladi. Biroq u o'zining tanlash huquqini mulkdor va ishtirokchilar(aksiyadorlari)ning umumiy yig'ilishi bilan kelishib olishi kerak. Biroq ustav kapitalida davlat aksiyalari(ulushlari) paketi 50% dan ko'p bo'lgan korxonalar auditorlik tashkilotini tanlov asosida va faqat Davlat raqobat qo'mitasi va Moliya vazirligi belgilaydigan, xar yili tasdiqlanadigan xamda OAV va ushbu idoralarning rasmiy internet-saytlarida e'lon qilinadigan ro'yxatdan tanlaydilar.

Bizningcha, auditni yaxlit tizim sifatida qarash, auditorlik faoliyatini esa ushbu tizimning amaliy tadbiqui deb qarash maqsadga muvofiq. Tizim sifatida audit jamiyat miqyosida mavjud bo'ladi. Yaxlit tizimni tashkil etuvchi auditni ichki va tashqi auditga bo'lish mumkin. Ichki audit iqtisodiyotning quyi bo'g'ini bo'lgan xo'jalik yurituvchi sub'ektlarda ichki nazorat vositasi hisoblanadi. Tashqi audit davlat va xo'jalik yurituvchi sub'ektlar manfaatlari nuqtai nazaridan mustaqil auditorlik tashkilotlari tomonidan o'tqaziladigan nazorat vositasi hisoblanadi. Tashqi audit davlat tomonidan me'yoriy hujjatlar asosida tartibga solinadi. Jumladan, bizning respublikamizda tashqi auditni boshqarish, unga metodologik rahbarlikni olib borish, auditni o'tqazish tartib-qoidalarini aks ettiruvchi me'yoriy hujjatlarni ishlab chiqish, amaliyotga ushbu hujjatlarni joriy qilish, ularga amal qilayotganligini nazorat qilish, ushbu tizim xodimlarini o'qitish va sertifikatlash, malakasini oshirish, attestatsiya qilish Moliya Vazirligi tomonidan amalga oshiriladi.

Auditorlik faoliyati maxsus auditorlik tashkilotining boshqa yuridik shaxslarga ko'rsatayotgan xizmatlarining majmuasi, shuningdek xo'jalik yurituvchi sub'ektning maxsus bo'limlari yoki xodimlarining tasdiqlangan Nizomlarga ko'ra yuritayotgan ish

faoliyati hisoblanadi. Auditorlik tashkilotlarining bunday faoliyatlari shartnomalar asosida amalga oshirilganligi uchun ham u tadbirkorlik faoliyati hisoblanadi. Xo'jalik yurituvchi sub'ektning maxsus audit bo'limi yoki ichki auditorlarining tasdiqlangan Nizomlarga ko'ra yuritayotgan ish faoliyati tadbirkordik faoliyati hisoblanmaydi, balkim ularning kasbiy ishlari hisoblanadi.

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RISK ASSESSMENT OF CARDIOVASCULAR DISEASE IN PREGNANCY

M.K. Uzokova¹

Sh. Togaymurodova²

Tashkent Medical Academy

KEYWORDS

eclampsia,
placental,
hypoxia,
pathology,
cardiovascular

ABSTRACT

In recent years, the incidence of cardiovascular disease (CVD) in young pregnant women is increasing. This is thought to be due to increased age at birth, cardiovascular risk factors (obesity, diabetes, hypertension), and lifestyle changes in patients. It can be a congenital heart disease caused by various congenital and acquired rheumatism. Cardiovascular disease remains the leading cause of death in women.

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¹ Tashkent Medical Academy, Tashkent, UZB

² Tashkent Medical Academy, Tashkent, UZB

ХОМИЛАДОРЛИҚДА ЮРАК-ҚОН ТОМИР КАСАЛЛИКЛАРИ ХАВФИНИ БАХОЛАШ

KALIT SO‘ZLAR:

эклампсия,
плацентар,
гипоксия,
патология,
кардиоваскуляр

ANNOTATSIYA

Охирги йилларда ёш ҳомиладор аёлларда юрак-қон томир тизими (ЮҚТТ) патологияси учраш частотаси ошиб бормоқда. Бунга сабаб туғиш ёши, юрак қон-томир хавф омиллари (семизлик, диабет, гипертензия)нинг ошиши, ва беморлар ҳаёт тарзини ўзгариши деб қаралмоқда. Бу турли хил туғма ва ўтказилган ревматизм натижасида юзага келган орттирилган юрак патологияси бўлиши мумкин. Юрак қон-томир касалликлари аёллар ўлимининг асосий сабабларидан бўлиб қолмоқда.

Юрак касалликлари ҳомиладорликда 1-2% ҳолларда асорат сифатида ривожланади. Бу касалликларнинг хавфлилиги шундаки, улар ҳомиладорлик кечишини оғирлаштиради, ва оғир преэклампсия, эклампсия, тромбофилик ҳолатлар, айниқса ўпка артерияси тромбоземболияси каби ўта оғир ҳолатлар билан асоратланади. Юрак қон-томир касалликлари кўпинча она-ҳомила-йўлдош тизимига таъсир кўрсатади ва плацентар етишмовчилик, ҳомила гипоксияси ва баъзан ҳомиланинг ўсишдан ортда қолишига олиб келиши мумкин.

Ҳомиладорликда орттирилган юрак патологияси нафақат ревматик иситма натижасида, балки олдинги ҳомиладорликда ўтказилган айрим патологик ҳолатлар натижасида ҳам ривожланиши мумкин. Кўп изланишлар шуни кўрсатдики, преэклампсия/эклампсия ҳолатлари нафақат гестацион даврни асоратлари билан чегараланади, балки ҳомиладорликдан кейин юрак қон-томир касалликлари ривожланиши учун хавф омил бўлиб ҳисобланади. [4] Bellamy ва унинг издошлари томонида ўтказилган мета анализ шуни кўрсатдики, анамнезида ўтказган преэклампсия кейинги ҳомиладорликда гипертензия, юрак ишемик касалликлари, юрак инфаркти ва тромбоземболия ривожланиш хавфини 4 мартага оширади. Шунга ўхшаб, McDonald ва унинг издошлари ҳам мета анализда преэклампсия ўтказган аёлларда юрак, бош мия қон томирлари, периферик қон томирлар ва кардиоваскуляр ўлим хавфи 2 марта юқорилигини исботлади. [8] Шунингдек ўтказган бола йуқотиш, ҳомила ўсишдан тўхташи ва ҳомила антенатал ўлими ҳам ҳомиладорликда юрак патологиясини ривожланишига олиб келиши мумкинлиги адабиётларда келтирилган.

NT-pro-BNP кўпгина касалликларда, айниқса юрак патологияларини аниқлашда кучли биомаркер сифатида тан олинган. [9]

Юрак касалликлари олдиндан мавжуд бўлмаган ҳолларда 1-2% ҳомиладорликни асоратлайди. Ҳомиладорларда юрак ритмининг ўзгариши кўп учрайдиган ҳолат бўлиб, бундай аёлларни нафақат акушер гинеколог, балки кардиолог, эндокринолог биргаликда олиб боришади. [10]

Аритмия табиатан мураккаб жараён бўлиб, ҳомиладор аёл организмидаги эндокрин, нейрогуморал ва функционал ўзгаришлар билан боғлиқ. Ҳомиладорликни илк бор юрак қон томир ва эндокрин безлар сезади ва унга нисбатан жавоб қайтаради. [11]

Ҳомиладорлик вақтида, туғруқда ва туғруқдан кейинги даврда катта физиологик ўзгаришлар рўй беради. Бу ўзгаришлар ҳомиладорликнинг 5-6 ҳафтасидан бошланиб, 2 триместрда чўққига чиқади. Ҳомиладорлик давомида қон ҳажми қисман эстроген туфайли ренин-алдостерон каскадининг активлашиши натижасида 40-50%га ошиб боради. Қон ҳажми тез ошиб боради, эритроцитлар миқдори эса адекват кўтарилишга улгурмайди, натижада “ҳомиладорлик камқонлиги” ривожланади. Коагуляцион омиллар ҳажми ошади ва фибринолитик активлик сусаяди. Тромбоэмболик асоратлар хавфи ошади. Юрак зарби аввалги миқдоридан 30-50% га ошади. Бу қуйидагиларга олиб келади: Қон ҳажми ошиши ҳисобига олд юклама ошади. Тизимли томир қаршилигининг пасайиши натижасида орқа юклама камаяди. Она ЮУС 10-15 зарба/минутига ошади. Ҳомиладорлик 2 триместр охирида пикка чиқади, шундан сўнг туғруқча секин ўрнига яқинлашади. Зарб ҳажми 1-2 триместр давомида ошиб боради ва 3 триместрда ҳомиладор бачадон *vena cava* ни босиши ҳисобига камаяди. АҚБ одатда тушиб боради, 2 триместр охирида энг пастки нуқтага етади (ҳомиладорликдан олдинги миқдоридан 10 мм.сим.уст.). Бунга тизимли томир резистентлигининг камайиши бачадон плацентар тизимда паст резистентли циркуляция сабаб бўлади. [12]

Туғруқ вақтида: Бачадон ҳар бир қисқарганда 300-500 мл қон умумий тизимга ташланади. Зарб ҳажм ошиб боради, шу билан бачадон ҳар қисқарганда юрак зарби қўшимча 50% га ошиб боради. Ўртача АҚБ ҳам оғриқ ва безовталиқ ҳисобига қисман ошади. Туғруқ вақтида йўқотилган қон (табiiй туғруқда 300-800 мл, кесар кесишда 500-800 мл) гемодинамик ҳолатга таъсир кўрсатиши мумкин. Туғруқдан кейинги даврда гемодинамик ўзгаришларга *vena cava* компрессиясининг камайиши катта рол ўйнайди. Веноз оқимнинг ошиши юрак зарбини оширади, бу диурезни кўпайишига олиб келади.

Юрак касалликлари ривожланиши ҳавф омилларига аёл ёшининг 40 ёшдан катта бўлиши, семизлик, сурункали артериал гипертензиянинг мавжудлиги киради. Шунингдек, ҳомиладорликнинг ўзи ҳам баъзи юрак касалликлари ривожланиши ҳавф омилли бўлиб, постпартум кардиомиопатия ривожланиши мумкин. Постпартум кардиомиопатия ривожланиши ҳозиргача тўлиқ аниқланмаган, аммо баъзи олимларнинг айтишича, интерлейкин -6 (IL-6) каби про-яллиғланиш маркёрларининг ошиши аниқланган. Преэклампсиянинг ривожланишининг ўзи ҳам кейинчалик юрак касалликлари ривожланиши учун ҳавф омил бўлиб ҳисобланади. Ҳомиладорларда преэклампсия белгилари аниқланганда ЮҚТК ҳавф омиллари – дислипидемия, тана вазни индексининг ошиши ва қон босимининг ошиши аниқланган. Аммо бу белгилар преэклампсия учун хосми ёки мавжуд юрак-қон томир касаллигининг белгисилиги охиригача аниқланмаган.

Британиялик олимлар презекламписия ва кейинчалик юрак қон- томир касалликлари ривожланиши орасидаги ўзаро боғлиқликни аниқлаш учун клиник текширув метаанализини ўтказишди ва шу натижаларни эълон қилишди. Олимларнинг фикрича, хомиладорликнинг 37 ҳафтасигача пайдо бўлган презекламписия инсульт ҳавфини сезиларли даражада оширар экан. (OR – 5,08; 95% ДИ – 2,09 – 12,35).

Хомиладорлик ва хомила йўқотиш юрак қон томир касалликлари ривожланиши билан боғлиқлигини хитойлик олимлар кузатишди. Хомиладорлик, хомила ташлаш ва хомила антенатал ўлимини юрак қон томир касалликлари билан боғлиқлигини ўрганишди.

B -type natriuretic peptide (BNP) кучли кардиоваскуляр маркер сифатида эътироф этилган. Ўткир юрак шикастланиши, систолик ва диастолик дисфункцияни вақтида аниқлашга имкон беради. [13] Хомиладорлик ва хомиладорликни йўқотиш юрак қон-томир касалликлари ривожланишига сабаб бўлиши мумкин. Биз хомиладорлик, хомила тушиши, ҳомилани усмай қолиши, индуцирланган аборт, антенатал ҳомила ўлими бўлган ҳолатларда юрак қон томир касалликларининг ривожланиши хавф омили эканини биламиз.

Шунингдек, презекламписия ҳам юрак касалликлари ривожланиши хавф омили сифатида қаралади. Презекламписия ва юрак қон томир касалликлари ривожланиш механизмлари бир-бирига яқин бўлиб, бунда томирлар эндотелийсида дисфункция пайдо бўлади ва бу юрак касалликлари ривожланишининг кейинги этапи атеросклерозга олиб келади. [14]

Ҳаттоки физиологик кечаётган хомиладорликда ҳам, соғлом аёл сезиларли қўшимча юклама сезади, бу юрак фаолиятида ритм ўзгариши билан юзага келади. [3]

Мураккаб ритм ва ўтказувчанликни бузилиши (пароксизмал тахикардия, тўлик атриовентрикуляр блокада, QT интервал узайиши синдроми) она ва бола ҳаётига хавф солувчи ҳолатлар ривожланишига олиб келиши мумкин. [3].

Туғиш ёшидаги аёлларда кўп учрайдиган тахиаритмия – пароксизмал суправентрикуляр тахикардия (ПСВТ) ҳисобланади.

Хомила учун хавф омили ПСВТнинг учраш частотаси ва давомийлигига боғлиқ бўлиб, марказий гемодинамикадаги бузилишлар ҳам катта рол ўйнайди. Шунингдек хуружлар бачадон қўзғалишининг ортишига ва нормал жойлашган йўлдошнинг барвақт кўчишига, ҳомиланинг ўткир гипоксиясига олиб келиши мумкин. [15]

Юрак ичи ўтказувчанлиги бузилишининг жиддий турларида бири бу - тўлик атриовентрикуляр блокада ҳисобланади. Атриовентрикуляр ўтказувчанлик бузилиши билан хомиладорлик ва туғрукни олиб бориш жуда мураккаб бўлиб, бу юрак ритмининг сезиларли ошишига, юрак етишмовчилиги ривожланишига ва учун хавфли бўлган Морганьи - Адамс - Стокса хуружига олиб келиши мумкин. [16]

Ўтказувчанлик бузилишининг хавфли турларида бири бу QT оралиғининг узайиши ва бу хушдан кетиш ва тусатдан ўлимга олиб келиши мумкин. Бу наслий

касаллик бўлиб в-блокаторларни қўллаганда ҳомиладорлик асоратсиз ўтиши мумкин. [17]

Аритмияли ҳомиладорларда гипоксия миокардда алмашинув жараёнларининг чуқур бузилишига, бу ўз навбатида қисқарувчанлигининг камайишига олиб келади. Организмдаги яккол гипоксия гомеостаз тизимининг бузилишига, ацидозга олиб келади, бу эса ҳомиладорлик кўтара олмаслигининг асосий сабабларидан бўлиб ҳисобланади. Ондаги ацидоз ва сурункали гипоксия плацентада патологик ўзгаришлар чақиради ва унинг функционал етишмовчилигига олиб келади. [15]

Юрак етишмовчилиги ташхиси клиник белгилар (субъектив- жисмоний юкламада еки тинч ҳолатда ҳансираш, тез чарчаш, холсизлик, юрак уриб кетиши, объектив- периферик шишлар, ўпкада димланган хириллашлар), шунингдек инструментал текширувлар асосида қўйилади. [1,2].

БССТ бўйича юрак етишмовчилигида Нью-Йорк ассоциацияси таснифи тавсия этилган. Ушбу тасниф бўйича:

- биринчи гуруҳ – ҳомиладорлар 1 ФС (жисмоний юкламада чеклов йўқ еки симптомсиз юрак етишмовчилиги) ;

- иккинчи гуруҳ - II ФС беморлар (жисмоний юкламада биров чекловлар мавжуд еки енгил юрак етишмовчилиги) ;

- учинчи гуруҳ - III ФС ҳомиладорлар (жисмоний юкламага сезиларли чегараларнинг мавжудлиги еки ўрта оғирликдаги юрак етишмовчилиги.

Миллий тавсияларга кўра сурункали юрак етишмовчилиги ташхиси қуйидагилардан 2та белги мавжуд бўлганда қўйилади. [15]

1) юрак етишмовчилигини кўрсатувчи белгилар бўлса (асосан ҳансираш, чарчаш, жисмоний активликнинг чегараланиши, шишлар);

2) ушбу симптомлар юракни жарохатланиши натижасида юзага келганлигини тасдиқловчи объектив белгилар (масалан, ўпка касалликлари, камқонлик, бўйрак етишмовчилиги).

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ASPECTS OF THE EFFECTIVENESS OF PUBLIC-PRIVATE PARTNERSHIPS IN PRESCHOOL EDUCATION

Shakirova Guzal Abralovna¹

Sultanov Abbos Fozil ugli²

Tashkent State University of Economics

KEYWORDS

preschool education
institutions,
public-private partnership,
education system

ABSTRACT

This article analyzes in detail the current state of the preschool education system, which is a part of the education system, and the effectiveness of the use of public-private partnership mechanisms as a direction of its development in line with modern requirements.

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¹ Trainee Researchers of Tashkent State University of Economics, Tashkent, UZB

² Master of Tashkent State University of Economics, Tashkent, UZB

МАКТАБГАЧА ТАЪЛИМ МУАССАСАЛАРИДА ДАВЛАТ-ХУСУСИЙ ШЕРИКЛИКНИ ҚЎЛЛАШНИНГ САМАРАДОРЛИК ЖИХАТЛАРИ

KALIT SO‘ZLAR:

мактабгача таълим
муассасалари,
давлат-хусусий шериклик,
таълим тизими

ANNOTATSIYA

Мазкур мақолада таълим тизимининг бир бўғини бўлган мактабгача таълим тизимининг бугунги кундаги ҳолати таҳлили, уни замон талабларида ривожлантиришнинг йўналишлари сифатида давлат-хусусий шериклик механизмларидан фойдаланиш самарадорлиги батафсил ёритилган.

Барқарор иқтисодий ривожланган Янги Ўзбекистонни қураётган эканмиз, албатта юртимиз тараққиётига хизмат қилувчи, янгиликларга интилувчи, меҳнаткаш ва билимга иштиёқманд, серқирра фикрлайдиган, бир сўз билан айтганда баркамол етук авлодни тарбиялашимиз зарур. Шундай экан, биз аввало фарзандларимизни таълим ва тарбиясига ёшлигидан эътибор қаратишимиз, уларни билим олишга, замонавий касб-ҳунарларни эгаллашга, соғлом турмуш тарзини олиб боришга ўргатишимиз, керак бўлса ўрнатилган бўлишимиз зарур.

Шу ўринда айтишимиз керакки, Президентимиз Шавкат Мирзиёев ҳам ўз асарларида, “Ривожланган мамлакатларда таълимнинг тўлиқ циклига инвестиция киритишга, яъни, бола 3 ёшдан 22 ёшгача бўлган даврда унинг тарбиясига сармоя сарфлашга катта эътибор берилади. Чунки ана шу сармоя жамиятга 15-17 баробар миқдорда фойда келтиради. Бизда эса бу кўрсаткич атиги 4 баробарни ташкил этади. Бинобарин, инсон капиталига эътиборни кучайтиришимиз, бунинг учун барча имкониятларни сафарбар этишимиз шарт” [1] деб алоҳида таъкидлаганлар.

Кейинги йилларда таълим соҳасини ривожлантиришга доир кўплаб қонун ҳужжатлари – Президент Фармон ва Қарорлари, дастурлар қабул қилинмоқда. Республикада таълимни ривожлантириш, тизимда туб ўзгаришларни амалга ошириш борасида кенг қўламли ислохотлар амалга ошириб келинмоқда. Жумладан, таълимнинг бошланғич бўғини ҳисобланган мактабгача таълим муассасаларини ҳар томонлама ривожлантириш, болаларни мактабгача таълим муассасасига қамров даражасини оширишга қаратилган дастур ва чора-тадбирлар ишлаб чиқилмоқда.

2021 йил 24 май куни Президентимиз мактабгача қамров даражасини кенгайтириш масаласини муҳокама қилди. Мактабгача ёшдаги болаларда жисмоний фаоллик, ақлий ва ахлоқий ҳислатлар шаклланишини ҳисобга олиб, уларни боғчалар билан қамраб олиш даражасини ошириш кераклигини таъкидлади. Шу ўринда қайд этиш лозимки, сўнгги тўрт йилда республикада мактабгача таълим муассасалари сони 5 минг 200 тадан 18 минг 300 тага ошди, болаларни МТМга қамров даражаси 2 баробарга ортиб 60 фоизни ташкил этди ҳамда уларда 1 миллион 700 минг нафар

бола тарбияланмоқда. Бироқ юқоридаги ўсиш суръатларига қарамай, Республикамиздаги 53 та туманда мактабгача таълим муассасалари сони етишмовчилиги кузатилмоқда³.

Юқоридагилардан келиб чиқиб, қамров даражаси паст бўлган туманларда мактабгача таълим ташкилотлари тармоғини кенгайтириш, улар учун зарур шарт-шароитлар яратиш ҳамда моддий-техника базасини мустақкамлаш, боғча ёшидаги болаларга таълим-тарбия хизматларини кўрсатиш сифатини яхшилаш ҳамда соҳада нодавлат секторининг улушини ошириш мақсадида Ўзбекистон Республикаси Президенти Фармони тасдиқланди. Фармонда 2021-2022 йилларда мактабгача таълим хизматларини кенгайтириш билан боғлиқ чора-тадбирларни молиялаштириш учун Молия вазирлигига Тикланиш ва тараққиёт жамғармаси ҳисобидан 100 миллион АҚШ доллари миқдорида маблағлар ажратилиши белгиланди [2].

Бугунги коронавирус пандемияси шароитида давлат бюджети тақчиллигини ҳисобга олиб, мактабгача таълим тизимини ривожлантиришда хусусий сектор вакиллари билан давлат-хусусий шериклик (ДХШ) асосида ҳамкорликни йўлга қўйиш энг мақбул ечим ҳисобланади. Хусусий сектор вакилларининг ДХШга жалб этилган молиявий маблағлари таълим ташкилотига янада сифатли таълим хизматлари кўрсатиш имконини беради. Ундан ташқари, бу тарбиячилар фаолияти, 3 ёшдан 7 ёшгача тарбияланувчилар ва уларнинг ота-оналари учун қулай моддий ва ижтимоий йўналтирилган шароитлар яратилишига хизмат қилади.

Давлат-хусусий шериклиги нима? “Давлат-хусусий шериклик — давлат шериги ва хусусий шерикнинг муайян муддатга юридик жиҳатдан расмийлаштирилган, давлат-хусусий шериклик лойиҳасини амалга ошириш учун ўз ресурсларини бирлаштиришига асосланган ҳамкорлигидир” [3]. ДХШ-узоқ муддатли шартнома бўлиб, асосан давлат бюджетидан молиялаштириладиган ва давлатнинг ҳамкорга талаби мавжуд соҳаларида қўлланилади. Масалан, жаҳон тажрибасидан кузатсак, инфратузилма объектлари (йўллар, аэропортлар) ва ижтимоий соҳа (соғлиқни сақлаш ва таълим тизими)да кўп қўлланилади.

Мактабгача таълим муассасаларида давлат-хусусий шериклик шаклини қўллашда кўплаб давлат ва жамият учун наф келтирувчи ижтимоий-иқтисодий масалалар мавжудки, уларнинг самарадорлигини қуйидаги йўналишларда кўришимиз мумкин:

1. Давлатга:

- закон талабларига жавоб берадиган, рақобатбардош таълим хизматларининг шаклланиши;
- таълим соҳасини хусусий сектор капитали орқали молиялаштириш шаклини йўлга қўйиш;
- давлат бюджетини таълим тизимида киритилган хусусий маблағлар ҳисобидан иқтисод қилиш;

³ <https://yuz.uz/news/maktabgacha-talim-qamrovini-kengaytirish-masalalari-muhokama-qilindi>

- ижтимоий соҳага бўлган давлат назорати ва бошқарув мажбуриятларининг бироз енгиллашуви.

2. Хусусий секторга:

- ташкилот тузилмасининг шериклик шаклига асосан бошқарувда иштирок этиши;

- ташкилот фаолияти давомида фойда олиши;

- фаолият учун яратилган хизматлар бозоридаги имтиёзлардан фойдаланиш ва ўз мавқега эга бўлиш имконияти;

- инновацион бизнесни бошлаш ва бу орқали рақобат устуворликларига эга бўлиш;

- ижтимоий ҳимояда фаол қатнашиш (ходимларни иш билан таъминлаш, кам таъминланган оилалар фарзандларига МТМда имтиёзлар ва бошқалар).

3. Таълим тизими:

- анъанавийдан фарқли ўлароқ замонавий таълим тизимига секин-аста ўтиш;

- мутахассислар меҳнатини муносиб рағбатлантириш ва бошқаларда ҳам улардек фаолият юритишга иштиёқ уйғотиш;

- моддий-техник базасини ривожлантириш ва замонавий жиҳозлар билан жиҳозлаш;

- таълим тизимида янги инновацияларни ишлаб чиқиш ва амалиётга жорий этиш;

- фаолият натижаларидан келиб чиқиб мактабгача таълим тизимида зарурий норматив ҳужжатлар яратиш ёки ўзгартиришлар киритиш.

Хулоса ўрнида айтишимиз мумкинки, мактабгача таълим муассасасида давлат-хусусий шериклик шаклини қўллашда ҳар икки тараф: давлат ва тадбиркор бирдек манфаатдор бўлиб, бу самарали келишув ҳисобланади. Мактабгача таълим муассасаларида давлат-хусусий шериклик механизмларини қўллаш республикаимиз барқарор иқтисодий ривожланиши, 3 ёшдан 7 ёшгача бўлган болаларни МТМларга қамров даражасининг ошиши, аҳоли ижтимоий ҳимояси, мактабгача таълим тизимида фойдали ва фарзандларимиз келажаги учун мустаҳкам пойдевор бўлувчи инновацион таълим-тарбия услубларининг қўлланилиши, хусусий сектор фаолиятининг ривожланиши, янги иш ўринлари ва оила даромадлари ошиши, оилаларга, айниқса, хотин-қизларимизнинг жамиятда ўз ўринларини топишларида асосий дастак бўлиб хизмат қилади, ва албатта ўз ижобий натижасини кўрсатади.

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RESULTS OF A GROUP PROGRAM FOR THE PREVENTION OF MAJOR DENTAL DISEASES IN CHILDREN AND ADOLESCENTS WITH DISABILITIES

Dustmurodov Akobir Anvarovich¹

Tashkent Medical Academy

KEYWORDS

caries prevalence,
caries intensity,
oral hygiene,
hygiene index,
dental health

ABSTRACT

The leading component of the prevention of major dental diseases is oral hygiene. The studies we conducted on the main parameters of dental health in children with physical disabilities stated high prevalence rates of caries, bleeding gums and a low level of oral hygiene. A program for the prevention of dental diseases in children and adolescents with disabilities has been implemented for three years. An intermediate evaluation of the results confirms the clinical effectiveness of the measures taken.

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¹ Student of Tashkent Medical Academy, Tashkent, UZB

РЕЗУЛЬТАТЫ ГРУППОВОЙ ПРОГРАММЫ ПРОФИЛАКТИКИ ОСНОВНЫХ СТОМАТОЛОГИЧЕСКИХ ЗАБОЛЕВАНИЙ У ДЕТЕЙ И ПОДРОСТКОВ С ОГРАНИЧЕННЫМИ ФИЗИЧЕСКИМИ ВОЗМОЖНОСТЯМИ

KALIT SO'ZLAR:

распространенность
кариеса,
интенсивность кариеса,
гигиена полости рта,
индекс гигиены,
стоматологическое
здоровье

ANNOTATSIYA

Ведущим компонентом профилактики основных стоматологических заболеваний является гигиена полости рта. Исследования, проведенные нами по основным параметрам стоматологического здоровья у детей с ограниченными физическими возможностями, констатировали высокие показатели распространенности кариеса, кровоточивости десны и низкий уровень гигиены полости рта. В течение трех лет реализуется программа профилактики стоматологических заболеваний у детей и подростков с ограниченными физическими возможностями. Промежуточная оценка результатов подтверждает клиническую эффективность проведенных мероприятий.

Дети с церебральным параличом (ДЦП) имеют более высокий риск развития стоматологических заболеваний, которые могут в свою очередь влиять на их благополучие и качество жизни. Стоматологические заболевания у детей с ДЦП обусловлены недостаточной гигиеной полости рта, ротовым дыханием, побочными эффектами лекарственной терапии, бруксизмом, гипоплазией эмали, нарушениями прикуса. Поскольку здоровье полости рта является основой для общего благополучия, дети и ухаживающие за ними люди должны быть хорошо осведомленными и компетентными в отношении домашнего ухода за полостью рта.

ЦЕЛЬ НАШЕГО ИССЛЕДОВАНИЯ:

Первичная оценка стоматологического здоровья детей и подростков с ограниченными физическими возможностями в условиях коллектива при Ташкентском Педиатрическом Институте и промежуточная оценка эффективности обучения индивидуальной гигиене полости рта детей и подростков реабилитационного центра.

ОБЪЕКТЫ И МЕТОДЫ ИССЛЕДОВАНИЯ:

В Республиканском центре реабилитации с декабря 2019 по декабрь 2021 г. обследованы 2 группы детей с двигательными нарушениями: 6-12 лет (142 человека) и 13-17 лет (113 человек). Всего в исследовании приняли участие 255 человек (муж. 45,1% и жен. 54,9%). Изучались: распространенность кариеса, интенсивность кариеса по индексу КПУ (КПУ+кп в младшей возрастной группе), уровень гигиены полости рта по упрощенному индексу гигиены ОНІ-S (Грина-Вермиллиона) и кровоточивость десны в соответствии с развернутым коммунальным периодонтальным индексом (CPI) Проводились мероприятия по

мотивации, обучению гигиене полости рта в индивидуальном порядке, в младшей группе в присутствии родителей. Дополнительно проводились групповые уроки гигиены с подкреплением знаний в условиях коллектива, поскольку дети находятся на комплексной реабилитации в течение 1,5 месяца в условиях приблизительно однородных по возрасту и физическому состоянию групп. В Программе профилактики принимают участие педагоги, воспитатели и медперсонал Реабилитационного центра. Оценка результатов программы обучения гигиене полости рта проводилась в течение 14-21 дней по критериям OHI-S и CPI.

РЕЗУЛЬТАТЫ ИССЛЕДОВАНИЯ И ИХ ОБСУЖДЕНИЕ.

Всего в исследовании приняли участие 255 человек (муж. 45,1% и жен. 54,9%). Средний возраст обследованных детей 6-12 лет составил $9,29 \pm 0,3$ лет, из них 49,3% (n=70) мальчики и 50,7% (n=72) девочки, средний возраст подростков 13-17 лет – $13,73 \pm 0,2$ лет из них 39,8% (n=45) мальчики и 60,2 % (n=68) девочки. Распространенность кариеса составила 84,5% в младшей возрастной группе, 86,73% в старшей. Интенсивность кариеса по индексу КПУ+кп в группе детей 6-12 лет – $4,35 \pm 0,47$ (высокий уровень интенсивности кариеса), по индексу КПУ в старшей возрастной группе – $4,47 \pm 0,43$ (средний уровень интенсивности кариеса). В структуре индекса КПУ+кп в младшей группе преобладали компоненты «П» и «к» ($0,73 \pm 0,17$ и $1,88 \pm 0,29$ соответственно). Структура индекса КПУ в группе подростков 13-17 лет выглядела следующим образом: «К»- $1,71 \pm 0,32$, «П»- $2,33 \pm 0,28$, «У» - $0,07 \pm 0,05$. Наличие нелеченого кариеса молочных и постоянных зубов, удаленных постоянных зубов указывает на недостаточный уровень стоматологической лечебно- профилактической помощи. Средние значения упрощенного индекса гигиены OHI-S при первичном обследовании в группе детей 6-12 лет составляет 2,64, что соответствует плохой гигиене полости рта, в группе подростков 13-17 лет составляет 2,62, что так же соответствует плохой гигиене полости рта. Структура индекса гигиены OHI-S группе детей 6-12 лет (DI- S = 2,63, CI-S=0,01), в группе подростков 13-17 лет (DI-S = 2,54, CI-S=0,08). Заключение. Согласно результатам исследования, распространенность кариеса в обследованных группах детей является высокой, интенсивность кариеса высокая в младшей группе и средняя в старшей возрастной группе. Тенденция к улучшению гигиены полости рта, снижение степени воспаления десны после проведенных мероприятий по мотивации и обучению гигиене полости рта детей и подростков с ограниченными физическими возможностями свидетельствует о высокой эффективности индивидуального подхода в профилактике кариеса зубов и заболеваний периодонта у данной категории детей. Клиническая эффективность мотивации и обучения гигиене полости рта, доказанная в исследовании, свидетельствует о результативности индивидуального подхода к профилактике кариеса зубов и болезней периодонта у данной категории детей. Взаимоподдержка в коллективе детей укрепляют мотивированные действия по улучшению гигиены полости рта. Полученные данные обосновывают необходимость выработки междисциплинарных принципов

профилактики стоматологических заболеваний совместно с родителями, педагогами, лечащими врачами и стоматологами для улучшения качества жизни таких детей.

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GAME SIMULATION IN ACTIVITY LOCAL TEACHER OF THE UNIVERSITY

S.R. Sheikhmambetov¹

A.Kh. Ashirmatov²

Jizzakh State Pedagogical Institute

KEYWORDS

methodology,
language game,
development,
forms,
mental activity,
language construction,
process

ABSTRACT

The article is devoted to game modeling in the activity of university language teachers. Games serve not only for entertainment, but also for the development of mental and physical skills. For the development of mental activity, there are games such as puzzles, riddles, word games, etc.

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¹ Teacher of the Department of Russian literature and methods of Teaching, Jizzakh State Pedagogical Institute, Jizzakh

² Teacher of Russian language and literature, 22 schools which specialized in chemistry and biology, Jizzakh, UZB

INTRODUCTION

Since childhood, we know the word "game". And what does this word mean. Each dictionary defines it differently. There are about 30 meanings of this word. Games serve not only for entertainment, but also for the development of mental and physical skills.

For the development of mental activity, there are games such as puzzles, riddles, word games, etc.; the development of physical skills, strength, dexterity is helped by ball games, jumping, and racing.

The main difference between a linguistic game and a language game is that the linguistic one is aimed at the learning process, it forms the students' language knowledge, skills and abilities [1;35].

A language game is a game of language units in speech, involving the development of mental abilities, linguistic instinct, but not aimed at the learning process - this is a game in the language as a whole.

MATERIALS AND METHODS

A large group of linguistic games develops mental activity, encourages school teachers, university professors and students to be active. Linguistic games are used to explain a topic or reinforce it in practice.

For example, in the methodology of teaching the Russian language there are linguistic games that are understood as games in linguistics. those. in the science of language, their goal is to help the learner learn the material more deeply and more effectively.

The game should have its own rules of conduct and not take up the entire lesson, 15-20 minutes from two academic hours or 5-10 minutes from one lesson at school is enough [2;78].

Often, when learning a language, a student experiences difficulties or lacks confidence in his abilities, he loses interest in learning it. The peculiarity of the linguistic game in the process of language learning is in the game situation, which has an element of entertainment, which creates positive motivation and helps to overcome uncertainty.

In a linguistic game, the main action is to create or disassemble a language construct, often such games are also called "language" or "word games", because the word is the most natural and important unit of the language. "Linguistic games" make players think about the content of the game, act as experimenters, discovering the laws of the language. which should be facilitated by comments on games, in which attention is drawn to the linguistic content of the game action.

In linguistic games, both formal and substantive conditions are often encountered. For example, the Crossword game, which has no equal in popularity, considers the conditions for the coincidence of certain letters in words (formal) and information about the meaning of these words (semantic). In linguistic games with formal conditions, generally accepted conventions apply, the rejection of which must be specifically stipulated.

DV Lyubich in the book "Linguistic Games" cites such types of linguistic games as rebus, chain word, bullshit, anagrams, met grams. word inside out, dictionary - wit, ciphers,

taut gram, palindrome, expanded anagrams, logogram, words from numbers, curly texts, motorhome, riddles, hot-cold, charades, linguistic microscope, crocodile, hare, fox, etc.

All linguistic games are created according to certain rules, models. For example, a rebus belongs to the type of puzzles that help develop logic and imagination. rebuses are divided into two stages - matching the game task and solving. Usually they use a short text known to everyone (word, proverb, aphorism). When compiling a rebus, a number of letters forming this text are divided into chains, and then the meanings of the constructed words or their combinations are described using drawings. To create a rebus, various graphic designations are used, for example: a rebus for the term "linguistic game": "sheet" + ng + "whistle" + "hairstyle" + i + kettlebell (2.1.3) i = a [3;90].

In the learning process, puzzles can be used both in the classroom and outside of school hours. They increase the learning motivation and cognitive activity of students: they allow you to repeat and consolidate the material studied earlier, expand the horizons of students; help develop attention, imagination, logical thinking, flexibility and non-standard thinking, creativity, relieve emotional stress in the classroom, diversify the learning process.

Metagrams. The game is given two four-letter words, you need to go from one word to another in several steps, changing only one letter at each step, while all the resulting chains of letters must be existing words in the language. For example, hay turns into zero in four steps: - hay - village - solo - salt - zero; cat in dispute; cat - court - port - sport - dispute.

Taut gram. They name one of the letters of the alphabet with which many words begin, in five minutes you need to write a longer text from grammatically correct sentences, all words. which begin with a given letter, while it is forbidden to use denominative sentences and homogeneous members.

A common example of a taut gram is the lines from a song

"Four black little devils";

Four black, grimy little imps drew little imps in black ink.

In fiction, taut grams are actively accepted as an artistic device:

Night sky over the sky...

Reading the sad message...

He amused me with a sweet dream...

Doubts of the heart word ...

(A.S. Pushkin. "Eugene Onega")

Mystery. A figurative expression in which one object is depicted by means of another, which has some, at least a remote resemblance to it, by which it is possible to guess the conceived object:

Himself scarlet, sugar,

Kaftan green, velvet (watermelon);

How many times will the clock strike?

If you move your mustache? (twelve);

For the New Year, everyone is happy with her,

Although her outfit (tree) is prickly;

No arms, no legs

And the gates will open (wind).

Etymology. The game offers a list of 10-15 words taken at random, which within 10 minutes you need to come up with original "etymological explanations". Those indicate other words from which the given ones allegedly originated and motivate this semantic transition [4;72].

RESULTS AND DISCUSSION

During the game, hidden words can acquire additional meanings or meanings that are not related to the original ones. For example, in the Etymological Dictionary of B.Yu. Norman, comic interpretations of words are given: archivist - chef (from the borrowed affix archi- which has the meaning of the highest degree, various from the word "cook"); dune - the owner of the bar (bar-institution; khan, kagan - in the Turkic title of the sovereign); varenok is a cook's apprentice.

Attempts to seriously understand the origin of a word often lead to false, "folk" etymologies. If in serious scientific research the laws of phonetic changes are taken into account, similarities in a variety of related languages are analyzed, then folk etymology relies only on external similarity. There are such explanations as morality - from the word dirty, krassovki - from showing off.

It should be noted that true explanations are usually more interesting than false ones. For example, Russian hackwork goes back to the Latin chartularium - "Funeral list" (of the same root chart, card), and our meaning arose through intermediate "free meal at the wake", and then "bribe, booty".

The doctor is the one who is "lying", i.e. speaks, speaks pain, etc. False etymologies are often used by children to explain meaningless words.

Such neoplasms as a kolotok (in place of a hammer), a kusarik (cracker), etc., are a reflection of attempts to clarify the structure of a word.

Charades. Each player finds a word that is made up of several others, for example, wine + hail = grapes. pa + sport = passport.

times + a + treatment = entertainment.

half + ovine + a = half.

Partners are presented with an interpretation of each of the components and the whole word; you have to guess what the word is. The first person to find the answer wins a point.

For those who find it difficult to find words that completely decompose into others, we recommend partial charades w + duck, sweat + ex, demon + by + row + ok. The meaningless combinations of letters formed in this case are called solving.

Since ancient times, the charade has existed as a small literary genre, the interpretation of parts and the whole is clothed in poetic form.

Such linguistic games are widely and actively used by teachers in Russian language lessons for students to assimilate educational material.

It's practical exercises. built with the help of educational linguistic games, allow

students to move from passive consumption of information to active participation in the learning process [5;86].

In interactive interaction, even the shyest and timid learners, who are afraid of any public communication, as a rule, become active participants and contribute to the decisions made by the team.

CONCLUSION

The linguistic game contributes to the activation of the mental activity of students, the development of their creative potential, creativity is possible only if it is based on a good theoretical base and involves a certain set of practical skills.

First is that linguistic games can be held in the classroom on phonetics, lexicology, word formation, morphology, syntax and culture of speech, for this their linguodidactic description is necessary according to the characteristics of each level of the language and the stage of language learning.

Second is that in recent years, the concept of a linguistic game has been comprehended in a new way - as a social, multi-aspect category, which is why games are beginning to actively enter the practice of language teaching.

Third, the linguistic game is one of the most effective, flexible and versatile teaching methods that can activate the learning process and make it more productive. to form and develop motivation for learning, improve creative thinking. help to consolidate knowledge, skills and abilities in the studied language.

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USE OF THE EXPERIENCE OF ADVANCED FOREIGN COUNTRIES IN ENSURING FOOD SECURITY IN THE FISHING INDUSTRY

Rustamov Jaxongir¹

Tashkent State University of Economics

KEYWORDS

fish industry,
food,
safety,
knowledge and skills,
foreign experience

ABSTRACT

The author describes the creation of additional conditions for food security in the fishing industry, the current system and a comparative analysis of the experience of foreign countries.

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¹ Master of Tashkent State University of Economics, Tashkent, UZB

БАЛИҚЧИЛИК ТАРМОҒИДА ОЗИҚ-ОҚВАТ ХАВФСИЗЛИГИНИ ТАЪМИНЛАШ БЎЙИЧА ИЛҒОР ХОРИЖИЙ МАМЛАКАТЛАР ТАЖРИБАСИДАН

KALIT SO'ZLAR:

балиқчилик тармоғи,
озик-оқват,
хавфсизлик,
билим ва кўникмалар,
хорижий давлатлар
тажрибаси

ANNOTATSIYA

Муаллиф ушбу мақолада балиқчилик тармоғида озиқ-овқат хавфсизлигини таъминлаш бўйича қўшимча шарт-шароитлар яратиш, амалдаги тизим ва хорижий мамлакатлар тажрибасини қиёсий таҳлилини ёритиб берган

Ўзбекистоннинг драйвер соҳаси айнан қишлоқ хўжалиги сектори эканлигини инобатга олинса, фуқароларни боқадиган, озуқа захирасини шакллантириб берадиган соҳа ҳам айнан қишлоқ хўжалиги тармоқларидир.

Шу сабабли мамлакатимизда қишлоқ хўжалигида ишлаб чиқаришни ривожлантириш, соҳадаги тадбиркорларни қўллаб-қувватлаш энг долзарб масалага айланмоқда. Кутилаётган натижаларга эришиш мақсадида қишлоқ хўжалиги ишлаб чиқаришига фан-техника ютуқларини, илғор ва ўта самарали технологияларни, ўрта ва кичик тадбиркорликни жалб этиш зарурдир. Мана шундай қишлоқ хўжалиги тармоқларидан бири бу балиқчилик тармоғидир.

Таҳлиллар шуни кўрсатадики, балиқ чавоқлари ишлаб чиқариш ҳамда табиий сув ҳавзалари ва сунъий кўллардан самарасиз фойдаланиш балиқчилик тармоғининг энг заиф бўғини ҳисобланади. Натижада сунъий кўлларнинг ҳосилдорлиги бир гектарда 20 центнердан ошмайди, бу жаҳондаги ўртача кўрсаткичлардан анча пастдир. Балиқчилик соҳасидаги илғор хорижий тажрибаларни ўрганиш, интенсив технологияларни кенг жорий этиш ва балиқ етиштиришнинг юқори технологик усулларида фойдаланиш алоҳида эътиборни талаб қилади.

Республикамизнинг турли ҳудудларида бугунги кунга келиб, балиқчилик тармоғи ривожланиб бормоқда. Балиқ маҳсулотларини қайта ишлаш ва уларни бозорга чиқаришнинг анчагина фойдали томонлари мавжуд.

Бутун дунё соғлиқни сақлаш ташкилотининг келтирган хулосасидан шу нарса аёнки, аҳоли саломатлиги ва ҳаёти давомийлигининг 55 фоизи турмуш тарзи ва унинг сифатига боғлиқ, 25 фоизи атроф муҳит шарт-шароитига ва 8-12 фоизи аҳоли истиқомат қилаётган жойнинг тиббий хизмат сифатига боғлиқ. Аммо соғлом турмуш тарзининг 50 фоизи тўла қийматли озуқа тўғри истеъмол қилинишига, яъни истеъмол қилинадиган маҳсулотнинг сифатига боғлиқ. Республикамиз аҳолисининг оқсил моддаларга бўлган талабини қондирилишида балиқ ва балиқ маҳсулотлари муҳим аҳамиятга эга.

Ўзбекистонда балиқчилик соҳасини ривожлантиришнинг муҳим ижтимоий, иқтисодий ва экологик мақсадлари мавжуд бўлиб, бу мақсадларга қуйидагилар киради:

- озиқ-овқат ҳавфсизлигини таъминлаш ҳамда Ўзбекистон аҳолиси учун энг фойдали ва зарур бўлган балиқ маҳсулотларининг истеъмол даражасини тиббиёт меъёрига етказиш;

- аҳолининг турмуш даражасини ошириш, қишлоқ ҳудудларида иқтисодий имкониятларни ошириш, янги ишчи ўринларини ташкил этиш ҳамда аҳолининг даромадларини кўпайтириш;

- она табиатни асраш, ер ва сув ресурсларидан оқилона фойдаланиш ҳамда илғор технологиялар самарадорлигини ошириш.

Бирлашган Миллатлар Ташкилотининг Озиқ-овқат ва қишлоқ хўжалиги (ФАО) ташкилоти келтирган маълумотларга кўра дунё балиқчилик тарихида 2016 йил ўзининг энг кўп маҳсулот етиштирилганлиги билан сақланиб қолган. 2016 йилда бутун дунё бўйлаб 171 млн.тонна балиқ маҳсулоти ишлаб чиқилган. Шундан 53 фоизи балиқ овлашдан ва 47 фоизи аквакультура усули орқали етиштирилган. Бутун жаҳон аҳоли жон бошига балиқ истеъмоли 1961 йилдаги 9,0 килограммдан 2021 йилда

20,9 килограммгача ошди, бунда йиллик ўсиши ўртача бир ярим фоизни ташкил қилди. Ўзбекистонда балиқ истеъмоли тавсия этилган истеъмол даражасидан паст бўлиб, бир йилда киши бошига тахминан 3-3,5 кг балиқни ташкил қилади. Республика соғлиқни сақлаш ташкилоти тавсия этилган истеъмол даражаси 11-12 кг.га тенг.

Олиб борилаётган ислохотлар натижасида юртимизда балиқ етиштириш йилдан-йилга ошиб, балиқчилик соҳаси муттасил ривожланиб бормоқда. 6 Республика аҳолисини сифатли балиқ ва балиқ маҳсулотлари билан таъминлаш, балиқ етиштириш ҳажмини ошириш ҳамда тармоқга янги ресурстежамкор ва интенсив технологияларни жорий этиш юзасидан тизимли равишда ишлар олиб борилмоқда. Бунинг натижасида ҳозирда республика балиқчилик тармоғи барқарор ривожланиш босқичида бўлиб, агар 2018 йилда 91 минг тонна, 2019 йилда 121,7 минг тонна, 2020 йилда 144,1 минг тонна ва 2021 йилда 173,9 минг тонна балиқ етиштирилган бўлса, 2022 йилнинг якунларига кўра ушбу кўрсаткични янада ошириш режалаштирилган.

Аммо республикадаги мавжуд анъанавий (экстенсив) технологиялар балиқ ишлаб чиқариш ҳажмини кескин ошириш имкониятига эга эмас. Ишлаб чиқаришдаги чекловчи омиллар сифатида қуйидагиларни келтириш мумкин:

- табиий кўл, сув омборлари ва бошқа табиий ҳовузлардаги мавжуд балиқ ресурслари жуда оз миқдорда бўлиб, ҳосилдорлик 10-30 кг/га ни ташкил этади.

- маҳаллий карп балиқларини тупроқли ҳавзаларда етиштириш экстенсив ва ярим интенсив усулда бўлиб, ҳовуз ҳосилдорлиги 2000-3000 кг/га (ёки 0,2-0,3 кг балиқ ҳар бир куб сувдан) ташкил этади. Тупроқли ҳовузларда ўстирилаётган балиқ турлари асосан 4 хил бўлиб, булар: оқ амур, оқ дўнг пешона, чипор дўнг пешона ва карп балиқларидир.

- муҳим чекловчи омиллардан бири – ер ва сув ресурсларининг чекланганлиги.

Балиқ ишлаб чиқаришни оширишда анъанавий усулдан фойдаланган ҳолда, катта ҳажмдаги тупроқли ҳавзалар барпо этиш ва вегетация мавсумида сув билан узлуксиз таъминлаш тобора долзарб масалага айланиб бормоқда.

Ҳозирда республикада фаолият кўрсатаётган фермерларнинг дала шийпонларида кичик-кичик ҳовузлар, шунингдек аҳоли томорқаларида бассейнларда балиқ етиштириш имкони мавжуд бўлиб, бу ҳовузлар бўш бўлиб ишлатилмай қолмоқда.

Жаҳон тажрибаси таҳлилига кўра ҳар куб метр сув ҳажмидан 50-100 кг/м³ балиқ маҳсулотлари етиштирилаётганлигини кузатиш мумкин. Бунда балиқлар асосан кичик сув ҳавзаларида ва сувни исрофсиз қайта тизимида қайтариш орқали балиқ етиштириш технологияларидан фойдаланиш кенг жорий этилган.

Республикада мавжуд технологияларда балиқ етиштиришни такомиллаштириш масалалари ва янги интенсив технологияларни жорий этиш талаби атрофлича таҳлил қилинса қуйидагиларни кузатиш мумкин:

Ўзбекистон балиқчилигида тупроқ ҳовузларда (50-100 гектар) балиқ етиштириш ишлари йўлга қўйилган бўлиб, бу экстенсив балиқ етиштириш технологияси катта миқдорда сув, минерал ўғит ва омухта ем талаб этади.

Айниқса бундай технологияда балиқ етиштиришда омухта емни сарфи, ўстирилаётган балиқларга 5-6 озуқа бирлигида (1 кг балиқ етиштириш учун 5-6 кг озуқа талаб этилади) сарф этилишига, бу эса ўз навбатида балиқчилик хўжаликларида иқтисодий самарадорлик камайиб кетишига ва харидоргир балиқ турларини кам миқдорда етиштирилишига олиб келади.

Бу типдаги ҳовузларни ташкил этиш учун катта миқдордаги маблағ сарф қилинганлиги ҳолда, қўшимча сув, ер ресурслари ҳам катта миқдорда талаб этилади.

Республикада минтақаларида иссиқ ёз ва доимий қурғоқчилик хавфи бўлган шароитда, бу типдаги хўжаликларни кенгайтириш энг керакли сув ресурсларини ортиқча исроф қилишга ҳамда ирригация тизимида жойлаштирилган бошқа деҳқончилик фермер хўжаликларни сув таъминотида қўшимча қийинчиликларга олиб келмоқда.

Аквакультура – бу иқтисодий барқарор йўналиш бўлиб, фойдалилиги бўйича парранда ва бошқа қишлоқ хўжалиги маҳсулотлари етиштириш билан рақобатбардош соҳа ҳисобланади, лекин экстенсив усулда балиқ етиштириш ҳавзаларини барпо этиш кўп ер, сув ва моддий ресурсларни талаб қилгани ҳолда бошқа чорвачилик, паррандачилик ва қишлоқ хўжалиги экинлари етиштириш соҳаларидан орқада қолиб кетмоқда.

Экстенсив балиқ етиштириш ҳавзаларида кўп ер, сув ва моддий техник ресурсларни сарфини қуйидаги мисолда кўриш мумкин:

1 гектар тупроқ майдонга (чуқурлиги 1,5 метр) 15000 куб метр сув талаб этилгани ҳолда, шунча қўшимча сув вегетация давомида (филтрация, парланиш) сарфланади. Республикадаги балиқчилик хўжаликларида ҳозирги кунда ўртача ҳосилдорлик ҳар гектардан 20-30 центнерни ташкил этмоқда. Ривожланган ва сув

ресурслари тақчил бўлган мамлакатларда бир куб метр сув ҳажмидан 30-50 килограммдан кам бўлмаган балиқ етиштириш йўлга қўйилган.

Мавжуд ирригация тизими суғориладиган дехқончилик манфаатларига хизмат қилиши шароитида ва мавжуд сув ресурсларини янада тақчиллиги ортиб бораётганлиги кузатилаётган пайтда, балиқчилик соҳасини ривожлантиришда умуман янги интенсив балиқ етиштириш тизимлари ва технологияларини Ўзбекистон шароитида жорий этиш мақсадга мувофиқ.

Жаҳонда озиқ-овқат маҳсулотларига бўлган талабни ортиши ва минтақадаги сув ресурсларини камайиб бориши, республика балиқчиларини олдида долзарб масалани қўймоқда. Бунда балиқчилик фермер хўжаликлари ҳосилдорлигини ҳисоблашда сув ҳажмига қараб ҳосилдорликни, фойдани ва сарф этилган омухта ерни белгилаш тизимига ўтиш талабини белгилаб бери.

Айниқса оқар сув бассейнларида балиқ етиштириш, сувни тезда ирригация тизимига қайтариш имкониятини яратади ва бу системаларни дренаж, коллектор ва каналлар яқинида қуриш яхши натижа беради. Мамлакатимизни иқлим шароитларидан келиб чиққан ҳолда, бу бассейнларда балиқ етиштириш ишлари доимий равишда олиб борилиши ва апрель-октябрь ойларида карп балиқларини ва ноябрь-март ойларида форель балиқларини етиштириш юқори иқтисодий самара беради.

Оқар сув бассейнларида балиқ етиштириш ишлари, республикада юқори оқсилли, турли ўлчамлардаги грануланган омухта ерларни ишлаб чиқаришни йўлга қўйишни талаб этади. Юқори оқсилли ва турли ўлчамлардаги грануланган омухта ер ва интенсив бассейнларни амалда қўлланиши бирламчи карп балиқларидан ҳар куб метр сув ҳажмидан 50 кгдан кам бўлмаган балиқ етиштириш имкониятини беради.

ХУЛОСА ВА ТАКЛИФЛАР

Озиқ-овқат хавфсизлигини таъминлашда асосий тармоқ бўлган қишлоқ хўжалигининг ривожлантирилиши кўп жиҳатдан сув ресурслари қай даражада мавжудлигига ва улардан оқилона ва самарали фойдаланишга боғлиқ. Шу боисдан ҳам сув ресурслари мамлакат озиқ-овқат хавфсизлигини таъминлашда муҳим омил бўлиб хизмат қилади. Шундай экан, сувнинг қатъий ҳисоб-китобини жорий этиш, суғориш тармоқларининг техник, суғориладиган ерларнинг мелиоратив ҳолатини яхшилаш, тизимда автоматлашган бошқарув ва кузатув тизимини яратиш, қишлоқ хўжалиги маҳсулотлари етиштиришни диверсификациялашга алоҳида эътибор қаратилиши лозим.

Анъанавий усулдан фойдаланган ҳолда балиқ етиштиришнинг назарий чегараси мавжуд бўлиб, ушбу кўрсаткич йилига 60-80 минг тоннани ташкил этиши мумкин. 35 миллиондан ошган Ўзбекистон аҳолисини тиббиёт меъёри бўйича талабини қондириш учун йилига камида 400 минг тоннага яқин балиқ маҳсулоти ишлаб чиқарилиши зарур. Бунинг учун энг аввало соҳани туб технологик модернизация қилиш, яъни инновацион технологиялардан фойдаланган ҳолда

интенсив балиқ етиштириш усулига ўтиш лозим. Бу эса ўз навбатида муҳим технологик йўналишларнинг ривожланишини талаб этади:

– янги истиқболли аквакультура объектларини маҳаллий шароитдан келиб чиққан ҳолда ўзлаштириш;

– балиқ ўстиришда юқори ҳосилдорликка эга технологияларни яъни интенсив усулда балиқ ўстиришни кенгайтириш;

– ер ва сув ресурслардан оқилона фойдаланадиган, иқтисодий жиҳатдан арзон инновацион технологияларни кенг жорий этиш.

Фойдаланилган адабиётлар рўйхати

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DIGITAL TRANSFORMATION OF INDUSTRIAL ENTERPRISES

Sultonov Jonpolat Chori ugli¹

Tashkent State University of Economics

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model,
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ABSTRACT

Humanity is stepping into a period of large-scale digitization of economic sectors, which today is the Fourth Industrial Revolution and advanced technology. Artificial intelligence, cloud solutions, 5G mobile communication and other technologies become an integral part of any direction of our activities, have a deep and long-term impact on the economy and Community Development, Environmental Protection and other areas. During this turn of history, we must plan tomorrow to create a future world in which technology will move in the right direction and provide optimal conditions for society.

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¹ Master of Tashkent State University of Economics, Tashkent, UZB (sultonovjonpolat@mail.ru)

SANOAT KORXONALARINING RAQAMLI TRANSFORMATSIYASI

KALIT SO'ZLAR:

model,
investitsiya,
5G tarmoqlari,
moliyaviy yo'qotish,
raqamli texnologiya

ANNOTATSIYA

Insoniyat bugun to'rtinchi sanoat inqilobi va ilg'or texnologiyalar bo'lgan iqtisodiyot tarmoqlarini keng miqyosda raqamlashtirish davriga qadam qo'yimoqda. Sun'iy intellekt, bulutli yechimlar, 5G mobil aloqa va boshqa texnologiyalar faoliyatimizning istalgan yo'nalishining ajralmas qismiga aylanadi, iqtisodiyot va jamiyat rivojiga, atrof-muhitni muhofaza qilish va boshqa sohalarga chuqur va uzoq muddatli ta'sir ko'rsatadi. Tarixning ushbu burilish davrida texnologiya to'g'ri yo'nalishda harakat qiladigan va jamiyat uchun maqbul sharoitlarni ta'minlaydigan kelajak dunyosini yaratish uchun ertangi kunni rejalashtirishimiz kerak.

KIRISH.

Jahon miqyosidagi murakkab jarayonlarni va mamlakatimiz bosib o'tgan taraqqiyot natijalarini chuqur tahlil qilgan holda keyingi yillarda «Inson qadri uchun» tamoyili asosida xalqimizning farovonligini yanada oshirish, iqtisodiyot tarmoqlarini transformasiya qilish va tadbirkorlikni jadal rivojlantirish, inson huquqlari va manfaatlarini so'zsiz ta'minlash hamda faol fuqarolik jamiyatini shakllantirishga qaratilgan islohotlarning ustuvor yo'nalishlarini belgilash maqsadida 2022-2026 yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi ishlab chiqildi va tasdiqlandi

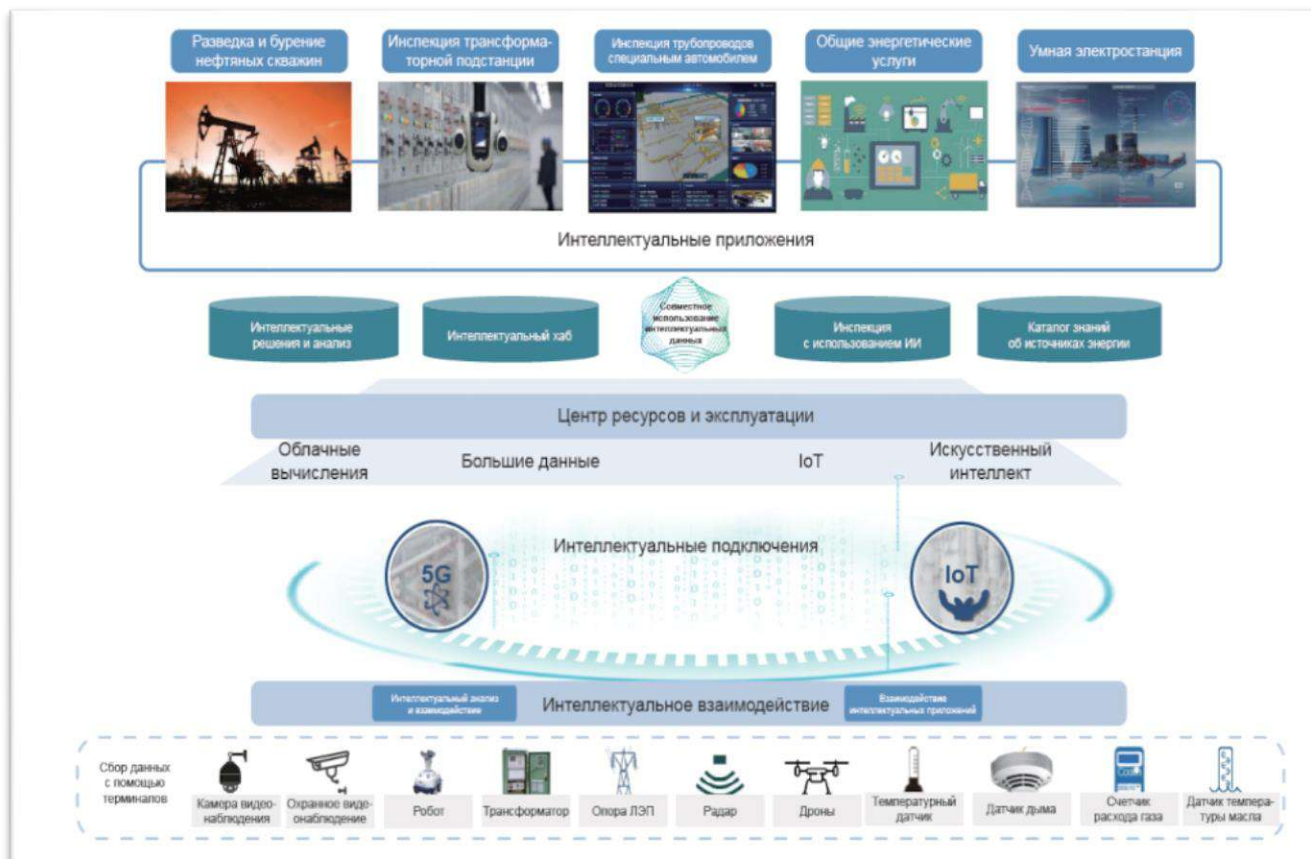
Mamlakat iqtisodiyoti tarmoqlarini raqamlashtirishga iqtisodiyotni shakllantiruvchi yirik korxonalar salmoqli hissa qo'shishi mumkin, an'anaviy tarmoqlarni intellektual o'zgartirish esa real iqtisodiyotni sifat jihatidan rivojlantirishning garovidir. Har bir sohada yangi avlod raqamli texnologiyalarning integratsiyalashuvi natijasida raqamli ma'lumotlar oqimi, mehnat oqimlari, energiya, logistika, moliyaviy va ma'muriy oqimlarni qayta ishlashga asoslangan biznes yuritishning yangi yondashuvlari paydo bo'ladi. Har bir sanoat o'zining "AI+" modelini, o'zining "aktivlarni optimallashtirish - biznes innovatsiyasi - biznes jarayonlarini qayta qurish" shablonini va yangi biznes paradigmasini yaratadi [1].

Tarmoqlar va ularni tashkil etuvchi korxonalarning raqamli transformatsiyasining asosiy samaralari orasida quyidagilarni ajratib ko'rsatish mumkin: daromad va bozor ulushini oshirish, mijozlar ehtiyojini qondirish, mahsulot turlarini kengaytirish; samaradorlik va samaradorlikni oshirish, xarajatlarni yoki ishlab chiqarish xarajatlarini kamaytirish, uning sifatini oshirish, xavfsizlik va mehnat unumdorligini oshirish; inson kapitalini rivojlantirish: xodimlarni o'qitish va rivojlantirish dasturlari, xodimlarning qoniqishi va ishtiroki, ish beruvchilar reytingining o'sishi; investitsiyalardan foydalanish samaradorligini oshirish, investitsiya yoki startap loyihalari sonini ko'paytirish, bozorlarga yangi mahsulotlarni yaratish va chiqarish vaqtini qisqartirish, shuningdek, ular makroiqtisodiy darajadagi ta'sirlarni o'z ichiga oladi - ma'lum bir mintaq va mamlakatni raqamlashtirish. bir butun.

Masalan, yirik shaharlardagi transport uchun tirbandlik jiddiy muammo hisoblanadi. Statistik ma'lumotlarga ko'ra, dunyoda har bir odam kuniga o'rtacha kamida 15 daqiqa

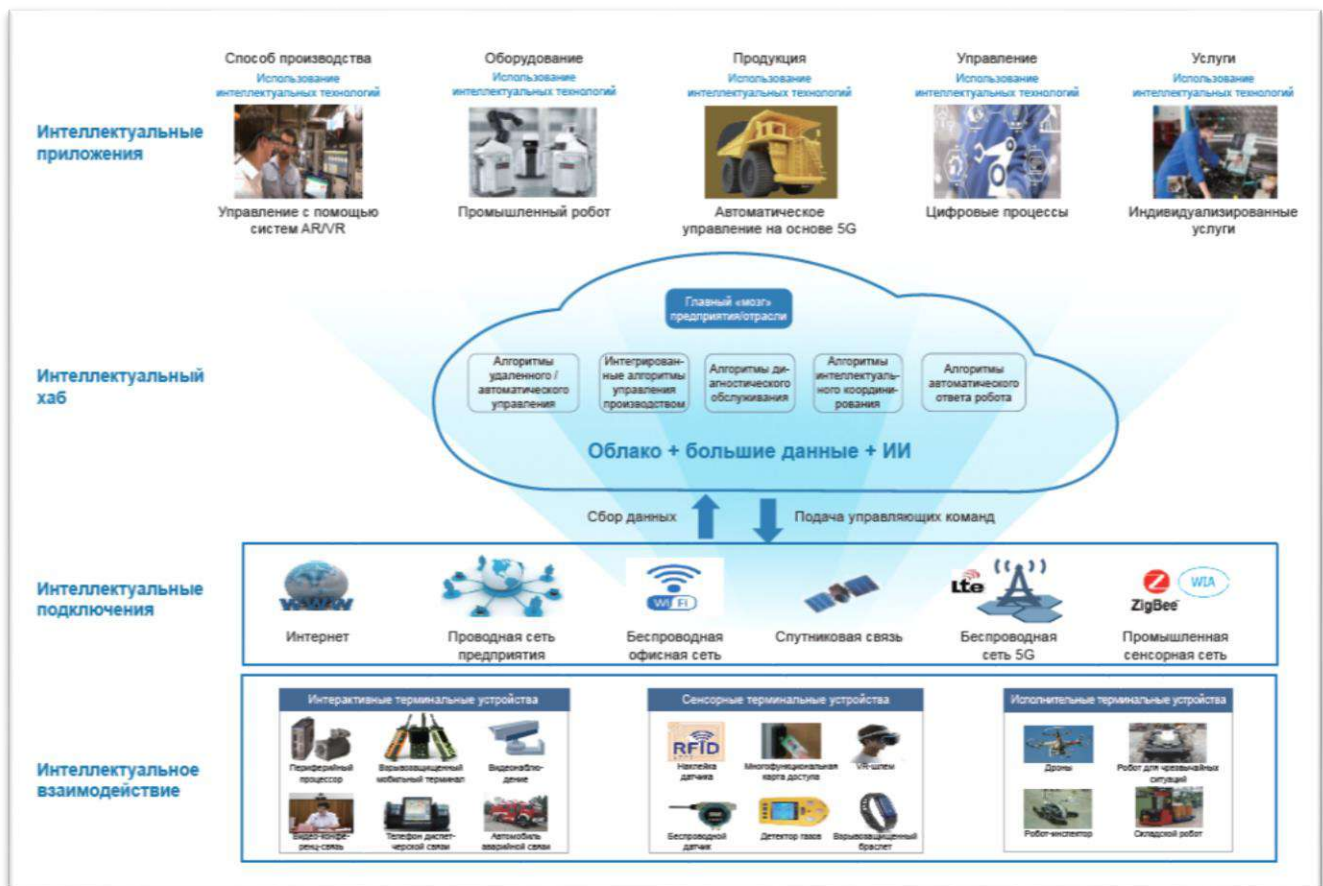
vaqtini tirbandlikda o'tkazadi. Xitoy poytaxti tajribasiga ko'ra, Pekinlik fuqaroning yarim soatlik tirbandlikda kutish uchun moliyaviy yo'qotishi o'rtacha 30 yuanni (taxminan 338 rubl) tashkil etadi, tirbandlik tufayli o'rtacha amerikalik haydovchining yillik yo'qotishi esa bundan ham ko'proqni tashkil qiladi. 1000 dollar. Intelleksual transport tizimi piyodalar, haydovchilar, transport vositalari va yo'llarni yagona dinamik tizimga birlashtiradi, yo'l resurslaridan foydalanishni samarali rejalashtirish va favqulodda vaziyatlarda harakat qilish vaqtini qisqartirish imkonini beradi. Bu tirbandlikni to'liq yoki sezilarli darajada bartaraf etishga, favqulodda xizmatlar uchun virtual yo'lak yaratishga va aqlli yo'llar konsepsiyasini amalga oshirishga yordam beradi. Mutaxassislarning fikricha, transport sohasiga intellektual tizimni joriy etish ertalabki eng yuqori soatlarda transportning o'rtacha tezligini 14 foizga oshirish, ishga borish vaqtini 20-30 daqiqaga qisqartirish va tirbandlikni 8-10 foizga kamaytirish imkonini beradi.

Energetika sanoatida neft, gaz, elektr energiyasi resurslari davlat tomonidan tartibga solish va aholi hayotini ta'minlash bilan chambarchas bog'liqligini ko'ramiz. Shu sababli, sanoat ishlab chiqarish zanjirining barcha bo'g'inlari xarajatlarni kamaytirish, xavfsiz ishlash, samarali boshqaruv va yuqori raqobatbardoshlikni ta'minlash bo'yicha talablarga bo'ysunadi. Aqlli energiya tizimi an'anaviy energiya tarmoqlarini modernizatsiya qilish va o'zgartirish, resurs markazini yaratish, energiya va ma'lumotlar oqimini optimallashtirish, energiya ta'minoti va taklifidagi o'zgarishlarga real vaqt rejimida muvofiqlashtirish va oqilona javob berish, barcha bosqichlarda xavfsizlik va samaradorlikni ta'minlash uchun raqamli texnologiyalardan foydalanadi. ishlab chiqarish sikli (1-rasm).



Energetika kompleksi korxonalarida turli xil so'nggi qurilmalar va yuqori tezlikdagi aloqa kanallarini birlashtirgan, turli ishlab chiqarish tizimlaridan (energiya ishlab chiqarish, energiya tashuvchisi, energiya iste'moli va boshqalar) ma'lumotlarni to'playdigan "IoT" tizimi, to'plangan ma'lumotlarni markazlashtirilgan holda boshqaradi, ularning aqlli tahlilini amalga oshiradi va qarorlar qabul qiladi. Bundan tashqari, u real vaqt rejimida operatsion jarayonlarni kuzatib boradi, nosozliklar haqida ilg'or ogohlantirish, aqlli diagnostika va qarorlar qabul qilish, shuningdek, real vaqt rejimida qayta aloqa bilan energiya tizimlariga aqlli texnik xizmat ko'rsatishni ta'minlaydi. Energetika sohasida tekshirish ishlari xavfli, takroriy va yuqori aniqlikni talab qiladi. Ilgari oddiy inspektor o'z ishi uchun tog' yo'llari bo'ylab sayohat qilgan, bu masofa ekvator uzunligi bilan taqqoslangan. Inspektorning ishi juda qiyin va katta xavflarni o'z ichiga oladi. Terminal uskunasi yonidagi dronlar, kameralar va boshqa aqlli qurilmalar, shuningdek, bulutda o'rnatilgan AI tizimi bilan bog'liq bo'lgan aqlli tekshirish rejasi orqali tashqi infratuzilmadagi yashirin yoki aniq nuqsonlarni aniqlash mumkin. joyida va erta ogohlantirish signallarini yuboring. Xodim tomonidan an'anaviy yurish va ob'ektlarni tekshirish o'rniga onlayn videodan foydalanishni kuzatish operatsiyalarning unumdorligi va xavfsizligini sezilarli darajada oshiradi: samaradorlik ba'zi hollarda 5 baravar yoki undan ko'proqqa oshiriladi va ishlab chiqarishning yakuniy qiymati 30 baravarga kamayishi mumkin.

Shuningdek, ishlab chiqarish korxonalarida raqamli texnologiyalarni joriy etish misolini ko'rib chiqaylik. Asosiy ishlab chiqarish fondlari narxining oshishi va buyurtma asosida ishlab chiqarilgan mahsulotlarga talabning oshishi bilan sanoat korxonalariga bosim kuchayadi, bozor aylanishi qisqaradi, ishlab chiqarish texnologiyalari murakkablashadi, buyurtma asosida ishlab chiqarish hajmi oshadi va ishlab chiqarilgan mahsulotlarning umumiy hajmi oshadi. o'sadi. Korxonada yoki yagona tarmoqda intellektual ishlab chiqarishning yagona tizimini joriy etish ishlab chiqarish zanjirining barcha bo'g'inlarini: loyihalash, ishlab chiqarish, boshqaruv, xizmat ko'rsatishni birlashtirishi mumkin. U ma'lumotlarni o'z-o'zidan olish, aqlli optimallashtirish, avtomatik qaror qabul qilish, aniq nazorat qilish va vazifalarni avtomatik ravishda bajarish funktsiyalariga ega. Intellektual ishlab chiqarish mahsulotni ishlab chiqish va uni ishlab chiqarishga kirish o'rtasidagi vaqtni sezilarli darajada qisqartirishi, mahsulot ishlab chiqarish samaradorligini oshirish va sifatini yaxshilash, resurs va energiya sarfini kamaytirishi mumkin va ishlab chiqarish sektorini o'zgartirish va takomillashtirishda muhim rol o'ynashga mo'ljallangan. aqlli ishlab chiqarish 4 ta asosiy xususiyat bilan tavsiflanadi: aqlli zavod tashuvchidir, asosiy ishlab chiqarishning asosiy bosqichlarida aqlli texnologiyalardan foydalanish, ma'lumotlarning oxirigacha oqimi asosdir va tarmoq ulanishlari qo'llab-quvvatlash uchun ishlatiladi (2- rasm).



<https://www.huawei.ru/insights/tsifrovaya-transformatsiya-promyshlennykh-predpriyatiy/>

Bulut, AI, 5G tarmoqlari kabi tobora ko'proq texnologiyalarning uzluksiz integratsiyasi va dastur ekotizimining uzluksiz rivojlanishi bilan korxonalarining innovatsiyalar qobiliyati kengayib bormoqda.

Aqlli transformatsiya yordamida korxona xizmat ko'rsatish sifati va jarayon samaradorligini oshirish, innovatsiyalar qobiliyatini oshirish, raqobatbardoshlikni oshirish va kelajak korxonasiga aylanish imkoniyatiga ega bo'ladi.

Huawei'ning Global Industry Vision ma'lumotlariga ko'ra, 2025 yilga borib dunyodagi yirik korxonalarning 97 foizi ishlab chiqarish va biznes jarayonlarida ilg'or raqamli texnologiyalardan foydalanadi; uy-joy kommunal xo'jaligi sohasida aqlli robotlarni joriy etish darajasi 14 foizga yetadi; AR/VR texnologiyalaridan foydalanadigan sanoat korxonalari ulushi 10% gacha oshadi; aqlli shaxsiy raqamli yordamchilarni joriy etish darajasi 90% ga etadi; sanoat robotlari ishlab chiqarishdagi odamlar bilan yonma-yon ishlaydi: har 10 000 xodimga 100 ga yaqin robot; korxonalar o'zlari yaratgan ma'lumotlarning 86% gacha samarali foydalanadi; korxonalar uchun biznes-ilovalarning 85% gacha bulutga asoslangan bo'ladi; 5G tarmoqlari dunyo aholisining 58 foizini qamrab oladi; ishlab chiqarilgan global ma'lumotlarning umumiy miqdori, shu jumladan korxona ma'lumotlari 180 Zbaytga etadi.

Yangi davr talabidan kelib chiqib sanoat soxasida raqamli transformatsiya jarayonini amalga oshirish samarali natija berishini yuqorida takidlab o'tdik. Sanoat korxonalarida transformatsiya jarayonini samarali tashkil etish uchun ,birinchi o'rinda sohaga aloqasi

bo'lmagan faoliyat turi bilan shug'ullanishni to'xtatish va asosiy yo'nalishi bo'lgan soxaga e'tibor qaratib yangi raqamlashtirilgan texnologiyalarni joriy qilish zarur. Raqamlashtirilgan texnologiyalar soxada inson faktorini kamaytirib ish samaradorligini, mehnat unumdorligini hamda ishlab chiqarish hajmini oshiradi.

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CORONAVIRUS INFECTION (COVID-19) - THE EFFECT OF A NEW STRAUM OF SARS COV-2 CORONAVIRUS ON THE CONTINUOUS INCREASE OF BLOOD GLUCOSE IN DIABETES

Mavlanova Sadbarkhon Abdugarimovna¹

Sheraliyeva Dildora Nodir qizi²

Namangan State University

KEYWORDS

Coronavirus infection (COVID-19), anosmia, ageusia, distress syndrome, sepsis, incubation period, proliferation, leukopenia, lymphopenia, hypoxia, glucocorticoids, collagen, proteoglycans, pancreas, anamnesis Morbi

ABSTRACT

This article provides information on the causes of high glucose levels (+++) in the blood of patients with Covid-19 infection by analyzing with the help of the anamnesis vitae, anamnesis morphine, and blood biochemical methods. At the same time, the patients were divided into two groups: group 1 with pre-existing chronic diabetes mellitus, and group 2 the patients who developed diabetes after having been infected by COVID-19 their blood pressure increased due to taking glucocorticoids. The causes of various problems in patients' bodies were studied in these control groups.

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¹ Candidate of Biological Sciences, Associate Professor of Namangan State University, Namangan, UZB

² Master of Namangan State University, Namangan, UZB

RELEVANCE OF THE TOPIC.

Coronavirus Infection (COVID-19) - A new strain of the SARS COV-2 coronavirus family that causes airborne and household contact, is susceptible to lung tissue damage, from asymptomatic virus transmission to disease transmission. Irritable bowel syndrome is an acute infectious disease that can lead to intoxication, inflammatory processes of the upper and lower respiratory tract, pneumonia with acute respiratory distress syndrome and the risk of developing sepsis described. The incubation period is 2 to 14 days, with an average of $5-7 \pm 2$ days. The range of clinical signs in the general population varies from the mild stage of the disease to the development of a critical condition. Diabetes mellitus is a disease of the endocrine system, in which hyperglycemia as a result of complete or partial deficiency of the hormone insulin is accompanied by a continuous increase in blood glucose, metabolic processes in the body (carbohydrate, fat, protein, mineral and water-salt metabolism). is described as a chronic disease that causes disorders and irreversible organic pathologies. The hormone insulin is used to store or store glucose in the blood as energy. In diabetes, on the other hand, the body cannot produce enough insulin or use it effectively. As a result, the blood sugar level rises above normal, and various pathological conditions occur in the eyes, kidneys, nerves and other vital organs. There are two types of diabetes. In people with type 1 diabetes, the insulin-producing cells in the pancreas do not produce insulin for a variety of reasons. In type 2 diabetes, the sensitivity of the corresponding cells in the body to insulin is reduced, and even if sufficient insulin is produced, there is a problem with the entry of blood glucose into the cells. As a result, the amount of sugar in the blood remains high. This causes various problems in the body.

The aim of the study was to study the biological mechanisms of the effect of a new strain of coronavirus infection (covid-19) -sars cov-2 on the persistent increase in blood glucose in diabetes.

RESEARCH MATERIALS AND METHODS.

In order to determine the cause of high glucose (+++) in the blood of patients with Covid-19 infection, we divided the patients into 2 groups by means of anamnesis vitae, anamnesis morbidity and biochemical examination of blood. In group 1 patients with pre-existing chronic diabetes mellitus, and in group 2 patients with Covid-19 infection, damage to the insulin-producing beta cells that maintain normal blood sugar due to damage to the tail of the pancreas patients. In addition, high blood glucose (+++) was increased due to the administration of high doses of glucocorticoids to patients with Covid-19 infection. As a result, patients had higher glucose levels, even if they had never had diabetes before. Blood was biochemically analyzed.

RESULTS OBTAINED AND THEIR ANALYSIS.

As a material for the research, from 05.03.2022 to 05.04.2022, 100 overweight patients were taken from 180 patients treated in the therapy and endocrinology departments of the OYDIN SHIFO clinic in Namangan. Of these, 54 were men and 46 were women. The age range of patients was 24-67 years in men, their mean age was 52.9 ± 1.1 , in

women it was 18-75 years, and the mean age was 56.5 ± 1.4 formed. The diagnosis was made on the basis of complaints, anamnesis, objective as well as paraclinical data when patients came to the hospital for treatment. Increased body temperature (83–99%), cough (59–82%), general weakness (44–70%), loss of appetite (40–84%), shortness of breath (31–40%), anemia (60-86%), muscle pain (11-35%) was observed in most cases.

Observed in the elderly and immunocompromised individuals: atypical course without fever, general weakness, decreased attention and physical activity, diarrhea, loss of appetite, loss of sense of smell (anosmia) or loss of taste (agevziya), respiratory started before the characters. Decreased immunity was due to leukopenia, lymphopenia. Inflammation of the respiratory system in patients was very rapid. In this case, the proliferative phase of inflammation passed into the scarring stage due to increased synthesis of internal components of connective tissue (collagen, elastic, proteoglycan, glycoproteins), and scattered scars were observed on the radiograph of the lungs. The patients developed scarring, inflammation, hypoglycemia (hypoxia) due to scarring, inflammation, and decreased hemoglobin levels, resulting in anemia.

Table 1

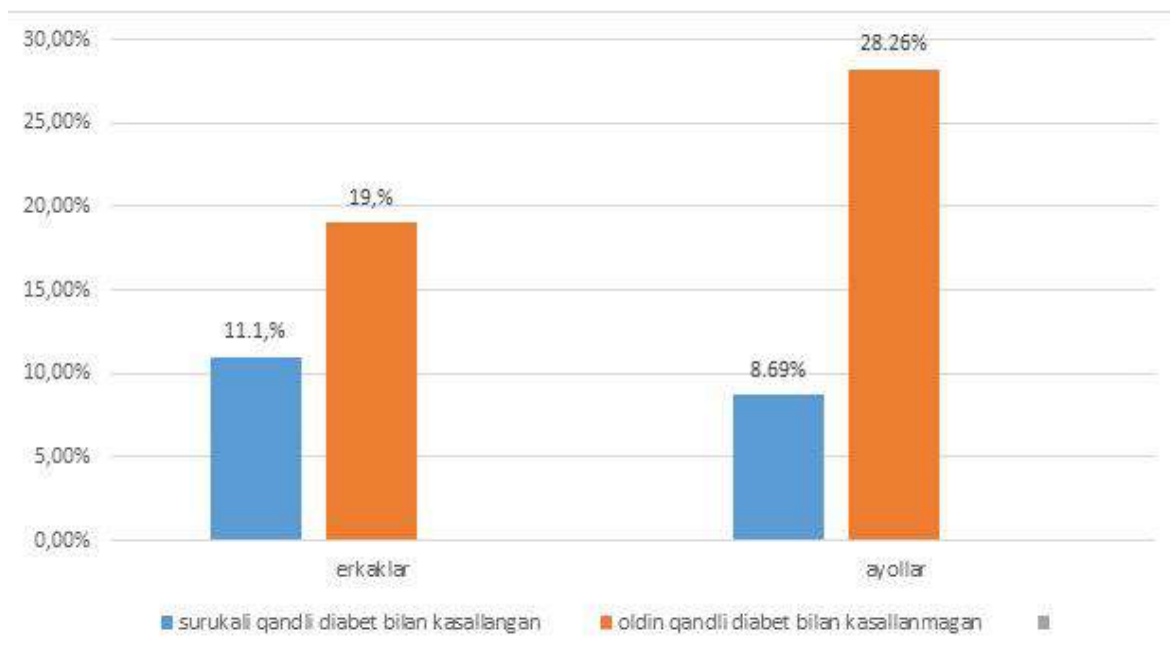
Jinsi	Fibrinogen norma 150-375 MI/l			Faollashgan tromboplastin vaqti Norma 27-36 sek		
	min	o'rt	mak	min	o'rt	mak
Erkaklar	250 MI/l	391 MI/l	512 MI/l	30.5 sek	≈35.2 sek	49.8 sek
Ayollar	272 MI/l	409 MI/l	640 MI/l	29.8 sek	≈37.6 sek	42.3 sek

Table 2

Jinsi	Kreatinin norma E;44-113, A;44-97mmol/l			AlT norma <40 Ed/l			AlT norma <35 Ed/l		
	min	o'rt	mak	min	o'rt	mak	min	o'rt	mak
Erkaklar	65	≈98.9	150	14	≈56.8	180	12	≈37.0	106
Ayollar	63.3	≈90.8	123	10	≈47.0	110	13	≈39.6	84

According to Table 1 above, heparin is prescribed to patients based on the results of coagulogram analysis of patients. According to Table 2, acute renal failure nephropathy was observed in 8 patients from men (≈14.8%) and 9 women (≈19.6) due to increased creatinine. Liver failure was observed in 19 patients (≈35.2%) and 14 women (≈30.5%).

Table 3



According to the table above, 11 of the men had 19% no previous diabetes mellitus and 6 ≈11.11 % had chronic diabetes. Thirteen of the women ≈28.26% had no previous diabetes, and 4 ≈8.69% had chronic diabetes. We measured the body mass index (body weight divided by the square of height) and waist circumference of these 100 overweight patients. In total, we divided the number of 54 men and 46 women by 4 degrees according to body mass index and 2 degrees according to waist circumference. (Table 4) Decreased blood clotting time in patients with Covid-19 infection was due to increased platelets, fibrin fibers, and glucose. Patients who were overweight and had elevated blood glucose levels were prescribed Table 9 diet.

Table 4

Jinsi	Ortiqcha vazn	Semizlikning I-darajasi	Semizlikning II-darajasi	Semizlikning III-darajasi	Ortiqcha vazn	Semizlik
	25.0-29.9	30.0-34.9	35.0-39.9	>40.0	Erkaklarda 94-102 sm Ayollarda 80-88 sm	Erkaklarda >102 sm Ayollarda >88 sm
Erkaklar	16	26	8	4	24	30
Ayollar	18	21	5	1	13	33

Limit carbohydrate-rich foods in your diet and follow daily breathing and exercise routines.

CONCLUSION.

From the above data, it can be concluded that when we examined the biochemical and urinalysis of blood in patients with Covid-19 infection, we saw an increase in glucose (+++).The average was 9.8 mmol / l in men, the highest was 28.3 mmol / l, the lowest was 4.1 mmol / l, the average was 7.1 mmol / l in women, the highest was 18 mmol / l, and the lowest was 3.9 mmol / l. Eleven of the 19 men and 12% of the women had no previous

diabetes mellitus, and the virus showed damage to the tail of the pancreas, resulting in increased glucose levels due to high doses of glucocorticoids, and patients showed clinical signs of diabetes. After an average of 14 ± 2 days of treatment, glucose levels returned to normal in 95 (95%) of patients who had not previously had diabetes. In 3 (3%) men and 2 (2%) women, glucose levels were found to be above normal after recovery and the patients were monitored by an endocrinologist. Patients were ordered № 9th diet table. Restrictions on carbohydrate-rich foods, spicy, salty, fried, carbonated and alcoholic beverages were ordered. Patients with Covid-19 infection were instructed to eat a proper and quality diet, pay attention to body weight, and perform daily physical and breathing exercises. Such patients are at risk of developing diabetes. After 30 days of rehabilitation, 5 (5%) patients with an increase in glucose after milking were collected with anamnesis by telephone and family clinic doctor after 30 days in 1 (1%) male, 1 (1%) the amount of glucose in women came out high. These patients were found not to have followed the recommendations given by the physician and were given a follow-up explanation.

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THE SECURITY OF SHOPPING ONLINE

Ruzimurodov Ulmas Farxodovich¹

Sultonov Abbos Fozil ugli²

Gulomov Ilhom Akramovich³

Tashkent State University of Economics

KEYWORDS

shopping online,
security,
issues,
strategy

ABSTRACT

Customers are more and more deciding to use various types of services via Internet. They make very often different types of purchases. E-commerce is becoming more and more popular and developed. Unfortunately, according to customers, online shopping is not free from problems. Customers are afraid that the ordered goods will not be sent to them, will not meet their expectations, or will be destroyed during transport. An important aspect is also the payment method for this type of shopping. Customers often prefer to pay more to use the option of payment on delivery to avoid losing money if the ordered goods do not be delivered to them. This article summarizes the characteristics of online Shopping and the current development of the main safety problems, and make online shopping related security measures and transactions.

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¹ Mater of Tashkent State University of Economics, Tashkent, UZB

² Mater of Tashkent State University of Economics, Tashkent, UZB

³ Mater of Tashkent State University of Economics, Tashkent, UZB

INTRODUCTION

With the development of the Internet, online shopping as a consumer fashion, gradually become a popular shopping channel for consumers. From the Uzbekistan Internet Network Information Center data show that: in 2020 Uzbekistan's online shopping market transaction size of 2,500 million, representing a doubling in 2018. In 2021 market size of online shopping will be over 430 billion sum. Online shopping population is also substantial growth in 2020, bought online at least once a number of historic Uzbek netizens exceeded 100 million people, reaching 108 million, an increase of 46%. The e-commerce industry is in the early stages of development in Uzbekistan. As of April 2021, the number of internet users is estimated at 22.6 million – 19.4 million mobile internet users and 3.2 million fixed broadband internet users - in a country with 34 million people. And in 2021, used the online shopping of Internet users is nearly 2 million people. Online shopping has become the fastest growing and most relevant to the interests of users of network applications. At this stage consumer take online store, online store and online auction model of online shopping, it is a new personal consumption patterns.

ONLINE SHOPPING

Online Shopping, that is, to retrieve product information via the Internet, and purchase order issued through the electronic purchase request, and then fill in the personal check or credit card account numbers, manufacturers shipped by mail order or home delivery by courier. The main characteristics of online shopping merchants and customers and do not meet product information through the network to make money in electronic form and spread in the network.

ONLINE SHOPPING ADVANTAGES COMPARED WITH TRADITIONAL SHOPPING

Online shopping as a new business model, and the traditional shopping patterns are very different. And each new business model, in its emergence and development process, need to have the appropriate environment, online shopping is no exception. In recent years the rapid development of Internet, people are more demand on the network are provided for the online shopping environment for the development and space. Online shopping and traditional business model is also very obvious differences, both have their own advantages and disadvantages.

- *Firstly, the Internet are many kinds of merchandise in the stores, no shops open area restrictions.*

It can contain a variety of products at home and abroad, fully embodies the network without geographical advantage. In the tradition of the store, regardless of how much space their shops, the goods it can hold is limited, and for the network, it is the platform for the display of goods, is a virtual space, as long as there is a product they can, through network platform on display, you can put all kinds of world famous brand all on top, displayed on top.

- *Secondly, the shopping and low cost.*

For a network of commodity buyers, they selected, compared to each of the commodities, just visit a different site, or select a different channel to connect in a very short

time, and can be served directly from the merchant is responsible for, replacing the traditional trouble of shopping in the hard work, time and cost significantly lower cost. As for the traditional shopping is concerned, it cannot be achieved.

- *Third, the commodity information updated quickly and easily.*

As long as the new product photos, presentation materials uploaded to the Internet, or product information, price changes, buyers can see the latest product information, and it immediately updated in the global unity. In traditional commerce, buyers want to see new products, we must wait until the business to get goods onto the shelves before we can see. Modify the information or adjust the price of goods, especially in the larger context of a unified regional changes, in the more traditional shops on the timeliness of the underdogs.

THE SECURITY RISKS OF ONLINE SHOPPING

- *False Information.*

The most typical is to set up a fake Web site on the Internet or send e-mail, under the guise of promotional activities on behalf of prizes requires account number and password through the mail, or leave the site to the specified bank account number and password input; lawless elements may also now place the name of the bank suggested a possible threat to the emergency user account to induce the user to provide account and password. Other shopping sites have a lot of false information, summarized as follows:

Trap one: cheap temptation. On the site, if the number of products to the market price of half or even lower prices, then we must be vigilant of, think about why it is so cheap, especially the brand-name products, as well-known brand products in addition to second-hand goods or defective goods, formal channels is not possible to purchase the brand and the market price difference so far.

Trap two: high prizes. Some illegal websites, web pages, often the temptation to use huge sums of money or prizes to attract consumers to browse the web, and buy their products.

- *Fishing Type of Trap.*

"Phishing," typically use fraudulent e-mail and fake web sites to carry out fraud, deceived and victimized tend to reveal their financial data, such as credit card numbers, account user names, passwords and social security number and so on. Fraudsters will usually disguise themselves as well-known banks, online retailers and credit card companies and other trusted brands fraud. "Phishing," the main trick is to fake some of the company's Web site or e-mail, and then tinker with the program code which, if the user to enter their personal links to important information and requirements, the data will be transferred to the fraudster hands. "Phishing" is divided into the following five:

Firstly, to send email to users in the trap of false information to lure the scammers send spam in the form of a large number of fraudulent messages, these messages as a consultant, winning in the mail and other content to lure users fill in the financial account number and password, or a variety of pressing reasons to request recipients to visit a web page to submit the user name, password, ID number, credit card number and other information to steal user funds.

Secondly, create fake online banking, online stock site, the user account password for the implementation of fraud theft criminals have set up the domain name and web content and real online banking systems, online securities trading platform is very similar to the site, to lure the user to enter account password and other information, then through the real Internet banking, online securities system or fake bank savings cards, securities trading card theft of funds; also use cross-site scripting, web server program that is on the use of legal loopholes, some of the site to insert malicious HTML site code mask used to identify sites that can live in true and false of important information, the use of Cookies to steal user information.

Third, the use of false e-commerce fraud is to establish such criminal activities are often e-commerce site, or in the more well known, large-scale commercial goods on the website of false sales information, criminals received after the victim's shopping money disappeared.

- *The credibility problem.*

Credibility problems caused by an important reason is that information asymmetry, it has two meanings: one is purchase orders submitted to cancel without reason, that buyer loyalty. On the other hand, is a business not to release the false trade, sales information, the credibility of the business. Web businesses to provide product information, product quality assurance, after-sales service of goods and traditional malls, like whether to buy goods and whether the schedule can get the goods, etc., are issues of concern to online consumers.

- *The Treaty of Unequal Fair Deal Treatment.*

Fair deal for consumers buying goods or receiving services enjoyed access to quality assurance and reasonable price, accurate measures, such as the right to fair trading conditions. "Consumer Protection Law," the first paragraph of Article X: "Consumers have the right to fair trade. For consumers to truly enjoy the right of fair trade to give a legal guarantee."

However, as online shopping transactions using the network as the media, trade The two sides cannot negotiate face to face directly, or even part of the trading activity, without any contacts and exchanges between buyers and sellers to complete the purchase process. This use of form contracts to the network business has brought convenience to escape responsibility. Transactions online retailers can use their dominant position, previously drawn in their favor, the format is not conducive to online consumer articles, such as the exemption clause, does not guarantee the return or exchange provisions of the statutory time limit of short duration and the terms of the transaction risks for the irrational distribution. Internet consumers in terms of the transaction process is extremely difficult to make changes to the consultation, in the event of disputes, online retailers consumers could defense negates the standard terms, so that consumers cannot be guaranteed the right to a fair deal.

SOLVE THE NETWORK SHOPPING SAFETY COUNTERMEASURES

- *Enhance Consumer Awareness of Self-protection*
1. Safeguard Legitimate Interests.

Online shopping, in the amount of the transaction larger circumstances, it is best to industry and commerce administration departments to understand the credit and other related information businessman, pay no attention preservation after consumer vouchers, problems should be timely complaints.

2. The means of Payment Choose Safe.

If use credit payments, it is best to use dedicated an account, not inside card store too much cash. Meanwhile in reduce or eliminate the use of public facilities such as Internet cafes, in case the user information leakage. Every time a new password after shopping promptly.

ENSURING THE STORAGE AND ACCOUNT PASSWORD CONFIDENTIAL

User use IE browser Internet process, in various web sites, login often need to enter your user account and password, IE will let users online use account and password saved in temporary folder, so that the next time login same network, users can be sealing side quickly logged in. However, this will give the safety of users brings the enormous hazard. In order to protect the user accounts and passwords, need to delete these files. In Windows, password protection files usually adopt extension ". Called PWD ", "documents. Password" This kind of password file extensions will be online, when the object of theft, burglary get password files could be cracked files after the user name and password. In order to protect the safety of password files, can put these file extensions to the other.

- *Perfect online shopping laws and regulations improve the real-name system.*

1. The State Administration for Industry research and drafting of the "Network behavior of commodity trading and related services Interim Measures (Draft)" provides an entry system, is engaged in commodity trading through the network and the service behavior of a natural person, it should be trading platform to provide network services to operators, and submit their name and address of the real identity information. With registration requirements, according to the law for industrial and commercial registration.

2. Mandatory third-party guarantee system to promote online shopping. Online shopping, the current system of third-party guarantees are loan guarantees and the seller to deliver the two forms of credit guarantees. Should be compulsory for promotion is guaranteed payment delivery. Currency trading platform is delivered as a third-party secured a third-party transaction, transactions collected money for the parties to the transaction, thereby preventing the two parties to deal directly online fraud that may arise.

3. Build online shopping online shopping credit economy is the credit economy because credit is the foundation of all online shopping, online shopping and credit almost soul. Consumers feel there is the risk of online shopping, one very important reason is the lack of standardized credit mechanism.

- *Strengthen the network of consumer information network storage system.*

For consumers worried about credit card security issues, laws and regulations on credit card holders should strengthen information protection. Online shopping businesses must provide strict protection of credit card information. Credit card banks and online shopping business owner must take ultimate responsibility. If consumers shop online due

to credit card information stolen by the losses, banks and online shopping businesses will share the responsibility for the loss caused by the network of consumers. The network of consumers and businesses to pay the network the information can only parties to the transaction on the provision of online shopping, and as part of the shield or deletion, protection of parties to the transaction payment information secure.

- *Improved technology to establish operating characteristics of the Internet to adapt to the regulatory approach.*

In order to ensure the safety of shopping, maintaining the interests of shoppers, shopping sites such as data encryption to take a third-party payment, cash on delivery and measures. Through the regional monitoring network interconnection and methods of online shopping unified supervision, remote monitoring is difficult to solve, improve regulatory efficiency and intensity.

- *Promote industry self-regulation, the formation of e-commerce with the international credit service system.*

In the United States and Europe, the integrity evaluation system for e-commerce is more developed, and the results of the evaluation marks given to the integrity of the corresponding Web site. The United States over ninety percent of online shoppers think the integrity of the site is very important sign, 3 / 4 of online shoppers have faith only in the purchase of goods on the site logo.

CONCLUSION

Uzbekistan needs to improve online shopping system because common population of Uzbekistan very often faced with online frauds and above some advanced ways had been shown. Internet shopping is gradually become people daily shopping way, for its problems existing in the development is becoming the focus of attention. As long as cultivate good network safety consciousness, the application of advanced network security technology, introducing advanced management idea, perfect legal laws and regulations, and believe that network shopping can be in domestic more vigorous steadily.

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CORRESPONDING STATE EDUCATIONAL STANDARDS AND CEFR FRAMEWORK TO COMMUNICATIVE COMPETENCE

Jalolova Nigora Jalilovna¹

Chirchik State Pedagogical Institute of Tashkent Region

KEYWORDS

Communicative Language
Teaching,
eclectic approach,
language proficiency,
language performance,
methods and activities,
principles,
pragmatic and cultural
aspects,
teaching material

ABSTRACT

Growing of the status of methodology of FLT both in western countries and Uzbekistan has been seen for the last time because of a changing educational paradigm. This article focuses on a discussion of Communicative Language Teaching in the national context of Uzbekistan. This educational approach or method is widely used in all over the world. That is why this article provides a clear articulation of efficacy of some principles of the Communicative Language Teaching applied in English classes at the senior grades of the secondary schools, as well as necessity and rationality of application of the eclectic method.

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¹ Mater of Chirchik State Pedagogical Institute of Tashkent Region, Tashkent, UZB

INTRODUCTION.

It should be noted that Uzbekistan has its own place in the world and economic relations are open for each country. The labels and manuals, documents of the goods which coming from outside are written in foreign language. That's why, each specialist should learn foreign language.

Nowadays, we have a lot of problem with learning and teaching foreign languages. They are: we haven't got enough literatures, new handouts and newspapers, new literatures of countries which we learn their language. But we should say that, after president's resolution they found their solution. Today, we have a lot of new books, literatures and handouts, dictionaries but still we have such problems in some places of our Republic. In my opinion, it's not big problem because today we give great attention for education system and supporting with necessary books is the main purpose of our government. Today, we have every condition for learning foreign languages. But here we should pay attention for some problems which we came to across up to now.

LITERATURE REVIEW.

About additional courses: the participation of students for the additional courses isn't well, but their participation for the tutorials are very good, but for the free classes isn't well. That's why there should be included additional practical lesson in a week.

These two groups are different from each other according to their purpose. In the first group language is taught deeply, both practically and theoretically, because, they prepare specialist language teachers. The syllabus structure will be compiled widely and deeply. The language is taught with special textbook. There will be lectures on English phonetics, grammar, analytical reading, home reading, oral speech and working with information materials will be learned perfectly. Requirements for using independently oral and writing speech and also, having free communication with foreign people. In the second group language will be taught in all courses. Complex purpose will be taken account in this type of group. The student will learn language in four purposes and his/her aim of learning language and using it during working activity. They will learn translating and reading the text and learn new words which belong to their specialty. That's why, syllabuses and textbooks will be compiled for each specialty. Also, students learn English independently. Problems which shown above are all belong to proses of language learning, there is another problem with preparing teachers who teaches these specialties.

Forming communicative skills of students' is actual problem of nowadays and we are trying to find its solution. If we use new pedagogical technologies during EFL classes our work will be easy. Also, students should have independent creative research, they should work on themselves.

We need specific research on how technology can be best used to increase students' proficiency in other languages. There are television programs, films, computer games, and music videos and teachers try to develop successful strategies for integrating their students' informal foreign language exposure into classroom teaching. The use of new information technologies, especially networked computers, has contributed to increased

communication among foreign language teachers and students in many countries. Through e-mail, mailing lists, discussion groups, and chat rooms, the Internet has increased access to and communication in the foreign language with speakers.

DISCUSSIONS.

Exploring the standards of higher education in recent years, it should be noted that there is the increased level of foreign language proficiency requirements for the students of non-linguistic faculties, not only in terms of the ability to produce information, but also the ability to exchange information at the understandable level for learners. To my mind, the analysis of such skills in practical terms allows us to identify easy ways of developing learner's communicative skills. We should pay attention for their attitude for capturing the knowledge according to the specialty and integration of subjects.

According to Shaturnaya: "There is a need for such an organization process of teaching foreign Languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of communicative competency"

The system of communicative competence of the future specialist should correspond to its basic functions as training, developing, bringing up.

Training function consists in formation of bases of communicative competence of students on the basis of mastering by it in the course of training of system of scientific knowledge of essence competence the approach, essence of is personal competence etc. Mastering by ways of self-educational activity in the course of expediently organized independent work on system «the information - knowledge - the information».

Developing function is shown in its orientation on development intellectual, emotionally-strong-willed and motivational spheres of the person of the student in the course of knowledge, decisions of necessary problems on management of the self-educational activity.

In the psychological point of view, we may say that in the process of training future specialist's abilities, forecasting and reflection should be developed, the basic psychological mechanisms of self-education, self-development and self-determination are generated. In my opinion, if the student wants to learn or to do something himself or herself, they will do it, this process should be natural, and here personnel wishes stands in the first place.

According to G. Mahkamova: "In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking"

Youth of nowadays are eager to learn foreign languages, not only English, but another language like Korean, Chinese, Arabian and others. Also, the participation of young generation to additional language learning courses has grown rapidly and it shows the result of great attention for the language learning in our Republic. There is also a great number of online and self-study courses which help the learners of foreign languages very much. Hundreds of languages are available for self-study. Today, the aim of teaching English is creating convenient condition for developing learner's communication and international co-operation under the perfect learning of language.

It's known that, CEFR is the most famous system for checking learner's knowledge. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR or CEF, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. International level system (CEFR) includes three main levels A, B, C.

The first level- using language; A1, can understand a few everyday expressions of simple functions of known situations, and can produce some single words and set phrases, A2, can understand many simple expressions of everyday basic functions in familiar situations and sometimes grasp what the basic topic of a conversation in English is, can write a few simple but connected sentences on a given topic, even if not always using them correctly.

The second level- using the language in a free professional communication. B1, can understand the gist of a commonplace conversation in English, though not in detail, and can produce English well enough to take part if spoken to carefully. Can write effective communications of information or opinion. B2, can understand well enough to hold a continuous conversation with a native speaker. In reading, can understand the majority of any non-specialist, modern text, can produce fluent writing on most kinds of topic, including arguing for an opinion and can use complex sentence structures without many errors.

The third level- using and knowing the language as a mother tongue. C1, can produce speech fluent enough to convey feeling to argue and maintain a point of view, or to convey complex information to a listener. C2, can understand main points, important details and implicit information, at a level nearly comparable to native English speakers during social and basic instruction.

It should be learned language continuously in order to achieve good results. The main purpose of the practical English course in non-linguistic faculties is to form learners' linguistic, communicational lingua-culturological habits and skills and also, it is important to gain the success in educational, practical, and developing aims of FL teaching. When talking about language skills, the four basic ones are: listening, speaking, reading and writing. The learner will learn language in four purposes and his/her aim of learning language is use of language during working activity.

Communicative orientation is the basis for teaching a foreign language, since it refers to focus on the other person, partner communication. As rightly said by A. A. Leontiev, the communication system is focused lazy and motivated processes that ensure the interaction

of people in the collective labor activity, implementing social and individual psychological attitudes and use specific means, first of all language. Communication is a process of self-management of the company and its constituent social groups. Only secondarily communication acts as an individual process. This approach to communication has its didactic result of different interpretation of communication in the process of learning has its didactic result of different interpretation of communication in the process of learning.

RESULTS.

We mean the direct inclusion of the processes of communication in the learning process, which will result in the optimization of mastery of the language, through the organization, communicating. Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse.

As well as, according to PRESETT curriculum, by the end of year from the subject (Integrated skills) 1st year students will:

- be able to use the four language skills in integrated ways to a level equivalent to Band B1 in the CEFR
- have developed intercultural awareness and learned how to communicate appropriately across cultures.

And they will:

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

CONCLUSION.

Today's requirement for learning English and finding out new methods, technologies of teaching/learning the languages and overcome the problems which we can face during teaching FL.

We should pay attention for the following measures of improving the role of foreign language in formation of students' professional skills.

1. To working out scientifically maintained methods and exercises;
2. Developing the methods of using technical devises and computer during

educational process;

3. Working out methodology of checking the level of professional formation;
4. Finding out the ways of carrying out high quality methodological preparation of FL teacher;
5. Working on the problem of future teacher's self education and independent preparation.

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DEVICE FOR OBTAINING "ANODE OR LIVING WATER" TECHNICAL STRUCTURE AND PRINCIPLE OF OPERATION

A.A.Mustafakulov¹

I.I.Tolibayev²

Jizzakh Polytechnic Institute

KEYWORDS

anode water,
cathode,
diarrhea,
diode,
chloride acid solution,
electrolysis,
bridge chart

ABSTRACT

The article outlines the structure and operation principle of an anode water extraction facility. Chemical properties of anode water are provided.

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¹ Jizzakh Polytechnic Institute, Jizzakh, UZB(asrormustafakulov@gmail.com)

² Jizzakh Polytechnic Institute, Jizzakh, UZB

INTRODUCTION:

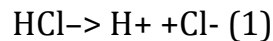
Life is the pinnacle of matter development. But without water, there will be no life. It is not known to anyone that there is any living organism that can live and develop without water. More than 65% of the human body consists of water. All processes in the human body take place in the aquatic environment and with the participation of water [1]. But water suitable for consumption is required to have an average of around 6.5-7.5 units, with an indicator of pH-9. This indicator shows the concentration and level of alkali of hydrogen ions contained in water. In bathing, the rate of pH is 7.2-7.4 in some cases 6.5-7.6. In distilled water, this figure is 5.4-6.6. The person's speech is 6.8-7.4 and 7.8 when the sockle is separated at high speed. In tears, there are 7.3-7.5, blood is 7.43, and in lymph is 5.0-7.5 in lymph. In dead water, the fluid is 2.5-4.0, from which the smell of acid comes. It will contain H^+ and OH ions. Living water is a decorative water that affects the good growth of plants. Dead water, on the other hand, has a disinfectant characteristic. These waters are formed by electrolysis method. Anolitic positive charged dead water, catalytic negatively charged living water is extracted by electrolysis mode. In nature, rainwater can be used as living water, and the water of mountain rivers and the water of mountain sharks are similar. Catalyte can be used as a biostimulator from water. The dead water will be stagnant waters, well water, and swampy waters. By electrolysis method, anolitic dead water is formed around the anode. It can be used instead of chlorine solution for disinfection purposes. It can be used to treat oral cavity, lower arterial blood pressure, insomnia, heal purulent wounds, melt kidney stone. We reflect on the creation of a home-based device for obtaining living and dead water in electrolysis mode.

MAIN PART:

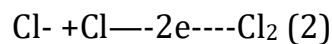
This device works under the laws of electrolysis. That is, two electrode plates made of stainless steel list (brand I2XI8HIOT) are lowered into electrolyte-simple v supply water in a one-liter glass bank. (Figure 1). To give these plates an irreversible token, two of the D-231 or D-232 diodes are removed—the "bridge" scheme is assembled. The positive pole of diodes is connected to the cathode plate, and the negative pole

is connected to the anode plate. Vintage compounds are used because they cannot be used in connection areas. Cathode plate is placed in a waterproof tarpaulin wallet. Water is taken up through the lining of the woe. The device is then connected to a rectangular After about 1-3 minutes, anodic or living water is formed inside the bank. And "dead water" is collected in a wallet with cathode plastic dropped. The difference between these waters is under the law of electrolysis. That is, in dead water, an increase of up to 10 units of pH increases. During the electrolysis process, the diarrhea elements inside the bank turn into negatively charged ions and move towards the cathode. And will be collected in a wallet. And the living water remains outside the wallet.

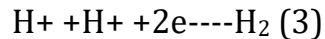
We analyze these changes from a physical and chemical point of view. We bring an electrolysis pole in a solution of chloride acid. The resulting embryo was allowed to develop in nutrients and then inserted into her womb, where it implanted.



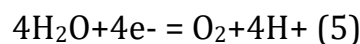
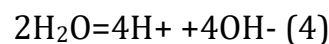
Chlorine ions give the anode excess electrons and form a chlorine molecule.



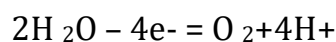
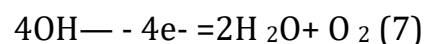
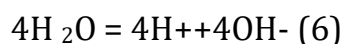
Carbon monoxide is a colorless, odorless entity used by Jehovah's Witnesses in your country.



Therefore, thanks to this electrolysis pole, hydrogen is separated from the cathode and chlorine in the anode. They passed H_2SO_4 in a 15% solution in water and proved that hydrogen per cathode and a small amount of oxygen molecules were formed in the anode. (m~g; m~A/n) Jehovah's Witnesses would be pleased to discuss these answers with you. We observed a water disintegration pole by repeating a similar experiment through a special device in ordinary supply water. As a result of electrolysis, freely H_2 and O_2 were separated. OH^- and H^+ ions, on the other hand, accumulated around the electrodes. This process is subject to the following equations in the cathode:



The process in the anode, on the other hand, is subject to the law below: that is, oxygen is separated:



Thus, around the cathode there is a relatively greater accumulation of alkaline elements. Water is taken up through the anode, and some cleaning of the alkali has been achieved. In cases where similar events are lightning in the atmosphere, oxidants along with many nitrogen oxides:

Hydroxyl-radical ($\text{OH}^\cdot$), hydroperoxyl-radical ($\text{HO}_2^\cdot$) is formed and enriches the soil with nitrogen fertilizer while cleaning the atmosphere. Based on research on NASA DS-8, 16% nitrogen compounds are produced, which are found to serve to clean the surface and atmospheric air.

The healing of this "living" water obtained by breaking down water based on an electrolysis event is that it is cleaned of diarrhea. The arch, which is put in this water in the winter in the new year, can be stored without drying until May. Even living water updated, new shoots were also observed to appear in the body of the archetypal branches. Similarly, by watering the flowers can be accelerated the rooting process. The interdiction of subjects is reflected in the creation and use of technical structures in the construction of such a construction exhibition. [3-7]

Students are directed to technical work, technology, the creation of technical structures, creative work, and thinking. Assembling these non-murky technical structures does not make it difficult for students. But it is necessary to set such requirements in the making of these constructive elements, where the perfection of constructive documents, whether problems such as drawings and sketches, technical drawings meet GOST

requirements, standardization and meet the requirements of the state standard should be fully solved. Students will then be able to work independently on subsequent structures. This is the consistency of polytechnic education in teaching.

During the construction, making and use of this device, students acquire the following knowledge and skills.

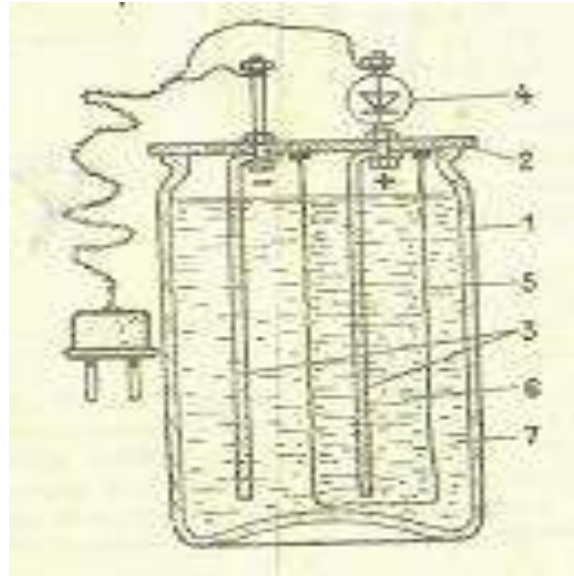


Figure 1. 1-bank, 2-cover, 3-electrodes, 4-diode D-231 or D-232, 5-btarpaulin wallet, 6-cathode (dead water), 7-anode (living water).

1. System of technical knowledge:

- doped steel, its structural elements, brand;
- mechanical, technological, physical, chemical properties, cutting-off processing of doped steel;
- drawing elements. To conduct a variety of measurements, prepare technological documents, and work with markup;
- markup, squirrel to cut and proc markup ess the steel, select parma to pierce, jiggle materials, select vintage compounds,
- Bending the ability to work with plastic materials. Processing, opening holes, and processing a box where structural elements are removed.
- work with btarpaulin material, cut it, acquire sewing skills.

2. System of physical knowledge:

- to get acquainted with the electrical conductivity and isolation of materials;
- the collection of electric circuits;
- to know the parameters, characteristics, transformation of a variable token into an irreversible token;
- to know the laws of electrolysis, the laws of philosophy;
- the occurrence of ionic conductivity in the electrolysis process, the knowledge of chemical reactions in this process.

In most cases, the effect of living and dead waters is characterized by the fact that the growth of plants accelerates when liming sour soils and watering them with alkali living water. If purulent wounds become repulsive in helping with the processing of active

chlorine water-dead water, they will destroy the diseased microbes [8-10]. When alkaline-carbonated (carbonate-bicarbonate) living water is drunk while the stomach is boiling, the boiling of the stomach stops. This is due to the fact that the pH of the medium is depleted and affects the microflora.

CONCLUSION:

The release of hydrogen at the cathode and oxygen at the anode of the electrolysis device, the formation of living and dead water, and the methods of their use are analyzed. Feedback on the beneficial properties of these waters is described. Instructions for the design and operation of the device for the collection of dead and living water.

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CARS IN DIFFERENT ROAD CONDITIONS SECURE MANAGEMENT

Pardaboyev Utkir Abduraximovich¹

Tojiyev Jamshid Zokir ugli²

Jizzakh Polytechnic Institute

KEYWORDS

car,
traffic,
road,
traffic accidents,
driver,
congestion

ABSTRACT

Road traffic can be erratic. Each driver chooses a convenient mode of movement, including on the roads in the dark part of the night, in unfavorable weather conditions, drivers are required to be vigilant.

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¹ Assistant of Jizzakh Polytechnic Institute, Jizzakh, UZB(utkirpardaboyev@gmail.com)

² Assistant of Jizzakh Polytechnic Institute, Jizzakh, UZB (tojiyevjamshid1992@gmail.com)

AVTOMOBILLARNI TURLI YO'L SHAROITLARDA XAVFSIZ BOSHQARISH

KALIT SO'ZLAR:

avtomobil,
 harakat,
 yo'l transport hodisalari,
 haydovchi,
 avtomobillarning qatnovi,
 tirbandlik

ANNOTATSIYA

Avtomobil yo'llarida harakatlar tartibsiz ravishda vujudga kelishi mumkin. Har bir haydovchi o'ziga qulay harakat tartibini tanlaydi. Shu jumladan avtomobil yo'llarida tunnning qorongu qismida noqulay ob-havo sharoitlarida haydovchilar tomonidan talab darajasida hushyorlik talab etiladi.

KIRISH

Yo'l harakati qoidalariga binoan "qorong'u vaqt" deganda kechki quyosh botishidan, tongi quyosh chiqishining boshlanishi orasidagi vaqt tushuniladi.

"Yetarlicha ko'rinmaslik" deganda esa, yomg'ir, qor yog'ishi, tuman tushishi va shunga o'xshash sharoitlarda, shuningdek, kunning g'ira-shira vaqtida yo'lning ko'rinishi 300 metrdan kam bo'lishi tushuniladi.[1,2,3]

Kunning qorong'u vaqtlarida haydovchining ishi kunduzgiga qaraganda ancha murakkablashadi. Bu murakkablik birinchi galda yo'lning, yo'ldagi va yo'l yoqasidagi ob'ektlarni ko'rinishini yomonlashuvi oqibatida vujudga keladi.[4]

O'RGANILGANLIK DARAJASI

Haydovchining tez charchashi oqibatida ish qobiliyati tez pasayib ketadi.

Statistik ma'lumotlar shuni ko'rsatadiki, kunning qorong'i paytlarida harakat jadalligi 5-10 marta kamayib ketishiga qaramasdan YTH jami YTH ning 40-60% ni tashkil etar ekan, og'irligi esa ikki marta katta ekan [13].

Kunning qorong'u paytlarida harakat xavfsizligini kattalashishining asosiy sababi shundan iboratki, ma'nbalardan yaxshi ma'lumki, asosan haydovchi avtomobilni boshqarayotganda 90-95% axborotni ko'rish a'zolari, ya'ni ko'zi orqali oladi.[5]

Tajribalar shuni ko'rsatadiki tunda sodir bo'ladigan YTH kunduzgiga qaraganda boshqacha taqsimlanadi (1-jadval).

1- jadval

YO'L-TRANSPORT HODISALARI		YTHni taqsimlanishi, %	
		kunduzi	Tunda
Yo'lni qatnov kismining chekkasida	Ketayotgan		
Piyodalarni bosib ketish		10	90
Velosipedchilarni bosib ketish		28	72
Transport vositalarining to'qnashuvi		64	36
Avtomobilni ag'anab ketishi		71	29
Avtomobilni to'siqqa borib urilishi		38	62

Tunda harakat xavfsizligini ta'minlashning asosiy masalasi bu haydovchiga yo'lni ajrata olish va yo'nalishini ko'ra olish imkoniyatini yaratish hamda haydovchiga yo'ldagi to'siqlarni o'z vaqtida ko'ra olish uchun sharoit yaratishdir.

Ko'rinish deganda, avvalo ikki xil ko'rinish nazarda tutiladi, ya'ni fiziologik va geometrik ko'rinishlar.

Fiziologik ko'rinish deganda, haydovchining ko'zi orqali ob'ektlarni ko'ra yoki ajrata olishi tushuniladi. [10,14,17] Bu ko'rinish ob'ekt bilan muhit orasidagi yorqinlik farqiga bog'liq bo'ladi. Yorqinlik farqi qancha katta bo'lsa, ob'ektlarning fiziologik ko'rinishi shunchalik yaxshi bo'ladi.

Tadqiqotlar shuni ko'rsatadiki 60km/s tezlikda harakatlanayotgan haydovchi uzoqni yorituvchi chiroqdan foydalanganda qora kiyimdagi piyodani – 100 m, jigarrang kiyimdagini – 125 m va qora-kulrang kiyimdagini – 140 m masofada ajrata olishi mumkin ekan. [16,11]

Geometrik ko'rinish deganda, ob'ektlarni ko'rinish masofasi va burchagi tushuniladi. Bu ko'rinish avtombillarda qanday chiroq qo'llanilishiga, qanday lampani o'rnatilganiga va avtomobilning harakat tezligiga bog'liq bo'ladi. Agar kunduz kuni yo'lning to'g'ri qismida joylashgan ob'ekt 1 km masofadan ko'rinsa, havo buzuv paytlarda bu masofa 800-900 mni, tunda esa, uzoqni yorituvchi chiroqdan foydalanilganda bu masofa atigi 100-130 mni tashkil etadi.

Haydovchining qorong'u paytlarda qabul qilib olishi mumkin bo'lgan axborotlar kunduz kuniga qaraganda 30% ga kamayib ketadi, uning reaksiya vaqti esa ortib ketadi. [21,24,30]

Avtomobilga o'rnatilgan chiroqlarning bir qancha salbiy tomonlari mavjud. Bulardan eng birinchisi haydovchi bilan uzviy bog'liqligidir. Yo'l harakati qoidalariga amal qilmaydigan haydovchilar ro'paradan kelayotgan avtomobilga nisbatan masofa 150 mni tashkil etganda ham uzoqni yorituvchi chiroqni o'chirib yaqinni yorituvchi chiroqdan foydalanishga o'tmasliklari (xavfsizlik nuqtai-nazaridan 200-300m masofada yaqinni yorituvchi chiroqqa o'tish tavsiya etiladi) yoki chiroqlarni noto'g'ri sozlanganligi oqibatida ro'paradan kelayotgan haydovchining ko'zini qamashtirib qo'yishiga olib keladi [12,15,] (bugungi kunda avtomobillar orasidagi masofaga qarab uzoqni yorituvchi chiroqdan yaqinni yorituvchi chiroqqa o'tkazuvchi avtomatik boshqaruv tizimlari mavjud, ammo ular amalda deyarlik qo'llanilmayapti). [13,18]

Chiroqlarni avtomobilning kuzoviga qo'zg'almas qilib o'rnatilganligi ham konstruksiyaning kamchiligiga kiradi. Gorizontaal yo'nalishda yoritish burchagini chegaralanganligi uchun yo'lning radiusi kichik bo'lgan burilishlarda va chorraxalarda yo'l qatnov qismining chegarasini va yo'l yoqasidagi ob'ektlarni ko'rinishini ta'minlay olmaydi. [29,22] Bunday sharoitlarda keng burchakli tumanga qarshi chiroqlardan foydalanish tavsiya etiladi (bugungi kunda rul chambaragining burilishi bilan bir paytda buriladigan chiroqlarning konstruksiyalari ham mavjud).

Tumanga qarshi chiroqlarning yana bir afzalligi, uni boshqa chiroqlardan pastda

o'rnatilganligi bo'lib,[18,28,25] tuman sharoitida harakatlanganda zarur yoritilganlikni ta'minlab beradi.

Kunning qorong'u paytida ob-havo sharoiti (yomg'ir va tuman) haydovchiga xavfsiz harakatlanish uchun boshqa paytlardagiga qaraganda ko'proq qiyinchiliklar tug'diradi. Bunday sharoitda haydovchi: yo'lning yoritilgan bo'laklarida yaqinni yorituvchi chiroqlarni, yo'lni yoritilganligidan qat'iy nazar tirkamalarning gabarit chiroqlarini yoqishi kerak.

Kunning qorong'u paytida tuman xavfsiz harakatlanishga juda katta ta'sir etadi. Tumanda haydovchi yo'l sharoitini yaxshi ko'rishga intilib juda tez charchaydi. Oq rangli faralarning nuri tumanda yutilib ketib yo'lni deyarli yorita olmaydi (yaqinni yorituvchi fara uzoqni yorituvchi faraga qaraganda yo'lni bir oz yaxshiroq yoritadi). [23,19,26]

Tumanda harakatlanganda eng yaxshisi tumanga qarshi faralardan foydalanish kerak. Sariq rangdagi va asosiy faradan pastda joylashgan tumanga qarshi faralar yo'lni yaqinni yorituvchi faralardan ham ko'proq yoritib beradi.

Qalin tuman tushganida ba'zi haydovchilar yo'lni yaxshiroq kuzatish uchun eshik oynasidan boshini chiqarib oladilar.[27] Bunday sharoitlarda eng xavfsiz tezlik piyodaning o'rtacha tezligiga (5 km/s) teng bo'ladi.

Suvni (namlikni) bug'lanishi oqibatida vujudga kelgan tuman ham juda xavfli bo'ladi.

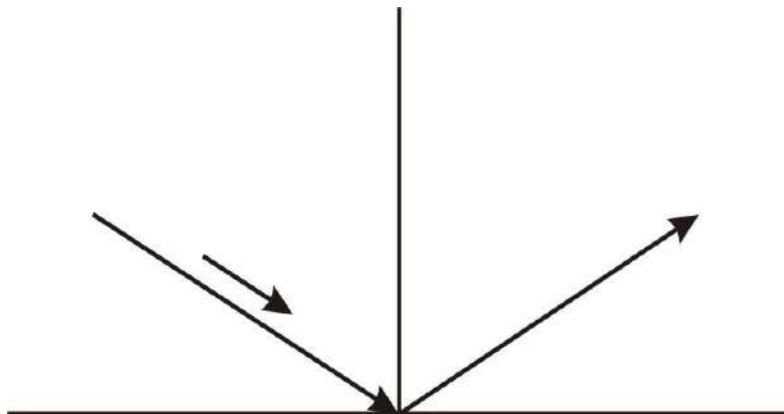
Bunday tumanning balandligi odatda 1m bo'lib, haydovchi yo'l qoplamasining holatini ko'ra olmaydi.

Qor va qor bo'ronlar ham ko'rinishni yomonlashtiradi. Bunday sharoitlarda ham past tezlikda harakatlanish maqsadga muvofiqdir.

XULOSA

Yomg'ir (shovillab yoki mayda yog'ayotgan) yo'l qoplamasi holatining ko'rinishini o'zgartirib yuboradi.

Avtomobilni faralaridan yo'l qoplamasiga tushayotgan yorug'lik nurini qaytishi ko'zgusimon qaytish deb ataladi (1-rasm). Ya'ni, nur yo'l qoplamasiga qanday burchak ostida tushsa, taxminan shunday burchak ostida qaytadi. Nurni bir-birini yutishi oqibatida yo'l qoplamasining ravonligi yaxshidek ko'rinadi. Yo'ldagi qoramtir tusdagi to'siqlarni ko'rish juda ham yomonlashadi.



1-rasm. Nurning ko'zgusimon qaytishi

Yo'l qoplamasi ho'l bo'lganda oq rangdagi belgilar, yo'l chiziqlari va xavfsizlik

orolchalari kabilarni hatto kunduz kuni ham yaxshi anglab bo'lmaydi, kunning qorong'u paytlari to'g'risida aytmasa ham bo'ladi. Yo'l qoplamasi ho'l bo'lganida g'ildiraklarni yo'l bilan ilashish koeffisientini kamayib ketishini ham unutmaslik kerak.

Kunning qorong'u paytlarida xavfsizlikni ta'minlash uchun bir qancha tavsiyalar va avtomobilni boshqarish usullari ishlab chiqilgan.

Eng birinchi tavsiya malakasi etarsiz bo'lgan haydovchilar iloji boricha tunda yo'lga chiqmaslikka harakat qilishlari kerak.

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LINGUOCOGNITIVE ASPECTS OF THE METAPHOR USED IN BARACK OBAMA'S INAUGURATION SPEECH

Hakimova Ziyoda Tohirjon qizi¹

Fergana State University

KEYWORDS

conceptual metaphor,
cognitive linguistics,
inaugural speech,
Barak Obama

ABSTRACT

Conceptual metaphor is caused much interest in modern linguistics. Because this concept has proved that metaphor is not only the pattern of linguistics but also psychology. In this article the information about conceptual metaphor is given. Then one of the American President, Barak Obama's speech is analyzed and its linguocognitive aspects is shown.

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¹ Master of Fergana State University, Fergana, UZB(zhakimova@gmail.com)

BARAK OBAMANING INAUGURATSION NUTQIDA QO'LLANILGAN METAFORANING LINGVOKOGNITIV ASPEKTLAR

KALIT SO'ZLAR:

konseptual metafora,
kognitiv tilshunoslik,
inauguratsion nutq,
Barak Obama

ANNOTATSIYA

Zamonaviy lingvistikada konseptual metafora tushunchasi juda katta qiziqishga sabab bo'lmoqda. Chunki ushbu tushuncha metaforani faqat til masalasi emas, balki ong masalasi ham hisoblanishini isbotlab berdi. Ushbu maqolada konseptual metafora bo'yicha turli yondashuvlar haqida ma'lumot berilgan. Keyin esa AQSH prezidentlaridan biri Barak Obamaning inauguratsion nutqida qo'llanilgan metafora tahlil qilinib, uning lingvokognitiv xususiyatlari izohlangan.

KIRISH

Metafora faqat til masalasi emas, balki ongga ham bog'liq. Bu nazariya orqali esa biz siyosatchilar nega aynan o'z nutqlarida metaforadan foydalanadi degan savolga javob olishimiz mumkin. Chunki metaforadan foydalanish orqali tinglovchining ongiga bevosita ta'sir o'tkazish mumkin. Shu sababli ham deyarli barcha siyosatdonlar o'z nutqlarida metaforadan foydalanishni afzal ko'rishadi. Ushbu siyosatdonlar qatorida AQSH prezidenti Barak Obamani ham uchratishimiz mumkin. Uning prezident sifatida so'zlagan ilk nutqi ushbu reja uchun subyekt qilib olingan.

METODIKA

Quyida biz Barak Obamaning prezident sifatida kirish nutqida qo'llagan metaforalarni lingvokognitiv jihatdan tahlil qilamiz. Bunda biz George Lakoff, tilshunos, and Mark Johnson, faylasuf tomonidan ilgari surilgan konseptual metaforani asos qilib olamiz. Barak Obamaning kirish nutqini tahlil qilish jarayonida quyidagi konseptual metaforalarni aniqladik:

Konseptual metaforalar nomi

1. CHANGES ARE MOVEMENT
2. STATES ARE LOCATIONS
3. STATE IS A MOTION OVER A LANDSCAPE
4. POLITICS IS FIGHT/WAR
5. ACTIONS ARE TRANSFER
6. POLITICS IS A JOURNEY
7. MORE IS UP; LESS IS DOWN
8. ACHIEVING A PURPOSE IS AGRICULTURE

Umuman olganda, Barak Obamaning inauguratsiya nutqida Changes are Movement konseptual metaforasiga namuna bo'la olaadigan ikkita ma'lumot topdik:

(1) *Shu kungacha 44 ta odam prezidentlik qasamyodini qabul qildi. So'zlar farovonlik va tinchlik suv to'lqinlari ko'tarilgan paytda ham shunday aytilgan edi.*

(2) *Bugungi kunda biz so'rayotgan savol bizning hukumatimiz juda kattami yoki juda kichikmi kabi emas, balki hukumat oilalarga yaxshi va oilasini boqa oladigan kasb*

topshiga, nafaqa olishiga yordam beryaptimi. Agar javob "ha bo'lsa, biz ilgari siljishni niyat qiamiz, agar javob yo'q bo'lsa dastur tugaydi.

1-metaforik iborada manba domen vazifasini "ko'tarilgan toshqinlar" va "tiniq suvlar iborasi, maqsad domen vazifasini esa "farovonlik" va "tinchlik" so'zlari bajaryapti. Ko'rinib turibdi, "farovonlik to'lqinlari" va "tinchlik suvlari" iboralari, harakatni- o'zni o'zi boshqaruvchi yoki boshqacha- ya'ni joyni o'zgartirish bilan yoki muqim holatda tutish bog'liq bo'ladi. Agar u yo'nalish o'zgarganini o'z ichiga olsa, oldinga, orqaga, tepaga, pastga kabi bo'lish so'zlari bilan bog'liq bo'lishi mumkin. Shunday qilib, "farovonlikning ko'tarilgan to'lqini" iborasi orali prezident farovonlik har qachongidan ham yaxshi bo'layotganligini va tinchlik esa o'zgarmaganligini ifodalagan,

2-metaforik ifodada manba domen bu "biz oldinga siljishni niyat qilamiz" va "dastur tugaydi" iboralari edi. Maqsad domen esa AQSH hukumatining ish izlovchilarni ish bilan ta'minlash, ular uchun yaxshiroq ijtimoiy kafolat yaratib berish g'oyasidir.

NATIJA VA MUNOZARALAR

Har ikkala ifodlarda ham Obama bizga George Bushdan uning davrigacha Amerikning barcha prezidentlari prezidentlik qasamyodini qabul qilishgani va Amerikaning taraqqiyoti uchun harakat qilshganini aytmoqchi bo'ladi. "Barcha urinishlarning asosiy Amerika iqtisodiyotini rivojlantirish va farovon hayot bilan ta'minlashdan iboratdir. Bu maqsadlarga erishishning yagona yo'li bu xalq bildirgan ishonch va xayrixohlikdir" deydi o'z nutqida.

STATES ARE LOCATIONS metaforasi bo'yicha Barak Obamaning inauguratsion nutqida faqat bitta ma'lumot mavjud:

(3) Barchaga yaxshi anglashilgandek, biz hozir inqirozning o'rtasida turibmiz. Millatimiz zo'ravonlik va nafratning keng qamrovli tarmog'iga qarshi kurash jarayonidadir.

(4) Biroq bulutlar va bo'ronlar orasida tez-tez qasamyod qilinadi.

3-metaforik iborada manba domen bo'lib o'rtasida" va "millatimiz urush davrida" iboralari bo'lsa, maqsad domen esa "inqiroz" va "zo'ravonlik va nafrat tarmogi" ifodalari hisoblanadi. Ushbu metaforik ifodadan foydalanish orqali shuni anglashimiz mumkinki, Amerika iqtisodiy inqirozi ma'lum bir holatda joylashgan, ya'ni qirg'oq yoki tashqi sohada emas, aynan o'rta holatda joylashib turibdi. Bunday tushuncha kognitiv tilshunoslikda "Spatial metaphor" deyiladi. Amerika fuqarolari inqirozni boshdan o'tkazishmoqda, bundan tashqari, uzoq masofadan turib hamma joyga zo'ravonlik va nafrat sochayotgan terroristlardan qo'rquvni ham.

Amerika prezidenti bu iboralari orqali davom etayotgan terroristic urushni ta'kidlar ekan, "Al-Qoida" terroristic tashkloti haqida hech qanday aniq izoh bermaydi.

4-metaforik iborada esa manba domen bo'lib, "to'planayotgan bulutlar" va "kuchayayotgan bo'ron" iboralari xizmat qilsa, maqsad domen esa "qasamyod" va Amerika prezidentlarining prezidentlik qasamyodi" ifodalari bo'ladi. "Qasamyod to'planayotgan bulutlar va kuchayayotgan bo'ron orasida qabul qilinadi" metaforik ifodasidan anglash mumkinki, "admist" so'zining o'zi "qo'rquv yoki hayajonga sabab bo'luvchi biror narsaning o'rtasi degan ma'noni bildiradi. Shunday qilib, aytish mumkinki, "to'planayotgan bulutlar" va "kuchayayotgan bo'ron" ifodalari Amerika xalqining yaqin kunlardagi yomon iqtisodiy

vaziyatdan xavotiri, qo'rquvini ta'riflaydi.

ACHIEVING A PURPOSE IS AGRICULTURE

Barak Obamaning dastlabki nutqida ushbu konseptual metaforani ifodalovchi faqat bitta ibora mavjud:

“Butun dunyo bo'ylab mojaro urug'ini sepmoqchi bo'lgan yoki o'z jamiyatining illatlarini G'arbga yuklamoqchi bo'lgan rahbarlarga – bilingki, xalqingiz sizni nima vayron qilganingizga emas, nima qurishingiz mukinligiga qarab baholaydi.

XULOSA

Ushbu iborada manba domen bu “urug' sochmoq” bo'lsa, maqsad domen “mojaro” so'zlaridir. Ushbu konseptual metafora antiqa metaforik hikoya chizig'iga ega: umumiy bir maqsadga erishmoqchi bo'lganlar xuddi yerga ekin ekishayotgandek, ularning erishilajak maqsadlari esa qattiq mehnat orqali erishish mumkin bo'lgan hosildir.

Yuqoridagi ma'lumotlarni tahlil qilish natijasida shuni aytishimiz mimkinki, Barak Obama metaforadan samarali va ijodiy foydalanish orqali xalqini o'zining kelajak haqidagi rejalariga ishontira olgan. U o'z nutqida Amerika hozirda duch kelayotgan iqtisodiy tartibsizlik va millatning o'z-o'ziga bo'lgan ishonchini yo'qotishi kabi muammolarni tahlil qilgan va yechimlar izlagan

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ANALYSIS OF COMPONENTS IN THE STUDY OF BULLDOZER BLADES

Khujanazarov Bobir Farmonovich¹

Jizzakh Polytechnic Institute

KEYWORDS

earth-moving machines,
bulldozer,
knife,
digging,
efficiency

ABSTRACT

Modernization of the bulldozer blade design elements is considered in conjunction with various options of volumetric knife systems. Thus increase in productivity of the bulldozer is supposed by increased the depth of cutting of soil. The considered variants of intensification of the process of excavation of the proposed working bodies of earthmoving machinery.

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¹ Senior Lecturer of Jizzakh Polytechnic Institute, Jizzakh, UZB(bobirfarmonovich@gmail.com)

BULDOZER PICHQQLARINI O'RGANISHDA TARKIBIY ELEMENTLARINI TAHLIL QILISH

KALIT SO'ZLAR:

yer ko'chirish mashinalari,
buldozer,
pichoq,
qazish,
samaradorlik

ANNOTATSIYA

Buldozer pichog'ining strukturaviy elementlarini modernizatsiya qilishda bir necha ko'rinishda yasalgan buldozer pichoqlarining shakl holatlari ko'rib chiqiladi. Volumetrik pichoq tizimlari uchun turli xil variantlar bilan tayyorlangan buldozer pichoqlarining ish unumdorligini oshirish kutilmoqda. Kesish chuqurligini faollashtirish uchun bir qancha variantlar ko'rib chiqiladi. Tuproqni ko'chirish buldozerlarning taklif qilingan ishchi organlari tomonidan qulayliklarini tahlil qilinadi.

KIRISH.

Tuproqda ishlovchi mashinalarning ish unumdorligini oshirish hozirgi rivojlanish jarayonida zamon talablaridan bo'lib yuzaga keladigan sa'y-harakatlarning umumiy taqsimoti bilan belgilanadi. Tuproqni qazishda asosiy qarshilik qachon sodir bo'lishi isbotlangan tuproqni massivdan yer ko'taruvchi transport vositalarining ishchi organlarining pichoq tizimi bilan ajratish. Bu yer prizmasining oldida oldinga siljish hollarini hisobga olmaydi. Buldozer va greydning pichog'i yoki skreperning idishini gurunt bilan to'ldirishda ish pichoqlarning o'rni beqiyos kattadir.

Qurilish mashinalarining ish pichoq tizimining turi ham qazishni yaxshilashga sezilarli ta'sir ko'rsatadi.

Buldozer ish pichog'i tuproq uning bilan birga bo'lgan (otval) pichoq bilan ko'chiriladi chizma prizmasidan yon roliklarga yo'qotishlar va bu, o'z navbatida, chegaralaydi [1,4]. Tuproqni tashishning foydali diapazoni buldozerning to'g'ridan-to'g'ri frontal (aylanmaydigan) (otval) pichoqning surish vasofasi qoida tariqasida, 80 m dan oshmaydi. Shuning uchun samaradorlikni oshirishda buldozerlar rejada U shaklidagi konfiguratsiyaga ega bo'lgan yarim sharsimon pichoqlar bilan jihozlangan. Bunday pichoqlar odatda uchta qismdan iborat: o'rta (frontal) va ikkita o'ta qiya o'rnatilgan. An'anaviy dizayndagi yarim sharsimon pichoqlar uchun o'rtacha uzunligi kesma pichoqning taxminiy uzunligidan 0,8 ga teng, ekstremal qismlarni olish burchagi esa 60- 65°ni tashkil etadi.

Biroq, ushbu konfiguratsiyaga ega bo'lgan pichog'ining muhim kamchiliklaridan biri bo'limlarning bo'g'inlarida materialni yopishtirish, ayniqsa plastik tuproqlarni ishlab chiqishda deb hisoblaymiz.

Ushbu kamchilikni bartaraf qilish uchun yarim sharning dizayni erkin o'rnatilgan aylanadigan diskli pichoqlar shaklida disk uchi bo'limlari bilan pichoq oralig'i tahlil qilinadi [4,9]. O'rganilayotgan pichoq tizimlarining innovatsion turlarini modernizatsiya qilish uchun asos mashinalari qamrab oluvchi (blokirovka) qilingan pichoq kesishni yarim erkin yo'li yoki almashtirish printsipi bilan uning rivojlanishining o'ziga xos energiya sarfini kamaytiradi.

Ushbu natijaga qattiq kesma chetini an'anaviy pichoqni proportsional segmentlarga va ularni uzunlamasına siljitish orqali va burchakni hisobga olgan holda mashinaning

harakatiga nisbatan vertikal yo'nalishlar bo'lish xususiyatlari orqali erishish mumkin [17,20]. Ko'rib chiqilayotgan muammoning mavjudligi sababli dolzarbligi ortib bormoqda o'ziga xos energiya mashinalar harajatlarining kamayishi bilan tuproq rivojlanishining kuchayishini tushunish mahalliy mashinasozlik va yerni ko'chirish ilmiy tadqiqotlarida olib borilmoqda.

MAQOLANING MAQSADI.

Buldozer ish pichoqlarni tahlil qilib chiqqanimizda bir qatorli yoki ikki qatorli pichoqli qirg'ich tizimlari va birlashtirilgan pichoq tizimlariga e'tibor qaratish lozim bir nechta chiqadigan pichoqli buldozerlar, shuningdek, yon sharflar, bir xil tekislikda joylashtirilgan.

Tadqiqot adabiyotlarida o'zgarishlar aks ettirilgan murakkab profilning pichoq tizimini loyihalashni modernizatsiya qilish. Bunday dizayn chiqadigan o'rta pichoq, chiqadigan pichoqlar va yon burchaklarni o'z ichiga oladi, bir xil tekislikda joylashgan, shuningdek, uch o'lchamli pichoq tizimlari to'rtburchaklar profil. Hozirgi vaqtda mualliflik guvohnomalari va ixtirolar uchun patentlar, texnik va texnologik himoyalangan echimlar mavjud, bu erda pichoq tizimining tarkibiy elementlarini shakllantirish amalga oshiriladi. Bul'dozer ish pichoqlarining chiqadigan trapezoid shaklidagi pichoqlar va turli burchakli yon sharflar gorizontalgaga egish, shuningdek, yon burchaklardan foydalanish mahsuldorlikni keskin oshiradi.

Buldozer, pichog'ini tanqidiy chuqurlikda qazib olish holatlari o'rganib chiqildi, chunki ularning yordami bilan tuproq to'planadi va prizmagaga yo'naltiriladi, ish paytida avtomatik ravishda sodir bo'lgan yon zonalaridan fazoviy pichoq tizimlarining muayyan ishlanmalari ma'lum to'rtburchakli profil, bu yerda kesish pichoqlari vertikal va bo'ylama siljishiga ega pichoq harakatining yo'nalishi haqida ma'lumotlar keltirilgan. Bunday turdagi pichoq tizimi mavjud.

Nosimmetrik pichoq tizimlari bloki ko'rinishidagi analoglar. Bunday tizimlar quyidagilarni o'z ichiga oladi.

Ikki qatorli pichoqlarni joylashtirish bilan uch o'lchamli pichoq tizimlarining har birining bajarilishi gorizontalgaga moyilligining turli burchaklari bilan taqqoslab ko'rib, sinov natijalari tahlil qilinadi.

Bu yerda buldozer pichog'i oldida chiqadigan pichoqlar individual kesishning bo'ylama va vertikal ofsetiga ega bo'lib olib borilgan tajribalar ustida qilingan ishchi organning harakat yo'nalishiga nisbatan pichoqlarning yon burchaklarining kesishish qirralari o'rganib chiqildi.

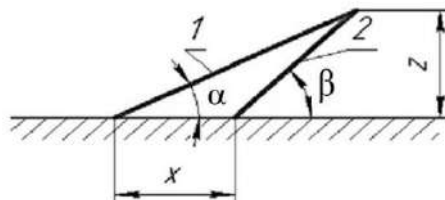
Buldozer pichoqlarning har birida yon sharflar bor va volumetrik pichoq tizimidan o'tgandan keyin tuproq yuzasi relefga tekis profilga ega bo'ladi.

Sxema misolidan foydalanib, buldozerning hajmli pichoq tizimini ko'rib chiqamiz masofaviy pichoqlar bilan volumetrik pichoq tizimlari guruhlar uchun konstruktiv variantlar va yon sharflar ko'rib tahlil qilinadi.

Ratsional dizayn echimlari va ularning qiyosiylikni aniqlash tahlil qilish, biz fazoviy taqsimotning dizayn sxemalari uchun uchta variantni taqdim etamiz.

Matematik va talablariga moslashtirilgan pichoq tizimlarining elementlari, jismoniy modellashtirish.

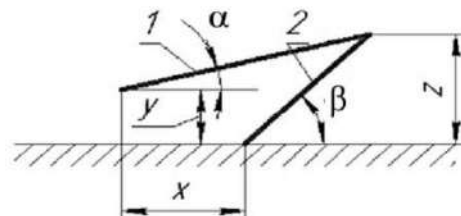
Shakldagi birinchi variantda. Pichoq tizimining 1 ta kesuvchi qirralari joylashtirilgan X ning uzunlamlasina siljishi bilan bitta gorizontall tekislik bloklangan qazishni yarim erkin yoki ozod o'tishi bilan aniqlanadi.



1-rasm. Volumetrik pichoqning nisbiy fazoviy joylashuvi sxemasining birinchi versiyasi tizimlari: 1 - pichoqlarning oldingi qatori; 2 - pichoqlarning orqa qatori; X , Y - kesishning uzunlamlasina va vertikal siljishi qirralarning; a , b - old va orqa pichoqlarning mos ravishda tekislikning gorizontalliga moyillik burchaklari; z - pichoq balandligi.

Ikkinchi guruh (2-rasm) bilan kesish qirralarini joylashtirishni nazarda tutadi old va orqa pichoqlarning X va vertikal bo'ylab uzunlamlasina siljishi b bilan ofset. X qiymatini bevosita aniqlash mumkin.

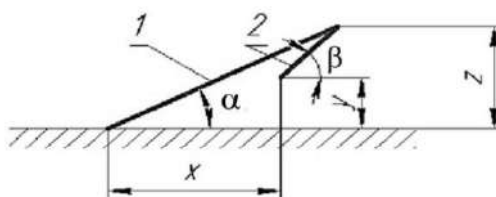
Birinchi guruhga o'xshash. Old pichoqlarning chiqib ketish qirralari orqa tomondan balandroq joylashtiriladi. b qiymati, o'z navbatida, tanqidiy qazish chuqurligi bilan aniqlanishi mumkin.



2-rasm. Volumetrik pichoqning nisbiy fazoviy joylashuvi sxemasining ikkinchi versiyasi tizimlari.

Uchinchi guruh (3-rasm) shuningdek, chiqib ketish qirralarini joylashtirishni nazarda tutadi. Turli gorizontall tekisliklarda va bo'ylama bilan uch o'lchovli pichoq tizimlari old va orqa pichoqlarning X ga siljishi va ularning vertikal siljishi

b qiymati. X qiymati birinchi va ikkinchi guruhlariga o'xshash tarzda aniqlanadi. Old pichoqlarning kesish qirralari orqa pichoqlar ostida joylashgan.



3-rasm. Volumetrik pichoqni nisbiy fazoviy joylashtirish sxemasining uchinchi versiyasi tizimlari.

Uchinchi variant oldingi pichoqlarning o'ta kritik chuqurlikda ishlashi bilan

tavsiflanadi va shuning uchun ularning kengligi orqa pichoqlarning kengligidan sezilarli darajada kam bo'lishi kerak. Bu ochilishning pastki qismida tuproqni maydalashdan qarshilikni kamaytirishga yordam beradi.

Bu yerda ularning asosiy maqsadi tuproqning uzluksiz massivida shaffof kesishlarni shakllantirishdir, qattiq tuproq chiplarini qismlarga bo'lish va bepul sharoit yaratish maqsadida orqa pichoqlar bilan tuproqni qazish. Nisbatan fazoviy taqsimot sxemalarining ko'rib chiqilgan variantlari pichoqlar uzoqdan pichoqlar va yon devorlardan iborat. Bu yerda old tomonning yon devorlari va orqa pichoqlar ularga ma'lum bir burchak ostida joylashtiriladi, mos keladigan pichoqlar bilan umumiy qirraga ega va ular orasidagi qattqlikning birlashtiruvchi elementlari hisoblanadi.

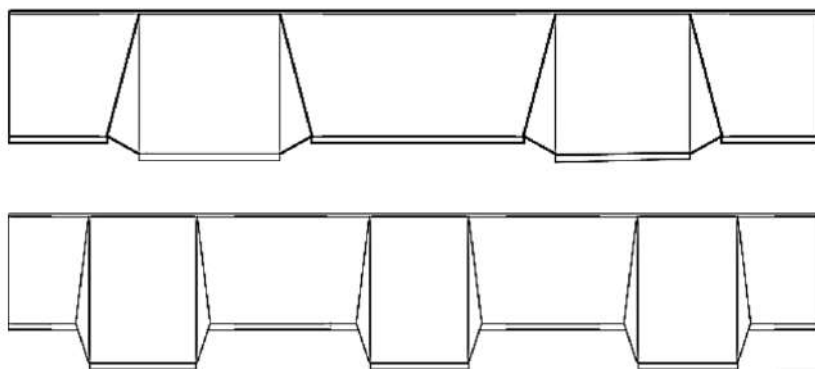
Old va orqa pichoqlar bilan tuproqni qazishda turli qazish burchaklari bilan pichoqni joylashtirish kerak bo'ladi, oldingi pichoqlarning qazish burchagi α orqa pichoqlarning qazish burchagi β dan kam bo'lsa, old va orqa pichoqlar tekisliklarining bir vaqtning o'zida silliq o'tishini ta'minlaydi. Buldozer pichog'ining frontal tekisligida yon devorlarning shakli, ularning burchakli joylashishini hisobga olgan holda, zonalarga mos keladi.

Kritik nuqtada ishlaganda ustun pichoqlari bo'ylab tuproqni lateral yo'q qilish qazish chuqurligi hamda tizimi tufayli muhim texnik va iqtisodiy harajatlar hisobga olinib, ishlab chiqarish va texnik xizmat ko'rsatishning murakkabligi, ishlab chiqish jarayonida bu zarur va muhim hisoblanadi. Ishchi pichoqlarning alohida tarkibiy qismlarining minimal sonini ta'minlash uchun nosimmetrik volumetrik pichoq tizimlari bloki va ularning imkoniyatlarini ham hisobga olish kerak.

Bu taklif qilingan texnik echimlarni amalga oshirishda mahsulot assortimentini qisqartirish imkonini beradi.

Pichoqning shakli teshiklarda tuproqning to'planishiga yordam beradi uning keyingi harakati uchun ustunlar o'rtasida. Kesish jarayonida tuproq massasining alohida jo'yaklarga bo'linishi mavjud bo'lib, bu qo'shimcha qazish ishlarini osonlashtiradi. Shunday qilib, bir vaqtning o'zida surish va qazish kuchayadi va buldozerning ish samaradorligi oshadi.

Qo'shimcha tadqiqotlar uchun to'plamlar taklif etiladi. Buldozerlarning volumetrik pichoq tizimlarining tegishli fizik modellariga muvofiq yuqorida tavsiflangan variantlarning har biri bo'yicha rasmda keltirilgan (4-rasm).



4-rasm. Fundamental pichoq tizimi ning ikkinchi variantini o'rganish uchun fizik modellarning variantlari volumetrik elementlarning o'zaro nisbiy fazoviy joylashuvining dizayn sxemalari keltirilgan.

Tadqiqotning asosiy omillari sifatida quyidagilardan foydalanish mumkin: tashqi pichoqlar va yon devorlar soni, chiqib ketish qirralarining uzunlamasına siljishi, pichoqlar va hakoza. Pichoqlarning kesish qirralarini vertikal kesish va tuproq zichligini ham e'tiborga olish lozim.

Xulosa qilib, biz quyidagilarni umumlashtirishimiz mumkin: Tuproq ishlarida asosiy muammo buldozer pichog'i bilan qazish samaradorligini oshirish. Texnik jihatdan bu qazish qarshiligining pasayishida o'zini namoyon qiladi, bu eng ko'p mashinaning tortishishini hisoblashda muhim ahamiyatga ega.

Ushbu muammoni hal qilish uchun mavjudlarini ajratib olamiz. Ko'rib chiqilgan qurilmalarni hisobga olingan holda Qurilma konfiguratsiyasi fazoviy joylashuvning uchta variantining sxematik modellari taklif etiladi. Buldozer pichog'ining volumetrik pichoq tizimi. Keng pichoq tizimi umumiy qazish chuqurligini oshiradi. Buldozerning ish samaradorligini oshirish va yer ko'chiradigan transport vositalarining ishchi organlari tomonidan tuproqni qazish jarayonini faollashtirish.

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WAYS TO INCREASE THE PROFESSIONAL RELIABILITY OF THE DRIVER

Pardaboyev Utkir Abduraximovich¹

Azimov Akmal²

Jizzakh Polytechnic Institute

KEYWORDS

driver,
car,
traffic safety,
crossroads,
driver's work time,
rest time,
road map,
traffic schedule

ABSTRACT

The driver's professional readiness is determined by his age, work experience, professional knowledge and skills acquired during employment. Mental preparation for driving is also important here. A driver's ability to work is determined by his high quality performance and ability to perform his duties effectively.

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¹ Assistant of the Department of "Vehicle Engineering", Jizzakh Polytechnic Institute, Jizzakh, UZB (utkirpardaboyev@gmail.com)

² Assistant of the Department of "Vehicle Engineering", Jizzakh Polytechnic Institute, Jizzakh, UZB (akmaldotsent@gmail.com)

HAYDOVCHINING KASBIY ISHONCHLILIGI OSHIRISH USULLARI

KALIT SO'ZLAR:

haydovchi,
avtomobil,
harakat xavfsizligi,
chorraxa,
haydovchi ish vaqti,
dam olish vaqti,
yo'l varaqasi,
yo'nalish grafigi

ANNOTATSIYA

Haydovchining kasbga tayyorlanganligi uning yoshi, ish staji, mehnat faoliyati davrida olgan kasbiy bilimlari va mahorati (ko'nikmalari) bilan aniqlanadi. Haydovchilikka ruhiy tayyorgarlik ham shu o'rinda muhim ahamiyat kasb etadi. Haydovchining ish qobiliyati uning yuqori sifatli ko'rsatkichlari va o'z vazifasini samarali bajara olishi bilan aniqlanadi.

Haydovchi axborotlarni sezish a'zolari orqali qabul qiladi: ko'rish, eshitish, hid bilish, ushlab ko'rish, bo'g'in mushak orqali sezish va boshqalar. Bu a'zoldan eng asosiysi ko'rish a'zolari hisoblanadi, chunki haydovchi 90-95% axborotni ko'rish orqali qabul qiladi.

Axborotlarni qabul qilish, ularni tushinib etish va avtomobilni boshqarish uchun to'g'ri yechim qabul qilish va o'z vaqtida to'g'ri xatti harakatlarni amalga oshirish haydovchining shaxs sifatida mijoziga ruxiy-fiziologik imkoniyati va holatiga, kasbiy tayyorgarlik darajasiga bog'liq.

Haydovchining kasbiy ishonchliligi deb, uni butun ish davomida va barcha yo'l sharoitlarida avtomobilni xavfsiz boshqara olish qobiliyatiga aytiladi.

Haydovchining kasbiy ishonchliligi quyidagi ko'rsatkichlar bilan tavsiflanadi:

- haydovchining kasbga yaroqliligi;
- haydovchining kasbiy tayyorgarligi;
- haydovchining ish qobiliyati;

Haydovchining kasbga yaroqliligi uning sog'ligi, ruhiy-fiziologik sifatleri bilan aniqlanadi. Avtomobil harakati davomida haydovchiga turli darajadagi shovqinlar ta'sir etib [1,10,18,21,22], uning tez charchashiga sabab bo'ladi.

Haydovchining kasbga tayyorlanganligi uning yoshi, ish staji, mehnat faoliyati davrida olgan kasbiy bilimlari va mahorati (ko'nikmalari) bilan aniqlanadi. Haydovchilikka ruhiy tayyorgarlik ham shu o'rinda muhim ahamiyat kasb etadi.

Haydovchining ish qobiliyati uning yuqori sifatli ko'rsatkichlari va o'z vazifasini samarali bajara olishi bilan aniqlanadi.

Yo'llarning holati va jihozlari, yo'l harakatini tashkil etish darajasi, transport oqimining jadalligi va tarkibi, harakat tezligi va muhit ham haydovchining kasbiy ishonchliligiga katta ta'sir etadi.

Haydovchi mehnatining ruhiy-fiziologiyasi haydovchilarning kasbiy faoliyatidagi ruhiy jarayonlarni, ularga qo'yilishi lozim bo'lgan talablarni, uning kasbiy ishonchliligini oshirishga, sog'ligini saqlashga va ish unumdorligini oshirish tamoyillarini o'rganadi.

Bu izlanishlarga haydovchining inson sifatida bosh miya qobig'idagi fiziologik jarayonlar asos bo'lib xizmat qiladi, ya'ni:

- kasbiy faoliyati davrida mahoratini oshirish;
- o'z faoliyatini tahlil qila olish (kuzatuvlari, tajribasi va bilimlarini

umumlashtirish);

-mahorati, faqat kerakli axbarotlarni xotirada saqlab qolish va qayta qo'llash;

-bir marta qilgan xatoni yana qaytarmaslik;

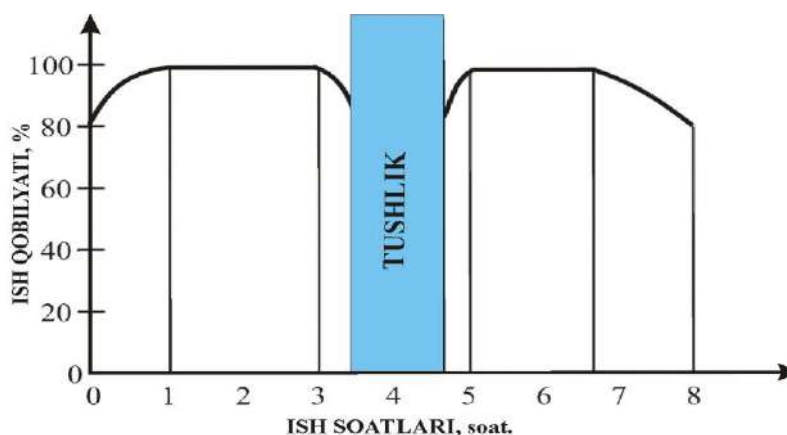
-har xil sharoitlardagi faoliyatlarga ko'nikish;

-AHYPM tizimining elementlaridagi nosozlik va yuzaga kelgan kamchiliklarni o'z xatti harakatlari bilan bartaraf eta olish;

-kasbiy faoliyatiga tegishli salbiy va ijobiy odatlarning paydo bo'lishi va hakoza.

Haydovchining fiziologik imkoniyatlari uning sog'ligiga, jismoniy ahvoriga bog'liqdir [6,7, 14, 16,17], uning ish qobiliyatini aniqlab beruvchi omil vazifasini bajaradi.

Haydovchining ish qobiliyati ish jarayonida charchashi oqibatida pasayishi uning ruhiy holatini tavsiflovchi sifatlariga ham salbiy ta'sir etadi. Ish qobiliyatining pasayishi haydovchini ko'p xatolarga yo'l qo'yishiga va natijada YTHni sodir bo'lish ehtimolining ortib ketishiga olib keladi.



1-rasm. Haydovchining ish qobiliyatini ish soatlari davomida o'zgarish grafigi.

Haydovchining ish qobiliyati ish faoliyati davomida charchashi oqibatida pasayib boradi. Ma'lum muddat o'tgandan keyin haydovchi dam olsa u yana tiklanadi (1 - rasm). Agar haydovchining dam olganidan keyin ham ish qobiliyati tiklanmasa, bu o'ta charchash deb ataladi. Masalan, kechasi yaxshi va to'yib uxlamasa, xuddi shuningdek xaftaning oxiriga kelib charchoqlar yig'ilib borganligi uchun bu ham o'ta charchashga olib keladi.

Haydovchi ish qobiliyatining ish kuni davomida o'zgarib borishini 3 davrga ajratish mumkin.

Birinchi davr – kirish bo'lib, haydovchi dam olishdan so'ng ishga chiqqani uchun ma'lum vaqt yo'l sharoitiga ko'nika olmaydi. Vaqt o'tishi bilan uning ish qobiliyati ortib boradi.

Ikkinchi davrning boshida ish qobiliyati o'zining eng katta qiymatiga etadi va ma'lum vaqt davomida turg'in saqlanib qoladi.

Ish vaqtini davom etishi bilan shunday davr boshlanadiki, endi ish qobiliyati yana pasaya boradi [17]. Tushlik va dam olish haydovchining ish qobiliyatini yana ortishiga olib

keladi. Kunning oxiriga kelib charchoqni ortishi oqibatida ish qobilyati ma'lum bir jadallik bilan pastga qarab ketadi.

Har bir haydovchining ish kuni "Avtomobil haydovchilarining ish soatlari va dam olishlari haqida nizom" asosida tashkil etilishi kerak.

Ushbu nizomga ko'ra haydovchining haftalik jami ish soati 41 soat, kunlik 7 soat va dam olish kuni arafasida 6 soat qilib belgilangan, ya'ni ish kuni 1soatga qisqartirilishi kerak. Agar ishlab chiqarish sharoiti 7 soatlik ish soatini ta'minlay olmasa ish soati 10 soatgacha cho'zilishi mumkin 12 soatlik ish kuni esa faqat kasaba uyushmasi mar- kaziyo'q' mitasining ruxsati bilan tashkil etilishi mumkin. Haydovchining ish kunini rejalashtirishda har ikki kunlik ish soatiga 4 soat va bir yildagi ish soatiga qo'shimcha 120 soatdan ortiq ishlashiga ruxsat etilmaydi.

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THE IMPORTANCE OF SPORTS GAMES IN CHILD HEALTHY DEVELOPMENT

Muzrapov Bunyod Sunatovich¹

Samarkand branch of the Tashkent State University of Economics

KEYWORDS

sports games,
exercise,
health,
fitness,
development,
physical development,
healthy child

ABSTRACT

This article discusses the role and importance of sports in the healthy development of the child's personality, sports games aimed at preventing physical weakness in children. Information on the mechanisms of action of sports in the healthy growth of children is covered.

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¹ Teacher of the Department of Natural Social and Physical Culture of the Samarkand branch of the Tashkent State University of Economics

SPORT O'YINLARINING BOLA SOG'LOM RIVOJLANISHIDAGI AHAMIYATI

KALIT SO'ZLAR:

sport o'yinlari,
jismoniy mashqlar,
sog'lomlik,
chiniqtirish,
rivojlanish,
jismoniy rivojlanish,
sog'lom bola

ANNOTATSIYA

Ushbu maqolada bola shaxsini sog'lom rivojlanishida sport o'yinlarining ahamiyati, muhim tomonlari, bolalardagi jismoniy zaifligini oldini olishga qaratilgan sport o'yinlari borasida so'z boradi. Bolalar sog'lom o'sishida sport o'yinlarining ta'sir mexanizmlari buyicha ma'lumotlar yoritiladi.

TADQIQOTNING DOLZARBLIGI.

O'zbekiston respublikasi prezidenti Mirziyoev Shavkat Miromonovichning *"Yoshlarimizning mustaqil fikrlaydigan, yuksak intellektual va ma'naviy salohiyatga ega bo'lib, dunyo miqyosida o'z tengdoshlariga hech qaysi sohada bo'sh kelmaydigan insonlar bo'lib kamol topishi, baxtli bo'lishi uchun davlatimiz va jamiyatimizning bor kuch va imkoniyatlarini safarbar etamiz"*[1] deb aytgan fikrlarida yosh avlodimizning mukammal shaxs bo'lib voyaga etishi ularni xar tomonlama rivojlangan so'g'lom, kuchli bo'lib voyaga etishi muhimligi, har sohada jahon yoshlaridan qolishmaydigan farzandlarni tarbiyalash dolzarb masalalardan ekangigini anglashimiz zarurdir.

Afsuski, statistik ma'lumotlar jahonda bolalarning umumiy sog'lig'ining salbiy ta'sirlarning kupayotgani ma'lum. Qator ko'p omillarni sanab o'tamiz: Atrof-muhit omillarining ta'siri, zamonaviy hayotning ritmi, gadjetlar, kompyuterlarning paydo bo'lishi, maktabdagi va hatto bolalar bog'chasidagi zo'riqishlar; gullar va daraxtlar o'rniga bolani o'rab turgan ko'plab elektr jihozlarining ta'siri, toza havoda sayr qilishning oddiy etishmasligi – yosh bolaning sog'lig'ini zaiflashtiradi.

Shuning uchun immunitetni mustahkamlashga qaratilgan profilaktika choralari, shuningdek, jismoniy faollik yordamida tananing himoya kuchlarini mustahkamlash muhimdir. Jismoniy mashqlar va sport bilan shug'ullanishni qanchalik tez boshlasangiz, jismoniy va ruhiy salomatlik uchun shunchalik ko'p foyda keltiradi. Jismoniy tarbiya, sport va sog'liqni saqlash bir-biri bilan chambarchas bog'liq. Ikki xil tushuncha mavjud: jismoniy tarbiya va sport. Jismoniy tarbiya salomatlikni mustahkamlashga, sport esa maksimal natija va sport sohasida muaffaqiyatlarga erishishga qaratilgan.

Bu borada davlatimiz amalga oshirayotgan davlat siyosatida ham kelajak avlodni salohiyatli, bilimli, sog'lom, etuk bo'lib o'sishiga qaratilgan ishlar amalga oshirilayotganini ko'rishimiz mumkin.

TADQIQOTNING MAQSADI:

Bola shaxsini jismoniy soglom voyaga etishiga qaratilgan sport o'yinlari asosida imkoniyatlarni kengaytirishga qaratilgan tadbirlari buyicha ma'lumotlarni yoritish .

TADQIQOT VAZIFALARI:

-Bolani jismoniy sog'ligini ta'minlovchi sport o'yinlarini tadbiq etish;

- Bolani sog'lomlashtiruvchi sport o'yinlariga qaratilgan e'tiborni kuchaytirish;

TADQIQOT NATIJALARI VA UNING MUHOKAMASI:

Harakat inson tanasining normal ishlashi uchun zaruriy shartlardan biridir. Ma'lumki, bolalar kattalarnikiga qaraganda ko'proq harakatga bo'lgan tabiiy ehtiyojga ega, bu esa qondirilishi kerak. Shuning uchun shaxsni har tomonlama rivojlantirishning umumiy tizimida bolaning jismoniy tarbiyasi muhim o'rin tutadi.

Hozirgi Ochiq havoda o'tkaziladigan o'yinlar bolalarning axloqiy tarbiyasiga ham sezilarli ta'sir ko'rsatadi. O'yin ishtirokchilari o'z harakatlarini uning qoidalariga bo'ysundiradilar va ularga qat'iy rioya qiladilar. Qoidalar bolalarning xulq-atvorini tartibga soladi, ongli intizomni tarbiyalashga hissa qo'shadi, ularni o'z harakatlariga mas'uliyatli bo'lishga o'rgatadi va do'stlik tuyg'usini rivojlantiradi. Shunday qilib, ochiq havoda o'yin bolalarda ijobiy xarakter xususiyatlarini tarbiyalaydi hamda jismoniy, ruxiy sog'lom o'sishgini ta'minlaydi: qat'iyatlilik, jasorat, halollik, jamoada o'zini tutish madaniyati kabi shaxsiy xususiyatlar shakllanib boradi.

Ta'lim muassasalarida jismoniy tarbiya amaliyotini o'rganish shuni ko'rsatdiki, boshlang'ich ochiq o'yinlar to'liq jismoniy tarbiya muammolarini hal qilish uchun etarli emas. Shuning uchun bolalarning har tomonlama jismoniy rivojlanishida sport mashg'ulotlari, shuningdek, sport o'yinlari elementlari bilan ochiq o'yinlar katta o'rin egallaydi.

Sport o'yinlari (badminton, stol tennisi, basketbol, voleybol, futbol, xokkey) vazminlikni, tashkilotchilikni, kuzatishni, harakatlarning ma'lum bir texnikasini, vosita reaksiyasining tezligini talab qiladi. Ular tananing asosiy fiziologik tizimlari (asab, yurak-qon tomir, nafas olish) faoliyatini yaxshilashga, bolalarning jismoniy rivojlanishini, jismoniy tayyorgarligini yaxshilashga, ijobiy axloqiy va irodaviy fazilatlarni tarbiyalashga hissa qo'shadi, ularning rivojlanishi uchun qulay shart-sharoitlarni yaratadi. Jamoada do'stona munosabatlar, o'zaro yordam, jismoniy madaniyatga qiziqish, mustaqil o'rganishga bo'lgan ehtiyojni shakllantirish, harakatga bo'lgan biologik ehtiyojni qondirish kabi sifatlar rivojlanib boradi.

Sport o'yinlari katta mushak guruhlarini mustahkamlaydi, psixofizik fazilatlarni rivojlantiradi: kuch, tezlik, chaqqonlik, chidamlilik. Sport o'yinlarida bolaning aqliy faolligi oshadi, samoda orientatsiya olishi, aql-zakovati rivojlanadi, fikrlash tezligi, o'z harakatlaridan xabardorlik paydo bo'ladi. Bola o'z harakatlarini o'rtoqlarining harakatlari bilan muvofiqlashtirishni o'rganadi; unda vazminlik, o'zini tuta bilish, mas'uliyat, iroda va qat'iyat tarbiyalanadi; uning sensorimotor tajribasi boyib boradi.

Faoliyat turi sifatida sport elementlari bilan ochiq o'yinlar, qoida tariqasida, muayyan harakatlar uchun sharoitlarni o'zgartirishni o'z ichiga oladi, shuning uchun bu o'yinlarning aksariyati vosita qobiliyatlarining namoyon bo'lishi bilan bog'liq: tezlik-kuch, muvofiqlashtirish, chidamlilik, kuch, moslashuvchanlikni talab qiladi.

Sport elementlari bo'lgan o'yinlarda "mushak harakatlari hissi", "kosmos hissi", "vaqt hissi" turli analizatorlarning funktsiyalari yaxshilanadi. Bundan tashqari, sport elementlari bo'lgan ochiq o'yinlar bolaga turli xil, ancha murakkab harakatlar turlarini

o'zlashtirishga, mustaqillik, faollik va ijodkorlikni namoyon etishga imkon beradi.

Sport o'yinlarining elementlari bo'lgan o'yinlar bolaning yoshi, sog'lig'i, individual moyilligi va manfaatlarini hisobga olgan holda tanlanadi. Ular faqat maktabgacha yoshdagi bolalar uchun ochiq va foydali bo'lgan sport o'yinlari texnikasining ba'zi elementlaridan foydalanadilar. Sport o'yinlarining elementlari bo'lgan ochiq o'yinlar, ularni amalga oshirish uchun bolaning tanasini maxsus tayyorlashni talab qiladi. Buning uchun asosan bolalar bog'charida, turli oilaviy tadbirlarda, maktab sport to'garaklarida faqat bolalarga sport o'yinlari elementlarini tezda o'zlashtirish imkoniyatini beradigan o'yinlardan foydalanish kerak. Bolalar bilan tashkil etiladigan to'garaklarda badminton, kichik va stol tennisi, shuningdek, basketbol, voleybol, futbol, xokkey elementlari keng qo'llaniladi. Bu o'yinlar bolalarning jismoniy tayyorgarligi darajasini oshirishga, ularning jismoniy sifatlarini (chaqqonlik, tezlik, ko'z va boshqalar) rivojlantirishga yordam beradi. Maqsadli pedagogik faoliyatga yo'naltirilgan bolalar, vosita qobiliyatlarini rivojlantirishning asosiy usullaridan biri bo'lgan sport o'yinlarining elementlarini muvaffaqiyatli o'zlashtiradilar. Maktabgacha yoshdagi sport o'yinlarining elementlarini o'zlashtirish keyingi sport faoliyati uchun asos bo'ladi.

XULOSA:

Sport o'yinlari asosida bola shaxsi rivojlanishining asosiy bosqichlarida jismoniy sog'lom shakllanib borishi ta'minlanadi. Sport yoki shunchaki jismoniy faoliyat orqali bolalarning immuniteti mustahkamlanadi. Bola turli viruslar va bakteriyalarga nisbatan kamroq sezgir bo'ladi. Tana doimo yaxshi holatda bo'lib, bu turli kasalliklarning paydo bo'lishiga to'sqinlik qiladi.

Mushaklar, o'pka, yurak-qon tomir tizimi va tayanch-harakat tizimini mustahkamlash. Murabbiy nazorati ostidagi jismoniy faollik umuman bolaning tanasi uchun juda foydali. Har xil o'quv komplekslari mushaklarni rivojlantiradi, o'pka hajmini oshiradi, yurak va vosita apparatlariga ijobiy ta'sir ko'rsatadi. Organlarning to'g'ri ishlashi bolaning sog'lom hayotining kalitidir.

Shuni ta'kidlashimiz zarurki, sport o'yinlarini nafaqat ta'lim muassasalarida balki, maxalla, oila va turli bolalar muassasalarida tashkil qilish juda muxim xisoblanadi.

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NORIN DIALECT AND "DEVON" IDENTITY AND CHANGES IN THE VOWEL SYSTEM

Abbosxonova Maxlaroyim Saydullaxon qizi¹

Tashkent State University of the Uzbek language and literature

KEYWORDS

vowel,
"Devonian lug'otit turk",
Qarluq,
Kipchak,
vowel phoneme,
synharmonism,
Uyghur,
ancient Turkic,
chigatoy,
phonetic process

ABSTRACT

This article discusses the differences and similarities in the Uzbek dialect of Norin and the vowel system in Mahmud Kashgari's "Devonu lug'otit turk". They give examples of dialects and dialects, and explain the similarities and differences between them.

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¹ Master of Tashkent State University of the Uzbek language and literature, Tashkent, UZB

NORIN SHEVASI HAMDA “DEVON”DAGI UNLILAR TIZIMIDAGI AYNANLIK VA O‘ZGARISHLAR

KALIT SO‘ZLAR:

unli,
“Devonu lug‘otit turk”,
qarluq,
qipchoq,
unli fonema,
singarmonizm,
uyg‘ur tili,
qadimgi turk tili,
chig‘atoy,
fonetik jarayon

ANNOTATSIYA

Bu maqolada o‘zbek tilining Norin shevasidagi hamda Mahmud Koshg‘ariyning “Devonu lug‘otit turk” asaridagi unlilar tizimidagi farqlar va o‘xshashliklar haqida fikr yuritilgan. Ulardagi unlilarga shevadani hamda “Devon”dan misollar keltirib, ular o‘rtasidagi aynanlik va ayrimlar izohlangan.

Biz butun turkiy olam va o‘zbek tilining ilk nazariyotchisi, qomusiy va lingvist daho Mahmud Koshg‘ariyning to‘liq ismi-sharifi Mahmud ibn Husayn ibn Muhammad Koshg‘ariydir. Ul zot o‘z davridagi turkiy til va arab tiliga baho berib, “Arab tili va turkiy til xuddi poyga qilib chopayotgan ikki ulochi ot singaridir”, deb yozgan edi.

Daraqiqat, “Devonu lug‘otit turk”dek asar yozish fikri muallifning o‘z tili va madaniyatiga nisbatan buuyk muhabbati va iftixoridan darak beradi. Ayni zamonda ushbu asar muallifning chinakam ma‘rifatparvar bo‘lganligini, uning boshqa tillar va madaniyatlarga samimiy hurmatini isbotlaydi. Ayni paytda, ushbu kitobning boy mazmuni, chuqur o‘ylangan ichki tuzilishi muallifning chuqur intellektual hamda ma‘naviy salohiyatidan darak beradi.

Mahmud Koshg‘ariy “Devonu lug‘otit turk” kitobida bevosita o‘z hayotiga taalluqli bo‘lgan ba‘zi ma‘lumotlarni yozadi. Unda aytilishicha, u Issiqko‘lning janubiy qirg‘og‘idagi Barsg‘on shahrida tug‘ilgan. Shuningdek, agar uning ismidagi nisbasi ham e‘tiborga olinsa, Qoraxoniylar sulolasining markaziy mulki hisoblangan Koshg‘ar shahridan bo‘lib chiqadi. “Devonu lug‘otit turk” kitobida “urdu” so‘zi – shoh yashaydigan shahar, ya‘ni o‘rda deyilgan. Shuning uchun Koshg‘arni urdu kand, ya‘ni O‘rdakent – shohlar yashaydigan shahar deyishadi.

Shunday qilib, Mahmud ibn Husayn ibn Muhammad Koshg‘ariy 1029 yil Issiqko‘lning janubi-sharqiy qismida joylashgan Barsg‘on shahrida tug‘ilgan. Aytishlaricha, Barsg‘on Alp Er Tegin, ya‘ni Afrosiyob o‘g‘lining ismidir va aynan u Barsg‘on shahrini bunyod etgan kishidir. Tarixiy ma‘lumotlarga ko‘ra, Mahmud Koshg‘ariyning otasi – Husayn ibn Muhammad ham xuddi shu shaharda tug‘ilgan.

Afsuski, Koshg‘ariyning hayoti va faoliyatiga doir to‘liq ma‘lumotga ega emasmiz. Ma‘lumotlarga qaraganda, uning bobolari asli koshg‘arlik bo‘lib, XI asrda Bolasog‘unda tavallud topgan. Uning dastlab Koshg‘arda, so‘ngra Samarqand, Buxoro, Marv, Nishopur, Bag‘dod kabi mashhur shaharlarda tahsil ko‘rgani aytiladi. U yoshligidan til va adabiyot ilmi alohida qiziqish bilan qargan.

Keyinchalik Koshg‘ariy Xitoydan tortib, O‘rta Er dengizigacha bo‘lgan hududdagi mamlakatlarni kezib, uzoq yillar davomida turkiy xalqlar tarixi, tili, og‘zaki va yozma

adabiyoti, urf-odatlari, yashash tarzi, madaniyatini sinchiklab o'rganadi. Bunda, ayniqsa, turkiy so'zlarni to'plash, turkiy til va lahjalarni bir-biridan farqlash, ularni muntazam tartibga solishga harakat qiladi.

“Men turklar, turkmanlar, o'g'izlar, chigillar, yag'molar, qirg'izlarning shaharlarini, qishloq va yaylovlarini ko'p yillar kezib chiqdim, - deydi Mahmud Koshg'ariy. - Lug'atlarini to'pladim, turli xil so'z xususiyatlarini o'rgandim. Bu ishlarni til bilmaganligim uchun emas, balki bu tillardagi har bir kichik farqlarni aniqlash uchun qildim. Bo'lmasa, tilda ularning eng etuklaridan, eng katta mutaxassislaridan, xushfahmlaridan, eski qabilalaridan, jang ishlarida usta nayzadorlaridan edim. Turkiy til lahjalariga shunchalik diqqat qildimki, tillari butunlay dilimga jo bo'ldi. Ularni har tomonlama puxta asosda tartibga soldim. Bu kitob bir adabiy yodgorlik bo'lsin, deb xudoga sig'inib yozdim. Kitobni “Devonu lug'otit turk” (“Turkiy tillar lug'ati”) deb atadim”. Hozirgi zamon ilmiy tili bilan aytganda, Mahmud Koshg'ariy XI asrning ulkan tilshunos olimi va turkiy shevalarning buuyk tadqiqotchisi sifatida mashhur.

Namangan viloyati Norin shevasi ham turkiy tillarning kichik bir bo'lagi sifatida ildizlari Koshg'ariy boboning “Devon”ida aks etgan xalqlarning uzviy davomiy zanjir xalqasidir.

Norin shevasi fonetik-fonologik sathida o'n birinchi asrda qo'llangan ayrim nutq tovushlari batamom evalyutsion o'zgarishga uchramagan. Hamon tovushlar tizimidagi aynanliklar va o'zgarishlar kuzatiladi. Ularni quyidagicha bayon qilamiz:

Norin shevasi fonetik jihatdan o'zining murakkab xususiyatlariga egadir. O'zbek shevalari o'zaro unli va undoshlarning miqdori, sifati, fonetik jarayonlari bilan farqlansada, ayrim jihatlari orqali o'xshash hamdir. Ta'kidlanganidek hudud ikki: qarluq-chigil-uyg'ur va qipchoq lahjadan tashkil topgan bo'lib, ularning fonetik jihatdan ham har birining o'ziga xos tomonlari bor. shevada farqli tomonlarning mavjudligi u tarqalgan hududning joylashuv o'zni, tarixiy sharoitlari, aholi etnik tarkibining turliligiga bog'liq. Shu bois ham Norin shevalarida unli va undoshlarning miqdori va sifati barcha o'zbek shevalari kabidir. Shu o'rinda aytish joizki, o'zbek shevalarini areal yo'nalishda o'rganish orqali bunday masalalar o'z echimini topishi mumkin.

Har bir turkiy til lug'at tarkibini tashkil etuvchi umumxarakterga ega bo'lgan so'zlar turkiy tillarning barchasi uchun umumiy-mushtarak bo'lgani singari o'zbek tili hamda o'zbek xalq shevalarining ham o'ziniki bo'lgan so'zlardir. Turkiy tillarda muayyan so'zlarning o'xshashligi bu lisoniy birlik bir tildan ikkinchisiga o'tganligini anglatmaydi. Turkiy tillardagi o'xshashlikning muayyan sabablari bor, ya'ni turkiy tillarning aslida bir manbaga, bir genetik asosga ega ekanidan, ularning lug'at jamg'armasi qadimda yagona bo'lganligidandir.

Norin shevasida ishlatiladigan ko'plab so'zlar tarixda yirik nufuzni tashkil qilgan qipchoqlarga aloqador bo'lsa, qorluq tip shevalarda ishlatiladigan ko'plab so'zlar qorluq va uyg'ur tiliga yaqinligidan dalolat beradi. Aslida ham shunday. Chunki uyqorida ta'kidlaganimizdek, bugungi kunda o'zbek xalqi orasida saqlangan juda ko'plab urug'-qabila nomlari boshqa ayrim turkiy xalqlar o'rtasida ham shu urug'-qabila nomlari

uchraydi. Bularning barchasi turkiy xalqlarning qariyb barchasi oʻzaro qondosh-qarindosh etnik guruhlar majmuasidan iborat ekanligidandir. Shu bois ham turkiy tillar orasidagi yaqinlik, oʻxshashlikning mavjud boʻlishi, tabiiy.

Turkiy xalqlar, shu jumladan oʻzbeklar etnik tarixini oʻrganishda uyqorida taʼkidlaganimizdek, oʻrta asr mualliflaridan Mahmud Qoshgʻariyning «Devonu lugʻotit turk» nomli asari alohida oʻrinni egallaydi. Bu asarda ayrim shahar va qishloqlar aholisining lingvistik va etnik tarkibi, ijtimoiy tuzumiga oid qisqacha taʼriflar, etnotoponimikasi va ayrim qabila hamda urugʻlarning joylashishi toʻgʻrisida noyob maʼlumotlar keltirilgan. Eng muhimi, kitobda oʻzbeklarning qadimiy ajdodlaridan chigil, yagʻmo, qarluq, qipchoq, tuxsi va boshqa qabilalarning ijtimoiy va oilaviy turmushi, turli urf-odat va marosimlari, diniy eʼtiqodlari va tasavvurlari kabi ayrim etnografik xususiyatlarni aniqlashga yordam beradigan maʼlumotlar mavjud. Mahmud Qoshgʻariy Jayhundan to quyi Chin (Xitoy)gacha boʻlgan qabilalarning hammasini chigil, deb atashning xato ekanligini, bu erda juda koʻp qabilalar borligini koʻrsatib bergan. Turkiy xalqlarning tarixi, kelib chiqishi, tomiri umumiydir. Bundan qadimiy yozuvlarimiz, yozma yodgorliklarimiz, xalq ogʻzaki ijodi durdonalari ham guvohlik beradi. Maʼlumki, oʻzbek tilining qipchoq lahjasi qozoq, qoraqalpoq, qirgʻiz, tatar kabi tillar bilan aloqador boʻlsa, uning oʻgʻuz lahjasi turkman, ozarbayjon va turk singari tillar bilan umumiylikka ega. Qarluq-chigil-uygʻur lahjasi esa bevosita uygʻur tiliga yaqindir. Turkiy tillarning tarixiy taraqqiyot yoʻllarini belgilashda oʻtmishdagi urugʻ, qabila va qabila ittifoqi tillarini oʻrganish orqali ularning juda koʻplab urugʻ-qabila birliklaridan iboratligiga ishonch hosil qilish mumkin. Darvoqe, Mahmud Qoshgʻariy ham “Har bir qabilaning sanoqsiz allaqancha urugʻlari bor, men bulardan asosisini yozdim, shoxobchalarni tashladim”³⁵, deydi. Bularning barchasi turkiy tillar orasidagi oʻxshashlik tasodifiy emasligidan dalolat beradi. Umumiy turkiy leksik qatlamni tashkil etgan soʻzlarning oʻziga xos muhim xususiyati shundaki, ularning deyarli barcha turkiy tillarda uchrashidir. Bu soʻzlar asrlar davomida turkiy tillar uchun yangi soʻzlar yasash orqali leksikani boyitishda asos boʻlib xizmat qilgan.

Norin shevasining vokalizmi. Norin shevasida unli tovushlar tarkibi toʻgʻrisida fikr bildirilganda, sohadagi ilmiy tadqiqot natijalariga tayaniladi.

Qarluq-chigil-uygʻur lahjasida 6 tadan 11 tagacha unli mavjud. Unlilar uygʻunligi yoki ohangdoshlik hodisalari uchramaydigan qarluq lahjasida oltita: i, e, ä, ā, o, u; Haqqulobodda yetti: i, e, ä, a, u, o, ā unli fonemalari mavjud. Singarmonizmli qipchoq shevalarining “j” lovchi va “y” lovchi guruhlarida oʻnta: a- ä, ā, e, ĩ, i, o, u- ü, ö.

Oʻzbek shevalarida unli tovushlar miqdor jihatdan teng boʻlsa-da, ayrim unlilarning talaffuzida farqlar bor. Masalan, Toshkent shevasining lablanmagan keng unlisi (ä) old qator unli boʻlsa, Namangan, Samarqand, Navoiy shahar va Buxoro shevalarida a unlisi old va orqa qator unlilarga nisbatan oraliq tovushdir (ə-a-a). qarluq-chigil-uygʻur lahjasida esa ə unlisi old qator unli, lablanmagan keng unli tovushdir: əlmə, ənhər, ənjʼl, ənchə, bəhər kabi.

Har bir turkiy til lugʻat tarkibini tashkil etuvchi umumxarakterga ega boʻlgan soʻzlar turkiy tillarning barchasi uchun umumiy-mushtarak boʻlgani singari oʻzbek tili hamda oʻzbek xalq shevalarining ham oʻziniki boʻlgan soʻzlardir. Turkiy tillarda muayyan

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Oʻzbek tilining boshqa turkiy tillar bilan umumiylikni hozirgi turkiy tillarda ayrim fonetik oʻzgarishlar bilan ishlatilayotgan quyidagi soʻzlarni solishtirish orqali ham koʻrsatish mumkin. Chunki, “eng yaxshi etimologiya qiyosdir”³⁷. Shuni taʼkidlash joizki, har bir soʻz turkiy tillarning har qaysisida tilning oʻz fonetik qonunlariga koʻra turlicha talaffuz qilinadi va oʻzgachalik yozuvda ifodalanadi. Norin shevasi lugʻat tarkibining asosiy qismini

ham umumturkiy soʻzlar tashkil etadi. Buni turkiy tillar bilan chogʻishtirish orqali quyidagicha koʻrsatish mumkin:

āču//āčču//āčīyī// ad.orf. *achchiq*; qiyos qiling: qad.turk. DLTda *achi* va *achigʻ*. Norin shevasida gemminatsiyaga* uchragan.

bāliy // bāluy // bāliq // ad.orf. *baliq*; qiyos qiling: DLTda *baliq*. Norin shevasida qarluqlarda: *baliq*, qipchoqlarda: *bolīq* tarzida qoʻllanadi.

bālčiy//ad.orf. *balchiq*; qiyos qiling: DLTda *balchiq*. Norin shevasida qarluqlarda: *bālčī*//*bālču*;; qipchoqlarda: *bālčīq* tarzida qoʻllanadi.

bešig//ad.orf. *beşik*. qiyos qiling: DLTda *beşik*. Norin shevasida qarluqlarda: *bešu*://*beši*, qipchoqlarda: *beşik*.

boviz//ad.orf. *boʻgʻiz*; qiyos qiling: (qad. turk. vo uz). DLTda *beşik*. *voqaz*//*bugaz*. Norin shevasida qarluqlarda: *buyiz*, qipchoqlarda: *boyiz*.

žigdā// ad.orf. *jiyda*; qiyos qiling: DLTda *žigda*. Norin shevasida qarluqlarda: *žigdā* va *ži:dā*, qipchoqlarda: *žiyda* tarzida qoʻllanadi. Shuni alohida taʼkidlash kerakki, Norin shevasi qipchoq guruhida doimo *g* oʻrnida *y* va *v* tovushlari qoʻllanadi: *tujin* (tugun), *tigin*//*tijin*, *guvit* (gurgut) kabi. Buni biz *g* tovushining turkiy tillarga keyingi davrlarda kirib kelganligi bilan izohlaymiz.

irij//ad.orf. *yirik*; qiyos qiling: DLTda qanday qoʻllangan boʻlsa, Norin sheva qipchoq guruhlarining “j”lovchilarida aynan, irij, “y”lovchi qipchoqlarda jirik tarzida, qarluq lahja vakillari *jiri*: tarzida qoʻllashadi.

oviz//oyiz// ad.orf. *ogʻiz*; qiyos qiling: DLTda *ayiz*. Norin sheva qipchoq guruhlarining “j”lovchilarida ham “y”lovchi qipchoqlarda ham aynan qoʻllanadi, biroq a ning o ga evalyutsion tarzda oʻtishi kuzatiladi.

pičaq//pičāy// ad.orf. *pichoq*; DLTda: *pičaq*. Norin sheva qipchoq guruhlarining “j”lovchilarida aynan, *pičaq*, “y”lovchi qipchoqlarda *pichoq* tarzida, qarluq lahja vakillari *pičā*: tarzida qoʻllashadi.

sāru://sāriq// ad.orf. *sariq*; qiyos qiling: qad. turk. *sāri* DLTda ham: *sāri*. Oʻrganayotgan shevamizning qipchoq guruhlarining “j”lovchilarida aynan, *sāri*;; “y”lovchi qipchoqlarda *sāriq* tarzida, qarluq lahja vakillari *sāru*: tarzida qoʻllanadi.

tinnāq//ad.orf. *tirnoq*; qiyos qiling: qad.turk. *tirnāq*, DLTda: *tirnāq*. Norin sheva qipchoq guruhlarining “j” va “j”lovchilarida bir oz tovushlar oʻzgarishga uchragan: *tinnāq*, qarluq lahja vakillari *tirnāq* tarzida aynan qoʻllanadi.

čipqān// ad.orf. *chipqon*; qiyos qiling: DLTda *čipqan*. Ushbu soʻz fonetik tarkibiga koʻra Norin shevasining qipchoq guruhlarida oʻn birinchi asrdagidek, *chipqan tarzida* aynan, qarluq lahja vakillari *chipqon* tarzida a ning o ga oʻzgarishi bilan qoʻllanadi. Biz buni eroniy tillar taʼsiridagi “o” lashish nazariyasiga bogʻliq hodisa, deb izohlaymiz.

Oʻzbek tili va oʻzbek shevalaridagi umumturkiy soʻzlar davrlar oʻtishi bilan maʼlum oʻzgarishlarga uchradi. Har bir turkiy til oʻzining rivojlanish jarayonida yangi soʻzlar hisobiga boyib bordi. Ayrim soʻzlar isteʼmoldan chiqqan boʻlsa, tilda qolgan soʻzlar asrlar davomida turkiy tillarda yangi soʻzlar yasash uchun asos boʻldi va til leksikasini boyitishga olib keldi.

Norin shevasida mo'g'ulcha, xitoycha so'zlar ham uchraydi. Mo'g'ul tiliga oid so'zlarning o'zbek tili va shevalariga kirib kelishi XIII asr, ya'ni Chingizxon uyirishlari davriga to'g'ri keladi. Ayniqsa, XIV-XV asrlarda O'rta Osiyoga, jumladan, Farg'ona vodiysi mo'g'ul qabilalarining (jaloir, barlos, qovchin, arlat, alchin, ming, mang'it, nayman va hokazo) ko'chib kelishi kuchaygan. Ularning ko'pchiligi turkiylashgan bo'lib, ayrimlari hatto turk tilini o'zining ona tili deb hisoblaydilar. XV asrda mo'g'ul qabilalari o'zlarini chig'atoy deb nomlaganlar va asta-sekin o'troq dehqonchilik xo'jaligiga o'ta boshlaganlar³⁸.

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THE ROLE OF WOMEN IN THE HIGHER EDUCATION SYSTEM

Suvanqulova Gavharbonu¹

Jizzakh State Pedagogical Institute

KEYWORDS

higher education,
gender equality,
“Mahalla” institute,
“Women’s notebook”

ABSTRACT

The article focuses on women's attention and opportunities in higher education. In recent years, a number of reforms have been carried out in the Republic of Uzbekistan to ensure gender equality and gender equality in all spheres. In particular, the issues of increasing women's coverage and increasing opportunities in the higher education system are one of the pressing issues of our time.

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¹ Master of Jizzakh State Pedagogical Institute, Jizzakh, UZB

OLIIY TA'LIM TIZIMIDA XOTIN-QIZLARNING ROLI

KALIT SO'ZLAR:

oliy ta'lim,
gender tengligi,
"Mahalla" instituti,
"Ayollar daftari"

ANNOTATSIYA

Maqolada oliy ta'lim tizimida ayollarga bo'lgan e'tibor va yaratilgan imkoniyatlar xaqida so'z boradi. So'nggi yillarda O'zbekiston Respublikasida xar bir sohada gender tengligi va jinslar o'rtasidagi imkoniyatlarni tengligini ta'minlash masalalarida qator islohotlar olib borilmoqda. Shu jumladan, oliy ta'lim tizimida xotin-qizlarning qamrovini kengaytirish va imkoniyatlarni ko'paytirish masalalari zamonamizning dolzarb masalalaridan biridir.

Today, we all feel deeply, seeing in direct practice that the women of Uzbekistan are going to have their place on every front. Consequently, a lot of attention is being paid to the issue of women in Uzbekistan. Their rights, freedoms, legitimate interests are enshrined in our Constitution, laws. Admittedly, by the way, most of the reforms in this regard remained on paper. In some cases, the conditions for women to manifest themselves were inadequate, stereotypes were hindered. For example, if a woman said that I am an entrepreneur, there was no system of giving preferences. In general, a clear "road map" on the realization of this was not developed, although a legal framework was created for creating preferences for them. As a result, this layer of society, which in fact should be active, has become increasingly passive. Taking only one sphere of education, we had differences in the way that girls and boys gain knowledge, provide their future in terms of their choice of profession, there is still such a worldview. True, all children are taught in school. But then the choice of profession, when it comes to studying in a higher educational institution, more attention and preference will be paid to the education of the son child, the creation of all conditions for him. Because in some people it is necessary only to give knowledge to the son child, to be taught, because the views that he is our breadwinner prevail. When the girl comes to the boy, it will take a different tone. Since school education is compulsory, it is read. But then emphasis is placed on the notion that "this is someone's fault, if necessary, the spouse will break up." However, the more the girl has higher education, the more knowledge and potential she will receive, the more she will "infect" her children in the future, and in every possible way will approach the issue of adult education with responsibility. And the future of the land is created by mothers who have such a worldview. In turn, I know many women who devote themselves to their family, spouses and children, although today they are extremely educated, talented in our society. After all, if the spouse finds enough money for the provision of the family, the woman herself has time, Labor to spend for her children, why should we take her to work? This is also their own right, the choice, in fact.

An example of our opinion today is that we are openly talking about a democratic principle called gender equality, consistent measures are being taken in this regard. What does gender equality actually mean?

There were times when, the more we feared using the word violence, poverty, the more our leaders were so afraid of using the word gender equality. These words were practically not pronounced publicly in the socio-political, socio-economic life of our country. Therefore, even when we say gender equality, misconceptions have been formed in the minds of our people.

It was accepted that the term gender equality means that women should be superior to men, do not ignore them, conduct their own speech to men. However, gender equality is a much more beautiful concept. This means that it is necessary to give men and women equal opportunities in everything. That is, the acquisition of knowledge, the choice of a profession, the creation of equal opportunities for men and women in the promotion of positions is gender equality.

Although we have been a member of the UN since 1992, but without fulfilling its many requirements. Because at us it was impossible to say the same. There was no poverty, the fur all lived beautifully.

At the present time, such relations have radically changed.

First of all, it is necessary to pay great attention to the education, knowledge, occupation of our girls. It is necessary to regularly carry out extensive explanatory work on various topics between them. The whole system should be equally responsible for the preparation of our wives for life. This is done in such a way that the special office dealing with women's issues will not even be needed if it comes out of the udder of attracting the whole society.

It is undoubtedly the turnaround of gender equality strategy in Uzbekistan, which is currently being developed. Proceeding from this, the strategy reflects all activities that must be carried out by the state and society in this regard. It will cover the period from 2020 to 2030. Most importantly, these objectives are also in line with the UN's Sustainable Development Goals. This strategy was not only developed by members of the Senate and the commission, but also actively participated in its preparation by many non-governmental organizations, representatives of the public.

About half of the population of our country – 17 million are women and girls. Ensuring their interests, strengthening their place in the life of society is an important direction of the social policy of our state.

In the last four years 2 laws, 6 decrees and resolutions of the president have been adopted in this regard. For the first time, a committee on women and gender equality was established in the Senate. Today, about 1 thousand 400 women are working in leadership positions at the level of the Republic and regions, more than 43 thousand districts and cities. There are great opportunities for girls to get a quality education, get a profession and get a job. 48 percent of the students are women. In accordance with the system established last year, 950 girls in need of social protection were admitted to higher education institutions on the basis of a state grant.

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USE OF MODERN INFORMATION TECHNOLOGIES IN METHODS OF TEACHING ENGLISH

Qurbonova Farangiz Mirzayevna¹

Denou Institute of Entrepreneurship and Pedagogy

KEYWORDS

information and
communication technology
(ICT),
computer,
Internet,
multimedia presentation,
teaching English

ABSTRACT

This article discusses modern information and communication technologies (ICT) and the possibility of their application in teaching English.

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¹ Denou Institute of Entrepreneurship and Pedagogy, Surkhandarya, UZB

The current stage of development of society is characterized by the process of informatization, i.e. using information as a social product that ensures the intensification and intellectualization of the main areas of human activity, the acceleration of the scientific and technological process and the democratization of society. A person who skillfully and effectively masters technologies and information has a different, new style of thinking, approaches the assessment of the problem that has arisen, and the organization of his activities differently. One of the directions of informatization of society is the process of informatization of education.

Modernization of the content of education in Russia at the present stage of development of society is not least associated with innovative processes in the organization of teaching foreign languages. In recent years, the issue of the use of new information and communication technologies (ICT) in secondary school has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process.

ICT is the term of the beginning of the 21st century, the term of the new information society that humanity is building. Information technology is "a system of methods and ways of collecting, accumulating, storing, searching, transmitting, processing and issuing information using computers and computer communication lines."

It is impossible to imagine a modern school without new information technologies. the modern level of the educational process involves the use of computer technology at school. The use of information technology in the classroom is one of the modern means of implementing a student-centered approach to teaching English in Uzbek schools. Modern lesson involves a new level of mastering knowledge, developing cognitive interests, intellectual and creative abilities.

The use of ICT in the educational process contributes to:

- improving the quality of education;
- effective organization of active cognitive activity of students and the formation of a high level of motivation;
- formation of information and technical culture of students and sustainable interest in learning activities;
- development of students' independence;
- the emergence of the possibility of visual and dynamic presentation of information using images and sound (text, graphics, audio and video information, animation);
- the emergence of access to information resources that provide the attraction of scientific and cultural information.

One of the goals of teaching a foreign language in a secondary school, along with educational, educational and developmental, is the formation of a foreign language communicative competence. It includes the ability and willingness of students to use a foreign language in a variety of communication situations in accordance with the norms of

this language, when working with foreign language information [3, p. 49]. The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow the student to show his activity, his creativity.

Teaching English at the modern level is impossible without the use of information technology. The use of ICT is an important factor in increasing the motivation of students to learn a foreign language, makes the lessons more intense, productive and interesting, develops all types of communicative competence of students through educational and extracurricular activities in the subject. The use of information technology is very relevant today. Modern education makes the teacher more and more demanding for training foreign language at school, focusing on the communicative competence of students in all its components.

Modern information technologies open up great opportunities for expanding the educational framework for each school subject, and a foreign language is no exception. Learning English today is a creative process. In learning English, the multimedia potential of new information technologies is used, which shows the high efficiency of using the didactic capabilities of computer technology.

The use of ICT contributes to the effective solution of the following didactic tasks of teaching English:

- formation of skills and abilities of reading foreign texts;
- improvement of listening skills;
- improvement of reading skills;
- improving the skills of constructing monologue and dialogic statements;
- improvement of writing skills in the preparation of various kinds of essays, retellings, abstracts;
- replenishment of the vocabulary with the vocabulary of modern foreign languages;
- formation of sustainable motivation for foreign language activities with the help of online materials on the Internet, e-mail, the results of search engines.

The computer also provides comprehensive control of the educational process. Control, as you know, is an integral part of the educational process and performs the function of feedback between the student and the teacher. When using a computer to control the quality of students' knowledge, a greater objectivity of the assessment is also achieved.

Another advantage of a computer is the ability to accumulate statistical information during the educational process. Analyzing statistical data (the number of errors, correct and incorrect answers, requests for help, time spent on the implementation of individual knowledge, etc.), the teacher judges the degree and quality of knowledge formation among students. It is impossible not to note one more factor: the computer removes such a negative psychological factor as "response fear". During traditional classroom studies, various factors (pronunciation defects, fear of making a mistake, inability to formulate one's thoughts aloud, etc.) do not allow many students to show their real knowledge. Remaining

"alone" with the display, the student, as a rule, does not feel constrained and tries to show the maximum of his knowledge.

Favorable opportunities are also created by computers for organizing independent work of students in English lessons. Students can use the computer, both for studying individual topics, and for self-control of the acquired knowledge. A multimedia presentation is a didactic tool for organizing the educational process, the expediency of using which in the educational process is due to the specific possibilities of presenting information: multi-channel, visibility, integrality, modeling of the studied processes and phenomena, interactivity, game form.

One of the obvious advantages of an English lesson using multimedia presentations is visibility. The use of visualization is all the more relevant because, as a rule, schools do not have the necessary set of tables, diagrams, reproductions, and illustrations. Multimedia presentations allow students to focus on the significant points of the information presented and create visual spectacular examples in the form of illustrations, diagrams, diagrams, graphic compositions, etc. The presentation allows you to influence several types of memory at once: visual, auditory, emotional and, in some cases, motor. Increased interactivity leads to more intense participation in the learning process of the student himself, which contributes to an increase in the efficiency of perception and memorization of educational material.

The advantages of introducing Internet technologies into the process of teaching English are now beyond doubt. The use of Internet technologies provides a unique opportunity to connect with any part of the globe using search engines. Learning already goes beyond the classroom and takes on limitless features.

The Internet is most widely used in teaching English for:

- correspondence by e-mail with peers from the countries of the studied language;
- participation in testing, competitions, Olympiads;
- learning at distance courses;

Internet information resources contain text, audio and visual material on various topics in different languages. Educational Internet resources (IR) are created solely for educational purposes.

Hotlist (list by topic) - a list of sites with text materials on the topic under study. To create it, you need to enter a keyword into a search engine.

Multimedia scrapbook (multimedia draft) is a collection of multimedia resources, unlike a hotlist, in addition to links to text sites, a scrapbook also contains photos, audio files and video clips, graphic information, animated virtual tours. These files can be easily downloaded by students and used as an informative or illustrative material in the study of a particular topic.

Treasure hunt (treasure hunt), in addition to links to various sites on the topic under study, also contains questions on the content of each site. With the help of these questions, the teacher directs the search and cognitive activity of students. In conclusion, students are

asked one more general question for a holistic understanding of the topic (factual material). A detailed answer to it will include answers to more detailed questions on each of the sites.

Thus, multimedia products can be a powerful motivating factor, attract to learning. At the same time, the role of the teacher will not become less significant. None of the latest technologies can replace the teacher in the classroom. The most important thing in the classroom is live communication. The role of the teacher in the educational process is the leading one, so the mechanism of using information technology in the study of a foreign language will require the intensification of the efforts of the teacher. The effective use of ICT directly depends on the information culture and computer literacy of the teacher. The teacher cannot and should not lag behind the achievements of science and technology; he is called upon to ensure that technical capabilities serve the development of the human soul. Therefore, every teacher is simply obliged to constantly look for new options for conducting a lesson, strive to make each lesson more interesting and exciting, so that the material of the lesson is preserved in the memory of students for a long time. One of the ways to achieve this goal is the use of ICT at the stages of preparing and conducting lessons.

The possibilities of using computer technology are endless. They both facilitate the work of the teacher and arouse great interest among students, offer simple and convenient means for solving a wide range of problems, and provide students with an additional incentive to learn a foreign language.

The use of information technology gives impetus to the development of new forms and content of students' traditional activities, which leads to their implementation at a higher level.

The results of the use of ICT are - improving the quality of education, high cognitive activity of students, individualization of education, development of a creative approach in the performance of educational tasks. Today, information and communication technologies can be considered the new way of transferring knowledge, which corresponds to a qualitatively new content of learning and development of the child.

The use of new ICT helps to implement a student-centered approach to learning, promotes individualization and differentiation of learning, taking into account the abilities of children, their level of learning, intensification of students' independent work, increasing cognitive activity and motivation, increasing the volume of completed tasks, and the opportunity to show creativity.

The introduction of ICT contributes to the achievement of the main goal of modernizing education - improving the quality of education, increasing the availability of education, ensuring the harmonious development of a person who is oriented in the information space, attached to the information and communication capabilities of modern technologies and possessing an information culture.

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IMPORTANT ASPECTS OF THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE TEACHING OF ENGINEERING GRAPHICS

Arziev Amanbay Sarsenbaevich¹

Turebaeva Ulzira Polatovna²

Aytimuratov Azamat Mambetmuratovich³

Karakalpak State University

KEYWORDS

Innovation,
education,
CAD graphics system

ABSTRACT

Teaching CAD graphics in higher education institutions and creating a wide range of opportunities for project implementation using it. Overcoming the challenges of downsizing graphics editors is set to begin in the fall.

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¹ Faculty of Industrial Technology, Karakalpak State University, Karakalpakstan, UZB

² Faculty of Industrial Technology, Karakalpak State University, Karakalpakstan, UZB

³ Faculty of Industrial Technology, Karakalpak State University, Karakalpakstan, UZB

MUHANDISLIK GRAFIKASI FANLARINI O'QITISHDA INNOVATSION TA'LIM TEXNOLOGIYALARIDAN FOYDALANISHNING MUHIM JIHATLARI

KALIT SO'ZLAR:

Innovatsiya,
ta'lim,
CAD grafik tizimi

ANNOTATSIYA

Oliy ta'lim muassasalarida CAD grafik tizimini o'qitish va undan foydalangan holda loyiha ishlarini bajarishga keng imkoniyatlar yaratish. Grafik muharirlarini o'zlashtirishi borasida qiyinchiliklarni yengib o'tish ko'zda tutilgan.

“Kadrlar tayyorlash milliy dasturi” ni izchil amalga oshirish hamda uzluksiz ta'lim tizimini rivojlangan mamlakatlar darajasiga keltirish, chuqur bilimli, raqobat bardosh kadrlarni tayyorlash, uning shaxsiy va kasbiy mahoratini rivojlantirish va mustahkamlashni ta'lim vositalarisiz amalga oshirish mumkin emas.

O'quv jarayonini kompyuterlashtirish zamonoviy ta'lim sohasida hal qilinishi lozim bo'lgan muhim muammolardan biri hisoblanadi. Kompyuter yordamida oquv va didaktik materiallar deyarli mohirona dorajada ishlab chiqilishi mumkin.

Bugungi kunda innovatsiya oliy ta'lim muassasini rivojlantirishda asosiy ustuvor omil sifatida namoyon bo'lmoqda.

Innovatsiya bugungi kunda oliy ta'lim muassasini rivojlantirishda asosiy ustuvor omil sifatida namoyon bo'lmoqda. Hozirgi zamon oliy ta'lim muassasining innovatsion rivojlanishi bu ob'ektiv belgilangan, ma'lum maqsadga qaratilgan, vaqt mobaynida to'xtatib bo'lmaydigan bosqichma-bosqich amalga oshuvchi, uning bir holatdan ikkinchi holatga o'tish jarayonidir. Mazkur jarayon ko'pincha oliy ta'lim muassasi faoliyatiga yangi sifat unsurlari xususiyatlarining belgilarini maqsadga muvofiq joriy etish orqali amalga oshiriladi.

Oliy ta'lim muassasining innovatsion rivojlanishi tizimli sifat o'zgarishlari jarayoni bo'lib, uning optimal va barqaror innovatsiyalar rivojlanishini ta'minlashning asosiy shartlari mazmuni bo'lib innovatsiyalar va yangiliklar xizmat qiladi. Oliy ta'lim muassasining innovatsiya asosida rivojlanishi unda ilhomlarning shaxsiy xususiyatlari va professional imkoniyatlari shakllanishi, ijtimoiy kapitalni rivojlanishi bilan belgilanadi. Innovatsion tizim yoshlar uchun fundamental tadqiqotlar va texnologiyalar sohasida axborotlarni tahlil etish va takroriy ishlash, mustaqil aqliy mehnat qilish usullari, zaruriy qobiliyat va ko'nikmalarni egallashga imkoniyat yaratadi.

Innovatsion tizimning mohiyati an'anaviy ta'limdagidek doimo eskirib borayotgan bilim va malakalarni talabalarga uzatishga emas, balki uning hududiy asoslarini egallab olish va keyinchalik zaruratga ko'ra, mustaqil holda bilimni chuqur o'zlashtirish, mustahkamlash va boyitishga qaratilgan ta'limdir. Shundan kelib chiqqan holda bugungi kunda yoshlar o'z mutahassisliklari bo'yicha xorijiy davlatlarda o'z malakalarini oshirib qaytib, bu bilimlar asosida hozirgi zamonaviy texnologiyalarni ishlab chiqarish, ta'lim va

boshqa sohalarga taqdim etmoqdalar.

Innovatsion ta'limning taktik maqsadi - oliy ta'lim muassasida aniq innovatsion ta'lim dasturlarini ichlab chiqish va joriy etish bo'yicha ilg'or loyihalar amalga oshirishni ko'zda tutadi. O'quv dargohlarida ta'limning avvalgi an'anaviy modeli talabalar uchun bilim, qobiliyat va professional ko'nikmalarni shakllantirishga yo'naltirilgan edi. Uning mohiyati shakllangan bilim, qobiliyat va ko'nikmalarini o'qituvchidan talabaga o'tkazish, bunda o'qituvchi ularning asosiy bilim manbai bo'lib, uning hajmi va o'zlashtirish uslubini ham belgilab berar edi.

Zamonaviy texnologiyalarni o'qitish jarayoniga tadbqiq etishdan asosiy maqsad, faqat ta'lim sifatini oshirishdan iborat bo'lmay, shu bilan birga zamonaviy kompyuter texnologiyalaridan foydalanib har qanday muhandislik hisoblarini, loyihalash ishlari va jarayonlarini avtomatlashtirishga, hozirgi zamon murakkab texnologiyalarni boshqarishga, ketadigan vaqt va sarf-harajatlar miqdorini kamaytirishga, samaradorligini oshirishga qaratilgan tadbirlarni amalga oshira oladigan kadrlarni tayyorlashdir.

Deyarli barcha oliy ta'lim muassasalarida CAD grafik tizimini o'qitish va undan foydalangan holda loyiha ishlarini bajarishga keng imkoniyatlar yaratilganligiga ham yaxshi bilmasligi oqibatida sodir bo'ladi. Ularning bu grafik muharrirlarini o'zlashtirishi borasida ancha qiyinchiliklar bo'lmoqda. Shunga qaramasdan, bu grafik muharrirlarga talab va qiziqishning ortganligi, foydalanuvchilar soning oshib borishi sababli grafik ma'lumotlarni tashkil qilish, ikki o'lchamli tekst chizmalarni tuzish va modellashtirish (ayniqsa, uch o'lchamli geometrik modellashtirish) jarayonlariga kompyuter texnologiyalarini tadbqiq qiluvchilar soni ko'paymoqda.

Hozirgi kunda keng imkoniyatli va juda ko'p foydalanuvchilarga ega zamonaviy grafik muharrirlari, avtomatlashtirilgan loyihalash va ishlab chiqarish tizimlari yildan yilga rivojlanib bormoqda, yangi versiyalar ishlab chiqilmoqda. Bu tizimlarning eng ko'p tarqalganlaridan Solid Edge, I-DEAS, Kompas, AutoCAD, ArchiCAD, TurboCAD, va 3D Max kabi dasturiy vositalarni misol keltirish mumkin. Bu dasturlarning respublikamizda ham ko'plab foydalanuvchilari mavjud. Bu dasturlarni chuqur o'zlashtirgan talabalar kelajakda mustaqil va ijodiy fikrlay oladigan mutaxassis bo'lib yetishishlariga imkon yaratadi.

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USE OF NATIONAL FOLK GAMES IN THE FORMATION OF A HEALTHY LIFESTYLE OF PRESCHOOL CHILDREN

Ziyodullayeva Mohirabonu Ikromjon qizi¹

Navoi State Pedagogical Institute

KEYWORDS

preschool age,
healthy lifestyle,
folk games,
national games,
action games

ABSTRACT

This article discusses the importance of national folk games in the formation of a healthy lifestyle of preschool children and their use in the educational process.

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¹ Student of Navoi State Pedagogical Institute, Navoi, UZB

MAKTABGACHA YOSHDAGI BOLALARNING SOG'LOM TURMUSH TARZINI SHAKLLANTIRISHDA MILLIY XALQ O'YINLARIDAN FOYDALANISH

KALIT SO'ZLAR:

maktabgacha yosh,
sog'lom turmush tarzi,
xalq o'yinlari,
milliy o'yinlar,
harakatli o'yinlar

ANNOTATSIYA

Mazkur maqolada maktabgacha yoshdagi bolalarning sog'lom turmush tarzini shakllantirishda milliy xalq o'yinlarining ahamiyati va mashg'ulot jarayonida ulardan foydalanish yoritilgan.

Respublikamizda ishlab chiqilgan, prezidentimiz tomonidan ilgari surilgan besh muhim tashabbuslardan biri sportni ommalashtirish, uni rivojlantirish masalasi sanaladi. Unda har tomonlama sog'lom va barkamol avlodni tarbiyalashni ko'zda tutadi. Ta'lim-tarbiya sohasida jismoniy tarbiya va sport asosiy omillardan biridir. Chunki amaliy mashqlar o'quvchilarni ham jismonan, ham ruhan sog'lom ulg'aytirishga hamda sog'lom turmush tarzini shakllantirishga olib keladi. Bugungi kunda yoshlarda sog'lom turmush tarzini shakllantirish masalasi zamonaviy pedagogik tadqiqotlarning asosiy yo'nalishini tashkil etib, mazkur sohada respublikamiz va xorijiy mamalakatlarda qator ilmiy izlanishlar olib borilmoqda. Keyingi yillarda jismoniy tarbiya darslarida, sport mashg'ulotlarida xalqimizning milliy o'yinlariga ko'proq e'tibor qaratilmoqda. Bolalar xalq o'yinlarini o'ynash orqali nafaqat sog'lom bo'lib, balki xalqimizning qadimiy urf-odatlarini, an'ana va qadriyatlarini ham o'rganib boradilar. Bu esa ularda vatanparvarlik, qahramonlik, mardlik va fidoyilik xislatlarini qaror toptiradi. Bugungi bola — ertangi kunning ijodkoridir. Mashg'ulotlarda xalq o'yinlaridan samarali foydalanish kutilgan natijalarini beradi. Masalan, "Oq terakmi, ko'k terak", "Arqon tortish", "Besh tosh", "Xo'rozlar jangi", "Chillak", "Yong'oq o'yini" va shunga o'xshash xalq o'yinlari mashhurdir.

O'zbek xalq o'yinlarining tarixi uzoq davrlarga borib taqaladi. O'yinlar xalqning o'zi singari qadimiy va boy tarixga ega. Xalq o'yinlarining nomlanishi va ularning o'ynalishi tarkibi to'g'risida turkiy zabon olim Maxmud Qoshg'ariy o'zini "Devonu lug'otit turk" asarida qimmatli ma'lumotlar keltiradi. Qoshg'ariy keltirgan ma'lumotlar o'yinlarning tarixiy zaminiga va asosga ega ekanligini ko'rsatadi. Darhaqiqat o'yin nomlari va o'yinlarning o'ynalishi tarkibi avloddan-avlodga o'tib kelgan. "Devonu lug'atit turk" da o'yinlar to'g'risida muhim ma'lumotlar keltiriladi. Afsuski, qadimiy o'yin nomlari tadbiq etilmagan, o'yinlarning o'ynalishi tartibi tiklanmagan.

Qoshg'ariy lug'atida zikr etilgan o'yinlar nomini va uning tartibini tiklash va tadbiq etish katta ahamiyatga ega. Zero, o'yinlar xalq madaniyatining ajralmas bir bo'lagidir. "Devonu lug'atit turk" da anchagina o'yinlarning nomlari keltirilgan. Ayrim o'yinlarning o'ynalish tartibi batafsil keltirilgan. Hozirgi kunda bolalar sevib o'ynayotgan yong'oq, poylama singari o'yinlar.

Milliy o'yinlarimiz serharakatligi barcha organizm va muskullarni o'stiruvchanligi,

chidamlilikka o'rgatuvchi, chiniqtiruvchi harakatlardan tashkil topganligi bilan boshqa xalqlar o'yinlaridan tubdan farq qiladi. Xalqimiz orasida har bir faslga mos o'yinlar mavjud bo'lib o'ynalib kelingan. O'zbek milliy o'yinlari hayotiyli, har tomondan yaratilganligi uchun xam katta-yu kichik va hatto xotin-qizlar tomonidan sevib o'ynalgan. Otabobolarimiz o'z farzandlarini qiyinchiliklar oldida dovdiramalik, qo'rqmaslik ruxida tarbiyalab uni yechishga o'rgatganlar Og'ir mehnatdan keyin kishilar bir joyga to'planishib turli milliy o'yinlar bilan mashg'ul bo'lganlar, dam olganlar. Bu o'yinlar ular kayfiyatlarini ko'targan, tetiklashtirib kuch to'plaganlar.

Xalq milliy harakatli o'yinlari bolalarning jismoniy sifatlarini rivojlantirishda muhim rol o'ynaydi. Chunki o'yinlar o'quvchilarning qiziqishlarini oshiradi, ularga zavq bag'ishlaydi, ish qobiliyatlarining tezroq tiklanishini ta'minlaydi. O'yinlar tufayli bolalar charchashni unutadilar, mashqlarni diqqat bilan bajarishga harakat qiladilar.

Milliy harakatli o'yinlar bolalarning yosh xususiyatlariga, o'yindagi harakatlar rivojiga qarab takomillashib boradi.

1—2 yoshli bolalar bilan o'ynaladigan o'yin turlari. «Barmoqqa-barmoq», «G'oz-g'oz», «G'oz tursin», «Bo'p-bo'p», «Toy-toy», «Poyezd», «Achom-achom» o'yinlari go'dak endi bir-ikki qadam tashlashni o'rganayotgan vaqtda gavdasini to'g'ri tutishga yordam beradigan o'yinlar hisoblanadi.

3—4 yoshli bolalar bilan o'ynaladigan o'yin turlari: «Ot o'yin», «Kesak qo'ydi», «Ko'z boylagich», «Choriy chambar», «Avvalakam», «Tayoq irg'itish», «Quloq cho'zish», «Chittigul», «Xolam mehmonga keldi», «Uchdi-uchdi».

4—5 yoshli bolalar bilan o'ynaladigan o'yin turlari: «Chir aylanma», «Chillak», «Tortishmachoq», «Lafta», «Dor o'yin», «Ko'pkari», «Berkinmachoq», «Jami», «Chertan devor girgir aylan».

Katta yoshdagi bolalar uchun o'yinlar: «Chavandozlar», «Doiraga tort», «Do'ppi yashirma», «Sapalak», «Besh tosh», «Oq terakmi ko'k terak». Bu o'yinlar orqali bolalarda chaqqonlik, o'z-o'zini boshqara olish va o'ziga ishonch tarbiyalanadi, qat'iyatlilik ko'nikmalari shakllanadi, fikrlashga o'rgatilib boriladi, topqirlik qobiliyatlari rivojlanadi, hozirjavob bo'lishga tayyorlanib boriladi.

To'p-tosh o'yini.

O'yinning tavsifi. Bu o'yinda 3 dan ortiq bolalar (7-10) tagacha) qatnashadilar. Ular avval har xil kattalikdagi toshlarni topib, ularni ustma-ust qo'yadilar, eng ustiga 1 ta kichgina tosh qo'yib qo'yadilar va o'zlariga ham bittdan yapaloq tosh oladilar. Yerga aylana chizib o'rtasiga terilgan toshlarni qo'yib, o'zlari 5-6 metr uzoqlikda turadilar. U yerni tog'ri chizib qo'yadilar va navbat bilan toshlarni uloqtirib, xaligi toshlarni tarqatishga harakat qiladilar. O'yin davomida bolalar toshlarni uloqtirganda, to'ptosh tarqalib, eng ustidagi kichgina tosh qancha uzoqlikga ketsa oyoq bilan o'lchab u shuncha ko'p ball oladi. Omadi yurishmaganlar esa o'yindan chiqib tomoshabin bo'ladilar. G'olib chiqqan 1 bola yana o'yinni boshlaydi. Bolalar zerikkanlaricha o'ynashlari mumkin.

O'yinning pedagogik ahamiyati shundaki, o'yinda bolalarni ustma-ust qo'yilgan toshlarni aniq mo'ljalga olish, sezgirlikni tarbiyalaydi. O'yinda o'yinchilarni shaxsiy

qiziqishini va o'rtoqlarini kuchini ijobiy baholashni tarbiyalashga yordam beradi. O'yinni oziga xos harakati nishonga yapaloq toshni aniq uloqtirish hisoblanadi.

Xulosa qilib aytish mumkinki, maktabgacha yoshdagi bolalar uchun mo'ljallangan milliy xalq o'yinlaridan foydalanishda, ularni qo'llashda shuni hisobga olish kerakki, bu yoshdagi bolalar aniqlikni talab etadigan mayda harakatlarga qaraganda keng, kuchli harakatlarga ancha moyil bo'ladilar. Buni bolalar yosh davrlarini ishlab chiqqan buyuk pedagog YA.N.Komenskiy ham o'z vaqtida ta'kidlagan edi. Umuman bu yoshda bolalar juda ham harakatchanligi bilan ajralib turadi. Harakatchanlik esa maxsus, oqilona tashkil etilishni, harakatga soluvchi yurish-turish shakllarining to'g'riligini talab etadi.

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STUDY OF ELECTRIC AND MAGNETIC PROPERTIES OF AMORPHEAL METAL ALLOYS BY MYOSSBAUER SPECTROSCOPY

Akaboyev Isomiddin Nasriddin ugli¹

Scientific advisor: O.Q.Quvondiqov

Samarkand State University

KEYWORDS

conversion,
isomer,
relaxation,
quadrupole,
doppler speed,
cryostat,
discriminator,
homologous series

ABSTRACT

The master's thesis is devoted to the study of the electrical and magnetic properties of amorphous iron-based alloys by the methods of Mossbauer spectroscopy, as well as experimental data on the study of the short-range order of iron atoms by the methods of Mossbauer spectroscopy and ferromagnetic resonance. The main models of amorphous structures and methods for their construction are considered. The classification of amorphous alloys according to the size and impact resistance of defects in the atomic structure, i.e., according to the characteristic regions, topology, and chemical composition of the amorphous phase, differs significantly from the indices. Amorphous alloys were considered as systems with a spatial self-organizing defect structure consisting of a multilevel correlation between density and chemical composition. The density of states of the distribution of internal areas of amorphous alloys is determined. We analyzed 4 samples (Fe₈₀B₂₀ Fe₇₆B₂₀Nb₄ Fe₇₄B₂₀Nb₆ Fe₇₀B₂₀Nb₁₀) of Mössbauer spectra formed in our amorphous band, their spectral analysis and diffraction patterns obtained with a diffractometer. All measurements were carried out at room temperature. In addition, the electrical and magnetic parameters of the samples were determined using an LCR meter.

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¹ Master of Samarkand State University, Samarkand, UZB (akaboyevisomiddin2266@gmail.com)

ГАММА - РЕЗОНАНС ЁКИ МЁССБАУЭР СПЕКТРОСКОПИЯСИ
(ГРС)

KALIT SO'ZLAR:

конверсион,
изомер,
релаксация,
квадрупъл,
doppler тезлиги,
криостат,
дискриминатор,
гомологик қатор

ANNOTATSIYA

Магистрлик диссертацияси темир асосидаги аморф қотишмаларнинг электр ва магнит хоссаларини Мёссбауер спектроскопияси орқали ўрганишга бағишланган бўлиб темир атомларининг қисқа масофали тартибини Мёссбауер спектроскопияси ва ферромагнит резонанс усулида ўрганиш бўйича экспериментал маълумотлар келтирилган. Аморф ҳолатдаги тузилмаларнинг асосий моделлари ва уларни қуриш усуллари кўриб чиқилди. Аморф қотишмаларнинг тузилиши икки даражали тизим модели нуқтаи назаридан тасвирланди. Аморф қотишмаларнинг атом тузилишидаги нуқсонларнинг ўлчамлари ва тасирланишга чидамлилигига кўра таснифи, яъни аморф фазанинг ўзига хос ҳудудлари, топологияси ва кимёвий таркиби аморф қаттиқ материалнинг бутун ҳажми бўйича ўртача статистик кўрсаткичлари, ўртача кўрсаткичлардан сезиларли даражада фарқ қилади. Ушбу нуқсонларнинг тузилмавий таркиби, қайтар ва қайтмас жараёнларининг ривожланишидаги роли кўрсатилган. Зичлик ва кимёвий таркибнинг кўп даражали корреляциясидан иборат бўлган фазовий ўз-ўзидан ташкил етилган нуқсонли тузилишга ега тизим сифатида аморф қотишмалар кўриб чиқилади.

Бу спектроскопиянинг асосида Мёссбауэр эффекти ётади. 1958 йилда Мёссбауэр томонидан кашф этилган ва тушунтириб берилган ходиса уйғунлашган радиоактив ядродан тарқалган гамма-нурланишнинг таъсирида кузатилади. Гамма-квантларнинг резонансли ютилишини содир этиши учун нурлантириладиган моддаларнинг ядроларини уйғунлашган ҳолатга ўтказиш лозим бўлиб, бунинг учун маълум нурланиш частотаси керак бўлади.

Бундай резонанс частотанинг қиймати нурланишни ютиш қобилиятига эга бўлган ядронинг табиатига, яъни қандай атомлар билан қуршовда бўлишига боғлиқ. Гамма-резонанс спектроскопия сигналлари орқали атом марказидаги электр майдон ҳақида маълум хулоса қилиш мумкин ва кимёвий боғларнинг табиати билан боғлиқ бўлган масалаларни ечиш мумкин.

Гамма-резонанс спектроскопияни кимёга тадбиқ этиш соҳасида рус олими академик В.И.Гольданский салмоқли тадқиқот ишларини олиб борган. ГРС ёрдамида темир, қалай, рух, европий, иод, вольфрам ва бошқа шунга ўхшаш элементлар тутган органик бирикмалар ўрганилиб металларга нисбатан жойлашган органик гуруҳлардаги электронлар зичлиги уларнинг ассимметрияси ва тузилиши билан боғлиқ бўлган бошқа маълумотларни олиш мумкин.

Бундан ташқари ГРС юқори сезгирликка эга бўлгани учун (ЯМР га нисбатан 5-6 марта) 70-йилларнинг бошида бу усулга эътибор жуда кучайиб кетди, аммо олиб борилган тадқиқотлар бу усулнинг чегараланганлигини исботлаб берди. Ҳозирги

вақтда ГРС асосан элементорганик ва комплекс бирикмаларнинг тузилишини анализ қилишда ишлатилиб келинмоқда, бу эса ўз навбатида органик ва биоорганик кимёнинг махсус бўлимларини ўрганишда катта аҳамиятга эга.

ГРС -услуги бошқа кенг тарқалган усулларга нисбатан (масалан ЭПР) жуда кўп миқдордаги электрон ва спин ҳолатли молекулаларни ўрганиш имкониятига эга. Бундан ташқари рентген-тузилиш анализидан фарqli равишда ГРС ёрдамида албатта монокристалл олиш шарт эмас. Бу усулнинг аҳамиятли томони шундан иборатки, бир вақтнинг ўзида молекуладаги электронларнинг тузилишига ҳамда атомларнинг ҳаракатчанлигига изоҳ бериш мумкин. Айниқса бу ҳодиса мураккаб тузилишга эга бўлган оксил молекулаларида мавжуд бўлади, уларнинг турли бўлакчаларининг ҳаракатчанлиги оксилда конформацион ўтишлар билан чамбарчас борлиқдир, бу эса унинг активлигини белгилайдиган энг муҳим омилдир. ГРС ёрдамида бундай ўзгаришларни миқдорий анализ қилиш мумкин. Бу ишлар аниқса темир иони тутган оксил тузилишларини ўрганишда олиб борилади, яъни ГРС ёрдамида темирли комплексларни электрон тузилиши тўғрисида аниқ маълумот олиш мумкин. Бунга мисол қилиб ГРС ёрдамида темир атоми тутган оксиллар - гемоглобин ва миоглобинларни ўрганиш мумкинлигини кўрсатиш мақсадга мувофиқ ҳисобланади.

ГРС нинг келажақдаги ривожини албатта асбобларни мукаммаллаштиришдан ва унинг назариясини молекуланинг тузилиш назарияси билан чамбарчас боғлиқликда олиб боришдан иборат бўлади.

Электрон-парамагнит резонансининг ривожланиш тарихига назар солсак, бу физикавий усулга боғлиқ назарий ишлар 1940 йилдан аввал ҳам олиб борилгани маълум бўлади, аммо бу назарияларни амалиётда тасдиқлаш учун керакли асбоблар бўлмагани уни шу даврда ривожланишига имконият яратмади. 1944 йилга келиб парамагнит ютишларни ўлчайдиган янги усуллар ишлаб чиқилди, бу кашфиётнинг муаллифи Қозон Давлат университетининг профессори Е.К.Завойский ҳисобланиб, у 1957 йилда бу кашфиёти учун Давлат мукофотига сазовор бўлган. ЭПР соҳасидаги кашфиётдан сўнг бир неча чет эл ва рус олимлари томонидан бу спектроскопия соҳасида керакли тадқиқотлар олиб борилди, ҳамда спектрометрнинг янги нусхаларини ишлаб чиқариш ишлари такомиллаштирилди.

1960-йилларнинг ўрталарига келиб ЭПР спектрометрларининг конструкциялари билан боғлиқ ишлар ниҳоясига етказилиб уларни оммавий равишда ишлаб чиқариш йўлга қўйилди. ЭПР спектроскопиянинг ривожига энг аввалги ишлар парамагнит хусусиятга эга бўлган комплекс бирикмаларни ўрганишга, кейинчалик эса кўп тадқиқот ишлари озод радикалларнинг ҳосил бўлиш жараёнларига бағишланди.

1970-йилларнинг бошларига келиб ЭПР спектрларнинг атласлари босиб чиқарилди, бу эса ўз навбатида мураккаб ЭПР спектрларни таҳлил қилишга катта ёрдам берди. Ҳозирги вақтда радиоспектроскопиянинг бу услуги бошқа физикавий усуллар билан бир қаторда кенг миқёсда ишлатиб келинмоқда, унинг моҳиятини

билиш учун бу усулнинг назариялари, параметрлари ва имкониятлари билан танишиб чиқамиз.

Кўпгина барқарор молекулаларда атомлар орасида кимёвий боғнинг ҳосил бўлишида қарама-қарши спинга эга бўлган электронлар жуфти қатнашади. Бундай ҳолларда электрон спинлар йиғиндиси ҳамда электрон магнит момент нолга тенг, шунинг учун бундай электронлар билан магнит майдони орасида таъсирланиш бўлмайди. Шунинг билан бир қаторда айрим атом ва молекулалар битта ёки бир неча жуфтланмаган спинли электронларга эга бўлиб, улар учун тегишли электрон спин резонанси (ЭСР) мавжуд бўлади ва бундай моддалар парамагнит хусусиятга эга бўлгани учун бу спектроскопия усулини электрон парамагнит резонанси деб айтилади. Ташқи магнит майдон қўйилганда шу майдон йўналиши билан устма-уст тушувчи йўналишда модданинг магнитланиши ва ташқи магнит майдони бўлмаганида унинг тартибланган магнит структурасини йўқолиши эса парамагнит ҳодисаси дейилади.

ЭПР нинг аҳамияти шундаки, миқдори жуда ҳам оз бўлган барча моддалардаги жуфтланмаган электронлар мавжудлигини аниқлаш мумкин, бунда моддада ҳеч қандай ташқи ўзгариш ёки унинг парчаланиб кетиш ҳоллари рўй бермайди.

Жуфтланмаган электронлар хохлаган кимёвий ва биологик системаларда муҳим аҳамиятга эга бўлиб, улар юқори энергияга эга, бу хусусият уларнинг фаоллигига сабабчи бўлади.

Жуфтланмаган электрон тутган моддаларни иккита гуруҳга бўлиш мумкин. Биринчи гуруҳ; моддаларда жуфтланмаган электрон бутун молекула билан ёки унинг кўп қисми билан боғланган бўлиши мумкин. Бунга энг аввало озод радикалларни киритиш мумкин. Буларда жуфтланмаган электронларнинг тарқалишини (делокалляциясини) ўрганиш реакция механизминини аниқлашга ва турли хил биологик табиий тўқималар нур таъсирида зарарланиб ҳар хил озод радикал ҳосил қилишини билишга ёрдам беради. Озод радикалларнинг биологик тўқималардан пайдо бўлиши ва ЭПР ёрдамида билиш мумкинлигини тасдиқлаш мақсадида олиб борилган тажрибадан шундай мисол келтириш мумкин.

1980 йилларнинг охирларида Республикамиздаги ипакчилик институти ходимлари факультетимизнинг спектрал гуруҳига маълум вақт сақланиш натижасида турли хил замбуруғ ва бактериялар таъсирида сифати пасайиб қолган пилланинг ташқи қавати тузилишида қандай кимёвий ўзгаришлар бўлганлигини текшириб берилишини илтимос қилиб келдилар.

ЭПР спектрометрида касалга чалинган ва сифати пасайган пилланинг ташқи қаватлари ЭПР спектри олинганда, ЭПР сигнали ҳосил қилган, аммо худди шундай кўринишдаги сигнал сифати ўзгармаган, яхши сақланган пилла намунасида ҳосил бўлмайди. Бу маълумотлар асосида сифати ўзгарган намуналарда озод радикаллар ҳосил бўлишини, полипептид занжирининг маълум бир жойларидан узилиш натижаси бўлади деб эътироф қилинди. Ҳақиқатдан ҳам ЭПР усулидан олинган бу маълумотлар Тошкент тўқимачилик институтининг бир гуруҳ олимлари томонидан

сифати пасайган пилла қаватининг тузилишида ўзгариш содир бўлганлигини рентген-тузилиш анализи ёрдамида тасдиқладилар ва олинган маълумотлар асосида пиллани узоқ вақт сақлаганда ҳам сифатини камайтирмаслик йўллари ишлаб чиқиш услублари устида муҳим тадқиқот ишлари олиб бордилар.

Иккинчи гуруҳ моддаларга ўзида жуфтланмаган электрон тутган айрим атомларни киритиш мумкин бўлади. Буларга жуфтланмаган, валенти ўзгарувчан бўлган металллар - темир, мис, кобальт ва бошқаларнинг бирикмалари мисол бўла олади.

Шундай қилиб ЭПР усули ёрдамида ўрганиладиган моддада жуфтланмаган электрон бор ёки йўқлигини аниқлаш мумкин. Бунга асосий сабаб, спинга эга бўлган электроннинг магнит моментига эга бўлишидир.

Магнит майдони таъсирида жуфтланмаган электронлар икки гуруҳга ажралади, бирининг спини магнит майдони йўналишига параллел, иккинчисиники эса антипараллел бўлиб, электронларнинг энергияси ҳар хил бўлади. Агар спинлар йўналиши магнит майдонига параллел бўлса электрон энергияси камаяди, антипараллел бўлса энергияси ортади.



Спектрометрларда ўлчаш ишлари махсус синовдан ўтган услублар бўлиб, буларни қуйидагича ифодалаш мумкин:

1. Намунанинг жуда ҳам паст температурада спектрини олиш. Бунинг учун намунани суюқ азот температурасида ўрганиш етарли ҳисобланади. Махсус кўринишдаги идишчага аввал суюқ азот солинади ва намуна солинган ампула киритилади ва сўнг резонаторга қўйилади. Бунда албатта идишнинг ўзи сигнали бериши керак эмас. Суюқ азотнинг идишдаги сатҳи кузатилиб турилиши зарур, бунда суюқ азот тўла буғланиб кетмаслиги керак.

2. Сигналлар чизиқларининг кенглиги, ўта мураккаб ажралиб чиқиш қийматлари ва интенсивлиги ўлчанади. Чизиқлар кенглигини эталон намуналарнинг маълум бўлган тузилишли сигналлар кенглигига қараб ўлчанади. Аввал эталон моддасининг спектри ёзилиб, ўзиёзардаги битта бўлиниш эрстедларда аниқланади. Ютилишнинг интенсивлигини ҳам маълум танланган эталонлар берган сигнал интенсивлиги[^]этиборга олиб ўлчанади.

Электромагнит ёрдамида ҳосил қилинган магнит майдоннинг кучланишини 10000 эрстедга тенг деб олинса, резонанс частота 28000 МГц га тенг бўлади, бу соҳа микротўлқинли соҳага тўғри келади. Микротўлқинли частота генератор ёрдамида ҳосил қилиниб моддага таъсир кўрсатилади.

ЯМР спектроскопияга ўхшаш муайян резонанс частота содир бўлади, аммо

олинган спектр битта максимумлардан иборат бўлади. сигналлари ЯМР дан фарқли бўлиб, сигнал битта томонда кузатилмасдан, улар паст томонда ҳам намоён бўлади, унинг шакли, кўриниши юқори қисмидагига жуда ўхшаш бўлади. Спектрнинг бу кўриниши радикал таркибида протон бўлмаганидагина содир бўлади.

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JAPAN'S ROLE IN U.S. GEOPOLITICAL GOALS

Karshiyev Sirojiddin Elmurodovich¹

Samarkand State University named after Sh. Rashidov

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ABSTRACT

The article provides information on Japan's role in US geopolitical goals. The stages of choosing the path of national development of modern Japan in the post-World War II years are listed. To understand U.S. behavior in the international arena, it is necessary to understand what is behind Washington's foreign policy doctrine of national interests anywhere in the world, including Japan.

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¹ Master of Samarkand State University named after Sh. Rashidov, Samarkand, UZB

AQSHNING GEOSIYOSIY MAQSADLARIDA YAPONIYANING O'RNI

KALIT SO'ZLAR:

Xavfsizlik shartnomasi,
Sovuq urush,
BMT,
konsepsiya,
Amerika fundamentalizmi,
Tinch okeani,
deklaratsiya,
militarizm

ANNOTATSIYA

Maqolada AQShning geosiyosiy maqsadlarida Yaponiyaning o'rni borasida ma'lumotlar beriladi. Zamonaviy Yaponiyaning Ikkinchi jahon urushidan keyingi yillarda milliy taraqqiyot yo'lini tanlash bosqichlari sanab o'tilgan. AQShning xalqaro maydondagi xatti-harakatlarini tushunish uchun dunyoning istalgan nuqtasida, shu jumladan, Yaponiyada ham Vashington tashqi siyosatining milliy manfaatlar doktrinasini ortida nima yashiringanini tushunish kerak.

KIRISH

O'tgan asrning ikkinchi yarmida va hozirgi kungacha AQSh bilan munosabatlar Yaponiya tashqi siyosatida markaziy o'rinni egallab kelmoqda. Amerika istilosi davri (1945 yil sentabr - 1952 yil boshi) yangi konstitutsiyaning qabul qilinishi, chuqur demokratik islohotlar bilan birga Yaponiyaning butun qiyofasini o'zgartirib, militarizmning tiklanishiga to'sqinlik qildi.

Dastlab "xavfsizlikni kafolatlash to'g'risida"gi (1951-yil), so'ngra "o'zaro hamkorlik va xavfsizlik to'g'risida"gi (1960-yil) ikki tomonlama shartnomalar imzolanishi bilan rasmiylashtirilgan. Vashingtonning talabi bilan urushdan keyingi konstitutsiyada uni faqat tinch rivojlanishga yo'naltiruvchi tamoyillarni e'lon qildi. Yaponiya asosiy qonunining to'qqizinchi moddasida "millatning suveren huquqi sifatida urush va xalqaro nizolarni hal qilish vositasi sifatida qurolli kuch ishlatish yoki tahdid qilish" dan voz kechish qayd etilgan. Bundan tashqari, u hech qachon "quruqlik, dengiz va havo kuchlarini, shuningdek, boshqa urush vositalarini" yaratmaslik va'dasini o'z ichiga oladi. Yaponiyaning harbiy harakatlarda bevosita ishtirok etishining oldini olish uchun konstitutsiyaga tayanish istagi keyinchalik, 1978 yilda Yaponiya-Amerika mudofaa hamkorligi bo'yicha yo'riqnoma imzolanganidan keyin namoyon bo'ldi. Ushbu hujjatda, shuningdek, Yaponiya tomonidan mudofaa sohasida hamkorlik qilish va AQShga yordam berish uchun qulay shart-sharoitlar yaratilishi "Yaponiya qonunlariga muvofiq" amalga oshirilishi ta'kidlangan. Sovuq urush davrida yaponlar orasida AQSh bilan ittifoqchilik munosabatlari o'zlariga begona manfaatlarni himoya qilish uchun Yaponiyani jangovar harakatlarga jalb qilish tahdidi bilan to'la qo'rquv bor edi. Ammo shu bilan birga, Yaponiya xavfsizligini ehtimoliy tashqi tahdidlardan ta'minlash bo'yicha Amerika kafolatlariga ham katta umidlar bog'langan edi. Sovuq urush tugagandan so'ng, Yaponiya jamoatchiligida hukumatning xavfsizlik siyosatini qayta ko'rib chiqish va yapon-amerika munosabatlarining harbiy jihatini zaiflashtirish imkoniyati haqida qarashlar paydo bo'la boshladi. Rossiya bu jarayonlarga hech qachon befarq qolmagan, chunki ular uning geosiyosiy manfaatlariga, ayniqsa Uzoq Sharq mintaqasiga bevosita ta'sir qilgan. Bunday sharoitda Angliya-Amerika siyosatining Sharqiy Osiyoga nisbatan markaziy nuqtasi Yaponiya va SSSRni izolyatsiya qilish va ular o'rtasida qarama-qarshilik va dushmanlikni qo'zg'atish edi. Amerika va Buyuk Britaniyaning Yaponiyani

Sharqiy Osiyodagi antisovet siyosatining dirijyoriga aylantirish siyosatiga qat'iy amal qilganliklari hech kimga sir emas. Manchuriyadagi Kvantun armiyasi sovet qo'shinlari tomonidan mag'lubiyatga uchragach, uning barcha qurollari Xitoy kommunistlariga topshirildi. AQSh, o'z navbatida, Janubiy Koreyada mustahkamlanib, o'zi bosib olgan Yaponiya ustidan yagona nazorat o'rnatdi. Xitoy "yo'qotilganidan" keyin AQSh tashqi siyosatining asosiy maqsadi Yaponiyani G'arb tomonida ushlab turish edi. Bu vazifani hal etish prezident G.Trumenning maxsus vakili – J.F.Dalles zimmasiga yuklatildi. U Yaponiya bilan tinchlik shartnomasini tayyorlashi kerak edi, bu esa AQShga bu mamlakatni Uzoq Sharqdagi eng yirik Amerika harbiy bazasiga, uning strategik ittifoqchisiga aylantirishga imkon beradi. AQSh 1951 yil mart oyida Yaponiya bilan tinchlik shartnomasining birinchi loyihasini ishlab chiqdi. 1951 yil 8 sentyabrda Yaponiya bilan tinchlik shartnomasini tuzish marosimi bo'lib o'tdi. Sovet Ittifoqi, Polsha va Chexoslovakiya ushbu hujjatga imzo qo'yishdan bosh tortdilar.

Yaponiyaning hukmron doiralari uzoq davom etgan parda ortidagi manyovrlar natijasida ishg'olning qonuniy ravishda tugatilishiga va mamlakatdagi barcha hokimiyatning o'z qo'llariga o'tishiga erishdilar. Buning uchun ular AQShga siyosiy va harbiy sohada bir qator jiddiy yon berishlari, xususan, AQSh qo'shinlarining Yaponiya hududida cheksiz qolishiga rozi bo'lishlari kerak edi.

1960 yilda Yaponiya Bosh vaziri N.Kishining AQShga rasmiy tashrifi chog'ida yangi yapon-amerika "xavfsizlik shartnomasi"ni imzolandi, biroq Yaponiya maqomi shartnomada "vassal"dan kichik darajaga ko'tarildi. Shartnomaning imzolanishi va ratifikatsiya qilinishi Yaponiyada siyosiy tartibsizliklarni keltirib chiqardi, bu esa AQSh prezidenti D.Eyzenxauerning Tokioga rejalashtirilgan tashrifini buzishga, so'ngra vazirlar mahkamasining iste'foga chiqishiga sabab bo'ldi.

ADABIYOTLAR TAHLILI VA METODLAR

XX asrning oxiri xalqaro maydonda tub o'zgarishlar davri hisoblanadi. Yaponiya va AQShning geosiyosiy pozitsiyasi bir-biridan sezilarli farq qiladi. XX asrning ikkinchi yarmi va XXI asrning boshlarida AQSH va Yaponiya munosabatlari, asosan, ingliz hamda rus mualliflari tomonidan atroflicha o'rganilgan. XX - XXI asrlarda AQSH-Yaponiya munosabatlarini ingliz olimlaridan R.Buckley, W.H.Cooper, J.Przystup, J.Schoff, S.Takahashi va rus mualliflaridan Z.Bjezinskiy, V.Bunin, A.Jukov va I.Lebedeva, G.Kunadze, E.Molodyakova, Ya.Nakosone, O.Paramonov, O.Smirnovalar taqiq etganlar.

NATIJALAR VA MUHOKAMALAR

Muayyan qiyinchiliklarga qaramay, AQSh va Yaponiyaning o'zaro manfaatdorligi Sovuq urush davrida ularning pozitsiyalarini birlashtirishga yordam berdi. Bir tomondan, Yaponiya rahbariyati Ikkinchi jahon urushi yillari xotiralari bilan kuchaygan Yaponiyaga nisbatan ishonchsizlikni bartaraf etish vositasi sifatida osiyolik qo'shnilar bilan yaxshi munosabatlar, samarali iqtisodiy hamkorlik munosabatlarini rivojlantirishga katta ahamiyat bera boshladi. Boshqa tomondan, XXRni oldindan aytib bo'lmaydigan tashqi siyosatga ega bo'lgan yadro gigantiga aylantirishning haqiqiy istiqbolini, shuningdek Rossiya barcha oqibatlari bilan Yaponiya rahbariyati 1997 yilda qayta ko'rib chiqilgan

Xavfsizlik shartnomasi bo'yicha AQSh bilan harbiy hamkorlikni kuchaytirishga qaror qildi. Yaponiya Osiyo-Tinch okeani mintaqasi xavfsizligini ta'minlashda ikki tomonlama harbiy hamkorlik va muvofiqlashtirishning muhim mexanizmiga aylanib bormoqda. AQSh Davlat kotibi yordamchisi V.Lord shunday degandi: "Bugun dunyoda AQSh uchun Osiyo-Tinch okeani mintaqasidan muhimroq mintaqqa yo'q. Ertaga, XXI asrda ham bu tendensiya to'liq davom etadi".

XULOSA

Shunday qilib, yangi hamkorlik dasturida AQShning Osiyo-Tinch okeani mintaqasida harbiy mavjudligini qo'llab-quvvatlash va Yaponiya-Amerika xavfsizlik tizimini har tomonlama mustahkamlashga qaratilgan. Ko'rinib turibdiki, Yaponiya Xavfsizlik shartnomasining yangi tahririda o'zining siyosiy rolini iqtisodiy qudratiga moslashtirish yo'lidagi qadamni ko'radi. Ammo mas'uliyat yukining muqarrar ravishda ortib borayotgani mamlakatdagi ayrim doiralarni xavotirga solmoqda. XX asr oxiriga kelib uchta iqtisodiy kuch markazlari: AQSh – G'arbiy Yevropa – Yaponiya shakllandi. AQShning xalqaro maydondagi xatti-harakatlarini tushunish uchun dunyoning istalgan nuqtasida, shu jumladan Yaponiyada ham Vashington tashqi siyosatining milliy manfaatlar doktrinasi ortida nima yashiringanini tushunish kerak. Sovuq urush tugaganidan so'ng, AQSh o'zini dunyodagi yagona yetakchi his qilib, vaziyatdan to'liq foydalanishga harakat qilmoqda. Xalqaro munosabatlar va jahon tarixining amerikalik nazariyotchilari AQSh gegemonizmi bilan bog'liq bo'lgan va Ikkinchi jahon urushidan keyin o'zini namoyon qila boshlagan hozirgi tarixiy siklni go'yo ob'ektiv nuqtai nazardan asoslab berishdi. AQShning XXI asrdagi geosiyosiy rejalarida Yaponiyaga juda sharaflı vazifa yuklangan. Bu super davlatning eng muhim va ishonchli geostrategik ittifoqchisidir. Yaponiya AQSh qo'shinlariga favqulodda vaziyatlarda fuqarolik aerodromlari va dengiz portlaridan foydalanishga, shuningdek, keskinlikni keltirib chiqargan davlat tegishli bo'lgan iqtisodiy sanksiyalar davrida yuk tashuvchi xorijiy fuqarolik kemalarini tekshirishga ruxsat beradi, unga muvofiq kemalarni tekshirish faqat BMT Xavfsizlik Kengashi rezolyusiyasi qabul qilingandan keyin amalga oshiriladi. Bugungi kunda Yaponiyada AQSh yadroviy qurollari mavjud, ammo Xitoy va Shimoliy Koreyaga ko'ra, Yaponiyaning ham o'ziga xos yadroviy qurollari bor. O'z-o'zini mudofaa kuchlarini geosiyosiy muammolarni hal etish uchun to'laonli armiyaga aylantirish masalasi birinchi marta kun tartibiga qo'yildi. Yaponiya o'z qurolli kuchlarini o'zi xohlagan joyga jo'natadi. Yaponiya hududida allaqachon paydo bo'lgan yadro qurolidan tashqari, Yaponiya AQShning raketaga qarshi mudofaa tizimiga kirib, qurolli kuchlarini yanada modernizatsiya qilishni rejalashtirmoqda. Bir so'z bilan aytganda, AQShning bevosita ko'magida Yaponiya armiya va urush huquqini qaytarib oladi. Yaponiya Rossiyadan Ikkinchi jahon urushi tugaganidan keyin SSSRga qo'shib olingan Janubiy Kuril orollari guruhini unga berishni talab qilmoqda. Bu orollarning umumiy maydoni 5 ming kvadrat kilometrni tashkil qiladi. Orollarning geostrategik va iqtisodiy holati katta ahamiyatga ega. Yaponiya uchun bu qit'aga chiqish yo'lidir, bu geosiyosiy kengayish Xitoy, Shimoliy Koreya va Rossiyanı ushlab turish uchun tramplindir. Yaponiyaning harbiy qudrati qayta tiklanishi bilan, Yaponiyaning orollarga zo'ravonlik bilan bostirib kirishini

to'xtatuvchi yagona vosita bu Rossiya yadro qurolidir. Ikkinchi jahon urushi voqealari Yaponiyani uzoq vaqt davomida xalqaro siyosiy jarayonlardan chetlashtirdi. 1990-yillarda Yaponiya tashqi siyosatida yangi burilish yuz berdi. Bu davrda Yaponiya tashqi siyosatiga tuzatishlar kiritgan uchta voqea yuz berdi. Bu, birinchidan, AQShning Vetnamdagi mag'lubiyati; ikkinchidan, Yaponiya yalpi ichki mahsulot hajmi bo'yicha kapitalistik dunyoda ikkinchi o'rinni egalladi; uchinchidan, sovet-amerika munosabatlarida detansiya boshlandi. Sovuq urush tugagandan so'ng, Yaponiya yana dunyoda o'z rolini aniqlash vazifasini oldi. Sovet Ittifoqi parchalanishi munosabati bilan Yaponiya ushbu tarixiy voqega ancha vazminlik bilan munosabatda bo'ldi. Yaponiya atrofidagi geostrategik vaziyat yanada murakkablashdi. 1990-yillarning boshida rasmiy Yaponiya o'zining tashqi siyosiy vazifalarini Jorj V. Bush (katta) yo'nalishi bo'yicha Yangi dunyo tartibi konsepsiyasi orqali qurdi. Ammo Fors ko'rfazi urushining boshlanishi Yaponiya rahbariyatiga bir qator muhim masalalarni, shu jumladan Yaponiyaning mudofaa va xavfsizlik siyosatining AQSh kursiga bo'ysunish darajasi masalasini qo'ydi.

Mudofaa siyosati sohasida 1996-yil 17-aprelda Xashimoto va B.Klinton o'rtasidagi muzokaralar yakunlari bo'yicha e'lon qilingan yangi Yaponiya-Amerika qo'shma xavfsizlik deklaratsiyasi alohida e'tiborga loyiq edi.

1997 yil sentyabr oyida AQSh va Yaponiya o'rtasidagi harbiy sheriklik va hamkorlikning yangi asosiy yo'nalishlari e'lon qilindi, u 1978 yildagi xuddi shunday hujjatni almashtirdi va 1996 yilgi Qo'shma deklaratsiyani ishlab chiqdi va uning qoidalarini aniq harakatlar rejasi shaklida ko'rsatdi. AQSh Yaponiyaning eng yaxshi do'sti, yagona samarali ittifoqchisidir. Ba'zi pragmatistlar Amerikadan shunchaki Yaponiya manfaatlari yo'lida foydalanish kerak, deb hisoblaydilar. Yaponiya hukmron elitasi vakillari AQShning kuch ishlatish huquqini tan oladi, biroq bu huquq xalqaro hamjamiyatda yanada kengroq tan olinishini istaydi. Gap shundaki, ularning dunyo haqidagi g'oyalari har qanday yangi dunyo tartibida tinch-totuv yashash va farovonlikni saqlash istagi bilan uzviy bog'liqdir. "Amerika fundamentalizmi" va "hokimiyatlarning ajratilmasligi"ni tanqid qilish odatda xavfsizlikdan boshqa sohalarga ham tegishli va bu ma'noda cheklangan deb hisoblash mumkin. Ammo shuni ta'kidlash kerakki, hukmron elitaning aynan shu "boshqa sohalar" bilan bog'liq a'zolari AQSh bilan ittifoq tuzishga, ular bilan tenglashishga ma'lum bir shubha bilan qarashadi, garchi bu ittifoq va bu tenglashtirish a'zolarga taqdim etilgan bo'lsa ham. "Tinch okeani" Osiyo mamlakatlari iqtisodiyotida AQSh dollarining hukmronligiga kelsak, ienni mintaqaviy valyutaga aylantirishni talab qiluvchi baland ovozlari tobora kuchayib bormoqda. Shunday qilib, AQSh ustunligi iqtisodiy sohada Yaponiya hukmron elitasi a'zolari tomonidan ham tan olinadi, garchi bu tan olish bilan birga undan chiqishning muayyan variantlari ko'rib chiqilmoqda. Ammo bu noaniqliklarga qaramay, elita hali ham AQSh gegemoniyasi mavjudligini taxmin qiladigan siyosiy variantlarga qat'iy rioya qiladi. AQSh Yaponiyaning urushdan keyingi "reabilitatsiyasi"da asosiy rol o'ynadi, natijada mamlakat sobiq harbiy dushmanlar bo'lgan 48 davlat bilan tinchlik shartnomasi tuzdi. Yaponiya-Amerika qo'shma xavfsizlik deklaratsiyasida – XXI asr uchun ittifoq – ikki davlatning milliy siyosati erkinlik, demokratiya va inson huquqlarini hurmat qilishga qaratilgan. Shunday

qilib, Yaponiya geosiyosiy ma'noda AQSh uchun xuddi AQSh Yaponiya uchun bo'lgani kabi nihoyatda muhim.

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FEATURES OF APPLICATION OF THE INTERNATIONAL STANDARD ISO 9001:2015 IN THE FIELD OF HIGHER EDUCATION

L.K. Abdullaeva¹

K.A. Axundjanov²

Tashkent Chemical-Technological Institute

KEYWORDS

QMS,
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process approach

ABSTRACT

Higher education has many diverse objectives, including the application of international standards in higher education institutions, the creation of a broad base of modern knowledge and the promotion of research and innovation.

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¹ Tashkent Chemical-Technological Institute, Tashkent, UZB

² Candidate of chemical sciences, Associate Professor of Tashkent Chemical-Technological Institute, Tashkent, UZB

ПРИМЕНЕНИЯ МЕЖДУНАРОДНЫХ СТАНДАРТОВ ISO 9001:2015 В ВЫСШЕХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

КЛЮЧЕВЫЕ СЛОВА:

СМК,
ISO 9001:2015,
высшее образование,
процессный подход

АННОТАЦИЯ

Высшее образование ставит перед собой множество разноплановых задач, включая применение международных стандартов в высших учебных заведениях, создание широкой базы современных знаний и стимулирование научных исследований и инновационной деятельности.

Высшее образование служит ключевым фактором расширения и развития знаний, является исключительно ценным культурным и научным достоянием как для каждого человека, так и для общества в целом. Сегодня высшее образование играет жизненно важную роль в укреплении мира, терпимости и в создании взаимного уважения между народами и странами [1].

Высшее образование всегда рассматривалось как инструмент повышения статуса, социальной мобильности, выступало индикатором интеллектуального и социокультурного развития индивида. Если несколько десятилетий назад такое образование считалось элитным, то сегодня, в эпоху массового образования, когда образовательные организации все больше коммерциализируют свою деятельность и доступны почти для всех слоев населения, оно является обязательным институтом социализации, а его получение для многих ассоциируется с получением диплома, а не знаний, умений и навыков, являющихся неотъемлемым качеством профессионала [2]. Сегодня многие компании, особенно в реальном секторе экономики, отмечают низкий уровень специальной подготовки выпускников. Устроившись на работу, новые сотрудники проходят длительную адаптацию, вызванную невозможностью сопоставить сформированные компетенции с практической деятельностью [3]. В связи с этим, сегодня особо остро встает вопрос о качестве высшего образования.

Высшее образование ставит перед собой множество разноплановых задач, включая воспитание у обучающихся активной гражданской позиции; выбор будущей карьеры (помощь в трудоустройстве); поддержку личностного роста; создание широкой базы современных знаний; стимулирование научных исследований и инновационной деятельности.

Стандарт ISO 9001 – один из наиболее быстрых способов сделать из обычной организации хорошую, а из хорошей – успешную. ISO 9001 рассматривается как нечто гораздо большее, чем стандарт на систему менеджмента качества (СМК). В основу стандартов ISO серии 9001 положен процессный подход при разработке, внедрении и улучшении результативности системы менеджмента качества. Преимущество процессного подхода состоит в непрерывности управления с целью повышения удовлетворенности потребителей путем выполнения их требований. Требования

могут применяться к организациям различных сфер деятельности и различного размера [5]. Обладание сертифицированной и, главное, действенной СМК, будет являться гарантией образовательной организации не остаться в стороне в результате практически ежедневных преобразований сферы высшего образования. Вузы, объявившие качество своей основной целью, будут жить и бороться за свое процветание. Эффективная СМК открывает дополнительные преимущества для всех заинтересованных сторон (табл. 1).

Уникальность стандарта ISO 9001 состоит в том, что воздействие направлено на систему менеджмента качества, т.е. на то, к чему не обращались ранее. Для того чтобы система менеджмента качества достойно и правильно функционировала, требуется особое поддержание ее актуальности. Именно для этого Международная Организация по Стандартизации (ISO) проводит пересмотр стандарта ISO 9001 (последние, незначительные изменения были внесены в стандарт в 2008 году) [6]. Рассмотрим основные особенности стандарта ISO 9001:2015, применительно к сфере высшего образования.

Лидерство руководителя – одно из важных концептуальных положений новой версии стандарта ISO 9001:2015. В практике известны случаи формального отношения руководителей всех уровней, в том числе и первых лиц, к реализации требований стандартов ISO серии 9000. Очевидно, что без лидирующей роли руководящего состава организации невозможно обеспечить вовлечение ее персонала в решение задач по управлению качеством.

Таким образом, высшее руководство образовательных организаций должно продемонстрировать приверженность системе менеджмента качества и обеспечить:

Таб. 1 Основные преимущества применения СМК в вузе

Для обучающихся	Для образовательной организации в целом	Для внешних стейкхолдеров
Получать образование гарантированного качества, подтвержденного системой менеджмента качества и сертификатом	Наличие сертифицированной СМК – оценивается при государственной аккредитации и лицензировании образовательной деятельности	Уверенность работодателей в высоком уровне подготовки обучающихся
Студенты, как участники процесса, чьи требования должна удовлетворять действующая СМК, имеют возможность участвовать в	Соответствие требованиям международного стандарта ISO 9001 создает преимущества для образовательной организации, которая заинтересована в	Для государства, наличие документированной СМК является дополнительной гарантией того, что образовательное

формировании содержания и влиять на качество своего образования	привлечении иностранных студентов и/или установлении партнерских связей с другими странами, поскольку подход к признанию соответствия СМК требованиям данного стандарта во всем мире одинаков	учреждение ведет свою деятельность эффективно и соответствует необходимым требованиям
Прозрачность и документированность всех основных процессов в образовательной организации позволяет обучающимся быть уверенным в справедливости принимаемых по отношению к ним управленческих решений	Открытая и результативная СМК – один из эффективных инструментов повышения конкурентного преимущества вуза на рынке образовательных услуг, повышение качества подготовки выпускников и эффективности управления самим образовательным учреждением	Достоинством построения СМК по стандарту ISO серии 9000 является возможность сформировать на их базе такую систему управления организацией, которая непрерывно следует за требованиями и ожиданиями всех внешних потребителей (государства, бизнеса и т.д.)

Главная особенность новой версии ISO 9001 состоит в том, что планирование осуществляется не просто как желаемое видение результата, а обязательно включает в себя оценку рисков для каждого процесса. Реагирование на риски и возможности создает основу для повышения результативности СМК, достижения более высоких результатов и предотвращения негативных последствий.

Управление рисками, риск-менеджмент

– процесс принятия и выполнения управленческих решений, направленных на снижение вероятности возникновения неблагоприятного результата и минимизацию возможных потерь, вызванных его реализацией [7].

Современные образовательные системы, ориентированные на реализацию компетентного подхода, испытывают на практике ощутимые затруднения с выявлением рисков при реализации алгоритма управленческих действий в образовательной организации и последующем управлением этими рисками.

В табл. 2 приведены основные риски, с которыми сталкиваются институты и университеты.

Таб. 2 Риски образовательной организации высшего образования.

Внешние риски	Внутренние риски
Сокращение бюджетного финансирования	Высокая стоимость образовательных услуг
Сокращение контингента обучающихся (по демографическим или другим причинам)	Недостаточный контингент обучающихся
Конкуренция вузов	Несоответствие уровня качества образовательных услуг
Экономический кризис	Недостаточное развитие материальной базы
Зависимость от мировых тенденций	Неэффективная кадровая политика
Изменение законодательства в области образования	Низкий имидж образовательного учреждения на рынке услуг
Задержка бюджетного финансирования	Несоответствие образовательных услуг требованиям и ожиданиям заинтересованных сторон
Изменение формы собственности вуза	Неэффективное использование внебюджетных средств

Следующий шаг работы состоит в том, чтобы обозначить проблемы по каждому имеющемуся активу. В риск-менеджменте возможные проблемы именуются «рисками». Для оценки риска следует использовать простой и понятный метод расчета. Именно простота позволит адекватно оценить риски и при необходимости скорректировать их значение. Наиболее распространенной для расчета риска является формула: $\text{Риск} = \text{Вероятность} \times \text{Ущерб}$. Все риски подразделяют на приемлемые, оправданные, недопустимые. Приемлемые риски далее рассматривать не будем, сконцентрировавшись на двух остальных. Для рисков, получивших статус оправданных, необходимо продумать мероприятия, способные риски предотвратить или минимизировать (в предыдущей версии стандарта такие действия назывались предупреждающими). Недопустимый риск показывает важность его постоянного контроля. Повторная оценка (проводимая в рамках аудита, анализа со стороны руководства или само обследования) необходима для проверки результативности реализованных мероприятий.

Далеко не во всех университетах процесс внедрения СМК проходит без сопротивления со стороны сотрудников. Научно-педагогическое сообщество привыкло работать определенным, исторически сложившимся образом, по не прописанным процедурам, полагаясь на свой профессиональный, жизненный опыт ведения дел и межличностные отношения, существующие в рамках устоявшихся научно-педагогических школ образовательной организации. По этой причине у сотрудников до настоящего времени не выработана привычка работать в соответствии с наперед формируемыми показателями. Кроме того, некоторые

руководители структурных подразделений полагают, что жесткое выполнение требований СМК, увеличение объема документации навредит основному процессу образовательной организации. Сотрудники управлений и отделов качества вузов, постулируя необходимость эффективного построения процессов в организации, допускают, что неправильность использования СМК может «перегрузить» дополнительными отчетами сотрудников.

Это связано, в первую очередь, со спецификой работы с основными потребителями образовательных услуг.

Одним из основных изменений и преимуществом новой редакции стандарта ISO 9001:2015 является то, что управление документацией для образовательной организации стало намного легче. В стандарте больше не применяются понятия «руководство по качеству», «управление записями» и «документированные процедуры», а просто говорится о необходимости документирования информации.

Таким образом, происходит то, чего больше всего хотели образовательные организации высшего образования – сокращение рабочего времени на разработку необходимых документов и отчетов. В настоящее время каждая организация сама определяет, какие документы СМК ей разрабатывать, и, самое главное, – она сама учитывает не только требования новой версии стандарта 9001:2015, но и практическую необходимость создания таких документов, тем самым улучшается управление вузом и повышается производительность труда. В результате управление документацией становится более гибким, не отвлекающим внимания от реализации стратегии и целей организации.

В настоящее время перед образовательным сообществом стоит проблема преодоления разрыва знаний («knowledge gap») между знаниями и компетенциями, формирование которых необходимо сообществу работодателей, и набором знаний и компетенций, реально формируемых у выпускников. Решение этой проблемы не может быть найдено внутри образовательной организации, ввиду отсутствия отлаженного механизма взаимодействия с работодателями. Более того, процесс управления знаниями в вузе в настоящее время адекватно не сопряжен с такими процессами работодателей в связи с отсутствием соответствующих организационных и технологических решений, образовательный стандарт не сопряжен с профессиональным.

В новом стандарте ISO 9001:2015 специальное внимание уделяется управлению знаниями. Требование по управлению знаниями пришло на смену требованию по управлению компетентностью персонала. Под «знаниями» здесь понимается весь багаж накопленных умений и навыков организации, причем они не обязательно были записаны на бумаге. Основными источниками знаний для вуза являются:

- 1) Объекты интеллектуальной собственности (патенты, изобретения, полезные модели, ноу-хау, диссертационные исследования и т.д.);
- 2) Профессорско-преподавательский состав и другие сотрудники

организации (их знания и опыт);

3) Выводы, сделанные по результатам само обследований, аудитов и других контрольных мероприятий;

4) Внешние источники (научные семинары и конференции, курсы повышения квалификации, а также знания, полученные от всех заинтересованных сторон (государства, работодателей, обучающихся и т.д.).

Руководству вузов следует накапливать и поддерживать в доступном и актуальном состоянии знания, например, вести дневники ошибок, находок по решению проблем или лучших практик. Важно помнить, что даже отрицательный опыт – тоже знания, которые в будущем, возможно, смогут сыграть решающую роль в достижении успеха образовательной организации.

Следовательно, чтобы добиться высоких показателей качества, выдержать конкуренцию и быть преуспевающей образовательной организацией высшего образования, необходимо внедрять не сам стандарт, а именно систему менеджмента качества на основе стандарта ISO 9001:2015, осуществлять поддержание ее в рабочем состоянии и непрерывно улучшать. В условиях сокращения количества выпускников образовательных организаций среднего образования, вузы ведут масштабную конкурентную борьбу за каждого абитуриента. Для них СМК превращается из конкурентного преимущества в обязательный фактор существования на рынке. Мировой опыт показывает, что разработка и правильное внедрение такой системы способствует улучшению деятельности, увеличению «добавленной ценности» и стоимости нематериальных активов любой организации, в том числе образовательной, что непременно приводит к повышению ее конкурентоспособности.

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DETERMINE PRAGMATIC COMPETENCE BY LISTENING IN PRACTICAL SESSIONS

Saidova Makhsudakhon Abbasovna¹

Tashkent State University of Oriental Studies

KEYWORDS

communicative purpose,
foreign languages,
teaching methods,
new approaches,
teaching experience,
analysis,
language grammar

ABSTRACT

This article discusses completely new approaches to foreign language teaching methods, an analysis of the experience of teaching foreign languages to students at universities and institutes, and the need for students to have a broad knowledge of the grammar of the language being studied. Ignoring pragmatics in communication makes it impossible to connect the language structures that students learn in a given situation with a clear communicative goal.

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¹ Senior Lecturer of the Department of Western Languages, Tashkent State University of Oriental Studies, Tashkent, UZB

INTRODUCTION

Development of international relations and entering of the Republic of Uzbekistan into an open society have greatly affected the social status of foreign languages and inspired their study. In this light, the method of foreign languages teaching needs brand new approaches. The analysis of the experience of foreign languages teaching to students at the universities and institutes has resulted in the fact that students gained wide range of knowledge in grammar of the language studied, but their spoken language is non-expressive and has no effect to an addressed man. Ignoring pragmatics in communication is about to fail to connect the language structures that students study with a specific communicative goal in certain situation.

What does the term “pragmatic competence” mean? The analysis of the term shows that this a system of knowledge, rules of statements structuring, their integration into a semantic context, the skill to use utterances in different communicative situations in foreign language. Communicative-pragmatic tasks imply the use of socio-cultural strategies in building of spoken language based on a communicative goal. The focus of our research is an understanding of the fact that the interactive tasks are used in socio-cultural aspects to create authentic language behavior in the situation of an intercultural communication. These tasks are quite flexible and they help to make a communicative versatility of the language behavior in changing socio-cultural conditions of foreign communication. Adequate use of language structures develops the content of the very conversation and each communicative act consists of the moments of interaction between communicative partners. Thus, pragmatic competence helps to study communicative function which the main function of the language.

MAIN PART:

Researchers have found 4 functions that facilitate development of the skills of pragmatic competence of students such as reproductive-productive skill, adaptive, creative, and reproductive. Levels that develop pragmatic competence of students identified by three principal criteria, which are as follows:

1. Know how to use linguistic knowledge — accuracy in choosing phonetic, stylistic, lexical and grammatical means; socio-cultural and professional correctness; psychological and grammatical correctness;
2. Skills of solving professional problematic tasks based on the pragmatic aspect of conversation — independence in using communicative ways for expressions of pragmatic aspect; independence in choosing a backbone for solving of professional and creative tasks;
3. Mastery of means of professional occupation — accuracy in application of communicative techniques for professional tasks. Thus, main task of contemporary teacher is to teach the students accurately analyze the interlocutor's reaction to statement and, based on the information, determine the further way of communication.

Necessity for teaching listening techniques at the foreign language classes concerned with the fact that students develop their skills of communicative competence during the

process that essential for further advance of competences belonging to another language. Teachers should instruct students listen attentively to their or other speaker's foreign language pronunciation at first lessons, getting the students accustomed to the listening. Listening comprehension skill serves as an effective means of teaching of foreign languages. It helps the students to acquire the sounds of the language studied, its phonemic structure and intonation: melodic, rhythm, and accent. Mastering the listening comprehension skills, a student during listening to the educational material listens attentively to a sounding speech. This can make a skill to anticipate semantic content of the statement and, thus, form the culture of listening both foreign and native languages. The analysis of the results confirms that the complex of exercises oriented to form grammatical competence through listening is based on the gradualist principle from the simple to the difficult. Formation of skills of the pragmatic competence is made in several stages:

a) preparatory and familiarization stage intended to study of a material on the key characteristics of different dialects.

b) training stage — introduction into the process of the teaching of listening to conditionally communicative exercises to form skills of the pragmatic competence, students educate to recognize and differentiate listening techniques;

c) stage of an active acquisition and usage of the knowledge, introduction of naturally-communicative exercises and communication with native speakers. It is also should be noted that the exercises intended to form the pragmatic competence included tasks that trained to different techniques of active and passive listening. In this way, we took the opportunity to make a small dictionary of commonly used slang words and expression of this decade.

CONCLUSION:

Thus, pragmatic competence represents one of the factors that cause a successful communicative interaction. From the pragmatic point of view, the students should be provided with knowledge on how to accurately apply the linguistic tools to make an effective influence on a partner so as the forming of the pragmatic competence is connected with an implementation of communication in different communicative situations. The process of a foreign language teaching through listening is to be provided with making real-life situations and, respectively, activation of the students' speech activity. Properly used interactive methods of teaching help to effectively solve the tasks. Modern pedagogy identifies them as the methods based on the interaction of all participants of the pedagogical process.

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PEDAGOGICAL TECHNOLOGY AND METHODS IN FOREIGN LANGUAGE TEACHING

Bekmuratova Shohsanam Muxtorbek qizi¹

Tashkent State University of Economics

KEYWORDS

modern pedagogical
technology,
integration,
ideas about,
foreign languages,
activities,
subject content,
high quality level

ABSTRACT

This article notes that in the age of modern pedagogical technology, not enough attention is paid to the integration of science. Even subjects such as foreign languages and foreign-language countries in the curricula of secondary special and higher education institutions are taught without systemic interconnection. Problem-solving measures are limited to setting terms for teaching these subjects in appropriate curricula or partially harmonizing the content of the subjects. To solve it radically, it is necessary to develop the necessary conditions, forms, content and tools for the integration of academic disciplines that provide high quality of knowledge acquired by students.

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¹ Lecturer at Tashkent State University of Economics, Uzbekistan, Tashkent, UZB

INTRODUCTION:

Modern didactics offers a number of approaches to the integration of academic disciplines, but the generally accepted content, form, and means of this process have not yet been developed. Many educators work in the study of integration processes in education based on insights into the integration of fundamental sciences.

This is explained by the fact that integration first took place in fundamental sectors and then spread to the field of pedagogy. It should be noted that academic disciplines are different from scientific disciplines. This difference is reflected not only in their content, but also in the form, scope and depth of knowledge.

The purpose of the study of academic science is not to acquaint the student with objective novelty in science, but to form in it knowledge that has subjective novelty. Therefore, the integration of academic disciplines is different from these processes in science.

In this sense, integration can be seen as a form of interdependence aimed at correcting the shortcomings of the teaching system into historically composed disciplines due to the differentiation of disciplines.

The didactic nature of the integration of academic disciplines is determined by the need to develop the order and laws of pedagogical activities that allow to determine the conceptual structure and methods of formation of new knowledge in different disciplines. In the narrow sense, the integration of disciplines is an integral part of the synthesis of disciplines and scientific knowledge. The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of the integration process is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge.

Didactics offers different forms of integration, such as combining teaching materials from different disciplines into one course. However, pedagogical experience shows that such forms are not effective enough. We are in favor of preserving the system of teaching as a subject that has historically been part of the education system. Subjects should be relatively independent, as each represents a separate field of science with its own language, conceptual apparatus, methodology, research subject, and concept.

At the same time, opportunities to explore them in relation to each other need to be realized. This opportunity is provided, including through an interdisciplinary approach. It can be seen both as a form of integration of disciplines and as a method of synthesizing subjective new knowledge. We see the interdisciplinary approach as the most optimal direction for the science of pedagogy in the integration of general and special disciplines. We rely on the conceptual idea that the result of the integration of academic disciplines is the acquisition of new subjective knowledge that cannot be formed when disciplines are taught without interconnectedness.

In science, the process of interdisciplinary synthesis of new knowledge is very slow, sometimes lasting several decades. In the learning process, the teacher will have to "bring"

the student to a subjective new knowledge based on previously acquired knowledge in various disciplines in one or more sessions, or even minutes. That is, the conditions should be created for the synthesis of knowledge, not for its transfer. One of the technological ways to accomplish this task is to transfer knowledge from one field to another, which is the main mechanism for establishing interdisciplinary links. It should be noted that any state of knowledge transfer does not lead to the synthesis of subjective new knowledge. To do this, this knowledge must be inverted.

The inversion of knowledge involves the following processes:

- a change in the description of the transfer of knowledge from one discipline to another in order to activate the student's mental activity;
- to transform the interdependence of scientific knowledge into educational tasks;
- to determine the level of acquisition of interdisciplinary knowledge and skills that ensure that the student's creative abilities also constitute a professional orientation.

The knowledge of the disciplines becomes a professional knowledge in the process of studying the special sciences and internships of future philologists. If such changes are not made, if higher education and knowledge of special subjects are not applied to professional activities, they will be important for future teachers only as information of didactic value, not professional knowledge. The possibilities of integrating the disciplines of higher education are embodied in their content, because it expresses knowledge about the environment, which is unique in nature.

Research in pedagogy pays special attention to the development of a system of forms, methods and tools aimed at overcoming the fragmentation of the teaching of academic subjects, the methodology of the teaching and educational process, which is their basis.

How can this be applied to students' lives?

Reading is a form of mental work. There are millions of students in our country. Reading is a work in progress. What is clear is that this work can be more or less effective, depending on how much or how little effort is expended to achieve the same result.

Students should be taught to make both written and oral plans before each activity. Orderliness and economy in both social production and personal work depend on the availability and perfection of the plan:

The plan should include not only general but also specific measures of various educational factors that affect the student's personality.

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TRADE RELATIONS BETWEEN BUKHARA AND KHIVA

Yuldosheva Dilrabo Fazilovna¹

Khairullina Guzalina Vagizovna²

Academic Lyceum under Uzbek State University of World Languages

KEYWORDS

land and waterways,
trade goods,
horses,
mules and camels,
Amudarya waterway,
caravan roads,
Eastern Bukhara
principalities

ABSTRACT

In the second half of the XIX-early XX centuries, the Emirate of Bukhara was actively engaged in trade with neighboring khanates. During this period, trade relations between the Emirate of Bukhara and the Khiva Khanate were considered important. Trade between Bukhara and Khiva consisted mainly of agricultural and livestock products.

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¹ History teacher of the Academic Lyceum under Uzbek State University of World Languages, Tashkent, UZB

² History teacher of the Academic Lyceum under Uzbek State University of World Languages, Tashkent, UZB

INTRODUCTION:

Khiva traders brought a variety of coats, raw silk, sesame, apples, melons, fish, linseed oil, sheep oil, wheat, rice, poppies and livestock to the emirate's markets. From Bukhara to Khiva were exported tobacco, cotton and silk fabrics, royan, attar goods and black lake skins.

In addition to local products, Khiva traders bought goods from Russia and other foreign countries. For example, they bought nil dye and green tea from Bukhara to Khiva from India, floral fabrics and dyes woven by Indian craftsmen. There are also reports that Khiva traders bought goods imported from India from Bukhara and sold them at markets in the Russian city of Orenburg.

N. Khanikov notes that in the 40-50s of the XIX century the trade between the Emirate of Bukhara and the Khiva Khanate was much slower. Between Bukhara and Khiva, between 1,000 and 1,500,000 camels were traded annually [3]. Merchants from Khiva to Bukhara brought more apples, vegetables, fruits and fish. The total turnover of trade products amounted to 100 thousand rubles, or 0.2% of the share of exports of the Khiva Khanate. On their way back, Khiva traders brought back silk, astrakhan leather, fabric, Russian products, and Chinese green tea.

At the end of the 19th and the beginning of the 20th centuries, there were 35 bazaars in the Khiva khanate, of which 24 belonged to khans and waqifs, and 11 to private individuals. In addition to Khiva and New Urgach, the khanate had large markets in Khanka, Khozarasp, Kilichniyazboy, Shovat, Gurlan, Mangit, Kungrad, Khojayli, and Toshauz.

In the 60s and 70s of the 19th century, Khiva merchants brought to the markets of the Bukhara Emirate, along with local products, iron products brought through Astrakhan, as well as products such as cauldrons, Russian leather, raw silk. Traders from Bukhara brought tobacco, cotton products, yarn, cloth, gowns, various clothes, fox fur, beaver fur, and astrakhan skins to the markets of Khiva khanate. Brought from Bukhara, especially tobacco and astrakhan skins were in great demand in the Khiva khanate.

By the 70s and 80s of the 19th century, between the Bukhara Emirate and the Khiva Khanate, there were more than 2,000 rastas in the markets of the Khiva Khanate. For example, 400 rastas and 50 caravanserais in Khiva, 400 rastas in Khozarasp, 300 rastas in Khojaly, new Urgench and Toshauz, 200 rastas in Gurlan, 315 rastas in Kungrad, 100 rastas in old Urgench, 34 rastas in Shavat and Shah-Abbas-Valida. available. The rastas in these markets sell a variety of goods from the Emirate of Bukhara.

Among the trade goods exported from the Bukhara Emirate to the Khiva Khanate in the 70s and 80s of the 19th century was tea, Nile dye, spool, Bukhara and English gauze, English and Kashgar bowls, cannabis, semi-silk adras, velvet, shoes, carpets, Karshi and Shahrizabz tobacco, horses. egari, poppy, Bukhara paper, Chinese dream, raisins, pistachios, sweets and medicinal products used in medicine have significantly developed and trade turnover has increased significantly. From Bukhara in those years

Karshi tobacco was sold to Khiva every year for 1,000 camels for 20,000 pounds, for 7 soums per pound, and for 1,000 camels, Shahrizabz tobacco for 20,000 pounds, 1 pound,

5 soums. In 1881, a trade caravan of 3,000 camels was sent from Bukhara to Khiva. The cost of commercial products in these caravans amounted to about 576 thousand rubles. Among these goods was a Russian cheetah worth 40,000 rubles.

According to the sources, there is a caravanserai "Palace Urgenchik" belonging to Khorezm traders on the banks of the Shohrud River in Bukhara, where Khiva traders were engaged in trade.

By the end of the 19th century, blue tea, black tea, nil dye, jewelry, English and Kashgar cups, velvet and satin, gold-plated items, cotton dresses, cocoons, blankets, Bukhara rugs, shoes, carpets, Russian chiti, cotton yarn, sheepskin and leather products, tobacco, Bukhara paper, apples, grapes, iron and other products. The total cost of the products is 1 mln. rubles, or 3% of the Emirate's exports.

In Bukhara-Khiva trade relations, the population of Karakalpakstan living on the shores of the Aral Sea also had active trade relations in the markets of Bukhara. Karakalpaks bought a lot of trade goods from Bukhara, especially silk and semi-silk fabrics produced by artisans. At the same time, they brought livestock, saxaul, coal and fish products to Bukhara markets. According to the data, Karakalpaks annually bring 16,000 pounds of fish to Bukhara markets.

MAIN PART:

In the markets of Khiva khanate many kinds of fish such as ship (red fish), usach, som, carp, leshch, sudak were sold. Som, usach, and carp were considered buyers. Most of the fish was sold live at the Kungrad, Chimbay, Khojayli and Kilich-Kala markets. There were 36 fish stalls in Chimbay market. The Kungrad market is famous for its fish for sale. A. L. Kun admits that along with fish, rice and barley are also sold in large quantities at the Kungrad market.

Trade between Bukhara and Khiva was carried out by land and water. Horses, mules, and camels were used on land to transport commercial goods. The Amudarya was transported by water in boats. The caravan routes were uneven for walking and there was little opportunity for carts to carry cargo. He used two-humped camels and camels to transport commercial goods. Two-humped camels were able to carry loads of up to 16 pounds and 20 to 24 pounds. In addition to camels, mules were also used to transport goods. The mules were considered stronger than the camels, and they could carry more than 20 pounds. The camel covered the distance in 15 days and the mule covered the distance in 13-12 days.

The importance of the waterway in trade relations between Bukhara and Khiva was considered important. The Amudarya waterway also existed in ancient times, and this waterway was widely used by the local population. Written sources of the ancient period also contain information about the use of the Amudarya waterway. In particular, Strabo in his famous work "Geography" gave important information about the waterways of Central Asia. The famous Arab traveler Ibn Battuta (second half of the 14th century) also said that agricultural products were sold on ships from Termez to Urgench by the Amudarya waterway, and that these products were brought to Urgench by ships in 10 days.

In his report to the Russian government, military intelligence officer A. Bekov, who

studied the military potential of the Eastern Bukhara principalities in 1876-1878, noted that the patrols of Pattakesar (Termez), Shurab, Chochkaguzar, Kalif and Kerki were used by locals [13]. In the Bukhara-Khiva trade route, the waterway was more convenient for traders than the caravan routes, the goods were delivered to Khiva or Bukhara faster, and the travel costs were much cheaper.

In the late 19th and early 20th centuries, there were 420 boats in the Khiva khanate, which served 4,600 local fishermen. These boats were used not only for fishing, but also for trade with the Emirate of Bukhara. A fare of 2 tenge was charged for one truckload of cargo brought to Bukhara via the Amudarya.

In 1887, the Amudarya flotilla was opened by the Russian government. As a result, large ships and steamships capable of meeting the demands of the period were brought in and began to sail on the Amudarya. In 1908, 21,900 passengers and 765,000 pounds of cargo were transported between Termez and Charjou. The cost of cargo transported in one year amounted to 443,000 rubles. The fare from Urgench to Chorjoi is 10 to 30 tenge per pound of cargo, and on the way back from 5 to 15 tenge, from Chorjoi to Karki and from Karki to Termez 20-25 tenge. The annual freight turnover was 250-300 thousand pounds.

According to archival sources, in 1914, 252 pounds of agricultural tools, 16,538 pounds of kerosene, 27,363 pounds of wood materials, 2,292 pounds of various manufactured goods, and 15,387 pounds of sugar were imported from Russia to Bukhara and Khiva khanates through the Amudarya flotilla. Land trade between Bukhara and Khiva was carried out mainly through the following routes. Khiva-Khazarasp 2-day road, 72 km, Khazarasp-Kukartli, 2-day road, 72 km, Kukartli-Uchochok 1-day road, 35 km, Uchochok-Shorbulak 2-day road, 70 km, Shorbulak-Okrabot 1-day road, 32 km, Oqrabot – Chorqushi 2-day road, 40 km, Chorqushi – Bukhara 1-day road, 16 km. The total distance from Khiva to Bukhara was 335 km.

In the early twentieth century from Bukhara to Khiva blue and black tea, nil dye, tulle jewelry, English and Kashgar bowls, velvet and satin, cotton shirts, cocoons, blankets, Bukhara robes, shoes, carpets, Russian chiti, cotton thread, sheepskin, tobacco, Bukhara paper, apples, grapes, etc. a total of 1 mln. rubles worth of goods was issued. During these years, from Khiva to Bukhara, trade goods such as vegetables, fruits, fish were exported for a total of 1 million 135 thousand rubles.

According to the records of Mat-Murat, a close adviser to the Khiva khan, McGahan, a correspondent for the New York Herald, the zakat tax on Russian products in the khanate was 2.5%, and the total tax on Russian products was 2,000 (small). gold), and the zakat tax on products imported from Bukhara and other countries amounted to 8663 gold.

CONCLUSION:

In the second half of the XIX-early XX centuries, the Emirate of Bukhara was actively engaged in trade with neighboring khanates. During this period, trade relations between the Emirate of Bukhara and the Khiva Khanate continued. In Bukhara-Khiva trade relations were mainly agricultural and livestock products.

Trade between Bukhara and Khiva was carried out by land and water. Horses, mules,

and camels were used on land to transport commercial goods. The Amudarya was transported by water in boats.

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THE EMERGENCE OF THE FIRST DICTIONARIES AND THE SCHOOL OF DICTIONARY IN ARABIC

Akramova Muxlisa Ilyas kizi¹

Tashkent State University of Oriental Studies

KEYWORDS

Arabic lexicography,
Muslim world of the middle
ages,
explanatory,
technical dictionaries,
translation (bilingual)
dictionaries

ABSTRACT

During its development, Arabic linguistics was critical and positive about the achievements of Indian and Greek linguistics and its traditions. The Arabs used them because of the nature of their language. The first centers of Arabic linguistics in the VII-VIII centuries were the cities of Basra and Kufa in Iraq. In the cities of Basra and Kufa, two linguistic schools were established, between which there was a "battle of ideas", heated debates and discussions on many issues of linguistics.

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¹ Teacher at the Department of Arabic Philology, Tashkent State University of Oriental Studies, Tashkent, UZB

INTRODUCTION:

The emergence and development of linguistics in the Arab Caliphate, as in India, is associated with practical needs. That is, during this period, there is a big difference between the ancient monuments and the language of the Qur'an and the living Arabic language (dialects).

On the one hand, in order to make the Qur'an, the holy book of the Muslim world, understandable, to pronounce its words correctly and clearly, on the other hand, in order to protect the classical Arabic language from the influence of dialects, Arab scholars began to engage seriously.

These linguistic debates came to a halt after the center of linguistics was moved to Baghdad, the capital of the Arab Caliphate.

One of the founders of Arabic linguistics, Khalil al-Farahidi (ca. 718-791) of the Basra grammar school, created the first Arabic dictionary. He called his dictionary "Kitabul ayn" ("Book of the letter of Ayn"), in which he explained important ideas about grammar. The scholar also wrote a book called Kitabul avomil (The Book of Governors). But these works have not reached us.

Amir bin Usman Sibawaihi (died 733), a student of Khalil al-Farahi, a famous Arabic linguist of Persian descent, wrote his weighty work Al-Kitab. In this work, the author summarizes the teachings, opinions and views of all the unique researchers. It provides a complete and perfect view of Arabic grammar. This work was equally highly valued and appreciated by the representatives of both: Basra and Kufa schools.

MAIN PART:

Originally, the Greek Abu Abay (770-837) compiled a comprehensive dictionary of unique words and phrases and expressions.

The Indian Sagan of Baghdad (1181-1252) created a 20-volume dictionary and called it the "Flood of the Waves." The Egyptian ibn Mansur (1232-1311) compiled a large volume of weighty dictionary and called it "Arabic".

The Persian Feruzobodi of Sheroz (1329-1414) compiled a 60-volume dictionary and called it "Qomus" (Ocean). Many of the dictionaries that followed were called encyclopedias.

Dictionaries in Arabic lexicography are divided into six groups according to their content:

1. Full explanatory dictionaries.
2. Subject dictionaries (for example, dictionaries related to animals, etc.).
3. Dictionary of synonyms.
4. Dictionary of unique words.
5. Dictionary of learned words.
6. Translation dictionaries.

Arabic lexicography has greatly influenced the peoples of the East - Iran, Turkey, and in part the peoples of India and Europe.

Arabic linguists, unlike Greek linguists, were very sensitive to phonetic issues. They were very different in sound and letter from the Greeks. The term "letter" also refers not

only to auxiliary words and affixes, but also to the sound of speech, and with the term "symbol" to the appearance of a sound in writing, that is, a letter.

The Arabs distinguished between vowels and consonants, describing consonants as essential and vowels as transient, and emphasizing that consonants play a key role in Arabic words. Compare: book, secretary, book. Accordingly, they have separated the three consonant cores.

In Arabic, the stem consists of 3 (sometimes 4) consonants, and during the formation of words and word forms, the vowels between these consonants are changed (book, secretary, book). This structure of the word led to the creation of the doctrine of inflection. Accordingly, in Arabic-Jewish philology, along with the concept of the core, word-forming elements, the concept of inflection also appeared.

The Arabs, like the Indians, distinguished sounds by their acoustic and physiological characteristics. The organs of speech are the oral cavity, the nasal cavity, and the throat. It is said that the throat, tongue, palate, gums, teeth, and lips serve to produce speech sounds.

In Arabic linguistics, syntax is considered the loosest branch of grammar, as in Indian and Greek. However, in Arabic, the object of syntactic analysis is the structural-semantic analysis of the sentence. They rightly point out that a sentence consists of at least two words — two nouns or nouns and verbs — that the subject-predicate relationship between these words is studied. According to the structure of the sentences, they are divided into equestrian, verb and holly types. It is said that nouns begin with a noun (for example, Zayd stands), and verbs begin with a verb (e.g., standing Zayd).

The possessor of the word horse is called mubtado (mubtado), and the cut is called habar (message).

In morphology, Arabic linguists, like Aristotle, distinguish three word groups — noun (noun), verb (verb), and letter (load, auxiliary words, and affixes). Horses are taken in a broad sense and include horses, adjectives, and rhymes.

Horses are divided into famous and related horses, and related horses into definite and abstract horses. The categories of number, possession, and agreement of horses are described quite perfectly. The categories of conjunctions of horses are infinitive (-ni), directional conjugation (-ga, -ka, -ga), place and time conjugation (-da), exit conjugation (-dan), and conjugation (bila) is recorded. The future of the cataract is explained as a separate isopharyngeal phenomenon. There is no general agreement.

The morphological part of Arabic grammar is carefully elaborated in Sibavaykhi's work. Specifically, it examines the following issues of morphology: 1. Word group. 2. The structure of the core. 3. Nouns and their classification. 4. Verb and its forms, etc.

In the dictionary part of the work, the Turkish words are arranged in the Arabic alphabet, which contains about 3,000 words.

The morphology of the work deals with word groups. Names, verbs, and letters (auxiliary words and affixes) are highlighted. Information is provided on the categories of word formation, word modification and form formation in Turkish languages.

The play focuses on the doctrine of syntax.

There is also an unknown work on the Turkic language, *At-tuhfatuz zakiyatu fillug'atit turkiya* ("A unique gift about the Turkic language"), which is believed to date back to the 14th century. This source, written in Arabic, was written by prof. Translated into Uzbek by S. Mutallibov in 1968 in Tashkent. In 1978, the work was published by Acad. Translated into Russian by E. Fozilov and MT Ziyaev and published in Tashkent under the title "*Izskanny dar tyurkskomu yazku*" (edited by academician AN Kononov).

The play describes the lexical structure and grammatical structure of the Kipchak dialect. The study is divided into three sections: 1. A brief introduction. 2. Dictionary and 3. Grammar.

The introductory part of the source focuses on the issues of language and society, and gives an idea about the role of language in society and its place in thinking.

"Human beings differ from animals only in their understanding and language (speech, in our opinion, R.R.)," the author says. This means that the ability to think and speak (speech) is unique to human beings. Consequently, according to this ability, a person interacts with others, with members of society, and has a mental, linguistic relationship with each other.

Arabic belongs to the Sami language family, and its literary language norms were formed during the ignorance period. Its development is divided into three stages: ancient, classical and modern Arabic.

Under the banner of Islam, classical Arabic spread to the Middle East, Central Asia, and much of Africa. Of course, the role of the Companions is invaluable. It later became an international and educational language in Central Asia for a long time. There are government programs in this language and works full of wisdom are written. Among them, Abu Rayhan Beruni, Abu Ali ibn Sino, Abu Nasr Farobi, Muhammad Khorezmi and Mahmud Zamakhshari, who had a significant impact on the development of world science with their profound scientific insights, our great compatriots also worked effectively in this language. Classical language became the basis for the formation of modern Arabic.

Modern literary Arabic is the official language of more than twenty countries in the Arabian Peninsula and beyond, as well as in North and East Africa. Some of the monuments of the ancient language have survived. Researchers have been able to determine the grammatical structure and, in part, the vocabulary of these monuments.

Samples of classical Arabic have survived in large numbers. It has a rich grammatical structure, a wide lexical structure, a rich language that combines the unique features of the ignorant period poems and the dialects of influential tribes.

CONCLUSION:

The emergence and development of linguistics in the Arab Caliphate, as in India, is associated with practical needs. In other words, during this period there is a big difference between the ancient monuments and the language of the Qur'an and the living Arabic language (dialects).

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THE STRUCTURE AND MORPHOMETRIC PARAMETERS OF THE LYMPHATIC CAPILLARIES OF THE LUNG IN CHILDREN

Samadov Abdukahhor Samadovich¹

Tashkent Medical Academy

KEYWORDS

lungs,
lymphatic vessels,
bronchi,
capillaries

ABSTRACT

It is known that the lung performs gas exchange, lipid metabolism of some biologically active substances, endocrine function. Its optimal functioning is possible with the genetically determined development and formation of the airways, the respiratory section of the lung, its vascular and lymphatic vessels. However, the study of the patterns of their development in prehypopostnatal ontogenesis is fragmentary.

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¹ Tashkent Medical Academy, Tashkent, UZB

СТРОЕНИЕ И МОРФОМЕТРИЧЕСКИЕ ПАРАМЕТРЫ ЛИМФАТИЧЕСКИХ КАПИЛЛЯРОВ ЛЕГКОГО У ДЕТЕЙ

КЛЮЧЕВЫЕ СЛОВА:

лёгкие,
лимфотические сосуды,
бронхи,
капилляры

АННОТАЦИЯ

Известно, что легкое осуществляет газообмен, метаболизм липидов некоторых биологических активных веществ, эндокринную функцию. Оптимальное его функционирование возможно при генетически детерминированном развитии и становлении воздухоносных путей, респираторного отдела лёгкого, его кровеносных и лимфатических сосудов. Однако исследование закономерностей их развития преипостнатальном онтогенезе носят фрагментарный характер.

Высокая частота острых и хронических заболеваний легких, особенности метастазирования опухолей определяют необходимость изучения крово-и лимфообращения в легком, его долях и сегментах.

Цель исследования – изучить возрастные особенности строения лимфатических капилляров и их морфометрические параметры у детей до 12 лет жизни.

Исследованы 32 трупа практически здоровых детей, умерших от травм или заболеваний, не связанных с патологией легкого и сердца. Возрастную периодизацию осуществили по рекомендациям VII Всесоюзной конференции по возрастной морфологии, физиологии и биохимии АПН СССР (1965). Для сохранения целостности вместе с легкими из грудной полости извлекали сердце с околосердечной сумкой, грудной отдел пищевода и часть диафрагмы. Органокompлекс тщательно отмывали от крови и подогревали в воде в 37-39 С. Массу Герота вводили шприцем в толщу висцеральной плевры, а затем после разреза легочной ткани, в толщу слизистой оболочки и адвентиции бронхов до появления краски в регионарных лимфатических узлах. Комплекс органов с инъецированным лимфатическими сосудами легких погружали в расплавленном состоянии сначала в 2-3% -ный (3-4), а затем 5-7%-ный раствор формалина.

Лимфатические сосуды препарировали по ходу бронхов под микроскопом МБС-2. Морфометрию сети лимфатических капилляров и площади их петель осуществляли после фотографирования при стандартном увеличении. Полученные количественные данные обрабатывали методом вариационной статистики.

После введения массы Герота в толще внецелеральной плевры последовательно выявляются поверхностные и глубокие лимфатические сосуды бронхов, что свидетельствует о наличии анастомозов между ними. Междольковые, перибронхиональные и периваскулярные лимфатические капилляры анастомозируют между собой и за пределами долики образуют сеть в подслизистой бронхов. На этом же уровне она анастомозирует с перибронхиальной сетью

лимфатических капилляров. Подслизистая сеть лимфатических капилляров имеет чаще округлую, прямоугольную, режеевальную и полигональную форму. В местах слияния они образуют лакуны размером $0,8 \times 0,8 \text{ мм}^2$. Они обычно соединяются с 1-2 лимфатическими капиллярами, расположенными параллельно длиннику бронхов.

При морфометрии сети лимфатических капилляров подслизистой бронхов имеющих диаметр 0,5-1,5мм удалось установить, что в динамике возраста их величина практически не меняются, хотя они меньше в более мелких (0,5мм) бронхов(табл.). Площадь сети мелких бронхов достоверны возрастает ко времени второго детства. В более крупных бронхах (до 1,5мм) площадь петель лимфатических капилляров увеличивается достоверно ко времени первого детства. При морфометрии перибронхиальных капилляров в тех же бронхах диаметр сети и площадь петель лимфатических капилляров в динамике возраста достоверно не меняются. Таким образом, параметры сети лимфатических капилляров в подслизистой основе коррелируют с размерами бронхов и увеличиваются ко времени первого и второго детства. Перибронхиальная сеть лимфатических капилляров у детей с возрастом не меняется.

У новорожденных и детей раннего возраста перибронхиальная и подслизистая сеть лимфатических капилляров формирует сосуды либо у корня легкого, либо на некотором расстоянии от него. По мере увеличения возраста детей отводящие лимфатические сосуды образуются из сети подслизистых и перибронхиальных капилляров все дальше от корня легких и ближе к легочным долькам. Однако ни в одном препарате легкого детей до 12 лет формирования отводящих лимфатических сосудов внутри легочных долек не наблюдалась.

Следовательно с возрастом у детей происходит определенная приспособительная перестройка лимфатических капилляров в основе бронхов; именно она испытывает существенные структурно-функциональные перестройки слизистой оболочки бронхов вследствие воздействия внешней среды.

Таблица

*Диаметр сети перибронхиальных
Лимфатических капилляров и площадь
Петель в динамике возраста у детей, М⁺ - м*

Группа, n=6	Диаметр сети капилляров	Площадь петель сети капилляров
Новорожденные до 10 дней	$0,11 \pm 0,041 (0,18 \pm 0,049)$	$0,0565 \pm 0,490 (0,0850 \pm 0,1800)$
Грудной возраст 11 дней-1 год	$0,11 \pm 0,040 (0,18 \pm 0,050)$	$0,0610 \pm 0,0490 (0,0855 \pm 0,1840)$
Ранне детство, 1-3 года	$0,12 \pm 0,036 (0,19 \pm 0,048)$	$0,0561 \pm 0,0450 (0,0990 \pm 0,1570)$
Первое детство, 4-7 лет	$0,11 \pm 0,039 (0,20 \pm 0,052)$	$0,0880 \pm 0,0590 (0,0965 \pm 0,1450)$
Второе детство, 8-12 лет	$0,11 \pm 0,037 (0,19 \pm 0,051)$	$0,0730 \pm 0,0490 (0,1005 \pm 0,1320)$

ВЫВОДЫ:

1. Междольковая, подслизистая и перибронхиальная сети лимфатических

капилляров анастомозирует между собой и дренируют соответствующие структуры легкого.

2.

3. Сеть лимфатических капилляров подслизистой основы и вокруг бронхов характеризуется полиморфизмом

4. Параметры лимфатических капилляров (диаметр сети и площадь петель) в подслизистой основе возрастают синхронно ко времени первого и второго детства. Вокруг бронхов параметры лимфатических капилляров в динамике возраста не меняются но коррелируют с размером бронхов.

5. Образующиеся из подслизистой и перибронхиальной сети лимфатических капилляров сосуды у новорожденных располагаются у корня легкого. С возрастом они постепенно смещаются к долькам легкого.

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COGNITIVE-SEMANTIC APPROACH TO LITERARY TEXT

Kakhramonov Jakhongir Boymakhmat ugli¹

Abdurakhmon Norinboev²

Tashkent State University of Economics

KEYWORDS

cognitive linguistics,
context,
concept,
syntax,
literary text,
human factor

ABSTRACT

Cognitive linguistics is inextricably linked to the psyche and psychology, which again refers to the human factor. If we connect the terms literary text, the human factor, and the cognitive-semantic approach, one direction within linguistics is that according to cognitive semantics, language is a common part of individuals and people can describe the world only as they imagine it. This article has tried to prove by some examples that the syntactic concept and the different types of concepts also have a national cultural character.

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¹ Lecturer of Tashkent State University of Economics, Tashkent, UZB

² Lecturer of Tashkent State University of Economics, Tashkent, UZB

INTRODUCTION

The term cognitive linguistics has been the subject of much debate and there is no consensus on what the term means. According to English-speaking experts, cognitive linguistics is a branch of linguistics that combines knowledge and research in cognitive psychology, neuropsychology, and linguistics. It should be noted, however, that the word cognitive itself means to know. As can be seen, cognitive linguistics is inextricably linked to the psyche and psychology, which again points to the human factor. Now, if we interconnect the terms literary text, the human factor, and the cognitive-semantic approach, cognitive-semantics is a direction within cognitive linguistics that, according to cognitive semantics, language is a common part of individuals, and people understand the world only. can be described as in cross section. Research has shown that there are several basic rules of cognitive semantics:

- Grammar reflects the concept of the world within the culture;
- Knowledge of language has a specific context;
- The ability to use language is based on specific sources, not general ones.

Cognitive-semantic rules directly refer to anthropocentric paradigms and concepts. This allows us to combine the terms that we need to summarize above around a concept that is our core theme. The conceptual problem is one of the central problems of the anthropocentric paradigm. It is well known that in linguistics, the idea that concepts are expressed mainly through lexical and lexical phraseological units prevails. In recent times, theoretical views on syntactic concepts have emerged in science, as well as research on the subject.

MATERIAL AND METHODS:

According to C.E. Kuzmina, a syntactic concept is "information about a situation that reflects objects and their relationships, which is expressed through the structural scheme of the sentence and is expressed through a typical proposition (structured sum of content)."

As an example, by giving a few English sentences (I don't give you the book, the doctor gave him some cough medicines, I sent her a letter...), someone defines the form of giving something to someone as a typical proposition. It is clear that in defining the concept, the content they understand is ambiguous.

As you know, a concept is an abstract concept that has no clear definition and cannot be directly observed. This phenomenon, which is associated with human cognitive activity, can be identified by its linguistic forms. From the scientific point of view of syntactic concepts, it can be concluded that speech, which is one of the units of language, is also recognized as a conceptual expression. This means that we can analyze literary texts in terms of cognitive semantics and conceptualization. Let's analyze two texts that differ from each other as proof of their relevance to the concept.

The bloody autumn rains have begun. Everyone slammed into Barak's slate roof. There were no cotton stalks left, but when the rain stopped, they were driven out into the fields, and the students wandered in the cotton fields like dances. .

So we chose text for analysis. In this literary text, we focus on the general meaning of the words, not only on the fact that there are words that are specific to the culture, but also to the dialect. In the semantics of this text we can see not only the national culture and the spirit of the time, but also the unique style of the writer. When it comes to text analysis, we can see national identity from the very beginning. This is because rain is a favorite natural phenomenon of many peoples, especially the British, and it does not "bleed" everyone. This is not to say that the Uzbek people do not like rain. This is where the cognitive semantics of the text come into play.

"Why does autumn rain make people bleed?" The reason was that for students who went to the cotton harvest at that time and were forced to pick no cotton in the cold weather, the same rainy season - the almost daily fall rain - was not a favorite. This meaning is clear from the following parts of the text. The general analysis of the sentences in the text is interconnected and cannot be understood by anyone who has no knowledge of the environment, writing style, history and even natural phenomena of the time. Apparently, even a foreigner unfamiliar with the Uzbek people, their culture and history is not able to do that. This proves that the text is integral to the concept. To prove these points, let us quote an excerpt from a work in the exact opposite style:

Night-hag:

I'm sorry, I don't know.

I can't help feeling

And the crow is your eternal companion.

Mephistopheles:

I'm sorry, maybe you're innocent,

We haven't seen each other in a long time,

It's been a long time, a long time.

Conversation between Night-hag and Mephistopheles. A reader who has not read the whole work will not know who Mephistopheles was. But if you have enough background knowledge, you can understand it from the text: "I couldn't do it." Although the work is a masterpiece of German literature, the myth that the devil is a goat's hoof suggests that Mephistopheles was the devil. (Remember: Abdulla Aripov "Greatking"). So the text above is partly a conversation between the Devil and Satan. But from a national cultural point of view, the fact that "The crow is your eternal companion" is a foreign concept. In particular, the Uzbek people do not have the impression that the crow is a companion of the devil, although it does not make a positive impression. In Britain, crows are a positive image. Even crows are involved in describing women's beauty.

CONCLUSION:

The above two literary texts can be concepts in the text, their cognitive-semantic features help to understand the whole meaning, it is through these aspects that the syntactic concept is understood and the syntactic concept also has national cultural features will be proof that.

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ORGANIZATION OF INDEPENDENT EDUCATION IN TEACHING RUSSIAN TO STUDENTS

Mamura Erkinovna Khakimdjanova¹

University of Journalism and Mass Communications

KEYWORDS

independent learning,
materials,
clear goals and objectives,
creative activity,
practical skills and abilities,
development of
sociolinguistic competence,
curriculum

ABSTRACT

Student independent work is a systematic activity aimed at the acquisition of a certain part of the knowledge, skills and competencies defined in the curriculum of a particular subject by the student in the classroom and outside the classroom on the advice and recommendations of the science teacher. The formation of skills and competencies is one of the forms of education in which the level of mastery is carried out and is an independent activity of students, regularly supervised by a teacher.

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¹ Senior Lecturer of the Department of Foreign Languages, University of Journalism and Mass Communications, Tashkent, UZB

INTRODUCTION

According to the "Concept of development of the higher education system of the Republic of Uzbekistan until 2030" approved by the Decree of the President of the Republic of Uzbekistan on October 8, 2019, 85% of universities in the country will gradually transition to credit-module system by 2030. credit-module system was introduced. According to this concept, all universities in the country will operate in the credit-module system until 2030. The introduction of the ECTS credit-module system will ensure positive results in the process of modernization of the higher education system. The ECTS credit-module system is based on clear principles, including the organization of student-centered learning in the higher education institution, achieving transparency in education, strengthening flexibility in education and strengthening student mobility. Learning outcomes in the credit-module system are the necessary knowledge and skills expected to be learned, understood and able to achieve the goals of the bachelor's and master's degree programs by the university as a result of students' workload during the courses is the sum of That is, if we analyze the practice of universities operating in the ECTS credit-module system, we can observe that the ratio of classroom and independent study hours in subjects and modules, most of which have classroom hours, averages 40% to 60%. For every 1 hour of lessons assigned to a particular subject, the student will have to study independently for an hour and a half outside of class, independently prepare assignments and tasks.

MATERIAL AND METHODS

Indeed, the skill of an independent, modern, intellectual, competitive, communicatively competent teacher of the XXI century is not only to teach students the knowledge available in textbooks, but also to help them work independently, think creatively, logically, be aware of modern science and technology. effective use of innovative information and communication technologies, increasing the level of literacy in foreign languages, teaching them to independently prove their ideas in front of the group. If the student is self-employed and works tirelessly on himself, he will be able to master the knowledge, skills and abilities necessary to become a professional in the field of science and the chosen profession.

According to the ECTS credit-module system, a student will need a total of 240 academic credits at the completion of the bachelor's program and a total of 120 academic credits at the master's degree to become an expert in the chosen field. It is planned to accumulate 50% of these loans (120 credits for bachelor, 60 credits for master's education) at the expense of compulsory subjects, and the remaining 50% at the expense of elective subjects (students' interests and desires, subjects that can be studied on the basis of future plans). Academic credit is a symbolic unit of measurement that is regularly collected by a student in order to achieve this level of education at a certain stage of higher education, which means that the student has completed a certain amount of workload and successfully mastered certain learning outcomes.

It is known that students' basic knowledge, skills and abilities are formed only in the process of independent learning, the ability to act independently develops, and they develop

an interest in independent creative work. Not all of these requirements can be inculcated in their minds during the course of a lesson alone. Therefore, we meet these requirements through independent study, ie according to the requirements of the ECTS credit-module system, for 1 hour of classroom time, the student must study 1.5 hours outside the classroom, at home or in the library, constantly searching for himself. will also depend on their responsibilities. In order for students to use their time effectively, they need active methods of teaching (project-based learning, problem analysis, critical approach to the problem, criticism, discussion, teamwork, presentation), as well as modern methods for independent reading outside the classroom. One of the main tasks of every university teacher is to provide interesting interactive audio, video teaching materials, case studies, authentic assignments in science with the widespread use of e-learning tools.

The organization of independent education, the choice and requirements for independent study tasks, the problem of developing independent learning skills, communicative competence of future English teachers have been studied in the research work of foreign methodologists, linguists, pedagogical scholars. such concepts as "autonomy", "autonomous learning", "language learner autonomy", "independent learning skills" have become widely used. Autonomous learning implies the principle that one should take maximum responsibility for "independent learning", "self-education" and "independent learning".

The European Language Portfolio (ELP), developed by the Council of Europe's Language Policy Program on the basis of the "European Language Competence: Learning, Teaching and Assessment" (CEFR) qualification requirements, also includes learner autonomy, plurilingualism and aimed at improving the development of intercultural awareness and communicative competencies, the ELP encourages learners to take responsibility for language learning i.e. the need for independent learning. (Descriptors are relatively easy for students to understand, so they can see what they are aiming for and achieving. If students can see that they are making progress, they will be more satisfied).

V. Littlewood (1997) explains that English language teachers have autonomous (independent) learning skills and the need to organize independent learning as follows:

1. English teachers aim to develop students' ability to communicate independently of language in live situations.
2. English teachers aim to help students do independent and active classroom and extracurricular activities so that they can learn independently.
3. English teachers should help students develop the motivation, confidence, knowledge and skills required to communicate more independently, learn more independently and be independent as an individual.

Accordingly, the autonomy of a future English teacher, the development of independent learning skills, self-education, the development of knowledge, skills and competencies through regular independent learning encourage him to become an active and creative teacher throughout his career. This means that a future English teacher learns to work independently, self-educates, and independently forms knowledge, skills, and

competencies through the subject of “independent learning skills” from the earliest stages of independent learning so that the foreign language learner can master the studied foreign language at C1 level for four years. This, in turn, increases the need and need for the formation of independent learning skills in the development of the necessary communicative competencies, sociolinguistic competence for the future foreign language teacher.

The materials selected for independent study of English will help students to consolidate their knowledge, acquire new knowledge, increase creative activity, develop practical skills and abilities, as well as prepare students for active life in classrooms focused on specific goals and objectives.

Curriculum materials aimed at developing the sociolinguistic competence of future English teachers in the process of independent learning can be used to study and supplement the topics of the working curriculum, to use the knowledge and skills acquired in the classroom independently through various texts, practical presentations, cases, essays, group discussions, discussions. further enrichment, study of language in relation to culture, development of speech modules (listening, speaking, reading, writing), study of ethical norms of the people learning the language, field conference, roundtables, free communication in discussions (live or indirect), various Materials that meet the requirements of independent learning as a result of the creation or retrieval of tasks, search, collection, sorting, classification, analysis, synthesis, induction, deduction, development of conclusions and recommendations for the development of appropriate and active use of language in social situations formed.

CONCLUSION

It also aims to develop sociolinguistic competence through the extensive use of authentic media resources specific to the culture of the countries in which the language is being studied, including audio, video, comedy videos, feature documentaries, newspapers and magazines, books, essays, stories, conference speeches, songs, paintings, and social advertising. independent learning assignments based on authentic materials are widely used.

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ANALYSIS OF PERIPHRASES IN CONTEXT

Saidbekova Rayhona Rustambekovna¹

Tashkent State University of Oriental Studies

KEYWORDS

translation,
words,
periodical,
image,
transcription,
newspaper,
commentary,
concept,
meaning,
order of writing

ABSTRACT

In addition to the rules, there are cases when the error of a tradition or sometimes an incompetent translator has spread to the general public without correction. In our opinion, the name of the Uzbek city of Fergana can be a proof of our opinion. There are two transcriptions of this word in English. If the word was transcribed directly from Uzbek, it would have the appearance of Fergana, and if it was transliterated from Russian, it would have the appearance of Ferghana. However, now the Ferghana form of the word, which does not correspond to either Uzbek or Russian, is used. Again, we must pay attention to the combination of the letters in English, which proves that the word is incorrectly transcribed.

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¹ Lecturer of the Department of Western Languages, Tashkent State University of Oriental Studies, Tashkent, UZB

INTRODUCTION

There are several ways to translate words that have no equivalent. The easiest way to translate words that have no equivalent is to transliterate the words, i.e. give the word pronunciation, save it. This method is widely used in transliterating personal names, place names, geographical names, positions, names of newspapers and magazines, ie names of periodicals, enterprises, organizations, firms, companies, ships and hotels.

Sometimes transliteration is used for a specific purpose. The available literature on translation theory shows that the use of transliteration has advantages because transliteration provides the pronunciation form of the word actually used. Transliteration takes into account the graphical aspect of the word. For example, the Uzbek word Hamlet in English is given in two ways: Hamlet and Hamlet. The second method is close to the rules of the Uzbek language, but its pronunciation is close to the English word. If we give this word in transliteration, it takes the form of Hemlit. It does not meet the above requirements. Sometimes the same name is required to be given in more than one way. This is often directly related to the method and genre of the text. It is also very important for the interpreter to know when and in what country the event or phenomenon being described is taking place. In most cases, the name is also transliterated depending on the period and the genre in which the text is written. Take, for example, the city of Samarkand. The name of this city in Uzbek can be given in two different ways. In English, the name can be transliterated in Samarqand and Samarkand forms. While the word transliterated in the first method is often used in historical texts, the second method is used in modern texts. It should be noted that the second method is known to have come to this form mainly under the influence of the Russian language. The English word Isaac also has transliterated forms in several ways. In the religious text the name is given as Isaac, in the scientific and literary text as Isaac. In the Uzbek language, this religious text refers to Jesus, in scientific and artistic works to Isaac, and in other cases to Isaac or Isaac. In addition to the style and genre of the text, transliteration, transcription and traditions are also taken here.

RESULT AND DISCUSSION

In addition to the rules, there are cases when the error of a tradition or sometimes an incompetent translator has spread to the general public without correction. In our opinion, the name of the Uzbek-speaking city of Fergana may be a proof of the above. There are two transcriptions of this word in English. If the word was transcribed directly from Uzbek, it would have the appearance of Fergana, and if it was transliterated from Russian, it would have the appearance of Fergana. However, now the Ferghana form of the word, which does not correspond to either Uzbek or Russian, is used. Again we need to pay attention to the letter combination gh in English, which proves that the word is incorrectly transcribed. This letter combination corresponds to the transcription of the letter "g" in Uzbek. Compare: Afghanistan -Afganistan.

As mentioned above, this method is widely used in transliterating personal names, place names, geographical names, positions, periodical names, enterprise, organization, firm, company names, ship and hotel names.

If we talk about the transliteration of the names of periodicals, the main focus should be on the names of newspapers and magazines, and at the same time who they serve. Because the nomenclature of newspapers cannot be limited to transliteration. Take, for example, The Daily Express and The New York Times. The name of the newspaper may be popular, but their name does not provide the same information to Uzbek readers. The Daily Express should be translated as the British Conservative newspaper Dey li Express. Here, along with transliteration, attention is paid to the development of the meaning of the translation, and the word, here the name of the newspaper is clarified. The same should apply to The New York Times. In addition to the name of this periodical, informing the Uzbek reader and transliterating the name of the newspaper will look like this: The New York Times, the national newspaper of the United States.

It should be noted that additional information that is not directly provided in the original is provided by the translator in sub-page comments and explanations. To do this, the interpreter must have a very deep knowledge. The translator must show ingenuity in translating words obtained by artificial, new compounding and slanging, but these things must not contradict the rules of language and the context requires its use.

The next way to translate a word that has no alternative in the language being translated is to translate the meaning closer. It can also be thought of as a translation by word analogy. If there is no alternative to the word originally used in the language being translated, a word similar to and close to the meaning of that word is chosen in the translation. For example, it is recommended to do so when translating the Uzbek words "halim", "holvaytar" and "sumalak". To do this, a synonym or similar word in a foreign language is chosen for these words. In this case, a phrase can be used instead of a single word. There is no English equivalent or alternative to the Uzbek word "halim", but you can choose the name of a similar dish that is boiled for a long time with wheat. When the appropriate word is not found, it can be given in the form of porridge with wheat and stewed meat. It can also be given as nutritious meat porridge. Which word to choose depends on the context and the skill of the translator.

CONCLUSION

There are five ways to translate non-alternative words - 1) transliteration, 2) subtitled annotations and explanations, 3) slashing, 4) translating with similar words, and 5) figurative translation we went out. They all have their own set of flaws. In some translations, words and phrases may remain only within the same translation, while comments and explanations increase the size of the translated text, while a similar translation impairs the quality and accuracy of the translation. However, the judicious use of the above methods leads to the retention of the information given in the translation as completely as possible and increases the quality of the translation. In choosing the method of translation, the methodological and genre features of the text are taken into account, special attention is paid to the possibilities of forming each phrase.

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EXPERIENCE IN TRANSLATING HISTORICAL NOVELS IN TRANSLATION STUDIES

Makhliyo Erkinovna Khabibullaeva¹

Tashkent State University of Oriental Studies

KEYWORDS

Khorezm school,
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literary commonality,
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adequacy,
indirect and indirect
translation

ABSTRACT

This article discusses the experience of translating historical novels in translation studies, in which a comparative analysis of the specific methods of the Uzbek National School of Translation Studies and world translation schools. Also, the genesis of translation of Uzbek historical novels, methods of translation, especially the problem of the specific style of translation into English, and the peculiarities of working on the translation of historical works are studied on a scientific basis. In this regard, the experimental trends of the world schools of translation have been studied in detail today to improve the mechanisms of activity of the formation of professional competence in the practice of translating historical novels.

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¹ Senior teacher, Tashkent State University of Oriental Studies, Tashkent, UZB (khabibullaevam777@gmail.com)

INTRODUCTION

There is a growing interest and respect for our country, which occupies a worthy and strong place in the international community, its great achievements in a short historical period, the spiritual roots, customs and traditions of our people, in short, the Uzbek character and Uzbek nature. In recent years, there are great opportunities to translate the best examples of our national literature into foreign languages, and on this basis to widely demonstrate the lifestyle and human qualities of our people. In this regard, during the years of independence, the work of literary translation has achieved significant success. Although our national school of translation studies does not have extensive experience in translating historical novels, it is no exaggeration to say that it has its own unique potential. In translation studies, all nations have their own schools of translation of historical novels, especially the translation of historical novels, unlike works of other genres, as important works of art that clearly reflect the history, values, spiritual world and national spirit of the people. The translation of historical novels into foreign languages plays an important role in promoting the national values of the people to the world.

MATERIAL AND METHODS

In translation studies, the process of translating historical novels has educational, political, ideological and aesthetic significance. This requires looking at literary translation as a great and serious creative work, taking great practical measures to improve the quality and scientific level of translated works, accelerating the transition from foreign languages to Uzbek and from our native language to foreign languages.

In recent years, there are great opportunities to translate the best examples of our national historical novels into foreign languages, and on this basis to widely demonstrate the lifestyle and human qualities of our people. But, unfortunately, we have not yet been able to achieve visible practical results in this regard. Appreciating the great work done in this direction, the need to intensify the work aimed at directly translating the most mature works of our literature directly from our native language into Western and Eastern languages also shows the urgency of this issue.

In the study of the process of translating historical novels in translation studies, it is important to study in depth the periods of its formation. It should be noted that it began with a literary translation. In this sense, it is no secret that the literary commonality between different nations, especially the East and the West, and the importance of literary translation in literary relations. Although many scientific and artistic translations were made in our country in ancient times, including the Khorezm school of translation in the XIX century, the new Uzbek translation was founded in the first decades of the XX century. "Oriental (Uzbek) poetry discovered the literature of other nations only in the twentieth century. Even when it was discovered, it began to mature rapidly with the help of the experience of the literature. As a result, twentieth-century Uzbek literature, despite living under the pressure of communist ideology, is a great and immortal literary phenomenon." Translation is an integral part of national literature. "The concepts of Uzbek literature and literature in the

Uzbek language are separate, but at the same time very interconnected. The development of modern Uzbek literature is influenced by fiction in the Uzbek language in general. Fiction in the Uzbek language also includes translated literature. There is another side to the issue: Uzbek translation would not have developed so much without Uzbek original literature."

Literary translation has a special place in the Uzbek enlightenment literature of the 20-30s of the XX century. "The role of translations from Russian and a foreign literature in the development of Uzbek literature, especially in the birth and development of realistic prose, especially the novel genre, drama genres, has been invaluable." During this period, our mature writers, in addition to creating their own original works, were also engaged in literary translation, translating the works of major representatives of world literature into Uzbek. "In the 20s and 30s, every self-proclaimed writer tried to be as involved in world and Russian culture as possible. He not only practiced, but also tried to acquaint readers with the most beautiful examples of world literature. The main feature of the work of Uzbek writers and translators in the 1920s was that they translated works of prominent figures of Russian and world literature, mainly in small genres (stories, short stories). In our view, there are several reasons for this. First, during this period our writers had only just begun to publish their original works, yet they had no experience in the field of literary translation. Second, it was necessary to continue the path started by the Jadid enlighteners and translate works that would serve to raise the literacy, general culture, spiritual and enlightenment level of the people. In the 1920s, the first experiments in the field of literary translation were carried out, and in the 1930s, not only the cornerstone of a new Uzbek translation was laid, but also the foundation of translation studies was laid. The contribution of our writers, who were engaged in both original work and translation, was great. Translation has become one of the factors that sharpened their pens.

In translation studies, the process of translating samples of Western literature into Uzbek has accelerated mainly since the twentieth century. As for the translation of historical novels in our national translation, a collection of works of several Western writers has been translated and published in Uzbekistan in different years, as well as many novels and short stories by T. Dreyzer, V. Irving, several novels by F. Cooper, dozens of attractive works by J. London. As for the issue of conversion, the translator S. Siddiq, realizing the need for it in the 30s of the XX century, began to translate directly from English. After this initiative of the victim of repression S. Siddiq, a long period of delay in the history of direct translation began. A more serious approach to direct translation took place almost forty years later - in 1972, the translator A. Iminov translated and published a number of stories by American writers directly from English. In the process of direct and indirect translation, a number of complex issues related to the re-creation of the author's style, as well as the restoration of the integrity of the content and form of the work, reflecting specific aspects of national terms in historical novels are still insufficiently studied. At the same time, according to the requirements of the time, the task of translating English literature directly from the original remains.

It is no coincidence that many studies in translation studies today are devoted to the

actual and important problems of the theory and practice of translating historical novels. The researches of G.Salomov, N.Kamilov, J.Sharipov, S.Akobirova, K.Sidikov and others on the detailed analysis of the examples of translation of historical novels that emerged in the period of growing literary translation in our country are noteworthy. So far, a lot of translations and research have been done in the field of translation, because there are enough research objects and materials for this. There have been a number of direct translations from English into Uzbek and from Uzbek into English. The issue of the transition from English to direct translation has been partially addressed in a number of articles by translation scholars and researchers. In our view, due to the fact that the number of direct translations is less than that of indirect translations, the "problems" inherent in indirect translations have been studied too much, the issues of direct translation from the original have been overlooked and the subject has not been studied in depth. Also, in the direct translation from English, issues such as the restoration of the original artistic style and the skill of the translator have not been studied in depth in theory, and not enough attention has been paid to the study of translating historical novels into Uzbek.

RESULT AND DISCUSSION

At the same time, it is necessary to identify the main aspects of the methods of writing historical novels and to study the methodological features of the Uzbek translations, their differences. In addition, it is important to study the national terms, cultural and everyday features, customs and traditions, feelings and experiences in historical novels in Uzbek or in the language being translated, for example, in English.

At the same time, the scientific analysis of the process of adequate reconstruction of the original means of artistic expression in translation on the basis of the comparative-comparative method also plays a key role in the translation of historical novels. This, of course, makes it possible to observe to what extent the harmony of content and form in the work has been preserved in the practice of translating historical novels in comparison with direct and indirect translations. In our view, in the direct translations of historical novels, adequacy and the skill of the translator serve as the main primary task in restoring the artistic style of the work. An example of this is the first novel "Last Days" by our great writer Abdullah Qadiri, published in book form in the United States under the name "Bygone days". Created by renowned American translator and researcher Mark Edward Reese and translated directly from Uzbek into English, this work, as noted above, has shown great skill in restoring the artistic style of the historical novel. At the same time, in translating the nationalist terms reflected in the historical novel in English and restoring the artistic style of the work in this regard, the translator has fully adhered to the rule of adequacy with his skill. The translator took more than 15 years to translate this large-scale novel into English, and wrote more than 400 concepts and commentaries to make the 660-page work understandable to American readers. It is noteworthy that the same work was translated into English by another translator, British literary critic Kerol Ermakova, who translated more than 30 works of art. This work, which is the first example of the Uzbek National School of Novelism, was translated with the support of the Karimov Foundation and

published by the famous French publishing house Nouveau Monde Editions. The translation edit was done by Julie Weekenden. Unlike the US edition, this translation is not enriched with comments. Furthermore, in terms of experience in translating historical novels, it can be seen that the American translator has both the skill and unique style of translation of historical novels than his British counterpart.

The experience of world translation schools also plays an important role in the translation of historical novels in translation studies. At the same time, it is important to study the specific translation methods of Western writers and the genre features of Western novels, to analyze the comparison of their interpretations in the original languages in the translation of historical novels into different languages. Also, in the translation of Western historical novels and cultural and everyday features in the Uzbek national environment, or in the creation of English adequacy of national terms in the translation of Uzbek historical novels into English, there is a need for a less common means of translation which causes it to be closer to reality. A. Qahhor, who analyzed the state of translation thirty or forty years ago, said: "We always say that there should be a translator who can translate from the original. But we don't have that many translators right now. Why should we now deprive the national literature of the joy it receives through the Russian language?" . It should also be noted that in recent years there have been clear attempts to move from indirect translation to direct translation. The process of transition to direct translation eliminates some of the shortcomings of previous translations. In this case, through direct translation, the translator is able to fully reflect in the translation the original narrative intonation, emotional mood, worldview of the author of the work being translated.

The issue of reflection of national terms in the translation of historical novels in translation is reflected in the views of such scholars as S. Vlahov, S. Florin, AV Fyodorov, V. Vinogradov on the translation of realities. The preservation of the originality of art in the translation of historical novels stems from the problem of reflecting the national identity of the original work. Words denoting objects, concepts and events that are specific and belonging to a particular people allow the author to describe the material and spiritual life of the characters he describes in a real, national form. Adequate interpretation of such words, which express the national identity of peoples, in translation is one of the most responsible and extremely difficult issues of such a complex problem as the restoration of the national character of the original in another language. According to G. Salomov's words, "It is impossible to preserve all the elements of historical and national identity in the original, but it is necessary to keep some of them, so that the student has an idea of the historical and national environment." One of the national peculiarities of historical novels is that the author makes extensive use of religious and mythical realities in his works for a specific artistic purpose. Since these realities have their own artistic function in the story, the translator must be careful when translating them into English or Uzbek. The creator must act according to the extent to which the Uzbek or English reader is aware of the history, images, and concepts of another religion. Because, as S. Vlahov, S. Florin noted, "Translation is made for" his "reader, if the realities of the text are beyond the

comprehension of the reader, then the communicative purpose of translation is not realized."

CONCLUSION

Based on the analysis of the experience of translating historical novels, it can be said that due to the lack of translators who translate directly from English into Uzbek or from Uzbek into English, most of the translations were translated into intermediate languages. We can say that this has led to the underdevelopment of national translation studies. However, it should be noted that among the indirect translations there are many works that are close to the original, it is undeniable. In recent years, the process of translating historical novels from Uzbek directly into English or vice versa has become more widespread, which requires a scientific study of current issues in this area.

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