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IMPROVING ACCOUNTING AND AUDITING IN HOTEL INDUSTRY OF UZBEKISTAN

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KEYWORDS

Improving, accounting, auditing, Uzbekistan, hotel industry

ABSTRACT

The hotel industry in Uzbekistan faces various challenges that affect the sector's accounting and auditing practices. Some of these challenges include inadequate financial reporting, lack of skilled personnel, and inadequate enforcement of accounting and auditing regulations. This article will discuss the challenges facing the hotel industry in Uzbekistan concerning accounting and auditing practices and suggest measures to improve them.

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The hotel industry is a significant contributor to the economy of Uzbekistan, and it is essential to ensure that accounting and auditing practices in this industry are up to par. In recent years, the government of Uzbekistan has been focusing on improving the country's economy, and the hotel industry has been identified as a priority sector. However, to achieve this, it is crucial to have reliable accounting and auditing systems in place. Accounting and auditing play a critical role in ensuring transparency, accountability, and compliance with regulations in the hotel industry. In Uzbekistan, the hotel industry is an essential part of the country's economy, and improving accounting and auditing practices is vital to its success. The hotel industry in Uzbekistan faces various challenges that affect the sector's accounting and auditing practices. Some of these challenges include inadequate financial reporting, lack of skilled personnel, and inadequate enforcement of accounting and auditing regulations. Challenges in accounting and auditing in Uzbekistan's hotel industry.

Uzbekistan is a landlocked country in Central Asia, bordered by Kazakhstan to the north, Kyrgyzstan to the northeast, Tajikistan to the southeast, Afghanistan to the south, and Turkmenistan to the southwest. The country has a diverse economy, with the hotel industry being one of the significant contributors to the country's GDP. The hotel industry in Uzbekistan comprises hotels, motels, and other types of accommodation facilities. These establishments serve both local and international tourists. Uzbekistan's hotel industry has experienced significant growth in recent years. According to the State Committee of the Republic of Uzbekistan for Tourism Development, the country received over 6 million tourists in 2019, which was a 16.5% increase from the previous year. The government has implemented various policies and programs to promote the growth of the hotel industry, such as tax exemptions, investment incentives, and visa liberalization. Despite the growth of the hotel industry in Uzbekistan, it still faces various challenges that hinder its development. Some of these challenges include the inadequate quality of service, lack of skilled personnel, inadequate infrastructure, and the low level of financial reporting and transparency.

The following are some of the challenges facing the accounting and auditing practices in Uzbekistan's hotel industry.

Lack of awareness and knowledge: One of the significant challenges is the lack of awareness and knowledge about accounting and auditing practices in the hotel industry. This is due to the fact that most hotel owners and managers do not have a background in accounting or finance. As a result, they may not fully understand the importance of accounting and auditing practices in their businesses. This can lead to poor financial management practices, which can have a negative impact on the business's profitability and sustainability.

Inadequate regulatory framework: Another challenge facing the hotel industry in Uzbekistan is the inadequate regulatory framework for accounting and auditing practices. There are no specific laws or regulations that govern the accounting and auditing practices

in the hotel industry. This lack of regulatory oversight can lead to inconsistencies in accounting and auditing practices and can make it difficult to ensure the accuracy and reliability of financial information.

Limited access to finance: Access to finance is critical for any business, and the hotel industry is no exception. However, many hotels in Uzbekistan struggle to secure financing due to their lack of proper financial management systems. This can lead to cash flow problems, which can have a negative impact on the business's ability to meet its financial obligations.

Poor record-keeping practices: Record-keeping is an essential aspect of accounting and auditing practices. However, many hotels in Uzbekistan have poor record-keeping practices, which can make it difficult to track financial transactions accurately. This can lead to errors in financial statements and can make it challenging to identify fraudulent activities.

Limited access to skilled professionals: The shortage of skilled accounting and auditing professionals is a significant challenge facing the hotel industry in Uzbekistan. The limited availability of professionals with expertise in the hotel industry can lead to inadequate financial management practices and can make it difficult to ensure the accuracy and reliability of financial information.

Measures to improve accounting and auditing practices in Uzbekistan's hotel industry. The following are some of the measures that can be taken to improve accounting and auditing practices in the hotel industry in Uzbekistan. To ensure consistency in accounting and auditing practices, a regulatory framework specific to the hotel industry should be developed and implemented. This framework should outline the requirements for financial reporting and auditing, including the qualifications of auditors and the types of audits that should be conducted. This will help ensure that all hotels in Uzbekistan adhere to the same accounting and auditing standards. To address the lack of knowledge and awareness of accounting and auditing practices in the hotel industry, training and education programs should be developed and implemented. These programs should target hotel owners and managers and provide them with the knowledge and skills necessary to manage their financial resources effectively. Training and education programs should cover topics such as financial statement preparation, budgeting, and cash flow management. Modern accounting software can help hotels in Uzbekistan streamline their financial management processes and improve their record-keeping practices. The government can encourage the adoption of modern accounting software by providing incentives such as tax breaks or subsidies.

In conclusion, the hotel industry in Uzbekistan has enormous potential for growth and development, and the improvement of accounting and auditing practices will play a critical role in realizing this potential. The lack of transparency and reliability in financial reporting has been a major barrier to investment and development in the hotel industry. However, with the recent reforms and initiatives by the government and the private sector, there is hope for the industry to emerge as a major player in the global hospitality market.

To improve accounting and auditing practices, there are several steps that need to be taken. Firstly, the government needs to create an enabling environment for investment and development in the industry. This includes providing incentives for investment, simplifying bureaucratic procedures, and reducing corruption. The government also needs to develop clear and transparent regulatory frameworks for accounting and auditing practices, as well as enforce compliance with these frameworks.

Secondly, the private sector needs to take a more proactive role in improving accounting and auditing practices. This includes investing in modern accounting and auditing technologies and training their staff on the latest accounting and auditing practices. They should also establish internal control systems to ensure that their financial reporting is accurate and reliable. Thirdly, there is a need for increased collaboration between the government and the private sector to improve accounting and auditing practices. This can be achieved through public-private partnerships, joint training programs, and the establishment of industry-specific accounting and auditing standards. In addition, there is a need for greater awareness and education on the importance of accounting and auditing practices in the hotel industry. This can be achieved through public awareness campaigns, training programs, and seminars. Overall, improving accounting and auditing practices in Uzbekistan's hotel industry is crucial for the industry to realize its potential for growth and development. By creating an enabling environment for investment, encouraging private sector involvement, increasing collaboration, and raising awareness and education, the industry can emerge as a major player in the global hospitality market.

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DIFFICULTIES OF LOWER LIMB AMPUTATION IN PURULENT SURGERY (LITERATURE REVIEW)

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KEYWORDS

atherosclerosis, limb gangrene, diabetes mellitus, wound treatment, diabetic foot ulcer; limb amputation outcomes

ABSTRACT

The analysis of modern literature shows that the methods proposed so far for studying the viability of tissues of the affected limbs to optimize the level and method of amputation have a number of shortcomings, or are not sufficiently reliable. Injury of the extremities, gangrene of the foot and lower leg in vascular diseases and diabetes mellitus, tumors, osteomyelitis, defects and deformities of the lower extremities, trophic ulcers may be an indication for amputations at various levels of the lower extremities. Therefore, the search and development of new criteria for determining the level of amputation of the lower extremities continues. Despite significant advances in the modern treatment of occlusive peripheral arterial disease, acute lower limb ischemia is still characterized by significant morbidity, the threat of limb loss, reduced quality of life and mortality, and continues to pose a problem for the vascular surgeon. When preparing for limb amputation, special attention should be paid to correcting the rheological and coagulation properties of blood, normalizing the functional state of the myocardium, as well as specialized psychotherapeutic training for timely and adequate psychological adaptation of the patient.

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ТРУДНОСТИ АМПУТАЦИИ НИЖНИХ КОНЕЧНОСТЕЙ В ГНОЙНОЙ ХИРУРГИИ (ОБЗОР ЛИТЕРАТУРЫ)

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

атеросклероз, гангрена конечности, сахарный диабет, лечение ран, диабетическая язва стопы; исходы ампутации конечности

ANNOTATSIYA/ АННОТАЦИЯ

Анализ современной литературы показывает, что предложенные до сих пор методы исследования жизнеспособности тканей пораженных конечностей для оптимизации уровня и способа ампутации имеют ряд недостатков, или же недостаточно достоверны. Травма конечностей, гангрены стопы и голени при сосудистых заболеваниях и сахарном диабете, опухоли, остеомиелит, дефекты и деформации нижних конечностей, трофические язвы могут быть показанием к ампутациям на различных уровнях нижних конечностей. Поэтому поиск и разработка новых критериев для определения уровня ампутации нижних конечностей продолжается. Несмотря на значительные достижения в современном лечении окклюзионных заболеваний периферических артерий, острая ишемия нижних конечностей по-прежнему характеризуется значительной заболеваемостью, угрозой потери конечности, снижением качества жизни и смертностью, продолжает представлять проблему для сосудистого хирурга. При подготовке к ампутации конечности следует уделять особое внимание коррекции реологических и коагуляционных свойств крови, нормализации функционального состояния миокарда, а также специализированной психотерапевтической подготовке для своевременной и адекватной психологической адаптации больного.

Введение. Вопросы лечения больных облитерирующим атеросклерозом занимают одно из центральных мест в ряду фундаментальных проблем современной медицины. Количество больных атеросклерозом неуклонно возрастает. В последние десятилетия получили широкое распространение реконструктивные и рентгенэндоваскулярные операции на артериях, которые позволяют в значительной степени улучшить качество жизни большинства больных с хронической артериальной недостаточностью конечности атеросклеротического генеза [1].

Одной из главных проблем современного здравоохранения являются хронические облитерирующие заболевания артерий нижних конечностей (ХОЗАНК) ввиду высокой заболеваемости, инвалидизации и летальности. Среди основных причин заболеваний периферических артерий, приводящих к возможному развитию критической ишемии нижних конечностей (КИНК), является атеросклероз. В большинстве случаев естественное течение заболевания без хирургического и консервативного лечения сопровождается неизбежным прогрессированием с

усугублением хронической ишемии нижних конечностей [2].

Д. Ю. Шапорев и соавт. (2013) установили ведущие показания к ампутациям на бедре: травмы (60,5 %) и атеросклероз артерий (23,8 %). У мужчин причиной ампутации были автотравмы (37,2 %), бытовая (6,5 %), боевая (5,6 %), железнодорожная (3,3 %), производственная (2,2 %) травмы; критическая ишемия (29,5 %), остеомиелит (6,0 %), сахарный диабет (3,8 %) и другие заболевания (2,8 %). У женщин ампутации осуществляли после ДТП (52,3 %), бытовой (7,7 %) и железнодорожной (4,6 %) травм, при атеросклерозе артерий (7,7 %), остеомиелите (3,1 %), сахарном диабете (7,7 %), онкопатологии (4,6 %) и при других причинах (4,6 %) [3].

Выбор уровня ампутации нижних конечностей при критической ишемии нижних конечностей до сегодняшнего дня остается нерешенным вопросом, несмотря на многолетние исследования. Анализ современной литературы показывает, что предложенные до сих пор методы исследования жизнеспособности тканей пораженных конечностей для оптимизации уровня и способа ампутации имеют ряд недостатков, или же недостаточно достоверны. Поэтому поиск и разработка новых критериев для определения уровня ампутации нижних конечностей продолжается. Решение вопроса об ампутации конечности всегда сопряжено с рядом специфических особенностей и нередко возникающих значительных трудностей [4-8].

Ампутация нижних конечностей приводит к возникновению внешнего дефекта, что, в свою очередь, приводит к изменению отношения к себе и трансформации системы представлений о собственном теле – схемы тела [9]. В настоящее время численность пациентов, перенесших ампутацию нижних конечностей, составляет 10% от общего числа больных с заболеваниями костно-мышечной системы [10]. Понятие схемы тела было введено в 1911 г. Х. Хэдом и Г. Холмсом и определялось как формирующееся в коре головного мозга в ходе синтеза различных ощущений представление о размере, положении и взаимосвязи частей тела [11]. Гангрена конечности является тяжелым осложнением хронической артериальной недостаточности атеросклеротического генеза. Тяжесть данного осложнения определяется не только психической травмой, обусловленной пониманием потери ноги и инвалидизации, но и реальной опасностью гибели больного. Летальность после ампутации конечности в настоящее время составляет 20–33%. Ампутации, выполненные ниже коленного сустава, сопровождаются реампутациями почти у 50% больных. Осложнения и пороки культи в том или ином виде встречаются у 40–50% оперированных больных. Несмотря на многовековую историю ампутации, большое количество научных исследований, лечение больных облитерирующим атеросклерозом с гангреной конечности является нерешенной чрезвычайно актуальной не только медицинской, но и социальной проблемой [12].

Оценивая ишемию нижних конечностей у больных с хронической

артериальной недостаточностью атеросклеротического генеза, применяли классификацию А.В. Покровского (1982). Выделяли четыре стадии ишемии нижних конечностей. I стадия ишемии конечности — больной может пройти без боли в нижних конечностях расстояние более 1000 метров. II А стадия — появление перемежающейся хромоты при ходьбе на расстояние от 200 до 1000 метров. II Б стадия — появление перемежающейся хромоты при ходьбе на расстояние до 200 метров. III стадия — наличие болей в нижних конечностях в состоянии покоя в течение двух недель, требующее назначение анальгетиков, или возникновение болей при ходьбе на расстояние менее 25 метров. IV стадия — наличие трофических нарушений на нижней конечности (гангрена конечности) [13].

Основой технологии формирования нового органа опоры (культи голени) у пациентов с синдромом диабетической стопы являются четыре следующих положения. 1. Максимальная коррекция показателей гомеостаза и стабилизация жизненно важных систем организма в предоперационном периоде. 2. Интраоперационное надежное обезболивание, мониторинг функций, динамический контроль уровня глюкозы крови, инфузионно-трансфузионная терапия. 3. Миопластическая ампутация на границе верхней и средней третей голени является более оправданной, чем на бедре, так как позволяет оптимальное протезирование и своевременную социально-бытовую адаптацию пациентов. При развитии глубокого нагноения ампутационной культи голени всегда есть возможность осуществить реампутацию на уровне голени или бедра. Первично ампутацию на уровне бедра применяем при распространении процесса в проксимальном направлении, когда возникает дефицит пластического резерва для формирования культи голени. 4. Для раннего протезирования в послеоперационном периоде проводится инфузионно-трансфузионная и лекарственная терапия, психологическая и физическая реабилитация. При выписке из стационара пациентов направляют на протезирование [14].

Причины и уровень высоких ампутаций нижних конечностей [15].

1. Гангрены при синдроме диабетической стопы (Diabetic foot syndrome gangrene).
2. Ожоги, отморожения (Burns, frosbites).
3. Гангрены при атеросклерозе (Atherosclerosis gangrene).
4. Последствия травмы (переломы) (Effects of trauma (fractures)).
5. Опухоли (Tumors).
6. Болезни, пороки культей (Stump diseases and malformation).
7. Остеомиелиты, артриты (Osteomyelitis, arthritis).
8. Врожденные пороки развития (Congenital malformation).

Одной из основных причин неблагоприятных исходов ампутации конечности являются технические особенности хирургического вмешательства. Техника выполнения ампутации конечности, а также качество хирургического

инструментария имеют важнейшее значение, во многом определяют исход ампутации. У 34 (15,6%) больных причиной гнойно-септических осложнений явился некроз культи конечности в результате неправильно выбранного уровня ампутации конечности, что потребовало выполнение обширной некрэктомии. У 22 (10,1%) больных пришлось выполнить реампутацию. Уровень ампутации конечности определяется достаточностью кровоснабжения жизнеспособных тканей в месте пересечения. Для выбора оптимального уровня ампутации необходимо определить степень ишемии конечности на предполагаемом уровне ампутации, так как плохо кровоснабжаемая культя некротизируется, что является причиной тяжелейших гнойно-септических осложнений. Решающим моментом является привлечение для этих целей методов, позволяющих оценить состояние процессов микроциркуляции. Определение наиболее дистального уровня, на котором кровоснабжение может обеспечить заживление раны и питание оставшейся части конечности, является основной трудностью при решении вопроса об ампутации [16].

Несмотря на значительные достижения в современном лечении окклюзионных заболеваний периферических артерий, острая ишемия нижних конечностей по-прежнему характеризуется значительной заболеваемостью, угрозой потери конечности, снижением качества жизни и смертностью, продолжает представлять проблему для сосудистого хирурга. Причинами, приводящими к острой ишемии конечностей, являются тромбоз атеросклеротически измененных артерий и эмболия из сердца или проксимально расположенных аневризматически измененных магистральных артерий. На долю неатеросклеротических эмболических событий приходится до 15% острой ишемии. Внезапное прекращение кровоснабжения конечности требует неотложной медицинской помощи, грозит потерей конечности и даже смертью. Частота утраты конечностей из-за острой ишемии вследствие эмболии или тромбоза достигает 40%. Ампутация нижних конечностей является инвалидизирующей и дорогостоящей операцией, при которой расходы, например в США, связанные с оказанием неотложной и послеоперационной медицинской помощи, ежегодно превышают 4 млрд долларов. Кроме того, ампутация одной нижней конечности может быть связана с последующей крупной ампутацией контралатеральной ноги [17].

Низкий уровень социальной реабилитации, а также невозможность выполнять прежнюю повседневную деятельность напрямую зависят от уровня ампутации конечности. Поэтому очень важными на сегодняшний день остаются последующая реабилитация пациентов после этих тяжелых, инвалидизирующих операций, а также динамическое наблюдение посредством как очных консультаций, так и с применением телемедицинских технологий. Считаем нецелесообразным у больных с ишемической гангреной конечности выполнять ампутацию «под жгутом». Применение жгута у больных с хронической ишемией конечности может привести к тромбозу артерий и вен на уровне его наложения с последующим некрозом мышц и

кожно-фасциальных лоскутов. Кроме того, при наложенном жгуте невозможно визуально оценить степень артериального кровоснабжения мышц на уровне их сечения. Несмотря на совершенствование функциональных методов определения уровня ампутации, на наш взгляд, не следует игнорировать возможности интраоперационного контроля адекватности выбранного уровня ампутации путем визуальной оценки степени артериального кровообращения мышц на уровне их сечения. Визуальную оценку степени артериального кровообращения тканей на уровне пресечения мы рассматриваем как заключительный этап в комплексе мер по определению уровня ампутации конечности. Ампутацию следует продолжать на выбранном уровне при струйном кровотечении из мышечных артерий первого и второго порядка, если мышцы ярко-красные или малиновые, мышечные волокна хорошо сокращаются при физическом раздражении. В случае, когда на уровне ампутации кровотечение из мышечных артерий первого порядка слабое или отсутствует совсем, мышцы имеют бледно-розовый или «вареный» цвет, мышечные волокна не сокращаются, уровень усечения конечности следует перенести проксимальнее на 1 / 3 сегмента [18].

Одной из причин является отказ от реампутации в послеоперационном периоде при развившемся глубоком нагноении культи конечности. Главная цель высокой ампутации нижних конечностей – сохранение жизни больного; главная задача – первично-пластическое формирование нового органа опоры и перемещения, пригодного к протезированию. В связи с этим уровень высокой ампутации нижней конечности определяется распространенностью патологического процесса и пластическими возможностями в области оперативного вмешательства. А «золотым стандартом» следует признать миопластическую ампутацию на границе верхней и средней третей голени с иссечением камбаловидной мышцы. Эта операция создает условия для оптимального протезирования и своевременной социально-бытовой адаптации пациентов [19-24].

Вывод. При определении уровня ампутации конечности требуется объективно оценивать степень нарушения регионарного кровообращения на основании данных многоуровневой манометрии, а также лазерной допплеровской флоуметрии. При подготовке к ампутации конечности важно уделять особое внимание коррекции реологических и коагуляционных свойств крови, нормализации функционального состояния миокарда, а также специализированной психотерапевтической подготовке для своевременной и адекватной психологической адаптации больного. На фоне увеличения числа лиц старшей возрастной группы в демографической структуре, а также ежегодного роста случаев СД. Для снижения частоты усечений конечностей требуются дальнейшие работы по изучению причин, приводящих к этим тяжелым инвалидизирующим операциям. Сохранение коленного сустава создает условия для оптимального протезирования и своевременной социально-бытовой адаптации пациентов. Таким образом, простота выполнения, большая

информативность, неинвазивность выгодно отличают радиотермометрию от других методов функциональной диагностики при решении вопроса о выборе оптимального уровня ампутации и способа ее выполнения.

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ANALYSIS OF INNOVATIVE ATTITUDES TO MODERN EDUCATIONAL TECHNOLOGIES IN PEDAGOGICAL LESSONS

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KEYWORDS

Innovative relations, modern educational technologies, pedagogical lessons, pedagogy, analysis

ABSTRACT

With the growth of technology and its integration into education, it has become important for educators to take a collaborative approach to ensure that students have the skills they need to succeed in the digital age. In this article, I will talk about the importance of modern educational technologies in pedagogy and the role of innovative approaches to these technologies.

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PEDAGOGIKA DARSLARIDA ZAMONAVIY TARBIYA TEXNOLOGIYALARIGA BO‘LGAN INNOVATSION MUNOSABATLAR TAHLILI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Innovatsion munosabatlar, zamonaviy ta’lim texnologiyalari, pedagogik darslar, pedagogika, tahlillar

ANNOTATSIYA/ АННОТАЦИЯ

Texnologiyaning o'sishi va uning ta'limga integratsiyalashuvi bilan o'qituvchilar uchun talabalar raqamli asrda muvaffaqiyatga erishish uchun zarur ko'nikmalarga ega bo'lishlarini ta'minlash uchun hamkorlikda yondashuvni qo'llash muhim bo'ldi. Ushbu maqolada men zamonaviy ta'lim texnologiyalarining pedagogikadagi ahamiyati va bu texnologiyalarga innovatsion munosabatlarning o'rni haqida gapiraman.

Zamonaviy ta'lim texnologiyalariga innovatsion munosabat o'qituvchilarning o'qitish va o'qitishga yondashuvini o'zgartirdi. Faqat an’anaviy usullarga tayanish o‘rniga planshetlar, interfaol doskalar va ta’limga oid ilovalar kabi zamonaviy texnologiyalarning joriy etilishi ta’lim manzarasini tubdan o‘zgartirdi. Darsda bunday texnologiyalardan foydalanish o‘quvchilarning nafaqat o‘z bilimlari bilan shug‘ullanishlarini, balki o‘z salohiyatlarini to‘liq ro‘yobga chiqarishga undashlarini ham ta’minlaydi. Ta'lim texnologiyalarini darslarga integratsiyalashning asosiy afzalliklaridan biri bu o'qituvchilarga ta'limni shaxsiylashtirishni taklif qilish qobiliyatidir. Talabalar turli xil ta'lim uslublariga ega, ya'ni bitta o'lchovli yondashuv samarali bo'lmasligi mumkin. Moslashuvchan ta'lim vositalari kabi texnologiyalar har bir talaba etarli darajada qiyinchilik va qo'llab-quvvatlashni ta'minlash uchun moslashtirilgan yondashuvni taklif qiladi. Ta'lim texnologiyalaridan foydalanish, shuningdek, ta'limga kengroq kirish imkonini beradi. Bu, ayniqsa, kutubxonalar va darsliklar kabi an'anaviy manbalardan foydalana olmaydigan talabalar uchun juda muhimdir. Elektron kitoblar va onlayn resurslar kabi zamonaviy texnologiyalar o‘quvchilarga masofadan turib o‘quv materiallaridan foydalanish imkoniyatini beradi va shu bilan ular sinfda jismonan bo‘lmaganlarida ham o‘qishlarini davom ettirish imkonini beradi. Biroq, ta'lim texnologiyasini sinfda integratsiyalashuvi uni amalga oshirishga innovatsion munosabatni talab qiladi. Integratsiya o'z maqsadlari uchun emas, balki o'quv rejasi va o'quv maqsadlariga mos kelishi kerak. Amaldagi texnologiya yuqori sifat va ta’lim maqsadlariga mos kelishini diqqat bilan ko‘rib chiqish kerak.

Virtual haqiqat, kengaytirilgan reallik, podkastlar va raqamli hikoyalar kabi innovatsion ta’lim texnologiyalarining integratsiyasi pedagogik darslarni tushunchalarni yodlashdan interaktiv va immersiv o‘rganish tajribasiga aylantirdi. Darsda innovatsion texnologiyalardan foydalanish o‘qituvchilarga o‘quvchilarni hayotiy stsenariylarga jalb qilish va turli mavzularda amaliy tajriba o‘tkazish imkonini berdi. Shuningdek, innovatsion texnologiyalar o‘quvchilarga o‘z tezligida o‘rganish imkonini berdi, o‘qituvchilar esa o‘quv mazmunini har bir talabaning ta’lim uslubiga moslashtirishga imkon berdi. O'qituvchilar har bir talabaning muvaffaqiyati asosida baholashni sozlashi mumkin, bu esa

o'quvchilarning yaxshiroq tushunishini va o'z akademiklarida ustunlik qilishini osonlashtiradi. Talabalarning innovatsion texnologiyalarga munosabati ijobiy bo‘lib, ularning ko‘pchiligi interaktiv va qiziqarli ta’lim tajribasidan zavqlanishdi. Texnologiyadan foydalanish o'rganishni qiziqarli va qiziqarli qildi va talabalar ma'lumotni yodlashning an'anaviy usuliga qaraganda ko'proq o'rganishga tayyor bo'ldi. Innovatsion ta'lim texnologiyasi pedagogik darslarni inqilob qilib, o'rganishning yanada jozibador va jozibali usullarini taqdim etdi. Natijada, talabalar texnologiyani sinfda integratsiyalashuviga ijobiy munosabatda bo'lishdi, bu o'qituvchilarga interfaol va immersiv ta'lim tajribasini taqdim etishni osonlashtirdi. Biz oldinga siljishimiz bilan o‘qituvchilar pedagogik darslarni o‘zgartirishni davom ettirish va o‘quvchilar uchun yaxshi ta’lim tajribasini ta’minlash uchun innovatsion ta’lim texnologiyalaridan foydalanishda davom etishlari kerak. Texnologiya aloqa va axborot almashish nuqtai nazaridan dunyoda inqilob qildi. Zamonaviy jamiyatda texnologiya hayotimizning ajralmas qismiga aylandi va ta'lim ham bundan mustasno emas. Pedagogika darslarida ta’lim sifatini oshirishda zamonaviy ta’lim texnologiyalariga innovatsion munosabat hal qiluvchi rol o‘ynashi mumkin.

Zamonaviy texnologik taraqqiyot ta’lim sohasini tubdan o‘zgartirdi. Zamonaviy ta'lim texnologiyalari bilan pedagogik yondashuvni qo'llashning ba'zi afzalliklari quyidagilardir:

1. Talabalarning faolligi va motivatsiyasini oshiradi: Tadqiqotlarga ko‘ra, zamonaviy interfaol texnologiyalar bilan shug‘ullangan o‘quvchilarning darslarida faolligi va motivatsiyasi yuqori bo‘ladi. Ular o'zlarining ta'lim faoliyatida texnologiyaning ahamiyatini tushunadilar.

2. Ta'lim sifatini oshiradi: Zamonaviy ta'lim texnologiyalari o'qitish usullarini tubdan o'zgartirdi, bu esa ta'lim natijalariga nisbatan foydali ekanligini isbotladi. Talabalar Internet orqali o'quv materiallari va resurslariga kirishlari mumkin, bu ularga murakkab tushunchalarni tushunishni osonlashtiradi.

3. Kengaytirilgan hamkorlikda o'rganish: Zamonaviy texnologiyalar ko'proq hamkorlikda o'rganish uchun platformani ta'minlaydi, bu erda sinfdoshlar bir yechimga kelish uchun bir-birlari bilan muloqot qilishlari mumkin. Interfaol doskalar, onlayn so‘rovlar va viktorinalar o‘quvchilarning o‘quv jarayonida hamkorligini osonlashtiradi.

4. Mavjudlikni yaxshilaydi: Zamonaviy ta'lim texnologiyalari o'quvchilarga joy va vaqtdan qat'i nazar, o'quv materiallaridan foydalanish imkoniyatini yaratdi. Elektron ta'lim platformalari va mobil ilovalar jismoniy harakat va resurslarga bo'lgan ehtiyojni kamaytiradigan shaxslarga o'zlariga qulay vaqtda o'rganish imkonini beradi.

Ta'lim texnologiyasiga innovatsion munosabat yangi yondashuvlar bilan tajriba o'tkazishga tayyorlik, ta'limda texnologiyaning afzalliklariga ishonish, texnologiyadan foydalanish bo'yicha tajribaga ega bo'lgan boshqalar bilan hamkorlik qilishga tayyorlik va texnik to'siqlarni engib o'tishga tayyorlikni o'z ichiga oladi. Ta'lim texnologiyalari o'qituvchilarga o'quvchilarning ta'lim natijalarini yaxshilaydigan qiziqarli va interaktiv kontent yaratish imkonini beradi. Zamonaviy ta'lim texnologiyalarini interfaol doska, raqamli proyektor, ish stoli va noutbuk kompyuterlari, planshetlar, smartfonlar, ilovalar va

ta'lim dasturlari deb tasniflash mumkin. Ushbu vositalardan innovatsion foydalanish an'anaviy o'qitish usullarini o'zgartiradi va talabalarga o'z ta'lim tajribasini ko'proq nazorat qiladi. O'qituvchilar ushbu texnologiyalarni o'qitish metodologiyasiga qanday kiritishni o'rganishga tayyor bo'lishlari va o'zlarini qutidan tashqarida fikrlashga chaqirishlari kerak. Zamonaviy ta'lim texnologiyalariga innovatsion munosabat pedagogikada talabalarning faolligini oshirish, muloqot va hamkorlikni yaxshilash, ta'lim natijalarini yaxshilash kabi bir qancha afzalliklarni beradi. Bu, shuningdek, o'quvchilarning o'qishda o'zini o'zi boshqarishiga yordam beradi va talabalarni zamonaviy ish joyida muvaffaqiyatga tayyorlaydigan muammolarni hal qilish va tanqidiy fikrlash qobiliyatlariga yaxshiroq tayyorlaydi.

Smart doskalar, elektron o‘quv platformalari, o‘yinlashtirish va boshqa raqamli vositalar kabi zamonaviy ta’lim texnologiyalaridan foydalanish o‘quv-ta’lim jarayonida bir qancha o‘zgarishlarga olib keldi. O'qituvchilar o'zlarining o'qitish usullarini yaxshilash, o'quvchilarning faolligi va ish faoliyatini yaxshilash, interaktiv va qiziqarli o'rganish tajribasini ta'minlash uchun ushbu vositalarni qo'llashni boshladilar.

Biroq, savol tug'iladi, bu yangiliklar pedagogika darslarida to'g'ri va samarali qo'llanilayaptimi? O'qituvchilar ulardan to'g'ri foydalanish bo'yicha o'qitilmoqdami? Ular o'quvchilarning o'quv natijalariga ijobiy ta'sir ko'rsatadimi? Ushbu savollarga javob berish uchun o'qituvchilarning innovatsion ta'lim texnologiyalariga bo'lgan munosabati va tasavvurlarini o'rganish uchun empirik tadqiqotlar olib borildi. Adabiyotlar shuni ko'rsatadiki, o'qituvchilar odatda o'z darslarida zamonaviy ta'lim vositalari va resurslaridan foydalanishga ijobiy munosabatda bo'lishadi. Ushbu texnologiyalar talabalarning motivatsiyasini, ishtirokini, tushunishini va bilimlarni saqlab qolishini yaxshilashga yordam beradi. Bundan tashqari, ular darsni rejalashtirish va o'tkazishda o'qituvchilarning samaradorligi va samaradorligini oshirishi aniqlandi. Biroq, hal qilinishi kerak bo'lgan ba'zi muammolar mavjud. Eng muhim muammolardan biri bu vositalarni o'z darslariga samarali integratsiya qilish uchun o'qituvchilarni o'qitish va qo'llab-quvvatlamaslikdir. Yana bir qiyinchilik - dunyoning ayrim qismlarida zamonaviy ta'lim texnologiyalarining arzonligi va ulardan foydalanish imkoniyati. Zamonaviy ta'lim texnologiyalari o'qitish va o'qitish jarayonini tubdan o'zgartirish imkoniyatiga ega. Biroq, o'qituvchilarning ushbu yangiliklarga bo'lgan munosabatini tahlil qilish va ulardan foydalanishda tegishli tarzda o'qitilishi va qo'llab-quvvatlanishini ta'minlash juda muhimdir. Bu orqali biz ta’lim sifatini oshirishimiz va o‘quvchilarni raqamli dunyoda rivojlanish uchun zarur ko‘nikmalar bilan qurollantirish orqali kelajakka tayyorlashimiz mumkin.

Xulosa qilib aytadigan bo'lsak, zamonaviy texnologiyalarning sinfga kiritilishi ham o'quvchilar, ham o'qituvchilar uchun ko'plab afzalliklarni beradi. Ta'lim texnologiyasini integratsiyalashuviga innovatsion munosabat ushbu texnologiyalarning to'liq imkoniyatlarini amalga oshirishni ta'minlaydi, bu esa o'quvchilarning faolligini, motivatsiyasini va shaxsiy o'rganishni yaxshilashga olib keladi. Raqamli asrda talabalar muvaffaqiyatini qo'llab-quvvatlash uchun eng yaxshi joylashishini ta'minlash uchun

o'qituvchilar pedagogik darslarda ta'lim texnologiyalarining ta'siri va samaradorligini baholash va tahlil qilishda davom etishlari juda muhimdir. Zamonaviy ta'lim texnologiyalariga innovatsion munosabat o'quvchilarga turli xil ta'lim ehtiyojlarini qondiradigan ko'proq shaxsiylashtirilgan va interfaol ta'lim tajribasini taklif qilish uchun pedagogikaning muhim jihati hisoblanadi. Shuning uchun o‘qituvchilar yangi vositalar bilan tajriba o‘tkazishga tayyor bo‘lishlari, soha mutaxassislari bilan hamkorlik qilishlari va o‘quvchilarning ta’lim natijalarini yaxshilashda ta’lim texnologiyalarining to‘liq imkoniyatlarini ro‘yobga chiqarish uchun texnologiyani o‘zlashtirishdagi to‘siqlarni bartaraf etishlari kerak.

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HISTORIOGRAPHY OF ACADEMICIAN V.V.BARTOLD'S SCIENTIFIC ACTIVITY ON THE HISTORY OF SAMARKAND

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KEYWORDS

Academician Barthold, N. Ostroumov, Samarkand historiography, Hamburg, Eastern history, Arabic-Turkish-Persian-languages, historical sources, Petersburg University, Muller, Eduard Meyer, Movarounnahr

ABSTRACT

In this article, in the late 19th - early 20th centuries, efforts to research the history of Central Asia by orientalists intensified. As a result of a series of researches, the history of the country, which has been undiscovered and little studied for centuries, has been brought into scientific discussions. In this scientific process, V. V. Bartold also has his place. Academician V. V. Bartold (1869-1930) is a skilled source scholar, famous Turkologist, world-renowned orientalist, one of the scientists who made a great contribution to the study of the history of Central Asia, especially Samarkand. The works on the history of the peoples of the East, created by the scientist, have gained wide fame in the scientific world and serve to demonstrate to the whole world the great achievements in the science of Oriental studies.

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AKADEMIK V.V.BARTOLDNING SAMARQAND TARIXIGA OID ILMIY FAOLIYATI TARIXSHUNOSLIGI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Akademik Bartold, N.Ostroumov, Samarqand tarixshunosligi, Gamburg, sharq tarixi, arab-turk-fors-tillari, tarixiy manbalar, Peterburg universiteti, Myuller, Eduard Meyer, Movarounnahr

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada XIX asr oxiri - XX asr boshlarida sharqshunos olimlar tomonidan O‘rta Osiyo tarixini tadqiq etish harakatlari jadallashdi. Amalga oshirilgan qator tadqiqotlar natijasida o‘lkaning asrlar davomida ochilmagan va kam o‘rganilgan tarixi ilmiy muhokamalarga tortildi. Bu ilmiy jarayonda V.V.Bartoldning ham o‘z o‘rni bor. Akademik V.V.Bartold (1869-1930) mohir manbashunos, taniqli turkolog, dunyo e’tirof etgan sharqshunos, O‘rta Osiyo xususan, Samarqand tarixini o‘rganishga katta hissa qo‘shgan olimlardan biri hisoblanadi. Olim tomonidan yaratilgan Sharq xalqlari tarixiga oid asarlar dunyo ilmiy olamida keng shuhrat topgan va bugungi kunga qadar sharqshunoslik ilmida erishilgan ulkan yutuqlarni butun jahonga namoyish qilishga xizmat qilib kelmoqda.

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Sharqshunos olim V.V.Bartoldning ibratli hayoti va ilmiy faoliyatiga e’tibor o‘zi yashab faoliyat ko‘rsatgan davrdan to hozirgacha susaygan emas. Vasiliy Vladimirovich Bartold 1869-yilning 15-noyabrida Rossiyaning Peterburg shahrida, ruslashgan nemislar (burjua) oilasida tavallud topgan. (2019-yilda V.V.Bartold tavalludining 150 yilligi keng nishonlandi). Olimning otasi (asli rigalik) aksiyador Vladimir Vasilyevich Bartold, onasi esa Emma Yegorovna Peterburg banki xo‘jayinining qizi bo‘lgan. Olimning ma’lumotiga ko‘ra: onasining bobosi buyuk Lyuteran pastori Gamburgdan Rossiyaga ko‘chib kelgan.

V.V.Bartoldning shaxsiy va kasbiy fazilatlaridagi o‘ziga xoslik, ayniqsa, uning takrorlanmas iqtidori tadqiqotchilar va biograflar diqqatini o‘ziga jalb qilib kelgan va uning hayotiga bag‘ishlab ko‘pgina asarlar bitilishiga sabab bo‘lgan. V.V.Bartoldning hayoti va ilmiy faoliyatiga bag‘ishlab yozilgan asarlar qatoriga I.I.Umnyakov, N.N.Tumanovich , B.V.Lunin, N.M.Akramov, Yu.S.Fliginlarning biografiya va risolalarini kiritish mumkin. Shuningdek, B. Ahmedov, A.Nazarov , V.V.Voropoyeva , N.D.Nurtazina S.S.Sharofiddinov , Ye.G.Zastrojnova va boshqalarning tadqiqotlarida ham muayyan darajada olimning hayoti va ilmiy faoliyati yoritilgan. Akademik V.V.Bartoldning sevimli shogirdi I.I.Umnyakov uning

hayoti va faoliyatini batafsil yoritgan ilk biograf hisoblanadi.

O‘zbekiston Respublikasi Markaziy Davlat Arxivi N.P.Ostroumov arxiv fondida sharqshunos olim V.V.Bartoldning hayoti va ilmiy faoliyatini yanada oydinlashtiruvchi 1893-1930 yillar davomida islomshunos olim bilan turli mavzularda yozilgan 277 ta yozishma saqlanadi. Arxiv hujjatlari olimning N.P.Ostroumov bilan ilk tanishuvidan umrining oxiriga qadar o‘zaro yozishmalaridan iborat bo‘lib, ikkala tomonning biografiyasi va qalin do‘stlik aloqalari haqida batafsil ma’lumot beradi. Mazkur hujjatlar O‘rta Osiyo ijtimoiy-siyosiy va ilmiy hayoti xususida ham ma’lumotlarga boy hisoblanadi.[1]

V.V.Bartoldning yoshlikdan tarixga qiziqishini va shu yo‘nalishda iste’dodi borligini sezgan otasi bo‘lajak tarixshunosni to‘liq qo‘llab-quvvatlaydi . V.V.Bartold 1887-yilda 8-Peterburg gimnaziyasini oltin medal bilan bitiradi. Yu.S.Fliginning arxiv hujjatlariga tayanib ma’lumot berishicha, bo‘lajak olim gimnaziyada tahsil olgan vaqtida Sharq tarixi bilan alohida qiziqa boshlaydi . Shundan so‘ng Peterburg universitetining arab-fors, turk, tatar turkumidagi sharq tillari fakultetiga o‘qishga kiradi. V.V.Bartold universitetda tahsil olish yillarida N.I.Veselovskiy, V.A.Jukovskiy, K.P.Patkanov, V.D.Smirnov, V.R.Rozen kabi mahoratli sharqshunos ustozlarining saboqlarini oladi.

V.V.Bartold Peterburg universitetidagi ta’lim yillarida talabalar orasida o‘z qobiliyati bilan ustozi V.R.Rozenning e’tiborini o‘ziga tortgan. Fakultetda o‘qitiladigan zaruriy fanlarni tirishqoqlik bilan o‘rgangan bo‘lajak olimda sharqshunoslikka nisbatan erta qiziqish paydo bo‘lgan.

V.V.Bartoldning ustozlari xotirlashicha uning kelgusida Sharq tarixchisi bo‘lib yetishishi ravshan bo‘lib, betakror qobiliyati bilan boshqa talabalardan farqlanib turgan . Sharq tillarining zo‘r bilimdoni va mutaxassisi, o‘rta asr Sharq yozuvlari, yodgorliklarini chuqur tahlil qilish usullarini mohirona egallagan akademik V.R.Rozen yosh Bartoldning sevimli o‘qituvchisi va ustozi bo‘lgan.

V.V.Bartold Sankt-Peterburg universitetiga o‘qishga kirgan vaqtdan Yaqin va O‘rta Sharq tarixini o‘rganishni o‘z oldiga qat’iy maqsad etib belgilaydi. Sharq tillari fakultetida tahsil olayotganida u arab, fors va turk tillarini mukammal o‘rganadi va keyinchalik yevropaliklarga Sharqning ma’lum bo‘lmagan ko‘plab qo‘lyozmalarining ilmiy tarjimalarini taqdim etgan hamda ularning ommaviy o‘rganilishiga imkon yaratib bergan. Olimning ushbu qobiliyatini ustozlari V.R.Rozen, N.I.Veselovskiy va boshqalar payqashgan va tadqikot ishlariga moyilligini e’tirof etishgan.

V.R.Rozenning maslahati bilan o‘z bilimlarini oshirish va ilmiy tadqiqotlarga kirishish uchun ilk bor xorijiy mamlakatlarga: Finlyandiya, Germaniya, Shveysariya, Shimoliy Italiya, Avstro-Vengriyaga safarga chiqadi.

Bartoldning Gall shahrida bo‘lishi ayniqsa foydali bo‘lib, bu yerdagi universitetda u norasmiy talaba sifatida g‘arbiy Yevropaning yirik sharqshunos olimi Avgust Myullerning ma’ruza va mashg‘ulotlariga qatnashib turgan. Myuller (1848-1892 yy.) ham rus ilmiy adabiyotiga e’tibor bilan qarar va rus tilini yaxshi bilar edi. Bartoldiipg o‘zi ham keyinchalik Myuller bilan tanishgani uning xayotidagi eng yaxshi xotiralardan biri ekanligini ta’kidlab,

ma’ruzalaridan foydalanish baxtiga muyassar bo‘lganini, marhum ustozinnng xotirasini har doim samimiy minnatdorchilik bilan eslashini kayd qilib o‘tgan.

Shuningdek, Bartold Eduard Meyer (1855-1930), Teodor Neldeks (1836-1930) va boshqa tanikli olimlarning ma’ruzalarini tinglash baxtiga ham sazovor bo‘ladi. Bartold chet ellarda bo‘lgan vaqtida Sharq tillari bo‘yicha o‘z bilimini oshirib, sanskrit tilini o‘rganishga kirishadi.

V.V.Bartold G‘arbiy Yevropa olimlarining chuqur ilmiy bilimlariga va o‘z sohalarining ulkan bilimdoni ekanliklariga tan bergan holda, ayni chog‘da, ularning umum tarixiy karashlariga qo‘shilmaydi. Ayrim olimlarning Sharq xalqlari va ularning tarixiy o‘tmishini mensimasliklari Bartoldning g‘azabini qo‘zg‘atdi.

V.V.Bartold ilmiy faoliyati davomida sayohat va ilmiy komandirovka bilan bir necha bor xorijiy mamlakatlarga safar kildi, masalan 1895 yilda u Vildbad, Parij, London, Oksford shaharlarida ishladi, Gollandiyada bo‘ldi; 1898-yilda Germaniya (Bavariya), Gollandiya, Belgiya, Angliya, Fransiyada; 1905-yilda Germaniya (Prussiya, Saksoniya) va Shveysariyada (Tirolda); 1906-yilda Avstro-Vengriya (Serbiyada), Bolgariya, Turkiya, Misrda; 1908-1909 yillarda Finlyandiya, Italiya, Avstro-Vengriyada (Budapesht); 1911-yilda Angliya, Amerika, Germaniya, Fransiyada; 1921-yilda Vena, Tyubengen, Gamburg, Lyubek shaharlarida; 1912-1913 yillarda Shvetsiya va Norvegiyada; 1914-yilda Shvetsiya, Daniya, Angliya, Italiya, Gretsiya, Bolgariya, Ruminiyada; 1917-yilda Finlyandiyada; 1921-1923 yillarda Finlyandiya, Angliya, Belgiya, Gollandiya, Germaniya, Estoniyada; 1926-yilda Turkiyada; 1929-yilda Germaniyada bo‘ldi.

Xorijiy mamlakatlarga qilingan safarlar jarayonida O‘rta Osiyo to‘g‘risidagi manbalarni chuqur o‘rganish bilan shug‘ullanish zarur degan fikr V.V.Bartoldni butunlay qamrab olgan. Bartold Rozenga yo‘llagan maktublaridan birida: “Tarixiy rivojlanishning Yevropa tarixi uchun ishlab chiqilgan qonuniyatlarini qo‘llagan holda, qiyosiy usul yordamida O‘rta Osiyo tarixining aqalli bir qismini o‘rganishga biror kishi urinib ham ko‘rmagan bo‘lsa kerak”, -deb yozadi. “O‘rta Osiyo tarixidan jiddiyroq ilmiy kurs yaratishni... hozir tasavvur qilish qiyin. O‘z- o‘zidan ma’lumki, buni (O‘rta Osiyo tarixini) men yaratolmayman, lekin vujudga kelishini o‘z asarlarim bilan (agar o‘lmasam va salomat bo‘lsam) aqalli birmuncha tayyorlab ketish umididaman”.[2]

Nixoyatda kamtar va o‘ta talabchan Bar¬told O‘rta Osiyoniig ilmiy tarixini yaratish vazifasi o‘z zimmasiga tushishini aslo o‘ylamagan vabu xususda o‘z vazifasini shu tarixning “vujudga kelishini aqalli birmuncha tayyorlash”dan iborat deb bilgan edi . Bartold bu vazifani sharaf bilan va o‘z zamonasi uchun imkoni bo‘lgan darajada ado etdi.

V.V.Bartold 1893-yilda ustozi V.R.Rozenning maslahati bilan o‘lka tarixini chuqurroq o‘rganish maqsadida O‘rta Osiyoga tashrif buyuradi. Ilk tashrifi omadsiz bo‘lib, bir umr hassaga tayanib qolishiga qaramasdan, V.V.Bartold Turkiston tarixini qunt bilan o‘rganish fikrida dadil qoldi. Uning bu boradagi qiziqishlari kuchayishiga ustozi V.R.Rozenning xizmati katta. U o‘z shogirdiga yozma manbalardan tegishli Sharq mamlakati va viloyatlarining tarixiy geografiyasi hamda siyosiy, iqtisodiy va madaniy hayotiga doir

bo‘lgan, shuningdek, xronologiya va voqealar borishini aniq belgilashda yordam beruvchi ma’lumotlarni mumkin qadar ko‘proq bilib olish bo‘yicha zaruriy uslubiy yordam ko‘rsatgan. V.V.Bartold ustozi V.R.Rozenning Sharq mamlakatlari va xalqlarining jahon tarixida o‘ynagan roli to‘g‘risidagi qarashlarini ham qabul qilgan.

Konservativ g‘arb olimlari tomonidan bu rolni pasaytirish, jahon tarixi solnomasida Sharqni ikkinchi yoki uchinchi darajali o‘ringa tushirishga, Sharq tarixini mensimaslikka karatilgan urinishlar Rozen singari Bartold uchun ham doimo yot tushuncha bo‘lgan. V.V.Bartold ustozi izidan borib, irqchilik ko‘rinishlariga, Sharq xalqlari tarixiga, jumladan, insonga dushmanlik bilan qarashga qarshi chiqqan.

V.V.Bartoldning ustozi V.R.Rozenga Yevropaga qilgan safari vaqtida yullagan maktubida nemis professorlaridan o‘rganish mumkin va lozim, biroq ularga ergashish kerak emas, degan fikrda ekanini ma’lum qiladi. Shunisi xarakterliki, V.V.Bartold G‘arbiy Yevropa olimlarining o‘z sohalarini chuqur bilishi va ulkan ilmiy bilimlar egasi ekanligini e’tirof etsa-da, ularning umumtarixiy karashlariga qo‘shilmaydi. B.V.Lunin V.V.Bartoldning bu maktubi alohida diqqatga sazovor ekanligini hamda yigirma uch yoshli olim tasavvurida paydo bo‘lgan qarashlarni yuqori baholaydi. V.V.Bartold ustozi V.R.Rozenning vasiyatlariga sodiq qolib, shunday xotirlaydi: “Baron Rozenning vasiyatlari qon-konimga singib ketdi, men uning vasiyatlarini vujudimga go‘yo ona suti bilan birga kirgandek his etaman. Men V.R.Rozen maktabidan kim bo‘lib chiqqan bo‘lsam, shundoqligimcha qabrga kiraman”. [3]

V.V.Bartoldning ilmiy qiziqishlarini turk, fors, arab tillaridagi matnlar, xalqaro huquq, siyosiy iqtisod, sharq tarixi, semit xalqlari tarixi, turk, arman, tillari, fors, hind, yahudiy adabiyotlarini o‘rganish borasidagi faoliyati tasdiqlaydi.

V.V.Bartold talabalik davridan boshlab arab va fors tillaridan rus tiliga, rus tilidan turkchaga tarjimalar bilan mashg‘ul bo‘lgan. 1899-yili Stanley Lan-Pulning “Musulmon sulolalari” tarjima kitobi V.V.Bartoldning ko‘pgina tuzatishlari bilan nashr etiladi. V.V.Bartold 1891-yilda universitetni a’lo darajada tamomlab, 1892-yildan shu dargohda faoliyat yurita boshlaydi. 1900-yilda “Turkiston mo‘g‘ullar bosqini davrida” mavzusida dissertatsiyasini himoya qilib (1-va 2-qismlar, Sankt-Peterburg, 1898-1900) V.V.Bartold “Sharq tarixi doktori” ilmiy darajasini olgan. Shundan so‘ng olim mashhur sharqshunos bo‘lib yetishadi. Dissertatsiya himoyasi 1900-yil 19-noyabr (2-dekabr) kuni Peterburg universitetining Sharq tillari fakulteti majlisida o‘tkaziladi. Bu vaqtda V.V.Bartoldning dissertatsiyaga asos qilib olgan tadqiqotlari kitob holida ikki qismda bosmadan chiqqan: uning birinchi - “Tekstlar” qismi 1898-yilda, ikkinchi “Tadqiqotlar”- qismi 1900-yilda nashr etilgan.

Olimning so‘ziga qaraganda, asarning ikkinchi qismida u: “O‘lkaning mo‘g‘ullar kelguniga qadar bo‘lgan davrdagi tarixi nima bilan belgilanadi, mo‘g‘ullar Turkistonga nima olib keldi va o‘lkani zabt etish kanday sodir bo‘ldi”,-degan savollarga javob berishga intiladi. Olimning mazkur tadqiqot ishi nomlanishiga ko‘ra Mo‘g‘ullar bosqini arafasida O‘rta Osiyoning tarixini yoritishi kerak bo‘lsa-da, xronologik jihatdan asar Turkistonning qadim tarixini yoritishdan boshlanadi.

V.V.Bartold 1903-yilda Markaziy va Sharqiy Osiyoni o‘rganish uchun tashkil etilgan Rossiya qo‘mitasining kotibi lavozimida faoliyat ko‘rsatgan. 1904-yilda Samarqand atrofida arxeologik qazish ishlarini amalga oshirgan bo‘lsa, 1906-yilda Sankt-Peterburg universitetida oddiy professor sifatida favqulodda tayinlanadi. 1910-yilda Fanlar akademiyasining tegishli a’zosi, 1913-yilda esa “Osiyo xalqlarining adabiyoti va tarixi” yo‘nalishida akademik etib saylandi.

A.Yu.Yakubovskiy sharqshunos olim tomonidan Sharq tarixining dunyo tarixida alohida o‘ringa ega ekanligini isbotlashga bo‘lgan urinish xususida mulohaza yuritadi va uning ilmiy faoliyatiga quyidagicha ta’rif beradi: “V.V.Bartold V.R.Rozen maktabidan Sharq tarixisiz chinakam jahon tarixini yaratib, insoniyatning tarixiy rivojlanish qonuniyatlarini to‘la-to‘kis ochib bo‘lmaydi, degan xulosani chiqarib oldi. Rozenning boshqa shogirdlari singari Bartold ham Sharq xalqlarining madaniy yutuklarini yuksak baholadi. Bu madaniyatning qadimda va o‘rta asrlar davrida Yevropa madaniyatiga ko‘rsatgan ta’sirini tan oldi va bu ta’sirni xalqlar tarixidagi faktlarda hamda tasviriy san’at, me’morchilik hamda madaniy hayotning boshqa sohalarida ko‘rsatishga harakat qildi”.

V.V.Bartold tadqiqotlarining deyarli barchasini sharq tarixini o‘rganishga bag‘ishlagan. Olimning dunyo bo‘ylab sayohatlari va ilmiy-tadqiqot faoliyatini dadil davom ettirishiga otasi tomonidan taqdim etilgan mablag‘lar imkoniyat yaratib bergan. Juda katta mablag‘ bilan ta’minlangan V.V.Bartold o‘quv hamda ilmiy faoliyatida moliyaviy muammolarga duch kelmagan. Muammolarga duch kelmagan va o‘ziga qoldirilgan barcha mablag‘larni ilmiy izlanishlari yo‘lida sarf qilgan olimning harakatlarini ilm yo‘lidagi haqiqiy fidokorona mehnat deya baholashimiz mumkin.

V.V.Bartold 1893-1928 yillar davomida O‘rta Osiyoga o‘lka tarixini o‘rganish maqsadida yeti marotaba o’z sayohatlarni amalga oshirgan. Olim dastlab Toshkentda 1893-1894 yillarda, ya’ni o’zining Turkistonga qilgan birinchi safarida V.V. Bartold “Turkistanskiy vedmost” va “Okraina” gazetalari bilan yaqindan hamkorlik qildi. Qo‘lyozma manbalar bilan bog‘liq masalalarni aniqlash uchun ko‘pincha u Turkiston Arxeologiya Xavaskorlar to‘garagi tomonidan Toshkentdagi oliy o‘quv yurtlarida ham ma’ruza qilishga tez-tez taklif etilgan.

1893-yilda V.V.Bartoldning O‘rta Osiyoga birinchi marta uyushtirgan ilmiy ekspeditsiyasi tarkibida rassom va etnograf S.M. Dudin ham bor edi. Ular o’sha yilning yozida Toshkentga yetib keldilar va bu yerda bir necha kun dam olganlaridan so’ng, Avliyo Otaga (xozirgi Jambul) jo’nab ketdilar. Ular o’sha yili Sayram, Chimkent, Avliyo Ota va ularning tevarak atrofidagi diqqatga sazovor joylarni, shuningdek, Talos vodiysini ko’zdan kechirib ulgurdilar xolos. Ushbu safardan ko‘zlangan asosiy maqsad “Bu o‘lkaning o‘tmishi to‘g‘risidagi yozma ma’lumotlarga qo‘shimcha o‘laroq qadimiy xalqlar manzilgohlaridan qolgan izlar to‘g‘risida ma’lumotlar to‘plash hamda qadimiy shahar va istehkomlar xarobalarining mumkin qadar qisqacha ta’rifini keltirish”dan iborat edi.[4]

O‘rta Osiyo tarixi bo‘yicha hali umumlashtirilgan katta va jiddiy asarlar yaratilmagan bo‘lib, bunday turdagi asar yaratish uchun o‘sha vaqtlarda olimlar qo‘lida faktik materiallar juda xam ozchilikni tashkil qilardi.

V.V.Bartold haqiqiy olimlarga xos mukammal xislatlarga ega ajoyib olim bo‘lgan. Uning hayoti va faoliyati tadqiqodchi olimlar uchun ibrat namunasi bo‘la oladi. B.V.Luninning olim haqida keltirgan fikri ayniqsa e’tiborli: “Bartold doimo vaqtni qattiq hisobga olar, o‘zining butun kuch va quvvatini ilmiy ishlarga bag‘ishlab, har soat, har daqiqadan unumli foydalanishga tirishardi. U nihoyatda serg‘ayrat odam edi. Bartold keraksiz mavzulardagi tuturiqsiz gap-so‘zlarni yomon ko‘rar, fan olamida daydib yurgan tasodifiy kishilarga munosabati keskin va murosasiz edi ”.

Bundan tashqari B.V.Lunin o‘z asarida qator olimlarning V.V.Bartold haqida bildirgan fikrlarini keltirib o‘tadi. Shulardan professor A.Yu.Yakubovskiy ustozi V.V.Bartold to‘g‘risida shunday yozadi: “U naqlga aylanib ketgan zo‘r xotiraga va o‘zini soat yanlig‘ aniq harakat qiladigan mexanizmga aylantirib yuborgan ishchanlik qobiliyatiga ega edi” . A.Yu.Yakubovskiyning mazkur ta’rifi V.V.Bartoldga nisbatan bir necha olimlar tomonidan bildirilgan iliq qarashlarning mazmunini yanada mustahkamlaydi. Bartold hech kimning munofiqligini, agar u o‘zining tug‘ishgan birodari bo‘lsaham sira kechirmasligini akade¬mik N.Ya.Marr ta’kidlab o‘tgan.

1902-yilgi tashrif doirasida V.V. Bartold Toshkentdan tashqari Ashxobod, Samarqand, Qo’qon, Marg’ilon, Andijon va O’shda ham bo’lib, bu shaharlarda saqlanayotgan va ilm faning bir talay soxalariga oid ko’pgina qo’lyozma asarlarni diqqat e’tibor bilan ko’zdan kechirdi. Masalan, toshkentda u bir qancha jamoat muassasalari va shaxsiy odamlarga tegishli kutubxonalar bilan tanishish sharafiga muvaffaq bo’ldi. Turkiston xalq kutubxonasi (1870 y)da tublangan maxsus qo’lyozma asarlar kolleksiyasi bilan yaqindan tanishadi. O’sha paytda bu kolleksiya 281 jilddan iborat edi xolos. V.V. Bartold o’zining ilmiy hisobotida shu asarlardan ikkitasiga: G’iyosiddin Alini Jahonigir Amir Temurning 1398-1399 yillarda xindistonga uyushtirilgan yurishi tarixini o’z ichiga olgan. “Ruznoma-i g’azovot-i Xindiston” (1399-1403 y) hamda xorazmlik muarrix O’tamish hoji qalamiga mansub bo’lgan “Chingiznoma” asari (XVI asr boshi)ga tuxtalib o’tgan.[5]

“Bartoldning oq ko‘ngil, qalbi ochiq, kamtar, ilmdagi o‘z safdoshlariga sodiq do‘st, yosh olimlarga g‘amxo‘r ustoz bo‘lgan chin inson ekanligini har kim ham darhol bilib olmas edi”- degan B.V.Luninning qarashlari V.F.Minorskiyning xotiralariga hamohang: “Ish sohasida Bartold bilimdon, sodiq do‘st hamda birovning iqtidor va tashabbusini birinchi bo‘lib ko‘llab-kuvvatlaydigan kishi edi”. Har ikki ta’riflashda ham olimning inson qadri va ilmga nisbatan yuksak hurmat bilan qarashi ta’kidlab o‘tilgan.

A.N.Kononov “Bartold tarjimaning filologik aniqligini qo‘lyozmaning o‘ziga xos badiiy xususiyatlari bilan chinakam mohirona birlashtirgan olim” – deb ta’riflaydi . Shu o‘rinda ta’kidlash muhimki, arab, fors, tojik, eski o‘zbek va boshqa sharq tillarini a’lo darajada bilgan V.V.Bartold hayoti davomida sermashaqqat ilmiy mehnat yo‘lini bosib o‘tgan.

Rus geografiya jamiyati Turkiston bo‘limining sobiq kotibi N.P.Arxangelskiy shunday eslaydi: “Vasiliy Vladimirovichning o‘sha vaqtlarda Peterburgda ta’lim olayotgan turkistonlik talabalarga ko‘rsatgan g‘amxo‘g‘ligini alohida ta’kidlash lozim” .

S.F.Oldenburg va I.Yu.Krachkovskiy ta’biri bilan aytganda qomusiy olim yozib

qoldirgan asarlari olamshumul ahamiyatga ega. Uning qiziqish doirasi nihoyatda keng bo‘lib, uni hammadan ko‘proq odamlar qiziqtirardi. U faqat olimgina emas, balki otashin jamoat arbobi edi.

V.V. Bartold 1916-yili yana Turkistonga keladi va Toshkentdan tashqari Qo’qon, Samarqand, Buxoro va Chorjuy shaharlarida ham bo’ldi va qadimiy madaniyat yodgorliklari, shuningdek shaxsiy kolleksionerlar bilan ham yaqindan tanishdi. Chunki Turkiston tarixiga oid qadimiy qo’lyozma asarlarini aniqlash va o’rganish olimning har bir sahifadan ko’zatgan asosiy maqsadi edi. Masalan, Toshkentda bo’lgan kezlari A.A. Semyonov va Boqijonboy va boshqalarning shaxsiy kutubxonasida saqlanayotgan qo’lyozma asarlarini ko’rib chiqdi. O’shanda V.V. Bartold Boqijonboyning kutubxonasida saqlanayotgan sharqiy Turkistonning XV-XVI asrlardagi ijtimoiy-siyosiy tarixidan hikoya qiluvchi Shoh-Mahmud Churos qalamiga mansub bo’lgan “Tarix” nomli qimmatli asariga alohida e’tibor berdi.

Bundan tashqari u 1920-yil Toshkentda ta’sis etilgan Turkiston universitetining ilmiy va tashkiliy ishlariga qatnashadi. Universitet huzurida Sharq kafedrasini tashkil etish va uni malakali kadrlar bilan taminlash ishining tepasida turdi. Tarix filologiya fakultetida Turkistonning qadimgi va o’rta asrlar tarixidan mil.avv. IV asrdan to mil. XIX asrgacha bo’lgan tarixi bo’yicha dars berdi, aspirant va talabalarning ilmiy munozaralarida sihtirok etdi.

Sharqshunoslik bilimlarini yanada rivojlantirish manfaatlari yo‘lida V.V.Bartoldning katta ilmiy merosini qancha ko‘p va chuqur o‘rgansak va undan tanqidiy foydalansak, uning nomi jahon sharqshunos olimlarining nomi bilan yonma-yon turishiga ko‘proqishonch hosilqilamiz. V.V.Bartoldning hayot yo‘li o‘z mazmuniga ko‘ra, yuksakiqtidorli va ko‘pqirrali olim faoliyatining tashkil topishi va rivojlanishining ajoyib namunasidir. Yuksak prinsipiallilik, halollik va fikrlashda dadillik, o‘ziga va o‘zgalarga nisbatan qattiq talabchanlik xususiyatlariga ega bo‘lgan inson va olim V.V.Bartoldning ichki dunyosi ancha murakkabdir .

Mutaxassislar V.V.Bartoldning manbalarni tanqidiy tahlil qilishi, ishining aniqligi va to‘g‘riligi haqida ma’lumot beradi. Olim shaxsiy fazilatlari bilan o‘z davridayoq ko‘plab e’tiroflarga sazovor bo‘lgan. Ayniqsa, olimning sharq xalqlari tarixini o‘rganishga butun umrinini fido qilishini yuksak insoniy fazilat sifatida baholash mumkin.

V.V. Bartold qadimdan qolgan obidalarnig saqlanishi va buning borasida Samarqand va Shahrisabzda olib borilayotgan ishlarning ko’lami bilan yaqindan tanishdi yuqorida tilga olinga qo’mitaning majlislarida ishtirok etdi. Shuning bilann birga olim bo’sh paytlarida Toshkentda ham boshqa shaharlarda bo’lganida ham jamoat va shaxsiy odamlarning kutubxonalarida bo’lgan qo’yozma asarlar bilan tanishishda davom etadi. Yangi topilgan asarlar haqida o’zining fikr mulohazalarni bildirdi.

V.V. Bartold o’zining Turkistonga qilgan so’nggi safari 1927-1928 yil vaqtida Turkiston Universitetida, Qozoq Oliy pedagogika institutida va boshqa ilmiy tekshirish muassasalarida Turkistonning mug’ullar istolosidan to XIX asrgacha bo’lgan tarixi O’rta Osiyoning turkey xalqlari ularning kelib chiqishi va tarixi haqida dars o’qidi. Qadimiy

yodgorliklar sa'nat va tabiatni o'rganish o'rta osiyo qo'mitasi va o'lkashunoslik jamiyatlarining ishklari bilan tanishdi. [6]

Akademik V.V.Bartoldning xayoti fanning rivojlanishida, Sharq xalqlarining boy tarixiy o'tmishini o'rganish, sharqshunoslik sohasida o'ziga xos maktab yaratish yo'lida qilingan fidokorona mehnatning yorqin namunasidir.V.V.Bartoldning tanqidiy va tahliliy ma'lumotlarga boy asarlari, bayon etilgan ko'pgina ilmiy materiallarga berilgan muhim xulosalari va kuzatuvlari natijasida qoldirgan beqiyos ilmiy merosiga hozirgi vaqtda ham turli mamlakatlarda minglab tadqiqotchilar murojaat qilmoqdalar.

Atoqli sharqshunos V.V.Bartold 1930-yil 19-avgustda o'z vatanida vafot etadi. U Smolenskdagi Lyuteran qabristoniga dafn etilgan. V.V.Bartoldning 42 yillik ilmiy faoliyati davomida 400 dan ortiq ilmiy asarlari chop etiladi. 1963-1977 yillarda olimning ilmiy merosi to'qqiz tomda nashr etilgan. V.V.Bartold asarlarini mutaxassis olimlar, o'lkashunoslar, muzey xodimlari, o'qituvchilar, umuman O'rta Osiyo , Yaqin va O'rta Sharq xususan, Markaziy Osiyo xalqlari tarixi bilan qiziquvchi barcha kishilar qunt bilan o'qimoqda. Olimning asarlariga o'z davridayoq keng ko'lamda ijobiy munosabat shakllanib, dunyoning turli tillariga: ingliz, nemis, fransuz, ispan kabi qator Yevropa tillariga va e'tiborlisi o'zbek tiliga ham tarjima qilingan. [7]

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THE MAIN CHARACTERISTICS OF THE COMPOSITION OF THE WORK "RAVZAT USH-SHUHADO"

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KEYWORDS

composition, architectonics, recipient, unit of work, integrity of the work, structural part, chapter, section

ABSTRACT

This article analyzes the composition of the hagiographic work “Ravzat ush-shuhado”.

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“RAVZAT USH-SHUHADO” ASARI KOMPOZITSIYASINING ASOSIY XUSUSIYATLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

kompozitsiya, arxitektura, qabul qiluvchi, ish birligi, ishning yaxlitligi, strukturaviy qism, bob, bo'lim

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada “Ravzat ush-shuhado” hagiografik asarining tarkibi tahlil qilinadi.

Kompozitsiya badiiy asarning mazmuni, tabiati va maqsadiga ko‘ra qurilishi va ko‘p jihatdan uning idrokini (retsipient tomonidan tushunishni) belgilab beradi. Kompozitsiya badiiy shaklning eng muhim komponenti bo‘lib, asarga birlik va yaxlitlik beradi, uning elementlarini bir-biriga va butunga bo‘ysundiradi [1]. “Kompozitsiya badiiy ijodning birligi va yaxlitligini ta’minlaydi” [2].

“Tashqi kompozitsiya (yoki arxitektonika) matnning bob va qismlarga bo‘linishi, muqaddima va epilog, kirish va xulosa, epigraflar va lirik chekinish kabi qo‘shimcha strukturaviy qismlarni ajratishdir. Yana bir tashqi kompozitsiya – matnning jildlarga bo‘linishi...

Bu jihatlar badiiy asarning tashqi tomoni ekan, “Ravzat ush-shuhado” asari ham tashqi kompozitsion ko‘rinishlari bilan mukammallik kasb etgan, ya’ni juda katta hajm egallaydi. Bunda, albatta, Islom Sharqi an'analari ko‘rinishida bo‘lsa-da, lekin muallif pozitsiyasi juda aniq ko‘zga tashlanadi, hatto bir nafas bo‘lsa-da, adib o‘z pozitsiyasidan uzoqlashmaydi. Buni tahlillarimiz davomida bir-bir to‘xtalamiz. Avvalo, hozir aytganimizdek, tashqi kompozitsion birliklarni, ya’ni boblarning nomlarini to‘lig‘icha keltiramiz va bu kitobxonga/ilm ahliga “Ravzat ush-shuhado”dek yirik asarni tanishtirgan bo‘lamiz.

“Ichki kompozitsiya, tashqi tarkibdan farqli o‘laroq, matn tuzishning ko‘plab elementlari va usullarini o‘z ichiga oladi. Biroq ularning barchasi bir maqsad – matnni mantiqiy tartibda qurish va muallif niyatini ochib berishdan iborat bo‘ladi, lekin ular unga turli yo‘llar bilan boradilar – syujetli, obrazli, nutqiy, mavzuli va hokazo” [3].

Abdulla Qahhor shakl va mazmun birligi haqida shunday degan edi: “Adabiy asarning joni – uning mazmuni, lekin bu jonning jon bo‘lishi uchun jasad kerak. Jonni jasadsiz tasavvur qilish mumkin emas”. Demak, asar inson siymosiga qiyoslansa, unda go‘zal shakl bo‘lishi ruhiyatning ham go‘zal bo‘lishini taqazo qilishini tushunish mumkin.

Shunga ko‘ra, “Ravzat ush-shuhado” asariga birlik va yaxlitlik bergan omillarni sanab o‘tishga burchlimiz.

Badiiy asarning tashqi kompozitsiyasi, ya’ni arxitektonikasi deyilganda badiiy asarning tashqi qurilishi – qism, bob, fasl, band kabilar nazarda tutiladi [4, 253; 5, 45]. Sayqaliyning “Ravzat ush-shuhado” asari ikki katta bo‘limdan iborat (Hozirgi kun

adabiyotshunosligi tili bilan aytsak, “Ravzat ush-shuhado” dilogiyadir). Lekin muallif bo‘limni “daftar” deb atagan. Uning kirish qismi 148 misradan iborat. Hamd qismi 34 misra, na’t 40 misra, roshid xalifalar madh etilgan qism 28 misra, munojotlar qismi 46 misrani tashkil etgan [6].

“Ravzat ush-shuhado” basmaladan so‘ng quyidagicha boshlanadi: Sano ul podshohi lo makona, / Sifoti zohiru zoti nihona. // Makonsizdur, etgan kavnu makonni, / Jihatsizdur, et(g)an jumla jahonni.

Dostonlagi na’t “Hazrati nabiyyuno sallallohu alayhi vasallam na’tlarini(ng) bayonidur”, roshid xalifalar madhi esa “Chahoryori bosafo roziyallohum taololarning alqobi mustatoblari” deb berilgan.

Alarni tavsifi haddin fuzundur, / Yozib bo‘lmaski, bir-birdin uzundur. // Xudo avn aylasa ba’d az munojot, / Kamina nazm etay bir necha abyot deya qayd qilingandan so‘ng muallif quyidagicha tarzda mazkur asarni yozishdan maqsadini bayon qiladi: Qilib so‘z ibtidosin anbiyodin, /yeturay intihosin Karbalodin.

Ya’ni, ushbu asarni yozishdan asl maqsad “Karbalonoma”ni, Imom Hasan va Imom Husaynlarning qissalarini, so‘z avvalida aytilgan gapni sharhlaydigan bo‘lsak, har bir payg‘ambar qissasini va/yoki biron-bir rivoyatni aytib bo‘lib, shu qissa/rivoyat nihoyasida Karbalo fojiasida shahid bo‘lganlar haqida ham so‘zlab ketishni maqsad qilganini ta’kidlagan muallif. Ana shu tipdagi musibatnoma haqidagi klishelar asarning bir necha o‘rnida keltiriladi.

Kompozitsiyaga asos bo‘ladigan unsurlar haqidagi adabiyotlarda qayd qilinishicha, badiiy asar “matnini bob yoki bo‘limlarsiz o‘qib bo‘lmaydi. Hyech bo‘lmaganda unga bo‘shliqlar yoki yulduzchalar bilan ajratilgan bo‘limlar yoki semantik segmentlar kerak bo‘ladi” [3].

Munojotdan keyin shartli ravishda aytadigan bo‘lsak, asosiy qism boshlanadi va Odam alayhissalom qissasi keladi: “Qissayi hazrati Abulbashar Odam safiyulloh salavotullohi alayhi va salomuhu”. “Abul bashar” va ilk payg‘ambar Odam alayhissalom haqidagi dastlabki ma’lumotlarda ham asarning dardu g‘amdan nasiba borligi ta’kidlanadi: Kel emdi, Sayqaliy, haddingni bilsang, / Balo yuzlansa andin bo‘lma diltang. // Bashar avlodini bilsang atosi, / Edi Odam nabiylar ibtidosi. // Hanuz Odam Safiy kelmay adamdin, / Nasib bor erdi anga dardu g‘amdin.

Odam avlodi xunrez ekanligi, dashti Karbaloda shohu shahzodalar qirilgani, Inoyat aylasa ul Xoliqu Hay, / Oxirda motamin men toza aylay, deb asosiy urg‘u nimada ekanligini ta’kidlab o‘tadi.

Mazkur asardan ko‘zlangan maqsad qissalarni boshdan-oxir, batafsil bayon etish emas edi. Asosiy va eng mashhur jihatlariga e’tibor qaratish muallif pozitsiyasini belgilab beradi. (Aslida ma’lum bir qissani mufassal hikoya qilish keng ko‘lamli/monumental ish bo‘lur ediki, uning ustiga, liro-epik planda mahobatli asar tartib berish har qanday muallif/musannifning imkoniyat doirasidan tashqaridagi ishdir.) Shu boisdan ham muallif keyingi o‘rinlarda “Kanz ul-g‘aroyib” asarida kelgan bir voqyeani tasvirlaydi. Mazkur bob

“Hazrati Jabroil alayhissalom sayyidul anom, alayhissalotu vassalom xizmatlarig‘a kelib, Hazrati Imom Husayn raziyallohu anhu oliy maqomi shahodatidin xabar berganlarini(ng) bayoni” deb nomlangan. Unda tasvirlanishicha, payg‘ambarimiz Muhammad sallallohu alayhi vasallam imom Husaynning kiyib yurgan ko‘ylagi nevarasining bo‘ynini qiyib yuborgan. Sayyid ul-bashar (s.a.v.) bundan tashvishga tushadi. Shunda Hazrati Jabroil alayhissalom kelib, “Buncha alamnok bo‘laverma, hali bilmaysan, bir kun kelib bu bosh tanasidan judo bo‘ladi hali” deb aytadi. Ko‘zyoshlari shashqator Payg‘ambar (s.a.v.) g‘amga botadi. Va shundan so‘ng hazrati Rasulullohning o‘shal munglig‘ kayfiyatiga mos “Hech kim olam aro mundog‘ azoni ko‘rmadi” deb boshlanuvchi g‘azal keladi.

Sayqaliy ma’lum bir payg‘ambar qissasini tasvirlay boshlaganda ham o‘sha payg‘ambar hayotining eng asosiy jihatlarini tasvirlashga harakat qiladi. Masalan, Nuh alayhissalom qissasi haqidagi bob (“Qissayi hazrati Nuhi nabiyulloh alayhissalavotu vassalom bul turur”) ulug‘ to‘fon va u zot yasagan kema, har bir jonzotdan kemaga bir juftdan olib, ularni qutqarib qolgani mazkur qissaning eng e’tiborli joylaridir. Sayqaliy ana shu qissaga o‘tishda ekskurs tarzida va asosiy voqyealar bilan bog‘liq nuqtani mohirona bog‘laydi.

Mazkur qissadan keyin “Qissayi Ibrohim Xalilullohir rahmon salavotullohi alayhi va salomuhu bu turur” deb nomlangan keyingi qissa boshlanadi. Kel emdi, Sayqaliy, joning nisor et, / Balolar norig‘a tushsang, qaror et.

Adib mahorati borasida gap ketganda va, ayniqsa, har bir payg‘ambar qissasi hikoya qilinganda, qissa boshlanmasida payg‘ambar hayoti bilan bog‘liq ba’zi bir nyuanslar ham muallif e’tiboridan chetda qolmaydi. Ibrohim payg‘ambarni Namrud olovga tashlaydi va olov, Qodir Allohning marhamati bilan, gulshanga aylanadi. Va “Sabr qilsang, balolar olovidan omon chiqasan” degandek adib o‘ziga malomat/nasihat qiladi. Shu yerda birdaniga maqsadga o‘tiladi. Ya’ni, “Namrud shayton yo‘liga kirib, to‘g‘ri yo‘ldan ozib, Ibrohim Xalilullohni o‘ziga dushman bildi” deya qissa boshlanib ketadi. Keyingi voqyealar tizimida Ibrohim alayhissalomga o‘g‘lini qurbonlik qilish buyurilgan sahna keladi. Amri Haqqa so‘zsiz itoat bundan ortiq bo‘lmasa kerakki, pichoqni o‘g‘lining bo‘g‘ziga qo‘ygan mahal Xudo Jabroil vositasida qurbonlik qilish uchun qo‘chqor yuboradi.

Shundan keyin Sayqaliy o‘zining asl maqsadi aytilgan misralarni tizadi: Kamina xo‘shachin birlan aknun, / Terib tori xayola durri maknun. // Olibon qissalardin bob-bobi- / Ki, turkiy nazm qilsam bir kitobe. // Oxirida Husaynni(ng) hasbi holin, / Bayon etsam na o‘tgan mohu solin. // O‘qug‘on bandalar dilresh bo‘lg‘ay- / Ki, to so‘zu gudozi besh bo‘lg‘ay. // Husaynni(ng) motamini toza aylab, / Menim o‘z holima andoza aylab.

Sayqaliyning mazkur o‘rinda keltirilgan misralarida ba’zi bir so‘zlar va qo‘shimchalar tushib qolgani seziladi (“xo‘shachinlik” emas, “xo‘shachin” tarzida), lekin bu kabi kamchiliklar asarning umumiy ruhiga hyech qanday ta’sir o‘tkazmaydi. Chunki hozir biz gaplashganda ham qo‘shimchalarni qisqartirib aytish holatlari uchraydiki, mazkur uslub adib asarini xalqona ohangda yaratganining ko‘rinishidir.

Sayqaliyning mazkur satrlarida badiiy mahorati yaqqol sezilgan mazkur o‘rinda

kaminaning ishi xo‘shachinlik (lug‘aviy ma’noda aytilsa, “boshoq teruvchilik”, istilohiy ma’noda esa “ustalik”), ya’ni “ustalik bilan xayol torlarida ko‘zdan yashirin, ya’ni toza durlarni terishdir” deydi va o‘z a’moliga sodiq qolgan holda qisas ul-anbiyolardan eng manzur o‘rinlarini turkiyda nazm qilsam deb deyarli bir satr ortiqcha gap aytish yo‘q, asar davomida adib qalami ravon ketadi.

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MEAT AND SLAUGHTER PARAMETERS OF GOATS IN KARAKALPAKSTAN

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KEYWORDS

goats, castration, slaughter, carcass, cuts

ABSTRACT

The study of the meat and slaughter qualities of goats and goats - castrates in the 8-month-old Karakalpak population of dairy goats when raising them for meat. It has been established that during slaughter, the main factor that positively affects the slaughter performance and meat quality is the feed factor. Castration only slows down the formation of meat and slaughter quality goats.

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ҚОРАҚАЛПОҒИСТОН АҲОЛИСИ ЭЧКИЛАРИНИНГ ГЎШТ ВА СЎЙИМ КЎРСАТКИЧЛАРИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

эчкилар, кастрация, сўйиш, тана гўшти, кесиш

ANNOTATSIYA/ АННОТАЦИЯ

Ушбу мақолада Қорақалпоқларнинг 8 ойлик сутли эчкилар популяциясидаги эчки ва эчки-кастратларнинг гўшт учун боқишдаги гўшт ва сўйиш сифатларини ўрганилади. Аниқланишича, сўйиш вақтида сўйишнинг кўрсаткичи ва гўшт сифатига ижобий таъсир кўрсатадиган асосий омил озуқа омили ҳисобланади. Кастрация фақат гўшт ва сўйиш сифатли эчкиларнинг шаклланишини секинлаштиради.

Кириш. Бугунги кунда эчки гўштини ишлаб чиқариш ва истеъмол қилиш бўйича дунёдаги асосий минтақалар Осиё ва Африкадир. Қорақалпоғистоннинг озиқ-овқат бозорини тўлдириш ва заҳираларни яратиш нафақат Осиё ва Африкада, балки ривожланган Европа мамлакатларида ҳам жадал қўлланиладиган эчкичилик соҳасини тўғри ривожлантиришнинг олдига қўйган мақсадлардан бири бўлиши мумкин [9].

Охирги 15-20 йил ичида маҳаллий эчкичиликнинг ишлаб чиқариш ҳажми сезиларли даражада камайди ва тармоқ салоҳиятига жавоб бермайдиган ҳолатга келиб қолди. Ички бозор унга қилинадиган таклифга қараб талаб қилади. Ўзбекистонда эчкичилик соҳаси сут ишлаб чиқаришга йўналтирилган бўлиб, Европа мамлакатларидаги замонавий эчкичилик эса сут ва ёш эчки гўшти ишлаб чиқаришга ихтисослашган.

Бу эчкичиликнинг умумий таркибини 50 фоиз ва ундан кўпроқ улушини ташкил қилади. Украинада эчки гўшти ҳозирда барча турдаги гўшт ишлаб чиқаришнинг тахминан 1 фоизини ташкил қилади [8].

Адабиётлар таҳлили. Ёш эчки гўшти таъмининг юқори кўрсаткичлари билан ажралиб туради ва озуқавий қиймати ҳамда фойдалилиги бўйича у қўзи гўштидан кам бўлмаган ҳолда мол ва чўчқа гўштидан анча устундир. Кўпгина Африка ва Осиё мамлакатларида гўштли эчкилар фақат ёввойи эчки гўштига ўхшаш нозик гўшт олиш учун етиштирилади [6].

Шунингдек, сифатли майин гўшт дон, кепак, илдиз мевали экинлари ва яхши пичан билан ош тузи қўшилган озуқалар билан боқиладиган такалар ва туғмаган эчкилардан олинади. Бу консентратлар озуқанинг таъмини яхшилайди ва ҳайвоннинг иштаҳасини оширади [4].

Турли сабабга кўра, подада боқилган бир ёшли эчкиларнинг гўшти деярли эчки гўшти каби қимматлидир. Қадимги ҳайвонларнинг гўшти таъмсиз бўлганлиги учун унчалик қиммат бўлмаган. Катта ёшли эчкиларнинг гўшти овқат учун ишлатилмайди, чунки у қаттиқ, мазасиз ва ёқимсиз ҳидга эга бўлади [1].

Ишнинг мақсади – 8 ойлик эчкиларнинг гўшт ва сўйиш сифатига турли даражадаги озиқлантириш ва бичилгандан кейинги омилнинг таъсирини ўрганиш.

Тадқиқот материаллари ва усуллари. Қораўзак тумани Панаев фармс фермер хўжалигида эчкиларнинг гўшт ва сўйим кўрсаткичини аниқлаш бўйича илмий тадқиқот тажрибаси ўтказилди. Тажриба Заанен зотли сутли эчкилар популяциясининг устида олиб борилди.

Тажриба жуфтлик аналоглар принципига кўра, 3 та эчки гуруҳи олиниб, ҳар бир гуруҳда 10 та ҳайвон ташкил этилди. Иккита тажриба ва битта назорат гуруҳи тузилди
(1-жадвал).

Тажриба схемаси

Гуруҳлар	Бош сони	Озиқлантириш шароити
1 - тажриба (эчкилар)	10	ОР*+Баланслаштирилган комбикорм (40 % гача озуқа қиймати)*
2 - тажриба (бичилган)	10	ОР+Баланслаштирилган комбикорм (40 % гача озуқа қиймати)
3 - назорат (эчкилар)	10	Донли озуқа (20 % гача озуқа қиймати)

Такаларни бичиш бир ойлигида жарроҳлик йўли билан амалга оширилди. 2,5 ойлигида такалар гуруҳларга бўлиниб, тенглаштириш давридан кейин тажриба бошланган.

Эчкилар 8 ойлик бўлганда, гўштни ўрганиш мақсадида (ВИЖ (1985) методи бўйича) ҳар бир гуруҳдан 3 та тажриба ҳайвонлари сўйилди [7]. Сўйиш технологияси гўшт саноатида қабул қилинган мавжуд кўрсатмаларга мувофиқ амалга оширилди.

Бундан ташқари, барча бажариладиган ишлар, тажрибалар ва бошқа илмий мақсадларда ишлатиладиган ҳайвонларни ҳимоя қилиш бўйича умум қабул қилинган қоидаларга [2] мувофиқ амалга оширилди.

Совутгандан сўнг, гўшт намуналари орқа томоннинг энг узун мушакларидан олиниб, улар алоҳида вакуум билан ўралиб - 20 ^{0}C да музлатилди.

Гўшт намуналари 1 ҳафта давомида сақланди. Намуналар таҳлил қилишдан 1 кун олдин 4 ^{0}C (± 1 ° C) да эритилди.

Кимёвий-аналитик тадқиқотлар Қорақалпоғистон ветеринария санитария экспертизаси лабораториясида ўтказилди.

Тадқиқот натижалари. Гўшт маҳсулдорлиги тушунчаси бир қатор кўрсаткичларни умумлаштиради. Яъни сўйим вазни, сўйим чиқими, оғирлиги ва энг қимматли қисмларининг ҳосилдорлиги, тана гўштининг морфологик таркиби, ёғнинг тақсимланиш табиати, гўштнинг кимёвий таркиби, ҳар иккала маҳсулотдаги калория миқдори, наслли наслчилик ва чатиштиришга боғлиқ.

Бичишнинг самарадорлиги нафақат эчкиларда у ёки бу белгининг мутлақ ривожланишига, балки олинган ҳайвон турининг белгиланган стандартларга қанчалик мос келишига ёки ушбу стандартлар белгиларни қай даражада рағбатлантиришига боғлиқ бўлади.

Тажрибадаги эчкилар бир хил шароитда сақланганлиги сабабли, уларнинг гўшт маҳсулдорлигини муайян муҳит шароитида ирсиятнинг ривожланиши натижасида кўриб чиқиш мумкин.

Гўшт маҳсулдорлигини ўрганиш учун тажрибадаги эчкиларни 8 ойлигида ҳар бир гуруҳдан 3 бошдан назорат сўйиш амалга оширилди (2-жадвал).

8 ойлик эчкиларнинг сўйим кўрсаткичлари, M±m (n=3)

Кўрсаткичлар	Гуруҳлар		
	1-тажриба	2-тажриба	3-тажриба (назорат)
Тирик оғирлиги, кг	39,76±0,523**	32,63±0,272**	35,73±0,560
Тана гўшти (совитилмаган), кг	15,56±0,169***	11,72±0,070	12,36±0,296
Тана гўшти (совитилган), кг	15,33±0,061***	11,52±0,053	12,12±0,293
Ички ёғ, кг	0,420±0,015*	0,963±0,008***	0,293±0,029
Сўйим масса, кг	15,72±0,098***	12,49±0,049	12,41±0,320
Сўйим чиқими, %	39,54±0,288***	38,27±0,192***	34,73±0,456

*P>0,95; **P>0,99; ***P>0,999.

Маълумотлардан кўриниб турибдики, сўйишдан олдинги тана вазни бўйича биринчи тажриба гуруҳидаги эчкилар сўйиш олдидан энг яхши вазнга (39,76 кг) эга бўлди. Назорат гуруҳидаги эчкилар билан солиштирганда устунлик сезиларли фарқ билан 4,03 кг ни ташкил этди (P >0,99). Иккинчи тажриба гуруҳнинг эчкилари (бичилган) бу кўрсаткич бўйича биринчи гуруҳ аналогларидан ҳам паст бўлиб, фарқ 7,13 кг ва назорат гуруҳидаги эчкиларга нисбатан 3,1 кг ни ташкил этди (P > 0,99).

Гўшт маҳсулдорлигининг ҳал қилувчи кўрсаткичи совитилмаган тана гўштининг оғирлиги ҳисобланади. Оғир тана гўшти кучли суяклар, яхши ривожланган жамбон ва мушак тўқималари ҳамда ички аъзолари соғлом бўлган ҳайвонларда ҳосил бўлади. Олинган маълумотларни таҳлил қилишда биз қуйидаги кўрсаткичларни ўрнатдик.

Шундай қилиб, биринчи тажриба гуруҳининг эчкиларида жуфтланган тана гўштининг вазни энг катта бўлди, яъни 15,56 кг, бу сезиларли фарқ билан назорат гуруҳидаги эчкиларга қараганда 3,2 кг га кўп (P > 0,999). Иккинчи тажриба гуруҳнинг эчкилари (бичилган) бу кўрсаткич бўйича бошқа гуруҳлардаги аналоглардан паст эди, биринчи гуруҳ эчкилари билан фарқ 3,84 кг ва назорат гуруҳи билан - 0,64 кг. Кўриб турганимиздек, олинган маълумотларга асосланиб, 8 ойлик эчкилар гўшт маҳсулдорлиги учун етарли кўрсаткичларга эга бўлиб, улар сўйиш учун мос келади.

Кўпгина тадқиқотчилар боқиш жойларида интенсив озиқлантириш пайтида эчкиларнинг тана гўштида ёғнинг эрта чўкиши фактларини аниқлаган. Бундан ташқари, бу кўрсаткич уларнинг зоти, ёши, жинси ва озиқланиш шароитлари каби омилларга таъсир қилади. Эчкиларда қўйлардан фарқли ўлароқ, ички ёғлар кўпроқ, тери ости ва мушак ичида камроқ тўпланади [1].

Ички ёғ миқдори бўйича, биз кутганимиздек, иккинчи экспериментал гуруҳнинг эчкилари (0,963 кг) максимал вазнга эга бўлди, бу сезиларли фарқ билан назорат гуруҳидаги эчкиларга қараганда 0,670 кг га кўп (P > 0,999). Биринчи гуруҳ эчкиларининг ички ёғ массаси бичилган эчкилариникидан 0,543 кг га кам лекин назорат гуруҳидаги эчкиларникидан 0,127 кг га кўп, сезиларли фарқ билан (P > 0,95).

Олиб борилган тажрибаларда бичилган эчкиларда ички ва тери ости ёғида ёғнинг эрта чўкиши белгиланган мунтазамлиги аниқланди. Шуни таъкидлаш керакки, эчки гўшти ёғсиз гўштларга тегишли, аммо шунга қарамай, ёғ тўқималарининг ривожланиши тананинг ривожланишининг умумий қонуниятларига бўйсунади. Яъни у суяк ва мушакдан бироз кечроқ ривожланади. Шунинг учун ёғ тўқималарининг ривожланиши ҳайвонларнинг жинси ва ёшига боғлиқ.

Тажрибадаги ёш ҳайвонларнинг гўшт маҳсулдорлигини баҳолашда асосий кўрсаткичлар сўйим вазни ва сўйим чиқими ҳисобланади.

Жадвалдаги маълумотлардан кўриниб турибдики, биринчи тажриба гуруҳидаги эчкиларнинг энг юқори сўйим вазни 15,72 кг ни ташкил этди, бу сезиларли фарқ билан назорат гуруҳидаги эчкиларга қараганда 3,31 кг га кўп (p> 0,999). Назорат гуруҳининг эчкилари билан иккинчи тажриба гуруҳининг эчкиларида сезиларли фарқ топилмади.

Тажрибадаги эчкиларда сўйим чиқимига кўра, биринчи ва назорат гуруҳидаги ҳайвонлар ўртасида сезиларли фарқ (p> 0,999) аниқланди - 4,81%, шунингдек, иккинчи ва назорат гуруҳидаги эчкилар ўртасида - 3,54 % ни ташкил эди. Шундай қилиб, биринчи тажриба гуруҳининг эчкилари 39,54 %, иккинчи тажриба гуруҳидаги эчкилар 38,27 % ва назорат гуруҳи эчкилари 34,73 % энг юқори сўйим кўрсаткичига эга бўлди.

Гўштнинг сифати ундаги асосий компонентларнинг нисбати - намлик, ёғ, оқсил, минераллар ҳамда тўлиқ ва нуқсонли оқсилларнинг таркибига боғлиқ. Гўшт маҳсулдорлиги ва гўштнинг кимёвий таркиби шаклланишига озиқланиш даражаси,

сақлаш шароитлари, зот, ҳайвоннинг ёши ва жинси таъсир қилади [3].

Гўштнинг асосий компоненти мушак ва ёғ тўқимасини ўз ичига олган пулпа ҳисобланади. Шунинг учун гўшт маҳсулотлари сифатини тавсифловчи асосий кўрсаткичлардан бири сифатида тана гўштининг гўштли қисмининг кимёвий таркибини ўрганиш катта аҳамиятга эга. Шу боис барча гуруҳлардаги эчкиларнинг орқа мушаклар намуналарининг кимёвий таркиби ўрганиб чиқилди (3-жадвал).

Эчкиларнинг узун орқа мушакларининг кимёвий таркиби, M±m (n=3)

Кўрсаткичлар	Гуруҳлар		
	1 чи гуруҳ	2 чи гуруҳ	3 чи гуруҳ
Протеин, %	19,09±0,354*	19,31±0,231*	20,21±0,132
Ёғ, %	5,22±0,515*	7,48±1,014**	2,31±0,6
Намлик, %	74,13±0,524*	73,07±0,982*	76,17±0,318
Қуруқ модда, %	25,83±0,521*	26,93±0,982*	23,83±0,318

Тажрибадаги эчкилар гўштининг ўртача намунасини таҳлил қилганда асосий кўрсаткичлар бўйича қуйидаги натижаларга эришилди. Назорат гуруҳидаги эчкилар энг кўп протеин миқдорига эга - 20,21 %, биринчи ва иккинчи гуруҳ эчкилари - мос равишда 19,09 ва 19,31 %. Энг юқори ёғлилик иккинчи гуруҳ эчкиларида 7,48 %, энг пасти эса назорат гуруҳидаги эчкиларда 2,31 % ни ташкил қилди. Ҳайвонларни бичиш гормонал ҳолатнинг ўзгаришига олиб келади, бу бизнинг ҳолатларимизда тана гўштининг эрта тузланишига ва гўштнинг кимёвий таркибининг ўзгаришига олиб келади [5].

Тажрибадаги эчкилардан гўшт маҳсулдорлиги бўйича олинган иқтисодий саморадорлик

Кўрсаткичлар	Гуруҳлар		
	1-тажриба	2-тажриба	3-тажриба (назорат)
Маҳсулотларни сотишнинг умумий ҳажми (совитилган тана гўшти массаси), кг	15,33	11,52	12,12
Гўштнинг сотилиш баҳоси, сўм	49	49	49
Ҳар бир бошга маҳсулот сотишдан тушган ўртача соф фойда, сўм	751,17	564,48	593,88
Ҳар бир бошга сарфланган ҳаражатлар, сўм	435,38	422,22	368,08
Ҳар бир бошга маҳсулот сотишдан олинган ўртача фойда, сўм	316,79	142,26	225,82
Рентабеллик даражаси, %	42,17	25,20	38,02

Намлик миқдори бўйича энг юқори кўрсаткич назорат гуруҳидаги эчкиларда

(76,17 %) кузатилди. Биринчи ва иккинчи гуруҳ эчкиларида эса мос равишда 74,13 % ва 73,07 %, сезиларли фарқ билан (P> 0,05). Қуруқ моддалар таркибига кўра, энг юқори кўрсаткич кастратсия қилинган эчкиларда (26,93 %), энг паст кўрсаткич назорат гуруҳидаги эчкиларда 23,83 % бўлганлиги аниқланди.

Жадвалдаги маълумотларга кўра, субекспериментал эчкиларнинг ўртача намунасининг кимёвий таркибидаги гуруҳлар ўртасидаги фарқ унчалик катта эмас, лекин биринчи экспериментал гуруҳнинг эчкилари устунликка эга эканлиги кузатилди.

Эчки гўштини ишлаб чиқариш самарадорлиги кўп жиҳатдан гўшт маҳсулдорлиги даражасига боғлиқ. Тажрибада эчкиларнинг тажриба гуруҳлари ўртасида озиқланишнинг бир хил даражаси билан уларнинг гўшт маҳсулдорлигининг миқдори ва сифати бўйича фарқлари аниқланди.

Тажрибадаги эчкиларни сўйиш бўйича олинган маълумотларга асосланиб, биз бозорда бир бошни сотишдан тушган даромадни ҳисоблаб чиқдик. Қорақалпоғистон бозорида 1 кг эчки гўштининг ўртача нархи 49 мингни ташкил қилади. Шундай қилиб, бизнинг тадқиқотимиз давомида эчки тана гўштини бозорда сотишда биз биринчи экспериментал гуруҳ (совутилган тана гўштининг массаси 15,33 кг) сотишдан қуйидаги ҳақиқий тушумни олдик, иккинчи гуруҳ учун 564,4 минг сумни ташкил этди. Совутилган тана гўштининг массаси 11 ,52 кг) - 403,2 минг сум ва назорат қилиш учун (совутилган тана гўшти оғирлиги 12,12 кг) - 593,8 минг сум.

Берилган маълумотлардан кўрамизки, парвариш қилиш учун энг катта харажатлар биринчи тажриба гуруҳи эчкиларида (435,38) кузатилиб, иккинчи тажриба гуруҳи эчкиларида бу кўрсаткич 422,22 минг сумни, назорат гуруҳида эса энг кўп бўлган. Энг кичиги - 368,08 минг сумни назорат гуруҳларда етиштиришнинг юқори харажатлари ишлатилган аралаш озуқа нархи билан изоҳланади, унинг нархи назорат гуруҳидаги эчкиларникидан 2 баравар кўп эди. Шундай қилиб, ўсишнинг таннархи ва ўсиш интенсивлиги ва тирик вазндаги фарқ етиштиришнинг рентабеллик даражасига таъсир кўрсатди.

Шундай қилиб, биринчи тажриба гуруҳининг эчкиларида рентабеллик даражаси энг юқори бўлиб 42,17 % ни ташкил этди, иккинчи тажриба гуруҳи эчкиларида бу кўрсаткич энг паст - 25,20 % ва назорат гуруҳидаги эчкиларда рентабеллик даражаси 38,02 % ни ташкил этди. Ўтказилган тадқиқотлар натижалари эчкиларни эрта ёшда кастратсия қилишнинг иқтисодий нуқтаи назардан номақбуллигини тасдиқлади.

Хулоса. Эчкиларни назорат сўйим натижаларига кўра, биринчи тажриба гуруҳидаги эчкилар бошқа гуруҳлардаги тенгдошларига нисбатан яхшироқ сўйим кўрсаткичига эга эканлиги аниқланди. Шундай қилиб, биринчи тажриба гуруҳининг эчкиларида жуфтланган тана гўштининг вазни энг катта бўлди, яъни 15,56 кг, бу сезиларли фарқ билан назорат гуруҳидаги эчкиларга қараганда 3,2 кг га кўп (P> 0,999). Иккинчи тажриба гуруҳнинг эчкилари (бичилган) бу кўрсаткич бўйича бошқа

гуруҳлардаги аналоглардан паст эди, биринчи гуруҳ эчкилари билан фарқ 3,84 кг ва назорат гуруҳи - 0,640 кг.

Ветеринария лабораторияси мушакларининг физик ва технологик кўрсаткичлари биринчи ва иккинчи гуруҳдаги тажрибадаги эчкиларнинг мушак тўқималарининг юқори қийматини тасдиқлайди. Энг юқори ёғлилик, биз кутганимиздек, иккинчи гуруҳ эчкиларида – 7,48 %, энг паст кўрсаткич назорат гуруҳидаги эчкиларда – 2,31 % бўлди.

Намлик миқдори бўйича энг юқори кўрсаткич назорат гуруҳидаги эчкиларда 76,17 %, биринчи ва иккинчи гуруҳ эчкиларида - мос равишда 74,13 % ва 73,07 %, сезиларли фарқ билан (P> 0,05). Қуруқ моддаларнинг таркибига кўра, энг юқори кўрсаткич кастратсия қилинган эчкиларда 26,93 %, энг паст фоиз - назорат гуруҳидаги эчкиларда (23,83 %) кузатилди.

Гўшт йўналишидаги эчкиларни боқишни иқтисодий самарадорлигининг асосий кўрсаткичлари маҳсулот таннархи, уни сотишдан тушган тушум, фойда ва рентабелликдир. Шундай қилиб, биринчи тажриба гуруҳи эчкиларида рентабеллик даражаси энг юқори бўлиб 42,17 % ни, иккинчи тажриба гуруҳи эчкиларида бу кўрсаткич энг паст 25,20 % ва назорат гуруҳидаги эчкиларда рентабеллик даражаси 38,02 % ни ташкил этди.

Тадқиқотлар натижасида эчкиларни 8 ойлигида сўйишда сўйиш даражаси ва гўшт сифатига ижобий таъсир кўрсатувчи асосий омил “озуқа омили” эканлиги аниқланди. Бичиш фақат эчкиларнинг гўшт ва сўйим кўрсаткичларининг шаклланишини секинлаштириши кузатилди.

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STUDIES IN THE STUDY OF LINGUISTIC ABILITIES

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KEYWORDS

ability, lexicon, linguistics, linguistic speech, second language, intellectual abilities

ABSTRACT

Ability refers to readiness, the tendency to master a certain type of activity in different situations, as well as the speed and ease of mastering this activity. In the field of linguistics, we are talking about the ease of mastering the basics of the language: knowledge of linguistic units, combining words and the rules of sentence construction. This metaphorical term reflects the phenomenon of intuitive language acquisition, which is manifested in the understanding and use of idiomatic, lexical, stylistic and other linguistic constructions even before the purposeful acquisition of the language. Language sense is the ability to generalize knowledge at the level of primary generalization, without consciously separating the elements included in the generalization.

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LINGVISTIK QOBILIYATLARNING O'RGANISHDA TADQIQOTLAR

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

qobilyat, leksik, tilshunoslik, lingvistik nutq ikkinchi til, intellektual qobilyatlar

ANNOTATSIYA/ АННОТАЦИЯ

Qobiliyat tayyorlikni, turli vaziyatlarda faoliyatning ma'lum bir turini o'zlashtirishga moyillikni, shuningdek, ushbu faoliyatni o'zlashtirish tezligi va qulayligini nazarda tutadi. Tilshunoslik sohasida gap til asoslarini o'zlashtirishning qulayligi: lingvistik birliklarni bilish, so'zlarni birlashtirish va gaplar tuzish qoidalari haqida bormoqda. Ushbu metaforik atama tilni maqsadli o'zlashtirishdan oldin ham idiomatik, leksik, stilistik va boshqa lingvistik konstruktsiyalarni tushunish va ishlatishda namoyon bo'lgan intuitiv tilni o'zlashtirish hodisasini aks ettiradi. Til tuyg'usi - bu umumlashtirishga kiritilgan elementlarni ongli ravishda ajratmasdan, bilimlarni birlamchi umumlashtirish darajasida umumlashtirish qobiliyati.

Mahalliy psixologiyada bu yo'nalishda katta ish - L. I. Sidorenkova, turli yoshdagi tillardagi qobiliyatlarni o'rganish maxsus dasturini ishlab chiqdi[2]. Lingvistik qobiliyatlar tarkibida qo'shimcha texnikani qo'llash jarayonida quyidagi komponentlar ajratdi: chet tilini o'rganishga moyillikni aniqlaydigan tabiiy lateral psixofizologik asos sifatida; og'zaki; nutq faoliyati; motivatsiya xususiyatlari, turli yoshdagi bolalar har doim yuqori darajada tinglashni, shuningdek, chet tiliga qiziqish va yuqori umumiy faoliyatni rivojlantirdilar.

Xorijiy tillarni o'rganish bilan bog'liq yana bir muhim ish N. D. Galskovaga tegishli bo'lib, u "ikkinchi til – shaxs" tushunchasini kiritdi. Uning nuqtai nazari bo'yicha, bunday shaxsiyat rivojlanishida chet tilini o'qitishning asosiy maqsadi hisoblanadi. "Ikkinchi til shaxsi" tushunchasi ko'p bosqichli bo'lib, "madaniyatlararo darajadagi chet el bilan muloqot qilish uchun insonning qobiliyatlari to'plami" ni ifodalaydi[3]. Bunday shaxs turli xil xususiyatlarning butun majmuasini o'z ichiga oladi: fonologiya, yuqori darajadagi lingvistik qobiliyat, boshqa tomondan, yaxshi rivojlangan kommunikativ qobiliyatlar va tillarni o'rganishga ko'proq turtki bo'ldi.

G'arbiy kognitiv psixologiyada P. Robinsonning lingvistik qobiliyatlari modeli eng ko'p va boshqa tadqiqotlarni umumlashtiradi. P. Robinsonga ko'ra, insonning asosiy bilim resurslari va qobiliyatlari ikkinchi tilni o'zlashtirishdagi muvaffaqiyatlarni tavsiflovchi qobiliyat komplekslari ("aptitude complexes") deb ataladi. Kognitiv resurslar ostida P. Robinson umumiy intellektual qobiliyatlarni — fludlashgan va kristallashganga ajratadi, fonologik ish xotirasi ma'lumotlarini qayta ishlash tezligini, grammatik sezuvchanlikni, uzoq muddatli xotirani tushunadi. Keyinchalik ular tilni assimilyatsiya qilish va lingvistik

[2] Сидоренкова Л.И. Возрастные различия в структуре языковых способностей и возможности их учета в процессе обучения иностранному языку // Психология обучения. 2008. № 10. С. 14—28.
[3] Гальскова Н. Д. Современная методика обучения иностранным языкам: пос. для учителя. 3-е изд., перераб. и доп. М.: АРКТИ, 2004. 192 с.

materiallarni qayta ishlash bilan bevosita bog‘liq bo‘lgan qobiliyatlarga bog‘liq — semantik xotira, ma’lum bir nutq uchun xotira, grammatik, leksik va fonologik qoidalarni bilish va ularni umumlashtirish va qayta ishlash qobiliyati, axborotni chuqur semantik qayta ishlash. Nihoyat, ushbu model tilni assimilyatsiya qilish uchun o‘ziga xos xususiyatga ega bo‘lgan yana ikkita komponentni to‘ldiradi: bu avvalgi lingvistik tajribani va insonning umumiy xabardorligini tavsiflovchi aniq vazifalar bilan ishlashning o‘ziga xos xususiyatlari; kommunikativ va shaxsiy xususiyatlari. Ushbu model boshqa tadqiqotchilar [4]tomonidan empirik tarzda tasdiqlangan.

Umuman olganda, lingvistik qobiliyatlarni o‘rganishdagi zamonaviy kompleks tarkibidagi turli tarkibiy qismlarni hisobga olgan holda kompleks yondashuvga yo‘nalishni belgilaydi. Ushbu yondashuvda muayyan kamchiliklar mavjudligiga qaramasdan, ko‘plab mutaxassislar uning yuqori samaradorligi va istiqbollarini qayd etadilar. O. N. Igna haqli ravishda ta’kidlaganidek, “zamonaviy kompleks yondashuvlar nafaqat diagnostika natijalariga yo‘naltirilgan bo‘lishi kerak”, balki lingvistik qobiliyatlarni rivojlantirishning mumkin bo‘lgan keyingi usullari va ularning yuqori ko‘rsatkichlari, lingvistik iste’dodlari takidlab o‘tadi[5].

Zamonaviy jamiyatda muvaffaqiyatli professional shaxslararo munosabatni amalga oshirish uchun chet tilining roli katta ahamiyatga ega. Shu nuqtai nazardan, lingvistik sohada muvaffaqiyatni ta’minlaydigan kognitiv determinantlarni o‘rganish qanchalik muhim ahamiyatga ega.

Ikkinchi tilni o‘rganish uchun eng muhim omillar orasida verbal intellekt va ishchi xotirasi mavjud. Zakovat an’anaviy ravishda turli tadbirlarni o‘zlashtirishning asosiy bilim determinantlari sifatida qaraladi. Lingvistik sohaga kelsak, ko‘plab mutaxassislar og‘zaki nutq - tahlil, sintez, og‘zaki analogiyalardan foydalanishada muvaffaqiyat bilan ikkinchi tilni o‘zlashtirishda individual farqlarni tushuntiradilar. Ushbu bayonot lingvistik testlar bo‘yicha ma’lumotlarning og‘zaki qobiliyatlari bilan ijobiy aloqasini ko‘rsatadigan bir qator empirik faktlar bilan qo‘llab-quvvatlandi[6]. O‘z navbatida, V. Shnayder va K. Makgryu og‘zaki komponent[7], shu jumladan, kristallashgan intellekt, lingvistik sohasida individual farqlarga ajratdi. Ular kristallashgan intellektning ikkita komponentini ajratishga muvaffaq bo‘lishdi. Birinchisi, og‘zaki bilimlarni olish va assimilyatsiya qilish uchun javobgar bo‘lgan umumiy verbal axborot (“General verbal information”). Ikkinchi omil tilni rivojlantirish uchun mas’uldir — so‘zlarni, jumlalarni, matnlarni tushunish, nutqni qurishning asosiy qoidalarini belgilash va ularni boshqa sharoitlarga o‘tkazish - (“tilni rivojlantirish”). Tadqiqotchilarning fikriga ko‘ra, mahalliy va ikkinchi tilni samarali o‘zlashtirish uchun mas’uldir. Intellekt bilan bir qatorda, so‘nggi paytlarda olib borilgan tadqiqotlar lingvistik qobiliyatlarni ishchi

[4] Dörnyei Z. The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum Associates, 2005. 270 p.
[5] Игна О.Н. Подходы к выявлению лингвистической одаренности и способностей к иностранным языкам // Актуальные проблемы лингводидактики. Вестник ТГПУ (TSPU Bulletin). 2013. № 3 (131). С. 115—119.
[6] Сидоренкова Л.И. Возрастные различия в структуре языковых способностей и возможности их учета в процессе обучения иностранному языку // Психология обучения. 2008. № 10. С. 14—28.
[7] Skehan P. A cognitive approach to language learning. Oxford: OUP Oxford, 1998. 324 p.

xotirasi bilan bog‘lash bo‘yicha empirik ma’lumotlarni o‘z ichiga oladi. Ushbu konsepsiyaga qisqacha ta’rif beramiz. Ishchi xotiraning eng zamonaviy tadqiqotchilari ingliz psixologlari A. Baddeli va G. Hichem tomonidan ishlab chiqilgan konseptsiyaga rioya qilishadi. Ularning nazariyasiga ko‘ra, ishchi xotira uchta asosiy komponentni o‘z ichiga olgan ko‘p komponentli mnemik tizimdir: axborotni qayta ishlash markazi (asosiy komponent), fonologik (audio stimullarni yodlash va takrorlash). Shunday qilib, ishch xotira nafaqat turli usullarda axborotni saqlashni, balki uni idrok etish va undan foydalanish jarayonida maqsadli qayta ishlashni o‘z ichiga oladi [8].

O‘z navbatida, oxirgi bayonot -TIV, mnemik va analitik jarayonlarda ishchi xotiraning ishtiroki haqida gapirish imkonini beradi. Ikkinchi tilni o‘zlashtirishning muvaffaqiyati uchun bilim determinantlari sifatida ishchi xotiraning ishlash asoslari va tamoyillarini o‘rganish qanchalik mantiqiy ko‘rinadi. Hozirgi vaqtda lingvistik skim testlari ma’lumotlari bilan ishlaydigan xotiraning hozirgi kunga qadar aloqasi haqida juda ko‘p empirik dalillar olingan [9]. Eng kuchli axborot MLAT lingvistik –

Foydalanilgan adabiyotlar ro’yxati

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6.Skehan P. A cognitive approach to language learning. Oxford: OUP Oxford, 1998. 324 p.

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DESCRIPTION AND GEOGRAPHY OF EUPHORBIA L. SPECIES IN THE FLORA OF UZBEKISTAN

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KEYWORDS

genus, species, Euphorbia, Uzbekistan, flora, herbarium, synopsis

ABSTRACT

Based on the materials of the herbarium of the Institute of Botany of the Academy of Sciences of the Republic of Uzbekistan (TASH), scientific literature and cadastral data of the flora of Uzbekistan, reviews and identification of the genus Euphorbia L. were given. Herbarium specimens of the category in the unique herbarium fund of the institute have not been fully processed and analyzed. The article provides information on species found in the flora of Uzbekistan and their distribution. The distribution of species was given on the basis of monographs on the plant cadastre and flora of the regions.

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ОПИСАНИЕ И ГЕОГРАФИЯ ВИДОВ EUPHORBIA L. ВО ФЛОРЕ УЗБЕКИСТАНА

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

род, вид, молочай, Узбекистан, флора, гербарий, реферат

ANNOTATSIYA/ АННОТАЦИЯ

По материалам гербария Института ботаники Академии наук Республики Узбекистан (ТАШ), научной литературы и кадастровым данным флоры Узбекистана даны обзоры и определение рода Euphorbia L.. Гербарные экземпляры категории в уникальном гербарном фонде института до конца не обработаны и не проанализированы. В статье приведены сведения о видах, встречающихся во флоре Узбекистана, и их распространении. Распространение видов дано на основании монографий по растительному кадастру и флоре регионов.

ВВЕДЕНИЕ

В последние годы в результате исследований, проведенных в Институте ботаники Академии наук Узбекистана, в нашей флоре выявлено около 4500 видов высших растений, относящихся к 166 семействам. Большинство из них являются представителями Asteraceae (около 260 видов), Brassicaceae, Lamiaceae, Chenopodiaceae, Liliaceae, Rosaceae и других подобных крупных семейств[3;].

В 6-томном издании «Флора Узбекистана» (1941-1962 гг.), дающем подробные сведения о флоре, перечислено 4148 видов, в том числе 3663 местных и 485 неместных [17;].

Проводятся исследования по определению таксономического состава флоры Узбекистана. В соответствии с ним изданы новые национальные монографии «Флора» и «Административные районы Узбекистана». Первая глава данной публикации посвящена семейству амариллисовых. Во втором и третьем изданиях перечислены семейства Primulaceae, Plantaginaceae, Scrophulariaceae, Campanulaceae, Caprifoliaceae, Gentianaceae и ряд других [12; 18;].

Род Euphorbia давно и активно изучается во многих научных центрах мира (Проханов, 1949, 1964; Dressler, 1962; Яблонский, 1973-1974; Hassal, 1977; Subils, 1977; Radclyffe-Smith, 1982, 1985, 1986). 2001; Хафт, 1984; Картер, 1985, 1994; Гилберт, 1987, 1994; Бенеди и Орелл, 1992; Ма и Ву, 1992; Стейнманн, 1996; Молеро и др., 1996; Парк, 1998; Хеверманс и др., 2004; Байков, 2007; Бинойкумар, Балакришнан, 2009 и др.) [2;].

Среди работ по систематике рода Euphorbia наиболее важным считается исследование, проведенное П. Э. Буасье (1862). Ученый дает обзор анализа рода Euphorbia. По его данным, род Euphorbia включает 693 вида 27 родов [16;].

Повторный анализ категории Я. Ее осуществил И. Проханов [6;].

В последующие годы Д.Б. Наряду с анализом рода Esula Гельтман провел современный анализ рода Euphorbia [2;].

Д.В. По Гельтману, род Euphorbia L. включает 467 видов.

Подробные сведения о видах этой категории в научных работах, относящихся к территории Средней Азии и Узбекистана, не приводятся. Согласно синопсису семейства Euphorbiaceae, данному В. К. Пазием в монографии «Флора Узбекистана», показано 33 вида семейства [5;].

В Узбекистане специальных исследований видов группы не проводилось, информация представлена только в работах, связанных с семейством молочайных, местной флорой и растительностью. Это 72 вида молочайных в монографии «Критический конспект растений Центральной Азии» (Насимова Т., 1983), 7 видов молочайных описаны в научно-исследовательской работе А. Батошова (2016), проведенной в реликтовых горах Южных Кызылкумов [1]. ; 4;].

МАТЕРИАЛЫ И МЕТОДЫ ИССЛЕДОВАНИЙ

В данной статье даны обзоры по материалам Национального гербария Института ботаники Академии наук Республики Узбекистан, а также научной литературы и кадастровым данным флоры Узбекистана. В статье К. Тожибаева, посвященной «Базе данных флоры Узбекистана», в гербарном фонде ТАШ хранится 1006 гербарных образцов 35 видов молочайных, и в результате его анализа 2 вида были вновь обнаружены в флора Узбекистана[17;].

В результате исследований составлен современный список видов молочая, встречающихся на территории Республики Узбекистан. Сведения об описании, распространении и местах произрастания каждого вида взяты из монографий «Флора СССР» [6;], «Флора Узбекистана» [5;], «Определитель растений Средней Азии» [4;]. Также использовалась диссертационная работа Д. В. Гельтмана [2;].

Анализ категории во флоре Узбекистана и сопредельных республик проведен на основе литературы, относящейся к флоре. Видовой состав, места возникновения и распространения приведены по кадастровым данным [7;,8;,9;,10;].

ПОЛУЧЕННЫЕ РЕЗУЛЬТАТЫ

В результате исследований определены виды рода, встречающиеся на территории Республики Узбекистан. В статье представлены дикорастущие виды, произрастающие только на территории Республики Узбекистан. Культурные виды не показаны. Были представлены анализы географии категории.

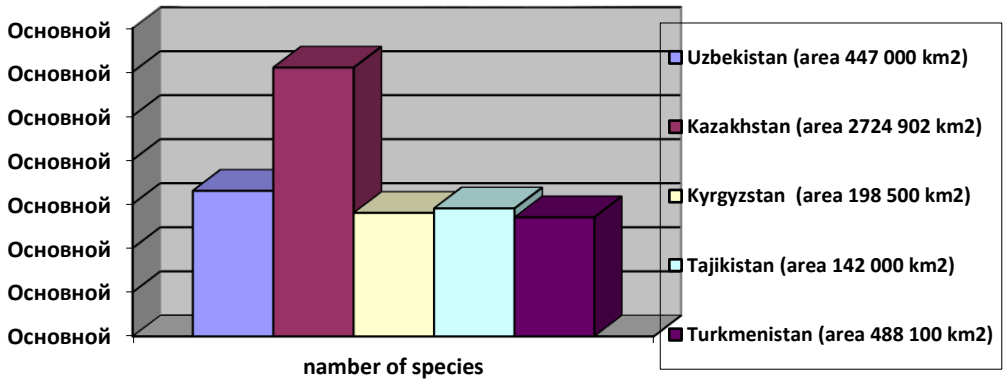
Многие представители категории отличаются своей редкостью и включением в список эндемичных видов. В последнем издании Красной книги Узбекистана молочай плотоядный Попов., молочай кудрящевий (пазий) прох., молочай густоцветковый (пазий) Ботч., молочай триодонта прох., молочай склероциатий Коровин и Роров. встреча записывается [3;].

При флористических и геоботанических исследованиях, проведенных в местной флоре, были выделены списки видов семейства, их распространение и

другие характеристики, из которых даны сведения о месте, сенопопуляциях и значении видов молочайных [11;].

Представители группы неравномерно распределены по территории стран Средней Азии и Республики Узбекистан. Данные по местной флоре показывают, что в Республике Узбекистан (1969 г.) молочай насчитывается 33 вида, в Республике Кыргызстан (1957 г.) - 28 видов, в Республике Таджикистан (1981 г.) - 29 видов, в Республике Таджикистан - 29 видов. Республики Казахстан (2001 г.) - 61 вид, в Республике Туркменистан (1950 г.) - 27 видов.

Анализ флоры видов Euphorbia L. (2022 г.)



В таблице представлен анализ распространения видов молочая во флоре Узбекистана и сопредельных флорах. В нем мы видим, что виды серии наиболее распространены в республиках Казахстан и Узбекистан.

Остановимся на основных представителях этой категории:

Euphorbia densa Schrenk - молочай густой. Однолетник. На песках, каменистых склонах. Равнина, предгорья. Песчаные пустыни, выходы пестроцветных пород, каменистые склоны. Нуратинский, Принуратинский, Мирзачульский, Восточно-Кызылкумский, Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Нижне-Зеравшанский, Каршинско-Карнабчульский, Зирабулак-Зиадинский, Среднезеравшанский, Таркапчигайский, Каршинско-Карнабчульский. Не используется.

Euphorbia falcata L. - молочай серповидный. Однолетник. Каменистые, щебнистые, мелкоземистые, лессовые склоны, выходы пестроцветных пород, галечники, поля, залежи, берега арыков. Равнина, предгорья, нижний, средний и верхний пояс гор. Нуратинский, Принуратинский, Мальгузарский, Северотуркестанский, Мирзачульский. Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Нижне-Зеравшанский. Ургутский, Актауский, Кашкадарьинский, Таркапчигайский, Каршинско-Карнабчульский. Лекарственное, сорное.

Euphorbia franchetii B. Fedtsch. - молочай Франше. Однолетник. Каменистые, щебнистые склоны, лессовидные суглинки, залежи. Равнина, предгорья, нижний,

средний и верхний пояс гор. Нуратинский, Принуратинский, Мальгузарский, Северо-туркестанский, Мирзачульский. Нуратинский, Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Нижне-Зеравшанский, Ургутский, Актауский. Кашкадарьинский, Таркапчигайский, КаршинскоКарнабчульский Не используется.

Euphorbia glomerulans Prokh. - молочай скученный. Многолетник. Каменистые, щебнистые склоны, осыпи, долины рек, залежи. Средний и верхний пояс гор. Северотуркестанский, Ургутский, Кашкадарьинский. Не используется

Euphorbia helioscopia L. - молочай солнцегляд. Однолетник. Каменистые, щебнистые склоны, обочины дорог, берега арыков, сады, огороды, залежи, сорные места. Равнина, предгорья, нижний пояс гор. Нуратинский, Принуратинский, Мальгузарский, Северотуркестанский, Мирзачульский, Восточно-Кызылкумский. Каменистые, щебнистые склоны, обочины дорог, берега арыков, сады, огороды, залежи, сорные места. Равнина, предгорья, нижний пояс гор. Нуратинский, Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Нижне-Зеравшанский, Каршинско-Карнабчульский, Ургутский, Нуратинский, Актауский, Зирабулак-Зиадинский, Среднезеравшанский, Каршинско-Карнабчульский, Кашкадарьинский, Таркапчигайский. Ядовитое, красильное, сорное.

Euphorbia humilis C.A. Mey. ex Ledeb. - молочай приземистый. Многолетник. Каменистые, щебнистые склоны, скалы, осыпи. Верхний пояс гор. Северо-туркестанский. Средний пояс гор Ургутский (возможно нахождение на территории Самаркандской области, в единственном сборе Меркуловича с Зеравшанского хребта в среднем течении Зеравшана, хранящемся в TASH и цитируемом К. З. Закировым, не указано точное местонахождение). Не используется

Euphorbia inderiensis Less ex Kar. et Kir. - молочай индерский. Однолетник. Мелкоземистые, лессовые склоны, выходы пестроцветных пород, пески, солончаки. Равнина, предгорья, нижний и средний пояс гор. Нуратинский, Мальгузарский, Мирзачульский, Восточно-Кызылкумский, Нуратинский, Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Каршинско-Карнабчульский, Кашкадарьинский, Таркапчигайский. Не используется.

Euphorbia jaxartica Prokh. (Euphorbia esula L.) - молочай сырдарьинский. Многолетник. Долины рек, тугаи, берега арыков, влажные каменистые склоны, осыпи, галечники, залежи. Равнина, предгорья, нижний пояс гор. Нуратинский, Мальгузарский, Северо-туркестанский, Ургутский, Кашкадарьинский, Таркапчигайский. Красильное, ядовитое.

Euphorbia polytimetica Prokh. (Euphorbia kanaorica Boiss.)- молочай древнезеравшанский. Многолетник. Каменистые, щебнистыые склоны, скалы, осыпи, сырые места около ледников. Верхний пояс гор. Северо-туркестанский, Кашкадарьинский. Возможно нахождение на территории Кашкадарьинской обл. в

верховьях Кызылдарьи, есть сбор из сопредельной территории Сурхандарьинской обл. Не используется.

Euphorbia rapulum Kar. et Kir. - молочай репка. Многолетник. Щебнистые, каменистые, мелкоземистые почвы. Равнина, предгорья, нижний пояс гор. Нуратинский, Мальгузарский, Актауский, Зирабулак-Зиадинский. Лекарственное, ядовитое, каучуконосное.

Euphorbia rosularis Al. Theod. - молочай розеточный. Многолетник. Каменистые, щебнистые склоны, осыпи. Средний и верхний пояс гор. Мальгузарский, Северотуркестанский. Не используется.

Euphorbia sarawschanica Regel. - молочай зарафшанский. Многолетник. Каменистые, щебнистые склоны, скалы. Верхний пояс гор. Мальгузарский, Северо-туркестанский, Кашкадарьинский. Лекарственное, ядовитое

Euphorbia sororia Schrenk. - молочай сестричный. Однолетник. Засоленные места, лессовые холмы. Предгорья. Мальгузарский. Не используется.

Euphorbia szowitsii Fisch. et C.A. Mey. - молочай Совича. Однолетник. Мелкоземистые, щебнистые склоны, осыпи, галечники. Нижний и средний пояс гор. Нуратинский, Мальгузарский, Северо-туркестанский, Ургутский, Кашкадарьинский, Таркапчигайский. Не используется.

Euphorbia anisopetala (Prokh.) Prokh. (Chamaesyce anisopetala Prokh.) – молочай неравнолепестный (хамезице неравнолепестная) – тенгсиз тожбаргли сутлама. Однолетник. Песчаные пустыни, долины рек, засоленные места, галечники, берега арыков, обочины дорог, поля. Равнина, предгорья. Актауский, Кызылкумский, Нижне-Зеравшанский, Среднезеравшанский, Ургутский, Кашкадарьинский, Таркапчигайский, Каршинско-Карнабчульский. Сорное.

Euphorbia chamaesyce L. (Chamaesyce canescens (L.) Prokh.) – молочай хамезице (хамезице сереющая) – кулрангловчи сутлама. Однолетник. Галечники, долины рек, сухие русла, каменистые, щебнистые, мелкоземистые склоны, поля, сорные места. Предгорья, нижний пояс гор. Нуратинский, Актауский, Нижне-Зеравшанский, Каршинско-Карнабчульский, Ургутский, Нуратинский, Актауский, Кашкадарьинский, Таркапчигайский, Каршинско-Карнабчульский. Сорное.

Euphorbia cheirolepis Fisch. & C. A. Mey. ex Ledeb. (Cystidospermum cheirolepis (Fisch. & C. A. Mey. ex Ledeb.) Prokh.) – молочай дланечешуйный (пузыресемянник дланече-шуйный) – қум сутламаси. Однолетник. Песчаные пустыни. Равнина. Кызылкумский, Кызылкумский останцовый, НижнеЗеравшанский, Каршинско-Карнабчульский. Не используется.

Euphorbia ferganensis B. Fedtsch. – молочай ферганский – Фарғона сутламаси. Многолетник. Мелкоземистые, щебнистые, каменистые склоны. Предгорья. Актауский, Ургутский. Лекарственное, красильное.

Euphorbia granulata Forssk. (Chamaesyce turcomanica (Boiss.) Prokh.) – хамезице туркменская – туркман сутламаси. Однолетник. Щебнистые склоны,

галечники, песчаные и щебнистые пустыни, солончаки, выходы пестроцветных пород, поля, залежи. Равнина, предгорья. Нуратинский, Актауский, Зирабулак-Зиадинский, Кызылкумский, Кызылкумский останцовый, Нижне-Зеравшанский, Каршинско-Карнабчульский. Ургутский, Нуратинский, Актауский, Зирабулак-Зиадинский, Среднезеравшанский, Каршинско-Карнабчульский. Не используется.

Euphorbia turczaninowii Kar. & Kir. – молочай Турчанинова – Турчанинов сутламаси. Однолетник. Мелкоземистые, щебнистые склоны, поля, залежи, пески, выходы пестроцветов. Песчаные пустыни. Равнина, предгорья. Кызылкумский, Кызылкумский останцовый, Среднезеравшанский, Каршинско-Карнабчульский, КаршинскоКарнабчульский. Не используется.

Euphorbia turkestanica Regel – молочай туркестанский – Туркистон сутламаси. Однолетник. Лессовые, мелкоземистые и щебнистые склоны, поля, залежи. Равнина, предгорья. Зирабулак-Зиадинский, Нижне-Зеравшанский, Зирабулак-Зиадинский, Среднезеравшанский, Каршинско-Карнабчульский. Не используется.

Euphorbia humifusa Willd. (Chamaesyce humifusa (Willd.) Prokh.) – молочай приземистый (хамезице приземистая) – пастак сутлама. Однолетник. Берега рек, галечники, обочины дорог, залежи, щебнистые склоны. Равнина, предгорья. Среднезеравшанский.

Euphorbia buhsei Boiss. – Бузе сутламаси – молочай Бузе. Многолетник. Мелкоземистые, щебнистые склоны, выходы пестроцветных пород. Предгорья, нижний пояс гор. Таркапчигайский, Каршинско-Карнабчульский.

Euphorbia cyrtophylla Prokh. – қийшиқбарг сутлама – молочай криволистный. Многолетник. Каменистые склоны, скалы, сырые места около снежников. Верхний пояс гор. Кашкадарьинский.

Euphorbia kudrjaschevii (Pazij) Prokh. – Кудряшев сутламаси – молочай Кудряшева. Многолетник. Каменистые склоны. Верхний пояс гор. Кашкадарьинский. КК РУз, категория 0.

Euphorbia lipskyi Prokh. – Липский сутламаси – молочай Липского. Многолетник. Каменистые, щебнистые, мелкоземистые склоны. Средний пояс гор. Ургутский. Ядовитое, каучуконос.

Euphorbia transoxana Prokh. – Амударёорти сутламаси – молочай заамударьинский. Многолетник. Мелкоземистые склоны. Средний и верхний пояс гор. Кашкадарьинский.

Euphorbia sclerocyanthium Korovin et Popov.- Многолетнее травянистое растение. Песчанные пустыни. Супесчаная, гипсоносная, крупно каменистая почвах. Местами выходы материнских пород. Устюртский. Редкий эндем.

Euphorbia mucronulata Prokh.- Молочай остроконечный. Многолетник. На галечниках верхнем поясе гор. Западный Тяньшанский. Ядовитое.

Euphorbia lamprocarpa Prokh.- Молочай светлоплодный**.** Многолетнее травянистое растение. По галечниковым и глинистым берегам рек и ручьев, вдоль арыков. Ташкентский, Бухарский, Ферганский, Сурхандаринский области. Сорное.

Euphorbia talastavica Prokh. – Молочай таластaвский**.** Многолетник. По щебнистым склонам верхнем поясе гор. Ташкентский област. Ядовитое.

Euphorbia spinidens Bornm ex Prokh.- Молочай колючезубый. Многолетник. По выходам гипсоносных пород, в трещинах известняковый скаль пестроцветных низкогорий.

Euphorbia sogdiana Popov- Молочай согдианский. Многолетнее травянистое растение. На каменистых известняковых склонах и лёссово-суглинистых сухих холмах в нижнем, среднем поясах гор. Кашкадарьинский, Сурхандарьинский. Ядовитое.

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ACTUAL PROBLEMS OF WEB-FREELANCE

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KEYWORDS
internet, freedom, income, advertisement, order, optimization, seasonal services

ABSTRACT
This is in the article Web-current freelance problems in Internet networks becoming popular going we know that never It's not a secret to anyone. Lastly sometimes the word "freelance". very becoming popular is going Internet systems through income to find a willing man this the word one time even though he heard it. Then the word freelance means? Such as questions in detail answer given.

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Last sometimes the word "freelance". very becoming popular is going Internet systems through income to find willing man this the word one times even though he heard it . Then the word freelance what means ?

Freelance online income to receive start for the most comfortable road. First , it start for never how initial No money is required , secondly , any freelance service for the world scale of demand high Such condition him through another internet income which brings affairs in the list the first to the seat take came out

Freelancer (ingl . free - free ; lancer - spear) - free worker be , basically , one once or seasonal services perform for hired , order based on some kind of the work or the service agreed upon right in return defined time during done by increasing giver person.

Copyrighter — advertising according to new ideas thinking finder and advertising or of marketing another forms the text compiler person.

SEO specialist (visual search engine optimization — search system optimization) — search web pages in systems promotion ib doer specialist.

3D model of an object real apparently similar imaginary three sized digital image .

Freelancers are mostly informal respectively activity they conduct and own services buyers themselves looking for they find or customers to the proposal according to work they do Once upon a time in himself one how many customer with cooperation can also do . Someone enterprise in the list officially in the account does not stand . Freelancer superiority aspect is this of the world desired out of place standing up desired in the country project according to right in return service show of opportunity existence . In this the work giver for of the worker where activity of management absolutely importance no. Various city, country, even on the continents living people are not one without hindrance work to relations their entrances can of the Internet whole the world according to wide development freelancing of activity to become popular cause it happened Currently online from a distance standing up work with income find of freelancers stable layer appear it happened. To them simple from work pulling high knowledge , skills are required affairs demand on and need increased is going

Freelancer activities to the road to put possible has been occupations :

- journalist ;
- legal consultant (lawyer and lawyer);
- consultant (business trainer);
- photo and video services display (photographers , illustrators) ;
- drawing and projects preparation (artist , architect and engineer-designers);
- accounting , advertising , marketing about things done increase (advertiser , marketer);
- text writing , text editing , translation make (copywriters);
- program and software applications create (programmers);
- various sites Create and maintenance (SEO specialists);

• web design and illustration works (designer);

Creating 3D models (on 3D modeling experts);

• polygraphy products pagination (pagination) and others.

Upwork (https://www.upwork.com/) is a cloud-based global freelance platform today of the day the most big the work seekers fund is considered He is a freelancer for own services who sells and high level prices offer which the market Various degree and directions according to many orders is given Talented , educated person own work show if possible it was through the internet income in finding never how problem it won't be . Sellers client with efficient linking website is only legal the work givers for work and the most good deals provide enable gives. To the service free of charge from the list transition can. It 's also easy calculation , applications with contact channels , easy and safe payments there is.

Freelancer - independent employee , self services to the company and one how many to customers one at the time present doer person in America 35 percent of those who work free is an employee . Freedom in former CIS countries popularity occupation is doing of the world desired out of place , even foreign from the company work opportunity more the Russians attraction does. However , free at work disadvantages there is of freelancers specialties from humanity technique level as different as . Forbes as a freelancer great career to create possible has been the most good 10 professional fields was :

- marketing ;
- business projects management ;
- Websites work output ;
- texts with work _
- Accounting account ;
- insurance ;
- education to give
- social in the field work _ networks ;
- graph design ;
- administrative help.

To the freelancer how by doing tax to pay amazing issue. On the one hand , them Hide for attractive prospect available , and secondly - a fine risk. Freelancer company for working person such as income takes. Same that's it thing - to tax pulling possible has been in the sense of . First , always customer with contract based on work need , there everyone thing to be determined need , secondly , to tax weight comfortable to be for you the IP you open or the declaration regularly and own on time your submission can.

Freelancer - income only to himself depends has been person.How much a lot you work more experience, great in projects work and more money to find opportunity. Of many the work in place to work stop stand up said to the idea As for work the right to pay for free the employee how by doing get possible about a lot there is doubt . Council a contract, based on works, to the customer the word believing submits - noble work , but always grateful not.

On the Internet free working employee as work requires integration. Successful expert to be for you try it need. Freedom is it work Portfolio get recommendations maintain professional relationships installation , customers search for yourself sell of a freelancer work : high quality at work , meetings in terms of .

Freelancing activities to the road to put possible has been occupations :

- journalist ;
- lawyer and lawyer ;
- business trainer ;
- photographer , illustrator ;
- artist , architect and engineer ;
- designer ;
- advertiser , marketer ;
- copywriter ;
- programmer ;
- SEO specialist ;
- designer ;
- 3D modeling specialist ;
- polygraphy products pagination and others.

Advantages Of Freelance:

Free the work order

The work the place himself determine

The amount savings

Most comfortable the work conditions

Work independent respectively choose

To the team of adaptation a must that it is not

Big income get opportunity

Many p fields according to work

Society in his life more participation reach opportunity

Disadvantages Of Freelance:

Your income instability new orders constant respectively search for them time spend, sometimes freelance site and advertisements for money to spend. His own encourage and the time Manage. Always in touch to be Internet and mobile contact continuously work watching to go.

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COMPARATIVE ANALYSIS OF METHODS FOR DETERMINING HUMUS FRACTIONS IN THE COMPOSITION OF GRAY SOILS (I.V.TYURIN AND V.N.SMAKOV)

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KEYWORDS

humus, soil composition, chalk soil, Tyurin and Samakov method, organic substances

ABSTRACT

The Tyurine and Samokov methods also have their own advantages and limitations in determining humus fractions in rich soils. The choice of method will depend on the specific goals of the analysis and the characteristics of the soil under study. In this article, we will consider the above in a number.

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BO'Z TUPROQLAR TARKIBIDAGI GUMUS FRAKSIYALARINI ANIQLASH USULLARINI QIYOSIY TAHLILI (I.V.TYURIN VA V.N.SMAKOV)

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

gumus, tuproq tarkibi, bo’z tuprog’i, Tyurin va Samakov usuli, organic moddalar

ANNOTATSIYA/ АННОТАЦИЯ

Bo‘z tuproqlarda gumus fraksiyalarini aniqlashda Tyurin va Samokov usullarining ham o‘ziga xos afzalliklari va cheklovlari mavjud. Usulni tanlash tahlilning aniq maqsadlariga va o'rganilayotgan tuproqning xususiyatlariga bog'liq bo'ladi. Ushbu maqolada yuqoridagilarni bir qator ko’rib chiqamiz.

Avvalo shuni ta'kidlash kerakki, bo'z tuproqlar dunyoning ko'p joylarida uchraydigan tuproq turidir. Bu tuproqlar ko'pincha organik moddalar va temir oksidi to'planishi tufayli kulrang rang bilan ajralib turadi. Bo'z tuproqlarda gumus fraktsiyalarini aniqlash jarayoni tuproqda mavjud bo'lgan organik moddalar miqdori va turini tahlil qilishni o'z ichiga oladi. Tuproqning chirindi qismi - vaqt o'tishi bilan parchalanish jarayonini boshdan kechirgan o'lik o'simlik va hayvon moddalaridan tashkil topgan qismi. Gumus fraktsiyasi tuproqda muhim ahamiyatga ega, chunki u o'simliklar o'sishi uchun muhim bo'lgan tuproq unumdorligi uchun javobgardir va tuproqning fizik tuzilishini saqlash va eroziyaning oldini olishda hal qiluvchi rol o'ynaydi. Bo’z tuproqlarda chirindi fraksiyalarini aniqlash kimyoviy tahlil, fizik tahlil va biologik tahlil kabi turli usullar yordamida amalga oshirilishi mumkin. Bu usullar tuproqda mavjud bo'lgan organik moddalar miqdori va turini aniqlashga yordam beradigan turli usullarni o'z ichiga oladi. Kimyoviy tahlilda, masalan, gumus fraktsiyasini tuproqdagi uglerod tarkibini tahlil qilish orqali aniqlash mumkin. Bu usul tuproq kislota bilan ishlov berilganda ajralib chiqadigan karbonat angidridni o'lchash uchun spektrofotometrdan foydalanishni o'z ichiga oladi.

Fizik tahlil esa tuproqning teksturasini, tuzilishini va g'ovakligini aniqlashni o'z ichiga oladi. Bu usul qishloq xo‘jaligi yerlarining dehqonchilik uchun yaroqliligini aniqlash kabi amaliy qo‘llanmalarga ega. Nihoyat, biologik tahlil tuproqdagi chirindi fraksiyasi tarkibini aniqlash uchun surrogat sifatida tuproq mikroorganizmlarining mavjudligidan foydalanadi. Ushbu usul ham ekologik, ham qishloq xo'jaligida qo'llaniladi. Gumus fraktsiyasi har biri o'ziga xos xususiyatlarga ega bo'lgan uchta kichik fraktsiyadan iborat. Bu fraktsiyalar;

- Fulvo kislota: Bu eng kichik gumus subfraktsiyasi va ko'pincha tuproq suvida erigan holda mavjud. U tuproqdagi eng reaktiv fraksiya bo‘lib, o‘simliklar tomonidan ozuqa moddalarining o‘zlashtirilishini osonlashtirib, ozuqa moddalarining mavjudligida asosiy rol o‘ynaydi.
- Gumin kislota: Bu subfraktsiya tuproqda keng tarqalgan va tuproq agregatlarini hosil qilish uchun tuproqdagi minerallar va gil komponentlari bilan o'zaro

ta'sir qilishi mumkin. Humik kislota tuproq tuzilishini yaxshilashda, suvni ushlab turish qobiliyatini va eroziyaga chidamliligini oshirishda muhim rol o'ynaydi.

- Gumin moddasi: Bu eng katta gumus subfraktsiyasi va ko'pincha tuproqda eng ko'p. U keyingi parchalanishga chidamli va ko'p yillar davomida tuproqda qolishi mumkin.

Gumus - o'simlik va hayvon qoldiqlarining parchalanishi natijasida hosil bo'lgan tuproqning organik moddasi. Tuproqdagi organik uglerod (SOC) gumusning muhim tarkibiy qismi bo'lib, tuproq unumdorligini, ozuqa moddalarining aylanishini va suvni ushlab turish qobiliyatini saqlash uchun juda muhimdir. Tuproqdagi chirindi fraktsiyalarini aniqlash chirindi miqdori va sifati haqida muhim ma'lumotlarni berishi mumkin. Buning uchun ishlatiladigan turli usullar orasida Tyurin va Samokov usullari ikkita keng tarqalgan yondashuvdir. Tyurin usuli chirindi fraktsiyalarini kaliy dixromat va sulfat kislota aralashmasi bilan oksidlanishini o'z ichiga oladi. Hosil bo'lgan gumus va fulvo kislotalar cho'ktirish va filtrlash yo'li bilan ajratiladi, so'ngra tahlil qilinadi. Bu usul nisbatan sodda va bo'z tuproqlarda chirindi fraksiyalari uchun yaxshi natija berishi mumkin.

Gumus miqdori ikki usulda: gumus moddalarni quruq kuydirish va kislota ta`sirida xo`l usulda kuydirish yo`li bilan aniqlanadi. Quruq holda kuydirish tuproqni qizdirishdan va kuydirganda ajraladigan karbonat angidridi miqdorini aniqlashdan iborat. Nam holida kislota bilan kuydirish tuproq gumus moddalarini xrom kislotasi bilan oksidlashga asoslangan. Shuning uchun ham bu usul amaliyotda ko`proq qo`llanilib og`irlik va hajmiy usulda gumusni aniqlash imkonini beradi.

Tuproqdagi gumus miqdorini aniqlashning agrokimyoviy va tuproq amaliyotida eng keng tarqalgani I.V.Tyurin usulidir. Bu usul ishlash uchun oson, sodda va aniq hisoblanadi.

Usulning mohiyati. Tuproq gumusi tarkibidagi uglerodni kuchli sulfat kislotasi asosida tayyorlangan suvda 1:1 nisbatda suyultirilgan kaliy bixromat ($K_2Cr_2O_7$) ning 0,4 n li eritmasi bilan oksidlashga asoslangan. Ushbu eritma kuchli kislotali muhitda ($K_2Cr_2O_7$ konsentrasiyasi 0,067 mol/dm^3) quyidagi tenglama bo`yicha kislorodni ajralib chiqaradi.

$2K_2Cr_2O_7 + 8H_2SO_4 = 2Cr(SO_4)_3 + 2K_2SO_4 + 8H_2O + 3O_2$

Ajralib chiqqan kislorod tuproqdagi organik moddalar uglerodini oksidlaydi:

$3C + 3O_2 = 3CO_2$

Ma`lum miqdorda olingan xromli aralashmasining hammasi ham gumus uglerodini oksidlashga sarflanmaydi. Oksidlashga sarflanmagan xromli aralashmasining qolgan qismini 0,2 n Mor tuzi eritmasi bilan indikator yordamida titirlanadi (40-rasm). Mor tuzi ($(NH_4)_2SO_4 \cdot FeSO_4 \cdot 6H_2O$) tarkibiga kiruvchi temirning chala oksidi (zakisi) tuzining oksidlanish darajasiga qadar aniqlanadi.

Reaksiya ushbu tenglama bo`yicha kechadi:

$6FeSO_4 \cdot (NH_4)_2SO_4 + K_2Cr_2O_7 + 7H_2SO_4 = Cr_2(SO_4)_3 + 3Fe_2(SO_4)_3 + 6(NH_4)_2SO_4 + K_2SO_4 + 7H_2O$

Titrlashga sarflangan Mor tuzining miqdoriga qarab tahlil natijasining hisob kitoblari amalga oshiriladi.

V.N.Smakovning modifikatsiyasida gumusni aniqlash tahlilning boshidan besh minut davomida xrom aralashmasini qaynatishgacha Tyurin usiliga ko`ra amalga oshiriladi.

Qaynatgandan so`ng kolba sovutiladi. Kolba devorlari va og`ziga qo`yilgan voronkacha yuvgichda distillangan suv bilan yuvilib, suvning hajmi 30-40 ml ga etkaziladi. Suv miqdorini o`lchamasa ham bo`ladi, chunki u analizning borishiga ta`sir qilmaydi.

Kolbaga 0,2% fenilantranil kislota eritmasidan 4-5 tomchi qo`shiladi va 0,2 n Mor tuzi eritmasi bilan titrlanadi. Titrlashning oxiri gilos-binafsha rangning yashil rangga o`tishi bilan belgilanadi.

Tahlil va quruq (tuproqsiz) titrlash natijalarini Tyurin usuli bo`lgani kabi hisoblanadi. Bu usul anchagina tahlilga sarvlanayongan vaqtni tejashga imkoniyat yaratib beradi.

Samokov usuli gumus fraksiyalarining turli eritmalarda eruvchanligiga asoslangan. Xususan, hümik kislotalar gidroksidi eritmasida eritiladi va supernatant fraksiyalari sentrifugalash orqali olinadi. Usul Tyurin usuliga qaraganda ancha murakkab, ammo u turli xil gumus fraktsiyalari haqida batafsilroq ma'lumot berishi mumkin. Ikki usulni solishtirish natijasida gumin kislotasi ulushini aniqlashda Tyurin usuli, fulvo kislotalar ulushini oʻlchash uchun Samokov usuli koʻproq mos ekanligini koʻrsatdi. Xuddi shunday, Tyurin usuli kuchli ishlov berilgan tuproqlarda gumus fraksiyalari uchun aniqroq natijalarni bersa, bokira tuproqlarda Samokov usuli samaraliroqdir.

Gumus tuproqning muhim tarkibiy qismi bo'lib, tuproq unumdorligini, suvni ushlab turish va uglerod sekvestrini tartibga solishda muhim rol o'ynaydi. Tuproqdagi gumus ulushini aniqlash uning sifatini tushunish va tegishli boshqaruv qarorlarini qabul qilish uchun juda muhimdir. Samakov va Tyurin usullari tuproqdagi chirindi fraktsiyalarini aniqlashda keng qo'llaniladigan ikkita usuldir.

Samakov usuli:

Samakov usuli temir xlorid va sulfat kislotasi bo'lgan eritmadagi chirindi fraktsiyalarini differentsial yutilish printsipiga asoslanadi. Usul tuproq namunalarini 0,5% $FeCl_3$ va 3,3N H_2SO_4 o'z ichiga olgan eritma bilan davolashni o'z ichiga oladi. Keyin hosil bo'lgan eritma santrifüj qilinadi va supernatant quyiladi.

Gumus fraktsiyasi supernatant va nazorat o'rtasidagi absorbsiyadagi farqni o'lchash yo'li bilan aniqlanadi. Nazorat tuproq namunasisiz bir xil miqdordagi eritma bilan ishlov berish orqali tayyorlanadi. O'lchov spektrofotometr yordamida 500 nm da amalga oshiriladi.

Tyurin usuli: Tyurin usuli natriy gipoxlorit yordamida gumus fraksiyalarini differentsial oksidlanish tamoyiliga asoslanadi. Usul tuproq namunalarini 0,05M natriy karbonat eritmasida 15% NaOCl o'z ichiga olgan eritma bilan davolashni o'z ichiga oladi. Keyin aralash aralashtiriladi va 24 soat davomida reaksiyaga kirishishi mumkin.

Gumus fraktsiyasi ishlov berilgan va ishlov berilmagan namunalar orasidagi absorbansdagi farqni o'lchash yo'li bilan aniqlanadi. O'lchov spektrofotometr yordamida 415 nm da amalga oshiriladi.

Samakov va Tyurin usullari tuproqda mavjud bo'lgan gumus fraktsiyalari haqida qo'shimcha ma'lumot beradi. Samakov usulida fulvo va gumin kislota fraktsiyalari, Tyurin usulida esa gumin fraktsiyasi haqida ma'lumot beriladi.

Xulosa qilib aytish mumkinki, bo‘z tuproqlarda gumus fraksiyalarini aniqlashda Tyurin va Samokov usullarining ham o‘ziga xos afzalliklari va cheklovlari mavjud. Usulni tanlash tahlilning aniq maqsadlariga va o'rganilayotgan tuproqning xususiyatlariga bog'liq bo'ladi. Bo'z tuproqlarda gumus fraktsiyalarini aniqlash tuproqda mavjud bo'lgan organik moddalar miqdori va turini tahlil qilishni o'z ichiga oladi. Bu kimyoviy tahlil, fizik tahlil va biologik tahlil kabi turli usullar orqali amalga oshirilishi mumkin. Gumus fraktsiyasi tuproqda muhim ahamiyatga ega, chunki u o'simliklar o'sishi uchun muhim bo'lgan tuproq unumdorligi uchun javobgardir va tuproqning fizik tuzilishini saqlash va eroziyaning oldini olishda hal qiluvchi rol o'ynaydi. Bo'z tuproqlarda gumus fraktsiyalarini aniqlash tuproqda mavjud bo'lgan organik moddalar miqdori va turini tahlil qilishni o'z ichiga oladi. Bu kimyoviy tahlil, fizik tahlil va biologik tahlil kabi turli usullar orqali amalga oshirilishi mumkin. Gumus fraktsiyasi tuproqda muhim ahamiyatga ega, chunki u o'simliklar o'sishi uchun muhim bo'lgan tuproq unumdorligi uchun javobgardir va tuproqning fizik tuzilishini saqlash va eroziyaning oldini olishda hal qiluvchi rol o'ynaydi. Tuproqdagi chirindi ulushini aniqlash tuproq sifatini tushunish va tegishli boshqaruv qarorlarini qabul qilish uchun juda muhimdir. Samakov va Tyurin usullari tuproqdagi chirindi fraktsiyalarini aniqlashda keng qo'llaniladigan ikkita usuldir. Ikki usul bir-birini to'ldiradi va tuproqda mavjud bo'lgan gumus fraktsiyalari haqida to'liq ma'lumot beradi.

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THE FORMATION OF RAILWAY TRANSPORT IN THE SURKHAN AREA

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KEYWORDS

railway, Verst, Termiz-Samarkand, Afghanistan, Termiz-Hayraton-Mazari sharif, economic opportunities, transport system

ABSTRACT

In this article, the emergence of railway transport in Surkhandarya region, its prospects, the popularization of the railway on the regional scale and its impact on the economy and service sectors are described.

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SURXON VOXASIDA TEMIR YO'L TRANSPORTINING SHAKLLANISHI

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

temiryo`l, verst, Termiz-Samarqand, Afg`oniston, Termiz-Hayraton-Mozori sharif, iqtisodiy imkoniyatlar, transport tizimi

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada Surxandaryo viloyatida temir yo`l transportining vujudga kelishi, uning istiqbollari, temiryo`lning viloyat miqyosida ommalashuvi va iqtisodiyot va xismat ko`rsatish sohalariga ta`siri bayon qilinadi.

O'zbekiston tarixida transport tizimining axamiyati shundan iboratki, u avvalam bor xalqimizning uzligini anglashda, ongini usishida, ma'naviy sog`lom fikrlarning shakllanishida, xurofot, joxillik, ongsizlik va savodsizlikni bartaraf etishda, rivojlangan davlatlar singari yuksak saloxiyotga eta bulishga imkoniyat yaratib berdi. Transport soxasida amalga oshirilgan xar bir yutuq Uzbekiston xalqi, jumladan, Surxon voxasi axolisi xayotiga xam yangiliklar kiritib, kelajakka bulgan ishonchini yanada mustaxkamladi.

Surxon voxasiga transport soxasining kirib kelishiga quyidagilar sabab buldi. Birinchidan, voxada xomashyo boyliklarining nixoyat darajada kupligi; ikkinchidan, ushbu imkoniyatlardan tulaqonli foydalanmayotgan maxalliy xukmdorlar, iqtisodiy tizimni boshqruvchi soxa xodimlarining uzboshimchaligi, soliqlarni insofsizlarcha undirilishi; uchinchidan, O'rta Osiyo masalasida Rossiya-Angliya ziddiyatlarining kuchayishi, Hind okeaniga chiqish uchun rus mustamlakachilik siyosatining xaddan tashqari oshib borishi, Rossiyani Amudaryo buylab uz mavqeini mustaxkamlashi edi.

Turkistondagi ilk temir yo'l 1880 yil noyabrdan 1886 yil dekabrga qadar qurib bitkazilgan bulib, Krasnovodsk va Chorjuy shaxarlarini bog`ladi. 1888-yil may oyida Amudaryo orqali 2,7 km uzunlikdagi yog'och kuprik qurilib, ishga tushirilishi natijasida temir yo'l Samarqandgacha olib kelindi.[1]

Keyinchalik temir yo'l qurilishi 1895-1897-yillarda Ursat'evskaya (Xovos) stansiyasidan Quqongacha davom ettirildi. 1899-Yili temir yo'l Toshkentga yitkazilib, Samarqand-Andijon temir yo'llari bilan birlashtirildi. 1899-yil 16-iyunda rus xukumatining maxsus majlisi bulib, unda Turkistonga yangi temir yo'l utkazish to'g'risidagi masala kurib chiqildi.[2]

Ammo moliya vaziri va xarbiy vazir kelisha olmaganligi tufayli, masala ochiq qoldirildi. 1900-yil 4-aprelda Peterburg shaxridagi majlisda "O'rta Osiyo temir yo'l magistrali utkazishning eng ma'qul yo'nalishi» muxokama qilindi. Ushbu loyixa Rossiya aloqa yo'llari vaziri G.Xilkov tomonidan qayta kurib chiqildi va tasdiqlandi. Bu loyixani kurib chiqqan podsho Nikolay II loyixaga uz quli bilan: "Umid qilamanki, biz ushbu muxim inshootni tezda va asosli ravishda amalga oshirishga erishamiz", - deb yozib imzo quydi.[3]

1901-yil 21-aprelda Orenburg-Toshkent temir yo'li qurilishiga ruxsat berildi. 1906-

yil yanvarda esa Toshkent-Orenburg temir yo'l (Toshkent temir yo'li) ishga tushirildi. Rossiya xukumati temir yo'l qurilishiga aloxida e'tibor berib, Turkistonni yagona temir yo'l uzeliga birlashtirishga jiddiy kirishdi. Natijada 1907 yil Kogon-Buxoro, 1913-1916-yillarda Fargona xalqa temir yo'lining Quqon-Namangan-Andijon qismi, 1913-1915-yillarda Kogon-Amudaryo stansiyasi va Qarshi-Kitob shoxobchalari qurildi.[4]

1917-yilga kelib xozirgi Uzbekiston xududidagi temir yo'llarning umumiy uzunligi 1,1 ming km ni tashkil etdi.

Buxoro-Termiz temir yo'lini qurish buyicha loyixa ishlari maxfiy tarzda boshlanib, Turkiston general-gubernatorligi bulimi tomonidan 1910-yil 4-martida 74-sonli xat yo'llandi. Unda Rossiya General shtabi Bosh boshqarmasi boshligi va tashqi ishlar vazirligiga Buxoro—Qarshi xamda Surxon voxasi yo'nalishida qurilishi zarur bulgan temir yo'l buyicha 130-sonli loyixani tezlik bilan amalga oshirish chorasini kurish topshirildi.

Loyixada Buxoro-Qarshi oralig`ida 164 verst temir yo'l liniyasini qurish tufayli, Rossiyaning iqtisodiyotini yaxshilash, Buxoro-Qarshi oralig`idagi yirlarni uzlashtirish, muxim iqtisodiy inshootlarni qurish asosiy maqsad qilib olindi. Shuningdek, Qarshi-Sherobod-Termiz oraligida temir yo'l qurilishi loyihasini ishlab chiqish, qulay, qisqa, arzon temir yo'l liniyasini yaratish bosh masala ekanligi ta'kidlandi. Qarshi-Sherobod yo'lida baland tog`lar, tusib turgan daralarni hisobga olib, 207 verstni tashkil etuvchi Qarshi-Kalif temir yo'lini qurish, undan 82 verstli Kelif-Sherobod va 54 verstli Sherobod-Termiz temir yo'lini ishga tushirish rejasi qayd etildi. Ushbu temir yo'l rejasi asosida 343 verst Qarshi-Termiz temir yo'lini qurish uchun muljallangan loyixani ishlab chiqish va tasdiqlash juda muxim masala ekanligi ta'kidlangan.[5]

Rossiya xukumati tomonidan bu dolzarb masalaga e'tibor tobora kuchaydi. Shuning uchun ham yangi-yangi xujjatlar qabul qilindi. Masalaning siyosiy va iqtisodiy tomoniga aloxida e'tibor qaratildi.

Rossiya tashqi ishlar vaziri A.P.Izvol'skiy tomonidan 1910-yil 30-yanvarda Rossiya imperatori Nikolay II nomiga yozilgan 2619/131-sonli xatida bir qator masalalar o'rtaga quyilgan. Birinchidan, Turkiston masalasida kelajakda Rossiya-Angliya, Afgoniston o'rtasida yuz berishi mumkin bulgan tuqnashuvlarning oldini olish, ikkinchidan, Rossiyaning kelgusida Hind okeaniga tug`ridan-tug`ri chiqish imkoniyatlarini yaratish, uchinchidan, Buxoro-Afgoniston chegaralarini nazorat qilish, xarbiy jixatdan mustaxkamlashni hisobga olish zarurligi qayd etilgan. Shu maqsadda, Termiz-Buxoro-Toshkent temir yo'l liniyalarini bir-biri bilan bog`lash, O'rta Osiyo temir yo'l tarmoqlarini Moskva tarmog`iga ulashning muxim axamiyatga ega ekanligi uqtirilgan.[6]

Xatda bunday temir yo'l tarmog`isiz O'rta Osiyoni xarbiy-siyosiy jixatdan ushlab turish mumkin emasligi, bu tadbir Kobul tomonga xarbiy operaqiyalarni amalga oshirish uchun xam zarurligi, Termiz-Mozori-Sharif-Kobul yo'nalishini mustaxkam egallash faqat shu temir yo'l orqaligina amalga oshirish mumkinligi izoxdangan. Shuningdek, Samarqand-Bu xoro yo'li buyicha 1908-yildan buyon amalga oshirilayotgan injenerlik loyixalari asosida Yangi Buxoro-Kogon shaxri yo'nalishida Qarshi-Termiz temir yo'l tarmogini Qurish

mumkinligi va uning muxim axamiyati asoslab berilgan.[7]

Xatda ta'kidlanishicha, ushbu temir yo'lni Buxoro amirligi xazinasi hisobida qurish maksadga muvofiqdir, chunki bundan Buxoro amirligi xam manfatdor, amirlik yo'lidan uziga buysunuvchi bekliklarning xududlarini xamda mamlakat ichki xolatini nazorat qilish imkoniga ega buladi. Shu bilan birga, katta miqdordagi tovarlarni Buxoro shaxriga arzon, tez, qulay, olib kelish imkoniyati tug`iladi. Buni amirga tushuntirish tufayli amirlik ixtiyoridagi mexdat kuchlaridan arzon ishchi kuchi sifatida foydalanishga erishiladi. Eng muximi, Buxoro amiriga aloqa yo'lining Samarqand-Termiz yo'nalishida tashkil etilganda, Kogon temir yo'lining tutashuvchi manzil vazifasini utashi, natijada Buxoro shaxrining ichki qismlarini temir yo'l utish tufayli buzilishdan saqlab qolish mumkinligi tushuntirilgan.

Xat Buxoro amirining usha paytda Sankt-Peterburg shaxrida safarda ekanligini hisobga olgan. Undan temir yo'l qurish loyixasini tasdiqlashga rozilik olish, amirni temir yo'l qurilishiga mablag va ishchi kuchi ajratishga kundirish, ushbu temir yo'l Buxoro amirligi uchun cheksiz imkoniyatlar eshigini ochishga ishontirish bosh maqsad qilib olingan edi. Temir yo'l tarmoqlari buyicha olib borilgan loyixa tekshiruvida birinchi navbatda Buxoro-Qarshi temir yo'l tarmog`ini kurishni tugatish asosiy masala ekanligi qayd etildi.[7]

Rossiya tashqi ishlar vazirining xarbiy vazir nomiga 1910-yil 6-fevralida yozgan 114-sonli maxfiy xatida Yangi Buxoro-Qarshi orqali Sheroboddan Termizga temir yo'l tarmog`i qurish ishlarini tezlatish xaqida fikr bildirilgan. Unda qayd etilishicha, temir yo'l tarmog`i buyicha tayyorlangan loyixa birinchi darajali xarbiy axamiyatga ega edi. Negaki Kobulga uyushtiriladigan xarbiy-strategik yurishda temir yo'l qurol-yarog` va xarbiy kisimlarini yitkazib berish, mudofaa inshootlarini qurish, xarbiy qismlar ta'minotini yo'lga quyishda muxim omildir. Yangi Buxoro-Qarshi temir yo'li oralig`i 100 verstni tashkil etib, Qarshi shaxridan Kalifgacha quriladigan temir yo'l taminoti xam asosan chul, axoli istiqomat qilmaydigan xududlardan utar edi. [8]

Bu loyixada temir yo'lni Termizga yitkazib borish uchun, daryo qirg`og`idagi tog`ni kesib, Sherobod vodiysi orqali qurish muljallandi.

Amudaryo Rossiya floti uchun yuk va tovarlar, yo'lovchilar tashishga xizmat qilib, Baljuvon va Kulob bekliklaridagi qishloq xujalik maxsulotlarining Buxoro amirligiga yitkazib berilishida muxim axamiyatga ega edi. Biroq Amudaryo orqali Afgonistondagi tovarlarni Chorjuyga yitkazish, savdo munosabatlarini jadal rivojlantirish uchuy katta imkoniyatlar bulishiga qaramay, kema qatnovi yaxshi yo'lga quyilmagan edi. Chunki, Amudaryo oqimining tez-tez uzgarib turishi, qirg`oq buylari upirilishi, suv oqimlarining loyqaga tulib turishi natijasida kema qatnovi tez-tez xavf ostida qolardi. Amudaryo oqimidagi bunday xolatlar daryo uzanida transport tizimining jadal rivojlanishiga imkoniyat bermasdi. Shu tufayli Yangi Buxoro-Termiz temir yo'l liniyasini qurib ishga tushirish aloxida axamiyat kasb etdi. Temir yo'l tarmogini qurib ishga tushirish, qurilish uchun zaruriy texnik jixozlar va materiallar yitkazib berish, injenerlik loyixalarini qayta kurib chikish, iqlimi issik, suvsiz chul sharoitida yo'l qurilishidagi qiyinchiliklarni hisobga olish, yirning shurlanishi, yuk kutarishi, sel oqibatlarining oldini olish chora-tadbirlari

muxim masala bulib turardi. Bu qurilishda eng og`ir uchastka Qarshi-Termiz xududi xisoblanardi. Yangi Buxoro-Qarshi-Termiz temir yo'lining uzunligi 300 verst bulib, bir verst temir yo'lni qurishga o'rtacha 60.000 rubil jami 18.000.000 rubil mablag` sarflash muljallangan. [9]

Ushbu mablarning asosiy qismini Buxoro amiri xazinasi hisobidan qoplash maqsadga muvofik deb topildi. Chunki bunday katta mablagni Rossiya imperiyasi qoplash imkoniyatiga ega bulmagan. Shuningdek, 12 verstdan iborat Buxoro-Kogon temir yo'lidan Samarqand-Termiz temir yo'l qushiluv xalqasi gacha bulgan masofani birinchi urinda qurib bitkazish kuzda tutildi. Uni Qarshi temir yo'l kesishuvi bilan bog`lash imkoniyatini xal qilish Buxoro amiri zimmasiga yuklatildi. Shartnomaga kura, ushbu temir yo'lni qurishga Buxoro amiri xar Yili 10000 rublni ajratib beradigan buldi.[10]

Shuni qayd etib utish lozimki, ushbu temir yo'l Rossiyaning Afgonistonga bulgan siyosiy munosabatini tubdan uzgartirib, uzoq vaktdan buyon orzu qilib kelinayotgan Hindistonga chiqish, Hind okeani orqali erkin savdo munosabatlarini urnatish, Kichik Osiyo va Hindistonda Rossiyaning siyosiy-xarbiy strategiyasini mustaxkamlash masalasini tezroq xal qilish imkoniyatini yaratar edi. Agar 1907-Yili Angliya tomonidan Loy-Shamyan temir yo'lini Peshavor orqali Jalolobodga olib kelish loyixasi tayyorlaganligi hisobga olinsa, Termiz temir yo'l tarmogining Rossiya uchun naqadar muxim axamiyatga ega ekanligi anik bulib koladi.[11] SHuning uchun Buxoro amirini tijorat savdo uchun qulay foyda kurishga ishontirish orqali temir yo'l qurilishini tezrokq boshlash, bu xarajatlarning asosiy qismini amir zimmasiga yuklash dolzarb vazifa bulib turardi.[12]

Rossiyaning bevosita tazyiqi bilan 1910-yil 10-aprelda Buxoro amiri Abdulaxadxon bunga rozilik bildirdi va Buxorodan Termizgacha temir yo'l qurilishi to'g'risida qaror Rossiya xukumatining kengashida qabul qilindi.[13]

Turkiston general-gubernatorligining 1910-yil 8-iyundagi xatida keltirilgan ma'lumotlarga qaraganda, 1910-yil 9-aprelda bu masala Peterburgda, imperator xuzurida muxokama qilingan. Muxokamada Kogondan Qarshi orqali Termizgacha temir yo'l tarmog`ini qurish Rossiyaning iqtisodiy-siyosiy, xarbiy strategiyasi uchun uta muxim axamiyatga ega ekanligi ta'kidlangan. Birinchi navbatda Buxoro-Qarshi temir yo'lini qurishni boshlash uchun zaruriy chora-tadbirlar xakida suz yuritilgan. Bu borada yo'l aloqa vazirligiga maxsus loyixa ishlab chiqish topshirig`i berilgan. Ushbu loyixdning xarbiy axamiyatga ega ekanligini hisobga olib, Tashqi ishlar vazirligi bilan xarbiy vazirlik tomonidan xamkorlik qilish maqsadida maxsus ishchi guruxi tuzilgan va unga xarbiy injener kapitan Fon' Shulq raxbarlik qilgan .

1910-yil 6-fevraldagi 114-raqamli maxfiy xat orqali xarbiy vazir V.A.Suxomlinovga loyixa uchun zaruriy imkoniyatlar yaratish, temir yo'l buyicha maxfiy razvedka ishlarini olib borish topshiriladi. Chunki, Angliya xukumati Afgoniston orqali zudlik bilan tosh yo'l va temir yo'llar qurish asosida O'rta Osiyoga kirish uchun katta miqdorda kapital mablag`larni ajratishga jadal kirishgan edi. SHunday bir paytda Buxoro-Qarshi-Termiz temir yo'lini qurish Rossiya uchun birinchi darajali vazifaga aylandi.

Buxoro-Qarshi-Termiz temir yo'li uchun sarflanadigan mablag` qisqa vaqt ichida uzini qoplashini hisobga olib, Rossiyadagi yirik sanoat egalarining mablag`larini temir yo'l uchun sarflashga kundirish, temir yo'ldan tushadigan dastlabki foydani mablag` ajratgan sanoat egalariga qaytarish buyicha maxsus shartnomalar, kelishuv bitimlarini amalga oshirish boshlandi. Shuningdek, Buyuk Britaniya xukumatining Buxoro-Qarshi-Termiz temir yo'lining qurilishiga maxalliy axolini qarshi chiqishga undovchi xarakatlarini bartaraf etish maqsadida, axoliga qurilish ishlariga ishtirok etganligi uchun moddiy yordam berish choralari kurildi. Buning uchun temir yo'l qurilishining tashabbuskori sifatida Rossiya imperatori unga dastlab mablag ajratdi.[14]

Tabiiyki, Termiz temir yo'l tarmog`ini qurishdan Afg`oniston xukumati xam amaliy jixatdan katta foyda kurar edi. Chunki bunda Afg`onistonning shimolidagi kuchmanchi utroq axolisi bilan tovar ayirboshlashni yo'lga quyish imkoniyati yaratilar edi. Bundan tashqari, Termiz-Mozori-Sharif-Kobul temir yo'lining yaratilishi orqali qadimiy savdo yo'li tiklanib, bundan janubiy mintakada ROSSIYANI siyosiy mavqiysi mustaxkamlanishi evaziga, bu yo'lni ingliz-hind yo'li bilan qushish imkoniyati xam vujudga kelar edi. Mutaxassislar tomonidan xam Termiz-Kobul temir yo'l tarmogi Kushka-Xirot yo'nalishida ancha qulay xamda arzonga tushishi taxlil qilindi.[15]

Temir yo'l qurilishining axamiyati matbuotda ijobiy fikrlar keltirildi. 1910 yil 25-aprelda Texronda chiqadigan «Novoe vremya» gazetasida Novaqkiy shunday fikr bildiradi: «Temir yo'llar qurilishi bilan Termizga afg`on mollarining nafaqat Afg`oniston shimolidan, balki uning ichki xududlaridan xam kuplab kelishi mumkinligi aytiladi. Chunki Mozori-SHarif orqali Kobulni O'rta Osiyo bilan bog`lovchi qadimiy yo'l utadi. Tug`ri, xozirda bizning Afg`oniston bilan bojxona orqali mol ayirboshlashimiz nixoyatda past. Shubxasiz, temir yo'l Termizdan utishi bilan mol almashish yildan-yilga usadi va biz xam Shimoliy Afg`oniston bozorlarini egallaymiz». [16]

Xulosa o'rnida shuni aytish kerakki, Surxon voxasi xududida temir yo'l transportining paydo bulishi va rivojlanishi uzoq yillik taraqqiyotga ega buldi. Uzbekistonda transport taraqqiyoti bilan bog`liq manbalarning dalolat berishicha, temir yo'l transportining rivojlantirilishi jamiyat taraqqiyotiga, uning ijtimoiy-iqtisodiy, madaniy va siyosiy jixatdan rivojlanishiga muxim xissa qushgan. Uzbekistonda temir yo'l soxasi Sovet xokimiyati davrida nazoratga olinib, asosan, ulkadagi xom-ashyo zaxiralarini markazga tashib ketishga muljallangan edi. Shuningdek, Rossiya imperiyasi va sovet xokimiyati yillarida bu yirda transport tizimining rivojlanishi Markaz manfaatlarini hisobga olgan xolda amalga oshirildi. Bu borada xom ashyo maxsuloglarini tashib ketish va xarbiy saloxiyatni mustaxkamlash markaz tomonidan asosiy maxsad sifatida belgilab olingan edi. Shunga qaramay, temir yo'llarning paydo bulishi Uzbekiston uchun ijobiy axamiyatga ega buldi. Chunki u ishlab chiqaruvchi kuchlarning rivojlanishiga munosib xissa qushgan edi.[17]

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BLOOD CELL SEGMENTATION IMAGES FROM MICROSCOPIC BLOOD IMAGES

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KEYWORDS

cell segmentation; K - average clustering; edge; watershed change

ABSTRACT

Blood cell segmentation is an important innovation for automatic differential blood counting, classification and analysis in clinical examination. Segmentation and recognition in colored blood cell images are two important issues in the field of biomedical cell morphology. This article approaches methods for distinguishing blood cells from microscopically thin blood images. This information is the basis for high-level tasks, such as automatic differential blood count, diagnosis of various diseases such as malaria, babesia, Chagas disease, anemia, leukemia. A system based on cell segmentation is an effective way to segment different blood components such as red blood cells (erythrocytes), white blood cells (wbc). Identification of parasites present in platelets as well as blood cells from images entered for blood count. Input images are captured by connecting a digital camera to a microscope. The resulting images are expanded and segmented using k-means clustering as well as global thresholding. Overlapping cells are separated using sobel edge detector and watershed transform.

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MIKROSKOPIK QON TASVIRLARIDAN QON HUJAYRALARINING SEGMENTATSIYASI TASVIRLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

hujayra segmentatsiyasi; K - o'rtacha klasterlash; chekka; suv havzasining o'zgarishi

ANNOTATSIYA/ АННОТАЦИЯ

Qon hujayralarini segmentatsiyasi - bu klinik tekshiruvda avtomatik differentsial qon hisoblash, tasniflash va tahlil qilish uchun muhim yangilik. Rangli qon hujayralari tasvirlarida segmentatsiya va tanib olish biomedikal hujayra morfologiyasi sohasidagi ikkita muhim masaladir. Ushbu maqola qon hujayralarini mikroskopik ingichka qon tasvirlaridan ajratish usullariga yondashadi. Ushbu ma'lumotlar yuqori darajadagi vazifalarni bajarish uchun asos bo'lib, masalan, avtomatik differentsial qon hisoblash, bezgak, babesia, chagas kasalligi, kamqonlik, leykemiya kabi turli kasalliklarni aniqlashdir. Hujayra segmentatsiyasiga asoslangan tizim - bu qizil qon tanachalari (qizil qon hujayralari), oq qon hujayralari (wbc) kabi turli xil qon tarkibiy qismlarini segmentlashning samarali usulidir. Qon ro'yxati uchun kiritilgan tasvirlardan trombotsitlar, shuningdek, qon hujayralarida mavjud bo'lgan parazitlarni aniqlash. Kirish tasvirlari raqamli kamerani mikroskopga ulash orqali olinadi. Olingan tasvirlar k-o'rtacha klasterlash, shuningdek, global chegara yordamida kengaytiriladi va segmentlarga bo'linadi. Bir-biriga yopishgan hujayralar sobel chekka detektori va suv havzasi transformatsiyasi yordamida ajratiladi.

KIRISH

Tibbiy tasvirlash sohasida ilg'or yutuqlar mavjud so'nggi o'n yilliklardagi texnologiya. Bu hisoblash texnikasidagi eng muhim yutuqlar tasvirni qayta ishlashning har bir sohasi bu natija tibbiy tasvirni yaxshilash. Tasvir segmentatsiyasi va naqshni aniqlash texnologiyalari muhim ro‘l o'ynaydi kompyuter yordamida tashxis qo'yish va juda ko'p narsalarni kashf qilishdi klinik ilovalar. Differensial qon ro'yxati uchun, aniq qizil qon hujayralari (qizil qon hujayralari) yoki oq qon sonini hisoblash Hujayralar (WBCs) muhim bosqichdir [4]. Kasalliklarni aniqlashda va qon komponentining morfologiyasi hisobga olinadi. Hujayra segmentatsiya biomedikal tasvir tahlilida mashhur mavzudir. Hujayralar sonini tekshirish uchun hujayralarni segmentlarga bo'lish kerak ma'lumotlar rasm. Segmentatsiya - bu tasvir hududini ajratish fondan qiziqish. Hujayra segmentatsiyasidan keyin qon komponentlar tahlil qilinadi. Ba'zi hujayralarning xususiyatlarini o'rganish kasallikni aniqlash uchun zarurdir. Bo'yalgan ingichka qon slaydlari tasvir olish uchun ishlatiladi, chunki u qizil qon hujayralarini rang beradi va agar u qon ichida bo'lsa, oq qon hujayralari va parazitlarni bo'yadi hujayra. Tasvirlar yuqori aniqlikdagi kamerani ulash orqali olinadi mikroskopga. Olingan tasvirlar shovqin uchun oldindan qayta ishlanadi kamaytirish va yaxshilash maqsadi [7].

Ushbu qog'ozda hujayralar k-o'rtacha klasterlash yordamida segmentlarga bo'linadi

va global chegara. Bir-biriga yopishgan hujayralarni ajratish a qon hujayralarini segmentatsiyasida hal qiluvchi vazifa. Anemiya xususiyatlari uchun qizil qon tanachalari ko'rib chiqiladi va bezgak kabi kasalliklarda, Chagas va boshqalar parazitlar qizil qon hujayralari ichida ko'tariladi. Leykemiyada WBC ning xususiyatlari ko'rib chiqiladi [11]. Batafsil tushuntirishga kirishdan oldin,

II bo'limni ko'rib chiqing Hujayra segmentatsiyasi haqida ba'zi muhim adabiyotlar,

III bo'lim kirishni oldindan qayta ishlashni o'z ichiga olgan metodologiyani tavsiflaydi tasvir, hujayralarni segmentatsiyalash va bir-birining ustiga chiqishni ajratish hujayralar,

IV bo'lim natijalarni muhokama qiladi va bilan tugaydi.

Adabiyot manbalarini haqida umumiy ma'lumot;

Adabiyot sharhi Ushbu bo'lim orqali amalga oshirilgan ba'zi muhim ishlar tasvirlangan Qon hujayralari egmentatsiyasi bo'yicha ko'plab tadqiqotchilar mikroskopik qon tasvirlari. Bu turli xillarni ro'yxatga olish uchun xizmat qiladi tadqiqotchilar tomonidan qo'llaniladigan texnikalar va ular duch kelgan cheklovlar Amalga oshirish paytida.

Man yan va boshqalar. [3], hujayra segmentatsiyasi usulini taqdim eting Yaxshilangan rangli tasvirda. Rasm kulrang daraja bilan yaxshilanadi Rgb rang komponentining cho'zilishi. Median filtrlash qo'llaniladi Kirish tasvirini shovqinsizlantirish uchun. Rangli tasvirga aylantiriladi Ycbcr rang maydoni. K-o'rtacha klasterlash qo'llaniladi Segmentatsiya maqsadi, klasterlash fonni o'z ichiga olmaydi.Markaz. Bir qator morfologik operatsiyalar bajariladi Qizil qon tanachalari va oq qon tanachalari segmentlari. Rongtai cai va boshqalar. [4] qizil qon hujayralari segmentatsiyasini taklif qildi Uning bir qismi sifatida dinamik ko'rinish modelidan foydalanish dumaloq hisoblagich shakli va hisoblagich kabi ma'lumotlar hujayralar markazidan qalinroq. Ushbu tizimda printsipial elementlar qizil qon hujayralari jismoniy muhrlanadi. Pca-dan foydalanish va muhim xususiyatlari rbc ning statik shakli qurilgan. Aam modeli va qizil qon hujayralari bir-biriga qarama-qarshi bo'lgan maqsad bilan tahlil qilinadi minimallashtirilgan, ya'ni ikkalasi ham maksimal korrelyatsiyaga ega. Aam bu O'qitiladi va keyin aniqlik beruvchi tasvirlarda sinovdan o'tkaziladi qizil qon hujayralarining segmentatsiyasi. Yopiq ishlatilgan aam modeli chegara, shuning uchun hujayralar hisoblash uchun ajratishni talab qilmaydi.

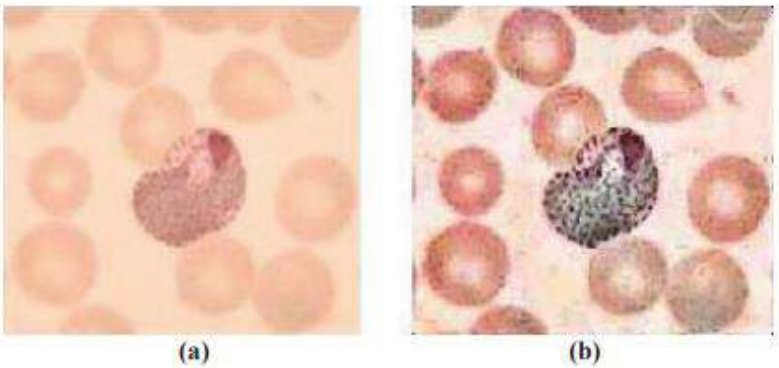
Thanatip chankong va boshqalar. [6] taklif qilingan bachadon bo'yni saratoni hujayrasi Segmentatsiya va tasniflash usuli. Yumshatish uchun va Tasvirning shovqinni kamaytirish median filtri ishlatiladi. Individual Rasmdagi katak kulrang rangga o'zgartiriladi, keyin esa Kirishni tekislash va shovqinni kamaytirish uchun median filtrlash Tasvir. Hujayralarning sitoplazma, yadro va kabi qismlari Fon yamoqqa asoslangan noaniq cmeans klasterlash (fcm) yordamida segmentlangan. Buni qilayotganda, butun piksellar Buning o'rniga individual piksel hisobga olinadi. Yadro uchun Segmentatsiya chegarasi qiymati o'zgarib turadi, shuning uchun mavjud Qo'lda segmentatsiya va avtomatik farq Segmentatsiya. Segmentatsiya uchun suv havzasi ham ishlatiladi. In Segmentatsiya ob'ektlardan ko'ra ko'proq ob'ektlar segmentlanadi tasvir markazi tanlanadi. Segmentli tasvirlar ochish va kabi matematik morfologiya orqali qayta ishlanadi yopilish. Yadro va

sitoplazmaning shaklga asoslangan xususiyatlari ham chunki xromatin naqsh ma'lumotlari xususiyat uchun hisoblanadi qazib olish. Natijalar 5 xil tasniflagich bilan taqqoslanadi Masalan bayes klassieri, chiziqli diskriminant tahlili (lda), k-eng yaqin qo'shni (knn), sun'iy neyron tarmoqlari (ann) va yordam vektor mashinasi (svm).

METODOLOGIYA

Ko'pgina tadqiqotchilar mikroskopik tasvirlarni computerbased hujayra segmentatsiyasi uchun algoritmlar ustida ishlamoqda. Aniqlash uchun qizil qon hujayralari ichidagi parazitlarning yoki differensial qon ro'yxati uchun bu qon hujayralarini kirish tasviridan ajratish muhimdir. Bunda qog'oz qon hujayralarini segmentatsiyasi uchun uch bosqichdan iborat oldindan ishlov berish, k-o'rtacha klasterlash va global chegara sifatida. Tasvirlar laboratoriya va ba'zi qon tasvirlari to'plangan onlayn kutubxonada mavjud [15]. Rasm olish uchun Giemsa bo'yalgan ingichka qon slaydlari qo'llaniladi. Oldindan ishlov berish Shovqinni kamaytirish va kirish tasvirini yaxshilashni o'z ichiga oladi.

Median filtr tasvirni tekislash uchun ishlatiladi va Laplacian filtr niqobi yaxshilash maqsadida ishlatiladi [13]. In Segmentatsiya jarayoni k-mean klasterlash va global chegara Foydalaniladi. K-o'rtacha klasterlashda k ning qiymati hosil qilish uchun 2 olinadi Fon klasterlari va qon hujayralari [3, 7]. Bularda Segmentlangan klaster indeksi qon hujayralarini ifodalovchi klasterni topadi Piksel intensivligidan foydalanish. Kenarni aniqlash algoritmi qo'llaniladi qon hujayralarining ikkilik tasviri bo'yicha; qirralari yordamida aniqlanadi Sobel operatori [10, 11]. Hujayralarning bu aniqlangan qirralari hujayralarning binar niqobi bilan ustma-ust tushadi va suv havzasi o'zgaradi Ustma-ust tushadigan hujayralarni ajratish uchun ishlatiladi. Kuzatish Kichik bo'limlarda oldindan ishlov berish, k-o'rtacha haqida batafsil tavsiflangan Ning klasterlash, chekkalarni aniqlash va bir-birining ustiga chiqishini ajratish hujayralar. A. Oldindan ishlov berish biomedikal tasvirni tahlil qilish oldindan ishlov berishdan boshlanadi jarayon. Qo'lga olingan mikroskopik qon tasvirlari kiruvchi moddalarni o'z ichiga oladi Tasvirdagi piksellar va ba'zi vaqtinchalik piksellar. Bularni olib tashlash uchun Piksellar va 3x3 o'lchamdagi shovqin median filtridan foydalaniladi [8]. In Piksellarning median filtri intensivligi o'sish tartibida joylashtirilgan va uning median qiymati filtr niqobining markazida almashtiriladi. Xira tasvirni aniqlashtirish uchun laplas filtri ishlatiladi va natija kiritilgan rasmdan chiqariladi. Qadamlar bajarildi Oldindan ishlov berish quyida keltirilgan:



1-rasm. a) Asl rasm, b) Oldindan ishlangan tasvir

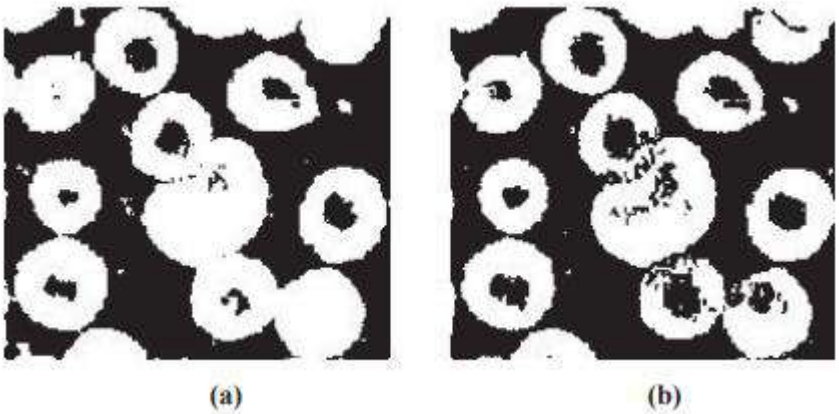
1. Kiritilgan tasvirning qizil, yashil va ko'k tekisligini ajrating.
2. har bir tekislikda 3x3 o'lchamdagi median filtrini qo'llang alohida.
3. rangli tasvirni hosil qilish uchun uchta tekislikni birlashtiring.
4. 3-bosqichda olingan tasvirga laplas filtri niqobini qo'llang.
5. kirishda qo‘shimcha yaxshilanishlar uchun 1-4-bosqichlarni takrorlang tasvir. median filtr shovqinni kamaytirish uchun yaxshiroq ishlaydi. Ayirish asl nusxadagi tekislangan tasvir chegarasini kengaytiradi kirish tasviridagi hujayralar. 1-rasmda asl tasvir va oldindan ishlov berishdan keyin tasvirning natijasi. bu algoritm juda past kontrastli tasvirlarda foydalidir.

B. K - o'rtacha klasterlash

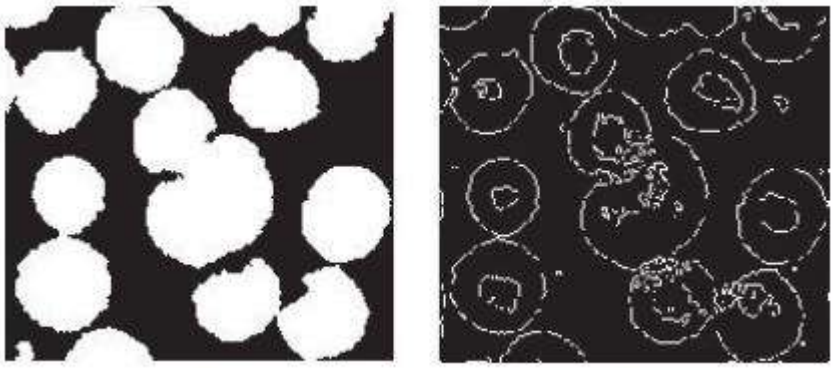
Oldindan ishlov berishdan so'ng keyingi bosqich segmentatsiyadir. In Ushbu maqolada biz hujayra uchun k-mean klasterlash algoritmidan foydalandik Segmentatsiya. K -o'rtacha klasterlash ko'pincha mos keladi Bu qonning gistogrammasidan beri biotibbiy tasvirni segmentatsiyasi tasvirlar bimodaldir. Birinchi tepalik qon hujayralarini ifodalaydi va ikkinchi cho'qqi fonni ifodalaydi. K-o'rtacha klasterlashda kirish tasviri rang maydoniga aylantiriladi. Bu erda l * a * b rangi Joydan foydalaniladi. L*a*b* fazo yorqinlikdan iborat L qatlami, xromatiklik-qatlam "a" rang bo'ylab tushishini bildiradi qizil-yashil o'q va xromatiklik qatlami "b" rangni bildiradi ko'k-sariq o'qi bo'ylab tushadi. L*a*b rang maydonida ‘a’ va "b" rang ma'lumotlarini olib yuradi, k-o'rtacha klaster piksellari bilan “a*” va “b*” qiymatlari hisobga olinadi. K-evkliddan foydalanilgan degan ma'noni anglatadi.

Piksellarni klasterlash uchun masofa ko'rsatkichi [7]. K-o'rtacha klasterlash original rangli tasvirga va oldindan ishlangan tasvirga qo'llaniladi va natija qo'shiladi.

Yomon bo'yalgan qon tasvirlari uchun k-mean klasterlash emas qon hujayralarini segmentlarga ajrata oladi, shuning uchun global chegara ishlatiladi



2-rasm. segmentatsiya algoritmining natijasi a) k-o'rtacha natijasi klasterlash, b) to'yinganlik tekisligidagi global chegara natijasi.



(a) (b)

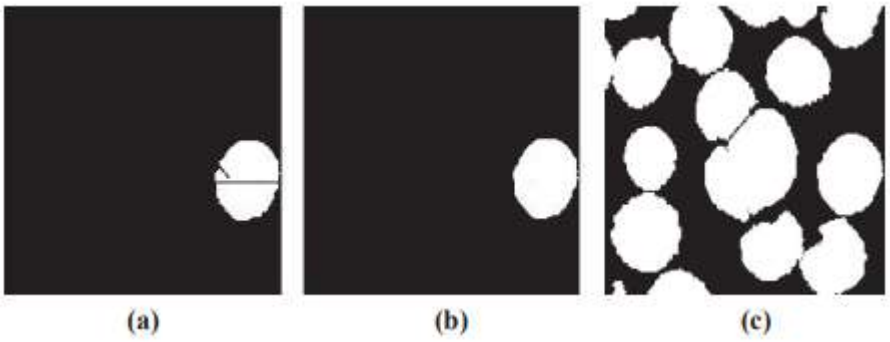
4-rasm. a) hujayralarning ikkilik tasviri, b) sobel chekka detektorining chiqishi.

Hue-saturation-value rang maydonining to'yinganlik tekisligida. to'yinganlik tekisligida global chegaradan foydalanish ikkilik tasvirining hujayralar olinadi [10, 11]. olingan hujayralarning ikkilik tasviri k-mean klasteridan foydalanish va global chegara qo'shiladi hujayralarning ikkilik niqobini oling. 2a-rasmda k-o'rtacha natijasi ko'rsatilgan klasterlash va 2b) chegaralash. hujayralarni segmentatsiyalash algoritmi quyidagicha:

1. kiritilgan rangli tasvirni l*a*b rang maydoniga aylantiring.
2. klasterlar sonini k=2 deb belgilang. biri hujayralar uchun va fon uchun boshqa.
3. k-klasterlar har bir kuzatuvni assotsiatsiya qilish orqali hosil bo‘ladi eng yaqin o'rtacha bilan.
4. k-mean har bir pikselni indeks bilan belgilaydi.
5. qon hujayrasi piksellariga 1 va boshqa piksellarga qiymat beriladi indeks tayinlangan qiymat 0.
6. kirish tasvirini hsv rang maydoniga aylantiring.
7. alohida to'yingan rang tekisligi.
8. global yordamida to'yinganlik tekisligini binarga aylantiring chegara.
9. 4-bosqich va 7-bosqich natijalarini qo'shing. Ushbu tasvirlar kerak bo'lgan ba'zi keraksiz narsalarni o'z ichiga oladi olib tashlanishi kerak. to'ldirish kabi morfologik operatsiyalardan foydalanish va bu ob'ektlarni ochadigan joy olib tashlanadi. hujayra yonida segmentlash, qirralar sobel chekka operatori yordamida aniqlanadi. Bir-biriga yopishgan qonni ajratish uchun chekka aniqlash amalga oshiriladi hujayralar. Bu qon hujayralarini segmentatsiyasida juda muhim vazifadir. Agar hujayralar bir-birining ustiga chiqadi, bu klasterni ajratish kerak aniq qon hisobi. bergen va boshqalar. [1] shablonni moslashtirishdan foydalanilgan hujayra segmentatsiyasi uchun kenarning ikkilik tasviri kataklarning ikkilik tasviri bilan eskirgan (hujayralarni o'z ichiga olgan klaster). bu jarayon ta'minlashga yordam beradi teginish hujayralarini ajratish suv havzasi uchun ariza beriladi.

Bir-birining ustiga chiqadigan hujayralarni ajratish uchun tutqich chizig'ini olish Zanjir 3 segmentatsiya va ajratishning chiqish natijalarini ko'rsatadi ustma-ust tushadigan hujayralar [3, 5]. ba'zi hujayralar haddan tashqari segmentlanadi morfologik operatsiyalarni qo'llash orqali olib tashlanishi mumkin. c. bir-biriga yopishgan qon hujayralarini ajratish qon hujayralarining ikkilik niqobi 3-rasmda ko'rsatilgan a) qaysi bir-

birining ustiga tushadigan hujayralar klasterlariga ega. differensial qon uchun



3-rasm. a) katta maydondagi yacheykadagi suv havzasi natijasi, b) qayta ishlashdan keyin haddan tashqari segmentlangan klaster, c) bir-biriga yopishgan hujayralarni ajratish natijasi.

Hisoblash yoki kasallikni aniqlash, qon tarkibiy qismlarini aniq hisoblash muhim hisoblanadi. bu bir-birining ustiga chiqishni ajratish zaruriyatini keltirib chiqaradi qon hujayralari ushbu maqolada sobel chekka detektori operatori va suv havzasi transformatsiyasi bir-birining ustiga chiqishni ajratish uchun ishlatiladi qon hujayralari. sobel chekkasini aniqlash algoritmi qo'llaniladi kengaytirilgan RGB samolyotlari. 3-rasm b) chekka natijalarini ko'rsatadi aniqlash. quyida bir-birining ustiga chiqishni ajratish bosqichlari keltirilgan hujayralar

1. yacheykalarning sobiq yoki binar niqobi va chekkaning binar tasviri.

2. bilan dilatatsiya ortidan operatsiya eroziyasini bajaring disk shaklidagi tuzilish elementi.

3. tasvir yordamida kichik keraksiz ob'ektlar o'chiriladi maydoni 40 bilan ochiq.

4. har bir klasterni tasvirdan ajratib oling va suv havzasini qo'llang ni ajratish uchun tizma chizig'ini olish uchun masofaga aylantirish klister, suv havzasi transformatsiyasini qo'llaganingizdan so'ng, ba'zi klasterlar haddan tashqari taqsimlanadi. 4a-rasm) ortiqcha segmentlanish natijasini ko'rsatadi. Bu morfologik qo'llash orqali ortiqcha segmentatsiyani olib tashlash mumkin kengayishi, keyin esa haddan tashqari segmentlangan ob'ektlarning eroziyasi ikkilik tasvir. 4b-rasm) haddan tashqari segmentlangan katakda qayta ishlashdan keyingi natijani ko'rsatadi. 4c) rasmda keyingi ishlov berish natijasi berilgan haddan tashqari segmentlangan hujayra klasterlari differensial qon miqdori turli xil qonlarni hisoblaydi. Qizil qon hujayralari (qizil qon hujayralari) kabi qon tasvirining tarkibiy qismi, oq qon hujayralari (wbcs), trombotsitlar va boshqa sun'iy moddalar. bu hujayralarga hujum qiladigan ko'plab kasalliklar mavjud parazitlar tomonidan yoki ichki buzuqlik tufayli ular turlicha bo'ladi ularning shakllari, o'lchamlari va hatto ranglari. bezgakda bo'lgani kabi parazitlar ayol anofellar tomonidan qonga kiritiladi jigarga o'tib, unda parazitlarga aylanadigan oqim [12]. ushbu tadqiqotning maqsadi turli qonlarni ajratishdir komponent. turli xillarni aniqlash uchun keyingi tadqiqotlar davom etmoqda qon komponenti va uning miqdori. qonni aniqlashdan keyin komponent sifatida qizil qon hujayralari yoki oq qon hujayralari xususiyatlari olinadi har qanday buzilish yoki har qanday parazit yoki

kasallikning mavjudligini aniqlang dastlabki bosqichlar. ba'zida temir tanqisligi sabab bo'ladi hujayralar hajmi kichikroq bo'lgan o'tkir anemiya haqiqiy o'lchamdan ko'ra. leykemiya bo'lsa, saraton guruhi qon oqimida mavjud bo'lgan qon hujayralari, saraton kasalligini aniqlashda oylarning ko'pligi tekshiriladi, chunki normal qonda wbclar soni kichikdir [7]. Ushbu maqolada matematik morfologiya muhim ro‘l o'ynaydi. Qon hujayralari dumaloq shaklga ega, shuning uchun disk shaklidagi tuzilishga ega (a) (b) 4-rasm. A) hujayralarning ikkilik tasviri, b) sobel chekka detektorining chiqishi. (a) (b) (c) 3-rasm. A) katta maydondagi yacheykadagi suv havzasi natijasi, b) qayta ishlashdan keyin Haddan tashqari segmentlangan klaster, c) bir-biriga yopishgan hujayralarni ajratish natijasi. 504 Eroziya va kengayish uchun 2 o'lchamdagi element ishlatiladi. Bu qadam muhim, chunki natija barcha keyingi ishlar uchun asos bo'lib xizmat qiladi. Tahlil qilish [7, 8, 9].

XULOSA VA MUHOKAZA

Qon komponentini mikroskopik qondan ajratish Tasvirlar differensial qon ro'yxatida ham muhimdir Anemiya, leykemiya kabi ba'zi qon kasalliklarini aniqlash, Bezgak, chagas va boshqalar. Ushbu maqolada qon uchun usul tasvirlangan K-mean klasterlashdan foydalangan holda hujayra segmentatsiyasi. Taklif etilgan Usul shovqinni kamaytirish uchun median filtrdan foydalanadi va yaxshilash uchun laplas filtri. Sobel chetini aniqlash kul rangdagi tasvirlarda chekka yaxshilash uchun foydalaniladi. Uchun Segmentatsiya k-o'rtacha klasterlash qo'llaniladi. Taklif etilayotgan algoritm 78 giemsa bo'yalgan ingichka qon tasvirlarida qo'llaniladi. Umuman Segmentatsiya algoritmining aniqligi 95,5% ni tashkil qiladi. Xon najid [14] 118 bezgakni bo'yalgan leishmanda k-mean klasteridan foydalangan 95% aniqlikdagi namunalar. Taklif etilgan algoritm sinovdan o'tkaziladi binoni tufayli turli rang effektiga ega bo'lgan ma'lumotlar bazasi rasmlari, mikroskop va atrofni har xil kattalashtirish sharoitlar. To'g'ri bo'yalgan tasvirlar uchun k-mean klasterlash eng yaxshi natija beradi, lekin hujayralar bo'yalmagan va past bo'lsa kontrastli k-mean klasterlash yaxshi ishlamaydi. Yengish uchun bu muammoli rangli tasvir hue-saturation-valuega aylantiriladi rang maydoni. Global chegara to'yinganlik tekisligida qo'llaniladi. Hujayralarning ikkilik tasvirini olish qon hujayralarining ikkilik niqobi

K-mean klasterlash natijasini qo'shish orqali olingan va global to'yinganlik tekisligidagi chegara. Segmentatsiyada asosiy muammo hujayralarni bir-biriga yopishdir. Bunda qog'oz chetini aniqlash va suv havzasi ajratish uchun ishlatiladi Bir-biriga yopishgan hujayralar. Har bir klasterda suv havzasi qo'llaniladi alohida Bir-biriga yopishgan hujayralarni ajratish algoritmi azoblanadi qatorlar bilan minimallashtiriladigan ortiqcha segmentatsiyadan Eroziya va kengayish kabi morfologik operatsiyalardan foydalanish Disk shaklidagi tuzilish elementi.

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LINEAR SURFACES WITH A PLANE OF PARALLELISM AND THEIR CLASSIFICATION

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KEYWORDS

Curve, linear generators, inclined plane, cylindroid, conoid, classification

ABSTRACT

This article provides information on surface rendering methods and their classification. The case of an infinitely extended rectilinear guide is given by a plane, and all generators are parallel to it. This plane is called the plane of parallelism.

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PARALLALIZM TEKISLIGIGA EGA BO‘LGAN CHIZIQLI SIRTLAR VA ULARNING KLASSIFIKATSIYASI

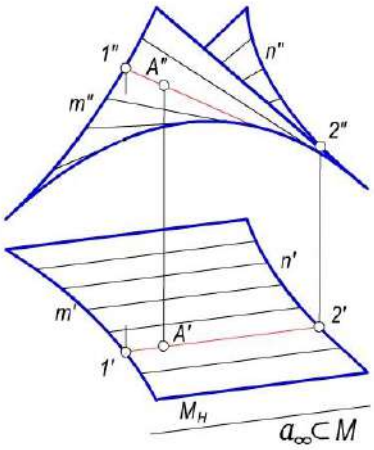
KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

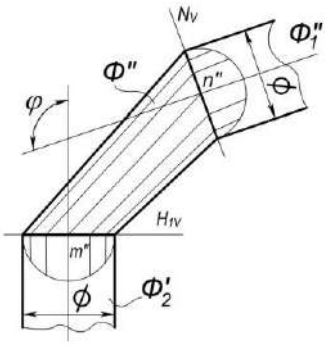
Egri chiziq, chiziqli yasovchilar,qiyshiq tekislik, silindroid, konoid, klassifikatsiya

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada sirtlarning berilish usullari va ularning klassifikatsiyasi haqida malumotlar keltirilgan. Cheksiz uzoqlashtirilgan to‘g‘ri chiziqli yo‘naltiruvchining vaziyati biror tekislik bilan beriladi va hamma yasovchilar unga parallel bo‘ladi. Bu tekislik parallelizm tekisligi deyiladi.

Ikki yo‘naltiruvchi m, n xos egri chiziq bo‘lib, uchinchisi a cheksiz uzoqlashtirilgan, ya’ni xosmas a_∞ to‘g‘ri chiziq bo‘lsa, hosil bo‘lgan chiziqli sirt silindroid deyiladi. Silindroid ikki marta qiyshiq silindroidning xususiy holidir. Sirtning hamma to‘g‘ri chiziqli yasovchilari xosmas to‘g‘ri chiziqli yasovchining vaziyatini aniqlaydigan parallelizm tekisligiga parallel bo‘ladi. Silindroidni aniqlovchilari bilan Φ(m, n, a_∞) yoki Φ(m, n, P) ko‘rinishda yozish mumkin.





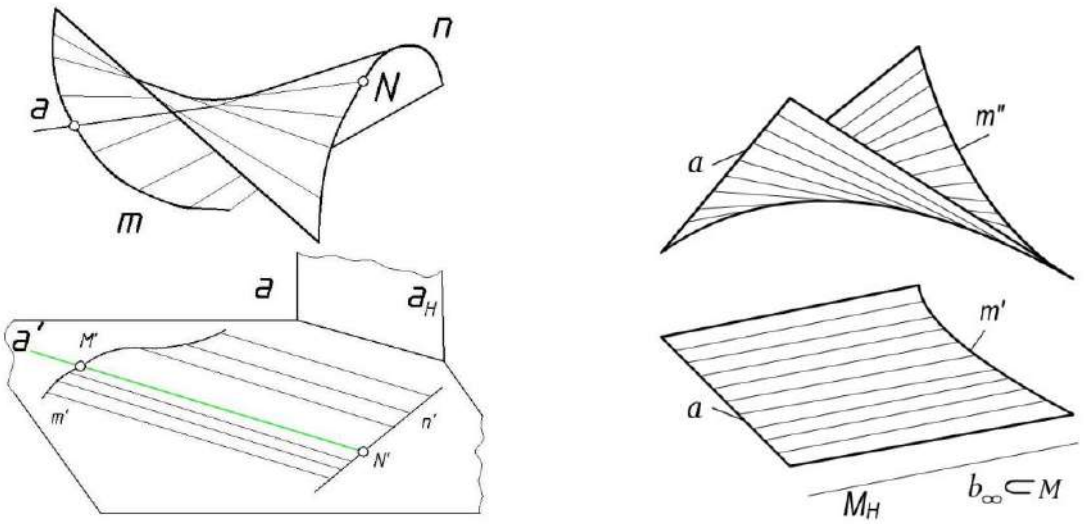
1-rasm ***2-rasm***

1-rasmda m va n yo‘naltiruvchilari egri chiziqlar va gorizontal proyeksiyalovchi parallelizm tekisligi M (M_H) bilan berilgan silinroid sirti chizmasida tasvirlangan. Silindroid sirti ustidagi ixtiyoriy A(A′, A″) nuqtaning A′ proyeksiyasiga asosan uning uchinchi A″ proyeksiyasi vaziyatini aniqlash uchun shu nuqta orqali sirtning parallelizm tekisligiga parallel bo‘lgan yasovchisi o‘tkaziladi. So‘ngra yasovchining ikkinchi proyeksiyasi va uning ustida berilgan A nuqtaning A″ proyeksiyasi yasaladi. Silindroid sirtlari mashinasozlikda va qurilish amaliyotida keng qo‘llaniladi. Truboprovodlarning o‘tish qismlarini ulash konstruksiyalarida (2.1-rasm), plugagdarchilari sirtlarini hosil qilishda,(2.2-rasm) silindroidlardan foydalanish mumkin.

2-rasmda bir xil diametrli va o‘qlari φ burchak hosil qiluvchi Φ_1 va Φ_2 aylanma silindrlarning Φ silindroid sirti orqali birlashtirilishi chizmada tasvirlangan. Bunda H_{IV} va N_V tekisliklarda yotuvchi m va n aylanalar-silindroid sirtining yo‘naltiruvchilari, V tekislik

uning parallelizm tekisligidir. Bu silindroid sirtining chizmasini yasash qulay bo‘lishi uchun m va n yo‘naltiruvchilarni teng 12 bo‘lakka bo‘lish yo‘li bilan sirtning yasovchilari o‘tkazilgan.

Konoid sirti. Konoid ikki marta qiyshiq konoidning xususiy holi bo‘lib, u to‘g‘ri chiziqli yo‘naltiruvchilarning birini cheksiz uzoqlashtirganda hosil bo‘ladi. Konoidning to‘g‘ri va egri chiziqli xos yo‘naltiruvchilarini kesib o‘tuvchi yasovchilari parallelizm tekisligiga parallel bo‘ladi, ya’ni parallelizm tekisligini xosmas chizig‘ini ham kesib o‘tadi. 3–rasmda a to‘g‘ri chiziq va m egri chiziqli yo‘naltiruvchilar hamda M(M_H) parallelizm tekisligi bilan berilgan konoid sirti chizmada tasvirlangan.

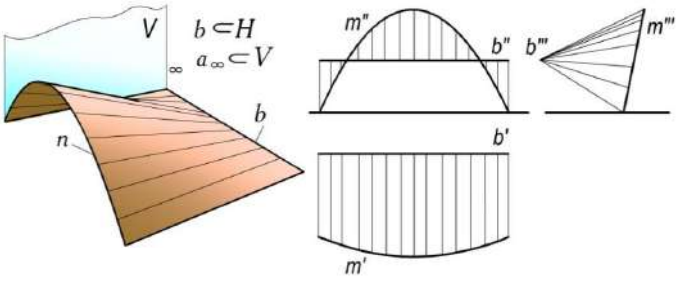


3-rasm

Konoid sirti aniqlovchilari bilan (m, a, b_∞) yoki (m, a,M) ko‘rinishida yoziladi. a to‘g‘ri chiziq ixtiyoriy vaziyatda berilishi, m egri chiziq tekis yoki fazoviy qilib olinishi mumkin. Ular bir tekislikda yotmasligi shart, aks holda sirt tekislikka aylanadi.

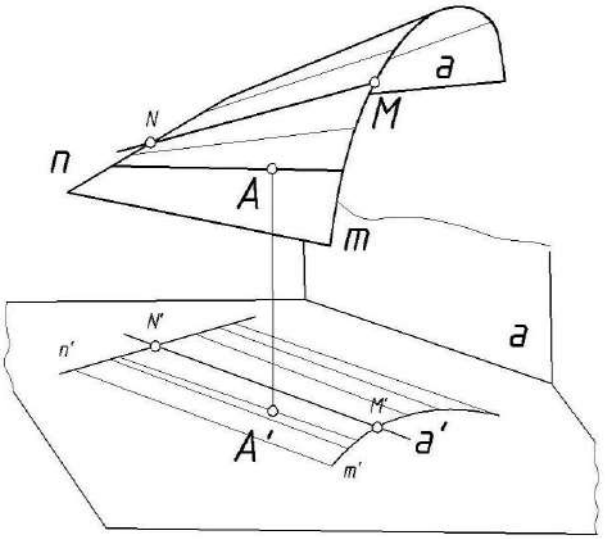
Agar yo‘naltiruvchi a to‘g‘ri chiziq proyeksiyalar tekisliklarining birortasiga perpendikulyar bo‘lsa, hosil bo‘lgan sirtni to‘g‘ri konoid deb va perpendikulyar bo‘lmasa, og‘ma konoid deb yuritiladi.

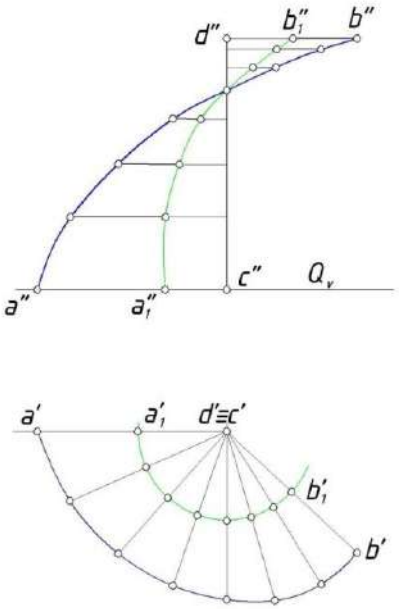
4-rasmda n parabola va b to‘g‘ri chiziqli yo‘naltiruvchilari bilan berilgan konoidning yaqqol tasviri berilgan. Bu sirt uchun V tekisligi parallelizm tekisligi vazifasini o‘taydi. Konoidning bunday xususiy hollari ba’zi bino va inshootlar yopmalarida ishlatiladi.



4-rasm ***5-rasm***

5-rasmdagi chizmada tasvirlangan konoid YuNESKOning binosiga kirishdagi ayvonchaning sxematik ko‘rinishidir. Bunda konoid sirtini hosil qiluvchi aniqlovchilar b to‘g‘ri chiziq va n egri chiziq bo‘lib, uning tekisligi W ga perpendikulyardir.



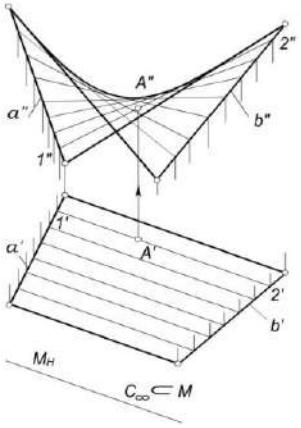


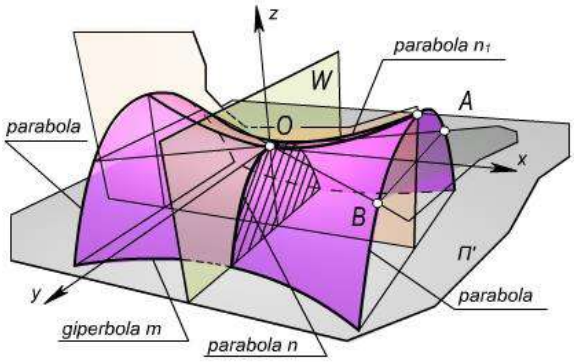
6-rasm ***7-rasm***

6-rasmda m egri chiziqli va n to‘g‘ri chiziqli yo‘naltiruvchilari bilan berilgan kanoidning yaqqol tasviri keltirilgan. Bunda parallelism tekisligi va unga tegishli bo‘lgan A nuqtaning proyeksiyalarini yasash ko‘rsatilgan.

7-rasmda kanoidning to‘g‘ri chiziqli yasovchisi H ga perpendikulyar bo‘lganda parallelism tekisligi H ga paralleligida kanoid sirtini yasash ko‘rsatilgan.

Giperbolik paraboloid. Qiyshiq tekislik sirti – giperbolik paraboloid. Giperbolik paraboloid sirti bir pallali giperboloid sirtining xususiy holi bo‘lib, bunda to‘g‘ri chiziqli yo‘naltiruvchilarning bittasi cheksiz uzoqlashtirilganda (xosmas to‘g‘ri chiziq) hosil bo‘ladi. Giperbolik paraboloid sirti aniqlovchilar bilan Φ(a, b, c∞) yoki Φ(a, b, M) ko‘rinishida yoziladi. Bu sirt 8-rasmda tasvirlangan. Giperbolik paraboloid sirtini biror parabolaning ikkinchi parabola bo‘yicha harakatlanishidan ham hosil qilish mumkin.





8-rasm ***9-rasm***

8-rasmda tasvirlangan giperbolik paraboloid sirti n parabolaning yoz tekisligiga

parallel bo‘lib, uchi doim n_1 parabola bo‘yicha harakatlanishidan hosil bo‘lgan yoki bu sirtni xoy tekisligiga parallel tekisliklardagi m giperbolalarning karkasidan hosil bo‘lgan deyish ham mumkin. Shunga ko‘ra bu sirtni giperbolik paraboloid yoki parabolik giperboloid deb yuritiladi.(9-rasm).

Bu sirtning kanonik tenglamasi $\frac{x^2}{p}-\frac{y^2}{q}=2z$, bunda p≠ q. (1)

Tenglamadan ko‘rinishicha, bu sirt ikkinchi tartiblidir.

Darhaqiqat, (1) sirtning xoz (y=0) va yoz (x=0) tekisliklar bilan kesishganda xosil bo‘lgan bosh kesimlari quyidagi parabolalar bo‘ladi.

$x^2=2pz$ (2)

$u^2=-2qz$ (3)

Sirtni xoy (z=0) tekislik bilan kesganda

$$\frac{x^2}{p}-\frac{y^2}{q}=0 \quad (4)$$

tenglama xosil bo‘ladi. Bu esa quyidagi ikki to‘g‘ri chiziqni ifodalaydi:

$\frac{x}{\sqrt{p}}+\frac{y}{\sqrt{q}}=0$ va $\frac{x}{\sqrt{p}}-\frac{y}{\sqrt{q}}=0$.

Sirtni xoy tekisliklariga parallel, ya’ni z=h tekisliklar bilan kesganda, kesimda

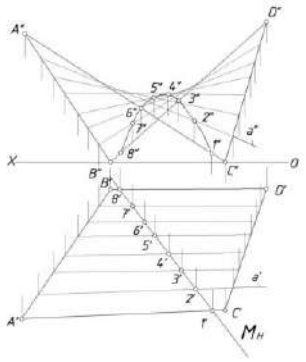
$$\frac{x^2}{p}-\frac{y^2}{q}=2h \quad (5)$$

giperbola hosil bo‘ladi.

Giperbolik paraboloid sirtidan qurilish amaliyotida, arxitektura binolari va inshootlarining yopmalari sifatida keng foydalaniladi.

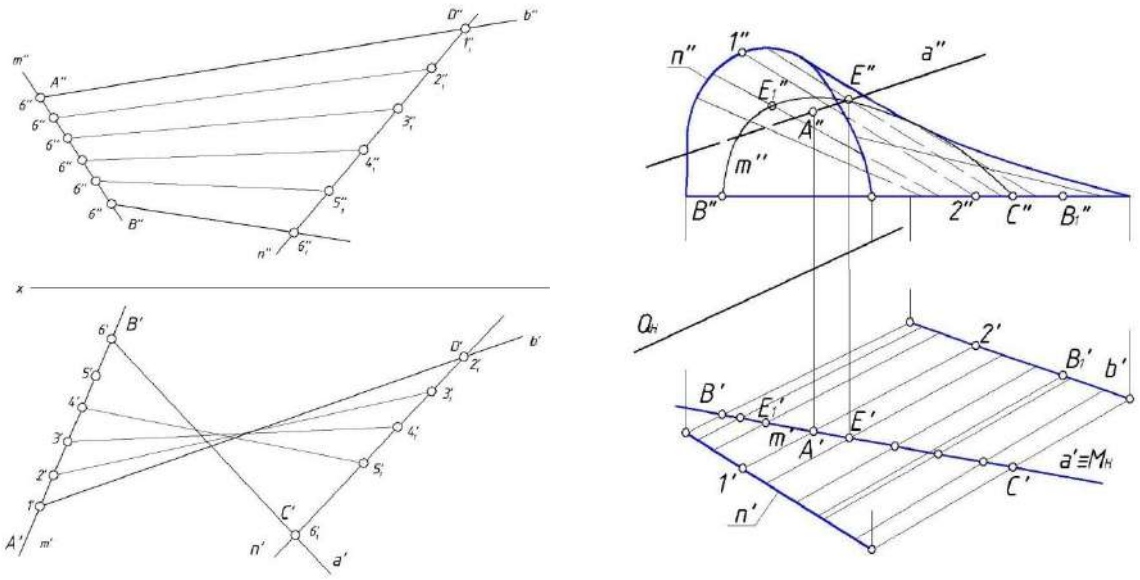
Parallelizm tekisligiga ega bo‘lgan sirtlarni Belgiyalik geometr olim nomi bilan Katalan sirtlari deb yuritildi.

Yo‘naltiruvchilari ikkalasi ham to‘g‘ri chiziq bo‘lgan, parallelizm tekisligi bor chiziqli sirt qiyshiq tekislik deb yuritiladi. Bu sirtda bir necha pozitsion masalalarni yechish mumkin. Masalan: giperboloik paraboloid sirtini to‘g‘ri chiziq bilan uchrashuv nuqtalarini ko‘rib chiqaylik.

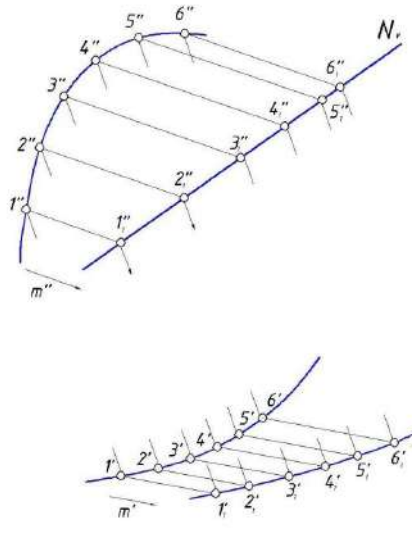


10-rasm

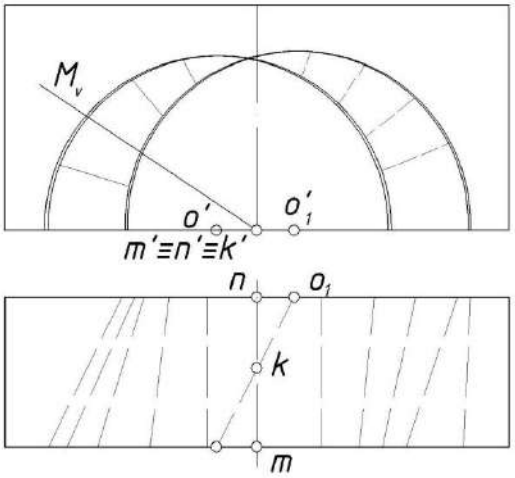
10-rasmda V parallelizm tekisligiga ega bo‘lgan giperbolik paraboloidning M(M_H) gorizontal proyeksiyalovchi tekislik bilan kesishish chizig‘ini yasash ko‘rsatilgan. Bunda kesishish chizig‘ining gorizontal proyeksiyasi tekislikning M_H izi bilan ustma-ust tushadi.uning frontal proyeksiyasini yasash uchun giperbolik paraboloid (qiyshiq tekislik) ning bir necha yasovchilarini o‘tkazib, ularning M tekislik bilan kesishish nuqtalari yasaladi. Masalan, qiyshiq tekislik a (a′, a″) yasovchisining M tekislik bilan kesishish nuqtasini yasash uchun a′ yasovchi va kesuvchi tekislikning M_H gorizontal izining kesishish nuqtasi 2′ belgilab olinadi. So‘ngra 2′ nuqtadan perpendikulyar chiqarib, uning a″ bilan kesishish nuqtasi 2″ aniqlanadi. Kesimning 3 (3′, 3″)… 7 (7′, 7″) nuqtalarini yasash 2 (2′, 2″) nuqtani yasash kabi bajariladi.



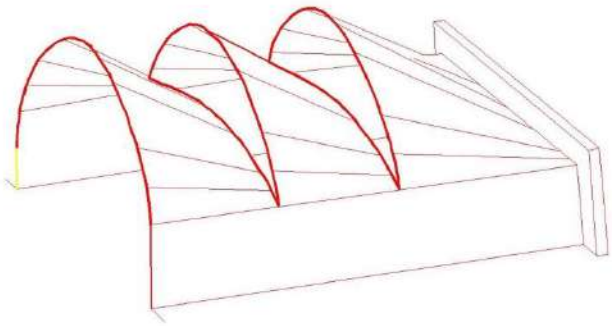
11-rasmda m (m' ,m'') yo‘naltiruvchi va yasovchilarining yo‘nalishi bilan berilgan ixtiyoriy silindrik sirtning N (N_v) frontal proyeksiyalovchi tekislik bilan kesishishi ko‘rsatilgan. Bu sirtning N (N_v) tekislik bilan kesishish chizig‘ining proyeksiyalarini yasash uchun m(m' ,m'') yo‘naltiruvchi chiziqda ixtiyoriy 1(1' 1''), 2(2' , 2''), 3(3' , 3''),….nuqtalarni belgilab, ular orqali yasovchilar o‘tkazilib, keyin bu yasovchilarning berilgan tekislik bilan kesishish nuqtalari $1_1(1_1, 1_1)$, $2_1(2_1 , 2_1)$, $3_1(3_1 , 3_1)$,….lar belgilab olinadi va ular tekis egri chiziq bilan tutashtiriladi.



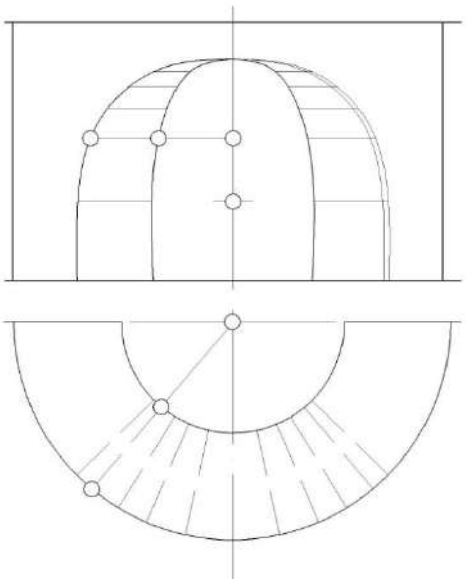
11-rasm



12-rasm



13-rasm



14-rasm

Ushbu mmaqolada uch yo‘naltiruvchi chiziqli sirtlarning hosil bo‘lishi, uning yo‘naltiruvchilarining turli ko‘rinishda berilishi bilan sirtlarni ko‘rinishi va yasalishi haqida turli ma’lumotlar beriladi. Agar yuqorida keltirilgan geometrik ma’lumotlarni umumlashtirib bir tartibga solinsa mantiqiy va nazariy nazardan quyidagi geometric klassifikatsiya hosil qilish mumkin.

Klassifikatsiya degani bir xil tushunchalar sistemasidir. Shuning uchun quyidagi tuzilgan klassifikatsiya uch yo‘naltiruvchili chiziqli sirtlar to‘g‘risida fanni o‘rganishda qulaylik tug‘diradi. Tuzilgan klassifikatsiya eskiz ko‘rinishida bo‘lib, uch yo‘naltiruvchi chiziqli sirtlardan keyingi uning xususiy hollari va xususiy hollaridan ya’na kelib chiqadigan xollarda paydo bo’lgan sirtlar aniqlovchilari to‘g‘ri kiritilgan.

Klassifikatsiyani bu holatlarida nazariy va amaliyotda turli ko‘rinishidan sirtlarni yasash mumkin.

Ushbu maqolada kreltirilgan tariflar talabalarga kompyuter grafikasi dasturlari yordamida tushuntirilganda o‘qitish samaradorligi oshadi.

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ABOUT THE USE OF THE TERM SOGD IN HISTORICAL SOURCES AND ITS MEANING

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Samarkand State University

KEYWORDS

Sogd, Sogdi, Avesta, Videvdat, Abu Ishaq Ibrahim ibn Muhammad al-Farisi al-Istakhri, Abu Tahirkhoja, Samaria, Chinese traveler Khoi Chao, Sugd paper, Arrian, Curtsy Rufus, Bactrian kingdom, Sugdian term

ABSTRACT

This article describes in detail the historical geography of Ancient Sogd term, population and territory, which is considered an important component of the statehood of our homeland located in the Zarafshan oasis, and the history of the works of the total research historians who dealt with this period of this region.

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TARIXIY MANBALARDA SUG'D ATAMASINING QO'LLANILISHI VA UNING MOHIYATI TO'G'RISIDA

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Sug'd, Sug'diy, Avesto, Videvdat, Abu Ishoq Ibrohim ibn Muhammad al-Forisiy al-Istaxriy, Abu Tohirxo'ja ,Samariya, Xitoy sayyohi Xoy Chao, Sug'd qog'ozi, Arrian, Kurtsiy Ruf, Baqtriya podsholigi , Sug'd atamasi

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada Zarafshon vohasida joylashgan vatanimiz davlatchiligining muhim tarkibiy qismi hisoblangan Qadimgi So'g'd atamasi,aholisi va hududining tarixiy geografiyasi haqida manbalar va mazkur hududning ushbu davri bilan shug'ullangan jamiki tadqiqotchi tarixchilarning asarlarining tarixi batafsil yoritilgan.

Sug'd O'rta osiyodagi qadimgi tarixiy-madaniy viloyat . Ilk marta ahamoniylar sulolasi vakillarining qoyatosh xotirot bitiklarida Sug'uda shaklida qadimgi Eron saltanatiga tobe qilingan satrapliklardan biri,mamlakat nomi sifatida qayd etilgan.Yunon manbalarida Sogdianoy. Bu shakl yunonlar tomonidan so'z tarkibidagi–anaka–tegishlilik, mansublik ma'nosini bildiruvchi nisbat qo'shimchasini so'z o'zagiga qo'shib yuborishdan paydo bo'lgan.Xitoy manbalarida –Suli. Sug'd yozuvi yodgorliklari mamlakat nomini Sug'd yoki Sg'ud shaklida ko'rsatadi Sug'dik yoki Sg'udik ,Sug'diyonak - Sg'udiyonak shakillari "Sug'dga tegishli" "Sug'diy" kabi ma'nolarda qo'llanadi. O'rta asrlarda arabiy , forsiy , turkiy manbalar mamlakat nomini "Sug'd" shaklida qo'llaydi. [1]

Eng qadimgi noyob manba bo'lmish Zardushtiylikning muqaddas kitobi Avestoning Videvdat qismida ezgulik xudosi Axuramazda yaratgan ezgu yurtlardan biri Gava deya tilga olinadi va u yerda sug'dlar yashaydi deb ko'rsatiladi.

Sug'd miloddan avvalgi I ming yillikning boshlarida O'rta Osiyoda vujudga kela boshlagan ilk davlatlardan biri bo'lib hisoblanadi. Sug'dning o'rta asrlar davri to'g'risidagi qimmatli ma'lumotlar Abu Ishoq Ibrohim ibn Muhammad al-Forisiy al-Istaxriyning "Kitob al-masalik val-mamalik" (Yo'llar va o'lkalar kitobi), Abulqosim ibn Havqal an-Nisibiyning "Kitob surat al-ard"(Yerning surati kitobi), Abu Mansur as-Saolibiyning ''Kitob latoif al-maorif''(Ajoyib ma'lumotlar haqida kitob) hamda Abu Tohirxo'janing "Samariya" kabi asarlarida uchraydi.

Kitob al-masalik val-mamalik(Yo'llar va o'lkalar kitobi) asarida Sug'dga doir qimmatli ma'lumotlar uchraydi. Asarda Sug'dga ulug'vor ta'rif beriladi. Istaxriy "Sug'dda bir saroy ko'rdim.Darvozasi ochilib devoriga mixlab qo'yilgan.Nega bunday ? deb so'radim. Aytdilar "Yuz yildan oshdi bu darvoza ochiq turadi va kecha kunduz yopilmaydi.Bir gal yuz va undan ortiq otliq to'satdan ogoxlantirmasdan kelib qoladi. Saroy egasining o'rnidan qo'zg'alishiga xojat bermaydi. Kishilar taomi, ulovlar yemishi hammasi tayyor edi.Har bir ishni bajarishga odam tayin qilingan edi. Har bir mehmonga uy egasining xursandligi yuzi yorug'ligi ma'lum bo'ldi" Bunday ishni bu yurtdan boshqa hech bir iqlimda ko'rmadim" [2]

Bundan ko'rinib turibdiki Samarqand Sug'di o'zining boshqa iqlimlarda uchramagan tomonlari bilan ajralib turgan. Bu esa shundan dalolat beradiki "Buyuk ipak yo'li"

chorraxasida joylashgan Sug'd eng muhim shaharlardan biri bo'lib hisoblangan.

Kitob surat al-ard kitobida(Yo'llar va o'lkalar kitobi) keltirilishicha Islom dini kirib kelguniga qadar Sug'd yoki as-Sug'd Zarafshon hamda Qashqadaryo hududlarini egallagan katta viloyat bo'lgan. Lekin X asrda arab manbalarida keltirilishicha as-Sug'd deganda Samarqand hamda Buxoro orasida joylashgan mayda bir tuman tushunilgan.

Kitob latoif al-maorif(Ajoyib ma'lumotlar haqida kitob) asarida "Qutayba ibn Muslim u yerga yaqinlashib qolganda,ko'zlarini qamashtirib yuboradigan nihoyatda go'zal bir manzarani ko'rib yonidagilarga shunday degan ekan :<< U go'yo moviy osmon , uning qasrlari go'yo porlab turgan yulduzlar va anhorlari xuddi Somon yo'lining o'zidir>>. Bu tashbihni juda yaxshi deb hisoblab, uning haqiqiyligiga ajablandilar.[3]

Abu Tohirxo'janing "Samariya"asarida ham Samarqand haqida qimmatli ma'lumotlar uchraydi.Asarda Samarqandning Samarqand deya atalishi to'g'risida o'zidan oldingi manbalarga tayangan holda ma'lumotlar keltiriladi. Shuningdek havosining xususiyati, yerining tuzulishi, tog'lari,g'orlari, buloqlari, qabr hamda mozorlari , masjid va madrasalari kabilarga alohida to'xtalib o'tiladi.

Sug'dning tarixiga doir yozma manbalari orasida eng muhimlaridan yana biri bu Mug' arxivi bo'lib hisoblanadi. Mug' arxivi hujjatlari VII-asr oxiri VIII- asr boshlaridagi Sug'dning siyosiy ijtimoiy -iqtisodiy va ma'daniy hayoti haqida eng muhim birlamchi manba hisoblanadi. Sug'd arxivi shaxsiy maktublar, diplomatik yozishmalar,shartnoma va bitimlar, taqvim ro'yxatlari, xojalik va hisobot qaydlaridan tashkil topgan. Bunda aks etgan voqealar Panj viloyati balki butun Sug'd va Samarqand bilan uzviy bog'liqlikda bolib o'tadi. Sug'd arxivi hujjatlari Sug'dning tarixi va taxt uchun daxldor bo'lgan Tarxun, Gurak, Afarun va Devashtich faoliyatini tahlil etishda muhim manba bo'lib hisoblanadi.

Sug'dning ilk o'rta o'rta asrlar davrini yoritishda Xitoy manbalarining ham o'rni beqiyosdir.631-632 yillarda Samarqand kelgan Xitoy rohibi Shyuan Zang(596-664) o'zining xotiralarida Sanarqand shahri uning markazi hukmdori, armiyasi iqlimi urf-odatlari, halqaro savdo munosabatlari haqida quyudagicha ma'lumotlarni keltirib o'tadi. "Samarqand (Samuojyan) davlatining hududi aylanmasiga (diametri) 1600-1700 li (921.6-679.2 km) kelar ekan. U sharqdan g'arbga qarab cho'zilgan yirik davlat hisoblanadi. Poytaxt shahrining hududi aylanmasiga 20 li (11.52 km)dan ziyod va uning devorlari nihoyatda mustahkam, aholisi katta nufuzga ega Xorijiy mamlakatlardan olib kelingan kimmatbaxo molar shu yerga to'plangan.Yerlari serhosil, dehqonchilik rivojlangan, mevalari serob, zotli otlar ko'p. Samarqandning iqlimi mo'tadil, urf -odatlari e'tiborga molik. Bu yerda barcha xorijiy mamlakatlardan kelgan odamlarni uchratish mumkin.Uzoq- yaqindan kelgan kishilar daromad olish maqsadida tinmay mehnat qilishadi.Hukmdori qobiliyatli va serg'ayrat, qo'shni davlatlar uning so'zini ikki qilmaydi.Otliq kishilari kuchli, askarlarining hammasi qo'rqmas jangchilar,ular nihoyatda g'ayratli, o'limga tik bora oladi va jangda orqaga chekinmaydi.[4]

Sug'dning geografik joylashuvi va ma'muriy jihatdan bo'linishi borasida ham turli manbalarda turlicha qarashlar mavjud.

Qadimgi Sug'dning antik davr manbalarida aytilishicha Sug'diyonaning chegarasi Janubda Amudaryoga shimolda esa Sirdaryoning yuqori oqimigacha boradi.

Ptolemey o'z asarida Sug'diyonaning janubiy chegarasi qisman Oks (Amudaryo) bo'ylab o'tadi,qisman esa Hind tog'lari deb nomlangan Kavkaz tog'lari yaqinidan (bunda Paropamis yani Hindiqush tog'larining davomi nazarda tutilgan) o'tadi. Ptolemeyning fikricha g'arbda Sug'diyona Oks orqali Marg'iyonadan ajralib turgan, shimolda Oks tog'lari uni Skifiyadan ajratib turgan, sharqda Yaksart (Sirdaryo) va Komed tog'lari Sug'diyona bilan saklar o'rtasidagi chegara bolgan.Amudaryo esa Sug'diyonaning janubiy chegarasi deya aytib o'tgan.

Xitoy rohibi Syuan Szyan Sug'd tushunchasini keng manoda qo'llab juda keng hududlarga nisbatan ishlatgan. Uning ma'lumotlarida keltirilishicha Chu daryosi vodiysidan to Qarshi vohasini Sherobod voxasidan ajratib turuvchi tog' davonidagi Temir darvozagacha Sug'd deb atagan.Lekin manbalardan ma'lum bo'lishicha bunda Sug'dning geografik joylashuvi emas balki sug'diylar yashaydigan makon,ular tarqalgan hududlarn azarda tutilgan.[5]

Yana bir Xitoy sayyohi Xoy Chao 729-yilda O'rta Osiyoda bo'lganda ikki daryo oralig'idagi aholini til xususiyatlariga qarab oltita geografik hududga ajratgan. Bular

Buxoro (An) vohasi, Ustrushona (Sao), Kesh (Shi), Choch -Iloq bilan birga (Shi-lo),Maymurg'(Mi) va Samarqand (Kan) kabilarni keltiradi.

Arab manbalarida esa Sug'dning geografik joylashuvi to'g'risida quyudagi ma'lumotlar uchraydi. Sug'd deb O'rta zarafshon (Samarqand) vohasi tushunilgan. Sharqda Panjikent g'arbda Karmana Sug'dning chegaralari bo'lgan deya ko'rsatiladi

Al-Muqaddasiyning "Ahson attaqosim fi ma'rifat alaqolim,, (Iqlimlarni o'rganish uchun eng yaxshi qo'llanma) asarida ham Sug'dning geografik chegarasi haqida ma'lumotlar uchraydi. Muqaddasiy Sug'dga Kesh va Nasafning yerlari kirganligini aytib o'tadi.

Hozirda o'rganilgan manbalardan shu ayonki Sug'd uch qismdan iborat. Poytaxti Samarqand hisoblangan Markaziy yoki Samarqand Sug'di, poytaxti Buxora shahri bo'lgan Buxoro yoki G'arbiy Sug'd, hamda Qashqadaryo Sug'di yoki Janubiy Sug'd.

Markaziy Sug'ddagi Samarqand,Panjikent,Rivdot,Bosida, Dabusiya, Ishtixon, Kushoniya,Vidor, Sog'arj,Rabinjon; Buxoro Sug'didagi Poykent, Varaxsha, Romiton, Karmana ; Qashqadaryo Sug'didagi Qarshi, Kesh, Kitob, Sangirtepa kabi shaharlar juda mashhur hisoblanib ular Buyuk ipak yo'lining rivojida betimsol xizmatlari bor.[6]

Shuni ta'kidlash lozimki o'rta asrlarda Buyuk ipak yo'lining markaziy tarmoqlari Sug'd orqali o'tgan. Sug'd xalqaro savdo munosabatlarida muhim o'rin egallagan .

VII-asrning boshlarida O'rta osiyoda bo'lgan xitoylik elchi Vey Tsze shunday deb yozgan edi " Samarqandning barcha aholisi mohir savdogar ; bola besh yoshga kirishi bilanoq unga savod o'rgata boshlaydilar o'qishni bilib olgandan so'ng uni savdo ishlarini o'rganishga majbur etadilar". Samarqand savdogarlari Yettisuvning ancha ichkarisiga va Xitoy chegaralarigacha yetib borib u yerlarda savdo-sotiq qilganlar.[7]

Sug'dning qog'ozi ham savdoda eng muhim mahsulotlardan biri bo'lib hisoblangan. Yuqorida aytib o'tilgan as-Saolibiyning Kitob latoif al-maorif asarida "Samarqandning o'ziga xos narsalaridan biri qog'oz bo'lib u Misr qog'ozini va avvallari xat yozishgan terilarni orqada qoldirib ketadi. Chunki Samarqand qog'ozi eng yaxshi, eng nafis, eng muloyim, eng qulaydir. U faqat shu yerda va Xitoydagina bo'ladi" deya aytib o'tadi.[8]

Ushbu kitobda "Tog'ir ibn Abdulloh ibn Tohir bir vaqt o'z vakillariga imzo chekilgan shunday farmonni chiqargan ekan : Agar Toharistonning saman oti, Bardaaning xachiri, Misr eshagi va Samarqand qulini uchratsangiz bu haqda bizning ra'imizni so'rab o'tirmay sotib olavering " deya aytib o'tilgan.

Ahamoniylar davri manbalari hamda antik davr mualliflarining ma'lumotlariga qaraganda miloddan avvalgi VI asr oxiri va V asr boshlarida Sug'd Doro I davrida ma'lum bir hokimlik ko'rinishida bo'lgan. Geradotning aytishicha Ahamoniylar davlatining viloyatlari ro'yxatida Parfiya, Sug'd, Xorazm va Arey(hozirgi Hirot viloyati) bilan birga 16 ta viloyat ham keltirib o'tiladi.

Arrian,Kurtsiy Ruf kabi antik davr mualliflari miloddan avvalgi VI asrda Doro III davrida Sug'dlar ham Ahamoniylar davlati tarkibida bo'lgan. Bess boshchilik qilgan Baqtriya podsholigi tarkibiga kirgan.

Xulosa o'rnida shuni aytish kerakki Amudaryodan Sirdaryogacha bo'lgan hududda joylashgan Sug'd nomining qo'llanilishi bir necha bor o'zgaradi. Amudaryo hududlari miloddan avvalgi II- asrda Baqtriya podsholigining qulashiga qadar Sug'diyonaning chegarasi dep hisoblab kelingan. Ushbu hududlarda sak toxar qabilalari o'troq bolib joylashadi va bu hududda Toxariston viloyati vujudga keladi. Bu hududga grek-makedon istilochilari bostirib kelishi oqibatida IV-asrning oxirlarida sug'dlarning bir qismi Zarafshon va Qashqadaryodan shimol va sharq tomonga ko'chib o'tadi. Shu tariqa Yettisuvda sug'diy aholi yashagan Sug'd viloyati tashkil topadi. Lekin Zarafshon vodiysida Sug'd atamasi ancha tor manoda qo'llaniladi.

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THE IMPORTANCE OF BOOKS IN THE UPBRINGING OF THE YOUNGER GENERATION

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KEYWORDS

Reading youth, religious-spiritual education, reading spirit, large-scale reforms, environment in schools, Sarah libraries

ABSTRACT

The younger generation, which is currently growing, is spiritually mature, spiritually healthy and invigorating. As long as we live in a time of intense development, of course, the role of books in the life path of the younger generation is greater than that of benihoya. In particular, the books of art, religion, Mary are acting programmatically when they find their way. Books are not an exaggeration to say that one of the main weapons in ensuring the spiritual elevation of every person. This article discusses the growing sprouts with enthusiasm in their hearts today, their attention to books and their achievement of religious-spiritual maturity.

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KITOBLARNING YOSH AVLOD TARBIYASIDAGI AHAMIYATI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

kitobxon yoshlar, diniy-ma’naviy tarbiya, kitobxonlik ruhi, keng ko`lamli islohotlar, maktablardagi muhit, sara kutubxonalar

ANNOTATSIYA/ АННОТАЦИЯ

Hozirgi kunda o`sib borayotgan yosh avlod ma’nan yetuk, ruhan jismonan sog`lom va tetikdir. Zamon shiddat bilan rivojlanayotgan bir davrda yashayotgan ekanmiz, albatta yosh avlodning hayot yo`lida kitoblarning o`rni benihoya kattadir. Jumladan, badiiy, diniy, marifiy kitoblar o`z yo`llarini topishlarida dasturil amal vazifasini o`tamoqda. Kitoblar har bir insonning ma’naviy yuksakligini ta’minlashdagi asosiy qurollardan biri desak mubolag`a bo`lmaydi. Ushbu maqola bugungi kunda qalbida shijoat bilan o`sib borayotgan nihollarning, kitoblarga bo`lgan e’tibori va diniy-ma’naviy yetuklikka erishishi to`g`risida muhokama qiladi.

Ilmga chanqoq yoshlarning qiziqishlarini, dunyoqarashini yanada kengaytirish maqsadida Yurtboshimiz Shavkat Mirziyoyev tashabbusi bilan 2018-yil 12-may kuni “ Buyuk allomalar, adib va mutafakkirlarimiz ijodiy merosini keng o`rganish va targ`ib qilish maqsadida yoshlar o`rtasida kitobxonlik tanlovlarini tashkil etish tog`risida”gi qaror imzolandi. Bu qaror kitobga qalbi oshno yosh kitobxon avlodning yana bir yutug`i bo`ldi. Bu imkoniyatlardan to`la qonli foydalana olgan yosh kitobxonlarning quvonchlari qalblariga sig`masdi. Ilm bor qalbda hamisha ezgulik hukmron bo`ladi. Yurtimiz kelajagi mana shunday ilmga chanqoq yoshlar qo`lida ekan, hech ikkilanmay buyuklik sari qadam tashlab borayotganimiz haqida mag`rur so`zlasak bo`ladi. Yoshlarning ta’lim tarbiyasida kitobning o`rni, mavqeyi benihoya kattadir. Buyuk shoir Alisher Navoiy xazratlari aytib o`tganlaridek, “Kitob - beminnat ustoz, bilim va ma’naviy yuksaklikka erishishning eng asosiy manbai”dir. O`zlikni, samimiyatni, millat ko`zgusini kitobdan qidirgan yoshlar hamisha ezgulik tomon yurib boradilar. Kitoblar haqida so`z ketarkan insonning qalbida o`zgacha orziqish mavjlanadi. Ko`p zamonlardan beri kitob o`qib, bu ajoyibot olamidan ilm nurlarini terayotgan buyuklardan, biz yosh kitobxon avlod uchun go`zal nasixatlar bisyordir.

Jumladan, quyidagilar:

1.Mutola uyqusizlikdan qutulishga yordam beradi.

2.Mutola qalbni yumshatadi.

3.Mutola insonni go`zallashtiradi.

4.Mutola xotirani va fikrlash qobliyatini yaxshilaydi.

5.Mutola ijodkorlik qobliyatini rivojlantiradi.

Yuqorida sanab o`tganlarimiz har qanday ilmga oshufta qalbni tezda o`ziga chorlashi tabiiy hol.

Kitobxonlik- ma’naviyatni, tarbiyani, diniy kamolotni yuqori cho`qqiga olib chiqadigan yo`llardan hisoblanadi. Barchamizga ma’lumki, bola asosiy tarbiyani avvalo oilada, ota-ona bag`rida oladi. Bu albatta bolaning boshlang`ich tarbiyasi hisoblanadi. Kitob – hurriyatga eltuvchi nurdir. Ma’naviy – diniy kamolotning darchasidir. Qalbga ezgulik

urug`ini ekuvchi, ko`zlarga nur-u ziyo bo`luvchi, yo`ldan adashgan polaponni to`g`ri yo`lga undovchi jamiki ezguliklar yig`indisi kitobda mujassamlashgan. Buyuklardan gap ketar ekan, doimo Петер Гилленинг kitobga bergan bir ta'rifi yodimga tushadi. Kitoblar ovozsiz muallimdirlar. Xaqiqatdan ham sirlikni o`zida jamuljam qilgan, ilohiylikni o`zida berkitib turgan, qachonki qo`lingga meni olib ochsanggina borliqning ajoyibotlaridan habardor bo`lasan deya sukunatga cho`mgan. Kitoblar – tarbiyadir, muallimdir, o`zlikni tanitgan mo`jizadir.

Mo`minlarning dur-u gavhari, qalbga iymon chiziqlarini chizishga sababchi bo`lgan yo`riqnomadir. Sirliklarni o`zida jamlagan olam – olam nurdir.

Bolaning kitobga bo`lgan muhabbati qachon ortadi? Qachonki, kitobxonlik ruhiga burkangan muhitni his qilsa. Hozirgi kunga kelib kitobxonlik ruhiga burkangan maskanlar soni ortib bormoqda. Yurtboshimizning tashabbuslari va qo`llab quvatlashlari bilan mamlakatimizda kitoblarga bo`lgan mexr, e'tibor yanada kuchayib bormoqda. Yurtboshimiz Anqarada Xalq kutubxonasi ochilishida nutq so`zladi "Dunyodagi har qaysi davlat, har qaysi xalq birinchi navbatda o`zining intelektual salohiyati, yuksak ma'naviyati bilan qudratlidir. Bunday yengilmas kuch manbai esa avvalo insoniyat tafakkurining buyuk kashfiyoti – kitob va kutubxonalarda", - dedi yurtboshimiz.

O`sib borayotgan yosh avlodling ham ma'nan, ham ruhan yetuk bilimga ega bo`lishida kitoblar dasturul amal vazifasini o`tab kelmoqda. Maktablarda o`quvchilarning kutobga bo`lgan muhabbatini oshirish maqsadida turli xil kitobxonlik kechalari tashkil etilmoqda. Bu qilinayotgan harakatlar albatta bir kun o`z natijasini ko`satishiga ishonchimiz komildir.

Yurtimizdagi eng nufuzli kutubxonalardan biri "O`zbekiston milliy kutubxonasi" hisoblanadi. Ilm nuriga burkangan ziyo maskanlarining yanada ko`payishi kitobxonlarning kitobga bo`lgan ehtiyojlarini qondirilishiga sabab bo`ladi. Yurtimizning ko`plab viloyatlarida ham mana shunday ziyo maskanlari qad rostlamoqda.

Xulosa o`rnida shuni ayta olamanki, jamiyat kitoblar degan ajoyib qobiq bilan qoplangan ekan, ertamiz go`zal, yutuqlarimiz davomli bo`ladi deya hech ikkilanishlarsiz ayta olaman. Buyuk jamiyatning buyuk shaxlari shakllanib bormoqda. Katta dengizning bir chetidagi jilovlanib turgan chashma kabi biz yosh kitobxon avlod ham jilovlanib, katta – katta dengiz bo`lib buyuklikning sirini kitoblardagi ilohiylikdan topamiz. Kitoblar bor ekan qalbimizdagi ilm olishga bo`lgan istak, ishtiyoqimiz kundan – kunga ortib boradi. Biz kitobxon yosh avlod buyuklikning sirini kitobdan qidirar ekanmiz, hech qachon boshimiz egilmagay, qaddimizni tik tutib, ziyo istab, qalbimizga ilm deb atalmish ilohiylikni joylab shaxdam yurib boramiz.

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PROBLEMS OF PROLONGING THE USEFUL LIFE OF SOLID HOUSEHOLD WASTE LANDFILLS

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KEYWORDS

solid household waste, sanitation facilities, waste heap, waste sorting, ecological culture

ABSTRACT

This article provides information on the norms of household waste generation and their transportation, as well as an analysis of the work carried out in this field.

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ҚАТТИҚ МАИШИЙ ЧИҚИНДИ ПОЛИГОНЛАРИНИ ФОЙДАЛАНИШ МУДДАТИНИ УЗАЙТИРИШ МУАММОЛАРИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

қаттиқ маиший чиқиндилар, санитар тозалаш корхоналари, чиқиндихона, чиқиндиларни саралаш, экологик маданият

ANNOTATSIYA/ АННОТАЦИЯ

Ушбу тезисда маиший чиқиндиларнинг ҳосил бўлиши ва уларнинг ташиб чиқиб кетилиши бўйича маълумотлар ва ушбу соҳада амалга оширилган ишларнинг таҳлили келтирилган.

Ҳозирги замон тараққиётида аҳоли сони тез кўпайиб бормоқда, натижада турмуш тарзида ҳосил бўлаётган қаттиқ маиший чиқиндилар(кейинги ўринларда-ҚМЧ) ҳам мутаносиб равишда ортиб бориши барча давлатлар каби бу борада республикада тегишли чоралар кўришига тўғри келмоқда.

Мисол учун дунёда аҳоли сони динамикаси қуйидагича кузатилмоқда.

1-жадвал

Аҳоли сони динамикаси

Дунё бўйича аҳоли сони		**Ўзбекистон**
1804 й	1 млрд	-
1927 й	2 млрд	-
1960 й	3 млрд	8,4 млн
1974 й	4 млрд	13,4 млн
1987 й	5 млрд	19,6 млн
1999 й	6 млрд	24,2 млн
2022 й	8 млрд	35,2 млн

Таъкидлаш жоизки, 1804 йилдан 1927 йил ва 1960 йилгача аҳоли сони 1 миллиардга кўпайган бўлса, кейинги йилларда ҳар 12-14 йилда 1-2 миллиардга кўпайиши кузатилмоқда. Натижада аҳолидан чиқаётган қаттиқ маиший чиқинди ортиб бориб, жаҳон миқёсида долзарб муаммоларга айланмоқдаки буни ечимини топиш зарурати бўлмоқда. Ўзбекистонда эса аҳоли сони жаҳонга нисбатан жуда тез суратлар билан ўсмоқда.

Атроф муҳит ва табиатни муҳофаза қилиш технологиялари илмий- тадқиқот институти мутахассислари томонидан амалга оширилган илмий-тадқиқот натижалари таҳлилларига кўра бир кишида кунига 0,75 кг чиқинди, йилда ўртача 273,7 кг чиқинди ҳосил бўлади. Аҳоли даромади ва ҚМЧ пайдо бўлиш меъёри бир бирига боғлиқ омиллардир. Шу сабабли айтиш мумкинки, туман ва қишлоқ марказларида ҳосил бўлаётган ҚМЧ миқдори вилоят марказларидагига нисбатан

камроқ бўлади.

Тарихга назар ташлайдиган бўлсак, Ўзбекистонда қаттиқ маиший чиқиндилар қуйидагича ташиб чиқарилган.

2-жадвал

Ўзбекистон Республикасида қаттиқ маиший чиқиндиларни олиб чиқиб кетилиши (минг тонна)

Т/Р	**Ҳудудлар**	**2007 й.**	**2008 й.**	**2009 й.**	**2010 й.**	**2015 й.**	**2020 й.**	**2021 й.**	**2022 й.**
1	Қорақалпоғистон Республикаси	64,5	47,4	47,9	56,4	271,0	271	263,7	277,7
2	Андижон	253,6	234,3	215,0	219,5	456,7	457	727,9	740,2
3	Бухоро	235,9	348,8	39,9	118,8	278,7	279	382,0	376.2
4	Жиззах	56,4	39,9	49,5	52,9	189,6	190	271,7	277,8
5	Қашқадарё	83,2	123,1	185,2	140,3	429,9	430	662.2	669,4
6	Навоий	108,1	323,5	383,4	136,4	144,9	145	271,6	230.9
7	Наманган	344,8	80,3	147,3	128,7	390,1	390	583,6	435,8
8	Самарқанд	189,8,	67,1	130,6	109,2	549,4	549	610,3	637,9
9	Сурхондарё	360,4	77,9	141.1	159,3	371,1	371	445,4	488,8
10	Сирдарё	69,5	57,4	72,9	70,5	122,2	122	136,5	143,9
11	Тошкент вил.	210,4	148,1	149,8	128,2	284,6	285	601,2	583.5
12	Фарғона	625,7	381,2	683,2	631,0	538,8	539	823,9	871,2
13	Хоразм	112,6	26,4	27,7	69,2	271,4	271	422,8	415,1
14	Тошкент ш.	1263,7	2066.8	2366,5	1802,0	368,3	368	815,3	668,4
	Жами	**3978,6**	**4022,2**	**4640,0**	**3822,4**	**4666.7**	**4666,8**	**7018,1**	**6816,8**

2007-2010 йилларда ҚМЧ бўйича маълумотлар етарли даражада мониторинг олиб борилмаганлиги туфайли рақамларда фарқлар бўлган.

Республикамизда 2001 йилга қадар санитар тозалаш соҳасида ишларни ташкил этиш ва мувофиқлаштириш вазифаси Коммунал хўжалиги вазирлигига юклатилган бўлиб, маиший чиқиндиларни олиб чиқиб кетиш хизматлари “Автодормехбаза” корхоналари томонидан кўрсатилган. Ушбу корхоналар балансида жами 4 мингга яқин махсус техника бўлган.

Коммунал хўжалиги вазирлиги тугатилиб, “Автодормехбаза” корхоналари хусусийлаштирилгандан сўнг санитар тозалаш соҳасидаги вазифалар маҳаллий ҳокимлик органларига юклатилган.

Кўрсатиладиган хизматлар учун тарифлар паст даражада белгиланган *(ўртача 1 250 сўм)* ҳамда соҳада инфратузилмани ривожлантириш учун маблағ ажратилмаганлиги оқибатида 10 йилдан ортиқ муддат давомида санитар тозалаш

соҳасида етарлича муаммо ва камчиликлар вужудга келган.

Соҳадаги муаммо ва камчиликларни бартараф этиш мақсадида 2013 – 2016 йилларда Ҳукуматнинг тегишли қарори қабул қилиниб (Вазирлар Маҳкамасининг 2013 йил 3 декабрдаги 315-сон қарори), Ободонлаштириш бошқармалари 1,5 мингдан ортиқ махсус техникалар билан таъминланган.

Махсус техникалардан мақсадсиз ва самарасиз фойдаланиш оқибатида 2016 йил ҳолатига аҳолининг бор йўғи 5% яни 1,3 млн. киши ёки 351 та МФЙ (Тошкент шаҳридан ташқари) маиший чиқиндиларни олиб чиқиб кетиш хизматлари билан қамраб олинган эди.

Ўтган давр мобайнида чиқиндилар билан боғлиқ ишларни амалга ошириш соҳасини мувофиқлаштирувчи ҳамда назорат қилувчи ягона давлат органининг мавжуд эмаслиги натижасида, маиший чиқиндиларни олиб чиқиб кетиш хизматини тизимли равишда ташкил этиш имконини бермаган.

Шунингдек, хизмат кўрсатилаётган абонентлар бўйича ишончли маълумотлар базаси шакллантирилмаган ва абонентлар билан тизимли равишда ҳисоб-китоблар амалга оширилмаган.

Маиший чиқиндилар билан боғлиқ ишларни амалга ошириш тизимини тубдан такомиллаштириш ва ривожлантириш ва соҳани тубдан ислоҳ қилиш мақсадида 2017 йилдан соҳага тегишли бўлган 20 та норматив-ҳуқуқий ҳужжатлар қабул қилинди.

Ўзбекистон Республикаси Президенти томонидан қабул қилинган фармон ва қарорлар асосида бошқарувчиси ва эгаси бўлмаган чиқинди соҳаси ягона иқтисодий тизим сифатида шакллантирилди ҳамда санитар тозалаш хизматлари республиканинг чекка ҳудудларида истиқомат қилувчи аҳолигача етказиб борилди.

Ўз навбатида, қабул қилинган тегишли қарорлар билан:

аҳолига санитар тозалаш хизматларини кўрсатиш учун жойларда ташкил этилган “Тоза ҳудуд” давлат унитар корхоналарида 8 минг нафардан ортиқ ёки 2016 йилга нисбатан 3,2 баробарга ортиқ аҳоли доимий иш ўринлари билан таъминланди;

давлат бюджети маблағлари ҳисобидан “Тоза ҳудуд” ДУКлар учун 1 121 та махсус техника харид қилиш ҳисобига 13 та “Тоза ҳудуд”, “Махсустранс”, “Мароқанд Обод” ДУКлар ҳамда 118 та хусусий санитар тозалаш корхоналари тасарруфидаги махсус техника воситаларининг умумий сони 3 806 тага етказилди, ушбу кўрсаткич 2016 йилдаги кўрсаткичга нисбатан 2,6 баробарга кўпдир (2016 йилда – 1 439 та махсус техника);

санитар тозалаш соҳасида инфратузилмани ривожлантириш учун 2017 – 2020 йиллар давомида жами 871,8 млрд. сўм, шундан, давлат бюджетидан 563,1 млрд. сўм, бюджетдан ташқари манбаалар ҳисобидан 16,9 млрд. сўм ва тижорат банкларининг кредитлари ҳисобидан 291,8 млрд. сўм маблағлар ажратилди.

республика ҳудудининг 90,0 фоизи санитар тозалаш хизматлари билан таъминланиб (шундан хусусий сектор улуши 19 фоизни, Тошкент шаҳридан бошқа

шаҳарларда 100 фоизни ташкил этади), 2016 йилга нисбатан 18 баробарга (2016 йилда 5 фоиз), 2019 йилга нисбатан 1,3 баробарга (2019 йилда 69 фоиз) ортди.

Шу билан бирга:

санитар хизмат кўрсатиш доираси кенгайтирилиши ҳисобига 2020 йил давомида санитар тозалаш корхоналари бўйича аҳолидан тушган тушум миқдори 370,8 млрд. сўмгача етказилиб, бу кўрсаткич 2019 йилга (284,2 млрд. сум) нисбатан 1,3 баробарга ҳамда 2016 йилдаги (28,8 млрд. сўм) кўрсаткичга нисбатан 13 баробарга ортди;

республикада бир йилда ўртача ҳосил бўлаётган 7,1 млн. тонна маиший чиқиндиларнинг 1,8 млн. тоннаси қайта ишлашга жалб қилиниб, қайта ишлаш даражаси 9 фоиздан 32,4 фоизгача етказилди (2019 йилда 1,2 млн. тонна, 17 фоиз қайта ишланган);

чиқиндиларни ташиб кетиш учун тадбиркорларга ҳудудларни давлат-хусусий шериклик асосида жалб қилиш механизмлари яратилмоқда. Шу билан бир қаторда, 2020 йил давомида 28 мингдан ортиқ чиқиндилар билан боғлиқ қонунчилик талаблари бузилган ҳолатлар аниқланган. Ушбу ҳолатлар юзасидан фуқаролар ҳамда мансабдор шахсларга нисбатан маъмурий чоралар қўлланилиб, 3,7 млрд. сўм миқдорида жарималар қўлланилди.

Давлат ва нодавлат ташкилотлар билан ҳамкорликда, маҳалла ва ижтимоий объектларда чиқиндилар билан боғлиқ ишларни амалга ошириш соҳасидаги қонунчилик талабларини тушунтириш, аҳолининг экологик маданиятини оширишга йўналтирилган жами 17 881 та семинар, учрашув ва давра суҳбатлари ўтказилди, 1 073 та радио эшиттиришлар ва 755 та телекўрсатувлар тайёрланди ҳамда газета ва журналларда 927 та мақолалар нашр этилди.

Бугунги кунда, ҳудудларда санитар тозалаш фаолиятини олиб борувчи корхона ва ташкилотларга тегишли қаттиқ маиший чиқиндиларни кўмишга мўлжалланган 239 та полигонлар мавжуд , эгаллаган ер майдони қарийб 1,7 минг гектар, тўпланган чиқиндилар ҳажми 90,1 млн. тоннани ташкил этади. Шундан 44 та полигон рекультивация қилиниб, ҳокимият ер захирасига топширилди. Қолган 195 қаттиқ маиший чиқинди полигонларини ҳолати таҳлил қилинганда 30 таси иш фаолияти тўхтатилган, 26 таси 56 фоизга 87 таси 71 фоизга, 52 таси 80-85 фоизга тўлган.

Қаттиқ маиший чиқиндихоналар бўйича олиб борилган мониторинг натижалари шуни кўрсатмоқдаки 2018-2022 йилларда янги 19 та, маиший чиқинди полигони 113 гектар майдонда ташкил этилди.

Жумладан 2018 йилда 11 та 52 га, 2019 йилда 3 та 28 га ва 2020 йилда 5та 33 га майдонда.

Шундан, Жиззах вилоятида 4 та 40 га майдонда, Сирдарё вилоятида 7 та 38 га майдонда, Самарқанд вилоятида 2 та 12 га майдонда, Навоий вилоятида 2 та 4 га майдонда, Сурхондарё вилоятида 1 та 4 га майдонда, Тошкент вилоятида 1 та 3 га

майдонда ва Хоразм вилоятида 1 та 2 гектар майдонда. Ушбу маълумотлардан кўриниб турибдики келгусида бу кўрсатгичлар кенгайиши мумкин.

Амалиётда кўпгина чиқиндихона майдонларидан лойиҳа муддатидан кўпроқ фойдалинилмоқда, чиқиндихоналарнинг аксарият қисми техник ва санитар хавфсизлик қоидаларига риоя қилинмаган ҳолда қурилган, қолаверса махсус техникалар етишмайди.

Шу муносабат билан Тошкент шаҳрига қарашли бўлган 1967 йилда ташкил этилган Оҳангарон туманидаги 59 га қаттиқ маиший чиқиндихона тўлаётганлиги муносабати билан Жанубий Корея давлатининг инвестицияси асосида янги ташкил этилаётган 30 гектарли чиқиндихона замонавий лойиҳа бўйича ишлар бошлаб юборилди.

Қаттиқ маиший чиқиндихоналарни фойдаланиш муддатини узайтириш бизнинг фикримизча қуйидагилардан иборат бўлиши лозим:

чиқиндиларни саралаш тизимини тадбиқ қилишни ташкил қилиш учун комплекс чора - тадбирларни амалга ошириш;

чиқиндиларни бошқариш учун замонавий технологияларни жорий этиш йўли билан уларни чуқур қайта ишлашга эришиш;

маиший чиқиндиларни экологик жиҳатдан тоза сақлаш;

чиқиндихоналарнинг атроф - муҳитга салбий таъсирини камайтириш;

аҳоли пунктларининг санитар ва экологик ҳолатини яхшилаш;

мавжуд полигонларни келгусида рекультивация қилиш ва ерларни фойдаланишга қайтариш;

Шунингдек ижтимоий аҳамиятидан келиб чиқиб санитар-эпидемиологик вазиятни яхшилаш ҳисобига аҳолининг касалланиш даражасини пасайтириш, янги ишчи ўринларини яратиш, аҳолини экологик маданияти, саводхонлигини ва хабардорлигини ошириш зарур.

Маиший чиқиндиларни морфологик таркибидан иккиламчи ресурсларни қайта ишловчи корхоналар тизимини жадал ривожлантириш вақти етиб келди. Бунинг учун тадбиркорларни имтиёзлар берилиши билан қўллаб қувватлаш мақсадга мувофиқ.

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PSYCHOLOGICAL ASPECTS OF FAMILY STRENGTH IN UZBEK FAMILIES

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KEYWORDS

family, complete family, incomplete family, family strength, family relations, family values

ABSTRACT

This article provides information on the psychological aspects of family strength in Uzbek families.

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O’ZBEK OILALARIDA, OILA MUSTAHKAMLIGINING PSIXOLOGIK JIHATLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

oila, to'liq oila, to'liq bo'lmagan oila, oila mustahkamligi, oilaviy munosabatlar, oilaviy qadriyatlar

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada o‘zbek oilalarida, oila mustahkamligining psixologik jihatlari haqida ma’lumot berilgan.

Oila ijtimoiy hayotning abadiyligini, avlodlarning davomiyligini, tarbiyaning uzluksizligini ta’minlaydigan, kelajak nasl qanday bo‘lib yetishishiga o‘z ta’sirini ko‘rsatadigan ijtimoiy makon va pedagogik omil vazifasini o‘taydi. Inson oilada shakllanadi. Oila muhabbat, hurmat, birdamlik va mehribonlik manbai. Aynan shu qadriyatlarga har bir rivojlangan jamiyat suyanadi.

Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 1993 yil 20 sentyabrdagi yalpi yig‘ilishida 1994 yildan boshlab 15 mayni “Xalqaro oila kuni” sifatida nishonlashga kelishilganligini o‘zi ham bu masalani xalqaro miqiyosida qanchalik dolzarb ekanligidan dalolat berib turibdi. Barcha davrlarda ham davlat va jamiyat g‘amxo‘rligi oilalarning mustahkamligi va tinchligiga asos bo‘lgan. Shu bois mamlakatimizda 1998 yil “Oila yili”, 2012 yil “Mustahkam oila yili”, 2016 yil “Sog‘lom bola va ona yili” deb e’lon qilinganligi hamda Respublikamizda oila institutini mustahkamlash konsepsiyasi qabul qilinishi, O‘zbekiston Respublikasi Prezidentining 27.06.2018 yildagi PQ-3808-son qarori bilan uning ustuvor vazifalari va amalga oshirish bo‘yicha chora-tadbirlar tasdiqlanishi, shuningdek, 2019 yildan boshlab har yili 15 mayda mamlakatimizda Xalqaro oila kuni nishonlanishi davlatimizdagi oilaviy muhit va uni mustahkamlash uchun qilinayotgan amaldagi sa’y-harakatlarning yaqqol na’munasidir.

Prezidentimiz Sh.M.Mirziyoyev ta’kidlaganlaridek, “Biz uchun muqaddas bo‘lgan oila asoslarini yanada mustahkamlash, xonadonlarda tinchlik – xotirjamlik, ahillik va o‘zaro hurmat muhitini yaratish, ma’naviy – ma’rifiy ishlarni aniq mazmun bilan to‘ldirishdan iborat bo‘lmog‘i zarur”.

Mamlakatimizda oilalar mustahkamligini, ularda ijtimoiy-ma’naviy muhit barqarorligini ta’minlash, jamiyat farovonligini yuksaltirishga qaratilgan tizimli islohotlar amalga oshirilmoqda. Konstitutsiyamizda ham oila to’g’risida alohida bob ajratilib, oila manfaatlari muhofaza qilinayotganligi va oila mustahkamligi tamoyillari belgilanib, kafolatlanganligi bejiz emas.

O’zbekiston Respublikasi Prezidentining 2018 yil 2 fevraldagi “Xotin-qizlarni qo’llab-quvvatlash va oila institutini mustahkamlash sohasidagi faoliyatni tubdan takomillashtirish chora-tadbirlari to’g’risida”gi PF-5325-sonli Farmoni ham oila mustahkamligini ta’minlash,

xotin-qizlarning oila va jamiyatdagi rolini oshirish, huquq va manfaatlarini himoya qilishga qaratilganligi bilan ham ahamiyatlidir.

Hozirgi vaqtda nikoh tuzish shartlari haqida to’xtalib o’tadigan bo’lsak, O’zbekiston Respublikasining Oila kodeksi 14 va 15-moddalariga muvofiq, nikoh ixtiyoriy ravishda nikoh yoshiga (erkaklar uchun 18 yosh, ayollar uchun 17 yosh) yetgandan so’ng tuziladi. Shuningdek, Oila kodeksining 13-moddasiga muvofiq, muhim qaror ustida o’ylab ko’rishlari uchun nikohlanayotganlarga ariza berilgan kundan boshlab 1 oy vaqt beriladi.

Oila va nikoh munosabatlarini yanada yanada mustahkamlash sohasida O’zbekiston Respublikasi Prezidentining 2020 yil 18 fevraldagi “Jamiyatda ijtimoiy-ma’naviy muhitni sog’lomlashtirish, mahalla institutini yanada qo’llab-quvvatlash hamda oila va xotin-qizlar bilan ishlash tizimini yangi darajaga olib chiqish chora-tadbirlari to’g’risida”gi PF-5938-son Farmoni hamda 2020 yil 18 fevraldagi “O’zbekiston Respublikasi Mahalla va oilani qo’llab-quvvatlash vazirligi faoliyatini tashkil etish to’g’risida”gi qarorining qabul qilinganligi ham mazkur sohadagi islohotlarni yangi bosqichga ko’taruvchi muhim qadam bo’ldi.

Oila jamiyatning hujayrasi (kichik ijtimoiy guruhi), shaxsiy hayotni tashkil etishning eng muhim shakli bo'lib, nikoh ittifoqi va oilaviy aloqalarga asoslangan, ya'ni. er va xotin, ota-onalar va bolalar, aka-uka va opa-singillar va boshqa qarindoshlar o'rtasidagi munosabatlar yagona oila byudjeti asosida umumiy uy xo'jaligini yuritadi. Oilaviy hayot moddiy va ma'naviy jarayonlar bilan tavsiflanadi. Oila turiga ko'ra to'liq, to'liq bo'lmagan, yadroli, farzandsiz, katta, yosh va boshqalarga bo'linadi. Muayyan oilaga xos bo'lgan ko'proq yoki kamroq barqaror hissiy kayfiyat odatda psixologik iqlim deb ataladi (psixologik atmosferaning sinonimi). Bu oilaviy muloqotning oqibatidir, ya'ni oila a'zolarining kayfiyati, hissiy kechinmalari va tashvishlari, bir-biriga, boshqa odamlarga, mehnatga, atrofdagi voqealarga bo'lgan munosabati natijasida yuzaga keladi.

Ko'pgina tadqiqotchilar oilaviy psixologik iqlimning ikki turini ajratib ko'rsatishadi: qulay va noqulay. Uzoq muddatli kuzatishlar shuni ko'rsatadiki, oilalarning sezilarli qismi qarama-qarshi psixologik iqlimga ega.

Qulay psixologik iqlimning boshlang'ich asosi nikohning uyg'unligi, birinchi navbatda, er va xotinning g'oyaviy va axloqiy qarashlarining umumiyligi kabi tarkibiy qismdir. Qulay psixologik iqlim quyidagi xususiyatlar bilan tavsiflanadi: birdamlik, har bir a'zoning shaxsiyatini har tomonlama rivojlantirish imkoniyati, oila a'zolarining bir-biriga nisbatan yuqori mehribon talabchanligi, xavfsizlik va hissiy qoniqish hissi, o'z oilasiga tegishli ekanligidan faxrlanish. oila, tamoyillarga rioya qilish, mas'uliyat.

Psixologik iqlim qulay bo'lgan oilada uning har bir a'zosi qolganlarga muhabbat, hurmat va ishonch bilan, ota-onalarga - shuningdek hurmat bilan, zaiflarga - har qanday daqiqada yordam berishga tayyor.

Oila a'zolarining bo'sh vaqtlarini uy davrasida o'tkazishga, hamma uchun qiziqarli mavzularda suhbatlashishga, uy vazifalarini birgalikda bajarishga, har bir kishining savobli va yaxshi ishlarini ta'kidlashga, yoqimli kayfiyat taqdim etishga intilishi oiladagi qulay psixologik muhitning muhim ko'rsatkichidir. bir-biriga kutilmagan hodisalar, birgalikda

sayohat qilish.

Oiladagi noqulay psixologik iqlim ruhiy tushkunlik, janjal, ruhiy zo'riqish, ijobiy his-tuyg'ularning etishmasligiga olib keladi. Agar oila a'zolari bu vaziyatni yaxshi tomonga o'zgartirishga intilmasa, oilaning mavjudligi muammoli bo'ladi.

Oiladagi hayot undagi muloqotsiz, er va xotin o'rtasidagi, kundalik munosabatlar jarayonida ota-onalar va bolalar o'rtasidagi muloqotsiz mumkin emas. Oiladagi muloqot - bu oila a'zolarining bir-biriga munosabati va ularning o'zaro ta'siri, ular o'rtasida ma'lumot almashishi, ma'naviy aloqasi.

Oiladagi muloqot spektri juda xilma-xil bo'lishi mumkin. Unda ish, uy-roʻzgʻor, salomatlik, doʻstlar va tanishlar hayoti haqida gapirishdan tashqari, farzand tarbiyasi, san'at, siyosat va hokazolar bilan bogʻliq masalalar muhokama qilinadi.

Turmush o'rtoqlarning muloqotdan qoniqishi ularning qarashlari va qadriyatlarining muvofiqligi darajasiga bog'liq. Hech shubha yo'qki, asabiylashish, nomutanosiblik, izolyatsiya va boshqa salbiy xarakterli xususiyatlar oilaviy muloqotning yomon sheriklari hisoblanadi.

Sotsiologik tadqiqotlar shuni ko'rsatadiki, oiladagi normal munosabatlarda turmush o'rtoqlar odatda har doim o'z qayg'ularini o'zaro baham ko'rishadi va ma'naviy va psixologik yordam olishadi, bu noto'g'ri oilalar haqida gapirish mumkin emas.

Biroq, oilada ideal muloqot yo'q; faqat rozilikdan iborat bo'lgan muloqot. Nikoh munosabatlari muqarrar ravishda qarama-qarshiliklardan o'tadi: janjallar, nizolar va boshqalar. Bunday hollarda, turmush o'rtoqlar bir-birining pozitsiyasini tushunishlari, o'zlarini uning o'rniga qo'yishlari juda muhimdir.

Oilaviy muloqotda axloqiy tamoyillar juda muhim, ularning asosiysi boshqasiga, uning "meni" ga hurmat. Ko'pincha, ishdagi og'ir kundan so'ng, turmush o'rtoqlar o'zlarining yomon kayfiyatlarini yaqinlariga etkazishga, to'plangan g'azabni bosishga harakat qilishadi. Ular norozi bo'lishni, haqorat qilishni, izoh berishni, baqirishni boshlaydilar.

Bunday tushirish natijasida, oqibatlar og'ir bo'lishi mumkin bo'lsa-da, odam vaqtinchalik yordam olishi mumkin. Ba'zilar o'zlarining noto'g'riligi va o'zini tuta olmasliklari uchun pushaymonlik bilan azoblana boshlaydilar. Boshqalar - nohaq ayblovlar va tanbehlar uchun norozilik. Natijada, bu oilaning buzilishiga hissa qo'shadi.

Ba'zan murosaga kelish yaxshi, ya'ni. bir-biriga yon berish. Boshqalarning xato qilish huquqi sifatida o'z xatolaringizni tan olish ham juda muhimdir. O'z fikrlaringizni tez-tez baham ko'rish, maqtov, yaxshi so'zlarni tejamaslik juda muhimdir.

Er va xotin o'rtasidagi yaxshi bo'lmagan munosabatlar yomon oqibatlarga olib keladi. Psixologlar nikohdagi nizolar va nevropsikiyatrik kasalliklar o'rtasida bog'liqlik borligini aniqladilar. Oilada o'zaro tushunishning yo'qligi depressiyaga, begonalashuvga, psixologik va jismoniy holatning yomonlashishiga va insonning mehnat qobiliyatining sezilarli darajada pasayishiga olib keladi. Muloqot qilmaslik oilani buzishi mumkin. Muloqot madaniyatining asosiy tarkibiy qismlari empatiya, bag'rikenglik, muvofiqlik, xayrixohlikdir.

Muloqot qilishning o'ziga xos qobiliyati - bu pozitsiyalar har xil bo'lsa ham, boshqasining qadr-qimmatini tan olish qobiliyati. Faqat shu tarzda oilaviy hayotda uyg'unlikka erishish mumkin.

Oilada, kattalardan tashqari, bolalar ham etarli darajada muloqotga muhtoj. Muloqot bola shaxsini shakllantirishning asosiy omillaridan biridir. Muloqotga bo'lgan ehtiyoj tug'ilishdan boshlab chaqaloqda paydo bo'ladi. Allaqachon 2 oyligida onasini ko'rib, yuzi tabassum bilan yorishadi.

Ota-onalar va bolalar o'rtasidagi aloqa ularning har tomonlama rivojlanishi uchun katta ahamiyatga ega. Ota-onalari bilan muloqot qilish imkoniyatidan mahrum bo'lgan bolalar xatti-harakatlarini o'z-o'zini tartibga solishning past darajasi bilan ajralib turishi, kattalarning ularga murojaatiga nisbatan sezgirligi oshishi va tengdoshlari bilan muloqot qilishda qiyinchiliklarga duch kelishi isbotlangan.

Ko'pgina oilalarda, aksariyat hollarda, bolalar otalariga qaraganda onasi bilan tez-tez muloqot qilishadi. Ota bilan suhbatlar qisqa muddatli. Ba'zi bolalar otalari va onasi bilan ishonchli munosabatlarga ega emaslar. Ko'pincha bu turmush o'rtoqlar va ota-onalar va bolalar o'rtasida yaqin ma'naviy aloqalar o'rnatilmagan oilalarda sodir bo'ladi. Bunday oilalarda turmush o'rtoqlardan birining irodasi asosiy narsa bo'lib, boshqa oila a'zolari bilan munosabatlar buyruq, bo'ysunish va haqoratga asoslanadi. Bu bolalarning to'liq muloqot qilish qobiliyatini shakllantirishga salbiy ta'sir qiladi.

Shunday qilib, ota-onalar o'z farzandlarini insoniy muloqot qilish qobiliyatini tarbiyalash uchun mas'uldirlar, chunki. Bolalar muloqotning tabiatini oilada o'rganadilar. Bundan tashqari, barcha oila a'zolarining axloqiy va psixologik farovonligi ko'p jihatdan turmush o'rtoqlarning muloqot qilish qobiliyatiga bog'liq.

Har bir oilaning ma’naviyat darajasi ma’lum. Bu daraja qanchalik yuqori bo'lsa, oilaning birlashishi, qobiliyat va qiziqishlarini rivojlantirish, uning a'zolarining madaniy ehtiyojlarini qondirish, bolalarni muvaffaqiyatli tarbiyalash, boy axloqiy va hissiy-estetik hayot kechirish uchun sabablar ko'proq. Oilaning ma'naviy qadriyatlari, birinchi navbatda, uning g'oyaviy va axloqiy asoslarini, kollektivistik munosabatlarni, psixologik iqlimni, oila ichidagi va tashqi dunyo bilan muloqotni, ommaviy axborot vositalari, adabiyot va san'at bilan aloqalarni, kundalik estetikani o'z ichiga olishi kerak. hayoti, tarbiyaviy salohiyati, intellektual intilishlari.

Fuqarolik birligi va barqaror axloqiy munosabatlar oilaning har bir a'zosiga, ayniqsa, bolalarga har tomonlama kuchli ta'sir ko'rsatadi. Bolalarning ota-onalar va oqsoqollar bilan haqiqiy ma'naviy yaqinligi shunday munosabatlardirki, bunda kattalar bolaga o'z qalbining eng samimiy boyliklarini beradi, fidokorona, evaziga hech narsa talab qilmasdan beradi va bola, o'z navbatida, eng yaxshi narsalarni o'zlashtiradi. kattalarni his-tuyg'ularining shifobaxsh musaffoligi bilan boyitadi, unga qalbining mohir sirlarini ochib beradi. Bu shaxsning har tomonlama shakllanishiga ijobiy ta'sir ko'rsatadigan yaxshi oila ichidagi munosabatlardir.

Oila an'analari - avloddan-avlodga o'tib kelayotgan odatiy oilaviy me'yorlar, xatti-

harakatlar, urf-odatlar va munosabatlar. Oilaviy an’ana va marosimlar, bir tomondan, sog‘lom (V.Satir ta’rifi bilan) yoki funksional (E.G.Eydemiller va boshqa tadqiqotchilar tomonidan ta’riflangan) oilaning muhim belgilaridan biri bo‘lsa, ikkinchi tomondan, oilaning borligidir. oilaviy an'analar oila ichidagi o'zaro munosabatlar qonunlarini oilaning keyingi avlodlariga o'tkazishning eng muhim mexanizmlaridan biridir: oilaviy hayotning barcha sohalarida rollarni taqsimlash, oila ichidagi muloqot qoidalari, shu jumladan hal qilish usullari. ziddiyatlar va yuzaga keladigan muammolarni bartaraf etish. Oilaviy an'ana va marosimlar ijtimoiy, diniy va tarixiy an'ana va marosimlarga asoslanadi, lekin ijodiy ravishda o'zgartiriladi va o'z-o'zidan to'ldiriladi, shuning uchun ular har bir oila uchun o'ziga xosdir.

O‘zbekistonda oila eng muhim hayotiy qadriyatlardan biridir. Aholini takror ishlab chiqarish, yosh avlodni tarbiyalash, turmush tarzini shakllantirish, tarixan shakllangan an’ana va urf-odatlarni saqlash asosan oilalarda amalga oshiriladi. 2017-yil O‘zbekistonda “Xalq bilan muloqot va inson manfaatlari yili” deb e’lon qilindi. 2017-yil sharafiga qabul qilingan Davlat dasturida aholi bilan bevosita muloqot qilindi, oilaning ijtimoiy-ma’naviy muhiti o‘rganildi. Respublika “Oila” ilmiy-amaliy markazi tomonidan oilaning ijtimoiy-psixologik jihatlarini o‘rganish maqsadida so‘rovnoma tuzildi. Anketa 38 ta savoldan iborat bo‘lib, unda oilaning barcha dolzarb jihatlari, oilaviy munosabatlar, farovon oila muhiti hisobga olindi. Tadqiqotlar natijalari shuni ko‘rsatadiki, O‘zbekistonda oila-nikoh munosabatlari va umuman aholining oila tarkibi sog‘lom asosda shakllanadi, bu jarayonlarga o‘rnatilgan an’analar va shu bilan birga, yangi global jarayonlar ta’sir ko‘rsatadi. oila va nikoh bilan bog'liq.

Foydalanilgan adabiyotlar.

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WAYS TO IMPROVE THE EFFICIENCY AND QUALITY OF MATHEMATICS LESSONS IN ELEMENTARY GRADES

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KEYWORDS

improving the quality of education, mathematical education, junior schoolchildren, formation, teaching methods, universal learning activities

ABSTRACT

In the main directions of the implementation of education in primary and secondary schools, the tasks of improving the quality of education, educating students and preparing them for work are set. Now the issue of improving the efficiency and quality of lessons in elementary school is becoming even more relevant. Currently, there are various ways to improve the efficiency and quality of lessons, such as non-standard lessons, the use of various teaching technologies, the organization of independent work of students in the classroom and other ways.

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ПУТИ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ И КАЧЕСТВА УРОКОВ МАТЕМАТИКИ В НАЧАЛЬНЫХ КЛАССАХ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

повышение качества образования, математическое образование, младший школьник, формирование, методические приемы, универсальные учебные действия

ANNOTATSIYA/ АННОТАЦИЯ

В основных направлениях реализации обучения в начальной и общеобразовательной школах ставятся задачи повышения качества обучения, воспитания учащихся и подготовки их к труду. В настоящее время появились различные пути повышения эффективности и качества уроков такие, как, нестандартные уроки, применение различных технологий обучения, организация самостоятельных работ учащихся на уроке и другие пути.

Введение

Сейчас вопрос о повышении эффективности и качества уроков становиться еще более актуальным. В настоящее время появились различные пути повышения эффективности и качества уроков такие, как, нестандартные уроки, применение различных технологий обучения, организация самостоятельных работ учащихся на уроке и другие пути.

Урок как организационная форма обучения обеспечивает возможность достижения высокого качества усвоения знаний. Поэтому становится важным повышать эффективность и качества уроков математики.

Цель: выявить пути повышения эффективности и качества уроков математики в основной школе

Проблема эффективности обучения имеет самостоятельное значение. Были определены важнейшие характеристики эффективного обучения: достижение полноты, адекватности, глубины и систематичности знаний; формирование умений высокой степени обобщенности; влияние знаний и умений на потребности, взгляды, убеждения ученика.

Существенное значение имеет вывод, что об эффективности обучения нельзя судить только по результатам усвоения, так как эффективность непосредственно связана с оптимальностью. Один и тот же уровень усвоения может свидетельствовать о разных по оптимальности способах преподавания.

Существует много приемов, способствующих развитию устойчивого интереса к изучению математики в школе. Один из таких приемов-сочетание в задачах решаемых на внеклассных занятиях, мира сказки с неизведанным загадочным миром математики. При решении математических задач, в которых действующими лицами являются герои любимых сказок, рассказов или мультфильмов, учащиеся проявляют большой интерес, считают себя активными участниками событий, происходящих с их знакомыми персонажами.

В этой ситуации дети легче воспринимают текст задачи, несмотря на то, что он

обычно бывает длиннее, и непременно хотят помочь своим любимым героям в трудной ситуации. А трудная ситуация в этих случаях - это нерешенная задача. Бывает, что задача решена самими персонажами сказки, но тем не менее предлагается детям тоже поразмыслить над решением и найти его. Дружба дружбой, а задачи надо уметь решать всем.

Для того чтобы повысить эффективность познавательной деятельности учащихся, необходимо принять на уроке различные приемы обучения. Стараться вести урок эмоционально, вызывая у детей радость от сознания того, что они узнают что-то новое.

Для повышения эффективности усвоения материала по математике нужно приучать детей к объяснению своих действий, сравнению, сопоставлению материала.

Повышению плотности урока математики способствуют карточки и перфокарты, которые изготовляют с учащимися на уроках трудового обучения. Карточки помогают проводить самостоятельные работы.

Процесс воспитания самостоятельности мышления школьников -сложный и длительный, поэтому уже в начальной школе целесообразно уделять этому должное внимание. Для этого рекомендуется использовать личный опыт учащихся, обобщение вариативного материала по изучаемому вопросу, взаимосвязь теории и практики и т.п.

При обучении в начальных классах наиболее распространена беседа. Это объясняется прежде всего психологическими особенностями детей младшего школьного возраста. Вопрос стимулирует внимание детей, позволяет включать их в коллективную работу класса и осуществлять руководство познавательной деятельностью детей.

Рассматривая метод как совокупность приемов деятельности учителя и учащихся, Ю.К. Бабанский пишет, что «метод беседы включает в себя приемы постановки вопросов в определенной логической последовательности, приемы постановки наводящих вопросов, приемы активизации всех учеников в беседе, приемы коррекции ошибочных ответов, приемы формулирования выводов, обобщений, оценки деятельности учащихся».

Совершенствование преподавания математики в начальной школе зависит не только от структуры урока, но и от методов обучения математике. Поэтому между ними должна быть координация.

Организация самостоятельных работ учащихся на уроке

Самостоятельная работа учащихся т. е. их работа в отсутствии учителя или по крайней мере без обращения к его помощи в течении какого-то промежутка времени, является важнейшей частью всей работы по изучению математики. Многие вопросы школьного курса математики могут быть успешно изучены учащимися самостоятельно с помощью учебника, так как учебник имеет обучающую функцию,

во многом аналогично функции учителя. Но от учителя зависит сделать процесс приобретения знаний с помощью учебника более успешным – научить учащихся самостоятельно приобретать знания, научить их учиться.

Наиболее распространенными являются следующие виды работы с учебником: 1) чтение текста вслух; 2) чтение текста про себя; 3) воспроизведение содержания прочитанного вслух; 4) обсуждение прочитанного материала; 5) разбиение текста на смысловые части (в начале с помощью учителя, потом самостоятельно), выделение главного; 6) самостоятельное составление плана прочитанного, который может быть использован учеником при подготовке к ответу; 7) работа с оглавлением и предметным указателем; 8) работа с рисунками и иллюстрациями; 9) работа над понятием, термином; 10) составление конспекта схемы, таблицы, графика на основе материала, изученного по учебнику.

Как правило, почти на каждом уроке математики проводятся самостоятельные работы тренировочного характера для закрепления изученного, для его применения, для овладения необходимыми умениями и навыками. Они состоят обычно из типовых упражнений и задач (т. е. заданий, выполняющих по «образцу»), аналогично тем, которые выполнялись с помощью учителя. Это могут быть также: самостоятельное воспроизведение известных учащимся выводов формул, доказательства теорем, составления таблиц и т. п., составление задач и упражнений самими учащимися, организация работы над ошибками.

Существуют различные трактовки терминов «задача» и «математическая задача», одна из них звучит так: «математическая задача» - это математический вопрос, ответ на который не является непосредственным и не может быть получен путем прямого применения известных схем.

Задачу можно считать решенной тогда и только тогда, когда найденно решение: 1) безошибочно, 2) обосновано, 3) имеет исчерпывающий характер.

Эти требования являются совершенно категорическими: если не выполнено хотя бы одно из них, то решение считается вовсе непригодным или неполноценным.

Одним из важных видов самостоятельной работы является выполнение домашних заданий, используемых, главным образом, для закрепления изученного. Для организации этой работы необходим четкий инструктаж о том, как и, что делать дома, желательно информировать родителей о том, как учащиеся должны готовить домашние задания по математике, как они должны работать книгой, вести тетрадь и т. д.

Математические и учебные задачи становятся ядром любой самостоятельной работы учащихся на уроках математики.

Мы можем сделать вывод, что самостоятельная работа, как метод обучения может использоваться на всех этапах процесса обучения математике, но во всех случаях, как уже отмечалось выше, необходимо учить учащихся приемам самостоятельной работы.

Использование различных технологий организации обучения

Коллективный способ обучения

Чтобы использовать коллективную форму учебных занятий необходимо уточнить, чем она отличается от групповой и парной учебной работы. Работа ученика над выполнением домашней работы, сочинением, чтением текста – это индивидуальная форма организации учебного процесса т. к. ученик не вступает в контакт с учителем или другим учеником.

Парная форма организации обучения – предполагает, что два человека занимаются друг с другом и ни с кем больше. В паре может происходить взаимопомощь, взаимопроверка, сотрудничество.

Групповая форма – процесс при котором один человек(ученик или учитель) учит одновременно несколько человек группы. Состав группы от 3 до 30 человек.

Коллективная форма организации занятий требует перестройки работы учителя и учащегося: нужно научить работать в парах т. е. по очереди со всеми, вести учет, планировать свое работу и работу класса управлять деятельностью школьников, формулировать педагогическое мастерство учащихся.

Проведение уроков в нестандартной форме

С традиционными формами организации учебного процесса рассматривается целая палитра «нестандартных» уроков. Рассмотрим некоторые из них:

Урок-дискуссия

В основе урока-дискуссии лежит обсуждение спорных вопросов, проблем, различных подходов при аргументации суждений, решений задач и т. д. В зависимости от числа участников полемики различают дискуссии-диалоги, групповые, а также массовые дискуссии. На этапе подготовки такого урока учитель должен четко сформулировать задание, раскрывающее сущность проблемы и возможные пути ее решения.

Урок-консультация

На уроке этого типа проводиться целенаправленная работа не только по ликвидации пробелов в знаниях учащихся, но и по развитию их умений. В зависимости от содержания и назначения выделяют тематические и целевые уроки-консультации. На консультации сочетаются различные формы работы с учащимися: индивидуальная, групповая, фронтальная.

Интегрированный урок

Наиболее общая классификация интегрированных уроков по способу их организации входит в иерархию ступеней интеграции, которая, в свою очередь, имеет следующий вид:

-конструирование и проведение урока двумя и более учителями разных дисциплин;

-конструирование и проведение интегрированного урока одним учителем, имеющим базовую подготовку по соответствующим дисциплинам;

-создание на этой основе интегрированных тем, разделов и, наконец, курсов.

Урок-соревнование

В основе этого урока лежит состязание команд при ответах на вопросы или решении чередующихся заданий, предложенных учителем.

В организации и проведении урока-соревнования выделяют три основных этапа: подготовительный, игровой и подведение итогов. Для каждого конкретного урока эта структура детализируется в соответствии с содержанием используемого материала и особенностями сюжете состязания.

Урок с дидактической игрой

Речь идет об уроке, в инструкцию которого в качестве самостоятельного структурного элемента включена дидактическая игра. Основа дидактической игры - ее познавательное содержание. Она заключается в усвоении знаний и умений, которые применяются при решении учебной проблемы, поставленной игрой. Дидактическая игра имеет определенный результат, придающий ей законченность. Он вступает в форме решения поставленной задачи и оценивания действий учащихся.

Урок - деловая игра

В процессе деловой игры моделируются жизненные ситуации и отношения, в рамках которых ищется оптимальный вариант решения рассматриваемой проблемы, имитируется его реализация на практике. В рамках уроков применяют учебные деловые игры.

Урок - ролевая игра

В основе ролевой игры лежат целенаправленные действия учащихся в моделируемой жизненной ситуации в соответствии с сюжетом игры и распределенными ролями.

Главное же направление развития теории и практики конструирование урока математики выражается в стремлении добиться того, чтобы он стал результатом творчества не только учителя, но и учащихся.

Чтобы повысить эффективность и качества уроков можно использовать различные пути и способы. Представленные нами пути являются основными направлениями в повышении качества уроков математики.

Заключение

В повышении эффективности и качества уроков, многое зависит от мастерства учителя, от его умения раскрыть тему урока, преподать новое так чтобы оно было понятно ученикам.

При заключение можно сделать вывод, что эти пути могут служить основными направлениями в повышении эффективности и качества урока. Ведь урок – это педагогическое произведение, и поэтому он должен отличаться целостностью, внутренней взаимосвязанностью частей, единой логикой развертывания деятельности учителя и учащихся.

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ON THE ACTIVITIES OF THE CONSUMER SERVICE SYSTEM (DURING THE SOVIET PERIOD)

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KEYWORDS

public service system, handicrafts, Union Soviet republics, industry, indexes, researchers, cadres

ABSTRACT

In the article totalitarian Soviet regime, the process of the formation of public service system, the system of government programs in this area plans and the implementation of these plans in the conflict regions the main problems in the system and information in the case of career in the Soviet republics were analyzed on the basis of the scientific literature, periodicals and archival documents.

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Studying the history of Uzbekistan, in particular, to eliminate the problems in the daily life of the population living in the Soviet Union was an important role in the history of the public service system as a whole.

Public service system is a comprehensive system, if the system is put to the right way it will be a special place in people's daily lives. It also is important to note that the level of the daily life of the population has the integral character, we can get adequate information through political, socio-economic and cultural level of a particular state. [Klinova M., 2009]

As we know, a number of programs and development plans were processed concerning to the idea of creating "socialist" life or build a "socialist city" [Shadmanova S., 2015] in the country of the Soviet. One of the main ideas of creating in a way "Socialist" life in the country that is planned to improve the living and working conditions of the population. To this end, attention was paid to raise the living standards of the population. Especially, the public service system influenced to the economic, political and cultural sectors of the life in a socialist society [Xidoyatov M., 1989].

In fact, there were skilled artisans, carpenters, blacksmiths and a variety of service areas schools in the ancient times of Uzbekistan, which were created as a result of the people to overcome many of the problems of daily life.

Materials which were created by craftsmen assessed in the World Exhibition in Paris in 1867, Russia, Moscow in 1873-1876 years of professional and technical exhibition, in 1895 and 1904 America's top international exhibitions in the cities of Atlanta and San Louis. In 1870 the Queen of Russia came to Turkestan, during a visit to an exhibition of handicrafts by Uzbek artisans, recognized for their beauty and elegance, so it has been documented a long day shopping [Zheng VA, Atadjanova X., 1991].

When Central Asia was joined by Russia, such as a variety of products for the production of large enterprises were built in Tashkent, Samarkand, and Kokand city. As a result of this, negative impact on the activities of the local handicraft. General products with the products of factories and plants in general became more indebted private ownership of competitors and led to less demand for their products on the market [Кустарные промыслы в быту народов Узбекистана XIX-XX вв. , 1986].

20 years of the twentieth century, the public service sector was tried to create a socialist direction by the Soviet government. For this purpose, the public service artels were created, and some new ateliers, workshops, service homes, businesses were opened. The large enterprises which estimated to produce a variety of products were built. This, in turn adversely affected the work of craftsmanship. As a result, the service industry was founded in the country.

At the same time, the Soviet government started to carry out not to care the national interests of the country's population, Uzbekistan's specialization in the supply of raw materials [Bobojonova D., 1999].

In 1921, the "Turkistan Handicrafts Union (Turkpromsoyuz)" was founded [Tukhtayev A., 2001]. The craftsmen in the country began the process of cooperation, public

service providers in a number of areas of state-controlled industrial enterprises has already started. For example, in 1921 in Tashkent 50 Barbers' specialized artels began to work [Stasko V., 1969].

In 1924, after the completion of the Turkestan Handicraft fair, the first Handicraft department in "Uzbekselkredpromsoyuz" organization was founded. Later this division was changed into the Bureau of Uzbekistan Handicraft cooperation. However, these agencies weren't operated in the long term [CSA of the Republic of Uzbekistan, R.297 foundation, box 1, 47, 70-sheet].

In October 1925, Uzbekistan Handicrafts Union (Uzpromsoyuz) was founded [CSA of the Republic of Uzbekistan, R.297 foundation, box 1, 46, 70 sheet of paper]. In 1925, there were 251 combined artels with 6,581 members in this union [. CSA of the Republic of Uzbekistan, R.297 foundation, box 1, 46, 38-41 pages.]. "Handicrafts Union" in all its activities included areas such as agricultural materials, cultural and community services, leather and felt footwear work, textile-sewing and knitting-related services, waste-raw materials processing, transport, metal and wood processing, and the sale of handicraft products [CSA of the Republic of Uzbekistan, R.297 foundation, box 1, p.p. 1-2].

Uzbek SSR was established, in accordance with the public service carried out by 3 systems - Uzbek Crafts Cooperation Council, the Local industrial Public Commissioner and the Council of People with Disabilities Commissioner [Stasko V., 1969].

He country's city councils organized daily sections at Working under the Presidium of the Central Executive Committee, Soviet Women's Committee of improving the lives of farmers and labor [Stasko V., 1969], they determined in their work to learn the status of the population living in cities, open clubs to improve the living condition of households, in particular, to organize the opening of the common kitchen areas. It should be noted that a special kind of public catering establishments were required to come to open the faces of the women in the local community [Sobchak A, 1971].

In 1926 at a permanent Commission which was created in order to improve the everyday lives of women of the Uzbek Soviet Central Executive Committee did significant work in determining the amount of women service and working with them, creating weavers' and laundress' team and in establishing the production of cotton quilts [Sobchak A, 1971]. Archive documents indicated at the end of the 20th century, shoemakers and craftsmen compared to the situation in the neighboring republics of Uzbekistan for a decline [CSA of the Republic of Uzbekistan, R.297- stock 1, 282, 74 sheet of paper], to ensure the required qualified personnel was the unsatisfactory situation of the republic, it was said about sending unworthy specialists and specialists who didn't know the Uzbek languages [CSA of the Republic of Uzbekistan, R.297- stock 1, 282, 74 sheet of paper].

During this period, public service institutions were under various organizations. In particular, on the base of the decree of the Soviet government in May, 1931 "About consumer cooperatives" hairdressers' and tailors' workshops which were in consumer cooperatives joined to Handicrafts cooperative, laundry posts joined to the City Council [

Решения партии и правительства по хозяйственным вопросам (1929-1940). In recent years, the name of the management of the system has been changed. For example, It was renamed in 1932 under the " Uzbekistan Handicrafts Council", in 1934 "Uzbekistan Handicrafts Union" and in 1938

" Uzbekistan Arts Council" [Tukhtayev A , 2001], in 1944 the Council of People's Commissars Handicraft Cooperation Department, in 1950 Handicraft fair the Board of Directors Cooperation Department [CSA of the Republic of Uzbekistan, R.2325 foundation, 1, 1723, p.1]. In 1960 Uzbekistan Handicraft Cooperation Department was liquidated [CSA of the Republic of Uzbekistan, R.2325 foundation, 1, 1723, p.1]. In 1962, the General Directorate of Local Industry of Uzbekistan was renamed into the department of public services of Uzbekistan [Zheng VA, Atadjanova Kh., 1991]. Only in the year 1966, the activities of the public service system began to work as a separate ministry of the Republic [Сборник законов Узбекской ССР и Указов Президиума Верховного совета Узбекской ССР (1938-1971.

During the first years of the 1960s, public service work carried out by the various ministries and agencies of the country's department of the local industry, "O'zbekbirlashuv", the Ministry of Commerce, 14 utilities, such as the Ministry of Agriculture and Ministry of Communications [Stasko V., 1971], the same period in 1970, the utility of the Ministry of Agriculture, the Ministry of Health, the Ministry of light industry, the Ministry of Commerce, the Ministry of Agriculture, the Ministry of Oil processing industry, "DOSAAF", the National Committee, in short totally 14 top management of public service [Stasko V., 1971]. In this regard, the results of research by the 1970s, half of the amount of public service ministries and agencies reached 17 [Isxakov G., 1976].

According to the observations the public service work was carried out by various agencies, created a series of negative events. That is, the same direction of service facilities in some districts were located close to each other, in other districts in the direction of this type of service weren’t organized [Isxakov G., 1976].

Based on the decisions of the XXIII Congress of the Communist Party, in the Soviet Union to develop significantly public service providers, to change this system into a highly mechanized sector of the economy [Sinitsyn V., 1970], to raise the living standards of the people, especially to make closer social economic and cultural living standards among the population of the city and village were planned [Djumaniyazov R., 1974].

In this regard, a number of plans were identified in the Republic. In particular, in 1966 on the measure "About improvement of public service in Uzbekistan" by the decision of Central Committee of Uzbekistan Communist party and the Council of Ministers, such issues reflected in plans: to increase the volume of consumer services, to use achievements in the sphere of science and technology, to build large-scale specialized-mechanized enterprises and the establishment of institutions and to provide them with mature and skilled personnel, to improve public service and develop the system of socialist competition, to build public service new facilities in rural areas and to improve the quality of work, to

reduce the period of execution, to improve service culture, to introduce new forms and types of consumer services, to execute orders ahead of schedule and quality of service, to improve public service culture, to introduce new types of service system and to end the year 1966 with positive outcomes [CSA of the Republic of Uzbekistan, R. 2697 foundation, box 1, 26, 58 sheet of paper].

In order to know the opinion of the population, on the activities of the system, on November 1966, the Ministry of Uzbekistan Public General service and the administration of the newspaper "Pravda Vostoka" (Trust of the East) printed the survey questionnaires under the heading "What were you being serviced?". This questionnaire was determined how the system was organized and how the representatives work was. For example: the quality of the work performed by the service sector of the population was estimated at 25%, some of the officials for their negligence (unfair) approached 20%, the low level of qualification of agents was 15%, services 10% of the afflicted, the rude behavior of service providers 8% of the work in public service institutions assessed as satisfactory by 22% [Turgunov M., 1976].

As we see from the example of the work of the system, 115 collective and state farms did not exist as permanent public service institutions in the country in 1966. It was analyzed that only 1-2 directions of daily service offices among 10 collective farms and wasn't organized any daily service offices on 2 collective farms in Andijan region. In the Bukhara region, 19 collective farms of agricultural service establishments weren't organized only 1-2 line service workshops on 65 collective farms. There weren't any service workshops on 6 collective farms of the Samarkand region and, only 1-2 line service workshops of public services set up on 53 collective farms [CSA of the Republic of Uzbekistan, R.2697 foundation, box 1, 26, p.p.63-67].

In order to satisfy economic and cultural needs of the daily life of the population by the Soviet government, the party and the government established a number of measures, technical and mechanical industries sector was one of the most important tasks of the state policy [Umarov A., 1969].

In 1966-1970 years, public service institutions of the republic were supplied with more than 40 thousand tools and equipments, as well as more than 22 thousand public service specialists were prepared. 846 objects of public services have been constructed [Агитатор Узбекистана, 1971], 3-4 types service workshops were organized in more than 900 collective farms. Fergana public service technical training school and many educational institutions played an important role in preparing cadres. It was the lack of activities in the field, so 5 new vocational and technical schools, and 3 teaching and living complex were planned to open in the future [Агитатор Узбекистана, 1971].

Thus, in 1961-1976 years the volume of public services grew by 2.5 times in Tashkent, the level of public services in Tashkent were significantly below compared to the city of Riga, Kiev, Vilnius, the capital of the Soviet republics [Xashimov B., 1976].

During this period, as result of not to be done the management and planning system

correctly, public service level of per capita in Uzbekistan was below average compared to other Soviet republics [Abdurashidov B., 1977].

It should be noted, the welfare of the population in 1965-1974 years showed a growth rate higher than the other Soviet republics, the volume of services per capita increased from 5 rubles to 17 rubles or 3.5 times. However, according to this rate Uzbekistan compared to other Soviet republics and it stood at one of the last places [Xashimov B., 1976]. In addition, in 1965 the volume of services per capita (total), in the Ukraine, Belarus, Georgia and Armenia -7 rubles Estonia -15 rubles, Latvia -16 rubles, Lithuania -10 rubles, in the RSFSR amount of 6 -9 rubles, in Kyrgyzstan -5 rubles. In 1971 this rate consisted 12 rubles in the Republic, it stood at the last place in the Soviet republics [Shadiev R., 1974].

It should be noted that the implementation of the orders received by the public in a timely and doing them well, faithfully perform its functions, especially, proper organization in the field of public service is directly related to the work of qualified personnel. Because cadres of this field directly communicate and work with people.

It should be noted, the issue of cadres influenced to the system control badly. In other words, public service institutions and their number in Uzbekistan were 2 times less than the Union. So, it meant that the lack of qualified personnel and public service institutions in the system [The scientific-technical and medical documentation CSA of the Republic of Uzbekistan, 173 foundation, stock list of 1, 99, 84 sheet of paper].

In 70 years of the twentieth century, efforts were made to strengthen the economic-technical base of the system, but the public service system is unable to respond to the requests and needs of the population. For example, there weren't any order accepting offices of collective and the state farms in Syrdarya region in 1974 [Jizzakh regional state archives, R-83 foundation, box 1, 46, 11-13 pages]. In Jizzakh region (1974) there weren't any permanent workshops in 14 out of 50 state collective farms, but there were such as services of hairdressing and repair footwear shops on only 23 state collective farms [Jizzakh regional state archives, R.83- foundation, box 1, 46, p.p. 12-13].

However, there were public service institutions and personnel working conditions and distribution, job creation, housing, low wage issues. At the result there was observed a large turnover of personnel in this field. In particularly, in 1976 there was the adoption of the 1616 employees, in the sphere of management of the public service in the Syrdarya region, the release of 583 units (36%), in Khorezm region employed 907 workers, 917 employees resign (101.1%), Samarkand employed 2060 people, 1550 of them resign (75.2%) and consumer services of the population of Karakalpakstan Ministry to fire 305 people recruited 131 people (42.9%) were identified [. CSA of the Republic of Uzbekistan, R.2698-foundation, box 1, 725, p.p.75-91].

It should be noted that the current staff of the public service sector compared to other sectors of turnover "record" level. Such scientific research results were observed in the factory of "December-5", service center "Dry Cleaning", combine "Remtochmex", [The set of all types of clocks and jewelry repair.], service centers "Furniture and household

equipment", "Industrial services" and "Toshservis". [Xashimov B., 1976]. The system is directly related to the concentration of production in specific, which allows maximum use of the power of the workers. The rate of public service institutions is still lagging behind compared to other Soviet republics [Xashimov B., 1976]. In addition, the rational use of labor and increasing labor productivity, public service employees in connection with the improvement of the organization of labor, jobs and service companies limited attention [Xashimov B., 1976].

At the end of the 70-ies of the XX century there were given some answers to the questions knowing the level of public services. For example, there were the number of offers and demands in each questionnaire such as: " Organization of self-service in the washing plants", "Mobile workshops from time to time for families"; "Large amounts of public transport in order to repair the cars"; "The establishment of the repair of sewing machines at home", "Use the experience of the Baltic Republics and the fraternal socialist countries". And there enlightened the lack of specialists who know their work, in some cases, allowing alleged pursuit of money, and strive to meet the demands of the population pointed to the existence of such problems in this system. [Mamajonov K., 1980].

In addition, the government of the Soviet period, the household was noted by researchers in state institutions, most lacking is confirmed by data from the archive. In particular, the results of analysis of the service sector in 1979 also confirms this idea, where were in the large cities of the Soviet Union. The results show the price of service sector for per person was 40 rubles, 51 kopecks in Moscow, 40 rubles 56 kopeks in Leningrad, in Kiev 48 rubles 35 kopecks, 56 rubles 52 kopecks in Riga, 50 rubles 75 kopeks in Vilnius, 53 rubles 94 kopecks in Tallinn, 56 rubles 52 kopecks in Frunze, 38 rubles 46 kopecks in Alma-Ata, 44 rubles 32 kopecks in Dushanbe, 34 rubles in Ashgabat, the last index - 28 rubles 70 kopeks in Tashkent [CSA of the Republic of Uzbekistan, R.2698-foundation, box 1, 1266, p.144].

However, the analysis of archival documents and party conference materials show that, the production of consumer service issues were not discussed in enough level by leading authorities. They have a short period of time a large amount of information in this area. However, these documents are not many weaknesses. Explained in the main part of their style, luxury, in which the negative and positive information to justify the overcrowded. In addition, they have the character of propaganda materials, the most common, especially in the socialist competition, consumer services, such as the spread of best practices falsely about the important tasks in the field of fantasy.[Bobojonova D., 1999]. As a result, it happened that, in all economic and social indicators were significantly behind the average of the Soviet Union, which was one of the last places in the country. In addition, the negative impact of demographic situation in strength [Bobojonova D. , 1999]. During this period, the rate of national income grow to 41% in 70 years, and at the beginning of 80 years fell to 17 percent [Bobojonova D., 1999].

In addition, the leadership of the Central Committee of the communist party in 1987

during a meeting with activists of the Republican Party and economic development services in agriculture backwardness said that, “Now 20% of the farms in their areas of public service, and the accumulation of points of order are not provided, in 49 collective and state farms of the population are not provided with the portable (mobile, portable) types of service. [Xidoyatov M., 1989].

Summing up, the conditions of dependence and tyranny have become an integral part of people's lifestyles institutions to significantly slow the development of public services, as well. In the process, two different trends in the consumer services sector of the population lives going into the barrier. First, of course, our dependence conditions, the national mentality and way of life, and did not accept the ideology of forcible imposition of other cultures. Because the purpose of the introduction of public service facilities during the Soviet "socialist lifestyle" to complete the introduction. Second, the changes made to the system of the public service needs of the population and the local uniqueness of origin, and most importantly, the formation of the infrastructure of the industry and training a blind eye to the problems associated with them. As a result, the welfare of the country among the Soviet republics fell to its lowest level in many indicators of development institutions. Thus, the envisaged public service institutions remained very sad and controversial case.

Above based information there observed the following conclusions:

- The authorities in the Soviet rule was established, not only in politically dependent on the country, but also in economic, cultural and began to affect the way of living;

- It is difficult to imagine the daily life of the population absence of public service systems. That is why the leadership of the communist party people will be affected by such a system, which "socialist" to spread among the population in a way that drew attention to the level of state policy;

- The creation of decent conditions, to improve the social system, this time on the development of the system of public service shortcomings identified by the researchers are not given sufficient attention by the government;

- To serve the people, to promote traditional practices contrary to the national traditions;

- Soviet republics improved the public service delivery system and the amount of the birth of the features of the development of the demographic features of the national traditions of the rural population, climatic conditions, as well as higher incomes and serious attention for other reasons.

These conditions give the totalitarian Soviet regime, the system of public service in the conflict and of the representatives of the industry to the development of the demand will be high. The reason for the shortcomings of their own plans for the future in this area thoroughly explored and considered a number of plans and measures. Most importantly, the activities of the public service system of the Soviet Union were one of the last places.

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COVERAGE OF THE SERVICE SECTOR IN UZBEKISTAN IN RESEARCH (USING THE EXAMPLE OF CONSUMER SERVICES IN SOVIET PERIOD)

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KEYWORDS

scientist, consumer service, place,Union republics, to propose

ABSTRACT

The article highlights the issues, research activities of consumer services in Uzbekistan by scientists, as well as the level of problem-solving approach and the results of recommendations to improve the activities. In addition, was analyzed indicators of the Union Republics in this area and some of the issues on the basis of the scientific literature.

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ЎЗБЕКИСТОНДА ХИЗМАТ КЎРСАТИШ СОҲАСИНИНГ ТАДҚИҚОТЛАРДА ЁРИТИЛИШИ (СОВЕТ ДАВРИДА МАИШИЙ ХИЗМАТ КЎРСАТИШ МИСОЛИДА)

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

тадқиқотчи, маиший хизмат, ўрин, Иттифоқ республикалари, таклиф этмоқ

ANNOTATSIYA/ АННОТАЦИЯ

Мақолада совет ҳукумати йилларида Ўзбекистонда аҳолига маиший хизмат кўрсатиш тизими фаолиятини тадқиқотчи олимлар томонидан ўрганилганлиги, соҳадаги муаммоларга ёндошув даражаси, тавсия этилган таклифлар, муаммоларни ёритилиши, Иттиофдаги кўрсаткичлар ҳамда шу каби бир қанча масалалар илмий адабиётлар асосида таҳлил этилган.

Одатда аҳолига маиший хизмат кўрсатиш деганда халқ хўжалигининг турли тармоқларини ўзида бирлаштириб, аҳолининг кундалик эҳтиёжларини қондиришга қаратилган тизимни тушунилади. Бунда савдо, умумий овқатланиш, маданий-маънавий ташкилотлар, транспорт ва алоқа тизими билан боғлиқ соҳалар, уй-жой ва коммунал хўжалик, маиший хизмат кўрсатиш муассасалари ва бошқа кўплаб соҳаларни назарда тутилади.

Айтиш лозимки, маиший хизмат соҳасида аҳоли томонидан тушаётган буюртмаларни ўз вақтида ва сифатли тарзда амалга ошириш, ўзига юклатилган вазифаларни сидқидилдан бажариш, энг асосийси ишни тўғри ташкил қилиш бевосита малакали кадрлар фаолиятига боғлиқдир.

Совет ҳокимияти ўрнатилгандан кейин маиший хизмат соҳасига дастлабки йилларда умуман эътибор берилмади, чунки ҳукумат ўз сиёсий мавқеини тиклаш билан овора эди. Сиёсий бошбошдоқлик даврида аҳоли учун энг зарур эҳтиёж моллари етишмаган бир даврда маиший хизмат ҳақида гап хам бўлиши мумкин эмас эди. Совет ҳокимияти 20 йилларнинг охирларига келибгина бу масалага маълум маънода эътибор қаратишга киришди. Хизмат кўрсатиш тармоғига кадрлар етишмаганлиги сабабли кадрлар тайёрлаш тизимининг ташкилий-ҳуқуқий асосларини яратишга эътибор қаратилди. Жумладан, ВКП (б) МҚ 1928 йил июл ойидаги пленумида “Янги мутахассисларни тайёрлашни яхшилаш ҳақида”ги қарор ҳамда 1929 йил ноябр ойидаги “Халқ хўжалиги кадрлари тўғрисида”ги қарорлари қабул қилинди[2].

Аҳолига маиший хизмат кўрсатиш тизими фаолияти тўғрисида фикр юритадиган бўлсак, бу соҳа халқ хўжалигининг асосий тармоқларидан биридир. Бошқача айтганда, уй-жойни таъмирлаш, тикувчилик, умумий овқатланиш шахобчалари, рўзғордаги турли ускуналарини созлатиш, фото, видео ва телефон хизматларидан фойдаланиш, шаҳар йўловчи транспорти сингари ўнлаб маиший

[2] История Коканда. –Ташкент: Фан, 1984. -Б.96.

хизмат турлари аҳоли кундалик ҳаётида муҳим ўрин тутиб келган. Шу боис тарихчилар, иқтисодчилар ва жамиятшунос тадқиқотчилар томонидан ўтган асрдаёқ ушбу тармоқнинг халқ хўжалигидаги ролини таҳлил этишга бағишланган тадқиқотлар ўтказилган.

XX асрнинг 60-80 йилларида Ўзбекистонда аҳолига маиший хизмат кўрсатиш тизимининг фаолияти, соҳадаги ютуқлар ва йўл қўйилган камчиликлар ҳамда мавжуд муаммоллар А.Х.Умаров, М.Турғунов, Б.Х.Хашимов, А.Хазратқулов, Б.Абдурашидов, С.Ражабов, И.Г.Вольфсон, Д.Д.Хасанова, ва М.С.Хидоятов ва бошқа тадқиқотчилар томонидан ўз йўналишлари бўйича қисман, маълум бир даврга оид ёки ҳудуд бўйича ўрганилган[3].

А.Х.Умаровнинг «Тошкент шаҳридаги маиший хизмат муассасалари таркиби рациональ ташкиллаштириш ва таҳлили» номли қўлланмасида 1968-1969 йилларда Тошкент шаҳрида куйидаги 14 та махсуслаштирилган[4] корхона кенг кўламда аҳолига хизмат кўрсатганлигини маълум қилади[5]. Шунингдек муаллиф томонидан, Тошкент шаҳар ижроия қўмитаси томонидан 1965-1968 йилларда Тошкент шаҳар аҳолига маиший хизмат кўрсатиш бошқармасига ишлаб чиқариш

[3] Рахимов И. Становление коммунистической нравственности в быту. Ташкент., 1965. 236 с.; Ахунов Б.К. Культура быта и её значение в духовном развитии личности. Ташкент., 1968; Стасько В.Н. Служба быта в центре внимания . Ташкент., 1969.; Умаров А.Х. Анализ и рациональная организация структуры службы быта. Ташкент, 1969.; Умаров А.Х.Проблемы службы быта и спрос населения на бытовые услуги. Ташкент: УзИНГИ, 1969;.Арипов К. Повышение культуры быта трудящихся масс в период коммунистического строительства и его значение в преодоление религиозных пережитков. Автореф. канд. филос. наук.- Ташкент., 1970. 30 с.; Стасько В.Н. Правовые вопросы управления бытовым обслуживанием населения.(по материалам УзССР). Дисс… канд. юрид. наук.- Ташкент., 1971, 204 с.; Собчак А.А. Руководства местных Советов депутатов трудящихся бытовым обслуживанием населения (по материалам УзССР). Дисс… канд. юрид. наук.-Ташкент., 1971. 204 с.; Умурзакова О.П. Закономерности сближения быта и традиций социалистических наций. Ташкент., 1971. 489 с.; Джаббаров И. Общественный прогресс быт и религия (Социально-философское исследование на материалах Узбекской ССР) Ташкент: Узбекистан, 1973.219 с.; Джуманиязов Р. Повышение культуры быта села в условиях развитого социализма (Из опыта партийной организации Узбекистана 1960-1973 гг.) Ташкент: Узбекистан, 1974.248 с.; Тургунов М. Рост материального благосостояния колхозного крестьянства Узбекистана в восьмой пятилетке. (1966-1970) Дисс... канд. эконом. наук.-Ташкент, 1976. 174 с.; Хашимов Б.Х. Использование рабочей силы в сферы бытового обслуживания Узбекской ССР. Автореф… дисс. канд. эконом. наук.-Ташкент, 1976.; Абдурашидов Б.А. Потребности в бытовых услугах и проблемы планирования развития бытового обслуживания населения в союзной республике (на примере Узбекской ССР) Автореф... дисс. канд. эконом. наук. –Москва, 1977.; Хазраткулов А. Рост материального благосостояния колхозного крестьянства Узбекистана. (1966-1975). Дисс… канд. ист. наук.- Ташкент., 1980. 218 с.; Хасанова Д.Д. Повышение культуры производственного быта сельских тружеников Узбекистана в условиях развитого социализма. Дисс… канд. филос. наук.-Ташкент., 1982. 150 с; Ражабов С. Повышение материального благосостояния и культурного уровня колхозного крестьянства Узбекистана в условиях развитого социализма (На материалах Хорезмской области. 1966-1980 гг.) Дисс… канд. ист. наук. –Ташкент, 1982.176 с.; Хидоятов М.С. Развитие культуры быта в условиях различных типов сельских поселений. Дисс… канд. филос. наук.- Ташкент., 1989. 167 с. ва бошқ.

[4] 100 ортик йўналиш бўйича хизмат кўрсатган «Шарк» комбинати, барча ателье ва устахоналарни бирлаштирган якка тартибда тикиш фабрикаси, мураккаб маиший хизмат техникаларини таъмирловчи «Север» фабрикаси, соатларнинг барча турларини созлайдиган ва заргарлик буюмларини таъмирлайдиган «Ремточмех» комбинати, «Реммебель» комбинати, «Металлобытремонт» комбинати, «Кийимларни кимёвий тозалаш ва ранг бериш» фабрикаси, «Фотореклама» комбинати, барча турдаги сартарошлар фаолиятини бирлаштирган «Сартарошлик хизмати», исталган турдаги кийимларни таъмирлайдиган, ағдариб тикадиган ёки кискартирадиган «Кийимларни таъмирлаш» комбинати, қимматбахо нарсалар эвазига вақтинча маблағлар бериб турадиган ломбард, трикотаж нарсаларни ишлаб чиқадиган ва таъмирлайдиган «Новинка» ателъеси; «Голубой экран» ателъеси.

[5] Умаров А.Х. Анализ и рациональная организация структуры службы быта г.Ташкента.Ташкент, 1969. -Б.5.

майдонларини беришда етарли эътибор қаратмаётганлиги, Минск, Харьков, Киев ва бошқа шаҳарларда тизимнинг фаолияти ҳам бошқача йўлга қўйилганлигини, биргина Рига шаҳрида ўрта ҳисобда бир йилга 33 руб. микдорида маиший хизмат кўрсатилса, Тошкент шаҳрида Маиший хизмат кўрсатиш бошқармаси тассаруфидаги муассасалар томонидан 16 руб. 08 тийин, шаҳар бўйича 21 руб. 84 тийин микдорида хизмат кўрсатилаётганлигини кўрсатиб ўтади[6]. Дарҳақиқат, республикада маиший хизмат кўрсатиш соҳаси бошқа Иттифоқдош республикларга нисбатан анча орқада бўлган.

В.Н. Стасько тадқиқот ишида, Ўзбекистонда Аҳолига маиший хизмат кўрсатиш вазирлиги 1966 йил ташкил этилганлигига қарамасдан, тизим фаолияти билан боғлиқ муассасалар вазирлик таркибига тўлиқ бирлаштирилмаганлигини, яъни, 1970 йилни бошида Ўзбекистонда Аҳолига маиший хизмат кўрсатиш вазирлиги ҳамда совет ҳукумати Мудофаа вазирлигидан ташқари 14 та турли вазирликлар ва юқори идоралар аҳолига маиший хизмат кўрсатиш фаолияти билан шуғулланганлигини қайд этади. Асосан, кўплаб маиший хизмат кўрсатиш устахоналари Ўзбекистон Енгил саноат вазирлиги корхоналарига бўйсинган (пойабзаларни таъмирлаш, тикишга оид нарсаларни якка тартибда тикиш, кирни ювиш, фото суратхона ҳамда сартарошхона хизматлари). Бундан ташқари, республикадаги 9 та турли вазирликлар ҳамда юқори идоралар таркибида ҳаммомлар мавжуд бўлган[7]. 1968 йил таҳлилига кўра, республикадаги 34 та жамоа ва давлат хўжаликларида биронта маиший хизмат кўрсатиш устахонаси мавжуд бўлмаган, барча маиший хизмат хўжалигини чорак қисмидан кўпроғида фақат пойабзалларни таъмирлаш ҳамда сартарошлик хизмати бор бўлиб, қишлоқ оилаларининг 28% кийимларни тикиш ва таъмирлаш ателъелари хизматидан фойдаланишган[8].

Тадқиқотчи М.Тургунов қишлоқ жойларида аҳоли турмушини кўтаришга оид совет ҳукуматининг қарорлари, маданий ва маиший соҳани ривожлантириш учун ажратилган маблағлар, маиший хизматга доир кўрсаткичлар каби қатор ижобий маълумотлар билан бирга оқсоқликлар мавжудлигини ҳам қайд этади. Чунончи, 1966-1970 йилларда шаҳар ва қишлоқларда тикиш ва таъмирлаш устахоналари, ижара пунктлари, кимёвий тозалаш, мебель ва уй-рўзғор буюмларини таъмирлаш устахоналари ҳамда кир ювиш пунктлари етишмаётганлиги, хизмат кўрсатиш маданияти пастлигини баён этади[9].

Худди шу каби маълумотлар, тадқиқотчи А.Хазраткуловнинг диссертация ишида қишлоқ жойларида аҳоли турмуши, даромадлари, таъминоти, уй-жой

[6] Умаров А.Х. Кўрсатилган адабиёт.-Б.10-11.
[7] Стасько В.Н. Правовые вопросы управления бытовым обслуживанием населения.(по материалам УзССР) Дисс... канд. юрид. наук. –Ташкент, 1971. – Б.20.
[8] Стасько В.Н. Кўрсатилган адабиёт.-Б.71.
[9] Тургунов М. Рост материального благосостояния колхозного крестьянства Узбекистана в восьмой пятилетке. (1966-1970) Дисс... канд. эконом. наук.-Ташкент, 1976. -Б.176-177 .

қурилишидаги ўсишлар, маданий-маиший, тиббиёт ва спорт соҳасидаги ютуқларни кўпроқ ёритилган. Бу соҳаларни ривожлантиришга оид совет ҳукуматининг қарорлари, маданий ва маиший соҳани ривожлантириш учун ажратилган маблағлар, маиший хизматга доир кўрсаткичлар каби қатор ижобий маълумотлар қайд этилган.

Тадқиқотчи И.Г.Вольфсоннинг илмий ишида эса, 1960-1974 йилларда Ўзбекистонда хизмат кўрсатишни асосий фондлари жон бошига ҳисобида 2,2 маротабага ошганлиги, 10 минг нафар аҳолида тизимда банд бўлганлар сони 68,8%га ўсганлигини, тизимни ўсиш суръатлари анча юқори бўлишига қарамасдан, Ўзбекистонда аҳолини маиший хизмат соҳаси билан таъминланганлиги бошқа Иттифоқ республикаларига нисбатан анча паст бўлганлигини маълум қилинади[10].

Тадқиқотчи А.А.Собчак томонидан юқоридаги каби ҳолатлар тасдиқланади ҳамда XX асрнинг 70-йиллар бошида Ўзбекистонда киши бошига маиший хизмат кўрсатиш ҳажми Иттифоқдош республикаларга нисбатан жуда орқада бўлганлиги кузатилади[11].

Г.И.Исхаков ўз илмий ишида, республикада 1965-1974 йилларда маиший хизмат муассасаларида ишловчилар сони 33,9 минг нафардан 63,4 минг нафарга ошганлиги (1,9 мартотаба), аммо бу даражада кадрларни ўсиши ҳар доим ҳам ходимларни касбий тайёргарлигини инобатга олинмаслиги, оқибатда бажарилаётган ишнинг сифати ва меҳнат унумдорлигини пасайиб кетиши кузатилишини маълум қилади. 1974 йилда совет мамлакатида ўрта ҳисобда 1000 нафар аҳолига хизмат кўрсатиш 8,5 нафар маиший хизмат ходимларига тўғри келган бўлса, бу кўрсаткич Ўзбекистонда 5 кишига тўғри келганлиги қайд этилади[12].

Айтиш жоиз, тадқиқотчи Г.И.Исхаков тизимни ривожланишига салбий таъсир кўрсатаётган омилларга оид ўтказилган илмий изланишлар натижасида, аҳолига маиший хизмат кўрсатишнинг асосий турларида ҳудудий ўзига хослик муҳим аҳамият касб этиш, лекин бу ҳолатлар соҳада ҳар доим ҳам ҳисобга олинмаслиги кўрсатиб ўтади.

Тадқиқотчи Б.А.Абдурашидов 1966-1975 йилларда, республикада аҳолига маиший хизмат кўрсатиш ҳажми 4,8 маротабага, шу жумладан шаҳарда -3,5 маротабага, қишлоқда -9,2 маротабага ошганлиги, бу эса шаҳар ва қишлоқ аҳолиси ўртасида тизимга оид тафовутни қисқартирганлигини маълум қилади. Бундан ташқари, муаллиф томонидан жон бошига маиший хизмат кўрсатиш даражаси бошқа иттифоқ республикаларига нисбатан ўртача кўрсаткичдан пастлиги, бу ҳолатни келиб чиқишига соҳани бошқариш ва режалаштириш ишларини тўғри

[10] Вольфсон И.Г. Закономерности развития сферы обслуживания населения в условиях развитого социализма и их региональные проявления. Автореф... дисс. канд. эконом. наук –Ташкент, 1976. - Б.9.
[11] Собчак А.А. Руководства местных Советов депутатов трудящихся бытовым обслуживанием населения (по материалам УзССР) Дисс… канд..юрид..наук. - Ташкент, 1971. -Б. 4.
[12] Исхаков Г.И. Вопросы развития бытового обслуживания населения в Узбекистане. Автореферат … канд. эконом. наук. –Ташкент, 1976. – Б.13.

ташкил этилмаганлиги қайд этилади[13]. Шунингдек, муаллиф фикрича аҳоли томонидан маиший хизматга эҳтиёжни ўсиш суръати ва таркибига таъсир этувчи (аҳолининг ёши, жинси, оилада аъзоларининг миқдори, миллий урф-одатлар ...) бир қанча омиллар кам ўрганилган[14].

С.Ражабовнинг тарих фанлари номзоди илмий даражасини олиш учун ёзилган диссертация ишида қишлоқда маданий турмушни ўсиши ҳамда уни шаҳар даражасига яқинлаштириш ривожланган социализм шароитида партиянинг муҳим ижтимоий вазифаларидан бири эканлиги қайд этилади[15]. Муаллиф томонидан қишлоқ аҳолиси ва шаҳар аҳолиси ўртасидаги маиший, коммунал, маданий, тиббий, уй-жой масаласидаги ўзаро тафовутлар аста-секин тенглашиши компартия дастурида қайд этилганлиги ҳамда кейинчалик бу масалалар съезд ҳужжатларида, Марказий қўмита Пленумлари қарорида, партия ва ҳукумат қарорларида, раҳбариятнинг нутқларида ўз аксини топганлигини баён қилади[16]. Эътиборли томони муаллиф, бу орқали қишлоқда аҳолига маиший хизмат кўрсатиш даражаси шаҳардан сезиларли ўзиб кетганлигини маълум қилади[17].

Ш.Камиловнинг замонавий ўзбек қишлоқларида маданий-маиший тизимни шаклланишида иқлим шароити, тарихий ва демографик шарт-шароитлар муҳим аҳамият касб этиши таъкидланиб, шаҳар ва қишлоқ орасидаги тафовутни бартараф этишда қишлоқ хўжалик маҳсулотларини қайта ишлайдиган ёрдамчи хўжаликларни ташкил этиш, касаначиликни ташкил қилиш, айниқса шаҳарни қишлоққа маданий-маиший соҳадаги оталиқ ёрдамини ривожлантириш (талабалардан ташкил топган қурилиш ва махсус қишлоқ хўжалиги отрядлари ёрдамида) зарурлигини таклиф этади[18].

М.С.Хидоятов томонидан эса аҳолига маиший ва коммунал хизмат кўрсатишда Иттифоқ республикалари даражасидан пастлиги, яъни бу кўрсаткичларда Ўзбекистон 12-13 ўринда турганлиги қайд этилади[19].

Хулоса тариқасида айтиш лозимки, XX асрнинг 60-70 йилларида совет ҳукумати томонидан мамлакат узра аҳоли орасида “социалистик турмуш тарзи”ни шакллантиришга кенг эътибор қаратилиб, ушбу масала давлат сиёсатидаги асосий вазифалардан бири бўлди. Ўз ўрнида, бу мақсадани амалга оширишда аҳолининг

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кундалик турмушида мавжуд бўладиган қатор муаммоларни, шу жумладан умумий овқатланиш, коммунал хўжалик, маиший хизмат кўрсатиш каби бир неча соҳаларни жадъал ривожлантириш тақозо этилар эди. Қайд этиш жоиз, Ўзбекистонда ҳам бу масала ўз даврида бир гуруҳ тадқиқотчилар томонидан ўз йўналишлари бўйича ўрганилди. Илмий изланишлар сарҳисобида, айнан маиший хизмат кўрсатиш тизимдаги ютуқлар билан бирга муаммолар ҳам қисман ёритилиб борилди ва мавжуд муаммоларни бартараф этиш юзасидан баъзи таклиф-мулоҳазалар кўрсатиб ўтилди. Аммо, совет ҳукумати томонидан соҳани ривожлантириш бўйича белгиланадиган истиқболли режаларда ушбу тадқиқотларда мобайнида аниқланган камчиликларга ва таклифларга жиддий эътибор қаратилмади.

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FUTURE PROSPECTS FOR ECONOMIC GROWTH IN THE DIGITAL ECONOMY IN DEVELOPED AND DEVELOPING COUNTRIES

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KEYWORDS

Digital economy, Digital modernization, Clusters, Integration

ABSTRACT

The goal of this article is to identify the peculiarities of growing a digital economy in developed and developing nations, to identify the ideal scenario for further digital modernization of the global economic system, and to offer suggestions for its practical implementation. The research is carried out at the global economy level as a whole, using the example of developed and developing nations that are leaders in their respective categories and hold middle and peripheral places. According to the findings, the basis of digital competitiveness of the economy in developed nations is a high degree of integration of information and communication technologies and devices, and the obstacle to its rise is a low interest of businesses in digital modernization. Developing nations are in the opposite scenario, with a low level of integration of information and communication technology and devices and a great desire from businesses in digital modernization.

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RIVOJLANGAN VA RIVOJLANAYOTGAN MAMLAKATLARDA RAQAMLI IQTISODIYOTNI RIVOJLANTIRISHDAGI IQTISODIY O'SISHINING KELAJAKDAGI ISTIQBOLLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Raqamli iqtisodiyot, Raqamli modernizatsiya, Klasterlar, Integratsiya

ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolaning maqsadi rivojlangan va rivojlanayotgan mamlakatlarda raqamli iqtisodiyotni rivojlantirishning o'ziga xos xususiyatlarini aniqlash, global iqtisodiy tizimni raqamli modernizatsiya qilishning ideal ssenariysini tadqiq qilish va uni amaliy amalga oshirish bo'yicha takliflar berishdir. Tadqiqot o'z toifalarida yetakchi bo'lgan, o'rta va chekka o'rinlarni egallagan rivojlangan va rivojlanayotgan davlatlar misolida butun jahon iqtisodiyoti darajasida olib boriladi. Aniqlanishicha, rivojlangan mamlakatlarda iqtisodiyotning raqamli raqobatbardoshligining asosi axborot-kommunikatsiya texnologiyalari va qurilmalarining yuqori darajada integratsiyalashuvi, uning yuksalishiga esa tadbirkorlik sub’yektlarining raqamli modernizatsiyaga qiziqishi pastligi to‘sqinlik qilmoqda. Rivojlanayotgan davlatlar esa teskari ssenariyda, axborot-kommunikatsiya texnologiyalari va qurilmalari integratsiyalashuvining past darajasi va biznesning raqamli modernizatsiyaga katta istagi oqibatidadir.

INTRODUCTION

The development of the digital economy is one of the most visible and popular trends in the current global economic system, as well as one of its most paradoxical representations. External goals of digital economy formation, such as providing global competitiveness of modern economic systems, increasing effectiveness, accelerating the rate of economic growth, and increasing imports, frequently contradict internal goals of these systems, which include providing new quality of economic growth by increasing population living standards and innovative and sustainable development (Bukht and Heeks, 2017). The first function consists of maximizing the global competitiveness of the digital economy by maximizing the potential of each economic system that composes it. Thus, developed countries, which were the first to initiate the digital modernization of their economies, are interested in maintaining their leadership positions in the global markets for high technologies and high-tech goods. In order to access these markets, developing nations implement national programs of digital modernization. The second function relates to the acceleration of the global economy's growth rate, the formation of a global digital economy that would encompass all nations, and the elimination of disparities in its development (Benčič et al., 2020). This function is predicated on global objectives for sustainable development. When analyzing this function, it is essential to keep in mind that the digital economy encompasses both digital production and digital society (consumption). Therefore, even developed nations are interested in the rapid formation of digital economies in developing nations in order to expand the sales markets for their high-tech products, whose consumption requires digital competencies. Reducing the degree of differentiation between developed and developing nations in the global

economy is a guarantee of social stability and is therefore in the best interests of all of its participants. Modern economics must solve the complex problem of achieving these two functions in a balanced manner. The purpose of this paper is to determine the specifics of constructing the digital economy in developed and developing nations, to determine the optimal scenario of further digital modernization of the global economic system, and to develop recommendations for its implementation in practice.

Digital opportunities and challenges

The digital economy provides immense value to both developed and developing nations, but policymakers face a number of difficult challenges. By lowering production costs and exploiting returns to scale; by increasing the efficiency of existing markets, enlarging market size, and creating new markets; by creating economic opportunities in other sectors; and by yielding quality improvements that go beyond total factor productivity, technology can spur development. Nevertheless, the rate of technological change is quickening, and technological change frequently outpaces regulation. Instead of merely reacting to the effects of the digital economy, one of the greatest challenges for policymakers is to design policies that capitalize on it. Failure to proactively leverage the digital revolution will have negative effects in a variety of domains, including countries' growth prospects, regional competitiveness, incorporation into high-value global production chains, and desirability as a destination for highly qualified labor (Al-kasasbeh, 2022). Policymakers must recognize that inaction is a policy choice in and of itself, and that exploiting the digital revolution proactively requires strategic planning. Moreover, because the rate of technological change is accelerating, countries cannot afford to ignore this issue even in the near future. Accessibility of the digital economy and the digital divide between various groups within countries (rural-urban, elderly people-younger people, etc.) is a significant challenge that will be discussed in greater detail below.

The greatest obstacle for a number of developing nations will be establishing a foundational level of ICT infrastructure, upon which the remainder of the digital economy will be built. It is not merely a matter of the appropriate quantity of public and private financing, but also of the technical and institutional expertise required to invest it. The diffusion of digital technologies within developing nations poses a significant challenge for both income convergence across nations and accessibility. While developing nations have become more proficient at adopting new technologies in terms of reducing the initial adoption lag, they are falling behind in terms of pervasive technological diffusion within their respective nations. 82% of the increase in the income disparity between Western and non-Western countries since 1820 can be attributed to differences in long-term penetration rates after technologies are adopted (D'Cruz, 2017). Slowing technological penetration in developing nations is problematic because it exacerbates the digital divide between urban and rural communities, educated and less educated individuals, and younger and elderly individuals. This situation must be rectified by investing in ICT infrastructure in remote areas, reskilling workers, and equipping IT-illiterate individuals with the skills necessary to thrive in the digital economy.

The impact of digitalization and automation on the composition of employment spans all talent levels. The swiftly evolving digital economy raises concerns regarding the process of creative destruction and its effects on the redistribution of employment and income. Robotics and automation have been viewed as a threat to repetitive manual labor, such as warehouse inventory and agricultural sowing, for quite some time. Recent developments in digital technologies, on the

other hand, pose a growing threat to the cognitive aspects of white-collar occupations (Al-kasasbeh et al., 2022).

The combination of robust data analytics, machine learning, and the Internet of Things is elevating computer performance to rival that of humans in both routine tasks and tasks, such as pattern recognition, where humans were believed to have a persistent cognitive advantage (Aloisi, 2015). Computers are currently capable of both writing and manufacturing objects. Similarly, discovery software is displacing paralegals in increasing numbers. Other traditionally white-collar occupations, such as accounting and tax preparation, are also at risk of being automated. According to Al-Kasasbeh (2022), the occupations of 47% of the US labor force are at risk of computerization within the next two decades.

The globalization of production has resulted in the construction of complex and dynamic 'cross-border production networks' (Gereffi et al., 2005). The digitalization of the economy may have an effect on the structure of the global value chain (GVC) by decreasing costs and providing firms with affordable services (OECD, 2016). For example, although the level of participation of small and medium-sized enterprises (SMEs) in the global value chain (GVC) remains low, the digitalization of the economy may enable businesses to rely more heavily on technology to advertise products, develop direct access to buyers by eliminating the middleman, facilitate coordination mechanisms between buyers and sellers, and increase sales, as well as use artificial intelligence and the Internet of Things (IoT) to promote and sustain efficiency and effectiveness (Khaddam et al., 2023). The development of the digital economy generates both benefits and polarising processes. These effects cannot be attributed solely to the digitalization of the economy and the growth of the freelance economy within it. One cannot deny, however, that technological advancement and the consequent delocalization of labor have a number of national and international repercussions.

The digital economy provides developed and developing nations with opportunities to accelerate economic growth and connect citizens. However, there is a risk of the digital divide widening, which could leave developing nations behind. Figure 1 shows the big divides that challenge the digital economy. To harness the digital economy's potential for inclusive and sustainable growth, developing countries must build capacity in multiple areas, including finance, private sector development, education, labor, and social protection. Digital Economy for Africa, Digital Economy for Latin America and the Caribbean, and other initiatives assist national authorities in identifying reform and investment opportunities to accelerate the transition to an inclusive digital economy. In emerging nations, the digital economy can increase productivity and income, generate sustainable development, and reduce inequality.

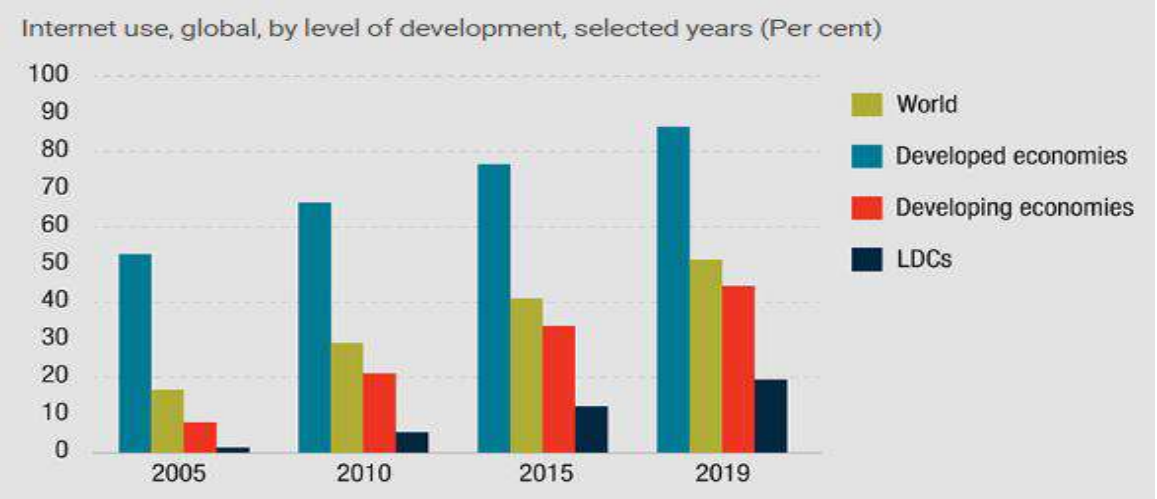

Figure 1. Divides that challenge the digital economy

In the existing research literature, the topic of the digital economy is examined in depth. The works of Negrea et al. (2019), Bogoviz et al. (2019a), González and Nuchera (2019), and Bogoviz et al. (2019b), examine the theoretical foundations and practical experience of the formation of the digital economy in modern economic systems, as well as the advantages obtained from the development of high-tech productions and their emergence as a growth pole of the modern economy. Popkova et al. (2019), Sun et al. (2018), Popkova (2019) and Long and Ji (2019), investigate the scientific and methodological aspects of evaluating the character of growth of economic systems under contemporary economic conditions. As a result of a content analysis of the extant literature on the selected topic, we reached the conclusion that the topic of the interconnection between the digital economy and the quality of development of modern economic systems has not been sufficiently developed

What are the main challenges faced by developed and developing countries in adopting digital economy?

Developing countries face several challenges in adopting the digital economy. One of the main challenges is inequitable access to digital development opportunities, resulting in a digital divide (Yamin et al., 2023). Developing countries need to improve their digital infrastructure, introduce favorable digital infrastructure policies, and promote scientific and technological innovation to provide strong guarantees for the realization of high-quality digital technology innovation. Another challenge is adapting to the rapid adoption of digital technologies (Alzghoul et al., 2023). The World Bank provides an extensive range of services and solutions to help client countries harness the power of digital development. The tools for solving the problems of the digital society include digital platforms for the development of a "share economy" (Alkasasbeh & Al-kasasbeh, 2022). The free flow of people, information, and capital is also essential for a successful digital economy. Developing countries need to create a digital economy that prioritizes the creation of intellectual assets, the increasing importance of data, the network organization of business, the widespread adoption of the Internet, and the global nature of data exchange (Abueid et al ., 2018).

However, it can be inferred that developed countries may face challenges in adapting to the rapid changes brought about by digital technologies, just like developing countries (Kasasbeh, 2021). Additionally, developed countries may need to address issues related to the digital divide, such as ensuring equitable access to digital development opportunities. Building the foundations of the digital economy requires capacity in multiple other fields, including finance, private sector

development, education, labor, and social protection, among others. The World Economic Forum fosters a sustainable and inclusive digital economy by exploring ways to establish a robust digital economy in emerging countries. The digital economy is considered the main driver of economic growth in both developed and developing countries.

CONCLUSIONS

As a result of the research, it was determined that the foundation of digital competitiveness in developed economies is a high level of integration of information and communication technologies and devices, and that low business interest in digital modernization is a barrier to its growth. In contrast, developing countries have a low level of integration of information and communication technologies and devices, despite a strong corporate interest in digital modernization. In the short term, the optimal scenario for the development of the global digital economy is the integration of developed and developing countries, which entails their close interaction and cooperation in the creation and development of digital infrastructure, and the implementation of digital technologies into the activities of business structures based on the clustering mechanism. This will facilitate the narrowing of the digital competitiveness disparity between developed and developing economies.

The digital economy provides countries with an exceptional opportunity to accelerate economic development and connect citizens. However, both developed and developing countries encounter obstacles in adopting the digital economy, including adjusting to the rapid adoption of digital technologies, addressing issues related to the digital divide, and laying the foundations for the digital economy. Developing nations must establish a digital economy that prioritizes the production of intellectual capital, the growing significance of data, the network organization of business, the widespread adoption of the Internet, and the global character of data exchange. The World Bank offers a vast array of services and solutions to assist client nations in harnessing the potential of digital development. In both developed and developing nations, the digital economy is considered the primary driver of economic development. Redefining digital development strategies and the future contours of globalization requires a shrewd adoption of new technologies, enhanced partnerships, and increased intellectual leadership. Short-term is the integration of developed and developing nations, which entails their close interaction and cooperation in the creation and development of digital infrastructure, as well as the implementation of digital technologies into the activities of business structures based on the clustering mechanism. This will facilitate the narrowing of the digital competitiveness disparity between developed and developing economies.

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CHANGE OF JUMPING ENDURANCE IN TRAINING CYCLES OF SKILLED VOLLEYBALL GIRLS

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KEYWORDS

physical training, volleyball, girls, jumping, endurance

ABSTRACT

For many years, skilled volleyball players have been monitoring the growth of jumping endurance, engaging children in jumping exercises and checking the effect of these exercises after a certain period of time, making scientific and practical conclusions.

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MALAKALI VOLEYBOLCHI QIZLARDA SAKRASH CHIDAMKORLIGINI TAYYORGARLIK SIKLLARIDA O‘ZGARISHI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Jismoniy tayyorgarlik, voleybol, qizlar, sakrash, chidamkorlik

ANNOTATSIYA/АННОТАЦИЯ

Uzoq yillar davomida malakali voleybolchilar sakrovchanligi sakrash chidamkorligining o‘sishini kuzatib kelgan, bolalarni sakrovchanlik mashqlari bilan shug‘ullantirish va ma’lum vaqt o‘tganidan so‘ng ushbu mashqlar samarasini tekshirib ko‘rish ilmiy va amaliy ahamiyatga ega xulosalar qilish.

Respublikamizda jismoniy tarbiya va sportni faol rivojlantirish, aholining barcha qatlamlarini, ayniqsa talaba - yoshlarni jismoniy tarbiya va ommaviy sport bilan muntazam shug‘ullanishga jalb qilish, jamiyatda sog‘lom turmush tarzining foydasi va ustunligini keng targ‘ib qilish, mamlakatda yaratilgan jismoniy tarbiya - sog‘lomlashtirish va sport infratuzilmasidan to‘laqonli va samarali foydalanishni ta’minlash, shuningdek, yanada takomillashtirish masalalariga ustuvorlik bermoqda.

Bolalar va yoshlarning jismoniy salomatligi va ma’naviy boyligini shakllantirish, jismoniy tarbiya va sportga mehr muhabbatini singdirish borasida shart - sharoitlar yaratib berish, qishloq joylaridagi bolalar o‘rtasida ommaviy sportni rivojlantirishga alohida e’tibor berish, Vatanga sadoqatli, kelajakka ishonchi bor barkamol avlodni tarbiyalash, bolalar o‘rtasida iste’dodli sportchilarni tanlab olishga e’tibor berish darkor.

Yosh avlodning jismoniy va ma’naviy barkamolligini ta’minlash, uni sog‘lom turmush tarziga jalb qilish va sportga mehr-muxabbatini rivojlantirish, joylarda bolalar sport majmualari tarmog‘ini barpo etish hamda sport uskunalari bilan ta’minlash ishlarini yanada faollashtirish maqsadida, Jismoniy tarbiya va sport bo`yicha o`tkaziladigan mashg‘ulotlardan ommaviy sog‘lomlashtiruvchi vosita, shu jumladan iste’dotli sport zahiralarini tayyorlash manbai sifatida foydalanish borasida yetarli kamchiliklar mavjuddir. Bugungi jahon voleyboli o`zining texnik, taktik va strategik mohiyati jihatidan bolalar mashg‘ulotlariga tamomila yangicha yondoshish zarurligini ko`rsatmoqda.

Ma’lumki, zamonaviy voleybol musobaqalarida borgan sari raqobatning keskinlasha borishi va sport mahoratiga bo`lgan talablarni kuchayishi o`yin malakalarining yangi avlodlarini «ixtiro» qilinishiga olib kelmoqda. Yugurib kelib sakrab to`p kiritish, himoya zonalaridan zarba berish kabi malakalar shular jumlasidandir. Muhimi shundaki, deyarli barcha o`yin malakalari – to`p kiritish, uzatish, zarba berish, to`siq qo`yish va to`pni yiqilib qabul qilish malkalari asosan tayanchsiz holatda, ya’ni sakragan holda ijro etilmoqda. Ushbu holat o`yinchilarda sakrovchanlik va sakrash chidamkorligini yuksak darajada rivojlantirish zarurligini taqozo etadi. Aynan shu jihatdan sakrovchanlik va sakrash chidamkloligini rivojlantirish muammolari o`ta dolzarb va muhim amaliy ahamiyatga ega ekanligidan dalolat beradi.

Sakrab ijro etiladigan o`yin malakalarini har bir uchrashuvda uzoq muddat (1,5-2 s) davomida ijro etish zarurligi sakrovchanlik va sakrash chidamkorligini rivojlantiruvchi eng samarali mashqlar majmuasini tanlash, ularni bolalar yoshi, sportchi qizlarni pulsometrik qiymatini aniqlash, jismoniy va funksional tayyorgarlikka qarab me'yorlash hamda qo`llash texnologiyalarining noan'anaviy turlarini ishlab chiqish muhimligiga e'tibor qaratadi.

Noan'anaviy texnologiya nostandart o`yinsimon estafetali mashqlar asosida umumiy jismoniy tayyorgarlik darajasini, sakrovchanlik qobiliyatini oshirish, sportchi qizlarni pulsometrik qiymatini aniqlash.

Sakrovchanlik sifati aksariyat sport turlarida (sport o`yinlari turlari, akrobatika, gimnastika, figurali uchish, engil atletikaning sakarash turlari va h.sport natijasini belgilovchi ustivor omil sifatida izohlanadi.

Mazkur sifat hayotiy zarur harakat ko`nikmasi sifatida go`dalik yoshidan boshlab shakllana boradi. Bolalar haytda, ro`zg‘or ishlarida, harakatli o`yinlarda balandga, uzunlikka, to`siqlar osha sakraydilar. Sport tugaraklariga qabul qilinayotganlarida ham aynan sakrash sifatlariga e'tibor beriladi. Bu sifat voleybolda o`ziga xos fundamental xususiyatga ega bo`lib, uni rivojlantirish masalalari dastlabki o`rgatish va tayyorgarlik bosqichidanoq diqqat markazida bo`ladi. Lekin, voleybol to`garaklari (BO`SM, JDPI) ning o`quv - mashg‘ulot dasturlarida sakrovchanlik va sakrash chidamkorligini bolalar yoshi, o`rgatish yili va tayyorgarlik bosqichiga qarab rivojlantirish vositalari xajm, shiddat va soatlar miqdori jihatidan alohida ajratilmagan.

Ma'lumki, voleybolchilar uchun asosiy jismoniy sifatlardan biri sakrovchanlikdir. Sakrovchanlik tezkor-kuchlilik sifatlariga mansub bo‘lib oyoq mushaklarining qisqa muddat ichida kuchli qiskarish bilan ifodalanadi. Aynan shu sifatni yuksak darajada bo‘lishi nisbatan past bo‘yli o‘yinchilarni baland bo‘yli o‘yinchilar bilan raqobatini va asosiy o‘yin malakalarini (zarba berish va to‘siq qo‘yish) samarali ijro etilishini ta'minlaydi (V.D.Kovalev 1980).

Sakrovchanlikni rivojlantirish uchun eng qulay davr bu 10-11yoshdir. Bu davrda yosh voleybolchilarda joydan turib balandga sakrash12,5 sm gacha ortishi kuzatiladi (E.V.Fomin, 1986).

Sakrovchanlik sifatining turlari ko‘p. Masalan, ikki oyoq bilan debsinibyugurib kelib yoki joydan turib vertikal sakrash bir oyoq bilan debsinib vertikal yoki uzunlikka sakrash, ikki oyoq bilan debsinib uzunlikka sakrash va hokazo.Har bir sakrash turining o‘ziga hos maqsadi va maqsadga mos ijro etish tartibi (texnikasi) bo‘ladi. Voleybol, basketbol, futbol va boshqa sport o‘yinlaribilan shug‘ullanuvchi sportchilarning sakrovchanligi bir - biridan farqqiladi. Ta'kidlash lozimki, hatto bir sport o‘yinida, masalanvoleybolda - zarba yoki to‘siqqo‘yish, to‘p kiritish yoki uzatish uchunijro etiladigan sakrashlar mohiyati bir-biriga sira o‘xshamaydi (Golomazov V.A., Kovalev V.D., Melnikov A.G. 1976).YAna shunieslatish o‘rinliki, faqat bir o‘yin malakasi - zarba berish turiga qarab (qisqa yoki baland to‘pdan zarba berish) sakrash xususiyati umuman boshqacha bo‘ladi. Binobarin, sakrovchanlik yoki sakrash chidamkorligi degan

tushuncha ko‘p qamrovli mazmun, mohiyat, xususiyat va ma’noni anglatadi. Demak, bu sifatlarni rivojlantirish haqida gap borganda muayyan sakrash turi va uni o‘ziga munosib mashqlariga alohida e’tibor berilishi o‘ta muhim masaladir.

So‘nggi yillarda voleybol musobaqasi qoidalarining tubdan o‘zgarishi o‘yin faoliyati va o‘yin malakalarining ijro etilishiga batamom yangicha tus berib yuborgan. Hozirgi kunda deyarli barcha o‘yin malakalari aksariyat vaziyatlarda «havoda», ya’ni sakrab ijro etiladi (zarba, to‘siq qo‘yish, to‘p kiritish, uzatish, to‘pni qabul qilish, yiqilib qabul qilish). Ushbu holatni yuzaga kelishi voleybol amaliyotida sakrovchanlik va sakrash chidamkorligi sifatlariga e’tibor qaratishni nafaqat kuchaytirayapti, balki bu sifatlarni jadal rivojlantirishga qaratilgan yangi ilmiy texnologiyalar yaratishni taqazo etmoqda.

Shuning uchun ko‘p yillik sport tayyorgarligi jarayonida malakali voleybolchilarni tayyorlash samarasi sakrovchanlik va sakrash chidamkorligi sifatlarini har tomonlama mukammal tarbiyalash ustivorligiga bevosita bog‘liq bo‘lib boryapti.

Voleybolchilar sakrovchanligi va sakrash chidamkorligini rivojlantirish muammolarini yorituvchi ilmiy tadqiqotlar hamda lmiy adabiyotlar doirasi juda keng (Kao Van Txi, 1971; Kondak N.N., 1985; Ivoylov A.V., 1974, 1981, 1985; Jeleznyak YU.D., 1978, 1988; Popichev M.I., 1990; Ayrapetyans L.R., 2003; Boyirbekov M., 2003 va boshqalar).

Jumladan, A.M.Naraliev (1987) vertikal sakrash misolida malakali voleybolchilarning tezkorlik-kuchlilik sifatini «zarbdor» uslubda rivojlantirish imkoniyati afzal ekanligini ko‘rsatib o‘tgan. Uning fikricha «portlovchi» kuchni rivojlantirishda ushbu uslubdan foydalanish yaxshi natija beradi, lekin bunday mashg‘ulotlarni musobaqadan 10-12 hafta avval 3 martadan o‘tkazib turish lozim bo‘ladi.

E.A.Sergeev fikriga ko‘ra, tayyorgarlikning dastlabki bosqichida tananing uzunligidan tashqari, sakrovchanlik va chaqqonlik sifatlari ko‘rsatgichlari o‘ta muhim xisoblanadi. Keyingi bosqichlarda esa tezkorlik, qo‘l mushaklari kuchi va diqqatning turg‘unligi ustivor ahamiyatga ega bo‘ladi.

Voleybol elementlari bilan ko‘shib o‘tiladigan jismoniy tarbiya darsnii kichik sinf o‘quvchilari jismoniy tayyorgarligiga ta’sir etish darajasini o‘rganish natijasida Zuoza Aureliyus-Kazis Kazevich shunday hulosaga keldiki, aniq maqsadga yo‘naltirilgan voleybol darslari nafaqat yosh o‘quvchilarni tarbiyalashda samarali vosita bo‘lib hisoblanadi, balki voleybol tugaragiga dastlabki tanlov asosida qabul qilish va ularning o‘yin ixtisosligini bashorat yordamida belgilab olish imkonini beradi.

Masalan: Sakrash tumbasi sakrovchanlikni va sakrash chidamliligini rivojlantiradi. Tumba bo‘limlardan iborat bo‘lib, uni har hil balandlikka qo‘yish mumkin. Asosan sakrovchanlikni oshirishda bajariladigan mashqlar quydagilardan iborat. Bir oyoqda va ikki oyoqda depsinib sakrash; sakrab o‘tish; yuqoriga sakrash va xujumchi zarbasini bajarishdagi sakrashlar kiradi. Sakrash espanderida mashq bajarish sakrovchanlikni rivojlantiradi. Bunda belga va polga amartizator boylanadi va osilib turgan to‘pga qo‘lni tekkizish uchun sakraladi. Mashqlarni nazorat qilishda

shug‘ullanuvchilarni jixozlardan to‘g‘ri foydalanishi va mashqlarni to‘g‘ri va aniq bajarishiga e’tibor berish kerak. Yuqorida keltirilgan mashqlarni bir maromda bajarish yosh voleybolchilarda muhim rol o‘ynaydi. Buning uchun voleybolchi (sportchi) sakrash quvvatini va epchillik maxoratini doimiy bir xil maromda olib borishi maqsadga muvofiqdir.

Xulosa. Shuni aytib o‘tish joizki sportchi sakrash quvvatini va epchillik xarakatini aniq bir mo‘ljalga olgan xolda to‘pga o‘sha kuch-quvvatini sarflamog‘i kerak. Voleybolchi o‘z zonasiga javob bergan holda xujum zarbasini yoki to‘pni uzatib berishni, to‘siq qo‘yishda boshqa sheriklariga xalaqit qilmagan holda sakrashni aniq bajarishi kerak. Yosh voleybolchilarda sakrovchanlikni oshirishda maktabdan tashqari va maktab sharoitlarida har hil harakatli va xalq o‘yinlaridan foydalanish bilan, ham sakrovchanlikni oshirish mumkin. Sakrovchanlik va sakrash chidamkorligi o‘yin mobaynida zarur rol o‘ynabgina qolmay, texnik usullarni chaqqonlik bilan bajarish va o‘yin davomida voleybolchini joy o‘zgartirishi rivojlanishini yaqindan ta’minlaydi. O‘yin ketayotgan bir jarayonda favqulotda har hil xarakatga soluvchi vaziyatlar bo‘lib qoladiki, bu vaziyatlar o‘yinchini to‘siq qo‘yishida va zarba berishida tez va aniq fikirlashini talab qiladi.

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EFFECTIVENESS OF IMPROVING TECHNICAL AND TACTICAL TRAINING OF 14 - 15-YEAR-OLD BASKETBALL BOYS

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KEYWORDS

physical training, basketball, technique, tactics, material and technical base

ABSTRACT

Theoretical and practical thoughts about the fact that the sport of basketball is rapidly growing today in terms of technical and tactical physical training and the need to prepare young basketball players for such development.

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14 - 15 YOSHLI BASKETBOLCHI O'G'IL BOLALARNI TEXNIK VA TAKTIK TAYYORGARLIGINI OSHIRISH SAMARADORLIGI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Jismoniy tayyorgarlik, basketbol, texnika, taktika, moddiy-texnik baza

ANNOTATSIYA/АННОТАЦИЯ

Basketbol sport turini bugungi kunda,texnik-taktik jismoniy tayorgarlik bo’yicha jadallik bilan o’sayotganligi va yosh basketbolchilarni xam bunday rivojlanishga tayorlash kerakligi haqida nazariy va amaliy fikrlar.

Mamlakatimiz sportini rivojlantirish sohasida tubdan o’zgarishlar amalga oshirilmoqda. Davlatimiz jismoniy tarbiya va sportning kelajak avlodni sog’lom qilib tarbiyalashdagi o’rnini xisobga olib, sport ishlarini yanada takomillashtirish, uning zamon talablari darajasida o’quv va moddiy-texnik bazasini yaratish hamda axolining sportga bo’lgan qiziqishini oshirish yo’lida maqsadli davlat miqyosidagi tadbirlar ishlab chiqilib xayotga tadbiq etilmoqda. Chunki sport millatning o’zligini anglashda uning aniq maqsadlari sari jipslashuvida va birlashuvida, o’zidagi bor saloxiyatini hamda millat sifatidagi qudratini, jahon uzra namoyon etmoqda.

Yuksak sport yutuqlarining mavqiyi musobaqalarda raqobatchilikning keskinlashishi hamda mamlakat terma jamoalari sportchilari avlodlarining ommalashishi qonuniy jarayoni hozirgi davrda sport tanlovi va istiqbolli yoshlarnitayyorlash ilmiy-asoslangan asoslarini takomillashtirish zarurligini belgilab beradi.

Sportning har xil turlarida tanlovga katta e’tibor beriladi. Sport o’yinlari bo’yicha maxsus adabiyotlarni o’rganib chiqish. sport o’yinlari turlarida, xususan basketbolda bolalar, yosh sportchilarni tanlash turli jihatlarining yetarlicha va bir tekis ishlab chiqilmaganligi to’g’risida xulosaga kelishga imkon beradi.

Basketbol uchun xos bo’lgan psixofiziologik jarayonlari va funksiyalari xususiyatlarini o’rganish maxsus sifatlari hamda ko’nikmalari yuksak darajada rivojlanganligi bilan bir qatorda, basketbolchi quyidagilarga ega bo’lishi kerakligini ko’rsatadi:

- harakatlanish aniqligi va tezligi;
- kontakt uzatish aniqligi va yumshoqligini ta’minlovchi nozik musqullar hissini;
- o’yinda o’zgarib boruvchi vaziyatga javoban tez va aniq ko’ra bilish;
- texnik uslublar va taktik harakatlar bajarish jarayonida kuzatib borishga imkon beruvchi yaxshi rivojlangan atrofni ko’ra bilishi;
- diqqatning yuksak barqarorligi va tezlikda boshqalarga qaratilishi.

Sport maktablarining amaldagi dasturlarini tahlil qilish, o’quvchilarni boshlang’ich tayyorgarlik guruhlariga tanlash; ko’p yillik tayyorgarlik jarayonida yosh basketbolchilarni bitiruv va joriy sinovlariga asosan umumiy va maxsus jismoniy rivojlanganligi, jismoniy va

texnik tayyorgarligi belgilarini hisobga olish asosida o'tkazilishini ko'rsatadi.

Shu bilan bir vaqtda, so'nggi yillarda, respublikamizda keng tarqalgan sport turlaridan biri – basketbolning rivojlanishida yaqqol ko'zga tashlanadigan tomonlaridan biri, kombinatsion o'yinning kuchayishi hisoblanadi. Bu sportchilarning o'yinda fikrlashlari va taktik tayyorgarliklariga bir qator qat'iy talablarni qo'yadi.

Basketbol bilan shug'ullanish uchun bolalarni tanlashda – boshqa ko'rsatkichlar bilan birgalikda, faqatgina umumiy va maxsus jismoniy rivojlanganlik, jismoniy va texnik tayyorgarlik ko'rsatkichlari yordamida aniqlash mumkin bo'lmagan o'yin faoliyatiga qobiliyatlarini rivojlantirish va namoyon etishga sabab bo'luvchi shaxsiy sifat va xususiyatlarini aniqlash alohida ahamiyatga ega bo'lmoqda. yosh basketbolchilarni tayyorlash jarayonini takomillashtirishga yordam bera oladigan yangicha yondashuvlar, samarali vositalar va metodlarni ilmiy izlash zaruriyati yuzaga keladi.

Murabbiylar basketbol sport turini bugungi kunda,texnik-taktik jismoniy tayorgarlik bo'yicha jadallik bilan o'sayotganligi va yosh basketbolchilarni xam bunday rivojlanishga tayorlash kerakligini izohlaydi.

Ko'pgina basketbol mutaxassislari (Qosimov A.SH. 1986; Rasulev O.T. 1998), yosh basketbolchilarni mahorat darajasini oshirish to'g'ridan-to'g'ri ilk yoshlik chog'idan boshlab basketbol o'yiniga rejasi va malakali ravishda o'rgatishga bog'liqligini ta'kidlashadi.

A.A.Suchilin (1987) yosh basketbolchilarni maxoratli qilib tarbiyalashda murabbiylardan bolalarda quydagi jixatlarni ko'ra bilish va talab eta olishni e'tirof etadi:

- bolalarni kuchli-irodaviy, o'zini tuta bilish
- mashg'ulotlarda texnik harakatlarni, mashqlarni astoidil bajarishlari
- yuqori darajadagi jismoniy sifatlarga (tezkorlik, chaqqonlik, chidamlilik, tezlik-kuch) ega bo'lish
- organizmning sog'lom bo'lishi, o'yinlarda funksional tayyorgarligi a'lo darajada bo'lishini yosh basketbolchilarning dastlabki tayyorgarligida mutaxassislar ko'proq texnik tayyorgarlikka e'tibor berishini ta'kidlaydilar. Mashg'ulotlarda umumiy jismoniy tayyorgarlikka 30-40% vaqt ajratishni ko'rsatilgan.

Yosh basketbolchilarning texnik tayyorgarligi, o'yin texnikasining ayrim usullariga o'rgatish, o'rganilganlarning nazoratsiz qoldirilishi mumkin emas. Agar o'yin texnikasiga o'rgatish rejelashtirilgan muntazam mashg'ulotlar bilan o'tkazilsa, unda u yaxshi natija berishi mumkin.

Sport maktablari tizimida yangi sportchilarni o'yin texnikasiga o'rgatishda navbatma-navbat keladigan ketma-ketlikka rioya qilish zarur hamda uni quyidagi tamoyil asosida:

1) osondan qiyinga,

2) oddiydan murakkabga, amalga oshirish kerak.

Basketbol o'yini texnikasi, harakat malakalarining umumiy o'ziga xos xususiyatlaridan tashqari, bir qator o'ta ixtisoslashgan malakalarga ega. Texnika usullari va to'pni egallab olishning ayrim elementlarini bajarish hamda ularni o'yin vaziyatlarida

qo’llash quyidagicha tavsiflanadi:

1) basketbol harakatlari malakasi xar doim ma’lum bir sifatlar, masalan, mushak-kuch, tezkorlik, chidamlilikka asoslanadi;

2) harakat malakasi o’yin texnikasini ifodalovchi element xisoblanadi va ushundan iboratki, uzoq vaqt ichida yuqori darajada barqaror bo’ladi, ya’ni o’yin texnikasi malakalari ko’p yillarga saqlanib qoladi;

3) o’yin paytida basketbolchilar texnik usullarni «o’ziga xos muhitda» qo’llaydilar: o’yin qoidalarida gavda bilan kurash olib borish ruxsat beriladi. Bunda raqibingiz sizga u yoki bu texnika usulini qo’llashingizga xalaqit berishi mumkin. Shuning uchun texnikaga o’rgatish va uni mustaxkamlashda o’yindagi kurash xususiyati hamda raqibning qarshilik ko’rsatuvchi harakatlarini nazardan qochirmaslik lozim.

Xulosa va amaliy tavsiyalar. O’yin xususiyati va harakatlarning o’ziga xos tuzilmasi, o’yinchilarning individual jismoniy hamda ruhiy xususiyatlaridan tashqari, texnikaga o’rgatish va uni mustaxkamlashni belgilab beradi. Harakatlarga o’rgatishni alohida qismlarga bo’lingan va parchalangan xolda amalga oshirish mumkin emas.

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NUMERICAL SOLUTION OF THERMOPLASTIC DYNAMIC DEPENDENCE PROBLEM

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KEYWORDS

parabolic, hyperbolic, isotropic, deformation, thermoplastic, revealing and non-revealing schemes, dynamic

ABSTRACT

It is devoted to the creation of a mathematical model that expresses the deformation processes of isotropic bodies in a parabolic-hyperbolic state, taking into account the temperature, and corresponding calculation models. Calculation algorithms were built based on discrete analysis of mathematical models and software was created in C# language. Concretely specific issues have been resolved based on the software.

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ТЕРМОПЛАСТИК ДИНАМИК БОҒЛИҚЛИ МАСАЛАНИ СОНЛИ ЕЧИШ

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КЛЮЧЕВЫЕ СЛОВА:

параболик, гиперболик, изотроп, деформация, термопластик, ошкор ва ошкормас схемалар, динамик

ANNOTATSIYA/АННОТАЦИЯ

Параболик-гиперболик ҳолатдаги изотроп жисмларнинг деформацияланиш жараёнларини температурани ҳисобга олган ҳолда ифодалайдиган математик модел ва унга мос ҳисоблаш моделларини тузишга бағишланган. Математик моделларнинг дискрет анализлари асосида ҳисоблаш алгоритмлари қурилган ва C# тилида дастурий таъминоти яратилди. Дастурий таъминот асосида канкрет аниқ масалалар ечилди.

Кириш. Маълумки, $\Omega = \left\{ a \le x \le b,\ t_0 \le t \le T^* \right\}$ соҳада изотроп стержень кўринишидаги қаттиқ жисмлар учун термопластик динамик боғлиқ масалалари биргаликдаги чизиқсиз гиперболик *турдаги* ҳаракат тенгламаси[4]

$$\frac{\partial^2 u}{\partial t^2} = K_{21}\frac{\partial}{\partial x}(K_{22}\frac{\partial u}{\partial x}) + K_{23}\frac{\partial u}{\partial x} + K_{24}u + K_{25}\frac{\partial T}{\partial x} + P \qquad (1)$$

ва *параболик* турдаги *иссиқлик ўтказувчанлик* тенгламаси

$$\frac{\partial T}{\partial t} = K_{11}\frac{\partial}{\partial x}(K_{12}\frac{\partial T}{\partial x}) + K_{13}\frac{\partial T}{\partial x} + K_{14}T + K_{15}\frac{\partial^2 u}{\partial x \partial t} + Q \qquad (2)$$

ёрдамида умумий кўринишда ифодаланиши мумкин. Бу ерда K_{ij}, P ва Q ҳадлар умуман олганда x, t, T ва u ларнинг чизиқсиз функциялари бўлиб, хусусий ҳолларда ўзгармаслар сифатида аниқ кўринишларда берилади [1-2]. Масала моҳиятига кўра (1)-(2) кўринишдаги гиперболо-параболик турдаги тенгламалар системасини ушбу бошланғич

$$u\big|_{t=t_0} = \varphi(x), \qquad u_t\big|_{t=t_0} = \psi(x), \qquad T\big|_{t=t_0} = \eta_0(x) \qquad (3)$$

ва чегаравий шартлар

$$u\big|_{x=a} = \chi_1(t), \qquad u\big|_{x=b} = \chi_2(t) \qquad (4)$$

$$T\big|_{x=a} = \xi_1(t), \qquad T\big|_{x=b} = \xi_2(t) \qquad (5)$$

ёрдамида сонли ечиш алгоритми ва программасини яратиш билан бир қаторда баъзи бир итерацион сонли ечиш усулларини таҳлил қилиш кабилар кўзда тутилади. Бу ерда масала коррект қўйилган деб фараз қилинади. Масала маълум бир чизиқсизликларни ҳам ҳисобга олган ҳолда умумий кўринишда ифодаланганлиги боис, тўр усулида итерацион ечиш усулларини қўллашга тўғри келади. Бунинг учун дастлаб берилган Ω соҳа Ox ўқи бўйича $h = (b-a)/(m-1)$ ва Ot ўқи бўйича $\tau = (T^* - t_0)/(n-1)$ қадамлар билан $x_i = a + (i-1)h$ ва $t_j = t_0 + (j-1)\tau$ $\left(i = \overline{1,m};\ j = \overline{1,n}\right)$ чизиқлар ёрдамида дискретлаштириб олинади [3]. Масалада қатнашган барча ҳадларни чекли

айирмали кўринишга ўтказиб олишда тенгламаларда қатнашаётган ва чизиқсиз бўлиши кўзда тутилаётган барча функцияларни чизиқлаштиришнинг Пикар ёки Ньютон усулларидан фойдаланиб алмаштириш кўзда тутилади. Маълумки, бундай итерацион жараёнларнинг аниқ ечимга қанчалик тез ёки секин яқинлашиши эса танланаётган бошланғич яқинлашишларга[6], қўлланилаётган чизиқлаштириш усулига ва ошкор ёки ошкормас схемалардан қайси бири қўлланилганига боғлиқ бўлади[7-9]. Одатда, тенгламалардаги K_{ij} коэффициентларни чизиқсизлаштиришда вақт бўйича битта олдинги қатламдаги ҳисоблашлардан ёки Пикар усулидан фойдаланиш мумкин. Q ва P функцияларни эса чизиқлаштиришнинг бевосита Ньютон усулидан фойдаланиш мақсадга мувофиқдир. Мана шуларга кўра стерженьдаги температура тарқалишини аниқлашни қуйидаги ошкор ва ошкормас схемалар ёрдамида ифодаланган

$$\frac{T_i^{j+1}-T_i^j}{\tau}=K^j{}_{11i}\left\{K^j{}_{12i+1}\frac{T_{i+1}^j-T_i^j}{h^2}-K^j{}_{12i}\frac{T_i^j-T_{i-1}^j}{h^2}\right\}+K^j{}_{13i}\frac{T_{i+1}^j-T_{i-1}^j}{2h}+$$
$$+K^j{}_{14i}T_i^j+K^j{}_{15i}\frac{u_{i+1}^{j+1}-u_{i+1}^j-u_i^{j+1}+u_i^j}{h\tau}+Q_i^j+\mu_1 Q^j{}_{Ti}(T_i^{j+1}-T_i^j) \quad (6)$$

$$\frac{T_i^{j+1}-T_i^j}{\tau}=K^j{}_{11i}\left\{K^j{}_{12i+1}\frac{T_{i+1}^{j+1}-T_i^{j+1}}{h^2}-K^j{}_{12i}\frac{T_i^{j+1}-T_{i-1}^{j+1}}{h^2}\right\}+K^j{}_{13i}\frac{T_{i+1}^{j+1}-T_{i-1}^{j+1}}{2h}+$$
$$+K^j{}_{14i}T_i^{j+1}+K^j{}_{15i}\frac{u_{i+1}^{j+1}-u_{i+1}^j-u_i^{j+1}+u_i^j}{h\tau}+Q_i^j+\mu_1 Q^j{}_{Ti}(T_i^{j+1}-T_i^j) \quad (7)$$

тенгламалар системасига ва унинг таъсирида кўчишнинг ўзгаришини аниқлашни эса уч қатламли ошкор ва ошкормас схемалар ёрдамида ифодаланган[10-11]

$$\frac{u_i^{j+2}-2u_i^{j+1}+u_i^j}{\tau^2}=K^j{}_{21i}\left\{K^j{}_{22i+1}\frac{u_{i+1}^j-u_i^j}{h^2}-K^j{}_{22i}\frac{u_i^j-u_{i-1}^j}{h^2}\right\}+K^j{}_{23i}\frac{u_{i+1}^j-u_{i-1}^j}{2h}+$$
$$+K^j{}_{24i}\,u_i^j+K^j{}_{25i}\frac{T_{i+1}^{j+1}-T_{i-1}^{j+1}}{2h}+P_i^j+\mu_2 P^j{}_{ui}(u_i^{j+2}-u_i^{j+1}) \quad (8)$$

$$\frac{u_i^{j+2}-2u_i^{j+1}+u_i^j}{\tau^2}=K^j{}_{21i}\left\{K^j{}_{22i+1}\frac{u_{i+1}^{j+2}-u_i^{j+2}}{h^2}-K^j{}_{22i}\frac{u_i^{j+2}-u_{i-1}^{j+2}}{h^2}\right\}+K^j{}_{23i}\frac{u_{i+1}^{j+2}-u_{i-1}^{j+2}}{2h}+$$
$$+K^j{}_{24i}\,u_i^{j+2}+K^j{}_{25i}\frac{T_{i+1}^{j+1}-T_{i-1}^{j+1}}{2h}+P_i^j+\mu_2 P^j{}_{uj}(u_i^{j+2}-u_i^{j+1}) \quad (9)$$

кўринишидаги тенгламалар системасини ечишга олиб келиш мумкин. Бу ерда μ_1 ва μ_2 параметрлар Q ва P ларни Пикар ($\mu_1=\mu_2=0$) ёки Ньютон ($\mu_1=\mu_2=1$) усуллари ёрдамида чизиқлаштириш учун киритилган ($j=\overline{1,N-1};\ i=\overline{1,m-1}$). Буларни соддалаштиргач, мос равишда

$$T_i^{j+1}=\left\{\tau\left[\begin{array}{l}K^j{}_{11i}\left(K^j{}_{12i+1}\dfrac{T_{i+1}^j-T_i^j}{h^2}-K^j{}_{12i}\dfrac{T_i^j-T_{i-1}^j}{h^2}\right)+K^j{}_{13i}\dfrac{T_{i+1}^j-T_{i-1}^j}{2h}+\\ +K^j{}_{14i}T_i^j+K^j{}_{15i}\dfrac{u_{i+1}^{j+1}-u_{i+1}^j-u_i^{j+1}+u_i^j}{h\tau}+Q_i^j-\mu_1 Q^j{}_{Ti}T_i^j\end{array}\right]+T_i^j\right\}/(1-\tau\,\mu_1 Q^j{}_{Ti}),\quad(10)$$

$$A_1T_{i-1}^{j+1}+C_1T_i^{j+1}+B_1T_{i+1}^{j+1}=D_1,\quad(11)$$

$$u_i^{j+2}=\left\{2u_i^{j+1}-u_i^j+\tau^2\left[\begin{array}{l}K^j{}_{21i}\left\{K^j{}_{22i+1}\dfrac{u_{i+1}^{j+1}-u_i^{j+1}}{h^2}-K^j{}_{22i}\dfrac{u_i^{j+1}-u_{i-1}^{j+1}}{h^2}\right\}+K^j{}_{23i}\dfrac{u_{i+1}^{j+1}-u_{i-1}^{j+1}}{2h}+\\ +K^j{}_{24i}u_i^j+K^j{}_{25i}\dfrac{T_{i+1}^{j+1}-T_{i-1}^{j+1}}{2h}+P_i^j-\mu_2 P^j{}_{ui}u_i^{j+1}\end{array}\right]\right\}/\,(1-\mu_2\tau^2 P^j{}_{ui}),\quad(12)$$

$$A_2u_{i-1}^{j+2}+B_2u_i^{j+2}+C_2u_{i+1}^{j+2}=D_2\quad(13)$$

кўринишдаги ҳисоблаш формулаларига эга бўламиз. Натижавий ҳисоблашларни (10)-(13) тенгламаларнинг $\left\{T_i^{j+1};u_i^{j+2}\right\}$ жуфтлик кўринишидаги комбинацияларидан ҳосил бўладиган қуйидаги тўртта вариантда амалга ошириш мумкин[12-14]. Буларнинг орасидан самаралисини танлаб олиш эса, фақатгина бирор муайян, қолаверса аниқ ечими маълум бўлган тест масаласи ёрдамидагина амалга оширилиши мумкин:

1-Вариант: $\begin{cases}(10)\\(12)\end{cases}$ 2-Вариант: $\begin{cases}(10)\\(13)\end{cases}$ 3-Вариант: $\begin{cases}(11)\\(12)\end{cases}$ 4-Вариант: $\begin{cases}(11)\\(13)\end{cases}$

Барча $\left\{T_i^{j+1};u_i^{j+2}\right\}$ жуфтликлар системаси кўринишидаги вариантлар юқорида берилган (3)-(5) шартлар: $T_i^1=\eta_0(x_i)$, $T_1^j=\xi_1(t_j)$, $T_m^j=\xi_2(t_j)$, $u_i^1=\varphi(x_i)$, $\dfrac{u_i^2-u_i^1}{\tau}=\psi(x_i)$, $u_1^j=\chi_1(t_j)$, $u_m^j=\chi_2(t_j)$ ёрдамида ечилади. Бу ерда A_s, B_s, C_s, D_s – коэффициентлар (7) ва (9) тенгламалардан аниқланади (s=1,2); $K^j{}_{11i}=K_{11}(x_i,t_j,T_i^j,u_i^j)$, $K^j{}_{12i}=K_{12}(x_i,t_j,T_i^j,u_i^j)$, ... , $K^j{}_{25i+1}=K_{25}(x_{i+1},t_j,T_{i+1}^j,u_{i+1}^j)$, $P_i^j=P(x_i,t_j,T_i^j,u_i^j)$, $Q_i^j=Q(x_i,t_j,T_i^j,u_i^j)$, $P_{ui}^j=P_u(x_i,t_j,T_i^j,u_i^j)$, $Q_{Ti}^j=Q_T(x_i,t_j,T_i^j,u_i^j)$ - берилади.

Тест масаласи. Тест масаласи сифатида (1)-(5) масалада берилганларнинг ушбу $K_{11}=K_{12}=1$, $K_{13}=K_{14}=0$, $K_{15}=T^{n_1}$, $K_{21}=K_{22}=1$, $K_{23}=K_{24}=0$, $K_{25}=T^{n_2}$, $Q=T(T^{n_1-1}u-2)$, $Q_T^{'}=n_1T^{n_1-1}u-2$, $P=T^{n_2+1}$, $P_u^{'}=0$, $\chi_2(t)=\sin(1+t)$, $\xi_1(t)=e^{-t}$, $\xi_2(t)=e^{-(1+t)}$ қийматларида аниқ ечимлари $T(x,t)=e^{-(x+t)}$ ва $u(x,t)=\sin(x+t)$ кўринишда маълум бўлган ҳол учун ҳисоблаш экспериментлари ўтказилди. Бунда Ω соҳани ўзгармас қадамли дискрет соҳага келтириш учун a=0, b=1, $t_0=0, T^*=1$, $m=n=10$, $n_1=4, n_2=2$ ва вақт бўйича қатламлар орасидаги чизиқлаштириш усулларидан фойдаланишда итерацион жараённинг яқинлашиши учун аниқликни ε=0.001 деб олинди. Жумладан, 3-вариант ёрдамида олиб борилган ҳисоблашларда итерацион жараёндаги итерациялар сони 3

тадан ошмади. P ва Q функцияларни Ньютон усулида чизиқлаштирилганда ($\mu_1 = \mu_2 = 1$) нисбий хатоликларнинг максимал қиймати 1.58 дан, Пикар усулида ($\mu_1 = \mu_2 = 0$) эса 2.08 дан ошмайди. Чизиқсиз ҳадларни бевосита вақт бўйича олдинги қатламда ҳисоблаш орқали ҳам чизиқлаштириш мумкин. Бу усулда олинган натижалар Пикар усулида олинган натижалар билан бир хил бўлиб, Ньютон усулида олинган натижаларнинг эса яхшироқ эканлигини айтиб ўтиш лозим. Ҳисоблаш экспериментларининг натижалари қуйидаги 1-2 жадвалларда Ω соҳанинг x= 0.222, 0.556, 0.889; t=0.222, 0.556 қийматларида масаланинг аниқ ечими билан чизиқлаштиришнинг ҳар хил усуллари ёрдамида олинган тақрибий ечимлар, ҳамда улар орасидаги абсолют ва нисбий хатоликлар келтирилади.

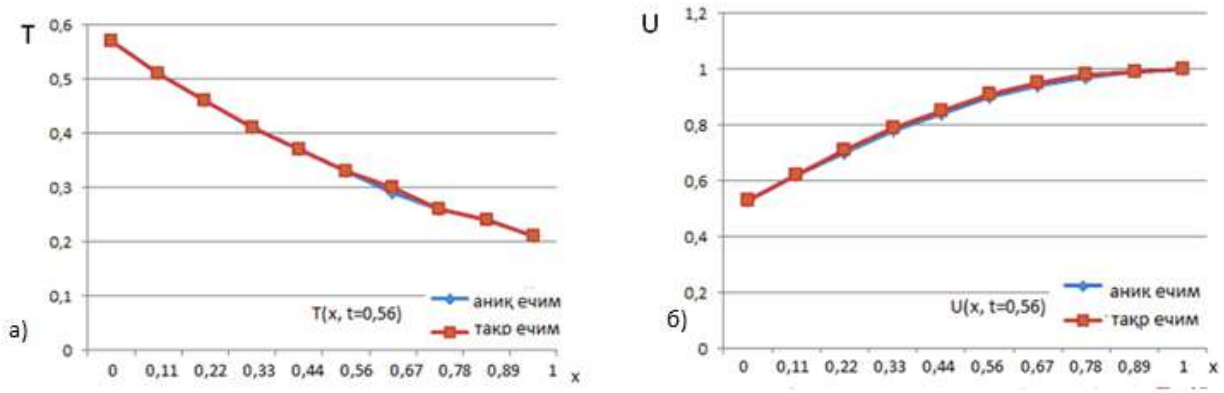
1-жадвал.

t/x	**U(x,t)**	0.222	0.556	0.889
0.222	Аниқ ечим (U)	0.4300	0.7017	0.8962
	Тақр.ечим: Ньютон усули ($U_Н$)	0.4331	0.7085	0.9007
	Тақр.ечим: Пикар усули ($U_П$)	0.4330	0.7085	0.9007
	Тақр.ечим: Вақт бўйича ($U_В$)	0.4330	0.7085	0.9007
	$\Delta U_Н$ =| U- $U_Н$ | Ньютон усулида	0.0031	0.0068	0.0045
	$\Delta U_П$ =| U- $U_П$ | Пикар усулида	0.0030	0.0068	0.0045
	$\Delta U_В$ =| U- $U_В$ | Вақт бўйича	0.0030	0.0068	0.0045
	|$\Delta U_Н$ /U | (%) Ньютон усулида	0.7279	0.9763	0.5008
	| $\Delta U_П$/U | (%) Пикар усулида	0.7010	0.9756	0.5039
	| $\Delta U_В$/U | (%) Вақт бўйича	0.7010	0.9756	0.5039
0.556	Аниқ ечим (U)	0.7017	0.8962	0.9920
	Тақр.ечим: Ньютон усули ($U_Н$)	0.7085	0.9073	0.9949
	Тақр.ечим: Пикар усули ($U_П$)	0.7080	0.9071	0.9949
	Тақр.ечим: Вақт бўйича ($U_В$)	0.7080	0.9071	0.9949
	$\Delta U_Н$ =| U- $U_Н$ | Ньютон усулида	0.0068	0.0111	0.0045
	$\Delta U_П$ =| U- $U_П$ | Пикар усулида	0.0063	0.0109	0.0045
	$\Delta U_В$ =| U- $U_В$ | Вақт бўйича	0.0063	0.0109	0.0045
	| $\Delta U_Н$ /U | (%) Ньютон усулида	0.9737	1.5763	0.2877
	| $\Delta U_П$ /U | (%) Пикар усулида	0.8994	1.5510	0.2919
	| $\Delta U_В$ /U | (%) Вақт бўйича	0.8994	1.5510	0.2919

2-жадвал.

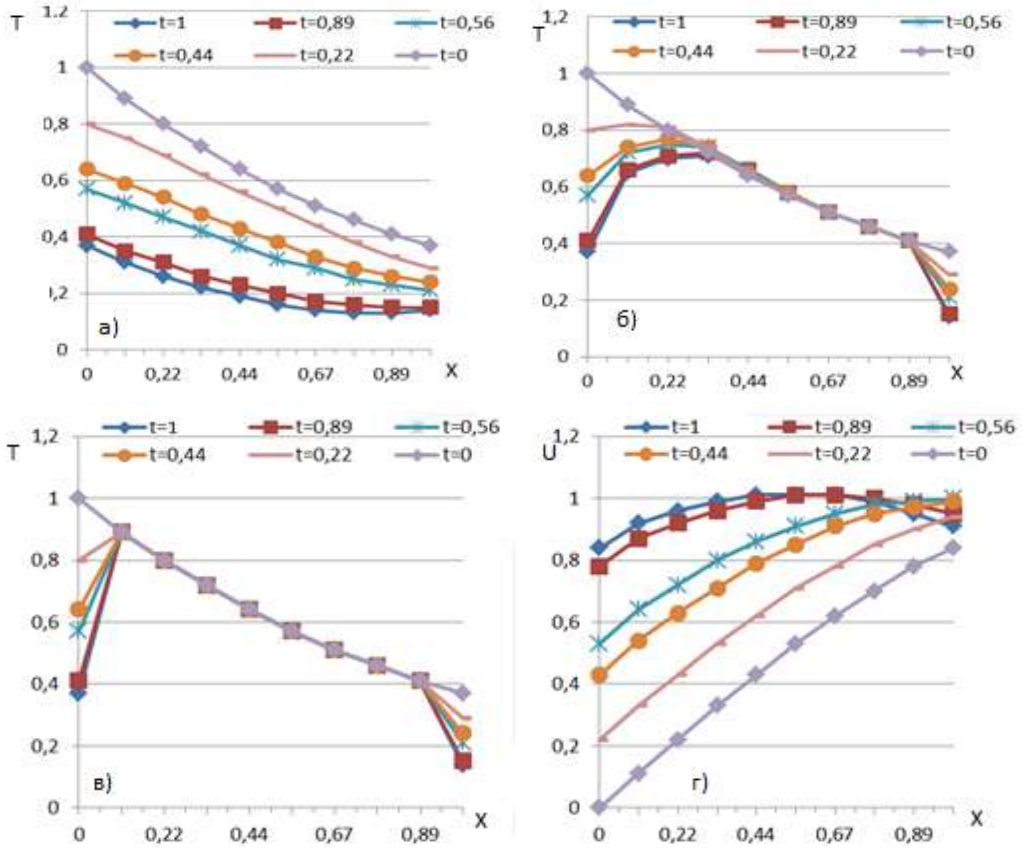
t/x	**T(x,t)**	0.222	0.556	0.889
0.222	Аниқ ечим (T)	0.6412	0.4594	0.3292
	Тақр.ечим: Ньютон усули ($T_н$)	0.6409	0.4595	0.3293
	Тақр.ечим: Пикар усули ($T_п$)	0.6343	0.4512	0.3262
	Тақр.ечим: Вақт бўйича ($T_в$)	0.6343	0.4512	0.3262
	$\Delta T_н$ =| T-$T_н$ | Ньютон усулида	0.0003	0.0001	0.0001
	$\Delta T_п$ =| T- $T_п$ | Пикар усулида	0.0069	0.0082	0.0030
	$\Delta T_в$ =| T- $T_в$ | Вақт бўйича	0.0069	0.0082	0.0030
	| $\Delta T_н$ /T | (%) Ньютон усулида	0.0441	0.0146	0.0416
	| $\Delta T_п$/T |(%) Пикар усулида	1.0731	1.7916	0.9161
	| $\Delta T_в$/T |(%) Вақт бўйича	1.0731	1.7916	0.9161
0.556	Аниқ ечим (T)	0.4594	0.3292	0.2359
	Тақр.ечим: Ньютон усули ($T_н$)	0.4598	0.3300	0.2363
	Тақр.ечим: Пикар усули ($T_п$)	0.4539	0.3222	0.2334
	Тақр.ечим: Вақт бўйича ($T_в$)	0.4539	0.3222	0.2334
	$\Delta T_н$ =| T- $T_н$ | Ньютон усулида	0.0004	0.0008	0.0001
	$\Delta T_п$ =| T- $T_п$ | Пикар усулида	0.0056	0.0069	0.0030
	$\Delta T_в$ =| T- $T_в$ | Вақт бўйича	0.0056	0.0069	0.0030
	| $\Delta T_н$ /T |(%) Ньютон усулида	0.0907	0.1651	0.1621
	| $\Delta T_п$ /T |(%) Пикар усулида	1.2098	1.5122	1.0515
	| $\Delta T_в$ /T |(%) Вақт бўйича	1.2098	1.5122	1.0515

Қуйидаги расмларда (1)-(5) масалани чизиқсиз тест масаласида ечиш учун Ньютон усули қўлланилгандаги, вариантлардан энг самаралиси бўлган 3-вариант ёрдамида олинган сонли ва аниқ ечимларнинг графиклари тасвирланган. Графикларнинг устма-уст тушаётганлиги қўлланилаётган усулнинг яхшилигини, шунга мос алгоритм ва программанинг эса тўғрилигини тасдиқлайди.

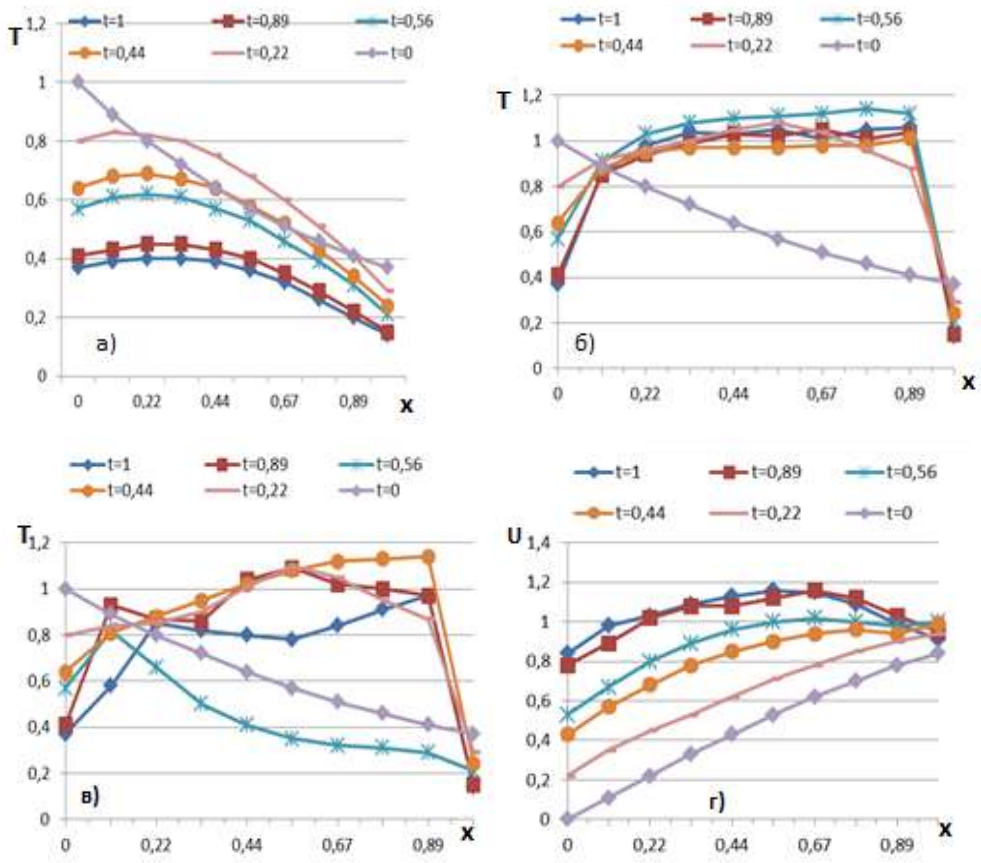


1-расм. Фиксирланган t=0.56 вақтдаги: а) температуранинг. б) кўчишнинг Ох ўқи бўйича аниқ ва тақрибий ечимларнинг ўзгариш графиклари.

Мана шуларга асосланиб, юқорида келтирилган тест масаласи учун иссиқлик манбаси сифатида қатнашаётган Q функциянинг $Q=0$ ва $Q=e^T$ бўлган ҳолларида тенгламаларда n_1 ва n_2 - даражали кўринишларда берилган чизиқсиз коэффициентлар($K_{15}=T^{n_1}$ ва $K_{25}=T^{n_2}$)нинг сонли ечимларга таъсирини ўрганиш бўйича ҳисоблаш экспериментлари олиб борилди. Жумладан, $n_2=2$ ўзгармас деб, n_1 нинг 0 дан бошлаб, то 126 гача бўлган қийматларида олинган сонли натижаларнинг ўзгаришлари 2- ва 3-расмларда график кўринишларда келтирилган. Хусусан, $Q=0$ бўлганда температура функциясининг ҳар хил вақтлардаги (t=0; 0.22; 0.44; 0.56; 0.89; 1) графиклари (3) - бошланғич шартдаги $\eta_0(x)$ функциясининг графигидан пастда жойлашиши, $\eta_0(x)$ нинг температура учун юқори ечим сифатида қаралиши мумкинлигини кўрсатади. Кўчиш функцияси учун эса аксинча, яъни кўчиш функциясининг графиклари (3)-бошланғич шартдаги $\varphi(x)$ функциясининг графигидан юқорида жойлашиши кузатилди. Бу эса $\varphi(x)$ нинг кўчиш функцияси учун қуйи ечим сифатида олиниши мумкинлигини намоён қилади. Манба функциясининг ўзгариши $Q=e^T$ кўринишида бўлганда эса, температура ўзгариши бўйича ўзига хос ҳолатларни кузатиш мумкин, лекин кўчиш функциясида бундай кескин ўзгаришлар кузатилмади (3-расм).



2-расм. Тенгламада $Q=0$ ҳол учун температуранинг а) n1=0; б) n1=10; в) n1=126 ва кўчишнинг г) n1=126 ўзгариши графиклари.



3-расм. Тенгламада $Q = e^T$ ҳол учун температуранинг а) n1=0; б) n1=10; в) n1=16 ва кўчишнинг г) n1=16 ўзгариши графиклари.

Хулоса қилиб айтганда, (1)-(5) кўринишдаги масалаларни сонли ечиш учун тавсия қилинаётган алгоритм варианти, шу асосида яратилган программалар мажмуаси ва олинган натижалар муайян кўринишдаги чизиқсиз амалий масалаларни ечиш учун методик кўрсатма бўлиб хизмат қилиши мумкин.

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USE OF THE AUXILIARY PROJECTION METHOD IN IMPROVING THE QUALITY OF ENGINEERING GRAPHICS EDUCATION

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KEYWORDS

Engineering graphics, education, quality, auxiliary projection, spatial imagination, graphic task, methodological development, image, students, orthogonal

ABSTRACT

This article discusses improving the quality of education using the auxiliary design method when teaching engineering graphics subjects in higher educational institutions.

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MUHANDISLIK GRAFIKASI TA’LIMI SIFATINI OSHIRISHDA YORDAMCHI PROYEKTSIYALASH USULIDAN FOYDALANISH

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Muhandislik grafikasi, ta’lim, sifat, yordamchi proyektsiyalash, fazoviy tasavvur, grafik vazifa, metodik ishlanma, tasvir, talabalar, orthogonal

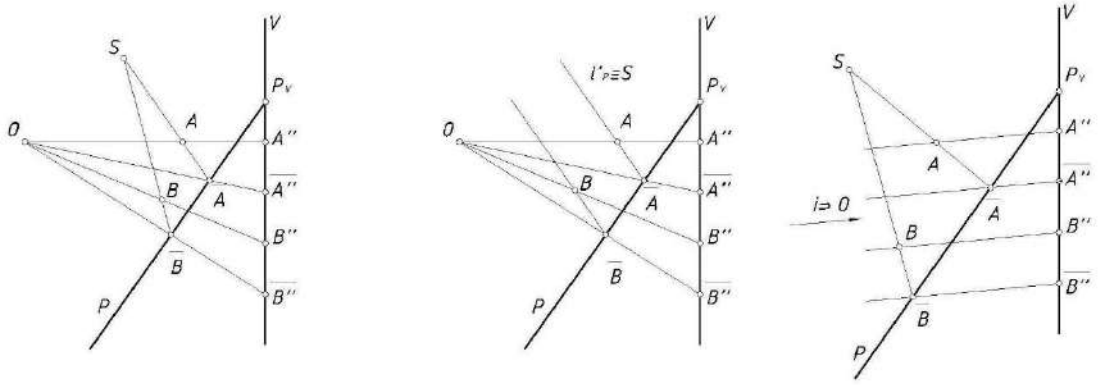
ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolada oliy ta’lim muassasalarida muhandislik grafikasi fanlarini o‘qitishda yordamchi proyektsiyalash usulidan foydalanib ta’lim sifatini oshirish yoritilgan.

Ma’lumki, chizma geometriya, muhandislik va kompyuter grafikasi fanlarini o‘qitishda hamda bu fanlarga tegishli bo‘lgan pozitsion va metrik masalalarni yechishda asosan to‘g‘ri burchakli (ortogonal) proyektsiyalash usullaridan keng foydalaniladi.

O‘quv adabiyotlarda xozirgi kunda yetarli darajada yoritilmagan va shuning uchun xam ommaviy tus olmagan yordamchi proyektsiyalash usullarini har tomonlama chuqur o‘rganilib, ularni nazariy va amaliy asoslarini turli grafik yasashlarda hamda pozitsion va metrik masalalarini yechishda keng foydalanish ham maqsadga muofiq bo‘ladi deb o‘ylaymiz. Umuman olganda yordamchi proyektsiyalash usullarida proyektsiyalash yo‘nalishini to‘g‘ri chiziq yoki egri chiziq shaklida proyektsiya tekisligini esa tekislik yoki turli ko‘rinishdagi sirtni tanlash mumkin.

Ushbu maqolada professor S.M.Kolotov (1880-1965) tomonidan 1933-yilda tavsiya qilingan yordamchi markaziy va parallel proyektsiyalar usullariga diqqatimizni qaratamiz. Bu usulning pozitsion va metrik masalalarni yechishda uning qulayligi to‘g‘risida nazariy va amaliy yechimlarini keltiramiz. Uning mohiyati quyidagilardan iborat. Biror narsaning tasviri chizma tekisligida asosiy proyektsiyalash yo‘nalishi (markaziy yoki parallel) bo‘yicha hosil qilingan bo‘lsin, uning yangi proyektsiyasini yasash uchun qo‘shimcha proyektsiyalar tekisligi va proyektsiyalash markazini biron (xos yoki xosmas) nuqtada tanlab olinadi. Berilgan narsani bu markazdan qo‘shimcha tekislikka proyektsiyalanadi. Hosil bo‘lgan qo‘shimcha proyektsiyani asosiy proyektsiyalash yo‘nalishi bo‘yicha chizma tekisligiga proyektsiyalab, narsaning takroriy proyektsiyasi yasaladi. Narsaning ana shunday ikki marta proyektsiyalash natijasida asosiy chizma tekisligida hosil qilingan takroriy proyektsiyasi uning umumiy xoldagi yordamchi proyektsiyasi bo‘ladi. 1-rasm. a da asosiy proyektsiyalar tekisligi V, proyektsiyalash markazi O va A, B nuqtalar berilgan. A, B nuqtalarni V tekislikda O markazdan proyektsiyalash orqali uning markaziy A", B" proyektsiyalari yasalgan.

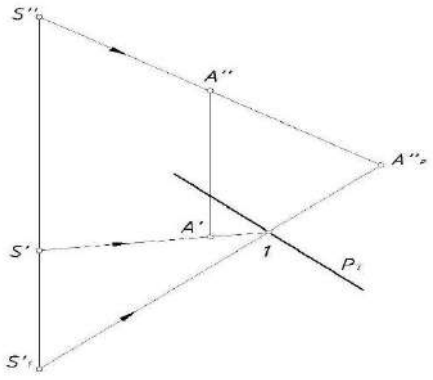


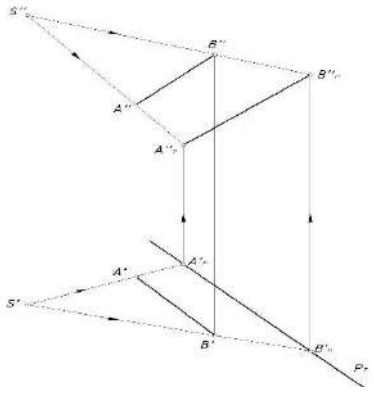
1-rasm. *a* *b* *v*

Qo‘shimcha proyektsiyalash markazi S nuqtani va qo‘shimcha P tekislikni tanlab olamiz. S markazdan A va B nuqtalarni P tekislikka proyektsiyalab, unda qo‘shimcha, proyektsiyalarni hosil qilamiz. So‘ngra proyektsiyalarini asosiy proyektsiyalash markazi O nuqtadan V tekislikka proyektsiyalab, unda A, B nuqtalarning yordamchi va proyektsiyalariga ega bo‘lamiz.

Yordamchi proyektsiyalashning bu umumiy holiga nisbatan parallel proyektsiyalash tadbiq qilinsa, uning amalda keng qo‘llaniladigan xususiy hollari kelib chiqadi: 1) asosiy proyektsiyalash markazi O xos nuqtada, qo‘shimcha proyektsiyalash markazi esa (S∞) xosmas nuqtada (1-rasm, b); 2) asosiy proyektsiyalash markazi xosmas (O∞) nuqtada, qo‘shimcha proyektsiyalash markazi S xos nuqtada (1-rasm, v); 3) ikkala proyektsiyalash markazlari xosmas nuqtalarda, ya’ni O∞, S∞ bo‘lshi mumkin. Bu hollarda birinchisi perspektiv yasashlarda ikkinchi va uchinchi hollar esa parallel proyektsiyalashda pozitsion va metrik masalalarni yechishda qo‘llaniladi.

Markaziy proyektsiyalashda nuqtalarni proyektsiyalaovchi vertikal nur tekisliklari proyektsiyalash markazidan yo‘nalgan vertikal to‘g‘ri chiziq orqali o‘tib to‘g‘ri chiziqlar dastasini hosil qiladi. Bular T2 moslik va qo‘shimcha tekisliklar bilan kesishib, ularda S' va S'1 markazlarga ega bo‘lgan markaziy to‘g‘ri chiziqlar dastalarini, yana nurlar, proyektsiyalarini hosil qiladi. Umumiy vaziyatdagi P tekislikkka A nuqtani proyektsiyalash 2- rasmda ko‘rsatilgan.



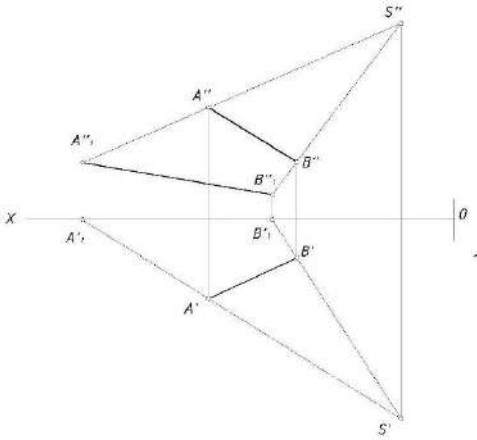


2- rasm 3- rasm

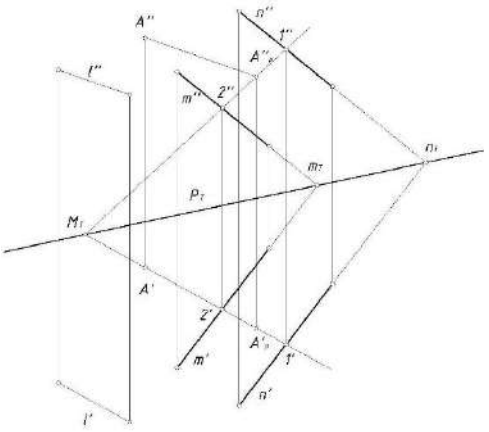
P tekislik P_T moslik izi va undagi yordamchi proyektsiyalash markazi *S* nuqtadan o‘tgan vertikal to‘g‘ri chiziqning izi S'_1 nuqtasi bilan berilgan. *S* proyektsiyalash markazining

S′ gorizontal proyektsiyasi bilan *A* nuqtaning *A′* gorizontal proyektsiyasini birlashtirib uningmoslik o‘qi P_T bilan kesishgan *1* nuqtasini belgilaymiz. So‘ngra S_1' bilan *1* nuqtani birlashtirib, uning *S′′ A′′* bilan kesishgan A_P'' nuqtasini, ya’ni *A* nuqtaning *P* tekislikdagi markaziy proyektsiyasini aniqlaymiz. S'_1 1 to‘g‘ri chiziq aniqlovchi deyiladi. Agar *P* tekislik vertical bo‘lsa S'_1 cheksiz uzoqlshib, undan keluvchi aniqlovchilar o‘zaro parallel vertikal to‘g‘ri chiziqlar bo‘lib qoladi. Bunday holat 3-rasmda *AB* kesmaning markaziy proyektsiyasini yasashda ko‘rsatilgan. A'_P va B'_P moslik o‘qidagi nuqtalardan o‘tgan aniqlovchilar vertical to‘g‘ri chiziqlar bo‘lib qolgan. Ba’zi pozitsion masalalarni yechishda geometric shakllarni proyektsiyalar tekisliklarining birortasida qo‘shimcha proyektsiyalashga to‘g‘ri keladi.

4-rasmda *AB* kesmani *S* qo‘shimcha markazidan *V* proyektsiyalar tekisligiga proyeksiyalash ko‘rsatilgan.



4-rasm



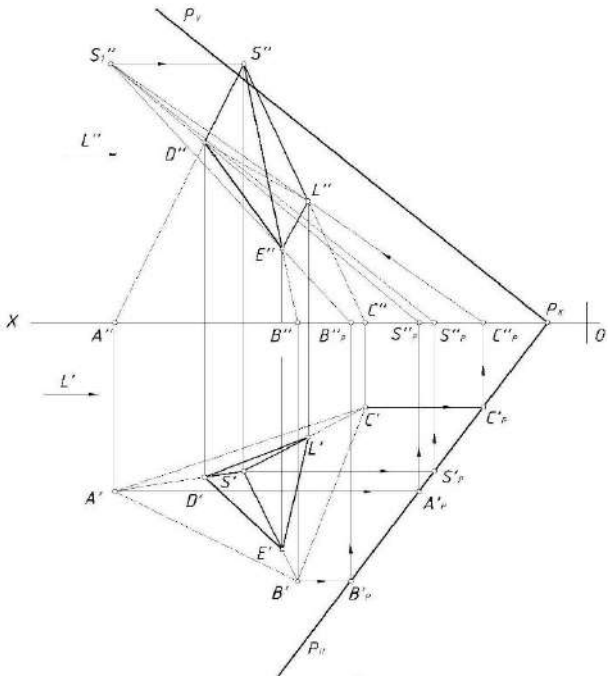
5-rasm

S′ nuqtadan *A′*, *B′* orqali to‘g‘ri chiziqlar o‘tkazib, ularning *OX* o‘qi bilan kesishgan A'_1, B'_1 nuqtalarni belgilaymiz va ulardan bertikal bo‘g‘lovchi to‘g‘ri chiziqlar o‘tkazamiz. So‘ngra bu bog‘lovchi chiziqlar bilan *S′′A′′* va *S′′B′′* to‘g‘ri chiziqlarning kesishish nuqtalarini topib, A_1'' va B_1'' yordamchi frontal proyektsiyalarga ega bo‘lamiz. Biror geometric shaklning *H* dagi yordamchi proyektsiyasi ham xuddi shunday yasaladi.

Agar proyektsiyalash markazi cheksiz uzoqlashtirilgan bo‘lsa, parallel (qiyshiq yoki to‘g‘ri burchakli) proyektsiyalash sodir bo‘ladi. Bu holda proyektsiyalovchi tekisliklar nur yo‘nalishiga xamda aniqlovchi to‘g‘ri chiziqlar o‘zaro parallel bo‘lib qoladi.

5-rasmda *A* nuqtani o‘zaro parallel (*m*//*n*) to‘g‘ri chiziqlar bilan berilagan *P* tekislikka *l* yo‘nalishda proyektsiyalash ko‘rsatilgan, *m* va *n* to‘g‘ri chiziqlarning m_T va n_T moslik izlarini yasab, bu tekislikning P_T moslik izini o‘tkazamiz. *A* nuqta orqali *l* yo‘nalishda parallel nur o‘tkazamiz va bu nurning tekislik bilan kesishish nuqtasini yasash uchun u orqali *M* gorizontal proyektsiyalovchi tekislik o‘tkazamiz.

M tekislikning berilgan tekislik bilan kesishish chizig’i - 1 2 ni yasaymiz va uning A'' dan l'' ga parallel o’tkazilgan to’g’ri chiziq bilan kesishish nuqtasi A''P ni ya’ni, A nuqtaning P tekislikdagi proektsiyasining frontal proektsiyasini aniqlaymiz. So’ngra bog’lovchi chiziq orqali uning A'P gorizantal proektsiyasini belgilaymiz. M'T 2'' yo’nalishi - P tekislikka l yo’nalishda proektsiyalanadigan hamda nuqtalar uchun aniqlovchilar yo‘nalishi bo‘ladi.



6-rasm

6-rasmda *SABC* piramidaning *P* tekislik bilan kesishish chizig‘ini yasash ko‘rsatilgan. Piramidani gorizontal *l* yo‘nalishda *P* tekislikka proyektsiyalaymiz. Piramida qirralari yordamchi $S''_P A''_P$, $S''_P B''_P$,$S''_P C''_P$ proyektsiyalari bilan *D, E, L* nuqtalarda kesishib, tekislik bilan kesishish nuqtalarini hosil qiladi. Bu nuqtalarni birlashtirib, *DEL (D'E'L', D''E''L'')* kesishish chizig‘i yasaladi.

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THE METHOD OF TEACHING FOREIGN LANGUAGES IN ELEMENTARY SCHOOL

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KEYWORDS

Foreign language, children, second languages, elementary schools

ABSTRACT

In the 21st century, learning foreign languages is being much more famous and common day by day. The significance of the issue with structuring early foreign language education. Features and benefits of early foreign language instruction; Contextualization of early foreign language instruction; Possibility of developing foreign speech activity abilities in the circumstances of early foreign-language instruction. As a result, the study highlighted the significance of the issue of early foreign language teaching, which opens up a fresh perspective on the issues surrounding the intellectual development of primary school pupils.

As a result of our research, we found advantages of teaching and learning foreign languages in early ages. When children in their early ages, their memory will be in a good position and learning process will be even painless. However, as well as having positive side, teaching young children sometimes creates problems and challenges.

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INTRODUCTION

The increasing importance of globalization has led to a growing demand for individuals who are proficient in multiple languages. To meet this demand, many schools are implementing foreign language programs, particularly in elementary schools. Research has shown that children who are exposed to foreign languages at an early age have better cognitive abilities and are more likely to develop a love for learning and the benefits of learning a foreign language at a young age are well-documented, including enhanced cognitive abilities and improved social skills. However, teaching foreign languages to young learners comes with its own set of challenges. In this paper, we will examine the method of teaching foreign languages in elementary school, including the benefits of early language learning, the challenges of teaching foreign languages to young learners, and effective teaching strategies.

Benefits of Early Language Learning:

Learning a foreign language at an early age provides children with numerous cognitive, academic, and social benefits. One of the primary benefits of learning a foreign language at an early age is that young children have a greater capacity for language acquisition. Studies have shown that young children are able to acquire new languages more easily than adults, as their brains are still developing and have not yet formed rigid language patterns (Ferjan Ramirez et al., 2017). Early language learning has also been shown to enhance cognitive abilities, including memory, problem-solving, and critical thinking skills. For example, a study conducted by Antoniou et al. (2013) found that bilingual children outperformed monolingual children on tasks that required working memory and inhibitory control. Additionally, children who learn a second language are better able to appreciate and understand different cultures, which can lead to improved social skills and greater empathy. One more positive point of learning foreign languages at early age is that kids have a remarkable capacity for remembering data when they are young, and their brains are built to automatically process new information, that's why learning progress will be far easier.

Challenges of Teaching Foreign Languages to Young Learners:

Despite the numerous benefits of early language learning, teaching foreign languages to young learners comes with its own set of challenges. One of the primary challenges is finding qualified teachers who are trained to teach foreign languages to young learners. Many elementary school teachers are not trained in foreign language instruction, which can lead to ineffective teaching strategies and limited language exposure for the students. Additionally, young children have shorter attention spans and may struggle to focus for extended periods of time which can make language instruction more difficult. Furthermore, children at the elementary school level may not have the language skills required to fully comprehend a foreign language, which can make the learning process more difficult. Another the hardest issues affecting classrooms for young learners has to do with pedagogy. The popularity of English as a global language has led to the idea that learners should focus

more on developing their communication skills than on learning the language itself. As a result, communicative ability has been emphasized in contemporary curriculum for young learners.

Effective Teaching Strategies:

Knowing what to teach, how to teach it, when to teach it, to whom to teach it, why to teach it, and even where to teach are all essential components of a truly great teacher. To overcome the challenges of teaching foreign languages to young learners, educators should implement effective teaching strategies. One such strategy is to incorporate fun and engaging activities into the curriculum. Games, songs, and stories can be used to introduce new vocabulary and grammar concepts, while keeping the children entertained and interested. For example, a study conducted by Huang et al. (2020) found that incorporating music and games into the language curriculum increased students' motivation and engagement. Another effective strategy is to use visual aids, such as pictures and videos, to help children understand new concepts. Visual aids can help make the language more tangible and relatable for young learners, which can enhance their comprehension and retention of the material. Repetition is also important, as it helps reinforce new vocabulary and grammar rules. Finally, it is important to create a positive and supportive learning environment, where children feel comfortable making mistakes and asking questions. Teachers should provide constructive feedback and praise for effort, rather than solely focusing on correct answers.

One effective teaching method that incorporates many of these strategies is the Total Physical Response (TPR) method. TPR is a teaching method that was developed by James Asher in the 1970s, which focuses on using physical movements to reinforce language learning. In the TPR method, the teacher gives commands in the target language, and the students respond with physical actions. TPR, in another sense, refers to the practice of moving while speaking. For example, the teacher might say "stand up" in the target language, and the students would stand up. TPR incorporates repetition, visual aids, and physical movement, which can enhance comprehension and retention of the language (Asher, 2018).

CONCLUSION

In conclusion, teaching foreign languages to young learners in elementary school is a valuable educational experience that provides numerous benefits. While there are challenges to teaching foreign languages to young learners, effective teaching strategies can overcome these obstacles. By creating a fun and engaging learning environment, using visual aids, and incorporating repetition, educators can help children develop a love for learning foreign languages and prepare them for success in the global community.

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EMBRYOGENESIS AND ETIOPATOGENESIS ANOMALIES DEVELOPMENT OF THE EXTERNAL AUDIO CANAL

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KEYWORDS

atresia of the auditory canal, anomaly, microtia, etiology

ABSTRACT

It is necessary to understand the etiology of external auditory canal atresia in order to explain the situation to the patient and their family members, plan the operation, predict complications and eliminate them in time, and provide genetic counseling. The etiology of external auditory canal atresia is divided into genetic factors and environmental factors affecting the development of the external ear. Given that the auricle and external auditory canal develop from the same source, microtia and atresia of the external auditory canal often coexist, with atresia of the external auditory canal occurring in up to 74% of patients with microtia.

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ЭМБРИОГЕНЕЗ И ЭТИОПАТОГЕНЕЗ АНОМАЛИИ РАЗВИТИЕ НАРУЖНОГО СЛУХОВОГО ПРОХОДА

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

атрезия наружного слухового прохода, аномалия, микротия, этиология

ANNOTATSIYA/АННОТАЦИЯ

Понимание этиологии атрезии наружного слухового прохода необходимо для разъяснения состояния больным и членам их семей, планирования операции, прогнозирования осложнений и своевременного преодоления их, генетического консультирования. Этиология атрезии наружного слухового прохода классифицируется на наследственные факторы, влияющие на развитие наружного уха, и факторы окружающей среды. Учитывая, что ушная раковина и наружного слухового прохода развиваются из одного источника, микротия и атрезия наружного слухового прохода часто сосуществуют, при этом атрезия наружного слухового прохода наблюдается почти у 74% пациентов с микротией.

Развитие уха – это непрерывный сложный процесс, который начинается в начале эмбриональной жизни в трех частях и завершается до первой декады. Наружный слуховой проход развивается в двух частях, наружную часть или первичный канал и внутреннюю часть или меатальную пробку [1]. Примерно на 6 недель после зачатия первичный канал начинает формироваться либо в результате углубления первой щели, либо в виде новой инвагинации в пределах 1-й дуги. Подтверждением последнего сценария является недавнее исследование, неожиданно показывающее, что слуховой канал мышей полностью формируется внутри первой дуги [2]. Это неожиданно, потому что ранее предполагалось, что слуховой проход формируется внутри первой щели [3]. Меатальная пробка затем образует пробку из клеток, прилегающих к этой щели [4]. Эта клеточная пробка будет продолжать распространяться внутрь окружающей мезенхимы, становясь похожим на палец выступом, указывающим на развивающуюся полость среднего уха [5]. Высочные и ситуативные различия в пролиферации клеток, по-видимому, влияют на расширение и направленный рост меаталной пробки, когда она начинает развиваться. После этого у эмбриона проявляется отличительная двойственность в развитии наружного слухового прохода: внешний первичный канал (который станет хрящевым части наружного слухового прохода) развивается иначе, чем внутренний, метальной пробкой (который станет костным части наружного слухового прохода) [1]. Первоначально открытый первичный канал закрывается на некоторое время, а затем снова открывается вместе с меатальной пробкой, образуя один длинный просвет [6]. Это закрытие было связано с удалением перидермы. У эмбрионов мыши поверхностный слой перидермы, обозначаемый окрашиванием кератином 8, действует как антипригарный тефлоновый слой, чтобы держать первичный канал

открытым на раннем этапе развития [1]. Запрограммированная гибель клеток, или апоптоз, является повсеместным явлением в развитии. Его роль в развитии слухового прохода отмечалось появление TUNEL-положительных клеток [7]. Ингибирование апоптоза в перидермальных клеток продемонстрировало, что именно апоптотическая гибель перидермы позволяет первичному каналу закрыться [1]. Канал наконец открывается за счет создания центрального просвета. Это происходит примерно на 16 неделе у плода, и ему предшествует преждевременная программа дифференцировки, предшествующая развитию кожи в другом месте, и включает в себя апоптотическую гибель клеток ороговевшего лорикрин-положительного слоя плоского эпителия. Сложное и многоэтапное развитие слухового прохода может объяснить изменчивость как по форме, так и по частоте встречаемости атрезии наружного слухового прохода.

Наружный слуховой проход возникает из первой глоточной щели. Он начинается с впячивания эктодермы между первой и второй дугами глотки, которая простирается внутрь к развивающимся структурам среднего уха. На 5 неделе эмбрионального развития этот эктодермальный дивертикул простирается к глотке и содержит пролиферирующие эктодермальные клетки, которые образуют мясную пробку, заполняющую весь просвет. Через десять недель основание мясной пробки расширяется по окружности, создавая дискообразную структуру.

К тринадцатой неделе эта дискообразная пробка входит в контакт с примордиальной молоточек медиально, способствуя будущему формированию барабанной перепонки. К пятнадцатой неделе дискообразная пробка расщепляется, оставляя после себя тонкий слой эктодермальных клеток незрелой барабанной перепонки. Продолжение тонкой кожи ушной раковины выстилает весь наружный слуховой проход и внешнюю поверхность барабанной перепонки. Наружный слуховой проход полностью проходим и расширяется до полной формы к восемнадцатой неделе. К концу 4-й недели развития ушная раковина развивается из 6 мезенхимальных разрастаний / опухолей, известных как бугорки, происходящие от первой и второй глоточных дуг, которые окружают первую глоточную щель. На каждой стороне наружного прохода есть три бугорка предсердия, которые со временем сливаются, образуя ушную раковину. Первые три бугорка ушной раковины выходят из первой глоточной дуги и дают начало козелку, спирали и раковине тарелки. Последние три бугорка предсердия возникают от второй глоточной дуги и дают начало раковине, антихеликс и антитрагусу. Наружные уши начинают свое эмбриологическое развитие в нижней части шеи и постепенно поднимаются заднелатерально до уровня глаз по мере развития нижней челюсти [8].

Пороки развития уха могут иметь генетический или приобретенный характер. Среди врожденных пороков развития 30% связаны с синдромами, сопровождающимися дополнительными пороками развития и/или функциональной потерей органов и систем органов. Примерами являются отофациальный дизостоз

(например, синдром Тричера-Коллинза, синдром Гольденхара), черепно-лицевой дизостоз (например, синдром Крузона, синдром Апера), отоцервикальный дизостоз (например, синдром Клиппеля-Фейля, синдром Вильдерванка), отоскелетный дизостоз (например, синдром Ван дер Хуве-де-Клейна, синдром Альберса-Шенберга) и хромосомные синдромы, такие как трисомия 13 (синдром Паэтау), трисомия 18 (синдром Эдвардса), трисомия 21 (синдром Дауна) и синдром 18q. Несиндромальные пороки развития уха показывают только аномалии уха без каких-либо других пороков развития [9]. Tewfik et al. [10] опубликовали подробный список синдромов и состояний, связанных с врожденными пороками развития уха. При всех генетически детерминированных пороках развития (синдромальных и несиндромальных) можно предположить высокую частоту спонтанных генетических мутаций [11]. В многочисленных исследованиях, особенно исследованиях развития внутреннего уха, различные гены, факторы транскрипции, факторы секреции, факторы роста, рецепторы, белки клеточной адгезии и другие молекулы были идентифицированы как ответственные за пороки развития уха [12,13].

Врожденные пороки развития уха с очевидным семейным анамнезом демонстрируют аутосомно-доминантное наследование примерно в 9% случаев, аутосомно-рецессивное наследование около 90%, и Х-сцепленное наследование около 1% [14]. Несиндромальные врожденные нарушения слуха имеют совершенно иное распространение: аутосомно-доминантное наследование прибл. 30% случаев, аутосомно-рецессивный около 70%, сцеплено с Х-хромосомой около 2-3%, а иногда и митохондриально-сцепленное наследование [15]. С другой стороны, у пациентов с семейной несиндромальной микротией высокой степени Katzbach et al. [16] сообщили о преимущественно аутосомно-доминантной наследственности с переменной пенетрантностью. Приобретенные пороки развития уха возникают в результате экзогенного повреждения во время беременности.

Noxae включают инфекции (прежде всего вирусные: подтверждены для краснухи, цитомегаловируса и вируса простого герпеса, возможны корь, эпидемический паротит, гепатит, полиомиелит, ветряная оспа, вирусы Коксаки и вирусы ECHO, токсоплазмоз и сифилис), химические агенты, недоедание, облучение, Резус-несовместимость, гипоксия, перепады атмосферного давления и шумовое воздействие [14].

Следует принимать во внимание кровотечения, возникающие в первой половине беременности, и нарушения обмена веществ, такие как диабет [16]. Среди химических тератогенов преобладающую роль играют лекарственные препараты, ярким примером которых является талидомид, приведший к значительному увеличению частоты пороков развития в начале 1960-х гг. Хининовые и аминогликозидные антибиотики также вызывают пороки развития. Цитостатики и лекарства, используемые при лечении эпилепсии (например, дифенилгидантоин, триметадион и вальпроиновая кислота), также могут быть причиной. Как чрезмерно

высокие дозы ретиноевой кислоты (эмбриопатия ретиноевой кислоты), так и дефицит витамина А (VAD-синдром) во время беременности могут вызывать пороки развития уха [17], [18, 19].

Было предложено множество дополнительных лекарств, вызывающих пороки развития, а также гормоны, наркотики, алкоголь и никотин. Агенты окружающей среды, такие как гербициды, ртутьсодержащие фунгициды и свинец, могут оказывать тератогенное действие. Однако во многих случаях действительная причина неизвестна [20], поскольку далеко не все пациенты с возможными или подозреваемыми генетически обусловленными пороками развития могут быть подвергнуты генетическому анализу, многие ответственные гены до сих пор неизвестны, а анамнестические или клинические данные относительно экзогенных влияний может быть неясным или отсутствовать. Поэтому неудивительно, что сообщаемые пропорции генетически детерминированных и негенетически детерминированных пороков развития уха сильно различаются. Например, при комбинированном пороке развития уха, описанном как atresia auris congenita, несиндромальная наследственная этиология без ассоциации с синдромом была зарегистрирована в 20% случаев, ассоциация с синдромом — в 10%, а приобретенная природа, возникающая в результате воздействия тератогенных веществ, — в 20% случаев 0,05%; таким образом, предполагается, что спонтанные генетические мутации ответственны за большинство таких пороков развития [21]. Напротив, предполагаемый вклад экзогенных факторов в пороки развития наружного уха (особенно ушной раковины) составляет 10% [22, 23].

Вывод. Генетические исследования играют ключевую роль в определении причин синдромов, связанных с атрезией наружного слухового прохода. Путем создания и изучения моделей на животных будут более подробно выяснены генетические механизмы формирования наружного уха, а профилактика осложнений, а также раннее выявление станут более эффективными. Также необходимо провести статистический анализ факторов риска несиндромальной атрезии наружного слухового прохода и принять профилактические меры, основанные на доказательствах. Изучение взаимодействия между генетическими факторами и факторами окружающей среды позволит более точно прогнозировать риск рецидива и потенциальные профилактические меры, а также поможет разработать другие нехирургические методы лечения в будущем.

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THE ROLE AND BENEFITS OF READING IN CHILD EDUCATION

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KEYWORDS

iron objects, child rearing, 'doing what he saw in the bird's nest', lies

ABSTRACT

This article reflects on the upbringing of children, their behavior, an urgent issue of today, and their interest in iron objects rather than books.

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BOLA TARBIYASIDA KITOBXONLIKNING O‘RNI VA AFZALLIKLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Temir buyumlar, farzand tarbiyasi, «Qush uyasida ko‘rganini qilar», yolg‘onlar

ANNOTATSIYA/АННОТАЦИЯ

Bu maqolada bugungi kunning dolzarb masalasi bo‘lgan bolalar tarbiyasi, ularning xulq-atvori, ularda kitoblardan ko‘ra temir buyumlarga bo‘lgan qiziqish haqida fikr yuritiladi.

Bilasizmi? Nimaga bizning oramizdan Abu Rayhon Beruniy, Ibn Sino, Zahiriddin Muhammad Bobur, Navoiy kabi buyuk zotlar chiqmay qo‘ydi. Chunki biz qo‘limizdagi temir buyumlarning qo‘pol qilib aytganda quliga aylandik. Hech o‘ylab ko‘rganmisiz? Hozirgi bolalarga kitobning nega qizig‘i yo‘qligi haqida yoki ular sizni eshitishdan ko‘ra televizor ko‘rishni afzal ko‘rishi haqida. Hop men misol keltiraman 5 yoshli singlim bor. Agar men unga televizor ko‘rishni yoki ertak eshitishni taklif qilsam, u televizorni tanlaydi. Kitob yoki telefonni tanlashga to‘g‘ri kelsa, u har doim telefonni tanlaydi. Nachora, qo‘liga telefonni tutqazaman, shunga majburman, agar yo‘q desam yig‘lashni boshlaydi. Bolalar kattalarni boshqaradi deganlari shu bo’lsa kerak. Temir buyumlar esa nafaqat yoshi kattalarni, balki yosh bolalarni ham boshqarmoqda. Bu esa juda yomon. Axir bu xavfliligini bilib turib nimaga bunga qarshi chiqa olmaymiz. Temir buyumlarga ham bolalar qo‘li yetmaydigan yerda saqlansin deb yozish kerakmi?

Farzand inson hayotining mazmuni, nasl-nasabining davom ettiruvchisi, oilaning mustahkam zanjiri. Shunday ekan ota-onalar farzandlarining tarbiyasiga befarq bo‘lmasliklari, ular bilan ko‘proq vaqt o‘tkazishlari, dildan suhbatlashishlari kerak. Bolaning ota-onaga mehrsizligi ham xuddi shu befarqlikdan kelib chiqadi. Ko‘pchilik ota-onalar farzandiga vaqt ajrata olmaydi. Bunday ota-onalar mehr ko‘rsatmasdan yana mehr kutishadi. Bu menga xuddi daraxt ekib qo’yib, uni parvarish qilmasdan meva kutgan kishining ahmoqligidek tuyiladi. Shunday farzandlar borki, ularni ko‘rganingizda o‘zidan kichik ukalarini tarbiyalash borasida ota-onasiga yordam berish uchun ato etilgan ilohiy in’om ekanini his qilasiz. Ular odobli, dono, itoatgo‘y, oliyjanob, tirishqoq va yana bir talay sifatlarga ega. Ular o‘z ukalariga oyna kabi kabidirlar. Ularning xatti-harakatlari ukalari tomonidan takrorlanadi. Zero, Abdulla Avloniy aytganidek, “Qush uyasida ko‘rganini qilar”. Ba’zi farzandlar bor ular ota-onasiga yigirma yillar davomida tinchlik bermaydilar. Bu farzandlarning tarbiyasiga vaqtida ahamiyat berilmaganidan yuzaga keladi. Hech kim o‘zidan o‘zi yomon bo‘lib qolmaydi. Ota-onalar bunday farzandlarni yoshligida xohlaganini qilishga yo‘l qo‘yishmagan. Shu sababli ular ulg‘ayib ota-onasiga isyon qila boshlaydi. Bu qanday bo‘ladi yoshligida bolangiz koptok o‘ynashni xohlaganda, siz uni dars tayyorlashga majburlagan bo‘lishingiz mumkin. Eslab ko’ring. Ularni tushunishga harakat qiling,

bo‘larbo‘lmasga bolani ham, o‘zingizni ham qiynamang. Bu gaplar bilan men bola xohlaganini qilsin, demoqchi emasman. Lekin iloji boricha yoshligida ularni qiziqtirgan holda aytganlaringiz qildirishga harakat qiling. Ularga zulm qilmang. Bunday qilishni keragi yo‘q.

Yana bir gap ularni hech qachon aldamang. Hamma narsani boricha ayting. Yolg’onlar bolaning ruhiyatiga yomon ta’sir qilishi mumkin.

Tadqiqotlar shuni ko‘rsatadiki, bolaning hayotiga ta’sir o‘tkazadigan katta o‘rnaknamuna ota-onadir. O‘g‘il bolalar asosan otalaridan, qizlar esa onalaridan o‘rnak oladilar. Ularga telefonni qo‘y, undan ko‘ra kitob o‘qi, deyishdan oldin, avval o‘zingiz olib o‘qing. Agar shunaqa qilsangiz, sizni ko‘rib aytmasangiz ham o‘zi o‘qiy boshlaydi. Har bir bola bir olam, ularning qalbi qordek oppoq. Ularga yoshlik davrida nimani o’rnatsangiz shuni ulg‘ayganda qo‘llay boshlaydi. Shunday ekan farzandingizni to‘g‘ri tarbiyalang.

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NUTRITIONAL MANAGEMENT OF LACTOSE INTOLERANCE: IMPORTANCE OF DIET AND FOOD LABELING

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KEYWORDS

Lactose intolerance, Nutritional approach, Lactose-free labeling, Nutritional deficiency, Hidden lactose in food, Lactose food composition, Management of lactose intolerance

ABSTRACT

70% of the adult population worldwide has limited expression of the enzyme lactase, which varies widely between different regions and countries. Lactase deficiency can lead to lactose intolerance (LI). Depending on the amount of lactose ingested and the activity of lactase, people with lactose malabsorption can experience a wide range of gastrointestinal and extraintestinal symptoms and manifestations.

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LAKTOZA INTOLERANSINI OZIQLANTIRISHNI BOSHQARISH: PARHEZ VA OZIQ-OVQAT MAHSULOTLARINI ETIKETLASHNING AHAMIYATI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Laktoza intoleransi, Oziqlanish yondashuvi, Laktozasiz etiketka, Oziqlanish etishmovchiligi, Oziq-ovqat yashirin laktoza, Laktoza oziq-ovqat tarkibi, Laktoza intoleransini boshqarish

ANNOTATSIYA/АННОТАЦИЯ

Butun dunyo bo'ylab kattalar aholisining 70% laktaza fermentining cheklangan ekspressiyasiga ega bo'lib, turli mintaqalar va mamlakatlar orasida keng farqlanadi. Laktaza etishmovchiligi laktoza intoleransiga (LI) olib kelishi mumkin. Yutilgan laktoza miqdori va laktaza faolligiga qarab, laktoza malabsorbtsiyasidan aziyat chekadigan odamlar ko'plab oshqozon-ichak va ichakdan tashqari alomatlar va ko'rinishlarni boshdan kechirishi mumkin.

KIRISH

Yutilgan laktoza miqdori va laktaza faolligiga qarab, laktoza malabsorbtsiyasidan aziyat chekadigan odamlar ko'plab oshqozon-ichak va ichakdan tashqari alomatlar va ko'rinishlarni boshdan kechirishi mumkin. LIni davolash asosan simptomlar yo'qolgunga qadar dietadan laktoza miqdorini kamaytirish yoki yo'q qilish, shuningdek, laktaza bilan to'ldirish va yo'g'on ichak mikrobiomini probiyotiklar bilan moslashtirishdan iborat. Sigir suti kaltsiy va boshqa vitaminlar va minerallarning asosiy manbalaridan biridir. Shunday qilib, sut mahsulotlarini butunlay chiqarib tashlash osteopeniya va osteoporoz kabi suyak kasalliklarining rivojlanishiga yordam berishi mumkin. Shu sababli, LI bemorlarini boshqarishda dietetik yondashuv hal qiluvchi rol o'ynaydi. Bundan tashqari, sutdan tashqari mahsulotlarda (masalan, non mahsulotlari, nonushta donlari, ichimliklar va qayta ishlangan go'sht) laktoza va sutdan olingan mahsulotlardan foydalanish zamonaviy sanoatda ("yashirin laktoza" deb ataladi) keng tarqalgan. Shu munosabat bilan, laktozasiz dietaga qat'iy rioya qilish LI bemorlari uchun qiyin bo'lib, barcha mahsulotlar va oziq-ovqat yorliqlarini doimiy tekshirishga majbur bo'ladi. Aslida, laktoza bo'lmagan mahsulotlarni etiketlash hali ham bahsli. Hozirgi vaqtda "laktozasiz" etiketkalash siyosatini belgilovchi o'ziga xos chegara qiymati yo'qligini va "delaktozalangan" mahsulotlarni ishlab chiqarish va tijoratlashtirishni tartibga soluvchi universal qonun yo'qligini hisobga olib, yaxshi tan olingan laktoza bilan maxsus xavfsiz va mos mahsulotlarni aniqlash. -bepul logotip iste'molchilarga yordam berishi mumkin. Ushbu rivoyat sharhi laktoza intoleransi bo'lgan odamlar uchun dietani boshqarishni aniqlashga, simptomlar va ozuqa moddalarining etishmasligiga yo'l qo'ymaslikka qaratilgan bo'lib, ularga bozorda xavfsizroq mahsulotni tanlashga yo'naltirish uchun maxsus yorliqlardan foydalanishga yordam beradi. Laktoza intoleransi (LI) ingichka ichakda sut tarkibidagi shakar bo'lgan laktoza hazm qilish uchun etarli miqdorda laktaza fermenti ishlab chiqarilmasa paydo bo'ladi [1]. Ko'pincha chalkashib ketadigan laktoza metabolizmini aniqlash uchun ishlatiladigan atamalar bo'yicha sezilarli noaniqlik mavjud [2]. Laktoza malabsorbtsiyasi (LM) hazm bo'lmagan

laktoza so'rilmasdan ichak orqali o'tganda paydo bo'ladi. Lümendagi hazm bo'lmagan laktoza bakterial fermentatsiyaga duchor bo'lib, osmotik yukni oshiradi va laktoza qabul qilingandan keyin intolerans belgilariga olib keladi [3, 4]. Agar LM yuqoridagi belgilar bilan qo'shilsa, u odatda LI deb ataladi [2, 3]. Qabul qilingan laktoza miqdori va laktaza faolligiga qarab, LM bilan og'rigan odamlar ko'plab oshqozon-ichak belgilarini (masalan, qorin og'rig'i, shishiradi, borborigmi, ko'ngil aynishi, diareya va / yoki ich qotishi) va ichakdan tashqari simptomlarni boshdan kechirishi mumkin. namoyon bo'lishi (masalan, bosh og'rig'i, kuchli charchoq, kognitiv disfunktsiya, mushak va / yoki bo'g'imlarning og'rig'i, terining shikastlanishi, og'iz yaralari, yurak urishi, ekzema, ürtiker va siydik chiqarishning ko'payishi).

LI bemorlarida ovqatlanishni boshqarish.

LI bilan kasallangan odamlarga odatda simptomlarning namoyon bo'lishini kamaytirish uchun laktozasiz dietaga rioya qilish buyuriladi [7]. Biroq, bugungi kunda LI bilan og'rigan bemorlarga barcha sut mahsulotlaridan voz kechish endi tavsiya etilmaydi, chunki LI bilan og'rigan bemorlarning aksariyati bir martalik dozada 5 g laktozagacha bardosh bera oladi, bu taxminan 100 ml sutga teng. Agar laktoza boshqa oziq moddalar bilan birga iste'mol qilinsa, bardoshlik chegarasi ortadi. Shu nuqtai nazardan, laktozaning individual tolerantlik chegarasidan oshib ketmaslik uchun qaysi mahsulotlarni tanlash kerakligi bo'yicha ishonchli qo'llanmaga ega bo'lish foydali bo'ladi [7].Bu juda muhim, chunki barcha sut mahsulotlarini istisno qilish mikroelementlar etishmasligining rivojlanishiga olib kelishi mumkin. Aslida, sigir suti va sut mahsulotlari kaltsiy, fosfor, xolin, riboflavin, B12 vitamini va A vitaminining asosiy manbai hisoblanadi [18]. Qo'shma Shtatlarda sut mahsulotlari kaltsiyning o'rtacha 72%, riboflavinning 26%, A vitaminining 16%, B12 vitaminining 20%, kaliyning 18%, ruxning 16%, magniyning 15% va yuqori 19% ni tashkil qiladi. -sifatli protein [19, 20]. Bundan tashqari, sut mahsulotlarining kuniga ikki-uch porsiyasi O'rta er dengizi dietasi va Gipertenziyani to'xtatish uchun parhez yondashuvlari (DASH) ning bir qismidir [19, 21].LI sub'ektlari orasida ozuqaviy moddalarni iste'mol qilish natijalari shuni ko'rsatadiki, bardoshli odamlar bilan solishtirganda, ular kuniga o'rtacha 388 dan 739 mg gacha bo'lgan tavsiya etilgan dietadan (RDA) kuniga 1000 mg dan past bo'lgan kaltsiyni kamroq iste'mol qiladilar [22-] 25]. Qizig'i shundaki, kuzatuv tadqiqotlari shuni ko'rsatdiki, sut mahsulotlaridan voz kechish suyak sog'lig'ining yomonlashishi [26, 27], yuqori qon bosimi [28] va diabetes mellitus [29] xavfining oshishi bilan bog'liq longum,

Xulosa qilib aytish mumkinki. O`rganilgan 8 ta shtamm ichida B. animalis eng yaxshi oʻrganilgan va samarali shtammlar qatoriga kirdi [30]. Sut mahsulotlarini dietadan butunlay chiqarib tashlash bilan bog'liq bo'lgan asosiy xavf kaltsiy etishmovchiligining rivojlanishi va suyak sog'lig'iga putur etkazishdir. Shu sababli, hayotning har bir bosqichida sog'lom skeletni shakllantirish va uni saqlab qolish uchun, ayniqsa, LI bo'lmagan shaxslarga qaraganda dietali kaltsiyni kamroq iste'mol qiladigan LI bo'lganlarda kaltsiyni etarli darajada iste'mol qilishni ta'minlash juda muhimdir [31]. Ratsiondagi kaltsiyning eng yaxshi

manbalari sut, pishloq va sut mahsulotlari, masalan, brokkoli, yoqa, karam, sholg'om va boyitilgan soya mahsulotlarini o'z ichiga oladi. Kaltsiyning biologik mavjudligi kamroq bo'lgan boshqa oziq-ovqatlar boyitilgan soya suti, kunjut urug'i, bodom va qizil va oq loviya hisoblanadi. Shunga qaramay, kaltsiyning so'rilishini ingibitorlari bo'lgan oksalatlar va fitatlar o'simlik ovqatlaridan kaltsiyning biologik mavjudligiga ta'sir qilishi mumkin. Yana bir muhim kaltsiy manbai suv, xususan, er osti suvlaridan olingan kaltsiy va magniy darajasi yuqori bo'lgan qattiq suvdir [32].

Milliy Tibbiyot Assotsiatsiyasi ma'lumotlariga ko'ra. kaltsiyga bo'lgan ehtiyoj hayotning dastlabki 50 yilida erkaklar va ayollar uchun bir xil bo'ladi (1-3 yil: kuniga 700 mg Ca; 4-8 yil va 19-50 yil: 1000 mg Ca / kun).), o'smirlik davrida eng ko'p tavsiya etilgan iste'mol bilan, maksimal suyak o'sishi sodir bo'lganda (9-18 yosh: 1300 mg Ca / kun). Bu qiymatlar menopauza boshlanishi bilan farq qila boshlaydi: ayollar uchun tavsiya etilgan kaltsiy miqdori kuniga 1200 mg Ca ga oshiriladi. Bu qiymat har ikkala jins vakillari ham 70 yoshga to'lganda tenglashadi, osteoporoz rivojlanishining oldini olish uchun tavsiya etilgan sutkalik 1200 mg Ca ni tashkil qiladi [33]. Suyakning optimal mineralizatsiyasini ta'minlash uchun Amerika Pediatriya Akademiyasi bolalar va o'smirlarda sut mahsulotlaridan foydalanishni qo'llab-quvvatlaydi [34, 35]. Suyak mineral holati (BMS) genetik jihatdan 80% gacha aniqlanadi va atrof-muhit omillari, masalan, vazn, jismoniy mashqlar, kaltsiy va D vitaminining dietadagi iste'moli 20% gacha ta'sir qiladi [36]. 245 ml (bir chashka) sutkalik sut iste'moli tana balandligining oshishi bilan bog'liqligi ko'rsatilgan (0,39 sm, 95% CI 0,29 dan 0,48 gacha) [37]. Baldan va uning hamkasblari [38] 102 LI o'smirda laktozasiz dietaning phalangeal BMSga ta'sirini normal dietada bo'lgan 102 tengdoshlari bilan solishtirganda baholadilar. Xususan, laktozasiz dietaga sarflangan vaqt (4,8 ± 3,1 yil) BMS bilan teskari bog'liq edi. Natijalar shuni ko'rsatdiki, laktozasiz dietalar laktozasiz sigir sutini iste'mol qilganda, LI o'smirlarning falangeal BMS ga ta'sir qilmadi; ammo nazorat populyatsiyasiga qaraganda kaltsiyni iste'mol qilish hali ham sezilarli darajada past edi.Bundan tashqari, Matlik va uning hamkasblari tomonidan [39] yosh qizlarda (10-13 yosh) o'z-o'zidan sut mahsulotlarini cheklash bo'yicha o'tkazilgan tadqiqot odatda sut mahsulotlarini iste'mol qiladigan qizlarga nisbatan taxminan 210 mg kaltsiyni iste'mol qilish defitsitini ko'rsatdi.Sut mahsulotlari tarkibidagi kaltsiydan tashqari D vitamini, A vitamini, kaliy, rux va magniy ham suyak shakllanishida muhim oziq moddalardir [8]. Darhaqiqat, Heaney va uning hamkasblari [27] tomonidan olib borilgan, tasodifiy va kuzatuv tadqiqotlaridan iborat bo'lgan tekshiruv yuqorida aytib o'tilgan ozuqa moddalarining suyak salomatligi uchun muhimligini ta'kidladi. Tahlil qilingan tadqiqotlarning aksariyati sutli ovqatlar suyakning to'g'ri holati uchun ozuqaviy ehtiyojning ajoyib manbalari ekanligi va sut mahsulotlarini ishlatmasdan tavsiya etilgan kaltsiy miqdoriga erishish qiyin degan xulosaga keldi.

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PECULIARITIES OF ADMINISTRATIVE REFORMS IN UZBEKISTAN (1991-2021)

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KEYWORDS

management system, administrative management, administrative reform

ABSTRACT

In this article, the normative documents about the administrative reforms of Uzbekistan and their use for the society, the characteristics of the administrative management in the last century are highlighted. Opinions about the period of independence and the third renaissance period of the administrative management of the state are put forward.

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O‘ZBEKISTONDA MA’MURIY- ISLOHOTLARNING O‘ZIGA XOS XUSUSIYATLARI (1991-2021 YILLAR)

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

boshqaruv tizimi, ma’muriy boshqaruv, ma’muriy islohotlar

ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolada O‘zbekistonning ma’muriy islohotlari haqidagi me’yoriy hujjatlar va ularning jamiyat uchun qo‘llanilayotganligi, o‘tgan asrda ma’muriy boshqaruvning xususiyatlari to‘g‘risidagi ma’lumotlar yoritilgan. Davlatning ma’muriy boshqaruvining mustaqillik davri va uchinchi renesans davrlari haqida fikrlar ilgari surilgan.

O‘zbekiston Markaziy Osiyodagi eng yirik respublikalardan biri bo‘lib, iqtisodiyot va sanoatni rivojlantirish uchun ulkan salohiyatga ega. So‘nggi yillarda O‘zbekiston hukumati ishbilarmonlik muhitini yaxshilash va mamlakat taraqqiyotini jadallashtirishga qaratilgan islohotlarni faol amalga oshirmoqda.

Mamlakat taraqqiyotining zamonaviy bosqichida keng ko‘lamli islohotlarning muvaffaqiyatli amalga oshirilishi va 2017 - 2021-yillarda O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha Harakatlar strategiyasining maqsadlariga erishish davlat boshqaruvining mutlaqo yangi, samarali va sifatli faoliyat yurituvchi tizimini yaratishni, davlat boshqaruvi organlari va mahalliy ijro etuvchi hokimiyat organlarining (keyingi o‘rinlarda ijro etuvchi hokimiyat organlari deb yuritiladi) uyg‘un faoliyatini tashkil etishni talab qiladi.

Unga ko‘ra quyidagilar davlat boshqaruvi tizimini tubdan isloh qilish bo‘yicha ma’muriy islohotlarning asosiy yo‘nalishlari va vazifalari etib belgilangan:

a) quyidagilarni nazarda tutuvchi ijro etuvchi hokimiyat organlari faoliyatining institutsional va tashkiliy-huquqiy asoslarini takomillashtirish:

- ijro etuvchi hokimiyat organlari, shu jumladan, ularning tarkibiy va hududiy bo‘linmalarini tashkil etish va tugatishning aniq mezonlari hamda tartib-taomillarini joriy qilish;

- ijro etuvchi hokimiyat organlari, ularning tuzilmalari va bo‘linmalarini optimallashtirish;

- ijro etuvchi hokimiyat organlari va ular rahbarlarining biriktirilgan sohada davlat siyosati amalga oshirilishida mustaqilligini oshirish;

“Elektron hukumat” tizimini yanada keng joriy etish;

- davlat xizmatlari ko‘rsatish tizimini yanada takomillashtirish;

- ma’muriy adliya tizimini rivojlantirish;

b) quyidagilarni nazarda tutgan holda, ijro etuvchi hokimiyat organlarining vazifalari (funksiyalari, vakolatlari)ni, ularni amalga oshirish mexanizmlari va javobgarlik sohalarini aniqlashtirish, muvofiqlashtirish va o‘zaro hamkorlik jarayonlarini takomillashtirish:

- ijro etuvchi hokimiyat organlarining aniq vazifalari (funksiyalari, vakolatlari)ni va

javobgarlik sohalarini belgilash, ishonib topshirilgan tuzilma faoliyatini muvofiqlashtirish va nazorat qilishning aniq tizimini joriy etish;

- davlat va hududiy rivojlanish dasturlarini shakllantirishda hududiy ijro etuvchi hokimiyat organlarining tashabbuskorligini oshirish hamda rolini kuchaytirish;

maqsadli indikatorlarga erishishga va strategik rivojlanish dasturlarini amalga oshirish samaradorligiga asoslangan barcha darajadagi ijro etuvchi hokimiyat organlari va ularning rahbarlari faoliyatini, shu jumladan, vakillik hokimiyati organlari tomonidan ular hisobotlarini eshitish yo‘li bilan baholashning prinsipial yangi tizimini joriy etish;

- “aqlli tartibga solish” modellarini va qabul qilinayotgan qarorlarning tartibga solish ta’sirini tahlil qilishning standartlashtirilgan uslubiyotini joriy etish;

- ayrim davlat funksiyalarini jamoatchilik nazorati subyektlariga o‘tkazish yo‘li bilan tartibga solish vositalarini takomillashtirish;

ishni tashkil etishning aniq natijalarga erishishga qaratilgan zamonaviy uslublarini (sifat menejmenti, indikativ rejalashtirish, autsorsing, kraudsorsing) joriy etish;

- rivojlanish dasturlarini ishlab chiqish va ularning amalga oshirilishini monitoring qilish jarayonida jamoatchilik bilan o‘zaro hamkorlikning zamonaviy shakl va mexanizmlaridan keng foydalanish;

v) quyidagilarni nazarda tutgan holda, iqtisodiyot tarmoqlariga ma’muriy ta’sir ko‘rsatishni yanada qisqartirish va boshqaruvning bozor mexanizmlarini kengaytirish:

- eng zarur iqtisodiyot tarmoqlari va ijtimoiy sohalarda (sanoat, transport, energetika va boshqalar) sog‘lom raqobat muhitini rivojlantirish, davlat va tijorat manfaatlari to‘qnashuvini bartaraf etishga qaratgan holda boshqaruv tizimini takomillashtirish;

- iqtisodiy faoliyatda davlat ishtirokining aniq bozor mexanizmlarini ishlab chiqish;

- ijtimoiy-iqtisodiy rivojlanishning dolzarb masalalarini hal etishda nodavlat notijorat tashkilotlari va tadbirkorlik subyektlarining keng ishtirokini ta’minlashga qaratilgan ijtimoiy hamda davlat-xususiy sheriklikning huquqiy va institutsional bazasini takomillashtirish;

- ayrim davlat funksiyalarining lozim darajada bajarilishi ustidan davlat nazorati mexanizmlarini joriy etgan holda ularni xususiy sektorga o‘tkazish;

g) quyidagilarni nazarda tutgan holda, vertikal boshqaruv tizimi va ijro etuvchi hokimiyat organlari hamkorligining mexanizmlarini takomillashtirish:

- davlat boshqaruvini bosqichma-bosqich nomarkazlashtirish;

- mahalliy davlat hokimiyati organlarining moliyaviy imkoniyatlari, roli va javobgarligini kengaytirish;

- mahalliy davlat hokimiyati tizimini tashkil etishda hokimiyatlar bo‘linishi prinsipining amaliy ro‘yobga chiqarilishini ta’minlash;

- ijtimoiy-iqtisodiy rivojlanishning dolzarb masalalarini hal etishda fuqarolarning o‘zini o‘zi boshqarish organlarining rolini va faoliyat samaradorligini oshirish;

d) quyidagilarni nazarda tutgan holda, davlat boshqaruvi tizimiga strategik rejalashtirishning zamonaviy shakllari, innovatsion g‘oyalar, ishlanmalar va

texnologiyalarni joriy etish:

- strategik rejalashtirish tizimini tashkil etish hamda davlat boshqaruvining innovatsion g‘oyalar, ishlanmalar va texnologiyalardan keng foydalanishga asoslangan zamonaviy shakllarini joriy etish;

- ilmiy-tadqiqot va innovatsiya faoliyatini rivojlantirish sohasini, shu jumladan, innovatsion g‘oyalar va texnologiyalarni ishlab chiqish sohasini har tomonlama qo‘llab-quvvatlash hamda unga investitsiyalarni keng jalb etish;

- ilmiy-tadqiqot va innovatsiya faoliyatining zamonaviy yutuqlarini joriy etishning samarali mexanizmlarini yaratish;

- tabiatni muhofaza qilish, resurs va energiya tejaydigan texnologiyalarni keng joriy etish;

e) quyidagilarni nazarda tutgan holda, professional davlat xizmatining samarali tizimini shakllantirish, ijro etuvchi hokimiyat organlari tizimida korrupsiyaga qarshi kurashishning ta’sirchan mexanizmlarini joriy etish:

- davlat xizmati, davlat boshqaruvi sohasida mutaxassislar tayyorlashning maxsus ta’lim yo‘nalishlarini tashkil etish masalalarini tartibga soluvchi normativ-huquqiy hujjatlar loyihalarini ishlab chiqish;

- davlat xizmatchilari mehnatiga haq to‘lash va ijtimoiy ta’minotining munosib sharoitlarini yaratish;

- ijro etuvchi hokimiyat organlari faoliyatida shaffoflik va ochiqlikni ta’minlash;

- jismoniy va yuridik shaxslarning murojaatlari bilan ishlash tizimini tubdan takomillashtirish.

Ma’muriy islohotlar davlatning birinchi bosqichidagi eng muhim faoliyatlaridan biridir. Bu ish davlat hukumati tomonidan o‘zining xalqining maishiy va ijtimoiy hayotini yaxshilash uchun, shuningdek, milliy va xalqaro xavfsizlikni ta’minlash maqsadida amalga oshiriladi. 1991 yilidan buyon O‘zbekiston Respublikasi mustaqillikka erishgan va o‘zining ma’muriy islohlarida katta o‘zgarishlar ro‘y berdi. Bu qanchalik saqlanib turgan amalga oshirilgan islohatingiz bilan, ma’lumki, 2001-2010 yillarida ma’muriy islohlar sohasida katta rivojlanish bo‘ldi.

Ma'muriy Islohotlarning muhim xususiyatlari. O‘zbekiston, 1991-yilda mustaqil bo‘lganidan buyon ma’muriy islohotlar takomillashdi.

1991-2000 yillarda O‘zbekistonda ma’muriy islohotlar. 1991-yilda O‘zbekiston mustaqil davlat bo‘lib, bu davrda O‘zbekiston ma’muriy islohating shakli o‘zgarib ketdi. Bu davrda Respublikaning iste’moliy tizimini to‘liq hisobga olish va rivojlanishi, o‘zaro aloqalar va xalqaro munosabatlar, demokratik jarayonlarning rivojlanishi va boshqa jihatlar kuzatilgan. O‘zbekistonning milliy qiyofasini saqlash, xalqaro moliyaviy aloqalarni oshirish, qonunlarning yaxshi amal qilishini ta’minlash va boshqa masalalar uchun kerakli islohotlarni qabul qilishga harakat qilindi.

2001-2010 yillarda ma’muriy islohotlar

2001-2005 yillarda amalga oshirilgan islohatning eng muhimi O‘zbekiston

Respublikasi Prezidenti Islom Karimov va uning qabul qilgan qarorlari bo‘ldi. Bu davrda “O‘zbekiston Respublikasida Milliy Savdo Markazi” yaratildi, milliy kafedralar faoliyatini amalga oshirish uchun qo‘shimcha byudjet olindi, o‘z kasbi bo‘yicha yuqori ta’lim olish uchun xalqaro talabalar uchun grantlar berildi.

Shu bilan birga, shaxsiy yoki jamoatchilikda ishlagan xodimlarga huquqiy munosabatlar, jismoniy shaxslarning huquqlari, tadbirkorlik faoliyatini rivojlantirishga doir qonunlar qabul qilindi.

Ma’muriy islohotlar O‘zbekistonning 1991-yildan keyingi o‘zgarishlar va rivojlanishning muhim qismlaridan biridir. 2001-2010 yillari o‘zida ma’muriy islohotlar tizimli ravishda amalga oshirilgan va faollik ko‘rsatkichi ko‘paygan davlat hujjatlari va boshqa barcha sohalarda qo‘llanilgan.

Davlat boshqaruvining iqtisodiy yo‘nalishlari. 2001-2010 yillari o‘zida davlat boshqaruvining iqtisodiy yo‘nalishlari uchun bir necha islohotlar amalga oshirilgan. Bunday islohotlar o‘zaro kuchli bog‘liqlikni o‘rnatgan holda amalga oshirilgan, bu esa mamlakatning iqtisodiy rivojlanishini yanada ko‘tarishga imkon berdi.

O‘zbekistonda so‘nggi yillarda muhim ma’muriy islohotlar amalga oshirilmoqda. Mamlakatda davlat boshqaruvi tizimini modernizatsiya qilish, byurokratik jarayonlarni tartibga solish, samaradorlik va javobgarlikni oshirish choralari ko‘rilmoqda.

Foydalanilgan adabiyotlar

1. O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi PF-4947- son «O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha harakatlar strategiyasi to‘g‘risida»gi farmoni.

2. O‘zbekiston Respublikasi Prezidentining 2017 yil 8 sentabrdagi PF-5185- son «O‘zbekiston Respublikasida Ma’muriy islohotlar konsepsiyasi tasdiqlash to‘g‘risida»gi farmoni.

3. O‘zbekiston Respublikasi Prezidentining 2021 yil 16 iyundagi PF-6247- sonli «Davlat organlari va tashkilotlarining faoliyati ochiqligini ta’minlash, shuningdek, jamoatchilik nazoratini samarali amalga oshirishga doir qo‘shimcha chora-tadbirlar to‘g‘risida»gi farmoni.

4. O‘zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi «2022 — 2026 yillarga mo‘ljallangan yangi O‘zbekistonning taraqqiѐt strategiyasi to‘g‘risida» farmoni.

5. O‘zbekiston Respublikasi Prezidentining 2022 yil 17 martdagi «Fuqarolarning huquq va erkinliklarini ta’minlash hamda huquqiy xizmat ko‘rsatishda adliya organlari va muassasalari faoliyati samaradorligini yanada oshirish chora-tadbirlari to‘g‘risida»gi farmoni

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THE ROLE OF MEDIA IN INFLUENCING CULTURE AND SOCIETY

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KEYWORDS

Mass-media, culture, society, beliefs and cultural values, social media, cross-cultural relationship, communication, media effect, stupid society, cultural-historical knowledge, cultural function

ABSTRACT

The impact of social media on society is immeasurable. The mass media has influenced cultural change in our society and defined the roles of men and women. This is influencing communication between cultures and borders. The influence of culture on individual behavior has attracted the attention of researchers around the world. In today's world, everyone consumes mass media in some way. Mass media are used to entertain people, disseminate information, enable people to discuss their views, and help governments and others understand the public interest. Mass media have been shown to have subtle and profound effects on individual behavior. The mass media also shape culture by influencing individuals.

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Introduction

The impact of social media on culture cannot be overstated. It has had a great impact on the cultural changes in society, and the roles of men and women have been defined through the mass media. It concerned both intercultural and international communication. Many people around the world have sought to understand the importance of culture and how it affects people's behavior. So how does the media affect culture and society? This paper attempts to answer the question in detail by considering the terms individually and discussing their context. The author also touches on another important issue. How does culture affect global media?

The impact of social media on society is immeasurable. The mass media has influenced cultural change in our society and defined the roles of men and women.This has influenced communication across cultures and borders. The influence of culture on individual behavior has attracted the attention of researchers around the world.

Definition of culture. Various sociologists have attempted to find different definitions of culture, many of which have many contradictions. The media helped explain its importance to the general public and enable everyone to have a cultural identity. It is only guaranteed if you have a strong and distinct identity that influences your relationship.

Differences in beliefs and backgrounds help people in different societies relate to each other and negotiate successfully. Cross-cultural relationships continue to fail because many people are unaware of their cultural identity. The Internet and mass media have contributed to the promotion of globalization, which has resulted in many positive effects on cultures of different societies and races around the world.

Many societies have been able to add new dimensions to their culture through globalization, greatly facilitated by the Internet and mass media (Purvis 67). Globalization makes it possible to survey different cultures around the world and eventually copy some of their positive aspects. These papers emphasize the importance of media in cultural construction and how media led to cross-cultural socialization.

What cultural function does the use of media have?

Media has a great impact on society. Media is a communication medium used to disseminate information to a wide, diverse and sometimes ignorant audience. Media depictions represent different cultural groups within media, while media effects is the study of media influences on audiences. The essence of social construction is the denial of absolute reality. Proponents of this rationale, on the other hand, emphasize that all knowledge is culturally and historically conditioned. A powerful social system, the media greatly influences the way individuals perceive the world. It's important to remember that even those who limit their time in front of the television are feeling the effects of media exposure. How does the media affect culture? Learning about other cultures through media can sometimes create negative stereotypes.The media educates people

to avoid stereotypes. , plays an important role in familiarizing people with some cultures. Examples of stereotypes created by the media include portraying Muslims as terrorists and Africans as illiterate.

By educating people about different cultures and highlighting their positive aspects, the media play an important role in shaping the cultures of different societies around the world while avoiding prejudices and stereotypes. I can. The mass media have large audiences and great power to influence many social issues.The media promote social issues, enable communication, and facilitate the exchange of positive cultural values between different societies. make it possible. Mass media provide the world with information about specific cultural regions, so it is very important to research carefully before providing information. Global sports like the World Cup are very popular all over the world and the media has the power to influence many aspects of the culture during such tournaments.

Many ideas about masculinity and masculinity have been constructed by the media. In TV shows and movies, the media portray men as brave and cool, and women as fearsome and emotional. Women are introduced as housekeepers, and children grow up with this information.

The media has created a new image of beauty that has inspired many women and even young girls around the world.Because beauty is associated with a slim figure, many women and young girls are interested in weight management. They are fascinated and want to change their diet. Schools and parents fail to educate children about sex, leaving the media as the sole source of information about sex. In traditional cultures, talking about sex with children is often taboo, but that is changing as schools and parents realize that not talking to children about sexual issues is no longer a good idea. Yes, the media play a very important role in ensuring that social norms, ideologies and conventions are propagated. Socialization has been made possible by the media and much easier.

Through socialization different societies can share languages, traditions, customs, roles and values. Media has become an important social force in recent years, especially for young people. While older generations see media as a source of entertainment and information, a majority of young people see media as the perfect platform for socializing.

The media highlights various values and norms and the possible consequences of violating social norms and values. Through media, society can learn how to act in different situations according to one's role and status. Media can help present patterns of behavior that society and its members should follow. How do media affect culture and society? Media are fundamental actors of socialization whose activities are very basic compared to other actors such as schools, families and religious organizations . The Internet, with its many forms of socialization, such as Facebook and Twitter, has completely revolutionized the way people socialize these days. In addition to the Internet, other media agents on which socialization is based include radio, newspapers,

magazines, and tabloids. Ideas and opinions can be shared and exchanged through these media agents.

The Internet has become the most powerful audiovisual medium because it is accessible to millions of people around the world. Through the Internet, you can influence others and be influenced by other people who use the Internet to share and exchange opinions. Television is another media agent that has really enhanced socialization in many ways.

Television provides an excellent platform for people to express their opinions on various topics and issues that affect human life. Television is a mass medium that can reach a large audience, so opinions shared on television reach a large number of people. Media is often fast-paced and interactive, making it the perfect social tool for young people who spend more time watching television than older people. With young people making up the bulk of their audience, many media houses are always smart enough to offer topics and programs that appeal to young people. , has the power to make ideas and messages receptive. Media can shape a product in a way that makes it appear appealing to the general public. An example of this is the status you get if you own the latest mobile phone on the market.

Mass media has become a very important factor in children's development and adult behavior.While mass media can have a negative impact on viewers, the benefits tend to outweigh the negatives. There are several TV shows with useful information such as: B. Teaching several foreign languages essential for social interaction.

Programs that teach languages are of great benefit to both children and adults in the international community. Other programs encourage children to think creatively and dynamically. These programs allow both children and adults to expand their knowledge and influence the way things are done. Therefore, it is very important that parents and guardians are disgusted with the types of programs their children watch, as some programs can have a negative impact on their children. Programs involving foul language or violence can have a negative impact on children and should be avoided. Various networks have a great impact on the reality of our society. Internet networks continue to present several problems that are disconnected from reality (Siapera 85). The stereotypes covered in this post have been heavily cultivated by networks.

People who receive information about certain types of people or cultures without first-hand experience may give false impressions of particular races, cultures, or regions that are inconsistent with the reality of local conditions. Networks have influenced our culture by highlighting some cultures as primitive, and in doing so have encouraged people to undergo cultural change.

As a "stupid society"

According to The Crisis in Culture, market-driven media will eventually bring all cultures under the control of the entertainment business. Susan Sontag claims that

entertainment is the source of "the most comprehensible and compelling ideas". So the discussion about "lukewarm, smooth, mindless cruelty" is commonplace. Some observers argue that there is a growing interest in celebrity culture. People complain that newspapers that used to carry foreign news now carry celebrity gossip and photos of scantily clad young women.

One critic argued that great art and authentic folk culture had been replaced by "tasteless industrial products" or mass-produced goods intended to appeal to the widest possible audience. They argue that the rapid growth of the media industry after World War II eventually led to its consolidation into a handful of multinational conglomerates. It has replaced serious mainstream media coverage that encourages 'goths, paranoia and aggression'.

General participation

Public participation is a common byproduct of media research, especially social media research. Disaster relief is a good example. The unfortunate occurrence of natural disasters such as hurricanes, floods and tsunamis creates demand in many places. Many citizens are seeking government assistance for food, shelter and medical care. Because disasters are so widespread, governments may not have the resources to repair everything that has been destroyed.Thanks to the widespread dissemination of information about recent natural disasters on social media platforms, people around the world can make monetary donations. You can donate through the websites of organizations such as Red Cross, World Relief, Hands and World Vision. Media is actively leveraged and anyone can easily fund it.

Printed media such as books, magazines, and newspapers are useful for disseminating information about disasters. However, we need to be able to distribute this material quickly and at scale. Also, there is no opportunity to discuss these in text form. Media dissemination is effective because it provides speed of dissemination and incentives for audience participation.

Media - catalysts for the preservation and promotion of local culture.

Media are mirrors of social values and beliefs. The dissemination of knowledge, education and awareness in a country can be facilitated by the media and contribute to the cultural revolution. There is a positive and welcoming dynamic between culture and media. For example, media in Malaysia and Singapore frequently report on festivals in various communities, as well as religious ceremonies and other practices of these communities. In a rare phenomenon, Malaysians of many ethnic and religious backgrounds came together to celebrate the Ethan ceremony of the Chinese New Year. This trend has been made widely known by television and media reports of mixed communities in Malaysia.

Personal responsibility and popular culture.

Ultimately, media literacy teaches that it is the individual's responsibility to evaluate and understand the messages and images they encounter. A person in a crowded theater

with an audience of one million people is still an individual no matter how many times they see the same production in mainstream media. There are many ways to correctly interpret what you see in the media. Rather, a variety of reasonable conclusions can be drawn based on factors such as background knowledge and personal experience. We live in a media-rich world, but reading, understanding, and critically evaluating the various forms of communication we encounter can help us make the most of them.

Beliefs and cultural values.

When content creators commit to specific social goals, their interests change the messages sent through the media. Producers provide media content to support or refute specific arguments. Most institutions, including governments, businesses, NGOs and educational institutions, actively influence media coverage to promote their goals and ideals. At the most repressive national level, this media influence may constitute propaganda, defined as communications intended to influence target audiences for ideological, political, or commercial reasons. Truth is usually, but not always, the twisted, fact-picking, emotional appeal used in propaganda. Enemy caricatures are a common part of wartime propaganda.

Conclusion.

Due to the complex interactions between real life and various forms of mass media, the portrayal of contemporary culture is indistinguishable from reality. Spread. Media, like society in general, has a great influence on the formation of cultural norms and values.

In conclusion, media plays a very important role in shaping our culture. Media has driven globalization and eventually allowed people of different nationalities and cultures to exchange values and ideas that would benefit their lives. Media and the Internet have contributed significantly to the cultural construction of many societies around the world, making them very important agents of socialization. Mass media such as television, the Internet, movies, and radio have greatly contributed to the promotion of socialization by providing a perfect platform for exchanging ideas and opinions on various issues that affect our lives. Networks have also been able to influence different cultures around the world. Some of the themes emphasized are always fictional, but societies tend to put them into practice, with serious consequences.Networks and organizations have turned the world into a global village. With so much information passing through various networks and organizations, there is no doubt that networks and organizations continue to influence the culture of many societies. Media continues to influence people's lives now and in the future.

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PARTICIPATION OF A LAWYER IN CRIMINAL PROCEEDINGS CONCERNING THE RIGHTS AND INTERESTS OF CHILDREN

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KEYWORDS

criminal liability of a minor, participation of a lawyer in cases involving minors, criminal procedure legislation

ABSTRACT

This article analyzes the features of the lawyer's participation in a criminal case involving minors. Methods of building effective protection taking into account the psychological and physiological characteristics of a minor.

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ОСОБЕННОСТИ УЧАСТИЕ АДВОКАТА В ПРЕДВАРИТЕЛЬНОМ СЛЕДСТВИИ КАСАЮЩИХСЯ ПРАВ И ИНТЕРЕСОВ ДЕТЕЙ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

уголовная ответственность несовершеннолетнего, участие адвоката по делам, связанным с участием несовершеннолетних, уголовно-процессуальное законодательство

ANNOTATSIYA/АННОТАЦИЯ

В данной статье проанализированы особенности участия адвоката в уголовном дела связанным с участием несовершеннолетних. Способы построения эффективной защиты с учётом психологических и физиологических особенностей несовершеннолетнего.

Как известно, профессия адвоката – одна из самых благородных и гуманных. Каждый человек, даже преступивший закон, имеет право на защиту. Но если под защитой стоят интересы детей, это накладывает на адвоката огромную ответственность, которое требует от него досконального знания комплекса юридических наук, добросовестного отношения к обязанностям.

Дети вступают в контакт с законом по различным причинам, в качестве свидетелей, обвиняемых, как жертвы физического и психологического насилия, сексуального надругательства и других преступлений и/или других нарушений прав человека. В связи с этим, наиболее остро стоит вопрос обеспечения и защиты их прав и законных интересов в уголовном судопроизводстве.

Защита несовершеннолетних в уголовном процессе имеет определенную специфику. Несовершеннолетние имеют более расширенный, по сравнению с обычными субъектами, объем прав. Это заключается в особенностях производства допросов и иных следственных действий с участием несовершеннолетних, а также при избрании им мер пресечения.

Участие адвоката в уголовном процессе по делам, связанным с участием несовершеннолетних, имеет свои особенности, которые связаны с особенностями правового статуса несовершеннолетних и особенностями их защиты в уголовном процессе.

Во-первых, несовершеннолетние являются особо уязвимым слоем населения, поэтому законодательство предусматривает дополнительные меры защиты их прав и интересов. Адвокат, участвующий в уголовном процессе по делам, связанным с участием несовершеннолетних, должен учитывать этот факт и активно защищать интересы своего подзащитного.

Во-вторых, адвокат должен иметь опыт работы с несовершеннолетними, так как подход к ним должен быть особенным. Несовершеннолетние могут испытывать трудности в понимании происходящего в суде, поэтому адвокат должен уметь грамотно объяснять им ход процесса и их права.

В-третьих, при защите несовершеннолетнего подзащитного адвокат должен

учитывать возраст, уровень развития, социальное положение и другие особенности ребенка. Также адвокат должен помнить о том, что несовершеннолетний может быть находиться под влиянием родителей, опекунов или других взрослых лиц, что может существенно повлиять на их поведение и показания.

В-четвертых, адвокат должен активно участвовать в определении меры наказания и правового статуса несовершеннолетнего. При этом адвокат должен учитывать наилучшие интересы своего подзащитного, а также цели уголовного правосудия, которые в данном случае могут быть не только наказательными, но и воспитательными.

Участие в уголовном деле адвоката несовершеннолетнего способствует полноценному обеспечению права на защиту, полноте и объективности исследования всех обстоятельств дела.

Несомненно, основной задачей каждого адвоката является минимизация негативных последствий судопроизводства в краткосрочных и долгосрочных перспективах для клиента. Следовательно, необходимо, принять все меры по предотвращению избрания мер пресечения в виде заключения под стражу, поскольку пребывание под арестом негативно скажется на психическом состоянии подростка, создаст пробелы в образовании, вызовет иные негативные последствия.

Принимая во внимание тот факт, что в подростковом возрасте, дети наиболее импульсивны и склонны к неосознанным действиям, в том числе ссоры, драки, мелкие кражи, хулиганство, что может быть основанием для привлечения к уголовной ответственности, адвокату необходимо установить:

1) Что послужило основанием для действий несовершеннолетнего?
2) Какова роль участников преступления?
3) Какие конкретно действия совершил подозреваемый, обвиняемый или подсудимый?

Выяснение всех деталей и обстоятельств преступления, является неотъемлемой частью в каждом процессе, и служит основой построения алгоритма защиты.

Несомненно, следует разделить на различные этапы участие адвоката по защите несовершеннолетнего в уголовном судопроизводстве:

1. Возбуждение уголовного дела;
2. Предварительное расследование;
3. Подготовительная часть судебного разбирательства;
4. Судебное разбирательство;

Далее рассмотрим, подробный анализ каждого из вышеуказанных пунктов.

Возбуждение уголовного дела.

Статья 51 Уголовно-процессуального кодекса Республики Узбекистан (далее УПК РУз) закрепляет обязательное участие адвоката (защитника) по делам, связанным с несовершеннолетними. Защита детям наиболее часто в практике на

стадии возбуждения уголовного дела, необходима в следующих случаях:

- При открытии уголовного дела в отношении несовершеннолетних;
- Начиная с момента задержания подозреваемого;
- После вынесения постановления о привлечении несовершеннолетнего в качестве обвиняемого;
- Заключения под стражу;

Закон не ограничивает право отказа несовершеннолетнего от защитника, в данном случае следователь, дознаватель в установленном законом порядке обязан предоставить обвиняемому другого защитника за счёт родных или близких, опекунов или представителей, если такая возможность отсутствует, привлечение за счёт государства.

Одной из особенностей защитника, в делах связанных с несовершеннолетними, является чёткая формулировка позиции в отношении избранной подростком меры пресечения. Согласно действующему законодательству, (ст.242 УПК РУз) и постановлению Пленума Верховного Суда Республики Узбекистан «О судебной практике по делам о преступлениях несовершеннолетних» от 2000 года 15 сентября избрание в отношении несовершеннолетнего в качестве меры пресечения **содержания под стражей** правомерно лишь в исключительных случаях, обусловленных тяжестью совершенного подростком преступления и при наличии оснований, предусмотренных в ст.242 ст.243 УПК РУз.

Предварительное расследование

Защитник может ставить вопрос об относимости, допустимости или недостаточности тех или иных доказательств, содержащихся в материалах дела. Он может заявить ходатайство и о недостаточности доказательств, которыми устанавливаются отдельные факты и обстоятельства (ст. 82-84 УПК РУз), в том числе характеризующих личность несовершеннолетнего (п. 5 ч. 1 ст. 82 УПК), или о недопустимости приведенного в качестве доказательства факта, который может неблагоприятно сказаться на психике несовершеннолетнего обвиняемого.

Неотъемлемым аспектом, требующим внимания, является психическое состояние ребёнка. При допросе несовершеннолетнего подсудимого выясняются его отношение к предъявленному обвинению, оценка им своих действий, доводы в опровержение предъявленного обвинения.

Уголовно-процессуальное законодательство устанавливает различные сроки проведения допроса в зависимости от статуса несовершеннолетнего. Так общая продолжительность допроса, свидетеля, потерпевшего составляет не более четырёх часов в день, без учёта перерывов в один час, в то время как, длительность допроса подозреваемого, обвиняемого, не должна превышать шести часов в день, без учёта перерывов в один час. Необходимо отметить, что в законодательстве отсутствуют нормы, сокращения сроков допроса в ввиду психологических и физиологических

особенностей несовершеннолетнего.

Участие защитника в допросе несовершеннолетнего подозреваемого (обвиняемого) является обязательным. Защитник несовершеннолетнего подозреваемого (обвиняемого) вправе:

- задавать ему вопросы по существу возникшего подозрения или по предъявленному обвинению;
- знакомится с протоколами допроса после его окончания;
- делать замечания о правильности и полноте изложенных в нем показаний, подлежащие внесению в протокол;
- подписать протокол допроса подозреваемого (обвиняемого);
- удостоверить факт отказа от подписания или невозможности подписания протокола допроса в случае, если подозреваемый (обвиняемый) отказывается подписать его или не может сделать это в силу физических недостатков, а также по состоянию здоровья.

При допросе не достигшего 18-летнего возраста несовершеннолетнего в качестве обвиняемого (подозреваемого) адвокат вправе ходатайствовать об участии педагога и (или) психолога в указанном следственном действии.

Результатом исследования данных вопросов является обнаружение проблем в сфере уголовного судопроизводства в отношении несовершеннолетних. Для устранения несовершенств были предложены следующие выходы:

- расширение списка лиц, участвующих уголовном судопроизводстве, а именно включить в него социального работника или ведущего программы восстановительного правосудия;
- конкретизация статуса педагога в уголовно-процессуальном законе и требований, которые к нему должны предъявляться;
- дополнение ст. 548 УПК открытым списком обстоятельств,подлежащих установлению: условиями проживания и обстановка в семье; психологическим портретом каждого из родителей и его отношением к воспитанию детей; повседневным окружением подростка и т.п. Также необходимо разъяснить, что следует понимать под «иными особенностями личности»;
- создание нового института правосудия – ювенальной юстиции через формирование учебной программы для магистратуры, так как отсутствие ювенальных органов, в основном, объясняется несоответствием профессиональных качеств судей необходимым требованиям, предусмотренными международным законодательством.

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APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE

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KEYWORDS

Intercultural competence, Cultural awareness, Cultural sensitivity, Cultural diversity, Cross-cultural communication, Cultural immersion, Language learning, Cultural competency training, Interpersonal skills, Empathy, Globalization, Diversity and inclusion, Cultural self-assessment

ABSTRACT

Approaches and activities that foster intercultural competence are crucial in our interconnected and diverse world. This article explores various strategies for developing intercultural competence, including cultural immersion, cross-cultural communication workshops, language learning, and cultural competency training. It emphasizes the benefits of enhancing intercultural competence, such as improved communication skills, increased empathy, and expanded global opportunities. The article also highlights the importance of reflection, continuous learning, and building authentic relationships with individuals from different cultural backgrounds. By embracing these approaches, individuals can navigate cultural differences effectively and contribute to building more inclusive and harmonious societies.

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Introduction

Intercultural competence is a valuable skill in our increasingly globalized world. It refers to the ability to effectively communicate, understand, and interact with individuals from different cultural backgrounds. Developing intercultural competence requires awareness, knowledge, and a willingness to embrace diversity. In this article, we will explore several approaches and activities that can help individuals enhance their intercultural competence.

Cultural Immersion: Immersing oneself in different cultures is an effective way to develop intercultural competence. This can be achieved through activities such as traveling, studying abroad, or participating in cultural exchange programs. By experiencing firsthand the customs, traditions, and values of other cultures, individuals gain a deeper understanding and appreciation for diversity.

Cross-Cultural Communication Workshops: Cross-cultural communication workshops provide participants with the necessary skills to navigate communication barriers that may arise when interacting with individuals from diverse cultural backgrounds. These workshops often focus on non-verbal communication, listening skills, and adapting communication styles to accommodate different cultural norms. Role-playing exercises and case studies are commonly used to simulate real-life intercultural encounters.

Cultural Competency Training: Cultural competency training programs aim to develop individuals' knowledge and understanding of different cultures. These programs often include modules on cultural awareness, cultural self-assessment, and cultural sensitivity. Participants learn about cultural nuances, stereotypes, and biases, enabling them to challenge their own preconceptions and develop a more inclusive mindset.

Language Learning: Learning a foreign language can significantly enhance intercultural competence. Language skills allow individuals to engage in meaningful conversations, understand cultural nuances, and develop empathy for people who speak that language. Language learning also exposes individuals to the literature, art, and history of different cultures, providing a comprehensive perspective on their values and beliefs.

Volunteering in Multicultural Environments: Volunteering in multicultural environments provides opportunities to engage with diverse communities and contribute to their well-being. This hands-on experience allows individuals to interact with people from different cultural backgrounds, work collaboratively, and develop a sense of empathy and understanding. By actively participating in multicultural projects, individuals learn to appreciate the strengths and challenges of different cultures.

Intercultural Sensitivity Workshops: Intercultural sensitivity workshops focus on developing empathy, respect, and open-mindedness towards cultural differences. These workshops encourage individuals to reflect on their own cultural biases and assumptions while fostering an understanding of the complexities of cultural diversity. Activities such as group discussions, cultural simulations, and storytelling are commonly used to promote

intercultural understanding and sensitivity.

Cultural Mentorship Programs: Cultural mentorship programs pair individuals from different cultural backgrounds to facilitate mutual learning and exchange. Mentors provide guidance, support, and insights into their own culture, while mentees gain exposure to different perspectives and experiences. This dynamic relationship fosters intercultural competence through personal interactions and shared experiences.

Benefits of Developing Intercultural Competence:

Improved communication skills: Intercultural competence enhances the ability to communicate effectively across cultural boundaries, leading to better collaboration and understanding.

Increased empathy and tolerance: Developing intercultural competence fosters empathy, allowing individuals to appreciate different perspectives and challenges faced by people from diverse backgrounds.

Enhanced problem-solving abilities: Intercultural competence encourages individuals to think critically and creatively when confronted with cultural differences, leading to innovative solutions and approaches.

Expanded global opportunities: In today's globalized world, intercultural competence is highly valued by employers and opens doors to international job opportunities and global partnerships.

Strategies for Developing Intercultural Competence:

Reflective practice: Encourage individuals to reflect on their own cultural values, biases, and assumptions, and how these influence their interactions with others.

Cultural self-assessment: Utilize assessment tools to help individuals identify their strengths and areas for improvement in intercultural competence.

Continuous learning: Emphasize the importance of ongoing learning and curiosity about different cultures, encouraging individuals to seek out resources, books, and documentaries that expand their knowledge.

Building relationships: Encourage individuals to develop authentic relationships with people from different cultural backgrounds, fostering mutual respect and understanding.

Embracing discomfort: Recognize that discomfort and challenges are part of the learning process when engaging with diverse cultures. Encourage individuals to embrace these experiences as opportunities for growth.

Application in Various Settings:

Education: Intercultural competence is vital in educational settings, where students from different cultural backgrounds come together. It promotes inclusive classrooms, reduces cultural conflicts, and enhances learning outcomes.

Business and professional environments: In the global marketplace, intercultural competence is essential for successful collaborations, negotiations, and teamwork across borders. It helps organizations navigate diverse customer bases and create inclusive work environments.

Healthcare and social services: Intercultural competence is crucial for healthcare professionals and social workers to provide culturally sensitive care, understand patients' needs, and bridge language and cultural barriers.

Government and diplomacy: Diplomats, policymakers, and government officials require intercultural competence to effectively engage in international relations, negotiations, and diplomacy.

Conclusion

Developing intercultural competence is crucial for navigating an interconnected and diverse world. By embracing approaches such as cultural immersion, cross-cultural communication workshops, cultural competency training, language learning, volunteering, intercultural sensitivity workshops, and cultural mentorship programs, individuals can cultivate the necessary skills to interact respectfully and effectively with people from diverse backgrounds. These activities promote empathy, cultural understanding, and ultimately contribute to building more inclusive and harmonious societies.

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THE FUTURE OF GLOBAL ENGLISH NEW ENGLISH THE LINGUISTIC CHARACTER OF NEW ENGLISH GRAMMAR

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KEYWORDS

Future of global English, New English, Linguistic character, Grammar, Lexical diversity, Simplified structures, Flexible word order, Code-switching, Borrowing, Language evolution, Acceptance, Mutual intelligibility, Cultural exchange, Effective communication, Linguistic variations

ABSTRACT

This article explores the future of global English and focuses on the linguistic character of New English grammar. New English refers to the variations and innovations in the English language that have emerged in different regions and communities worldwide. The article discusses the lexical diversity, simplified grammar structures, flexible word order, and code-switching found in New English. It highlights the implications and challenges of these linguistic characteristics, emphasizing the need for acceptance and understanding in a diverse linguistic landscape. The article concludes by stressing the importance of embracing the evolving nature of language while promoting effective global communication.

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Introduction

English has become a truly global language, spoken and understood by millions of people around the world. As English continues to evolve and adapt to different cultural and linguistic contexts, a new form of English known as "New English" is emerging. This article explores the future of global English and delves into the linguistic character of New English grammar.

The Rise of New English: New English refers to the variations and innovations in the English language that have developed in different regions and communities worldwide. With English being used as a lingua franca in various domains such as business, technology, and entertainment, it has inevitably undergone changes in vocabulary, pronunciation, and grammar.

Linguistic Characteristics:

- Lexical Diversity: New English encompasses a rich lexicon, incorporating loanwords, neologisms, and regional expressions. These additions reflect the cultural and linguistic influences from different parts of the world. For example, words like "kawaii" from Japanese or "bodega" from Spanish have found their way into the lexicon of New English.
- Simplified Grammar Structures: New English tends to simplify certain grammatical structures, making it more accessible to non-native speakers. Complex verb conjugations and intricate syntactic rules are often streamlined, allowing for greater ease of communication. This evolution is driven by the need for efficient global communication and the influence of English as a second language.
- Flexible Word Order: While maintaining the core English word order, New English exhibits more flexibility in sentence structures. Non-native speakers often rearrange word order to adhere to their native language patterns, resulting in variations such as "Question, Verb, Subject" instead of the standard "Subject, Verb, Question." This flexibility accommodates diverse linguistic backgrounds and aids comprehension.
- Code-Switching and Borrowing: New English embraces code-switching and borrowing from other languages. Multilingual speakers seamlessly integrate elements from their native tongues, creating hybrid expressions and unique grammatical features. This linguistic fusion enriches the tapestry of New English and reflects the multicultural environments in which it is spoken.

Implications and Challenges: The linguistic character of New English poses both opportunities and challenges. On one hand, it facilitates effective global communication, fosters cultural exchange, and enables individuals from diverse backgrounds to participate in the global discourse. On the other hand, the increasing divergence from traditional English grammar may lead to misunderstandings, especially between speakers of New English and those adhering to more conventional forms.

Language Evolution and Acceptance: Language has always been a dynamic and evolving entity, adapting to societal changes and needs. As New English continues to develop, it is crucial to recognize and embrace its linguistic diversity while maintaining a

foundation of mutual intelligibility. English speakers should be open to understanding and accepting the linguistic variations emerging in different contexts, promoting inclusivity and effective communication.

Conclusion

The future of global English lies in the linguistic character of New English grammar. Through lexical diversity, simplified structures, flexible word order, and code-switching, New English represents the ever-changing nature of language in a globalized world. Embracing these linguistic developments while fostering mutual understanding will enable English to continue its role as a bridge for communication across cultures and contribute to a more interconnected global community.

In addition to its linguistic character, the emergence of New English is closely tied to sociocultural factors. The spread of English as a global language has led to its adoption by diverse communities, each bringing their own cultural perspectives and linguistic influences. This cultural diversity has shaped the evolution of New English grammar.

For instance, in regions where English is a second language, such as India or Nigeria, the grammar of New English may bear traces of the native languages spoken in those regions. This can manifest in the form of syntactical structures, word choices, or even intonation patterns that reflect the influence of the local languages.

Moreover, the rise of digital communication platforms and social media has also contributed to the evolution of New English grammar. Online interactions, characterized by brevity and informality, have given rise to new linguistic conventions, including abbreviations, acronyms, and emoticons. These informal elements have found their way into written and spoken New English, altering its grammatical landscape.

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THERAPY, PHYSIOLOGY OF SENSATION AND PERCEPTION

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KEYWORDS

Therapy, Physiology, Sensation, Perception, Well-being, Senses Insight, Sensory-based therapies, Sensory processing disorders, Mindfulness

ABSTRACT

This article explores the relationship between therapy and the physiology of sensation and perception. It emphasizes the role of our senses in shaping our well-being and how therapists can leverage this knowledge to help clients gain insight into their thoughts and behaviors. The article also discusses sensory-based therapies, sensory processing disorders, mindfulness, neuroplasticity, and the potential for innovative therapeutic interventions.

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Introduction

Therapy and the physiology of sensation and perception are two fascinating areas of study that, when examined together, offer valuable insights into the human mind and its interaction with the environment. This article explores the intricate relationship between therapy and the physiological aspects of sensation and perception, shedding light on how our senses influence our well-being and how therapy can harness this knowledge for effective treatment.

Understanding Sensation and Perception: Before delving into the connection with therapy, it is crucial to establish a foundation of understanding regarding sensation and perception. Sensation refers to the process of detecting and receiving information from our environment through our senses, such as sight, hearing, touch, taste, and smell. Perception, on the other hand, involves interpreting and making sense of the sensory information we receive, allowing us to form a meaningful representation of the world around us.

The Role of Sensation and Perception in Therapy: Therapy aims to improve mental health and well-being by addressing various psychological and emotional issues. Interestingly, the physiological aspects of sensation and perception play a significant role in therapy, as they form the basis of how individuals perceive and experience the world. Therapists often leverage this knowledge to help their clients gain deeper insight into their thoughts, emotions, and behaviors.

Sensory-Based Therapies: Sensory-based therapies have gained popularity in recent years, offering alternative approaches to traditional talk therapy. These therapies recognize the powerful impact of sensory experiences on an individual's well-being. Techniques such as art therapy, music therapy, and sensory integration therapy utilize sensory stimulation to evoke emotional responses, enhance self-expression, and facilitate healing.

Sensory Processing Disorders and Therapy: Some individuals may experience difficulties in processing and integrating sensory information, leading to sensory processing disorders (SPDs). These disorders can significantly impact a person's daily functioning and overall well-being. Occupational therapists and other specialized professionals use sensory integration techniques to help individuals with SPDs regulate their sensory experiences, improve attention, and reduce anxiety.

Mindfulness and Sensory Awareness: Mindfulness, a practice rooted in ancient traditions, has gained widespread recognition for its therapeutic benefits. Mindfulness encourages individuals to be fully present in the moment, paying attention to their sensory experiences without judgment. By cultivating sensory awareness, individuals can enhance their ability to regulate emotions, manage stress, and improve overall psychological well-being.

Neuroplasticity and Therapy: Neuroplasticity, the brain's ability to adapt and reorganize itself, plays a vital role in therapy. Through sensory experiences and targeted interventions, therapy can reshape neural connections, leading to improved cognitive functioning and emotional regulation. By understanding the physiological mechanisms of

neuroplasticity, therapists can develop tailored interventions to promote positive changes in their clients' lives.

Sensory Integration Therapy: Sensory integration therapy is a specialized form of therapy often used to help individuals with sensory processing disorders. It focuses on providing sensory experiences in a controlled environment to help individuals regulate their responses to sensory stimuli. Through various activities, such as swinging, brushing, or playing in a sensory-rich environment, the therapy aims to improve sensory integration, enhance attention and focus, and promote adaptive responses to sensory input.

Occupational Therapy: Occupational therapy plays a crucial role in addressing sensory processing difficulties. It focuses on helping individuals develop skills and strategies to participate in daily activities effectively. Occupational therapists use a range of therapeutic techniques to improve sensory modulation, sensory discrimination, and sensory-based motor skills. By addressing sensory challenges, occupational therapy aims to enhance an individual's ability to engage in meaningful occupations, such as self-care, school, work, and leisure activities.

Cognitive-Behavioral Therapy (CBT): CBT is a widely used therapeutic approach that targets the connection between thoughts, emotions, and behaviors. While it primarily focuses on cognitive processes, CBT also recognizes the role of sensory experiences in shaping our thoughts and emotions. By examining how certain sensations trigger automatic thoughts and emotional responses, individuals can learn to challenge and reframe their perceptions, leading to more adaptive and positive outcomes.

Eye Movement Desensitization and Reprocessing (EMDR): EMDR is a therapeutic technique commonly used to treat trauma-related disorders. It involves bilateral stimulation, typically through eye movements, to help individuals reprocess traumatic memories and reduce distressing sensory triggers associated with those memories. By stimulating both sides of the brain, EMDR aims to facilitate the integration of fragmented sensory experiences and promote adaptive resolution of trauma.

Sensorimotor Psychotherapy: Sensorimotor psychotherapy combines traditional talk therapy with somatic (body-centered) techniques to address trauma and other psychological issues. It recognizes that trauma is stored not only in memories and thoughts but also in the body. By incorporating mindful attention to bodily sensations, movement, and breath, sensorimotor psychotherapy helps individuals release and regulate the physiological and sensory aspects of trauma, promoting holistic healing.

Neuroplasticity and Therapy: Neuroplasticity refers to the brain's ability to reorganize and form new neural connections throughout life. Therapy harnesses the power of neuroplasticity by creating opportunities for change and growth in sensory processing and perception. Through targeted interventions, therapy can facilitate rewiring of neural pathways, promoting adaptive responses to sensory input, and enhancing overall well-being.

Conclusion

The intertwining relationship between therapy and the physiology of sensation and perception offers a rich landscape for exploration and application. By leveraging the understanding of how our senses shape our experiences, therapists can develop innovative approaches to address psychological challenges effectively. As research in this field progresses, the potential for therapeutic interventions that capitalize on the intricacies of sensation and perception continues to expand, promising a brighter future for mental health treatment.

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THE CULTURAL LEGACY: ADVERTISING, BROADCASTING, AND CINEMA

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KEYWORDS

Advertising, Marketing, consumer culture, brand identity, trends, Broadcasting Radio, television, news, entertainment, public discourse, Cinema, Movies, storytelling, societal values, artistic expression, Cultural Impact Shared narratives, cultural references, social norms, perspectives

ABSTRACT

Throughout history, advertising, broadcasting, and cinema have played significant roles in shaping culture and influencing society. These forms of media have the power to captivate, entertain, and inform audiences on a large scale. From the early days of print advertisements to the rise of television and the silver screen, their impact has been profound. This article explores the cultural legacy of advertising, broadcasting, and cinema, highlighting their contributions to shaping the world we live in today.

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Introduction

In today's interconnected world, advertising, broadcasting, and cinema have become pillars of our cultural landscape. These mediums not only entertain and inform but also shape our values, aspirations, and societal norms. Their impact goes beyond mere entertainment, leaving a lasting legacy on our collective consciousness. In this article, we delve into the cultural significance of advertising, broadcasting, and cinema and explore how they have influenced and continue to shape our lives.

The Power of Advertising: Advertising has become an integral part of our daily lives, permeating nearly every aspect of modern society. Its primary objective is to persuade and influence consumer behavior. However, advertising's cultural impact extends far beyond its commercial intent. It reflects and reinforces societal values, trends, and desires. From catchy jingles to memorable slogans, advertisements have the power to shape public opinion, create brand loyalty, and even influence social and political discourse.

Advertising also plays a crucial role in defining cultural identities. Through advertisements, we are exposed to diverse representations of race, gender, and lifestyle. It has the power to challenge stereotypes and promote inclusivity or, conversely, reinforce harmful biases. Moreover, advertising has transformed the way we perceive and consume products, contributing to the rise of consumer culture and the global marketplace.

The Influence of Broadcasting: The advent of broadcasting, particularly radio and television, revolutionized the way information and entertainment were disseminated. It brought the world into people's homes, connecting individuals across vast distances. Broadcasting has played a pivotal role in shaping popular culture, shaping societal values, and fostering a sense of shared experiences.

Radio, for instance, introduced people to music, news, and storytelling in a way that had never been experienced before. It helped define cultural movements and brought artists, musicians, and thinkers to the forefront. Television, with its visual medium, further expanded the impact of broadcasting, bringing iconic shows, news events, and even sporting events into living rooms worldwide.

Broadcasting has served as a platform for cultural exchange, allowing different voices and perspectives to be heard. It has facilitated the spread of ideas, challenged norms, and fostered social and political movements. Through broadcasting, cultural barriers have been broken, and shared experiences have united societies.

The Magic of Cinema: Cinema, often hailed as the seventh art form, has captivated audiences for over a century. It is a powerful medium that combines storytelling, visuals, and sound to create immersive experiences. Cinema has transcended national boundaries, language barriers, and cultural differences, making it a truly universal art form.

Movies have the ability to transport us to different worlds, evoke a range of emotions, and offer diverse perspectives. They reflect the cultural, social, and political contexts of their time, providing a window into different eras. Iconic films have shaped fashion trends, popularized catchphrases, and influenced societal attitudes.

Cinema has been a catalyst for change, shedding light on important issues and sparking conversations. It has the power to challenge social norms, provoke thought, and promote empathy and understanding. From silent classics to modern blockbusters, cinema leaves an indelible mark on our cultural heritage. Cinema, often referred to as the "seventh art," has captivated audiences for over a century. Movies have the power to transport viewers to different times, places, and realities. They serve as mirrors that reflect societal values, aspirations, and fears. From silent films to modern blockbusters, cinema has been a powerful storytelling medium, addressing social issues, sparking conversations, and inspiring empathy. Filmmakers have used their craft to challenge conventional wisdom, break barriers, and push the boundaries of artistic expression. Iconic films and characters have become embedded in our cultural consciousness, shaping our understanding of history and human.

Cultural Impact: Advertising, broadcasting, and cinema have had a profound impact on culture and society. They have contributed to the creation of shared narratives and cultural references that bind communities together. Through advertising, brands have become synonymous with certain values and lifestyles, shaping consumer behavior and popular trends. Broadcasting has provided a platform for diverse voices, fostering cultural exchange and understanding. It has also been a medium for education, entertainment, and the dissemination of ideas. Cinema, as an art form, has the power to challenge social norms, provoke thought, and inspire change. Films have the ability to evoke emotions, challenge perspectives, and offer glimpses into different cultures and realities.

Conclusion

Advertising, broadcasting, and cinema form a powerful trifecta that has shaped our cultural legacy. They have influenced our beliefs, values, and aspirations, leaving an indelible mark on society. Advertising has shaped consumer culture and societal perceptions, broadcasting has connected people and fostered shared experiences, and cinema has transported us to new worlds while reflecting our own. As we move forward, it is crucial to recognize the immense cultural influence of these mediums. We should critically engage with their messages, challenge stereotypes, and promote inclusivity. By understanding and appreciating.

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UNDERSTANDING MULTICULTURALISM IN SOCIOLOGY: EMBRACING DIVERSITY IN SOCIETY

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KEYWORDS

Multiculturalism, Sociology, Cultural diversity, Inclusivity, Coexistence, Globalization, Migration, Power dynamics, social inequalities, Cultural pluralism, Tolerance, Cultural exchange, Intercultural communication, Marginalized communities, Intersectionality

ABSTRACT

This introduction highlights the relevance of multiculturalism in sociology, emphasizing its role in fostering inclusive societies and addressing the complexities of cultural diversity. It emphasizes the importance of recognizing and celebrating cultural differences while examining power dynamics and social inequalities. By exploring the intersections of culture and social categories, sociology provides insights into the experiences of diverse groups within multicultural contexts.

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Introduction

Multiculturalism is a concept that has gained significant attention in the field of sociology. It refers to the coexistence of multiple cultural groups within a society, promoting diversity, inclusivity, and social cohesion. As societies become increasingly interconnected and diverse, understanding multiculturalism from a sociological perspective becomes crucial. In this article, we will delve into the foundations of multiculturalism, its benefits, challenges, and the role it plays in fostering a harmonious society.

Multiculturalism, a concept of increasing relevance in contemporary society, has emerged as a key focus within the field of sociology. It encompasses the coexistence of multiple cultural groups within a society, emphasizing the importance of recognizing, respecting, and celebrating cultural diversity. In an era marked by globalization, interconnectedness, and migration, understanding multiculturalism from a sociological perspective is crucial for fostering inclusive societies and addressing the complexities that arise from cultural pluralism.

The concept of multiculturalism goes beyond mere tolerance of cultural differences; it embraces the belief that diversity enriches society by bringing forth a multitude of perspectives, values, and traditions. By acknowledging the presence and contributions of various cultural, ethnic, and religious groups, multiculturalism aims to create an inclusive and egalitarian society that values the rights and experiences of all individuals.

Multiculturalism not only provides a lens through which societies can view cultural diversity, but it also offers a framework for examining power dynamics, social inequalities, and the challenges faced by marginalized communities. By exploring the intersections of culture, race, class, gender, and other social categories, sociology sheds light on the complex interplay between cultural identities and social structures, allowing for a deeper understanding of the experiences and realities of diverse groups within a multicultural context.

The benefits of multiculturalism are manifold. Cultural exchange, facilitated by the coexistence of different cultural groups, leads to the cross-pollination of ideas, traditions, and perspectives. This intercultural interaction fuels creativity, innovation, and a broader worldview, contributing to the intellectual, artistic, and social vibrancy of societies. Moreover, multiculturalism fosters social cohesion by promoting mutual respect, understanding, and cooperation among individuals from diverse backgrounds, thereby reducing social divisions and strengthening the fabric of communities.

Nevertheless, multiculturalism is not without its challenges. Effective intercultural communication becomes crucial in overcoming language barriers, cultural norms, and differing worldviews that may impede understanding and collaboration. Prejudice, discrimination, and stereotypes can hinder the integration of minority groups into mainstream society, necessitating concerted efforts to address these biases and promote equal opportunities. Additionally, societies must navigate the delicate balance between preserving cultural heritage and promoting shared values and societal norms, striving to

create a harmonious coexistence that embraces both diversity and social unity.

Sociology plays a pivotal role in understanding and navigating the complexities of multiculturalism. Sociologists examine the dynamics between cultural groups, analyze power structures, and propose strategies for effective integration. Through research, advocacy, and policy recommendations, sociology contributes to shaping societies that embrace cultural diversity, challenge inequalities, and create inclusive spaces for all individuals.

The Concept of Multiculturalism: Multiculturalism recognizes and values the existence of various cultural, ethnic, and religious groups within a society. It emphasizes the idea that diversity should be celebrated rather than suppressed. By acknowledging and respecting different cultures, multiculturalism aims to create an inclusive and egalitarian society.

Benefits of Multiculturalism: (a) Cultural Exchange: Multiculturalism encourages the exchange of ideas, traditions, and perspectives among different cultural groups. This cultural interaction enriches society by fostering creativity, innovation, and a broader worldview. (b) Social Cohesion: Embracing multiculturalism promotes social cohesion by reducing social divisions and fostering a sense of belonging among diverse individuals. It encourages mutual respect, understanding, and cooperation among different cultural groups. (c) Economic Advantages: Multicultural societies often experience economic benefits due to the diverse skills, talents, and knowledge brought by immigrants. Cultural diversity can lead to increased creativity, entrepreneurship, and a broader customer base for businesses.

Challenges of Multiculturalism: (a) Intercultural Communication: Communication barriers arising from language, cultural norms, and differing worldviews can pose challenges to effective intercultural interactions. Efforts must be made to foster understanding and bridge these gaps. (b) Prejudice and Discrimination: Prejudice, discrimination, and stereotypes can hinder the integration of minority groups into mainstream society. Addressing these biases and promoting equal opportunities is vital for successful multiculturalism. (c) Balancing Cultural Rights: Balancing the rights and needs of different cultural groups within a multicultural society can be complex. Societies must strive to find a delicate balance between preserving cultural heritage and promoting shared values and societal norms.

Role of Sociology in Multiculturalism: Sociology plays a crucial role in understanding and navigating the complexities of multiculturalism. Sociologists study the dynamics between cultural groups, analyze power structures, and propose strategies for effective integration. Through research and advocacy, sociology helps shape policies that promote social equality, inclusivity, and cultural diversity.

Multiculturalism, as a sociological concept, offers a framework for creating inclusive and harmonious societies. By recognizing and valuing cultural diversity, societies can reap the benefits of social cohesion, economic growth, and intercultural understanding.

However, multiculturalism also poses challenges that require continuous efforts to address prejudice, discrimination, and the preservation of cultural rights. Through the lens of sociology, we can gain a deeper understanding of multiculturalism and work towards building a more inclusive and just world.

Approaches to Multiculturalism: (a) Assimilation: This approach encourages minority cultural groups to adopt the dominant culture of the host society, often leading to the loss of their cultural identity. Critics argue that it undermines diversity and fails to acknowledge the contributions of different cultures. (b) Integration: Integration emphasizes the coexistence of diverse cultural groups while maintaining their distinct identities. It promotes interaction, mutual respect, and equal opportunities for all individuals, fostering a sense of belonging and social cohesion. (c) Pluralism: Pluralism recognizes and values cultural differences, allowing diverse groups to maintain their identities and traditions. It emphasizes equal rights, tolerance, and cooperation among cultural communities within a society.

Multicultural Policies and Legislation: Many countries have implemented multicultural policies and legislation to address the challenges and promote the benefits of cultural diversity. These policies aim to protect minority rights, prevent discrimination, and provide support for the integration of immigrant populations. Examples include anti-discrimination laws, language policies, educational initiatives, and affirmative action programs.

Identity Formation and Cultural Hybridity: Multiculturalism influences the process of identity formation for individuals within diverse societies. People navigate between their ethnic or cultural heritage and the mainstream culture, leading to the emergence of new hybrid identities. Cultural hybridity refers to the blending and mixing of cultural elements, resulting in the formation of unique cultural expressions.

Intersectionality and Multiculturalism: Multiculturalism intersects with other social categories such as gender, race, class, and sexuality. Intersectionality recognizes that individuals experience multiple forms of oppression and privilege simultaneously. Understanding the intersections between different dimensions of identity is crucial for promoting inclusivity and addressing the diverse needs and experiences of marginalized groups.

Criticisms of Multiculturalism: Critics argue that multiculturalism may lead to social fragmentation, cultural relativism, and the formation of isolated ethnic enclaves. Some argue that it can reinforce cultural stereotypes and impede social integration. Additionally, debates exist regarding the limits of cultural accommodation and whether certain cultural practices should be restricted in the name of human rights or gender equality.

Multiculturalism in a Globalized World: Globalization has accelerated the interconnectedness of cultures, leading to increased multiculturalism within societies. Mass migration, advancements in communication technologies, and global travel have facilitated cultural exchange and the blending of diverse traditions. Multiculturalism in the context of

globalization raises new challenges and opportunities, emphasizing the need for intercultural dialogue, understanding, and cooperation on a global scale.

Conclusion

Multiculturalism, as a sociological concept, serves as a guiding framework for societies to embrace and celebrate diversity. By acknowledging and respecting the existence of multiple cultural groups, multiculturalism promotes social cohesion, cultural exchange, and economic advantages. It challenges societies to navigate intercultural communication barriers, address prejudice and discrimination, and strike a balance between cultural rights and shared values.

Sociology plays a vital role in understanding, analyzing, and shaping multiculturalism. Sociological research helps uncover the dynamics between cultural groups, identify power structures, and propose strategies for effective integration. Through the lens of sociology, policies and legislation can be developed to protect minority rights, prevent discrimination, and foster inclusivity.

However, multiculturalism is not without its challenges. Intercultural communication barriers, prejudices, and stereotypes need to be actively addressed to promote understanding and cooperation. The delicate balance between preserving cultural heritage and promoting shared values requires ongoing efforts and dialogue. It is essential to recognize the intersections between multiculturalism and other social categories such as gender, race, class, and sexuality to ensure inclusivity and equal treatment for all individuals.

In a globalized world, multiculturalism takes on new dimensions. Globalization facilitates cultural exchange, but it also raises complex questions about cultural identity and the blending of traditions. Multiculturalism must extend beyond national borders to embrace intercultural dialogue, understanding, and cooperation on a global scale.

In conclusion, understanding multiculturalism from a sociological perspective allows us to create inclusive, harmonious societies where diversity is celebrated. By valuing and embracing cultural differences, we can work towards a more just and equitable world that respects the rights and dignity of all individuals, regardless of their cultural backgrounds.

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DEVELOPING INTERCULTURAL THROUGH EDUCATION IN UZBEKISTAN

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KEYWORDS

Intercultural understanding, Education, Uzbekistan, Cultural awareness, Intercultural communication skills, Global exchange programs, Curriculum integration, Teacher training, Community engagement, Diversity, Inclusion, Cultural heritage, Language exchange programs, Tolerance, Respect, Empath

ABSTRACT

This article discusses the importance of developing intercultural understanding through education in Uzbekistan. It suggests various approaches to achieve this goal, such as promoting cultural awareness, intercultural communication skills, global exchange programs, curriculum integration, teacher training, and community engagement. By implementing these strategies, Uzbekistan can foster a society that celebrates diversity and embraces intercultural dialogue. The article highlights the significance of education in shaping individuals' attitudes and perspectives towards different cultures, and emphasizes the need for creating a safe space for students to express their ideas and learn from one another. Overall, the article presents a comprehensive overview of the challenges and opportunities in developing intercultural understanding in Uzbekistan and offers actionable recommendations for promoting diversity and inclusion through education.

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Introduction

In today's interconnected world, fostering intercultural understanding and promoting diversity has become increasingly important. Education plays a vital role in shaping individuals' attitudes and perspectives towards different cultures, and in a country like Uzbekistan, where diverse ethnicities coexist, it is crucial to prioritize intercultural development within the education system. This article explores the significance of developing intercultural understanding through education in Uzbekistan and highlights various approaches to achieve this goal.

Promoting Cultural Awareness: To develop intercultural understanding, educational institutions in Uzbekistan should emphasize the importance of cultural awareness. This involves introducing students to the rich cultural heritage of Uzbekistan and other regions, providing opportunities to explore diverse traditions, languages, and customs. Incorporating cultural festivals, exhibitions, and language exchange programs can enhance students' knowledge and appreciation of different cultures.

Intercultural Communication Skills: Effective communication across cultures is key to fostering intercultural understanding. Educational institutions should focus on nurturing intercultural communication skills among students. This can be achieved through interactive activities, group projects, and cross-cultural discussions. Encouraging dialogue and creating a safe space for students to express their ideas and learn from one another will promote empathy, respect, and cooperation.

Global Exchange Programs: Implementing international exchange programs in Uzbekistan can offer students firsthand experiences of different cultures. Collaborating with educational institutions from other countries can provide opportunities for students to study abroad or participate in cultural exchange programs. These experiences expose students to diverse perspectives, break down stereotypes, and broaden their horizons, ultimately fostering intercultural understanding and appreciation.

Integrating Intercultural Education in Curricula: Intercultural education should be integrated into the core curriculum at all levels of education. This includes incorporating multicultural literature, history, and social studies that highlight the contributions of different cultures. Teaching tolerance, empathy, and respect for diversity can help shape a generation of open-minded individuals who value intercultural understanding.

Teacher Training and Professional Development: Equipping teachers with the necessary knowledge and skills to promote intercultural understanding is essential. Providing regular training and professional development opportunities for educators will enable them to effectively address intercultural issues in the classroom. Teachers should be encouraged to foster an inclusive learning environment, address cultural biases, and serve as role models for students in embracing diversity.

Community Engagement: Engaging the community is crucial for developing intercultural understanding. Educational institutions can collaborate with local communities, cultural organizations, and non-governmental organizations (NGOs) to

organize cultural events, workshops, and awareness campaigns. Involving parents and community members in promoting intercultural understanding creates a holistic approach to education and ensures the sustainability of intercultural initiatives.

Current Status of Intercultural Understanding in Uzbekistan: Provide an overview of the existing state of intercultural understanding in Uzbekistan. Highlight any challenges or gaps in the education system regarding cultural diversity and intercultural awareness. This can include issues such as stereotypes, cultural biases, or limited exposure to diverse perspectives.

Government Initiatives and Policies: Discuss any government initiatives or policies in Uzbekistan that promote intercultural understanding through education. Highlight specific programs or reforms aimed at enhancing cultural awareness, intercultural communication, or curriculum development. Mention any partnerships with international organizations or collaborations with other countries to support these efforts.

Role of Technology: Examine how technology can facilitate the development of intercultural understanding in education. Discuss the use of online platforms, virtual exchange programs, or educational apps that enable students to interact with peers from different cultures. Highlight any successful examples of technology-driven initiatives in Uzbekistan that have contributed to intercultural learning.

Impact on Social Cohesion and National Identity: Discuss how fostering intercultural understanding through education can contribute to social cohesion and a stronger national identity in Uzbekistan. Explore the benefits of promoting inclusivity, respect for diversity, and a sense of belonging among students from various cultural backgrounds. Highlight the potential long-term impact on social harmony and unity.

Success Stories and Best Practices: Share success stories or best practices from educational institutions in Uzbekistan that have effectively promoted intercultural understanding. This can include case studies of schools or universities implementing innovative programs, projects, or teaching methods that have resulted in positive outcomes. Highlight specific strategies, approaches, or initiatives that have been particularly successful.

Research and Evaluation: Discuss the importance of ongoing research and evaluation in measuring the effectiveness of intercultural education initiatives. Highlight any studies or assessments conducted in Uzbekistan to gauge the impact of these programs on students' attitudes, knowledge, and behavior. Emphasize the significance of evidence-based approaches in refining and improving intercultural education practices.

Future Directions and Recommendations: Offer suggestions for further enhancing intercultural understanding through education in Uzbekistan. This can include recommendations for policy improvements, expanding international collaborations, integrating technology more extensively, or strengthening community involvement. Discuss the potential long-term benefits and the role of education in shaping a more inclusive and culturally competent society.

Conclusion

Developing intercultural understanding through education in Uzbekistan is vital for fostering tolerance, respect, and global citizenship. By prioritizing cultural awareness, intercultural communication skills, global exchange programs, curriculum integration, teacher training, and community engagement, Uzbekistan can create a society that celebrates diversity and embraces intercultural dialogue. Education has the power to shape a brighter future, where individuals appreciate and understand the richness of different cultures, and Uzbekistan can lead the way in nurturing intercultural understanding for generations to come.

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FUTURE OF ENGLISH: GLOBAL FAMILY

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KEYWORDS

English, World language, Global dominance, Linguistic landscape, Family of languages, Historical factors, Political factors, Economic factors, British English, American English, Canadian English, Australian English, New Zealand English, Linguistic evolution.

ABSTRACT

This article explores the evolving nature of the English language and its status as a global language. It highlights the concept of English as a "global family" where its various dialects and regional variations coexist and contribute to its rich diversity. The author emphasizes the importance of recognizing and embracing these variations as an integral part of English's future, rather than perceiving them as obstacles to linguistic unity. By celebrating linguistic diversity within the English language, the article suggests that a more inclusive and globally connected English-speaking community can emerge. The piece concludes by underscoring the need for open-mindedness and cultural exchange to foster understanding and appreciation among English speakers worldwide.

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Introduction

English, often dubbed as the global lingua franca, has cemented its position as the world's most widely spoken language. As we venture into the future, it becomes pertinent to examine the trajectory of English as a world language and delve into its diverse family of languages. This article explores the unique event of English's global dominance, its evolution, and its potential future in an ever-changing linguistic landscape.

The Rise of English as a Global Language:

English's meteoric rise as a global language can be attributed to a combination of historical, political, and economic factors. The British Empire's colonization efforts in the past, along with the economic and cultural influence of the United States in the 20th century, contributed significantly to the widespread adoption of English. Today, English serves as a bridge language in international communication, connecting people from different linguistic backgrounds.

The English Family of Languages:

English is not a monolithic entity but rather a diverse family of languages that includes several variants and dialects. The major divisions within this family are British English, American English, Canadian English, Australian English, and New Zealand English. Each variant has its distinct vocabulary, pronunciation, and grammatical nuances, showcasing the adaptability and flexibility of the English language.

Linguistic Evolution and Hybridization:

One fascinating aspect of English's journey is its continual evolution through interactions with other languages. English has borrowed extensively from various languages, such as Latin, French, and German, integrating words and concepts to enrich its vocabulary. This linguistic hybridization has made English an inclusive and adaptable language, capable of accommodating new ideas and expressions from different cultures.

Challenges and Adaptation:

As English expands its global reach, it faces challenges in maintaining its linguistic diversity. The dominance of standardized forms of English, such as British or American English, raises concerns about the erosion of regional variations. However, the digital era and the democratization of communication have provided platforms for diverse English dialects to thrive. Non-native speakers, with their unique accents and idiomatic expressions, contribute to the vibrancy and richness of the language.

The Future of English:

Looking ahead, the future of English is likely to be shaped by technological advancements and globalization. The internet and social media platforms have accelerated the dissemination of English, breaking down barriers of distance and culture. English is also evolving in response to emerging global trends, such as the rise of artificial intelligence and the increasing interconnectedness of societies. As new concepts and vocabulary emerge, English will continue to adapt and incorporate them into its lexicon.

The Global Reach of English:

English has spread its roots across the globe, making it the most widely spoken language in the world. It serves as the official language in numerous countries and is commonly used as a second language in many more. From business and academia to technology and entertainment, English is the language that transcends boundaries and enables international communication.

Facilitating Cross-Cultural Exchange:

One of the most significant contributions of English is its ability to facilitate cross-cultural exchange. When people from different backgrounds and languages interact in English, they are not only exchanging words but also sharing their unique perspectives, traditions, and experiences. Through this exchange, a sense of cultural appreciation and understanding emerges, fostering a global family where diverse voices are embraced and celebrated.

Empowering Education and Learning:

English proficiency has become essential for educational and professional advancement. It opens doors to opportunities such as studying abroad, accessing global research, and participating in international conferences. Moreover, English language skills enhance employability in a world where multinational companies and global collaborations are increasingly common. By investing in English education, individuals from different countries can empower themselves and contribute to their communities on a global scale.

The Role of Technology:

Advancements in technology, particularly the internet and social media, have accelerated the global spread of English. Online platforms have provided a space for individuals worldwide to connect, share ideas, and collaborate. English acts as a common language in these digital spaces, enabling people from various backgrounds to engage in meaningful conversations, build relationships, and work together towards common goals. This virtual community transcends geographical boundaries and fosters a sense of global belonging.

Embracing Linguistic Diversity:

While English's global dominance raises concerns about the potential loss of native languages, it is crucial to recognize that English can coexist with linguistic diversity. Instead of perceiving English as a threat to local languages, we should view it as a tool that can enhance communication and understanding between different language communities. By promoting bilingualism and multilingualism, societies can preserve their cultural heritage while still benefiting from the global opportunities offered by English.

Conclusion

English's future lies in its ability to connect people from diverse cultures, enabling them to communicate, collaborate, and form a global family. Its widespread usage, coupled with technological advancements, offers unparalleled opportunities for cross-cultural exchange, educational empowerment, and the fostering of a sense of belonging in an interconnected world. By embracing linguistic diversity and valuing the richness of all

languages, we can build a future where English serves as a bridge that unites, rather than divides, our global community.

English's future as a global language is poised to foster a sense of unity and interconnectedness among people worldwide. Its widespread usage, combined with technological advancements, presents unprecedented opportunities for cross-cultural exchange, educational empowerment, and the formation of a global family. As we move forward, it is crucial to embrace linguistic diversity and recognize that English can coexist harmoniously with native languages. By valuing the richness of all languages and promoting bilingualism and multilingualism, we can create a future where English acts as a bridge that unites our global community, rather than a force that divides. Through the power of language, we can build a world where understanding, collaboration, and appreciation for diverse cultures thrive, fostering a truly interconnected and inclusive society. English's future lies not in its dominance but in its ability to promote dialogue, empathy, and global understanding. Together, let us embrace English as a language that binds us as a global family, embracing our differences and celebrating our shared humanity.

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THE PHYSIOLOGICAL BASIS OF TEMPERAMENT: UNRAVELING THE COMPLEXITIES OF HUMAN NATURE

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KEYWORDS

Physiological basis, Temperament, Individual differences, Neurochemistry, Neurotransmitters, Dopamine, Serotonin, Norepinephrine, Autonomic nervous system, Sympathetic branch, Parasympathetic branch, Genetic influences, Heritability, Brain structure, Brain function, Neuroimaging, Hormonal influences, Testosterone, Cortisol, Estrogen, Progesterone

ABSTRACT

This article explores the physiological basis of temperament, shedding light on the biological mechanisms that contribute to individual differences in personality. It delves into various aspects, including neurochemistry, the role of the autonomic nervous system, genetic influences, brain structure and function, and hormonal influences. The author highlights the importance of neurotransmitters such as dopamine, serotonin, and norepinephrine in regulating mood and behavioral tendencies. The interplay between the sympathetic and parasympathetic branches of the autonomic nervous system is discussed, along with their impact on reactivity and arousal levels. Genetic factors are explored, emphasizing specific genes associated with various temperament traits. The article also touches upon the structural and functional aspects of the brain related to temperament, with a focus on brain regions and connectivity patterns. Lastly, hormonal influences, such as testosterone, cortisol, estrogen, and progesterone, are discussed in relation to temperament. Overall, this article provides a comprehensive overview of the physiological basis of temperament, offering valuable insights into the intricate relationship between biology and personality traits.

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Introduction

Every individual is unique, possessing distinct behavioral tendencies, emotional patterns, and characteristic responses to the world. These individual differences in personality, commonly referred to as temperament, have fascinated psychologists, philosophers, and scientists for centuries. While environmental and genetic factors are known to shape temperament, recent research has shed light on the physiological basis that underlies these complex traits. In this article, we will explore the fascinating interplay between biology and temperament, offering insights into the physiological mechanisms that contribute to our diverse and inherent dispositions.

Neurochemistry and Temperament:

At the core of temperament lies the intricate dance of neurochemicals within the brain. Neurotransmitters such as dopamine, serotonin, and norepinephrine play pivotal roles in regulating mood, emotional reactivity, and behavioral tendencies. Variations in the levels and functioning of these neurotransmitters have been linked to specific temperamental traits. For example, low serotonin activity has been associated with impulsivity and risk-taking behavior, while high dopamine levels are linked to novelty-seeking and extraversion.

The Role of the Autonomic Nervous System:

Another crucial aspect of the physiological basis of temperament is the autonomic nervous system (ANS). The ANS controls involuntary bodily functions and is composed of two branches: the sympathetic and parasympathetic nervous systems. These branches work in tandem to regulate our physiological responses to external stimuli. Individuals with an overactive sympathetic nervous system tend to display traits such as high arousal, excitability, and sensitivity to stress, whereas those with a dominant parasympathetic tone may exhibit calmness and low reactivity.

Genetic Influences:

Genetic factors also contribute significantly to temperament. Studies have identified specific genes associated with various temperament traits, highlighting the heritability of these dispositions. For instance, the serotonin transporter gene (5-HTTLPR) has been linked to traits related to anxiety and emotional stability. Genetic variations in the dopamine receptor gene (DRD4) have been associated with novelty-seeking behavior and sensation-seeking tendencies.

Brain Structure and Function:

Advancements in neuroimaging techniques have allowed researchers to explore the structural and functional aspects of the brain related to temperament. For example, studies have shown that individuals with high levels of extraversion tend to have larger volumes in brain regions associated with reward processing, such as the prefrontal cortex and nucleus accumbens. Additionally, variations in brain connectivity patterns have been observed in individuals with different temperament profiles, providing further evidence of the physiological underpinnings of temperament.

Hormonal Influences:

Hormones also play a crucial role in shaping temperament. Testosterone, for instance, has been linked to traits such as dominance, assertiveness, and risk-taking behavior. Higher levels of cortisol, a hormone released during stress, have been associated with heightened reactivity and negative affectivity. Estrogen and progesterone have been implicated in influencing mood and emotional regulation in women.

Conclusion

The physiological basis of temperament encompasses a complex interplay of neurochemicals, genetic factors, brain structure, and hormonal influences. It is the unique combination of these biological elements that shapes our inherent dispositions, influencing how we perceive and interact with the world. Understanding the physiological basis of temperament can provide valuable insights into individual differences, helping us appreciate and embrace the rich tapestry of human nature. By unraveling these complexities, we can gain a deeper understanding of ourselves and others, fostering empathy, tolerance, and a more nuanced appreciation of our diverse personalities.

Understanding Temperament:

Temperament can be broadly defined as the innate and enduring patterns of behavior, emotion, and cognition that characterize an individual. It serves as a foundation for personality development and greatly influences how individuals interact with their environment. Researchers have identified several key dimensions of temperament, including activity level, emotional reactivity, sociability, and attention span.

The Role of Genetics:

Numerous studies suggest that genetics plays a significant role in shaping an individual's temperament. Twin studies have shown that identical twins, who share 100% of their genes, tend to exhibit more similar temperamental traits compared to fraternal twins, who share only 50% of their genes. These findings indicate a genetic component underlying temperament.

Scientists have identified specific genes that contribute to various aspects of temperament. For example, the dopamine D4 receptor gene (DRD4) has been associated with novelty-seeking behavior and sensation seeking. Serotonin transporter gene (SLC6A4) variants have been linked to emotional reactivity and anxiety. These genetic variations can influence the functioning of neurotransmitters in the brain, thereby affecting an individual's temperament.

Brain Structure and Function:

The human brain plays a crucial role in modulating temperament. Advanced neuroimaging techniques, such as functional magnetic resonance imaging (fMRI) and positron emission tomography (PET), have allowed scientists to explore the relationship between brain structure, function, and temperament.

Studies have identified specific brain regions associated with different temperamental traits. For instance, the amygdala, a part of the brain involved in processing

emotions, has been linked to emotional reactivity. The prefrontal cortex, responsible for executive functions and self-regulation, has been associated with attentional control and impulsivity. Variations in the size, activity, and connectivity of these brain regions can contribute to differences in temperament among individuals.

Neurochemical Factors:

Neurotransmitters and hormones also play a crucial role in shaping temperament. For example, dopamine, a neurotransmitter associated with reward and motivation, influences an individual's level of activity and novelty-seeking behavior. Serotonin, often referred to as the "feel-good" neurotransmitter, influences emotional regulation and stability. Additionally, hormones such as cortisol and testosterone can affect an individual's reactivity to stress and social interactions, respectively.

Environmental Influences:

While genetics and brain physiology provide important insights into the physiological basis of temperament, it is essential to acknowledge the significant role of environmental factors. The interaction between genetic predispositions and environmental experiences is critical in shaping an individual's temperament. Factors such as parenting styles, cultural influences, and early life experiences can mold and modulate an individual's inherent temperament.

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CURRENT ASPECTS OF THE STUDY OF ANCIENT EGYPTIAN ART

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KEYWORDS
relevance, art, genre, artist, stage, school, pictorography, work, mastaba, museum, education

ABSTRACT
This article considers the opportunities necessary for more effective assimilation of the topics of the art of Ancient Egypt, which is one of the important parts of the discipline of the history of fine arts. Ancient Egypt is the territory where one of the 7 miracles was created, and which has survived to this day. The study of the fine arts of Ancient Egypt is the foundation of knowledge that shapes the growth and development of the future artist-educator.

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QADIMGI MISR SAN'ATINI O'RGANISHNING DOLZARB JIXATLARI

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

dolzarblik, san'at, exrom, rassom, davr, mastaba, maktab, asar, muzey, piktorgrafiya, sfinks, ta'lim

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqola tasviriy san'at tarixi fanining muxim va qiziqarli mavzusi bo'lgan Qadimgi Misr san'atiga bag'ishlangan bo'lib, uni o'zlashtirish uchun zarur bo'lgan imkoniyatlarni ko'rib chiqadi. Tariximizdan ma'lumki, aynan Qadimgi Misr yerlarida yaratilgan va dunyoning 7 mo'jizasiga kiritilgan Gizadagi piramidalar hozirgi paytgacha yetib kelgan yagona namuna xisoblanib, bu ilmlar bo'lajak rassom-o'qituvchining kelajakda o'sishi va rivojlanishini shakllantiradigan nazariy va amaliy bilimlarning asosi sifatida xizmat qiladi.

Qadimgi dunyo tasviriy san'atini o'rganish va tahlil qilish, Yangi davr va zamonaviy san'atning rivojlanish tendentsiyalarini tushunishga yordam beradi. Keyinchalik O'rta asrlar va Yangi davr san'ati va madaniyatida yashab rivojlanadigan va zamonaviy san'atlar ichida o'z dolzarbliligini yo'qotmagan va ijod uchun kuchli turtki bo'lgan turli tuman afsonaviy, shuningdek universal diniy mavzular, syujetlar, g'oyalarni aynan Qadimgi Dunyo vujudga keltirgandir.

Qadimgi Misr tarixida ilk davlatlar paydo bo'lishi taxminan besh ming yil avval vujudga kelib quyidagi bosqichlardan iborat:

1. Sulolar paydo bo'lishidan avvalgi davr - miloddan avvalgi 4 ming yillik;
2. Qadimgi podsholik - miloddan avvalgi 2900-2270 yillar (I-IV sulolar hukmronligi davri);
3. O'rta podsholik - miloddan avvalgi 2100-17000 yillar (XI-XIII sulolar hukmronligi davri);
4. Yangi podsholik - miloddan avvalgi 1555-1090 yillar (XVIII-XX sulolar hukmronligi davri);
5. So'ngi davr - miloddan avvalgi XI asrdan-332 yillar;

Qadimgi va O'rta podsholiklar davri oralig'ida Misr alohida **nom**larga bo'linadi; O'rta va yangi podsholiklar davri oralig'ida Misr **giksos**lar qabilasiga qaram bo'lgan[3].

Endilikda har bir davr san'atini alohida ko'rib chiqamiz. Misrning qadimgi podsholigi Yuqori va Quyi Misrning uzoq davom etgan urush natijasida shakllandi. Yuqori Misr hukmroni Min (Xor Axa) g'alabani qo'lga kiritib, ilk sulolaga asos solgan (hammasi bo'lib Misr tarixida 30 ta sulola vujudga kelgan). Misr san'atini eng gullab yashnagan davri miloddan avvalgi 3 ming yilligiga tegishlidir. Ilk sulolalar tinit (poytaxti Tinis nomidan olingan) deb nomlangan bo'lib, ushbu davr Misr jamiyatida byurokratik shakllanish yuzaga kelgan.

[3] Н.А. Дмитриева.Краткая история искусств. Книга 1.М. «Искусство» 1996. Стр.24.

Ikki podsholikning chegarasida Min yangi poytaxtga asos solib, butun Misrni birlashtirgan holda unga Xet-Ka-Ptax (yunonliklar tilida bu «Aygyuptos» deyilib keyinchalik butun davlat nomiga nisbatan ishlatilgan) deb nomladi. Misrliklar esa o‘z vatanini Ta-Kemet, ya’ni «Qora zamin» - serhosil qora yer deb atashgan, ya’ni «Qizil zamin»a - sahroga nisbatan qarama-qarshi bo‘lgan yerning nomi. Buyuk tarixchi va mutaffakir Gerodot esa Misrni «Nil daryosining in’omi» deb atagan edi.

Qadimgi Misrliklar Nil daryosining sharqiy sohilida yashaganlar; g‘arbiy sohil esa marhumlarga «abadiiy hayot» kechirish uchun mo‘ljallangan edi. Shuning uchun g‘arbiy qismda piramidalar, mastabalar va sag‘analar qurilgan. Bu odat ramziy ma’noga ega bo‘lgan: quyosh osmon daryosining sharqida chiqib g‘arb tarafda botgani uchun, insonlar (Ra ma’budining qora mollari deb atalishgan) ham yerdagi hayotini sharqda yashab, o‘lgandan so‘ng g‘arbga ko‘chib o‘tadilar degan tushuncha bo‘lgan. Misrliklar marhumlarni «ma’bud Kamish dalalar»ida abadiiy hayot kechirgani kuzatishgan. O‘liklar mamlakati misrliklar uchun yerdagi hayotga o‘xshash bo‘lib, lekin bu hayotdan ancha baxtliroq va zavqli deb tasavvurlangan.

Misr san’atidagi diniy - afsonaviy tasavvurlar. Diniy - afsonaviy tasavvurlar Misr san’atining asosi deb hisoblangan. Yuqorida qayd etganimizdek afsonaviy e’tiqodning belgilovchi xususiyati, antropomorfizm bilan bir qatorda simvolizm bo‘lgan. Misr afsonalarida ramziylik va poetika xususiyatlari asos bo‘lgan. Masalan Misr tasviriy san’atining asosiy ramzlaridan biri **– quyosh**dir. Ushbu ramzni misrliklar oltin buzoqcha ko‘rinishida tasavvur qilishgan. Oltin buzoqcha erta tongda sigir ko‘rinishidagi ayol ma’bud Nutdan tug‘ilardi. Kun bo‘yi buzoqcha katta bo‘lib buqaga aylanadi; Buqa - bu **Ra**(quyosh ma’budi) aksidir. Kechgi tunda Ra Nut bilan birga bo‘lib, ularning ittifoqidan erta tongda yana oltin buzoqcha dunyoga keladi, ya’ni Ra «o‘z o‘g‘li ko‘rinishida tug‘ilraн»ligini ko’rib turibmiz. Shuni ta’kidlash kerakki Misr dini ko‘pxudoliylik bo‘lib, xudolarining barchasi hayvonlar ko‘rinishida bo‘lgan va ko‘pincha aniq funktsiyalarga ega bo‘lmagan. Masalan **Ra** - quyosh ma’budi (boshida quyosh diski bilan tasvirlangan), **Isida** - onalik va tabiat ma’budasi (sigir yoki sigir Shohlari bilan tasvirlangan), **Gor** - fir’avnlar homiysi, Osiris va Isidaning o‘g‘li (lochin qush ko‘rinishida tasvirlangan), **Xatxor** - muhabbat va onalik ma’budasi, **Tot** - yozuv, aql-zakovat ma’budi (ibis[4] yoki pavian[5] ko‘rinishida tasvirlangan), **Taurt** - hosildorlik ma’budasi (gippopotam ko‘rinishida tasvirlangan), **Nut** - osmon ma’budasi (sigir ko‘rinishida tasvirlangan), **Anubis** - marhumlarni o‘liklar mamlakatiga kuzatuvchisi, marhumlar homiysi (chiyabo‘ri ko‘rinishida tasvirlangan). Shu qatorda yana bir ma’budlar – abstrakt tushunchalarni aks ettiruvchilari ham bo‘lgan: **Sexem** – «energiya, quvvat», **Xu** – «iroda», **Sia** – «aql-zakovat», **Xex** – «abadiylik», **Soxmet** - quyosh nuri ichidagi katta kuchlar yig‘indisi (she’r yoki arslon ko‘rinishida aks ettirilgan). Misr afsonalarini ichida alohida to‘xtalib o‘tiladigani - bu **Osiris**, Isida va Gor ma’budlari extiromi yoki ularga sig‘inishdir.

[4] Ibis - issiq mamlakatlarda yashaydigan, laylakka o‘xshash uzun oyoq qush.
[5] Pavian – ittumshuq maymun

Osiris haqidagi afsona - bu misrliklarni asosiy e'tiqodi bo'lib ya'ni qadimgi Misr dehqonlarining afsonasi - tabiatni har doim yangilanishi, o'ladigan va yana unib chiqadigan bo'g'doy urug'idir. O'z otasi Osirisni tiriltiradigan Gor ma'budi esa - bu hayot baxsh etuvchi quyosh nurlaridir. Misrliklarning afsonaviy qarashlari keyinchalik tasviriy san'atda ramziy-ifodaviy aks ettirilgan.

SHu bilan bir qatorda, ma'budlar marosimi o'liklar marosimi bilan chambarchas bog'liqdir: fir'avn o'limidan keyin ham o'z mamlakatida hukmronlik qiladi, mamlakatning gullab-yashnasi fir'avnga bog'liq bo'lgan. Fir'avn o'limidan so'ng Osiris timsoliga kiradi. Shundan kelib chiqib fir'avn tanasini saqlab, «Ka» (Kaa (inson soyasi)), insonning aksi, soyasi bo'lib o'limidan so'ng inson ruhi «**Ka**»(qadimgi Misrliklar tasavvurida inson uch ko'rinishda yaratilgandir: «**Ax**»-jismoniy tana;«**Ba**»-insonning ruxi;«**Ka**»-insonning soyasi (abadiy ruxi)) timsoliga kiradi, tasviriy san'atda ushbu ruh qush ko'rinishida tasvirlangan. Shuning uchun fir'avn jasadi mumiyolanib hashamatli tarzda bezatilgan va **sarkofag** ichida saqlangan. Sarkofag ustidagi bezaklar podshohning hukmdorlik belgi nishonlarini aks ettirgan. Agarda mumiyolangan fir'avn tanasi chirib ketsa, qadimgi podsholik davridayoq Ka uchun «tana»ni bir umr saqlanib qoladigan toshdan yasashni boshlaganlar. Lekin, marhumlarga nisbatan sig'inish odati, portret haykaltaroshligini vujudga keltirgan bo'lsa ham, bir vaqtning o'zida haykaltaroshlik rivojini cheklab qo'ygandir. Bular uchun quyidagi sabablar bo'lgan: Misr tasviriy san'atida **kanon**(o'zgarmas, barcha ijodkor bo'ysinadigan qonun-qoidalar)lar ishlab chiqildi:

-Tasviriy san'atda nafaqat marhum portreti, ko'proq uni «soyasi» yaratilib, asarda tasvirlangan inson hamisha yosh, kuchga to'la bo'lib ishlanardi;

-O'tirgan holatdagi haykallar qiyofasining birxilligi, yuzidagi mamnunlik, bir xil atributlar, ramziy bo'yoqlar - bularning barchasi kanonlarga bo'ysinib, marhumlarga nisbatan qo'llanilgan marosimlar talablari bo'lib, yaratilgan tasviriy san'at asari abadiiy hayot kechirish uchun mo'ljallangan;

-Figuralar frontal holatda ishlanib, faqatgina bir nuqtadan ko'rishga mo'ljallangan edi, tasvirlar simmetrik ko'rinishga ega va eng asosiysi ularning barchasida geometrik blok shakli ko'rinib turadi. Aniq geometriya - Misr san'atining o'ziga hos jihatidir;

-Rassom devoriy suratlarda aks etgan figuralarni bosh qismi va tanasini «**profil**» shaklda bajargan, bu tasvirlanayotgan figura umumiy kompozitsiyadagi ritmni ushlab turish uchun mo'ljallangan edi. Lekin shunga qaramay rassom inson tanasi va yuzini deformatsiya qilmasdan ko'z va elka qismlarni «**fas**» - tomoshabinga nisbatan to'g'ri ko'rinishda va tananing pastki qismini esa chorak tarzda burib, oyoq qismini to'liq profil qo'rinishga olib kelgan tarzda ifodalaydi;

-Mabudlar, fir'avn va zodagonlar oddiy xalq tasviriga nisbatan hajm jihatidan bir muncha katta ko'rinishda tasvirlangan;

-Haykallarning ko'zlarini toq' billuri, xaltsedon va agat toshlari bilan inkrustatsiyalash ishlangan haykallarga hayotiy ko'rinish baxsh etgan, lekin haykallarning ko'zlariga tikilib ham ularning abadiiylikka tiqilgan qarashlarini ilg'ab bolmaydi. Negaki

haykaltarosh so‘zi misrliklar tilida «**sanx**» **-** «hayot yaratguvchi» degan ma’noga egadir;

-Agarda Misr tasviriy san’atida inson qomati kanonlarga bo‘ysingan holda tasvirlansa, ushbu qonun qoidalar hayvonlar tasvirida qo‘llanilmagan, hayvonat dunyosi o‘zining hayotiyligi va plastikasi bilan jalb etadi;

-Haykaltaroshlikda ikki ko‘rinishdagi haykallar turi tarqalgan bo‘lib: **o‘tirgan haykal**larning qo‘llari simmetrik tarzda tizzalari ustiga yoki bitta qo‘li tirsak qismidan buklangan, qaddi rostlangan tarzda va ko‘zlari oldga qaragan bo‘lgan; **Tik turgan haykal**lar frontal ko‘rinishda bo‘lib, bosh baland ko‘tarilgan, chap oyoq esa oldinga tomon qadam tashlab, qo‘llari pastga tushirilgan va tanaga yopishgan holda ishlangan.

Miloddan avvalgi 2650 yildan boshlab qadimgi Misr yerlarida zinasimon piramidalar qurilishi boshlangan. Fir’avn **Joser**(miloddan av. 2680**-**2660)ning Sakkaradagi maqbara kompleksi markazi - bu **zinasimon maqbara**(me’mor **Imxotep**)si **-** yetti qavatdan iborat bo‘lgan tepaga qarab kichrayib boruvchi supalardan tashkil topgan bo‘lib, balandligi 60 metrdan yuqori bo‘lgan me’moriy inshoot yaratilib, boshqa maqbaralardan ajralib chiqqan holda monumental me’morchilik rivojini keyingi bosqichini belgilab berdi. Ushbu maqbaraning yuqori qismini ustma**-**ust qo‘ilgan **mastaba**(arab tilidan «supacha»)lar, ya’ni **piramida**(devorlari tepaga qarab kichrayib boradigan to‘g‘ri to‘rtburchak ko‘rinishidagi dafn sag‘analari)ning tipologik ko‘rinishini ta’minlagan qurilmadir. Memfis davri(poytaxti Memfis bo‘lganligi uchun shundek ataladi)ga kelib fir’avnlarning ilohiylashtirish tasviriy san’atda o‘z aksini topdi. Ushbu davrning tipik yodgorligi - **piramida** va uning yonidagi **sfinks:** o‘rganilayotgan davrning eng mumtoz namunalari Gizada barpo etilgan - bular yunon transkriptsiyasida **-** Xeops (Xufu), Xefren (Xafra) va Mikerin (Mennaur) piramidalari deb atalgan. Bu piramidalarni eng yuqorisi - Xeops bo‘lib, Gerodot qadimgi dunyoning yetti mo‘jizasi ichiga kiritgan. Piramida balandligi 146,6 metr, asosining bir tarafining uzunligi 233 metrni tashkil qiladi. Piramida bir biriga juda zich qilib terilgan 2300000ta tosh bloklaridan iboratdir. Me’morlar - Imxotep va **Xemiun**dirlar. Piramidalarni she’r tanali va fir’avn Xefren yuzli sfinks qo‘riqlaydi. Sfinks uzunligi 51 metr, balandligi esa 20 metrdan oshiq bo‘lgan qoyadan yasalgan.

Amarna san’ati. Misrning Yangi davr san’ati ichidagi Amarna (zamonaviy nomi Tel**-**Amarna bo‘lib, aynan shu erda Amenxotep poytaxti**-**Axetaton joylashgan) davrini ajratish, **fir’avn Amenxotep**ning reformatorlik faoliyati bilan bog‘liqdir. Amenxotep ko‘pxudoliylik dinidan voz kechib, farmon tarzida bitta ma’bud – **Aton**(tasviriy san’atda ko‘p qullar aks ettirigan quyosh diski)ga sig‘inishni talab qiladi va o‘z ismini **Exnaton** («Atonga ma’qul»)ga alishtiradi. Poytaxtini ham yangi shahar Axetaton («Aton osmoni»)ga ko‘chirib barcha ehromlardan ma’budlar ismlarini o‘chirtirib «xudo» so‘zini «hukmron» so‘ziga alishtiradi va xudolar ramzini - fir’avn ramzi bilan almashtiradi.

Tasviriy san’atda ham kanonlardan voz kechilib, “izlanish”lar boshlanadi. Tasviriy san’at syujetlarida esa hayotdan olingan realistik kompozitsiyalar paydo bo‘ladi, tasvirlanayotgan har bir qahramon individual ko‘rinishga ega bo‘ladi (masalan nozik oyoqli, ingichka bo‘yinli va qappaygan qorinli Exnaton haykallari, nozik va ozg‘in yosh malikalar

portreti, gidrotsefaliya[6] kasalligi bilan betob bo‘lgan Nefertiti qizini portreti). Amarna san’atini nodir asarlariga **haykaltarosh Tutmes** ustaxonasidan topilgan podsho oilasining portretlaridan tashkil topgan. Arxeolog Borkhardt tomonidan topilgan **Malika Nefertiti**ning rangli bo‘yoqlar bilan realistik tarzda ishlangan haykaltaroshlik portreti alohida e’tiborga egadir. Negaki ushbu go‘zallik timsoli hisoblangan haykal Milos Afroditasi va Leonardo da Vinchining “Djokonda” portreti kabilar bilan bir qatorda turadi.

Fir’avn Exnatonning diniy - siyosiy reformalari uzoq vaqt davom etish uchun juda ilg‘or bo‘lgan. Exnatonning o‘zgarishlariga nisbatan bo‘lgan reaktsiya uni vorisi fir’avn Tutanhamon davrining o‘zida namoyon bo‘ldi. Qisqa vaqt ichida barcha eski urf-odatlar tiklanib Exnaton ismi esa qarg‘ishlar qilingan. Amarna san’atini noyob asarlari **Tutanhamon maqbarasi arxeolog Govard Karter** tomonidan 1922 yilda topilgan. Ushbu topilma haqida san’atshunos N.Abdullaev quydagi fikrni aytib o‘tgan: «Tutanhamon maqbarasidan topilgan zirak, quticha, marjon va mebellar nafis did bilan inkrustatsiya qilingan. Ular uchun fil suyagi qimmatbaho yog‘och bo‘laklaridan qadab chiqilgan (masalan, qutichani ishlash uchun 20 mingdan ortiq shunday fil suyagi va qimmatbaho yog‘och bo‘lagi ishlatilgan). Tutanhamon taxti relefi ham o‘z jozibasi bilan xotirada qoladi[7].

Misr ijtimoiy hayotidagi jonlanish eramizdan avvalgi VII asrlarda boshlandi. Lekin bu uzoqqa cho‘zilmadi. Eramizdan avvalgi VI asrlarda eronliklar, so‘ngra eramizdan avvalgi IV asrda Aleksandr Makedonskiy tomonidan Misr erlarining bosib olinishi uning o‘ziga hos san’atida asta-sekin so‘nish va Ellin dunyosi san’ati bilan qo‘shilib ketishga sabab bo‘ldi.

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POSITIVE AND NEGATIVE EFFECTS OF CHOCOLATE ON THE HUMAN BODY

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KEYWORDS

cocoa, E476, E322, GMO, emulsifier, artificial food additives

ABSTRACT

In this article, we will briefly get acquainted with the composition of chocolate products, which are loved by many people, and their positive and negative effects on the human body.

Since the appearance of chocolate, the number of people who enjoy it is increasing year by year, but sometimes, without knowing their composition, consuming more than the norm, not consuming quality products, sometimes health is affected. we can cause harm to us.

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SHOKOLADNING INSON ORGANIZMIGA IJOBIY VA SALBIY TA’SIRLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

kakao, E476, E322, GMO, emulgator, oziq ovqatning sun’iy qo‘shimchalari

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada ko‘pchilik uchun sevimli bo‘lgan shokolad mahsulotlarining tarkibi hamda ularning inson organizmiga ijobiy va salbiy ta’sirlari haqida qisqacha tanishib o’tamiz. Shokolad paydo bo’lganidan boshlab uni xush ko’ruvchilar soni yildan-yilga oshib bormoqda, ammo ba’zida ularni tarkibini bilmay turib, me’yoridan ortiq iste’mol qilish, sifatli mahsulot iste’mol qilmaslik sababli ba’zida sog’lig’imizga ziyon keltirib qo’yishimiz mumkin. Ayniqsa yosh bolalarni shirinlikka o‘ch bo‘lib borayotgani yosh onalarni savodxonligining pastligi tufayli ham sodir bo‘lmoqda.

Kirish. Shokolad- kakao dukkaklarini qayta ishlash natijasida olingan mahsulotlarni (ezilgan kakao va kakao yog'ini) shakar bilan aralashtirib, ishlov berish natijasida olingan qandolat mahsuloti bo'lib, unga to'q jigarrang, yaltiroq yuza, yoqimli ta'm va nafis hid xosdir. Retsepturasi va qayta ishlov berish usuliga qarab shokolad oddiy, desert, g'ovaksimon va masalliqli shokoladlarga bo'linadi. Masalliq sifatida shokolad tayyorlashda yong'oqli, mevali, pomadali va boshqa har xii qandolatchilik massalari ishlatiladi. Shokolad ishlab chiqarishning asosiy xomashyosi bo'lib kakao dukkaklari va shakar hisoblanadi. [1] Shokolad foydali yoki zararli ekanligi to’g’risida nechi yillardan buyon olimlar bahslashib kelishmoqda. Ba’zi bir olimlar esa, shokoladning quyidagi foydali xususiyatlarini isbotlashgan: Shokolad o’zida dofamin, serotonin va feniletilamin gormonlarini saqlashi sabab ham kayfiyatni ko’tarish xususiyatiga ega; u mushaklarni kislorod bilan to’yintiradi, natijada mashg’ulotlardan keyin organizm darrov o’zini tiklaydi. Agar muntazam ravishda qora shokolad (70% va undan yuqori kakao saqlovchi) qon tomirlari mustahkamlanib, yurak xastaliklarining oldi olinadi. Shuningdek qora shokolad yomon xolesterindan xalos etib, insult xavfini kamaytiradi, aritmiya va yurak yetishmovchiligida ham foydali hisoblanadi. Diabetni bartaraf etishda yordam beradi – uning tarkibidagi antioksidantlar oshqozon osti bezi faoliyatini yaxshilaydi. Bundan tashqari shokolad miya faoliyatini yaxshilaydi, Alsgeymer kasalligi rivojlanishini oldini oladi, xotirani mustahkamlab, diqqatni yaxshilaydi; shokolad immunitetni ko’taradi, homilador ayollarga ham juda foydali hisoblanadi. Foydali tomoni bo’lgan mahsulotning zarari ham bor degandek, shokoladning ham o’ziga yarasha zararli xususiyatlari mavjud. Birinchi o’rinda uning miqdori: shokoladni me’yoridan ortiq iste’mol qilish yaramaydi, aks holda bu qandli diabetga, yurak-tomir kasalliklariga, bosh og’rig’iga olib kelishi mumkin. Uni muntazam, ammo ko’p bo’lmagan miqdorda iste’mol qilish kerak. Xatto uni qo’llashga qarshi ko’rsatmalari ham talaygina: allergiyasi bor insonlarga undan ehtiyotkorlik bilan iste’mol qilishi lozim; haddan ortiq og’ir vazn egalariga ham shokoladdan iste’mol qilish tavsiya qilinmaydi; tishlar sezuvchanligi oshganda shokoladdan voz kechish maqsadga muvofiq bo’ladi; buyraklar xastaligida ham

shokolad miqdorini kamaytirish lozim; migren kasalligi qo'zg'agan paytda ham shokolad iste'mol qilish mumkin emas.[2,3]

Asosiy qism: Har birimiz o'zimizga savol berib ko'raylik. Shokolad mahsulotlarini sotib olish vaqtida uning tarkibiga ham e'tibor beramizmi? Aksariyat hollarda yuq. Tashqi ko'rinish va yaroqlilik muddati biz uchun asosiydek go'yo, vaholanki uning tarkibida: shakar, kakao massasi, kakao moyi, to'liq sut kukuni, quruq zardob, maydalangan pechene (bug'doy uni, shakar, sariyog ') sariyog ', bug'doy kraxmal, bug'doy tolalari, sut kukuni, tuz, quruq sut zardobi, kislota regulyatori - limon kislotasi, unni yaxshilaydigan (sistein), xamirturushli moddalar (ammoniy karbonat, bikarbonat natriy), vanilin, mayiz, sut yog ', emulsifikatorlar (soya lesitini, E476), soya , tuxum, yeryong'oq va yong'oqlarning bo'laklari bo'lishi mumkin. Shokolad massasidagi kakao moddalarining umumiy miqdori kamida 25% ni tashkil qiladi. Yuqoridagi moddalarning ko`pchiligi sun'iy oziqa mahsulotlari bo'lib organizmga turlicha ra'sir ko'rsatadi.

E476 – Letsitin soya mahsulotlari va yog' ishlab chiqarish qoldiqlaridan olinadi. Ko'p miqdorda iste'mol qilinsa, buyrak kasalliklariga olib kelishi mumkin. Biroq, meyoriy miqdorda iste'mol qilish foydalidir. E476 – margarin, sut mahsulotlari, non mahsulotlari va shokolad mahsulotlari ishlab chiqarishda emulgator sifatida ishlatiladi. E476 – poliglitserin yog' kislotalari qo'shilmasi.

E322 – tarkibida lesitin qo'shimchasi shokoladli konditer mahsulotlari tayyorlashda ishlatiladi. Kakao dukkagi yog'i qimmat mahsulot bo'lganligi uchun, bundan tashqari, shokoladdagi yog' miqdorini kamaytirish maqsadida, kakao dukkagi o'rnida qo'llaniladi.Me'yoridan ko'p ishlatilsa, allergik kasalliklarni keltirib chiqaradi.

Ammoniy karbonati- turmushda nashatir spirti deb nom olgan. Konditerlik va non yopishda undan soda yoki xamirturush o'rnida foydalaniladi. Shokolad qorin mushaklarini bo'shashtirib, pulsni jadallashtirish xususiyatiga ega bo'lgan metilksantinni o'z ichiga oladi. Uning iste'molidan keyin jig'ildon qaynashi holati ham kuzatilishi mumkin. Bir qancha foydasi borligi shokoladning kaloriyaga boy ekanini inkor eta olmaydi. Undan tiyila olmaslik va me'yoridan ortiq iste'mol qilish sezilarli darajada vazn ortishiga olib kelishi mumkin.

Shokolad mahsulodlari tarkibidagi ayrim shirin ta'm beruvchi moddalar,aromatizatlar kuchli boyituvchi moddalarni ko'p qo'shilishi shokolad tarkibini tabiiy qo'shimchalarini kamaytiradi bu esa organizmda turli kasalliklar keltirib chiqaradi. Ayrim moddalar esa organizmda shu mahsulotga nisbatan qaramlik hissini uyg'otishi mumkin.

Xulosa: Har bir inson sog'lom turmush tarziga amal qilishi ya'ni to'g'ri ovqatlanish bilan bir qatorda iste'mol qilayotgan oziq ovqatining tarkibiga ham e'tiborli bo'lishi davr talabi hisoblanadi. Chunki insoniyat jamoasining kengayib borayotganligi, oziq ovqatga bo'lgan talabni ham oshirib bormoqda. Bu esa turli usullar bilan bo'lsada, ehtiyojni qoplash uchun sifatli va sifatsiz, hatto GMO mahsulotlarni ham ko'paytirmoqda. Tanlov esa o'zimizda.

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ASPECTS OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN FUTURE TEACHERS

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KEYWORDS

future, teacher, communicative, competence, component, communication, culture, pedagogy, tact

ABSTRACT

The article discusses the essence, content and main components of the communicative competence of a future teacher. Also, it analyzes the fact that a future teacher, studying at a university, must be psychologically prepared for the fact that the teaching profession is not only knowledge of theoretical sciences. but also the ability to build relationships with children and colleagues, to be aware of their own position in communication. At the same time, the culture of communication, empathy, and pedagogical tact are the components of the teacher's communicative competence, and it is emphasized that they reflect business and personal relations between the participants in the educational process.

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БЎЛАЖАК ЎҚИТУВЧИЛАРДА КОММУНИКАТИВ КОМПЕТЕНТСИЯСИНИ РИВОЖЛАНТИРИШ АСПЕКТЛАРИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

бўлажак, ўқитувчи, коммуникатив, компетенсия, компотентлар, мулоқот, маданият, педагогик, такт

ANNOTATSIYA/ АННОТАЦИЯ

Мақолада бўлажак ўқитувчи коммуникатив компетенсиясининг моҳияти, мазмуни, асосий компотентлари кўриб чиқилган бўлиб , унда бўлажак ўқитувчи университетда ўқиб юрган чоғида ўқитувчилик касби нафақат фанни билиш, балки болалар ва ҳамкасблар билан муносабатларни ўрнатиш, мулоқотда ўз позитсиясидан хабардор бўлиш қобилияти эканлигига психологик жиҳатдан тайёр бўлиши кераклиги таҳлил қилинган . Шу билан бирга, мулоқот маданияти, эмпатия , педагогик такт ўқитувчининг коммуникатив компетенсиясининг таркибий қисмлари бўлиб, ўқув жараёни иштирокчилари ўртасидаги ишбилармонлик ва шахсий муносабатларни акс эттиришини ёритиб берилган.

Замонавий тадқиқотларда коммуникатив компетентсия ўқитувчи-ўқитувчи (коммуникатор) дан талабага (қабул қилувчига) ва аксинча маълумотларни семантик идрок этишни таъминлайдиган педагогик функтсиялар тўпламини ўзлаштириш сифатида тушунилади. Шу нуқтаи назардан, А. С. Белкин ва В. В. Нестеровлар коммуникатив компетентсияни педагогик ўзаро таъсирнинг ташкилоти сифатида кўриб чиқадилар, бунда уларнинг ҳар бирининг индивидуаллигини сақлаган ҳолда таълим жараёни иштирокчилари жамоаси яратилади , негизида ҳамкорликка психологик тайёрлик шаклланади. "қарши ҳаракатлар", кутилган натижаларга эришиш [2].

Тадқиқотларни таҳлил қилиш, компетентсия ва компетентсиянинг таркибий қисмларини ажратиб кўрсатадиган ва ҳар доим ҳам бу тушунчаларни ажратиб турмайди, биз коммуникатив компетентсияни билим, кўникма ва кўникмаларнинг интеграл комплекс сифатида тушунишимиз мумкин бўлган , бу сизга мулоқот қилиш имконини беради. матн ва нутқни таҳлил қилиш, саволлар бериш, уларга жавоб бериш, диалог ва монолог ўтказиш, ўзини ҳимоя қилиш нуқтаи назар, ўз нуқтаи назарингиз ва суҳбатдошнинг нуқтаи назари ҳақида гапиринг (ҳикоя) .

Коммуникатив компетентсиянинг тузилиши анча мураккаб, кўп босқичли ва кўп омилли хусусиятга эга.Биз фақат педагогик жараён билан бевосита боғлиқ бўлган, энг амалий талаб қилинадиган ва илмий-педагогик адабиётларда чуқур ўрганилган таркибий қисмларига тўхталамиз . Келинг , коммуникатив компетентсиянинг асосий таркибий қисмларини очиб берайлик .

Биринчи компонент - бу қиймат келажакдаги ўқитувчининг муносабати

Коммуникатив компетентсиянинг иккинчи компоненти интегративдир матн ва нутқни таҳлил қилиш орқали мулоқот қилиш, саволлар бериш, уларга жавоб бериш, диалог ва монолог ўтказиш, ўз нуқтаи назарини ҳимоя қилиш, суҳбатдошнинг нуқтаи

назари ҳақида фикр юритиш имконини берадиган билим, кўникма ва малакалар мажмуаси .

Педагогик мулоқот - ўқитувчилар ва талабалар ўртасидаги алоқа, ўзаро тушуниш ва ўзаро муносабатларни ташкил этиш, ўрнатиш ва ривожлантиришнинг кўп қиррали жараёни .

Мулоқот орқали ўқитувчи ўқувчиларнинг хулқ-атвори ва фаолиятини ташкил қилади, уларнинг меҳнати ва ҳаракатларини баҳолайди, содир бўлаётган воқеалар ҳақида маълумот беради, нотўғри хатти-ҳаракатлар ҳақида тегишли ҳис-туйғуларни уйғотади, қийинчиликларни енгиб ўтишга, уларнинг қобилиятига ишончни йўқотмасликка ёрдам беради.

Мулоқот маданияти *педагогик такт* каби мураккаб ва касбий аҳамиятга эга категория билан узвий боғлиқдир. Ўқитувчилар ва талабалар ўртасидаги мулоқот жараёнида алоқанинг иккита ҳиссий қутби ривожланиши мумкин . Ҳақиқий тарбиявий таъсир ўқитувчининг ижобий ҳис-туйғуларга асосланган муносабатларни ташкил этиш қобилияти билан таъминланади . Салбий ҳиссий ҳолатлар пайдо бўлиши мумкин, лекин ўзаро таъсирнинг якуний мақсади сифатида эмас, балки ижобий ҳиссий таъсирга эришиш учун энгиб ўтиш мумкин бўлган вазиятли восита сифатида. И. Я. Зязюн таъкидлаганидек, ўқитувчига ижобий ҳис-туйғулар асосида алоқа ўрнатиш, болалар билан психологик алоқа ўрнатиш ва қўллаб-қувватлаш имконини берадиган педагогик тактнинг мавжудлиги [3],

Ўқитувчининг шахсий даражасида намоён бўладиган ўқитувчининг хулқ-атвор маданияти педагогик тактнинг асоси бўлиб , унинг намоён бўлиш шакли одатда такт деб аталади. Ўқитувчининг такти нафақат педагогик тактнинг намоён бўлиши , балки шахснинг психологик хусусиятидир. Бу шуни кўрсатадики, ўқитувчининг хулқ-атвори, унинг бошқалар билан муносабатлари нафақат умумеътироф этилган талаблар, нормалар, балки ўқитувчининг хатти-ҳаракати ва кайфиятини белгилайдиган барқарор, чуқур шаклланган эҳтиёждир . Хушмуомалалик ўзининг ҳақиқий маъносида ўқитувчининг бошқалар билан муносабатда ўлчов топмоқчи эканлигидан эмас , балки унинг бошқача бўлиши мумкин эмаслигидан далолат беради. Педагогик такт ва хулқ-атвор маданияти ўзаро боғлиқ: педагогик такт қанчалик юқори бўлса, мулоқот маданияти шунчалик юқори бўлади ва аксинча. Педагогик такт меъёрлари умумий хулқ-атвор маданияти талабларининг кўпчилигига тўғри келади [2].

Хулқ-атвор маданияти - бу инсон жамиятининг асосий талаблари ва қоидаларига риоя қилиш , бошқалар билан мулоқот қилишда тўғри оҳангни топа билишдир [1].

Хулқ-атвор маданияти - ахлоқ, ахлоқ, эстетик маданият меъёрларига асосланган шахснинг шаклланган, ижтимоий аҳамиятга эга фазилатлари, жамиятдаги кундалик хатти-ҳаракатлари мажмуи . Хулқ-атвор маданияти, бир томондан, жамиятнинг ахлоқий талабларини ифодалайди, иккинчи томондан , ўқувчиларнинг ҳаракатлари ва ҳаракатларини бошқарадиган, тартибга солувчи ва назорат қилувчи қоидаларни ўзлаштириш. Шахс томонидан ўрганилган хулқ-атвор маданияти қоидалари инсон

тарбиясига айланади.Хулқ-атвор маданиятида мулоқот маданияти, ташқи кўриниш маданияти, кундалик маданият, нутқ маданияти, полемикада қатнаша олиш , мунозаралар органик тарзда бирлаштирилади [4].

Б. Котова, Э. Н. Шнянов , ўқитувчининг коммуникатив маданиятини таъкидлаб , педагогик ҳамкорликнинг муваффақияти ўқитувчининг коммуникатив маданияти даражасига боғлиқлигини кўрсатади. Муаллифлар сотсиализмни коммуникатив маданиятнинг асоси сифатида ўз ичига олади - болалар билан доимий алоқада бўлиш истаги, уларни тезда ўрнатиш қобилияти.

Жамиятлилик инсоннинг мулки сифатида , тадқиқотчиларнинг фикрига кўра, хушмуомалалик - мулоқот жараёнидан завқланиш қобилиятини ўз ичига олади; одамлар орасида бўлиш истаги; ҳамдардлик - ҳамдардлик, ҳамдардлик ва идентификатсия қилиш қобилияти, ўзини бошқа одамнинг дунёсига ўтказиш қобилияти .

Коммуникатив маданиятда муаллифлар даражани ҳам ажратиб турадилар ўқитувчининг ахлоқий тарбияси. Ўқитувчининг ақл-заковати, нафосатини, яъни одобли , тўғри, ўқувчилар ғурурини аямаслиги, самимий бўлиши талабалар томонидан юқори баҳоланади .

Муаллифларнинг фикрича, коммуникатив маданият коммуникатив қобилият ва коммуникатив қобилиятларни эгаллашни ҳам ўз ичига олади. Бу ҳиссий алоқани ўрнатиш, мулоқотда ташаббус кўрсатиш, ўз ҳис-туйғуларини бошқариш , шунингдек, кузатиш, ўзгарувчан эътибор, ўқувчининг психологик ҳолатини ташқи белгилар билан тушуниш, мулоқотда, оғзаки ва нутқда ўзини намоён қилиш қобилиятини англатади. оғзаки бўлмаган мулоқот қобилиятлари. Уларнинг умумийлигида бундай кўникма ва қобилиятлар педагогик мулоқот техникасини ташкил қилади ёки ўқитувчининг коммуникатив маданиятининг технологик томонини тавсифлайди [5].

Коммуникатив компетентсиянинг ўзагини ташкил этувчи педагогик мулоқот деган хулосага келдик , бу бизга ўқитувчининг коммуникатив компетентсиясининг ўзига хос хусусиятларини мазмунли акс эттирувчи характерли йўналишларни аниқлашга имкон берди .

Таркибий ва функтсионал хусусиятлари нуқтаи назаридан таҳлил қилиш асосида биз унинг профессионал муҳим таркибий қисмларини ажратиб кўрсатишимиз мумкин:

1- Болаларга қизиқиш ва улар билан ишлаш, эҳтиёж ва мулоқот қобилиятлари, мулоқотчанлик, мулоқот қобилиятлари.

2. Эмотсионаллик қобилияти эмпатия ва болаларни тушуниш.

3. Ўзгарувчан шароитларда тез ва тўғри навигатсия қилиш қобилиятини таъминловчи мослашувчанлик, оператив ва ижодий қобилият

талабалар, ота-оналар, ўқитувчилар билан мулоқот ва ўзаро муносабатлар; вазиятга ва болаларнинг индивидуал хусусиятларига қараб нутқ таъсирини тезда ўзгартиринг.

4. Фикр-мулоҳазаларни ҳис қилиш ва сақлаб қолиш қобилияти.

5. Ўз-ўзини, руҳий ҳолатини, овозини, мимикасини, кайфиятини, фикрларини,

ҳис-туйғуларини бошқара олиш қобилияти.

6. Мумкин бўлган педагогик вазиятларни башорат қилиш қобилияти.

7. Спонтанлик (тайёр бўлмаган) мулоқот қилиш қобилияти.

8. Маданият, нутқни ривожлантириш, бой сўз бойлиги,тил воситаларини тўғри танлаш.

9. ўқувчиларга тўғри йўналишда таъсир кўрсатиши мумкин бўлган педагогик тажрибаларнинг уйғунлигини ифодаловчи педагогик тажрибалар санъатига эга бўлиш .

10. Педагогик импровизатсия қобилияти, барча хилма-хил таъсир воситаларини қўллаш қобилияти (ишонтириш, таклиф қилиш).

Бинобарин, коммуникатив компетентсия бир неча жиҳатлар ёки таркибий қисмларга эга: *компетентсия - унинг ҳар бир иштирокчисида* шахсий бошланғични сақлашга қаратилган педагогик мулоқотни амалга ошириш қобилияти , берилган натижага олиб *келадиган* педагогик ўзаро таъсирни ташкил этиш қобилияти ; *ваколатли* - педагогик ҳамкорликнинг самарадорлигига эришиш учун этарли қобилият, малака, билимга эга бўлиш ; *малакага асосланган - ўқитувчи шахси* таркибида ўқув жараёни учун этарли ва адекват бўлган профессионал шахсга йўналтирилган позитсияларнинг мавжудлиги , ўзаро таъсир жараёнида боланинг шахсиятини ўқитиш ва тарбиялаш мақсадлари .

Коммуникатив қобилиятни ихтиёрий экспрессивлик ёки "спонтан кодлаш қобилияти" деб талқин қилиш мумкин - ўқитувчининг турли хил ўзаро таъсирларда ўзаро таъсир жараёнида маълум сигналларни атайлаб яратиш қобилияти : ўқитувчи - талаба, ўқитувчи - талабалар, ўқитувчи - ота-оналар ва бошқалар . .

Коммуникатив билим - бу ўқитувчининг умумий мулоқот нима эканлигини, унинг турлари, босқичлари, қонуниятлари, ривожланишлари қандай эканлигини билиши. Бу қандай алоқа усуллари ва усуллари мавжудлиги, улар қандай таъсир кўрсатиши, уларнинг имкониятлари ва чекловлари ҳақида билимдир. Шунингдек, турли болалар ва турли педагогик вазиятлар учун қандай усуллар самарали эканлиги ҳақидаги билимдир . Бу инсоннинг мулоқот қобилиятларини ривожлантириш даражаси ва қайси усуллар "менинг ишлашимда" самарали ва қайси бири самарали эмаслиги ҳақидаги билимдир .

Ўқитувчининг коммуникатив маданиятини шакллантирадиган мулоқот қобилиятларини кўрсатиш керак . Тадқиқотчилар барча мулоқот қобилиятларини тўрт гуруҳга бирлаштиради:

- ташқи алоқа шароитида тез ва тўғри ҳаракат қилиш қобилияти ;
- нутқингизни тўғри режалаштириш қобилияти, яъни алоқа актининг мазмуни ;
- ушбу ҳаракатни этказиш учун адекват воситаларни топиш қобилияти (тўғри оҳанг, тўғри сўзлар);- фикр билдириш қобилияти [5].

Бўлажак ўқитувчининг коммуникатив компетенсияси нафақат маълумот ҳаракати, балки бу нафақат болаларга маълумот этказиш истаги , балки ўқитувчининг малакали нигоҳи остида фаол алмашинув жараёнига айланадиган ўзига хос педагогик интерактивдир . билим, кўникма ва тажрибага эга. Бўлажак ўқитувчи ҳали университетда

ўқиб юрган чоғида ўқитувчилик касби нафақат фанни билиш, балки болалар ва ҳамкасблар билан муносабатларни ўрнатиш, мулоқотда ўз позитсиясидан хабардор бўлиш қобилияти эканлигига психологик жиҳатдан тайёр бўлиши керак . Шу билан бирга, мулоқот маданияти, эмпатия , педагогик такт ўқитувчининг коммуникатив компетенсиясининг таркибий қисмлари бўлиб, ўқув жараёни иштирокчилари ўртасидаги ишбилармонлик ва шахсий муносабатларни акс эттиради.

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STUDY OF TECHNOLOGICAL PARAMETERS AND PHYSICAL-MECHANICAL PROPERTIES OF REVERSE INTERLOCK FABRIC WOVEN FROM LOCAL RAW MATERIALS

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KEYWORDS

knitting, interlock, thickness, air permeability, tissue penetration, deformation, breaking strength

ABSTRACT

In the scientific work, the technological indicators and physical-mechanical properties of the reverse interlock knitted fabric were analyzed, and the methods of effective use of spun cotton, bamboo, viscose threads, which are local raw materials, were researched.

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МАХАЛЛИЙ ХОМАШЁЛАРДАН ТЎҚИЛГАН ТЕСКАРИ ИНТЕРЛОК ТУКИМАСИНИНГ ТЕХНОЛОГИК ПАРАМЕТРИ ВА ФИЗИК-МЕХАНИК ХУСУСИЯТЛАРИНИ ТАДКИКОТИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

трикотаж, интерлок , калинлиг, хаво ўтказувчанлик, тўқима киришиши, деформация, узилиш кучи

ANNOTATSIYA/ АННОТАЦИЯ

Илмий ишда тескари интерлок трикотаж тўқимасининг технологик кўрсаткичлари ва физик-механик хусусиятлари таҳлил қилинган хамда маҳаллий хомашё бўлган йигирилган пахта, бамбук, вискоза ипларидан самарали фойдаланиш усуллари тадқиқ этилган.

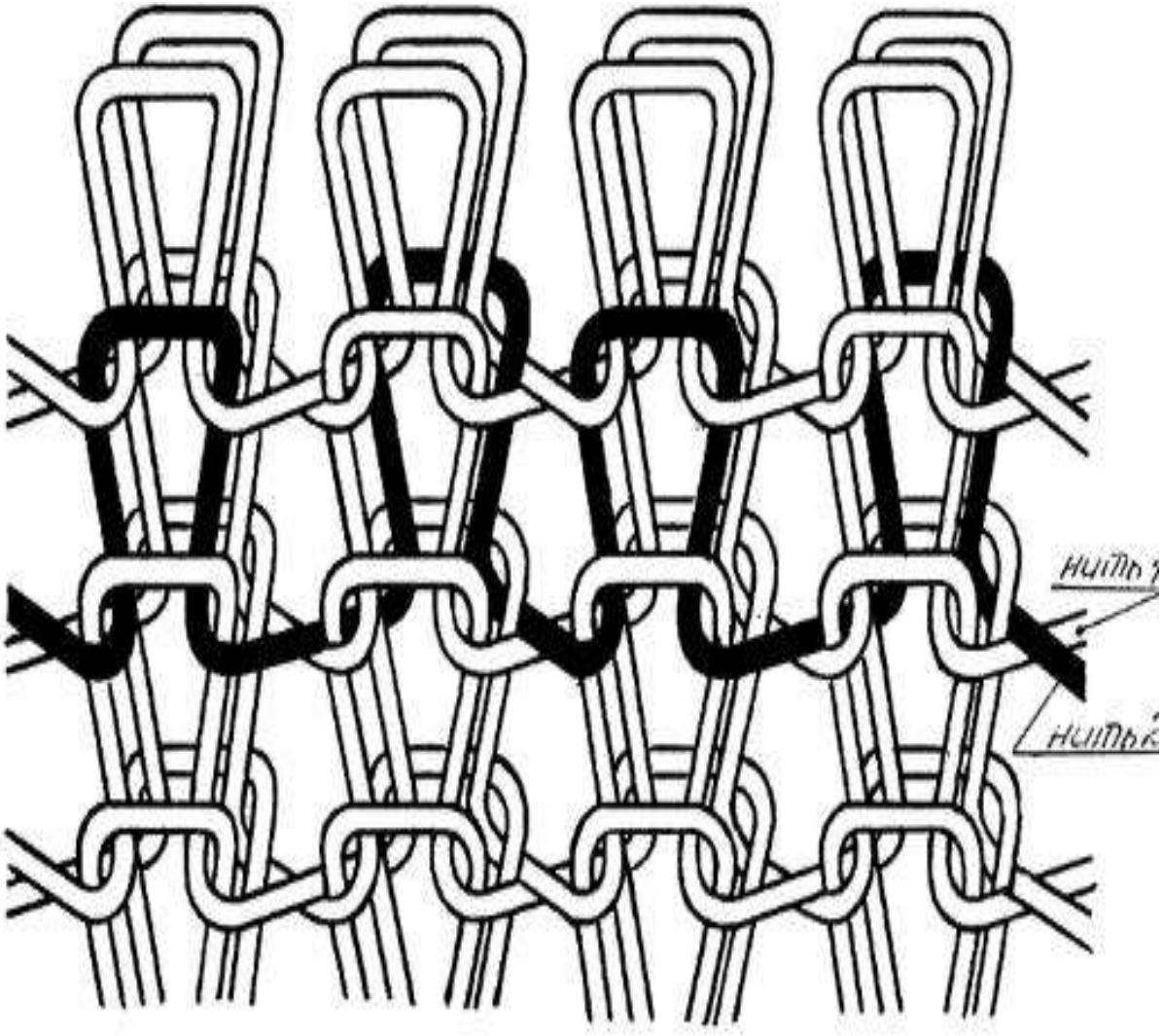
Трикотаж маҳсулотлари ассортиментини кенгайтириш ва сифатини ошириш, турли хил хом ашёлардан самарали фойдаланиш, янги тузилишли трикотаж тўқима ва махсулотларини ишлаб чикиш бугунги кунда нафақат , барча стандартлар ва технологик курсаткичларга, балки тўқимачиликнинг тез ва доимий ўзгарувчан модага мос келишини ҳам ўз ичига олади.

Белгиланган вазифаларни ҳал қилишда турли хом ашёлардан фойдаланиб трикотаж сифатини купгина илмий ишларда ўрганилди[1-14].

Илмий ишда пахта,бамбук ва вискоза толаларидан олинган йигирилган иплардан фойдаланиб, тескари интерлок тўкимасининг технологик курсаткичлари ва физик-механик хусусиятлари тадқиқ килинди.

Тескари интерлок тўқимасида пахта, бамбук, вискоза ипларини тўқиманинг технологик курсаткичлари ва физик-механик хусусиятларига таъсирини ўрганиш мақсадида тескари интерлок тўқима намунаси НамМТИ “Трикотаж технология”си кафедра лабораториясида “LONG XING” ясси игнадонли машинасида тукиб олинди(расм1).

Тескари интерлок тукимасининг технологик курсаткичлар ва физик-механик хусусиятлари жадвал 1.да акс эттирилди.



1-расм. Тескари интерлок тукимасининг тузилиши.

Тескари интерлок тўқимасининг I-вариантда чизиқли зичлиги 24 текс *3 йигирилган пахта, II -вариантда чизиқли зичлиги 24текс*3 бамбук ва III- вариантда чизиқли зичлиги 24текс*3 булган вискоза ипларидан фойдаланилди.

Трикотаж тўқималарининг юза зичлик кўрсаткичи асосий технологик кўрсаткичлардан биридир. Трикотаж тўқимасининг тавсифларидан бири - хом ашё сарфининг камлигидадир. Бунда юза зичлиги, қалинлиги ва ҳажмий зичлиги эътиборга олинади. Анъанавий ҳолда тўқимада хом ашё сарфининг энг муҳим омили - трикотаж тўқимасини юза зичлиги ҳисобланади.

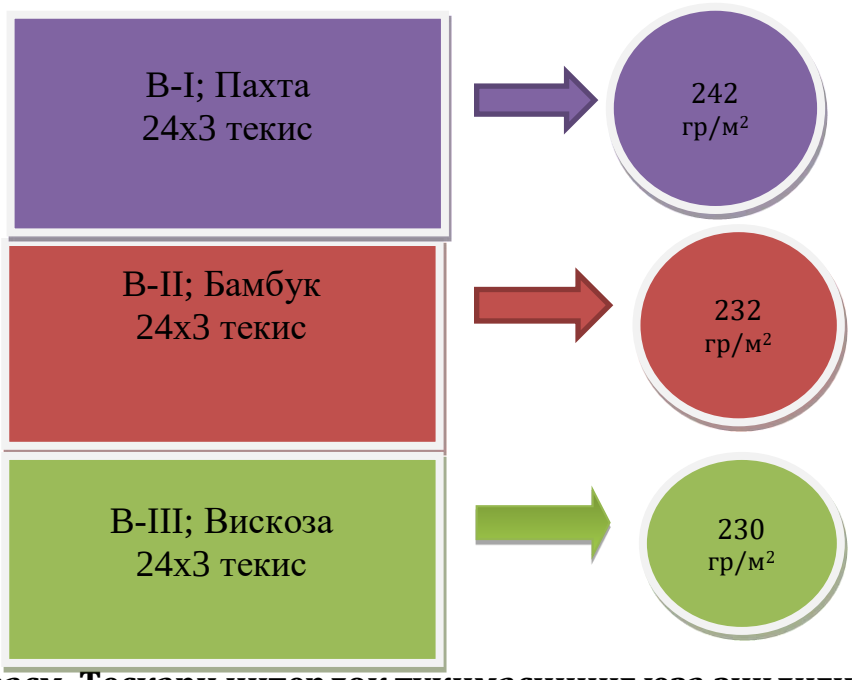
Жадвал 1.

Ипларнинг турлари ва чизиқий зичлиги		пахта 24*3 текс	Бамбук 24*3 текс	Виско за 24*3 текс
Юза зичлиги, г/м^2		242	232	230
Қалинлиги, мм		1,2	1,2	1,3
Ҳажмий зичлиги, мг/см^3		202	193	177
Хаво ўтказувчанлик, см^3/см^{2}сек		232,7	252,6	239,3
Ишқаланишга чидамлилик, минг айл.		14.0	16.8	16.0
Узилиш кучи, Н	Бўйига	175	203	273
	Энига	193	197	220
Узилишдаги чўзилиши, %	Бўйига	60	65	53
	Энига	74	73	58
Қайтмас деформация, %	Бўйига	82	85	86
	Энига	78	80	81
Қайтар деформация, %	Бўйига	18	15	14
	Энига	22	20	19
Тўқима киришиши, %	Бўйига	+4	+3	+2
	Энига	+2	0	+2

Юза зичлик тўқима таркибида фойдаланилаётган ипнинг тури, чизиқли зичлиги ва шунингдек ипларнинг фоиз миқдорларини ўзгаришига боғлиқ бўлади.

Йигирилган пахта ипидан тўқилган I-вариантнинг юза зачлиги бамбук ипидан тўқилган II-вариант тескари интерлок тўқимасининг юза зичлигидан 4% га куп, III-вариант вискоза ипидан тўқилган тескари интерлок тўқимасининг юза зачлигидан 5% куплиги аникланди.

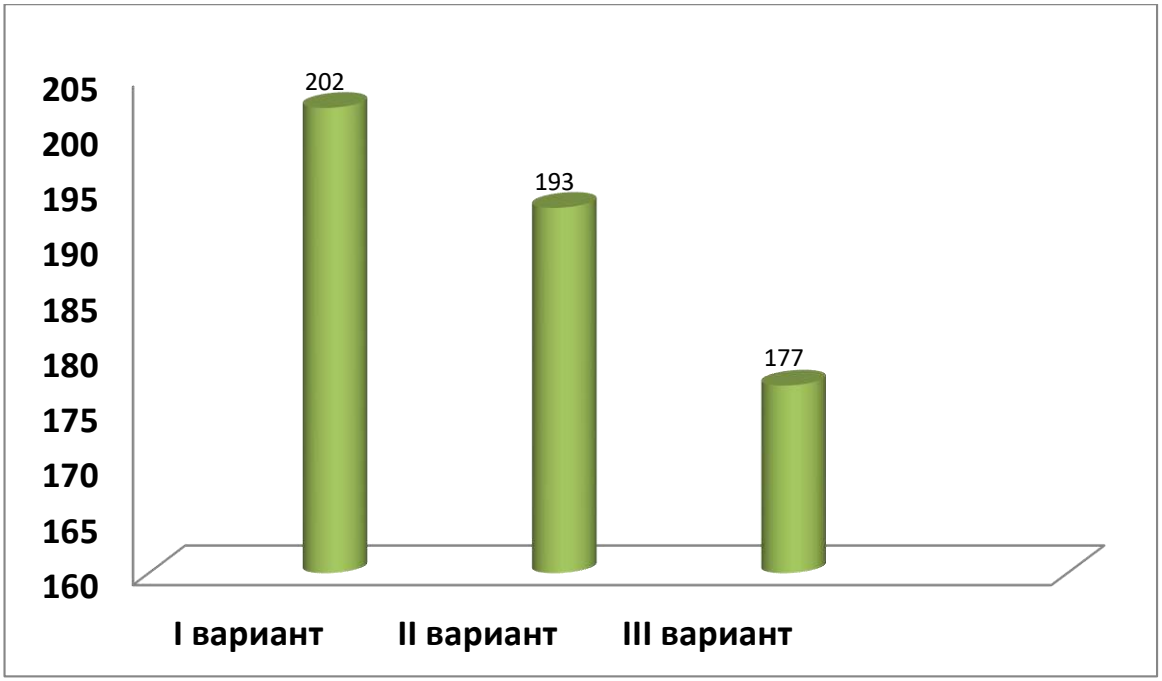
Тескари интерлок тўқимасининг юза зичликлари бамбук ва вискоза ипларидан тўқилган намуналарда пахта ипидан тукилган тукимасига нисбатан кам.



2-расм. Тескари интерлок тукимасининг юза зичлиги.

Трикотажнинг хом ашё сарфини тўлиқрок кўрсатиб бера оладиган кўрсаткич бу хажмий зичлик. Бу кўрсаткич нафақат трикотаж матосининг юзасини, балки қалинлигини ҳам инобатга олган ҳолда трикотажни махсулотларини ишлаб чиқаришда хом ашё сарфини кўрсатиб беради.

Лабораторияда ишлаб чикарилган тескари интерлок тукимасининг пахта, бамбук ва вискоза ипларидан тукилган намуналарида тукималар калинлиги ўзгариши интенсивроқ тарзда ўзгарган. Шунинг натижасида энг кам хажмий зичлик 177 мг/см², қалинлиги 1,3мм бўлган III-вариант эга бўлиб, унинг хажмий зичлиги 202 мг/см²,калинлиги 1,2мм булган йигирилган пахта ипидан тукилган I-вариантга нисбатан 12% га кам, хажмий зичлиги 193 мг/см², калинлиги 1,2мм булган бамбук ипидан тукилган II-вариант юза зичлиги йигирилган пахта ипидан тукилган I-вариант юза зичлигидан 5 %га камлиги аниқланди .

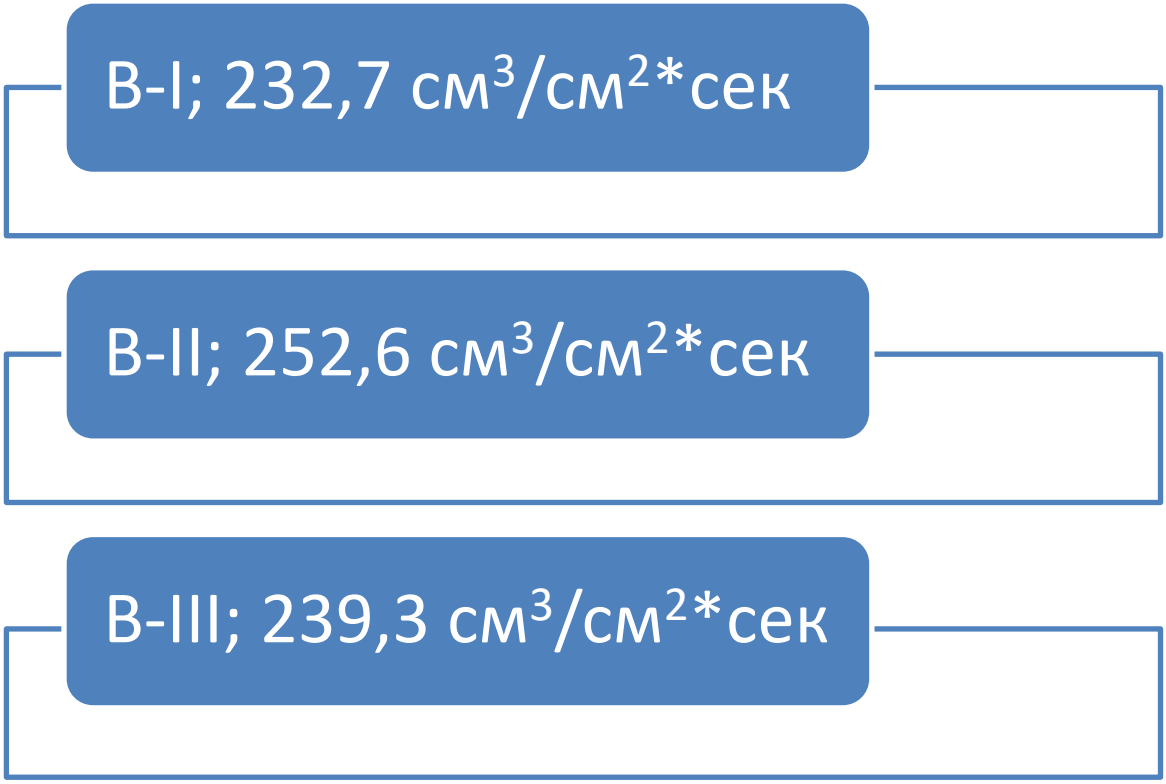


3-расм. Тескари интерлок тукимасининг хажмий зичлиги.

Хаво утказувчанлик деганда, тукималарнинг узидан хаво утказиши тушунилади. Ҳаво ўтказувчанлик тукиманинг иккала томони бўйича берилган босим фарқида 1 секунд ичида 1см^2 матодан ўтаётган ҳаво миқдорини кўрсатувчи ҳаво ўтказувчанлик коэффициенти билан тавсифланади. Ҳаво ўтказувчанлик коэффициент В (см^3/см^2·сек) билан ифода этилади.

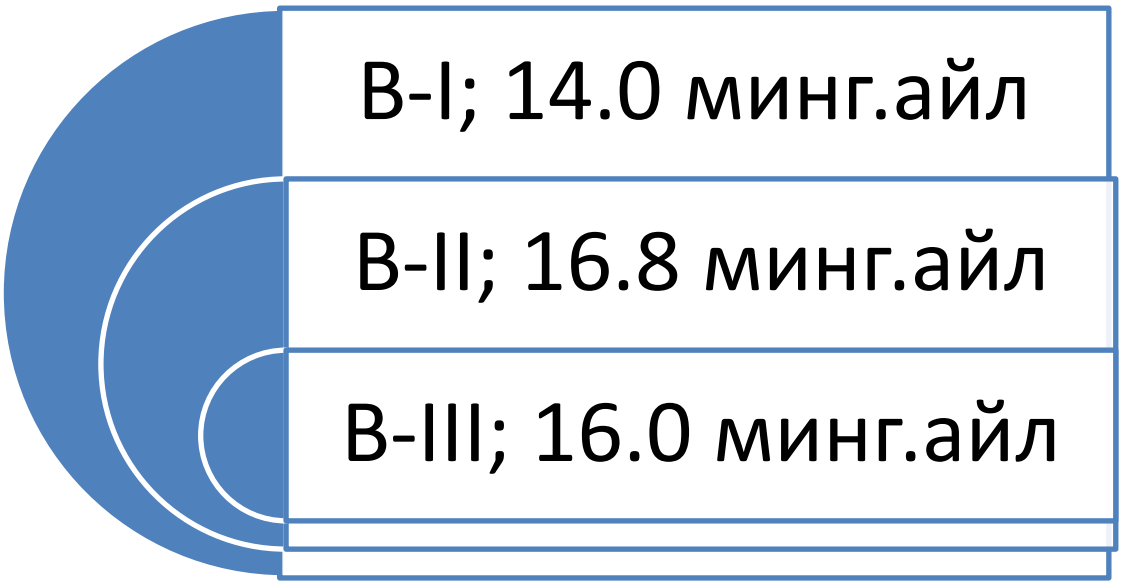
Трикотаж маҳсулотлари ишлаб чиқаришда фойдаланиладиган трикотаж матоларининг ҳаво ўтказувчанлик коэффициенти, тўқима тури, қалинлиги ва зичлигига боғлиқ бўлган ҳолда см^3/ см^2·секда ўзгаради.

Трикотаж маҳсулотлари учун алоҳида аҳамиятга эга бўлган хусусият бу трикотажнинг гигиеник хусусиятидир. Тадқиқот қилинаётган трикотаж намуналарнинг ҳаво ўтказувчанлик хусусияти пахта йигирилган ипидан тўқилган I вариант намунасида камроқ. Бамбук йигирилган ипидан олинган II вариант намунасининг ҳаво ўтказувчанлиги пахта ипидан тукилган I вариант тескари интерлок тукима намунасидан 8% юкори, III вариант вискоза ипидан тукилган тескари интерлок тукимсининг хаво утказувчанлик хусусияти I вариант намунасидан 3% га куп ва II вариант намунасидан 5% га кам.Тадкикот хаво утказувчанлик хусусиятларининг бундай курсаткичлари тескари интерлок тукимасининг бамбук ва вискоза ипларидан тукилган матолариинг пахта ипидан тукилган намунасига нисбатан гигиеник хусусиятлари юкори эканлигини курсатади.



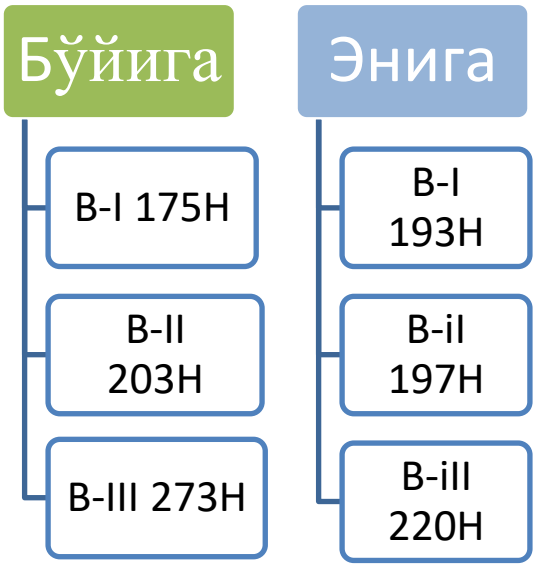
4 -Расм. Тескари интерлок тўқимасининг ҳаво ўтказувчанлиги

Трикотажнинг пишиқлиги унинг ишқаланишга чидамлилиги ва узилиш кучи кўрсаткичларидан маълум бўлади. Тадқиқот қилинаётган трикотаж намуналарининг ишқаланишга чидамлилик ўзгаришини таҳлили шуни кўрсатадики, йигирилган бамбук ипидан олинган I-вариантнинг ишқаланишга чидамлилиги бошқа вариантларга нисбатан паст, III-вариант вискоза ипидан тукилган намуна ишқаланишга чидамлилиги I-вариантн пахта ипидан тукилган намунадан юқори, лекин II-вариант бамбук ипидан тукилган намунадан паст курсаткичга эга. II-вариант бамбук ипидан тукилган намуна III-вариант вискоза ипидан тукилган намунадан 5%, I-вариант пахта ипидан тукилган намунадан 13% куп.



5-расм. Тескари интерлок тукимасининг ишкаланишга чидамлилиги.

Тескари интерлок трикотаж тўқималарининг узилиш кучи бўйига бир биридан фарқ қилиб, йигирилган пахта ипидан олинган I-вариант намунасининг узилиш кучи ,йигирилган бамбук ипидан олинган II-вариант намунасидан 14%га ва вискоза ипидан олинган III-вариант намунасидан 36%га камроқлиги аниқланди. Пахта ипидан олинган I-вариант тескари интерлок тукимасининг энига узилиш кучи бамбук ипидан олинган II-вариант намунасидан 2% кам, вискоза ипидан олинган III-вариант намунасидан эса 12% кам эканлиги аникланди.



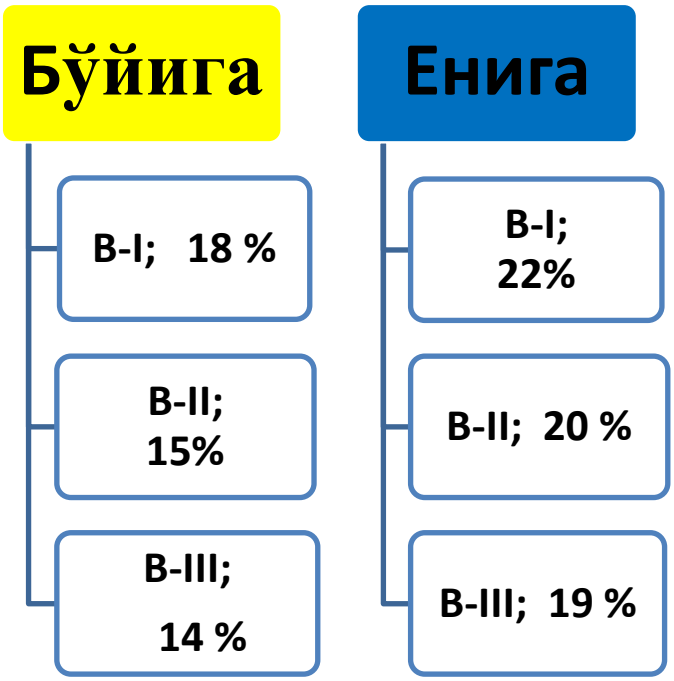
6-расм. Тескари интерлок тўқимасининг узилиш кучининг гистограммаси.

7-расм. Тескари интерлок тўқимасининг чузилиш кучи гистограммаси.

Трикотаж маҳсулотларнинг энг муҳим бўлган хусусиятларидан бири бу шакл сақлаш хусусиятидир. Трикотажнинг шакл сақлаш хусусияти унинг чузилувчанлиги, қайтар ва қайтмас деформацияси ва киришувчанлиги билан тавсифланади.

Тажрибавий тескари интерлок намунасининг қайтар деформацияси ўзгариши трикотажнинг пахта, бамбук ва вискоза ипларидан тукилган намуналарида узига хос курсаткичлар натижаси олинди. Йигирилган пахта ипидан олинган намуналарнинг қайтар деформацияси йигирилган бамбук ва вискоза ипларидан олинган трикотаж намуналарнинг буйига нисбатан купрок фоизда эканлиги аниқланди.

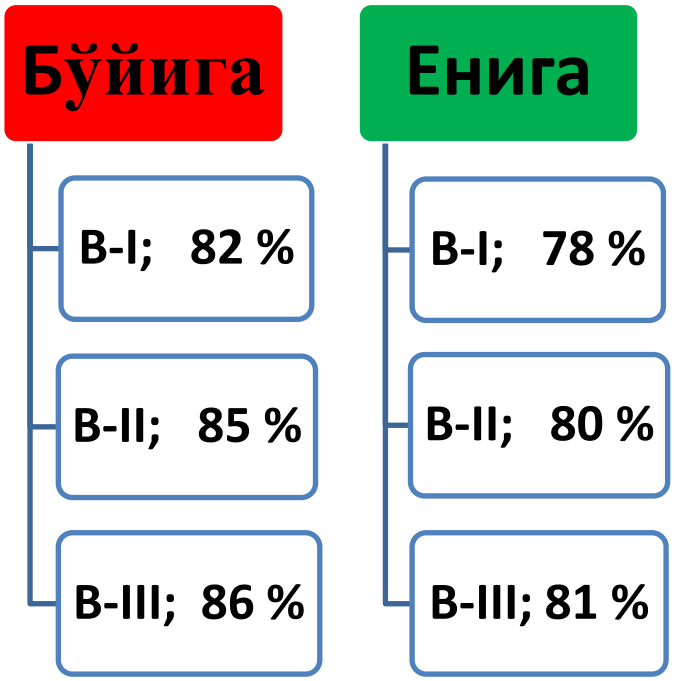
Йигирилган пахта ипидан олинган I-вариант намуна қайтар деформацияси йигирилган бамбук ипидан олинган II-вариант трикотаж учун бўйи бўйича 22%га, вискоза ипидан олинган III-вариант намунасига нисбатан 17% ошган, эни бўйича вискоза ипидан олинган III-вариант намуна пахта ипидан олинган I-вариант намунага нисбатан 14%га ва бамбук ипидан олинган II-вариант пахта ипидан олинган I-вариант намунага нисбатан 11% га кам.



8-расм. Тескари интерлок тукимасининг кайтар деформацияси.

Тескари интерлок намунасининг қайтмас деформацияси ўзгариши трикотажнинг пахта, бамбук ва вискоза ипларидан тукилган намуналарида узига хос курсаткичлар натижаси олинди. Йигирилган пахта ипидан олинган намуналарнинг қайтмас деформацияси йигирилган бамбук ва вискоза ипларидан олинган трикотаж намуналарнинг буйига нисбатан камрок фоизда эканлиги аниқланди.

Йигирилган пахта ипидан олинган I-вариант намуна қайтмас деформацияси йигирилган бамбук ипидан олинган II-вариант трикотаж учун бўйи бўйича 5%га, вискоза ипидан олинган III-вариант намунага нисбатан 4% кам, эни бўйича вискоза ипидан олинган III-вариант намуна пахта ипидан олинган I-вариант намунага нисбатан 4%га купайган ва бамбук ипидан олинган II-вариант намуна пахта ипидан олинган I-вариант намунага нисбатан 3% га куплиги аникланди.



9-расм. Тескари интерлок тукимасининг кайтар деформацияси.

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THE INTRICACIES OF PERCEPTION: EXPLORING PHYSIOLOGICAL FOUNDATIONS, PROPERTIES, AND NERVE CONDITIONS

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KEYWORDS

Perception, Physiological foundations, Nerves, Neural pathways, Signal transmission, Synapses, Neurotransmitters. Plasticity, Nerve conditions, Sensory illusions, Perceptual biases, Cognitive process, Sensory organs, Neural networks, Brain function

ABSTRACT

This article explores the physiological foundations of perception, focusing on the properties and conditions of the nerves involved in this cognitive process. It delves into topics such as neural pathways, signal transmission, synapses, neurotransmitters, plasticity, and the impact of nerve conditions on perception. The article emphasizes the complexity of perception and its active construction by the brain. It also discusses sensory illusions, perceptual biases, and the practical implications of understanding perception in fields like neuroscience and healthcare.

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Introduction:

Perception is a fascinating cognitive process that allows us to interpret and make sense of the world around us. It is through perception that we experience sensations, gather information, and form our understanding of the environment. This article aims to delve into the physiological foundations of perception, focusing on the properties and conditions of the nerves involved in this intricate process.

Perception is a remarkable cognitive process that allows us to make sense of the vast array of sensory information bombarding our senses. It is through perception that we are able to navigate the world, recognize objects, interpret emotions, and interact with our environment. While perception may seem effortless and automatic, it is a complex phenomenon that relies on the physiological foundations and intricate workings of the nervous system.

At its core, perception is a product of the interaction between our sensory organs, neural pathways, and the brain. Our sensory organs, including the eyes, ears, nose, tongue, and skin, act as gateways to the external world. They capture sensory stimuli such as light, sound waves, chemical molecules, and physical contact, and convert them into electrical signals that can be processed by the nervous system.

The nervous system, with its vast network of neurons, is responsible for transmitting these electrical signals from the sensory organs to the brain. These signals travel along dedicated neural pathways, each specifically designed to process a particular type of sensory information. For example, the optic nerves carry visual signals from the eyes to the visual cortex in the brain, where they are further processed and interpreted.

The process of signal transmission within the nervous system involves intricate mechanisms of neuronal communication. At the synapses, the junctions between neurons, electrical signals are converted into chemical signals in the form of neurotransmitters. These neurotransmitters are released into the synapse and bind to receptors on the neighboring neuron, initiating the transmission of the signal. This intricate dance of electrical and chemical signals allows for the rapid and precise transmission of information throughout the nervous system.

It is important to recognize that perception is not a passive process but an active construction of the brain. The brain takes in sensory information and combines it with existing knowledge, memories, and expectations to generate our perceptual experiences. This process is influenced by various factors, including attention, emotions, and cognitive biases.

I. The Nervous System and Perception: The nervous system serves as the primary interface between our external world and our internal cognitive processes. It is a complex network of specialized cells known as neurons that transmit signals through electrical and chemical means. Perception, being a neural process, relies heavily on the proper functioning of the nervous system.

II. Neural Pathways and Signal Transmission: Perception begins with the sensory

organs, which detect stimuli from the environment. These stimuli are then converted into electrical signals that travel through dedicated neural pathways to the brain. The specific pathways vary depending on the type of sensory information being processed, such as visual, auditory, olfactory, gustatory, and tactile stimuli.

III. Neuronal Communication: Synapses and Neurotransmitters: At the core of perception lies the communication between neurons at specialized junctions called synapses. When an electrical signal reaches the end of one neuron, it triggers the release of chemical messengers known as neurotransmitters. These neurotransmitters traverse the synapse and bind to receptors on the neighboring neuron, thereby transmitting the signal forward.

IV. Plasticity and Adaptation: The brain possesses an incredible capacity for plasticity, allowing it to adapt and reorganize neural connections in response to experience. This plasticity is crucial for the development and refinement of perception. For example, the brain can modify its neural pathways to enhance certain sensory inputs or compensate for sensory deficits.

V. Perception Disorders and Nerve Conditions: While the nervous system is remarkably resilient, various conditions and disorders can disrupt the normal functioning of perception. Examples include peripheral neuropathy, which affects the nerves responsible for transmitting sensory signals, and neurodegenerative diseases like Alzheimer's and Parkinson's, which can impact perception as they progress.

VI. Sensory Illusions and Perceptual Biases: Perception is not infallible, and it is susceptible to illusions and biases. Optical illusions, for instance, demonstrate how our brains can be tricked into perceiving things differently from reality. Additionally, perceptual biases, such as confirmation bias or the framing effect, can influence our interpretations and judgments based on preconceived notions.

Conclusion:

Understanding perception requires a deep exploration of the physiological foundations that underlie this intricate cognitive process. From the transmission of signals along neural pathways to the critical role of synapses and neurotransmitters, perception relies on a complex interplay of physiological mechanisms. By studying these foundations, we can gain insights into how perception shapes our understanding of the world and how disorders or conditions affecting the nerves can impact our perceptual experiences.

The exploration of perception, with its physiological foundations and intricate nerve conditions, reveals the extraordinary complexity of the human cognitive system. By delving into the neural pathways, signal transmission, and the role of synapses and neurotransmitters, we gain a deeper understanding of how our senses interact with the brain to create our perceptual experiences.

The study of perception is not limited to its normal functioning but also encompasses the challenges and disruptions that can arise. Disorders and conditions affecting the nerves can profoundly impact perception, leading to sensory impairments or distortions.

Understanding these conditions not only sheds light on the mechanisms underlying perception but also paves the way for the development of interventions and therapies to mitigate their effects.

Additionally, exploring the intricacies of perception highlights the fascinating aspects of human cognition. Sensory illusions and perceptual biases remind us that perception is not a flawless representation of reality, but a construct shaped by our brains and influenced by various factors. By unraveling the underlying mechanisms, we gain insights into the remarkable flexibility and adaptability of the human brain, which allows us to learn, adapt, and make sense of the world around us.

The study of perception has far-reaching implications in diverse fields, ranging from neuroscience and psychology to healthcare and technology. It offers valuable insights into the functioning of the human mind and informs our understanding of sensory processing, decision-making, and the impact of neural conditions on perception. Furthermore, advancements in perception research can contribute to the development of innovative therapies, assistive technologies, and artificial intelligence systems designed to enhance and mimic human perceptual abilities.

As we continue to unravel the complexities of perception, we open doors to new frontiers of knowledge and discovery. The ongoing research in this field not only deepens our understanding of human cognition but also holds the potential to improve the lives of individuals with perception disorders and enhance our interaction with the world. Ultimately, the study of perception invites us to appreciate the intricate workings of our minds and the remarkable abilities that shape our experiences of the world.

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MAJOR SCIENTIFIC DIRECTIONS AND SCHOOLS OF PSYCHOLOGY: A COMPREHENSIVE OVERVIEW

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KEYWORDS

Psychology, Scientific directions, Schools of psychology, Psychodynamic perspective, Behaviorism, Cognitive psychology, Humanistic psychology, biological psychology, Evolutionary psychology, social psychology, Unconscious processes, Observable behavior, Mental processes, Self-actualization, Subjective experience

ABSTRACT

This article provides a concise overview of major scientific directions and schools of psychology. It explores influential perspectives such as psychodynamic, behaviorism, cognitive psychology, humanistic psychology, biological psychology, evolutionary psychology, and social psychology. Each perspective's key principles, contributions, and areas of application are briefly discussed, highlighting the diverse and interconnected nature of psychological research and practice. This article serves as a useful introduction to the various schools of thought within psychology, offering readers a glimpse into the rich tapestry of approaches used to study the human mind and behavior.

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Introduction:

Psychology, the scientific study of the human mind and behavior, encompasses a wide range of perspectives and approaches. Over the years, numerous scientific directions and schools of thought have emerged within the field of psychology, each offering unique insights and contributing to our understanding of the human psyche. This article provides a comprehensive overview of some of the major scientific directions and schools of psychology that have shaped the discipline.

Psychology, the scientific study of the human mind and behavior, encompasses a wide range of perspectives and approaches. It delves into the intricate workings of the human psyche, seeking to unravel the mysteries of our thoughts, emotions, motivations, and actions. Over the years, numerous scientific directions and schools of thought have emerged within the field of psychology, each offering unique insights and contributing to our understanding of the complexities of human nature.

These diverse scientific directions within psychology represent different lenses through which researchers and practitioners examine and interpret human behavior. Each school of thought brings its own theoretical frameworks, methodologies, and areas of focus, shedding light on various aspects of the human experience. By exploring the major scientific directions and schools of psychology, we gain a deeper appreciation for the multifaceted nature of psychological inquiry.

These perspectives have not only shaped the theoretical foundations of psychology but have also influenced the development of practical applications in areas such as therapy, education, organizational behavior, and social dynamics. By understanding the different schools of thought within psychology, professionals can tailor their approaches to best suit the needs of individuals and communities.

In this article, we will provide a comprehensive overview of some of the major scientific directions and schools of psychology that have played pivotal roles in shaping the discipline. We will explore the psychodynamic perspective, behaviorism, cognitive psychology, humanistic psychology, biological psychology, evolutionary psychology, and social psychology. By examining these key perspectives, we will gain a broader understanding of the rich tapestry of psychological theories and methodologies that contribute to our knowledge of the human mind and behavior.

Psychodynamic Perspective: The psychodynamic perspective, pioneered by Sigmund Freud, focuses on unconscious processes and how they influence behavior. It emphasizes the role of early childhood experiences, the unconscious mind, and the interplay between conscious and unconscious motivations. Freud's psychoanalytic theory and its subsequent developments have greatly influenced the field, particularly in understanding personality, dreams, and therapeutic approaches like psychoanalysis.

Behaviorism: Behaviorism, spearheaded by B.F. Skinner and John B. Watson, emphasizes the study of observable behavior rather than internal mental processes. It suggests that behavior is learned through the environment and can be shaped through

reinforcement and conditioning. Behaviorism played a significant role in the development of behavior therapy and has had a lasting impact on fields such as education, animal training, and behavioral economics.

Cognitive Psychology: Cognitive psychology focuses on the study of mental processes such as perception, attention, memory, language, and problem-solving. It explores how people acquire, process, and store information and examines the role of cognitive processes in shaping behavior. Cognitive psychology has contributed to advancements in areas such as cognitive neuroscience, artificial intelligence, and cognitive-behavioral therapy.

Humanistic Psychology: Humanistic psychology, represented by figures like Abraham Maslow and Carl Rogers, emphasizes the inherent potential for personal growth, self-actualization, and subjective experience. It focuses on understanding individuals' unique perspectives, values, and goals, and emphasizes the importance of self-awareness and self-acceptance. Humanistic psychology has influenced areas like positive psychology, person-centered therapy, and the study of human motivation.

Biological Psychology: Biological psychology, also known as biopsychology or behavioral neuroscience, explores the links between the brain, behavior, and mental processes. It investigates how biological factors, such as genetics, hormones, and brain structures, influence behavior and psychological functioning. This approach has paved the way for advancements in neuropsychology, psychopharmacology, and the understanding of mental disorders from a biological perspective.

Evolutionary Psychology: Evolutionary psychology seeks to understand human behavior by examining its adaptive significance and evolutionary origins. It explores how natural selection has shaped cognitive processes, emotions, and behaviors that promote survival and reproduction. Evolutionary psychology has provided insights into areas such as mate selection, parental investment, social behavior, and the influence of evolutionary pressures on psychological traits.

Social Psychology: Social psychology focuses on how individuals' thoughts, feelings, and behaviors are influenced by social interactions and the presence of others. It examines topics such as conformity, obedience, attitudes, stereotypes, and interpersonal relationships. Social psychology has practical applications in fields like marketing, organizational behavior, and conflict resolution.

Conclusion:

Psychology encompasses a diverse array of scientific directions and schools of thought, each contributing valuable insights into the understanding of the human mind and behavior. The psychodynamic, behaviorist, cognitive, humanistic, biological, evolutionary, and social perspectives represent some of the major scientific directions within psychology. By considering the unique contributions of these schools, researchers and practitioners continue to expand our knowledge and improve our understanding of human nature.

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ENHANCING LEARNING: THE POWER OF VISUAL AIDS IN TEACHING IDIOMS

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KEYWORDS

Visual aids, Teaching idioms, Comprehension Retention, Active participation, Cultural awareness, Contextual usage, Metaphorical representations, Interactive activities, Learner-generated visuals, Digital tools, Language learning, Figurative meanings, Engaging, learning environment, Memory triggers

ABSTRACT

This article explores the benefits and effective strategies of using visual aids in teaching idioms. It highlights how visual aids create a connection between the literal and figurative meanings of idioms, enhance comprehension and retention, stimulate active participation, cultivate cultural awareness, and emphasize contextual usage. The article emphasizes the importance of using varied visual aids, contextualizing visuals, utilizing metaphorical representations, incorporating interactive activities, encouraging learner-generated visuals, and leveraging digital tools and resources. By employing visual aids, educators can create a more engaging and effective learning environment for idiomatic expressions, fostering comprehension and application among language learners.

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Introduction:

Teaching idioms can be a challenging task, especially when trying to convey their figurative meanings to language learners. However, incorporating visual aids into the teaching process can significantly enhance comprehension and retention. Visual aids provide learners with concrete and visual representations that aid in understanding the abstract nature of idiomatic expressions. This article explores the benefits and effective strategies for using visual aids in teaching idioms.

Creating a Visual Connection:

Visual aids help learners establish a connection between the literal meaning of words and the figurative meanings of idioms. By using images, diagrams, or even short videos, teachers can visually represent the intended message behind an idiom. For example, when teaching the idiom "barking up the wrong tree," showing a picture of a dog barking at a tree can help students understand the expression's underlying meaning of directing their efforts in the wrong direction.

Enhancing Comprehension and Retention:

Visual aids serve as powerful memory triggers, making the learning process more engaging and memorable. When learners can associate an idiom with a visual representation, it becomes easier for them to recall its meaning in the future. Visuals provide a mental anchor that aids in comprehension and retention, allowing students to use idiomatic expressions more effectively in real-life situations.

Stimulating Active Participation:

Using visual aids encourages active participation among students. Incorporating interactive activities, such as matching exercises or role plays, can help students connect visual cues with the corresponding idioms. This engagement fosters deeper understanding, encourages creativity, and promotes peer collaboration, making the learning experience more dynamic and enjoyable.

Cultivating Cultural Awareness:

Idioms are deeply rooted in culture, and visual aids can assist in fostering cultural understanding alongside language proficiency. By incorporating culturally relevant visuals, such as images depicting cultural symbols or situations, learners can grasp the context in which idiomatic expressions are used. This exposure helps students develop cultural sensitivity and adapt their language usage appropriately within different social contexts.

Emphasizing Contextual Usage:

Visual aids are effective tools for illustrating the contextual usage of idioms. By presenting idiomatic expressions in authentic contexts, such as through visual storytelling or real-life scenarios, learners can comprehend how and when to use specific idioms appropriately. Associating idioms with visual context reinforces the connection between language and situational meaning, leading to more accurate and nuanced language use.

Varied Visual Aids: It is important to use a variety of visual aids to cater to different learning styles and preferences. Consider using photographs, illustrations, charts, diagrams,

videos, or even real objects to represent idiomatic expressions. This diversity will engage learners with different visual preferences and create a more inclusive learning environment.

Contextualizing Visuals: When selecting or creating visual aids, ensure that they accurately reflect the context in which idioms are used. This contextualization helps learners understand the idiomatic expressions within real-life situations, enhancing their ability to apply them appropriately.

Metaphorical Representations: Since idiomatic expressions often involve metaphors, visual aids can be particularly effective in conveying their figurative meanings. Use images or visuals that metaphorically represent the idiomatic expression to enhance understanding. For instance, for the idiom "raining cats and dogs," a picture showing cats and dogs falling from the sky can help learners grasp its figurative meaning.

Sequential Visuals: For idioms that have a sequential or step-by-step nature, visual aids can break down the process and make it easier for learners to follow. Use visuals that illustrate each step or phase of the idiom's meaning, guiding learners through the progression. This technique works well for idioms like "burning the midnight oil" or "spilling the beans."

Interactive Activities: Engage students actively with visual aids by incorporating interactive activities. For example, create flashcards with idiomatic expressions and corresponding visuals, and have students match them. Alternatively, divide the class into groups and provide each group with visual aids representing different idioms. Encourage them to explain the idiomatic meaning to their peers using the visuals.

Learner-Generated Visuals: Foster creativity and critical thinking by involving students in the creation of visual aids. Assign tasks where students have to create their own visual representations of idiomatic expressions. This exercise not only reinforces understanding but also encourages students to think deeply about the metaphorical meaning and how best to visually represent it.

Digital Tools and Resources: Take advantage of digital tools and resources to enhance the use of visual aids. Online platforms, apps, and multimedia resources offer a wide range of visuals, interactive exercises, and videos that can supplement your teaching. Utilize these resources to provide a rich and immersive learning experience.

Conclusion:

Incorporating visual aids into the teaching of idioms is a powerful technique for enhancing learning outcomes. By creating visual connections, enhancing comprehension and retention, stimulating active participation, cultivating cultural awareness, and emphasizing contextual usage, teachers can create a more engaging and effective learning environment for idiomatic expressions. As educators, it is crucial to tap into the visual learning preferences of students and leverage the potential of visual aids to make the journey of mastering idioms both enlightening and enjoyable.

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EMBRACING INTERCULTURAL COMPETENCE: UNLOCKING THE POWER OF GLOBAL CONNECTIVITY

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KEYWORDS

Intercultural competence, Global connectivity, Cultural understanding, Communication across cultures, Empathy, Collaboration, Personal growth, social harmony, Inclusive societies, Business success, Cultural sensitivity

ABSTRACT

This article explores the significance of intercultural competence in today's interconnected world. It highlights the importance of developing skills to understand, appreciate, and effectively communicate across cultures. The article discusses how intercultural competence fosters global understanding, enhances communication and collaboration, enriches personal growth, promotes peaceful coexistence, drives economic success, and navigates cultural sensitivities. It also touches on the role of intercultural competence in overcoming stereotypes, adapting to globalization and migration trends, and its relevance in diplomacy, education, and technology. The article emphasizes the need to embrace intercultural competence to unlock the power of intercultural connectivity and create a more inclusive and harmonious society.

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Introduction:

In our increasingly interconnected world, intercultural competence has emerged as a crucial skill set. As borders blur and societies become more diverse, the ability to understand, appreciate, and effectively communicate across cultures is more important than ever before. Intercultural competence goes beyond mere tolerance of different cultures; it encompasses the capacity to navigate cultural differences, foster mutual respect, and build meaningful connections across diverse communities. This article delves into the significance of intercultural competence and highlights its impact on personal, professional, and societal levels.

- Fostering Global Understanding and Empathy:

Intercultural competence allows individuals to develop a deep understanding of diverse cultural perspectives. By engaging with different cultures, learning about their customs, traditions, and values, we gain empathy and broaden our worldview. This understanding fosters a sense of global interconnectedness, dismantling stereotypes, and promoting harmony.

- Enhancing Communication and Collaboration:

Effective communication across cultures is a key aspect of intercultural competence. When we possess the ability to adapt our communication styles, recognize non-verbal cues, and navigate language barriers, we can bridge gaps and build connections with people from different backgrounds. This skill is particularly valuable in today's globalized workplaces and diverse teams, where collaboration and understanding are essential for success.

- Enriching Personal Growth and Development:

Developing intercultural competence can profoundly impact personal growth. By engaging with diverse cultures, we expand our knowledge, challenge our assumptions, and gain new perspectives. This exposure encourages us to become more open-minded, flexible, and adaptable individuals. It also promotes self-awareness and encourages us to reflect on our own cultural biases, leading to personal growth and development.

- Promoting Peaceful Coexistence and Social Harmony:

Intercultural competence plays a vital role in creating inclusive societies. When individuals possess the skills to understand and appreciate cultural differences, it fosters social harmony and reduces conflicts rooted in misunderstanding or prejudice. By promoting mutual respect and intercultural dialogue, we can work towards a world where diversity is celebrated and embraced.

- Driving Economic and Business Success:

In the realm of business, intercultural competence is a key driver of success. Globalization has made it imperative for companies to navigate international markets, work with diverse clients and partners, and understand cultural nuances. Organizations that value and prioritize intercultural competence have a competitive edge, as they can build strong relationships, establish trust, and adapt their strategies to local contexts.

Conclusion:

Intercultural competence is not just a desirable skill; it has become an essential trait in our interconnected world. By embracing intercultural competence, we can bridge divides, foster understanding, and create a more inclusive and harmonious society. Whether in personal relationships, professional settings, or broader societal interactions, developing intercultural competence enables us to thrive in a diverse and globalized world. Let us embrace this skill and unlock the power of intercultural connectivity to shape a brighter future for all.

Navigating Cultural Sensitivities and Avoiding Miscommunication:

Intercultural competence helps individuals navigate cultural sensitivities and avoid misunderstandings that can arise from differences in customs, gestures, or etiquette. Understanding cultural norms and being aware of potential pitfalls can prevent unintentional offenses and promote effective cross-cultural communication.

Adapting to Globalization and Migration Trends:

The phenomenon of globalization has led to increased mobility and migration across borders. Intercultural competence is crucial for individuals living in multicultural societies or working in diverse environments. It enables them to adapt to new cultural contexts, embrace diversity, and foster integration and cohesion within communities.

Overcoming Stereotypes and Prejudices:

Intercultural competence challenges stereotypes and biases by promoting direct engagement and interaction with different cultures. By breaking down misconceptions and recognizing the richness and diversity within each culture, individuals can foster deeper connections based on respect and appreciation, rather than preconceived notions.

Education and Training in Intercultural Competence:

Educational institutions and organizations are recognizing the importance of intercultural competence and are incorporating it into their curriculum and training programs. Courses, workshops, and cross-cultural exchange programs are being designed to enhance individuals' intercultural skills and prepare them for a globalized world.

Benefits in Diplomacy and International Relations:

Intercultural competence plays a significant role in diplomacy and international relations. Diplomats, negotiators, and policymakers with strong intercultural skills can navigate complex political landscapes, understand cultural nuances, and build trust among nations. It fosters effective communication and collaboration in resolving conflicts and forging diplomatic agreements.

The Role of Technology in Intercultural Competence:

Advancements in technology, particularly in communication and travel, have made the world more interconnected. Through social media, video conferencing, and travel accessibility, individuals have greater opportunities to interact with people from diverse cultures. Technology also facilitates language translation, enabling more seamless communication and breaking down language barriers.

Intercultural Competence in the Age of Diversity and Inclusion:

Intercultural competence is closely linked to the principles of diversity and inclusion. Embracing diversity goes beyond surface-level acceptance; it requires individuals to actively engage and understand different cultures. Intercultural competence serves as a foundation for creating inclusive environments that value and respect individuals from all backgrounds.

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HISTORY OF GLOBALIZATION AND PHILOSOPHY OF SUSTAINABLE DEVELOPMENT

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KEYWORDS

Globalization, philosophy, development, problem, goal, history of globalization

ABSTRACT

This article provides information on the history of the origin of globalization and the philosophers, scientists and their philosophical ideas that contributed to its origin. In addition, it is about the goals and principles of sustainable development.

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Globalization (globalization) is derived from the Latin word "glob", which means "rounding". It is used to explain the transformation of the globe, the globe, into a whole sphere, a globe, at the disposal of mankind due to scientific and technical achievements. The word "global" means "general" in French and "globe" in Latin. Therefore, the concept of globalism in these two senses includes big problems directly related to the life and destiny of mankind, "planetary", "worldly" problems, prospects of global development.

Giddins coined the phrase "globalization" for the first time in 1960. Before the 1990s of the 20th century, this phrase was hardly ever used. R. Robertson, an American sociologist, first used the term "globalization" in 1985. Since 1981, economists have first used the word "globalization." However, Charles Taz Russell, an American scientist, thoroughly explained the meaning and notion of this phrase in the middle of 1990.

In an essay that appeared in the "Harvard Business Review" magazine in 1983, American scientist T. Levitt coined the term "Globalization" for the first time. The processes of integration of multiple product markets created by major multinational firms were referred to as "globalization" by T. Levitt. The economic effects of the process of globalization are discussed in this definition. During his time, French philosopher René Descartes penned the following: "Clarify the meaning of concepts and this will save half of humanity from going astray." In this regard, we shall first attempt to define the term "globalization" and its etymological meaning. You can define this word as follows: The interaction of the economies of various nations, the attraction of foreign investment, and science—which is confirmed by the acceleration of the exchange of scientific and technological achievements and the support for the countries' scientific and technological development—are just a few of the many positive aspects of globalization, an objective process of the development of the world economy. Globalization is the process of integrating and unifying the world's economies, politics, and cultures. The primary characteristics are the global division of labor, the unrestricted flow of capital, labor, and production resources, the standardization of laws, business practices, and technical advancements, as well as the blending and convergent of cultural traditions from other nations. It is an objective process and has a systemic nature that covers all areas of society. The primary characteristics are the global division of labor, the unrestricted flow of capital, labor, and production resources, the standardization of laws, business practices, and technical advancements, as well as the blending and convergent of cultural traditions from other nations. It is a systematic procedure that is objective and affects every aspect of society. Additionally, there are anti-globalization movements that acknowledge the drawbacks of globalization. Such a group, alliance, or movement might comprise several anti-globalists like Green and AntiDaos. The stage of regionalization must be passed through in order to reach the level of globalization.

Processes that are integrated into globalization. According to A. Ochildiev, "...in the most general sense, globalization, on the one hand, means that a certain event, process, covers all regions, states, and the whole Earth, and on the other hand, it means that they affect the fate of mankind." In the words of V.I. Danilov-Danilyan, "Globalization is a concept

that stems not from logic, but from a historical paradigm.The interdependence of the many parts of globalization is not clearly and explicitly analyzed, he claimed. The definitions given above demonstrate how the complexity and variety of the globalization process set it apart. Because of this, S. Otamuratov stated that "...opinions about the concept of globalization continue to vary. That is normal. New opportunities are emerging in the influence it has on the transformation of the world since its characteristics of occurrence in space and time are distinct. On the cusp of the 1980s and 1990s, the term "globalization" received a new interpretation: the relatively recent aspects of the growth of the global economy from the use of this term, which was coined by the eminent American economist K. Ome, a native of Japan, and descriptions started to be applied to show its current state, which differs from its early stages of development.

Regrettably, wars have characterized human society for the entirety of its history. For a very long time, people have believed that war is a necessary, unavoidable, and even positive development for people. The writings of N. Machiavelli, F. Venon, T. Hobbes, J. Proudhon, F. Nietzsche, and others provide numerous examples of this. This does not imply that all ancient philosophers viewed war in the same light. It is generally documented how war affected minds like Erasmus of Rotterdamsky, J. J. Rousseau, Immanuel Kant, M. V. Lomonosov, and many more. The pursuit of peace in the 19th and 20th centuries was embodied in pacifism, or the complete rejection of all things associated to militarism and conflict. It is important to underline that wars grew bloodier and more horrific from century to century. In the 17th century, 3 million people perished in conflicts in Europe; 5.2 million perished in battles in the 19th century (of which around 2 million perished in the Napoleonic wars). In this sense, the 20th century was superior than all others. The First World War claimed the lives of almost 10 million people, which is comparable to the 200-year span of wars before it. During World War II, 60 million people died. It involved 61 nations and accounted for 80% of the world's population, including colonies. Military activities took place on the soil of 40 nations in Europe, Asia, and Africa as well as in the waters of the four oceans. The development of types of weapons of mass destruction (nuclear, hydrogen, neutron, chemical, bacteriological, etc.) has led to the fact that the stockpile of weapons accumulated today is enough to destroy humanity and all living things on our planet several times. It can be said that the problem of war and peace is "historically the first global problem of our time and remains the most dangerous and irrevocable problem at the top of the list of global problems." The end of the "Cold War", the elimination of the military-political conflict between the blocs, and the general improvement of the international situation have significantly reduced the risk of consciously starting a war. However, the risk of accidental initiation remains. Therefore, this global problem can be solved only through global disarmament and, first of all, the elimination of weapons of mass destruction.

As a contemporary phenomena, globalization accomplishes its goal in any way. Of course, even if some well-known and little-known forces — who could be called the

forerunners of globalization — artificially accelerate or become interested in this process, the spirituality, mentality, change, or strengthening of the nations — as mentioned above — depends, in part, on the nation itself to maintain its distinctiveness.

The Sustainable Development Goals are a call to global action to end poverty on Earth, protect the environment and climate, and ensure that all people around the world enjoy peace and prosperity. The goals that the UN is trying to achieve in Uzbekistan are:

- ending extreme poverty;
- ending hunger;
- health and well-being;
- quality education;
- gender equality;
- clean water and sanitation;
- cheap and clean energy;
- decent jobs and economic growth;
- industrialization, innovation and infrastructure;
- reducing inequality;
- sustainable cities and residential areas;
- responsible consumption and production
- fight against climate change
- protection of marine ecosystems;
- preservation of terrestrial ecosystems
- peace, justice and effective governance;
- cooperation for sustainable development

In conclusion, it should be said that globalization is a factor that contributes greatly to the development of man and society. We need to think philosophically about every innovation of globalization, adapt it to our own mentality, and then apply it to society. The reason we need to think philosophically is that philosophy is a science that comes from wise thoughts and opinions.

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THE ROLE OF THE "HOLY ALLIANCE" IN EUROPEAN POLITICAL LIFE

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KEYWORDS

Holy Alliance, West and East, Talleyrand legitimism, Western Question, Gendarmerie, German Diet, "White Terror" people, dogmatic, expedition, popular sovereignty

ABSTRACT

This article talks about the history of the formation of the "Holy Alliance" between Alexander I, Francis I and Friedrich-Wilhelm III in Paris on September 26, 1815, and the aspects of the alliance that affected the life, lifestyle and political situation of Western and Eastern countries, as well as Russia.

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“МУҚАДДАС ИТТИФОҚ”НИНГ ЕВРОПА СИЁСИЙ ҲАЁТИДА ТУТГАН ЎРНИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Муқаддас иттифоқ, Ғарб ва Шарқ, Таллейран легитизм, Ғарб масаласи, жандарм, Германия сейми, “Оқ террор” одамлари, догматик, экспедиция, халқ суверенитети

ANNOTATSIYA/ АННОТАЦИЯ

Мазкур мақолада 1815-йил 26 сентябрда Парижда Александр I, Франс I ва Фридрих- Вильгельм III ўртасидаги “Муқаддас иттифоқ” ни тузилиш тарихи ва тузилган иттифоқ акти Ғарб ва Шарқ давлатлари хамда Россиянинг хаётига, турмуш тарзига ва сиёсий ахволига таьсир еттирган жабхалари хақида сўз боради.

Кириш. Европада қайта қурилган хавфсизлик пойдевори остида қўйганлиги тўғрисида Вена конгрессини тез-тез эсга олишлари бежиз эмас. Европа тартибга солиш тизими мафкуравий асосга эга бўлди: конгресс давомида Таллейран легитизм тамойилини таклиф қилди, Александр I эса христианликка содиқлик ва инқилобий ҳаракатларга қарши курашда монархияларнинг ўзаро ёрдам кўрсатиш тамойилини яратилаётган Муқаддас иттифоқнинг асоси қилиб қўйди. 1815-йил 26 сентябрда Парижда Александр I, Франс I ва Фридрих- Вильгельм III ўртасида Муқаддас иттифоқни тузиш тўғрисида келишувга имзо чекилди[2].

Иттифоқнинг мақсади шу эдики ҳар қандай хавф туғилган ҳолда иттифоқчилар бир-бировларига ёрдам беришлари керак эди. Муқаддас иттифоқга бошқа давлатлар ҳам таклиф этилди, фақатгина Англия иттифоқга қўшилмади. Шунга қарамай Англия Александр I га Иттифоқ тамойилларини қўллаб-қувватлашини билдирди. Бироқ Муқаддас иттифоқни тузиш тўғрисидаги келишув ҳам, унинг иштирокчилари ўртасидаги чуқур қарама-қаршиликларни олдини ололмасди.

Шунга қарамай Вена трактати, Парижда Муқаддас иттифоқни тузиш тўғрисидаги акт бир неча йилларга Ғарбий Европада меттернихликни ва Россияда аракчеэвликни чуқур реакцион тартибларини мустаҳкамлади. Айниқса “Муқаддас иттифоқ” даврида Александр I нинг умумевропа ишларига таъсири кучли эди ва шунинг учун ҳам унга “Европа жандарми” номи берилди.

Муқаддас иттифоқ тизимида биринчи муаммо Европада эмас, балки Испания Америкасида пайдо бўлди, у ерда 1810-1812 йилларда инқилобий ҳаракатларнинг биринчи тўлқини асосан бостирилгач, 1815-1816 йилларда мустақиллик учун урушларнинг янги ва биз билганимиздек, ҳал қилувчи босқичи бошланди. Испания, кейин эса Португалия империяларининг инқирози буюк Европа давлатларининг эътиборини Янги Дунёда таъсир ўтказиш учун курашга қаратди – қисқа вақт ичида “Ғарб масаласи” жаҳон сиёсатининг энг муҳим мавзусига айланди. Испания ҳукумати Муқаддас иттифоқ тамойилларига ишора қилиб, Америка қитъасидаги инқилобга

[2] Надлер В. К. Император Александр I и идея Священного союза. М.,1982. с.89

қарши курашда Европа давлатларининг қўллаб-қувватлашига интилди.

Вена конгрессининг ўзида Усмонли империяси каби Янги Дунё муаммолари (келажакдаги "Ғарбий" ва "Шарқ" масалалари) муҳокама қилинмади. Якуний далолатномада қитъа ҳақида ягона эслатма 107-модда бўлиб, унга кўра 1809-йилда Англия-Португалия кучлари томонидан босиб олинган ва Португалияга ўтказилган Франция Гвианаси Францияга қайтарилган.[3]

1818-йил 30-сентябр – 22-ноябр, Ахен шаҳрида бўлиб ўтган Муқаддас Иттифоқнинг биринчи конгрессида Лотин Америкасига уч кунга бағишланди. 22 ва 28 октабр кунлари Буюк Британия ташқи ишлар вазири виконт Каслри раислигида конгресс иштирокчилари расмий Мадриднинг нотасини муҳокама қилдилар, бунда улар испан америкалик инқилобчилар билан музокараларда Европа давлатларининг воситачилигига, музокаралар муваффақиятсизликка учраган тақдирда қўзғолонни бостиришда ёрдам беришга умид боғлаганлар. Метрополия қўзғолончиларга тўлиқ амнистия, креоллар ва европалик испанларнинг ҳуқуқларининг тенглаштирилишини ва эркин савдони таклиф қилишга тайёр эди – шуни таъкидлаш керакки, иккинчи тамойил 1812-йилдаги Кадис Конституциясида тасдиқланган, аммо 1814-йилда бекор қилинган ва 1797-йилдан бери энг муҳим Америка портлари чет элликлар учун очиқ эди.

Муҳокама пайтида дарҳол рус-инглиз қарама-қаршиликлари пайдо бўлди, бу 1815-йилдан кейин аҳамиятли даражада Европа сиёсатини белгилаб берди. Уша заҳоти Каслри Мадридга ҳар қандай ёрдам парламентда норозилик билан кутиб олинишини айтди, унинг аъзолари Испания империясининг қулаши туфайли пайдо бўлиши мумкин бўлган савдо фойдаларини тушундилар. Қолаверса, айнан Буюк Британиянинг илтимосига кўра, Испания вакили конгрессга таклиф қилинмаган эди. Австрия ва Пруссия Британия позициясини қўллаб қувватлашди, Франция бетараф қолди ва Россия Испанияни қўллаб-қувватлашга интилди, аммо ислоҳотлар зарурлигини, шу жумладан Америка мулклари учун конституциявий низомни яратиш зарурлигини таъкидлади. Ҳеч қандай қарор қабул қилинмади.

Санкт-Петербург томонидан Испания монархиясининг қўллаб-қувватланиши Ахен Конгрессидан олдин ҳам бешта жанговар кема ва учта крейсерни Ревелдан Кадисга етказиб беришда ифодаланган. Қул савдосини тақиқлаш эвазига Лондондан Мадридга ваъда қилинган пул савдо тўғрисидаги шартнома кафолати бўлди. Кемалар 1818-йил 21-февралда Кадисга етиб келишди, бироқ тез орада улар кейинчалик фойдаланиш учун яроқсиз эканлиги маълум бўлди. Ушбу кемалардан фақат биттаси 1818-йил баҳорида Лимага юборилган, у эрда деярли дарҳол Чили инқилобчилари томонидан қўлга олинган ва янги Чили флоти таркибига қўшилган. 1823-йилга келиб, қолган еттита кема ўтин учун сотилган. Испания Александр I аслида испан америкаликларига яширинча ёрдам беришга тайёрлиги ҳақидаги миш-

[3] *Мартенс Ф.Ф.* Россия томонидан хорижий давлатлар билан тузилган рисолалар ва конвенциялар тўплами. 15 жилдда. Ж., 1874-1909. Ж. III. Б. 308.

мишларга тўла эди. Низони ҳал қилиш учун император испанларга яна учта 40 қуролли фрегатни сотди, бу вақт мақбул сифатга эга эди.

1820-йил октябр – 1821-йил март ойларида Троппау ва Лайбахда бўлиб ўтган конгрессларда "Ғарб масаласи" кўтарилмади - асосий мавзу Неаполдаги инқилоб эди. Буюк Британия ва Франция томонидан норозилик билан қабул қилинган 1820-йил 19-ноябрдаги Австрия-Пруссия-Россия давлатларнинг инқилобларни бостириш учун аралашув ҳуқуқи тўғрисидаги баённомаси тўғридан-тўғри Европа ҳудуди – Неапол Қироллиги ва Пиреней монархияларига тегишли: "Европа Иттифоқига аъзо бўлган, бошқа давлатлар учун хавфли оқибатларга таҳдид соладиган қўзғолон орқали ҳукумат шаклларини ўзгартирган давлатлар, айнан шу нарса орқали давлатлар Иттифоққа аъзо бўлишни тўхтатадилар ва уларнинг ички тартиб ва мустаҳкамлиги кафолатларини таъминламагунча ундан ташқарида қолади.

1822-йил 24-ноябрда герцог А. Веллингтон Британия империяси савдо ва қароқчиликка қарши кураш манфаатларидан келиб чиққан ҳолда Испания Америка штатларини аллақачон de facto тан олганини эълон қилди. 26-28 ноябр кунлари фикрлар алмашинуви юз берганди: Россия, Австрия ва Пруссия Испания мулкининг мустақиллигини тан олишдан бош тортдилар ва Франция Мадрид қитъага "тинчлик ва фаровонлик" ни таъминлай олишига умид қилиб, лекин "нарсалар кучига" бўйсуниш зарурлигини англаб, ўрта чизиқни танлади. Натижада, 28-ноябрда қўшма баённома қабул қилинди, унда Веллингтон ҳам Георг IV нинг метрополия ва унинг ҳукмронликларини яраштириш истагини тан олди. Ҳар ҳолда, аниқ қарорлар қабул қилинмади.

Шундай қилиб, Испания Империясининг Муқаддас Иттифоқ давлатлари 1815-1822 йилларда америкалик инқилобчиларга қарши курашда кўрсатган ягона қўллаб-қувватлаш тури Россия томонидан қониқарсиз сифатдаги кемаларни Испания флотига етказиб бериш эди. Буюк Британия Испан Америкаси мустақиллик урушининг бошиданоқ исёнчиларни урушаётган томон сифатида кўрди, бу улар билан савдо қилишга рухсат берганлигини билдиради. Испан Америкаси давлатларининг мустақиллиги Европа давлатлари учун хавф туғдирмасди, аксинча, фойда келтириши мумкин эди: метрополия хорижлик савдогарлар учун Америка бозорларини шунчаки очди ва ёш республикалар кўпинча сиёсий ёрдам эвазига савдо имтиёзларини беришга тайёр эди. Наполеоннинг ғолиблари, шу жумладан, Александр I ва Меттерних ҳам догматик эмас эдилар: Австрия ва Франциянинг қўшни давлатларга аралашувига рози бўлиш – бир муаммо ва умуман бошқаси – ноаниқ натижа ва аниқ юқори йўқотишлар билан, шу жумладан ҳар ёзда авж олган сариқ иситма эпидемияси туфайли соф мафкуравий сабабларга кўра биргаликда бошқа қитъага экспедиция ташкил этиш; сиёсатчилар инглизларнинг 1806 ва 1807-йилларда Буенос-Айресни босиб олишга бўлган муваффақиятсиз уринишларини ва ниҳоят, Европада ғалаба қозонган Наполеон қўшинлари 1802-1803 йилларда Санто-Домингода бошдан кечирган ҳақиқий фалокатни эсладилар. 25 йиллик урушлардан

чарчаган Европа давлатларининг раҳбарлари улар яратган Вена тизими ички ва ташқи тинчликка эришишига умид қилишган эди.

Бу даврда, инқилобларга хайрихоҳ бўлган замондошлар Европа давлатларининг йўналишини бошқача кўришлари мумкин эди. 1820-йил 19-ноябрдаги Австрия-Пруссия-Россия давлатларнинг инқилобларни бостириш учун аралашув ҳуқуқи тўғрисидаги баённомасининг қабул қилиниши ва Австриянинг 1821-йил феврал-апрел ойларида Неапол ва Пемонтга, 1823-йил апрел-октябр ойларида Франциянинг Испанияга муваффақиятли аралашувлари баъзи кузатувчиларни Муқаддас иттифоқ ҳақиқатан ҳам кенг кўламли ҳарбий ҳаракатларга тайёр, деб ўйлашга ундади. 1823-йил апрел-май ойларида “The Morning Chronicle” етакчи виг газетаси Испанияга бостириб кирмоқчи бўлган рус қўшинларининг гўёки “катта” (enormous) тўпланиши ҳақида бешта мақола чоп этди, 11-июн куни 1822-йил 22-ноябрда Веронада тўртта давлат ўртасида тузилган махфий шартнома матнини эълон қилди. Ушбу шартномага кўра, монархлар “барча саъй-ҳаракатларини” (all their efforts) вакиллик ҳокимияти, халқ суверенитети ва сўз эркинлиги тамойилларига қарши курашишга йўналтиришга қаратдилар, бунда католик черковини ҳамма нарсада қўллаб-қувватлашди. Шартноманинг ҳақиқийлигини инкор этиш Лондон матбуотида дарҳол пайдо бўлган бўлса-да (шу жумладан, айтмоқчи, тўртта давлат элчилари томонидан яширинча тўланган), қалбакилаштириш лингвистик жиҳатдан ёмон мослаштирилганига қарамай, унга ишонишни истаганлар ишонишди. Шартномани қайта нашр этган француз “Pilote” газетаси муҳаррири бир ойлик қамоқ ва жаримага ҳукм қилинди, бу британияликлар учун мақола ҳақиқатининг қўшимча исботи эди.

Александр И ва кейинчалик унинг укаси Николай I тўла қонли лойиқ эдилар. Албатта шуни айтиб ўтиш жоизки, на Александр I, на Николай I ўша даврдаги Европа прогрессив кучларининг бахтига қарши, Европада ягона “жандарм” эмас эдилар. Уларнинг иккаласини олдида Меттерних ҳам ҳаракат қилган, Александр билан бирга Францияда “Оқ террор” одамлари, Неополитан Бурбонлари ҳаракат қилишган бўлса, Николай билан бирга Германияда, Италияда, Испанияда католик реакцияси ҳаракат қилди. Уларнинг барчасини подшодан фарқи шу эдики, улар подшодан кучсиз эдилар[4].

Бу иттифоқнинг ишларини амалга ошириш учун “Германия сейми” тузилди. Иттифоқга Австрия, Пруссия ва барча бошқа герман давлатлари (умумий сони 38 та) киритилди. Меттернихнинг режасига кўра иттифоқ келажакда Франциянинг Рейн томонга қараб силжишига тўсиқ бўлиши керак эди ва шу билан бирга Германияда Австриянинг раҳбарлик ролини таъминлаши керак эди. Умуман Германия иттифоқини тузилишига баҳо берилса, бу иттифоқ Германия халқини бирлаштириш учун эмас, балки уни янада тарқоқлик гирдобига торишга мўлжалланган эди[5].

[4] Троицкий Николай. Во главе Священного союза. Россия в XIX века. М.,1997. с.81
[5] Литтлвуд Йен. История Франции от древнейших времен до наших дней. М.,2004 с.300

Юқоридаги воқеалардан сўнг конгресс Германия ишларини тартибга солишга киришди. Германия масаласида кучли баҳслар бўлмади, Александр, ҳудди Меттерних сингари Германияни тарқоқлигини мустаҳкамлаш керак деган фикрни билдирдилар. Англия уларнинг фикрини мақуллади, Пруссия эса иложсиз эди, агар у курашишни хоҳласа ҳам ҳеч нарсага эриша олмас эди. Вена конгрессининг барча аъзолари Германия тарқоқлигига нисбатан қандайдир чора кўришни ҳам хоҳламас эдилар, шундан сўнг Германия аҳолисининг барча умидлари пучга чиқди[6].

Хулоса.Россиянинг Муқаддас иттифоқдаги роли ҳақида гапирсак, Россия иттифоқда бош ролни ўйнаш билан бирга унинг роли ўзига ҳос ҳарактерга эга бўлган. “Муқаддас иттифоқ” акти Ғарб ва Шарқ давлатларига, Россияга, ёмон ва иккитомонлама таъсир ўтказди. Ғарбий Европада Вена конгрессидан кейин вужудга келган телба ҳукумат реакцияси Россия ҳимояси остида қолди, бироқ Россиянинг улар билан иши йўқ эди.

[6] Всеобщая история дипломатии. М.,2009. с.125

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FOOD SHORTAGE IN TURKESTAN 1917-1924

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KEYWORDS

Soviet power, food problem, Russian emigrants, head of Sovnarkom, famine, forced levies, relief fund for the starving in the Volga and Ural regions, victims of Bolshevik terror.

ABSTRACT

This article provides detailed information about food shortages, disorder in society, and forced confiscation of property in Turkestan in 1917-1924.

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TURKISTONDA 1917-1924 YILLAR OZIQ-OVQAT TAQCHILLIGI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Sovet hokimiyati, oziq-ovqat masalasi, rus muhojirlari, Sovnarkom rahbari, ocharchilik, majburiy yig’imlar, Volgabo’yi va Uralbo’yida och qolayotganlarga yordam jamg’armasi, bolsheviklar terrori qurbonlari

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada 1917-1924 yillar Turkiston oziq-ovqat taqchilligi, jamiyatdagi parokandalik, majburiy mulk musodarasi haqida ba’tafsil ma’lumotlar keltirilgan.

Turkiston muxtoriyati tor-mor keltirilgach, 1918 yil 28 fevralida Turkiston Sovnarkomi maxsus dekretiga ko’ra har qayerdagi, har qanday shakldagi paxta musodara qilinib, Turkiston o’lkasi ishchi-krestyan hukumati mulki deb e’lon qilina boshladi.

Dekretni e’lon qilgan bolsheviklar endilikda o’zlari tinch aholini talon-toroj qila boshladi. Bir so’z bilan aytganda, bu dekret bolsheviklarni mahalliy aholi ko’zi oldida yanada obro’sizlantirdi.

Bolsheviklar ozodlik ulashuvchilar niqobi ostida yana o’sha maqsad – talonchilik maqsadida kelgani ma’lum bo’ldi. «Harbiy kommunizm” rejimining o’rnatilishi qishloq xo’jaligini butunlay yakson qilgan vayronkor tendensiyalarni keltirib chiqardi, bu esa, Rossiya kabi, Turkistonni ham ommaviy ocharchilik qamrab olishiga sabab bo’ldi[1].

1919 yili Turkistonda non taqchilligi qariyb 100 million pudni tashkil qildi. Turkiston bug’doyzorlarining shiddat bilan qisqarishi hamda Rossiyadan paxta evaziga keladigan don hajmining kamayib ketishi buning sababi edi.

1916 yili Rossiya ichki guberniyalaridan Turkiston paxtasi evaziga 22 millon pud don yetkazilgan bo’lsa, 1917 yili bu ko’rsatkich 1,9 millionni tashkil etdi, 1919 yilda esa hech narsa olib kelinmadi.

Turkistonning o’zida o’sha yili faqat 5,3 million pud non tayyorlab qo’yilgan edi. Yil hisobida bir kishiga bir necha kilogramm non to’g’ri kelardi, xolos[2]. Natijada Turkistonni misli ko’rilmagan ocharchilik qamrab oldi, 1,2 million kishi uning qurboni bo’ldi[3].

Qishloq aholisi bo’yniga og’ir yuk bo’lib Qizil armiyani boqish majburiyati tushdi. Turkistonning o’zidagina 100 ming qizil armiya askari bor edi. Ko’p hollarda qizil armiya va bosmachilar o’rtasidagi harbiy to’qnashuvlar chog’ida ekinlar tag-tubi bilan yo’q qilinar edi.

TurkSIK favqulodda komissiyasi tekshiruvi natijalariga ko’ra, 1921 yili sentabr–oktabr oylarida 80029 xo’jalik xonavayron bo’ldi, och qolayotgan odamlar soni 227059 kishini tashkil etdi, 64336 kishi ochlikdan halok bo’ldi, 159959 kishi esa ocharchilik tahdidi ostonasida turgan edi. 1919 yil birinchi yarmida Kaspiyorti frontining o’zida 198 sisterna o’simlik yog’i yoqilg’i sifatida ishlatildi.

Turkiston temir yo’llari parovozlari uchun bunday yog’ning 53 sisternasi ishlatildi. Aholi ehtiyojlariga esa 63 sisterna yog’ ajratildi. Umuman olganda, 1919 yil fevraligа kelib yoqilg’i sifatida 600 ming pud o’simlik yog’i ishlatildi.

O’tin va ko’mir yetishmovchiligi tufayli yoqilg’i sifatida boshqa turdagi oziq-ovqat mahsulotlari ham qo’llandi. Masalan, Orol dengizi uchastkasida quruq baliq va kunjara yoqilg’i vazifasini bajardi[4].

1919 yili Turkston Kompartiyasining 3-s’ezdida Sovnarkom raisi K.E. Sorokin shunday dedi: «Farg’onada sovet hokimiyati yo’q, faqat rus aholi yashaydigan shaharlar bundan mustasno. Ammo musulmon qishlog’ida sovet hokimiyati mavjud emas”. S’ezdda chiqish qilgan boshqa bir notiqning shohidlik berishicha, «partiya tashkilotlarida politsiyaning sobiq amaldorlari, jandarmalar va ko’plab boshqa jinoiy unsurlari o’rnashib olgani holatlari kuzatildi. Buning natijasida ko’plab ma’sul mansablarga bezorilar, poraxo’rlar va piyonistalar, mansab spekulyantlari o’rnashib olib, ular aholini talon-taroj qilgan, uni qatag’on qilib, bu bilan sovet hokimiyatiga dushman orttirgan”[5].

O’sha yillar hujjatlarida qayd qilinishicha, 1921 yil bahoridan Rossiya ichki guberniyalaridan kelgan och-nahor odamlarning ulkan to’lqini «Orenburg dashtlarini shiddat bilan to’ldirib, Turkiston markaziga yetib bordi va katta partiyalar bilan Toshkentda o’rnashdi”[6].

1921-1922 yillarda, ocharchilik zarbasi ostida qolgan Rossiya guberniyalaridan kelgan qochqinlardan tashqari, Turkiston 500 ming kishini boqimandalikka qabul qildi. Turkistonga kelganlarning asosiy qismi qishloq tumanlariga yuborildi[7].

Turkistonda «Volgabo’yi va Uralbo’yida och qolayotganlarga yordam” jamg’armasiga mablag’ va oziq-ovqat to’plash aksiyalari keng ko’lam kasb etdi. Iyul oyining oxirida Orenburgga 10 vagon non va 6 vagon baliq yuborildi – bu mahsulotlar Toshkent va Toshkent uyezdi aholisi tomonidan to’plangan edi.

Shu bilan bir qatorda, 31 iyulda Pom.Gol Markazqo’mi (SK Pomoщ golodayuщim) Yettisuv viloyatidan 24 vagon oziq-ovqat yuklangan yo’nalishli poyezd yo’lladi. 1 avgust kuni o’sha yerdan yana 25 vagon yo’llandi.

Xullas, 1921 yil kuzining boshiga kelib Turkiston aholisi yordamida Rossiyada och qolayotgan odamlarga 600 ming pud non yuborildi. Bundan tashqari, Turkiston respublikasi hukumati 1922 yil 1 yanvaridan Pom.Gol Markazqo’mi ixtiyoriga kelib tushuvchi «ochlik solig’i”ni joriy etdi.

Natijada 1922 yil 1 yanvaridan 1 dekabriga qadar Pom.Gol Markazqo’miga Turkistondan 24,5 million rubl pul va xayriya, 69 ming pud oziq-ovqat va 14,4 ming kiyim-kechak buyumi kelib tushdi[8].

1922 yili Turkistonda maxsus vazifa bajarayotgan Sergo Orjonikidze vaziyatga ichkaridan baho berdi va I.V. Djugashviliga (Stalin) 1922 yil 13 mayida yo’llangan maktubida quyidagilarni xabar qildi: «Turkiston patriarxal-qabilaviy turmushini majburiy tabaqalashtirishga urinishdan iborat muvaffaqiyatsiz siyosat, shariatga qarshi uquvsiz va ma’suliyatsiz kurash, jazo otryadlarining xuddi shunaqa fe’l-atvori va boshqa bir qator sabablar chinakam fojiaga olib keldi. …Bosmachilik go’yoki aholidan uzilib qolgan, uning tomonidan ta’qib etiladigan talonchilik to’dasi ekanligiga ishonmayman. Turkistondagi siyosatimizni tubdan qayta ko’rib chiqish, har qanday kommunistik eksperimentlardan

qat'iyan voz kechish зарур… Musulmon ziyolilarini jalb qilish, so'l kommunistlarning o'yinlarini yig'ishtirish…»[9].

Grigoriy Konstantinovich Orjonikidze (Sergo) 1937 yili qatag'on qilingan va otib tashlangan edi.

1926 yil sentyabrida markaziy matbuotda Rossiya kommunistik qizil armiyasi boshlig'i M.N. Tuxachevskiy chiqish qildi (darvoqe, u ham 1937 yili qatag'onga uchrab, otib tashlangan edi). Bolsheviklarning Turkistondagi faoliyati haqida u quyidagilarni yozdi: «Farg'onaning deyarli butun aholisi paxta yetishtirishga bog'liq edi. Farg'onada non yetishmas edi, uni boshqa yerdan yetkazish talab qilinar edi. Shu tariqa, Farg'onaning tub aholisi mavjudligining yagona manbai – paxta konfiskatsiyasi fakti oldida lol qoldi, va shu bilan bir qatorda o'sha payti boshlangan va sekin-asta kuchayib borayotgan ocharchilik bilan yuzma-yuz qoldirildi.

Bu siyosatning natijasi shu bo'ldiki, aholi unga paxtachilikning tezkor va qat'iy qisqartirilishi bilan javob berdi. Ochlik yana non ekinlariga o'tishga majbur qildi. Paxta nonga nisbatan ko'proq ishchi kuchi talab qilishi munosabati bilan shundan so'ng ulkan ishsizlik kelib chiqdi, u bir necha yuz ming kishidan tez orada 700 ming kishiga yetdi. Kuchayib borayotgan ochlik shundan keyin boshlanib ketgan sovet hokimiyatiga qarshi kurashda bosmachi otryadlari uchun to'yinish manbaiga aylanib qoldi"[10].

Ma'lumki, 1920-yillar o'rtasida, Toshkent «non shahri" shuhratini qozonganida mintaqa serhosil o'lka ramziga aylandi. 1921 yil davomida Turkiston darhaqiqat Volgabo'yidan ochlarni qabul qildi. Turkistondagi ocharchilik, guvohlarning bildirishicha, «miqyosiga ko'ra 1920-1921 yillari Volgada ro'y bergan ocharchilikdan qolishmas edi. Faqat bu yerda mamlakatning farovon hududlariga tashkiliy evakuatsiya ham, xalqaro tashkilotlar yordami ham bo'lmadi"[11].

O'n yil ichida Turkistonda mahalliy aholi vakillaridan millionlarcha kishi o'ldirildi. O'zbekistonlik tarixchi Mansurxo'ja Xo'jayevning daraklariga ko'ra, sovet hokimiyati Turkiston milliy ozodlik harakatini bostirish maqsadida Farg'ona vodiysida muntazam armiyaning oxirgi standartlar bo'yicha qurollangan 260-270 ming askaridan foydalangan.

Tarixchilarning fikriga ko'ra, O'rta Osiyoda sovet hokimiyati o'rnatilgan yillari qurbonlarning umumiy soni 5-6 million kishini tashkil qildi[12].

Bolsheviklar terrori qurbonlari haqidagi tadqiqotlarda ham deyarli shunaqa raqamlar keltiriladi. Masalan, M.Buttinoning sinchiklab o'tkazilgan statistik hisob-kitoblari Turkiston fojiasining butun miqyosini yaqqol ko'rsatib berdi: «1915 yildan 1920 yilgacha bo'lgan davrda u yerda ishlov berilgan yer maydoni qisqarib ketdi, uy chorvasi miqdori 7,5 foizga tushib ketdi, paxta yetishtirish esa amalda to'xtadi. Lekin turli ijtimoiy guruhlarning yo'qotishlari o'zaro teng emas edi va, agarda rus krestyanlarida ishlov berilgan yer hajmi 28 foizga, uy chorvasi miqdori 6,5 foizga qisqargan bo'lsa, o'troq mahalliy aholida bu ko'rsatkichlar tegishlicha 39 va 48 foizni, ko'chmanchilarda esa 46 va 63,4 foizni tashkil etdi. O'lka aholisi soni o'sha besh yillik davr ichida 25 foizga, qishloq aholisi 30 foizga kamaydi"[13]

Bolsheviklarning uqtirishicha, sovet tuzumi davrida go'yoki Turkistonning butun aholisi, kelib chiqishi, millati, diniy mansubiyati va boshqa jihatlaridan qat'iy nazar, o'zaro teng va erkin edi. O'zaro tenglik haqidagi ushbu bolshevistik «xo'jako'rsin"ni amalga oshirish yo'lida hatto xo'jako'rsinga «erkin" respublikalar ham tashkil etildi.

Aslida esa mahalliy aholi ham, ular mavjudligining yangi siyosiy shakli ham asl mustaqillikdan tamomila ayrilgan edi. Ular hech qanday siyosiy erkinliklarga ega emasdi, xalqaro huquq sub'ektlari hisoblanmasdi, shunchaki bolshevik loyihasining huquqsiz parchalari bo'lib, yangicha usuldagi mustamlakachilik konsepsiyasining yangi va dahshatli ifodasi edi.

Petrogradda 1917 yil oktabridagi bolshevik to'ntarishi, undan keyin Turkiston o'lkasi, xususan, Toshkentda va Qo'qonda oktabr-noyabr oylarida bo'lib o'tgan voqealar mahalliy ziyolilarni o'z faoliyatini boshqa yo'nalishga qaratishga majbur qildi.

Agar faoliyatining boshida jadidlar gazeta sahifalari va ziyolilar yig'ilishlarida Rossiya imperiyasining mustamlakachilik siyosatiga qarshi faol chiqishlar qilib kelgan bo'lsa, endilikda ular qo'lida qurol bilan bolsheviklarning dahshatli hukmronligiga, dashnoqlarning talonchiligi va sovetlarning mustamlakachiligiga qarshi muqaddas urush e'lon qila boshladilar.

Jadidlar – sobiq o'qituvchi va ziyokorlarning Rossiya imperiyasi mustamlakachilik siyosatiga qarshi ilg'or modernizm usuli bilan qarshi kurashish faoliyati sekin-asta dashnoqlar va bolsheviklarga qarshi harbiy konfrontatsiya va partizanlik urushiga aylanib ketdi. Jadidlar Turkiston ziyolilarining asosini tashkil qilar edi. Ular bolsheviklar terroriga qarshi mahalliy aholining ozodlik kurashiga boshchilik qildi.

Sovet-bolshevik va dashnoq otryadlarining qattiqqo'lligi va shafqatsizligi intiqom o'tini alangalatdi. Turkiston milliy ozodlik harakat otryadlarining harbiy dala komandirlari – qo'rboshilar xalqni dashnoqlar va bolsheviklarga qarshi g'azotga chaqirdi.

Shiddatli urush va to'qnashuvlar tinmadi, mayda keskinliklar, hujumlar va aktlar esa 40-yillarga qadar davom etdi. Bu harakat yaqqol aksildashnoq, aksilbolshevik va aksilsovet xususiyatlarini namoyon qilar edi. Bu Vatanning milliy mustaqilligi va erkinligi yo'lidagi kurash edi.

1918 yildan 1919 yilga qadar «inqilobiy diktatura" va Andijondagi bolshevistik hokimiyat dashnoqlar nazorati ostida bo'ldi. Turkistonda ocharchilik hukmronlik qilayotgan iqtisodiy inqiroz shart-sharoitlarida hokimlik resursidan foydalangan holda dashnoqlardan tuzilgan qizil armiya otryadlari bosmachilarga qarshi kurash bahonasida musulmon qishloqlariga hujumlar uyushtirar, «inqilob haqqi" ularni talon-taroj qilar va mol-mulklarini o'zlashtirar edi[14].

Dashnoqlar tarafidan bolsheviklar ko'magida Farg'ona vodiysi tinch aholisining qirg'in qilinishi mahalliy aholining javob xatti-harakatlarini keltirib chiqardi.

Buning natijasi 1918 yil bahorida dastlab Farg'ona vodiysida boshlanib, so'ng Turkistonning barcha mintaqalariga tarqalgan keng miqyosli milliy ozodlik urushi bo'ldi.

Dashnoqlar va bolsheviklarning keng miqyosli va dahshatli qo'poruvchilik

harakatlari xalq noroziligining portlashiga olib keldi, endilikda ushbu harakat Turkiston milliy ozodlik harakatidan bolsheviklarga qarshi chinakam g'oyaviy siyosiy, harbiy kurashga aylanib ketdi. Ya'ni Turkiston muxtoriyatining yo'q qilinishi va mahalliy aholining dashnoqlar tomonidan qirg'in qilinishiga javoban mahalliy aholi orasida milliy ozodlik ruhidagi partizanlik harakati keng quloch yozdi. Bu jarayon sovet tarixshunosligida bosmachilik deb ataladi. U sovet hokimiyati tomonidan faqat 30-yillar o'rtalarida tugatildi[15].

Rasman Rossiya imperiyasining kolonial tuzumi qulatilgan bo'lsa-da, bolsheviklar hukmronligi davrida mustamlakachilik siyosati to'xtamadi, balki takomillashib, yangicha shaklda amalga oshirilishda davom etdi. Bolsheviklar mustamlakachilarning «munosib" vorislari bo'ldi[16].

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ACTIVITIES OF RUSSIAN EXPLORERS IN SEARCH AND PRESERVATION OF HISTORICAL MONUMENTS IN TURKESTAN IN THE SECOND HALF OF THE XIX CENTURY AND THE BEGINNING OF THE XX CENTURY

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KEYWORDS

Academician Barthold, Vyatkin, N. P. Petrovsky, N. I. Veselovsky, Samarkand, Shahriston, works on the history of the East, Circle of Archaeologists

ABSTRACT

This article provides detailed information about the activities of Russian researchers in the search and protection of historical monuments in Turkestan in the second half of the 19th century and the beginning of the 20th century.

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RUS TADQIQOTCHILARINING XIX ASR IKKINCHI YARMI XX ASR BOSHI TURKISTONDA TARIXIY YODGORLIKLARNI IZLAB TOPISH VA MUHOFAZA QILISH BORASIDAGI FAOLIYATLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Akademik Bartold, Vyatkin, N. P. Petrovskiy, N. I. Veselovskiy, Samarqand, shahriston, Sharq tarixiga oid ishlar, Arxeologlar to’garagi

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada rus tadqiqotchilarining XIX asr ikkinchi yarmi XX asr boshi Turkistonda tarixiy yodgorliklarni izlab topish va muhofaza qilish borasidagi faoliyatlari haqida ba’tafsil ma’lumotlar keltirilgan.

XX asr boshlariga kelib Turkiston o’lkasida arxeologik tadqiqotlar yangi bosqichda olib borildi. Bu borada ayniqsa rus tadqiqotchi olimlari jonbozlik ko’rsatishdi. Akademik Bartold va Vyatkinlarning say-harakatlari tufayli Samarqand hududi va Afrosiyob qo’rg’onlarida keng ko’lamli arxeologik tadqiqotlar olib borildi. Akademik V. Bartold o’zining “Sharq tarixiga oid ishlar” nomli to’plamining IX tomida XX asr boshlarida olib borilgan tadqiqotlar va arxeologik ishlar bo’yicha hisobot va xulosalar berib ketgan. Jumladan, 1904-yilda Samarqandda amalga oshirilgan tadqiqotlar haqida quyidagicha hisobotga duch kelamiz:

1904 yilning bahorida meni Arxeologik tadqiqotlar qo’mitasi Samarqand va uning atrofidagi shaharning Temur davrigacha bo’lgan relyefi, uning hozirgi o’lchamlari va rus bosqinchilari tomonidan topilgan ko’chalar tartibini aniqlashtirish maqsadida yuborilgan edi. bu erda, qat’iy edi. Men ishimni yilning birinchi kunlaridan kechiktirmay boshlashni kutgandim

Birinchi oyni asosiy aholi punkti — Afrosiyobni topografik o‘rganishga, ikkinchi oyni xuddi shu aholi punkti o‘rnida olib borilgan sinoviy qazishmalarga, uchinchi oyni qolgan aholi punktlarini o‘rganishga va kamida uch oy sarflash niyatida bo‘lsin va ularga kamida uch oy vaqt ajratsin. Qadimgi yodgorliklar uzun devorlar ichida, bir vaqtlar shaharni chekka hududlari bilan o’rab turgan va qisman bizning davrimizga qadar saqlanib qolgan. Afsuski, mon hisob-kitoblari to’liq amalga oshmadi; kasallik tufayli men Sankt-Peterburgni kutilganidan uch hafta keyin tark etdim; bundan tashqari, yozning o‘rtalarida oilaviy sharoitim tufayli qisqa muddatga Sankt-Peterburgga qaytishga majbur bo‘ldim; Sankt-Peterburgda qolish bilan birga u erga va qaytib kelish uchun taxminan bir oy vaqt ketdi. Samarqanddagi faoliyatim ikki oydan kamroq davom etdi, shundan birinchisi (25-maydan 19-iyungacha) Afrosiyob manzilgohini tekshirish va o‘rganishga, ikkinchisi (17-iyuldan 13-avgustgacha) bu yerda olib borilgan qazishmalarga bag‘ishlandi. xuddi shu aholi punktidan. Vaqt yo’qligi sababli qolgan vazifamdan voz kechishga majbur bo’ldim; bu yo’nalishdagi tayyorgarlik ishlari 1903 yilda qo’mita topshirig’iga binoan mahalliy kuchlar tomonidan

amalga oshirildi. Hozircha qo'mita bu ishlar bo'yicha hisobot olgani yo'q, lekin Samarqandda bilganimdek, bu hisobot tuzilmoqda va kelajakda Qo'mitaga yuboriladi. Shaharning tarixiy topografiyasini aniqlashtirish uchun hududni o'rganish va ushbu tekshiruv natijalarini yozma manbalarning guvohliklari bilan solishtirish kerak edi. Safar oldidan ham Afralabning ichki shahar bilan o'xshashligiga amin bo'ldim", yoki fors (va mahalliy) terminologiyasi bilan aytganda, X asr arab geograflari ta'riflagan "Samarqand Shahristoni". Bu ichki shahar musulmonlardan oldingi asl shahar aholi punkti bo'lib, uning atrofida allaqachon musulmonlar yashagan odam davrida shahar atrofi vujudga kelgan, u yerda hayot asta-sekin Shahristonga o'tgan; Biroq, ikkinchisi 1220 yildagi mo'g'ul pogromasidan keyingina aholi tomonidan tashlab ketilgan. [1]

Afrosiyobni ko'zdan kechirar ekanman, arab geograflari tilga olgan Shahristonning to'rtta darvozasining joylashuvini aniqlash, shaharni suv bilan ta'minlash masalasiga oydinlik kiritish uchun ma'lumotlar yig'ishga harakat qildim. Manbalarda keltirilishicha, suv bozorlarning tomlari bo'ylab va shu maqsadda qurilgan tosh ark tepasi bo'ylab yotqizilgan qo'rg'oshin suv quvuri (yoki oluk) orqali janubdan Shahristonga olib kelingan. Afrosiyobda o'tkazilgan o'rganish aholi punktini faqat janubiy tomondan va faqat suv quvuri orqali suv bilan ta'minlash mumkinligini to'liq tasdiqladi. Bu o'ziga xos inshoot (keyinchalik mo'g'ullar tomonidan vayron qilingan) qayerda bo'lishi mumkinligini aniqroq aniqlash uchun Samarqand viloyati irrigatsiya boshqarmasi boshlig'i, malakali shaxsning mehribon yordamidan unumli foydalandim. N.P. Petrovskiy. Mening iltimosim bilan N.P.Petrovskiy tekislash ishlarini olib bordi, shundan ma'lum bo'lishicha, suv quvuri hozirgi un bozori yaqinidagi hududdan 1-Afrosiyobdagi Hazrati Xizr masjidigacha tortilgan.

Turar joyning bir qancha joylarida qazish ishlari olib borilgan, lekin asosan qal'aning g'arbidagi hududda; Bu yerda, men arab geograflarining ma'lumotlarini prof. 1885 yilda N. I. Veselovskiy min., ehtimol keyinroq edi. shahar sobori masjidi. Qazishmalar davomida ko'plab mayda buyumlar, xususan, shisha idishlar bo'laklari bilan bir qatorda ko'k va oq koshinli ko'p miqdorda kuydirilgan g'isht bo'laklari, shuningdek, bezakli bino (xuddi shu materialdan yasalgan) bo'laklari topilgan. bu yerda masjid borligini to'liq tasdiqladi. Ushbu binoning poydevorini topish va izlarini topishga urinishlar muvaffaqiyatsizlikka uchradi; masjidga hech qanday aloqasi bo'lmagan va katta qiziqish uyg'otmagan faqat taxta binolar topilgan .

Qazishmalar yakuniga ko'ra, yanada muhimroq natijaga erishildi: gips ustida g'ayrioddiy o'lchamdagi (uzunligi 45%/sm, eni 371/2 sm, qalinligi 7 sm gacha) kuygan g'isht plitalaridan qurilgan bino topildi. sement. Qurilish asosi to'rtburchak shaklida bo'lgan (uzunligi 2 sazhens 101/2 vershok, eni 2 sazhens 6 vershok, balandligi 1 sazhens 3 vershok); Ustiga xuddi shu materialdan yana bir kvadrat konstruksiya (uzunligi va eni 5 arshin, balandligi 15% /, vershoks) va uning yonida kichik taxta devor (uzunligi 2 arshin 12 vershok, eni 1 arshin 5 vershok, balandligi 1 arshin 7) o'rnatilgan; ustki g'isht konstruktsiyasi ham, taxta devor ham tashqariga chiqib ketgan. pastki asosiy bino. Alohida g'isht bo'laklarida kufiy yozuvli muhrlar saqlangan; bu yozuvlarda qisman o'ziga xos nomlar

(Ixshid, Museyab va boshqalar), qisman joy nomlari (Ishtixon va boshqalar) mavjud bo‘lib, aftidan, g‘ishtning kelib chiqishini ko‘rsatgan. Musulmongacha bo’lgan So’g’d hukmdorlarining unvoni bo’lgan id so’zi bo’lgan g’ishtlar alohida qiziqish uyg’otdi, bu ma’noda ham, hijriy to’rt asrdan keyin ham shaxs nomi sifatida uchramaydi. Xuddi shu davr (eramizning X asridan kech bo’lmagan) yozuvning tabiati bilan ham, xuddi shu joydan, bir xil chuqurlikdan topilgan IX-X-asr tangalarida ham ko’rsatilgan. Shunday qilib, O’rta Osiyoda olib borilgan qazishmalar davomida birinchi marta ming yillik qadimiy binoni topish mumkin bo’ldi. [2]

Binoning maqsadiga kelsak, bu haqda mintaqaning mahalliy aholisi va rus mutaxassislari tomonidan uch xil taxmin qilingan: bir fikrga ko’ra, bu daxma (maqbara), boshqa bir fikrga ko’ra, minora poydevori, uchinchisi, masjidga kirish arkining ikkita ustunidan biri" Bu savolni faqat butun atrofni batafsil o’rganish orqali hal qilish mumkin edi, endi bunga vaqtim yo’q edi. Ketishdan oldin men mahalliy hokimiyatdan so’radim. Qazilgan joyni himoya qilish choralarini ko’rish yoki buning iloji bo’lmasa, maydonni yana tuproq bilan qoplashni buyurish kerak. Bundan ko’rinib turibdiki tadqiqotchilar madaniy-tarixiy yodgorliklarni saqlanishi va muhifazasiga alohida e’tibor berishgan.

Akademik. V.V. Bartoldning ish faoliyatiga ko’plab olimlar ham yaqindan yordam berishgan. Jumladan olimning o’zi bu borada quyidagicha yozib o’tadi: Mening ishimda viloyatdagi V. L. Vyatkin va N. P. Petrovskiy kabi mutaxassislarning qimmatli yordamidan bahramand bo’ldim; qazilmalarni kuzatishga Toshkent o‘qituvchilar seminariyasi kursini tamomlagan G. L. Vyatkinning ishtiroki (dastlabki ikki hafta ichida) katta yordam berdi. Ishning muvaffaqiyatiga prof. N. I. Veselovskiy va bunday ishning texnikasi bilan yaxshi tanish. O’tkazilgan tadqiqotlarning topografik va arxeologik natijalari mening buyurtmam bo’yicha mahalliy fotograf janob Litvinov tomonidan a’lo darajada bajarilgan 20 ta fotosurat bilan tasvirlangan [3].

Ma’lumki, 1895-yilda Arxeologlar to’garagi tashkil etilgan. Ushbu muassasa tashabbusi bilan olib borilgan faoliyat diqqatga sazovordir. Fevral inqilobi voqealaridan keyin muassasa ish jarayoni o’zgarib boradi. Bu haqida akademik V. V. Bartold quyidagicha ma’lumot beradi: Muvaqqat hukumatga ko’ra Turkiston o’lkasida barcha yerlarni mehnatkashlarga berish haqidagi qonunni kengaytirish nazarda tutilmagan; shunga qaramay, Turkistonda arxeologik va tarixiy ahamiyatga ega bo’lgan yer uchastkalarini muhofaza qilish choralarini ko’rish zarur. Siyosiy o’zgarishlar o’sha o’tmish yodgorliklari taqdiriga ta’sir qilmasligi uchun ehtiyot bo’lish kerak, ularni himoya qilish avvalgi tuzum davrida ilmiy muassasalarning qator arizalaridan so’ng zarur deb topilgan edi. Bu yodgorliklar ichida eng qimmati bo’lsa kerak. Samarqand shimolidagi Afrosiyob manzilgohi. Qazishmalar ko‘rsatganidek, aholi punkti 1220-yildagi mo‘g‘ullar istilosidan so‘nggina tashlab ketilgan musulmonlardan oldingi Samarqandga to‘g‘ri keladi. Samarqand har doim bo‘lmasa ham, avvalgi davrlarda ham butun mintaqa hayotining siyosiy, iqtisodiy va madaniy markazi bo‘lgan. Musulmon davri va o’rta asrlarda. Bunday shahar o’rnida arxeologik tadqiqotlar juda katta qiziqish uyg’otdi va bu aholi punkti hududining XII asrdan

keyin paydo bo'lishi bilan bog'liq edi. sug'orishdan mahrum bo'lgan va iqtisodiy ahamiyatga ega emas edi; Afrosiyobning faqat janubiy qismi ilm-fan uchun qo'ldan ketdi, bu yerlarni ruslar istilosidan oldin ham musulmonlar va yahudiylar qabristonlari egallab turgan edi. Rossiya hukmronligi ostida ilm-fan manfaatlariga ko'proq zarar yetdi; qabriston aholi punkti ichida shimolga to'siqsiz ko'chib o'tdi; Afrosiyobning shimoliy qismida xususiy tadbirkor tegirmon va bog' qurish imkoniyatiga ega bo'ldi. Bir necha marta ilm-fanni tejash uchun ilmiy muassasalar aralashuvini talab qildi. nima mumkin edi. 1883 yilda Imperator arxeologik komissiyasining iltimosiga binoan, general-gubernator Chernyaevning buyrug'i bilan olib borilgan qazishmalar to'xtatildi.

1917-yil sentabrda Fanlar akademiyasi tomonidan tuzilgan Tarix va arxeologiya yodgorliklari bo'lgan yer uchastkalarini muhofaza qilish komissiyasining majlisida yodgorliklarni muhofaza qilish holati to'g'risida to'rtta ma'ruza tinglandi. Komissiya buyrug'i bilan ushbu hisobotlar alohida risola sifatida nashr etildi. Ushbu nashr V. V. Bartold tomonidan tuzilgan ushbu risolaning bir qismini nashr etadi. <O'rta Osiyoda qadimiy yodgorliklarni muhofaza qilish masalasi Sovet hokimiyati o'rnatilgandan keyingina yo'lga qo'yildi [4].

Shunday qilib, 1924-yilda musulmonlargacha bo'lgan davrda ham, islom davrida ham mahalliy madaniy hayotning markazi bo'lgan O'rta Musulmon Osiyoning tarixiy poytaxti, garchi qazilmalarsiz, deyarli hozirgi davrgacha yana arxeologik tadqiqotlar ob'yekti bo'ldi. Ushbu tadqiqotlarni savollarni yangi shakllantirishga urinish bilan qayta tiklash haqiqati, shubhasiz, ilmiy ahamiyatga ega, hatto ishning bevosita natijalari yanada oqilona formulalar bilan bir xil bo'lmasa ham. o'lkashunoslik, madaniy va siyosiy fanlar bo'yicha mutaxassislarning ishtiroki. Shu nuqtai nazardan, Kohn-Wiener, uning hisobotlarida ko'rsatilishicha, bu mavzu bo'yicha asosiy manbalar yoki adabiyotlar bilan mutlaqo tanish emas. Uning yodgorliklar tarixini tushunishga va arxeologik xususiyatlarini aniqlashga urinishlari Topilmalar yana bir bor shuni ko'rsatadiki, yozma manbalar ishtirokisiz, faqat ob'ektlarning tashqi belgilaridan kelib chiqib, bunday masalalarni hal qilib bo'lmaydi.

Foydalanilgan adabiyotlar.

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STEAM TECHNOLOGIES IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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KEYWORDS

STEAM, technology, preschool education, creativity, modern, education, pedagogue, talent

ABSTRACT

This article presents information about the content of STEAM technology, features of its use, wide possibilities, efficiency and importance of using STEAM technology in the preschool education system.

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STEAM ТЕХНОЛОГИИ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

STEAM, технология, дошкольное образование, творчество, современное, образование, педагог, талант.

ANNOTATSIYA/ АННОТАЦИЯ

В данной статье представлена информация о содержании технологии STEAM, особенностях ее использования, широких возможностях, эффективности и важности использования технологии STEAM в системе дошкольного образования.

STEAM - это один из инновационных методов, который в настоящее время является основной традицией мировой системы образования. На первый взгляд аббревиатура Steam кажется довольно сложной, но если мы увидим ее отдельно, мы можем обнаружить, что она проста и понятна, а именно: S – science, T – technology, E – engineering, A – art, M – mathematics, или естественные науки, технологии, инженерное искусство, творчество, математика. Проще говоря, это самые востребованные дисциплины в современном мире.

Технология STEM в образовании была разработана в Америке. Американские исследователи организовали эксперимент, в ходе которого некоторые школы обратили внимание на способности выпускников и решили объединить такие предметы, как естественные науки, технологии, инженерия и математика, и таким образом сформировалась система STEM. (Наука, техника, инженерия и математика). Позже было добавлено сокращение Art, и теперь STEAM окончательно сформировался. Исследователи считают, что знания по этим предметам, а точнее по этим дисциплинам, помогут в будущем студентам стать высококвалифицированными специалистами. В STEAM LAB дети будут стремиться получить хорошее образование, и у них будет возможность сразу же применить его на практике. Не секрет, что для достижения больших успехов во многих отраслях науки требуется интеграция знаний из различных областей, которые необходимо освоить. Именно в решении таких проблем помогает технология STEAM. Данная методика позволяет формировать навыки ведения обучения смешанного типа и уметь применять полученные теоретические знания в повседневной жизни. STEAM (sfan, t-технология, e - инженерия, a - искусство, M - математика)-это современный подход, объединяющий науку, технологии, инженерию, искусство и математику.

Сегодня STEAM-образование развивается как одна из основных тенденций в мире, и практика основана на интеграции пяти областей в единую схему обучения при применении этого подхода. Условиями такого воспитания являются его преемственность и развитие умения детей взаимодействовать в группах, благодаря чему они могут накапливать идеи и обмениваться идеями. Поэтому в базовую

образовательную программу входят такие модули развития логического мышления, как: LEGO-технологии, детские исследования.

Благодаря подходу STEAM дети понимают природу, систематически познают мир и тем самым развивают свои интересы, инженерный стиль мышления, умение выходить из критических ситуаций, умение работать в команде и осваивать основы лидерства, самовыражения, что, в свою очередь, обеспечивает принципиально новый уровень развития детей. Формирование уверенности в себе. При таком подходе дети “запускают” созданные своими руками мосты и дороги, самолеты и автомобили, “развивают” и испытывают подводные и воздушные сооружения, каждый раз приближаясь к цели. “Продукт", который не дал хороших результатов, снова и снова тестируется и совершенствуется. В результате само решение всех проблем, достижение цели принесет детям вдохновение, победу, адреналин и радость. Каждая победа внушает больше уверенности в своих силах. Учит активному общению и организации командной работы.

Steam также отличаются активным общением и обучением работе в группе. На этапе обсуждения дети учатся не бояться высказывать свое мнение. В процессе занятий дети не сидят за столом фронтальным способом, а тестируют и разрабатывают “изделия” на основе своих конструкций. В процессе деятельности дети все время заняты общением с воспитателями и их друзьями в коллективе, что обеспечивает сотрудничество. Развивать интересы по техническим наукам.

Задача обучения STEAM в дошкольном и младшем школьном возрасте-создать предпосылки для развития интереса. В естественных и технических науках для детей любовь к тому, что они делают, является основой для развития любопытства.

STEAM-это очень весело и динамично для детей, он не дает детям скучать. Они не чувствуют, что время идет, но и не устали S - science – естественные науки T - technology – технология E – engineering – инженерия a - art – искусство M-Math. - математика. Эти маршруты-система, которая становится самой популярной в современном мире. Поэтому сегодня система STEAM развивается как одна из основных тенденций.

Направление обучения STEAM и применение практического подхода также основаны на интеграции всех пяти областей в единую систему образования. STEAM был разработан в Америке. Некоторые школы решили обратить внимание на таланты своих выпускников и объединить такие предметы, как естественные науки, технологии, инженерия и математика, и именно так сформировалась система STEM. (Наука, техника, инженерия и математика). Позже здесь был добавлен ART, и теперь STEAM окончательно сформировался. Учителя считают, что знания по этим предметам, а точнее по этим дисциплинам, помогут в дальнейшем ученикам вырасти в высококвалифицированных специалистов.

В технологии STEAM дети стремятся получить хорошее образование и сразу же применять его на практике. Если мы скажем, что основная цель традиционного

образования-научить знаниям и использовать эти знания для мышления и творчества, подход Steam научит нас сочетать полученные знания с реальными навыками. Это дает школьникам возможность не только получить некоторые идеи, но и применить их на практике и воплотить в жизнь. Если мы скажем, что основная цель традиционного образования-научить знаниям и использовать эти знания для мышления и творчества, подход STEAM научит нас сочетать полученные знания с реальными навыками. Это дает дошкольникам возможность не только получить некоторые идеи, но и применить их на практике и воплотить в жизнь. Самый известный пример подхода STEAM – Массачусетский технологический институт (MIT). Девиз этого мирового университета - “Mens et manus” (разум и рука). Массачусетский технологический институт разработал курсы STEAM, чтобы дать детям возможность заранее изучить и познакомиться с концепцией STEAM, и даже создал учебные центры STEAM в некоторых учебных заведениях. Согласно статистике, с 2011 года уровень спроса на профессии STEAM вырос на 17%, в то время как спрос на обычные профессии вырос только на 9,8%, что свидетельствует о большом спросе на эту систему образования во всем мире.

Во многих странах STEAM-образование является приоритетом почему-то: в ближайшее время спрос на инженеров, специалистов высокотехнологичного производства в мире, а значит и в Узбекистане, будет очень высоким. В долгосрочной перспективе у нас будут профессии, связанные с технологиями и высокотехнологичным производством в сочетании с естественными науками, особенно с большим спросом на специалистов в области био и нанотехнологий. Профессионалам потребуется обширное образование и опыт в различных областях технологий, естественных наук и инженерии. Преимущества обучения в STEAM включают интеграцию обучения по “темам”, а не по учебным предметам, применение технических знаний в реальной жизни, развитие навыков критического мышления и решения проблем, активное общение и командная работа. В Республике Узбекистан осуществляются реформы по реформированию системы образования. Можно отметить Указ Президента Республики Узбекистан “Об организации современных школ”, Указ Президента “О мерах по дальнейшему совершенствованию системы дошкольного образования в 2017-2021 годах”, Указ Президента "О мерах по организации президентских школ" и многие другие реформы, направленные на приравнивание системы образования в нашей республике к зрелым системам образования в мире.

Для достижения этих целей с 2016 года в национальной системе образования говорится о появлении STEM. В настоящее время система образования STEM получает широкое признание во всем мире. В некоторых странах эта система образования обозначена как национальная система образования. По итогам 2016 года по распределению выпускников школ по системе образования STEAM первое место занял динамично развивающийся в сфере высоких технологий Китай, США и

Россия заняли 3 и 4 места соответственно. Что такое STEM-образование? Слово STEM на английском языке – это аббревиатура, состоящая из инициалов 4 слов, в которых: s –Science – Science T – technology – Technology E –Engineering – Engineering M – mathematics-Mathematics. В ближайшие дни к этой апелляции был добавлен раздел A - art – arts. То есть в системе STEAM обучение ведется с акцентом на эти 4 направления, а кроме того, с указанием их взаимосвязи.

Чтобы не отставать от технологических изменений эпохи глобализации, одной из основных задач современных педагогов, педагогических технологий является формирование новых технологий, баз, знание таких трендовых технологий, как искусственный интеллект, обучение в соответствии с ними. STEAM интегрирует инновации из нашей повседневной жизни в систему образования.

Исследования показывают, что через систему образования Steam у ребенка формируются творческие способности, усердие, любопытство и самая важная в настоящее время черта - способность решать проблемы (навыки решения проблем). В течение последних 2 лет в Республике Узбекистан ведется работа по внедрению системы STEAM в государственную систему образования. Но в то время как в частных школах это легче сделать, существует ряд проблем, связанных с внедрением системы образования STEAM в систему общего образования. В декабре 2019 года министерство народного образования приняло участие в Шанхайской международной выставке STEAM EDUCATION EXPO (steamex) в Китае. В Узбекистане привлечен американский специалист по внедрению системы образования STEAM в общенациональное образование. Кроме того, наш Президент Мирзиеев Ш.М президентских школах, созданных в стране по инициативе Мирзиеева, обучение будет проходить через систему образования Steam.

Современные исследования утверждают, что, хотя система Steam относится к системе школьного образования, важно внедрять ее с самого раннего возраста, начиная с дошкольного возраста. Важность внедрения STEAM в систему с самого раннего возраста является корнем успеха. На самом деле мышление начинается с детствf. Даже когда ребенок не умеет ходить, он может понять взаимосвязь, последовательность и вероятность процессов. Эти характеристики следует всячески поощрять. В системе дошкольного образования деятельность по системе STEAM может осуществляться на основе ежедневного плана работы. Важно разрабатывать и внедрять действия, основанные на принципах обучения Steam.

Пример. Одним из эффективных механизмов является внедрение системы образования Steam в жизнь маленького ребенка с помощью книг. Книга может стать мощным трамплином для знакомства ребенка с системой Steam. Книга станет для ребенка связующим звеном между деятельностью и процессом. Например, можно поговорить с детьми о рыбке из книги и изучить рыбок, которые живут в аквариуме в детском саду. Книга усиливает интерес ребенка к науке с раннего возраста, благодаря книге у ребенка увеличивается словарный запас по науке. Здесь важно не

путать книгу, основанную на принципах Steam, с книгами энциклопедии. Как структурировать книги для детей младшего возраста в образовательной системе Steam: s-Science может использовать книги о предмете, морских животных, растениях и насекомых, чтобы познакомить детей младшего возраста с миром науки. T-Technology. Увлекательные книги с предметами техники, которые встречаются вокруг нас, в детской комнате, в нашей повседневной деятельности, переносят ребенка в мир технологий. Ножницы, колесо, машина, стиральная машина медведя, телефон и т. д. Можно показывать в книге, показывая изнутри, Читать рассказы о предметах. Иллюстрация технологических предметов, представленная интересным рассказом, может побудить ребенка к возникновению вопросов в уме, к аналитическому мышлению. Привлечение детей в сферу электронной инженерии можно начать с изучения форм. Полезным инструментом будет книга о формах, их отражении в окружающих нас предметах, о взаимоотношениях форм с одним из них. A-Art необходимо начинать с детства, чтобы познакомить ребенка с миром искусства.

При формировании основ системы STEAM в развитии детей в дошкольных образовательных организациях в соответствии с задачами, поставленными перед нами президентом, во всех аспектах зрелости и в соответствии с требованиями современности целесообразно выполнить следующие задачи: отбор книг в соответствии с принципами STEAM в процессе книжного обеспечения ДОО; Включить в план работы системы ДОО механизмы ведения дел с книгами, основанными на принципах Steam; увеличить словарный запас детей младшего возраста с помощью книг Steam; стимулировать производство книг Steam, предназначенных для детей младшего возраста, состоящих из инновационных технологий; разработать механизмы ознакомления педагогов МТТ с системой образования Steam.

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CONDUCTING AND ORGANIZING WORK IN UZBEK, THE STATE LANGUAGE OF UZBEKISTAN

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KEYWORDS

Uzbek language, Uzbek nation, value, state language status

ABSTRACT

This article is about the richness of the Uzbek language, its importance for our nation, value, and also about preserving our Uzbek language.

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O‘ZBEKISTONDA DAVLAT TILI BO‘LGAN O‘ZBEK TILIDA ISH YURITISH VA TASHKIL ETISH

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

o‘zbek tili, o‘zbek millati, qadriyat, davlat tili maqomi

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqola O‘zbek tilining naqadar boyligi, millatimiz, qadriyatimiz uchun ahamiyatliligi va qolaversa O‘zbek tilimizni asrab avaylash haqidadir.

Til har bir millatning ko‘zgusi, uning haqiqiy sarchashmasidir. Til bor ekan, millat barhayotdir. Tilni Onaga qiyoslanishi bejiz emas, inson o‘z onasini ko‘rmasdan, uning sof muhabbatini, mehrini tuymasdan yashay olishi mumkin emas. Bu fikrimizning isboti sifatida O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan O‘zbek tiliga davlat tili maqomi berilganligining 30 yilligi munosabati bilan so‘zlagan nutqini keltirishimiz mumkin: “Kimda-kim o‘zbek tilining bor latofatini, jozibasi va ta’sir kuchini, cheksiz imkoniyatlarini his qilmoqchi bo‘lsa, munis onalarimizning allalarini, ming yillik dostonlarimizni, o‘lmas maqomlarimizni eshitsin, baxshi va hofizlarimizning sehrli qo‘shiqlariga quloq tutsin”.

1989-yil 21-oktyabr… Aynan shu kunda o‘zbek tilining haqiqiy jozibasini anglashni boshlashga imkoniyat berildi. O‘zbek millati uchun dunyoga tuynuk ochildi.

2020-yil 21-oktyabr… Roppa-rosa o‘zbek tiliga davlat tili maqomi berilganligiga 31 yil to‘ldi. Xo‘sh, mana shu davr mobaynida o‘zbek tilining haqiqiy jozibasi, uning go‘zalligini dunyoga tanitish uchun qanday ishlar amalga oshirildi?

Ta’kidlab o‘tish joizki, O‘zbekiston Respublikasi Konstitutsiyasida o‘zbek tili maqomi huquqiy jihatdan mustahkamlandi. O‘zbek tili haqidagi qonun qabul qilinganidan so‘ng barcha davlat hujjatlari o‘zbek tilida yuritila boshlandi, gazeta va jurnallarning o‘zbek tilida chop etilishi yo‘lga qo‘yildi. 1993-yil 2-sentyabrda “Lotin tiliga asoslangan o‘zbek alifbosini tuzish to‘g‘risida”gi qonun qabul qilingandan so‘ng, mamlakatimiz har tomonlama rivojlandi va jahon kommunikatsiya tizimidan munosib o‘rin egallashiga yo‘l ochdi. Shu o‘rinda statistik ma’lumotlarga e’tibor qaratsak: dunyoda 5600 dan ortiq tillar mavjud bo‘lib, bundan 200 tasigina davlat tili sifatida qabul qilingan. Ularning orasida o‘zbek tilining borligi uning naqadar sof, mukammal, purma’no va jozibadorligining yorqin dalilidir. Rossiyalik tilshunos olima, professor A. M. Kozlyanina “O‘zbek tili nafis va musiqa ohangidek jozibador” deb bejiz ta’kidlamagan edi.

Lekin, shu o‘rinda savol tug‘ilish tabiiy: nahotki o‘zbek tili biror bir joyga nom qo‘yish uchun ham yaroqli bo‘lmasa?! Afsus, barchamizga ma’lumki, ko‘chalarda do‘konlar, supermarketlar, turli xil ustaxona shoxobchalari, go‘zallik salonlari, turli xil osmono‘par binolar, bog‘chalarga qo‘yilgan nomlar o‘zbek tilida emas balki, boshqa xorij tillarida yozilganligining guvohi bo‘lishimiz mumkin. Bu haqiqatni isbotlash uchun siz ulkan bir ilmiy

izlanish qilishingiz shart emas, aynan ko‘chaga otlanib turib, qo‘lingizga qalam va ruchka olgan holatda chiqsangiz kifoya. Naqadar achinarli holat bo‘lishiga qaramay, biz bunga ko‘nikib yashab kelmoqdamiz! Axir biz O‘zbekistonda yashayapmiz-ku, nima uchun unda joy nomlarini o‘zbek tilida nomlay olmaymiz? Buning uchun kim aybdor: davlat organlarimi yoki o‘zbek millatimi? O’zbek tili turkiy tillar oilasiga mansub bo’lib hozirgi kunda yer yuzining qariyb 50 million aholisi so’zlashadigan tildir.Bu esa tilimizning kelajagi uchun qayg’urishimiz, kelajak avlod uchun (sof til)tilimizning sofligi saqlashimiz muhim sanaladi. Bu borada hozirgi kunda ona tilimizni nufuzini oshirish, davlat tili sifatida mavqeyini oshirish borasida ko’plab ishlar amalga oshirilmoqda . 1989-yil 21-oktabrda “O’zbek tili davlat tili maqomi” berildi. Bu kun tilimiz yangi tug’ildi desak mubolag’a bo’lmaydi. Tilimiz ko’p yillar tahqirlandi. Yoshlarimizni ona tiliga hurmat ruhida tarbiyalamog’imiz lozim.Til-millatning ruhidir.Til bor millat yashaydi .Hozirgi kunda yer yuzidan ko’p tillar yo’qolib ketish arafasida turibdi. Biz tilimizni umrboqiy bo’lishi uchun yoshlarimizda tilga hurmat ruhida tarbiyalamog’imiz lozim. Tilimiz shunshalik boy, go’zal jozibadorki tilimizda bor ba’zi so’zlar boshqa tillarda mavjud emas.Jumladan “ibo”,”hayo”,”iffat” kabi so’zlarning boshqa tillarda tushunchalari mavjud emas.Turkiy tilimiz qanchalik boy ekanligini A.Navoiy bobomiz o’zining “Muhokamat ul-lug’atayn”asosida isbotlangan .

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PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF DEVELOPMENT OF STUDENTS' SPATIAL IMAGINATION IN THE PROCESS OF TEACHING ENGINEERING GRAPHICS

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KEYWORDS

descriptive geometry, drawing, psychology, pedagogy, positional problem, metric problem, perception, imagination, abstract, reproductive, productive, imagination, thinking, comparison.

ABSTRACT

This article shows the role of engineering graphics and its pedagogical and psychological foundations in the development of students' spatial imagination and thinking.

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MUHANDISLIK GRAFIKASI FANLARINI O‘QITISH JARAYONIDA TALABALARNING FAZOVIY TASAVVURINI RIVOJLANTIRISHNING PEDAGOGIK VA PSIXOLOGIK ASOSLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

chizma geometriya, chizmachilik, psixologiya, pedagogika, pozitsion masala, metrik masala, idrok, hayol, abstract, reproduktiv, produktiv, tasavvur, tafakkur, taqqoslash

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada talabalarning fazoviy tasavvuri va tafakkurini rivojlantirishda muhandislik grafikasi fanlarining o‘rni va uning pedagogik, psixologik asoslari ko‘rsatilgan.

Bo‘lajak pedagog o‘z sohasi bo‘yicha bilim, ko‘nikma va malakaga ega bo‘lishi kerak. Pedagogika va psixologiya kitoblarida bu terminlarga mazmuni va mohiyati ochib berilgan. Masalan, bilim – shaxsning ongida tushunchalar, sxemalar, ma’lum obrazlar ko‘rinishida aks etuvchi borliq haqidagi tizimlashtirilgan ilmiy ma’lumotlar majmui. Ko‘nikma – shaxsning muayyan faoliyatni tashkil eta olish qobiliyati. Malaka – muayyan harakat, faoliyatni bajarishning avtomatlashtirilgan shakli[2]. Bo‘lajak pedagoglarning o‘z mutaxassisliklaridan yetarli darajada salohiyatga ega bo‘lishini ta’minlashga davlat ahamiyati darajasida e’tibor berilishi kerak.

Mamlakatimiz Prezidenti o‘z nutqlarida “…nafaqat akademik ilm-fanni, balki oliy o‘quv yurtlaridagi ilm-fanni yanada rivojlantirish muhim vazifa hisoblanadi”[3] deya aytib o‘tdilar. Bundan xulosa shuki, oliy ta’limda ijodkor va fikri mustaqillik ko‘nikmasiga ega yosh avlodni voyaga yetkazish har doimgi dolzarb masalalasidir. Bunda muhandislik grafikasi fanlarining salmoqli o‘rni mavjud.

Inson faoliyatida texnikaning roli chuqurroq tahlil qilib ko‘rilsa, quyidagi ikki xulosaga kelish mumkin. Birinchidan, insonning obrazli tafakkur qilish qobiliyatini rivojlanishiga, uning fazoviy tasavvurini qo‘zg‘aluvchanligiga bo‘lgan talablar oshib bormoqda. Ikkinchidan, predmetning fazoviy xususiyat va munosabatlari haqida axborotlar berish va ularni saqlashda grafik vositalarning roli mislsiz oshib bormoqda[4].

Chizmachilik fani bo‘yicha bilimlarni talabalar tomonidan o‘zlashtirishda fazoviy tasavvur va tafakkurning rivojlangan bo‘lishi katta ahamiyatga ega. Talaba fazoviy shakllarni tekislikda tasvirlash usullarini o‘zlashtirishi muhim yo‘nalishlarning biri bo‘lsa,

[2] Inoyatov U., Muslimov N., Usmonboyeva M., Inog‘omova D. Pedagogika: 1000 savolga 1000 javob. -T.: “TDPU rizografi”. 2012.61- bet.

[3] Mirziyoyev Sh.M. Tanqidiy tahlil, qat’iy tartib-intizom va shaxsiy javobgarlik – har bir rahbar faoliyatining kundalik qoidasi bo‘lishi kerak. 2016 yildagi Vazirlar Mahkamasining 2016 yil yakunlari va 2017 yil istiqbollariga bag‘ishlangan majlisidagi nutqi. – T.: “O‘zbekiston”, 2017. 46-bet.

[4] Umronxo‘jayev A. Maktabda chizmachilik o‘qitishni takomillashtirish. –T.: “O‘qituvchi”, 1993. 7-bet.

ikkinchisi bu shakllarning orasidagi pozitsion va metrik munosabatlarni aniqlash usullarini bilishidir. Lekin bu operatsiyalar tekis shakllar orqali amalga oshiriladi. Fazoviy shakllarning orasidagi munosabatlarni aniqlashda bajarilayotgan yasash bilan bog‘liq operatsiyalarning fazoviy obrazlari ya’ni fazodagi harakatlari talabaning ko‘z o‘ngida gavdalanib turishi kerak, ya’ni talaba ularni tekis shakllar asosida hajmli qilib “ko‘rib turishi” ya’ni - tasavvur qilishi kerak.

Fazoviy tasavvur va tafakkur, idrok va hayol tushunchalari psixologik protsesslardir, shuning uchun bular bilan bog‘liq psixik jarayonlar haqida psixologiya ilmidan ba’zi ma’lumotlarni keltiraylik.

Rus psixologi I.P.Pavlov qilgan tajribalardan ma’lum bo‘lishicha, agar analizatorga bironta yakka qo‘zgovchi emas, balki qo‘zgovchilarning jami muntazam ta’sir qilib tursa, bundan tug‘iladigan reaksiya har bir qo‘zg‘ovchining o‘z xususiyatiga qarab emas, balki bu qo‘zgovchilarning o‘zaro qanday bog‘lanishiga, o‘zaro munasabatiga qarab tug‘ilar ekan. I.P.Pavlov bu hodisani munosabat refleksi deb atadi.

Munosabat refleksi narsalarining ayrim xossalarining o‘zaro obyektiv bog‘liqligini aks ettirishdan iboratdir. Har qanday narsa yoki hodisani o‘rganish uni idrok qilishdan boshlanadi. Chizmachilik fanining proyeksion chizmachilik bo‘limida model va detallarning ko‘rinishlarini bajarish qoidalari o‘rganiladi. Bunda talaba idrok qilgan narsasining tekislikdagi proyeksiyalarini qurishni o‘rganadi. “Idrok – bu bevosita sezgi a’zolariga ta’sir etayotgan obyektiv mavjudot, predmet va hodisalarning kishi ongidagi in’ikosidir”[5].

Idrok protsesslari faqat tevarak-atrofdagi narsalarning sezgi organlarimizga ta’sir qilib turishi natijasidagina emas, balki shu bilan birga idrok qilayotgan odam o‘zining materialni bilish va amaliy faoliyatida narsalarga ta’sir qilishi natijasida ham vujudga keladi.

Idrok protsesslarida diqqat goyat katta ahamiyatga egadir. Diqqat idrokning faolligini oshiradi va idrokning mukammal, raso va ravshan bo‘lishiga xizmat qiladi.

Muayyan sohaga tegishli narsa va hodisalarni sistematik va uzoq vaqt davomida ixtiyoriy idrok qilib borish kuzatish deb ataladi. Lekin kuzatish samarali bo‘lmog‘i, yetarli darajada kuchli, barqaror diqqat bilan birga faol fikrlash mavjud bo‘lishi shart. Chizmachilikdagi “Loyihalash” mavzusini o‘qitishda ham turli detal va buyumning berilgan shartga binoan loyihalash ishlarini talabalarga ko‘rsatish orqali buyumni idrok qiladi va mavzuning asl mohiyatini tushunadi.

Tasavvur ham idrok singari sezgi obrazidir. Lekin tasavvur idrokdan farqli o‘laroq, narsalar obrazi shu onda ta’sir qilmay, balki qachondir ta’sir qilgan bo‘ladi. Tasavvur predmet yoki hodisaning ikkilamchi obrazidir.

Tasavvur – arabcha so‘zdan olingan bo‘lib, o‘ylash, hayol qilish, ko‘z oldiga keltirish, o‘ylab zehnda gavdalantirish degan ma’nolarni beradi. Ya’ni, birinchidan narsa, hodisa va shu kabilar haqida kishi onggi-hayolidagi ma’lumot, bilim, tushuncha. Ikkinchidan, shunday ma’lumot, tushuncha, bilim shakllanishining manbai sifatidagi ong, hayol. [6]

[5] Ўзбек тилининг изоҳли луғати. «Ўзбекистон миллий энциклопедияси», 2 жилд, 2006-175 б.
[6] Ўзбек тилининг изоҳли луғати. «Ўзбекистон миллий энциклопедияси», 4 жилд, 2008-7 б.

Tasavvur qilish deganda esa – hayolda tiklash, gavdalantirish, idrok qilishni tushunamiz. Falsafa va psixologiyada bu terming nisbatan idrok qilingan, his etilgan narsa yoki hodisaning kishi onggida aks etishi, gavdalanishi tushuniladi.

Psixologiyada tasavvurni ikki asosiy turga bo‘lishadi: xotira tasavvuri (avval idrok qilingan narsalar obrazining qayta tiklanishi) va hayol obrazlari - xotirada saqlangan obrazlarning transformatsiya (qayta ishlanishi) natijasida yangi obrazlarning shakllanishi. Aynan hayol obrazlari orqali loyihalash masalalarining yechimini aniqlash ham talaba uchun, ham pedagog uchun qiziq jarayon hisoblanadi. Chunki o‘qituvchi loyihalash masalasining shartini e’lon qiladi va uning yechimiga qanday yondashish yuzasidan maslahatlarini beradi.

Chizmachilikni o‘qitish jarayonida talabalarda tasavvurning bu ikki turining rivojlanishi muhimdir. Masalan, talaba avval idrok qilgan detaliga qanday qirqim berish maqsadga muvofiqligini, qirqim bajarilgandan so‘ng u qanday ko‘rinishga ega bo‘lishini tasavvur qilishi xotira hamda hayol tasavvurlarining uyg‘unligini ta’minlaydi. Yoki hayolida loyihalagan detalining ko‘rinishlarini bajarish, unga tuzatishlar kiritish hayol obrazlarini qog‘ozda aks ettirishiga imkon beradi.

U yoki bu narsa haqidagi tasavvur uni ko‘p marta idrok qilish natijasida shakllanar ekan. Bu jarayonda narsa yoki hodisadagi belgilarni saralash ro‘y beradi va xotirada shu narsaga tegishli eng xarakterli xususiyat saqlanib qoladi. Masalan, talaba ko‘zdan kechirish, ko‘rinishlari bajarish, kuzatish natijasida turli texnika vositalarini kuzatish natijasida idrok qilgan detal va buyumlari asosida yangi detal yoki moslamani loyihalashi uchun idrokidagi buyumlarning xarakterli jihatlarini, belgilarini saralashi lozim bo‘ladi.

Idrokdan tasavvurga o‘tishda sezgi obrazlarining ma’lum soddalashishi ro‘y beradi. Masalan, talaba detalni loyihalagan dizayni talabga javob berishi, tejamkorligi, arzon va sifatliligi nuqtayi nazaridan eng to‘g‘ri variantni ajrata olishi va uni yanada takomillashtirilishiga e’tibor qaratiladi.

Tasavvurda avvalo narsalarning eng axborotlisi, asosiy elementlari ya’ni “suyagi” (asosi) saqlanadi. Bunday “suyak” sifatida odatda narsaning shakli, aniqrog‘i shaklning o‘zgachaligi namoyon b‘ladi. Masalan, loyihalash deganda yangi narsani ixtiro qilish ekanligini tasavvur qilamiz.

Aftidan, akslanayotgan narsa obrazini miya axborot bazasida bunday soddalashtirib saqlash tejamli hisoblansa kerak. Lekin obrazni soddalashtirish axborotning ma’lum qismini tushirib qoldirish bilan ya’ni yo‘qotish bilan bog‘liqdir. Shuning uchun ham tasavvur o‘zining to‘liqligi jihatidan idrokday bo‘la olmaydi.

E.V.Shoroxovaning o‘tkazgan tadqiqotlariga ko‘ra tasavvurda narsaga nisbatan odam tomonidan amaliy faoliyat ishga oshirilganda, narsaning eng avvalo ana shu amaliy faoliyat bilan bog‘liq belgilari saqlanib qolar ekan. Ayniqsa, qaysi faoliyat mahsuloti yoki asboblar yordamida amalga oshirilgan bo‘lsa, ular haqida aniqroq tasavvurga ega bo‘linadi. Shuning uchun ham talabalarda u yoki bu tasavvurni shakllantirish uchun kerakli narsalarni faqat

namoyish qilish bilan cheklanish kamlik qilar ekan. Namoyish albatta amaliy harakatlar bilan qo‘shib olib borilishi darkordir. Demak, loyihalash masalalari to‘g‘risida qanchalik gapirmaylik, loyihalangan buyumlardan foydalanmaylik talabada to‘laqonli bilim, ko‘nikmaga ega bo‘lishni ta’minlay olmaymiz. Shuning uchun albatta, ularga mustaqil ravishda grafik topshiriq bajarishni vazifa sifatida yuklashimiz shart. Shundagina ularda loyihachilik va konstruktorlik faoliyatiga oid tasavvur kuchli darajada saqlanib qoladi

Tasavvurni shakllantirishda narsalarning fazoviy xususiyatlarini abstraktlashtirish va umumlashtirishda so‘z muhim rolni bajaradi.

Narsalarning qismlarga ajralgan fazoviy tasavvurini shakllantirish maqsadida ularni namoyish qilish bilan birga amaliy harakatlar ularni albatta so‘z bilan tahlil qilinib borishi zarurdir chunki bu jarayonda narsalar shakli elementlarining orasidagi o‘zaro pozitsion munosabatlar oshkor bo‘lib boradi.

Narsani uning tasviri orqali tasavvur qilish ham juda foydalidir. Lekin tasvirlar ham har xildir, masalan, narsaning ko‘rgazmali yaqqol tasviri bilan uning ortogonal proyeksiyalari(tasvirlari) orasida katta farq bor, shuning uchun ham bunday vaziyat ularning har biriga alohida yondashishni taqozo qiladi.

Fazoviy tasavvurni shakllantirishda real predmetlarni idrok qilish va so‘z bilan ularni tavsiflash eng samarador usul hisoblanadi. Hozirgi kunda ma’ruza va amaliy mashg‘ulotlarda zamonaviy axborot kommunikatsion texnologiyalardan foydalanish an’anaga aylanib bormoqda. Demak, chizmachilik darslarida ham, ayniqsa “Loyihalash” mavzusini o‘qitishda undan samarali foydalanish zarur. Ya’ni, detalni loyihalash jarayonida amalga oshirilayotgan geometrik amallar yoki qirqish, o‘yish, pardozlash ishlarini AutoCAD va 3D max dasturlari yordamida 360^0 da ko‘rsatish hamda uni so‘z orqali tushuntirib berish talabaning tasavvurini juda kengaytiradi.

Tasavvur – hayol uchun asosiy qurilish materialidir. Aslini olganda, hayol - tasavvurning qayta o‘zgartirilishidan iboratdir, ya’ni ularni fikran qismlarga ajratish , birlashtirish, transformatsiya qilish va h.k.

Psixologiyada hayolni ikki turga bo‘lishadi: qayta tiklaydigan (yoki reproduktiv) va ijodiy (produktiv).

Birinchi holda odam narsa haqida avval idrok qilmagan ammo u haqida tavsif, sxema va boshqalar to‘g‘risida axborot olgan. Bunday obrazlarga xususan chizmalarni, sxemalarni o‘qish jarayonida hosil bo‘lgan tasavvurlar yotadi.

Ijodiy hayol jarayonida yangi obrazlar shakllanadi, ularning realizatsiyasi yangi moddiy va madaniy boyliklar yaratishga olib keladi (masalan, mashinaning konstruksiyasi, adabiy obrazlar va h.k.).

Hayolni rivojlantirish odamning chizma bajarish va uni o‘qish, umuman grafik faoliyatida muhim shartlardan biri hisoblanadi. Shuning bilan bir qatorda chizmachilikni o‘qitish jarayoni hayolning rivojlanishida eng muhim vosita hisoblanadi.

Odamning faoliyatida hal qiluvchi rolni erkin hayol ya’ni faoliyatning maqsadga yo‘naltirilgan erkin hayoli o‘ynaydi.

O‘tkazilgan tadqiqotlarga qaraganda hayol o‘qitish jarayonida rivojlanadi. Bu jarayonda muhim vazifalardan biri talabalarda hayol usullarini shakllantirish hisoblanadi. Bu yerda chizmachilik katta rol o‘ynaydi. Agar talabaga biror detal berilsa va vazifa sifatida uning dizayni takomillashtirish va vaznini kamaytirish masalalasi qo‘yilsa maqsadga yo‘naltirilgan erkin hayol qilish jarayoni boshlanadi.

Umuman olganda fazoviy hayolni rivojlantirishning muhim shartlaridan biri - amaliy faoliyatdir. Ammo, amaliy harakatlardan miyadagi harakatga o‘tish avtomatik ravishda ro‘y bermaydiganga o‘xshaydi. Bunda hayolning rivoji harakat bilan so‘zning qo‘shilish birligini talab qiladi.

Amaliy va nazariy masalalarini yechishda insonda tafakkur muhim o‘rinni egallaydi.

Tafakkur – inson faoliyatining yuksak formasidir. Tafakkur atrofdagi olamni bilish qurolidir va inson oqilona amaliy faoliyatining vujudga kelishi uchun shartdir. Sezgi va idroklarga, xotira va tasavvurlarga nisbatan tafakkur odamlarning bilish va amaliy faoliyatida alohida ahamiyatga ega.

Tafakkur – arabcha so‘zdan olingan bo‘lib, fikr yuritish, o‘ylash, fikrlash degan ma’nolarni beradi. Birinchidan, obyektiv voqelikning tasavvur, tushuncha va muhokamadagi faol in’ikos jarayoni, insonning fikrlash qobiliyati, fikrlash, ikkinchidan, o‘ylash, fikr yuritish, muhokama, o‘y deb tushuniladi.[7]

Tafakkur – voqelikning umumiylashtirib aks ettirilishidir.

Narsa yoki hodisalar o‘rtasidagi eng muhim bog‘lanishlar va munosabatlar tafakkur yordami bilan ochiladi.

Tafakkur insonning shunday aqliy faoliyaitidirki, bu faoliyat voqelikni eng aniq (to‘g‘ri), to‘liq, chuqur va umumiylashtirib aks ettirishga (bilishga), insonning yanada oqilona amaliy faoliyat bilan shug‘ullanishiga imkon beradi. Masalan, oldindan ko‘rib turish o‘z oldimizga geometrik, konstruktiv, dizayn va arzon tannarx shartlarini qo‘yishimizga va shu maqsadlarga muvofiq harakat qilishimizga imkon beradi.

Fazoviy tafakkur ham aqliy faoliyat turi bo‘lib, amaliy va nazariy masalalarni yechish jarayonida fazoviy obrazlarni barpo qilish va ular bilan fazoviy obrazlar harakatlarini ta’minlaydi. Masalan, loyihalanayotgan buyumni dastlab tasavvur qilishimiz, hayolan tekshirishimiz, uni qog‘ozdagi tasvirini loyihalashimiz kerak bo‘ladi. Bunda fazodan tekis chizmaga va aksincha, tekis chizmadan fazoga ko‘chish jarayoni va bu vaqtda uni takomillashtirishga oid aqliy faoliyat yuritish ishi amalga oshiriladi.

Tasavvur faoliyati fazoviy tafakkurning asosiy mexanizmidir. Obrazlar bilan harakatlarni amalga oshirish va qayta almashlashlar uning asosiy mazmunini tashkil qiladi. Fazoviy tafakkurda muttasil ravishda qayta kodlash sodir bo‘lib turadi, ya’ni fazoviy real obyektdan ularning shartli grafik tasvirlariga, uch o‘lchamli tasvirdan ikki o‘lchamli tasvirga va aksincha ko‘chib turiladi. Misol tariqasida berilgan uchta teshikdan tig‘iz o‘tadigan modelning loyihasini ishlab chiqish uchu teshik va unga mos geometrik sirtlar hamda bu sirtlar kombinatsiyasidan model hosil qilishni ko‘z oldiga keltirish lozimligini ko‘rsatishimiz

[7] Ўзбек тилининг изоҳли луғати. «Ўзбекистон миллий энциклопедияси», 4 жилд, 2008-7 б.

mumkin. Bunday detalni ko‘z oldiga keltirgandan so‘ng uni tasavvur faoliyati orqali fazoviy tafakkur etish jarayoni sodir bo‘ladi.

Tafakkur qilish - aqliy harakatlar qilish tarzida sodir bo‘ladi. Taqqoslash, tahlil va sintez, abstraksiya va umumiylashtirish, konkretlashtirish, klassifikatsiya va sistemaga solish aqliy operatsiyalarning asosiy turlaridir.

Taqqoslash – shunday bir aqliy operatsiyadirki, bu operatsiya ayrim narsalalar o‘rtasida o‘xshashlikni yoki tafovutni, tenglik eki tengsizlik borligini, bir xillik yoki qarama-qarshilik borligini aniqlashda ifodalanadi.

Taqqoslash fikr qilish protsessi bo‘lib, bu protsess idrok qilinayotgan narsalarning o‘xshashligi yoki tafovutini aniqlash lozim bo‘lganda, yoxud sezgilarda va idrokda bevosita aks etmagan o‘xshashlik va tafovutni topish lozim bo‘lgan hollarda sodir bo‘ladi. Masalan, mavjud moslamani takomillashtirish so‘ralganda uning yangidan farqi, afzalligi shuningdek, o‘xshashliklarini taqqoslash orqali anglash mumkin, ya’ni talabaga vazifa sifatida taqqoslashni berish lozim.

Buyumlarni bir-biri bilan taqqoslash chog‘ida ham abstraksiyalash jarayoni sodir bo‘ladi. Biron muayyan jihatlar hamisha bir-biri bilan taqqoslanadi, buyumlar yoki hodisalarning muayyan belgisiga (tusiga, shakliga, harakatlarining tezligiga va shu kabilarga) qarab, ular bir-biri bilan taqqoslanadi.

Tafakkur konkret va abstrakt tafakkur deb ikkiga bo‘linadi. Agar biz fikr yuritilayotgan narsani idrok qilsak yoki tasavvur qilsak, bu tafakkur konkret tafakkur bo‘ladi.

Bizning o‘zimiz shu onda ko‘rib turgan geometrik shakllar to‘g‘risidagi muhokamalarimiz mana shunday konkret tafakkurning bir misolidir. Biz tasavvur qilishimiz mumkin bo‘lgan biror egri chiziq to‘grisidagi, biror sirt to‘g‘risidagi muhokamalar ham konkret tafakkurga misol bo‘la oladi.

Bu – narsalarning obrazlariga bevosita tayanuvchi tafakkurdir. Bu - yaqqol tafakkurdir.

Konkret tafakkur ham predmetli-yaqqol tafakkur deb va obrazli-yaqqol tafakkur deb ikki xilga bo‘linadi.

Tafakkur obyekti bevosita idrok qilinadigan tafakkur predmetli-yaqqol tafakkur deb ataladi.

O‘zimiz ko‘rib turgan geometrik shakllar to‘g‘risidagi muhokamalarimiz mana shunday predmetli-yaqqol tafakkurga misol bo‘la oladi.

Dars vaqtida talaba biror murakkab sirtning tuzilishin izohlash bilan birga uni detal tarkibida mavjud ekanligini talabalarga ko‘rsatayotganida o‘qituvchining va o‘quvchining tafakkuri – obrazli-yaqqol tafakkur bo‘lishi mumkin. Tafakkurning bu turi, asosan, idrokka tayangan holda sodir bo‘ladi.

Predmetli-yaqqol tafakkur faqat muhokamalardagina emas, shu bilan birga bevosita harakatlarda ham namoyon bo‘ladi. Bunday tafakkur predmetli-harakatli tafakkurdir. “Loyihalash” mavzusini o‘qitishda ham predmetli-yaqqol tafakkur ham predmetli-harakatli

tafakkur qilish jarayoni amalga oshiriladi. Ya'ni bevosita bir nechta variantda loyihalanayotgan dinamik modellar yoki detallar ko'rgazmasi namoyish etiladi.

Tafakkur qilinayotgan narsani idrok qilmasdan, balki faqat tasavvur qilgan vaqtimizdagi tafakkur obrazli-yaqqol tafakkur deb ataladi. Bunday tafakkur xotira yoki hayol tasavvuriga tayanadi. Masalan, talabaga berilgan razmetka chiziqlari asosida modelni loyihalash vazifasida faqat detalning yaqqol tasvirida qirqish va kesish ishlari amalga oshirilib detal hosil qilinadi va obrazli-yaqqol tafakkur orqali detal tasavvur qilinadi hamda uning ortogonal proyeksiyalari bajariladi.

Har bir inson murakkab narsalarni (masalan, mashinalarni, tabiat hodisalarini) bevosita idrok va tasavvur qilgan hamma hollarda ham u haqida konkret tafakkur qiladi.

Abstrakt tafakkur umumiy va abstrakt tushunchalarga asoslanadi. Bu – tushunchalardan tarkib topgan tafakkurdir, bu tafakkur, asosan, ikkinchi signal sistemasining - nutq signal sistemasining faoliyati tufayli vujudga keladi.

Loyihalash masalalarini yechish vaqtidagi muhokamalarimiz abstrakt tafakkurga misol bo'la oladi.

Abstrakt tafakkur konkret tafakkurdan o'zinig g'oyat kengligi bilangina farq qilib qolmasdan, balki, shu bilan birga, voqelikni juda chuqur bilishga imkon berishi bilan ham farq qiladi. Bunda biz bir hukmning o'zida hamma narsalarga aloqador bog'lanishlar va qonunlar to'g'risida fikr yuritishimiz mumkin. Ayrim abstrakt muhokamalarda biz idrok ham, tasavvur ham qilib bo'lmaydigan narsalar to'g'risida fikr yuritishimiz mumkin. Biz shu paytgacha ko'zimiz tushmagan yoki biz bilmagan buyumlar to'g'risida, borliq to'g'risida abstrakt fikr yuritishimiz mumkin. Biz o'zi yurar mashinalar va unda joylashgan moslamalar to'g'risida ham fikr yuritishimiz mumkin bo'ladi.

Abstrakt tafakkur haqiqatga erishishga va voqelikni tag'in ham chuqurroq va to'laroq bilishga olib boradigan yo'ldir.

Abstrakt tafakkur va konkret tafakkur odamning yaxlit tafakkurini tashkil qiladi, bu ikkala tafakkur bir-biri bilan chambarchas bog'langandir. Bu bog'lanish avvalo shundaki, abstrakt tafakkur tarixan konkret tafakkur asosida taraqqiy qilgan. Masalan, ikki proyeksiyasi berilgan detalning uchinchi proyeksiyasini aniqlashda uning yechimini bir variantda aniqlash mumkin. Ammo yechim ko'p variantli bo'lishiga nima sabab bo'ladi. Aslida berilgan ikki proyeksiyada detal to'g'risida ma'lumotlar yetarli yoki aniq emasligidan bu muammo kelib chiqadi. Biroq qo'shimcha variantlar abstract tafakkur orqali vujudga keladi va ular biz bilgan geometrik sirtlardan ya'ni konkret tafakkurimizdagi ma'lumotdan tashkil topadi.

Ikkinchidan, abstrakt tafakkur bilan konkret tafakkurning birligi shundaki, har qanday konkret fikr abstrakt fikrga muayyan bir darajada kiradi va har bir abstrakt tafakkur jarayoni konkret tafakkurga tayanadi. Hatto eng oddiy konkret muhokamalarda abstraktlik momenti bor. Masalan, "Bu – asosi to'rtburchak piramida" va "Bu asosi to'rtburchak prizma" degan konkret muhokamalarda "asos", "to'rtburchak" degan so'zning o'zi abstrakt tushunchadir. Umumiyat faqat ayrim narsalar orqali mavjuddir. Har bir ayrim narsa

umumiydir. Har qanday umumiyat narsaning ayrim bir tomoni (qismi yoki jihati, yoki mohiyatidir).

Tafakkurning turiga qarab, nazariy va amaliy tafakkurlarga ajratiladi.

Hodisalarni izohlashaga qaratilgan tafakkur nazariy tafakkur deb ataladi. Biror narsani izohlab berish, noma'lum narsani ma'lum qilish demakdir. Buning uchun esa noma'lum narsani ma'lum narsa bilan bog'lash lozim. Demak, turli va ayrim tushunchalar o'rtasidagi bog'lanishlarni va munosabatlarni ochib berish hamda shu bog'lanishlarni muhokamalarda izohlab berish kerak bo'ladi.

Jumladan, izohlab berish – izohlanayotgan hodisaning sababini topish demakdir; bunday izohlash izohlanayotgan narsani shu narsa mansub bo'lgan turkum to'g'risidagi tushuncha doirasiga kiritib, uning farq qiladigan belgilarini ko'rsatib berish demakdir; biror hodisaning maqsadini, uning nima uchun mavjudligini, uning ahamiyatini va vazifasini ko'rsatib berish demakdir.

Izohlovchi tafakkur jarayonlarida bir qancha savollarga, masalan: "buning o'zi nima?", "nega?", "nima sababdan?","nima uchun?", "falon xil hodisalar yoki tushunchalar o'rtasida qanday o'xshashalik yoki farq bor?" degan va shu kabi savollarga javob beriladi. Masalan: "Tarelka, piyola, kosa va laganlarning ostida silindrik, konus yoki yarim sferik botiqlar mavjud", "Geopmetrik sirtlar formasidan geometrik jismlar, modellar, detallar hosil bo'ladi", "Buyumlarni loyihalashda geometrik sirtlar kombinatsiyasidan foydalaniladi". Mana shu misollarning hammasida hodisalar o'rtasidagi bog'lanishlar va munosabatlar qayd qilinmoqda.

Agar izohlovchi tafakkur umumiy (abstrakt) hukmlarda ifodalansa, bunday tafakkur nazariy tafakkur deb ataladi. Masalan, "Loyihalanayotgan buyum dizayni estetik jihatdan yuqori pog'onaga chiqadi", "Buyumning foydali ish koeffitsiyenti oshadi", "Loyihalash masalasi talabaning fazoviy tasavvurini o'stiradi" "Loyihalash masalalari talabalarni ijodiy izlanishga jalb qiladi" degan muhokamalar ayni vaqtda ham nazariy, ham abstrakt tafakkurdir.

Yuqoridagilardan ko'rinib turibdiki ortogonal proyeksiyada pozitsion, metrik masalalarni yechish jarayonida talabadagi psixologik holatni pedagogik nuqtayi nazar bilan uyg'unlashtirish lozim ekan. Shundagina kutilgan natijaga erishish mumkin bo'ladi.

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THE FUTURE OF ENGLISH AS A WORLD LANGUAGE AN ENGLISH FAMILY OF LANGUAGES, A UNIQUE EVENT

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KEYWORDS

English language, Global language, Lingua franca, Language evolution, Language diversity, Multilingualism

ABSTRACT

The spread of English as a global language is one of the most significant linguistic events in history. Today, English is the language of international communication, commerce, science, and technology. However, the future of English as a world language is uncertain, with the emergence of new global players such as China and India. This article explores the evolution of English as a global language, the challenges it faces in the future, and the possibility of an "English family of languages" as a solution to maintain English's position as a global language.

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Introduction: English has become the world's most widely spoken language, used for communication in science, commerce, and technology. Its widespread use has led to a complex linguistic and cultural history, with both positive and negative impacts on language diversity and multilingualism. However, with the emergence of new global players and technological advancements, the future of English as a global language is uncertain. This article explores the evolution of English as a global language, the challenges it faces in the future, and the possibility of an "English family of languages" as a solution to maintain English's position as a global language.

The Evolution of English as a Global Language: English has a rich and complex history as a global language. It first spread to other parts of the world during the British Empire, when English-speaking colonizers brought their language to different continents. Over time, English evolved as a lingua franca, a language used for communication between people who do not share a first language. Today, English is the most widely spoken language in the world, with over 1.5 billion speakers worldwide.

The spread of English as a global language has had significant impacts on both language diversity and multilingualism. While English has provided a common language for communication and trade, it has also led to the marginalization of other languages and cultures. In many parts of the world, the use of English has become a marker of power and privilege, leading to the loss of indigenous languages and cultural identity.

The Challenges Facing English as a Global Language: The rise of new global players such as China and India presents a significant challenge to the continued dominance of English as a global language. As these countries grow in economic and political influence, they are promoting their own languages as important global languages. For example, China has invested heavily in the promotion of Mandarin as a language of business and diplomacy, while India has sought to promote Hindi as a global language.

The proliferation of new technologies and communication channels also presents a challenge to the dominance of English. The rise of machine translation, voice recognition, and natural language processing technologies is making it easier for people to communicate across language barriers. This could lead to a future where people no longer need to rely on a single global language like English for communication.

An English Family of Languages?: To maintain English's position as a global language, some linguists have proposed the concept of an "English family of languages." This would involve recognizing the diverse forms of English spoken around the world and acknowledging them as distinct languages in their own right. For example, American English, British English, and Australian English could be recognized as separate languages with their own unique features.

Recognizing English as a family of languages would help to promote language diversity and multilingualism while also acknowledging the role that English has played as a lingua franca. This approach would also help to counter the dominance of English as a

language of power and privilege, by recognizing the unique contributions of different English varieties to global communication.

The Future of Global English: The future of English as a global language is a topic of great debate, with some experts predicting that its position as the world's lingua franca will only continue to strengthen, while others argue that new technologies and emerging global players may lead to a decline in its use. Here, we explore some of the potential challenges and opportunities facing the future of English as a global language.

Challenges

One of the primary challenges facing the future of English as a global language is the rise of new global players, such as China and India, which are rapidly growing and becoming increasingly influential on the world stage. As these countries continue to develop and expand their influence, they may also promote their own languages, which could potentially challenge the dominance of English.

Another challenge is the impact of technology on language use. With the rise of social media and other digital platforms, people are increasingly communicating through text and other forms of electronic communication, which may lead to a further fragmentation of language and an increase in non-standard forms of English.

Finally, there is the challenge of linguistic diversity and the need to recognize and value the unique contributions of different English varieties and dialects. While English has become a lingua franca, it is important to remember that there are many different English varieties, each with their own distinct grammar, vocabulary, and pronunciation. Neglecting these variations can lead to a loss of linguistic diversity and cultural heritage.

Opportunities

Despite these challenges, there are also many opportunities for the future of English as a global language. For example, the growth of English as a lingua franca has led to increased international cooperation and understanding, particularly in the fields of science, technology, and commerce.

Furthermore, the rise of new technologies and digital platforms presents an opportunity to expand the use of English even further. With the ability to communicate instantly across the globe, English may become an even more important tool for global communication and collaboration.

Finally, the concept of an "English family of languages" provides an opportunity to promote linguistic diversity while also recognizing the important role that English has played as a lingua franca. This approach acknowledges the unique contributions of different English varieties and dialects, and can help to preserve linguistic diversity while also maintaining English's position as a global language.

Conclusion: The future of English as a global language is uncertain, but the evolution of English as a lingua franca and the rise of new global players and technologies present significant challenges. To maintain its position as a global language, we must recognize the importance of linguistic diversity and multilingualism, and acknowledge the unique

contributions of different English varieties to global communication.

The concept of an "English family of languages" provides a solution to these challenges by promoting language diversity while also recognizing the role that English has played as a lingua franca. However, implementing this concept will require a shift in mindset from viewing English as a single, dominant language to recognizing its diverse forms and dialects as separate and equally important languages.

As we look to the future, it is essential that we continue to value and promote linguistic diversity. This will require a global effort to support and preserve endangered languages while also recognizing the importance of global communication and cooperation. By doing so, we can ensure that English, and other languages, continue to evolve and adapt to the changing needs of the world.

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PSYCHOLOGICAL LAWS OF PERSONALITY FORMATION AT SCHOOL AGE. PRINCIPLES OF INDIVIDUAL TREATMENT OF STUDENTS

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KEYWORDS

personality formation, school age, psychological laws, individual treatment, holistic development, educational settings, children

ABSTRACT

This article explores the psychological laws that govern the formation of personality during the school-age years. It delves into the crucial role of individual treatment in fostering the holistic development of students. By examining key psychological principles and their application in educational settings, this article aims to provide educators, parents, and stakeholders with valuable insights into promoting healthy personality development in school-aged children.

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Introduction: The school years play a crucial role in shaping a child's personality. It is during this period that children experience significant cognitive, emotional, and social development, which lays the foundation for their future growth. To ensure optimal development and well-being, educators and parents need to understand the psychological laws that govern personality formation at school age. Moreover, adopting principles of individual treatment can help create a supportive learning environment that caters to the unique needs of each student. This article explores the psychological laws influencing personality development and outlines principles for providing individualized care to students.

Law of Individual Differences: The law of individual differences recognizes that each child possesses unique characteristics, talents, and needs. No two students are identical, and their personalities are shaped by a combination of genetic predispositions, environmental factors, and personal experiences. Educators should embrace this law by fostering an inclusive environment that respects and celebrates diversity. By recognizing and addressing individual differences, teachers can cater to various learning styles, interests, and abilities, thereby promoting holistic development.

Law of Proximity: The law of proximity suggests that individuals tend to form closer relationships with those they interact with regularly. In a school setting, students spend a significant amount of time with their teachers and peers. Educators can leverage this law by creating a positive and supportive classroom atmosphere that encourages social interaction, collaboration, and empathy. By fostering strong teacher-student relationships and promoting peer-to-peer connections, students feel a sense of belonging, leading to enhanced well-being and overall personality development.

Law of Readiness: The law of readiness emphasizes that individuals are most receptive to learning when they are psychologically prepared and motivated. At the school age, students exhibit varying levels of readiness for different subjects, skills, or concepts. Teachers should employ strategies to assess and cultivate students' readiness levels, providing appropriate challenges that align with their cognitive and emotional development. By recognizing and accommodating readiness, educators can enhance engagement and facilitate optimal learning experiences, resulting in improved self-esteem and confidence.

Law of Reinforcement: The law of reinforcement posits that behaviors that are reinforced are more likely to be repeated, while those that are not reinforced diminish over time. Educators should employ positive reinforcement techniques to encourage desirable behaviors, such as hard work, kindness, and perseverance. By acknowledging and rewarding students' achievements, progress, and efforts, teachers can foster a positive self-concept and promote intrinsic motivation. This approach contributes to the development of resilient and self-directed learners.

Law of Developmental Continuity: The law of developmental continuity recognizes

that personality development is an ongoing and gradual process. Students' personalities are shaped not only by their current experiences but also by their past experiences. Educators should take into account students' developmental histories, considering their previous educational experiences and personal backgrounds. By understanding the continuity of development, teachers can tailor instructional approaches and interventions that address individual needs and promote growth across multiple domains.

Conclusion: Understanding the psychological laws that govern personality formation at school age is essential for educators and parents alike. By recognizing the uniqueness of each student, fostering positive relationships, accommodating readiness, employing reinforcement techniques, and acknowledging developmental continuity, educators can provide individualized treatment to students. This approach enhances their overall well-being, promotes holistic development, and lays the foundation for a successful and fulfilling educational journey. Ultimately, by embracing these principles, schools can create an inclusive and nurturing environment that supports the growth and flourishing of every student.

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INDICATORS OF EFFICIENCY OF WORK OF BIOLOGICAL TREATMENT FACILITIES

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KEYWORDS
sewage, biological cleaning, active il, saprofit mikrorganizmlar, aerasiyalash, neutralization, mechanical stage

ABSTRACT
This article is from the water of the ditches and large industrial enterprises from the public dressing methods for cleaning them gigienik description, according to the purpose of the method applied in order to study the coverage has given the results of a survey conducted are coming. Open ponds in protecting from biological substances that down along with cleaned the waste water and sanitary cleaning device including large aerotenklar gigienik importance.

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БИОЛОГИК ТОЗАЛАШ ИНШООТЛАРИНИ ИШ САМАРАДОРЛИК КЎРСАТКИЧЛАРИ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

канализация, биологик тозалаш, фаол ил, сапрофит микрорганизмлар, аэрациялаш, зарарсизлантириш, механик босқич

ANNOTATSIYA/ АННОТАЦИЯ

Мазкур мақола аҳолидан ва йирик ишлаб чиқариш корхоналаридан хосил бўладиган оқава сувларни тозалаш усуллари, уларни гигиеник тавсифи, қўлланиладиган усулларни мақсадга мувофиқ келишини ўрганиш мақсадида олиб борилган тадқиқот натижаларини ёритиб берган. Очиқ сув ҳавзаларини тозаланган чиқинди сув билан бирга тушадиган моддалардан ҳимоя қилишда биологик тозалаш қурилмалари, жумладан аэротенклар катта санитар ва гигиеник аҳамиятга эга.

Кириш. Ичимлик хўжалик-маиший сув таъминоти, чўмилиш, спорт билан шуғулланиш, дам олиш ва даволаш мақсадларида фойдаланиладиган сув объектлари, жумладан шаҳар ва қишлоқ минтақасида жойлашган сув объектлари, инсонга биологик, кимёвий ва физик зарарли таъсир этувчи омил манбаси бўлмаслиги лозим. Инсонлар учун сув объектларини ҳавфсизлиги ва зарарсизлик мезонлари, жумладан сувдаги кимёвий, биологик моддалар, микроорганизмлар, радиацион фон даражасини йўл қўйиладиган концентрацияси санитар қоидалар билан ўрнатилади.

Ю.А.Рахманин (2017) маълумотларига кўра сув ҳавзаларини санитар муҳофазаси жуда ҳам долзарбдир. Гап шундаки, Ўзбекистон Республикаси очиқ сув манбалари-дарёлар, сув омборлари, кўллардан олинган ҳар тўртинчи намуна, санитар-кимёвий кўрсаткичлар бўйича, ҳар ўнинчи намуна бактериологик кўрсаткичлар бўйича зарурий гигиеник талабларга мос келмайди.

Биламизки, ер юзида мавжуд сув заҳиралари сайёрамиз бўйлаб бир текисда тақсимланмаган. Марказий Осиёда ҳам ичимлик сув муаммоси анча кескин ва оғриқли муаммо бўлиб ҳисобланади. Сув муаммоси бу-нафақат Орол фожеаси, дунёнинг бошқа минтақаларидаги маҳаллий сув муаммолари эмас-бу глобал муаммодир.

Чиқинди сув билан ифлосланган сув нафақат яроқсиз ёки кам яроқли бўлиб қолади, балки у таъсир этадиган бутун табиий муҳитга сезиларли, кўпинча тузатиб бўлмайдиган зарар келтиради. Ифлосланган сувда балиқлар нобуд бўлади, ўсимлик ва ҳайвонот оламининг бошқа вакиллари йўқолиб боради. Сув ресурсларини ҳимоя қилиш муаммосини ҳал этиш асосан, уларни чиқинди сув билан ифлосланишидан асрашдан иборатдир.

Текшириш усуллари ва материаллари.

Тадқиқотни олиб боришда Тошкент шаҳри аҳолисидан хосил бўлувчи оқава сувларни тозалаш станцияси бўлган Бозсу ва Салар канализация тозалаш

станцияларининг иш фаолиятини баҳолаш амалиётида кенг қўлланиладиган санитар –топографик, санитар-техник текшириш усуллари, лаборатория тадқиқот натижалари ва олинган материалларни статистик қайта ишлаш усулларидан фойдаланилди.

Олинган натижалар муҳокамаси. Маиший чиқинди сувлар 60%га яқин органик моддалар сақлайди, уларни санитар аҳамияти эса айниқса каттадир. Чиқинди сувларга тушувчи ифлослантирувчиларни шартли равишда бир қанча гуруҳларга бўлиш мумкин. Демак, физик таркиб бўйича эримайдиган, коллоид ва эрийдиган қўшимчалар ажратилади. Одатда минерал ифлослантирувчилар қум, лой аралашмалари, металл заррачалари, минерал тузлар, эрувчи кислоталар, ишқорлар ва бошқа моддалар кўринишида намоён бўлади. Органик ифлослантирувчилар эса келиб чиқиши бўйича ўсимлик, ҳайвон ва бактериал турларига бўлинади

Аэротенк қурилмаси чиқинди сув таркибидаги органик моддаларни парчалаш вазифасини самарали бажариши учун, қурилмага фаол ил ва сиқилган ил берилади. Мазкур учлик яъни, фаол ил+чиқинди сув+сиқилган ҳаво органик моддаларни парчалаш вазифасини бажаради. Аэротенк таркибида қуйидаги сапрофит микроорганизмлар, содда сув жониворлари: Apcella vulqaris, Paramecium caudatum, Podophya fixa, Podophya collini, Hialodiscus limax, Aspidisca turrida, Aspidisca costata, Euplotes patella, Euplotes charon, Opercularia coaron, Ciclidium claucoma, Oxitricha pellionella, Cathipna luna, Epistylis plicatilis, Rhabdostyla, Caenomorpha sapropellica, Vorticella alba, Vorticella microstoma, Callidina vorax, Colpidium colpoda, Colpoda steini, Zitonotus anser, Zitonotus lamella, Amphileptus carchesii, Nematoda, Beggiatoaalba мавжуд бўлади.

Иншоотдаги аэротенкаларнинг ўрнатилган қуввати 735 минг м3/суткани ташкил қилади. Ҳозирги кунда 640-650 минг м3/сутка оқава сувларни қабул қилади. Аэротенкада ҳаво миқдори 2,0-5,0 мг/л оралиғида бўлиши керак. Аэротенкадаги биологик тозалаш жараёни 25%лик регенерация режимида 2,8 соатни ташкил этади ва тозалаш миқдори 90-95%ни ташкил этади.

Технологик объектларни –аэротенк, стабилизатор ва контакт ҳовузларни ҳаво билан таъминлаш учун ҳаво хайдаш агрегатлари хизмат қилади. Бозсу аэростанциясидаги №1 ҳаво ҳайдаш биносида 2 дона SG-52 русумли Q - 22500 м3\соат бўлган ва 3 дона SG-70 русумли Q -45000 м3\соат бўлган ҳаво хайдаш агрегатлари ўрнатилган. Технологик ҳисобларга асосан аэротенк ва стабилизаторларга 135000м3/соат ҳаво билан доимий равишда таъминлаб турилади. Сувдаги эриган кислород миқдори иншоот химбаклабораторияси томонидан мунтазам назорат қилинади ва керакли миқдордаги ҳавони замонавий ҳаво ҳайдаш агрегатларида 60-100% ростланади. Ҳозирги кунда технологик жараён нормал ҳолатда ишлаши учун 115000м3/соат ҳаво берилмоқда. Ҳаво ҳайдаш агрегатлари локал бошқариш пульти ва дистанцион назорат компьютери билан таъминланган.

I-навбат биологик тозалаш бўлимида 10 дона Д-40м бўлган иккиламчи тиндиргичлар мавжуд.

II- навбат биологик тозалаш бўлимида 4 дона Д-40м бўлган иккиламчи тиндиргичлар мавжуд.

Иккиламчи тиндиргичнинг қуввати 50 000 м3/сут ташкил қилади. Ил сўрғичнинг иш унуми 770м3/соат. Фаол қуйқа 99,5% намликда аэротенканинг қуйи каналига ўз оқими билан қайтарилади, шу жумладан 50% аэротенкага, қолган қисми қуйқани қайта ишлаш бўлимига юборилади. Оқава сувни марказдан лотокка оққан тезлиги 0,05м/сек. Тозаланган сувни лотокка бир меъёрда тушириш учун тишли мосламалар ўрнатилган. Тиндириш вақти 1,5-2 соат. Иккиламчи тиндиргичдан чиққан тиндирилган (15-20мг/л) сув гипохлорит натрий билан зарарсизлантириш учун контакт ҳовузларига юборилади.

Иккиламчи тиндиргичнинг қуввати 50 000 м3/сут ташкил қилади. Ил сўрғичнинг иш унуми 770м3/соат. Фаол қуйқа 99,5% намликда аэротенканинг қуйи каналига ўз оқими билан қайтарилади, шу жумладан 50% аэротенкга, қолган қисми қуйқани қайта ишлаш бўлимига юборилади.

Станцияда чиқинди сувни тозалаш учун гипохлорит натрий эритилган тузли сувни махсус электролиз сиғимларда электролизлаш йўли билан ишлаб чиқарилади. Гипохлорит натрий тузли сувни махсус электролиз сиғимларда электролизлаш йўли билан ишлаб чиқарилади. Гипохлорит натрий оддий хлордан бири бўлиб, оқава сувни дизинфекция қилиш учун кенг қўлланилади ва бактериоцид самарадорлиги бўйича суюқ хлордан кам эмас. Оқава сувларни гипохлорит натрий билан зарарсизлантириш 1996 йилдан бери амалга оширилади.

Электролиз сиғимларнинг умумий сони – 122 дона. Умумий хажми- 490 м3. Тайёр гипохлорит натрий хажми 50 м3 ва 60 м3 бўлган метал сиғимларга йиғилади. Гипохлорит таркибидаги фаол хлор миқдори 3г/м3. Суткалик эл.энергия сарфи 900-1000кВт/соат.

Хулоса. Олиб борилган тадқиқот натижасида шундай хулоса қилиш мумкинки, аэростанциялрда мавжуд бўлган биологик тозалаш иншоотлари ичида аэротенкларнинг иш жараёни, самарадорлиги ва аҳамиятини ҳеч бир қурилма билан таққослаб бўлмайди. Мазкур иншоотни айниқса йирик станциялардаги ўрни алоҳида аҳамиятга эга. Ҳозирги кундаги уларнинг техник ва гигиеник самарадорлик кўрсаткичлари бир неча марта пасайган ва бунинг асосий сабаби бўлиб тозалаш станциясига келаётган оқава сувлар хажмини станцияларнинг лойиҳадаги хажмига мок келмаслиги (ундан бир неча марта юқори) бўлиб ҳисобланади.

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THE ROLE OF FAMILY EDUCATION IN THE PEDAGOGY OF THE UZBEK PEOPLE

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KEYWORDS

Educational process, family, morality, behavior, child, parents

ABSTRACT

Education is one of the most urgent issues of today. Thus, extensive reforms are being carried out in this regard in our country, and great importance is attached to it. Because we live in society, we witness the good and bad behavior of people and their bad morals. Family is considered the first root of the origin of human morals and upbringing. In this article, we have presented the influence of the family environment on child education, how important and important it is, and the opinions of thinkers and scientists on the issues of education.

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O’ZBEK XALQ PEDAGOGIKASIDA OILAVIY TARBIYANING O’RNI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Tarbiya jarayoni, oila, axloq, xulq-atvor, farzand, ota-ona

ANNOTATSIYA/ АННОТАЦИЯ

Hozirgi kunning eng dolzarb masalalaridan biri bo’lib kelayotgan bu tarbiya hisoblanadi. Shunindek, yurtimizda bu borada keng islohatlar olib borilmoqda va bunga katta ahamiyat qaratilmoqda. Chunki biz jamiyatda yashar ekanmiz, insonlarning yaxshi va yomon xulq-atvorlariga va ulardagi illatli axloqlariga guvohi bo’lamiz. Tarbiyanining qandayligi va insondagi axloqning kelib chiqishining birinchi ildizi esa oila sanaladi. Biz bu maqolada oilaviy muhitning bola tarbiyasiga ta’siri , undagi tarbiya qanchalik muhim va ahamiyat kasb etishini va mutafakkir va olimlarning tarbiya masalarida yuritgan fikr-mulohazalari keltirilib o’tilgan.

Bugungi kunning eng zaruriy masalalaridan biri bo’lib kelayotgan yoshlar tarbiyasidir. Chunki tarbiya yoshlikdan, qolaversa ona qornidaligidanoq boshlanadi va shu yo’sinda farzand ulg’ayadi. Prezidentimiz Shavkat Mirziyoyev ham bu borada nutq so’zlaganlar ; Tarbiya haqida so'z borar ekan, avvalo tarbiya o'zi nimaligi haqida bilib olishimiz kerak. Tarbiya- bu shaxsda muayyan jismoniy, ruhiy, axloqiy, ma’naviy sifatlarni shakllantirishga qaratilgan amaliy pedagogik jarayon; insonning jamiyatda yashashi uchun zarur bo‘lgan xususiyatlarga ega bo‘lishini ta’minlash yo‘lida ko‘riladigan chora tadbirlar yigindisi sanaladi. Tarbiya jarayoni tarbiyachi va tarbiyalanuvchidan tashkil topadi. Ammo tarbiya yosh va jins tanlamaydi. Tarbiya jarayoni bu uzluksiz jarayon sanaladi.

Bizga ma'lumki , xalqimiz oilani yuksak qadriyat sifatida qadrlaydi. Oila esa bu turmush va vijdon qonunlari asosiga quriladi, o ‘zining ko’p asrlik mustahkam va ma’naviy tayanchlariga ega bo‘ladi va Oila jamiyat negizi hisoblanadi. Shuning uchun ham tarbiya avvalo oiladan boshlanadi.Bolani yoshligidan ongiga mehr-muruvvat, oqibat va sadoqat tushunchalari singdiriladi. Tarbiya o'chog'i bo'lgan oila bu ijtimoiy muhitning bir bo'lagi hisoblanadi.Bu haqda Abdurauf Fitrat «Rahbari najot» asarida shunday yozgan edi: «Suv qaysi rangdagi idishda bo‘lsa, o‘sha rangda tovlangani kabi bolalar ham qanday muhitda bo’lsalar, o‘sha muhitning har qanday odat va axloqini qabul qiladilar. Axloqiy tarbiyaning eng buyuk sharti shundan iboratki, bolalar ko‘proq yaxshi va yomon ahvolni o'z uylaridan, ko'chadagi o‘rtoqlaridan, maktabdagi o‘quvchilardan qabul qiladilar» Ma’rifatchilardan biri Rizouddin ibn Faxriddinning «Insonlarning dinu-dunyolarini tuzatmoq matlub bo'Isa, eng avval go'zal xulqqa ega bo'lmoq ila oilalarni tuzatingiz. Oilalar tuzalganidan so‘ng din ham, dunyo ham tuzaladi» degan gaplarida katta bir haqiqat ifodalangan.Bolalarning tarbiyasida tarbiya institutlarining o’rni kattadir. Tarbiya institutlardan birinchi bu oiladir. Chunki xalqimiz oila ma’naviyatiga yuksak qadriyat siatida alohida e’tibor bilan qaraydi. Oiladagi barcha insonlarga bolaga namuna bolib , bola ulardan o’rnak oladi va o’sha muhitda shakllanib boradi.Aynan shu maskanda dunyoga kelgan farzand ota-onadan nafaqat irsiy xususiyatlarni oladi, balki ulardagi xatti-harakat, axloq-odob qoidalarini ham egallab

boradi. Ota-ona o‘rtasidagi o‘zaro hurmat, mehr-oqibat, halollik, poklik, mehnatsevarlik, insonparvarlik kabi oliy darajadagi qadriyatlar ona suti, oila a’zolari mehri va namunasi bilan bola xulqi, xatti-harakati mazmuniga singib boradi. «Qush uyasida ko‘rganini qiladi», degan purhikmat so‘zlar oila tarbiyasining negizini tashkil etadi.Oilaning vazifalaridan yana biri bu bo’sh vaqtni samarali tashkil etishdan iboratdir. Bosh vaqt jamiyatning ijtimoiy qadriyatlaridan biri sanaladi. Oilada bo‘sh vaqtni faol tashkil etish, ya’ni kitobxonlik, mehnat, shuningdek, muzey, kino, teatr, konsert va tarixiy obidalarga, qadamjolarga sayohatlar uyushtirish va boshqalar oila barkamolligini ta’minlashning muhim vositasidir. Agar ota-ona bo’sh qoldimi ko’proq farzand tarbiyasi bilan shug’ullanishi kerak. Farzandning bo’sh qolishi natijasida turli xil yomon xulq atvorlarlar yoki yomon xatti harakatlar yuzaga kelishi mumkun. Bekorga xalqimiz „bekorchidan hudo bezor’’ deb aytilmaydi. Aslida, inson bo’sh qoldimi biror bir ish bilan shug;ullanishi kerak. Har bir ota-onaning vazifasiga oilada har tomonlama sog‘lom turmush tarzini qaror toptirish, oilaning ijtimoiy-iqtisodiy barqarorligi,farovonligiga erishish, oilada bilimli, aql-zakovatli, uddaburon, jismoniy va ma’naviy barkamol insonni tarbiyalash, oila an’analari, kasb-kori, shajarasining davomiyligini ta’minlash, bo‘sh vaqtni unumli o‘tkazishga erishish hamda giyohvandlik, maishiy nopoklik, axloqsizlik, nosog‘lom e’tiqod, aqidaparastlik, xoinlik kabi ba’zi bir illatlarning paydo bo‘lishiga yo‘l qo‘ymaslik va boshqalar kiradi. Oilada kim nima bilan band va qanday ishlar bilan shug‘ullanishi bir-biriga ayon bo‘ladi. Deylik, o‘g‘illardan biri uyga o‘z vaqtida kelmaydigan odat chiqara boshladi. Buni, albatta, dastlab, aka-singillar yoxud opa-ukalar, keyinchalik esa ona sezib qoladi. Ota bilmasligi mumkin.Ona, aka yoki opalar o‘sha noxush voqea va hodisaning, o‘g‘il yoki qizning nojo‘ya xatti-harakat qilishi yoxud noto‘g‘ri yo‘lga kirishining oldini olishlari zarur. Bu ishni u sababsiz kech kelgan birinchi kundanoq boshlash kerak.

O'zbek xalq pedagogikasida bolada yaxshi fazilatlarini shakllantirish uchun birinchi navbatda oila a'zolari ota-ona., aka-uka, opa-singil va yoshi kattalarga bo'lgan mehr-muruvvat hissida tarbiyalandi. Oilada bolaning axloqiy tarbiyalashda xalq donishmandlarining odob axloq to'g'risidagi gaplari, tarbiyali ertak va hikoyalar orqali bolaga tarbiya berilib boriladi. Shuningdek, oilada ota va onaning o‘rmi haqida ham qator maqollar mavjud: «Ota - aql, ona - idrok», «Ota - bilak, ona - yurak», «Ona -daraxt, bola - meva», «Onangni quyosh bilsang, otangni oy bil», «Ota -bola uchun taxt yasar, baxt yasay olmas», «Otangga qiiganingni bolangdan ko‘rarsan», « O‘g ‘il-qiz yaxshi bo‘lsa, ota-ona xursand. O‘g‘il-qiz dono bo‘lsa elu yurt xursand».

Har bir o'zbek oilasida qarmdoshlik munosabatlariga katta e'tibor qaratiladi.Buni quyidagi xalq maqollarida ko‘rishimiz mumkin: «Borsang - qarindosh, bormasang - begona», «Do‘st safarda bilinar, og‘a-ini - kulfatda», «Oziqli ot horimas, qarindoshli qarimas», «Yeb-ichganda yot yaxshi, qayg‘u kunda - qarindosh». «Inisi borning irisi bor», «Onangni kaftingda tutsang, singlingni boshingda tut», «Ota - xazina, aka-uka — tayanch» va h.k.

Bir qancha olimlar ham tarbiya haqida bir qancha fikrlarni bildirib o'tishgan. Shular

jumlasidan, taniqli etnograf olim hisoblangan I. Jabborovning ta'kidlashicha, o‘zbek oilalarida yoshiga, jinsiga va tabiatiga qarab bola tarbiyasiga alohida e ’tibor berilgan. Masalan, o‘g‘il bolalarga yoshligidan otalar urug‘ining davomchisi, merosxo‘ri, oila or-nomusi va iftixori, himoyachisi, qizlarga nisbatan ustun turadigan erkaklik fazilatlarini ongiga singdirib, qizlarga esa bo’lajak ona va uy bekasi vazifasini ado etuvchi shaxs sifatida tarbiya berishgan. Asta-sekin voyaga yetishi bilan o‘g‘il bola ota ta’sirida, qiz bola ona ta’sirida muayyan tartiblarga o‘rgatila boshlangan. Odat bo‘yicha bolalar 6-7 yoshidan mehnatga o‘rgatilib, dastavval yengil ishlarni, 10-12 yoshidan boshlab og‘ir xo‘jalik ishlarini bajara boshlaganlar. Bola tarbiyasiga ota-ona, mahalla, jamoatchilik, alohida e’tibor bergan, ayniqsa, ularning odob-ikromli bo’lishi ko‘pchilikning diqqat markazida turgan». Sharq olimlarining bir qancha asarlarda ham tarbiya masalalalari to'g'risida ko'rishimiz mumkin; Kaykovusning «Qobusnoma»sidan tortib, Al- Xorazmiy, Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sinolarning nazmiy va nasriy asarlarida, Yusuf Xos Hojibning «Qutadg‘u bilig» («Baxt keltiruvchi bilim»), Ahmad Yugnakiyning «Hibatul haqoyiq». («Haqiqat sovg‘alari») kabi jahonga mashhur asarlarida, Navoiyning o‘lmas she’riyatida, Munis Xorazmiyning «Savdi ta’lim», Qori Niyoziyning «Hayot maktabi», Abdulla Avloniyning «Turkiy Guliston yoxud axloq» asarlarida Sharq xalqlari, xususan, o‘zbek xalqiga xos bo‘lgan ibratli tomonlar ochib berilganki, ular qalami orqali xalqimizning ota-onani hurmatlash, insoniylik, oqibat, mehr-shafqat, mehmondo‘stlik, ma’rifatga chanqoqlik, onani (ayolni) ulug‘lash, farzandga mehrli va fidoyi bo‘lish kabi fazilatlari dunyoga tanilgan.

Bizning buyuk mutafakkirlarimizdan biri bo’lgan hamma sohalarda qalam tebratgan ensiklopedist olim Abu Ali Ibn Sino buyuk muallim edi. Uning ,,Donishnoma’’ asari necha yuz yillar davomida tarbiyachilar uchun qo’llanma bo’lib kelgan. «Donishnoma»da ta’lim-tarbiya, ilm-ma’rifat, insonning ruhiyati, axloq va odob kabi masalalar to‘g‘risida chuqur fikrlar ifodalangan. «Donishnoma»da ta’lim-tarbiya, ilm-ma’rifat, insonning ruhiyati, axloq va odob kabi masalalar to‘g‘risida chuqur fikrlar ifodalangan. Uning fikricha, ota bolalar tarbiyasida qattiqqo‘l va hatto lozim bo‘lsa, jazo berishga qadar ta’sir ko‘rsatuvchidir. Uning „Ayollarning yaxshi sifatlari’’ kitobining shunday bo’limida onalarning halolligi, o’z juftiga itoatkorligi, kamtarinligi, axloqiy sifatlari ulug’langan va onaning oila mustahkamligida va bola tarbiyasi bilan shug’ullanishida yordamchi snanaladi. Biz yana bundan tashqari ko’pgina olimlarning tarbiya borasidagi bildirgan fikrlarini va tarbiya va odob haqida asar, hikoya va she’rlarini aytishimiz mumkin. Shuni yana ta’kidlab o’tamanki, avvolo biz va yoshi kattalar yosh avlodning tarbiya masalarga ma’sulyat ila qaramoqligimiz lozimdir.

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FLIPPED CLASSROOM: ACTIVE, EFFECTIVE AND REINFORCED LEARNING - ESPECIALLY FOR UNDERPERFORMING STUDENTS

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KEYWORDS

Social interaction, flipped classroom, motivation, research gaps, academic achievement, self-directed learning skills

ABSTRACT

Higher education is under pressure to move towards more flexible, effective, proactive and student-centred educational strategies that alleviate the limitations of traditional education delivery models. Recently, a flipped classroom model was proposed to support this transition. However, research on the use of flipped classrooms in higher education is still in its early stages and little is known about student perceptions of flipped classroom learning. This study investigated student perceptions of flipped classrooms in a final-year research methods course at university. A questionnaire was developed to measure a student's (n = 240) perceptions of the flipped classroom in general, videos as a learning tool, and her Moodle (a learning management system) as a support tool within the flipped classroom model. The results showed that the majority of students had positive attitudes towards the flipped classroom, the use of video and Moodle, and positive attitudes towards the flipped classroom were associated with increased motivation, engagement, increased learning and effective It was shown that there is a high correlation with the recognition of learning Compared to high performers, low performers exhibited much more positive attitudes toward using video as a learning tool, perceived increased learning, and perceived learning as more effective.

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Introduction

Education at the university level has been practiced in relatively similar ways throughout history and across cultures. A central pillar is the traditional lecture by a professor, or, as King (1993) puts it, a 'sage on the stage', who imparts knowledge to host students. Nevertheless, over the past three decades, university education and traditional lectures in particular have been strongly criticized. The main criticisms revealed the following: Lacking mechanisms to ensure intellectual engagement with the material, traditional lectures lead to passive student behavior, student attention quickly fades, and the pace of lectures meets the needs of all learners. not adequate for teaching higher order skills such as traditional lecture application and analysis (Cashin, 1985; Bonwell, 1996; Huxham, 2005; Young, Robinson Rosie, 2000), while others are in the form of extended lectures, which are not explicitly focused on technology. By Bonwell (1996).). However, despite widespread criticism, traditional lectures are still the dominant teaching strategy in higher education.

Against this background, and largely due to advances in teaching technology, there is increasing pressure on higher education, resulting in the introduction of flexible, student-centered learning strategies that ease the constraints of education delivery models. increase. With the shift to student-centered learning, there is a surge of researchers and educators advocating for flipped classroom curricula in higher education. Support for the flipped classroom model is justified. Based on the underlying theory and empirical research conducted, the flipped classroom model addresses some of the challenges of traditional teaching methods, allowing active learning strategies and the use of classroom time to promote higher-level learning, such as application and application. It seems to pave the way for tackling Bloom classification. Analysis and Synthesis.

The inverted classroom model is based on the idea of reversing traditional classroom teaching in the sense that it replaces what students normally do outside the classroom with what is normally done inside the classroom. So, instead of listening to a lecture in class and then going home to work on a set of assigned problems, students can read the course literature at home, absorb the lecture content via video, and practice teacher-led problem-solving, analysis, and more. , participate in class discussions. Proponents of the flipped classroom model cite many advantages of reversing teaching and learning in higher education according to the flipped classroom model. This allows students to learn at their own pace, encourages students to actively work on the lecture material, and has a real classroom. Through effective, creative and active learning activities, teachers have more opportunities to interact with students to assess learning and give students control and ownership of their learning.

Purpose of research

The purpose of this study was to investigate how students perceive flipped classroom instruction in a university research methods course. Three specific aspects:

(a) students' general experiences and attitudes towards learning through flipped classrooms, (b) students' experiences using video lectures as a learning medium, and (c) using learning management systems The student experience (LMS) is used as part of the flipped classroom model. In addition, the study also considered differences in the experiences and attitudes of low- and high-performing students.

Method: This study is based on a quantitative analysis of closed-door questionnaires investigating the perceptions and experiences of bachelor's students learning through flipped classroom teaching in a bachelor's thesis preparation course from a scientific methodology and communication perspective. This course was held in the fall of 2015.

participant The participants were bachelor's students (n = 240) from Stockholm University, Sweden, who had taken the "Research Methods and Communication" course last fall 2015 semester. All students enrolled in her eight different undergraduate programs in the Faculty of Computer and Systems Science. There were 76 female and 164 male students, ranging in age from 20 to 43 years, with a mean age of 25.12 years (SD = 4.09). Of the 240 students, only 23 of her had experience with a flipped classroom. There were 218 successful applicants. Table 1 provides an overview of student demographics and background questions. Low-performing and high-performing students were determined based on their average grades while in school. Here, high performers are defined by average grades A to B, and low performers are defined by average grades C to F.

Course structure

The courses emphasized in this course prepare students for their graduation thesis in terms of scientific methodology and communication. The learning goal is, on the one hand, to help students understand the basics of research strategies, data collection methods, and analytical methods, and on the other, to familiarize students with the application of qualitative and quantitative analysis. Method. In other words, the course aimed to provide students with conceptual knowledge (understanding of scientific methods) and procedural knowledge (application of analytical methods and scientific writing). See Figure 1 for the underlying educational structure.

The course was divided into 3 parts and had 3 different exam assignments. The first part provided a theoretical understanding of the basics of research strategies, data collection methods, and analysis methods. The educational structure of this part consisted of independent reading of the course literature. Students' reading of the course literature consists of three long video lectures (average 60 minutes each), a traditional campus lecture (in which the teacher presents and outlines the basics of research strategies), and an interactive lecture in which the teacher presents examples. Complemented by flipped classroom. It supports exam questions that students answer in real-time using a digital answering system (Socrative) via their smartphones, tablets and computers. A response system provided an overview of responses, enabled students

to assess their own knowledge, and enabled teachers to provide formative feedback and detailed explanations when needed. Additionally, digital support was provided via a learning management system (Moodle). The exam for this part consisted of a digital multiple-choice exam through a learning management system. The second part was a hands-on qualitative analysis project performed by students in pairs. The task of this project was to analyze qualitative interview data using qualitative analysis techniques and communicate the results in a report according to scientific standards for qualitative data presentation. During this project, students were supported by her five digital lectures (averaging 35 minutes each), her three flipped lectures on campus, and digital supervision through a learning management system. In three flipped lectures on campus, students worked on their projects and were supported by several teachers who answered questions and gave feedback. Teachers identified common misconceptions and needs of students and elaborated them to the entire class. Her second part of the test consists of a written report by the group. Her third part of the course, similar to the second, is a project focused on analyzing questionnaires using quantitative methods and communicating the results according to scientific standards of quantitative results presentation. It consisted of In this project, students were supported by 7 video lectures (averaging 30 minutes each), her 3 flipped lectures in class with teachers supporting hands-on work, and digital tutoring in a learning management system. The video covered the theoretical foundations of descriptive and inferential statistics and how to perform and interpret various statistical tests in SPSS. The third part of the test consists of a written report by the group. All video lectures available to students during the course were produced by teachers and researchers in a professional video studio at Stockholm University. Video lectures were specially tailored to the course.

Recall measures and procedures

A four-section 58-item questionnaire was developed to measure student perceptions of flipped classrooms in general, videos as a learning tool, and Moodle as a support system.

Section 1 (General Information) consists of 12 demographic and background information items

Section 2 (Flipped Classroom Scale) consisted of 21 items that measure students' experiences and learning attitudes through the flipped classroom.

Section 3 (Video Scale) consists of 16 items that measure the student's experience of using video lectures as a learning medium.

Section 4 (LMS scale) consists of 9 items that measure the student's perception of the usefulness of her Moodle in supporting learning in the flipped classroom teaching method.

Exploratory factor analysis with principal component extraction was performed to refine this tool. After factor analysis, 8 items that either did not load any factor or showed high mutual loading of multiple factors were removed. Therefore, the

instrument used for the final analysis consisted of 17 items on the inverted classroom scale, 13 items on the video scale, and 5 items on the LMS scale. Overall, Cronbach's alpha was 0.78 on the flipped classroom scale, 0.82 on the video scale, and 0.84 on the LMS scale. Students were asked to complete a questionnaire at the end of the course. Questionnaires were developed and administered via a web tool.

Conclusion: There has never been a louder call for stage sages to play supporting roles to reform traditional higher education education and pave the way for student-centered active learning strategies. In this context, the flipped classroom was proposed to meet these demands. Several studies have shown that flipped classrooms can increase student participation and promote a more active approach to learning in higher education. The results of this study corroborate those of these studies and demonstrate additional benefits associated with the flipped classroom model. We found that the students who participated in the study sample generally rated the flipped classroom highly. A correlation analysis further demonstrated significant strong correlations between students' appreciation of the flipped classroom experience on the one hand, and attitudes towards video as a learning tool, increased motivation, increased learning, more effective learning and more active learning on the other hand.

Interestingly, independent sample t-tests showed significant differences between low and high achievers in that the low achievers tended to have more positive attitudes towards the use of video as a learning tool. Low achievers also to higher extent perceived increased and more effective learning through flipped classroom. A more detailed analysis of the students' experiences of using video showed that the most valued aspects of video use was being able to pause and rewind the video lectures. With this in mind, the flipped classroom model offers lower-performing students, who may find traditional lectures challenging and fast-paced, the opportunity to do more and think and think. It is not unreasonable to conclude that you are empowered by giving yourself the opportunity to (Young et al., 2009) Learn at your own pace. For all students in general, the results indicate that the reasons for students' perceptions of increased and more effective learning are associated with: 1) the affordances of video lectures (the ability to reflect and learn in own pace); 2) more meaningful practice-oriented and teacher supervised classroom activities; and 3) more supported learning processes due to teacher and peer scaffolding in class and out of class through the use of Moodle.

Thus, as final remarks, considering the ineffectiveness of traditional lectures in retaining students' attention and promoting active learning (Windschitl, 1999; Young et al., 2009) in higher education, the results of this study indicate that the flipped classroom model seem to offer promising ways to engage students in more effective, supportive, motivating and active learning, especially for low achievers and students that may struggle with traditional lectures. However, the results should be viewed in light of the limitations of this study. One such limitation is the non existence of a control group which limits the external validity of the results. Another limitation is connected to the fact that the majority of the

student's surveyed have not experienced flipped classroom before, thus the results may partly reflect the influence of a new approach of learning and teaching and not necessary the influence of the flipped classroom approach. Also note that all results related to learning and improved learning outcomes are based on students' self-reported perceptions and are not independent measures. Future research on the impact of the flipped classroom approach will address these limitations and, in particular, beyond mere student perceptions, to what extent actual student performance may or may not be affected by the flipped classroom approach. should be investigated.

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STAGES AND EXERCISES FOR THE DEVELOPMENT OF READING SKILLS

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KEYWORDS

reading skills, stages of development, exercises, pre-reading skills, decoding, fluency, comprehension, critical reading, analysis, phonemic awareness, letter recognition, vocabulary development, phonics activities, word building, read-aloud, questioning, visualization, summarizing, text annotation, compare and contrast, debates, discussions

ABSTRACT

This article provides valuable insights into the stages of reading development and offers a comprehensive set of exercises to enhance reading skills at each stage. By following the suggested exercises, individuals can strengthen their reading abilities and cultivate a deeper understanding of written text.

The article begins by emphasizing the importance of reading skills in personal, academic, and professional contexts, setting the stage for the subsequent exploration of reading development. It introduces four distinct stages of reading development: pre-reading skills, decoding and fluency, comprehension skills, and critical reading and analysis. In the pre-reading skills stage, the article suggests exercises such as rhyming games, letter recognition, and vocabulary development. These activities aim to foster language and phonemic awareness, laying a strong foundation for future reading comprehension.

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Introduction: Reading is a fundamental skill that plays a crucial role in our personal, academic, and professional lives. It allows us to access information, expand our knowledge, and engage with the world around us. Developing strong reading skills is essential, and it is a process that can be nurtured through various stages and exercises. In this article, we will explore the stages of reading development and provide a range of exercises to enhance reading skills at each stage.

Stage 1: Pre-Reading Skills

The pre-reading stage focuses on building the foundational skills necessary for reading comprehension. This stage typically occurs in early childhood and includes activities that develop language and phonemic awareness. Here are a few exercises to support pre-reading skills:

Rhyming Games: Engage in activities that encourage children to identify and create rhymes. This helps develop phonemic awareness and promotes sound discrimination.

Letter Recognition: Introduce children to letters through interactive games, puzzles, and alphabet books. Practice letter identification and sounds to establish a connection between letters and their corresponding sounds.

Vocabulary Development: Read aloud to children and expose them to a rich variety of words. Encourage discussions about the meanings of new words and their context.

Stage 2: Decoding and Fluency

In this stage, learners focus on decoding words accurately and developing reading fluency. It involves recognizing letter patterns, blending sounds, and reading with increased speed and accuracy. Here are exercises to enhance decoding and fluency:

Phonics Activities: Engage in phonics-based exercises that involve recognizing letter-sound relationships, blending sounds to form words, and segmenting words into individual sounds.

Word Building: Provide word-building activities using letter tiles or magnetic letters. Encourage learners to manipulate the letters to create new words, reinforcing their understanding of phonics rules.

Read-Alouds and Choral Reading: Practice reading aloud to build fluency and expression. Engage in choral reading, where students read together, synchronizing their pace and intonation.

Stage 3: Comprehension Skills

Comprehension is the ability to understand and interpret written text. This stage involves developing strategies to extract meaning from written material. Here are exercises to improve comprehension skills:

Questioning: Encourage learners to ask questions before, during, and after reading to deepen their understanding. This helps them make predictions, connect ideas, and evaluate the text.

Visualization: Prompt learners to create mental images while reading, enhancing

comprehension and engagement with the text. Encourage them to describe what they visualize to improve their descriptive skills.

Summarizing: After reading a passage, ask learners to summarize the main ideas or retell the story in their own words. This exercise reinforces comprehension and promotes critical thinking.

Stage 4: Critical Reading and Analysis

At this stage, learners develop higher-order thinking skills, enabling them to analyze, evaluate, and interpret texts critically. Here are exercises to enhance critical reading and analysis:

Text Annotation: Encourage learners to underline, highlight, or take notes while reading to identify key points, supporting details, and any questions or observations they may have.

Compare and Contrast: Provide texts on similar topics and ask learners to compare and contrast the ideas, writing styles, or perspectives presented. This exercise promotes analytical thinking and strengthens comprehension.

Debates and Discussions: Engage learners in debates and discussions around different texts, encouraging them to analyze multiple viewpoints, formulate arguments, and support their opinions with evidence.

Conclusion: The development of reading skills occurs through various stages, each building upon the previous one. By implementing appropriate exercises at each stage, individuals can enhance their reading abilities and become more proficient readers. Remember to tailor the exercises. In conclusion, the development of reading skills is a crucial aspect of education that requires a systematic approach. By understanding the stages and exercises involved in this process, educators can effectively guide students towards becoming proficient readers. The initial stage focuses on phonemic awareness and decoding skills, enabling learners to recognize and sound out words. As students progress, they engage in activities that enhance vocabulary, comprehension, and critical thinking abilities. These exercises may include vocabulary expansion, inferencing, summarizing, and analyzing text structures. Furthermore, integrating technology and incorporating various reading materials can enrich the learning experience and cater to different learning styles. Ultimately, by providing a comprehensive framework for the development of reading skills, educators can empower students to become confident, independent readers capable of accessing and comprehending a wide range of texts.

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LINGUO-CULTURAL EDUCATION AND ITS FUNCTION IN TEACHING LANGUAGE AND CULTURE

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KEYWORDS

Linguo-cultural education, Language and culture integration, Cross-cultural communication, Cultural awareness and sensitivity, Global understanding, Cognitive skills, Career opportunities, Cultural heritage preservation, Global citizenship, Empathy and respect, Multiculturalism, Language proficiency, Cultural diversity, Effective communication, Interconnected world

ABSTRACT

This article explores the significance and benefits of linguo-cultural education in today's globalized world. Linguo-cultural education goes beyond language acquisition and delves into the understanding and appreciation of the cultural context in which a language is spoken. The article highlights how linguo-cultural education promotes cross-cultural communication, enhances cognitive skills, expands career opportunities, and preserves cultural heritage. By integrating language and culture in education, individuals can develop empathy, respect, and a broader worldview, fostering a harmonious global community. The article emphasizes the importance of linguo-cultural education in nurturing well-rounded global citizens equipped to navigate the complexities of our interconnected world.

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Introduction: In today's interconnected world, where globalization has made the boundaries between nations more fluid, the importance of linguo-cultural education cannot be overstated. Linguo-cultural education goes beyond merely learning a language; it encompasses the profound understanding and appreciation of the culture, customs, and values associated with that language. By integrating language and culture into educational curricula, linguo-cultural education has the potential to foster cross-cultural communication, enhance global understanding, and empower individuals with a broader worldview. In this article, we will explore the significance and benefits of linguo-cultural education in shaping well-rounded global citizens.

In today's ever-shrinking world, where borders are traversed more easily than ever before, the significance of linguo-cultural education cannot be overstated. In an era defined by globalization and multiculturalism, linguistic proficiency alone is no longer sufficient for effective communication and understanding. Linguo-cultural education goes beyond the mere acquisition of language skills; it encompasses a comprehensive exploration of the cultural nuances, customs, and values embedded within a language. By integrating language and culture into educational curricula, linguo-cultural education empowers individuals with a deeper appreciation and understanding of the diverse world in which we live.

Linguo-cultural education recognizes that language is not simply a tool for communication but a gateway to the intricate tapestry of human experiences and expressions. It acknowledges that cultural context profoundly shapes how language is spoken, interpreted, and understood. By immersing students in the intertwined realms of language and culture, linguo-cultural education facilitates cross-cultural understanding, nurtures empathy, and enhances global citizenship.

The world is composed of a myriad of languages and cultures, each with its unique beauty, history, and perspectives. Linguo-cultural education acknowledges the value inherent in these differences and encourages individuals to embrace the richness and complexity of cultural diversity. It enables students to transcend language barriers and engage in meaningful interactions with people from different backgrounds, fostering a sense of belonging and connection in an increasingly interconnected world.

Moreover, linguo-cultural education provides individuals with the tools to navigate the complexities of global communication effectively. It equips them with cultural sensitivity, enabling them to decipher subtle cultural cues, adapt their behavior, and avoid misunderstandings. By understanding the customs, beliefs, and traditions of others, individuals can foster open dialogue, build bridges of trust, and forge mutually beneficial relationships on both personal and professional levels.

In an era where the world is becoming more interdependent, linguo-cultural education is a catalyst for expanded career opportunities. Employers increasingly seek individuals who possess not only linguistic proficiency but also the cultural competence to engage in international collaborations and understand the needs of diverse markets.

Whether it be in business, diplomacy, education, or the arts, linguo-cultural education empowers individuals to navigate the global job market with confidence and open doors to exciting prospects.

Cultural Awareness and Sensitivity:

Linguo-cultural education allows learners to delve into the rich tapestry of diverse cultures. By immersing themselves in the language and customs of a particular culture, students gain a deeper understanding of the historical, social, and cultural contexts that shape people's lives. This awareness promotes empathy, respect, and sensitivity towards different cultural perspectives, fostering a more inclusive and harmonious society.

Effective Cross-Cultural Communication:

Language is not just a means of communication; it is deeply intertwined with culture. Learning a language in isolation can limit one's ability to truly connect with people from different backgrounds. Linguo-cultural education equips individuals with the necessary linguistic and cultural tools to navigate cross-cultural interactions successfully. By understanding the nuances of language, idioms, gestures, and customs, individuals can bridge cultural gaps, build meaningful relationships, and foster collaboration on a global scale.

Enhanced Cognitive Skills:

Studying a language within a linguo-cultural framework has been shown to enhance cognitive abilities. It improves memory, problem-solving skills, and analytical thinking. Research has demonstrated that bilingual or multilingual individuals exhibit greater cognitive flexibility, creativity, and adaptability. By embracing linguo-cultural education, students not only gain linguistic proficiency but also develop valuable cognitive skills that can benefit them in various aspects of life.

Expanded Career Opportunities:

In an increasingly globalized job market, linguo-cultural competence is highly valued by employers. Proficiency in multiple languages and understanding diverse cultures opens up a wide range of career opportunities. Multinational companies, international organizations, diplomacy, tourism, translation and interpretation services, and the media industry all seek individuals with strong linguo-cultural skills. By investing in linguo-cultural education, students can significantly enhance their employability and gain a competitive edge in the global job market.

Preservation of Cultural Heritage:

Linguo-cultural education plays a pivotal role in preserving and promoting cultural heritage. Language is a vehicle for transmitting traditional knowledge, folklore, literature, and historical narratives from one generation to another. By learning and appreciating different languages and cultures, individuals contribute to the preservation of cultural diversity and heritage, preventing the erosion of unique traditions and customs.

Furthermore, linguo-cultural education serves as a means of preserving and promoting cultural heritage. Languages and cultures are closely intertwined, serving as

vessels for historical narratives, traditional knowledge, and the preservation of collective memories. By embracing linguo-cultural education, individuals contribute to the safeguarding of cultural diversity, preventing the erosion of unique traditions and customs that have shaped humanity throughout the ages. Linguo-cultural education is a transformative approach to learning that intertwines language and culture, enabling individuals to become truly global citizens. By fostering cultural awareness, effective communication, cognitive development, and career opportunities, linguo-cultural education equips individuals with the tools to navigate an interconnected world with empathy, understanding, and respect. It paves the way for a harmonious global society, where linguistic and cultural differences are celebrated and cherished. As we embark on this linguistic and cultural journey, let us embrace the power of linguo-cultural education and unlock the transformative potential it holds for individuals and societies alike.

Conclusion: Linguo-cultural education is a powerful tool that fosters cross-cultural understanding, effective communication, cognitive development, and career opportunities. By incorporating language and culture into educational systems, societies can nurture individuals who appreciate and respect diverse perspectives. As we navigate an increasingly interconnected and multicultural world, linguo-cultural education is key to building bridges of understanding, breaking down barriers, and creating a harmonious global community. Let us embrace the power of linguo-cultural education and empower future generations to become true global citizens.

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COMPARATIVE STUDY OF FOLKLORE IN THE NOVEL "IKKI ESHIK ORASIDA"

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KEYWORDS

folklore, myth, human psyche, education, elements of folklore, legend, a mystery human emotions, composition, symbolic based on mythology images

ABSTRACT

In this article, one of the great representatives of our Uzbek literature, Utkir Hashimov , shows the traditions of folklore art and the outlook of the heroes. To analyze the skill of the writer in showing human emotions. Effective use of folklore in his works, its worthy place in the life of the society, in the development of our national literature is shown.

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"IKKI ESHIK ORASIDA" ROMANIDAGI XALQ OG‘ZAKI IJODINING QIYOSIY TADQIQI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

xalq og‘zaki ijodi, mif, inson psixikasi, tarbiya, folklor unsurlari, afsona, asotir, insoniy tuyg‘ular, kompozitsiya, mifologik asosli ramziy obrazlar

ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolada O‘zbek adabiyotimiz yirik vakillaridan biri O‘tkir Hoshimovning asarlarida xalq og‘zaki ijodi an’analarining namoyon bo‘lishi hamda qahramonlar dunyoqarashini , inson his-tuyg‘ularini ko‘rsatib berishda adibning mahoratini tahlil qilish, uning asarlarida folklordan samarali foydalanilganligi, jamiyat hayotida, milliy adabiyotimiz rivojidagi munosib o‘rni ko‘rsatib beriladi.

Folklor hamma davrlarda ham yozma adabiyotning mazmun-mundarijasini boyituvchi, uning poetik imkoniyatlarini muttasil takomillashtirib boruvchi badiiy-estetik asos vazifasini o‘tab kelgandir. Yozma adabiyotning shakllanishi va taraqqiy etishida og‘zaki ijod janrlari muhim badiiy zamin sifatida faol ishtirok etgan. Har bir davr adabiyoti milliy qadriyatlarga o‘z badiiy-estetik ehtiyojlari va badiiy niyat talablari darajasidan kelib chiqqan holda munosabatda bo‘lib kelgan. Umuman, folklor va yozma adabiyot munosabati qadimgi davrlardan to bugungi kunga qadar davom etib kelayotgan eng izchil badiiy-estetik an’analardan biri sifatida faol namoyon bo‘lgan. Shuning uchun yozma adabiyot va xalq og‘zaki ijodi o‘rtasidagi o‘zaro aloqalarning o‘ziga xos jihatlari ularning badiiy tafakkur taraqqiyotida tutgan o‘rni, badiiy matndagi folklor xronotopining manbalari va badiiy niyatini yuzaga chiqaruvchi vosita sifatida namoyon bo‘lmoqda.

“Yozuvning yuzaga kelishi natijasida folklor bilan tarixan bog‘liq adabiyot ham paydo bo‘ldi. Badiiy matnning ayrim ijodkor (shoir, yozuvchi, dramaturg) ijodiy faoliyati bilan bog‘lanishi , ayrim olingan ijod namunasi sifatida yozuv bilan mustahkamlanishi adabiyotning asosiy xususiyatlaridan biri bo‘lib, uning yuzaga kelishi insoniyat badiiy tafakkuri taraqqiyotidagi o‘ziga xos burilish nuqtasidir. Adabiyot o‘zining taraqqiyoti davomida folklordan deyarli barcha estetik tushunchalar va badiiy shakllarni o‘zlashtirib olganligiga qaramay, o‘ziga xos badiiy qonuniyatlar asosida mustaqil ravishda rivojlana bordi. So‘z san’atining mustaqil turi sifatida folklor ham adabiyot bilan birgalikda yonma-yon yashashda davom etadi. Chunki , adabiyot hayotni tasvirlash va inson qalbini zabt etishda ulkan badiiy topildiqlarga erishganligi, badiiy tafakkurni nihoyatda olg‘a siljitganligiga qaramay, kishilik jamiyatining umumiy estetik talabi va ehtiyoji asrlar davomida faqat adabiyot bilangina emas , balki folklor bilan ham mustahkam bog‘liq bo‘lib qoldi”[1].

O‘tkir Hoshimov serqirra ijodkor. Uning serqirraligi asarlaridan , uning dunyoqarashidan, insoniyligidan ko‘rinib turadi. Iste’dodli adib ijodiyotini o‘rganishda ,

[1] “XX asr o‘zbek folklorshunoligi”- davlat ilmiy nashriyoti, Toshkent-2017, 253-bet

uning asarlarida folklorizm an'analaridan foydalanganligini ko'rishimiz mumkin. Ko'p asrlik adabiyot tarixidan ma'lumki, ijodkorlarning ijodini hech bo'lmaganda bir marta xalq og'zaki ijodidan foydalanganligini guvohi bo'lamiz. Shu o'rinda O'tkir Hoshimov ijodida ham ko'pdan ko'p xalq og'zaki ijodidan foydalanganligi e'tiborga molikdir. Xalq og'zaki ijodi juda boy , rang-barang, beqiyosdir.Ijod namunasi sifatida maydonga kelgan har bir asarda muallifning o'ziga xos poetik uslubi- dunyoqarashi, individual yondashuvlari, o'y-kechinmalari bilan biq qatorda , u yashab turgan zamon va makonga xos bo'lgan sabablar ta'siri ham sezilarli darajada bo'ladi. Ijodkor o'zlikni anglash yo'lida o'zi yashab turgan davr hayotini yaxshilab anglagan bo'ladi. Shu ma'noda yozuvchi O'tkir Hoshimov ijodida zamon bilan makonga xos bo'lgan xodisalar silsilasi, hayotiy voqealar, ijtimoy turmush, insoniy munosabatlar xalq og'zaki ijodidan unumli foydalanib yoritilganini anglaymiz. Xususan, uning bir qancha asarlari , jumladan, "Ikki eshik orasi" asarida o'lan, maqol, alla kabi xalq og'zaki ijodi namunalaridan samarali foydalanib, o'quvchi shuuriga singadigan insoniy tuyg'ularni yoritadi.

"Xalq ommasidagi ishonch, e'tiqod , orzu-armon, qayg'u va shodlik o'langa xos bir yo'sinda aks ettiriladi. Aholining turmushga , odamga , mehnatga bo'lgan munosabati har bir badiiy asardagiday ko'rinib turadi. Ammo o'lanning boshqa qo'shiqlardan farqi shuki, ohu fig'on, hasrat, hijron alamlari, judolik, shaxsiy tutqunlik, iztiroblar oz bo'lib, nisbatan fikriy erkinlik bor. Ko'pchilik oldida ko'ngilda borini ochiq , to'g'ridan-to'g'ri ifodalayveradi"[2].

"Ikki eshik orasi" asaridagi parchada shunday satrlar bor: "Biz chiqqan arava No'g'ayqo'rg'ondan Ko'tarmaga yetguncha qorong'i tushdi. Oyim irim qilib aravani "Alvasti" ko'prikdan yurgizmadi. Idora tomondan aylanib keldik. Arava ichiga qalin qilib to'shalgan ko'rpachada paranji yopinib o'tiribman. Bir tomonda oyim, bir tomonimda Fotima kelin. Xotinlar to'xtovsiz yor-yor aytadi:

Tog'da toychoq kishnaydi, ot bo'ldim deb yor-yor,
Uyda kelin yig'laydi, yot bo'ldim deb, yor-yor
Osmonda yulduz ko'rdim: Oltin qoziq, yor-yor.
Tushayotgan kelinning ko'ngli nozik, yor-yor.

Ikki bukilib o'tirgan ko'yi unsiz yig'layman. Oyim yelkamdan quchoqlab nafasi g'ijillagancha qulog'imga shivirlaydi.

-Aqalli shu bugun chiroyingni ochib o'tirgin, jon bolam. Kuydirmagin meni…"[3]

Asarning ushbu parchasidan inson tuyg'ularining bir-biriga qarama-qarshi turishi, murakkabligi, yaxshilik uchun fidoiylik tushunchalarini ko'rishimiz mumkin.

O'lan zamirida nafaqat ikki qalb birlashishi , balki insoniy tuyg'ularning murakkabligi yotibdi. Ona boladek bo'lib ketgan, urush mashaqqatlarini birga totgan, halol, mehribon, to'g'riso'z, iymonli bu ikki ayollarning qalbini larzaga solayotgan hislari, o'zbek ayolining matonati ushbu parchada real tasvirlangan.

[2] "XX asr o'zbek folklorshunoligi"- davlat ilmiy nashriyoti, Toshkent-2017, 253-bet
[3] O'tkir Hoshimov "Ikki eshik orasi" . "Ilm-ziyo-zakovat". Toshkent -2019 yil, 108-bet

“Yor-yor nega aytiladi?

Turkiy to‘ylar aslida tangriga atalgan marosimlar jamlanmasidir. Unda yor-yor,

ya’ni kelin-kuyovga bag‘ishlangan to‘y qo‘shig‘i muhim o‘rin tutadi. Bu yerda yor so‘zining ma’nosidagi polisemiya alohida e’tiborga molik. Birinchidan , jar, ya’ni to‘y haqida xabar ma’nosini bersa, ikkinchidan, ikki yorning bir-biriga bog‘lanishini anglatadi. Uchinchidan esa tangridan, ya’ni “yor”dan ikki yoshga tilak tilash marosimi sifatida qo‘llanadi”[4].

Yuqoridagi professor Anvar Bo‘ronovning fikrini ham inobatga olib, asardagi o‘lan asar qahramonlariga (Qora amma, Shomurod, Robiya va eng muhimi Muzaffar uchun) tinchlik, farovonlik, mehr-muhabbat va taskin uchun aytilgandek go‘yo. Inson qalbi jumboqlari tadqiqiga astoydil e’tiborini qaratgan adib o‘z asarlarida mana shunday muammolarni xalq og‘zaki ijodidan foydalanib, o‘quvchiga yetkazadi.

Adibning yana bir asari bo‘lmish “Dunyoning ishlari” asaridagi “Oltin baldoq” qissasida ham to‘y marosimlaridan bo‘lmish “Kelin salom” marosimi keltirilgan. Ushbu parchada marosim qo‘shig‘i jo‘shqin , serjilo ifodalangan. Marosim ishtirokchilariga xushkayfiyat ulashilgan.

“Otin xola yana bir marta tomoq qirib, ovozini sozlab oldi-da, boyagidan ham balandroq hayqirdi:

-Assalomu alaykum, kelin salo-o-o-m!

Karmonni katta ochgan

Ayamay pulni sochgan,

Qorinlari qopday,

Mo‘ylovlari shopday

Qaynotasiga salo-o-m!

Odamlar chekka-chekkadan kulib yuborishdi. Isroil mo‘ylov hovli etagidagi xonadan karnayga o‘xshatib o‘ralgan kattakon namatni qo‘ltiqlab chiqdi.

Otin xola yana bir tomoq qirib oldi:

-Assalomu alaykum, kelin salo-o-o-om!

Tili bilan teng aylanadigan,

Xizmatiga shaylanadigan,

To‘ydan quruq qaytmaydigan

So‘zlari moyday, yuzlari oyday,

Qaynanasiga salo-o-m!

Yana qahqaha ko‘tarildi. Sepkilli xola qizarib-bo‘zarib, odamlar orasidan o‘tdi-da, kelin tomonga talpindi. Qo‘lidagi bir dasta chinni kosani kelinning boshiga qo‘ydi.

Otin xola tag‘in davom etdi.

-Assalomu alaykum, kelin salo-o-o-om!

Dutorini sayratgan,

Dilimizni yayratgan,

[4] Anvar Bo‘ronov “Ma’naviy hayoti” jurnali, 2022-yil 3-son. “Yorga yetar kun bormu, yoronlar?..” maqolasi

Zebi opaga salo-o-m!”

Zebi xola erkakcha yurish qilib yaqin borgan edi, ichkaridan tugun olib chiqishdi. Zebi xola tugunni olarkan, kelinning yelkasiga qoqdi: -Baxtli bo‘lgin, qizim!”[5].

Parchadan ko‘rinadiki, adib o‘zbek millatiga xos bo‘gan bag‘rikenglik, mehmondo‘stlik, mehribonlik, yaxshilik ulashuvchi samimiy insonlar obrazini ochadi. Ushbu to‘y marosimi tavsilotlari inson shuurida iliq bir kayfiyat uyg‘otadi. To‘y marosimlaridan bo‘lmish “Kelin salom” o‘zbek ayollari hayotida bir saxifa ekanligini yana bir bor anglaymiz.

Asarning yana bir “O‘ris bolaning onasi” qissasida ayol sadoqatini ifodalovchi satrlar adibning tili bilan ta’riflanadi. O‘z ko‘zi bilan ko‘rgan insonlarining ichki ruhiy holati, kechinmalarini , qalb tug‘yoni, hislarini anglaganligini aytadi.

“…Zebi xola g‘ilofni ochgan zahoti dutor sadaflari yaraqlab ketdi. U dutorni cherta boshlashi bilanoq, boyadan beri chuvir-chuvir qilayotgan xotinlar jimib qolishdi. Qiziq, o‘zim ham o‘rikka suyangancha bir qo‘limda sim, bir qo‘limda g‘ildirak bilan qotib qoldim. Dutor dadamning qo‘lida qandaydir sho‘x, baland ovozda jaranglar edi. Hozir Zebi xola chertganda esa ingrab yuborgudek bo‘ldi. Go‘yo dutorni Zebi xola chalmas, torlarning o‘zi nola qilar edi. Ayollar har xil alpozda sehrlangandek qotib qolishgan, bahor chechaklari barq urgan daraxtzor orasida, oqish-pushti o‘rik gullari qanotida, Hoji buvining qizg‘aldoqlar lovullagan pastak tom ustidan nurdek mayin kuy taralardi.

Zebi xola bir-ikki tomoq qirib oldi-da, qo‘shiq boshladi.

Uning erkaklarnikiga o‘xshash do‘rillagan ovozi ashula aytganida shu qadar yoqimli bo‘lib ketganiga hayron qoldim. Yo‘q, uning tovushi mayinlashgani yo‘q. Ammo u shunchalik bosiq, shunchalik o‘rtanib kuylardiki, badanim jimirlab ketdi.

Yor yurgan ko‘chalarni supuray sochim bilan,

Changi chiqsa, suv sepay, ko‘zdagi yoshim bilan…

Mayin shamol esar, o‘rik gullari unsiz to‘kilar, daraxtzor ostida maysalar ohista tebranar, ammo butun tabiat bir zum unsiz bo‘lib qolgan, hamma-hammasi faqat mana shu dutor sadolariyu mana shu qo‘shiqni tinglash uchun tinchib qolgandek edi. O‘sha manzarani o‘ylasam, xayolimga hadeb bir gap keladi.

Keyin , katta bo‘lganimdan keyin ham muhabbat haqida , vafo haqida ko‘p qo‘shiqlar eshitdim. Biroq ayol sadoqati to‘g‘risida bundan yaxshi ashula eshitganim yo‘q Zebi xola endi ko‘zlarini yarim yumgancha boshqa qo‘shiq aytardi.

Jon bolam , jonim bolam , qaylardasan , bergin xabar ,

G‘amda boshim , ko‘zda yoshim , ichganim bo‘ldi zahar. Za’farondek sarg‘ayurman , hasratingda qon yutib ,

Ko‘zlarimning nuri ketdi , yo‘llaringga ko‘z tutib .

Hammamiz qo‘rqadigan , ko‘rganda hammamiz qochadigan Zebi xola shumi? O‘sha qo‘pol, o‘sha jahldor Zebi xolami shu ? Valining oyisida shuncha dard bormidi? Shuncha alami bor ekanmi? Nimaga biz bilmagan ekanmiz?

[5] O‘tkir Hoshimov “ Dunyoning ishlari” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil, 118 - bet

Zebi xolaning yumuq ko‘zlaridan ikki tomchi yosh siqi chiqdi-yu , qirra burnining chetida to‘xtab qoldi . Dutorini yonboshiga qo‘ydi-da , keng yengini uchi bilan ko‘zini artdi . hamma jimib qolgan , hech kim birinchi bo‘lib gapirishga jur’at etolmas edi.

-Hech bo‘lmasa , kimsanim kelgandayam mayli edi , -dedi u xo‘rsinib”[6].

Inson hislarini o‘z so‘zlari bilan ifodalay olmasa, shoir qalamiga murojaat qiladi. Ba’zida ko‘p yillik dard-u hasratlar to‘rt qator misralarda bayon qilinishi mumkin. Xuddi shu narsani yaxshi ilg‘ay olgan adib insonlar qalbini so‘zlatadi. O‘tkir Hoshimov ana shunday “qalblarni so‘zlatuvchi” adibdir.

Foydalanilgan adabiyotlar;

1 “XX asr o‘zbek folklorshunoligi”- davlat ilmiy nashriyoti, Toshkent-2017,3-bet

2 “XX asr o‘zbek folklorshunoligi”- davlat ilmiy nashriyoti, Toshkent-2017,314-bet

3 O‘tkir Hoshimov “Dunyoning ishlari” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil 172- bet

4 O‘tkir Hoshimov “ Ikki eshik orasi” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil 160-bet

5 O‘tkir Hoshimov “Ikki eshik orasi” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil 17-bet

6 O‘tkir Hoshimov “Ikki eshik orasi” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil 324-bet

[6] O‘tkir Hoshimov “ Dunyoning ishlari” . “Ilm-ziyo-zakovat”. Toshkent -2019 yil, 127-bet

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DEVELOPMENT OF INTELLECTUAL POTENTIAL OF STUDENTS IN THE DIGITALIZATION OF HIGHER EDUCATION

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KEYWORDS

digitalization, higher education, intellectual potential, modern technology, interactive learning, collaboration, information processing

ABSTRACT

The digitalization of higher education has brought about new opportunities for the development of intellectual potential in students. With the use of modern technology, students are able to access and process information more efficiently, collaborate with peers and experts across the globe, and engage in interactive learning experiences. This article explores the various ways in which the digitalization of higher education can be leveraged to enhance the intellectual potential of students.

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OLIY TA’LIMNI RAQAMLASHTIRISH SHAROITIDA TALABALARNING INTELLEKTUAL SALOHIYATINI RIVOJLANTIRISH

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

raqamlashtirish, oliy ta’lim, intellektual salohiyat, zamonaviy texnologiyalar, interaktiv ta’lim, hamkorlik, axborotni qayta ishlash

ANNOTATSIYA/АННОТАЦИЯ

Oliy ta’limni raqamlashtirish talabalarda intellektual salohiyatni rivojlantirish uchun yangi imkoniyatlar yaratadi. Zamonaviy texnologiyalardan foydalangan holda, talabalar ma'lumotlarga yanada samarali kirish va qayta ishlash, butun dunyo bo'ylab tengdoshlari va mutaxassislar bilan hamkorlik qilish va interaktiv ta'lim tajribalarida qatnashish imkoniyatiga ega. Ushbu maqola talabalarning intellektual salohiyatini oshirish uchun oliy ta'limni raqamlashtirishdan foydalanishning turli usullarini o'rganadi.

KIRISH

Oliy ta’limning raqamlashtirilishi talabalarning bilim olishi va intellektual salohiyatini rivojlantirish yo‘lidagi o‘yinni o‘zgartirdi. Zamonaviy texnologiyalarning paydo bo'lishi bilan talabalar endi ma'lumotlarga yanada samarali kirish va qayta ishlash, butun dunyo bo'ylab tengdoshlari va mutaxassislari bilan hamkorlik qilish va interaktiv ta'lim tajribalarida qatnashish imkoniyatiga ega. Ushbu maqolada biz talabalarning intellektual salohiyatini oshirish uchun oliy ta'limni raqamlashtirishdan foydalanishning turli usullarini ko'rib chiqamiz.

Oliy ta’limda raqamlashtirishning eng muhim afzalliklaridan biri axborotga kirishning qulayligidir. Talabalar endi o'z qo'llarida onlayn kutubxonalar, jurnallar va ma'lumotlar bazalarini o'z ichiga olgan keng ko'lamli resurslarga kirishlari mumkin. Bu talabalarga ilgari mavjud bo'lmagan yangi mavzularni o'rganish va o'rganish imkonini berdi. Buning samarasida o‘quvchilar bilim bazasini kengaytirib, intellektual salohiyatini rivojlantirmoqda.

Raqamlilashtirish talabalarga butun dunyo bo'ylab tengdoshlari va ekspertlari bilan hamkorlik qilish va muloqot qilishni osonlashtirdi. Talabalar endi onlayn munozaralar, forumlar va vebinarlarda ishtirok etishlari mumkin, bu ularga fikr va istiqbollarni almashish uchun platforma beradi. Bu o‘quvchilarning bir-biridan o‘rganish va tanqidiy fikrlash qobiliyatlarini rivojlantirish imkonini berdi. Bundan tashqari, talabalar endi guruh loyihalari va topshiriqlarida hamkorlik qilishlari mumkin, bu ularga jamoaviy ish va etakchilik ko'nikmalarini rivojlantirish imkonini beradi.

Raqamlashtirish, shuningdek, o'quvchilarni yanada chuqurroq va faolroq tarzda jalb qiladigan interaktiv ta'lim tajribalarini rivojlantirishga imkon berdi. Masalan, virtual reallik (VR) texnologiyasidan real hayot stsenariylarini taqlid qiluvchi simulyatsiyalar yaratish uchun foydalanish mumkin, bu esa o‘quvchilarga amaliy o‘rganish tajribasini beradi.

Bundan tashqari, o'rganishni yanada qiziqarli va qiziqarli qilish uchun o'yinlardan foydalanish mumkin. Bu esa o‘quvchilarning o‘qishga bo‘lgan ishtiyoqi va qiziqishini oshirib, ularning intellektual salohiyatini oshirishga olib keldi.

Ta'lim jarayonining sifati kelajakda davlatning mutaxassislar bilan ta'minlanishiga muqarrar ravishda ta'sir qiladi va shuning uchun bu muammolarga alohida e'tibor qaratish lozim. Milliy ta'limni takomillashtirish jarayonida har yili zamonaviy texnologiyalarning ahamiyati ortib bormoqda, ularning joriy etilishi ta'limni modernizatsiya va rivojlantirish, shuningdek, bo'lajak mutaxassislarni tayyorlash sifatini oshirish va ta'limni fanga yaqinlashtirishga xizmat qilmoqda. Shu bilan birga, bunday texnologiyalar asosan ta'lim faoliyatiga mavjud yondashuvlarni qayta ko'rib chiqishni, shuningdek ularning jamiyat va alohida ijtimoiy guruhlarga ta'sirini tahlil qilishni talab qiladi. Shu munosabat bilan o'quv jarayonini texnologiyalashtirish va uning ijtimoiy oqibatlarini o'rganish ilmiy tadqiqotning juda dolzarb yo'nalishi bo'lib ko'rinadi. Axborot inqilobi zamonaviy jamiyat hayotiga tez kirib, uning hayotining turli sohalari faoliyatini sezilarli darajada o'zgartirdi.

Hozirgi vaqtda ko'plab universitetlar oliy ta'lim muassasasining o'quv jarayonida yangi texnologiyalardan foydalanish bo'yicha aniq raqamli strategiyalarni ishlab chiqmoqda. Shuning uchun ham ta'lim jarayonini raqamli tashkil etish va talabalar va o'qituvchilaming raqamli kompetensiyalarini rivojlantirish, jamiyatni raqamlashtirishni pedagogik tadqiqotlarning asosiy mavzulari sifatida belgilash zarur. Elektron "aqlli" qurilmalar va sensorlar, bulutli texnologiyalar, ilg'or tahliliy vositalar kabi rivojlangan texnologiyalar oliy ta'lim mazmunini o'zgartirmoqda. Ushbu texnologiyalar o'quv jarayonini takomillashtirish uchun yangi imkoniyatlar ochadi. Shu bilan birga, o'qituvchining raqamli savodxonligi muhim ahamiyatga ega, bu "o'qituvchining kerakli natijalarga erishish uchun mavjud texnologiya va qurilmalardan foydalangan holda bilim va ko'nikmalarini" rivojlantiradi.

Yuqorida aytilganlarning barchasidan xulosa qilishimiz mumkinki, mahalliy oliy ta'limni modernizatsiya qilish muqarrar, u zamon bilan hamnafas bo'lishi kerak, ammo innovatsiyalar xavfini hisobga olish va o'z samaradorligini isbotlagan an'anaviy ta'lim texnologiyalaridan voz kechmaslik kerak. O'zbekistonda samarali ta'lim muhitini shakllantirishda innovatsion texnologiyalarning muhim roli aniq, chunki ulardan foydalanish bilimlarni o'zlashtirish darajasini oshirishga, o'quvchilarning ijodiy qobiliyatlarini rivojlantirishga, bilimlarni qo'llashga tayyorlikni shakllantirishga yordam beradi, amaliyotda nazariy bilim va mustaqil fikrlash asosida. Bundan kelib chiqib aytishimiz mumkinki, ta'lim faoliyatida innovatsion texnologiyalardan foydalanish yuqori malakali mutaxassislar tayyorlashning zaruriy shartidir. Shu bilan birga, innovatsion texnologiyalardan foydalanish jarayonida jamiyat uchun yangi xavf-xatarlar paydo bo'lishini unutmaslik kerak. Albatta, ilmiy tahlil va zamonaviy ta'lim muhitini amaliy o'zgartirish tajribasi bilan taqdim etilgan ularning o'ziga xos xususiyatlarini hisobga olish kerak.

Ta'lim muassasalarining yana bir muhim guruhi mintaqalarda intellektual

markazlashtirish markazlari vazifasini bajarishi kerak bo'lgan universitetlar bo'ladi. Universitetlarga onlayn ta'lim jarayonlarini qo'llab-quvvatlashga e'tibor qaratishlari uchun takomillashtirilgan universitet funktsiyalari bilan ta'minlash muhimdir. Bu ta'lim muassasalarining vazifasi oliy ta'limni maksimal qamrab olishni ta'minlashdan iborat bo'lib, bu hozirgi vaqtda har qanday rivojlangan davlat aholisi uchun ijtimoiy majburiyat hisoblanadi.

Zamonaviy sharoitda universitetlar talabalarga o'quv jarayonida raqamli texnologiyalardan maksimal darajada foydalanishni o'rgatish majburiyatini oladi. To'g'ri ta'lim strategiyasini ishlab chiqadigan universitetlar talabalar va professor-o'qituvchilar bilan o'zaro munosabatlar uchun ko'plab qiziqarli yangi imkoniyatlarni ochishi mumkin. Raqamli texnologiyalar yordamida aniq natijalarga erishishning yagona yo'li yo'q. Individual o'qituvchilarga raqamli texnologiyalar bilan ishlashning yangi usullarini sinab ko'rish imkoniyatini berish va ularga kerakli yordamni berish orqali o'qituvchilar malakasini oshirish kolleji o'zining raqamli identifikatoriga ega bo'lgan dinamik muassasaga aylanishi mumkin. Raqamli asrdan foydalanish har bir o'qituvchining o'ziga bog'liq.

XULOSA

Xulosa qilib aytish mumkinki, oliy ta’limni raqamlashtirish talabalarda intellektual salohiyatni rivojlantirish uchun yangi imkoniyatlar yaratdi. Zamonaviy texnologiyalardan foydalangan holda, talabalar endi ma'lumotlarga yanada samarali kirish va qayta ishlash, butun dunyo bo'ylab tengdoshlari va mutaxassislari bilan hamkorlik qilish va interaktiv ta'lim tajribalarida qatnashish imkoniyatiga ega. Buning natijasida o‘quvchilar bilim bazasini kengaytira oladi, tanqidiy fikrlash ko‘nikmalarini rivojlantiradi, jamoada ishlash va yetakchilik ko‘nikmalarini rivojlantiradi. Ko‘rinib turibdiki, oliy ta’limni raqamlashtirish talabalarning bilim olishi va intellektual salohiyatini rivojlantirish usullarini tubdan o‘zgartirdi.

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DEPICTION OF THE FEMALE PSYCHE IN THE NOVELS OF THE PERIOD OF INDEPENDENCE

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KEYWORDS

women of Uzbekistan, independence, romances, female spirit, ideals, folk traditions, social norms

ABSTRACT

This article talks about the literary sources dedicated to the portrait of the female spirit in the romance of the period of independence of Uzbekistan. The author analyzes various works of Uzbek literature and identifies common features in the image of women in romance. Traditional ideas about the Uzbek woman and the controversial image of a modern woman faced with new problems in the modern world are described. In the article, some romances and their authors, which are distinguished by their unique interpretation of the female portrait in Uzbek literature, are considered separately.

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MUSTAQILLIK DAVRI ROMANCHILIGIDA AYOL RUHIYATI TASVIRI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:
O'zbekiston ayollari, mustaqillik, romanslar, ayol ruhi, Ideallar, xalq an'analari, ijtimoiy normalar

ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolada O‘zbekiston mustaqillik davri romansdagi ayol ruhi portretiga bag‘ishlangan adabiy manbalar haqida so‘z boradi. Muallif o‘zbek adabiyotining turli asarlarini tahlil qilib, romantikadagi ayollar tasviridagi umumiy xususiyatlarni aniqlaydi. O‘zbek ayoli haqidagi an’anaviy g‘oyalar va zamonaviy dunyoda uning oldida turgan yangi muammolarga duch kelgan zamonaviy ayolning munozarali qiyofasi tasvirlangan. Maqolada o‘zbek adabiyotida ayol portretini o‘ziga xos talqin etishi bilan ajralib turadigan ayrim romanslar va ularning mualliflari ham alohida ko‘rib chiqiladi.

O‘zbekistonning mustaqillik davri (1991-yildan) milliy madaniyat va san’atga bo‘lgan qiziqishning ortishi bilan ajralib turdi, bu sozanda va bastakor ijodida ham o‘z ifodasini topdi. Boshqa musiqiy janrlar kabi romantikada o‘zbek madaniyatining ayollik ruhiga xos g‘oyalar va qadriyatlar o‘z aksini topgan

O‘zbek romansdagi ayol portreti uning go‘zalligiga hurmat, nafosat va hissiy teranlikka asoslangan. Ayol go'zalligi o'lchovsiz va tushunarsiz narsa sifatida tasvirlangan, bu hayrat va muhabbatga sabab bo'ladi. Ona tilida yozilgan romanslarda tabiat va gullar tasvirlari ko'pincha ayol go'zalligini etkazish uchun ishlatiladi. Masalan, gullar ko'pincha ayolning go'zalligi bilan bog'liq: atirgul - go'zallik va yoshlik bilan, nilufar - noziklik va shahvoniylik bilan, iris - sir va sir bilan.

Ayol ruhining nozikligi va hissiy teranligi romantikada ayollarning his-tuyg'ulari va kechinmalarini tasvirlash orqali namoyon bo'ladi. Qo'shiqlar sevgi, istak, muloyimlik, azob-uqubatlar va hasad kabi chuqur tajriba va his-tuyg'ularni aks ettirishi mumkin. Ayrim hollarda romanslar ijtimoiy adolatsizlikni ifodalash, gender normalari va stereotiplarini tanqid qilish uchun ishlatiladi.

Romans boshqa musiqiy janrlar kabi o‘zbek madaniyati va o‘ziga xosligiga sezilarli ta’sir ko‘rsatadi. Unda jamiyatda qadrlanadigan va o‘zbek madaniyatining ayollik ruhi uchun muhim bo‘lgan g‘oyalar va qadriyatlar o‘z ifodasini topgan.

O‘zbekiston mustaqilligi davrida bu davrdagi odamlarning hayoti va kayfiyatini aks ettiruvchi ko‘plab romanslar yaratildi. O'sha davrning eng mashhur romanslaridan biri "Tuiuylar" ("Tui bayramlari"). Bu milliy bayramni, xalqning o‘sha kundagi kayfiyatini ulug‘lovchi qo‘shiq.

O‘sha davrdagi yana bir mashhur romantika — “Yor yo‘llari” (“Abadiyat yo‘llari”). Bu hayot, borliqning ma'nosi va qadr-qimmatini qidirishni aks ettiruvchi qo'shiq.

“Yodalim” romansini ham tilga olmaslik mumkin emas. Bu qo‘shiq xalqning

mustahkam va bukilmas ruhi, ertangi kunga, yorug‘ ertangi kunga ishonchi haqidadir.

Umuman olganda, O‘zbekistonning mustaqillik davridagi romanslarda bu davrdagi xalqlarning milliy an’analari, madaniyati, kayfiyati aks etgan.

O‘zbek she’riyati tarixida ayol ruhi o‘zbek ayollarining ayollik go‘zalligi, kuch-qudrati, matonati va ajoyib xarakterini aks ettiruvchi muhim mavzu va motivdir. Ayolning go‘zalligi, nafosatliligi she’riyatda erkaklar uchun ilhom va shodlik timsoli sifatida tasvirlangan bo‘lsa, ayollar uchun g‘urur va iftixor hamdir.

O‘zbekiston ayollar she’riyatining yorqin namoyandalaridan biri – sevgi va ayollik haqidagi she’rlari bilan tanilgan Guljahon Kenjaevadir. Uning she’riy asarlari ayol go‘zalligi va tuyg‘ularining samimiy va yorqin tasviri bilan ajralib turadi.

O‘zbekistonning yana bir mashhur shoirasi Zuhra Musayeva bo‘lib, uning janrida lirika, doston va she’rlar mavjud. Uning asarlarida o‘zbek ayolining hayoti, tuyg‘ulari, tabiat bilan uyg‘unligi aks etgan.

She’rlarida an’anaviy o‘zbek jamiyatida ayol kuchi va qadr-qimmati o‘z ifodasini topgan Maxmin Nuraliyev, Odilaxon Bobojonova, Sayramjon Yusupovalarning she’riy ijodi haqida ham gapirib bo‘lmaydi.

Umuman olganda, O‘zbekiston ayollar she’riyati va ijodi madaniyatning ajralmas qismi bo‘lib, o‘zbek ayolining hayoti va tuyg‘ulariga o‘z ko‘zi bilan qarash imkonini beradi.

Mustaqillik davri o‘zbek romanslarida ayol obrazi kuchli va mustaqil sifatida namoyon bo‘lgan. Romansdagi ayollar, hatto umume'tirof etilgan xatti-harakatlar me'yorlariga zid bo'lsa ham, ijtimoiy me'yorlarga qarshi chiqishdan, o'z ideallari uchun kurashishdan va qaror qabul qilishdan qo'rqmaydigan qahramonlar sifatida taqdim etilgan.

Ayol ruhining bunday portretining yorqin namunalaridan biri bu "Xonda Gul" ("Ruh ovozi") romansidir. Ushbu romantikada "Honda" laqabli qahramon o'z erkinligi va huquqlari uchun kurashuvchi ayol jangchining ramzidir. U erining zo'ravonligi qurboniga aylanadi, lekin taslim bo'lmaydi va o'z hayoti va ozodligi uchun kurashni davom ettiradi.

Boshqa o‘zbek romanslarida ayol obrazi kuchli va mustaqil, shu bilan birga o‘z mamlakatining urf-odatlari va madaniyatini hurmat qilgan holda namoyon bo‘ladi. Bu romanslardagi ayollar o'z sevgilari va hayotlari uchun kurashadilar, lekin ular kuch va qat'iyatni yo'qotmaydi.

Demak, Mustaqillik davri o‘zbek romanslaridagi ayol ruhi portretini kuchli, o‘z huquq va erkinliklari uchun kurashuvchi, shu bilan birga o‘z mamlakatining an’analari va madaniyatiga hurmat bilan qaraydigan ruhi sifatida ta’riflash mumkin. Ushbu romanslarda ayollar o'z ideallari va sevgisi uchun kurashishdan qo'rqmaydigan, hatto ijtimoiy me'yorlar va me'yorlarga zid bo'lsa ham, qahramon sifatida taqdim etiladi.

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NATIONAL POP ARTINIG ROLE IN YOUTH EDUCATION

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KEYWORDS

national variety, culture, Popular Culture, Development, music, tone, theory, style, spiritual, aesthetics, upbringing

ABSTRACT

This article cites information about the development of pop art today and tomorrow, such as special attention to the meaning and content of the phrase national Variety, as a protection against the influence of currents in the spirit of "mass culture". In Uzbekistan, the search, finding, training and realization of their abilities of talented youth in the form of a system of years of independence, as well as practical and theoretical work being carried out, justified dances have come to fruition.

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YOSHLAR TARBIYASIDA MILLIY ESTRADA SAN'ATINIG O‘RNI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

milliy estrada, madaniyat, ommaviy madaniyat, taraqqiyot, musiqa, ohang, nazariya, uslub, ma'naviy, estetika, tarbiya

ANNOTATSIYA/АННОТАЦИЯ

Mazkur maqolada estrada san'atining bugungi va ertangi rivoji haqida milliy estrada degan iboraning ma'no – mazmuniga alohida e'tibor berish “ommaviy madaniyat” ruhidagi oqimlar ta'siridan himoya qilish kabi ma'lumotlar keltirib o‘tilgan. O‘zbekistonda iqtidorli yoshlarni izlash, topish, tarbiyalash va ularning layoqatini ro‘yobga chiqarish ishlari istiqlol yillari tizim shaklida hamda amalga oshrilayotgan amaliy va nazariy ishlar o‘z samarasini berib kelinayotgani haqida asosli raqmalar kelitirlgan.

Introduction

“When we talk about the development of pop art today and tomorrow, we must first of all pay special attention to the meaning and meaning of the phrase national variety, especially to protect the industry from the influence of currents in the spirit of “mass culture”. Because the art of national pop develops on the basis of folk musical heritage, traditions and modern means, elevating the cultural level of society with a reliance on national selves. Also, the art of national pop preserves the art of the ring from the influence of “mass culture”, which represents the interests of a particular group. All this makes it necessary to research the problem of promising directions for the development of national pop art in Uzbekistan.

President Of The Republic Of Uzbekistan Sh.M.Mirziyoev's “Central and South Asia: a regional interconnection. In his speech at the International Conference on” threats and opportunities", The Thinker gave our scientists the following description. "The names of the classical figures of our national literature are known and popular all over the world. This is primarily concerned with the work of Khusrav Dehlaviy, Alisher Navoi, Abdurahman Jami, Muhammad Haydar, Maxtumquli, Mirzo Ghalib, Abay, Rabindranath Tagore, Sadriddin Ayniy, Genghis Aitmatov. With their immortal works, they made a huge contribution to the development of the principles of peace, freedom and humanity among the peoples of the world, ideas of friendship and mutual trust. The works of great scientists – Abu Rayhon Beruniy and Zahiriddin Muhammad Babur-are a genuine Encyclopedia of the history, science and culture of the central and South Asian regions”[1.1.] .

Materials and Methods

Alisher Navoi, as the owner of high intelligence, loved music and was of a delicate heart. A.In Navoi's view," the poet who does not perceive music is a poet nim the poet", we can see that the work of our great thinker poet" Majolis un – Nafois " about the science and art of music is trophically illuminated about the art of mycaka. In the 118 Sahifa of the work, it was noted that Pahlavan Mukhammad was one of the sweetest and most merciful of his

time when Bakhs left about Ghushtigir .[2.750] for example: in the literature, the primary process is the letter. In music, the sound is. Second process: in literature – word, and in music-interval. Third process: sentence - verse - verse in literature, melody-melody in music. The fourth process: in literature, the Ode or poetry is a work in music, etc.K [3.10].

Musical training on capacitive training in works is an important task. Training manual " music and art", training manual for technical students on strength of the base and development of further Rivohlantic G. G.", state training standardisation of the study room on entrepreneurship training systemide time to give education and training of a musician to give at the bar level and skillful musicians are trained on the basis of state policy.one is qualitatively identified. Islam Karimov's has separately entered into force in the field of development. In particular, the works of "high spirituality – yungilmas-kurch" work spirituality formation it is important to study qualitatively music culture of crossed and in this regard training is an effective sport of front of a number of tasks. In fact, both now and now, especially the national musical culture, marked by the authority of this Ghana "Public culture" on the highest foundation. In front of the same Farley public, the music culture of the yeshes stands formasterstvo to the expected extent of mission. Further revenge and increase its effectiveness.

Discussion

Today, 278 children's schools of music and art, 24 specialized schools of music and art at the modern level operate in our country, are taught in secondary schools as one of the foundations of the subject "Music". Thanks to this, the effectiveness of giving music education at a modern level and realizing the musical talent of young people has increased.

Holding various competitions, festivals and musical events has become important mechanisms for strengthening music education, realizing the musical talent of young people and discovering new talents. For example, only in 2009-2014 452 talented young people became winners of prestigious international competitions held in foreign countries such as Italy, France, Germany, England, Austria, Japan, Romania, Russia, Portugal. This is a serious achievement in the work of music education and the realization of the musical talent of young people.

On October 20-25, 2014, in accordance with the state program" the year of the healthy child", an international competition "melodies of the Motherland" was held in Tashkent, on folk instruments of talented young people aged 12-19, such as doyra, rubob, nay, dutor. In addition to our country, 70 talented young people from 10 countries of the world and their mentors took part in the international competition. The main goal expected from the competition is to improve the performance skills and skills of young people with musical talents, discover new talented young people, give them opportunities to realize their talents, direct them to exchange experiences with foreign peers and expand the scope of the promotion of our national music culture.

The participants of the competition were divided into two groups: the first group included talented young people 12-15 years old and the second group included talented

young people 16-19 years old. In doing so, it was based on pedagogical and psychological laws and made it possible to rely on the principle of Justice. The international competition was held in three stages:

In the first stage, the participants performed the National Music of their native lands. At this stage, colorful music was heard, but in each of them the native land, Homeland, El Madhi were blowing. Then we witnessed how proud young people are of their native land. Under the terms of the competition, 50% of the participants according to their performance skills were given a qualification for the second stage.

In the second stage, the participants performed the famous works of World Classical copositors. Imagine that the 12-19-year-old talent faced a high level of interest in the works of World Classical Composers. The performance is also satisfying, of course, a stylistic flaw was felt in this in young people. Under the terms of the competition, 50% of participants were given a ticket to the third stage according to their performance skills and knowledge of classical music.

In the third stage, the participants performed conditionally from works created by Uzbek copositors under the direction of the orchestra of folk instruments. This stage of the competition was extremely informative, since at this stage the talent and performance skills of young people were fully manifested. This stage therefore made it possible to determine the winners.

After all, the international competition" native tones " was held in the spirit of a special musical conference and high creativity. During the selection process, meetings, interviews with famous masters of the music industry, exchanges of creative experience, master classes and concerts of professors and teachers of the Uzbek State Conservatory were held, and a tour of the participants to the city of Muazzam Samarkand was organized.

The results of the international competition led us to the following conclusions: First, a specific music education model was created in our country, this model covers the process from preschool to higher music education, and special attention is paid to the realization of the musical talent of young people in the model;

secondly, this international competition, which was held for the first time, made it possible to strengthen the current music education, improve the performance skills of young people and perceive new directions of further improvement of the mechanisms for the realization of their musical talent;

thirdly, the large number of young people with musical talents in our country and countries of the world delighted the person, as well as the growing number of talented youth in the performance of folk instruments in our country and the fact that they are not inferior in this regard to their foreign counterparts, gives pride to the person;

fourth, it will be necessary to strengthen work with talented young people, expand the provision of theoretical knowledge on Folk Instruments according to their interests, and to refine performance skills and qualifications. One of the ways to do this in our country is to widely cover talented young people living in the most remote areas with children's music

and art schools;

fifth, such international competitions give Spirit to talented young people, show their achievements and shortcomings, show the directions of work on themselves and give their mentors the experiences of prioritizing what is in the work of upbringing;

sixth, it is advisable to pass this international competition regularly traditionally.

Conclusions

It is known that mechanisms such as choices make it possible to carry out musical education to the expected extent. It is important in this that such mechanisms practically strengthen music education. In this sense, it is indisputable that giving importance to such practical factors in increasing the effectiveness of music education gives the expected effect.

Education in the direction of national variety from music education is also one of the specific directions. In this regard, it is also advisable to rely on the possibilities of practical activities. For example, the Nihol Award competition tests in its own way the skills, knowledge and performance styles of music education of many talented young people. Therefore, in our view, in improving the effectiveness of music education, it is necessary to regularly and consistently conduct practical activities, such as contests, fetivals, related to the direction of national pop.

In conclusion, it should be said that such contests as “native melodies”, “germination” Awards are of great importance in improving the effectiveness of music education.

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MUSICAL AESTHETIC CULTURE

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KEYWORDS

culture, development, music, melody, theory, style, spirituality, aesthetics, education

ABSTRACT

In this scientific article, an attempt was made to explain the comprehensive nature of culture. It was mentioned that in order to become a perfect person, we should consider all aspects. At the same time, they tried to prove that music plays an important role in human life. Therefore, the fact that the work of many scientists in the field of music has not gone to waste is a sign of our art forms that are developing today.

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MUSIQIY ESTETIK MADANIYAT

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

madaniyat, taraqqiyot, musiqa, ohang, nazariya, uslub, ma'naviy, estetika, tarbiya

ANNOTATSIYA/АННОТАЦИЯ

Mazkur ilmiy maqolada aynan madaniyat tshunchasini keng qamrovliligini tushuntirishga xarakat qilindi. Aynan komil inson bo‘lb yetishishda barcha jihatlarni ko‘zda tutishimiz lozimligi keltirib o‘tildi. Shu bilan birga musiqa inson hayotida muxim ahamiyat kasb etishini ham isbotlashga xarakat qilindi. Shunday ekan ilmiy asoslanishda musiqa ilmida ko‘plab olimlarimiz mehnati zoe ketmagani bugungi kunmizda rivojlanib kelayotgan san'at turlarimizdan darakdir.

Introduction

There are a huge number of definitions and interpretations of culture, which determine and scientifically substantiate the essence of content depending on the place and aspects of people in the processes of ijti-Moi-cultural development, during the period of historical development. It is widely believed that culture is a social phenomenon. Its special emphasis is placed on the laws of development, factors of development, the product of human thinking.

The term "culture" is an Arabic word meaning "Madinat" - "city". The latter also has another meaning of "colorful". The Prophet Muhammad Rasulullah (S.A.V.) When they emigrated from Mecca to Medina, the old name of this city was Yasrib, which began to be called "Madinat an-nabiy" (City of the Prophet) on the occasion of the arrival of the Prophet.

That is why its fundamental Maono lies precisely in social phenomena, events and processes, the connection between nature and man, the laws of progress. The product of human labor is perceived as the "culture", the masterpieces of thought created by him, and is sealed in history.

In the sources of world history there are about 300 terms and taorifs of culture, at the heart of all this lies the product of human thought.

Materials and Methods

In the system of musical and aesthetic education, individual aesthetic and musical and creative abilities can be formed. And only purposeful involvement in musical and creative activities, as well as aesthetic and educational influence based on the requirements of the life of society, the interests of the individual, are able to develop musical and aesthetic concepts, the ability to perceive musical art, the beauty of its beauty and the surrounding world, as well as aesthetic creativity. Reader- ' the process of socio-cultural self-development of youth itself lies in the system of musical and aesthetic education, since in this process the individual develops creatively and assimilates the values of World musical culture, which is the direct basis for the formation of musical and aesthetic education.

To solve the problem established today in modern science, the necessary set of knowledge was formed: aspects of the formation of the aesthetic culture of the individual

through art were considered in the works of local scientists: yu. B. Boreva, M. S. kagana, N. I. Kiyashchenko, B. T. Likhacheva, A. A. Melik-Pashaeva, L. P. Pechko, A. N. Sohor, W. A. Sukhomlinsky, S. T. Shatsky; O. in the field of music pedagogy. A. Apraxina, B. V. Asafyev, N. A. Vetlugina, L. V. Goryunova, D. B. Kabalevsky, L. A. Rapatskaya, T. D. Suslova, B. M. Teplova, V. N. Studies of Shatskaya and others are known.; important features of musical and aesthetic culture yu. M. Aliyev, A. I. Arnoldov, M. I. Imkhanitsky, R. A. Determined by Telcharova; theoretical and methodological foundations of musical and aesthetic development have been developed-A. L. Gottsdiner, N. B. Krylova, S. I. Kurgansky. [1.4.]

At the level of general consciousness, "culture" is seen as something normative. The pattern that representatives of society, representatives of culture should look at is the same as the intelligence and education of a person. [2. 6]

It is possible to analyze and generalize, infer the diversity of views and approaches to the concept of" culture".

"culture" :

* the material and spiritual unity that makes up man and society;
* results of human activity, intellectual, moral and
* aesthetic development, worldview, methods and forms of communication;
* a certain level of historical development of society.

In this place it is necessary to mention the name of the great alloma, the poet Alisher Navoi. He not only enriched the world of elegance by creating a huge beautiful historical heritage in the chapter of poetry, but also outlined his aesthetic views in the chapter of art in his deep scientific and philosophical works.

Abu Nasr Farabi is distinguished from a number of scientists by the fact that he is rich in clear aesthetic thoughts. He specifically emphasizes the importance of the art of he'riyat and music in human perception of elegance. In his opinion, nazm - poetry works with words, Fine Art with paint, but has the same effect on a person. He follows the philosophical path of Aristotle and acknowledges the mimicry of art, but comments that the purpose of imitation is to positively influence one's imagination and emotion.

Abu Rayhan Beruni's views on elegance are also notable. Berunius:

-any action in existence and its result depend on the finish line;

- the finish either shapes, changes, or complements beauty;

- beauty believes that it is the quality of maturity, maturity, inherent in nature and man.

Another of our allomas is Ibn Sina' treatise on music, which says that the art of music has moral and educational value, and poetry has the opportunity to instill beautiful qualities in people, complementing the views of previous Asian thinkers about elegance.

Caicovus, who was able to feel beauty subtly, in his work “Kabusnoma”, reflects in detail aesthetically on the beauty of Labor, the beauty of learning in science, and the beauty of life in general.

In China, aesthetic concepts, views, theories as a certain science arose as early as very

ancient times and went through their own stages of development. According to these views, the spirits of Heaven and Earth (In and Yan) tend to each other, and thus the universe falls into order.

We see this in works such as" Shi Xizin "("Book of songs"," I Xizin "("book of self-garishlarkitobi")," Shu Xizin "("Book of history")," in fu xizin "("book on the harmony of light and darkness")," Dio de xizin "("Book of Heaven and Earth"). It reflects on the connection, variability of real phenomena in the social life and behavior of people with the sky.

Results

The development of philosophical, literary and aesthetic thought of the XV century is associated with the name of Alisher Navoi. The great poet, scientist and statesman Alisher Navoi left to his next generations a huge literary-artistic Knzina, a legacy of beauty nurafshon, that heritage has not yet been fully studied. At the center of Navoi's philosophical, literary and aesthetic views is the question of the perfect human upbringing, what should be his way of life among the beauties of the universe.

S.In Ayni's monograph, “Alisher Navoi”, Bertels ' thoughts were much loosened, making the genre in its time a.Jami, A.The positive importance of the noble word masters such as Navoi was shown, such as the fact that he was able to expose the impurities of the feudal system. Also, the literary scholar L. In the study, which zohidov devoted to the study of the problem genre in his work Alisher Navoi, too - on the example of the work of Mufradot, he gives many examples of the special importance of meaning in problems, along with the development of his ideas, in which the famous scientist A.It is true to say that there is an influence of the study of the literary - critical views of hayitmetov - Alisher Navoi [3.6.].

As for Nawab's attitude to music, Husayn Boyqaro and Nawab were also educated in music in their youth. Even in”the bubble", the author says, " Alisherbek again connects what is good in music. Good patterns (song—U.B.) and have good peshraves(instrument track)...”. Master Qulmuhammad, Shaykhi Noiy and Husayn Uddiykim were saromat in Soz. With Beck's upbringing and piety, they made some progress and fame. Mavlono Binoyi noses are unaware of the music, this jihattin alisherbek teases. One year Mirzo (Husayn Boyqaro Marvga qishlay borghanda Alisherbek is also there. The building remains in Hiri. He rehearses music in the winter, until he writes about mom, works Gardens. Savt and pattern will pass when summer comes to Mirza Hiriy. Alisherbek is surprised and surprised. Then, on the advice of Alisher Navoi, the Binaiy Dag of Mavlono finished brochures in this science,” he wrote.

It means that Navoi was also a composer who performed songs and songs. A native of Andijan, Khoja Yusuf Burhon, a musician who had settled in Herat, mentored Nawai. In the” majolisun-nafois“, it is correct that Nawai himself said that " the musical science is well known, and in the music of the poor, ANI's disciple. More and more musical gardens were given to his poem", wrote Pahlavon Muhammad, Abdulwafoi Khwarazmiy, Hofiz Sharibiy, Kamoliddin Uddiy, Mavlono Solimi, USTA Qulmuhammad, Mir Habibullo, who showed his talents in music. [4.3]

Discussion

The aesthetic attitude of art to reality is based on the reflection of the universe in a concrete — linear form, and this process becomes inextricably linked with the socio-aesthetic ideal. The socio-aesthetic ideal can be expressed directly and bavosita in art. This dream-ideal, on the one hand, is manifested in a work of art by expressing high human activity, virtue, a positive attitude of the witch I to it. Ahmad Dongish writes that in art, "unless the nalijah of meaning pulls a person into the world of purity, he is considered one of the Satanic Sciences. To say poetry is like a stone of mukhak (stone - authors who determine the quality of the language). He shows people well-being, guilt and craft well: brings everyone's yaashirin secrets to the surface".

Conclusions

It was in this scientific article that it was intended to explain the wide scope of culture. It has been cited that we should consider all aspects when becoming a perfect person. At the same time, music was considered to prove the importance of music in human life. Therefore, the labor of many of our scientists in the science of music in scientific reasoning is a sign of the types of art that are developing in our day to day. But it is difficult to feed into the future without knowing history, so it is not for nothing that the history of our first Note Records is also mentioned.

At this point, it is worth noting with pleasure that the masterpieces of the musical culture of the Uzbek people, which have reached us for several centuries, have been fully restored and notated to this day. In this, the services of our late great teachers are invaluable. After hundreds of years, this heritage will continue to be polished with New-newly completed performances, will continue to be the sacred spiritual wealth of our people. One of the important laws of human spiritual development is that as a person matures, he begins to feel more and more deeply the creative power of art. It is not for nothing that the role, situation and attitude of the artist to art in society are fulfilled as a kind of criterion for the spiritual potential of society.

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TO INCREASE THE INTEREST OF PRIMARY CLASSES IN BOOKS

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KEYWORDS

interest in reading, elementary grades, library environment, literary genres, parents, educational institutions

ABSTRACT

This article discusses the importance of increasing interest in reading in elementary grades and suggests effective approaches and strategies to achieve this goal. Important aspects such as creating an attractive library environment, using different literary genres and methods, involving parents and educational institutions in supporting reading are described. The results of these approaches can lead to the improvement of reading skills of young students, the development of imagination and logical thinking.

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BOSHLANG‘ICH SINFLARNI KITOBGA BO‘LGAN QIZIQISHINI ORTTIRISH

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

o'qishga qiziqish, boshlang'ich sinflar, kutubxona muhiti, adabiy janrlar, ota-onalar, ta'lim muassasalari

ANNOTATSIYA/АННОТАЦИЯ

Ushbu maqolada boshlang'ich sinflarning o'qishga qiziqishini oshirish muhimligi muhokama qilinadi va bu maqsadga erishish uchun samarali yondashuv va strategiyalar taklif etiladi. Jozibador kutubxona muhitini yaratish, turli adabiy janr va usullardan foydalanish, kitobxonlikni qo‘llab-quvvatlashga ota-onalar va ta’lim muassasalarini jalb qilish kabi muhim jihatlar bayon etilgan. Ushbu yondashuvlarning natijalari kichik yoshdagi o'quvchilarning o'qish qobiliyatini yaxshilashga, tasavvur va mantiqiy fikrlashni rivojlantirishga olib kelishi mumkin.

O'qish bolalarning intellektual rivojlanishiga, so'z boyligini kengaytirishga va tasavvurni rivojlantirishga yordam beradigan muhim mahoratdir. Biroq, ko'plab yosh talabalar turli omillar, jumladan, adabiyotning mavjudligi va jozibadorligi tufayli o'qishga qiziqishni yo'qotadilar. Ushbu maqolada biz boshlang'ich sinflarning o'qishga qiziqishini oshirishga yordam beradigan bir nechta samarali yondashuv va strategiyalarni ko'rib chiqamiz.

Hozirgi vaqtda qabul qilingan global tendentsiyalarga ko’ra yosh avlodning o'qishga bo'lgan qiziqishi kamayishi keng miqyosga ega. Ko'pgina rivojlangan davlatlar, shu jumladan O’zbekistonda ham ushbu hodisaga faol qarshi choralar ko'rish vazifalari shakllantirilgan. Aholi o'rtasida kitob o'qishga qiziqish pasayishining hozirgi global tendentsiyasi o'qish madaniyatining tizimli inqirozini ko'rsatadi, Bu ko'plab mamlakatlarga, shu jumladan O’zbekistonga ham ta'sir qiladi. Mamlakatimiz uzoq vaqtdan beri dunyodagi eng ko'p kitobxonga ega davlat deb topildi. Biroq, XX asrning 90 -yillaridan boshlab O’zbekistonda kitobxon faolligining pasayishi boshlanadi.[2]

Malumki, Vazirlar mahkamasining “2020-2025 yillarga mo’ljallangan kitobxonlik madaniyatini rivojlantirish va qo’llab -quvvatlash milliy dasturi to’g’risida’’gi qarori loyihasi e’lon qilindi. Bunga ko’ra yurtimizda barcha sohada kitobxonlikni targ’ib etish, turli xil loyihalar va tanlovlar ishlab chiqish, u orqali yoshlarda kitob mutola asiga qiziqish uyg’otish maqsad qilib qo’yildi. Kitob o’qish inson dunyoqarashini kengaytirib, bilimini oshiradi , fikrlash qobilyatini yuksaltiradi. Yosh avlod bizning vatanimizning ertangi egalari, ularning bilimli, aqlli, manan yetuk qilib tarbiyalashda ota-onalarining,ustozlarning o’rni beqiyosdir, “Yoshlikda olingan bilim, toshga o’yilgan naqsh kabidir’’ deb bejizga aytilmagan bolalar yoshlik dan ota-onalarining aytgan alla, ertak, hikoyalarini maktabda boshlang’ich sinfda o’zlari o’qishni boshlagan hikoya ertaklar orqali kitob , kitob mutolaasi dunyosiga kirib

[2] Nafisa Gulummatovna O‘Razova. "BOSHLANG’ICH SINF O‘QUVCHILARIDA MADANIY DUNYOQARASH ELEMENTLARINI SHAKLLANTIRISHDA KITOBXONLIKDAN FOYDALANISH" Central Asian Academic Journal of Scientific Research, vol. 1, no. 1, 2021, pp. 88-93.

boradilar. Shu sababli bu davrlar bolalarda alohida e’tiborni talab qiladi. Bu davrda bolada poydevor shakllana boshlaydi. Boshlang’ich sinf o’quvchilario’yinqaroq, ko’proq kompyuter o’yinlari, telefon o’ynashni yoqtirishadi, ota-onalari bolalarini kitob o’qishlarini xohlashdi. Ota-onalar bolalariga zamonaviy texnologiyalardan foydalanib audio ertaklar, rasmli kitoblar quyib berishlari maqsadga muvofiqdir.[3]

Bolalarni bo'g'inlar bo'yicha so'zlarni o'qish va talaffuz qilishni o'rgatish uchun siz quyidagi bosqichlardan foydalanishingiz mumkin: Bo‘g‘in tushunchasini tushuntiring: Bolalarga so‘zlar bo‘g‘in deb ataladigan alohida tovush birliklaridan iborat ekanligini ayting. Ularga so'zlarni bo'g'inlarga bo'lish va har bir bo'g'in qanday tovushlar ostida ekanligini chizish orqali ularga misollar ko'rsating.

Bolalar so'zlardagi bo'g'inlarni ajratib ko'rsatishlari kerak bo'lgan mashqlarni bajaring. Misol uchun, bir so'zdagi har bir bo'g'in uchun barmoqlarini stolga tegizishlarini yoki oyoqlarini urishlarini so'rang. Bu ularga so'zdagi bo'g'inlar sonini eshitish va his qilishlariga yordam beradi.

Harf kartalaridan foydalaning va bolalarni bo'g'inlarga bo'lish orqali so'zlarni yaratishga ruxsat bering. Masalan, “mushuk” so‘zini birlashtirib, so‘ng “ mu-shuk ” deb bo‘g‘inlarga bo‘lishlarini so‘rang.

Talaffuz mashqlari: so'zlarni bo'g'inlar bo'ylab gapiring va bolalardan sizdan keyin takrorlashni so'rang. Oddiy so'zlardan boshlang va asta-sekin murakkabroq so'zlarga o'ting. Har bir bo'g'in qanday tovushlar va qanday tovushlarni o'z ichiga olganligini belgilang.

Bo'g'inlar bo'yicha o'qish: Bolalarga so'zlar bo'g'inlarga bo'lingan matnlarni taklif qiling. Har bir bo'g'ini alohida aytib, ushbu matnlarni ovoz chiqarib o'qishlarini so'rang. Bu ularga bo'g'inlarning talaffuzini so'zlarni o'qish va tushunish bilan bog'lashga yordam beradi. Bolalar so'zlarni bo'g'in bo'yicha o'qishni o'rganganlaridan so'ng, so'zni bir butun sifatida o'qish uchun bo'g'inlarni asta-sekin birlashtirsin. To'g'ri talaffuzga e'tibor bering va agar kerak bo'lsa, ularga yordam bering.

Amaliyot va takrorlash bo'g'inlarni o'qish ko'nikmalarini mustahkamlash uchun bolalarga mashq qilish uchun ko'p imkoniyatlar bering. Ularga o'z darajasida kitob o'qish, so'z o'yinlarini o'ynash va so'zlarni bo'g'inlarga ajratishni davom ettiring.

Jozibador kutubxona muhitini yaratish: Kitobxonlikka bo‘lgan qiziqishga ta’sir etuvchi asosiy omillardan biri kutubxona muhitidir. Kutubxona bolalar o'zlarini qulay va qiziqarli his qilishlari mumkin bo'lgan joy bo'lishi kerak. Qulay o'qish burchaklarini yaratish, kitoblarni ko'zga ko'ringan joyga qo'yish, yorqin va jozibali kitob muqovalaridan foydalanish - bularning barchasi kichik yoshdagi o'quvchilarning e'tiborini jalb qilishga yordam beradi.

Bolalarga tinch xona qilib berish muhimdir. Bolalarni chalg’itmaydigan, tashqi shovqin-surondan holi bo’lgan o’zi uchun qulay bo’lga n xona yoki burchak tashkil qilib

[3] Mirziyoyev Sh.M. O`zbekiston Respublikasi Prezidentining “O`zbekiston Respublikasini yanada rivojlantirish bo`yicha Harakatlar strategiyasi to`g`risida”gi Farmoni. // Harakatlar strategiyasi asosida jadal taraqqiyot va yangilanish sari. – T.: «G’afur G’ulom», 2017.– 92 b.

berish. Bolalar ota-onasidan namuna oladilar . Agar ota –onalar muntazam ravishda kitob mutolaa qilishsa, boshqa oila a'zolari bilan turli kitoblar to'g'risida tez-tez suhbatlashsa, kitobdan zavq olganligini namoyon qilsa, bolalarga o'rnak bo'lgan bo'ladi. Kitob o'qish asta - sekin bolalarni sevimli mashg'ulotiga aylanadi. Boshlang'ich sinf o'quvchilarini rag'batlantirish, bunda ularning qiziqishlari yanada oshadi. Ota-onalar bolalarni bilan turli xil o'yinlar orqali kitob mutolaasiga qiziqtirish mumkin. Bolalarda o'zining kutubxonasini yaratishni oz bulsada kitoblarni o'qib to'ldirib borishini aytish yaxshi samara beradi. Kitobga qiziqish, kitob haqidagi tasavvurlar insonga o`yin faoliyatidan boshlab singdirib boriladi.

Dastlab ularga ota-onalar tomonidan qisqa mazmunda ertaklar o`qib berish orqali, badiiy obrazlar go`zalligini his etib tarbiyalanib boradi. Ana shu dastlabki uchrashuv bolaning o`quvchilik davrdagi ma`naviy hayotining barcha sohalari, yani mehnat, o`yin, musiqa, bolalar ijodi bilan bog`liq bo`lib bola hayotining barcha tomonlarini qamrab oladi. Demak, bolani kitobga qiziqtirish unda kitobxonlikni shakllantirish dastlab oiladan boshlanar ekan.[4]

Adabiy janr va uslublarning xilma-xilligi: Kichik yoshdagi o'quvchilarni kitobxonlik bilan qiziqtirish uchun ularga turli adabiy janrlarni taklif qilish muhim. Hikoyalar, she'rlar, komikslar, fantaziyalar , sarguzashtlar - turli xil tanlovlar har bir bolaga o'zini qiziqtirgan narsani topishga yordam beradi. Bundan tashqari, dramatizatsiya, turli qahramonlar sifatida o'qish yoki illyustratsiyalar yaratish kabi interaktiv o'qish usullaridan foydalanish ham o'qishni qiziqarli va qiziqarli qiladi.

Ota-onalar va ta'lim muassasalarining ishtiroki: Boshlang'ich sinflarning kitobxonlikka qiziqishini oshirishda ota-onalar, ta'lim muassasalarining faol ishtiroki muhim omil bo'lmoqda. Ota-onalar yotishdan oldin farzandlari bilan kitob o'qishlari, o'qiganlarini muhokama qilishlari, kutubxonalar yoki kitob do'konlariga tashrif buyurishlari mumkin. Shuningdek, ta'lim muassasalari bolalarning kitobxonlikka qiziqishini oshirish maqsadida kitob ko'rgazmalari, yozuvchilar tanlovlari yoki yozuvchilar uchrashuvlarini tashkil etishi mumkin.

Boshlang'ich sinf o'quvchilari ma'naviyati rivojlanib boruvchi faol jarayon. Shu sababli ota-ona kitobdan foydalanishda quyidagi omillarga e'tibor berishlari lozim:

Boshlang'ich sinf o'quvchilarida kitob o'qish ishtiyoqini shakllantirish nihoyatda murakkab jarayondir. Bu masala ularlarning kitobxonlikka bo'lgan munosabatini belgilaydi. Tan olish kerak, Boshlang'ich sinf o'quvchilarining bugungi kitobxonlik darajasi qoniqarli emas. Bu ijtimoiy muammodan chiqib ketishning yagona yo'li ota-onaning yordamga kelishidir. Maktabda o'qituvchi, uyda ota-ona bolada kitob o'qish ko'nikmasini hosil qilishi kerak. Bunda oddiydan murakkablikka, ya'ni murakkabligi jihatidan normal, bolaning

[4] Nafisa Gulummatovna O'Razova. "BOSHLANG'ICH SINF O'QUVCHILARIDA MADANIY DUNYOQARASH ELEMENTLARINI SHAKLLANTIRISHDA KITOBXONLIKDAN FOYDALANISH" Central Asian Academic Journal of Scientific Research, vol. 1, no. 1, 2021, pp. 88-93.

kamolot darajasiga mos bo'lgan kitoblar tanlash qo'l keladi.[5]

Bolalarga tinch xona qilib berish muhimdir. Bolalarni chalg'itmaydigan, tashqi shovqin-surondan holi bo'lgan o'zi uchun qulay bo'lga n xona yoki burchak tashkil qilib berish. Bolalar ota-onasidan namuna oladilar . Agar ota –onalar muntazam ravishda kitob mutolaa qilishsa, boshqa oila a'zolari bilan turli kitoblar to'g'risida tez-tez suhbatlashsa, kitobdan zavq olganligini namoyon qilsa, bolalarga o'rnak bo'lgan bo'ladi. Kitob o'qish asta - sekin bolalarni sevimli mashg'ulotiga aylanadi.

Boshlang'ich sinf o'quvchilarini rag'batlantirish, bunda ularning qiziqishlari yanada oshadi. Ota-onalar bolalarni bilan turli xil o'yinlar orqali kitob mutolaasiga qiziqtirish mumkin. Bolalarda o'zining kutubxonasini yaratishni oz bulsada kitoblarni o'qib to'ldirib borishini aytish yaxshi samara beradi. Kitobga qiziqish, kitob haqidagi tasavvurlar insonga o`yin faoliyatidan boshlab singdirib boriladi. Dastlab ularga ota-onalar tomonidan qisqa mazmunda ertaklar o`qib berish orqali, badiiy obrazlar go`zalligini his etib tarbiyalanib boradi. Ana shu dastlabki uchrashuv bolaning o`quvchilik davrdagi ma`naviy hayotining barcha sohalari, yani mehnat, o`yin, musiqa, bolalar ijodi bilan bog`liq bo`lib bola hayotining barcha tomonlarini qamrab oladi. Demak, bolani kitobga qiziqtirish unda kitobxonlikni shakllantirish dastlab oiladan boshlanar ekan.

Xulosa: Boshlang‘ich sinflarning o‘qishga qiziqishini oshirish maktab, ota-onalar va jamiyatning birgalikdagi sa'y-harakatlarini talab qiladigan muhim vazifadir. Jozibador kutubxona muhiti, turli adabiy janr va kitobxonlik usullarini yaratish, ota-onalar va ta'lim muassasalarini jalb etish bu maqsadni amalga oshirishga xizmat qiladi. Kichik yoshdagi o‘quvchilarda kitob o‘qishga bo‘lgan qiziqishning rivojlanishi nafaqat ularning intellektual rivojlanishiga xizmat qiladi, balki ular uchun cheksiz fantaziya va tasavvur olamlarini ochib beradi.

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PERIOD OF SENSITIVITY AND HIGH QUALITY OF MEDICINAL PLANTS

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KEYWORDS

Medicinal plants, seeds, fruits, buds, perennials, shrubs

ABSTRACT

The period of effectiveness and high quality of medicinal plants corresponds to the beginning and end of the period of flowering and germination of plants. At this time, the above-ground masses of plants are collected.

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ПЕРИОД ЧУВСТВИТЕЛЬНОСТИ И ВЫСОКОГО КАЧЕСТВА ЦЕЛЕБНЫХ РАСТЕНИЙ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Лекарственные растения, семена, плоды, почки, многолетники, кустарники

ANNOTATSIYA/АННОТАЦИЯ

Период эффективности и высокого качества лекарственных растений соответствует началу и концу периода цветения и всходов растений. В это время собирают надземные массы растений.

Использование целебных трав в качестве лекарства — очень древний обычай, история которого начинается с становления человека. Травы, ветки, листья, плоды, семена, луковицы, клубни, корни различных окружающих растений употреблялись в пищу и использовались для различных целей.

Таким образом постепенно собирали сведения о лечебных свойствах растений. Особенно народы Древней Греции, Китая, Аравии, Средней Азии и Западной Европы использовали лекарственные растения вместо лекарств.

Эффективность лекарственных растений зависит не только от количества биологически активных веществ и соединений различного сложного строения, но и в значительной степени от их качества. [1]

Когда семена и плоды полностью созреют, корни, корневища и клубни собирают в конце вегетационного периода (то есть до того, как растение перейдет в состояние покоя) или ранней весной. Почки собирают во время бутонизации, непосредственно перед тем, как они будут готовы к росту, то есть ранней весной. Если сорвать бутоны после того, как они начали расти, препарат теряет свои лечебные свойства.

Подбирать их нужно очень тщательно. Кору добывают из двухлетнего здорового, без болезней растения кинг-шабба. В начале самого сильного сокодвижения, то есть в период хорошего набухания почек, отделяется кожура. В этом случае, помимо легкого и быстрого отделения кожи, это соответствует времени, когда сила действия экологически активных веществ высока.

Листья собирают, когда растение полностью расцветает. Собираемый лист должен быть здоровым, без болезней и насекомых. Можно собрать треть листа растения. При отрывании листа необходимо двигать лезвием сверху вниз и обрывать лист лентой. Собранные листья быстро доставляются на участок сушки и сушатся. Листья, подготовленные для сырья, должны быть хорошо просушены, не обесцвечиваться и сохранять свой неповторимый запах. [2]

Цветы собирают в конце периода бутонизации и в начале раскрытия. В это время лепестки сорванных цветков не сильно опадают, цвет готового сырья почти не

меняется, сохраняется запах.

Цветки трав собирают ножницами, острым ножом, ножницами для винограда, а цветки деревьев и кустарников - проволочными крючками. Собранные на сырье цветы должны быть здоровыми, не больными, не изъеденными насекомыми, не помятыми. Собранные цветы приносят на сушку в корзинах или сушат на брезенте в помещении. Если есть постоянные участки, их необходимо заасфальтировать, высушиваемое сырье не должно подвергаться воздействию прямых солнечных лучей. В противном случае качество продукта ухудшится, сырье полностью изменит свой цвет, и оно почти потеряет свою эффективность. Если надземные органы растений, т. е. стебель, ветка, лист и цветки, собирают вместе, период сбора семян соответствует времени цветения.

Острый нож, ножницы для винограда и ножницы используются для сбора надземных органов растений. Многолетние травы и кустарники следует срезать на 7-8 см выше основания, а не от основания. Подготовленное к сушке сырье сушат в затененных местах, на специальных площадках, в помещениях и на верандах. Разложите их и переворачивайте 2- 3 раза в день. Двери и окна помещений должны быть открыты и проветрены.

Для того, чтобы узнать, достаточно ли сухое сырье, его стебель сгибают, если стебель ломается и листья осыпаются при растирании между пальцами, то оно считается достаточно сухим, высушенное растение должно собирать сырье в одном месте и не допускать его поломки и дробления. Готовое сырье должно быть светло-зеленого цвета, иметь специфический запах, влажность не должна превышать 12-13%. Плоды и семена собирают несколько раз в зависимости от степени зрелости.

Семена некоторых растений лопаются сразу после созревания, что приводит к снижению урожая. Чтобы этого не произошло, высаживайте семена этой категории, когда они еще не созрели или когда они побуреют. Семена луковичных растений собирают вместе с луковицей, связывают в небольшие пучки, а затем сушат в тени или на специальных площадках, сухие цветки и семена очищают.

Ягоды собирают только хорошо созревшими, утром и вечером при ясном воздухе. Его не собирают, когда погода слишком жаркая. Сорванные плоды быстро портятся в жаркий день. Собирая их, вы должны быть осторожны, чтобы не раздавить их. Фрукты собирают в корзины. Через каждые 5 см кладут листья растений или веточки барры, а на них снова собирают плоды.

Плоды и семена не смешивать, растительные остатки, больные плоды отделять. Корни, риомы и почки заготавливают после полного созревания семян и плодов растения, в конце вегетационного периода, т.е. в период зимнего покоя. Иногда ранней весной растение выкапывают до начала вегетации. Острые шила, мотыги и лопаты используются для извлечения корней, корневищ и клубней.

Выёмочные работы следует проводить до того, как надземные органы растения будут полностью сломаны или исчезнут. Выкопанные корни, корневища и

клубни отделяют от почвы, укладывают в корзины и промывают проточной водой. После слива его сушат в специальных сушильных камерах. Следует отметить, что выкапывать подземные органы цветковых растений категорически запрещено.

В заключение можно сказать, что не сбор лекарственных растений в указанные сроки, несоблюдение правил подготовки и сушки сырья отрицательно сказывается на качестве заготавливаемого сырья, изменении количества и качества биологически активных веществ, вещества по своему содержанию. Лекарства, приготовленные из них, не будут иметь достаточной эффективности.

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STAGES OF DEVELOPMENT OF APPLIED ART OF UZBEKISTAN

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KEYWORDS

Painting, graphics, pattern element, composition, gilding, embroidery, leafy rafters, girih, peshtoq, kumgon, incense, obdasta, surmadon, dastshoy

ABSTRACT

This article contains information about the ancient applied art, which reminds us of our national traditions, reflecting the antiquity of Central Asia. The works of masters who contributed to the development of applied art were mentioned. Differences between schools of applied art in Uzbekistan and types of patterns that bring out the beauty of applied art are presented.

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O‘ZBEKISTON AMALIY SAN’ATINING RIVOJLANISH BOSQICHLARI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Rangtasvir, grafika, naqsh elementi, kompoziysiya, zarhal, kashta, bargli raftori, girih, peshtoq, qumg‘on, isiriqdon, obdasta, surmadon, dastsho‘y

ANNOTATSIYA/АННОТАЦИЯ

Bu maqolada O‘rta Osiyoning azaliyligini aks ettiruvchi milliy an’analarimizni bizga eslatib turuvchi qadimiy amaliy san’at haqida ma’lumotlar keltirilgan. Amaliy san’atning rivojlanishiga hissa qo‘shgan ustalarning ishlari haqida aytib o‘tilgan. O‘zbekistondagi amaliy san’at maktablarining bir biridan farqi hamda amaliy san’atning go‘zaligini yuzaga chiqarib beruvchi naqsh turlari haqida keltirilgan.

Ijtimoiy va shaxsiy turmushda amaliy ahamiyatga ega bo‘lgan badiiy buyumlar tayyorlash, kundalik turmush ashyolari (asbob-anjomlar, mebel, mato, mehnat qurollari, kiyim-kechaklar, taqinchoqlar, o‘yinchoqlar va boshqalar)ni badiiy ishlash bilan bog‘liq ijodiy mehnat sohalarini o‘z ichiga oladi. Amaliy san’at asarlari ko‘z bilan ko‘rish, his etish va anglashga mo‘ljallangan. Amaliy san’at asarlari va buyumlari insonning moddiy muhitini go‘zallashtirishga, insonning estetik dunyoqarashini boyitishga xizmat qiladi. Ayni paytda o‘zining ko‘rinishi, tuzilishi, xususiyatlari bilan insonning ruhiy holati, kayfiyatiga ta’sir etadi, bezatilgan narsalar hayotda foydalanilishidan tashqari badiiy qimmati bo‘lgani uchun ham qadrlanadi. Shuning uchun xom ashyoning go‘zalligi va nafis xususiyatlarini namoyish etish, unga ishlov berish mahorati va usullarining ko‘pligi amaliy san’atda estetik ta’sirni oshiruvchi ahamiyatga ega faol vositalardir. Xom ashyoning go‘zalligi, qismlarning mutanosibligi, tuzilishining maromi buyumning ta’sirchan umumlashma qiyofasini ifodalovchi yagona vositalardir. Ta’sirchan mazmunli shakllar ko‘pincha taqlidan yaratilganda mazmuni ortadi. Buyumda hosil bo‘layotgan bezak uning obraz tuzilishiga ham sezilarli ta’sir etadi. Bezagi tufayli buyum Amaliy san’at asariga aylanadi. Amaliy san’atda bezak yaratishda naqsh bilan tasviriy san’at (haykaltaroshlik, rangtasvir, ayrim hollarda grafika) qismlari (alohida yoki turlicha birikuvlari) keng qo‘llaniladi. Amaliy san’at asarining uyg‘unligi avvalo badiiy buyumning badiiy va amaliy vazifasining yagonaligida, shakl va bezakning o‘zaro birikuvida, tasvir va buyum tuzilishida namoyon bo‘ladi. Bezakning shakl, tasvirning buyum ko‘lami va xususiyati, uning amaliy va badiiy vazifasi bilan uyg‘unlashtirishning zarurligi tasviriy bo‘laklarni o‘zgarishiga, talqinda shartlilikka va narsa qismlarini o‘xshatib yaratishga olib keladi. Inson yashar ekan har doim go‘zalikka intilib yashaydi, atrofidan nafislik va go‘zallikni qidiradi. Insoniyatni amaliy san’atga intiltirgan narsa bu avvalo insoniyatning yanada shakllanishidir. U shakllangani sari olamni ko‘proq ko‘rib bilib, uni kuzatib undagi Alloh yaratgan go‘zallikni o‘zi yasagan buyumlarida ma‘lum bir o‘zgartirish asosida aks ettirgan. Ya‘ni amaliy san’atda keng qo‘llaniladigan naqshlarni asosiy qismlari atrofimizdagi borliqdan olingan. Har bir naqsh elementining maxsus qiyosi va ularning mazmuni bor. O‘zbekistondagi barcha viloyatlarda amaliy san’at namunalaridagi uslub va o‘zgarishlar ularning iqlimi ularning azaliy va qadimiy

an’analaridan kelib chiqib farqlanadi. Har bir hududagi naqsh elementlari va kompoziysiyalarning ma’lum bir qismlari ham bundan mustasno emas.

Bola tarbiyasida hunar o‘rganishning ta’siri, halol mehnat kabi axloqiy tushunchalar shubhasiz yuksak ma’no kasb etadi. Azaldan bu kabi hunarlar ustalarga shogird tushilib o‘rganilgan. Bolaning hunar o‘rganishiga qiziqtirishdan maqsad uning kelajagi uchun va mehnatkashlikka o‘rgatish hamda halol luqma bilan kelajakda oilasini ta’minlashi nazarda tutilgan. “Hunarli kishi xor bo‘lmas” maqoli ostida xalq aholisi ish ko‘rgan ya‘ni qo‘lida biror hunari bo‘lgan inson birovga qaram bo‘lib qolmagan.

O‘zbek xalqining amaliy me’morchilik san’ati o‘ziga xos boy an’analarga ega hisoblanadi. Bizning davrimizga qadar yetib kelgan amaliy me’morchilik san’ati asarlari rang-barang va xilma-xildir. Bular nafislik bilan ishlanadigan ganch o‘ymakorlik namunalari, kulollik buyumlari, yog‘och va metalldan ishlangan uy-ro‘zgor ashyolari, badiiy kashta bilan bezalgan so‘zanalar, zarhal kashtalar, turli xil do‘ppilar, zargarlik buyumlari va boshqalardir.

Amaliy san’atda asosiy o‘rinni kompozitsiya ya’ni naqshlar elementlari egallaydi. Naqsh – bu arabcha tasvir, gul degan ma’nolarni anglatadi. Har bir amaliy san’at turida ko‘plab naqsh elementlaridan foydalanib, san’at asarlari ishlanadi. Amaliy san’atdagi naqsh elementlaridan o‘simliksimon kompozitsiya tuzish uchun (barg, band, marg‘ula, gul, g‘uncha, bog‘lam va sirtmoqlar) kabi elementlardan kompozitsiyalar tuziladi. Kompozitsiya qanchalik go‘zal chiqishi uchun esa shu aytilgan kabi elementlar mukammal qilib ishlanishi kerak. Masalan, “marg‘ula” elementi qo‘sh chiziqli gajak bo‘lib, u naqqoshlik, yog‘och o‘ymakorligi, ganch o‘ymakorligi, misgarlik kabi amaliy san’at sohalarida keng qo‘llaniladi. Yana naqsh kompozitsiyalarini boyitish uchun “bargli raftori” kabi naqsh elementlari ham qo‘llaniladi. Bunda Islimi gullar yo‘llari va tuzilishiga qarab nomlanadi, ya’ni yak raftor, du raftor, gulli raftor, barg elementlaridan tuzilgani esa bargli raftor deyiladi. Aylana islimi – bu esa islimi gullar aylanadan tuzilgani uchun “aylana islimi” deb ataladi. Grix – forschadan olingan bo‘lib chigal, tugun degan ma’nolarni beradi. Grih asosan geometrik shakllardan ishlanadigan naqsh turidir, bu naqsh turi e’tiborni ko‘p talab etadi sababi shundaki, naqsh kompozitsiyasini ishlash jarayonida e’tibor bilar chiziqlar orqali to‘qilishi zarur bo‘ladi bu esa ishning asosiy qismidan biridir. Islimiy ya’ni o‘simliksimon naqsh turi bor bu naqsh turida atrof olamdan ilhomlanib, naqsh kompozitsiyalari tuziladi. Bu naqsh turini tuzish uchun barg, g‘uncha, gul va novda kabi elementlarning turlicha ko‘rinishidan foydalaniladi.

Qadimiy amaliy san’atning turlaridan ya’na biri bu “Naqqoshlik san’ati”dir bu san’at namunasi barcha amaliy san’at asrlarining negizi hisoblanadi. Naqqoshlikning rivojlanishiga o‘z hissasini qo‘shgan ustalardan biri, naqqoshlik maktabini yaratgan ustazoda naqqoshlardan Saidmahmud Norqo‘ziyevdir. 1946-yili Alisher Navoiy nomidagi teatr binosiga turli viloyatlardan ganch o‘ymakorlar, naqqoshlar, yog‘och o‘ymakorlar, misgarlar va boshqa hunarmandlar taklif etildi, shu ustalar ichida usta Nurqo‘ziyev ham naqsh bezagiga taklif etilgan. Uning boshchiligida Farg‘ona zali bezatildi, u ko‘pgina andozalar tayyorlab bergan.

Nafislik bilan ishlangan ganch o‘ymakorlik namunalri me‘morchilik taraqqiyotida o‘ziga xos o‘rni bor. Mohir ustalar shu kungacha nozik va insonga zavq bag‘ishlovchi ijod namunalarini yaratib kelishgan. Bular: taxmon va deraza chetlari zanjira deb ataluvchi naqsh bilan hoshiyalangan, ko‘zgular atrofiga, hamda qandillar o‘rnatilishi uchun peshtoqlarga ijod namunalari ishlashgan. Ganch o‘ymakorligi rivojiga o‘z xissasini qo‘shgan usta Shirin Murodov 1947-yilda Muqimiy nomli teatrni ikkinchi marta bezashda qatnashib kiraverishdagi yo‘lak tepasini va asosiy markaziy gumbazining ganch o‘ymakorlik ishlarini bajardi. 1946-yilda esa “Alisher Navoiy nomidagi opera va balet teatri binosini qurishda qatnashdi. U bu ijodiy ishlari bilan vatanimiz ravnaqiga o‘z xissasini qo‘shgan, shu kungacha binolar hali hanuz shu ijod namunalari bilan go‘zal ko‘rinishini saqlab qolgan.

Yana bir azaldan shakllanib kelayotgan amaliy san’at turi bu yog‘och o‘ymakorligidir. Bu amaliy san’at turida ham yuqorida sanab o‘tilgan naqsh turlaridan foydalanib kompozitsiyalar ishlanadi. Ishning go‘zaligini oshirish uchun asosan kompozitsiyani mukammal ishlab olish maqsadga muvofiq bo‘ladi. Yog‘och o‘ymakorligida yog‘ochlar ham ishning asosiy o‘rnini egallaydi. Buning uchun hamma daraxt yog‘ochidan ham foydalanilavermaydi faqat mos keluvchi yog‘och turlarida foydalaniladi. Masalan, yong‘oq-postlog‘i ko‘kimtir, qalin va silliq bo‘ladi. U yaxshi pardozlanadi, undan yog‘och o‘ymakorligida keng foydalaniladi. Chinor- po‘stlogi qizg‘ish, sariq tusli yupqa, silliq bo‘ladi. Chinor daraxtidan ham qimmatbaho buyumlar ishlanadi. O‘rik daraxti- yog‘ochi qoramtir qizg‘ish bo‘lib, undan asosan mayda buyumlar ishlashda foydalaniladi. Yog‘och o‘ymakorligida hoirgacha rivojiga o‘z hissasini qo‘shib kelayotgan usta O‘zbekistonda xizmat ko‘rsatgan madaniyat hodimi Ortiq Fayzullayev shu kungacha ko‘plab ijodiy ishlari mavjud va yuzdan ortiq ko‘rgazmalarda o‘z ishlari bilan ishtirok etganlar. Usta bu san’at turini nozik did va mukammal mahorat bilan ishlaganlar. Ortiq Fayzullayev o‘z ijodlari davomida yog‘och o‘ymakorligining uzoq asrlik boy an’analaridan keng foydalanganlar.

O‘zbek amaliy san’atida yana bir keng tarqalgan san’at turidan bu “kandarok”likdir. Bu san’at turiga azal azaldan savdo-sotiq sohasida talab juda katta bo‘lgan, unda foydalaniladigan metallar oltin, kumush, qizil mis va boshqa materiallardan foydalanib sa’nat asarlari yasab kelinadi. Bu hunarda ham san’at asarlarini asosiy o‘rnini naqshlar va kompozitsiyalar egallaydi. Mis metalidan qadimdan keng foydalanilgan. Mis va uning qotishmalari insonning moddiy madaniyatini o‘stirishda katta ahamiyat kasb etadi. Kandakorlik sohasida turli buyumlar yasalgan ulardan masalan, choynak, qumg‘on, lagan, isiriqdon, obdasta, surmadon, dastsho‘y shu kabi buyumlar haligacha o‘z qadrini yo‘qotmagan, shu kungacha yasab kelinmoqda.

Kulolchilik san’atining inson hayoti va rivoji davomida o‘rni katta deb o‘ylayman. Sababi har bir insoning uy ro‘zg‘or buyumlariga ehtiyoji bor, kulolchilik qadimdan rivojlanib shu kungacha shakllanib kelmoqda. Kundan-kunga ustalar o‘z g‘oyalari va ijodlari bilan turli yo‘nalishlarni uyg‘unlashtirgan holda zaruriy va dekorativ buyumlar yasasb kelishmoqda. Kulolchilik loy va unga maxsus ishlov berish orqali ishlanadi. Kulolchilik O‘rta Osiyoda yaxshi rivojlangan. Kulolchilik maktabi Toshkent, Andijon, Farg‘ona, Buxoro, Samarqand va

boshqa hududlar kulolchilik maktablarida o‘ziga xos yasash uslubi, texnologiyasi, naqsh kompozitsiyalari hamda koloroti bilan farqlanadi. Kulolchilikda ko‘p yasaladigan buyumlar bular piyola va choynak, kosa, ko‘za, tovoq, xurmacha, tovoq, xum, tandir, kichik dekorativ o‘yinchoqlar va shu kabi buyumlar yasaladi. Vatanimizga tashrif buyurgan sayyohlar ko‘pincha kulolchilik bilan yasalgan kichik dekorativ o‘yinchoq va haykalchalarga qiziqib ularni xarid qilishadi. Vatanimizda shakllangan bu san’at turlari nafaqat O‘zbekistonni balki o‘z bejirimligi va go‘zalligi bilan chet mamlakatlarda ham o‘ziga qiziqish uygotmoqda.

Amaliy san’at insoniyat ongida o‘ziga xos go‘zalikni kashf etadi. Bu sohaga ta’luqli bo‘lmagan shaxslarni ham qandaydir ohangrabo kabi o‘z tarovati bilan o‘ziga jalb qiladi. Amaliy san’at O‘zbekistonning milliy an’analarini va qadriyatlarini o‘zida mujassam etgan san’at turidir. Sababi turli izlanishlardan olib qaraganda O‘rta Osiyodagi turli hududlardan qazib olinib, topilayotgan topilmalar ham aynan o‘sha davrdagi amaliy san’at buyumlari va o‘sha davr nafasi bilan ishlangan ijodiy ish namunalaridir. Milliy amaliy san’at tashqaridan olib qaraganda O‘zbekistoning ajralmas bo‘lagiga aylangan. Amaliy san’at deganda O‘rta Osiyo xalqlari, ya’ni O‘zbekiston va ularning bu sohadagi chuqur mehnati ko‘z o‘ngimizda namoyon bo‘ladi. Bu soha ustalar mehnati bilan ularning halol mehnat qilib shogirdlariga o‘z hunarining sir asrorlarini o‘rgatib kelishi natijasida kundan kunga rivojlanib va shu kungacha o‘z qadrini yo‘qotmay kelmoqda.

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CURRENT STATUS OF THE USE OF HEAT EXCHANGING SURFACES IN THE FORM OF CELLS IN HEAT EXCHANGERS

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KEYWORDS

spherical dimples, ribbing, efficiency, simulation, heat transfer.

ABSTRACT

The article considers the current state of the use of heat exchange surfaces in the form of holes, their application in various fields and the problems that engineers face when designing such devices.

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СОВРЕМЕННОЕ СОСТОЯНИЕ ИСПОЛЬЗОВАНИЯ ТЕПЛООБМЕННЫХ ПОВЕРХНОСТЕЙ В ВИДЕ ЛУНОК В ТЕПЛООБМЕННЫХ АППАРАТАХ

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

сферические лунки, оребрение, эффективность, моделирование, теплообмен

ANNOTATSIYA/АННОТАЦИЯ

В статье рассмотрено современное состояние использования теплообменных поверхностей в виде лунок, применение их в различных областях и проблемы, с которыми сталкиваются инженеры при проектировании таких аппаратов.

Введение.

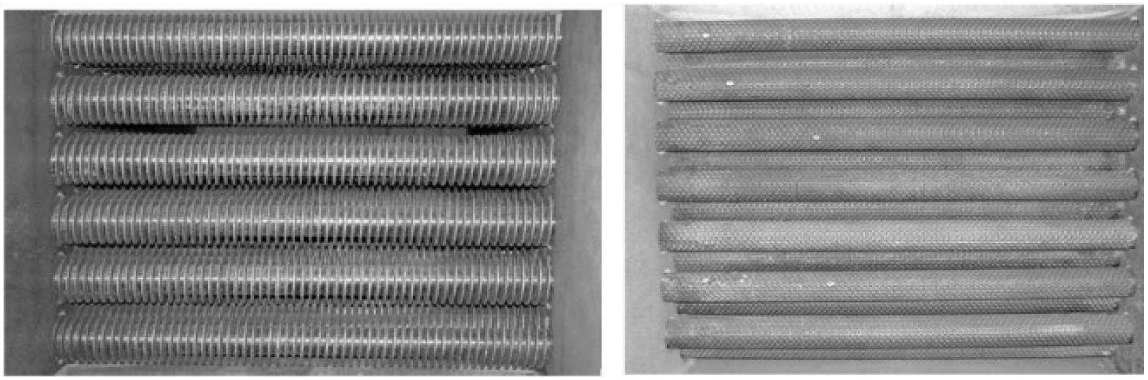
Применение теплообменных поверхностей в виде лунок активно развивается в технологии теплообмена и имеет широкий спектр применений в различных отраслях промышленности. Эти поверхности имеют ряд преимуществ перед традиционными, такими как увеличенная площадь поверхности, повышенная эффективность теплообмена и сниженное гидравлическое сопротивление. Однако, на текущий момент существуют проблемы, связанные с проектированием и расчетом теплообменных аппаратов с использованием лунок.

Применение теплообменных поверхностей в виде лунок. Теплообменные поверхности в виде лунок используются в теплообменных аппаратах для повышения эффективности теплообмена. Одним из преимуществ лунок является возможность использования мелкой и крупной ячеистой структуры, что позволяет улучшить теплообмен. Более того, теплообменные поверхности в виде лунок обладают чрезвычайно высокой прочностью при относительно небольшой толщине стенок.

В работах Я.П.Чудновского и А.П.Козлова приводятся результаты испытания кожухотрубного теплообменного аппарата для химической промышленности. Сферические выемки нанесены на внешней поверхности труб при их поперечном обтекании.

Полученные данные в работе сравниваются с результатами испытания оребренного пучка труб в таком же по габаритам теплообменном аппарате [1].

Рис 1. Оребренные пучки труб и пучки труб со сферическими выемками



Полученные данные сравнения (рис 2.) показывают, что трубы с выемками имеют тепловую мощность на 30–70% выше, чем оребренные при прочих равных габаритных характеристиках теплообменных аппаратов. При этом потери давления в тракте теплообменного аппарата со сферическими выемками на 50–90% ниже, в зависимости от скорости течения теплоносителя.

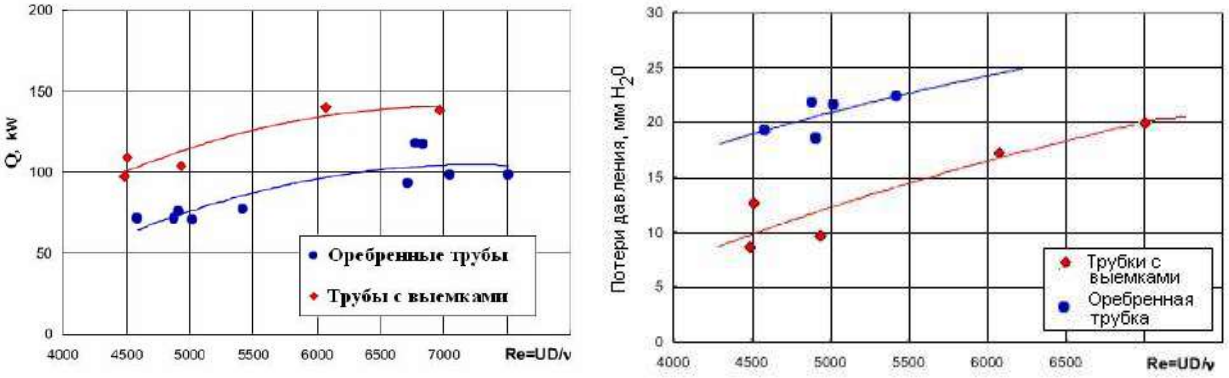
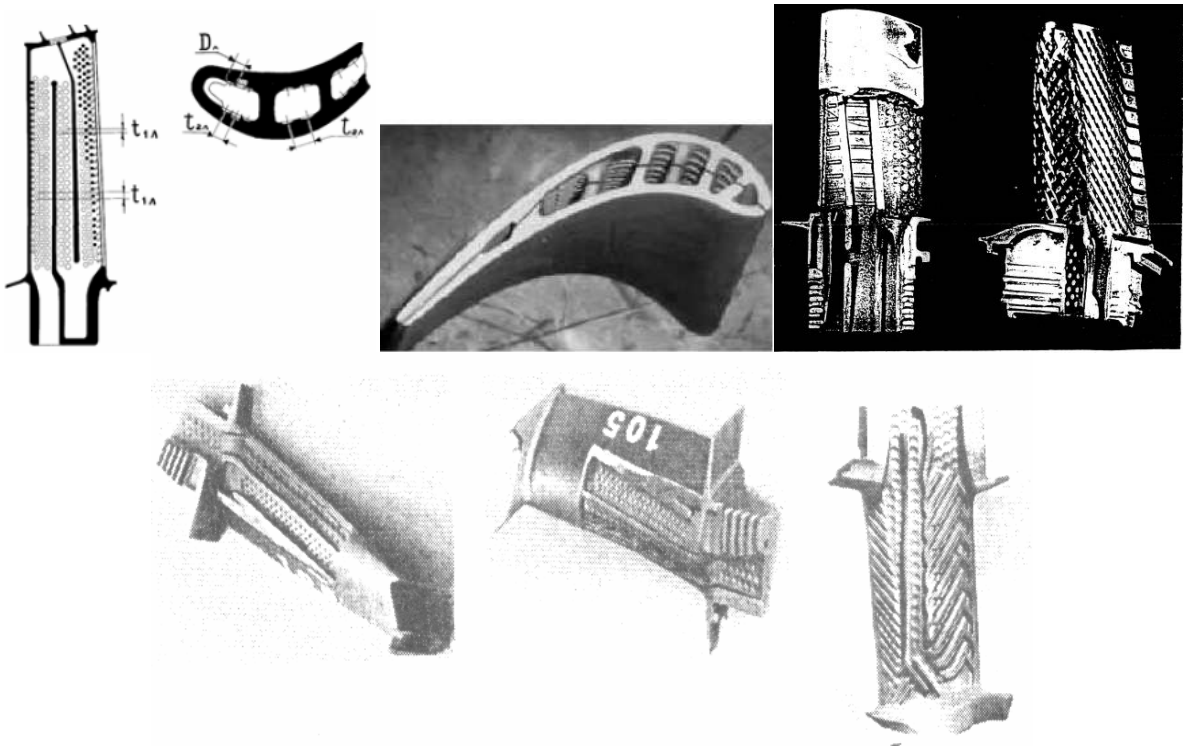


Рис 2. Результаты тепловых и гидравлических испытаний теплообменных аппаратов с оребренными трубами и трубами со сферическими выемками на внешней поверхности



Применение теплообменных поверхностей в виде лунок находит свое применение в таких отраслях, как электроника, ядерная энергетика, в теплообменных аппаратах, в системах охлаждения турбин авиационных газотурбинных двигателей а также в производстве пищевых продуктов.

Рис 3. Образцы рабочих охлаждаемых лопаток турбин с интенсификацией теплообмена при помощи ограниченных «вихревых» трактов

Проблемы, связанные с использованием теплообменных поверхностей в виде лунок.

Существует целый ряд проблем, связанных с использованием теплообменных поверхностей в виде лунок. Одной из главных является сложность расчета гидравлических и тепловых параметров при проектировании таких аппаратов. Для примера, при моделировании процесса теплообмена на поверхностях в виде лунок необходимо учитывать взаимодействие лунок между собой, что требует математических расчетов на основе трехмерной модели. Второй проблемой является качество лунок, которое необходимо проверять на всех этапах производства. Для этого могут использоваться методы неразрушающего контроля и компьютерное моделирование. Наконец, третьей проблемой является невозможность применения лунок при высоких давлениях.

Заключение.

Теплообменные поверхности в виде лунок широко используются в различных отраслях промышленности. Однако, проектирование и расчет теплообменных аппаратов с использованием лунок остается сложным заданием из-за большого числа параметров, которые необходимо учитывать. Расширение применения лунок в приложениях с высокими давлениями и возможное улучшение качества лунок

могут привести к дальнейшему росту эффективности теплообменного оборудования.

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MANAGEMENT DECISION: ESSENCE AND CONTENT

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KEYWORDS

Consonant variants-can be internal and external. Keywords. Resources, machinery, Executive, Decision, high bodies, customers

ABSTRACT

The activities of any manager (leader) are associated with the development and implementation of a solution within the scope of performing official tasks in the organization. Management decisions (BQ) are related to the performance of management functions. The term" management decisions " is used in two main meanings - as a process and as a phenomenon. As a BQ process, it is the implementation of eight main tasks: preparation of information - processing external and internal information, identifying and shaping the problem, collecting and analyzing information about the problem. Development of options-there may be ineffective, optimal (allowing to solve the problem) and optimal options for solving problems. Consonant variants-can be internal and external.

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BOSHQARUV QARORI: MOHIYATI VA MAZMUNI

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Resurslar, texnika, ijrochi, qaror, yuqori organlar, mijozlar

ANNOTATSIYA/АННОТАЦИЯ

Har qanday menejer (rahbarning) faoliyati tashkilotdagi rasmiy vazifalarni bajarish doirasidagi yechimni ishlab chiqish va amalga oshirish bilan bog'liq. Boshqaruv qarorlari (BQ) boshqaruv funktsiyalarini bajarish bilan bog'liq. "Boshqaruv qarorlari" atamasi ikkita asosiy ma'noda - jarayon va hodisa sifatida ishlatiladi. BQ jarayoni sifatida bu sakkizta asosiy vazifalarni amalga oshirishdir: Axborotni tayyorlash - tashqi va ichki ma'lumotlarni qayta ishlash, muammoni aniqlash va shakllantirish, muammo haqida ma'lumot to'plash va tahlil qilish. Variantlarni ishlab chiqish - muammolarni hal qilishning samarasiz, maqbul (muammoni hal qilishga imkon beruvchi) va optimal variantlari bo'lishi mumkin. Undosh variantlari - ichki va tashqi bo'lishi mumkin.

Variantlardan birini tanlash - maqsadli ta'sirni tahlil qilish, ushbu samarani olish xarajatlari, xavfsizlik.

Variantni tasdiqlash - uni yuqori organlar, mijozlar, mijozlar yoki mansabdor shaxslar tasdiqlashi mumkin.

Ushbu variantni amalga oshirish qarorni ijrochiga yetkazish va qarorning bajarilishini tashkil etishdir.

Uning bajarilishini nazorat qilish - dastlabki, joriy va yakuniy.

Qaror tashabbuskorini ijroning borishi to'g'risida xabardor qilish - yangi vaziyatdan xabardor bo'lish.

Fenomen sifatida BQ ko'rib chiqilayotgan muammoni qaror, buyruq shaklida og'zaki va yozma ravishda hal qilishga qaratilgan chora-tadbirlar majmuidir.

BQ ning iqtisodiy mohiyati shundan iboratki, har qanday BQ ni ishlab chiqish va amalga oshirish uchun real xarajatlar talab etiladi.

BQ ning tashkiliy mohiyati shundan iboratki, BQni ishlab chiqish va amalga oshirish uchun tashkilot tegishli imkoniyatlarga ega bo'lishi kerak, jumladan: muassasaning zarur xodimlari; xodimlarning vakolatlari, huquq va majburiyatlari hamda majburiyatlarini tartibga soluvchi ko'rsatmalar va nizomlar; zarur resurslar; texnika va texnologiyalar; nazorat qilish tizimi; o'z ishlarini muvofiqlashtirish qobiliyati.

BQ ning ijtimoiy mohiyati uning barcha ishtirokchilari o'rtasidagi o'zaro ta'sirga erishish uchun ijrochilarni boshqarish mexanizmida yotadi. BQ ning o'zida yoki uni ishlab chiqish va amalga oshirish jarayonida insonning ehtiyojlari va manfaatlari, uning motivlari va rag'batlantirishlari, munosabati va qadriyatlari hisobga olinishi kerak.

BQ ning huquqiy mohiyati- amaldagi huquqiy sohada, ya’ni O‘zbekiston qonun

hujjatlariga, tashkilotning majburiyatlariga, ustav va boshqa hujjatlarga qat'iy rioya qilgan holda belgilangan faoliyatni amalga oshirish imkoniyatidan iborat.

BQ ning texnologik mohiyati- BQni ishlab chiqish va joriy etishda ishtirok etuvchi xodimlarni zarur texnik, axborot vositalari va resurslar bilan ta'minlash imkoniyatida namoyon bo'ladi.

Qarorni ishlab chiqish va amalga oshirish shartlariga qarab, rahbar o'z qo'l ostidagilarning hamkorlik yoki befarqligi yoki hatto qarshiligi muhitida bo'lishi mumkin. Hammasi tayyorgarlikka bog'liq:

- axborotni tayyorlash: bo'ysunuvchilarga tashkilot faoliyatining istiqbolli va joriy yo'nalishlarini etkazish; bo'ysunuvchilarga ma'lumotlarning ochiqligi va tezkorligini ta'minlash; axborotni qayta ishlashning zamonaviy texnologiyalari mavjudligi;

- tashkiliy tayyorgarlik: xodimlarni zarur moddiy va intellektual resurslar bilan ta'minlash; BQni ishlab chiquvchilar va ijrochilar xodimlarini shakllantirish; lavozim tavsiflari, nizomlarning mavjudligi; ishlarni bajarish muddatlari va nazorat parametrlarini aniqlash; ishlarni topshirish tartibini tasdiqlash.

ijtimoiy-psixologik tayyorgarlik: BQni ishlab chiqish va amalga oshirishning aniq maqsadlarini shakllantirish; faollashtiruvchi motivlar va rag'batlantirishlarni ishlab chiqish va amalga oshirish; ishlaydigan jamoani shakllantirish; xodimlarning eng muhim ehtiyojlari va manfaatlarini hisobga olgan holda.

Har qanday tashkilotning faoliyati turli BQni ishlab chiqish, tanlash va amalga oshirish siklidir. Muayyan vaziyat - bu shakllantirilgan maqsad bilan bog'liq bo'lgan ishlarning haqiqiy holatidir.Muammo maqsad va tegishli vaziyat o'rtasidagi farq sifatida shakllanadi.

Muammolar guruhlari amalga oshirilgan yechimlar samaradorligining ko'rsatkichi bo'lgan umumlashtirilgan muammoga qisqartiriladi.Umumlashtirilgan muammo shakllantirilganda, ba'zi masalalarni boshqalarga kiritish va ular orasida eng muhimini ajratib ko'rsatish orqali muammolarning umumiy soni soddalashtiriladi va kamayadi. Qoida tariqasida, yechim muammoni oldindan belgilangan darajaga kamaytirishga qaratilgan. Muammoni kamaytirishga vaziyatni o'zgartirish yoki maqsadni to'g'rilash yo'li bilan erishish mumkin. Ma'lum bir vaziyatni o'zgartirishga qaratilgan BQ ga ustuvorlik beriladi, bunda muammoning kattaligi asta-sekin minimal ruxsat etilgan qiymatgacha kamayishi kerak.

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AREAS OF APPLICATION OF P2P TECHNOLOGIES IN THE MODERN FINANCIAL MARKET

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KEYWORDS

fintech, digital economy, Personal Peer-to-Peer Loans, Education Peer-to-Peer Loans, Business Peer-to-Peer Loans, P2P trading, P2P lending platform, P2P incurance, peer to peer technology

ABSTRACT

The article explores the application areas of P2P technology, and considers P2P trade, p2p credit, and p2p insurance markets. also the activity of today's p2p credit platforms is analyzed. The principles of service platforms based on P2p technology are explained. P2p platforms are compared with traditional financial market services.

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P2P TEXNOLOGIYALARINING ZAMONAVIY MOLIYA BOZORIDA QO'LLANILISH SOHALARI

KALIT SO'ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

fintech, raqamli iqtisodiyot, shaxsiy tengdoshga kreditlar, ta'lim bo'yicha tengdoshlar kreditlari, biznes tengdoshlari kreditlari, P2P savdosi, P2P kreditlash platformasi, P2P incurance, peer to peer texnologiyasi

ANNOTATSIYA/АННОТАЦИЯ

Maqolada P2P texnologiyasini qo'llash sohalari o'rganiladi va P2P savdosi, p2p krediti va p2p sug'urta bozorlari ko'rib chiqiladi. shuningdek, bugungi p2p kredit platformalarining faoliyati tahlil qilinadi. P2p texnologiyasiga asoslangan xizmat ko'rsatish platformalarining tamoyillari tushuntirilgan. P2p platformalari an'anaviy moliyaviy bozor xizmatlari bilan taqqoslanadi.

Bugungi kunda P2P texnologiyasi orqali to'lovlar, savdo, kredit va sug'urta, investitsiya jarayonlari foydalanuvchi va vositachi sifatida fintex kompaniyalar yoki bank bilan amalga oshirilmoqda.

P2P to'lovlar bu foydalanuvchilar o'rtasidagi pul o'tkazmalarini anglatadi ya'ni person-to-person tamoyili asosida ishlaydi. Qaysi xizmatdan foydalanilishiga ko'ra, P2P uzatish bir necha daqiqadan bir necha kungacha davom etishi mumkin.

Ko'pgina P2P xizmatlari mijozlar ma'lumotlarini himoya qilish texnologiyasiga tayanadigan fintech kompaniyalari tomonidan taqdim etilganligi sababli, P2P to'lovlari odatda pul yuborish va olishning xavfsiz usuli hisoblanadi. Fintech kompaniyalar moliyaviy va shaxsiy ma'lumotlarni xavfsiz saqlash uchun ma'lumotlarni shifrlash, firibgarlikka qarshi monitoring va qo'shimcha xavfsizlik choralarini ko'radi.

P2P to'lovlari - bu ikki foydalanuvchi o'rtasidagi elektron pul operatsiyalari. Ushbu texnologiya maxsus ilovalar orqali bank hisob raqami, kredit yoki debet kartasidan pul o'tkazish va qabul qilish imkonini beradi. Peer-to-peer o'tkazmalar jismoniy shaxslar o'rtasidagi naqd pul va chek to'lovlariga muqobil va bank o'tkazmalari kabi an'anaviy usullarga nisbatan soddaroq to'lov vositasidir. Texnologiyalar hususan smartfonlar ishlab chiqarishning rivojlanishi P2P to'lov ilovalaridan foydalanishni ommalashtirdi va bu soha tez sur'atlarda o'sishda davom etmoqda. Korxonalar ham o'z mijozlariga kerakli darajada to'lov usullarida qulaylik va xilma-xillikka ega bo'lish uchun P2P xizmatlaridan foydalanishni boshladi. P2P pul o'tkazmalari bozori 2029-yilda 18 foizga o'sishi va 2030-yilga kelib 9 milliard dollardan ortiq daromad keltirishi taxmin qilinmoqda[2]..Bu 2021 yildan 2030 yilgacha yillik o'sish sur'ati 17,3% ni tashkil qiladi[3].

Xalqaro moliyaviy texnologiyalar bozorida P2P to'lov ilovalarining qulay, oson va tezkorligi PayPal, Venmo yoki Cash App kabi ilovalarga mijozlarni jalb qiladi. P2P texnologiya imkoniyatlaridan foydalangan holda Fintech kompaniyalar banklar bilan

[2] https://www.globenewswire.com/en/news-release/2021/05/24/2234514/28124/en/Worldwide-Mobile-Peer-to-Peer-P2P-Money-Transfer-Industry-to-2029-Featuring-Paypal-Tencent-and-Square-Inc-Among-Others.html

[3] https://www.globenewswire.com/en/news-release/2021/10/05/2308407/0/en/P2P-Payment-Market-Projected-to-Reach-9-097-06-Billion-By-2030-Allied-Market-Research.html

raqobatlasha boshladi.

P2P ilovalari bilan pul jo’natish oson va qulay. Trantsaksiya bajarish uchun zarur bo’lgan barcha ma’lumotlar ilovada saqlangan bo’ladi. Naqd pul olib yurish talab etilmaydi. P2P to’lovlari tezkorlikda amalga oshiriladi. Bir necha soniyalarda o’tkazmalar yetib boradi. Ular orqali nafaqat milliy balki xalqaro pul o’tkazmalarini amalga oshirish mumkin. P2P o’tkazmalarning eng katta kamchiligi shundan iboratki, agar noto’g’ri foydalanuvchiga pul yuborgan bo’lsangiz, to’lovni qaytarib olish yoki bekor qilish imkoni mavjud emas.

Texnik jihatdan, to'lov tizimlari tomonida o'tkazma sxemasi ikki bosqichda amalga oshirildi. Birinchi bosqich - manba kartasidan mablag'larni yechib olish. Ikkinchi bosqich - qabul qiluvchi kartani to'ldirish. Shuning uchun karta ma’lumotlarini kiritayotganda uning to’g’ri ekanligiga ishonch hosil qilish lozim.

Peer-to-peer (P2P) savdosi - bu birjaning vositachi sifatida ishtirokisiz foydalanuvchilarning bir-biri bilan bevosita savdosi hisoblanib, kriptovalyutalar savdosida qo’llaniladi. An'anaviy kripto birjasi savdosida platforma mijoz nomidan tranzaktsiyani tashkil qiladi va bozor narxida bitim vaqtida aktivning yakuniy qiymatini belgilaydi. P2P savdo platformasi orqali esa foydalanuvchilar o'rtasida ular tanlagan shartlar bo'yicha to'g'ridan-to'g'ri tranzaktsiyalar amalga oshiriladi. Ko'pgina kriptovalyuta birjalari (masalan, Binance, ByBit, KuCoin) ichki P2P savdo platformalarini taklif qiladi. P2P savdolarida ishtirok etuvchi tomonlarga nisbatan firibgarlikning oldini maqsadida Peer-to-peer tarmog'idagi barcha tranzaktsiyalar smart-shartnomalar bilan himoyalangan bo'lishi mumkin. P2P platformasida ro'yxatdan o'tgandan keyin foydalanuvchi sotish yoki sotib olish uchun e'lonlar joylashtiradi. Bitimlarni muvaffaqiyatli va muammosiz yopadigan foydalanuvchilar reytingga ega bo’lib boradi. Reyting va statistika barcha platforma ishtirokchilariga ko‘rinadi.

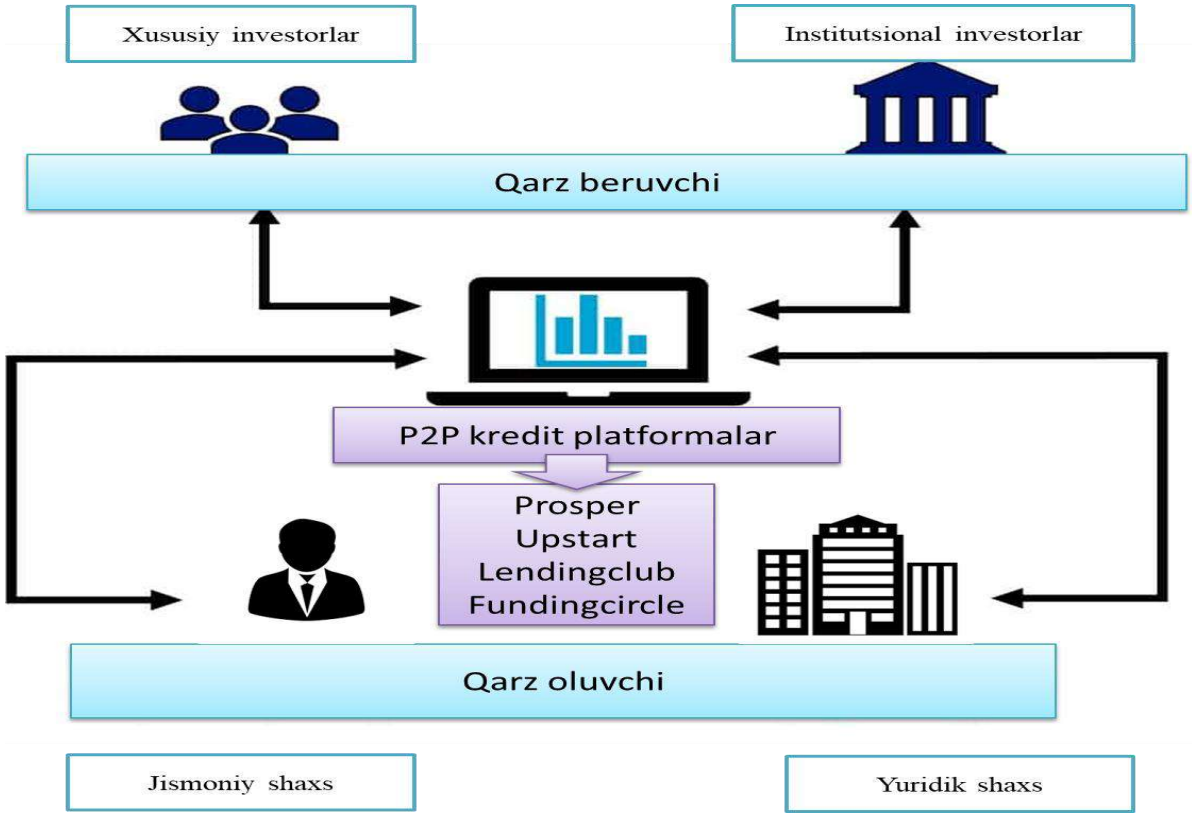
P2P kreditlash an'anaviy bank kreditiga muqobil bo'lgan kreditlash sxemasi hisoblanadi. Pul mablag'larini berish va olish bevosita bir-biriga hech qanday munosabat bilan bog'liq bo'lmagan shaxslar o'rtasida amalga oshiriladi. Ular ham qarz beruvchi, ham qarz oluvchi sifatida harakat qilishlari mumkin va tomonlar o'rtasidagi o'zaro munosabatlar P2P platformalar orqali amalga oshiriladi. Dastlab zamonaviy P2P kreditlash tizimi 2005 yilda Buyuk Britaniyada ishga tushirilgan. P2P kredit platformalari bir qancha startaplardan bir necha milliard dollarlik sanoatga aylandi.

P2P kredit tashkilotchilari tomonlardan bitimlar bo'yicha komissiya yoki yillik to'lovlar shaklida daromad oladigan kompaniyalardir. P2P platformasi hech qanday kredit risklari va majburiyatlarini o'z zimmasiga olmaydi – barchasi kreditorlar mablag'lari hisobidan amalga oshiriladi. Shuning uchun ham bu P2P kreditlar shaxsiy kreditlar tarmog’i deb ham yuritiladi.

Kredit mablag'larini berish yoki olish uchun jismoniy shaxs platformadan ro'yxatdan va identifikatsiyadan o'tishi kerak. Kredit berish va qarzni to'lash kartadan kartaga o'tkazish yo'li bilan amalga oshiriladi. P2P kreditlari kafolat talab qilmaydi va kreditorlar uchun yuqori riskli hisoblanadi.

P2P platformalar bank ishtirokisiz kredit munosabatlarini tashkil etish imkonini beruvchi moliyaviy texnologiyaning bir shaklidir. Onlayn platforma pulga muhtoj shaxsni ularga qarz berishga tayyor bo'lgan boshqa jismoniy va yuridik shaxslar bilan bog'laydi. Shu tariqa qarz beruvchi platformada investorga aylanadi. Ba'zi P2P platformalari kichik banklar va kredit uyushmalari orqali ham kreditlar yo'naltirishi mumkin.

P2P kreditlash jarayoni past daromadli yoki kredit tarixi past ko'rsatkichlarga ega bo'lgan yoki bank orqali kredit olish uchun ruxsat olishda muammolarga duch kelishganida P2P bozorlaridan alternativ sifatida foydalaniladi va ular hatto yuqori foizli kredit kartalari bilan solishtirganda yaxshiroq stavkalarni taqdim etishi mumkin.



1-rasm. P2P kreditlashning ishlash prinsipi

Bu platforma an'anaviy kreditlash modeliga o'xshab, qarz oluvchi asosiy qarz miqdori va foizlardan iborat muntazam to'lovlarni amalga oshirishini ta'minlaydi. Foiz to'lovlari esa investorlarning foydasi bo'lib xizmat qiladi. Ba'zi P2P kredit platformalarida faqat institutsional investorlar va akkreditatsiyadan o'tgan investorlar ishtirok etishlari mumkin (masalan, Peerform va Upstart). Barcha platformalarda kreditor bo'lish uchun minimum investitsiya miqdori mavjud. Investorlar diversifikatsiya maqsadlarida ham P2P platformalarida ishtirok etadilar.

P2P kredit veb-saytlari qarz oluvchilarni to'g'ridan-to'g'ri kreditorlar bilan bog'laydi. Har bir veb-sayt tariflar va shartlarni belgilaydi va tranzaksiyani amalga oshiradi. Aksariyat saytlarda kredit oluvchining kreditga layoqatliligiga qarab har xil foiz stavkalari mavjud va

ular o’zgarib turadi.

Birinchidan, investor saytda ya’ni p2p kreditlash platformasida hisob ochadi va kreditlarga tarqatish uchun pul mablag'larini kiritadi. Kredit olmoqchi bo’lgan yuridik yoki jismoniy shaxs ham ushbu saytda ro’yhatdan o’tadi va kredit olish maqsadida talabnoma to’ldiradi. Talabnomada kreditning risk kategoriyasi hamda taklif qilgan foiz stavkasini ko’rsatadi va profiliga joylashtiradi. Platforma kredit oluvchi ma’lumotlaridan kelib chiqib undagi ma’lumotlarga to’g’ri keladigan kreditorlarni ko’rsatadi hamda kredit oluvchi o’ziga ma’qul kelganini tanlab oladi.Ba'zi bir kredit oluvchilar o'z so'rovlarini bo'laklarga bo'lib, bir nechta takliflarni qabul qiladilar.

Pul o'tkazmasi va oylik to'lovlar- platforma orqali amalga oshiriladi. Jarayon to'liq avtomatlashtirilgan bo'lishi mumkin yoki kreditorlar va qarz oluvchilar savdolashishni tanlashlari mumkin. Bunday tanlovlar kredit platformalariga qarab har xil ko’rinishda bo’ladi. Kredit beruvchi investor ham qarz oluvchini o’zi tanlaydi. Ya’ni bu tanishuvda avval kredit oluvchi o’zini ko’rsatgan kredit riski va foiz stavkasiga to’g’ri keladigan kredit beruvchi investorlarni tanlaydi va ularga so’rov yuboradi. Bundan so’ng kredit beruvchilarga bildirishnoma yuboriladi. Ular kredit oluvchilar bilan tanishib kimga kredit berishni hal qilishadi. P2P platformalar qarz jalb qiluvchilarni kreditga layoqatlilik, daromad ko’rsatkichlari va risklilik darajasini baholaydi.

P2P kreditlarining uchta asosiy turi mavjud:

1. Shaxsiy kreditlar (Personal Peer-to-Peer Loans). Ushbu kredit turi orqali tibbiy to'lovlarni, avtomobil xaridlarini, uy-joylarni ta’mirlashni, sayohatni va boshqa yirik xaridlarni rejalashtirish mumkin. Peer-to-peer kreditlari ko'lami odatda an'anaviy moliya institutlariga qaraganda ancha kengroq hisoblanadi.
2. Ta’lim krediti (Education Peer-to-Peer Loans). Ushbu kreditlar odatda bir martalik to'lovlar bo'lib, qarz oluvchiga o'qish xarajatlarini o'zi xohlagan tarzda to'lash imkonini beradi.
3. Biznesga kreditlar (Business Peer-to-Peer Loans). Kichik biznes subyektlari ko'pincha biznesni boshlash yoki faoliyatlarini rivojlantirish uchun kredit oladi. Ushbu kreditlar yangi turdagi mahsulotlarni ishlab chiqarish, reklama qilish, ishchi xodimlar sonini ko’paytirish kabi xarajatlar uchun ishlatilishi mumkin. Bu kredit turining bank kreditidan asosiy farqi shundaki, P2P platformasi bir vaqtning o’zida korxona ko’plab turli investorlarga kredit so’rovlarini yuborish va qarz mablag’i jalb qilish imkonini beradi.

2022-yil yakunlari bo’yicha dunyoda 1081 ta P2P platformalari faoliyat yuritmoqda[4].

1-jadval[5]

Dunyodagi eng ko’p P2P platformalari mavjud davlatlar

№	*Davlat nomi*	*Platformalar soni*
1.	AQSH	232

[4] https://p2pmarketdata.com/statistics/
[5] Ma’lumotlar asosida muallif tomonidan tayyorlandi.

2.	Buyuk Britaniya	119
3.	Fransiya	68
4.	Italiya	68
5.	Indoneziya	64
6.	Germaniya	53
7.	Estoniya	36
8.	Shvetsariya	34
9.	Australiya	32
10.	Singapur	30

P2P kreditlash paltformasida ishtirok etishning investor uchun afzallik va kamchiliklari:

1. P2P kreditlashda qarz beruvchi bo'lib ishtirok etish investitsiya qilishning turlaridan biri. Lekin platforma kredit to'lanishini ta'minlash javobgarligini olmaydi. (Ba'zi bir platformalar bundan mustasno).
2. Investitsiyalarni diversifikatsiya qilish judayam oson. Kreditorlar ko'p bo'lsa talab va taklif raqobati singari kredit foiz stavkasi past bo'lishi mumkin.
3. Riskliligi bank depozitiga nisbatan ancha yuqori. Shuning uchun foiz stavkasi yuqori. So'nggi yillarda ko'pgina P2P kreditlash platformalari banklar bilan hamkorligini yo'lga qo'yib, kredit skoring tizimi bo'yicha ma'lumotlarini kredit beruvchiga taqdim etadi bu esa riskni pasaytirishda ancha yordam beradi.
4. Moliyaviy texnologiyalar platformalari kabi kreditor daromadi bir qismini komission haq sifatida oladi.

P2P platformasi qarz oluvchiga bir qancha qulay sharoitlar yaratadi. To'lov miqdori va muddatlari an'anaviy bank kreditlariga qaraganda ancha moslashuvchan bo'lib, qarz mablag'i jalb qilish uchun kafolat talab qilinmaydi. Tizim avtomatlashtirilganligi tufayli hujjatlar topshirish shart emas. Lekin kredit uchun ariza berish va uni ko'rib chiqish davri mavjud. Bu jarayon an'anaviy bank tizimidan ko'ra tezlashtirilgan.

P2P sug'urta - bu bir guruh shaxslarga sug'urta mukofoti sifatidagi o'z kapitallarini birlashtirish, ulardan fond tashkil qilish va o'z risklarini ushbu fond asosida sug'urta qilish va bu jarayonlarni ichki boshqarish imkonini beradigan sug'urta faoliyatidir. P2P sug'urtaning asosiy mohiyati shundan iboratki, umumiy manfaatlarga ega bo'lgan shaxslar o'zlarining sug'urta polislarini nazorat qilishadi, ishonch va oshkoralik asosida sug'urta polislarini birgalikda guruhlashtirish orqali birga xarajatlarni kamaytirishlari mumkin. Sug'urtaning ushbu modeli kapitalni birlashtirish va zararni taqsimlash imkonini beradigan zamonaviy texnologiya va innovatsiyalar orqali foydalanuvchilarga qulay mahsulot taqdim etadi.

P2P sug'urta o'zaro manfaatdor yoki o'xshash yo'qotish darajasiga ega bo'lgan shaxslar guruhi riskdan himoyalanish uchun o'z sug'urta mukofotlarini birlashtirgan

risklarni taqsimlash tarmog'i sifatida faoliyat olib boradi. P2P sug'urta modeli odatda umumiy manfaatlarga ega bo'lgan shaxslarning kichik guruhidan iborat bo'lib, ular o'z sug'urta mukofotlarini risklardan sug'urta qilish uchun birlashtirishadi. Sug'urta hodisadi sodir bo'lganda, yig'ilgan mukofotlar fondidan zarar ko'rgan shaxs uchun sug'urta qoplamasi to'lab beriladi. Har bir sug'urtalanuvchi butun guruhning risk portefeli va shartnoma muddati oxirida qaytarib beriluvchi pul mablag'i uchun mas'ul, shuning uchun ham har bir a'zo ushbu sug'urta portfelidagi risklar miqdorini minimumda ushlab turishdan manfaatdordir.

2-rasm. P2P sug'urta loyiha va startaplari

P2P sug'urtasining an'anaviy sug'urta farqli jihatlari quyidagilar:

- Shaffoflik. Mijozlar sug'urta kompaniyalari bilan yakka tartibda ish olib boradilar. Biroq P2P modelida bir-birini biladigan yoki manfaatlari to'qnashgan shaxslar o'z guruhlarini tashkil etishadi. Barcha a'zolar bir-birlari bilan tanishishlari mumkin. Bu esa P2P sug'urta modelida ko'proq shaffoflikni yaratadi. Har bir sug'urtalanuvchining risklilik darajasi bir-birlariga ma'lum bo'ladi. Bu sug'urta guruhining umumiy risklilik ko'rsatkichi an'anaviy sug'urtadagidan pastroq bo'lishiga sabab bo'ladi.
- Firibgarlikning kamligi. P2P sug'urtasida soxta da'volar haqidagi shikoyatlar soni juda kam. Natijada, guruh a'zolari berilayotgan da'voning asosliligi va haqqoniyligini tekshirishlari uchun ko'p ma'muriy xarajatlarni sarflashmaydi. Firibgarlikning kamligi va ma'muriy xarajatlarning pastligi P2P sug'urtasini an'anaviy sug'urta modeliga qaraganda sezilarli darajada arzon bo'lishiga sabab bo'ladi.
- Sug'urta mukofotlarining qaytarilishi. P2P sug'urta guruhlarida foydalanilmagan pullar sug'urta muddati tugagandan so'ng tizim orqali sug'urtalovchilarga qaytariladi. Sug'urta qoplamalari va qayta to'lov summalarini qabul qilish ancha oson amalga oshiriladi.
- Qayta sug'urtalash. P2P sug'urtasi an'anaviy sug'urta qayta sug'urtalash operatsiyalarini amalga oshiradilar. Natijada, agar sug'urta mukofotlaridan yig'ilgan pul mablag'lari jami sug'urta qoplamasini to'plashga yetmasa, qolgan summa an'anaviy qayta sug'urta kompaniyalari tomonidan qoplanadi. Biroq, bu faqat xavfsizlik chorasi xolos.

Ko'pincha, P2P guruhlari qoplamalarni o’z sug’urta mukofotlari fondlaridan qoplay olishadi va shartnoma muddati oxirida uning qolgan qismini o’zaro taqsimlab olishadi.

P2P sug'urta hozirda rivojlanish bosqichida bo’lib, uning ommalashishi uchun bir qancha to’siqlar mavjud. P2P sug'urta platformasida ishtirok etish uchun foydalanuvchilardan ma’lum moliyaviy bilimlarga ega bo’lishlari talab qilinadi va platforma riskliligi bir-biriga yaqin bo’lgan guruhlar tuzilgandagina samarali faoliyat olib borish mumkin.

P2P sug’urtaning uchta asosiy modeli mavjud:

1. P2P broker modeli
2. O’zini o’zi boshqarish modeli
3. Tashuvchi model

P2P texnologiyasining yutuqlari kredit, sug’urta va savdo, to’lov sohalariga kirib kelgan ekan, mijozlarda tanlovlar chegarasi kengaydi. Vaqt va makonga bog’lanmagan holda faoliyat yuritish, moliyaviy mablag’larni jalb qilish yoki investitsiya kiritish hamda savdolarni amalga oshirish imkoniyati yaratildi.

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GENDER INEQUALITY AT THE PRESENT STAGE OF SOCIETY DEVELOPMENT

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KEYWORDS

Gender, inequality, equality, women, men, sexism, stereotypes, discrimination, labor market, wages, access to education, violence against women, equal opportunities, role of the state, social norms

ABSTRACT

Gender inequality is one of the most acute problems of modern society. It concerns not only the rights of women, but also relations between the sexes in general. Despite significant changes regarding gender roles and women's rights in recent decades, inequality remains relevant and is a serious challenge for society. In this article, we will consider the main aspects of gender inequality at the present stage of development of society, analyze the causes and consequences of this phenomenon, and discuss possible strategies and measures aimed at achieving gender justice.

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ГЕНДЕРНОЕ НЕРАВЕНСТВО НА СОВРЕМЕННОМ ЭТАПЕ РАЗВИТИЯ ОБЩЕСТВА

KALIT SO‘ZLAR/
КЛЮЧЕВЫЕ СЛОВА:

Гендер, неравенство, равноправие, женщины, мужчины, сексизм, стереотипы, дискриминация, рабочий рынок, зарплата, доступ к образованию, насилие в отношении женщин, равные возможности, роль государства, социальные нормы

ANNOTATSIYA/АННОТАЦИЯ

Гендерное неравенство является одной из наиболее острых проблем современного общества. Оно касается не только прав женщин, но и отношений между полами в целом. Несмотря на значительные изменения в отношении гендерных ролей и прав женщин в последние десятилетия, неравенство остается актуальным и является серьезным вызовом для общества. В данной статье мы рассмотрим основные аспекты гендерного неравенства на современном этапе развития общества, проанализируем причины и последствия этого явления, а также обсудим возможные стратегии и меры, направленные на достижение гендерной справедливости.

Гендерное неравенство является актуальной и острым проблемой на современном этапе развития общества. Несмотря на значительные достижения в борьбе за равноправие между мужчинами и женщинами, многие страны продолжают сталкиваться с систематическими неравенствами, которые оказывают негативное влияние на жизнь миллионов людей. Гендерное неравенство проявляется в различных сферах нашей жизни: от доступа к образованию и здравоохранению до экономической неравенства и политического представительства. Женщины по-прежнему сталкиваются с ограничениями и дискриминацией, которые мешают им реализовывать свой потенциал и вносить существенный вклад в общественную жизнь. Важно отметить, что гендерное неравенство не только ограничивает права и возможности женщин, но и отрицательно влияет на само общество в целом. Исследования показывают, что страны, где гендерное равенство достигнуто наиболее полно, имеют более высокий уровень развития, экономического процветания и социальной стабильности. В свете этих факторов становится ясным, что борьба за гендерное равенство является неотъемлемой частью стремления к справедливому и процветающему обществу. Это требует широкого освещения проблемы, повышения осознанности и принятия конкретных мер для преодоления неравенства.

Определение гендерного неравенства. Прежде чем перейти к анализу проблемы гендерного неравенства, необходимо определить сам термин. Гендерное неравенство – это систематическое отношение и дискриминация на основе пола, которые приводят к преимуществам и привилегиям для одного пола в ущерб другому. Гендерное неравенство может проявляться в различных сферах жизни, включая семью, работу, образование, здравоохранение и политическую деятельность.

Причины гендерного неравенства. Существует множество причин гендерного неравенства, которые сложились на протяжении многих лет. Одной из основных причин является культурная традиция и стереотипы, которые придавали и до сих пор придают большое значение различиям между мужчинами и женщинами. С древних времен в обществе устанавливалось представление о "мужской" и "женской" роли, согласно которому мужчина занимается заработком, ведет деловую или политическую карьеру, а женщина отвечает за заботу о семье и детях. Эти стереотипы проникали и продолжают проникать во все области деятельности и определяют ожидания общества от каждого пола. Второй причиной гендерного неравенства является экономическая дискриминация. Во многих странах женщины получают меньшую заработную плату, даже при выполнении одинаковой работы, по сравнению с мужчинами. Третьей причиной неравенства является недостаток политического представительства женщин. Женщины имеют меньшую возможность влиять на принятие решений в государстве и обществе в целом. Это связано с низким уровнем женского политического активизма, недоступностью политических ресурсов и дискриминацией на политическом уровне. Последствия гендерного неравенства Гендерное неравенство имеет серьезные последствия для общества в целом. Одним из главных последствий является ограничение экономической, социальной и политической стабильности. Исключение женщин из этих сфер приводит к упущенным возможностям развития и ограничивает потенциал общества. Кроме того, гендерное неравенство оказывает негативное влияние на здоровье и благополучие женщин. Недоступность гендернейтральных услуг здравоохранения и нарушение прав женщин на планирование семьи ведут к проблемам в репродуктивной сфере и негативно влияют на здоровье женщин.

Проявления гендерного неравенства на современном этапе развития общества. Несмотря на многочисленные международные договоры и усилия многих государств по преодолению гендерного неравенства, оно все еще существует и проявляется в различных областях жизни.

1. Экономика: Во многих странах женщины получают меньше оплаты труда, имеют ограниченные возможности для профессионального роста и более часто подвергаются увольнениям.

2. Работа и семья: Женщины остаются главными ответственными за заботу о детях и домашних делах, что ограничивает их возможности для работы и карьерного роста. Неравенство также проявляется в отсутствии равных возможностей и передачи прав наследования.

3. Образование: Некоторые страны до сих пор применяют практики сегрегации по полу в образовательных учреждениях, что мешает развитию и образовательным возможностям девочек.

4. Политика: Женщины имеют ограниченный доступ к политическим исключительным, редко занимают высокие положения и редко представлены в

парламенте и правительстве.

Прежде чем перейти к рассмотрению современного гендерного неравенства, необходимо ознакомиться с его историческим контекстом. В течение многих столетий женщины были лишены основных прав и свобод, ограничены в своих возможностях и предназначении. Они были и по сей день остаются подвержены стереотипам и дискриминации на основе пола. Проявления гендерного неравенства в современном обществе. Несмотря на значительные изменения в отношении гендерного равенства, существуют ряд сфер, где неравенство продолжает сказываться. Например, в сфере труда женщины зачастую получают меньшую заработную плату по сравнению с мужчинами за выполнение аналогичной работы. Они также сталкиваются с ограничениями в карьерном росте и доступе к руководящим позициям. Еще одной областью, где проявляется гендерное неравенство, является политическая сфера. Хотя женщины все чаще занимают важные должности в политике, их представительство остается недостаточным. Многие страны сталкиваются с проблемой недостаточного количества женщин в парламенте и других органах власти. Гендерное неравенство также сильно зависит от социокультурных факторов. Существующие стереотипы и предрассудки о ролях мужчин и женщин оказывают значительное влияние на поведение и ожидания общества. Неравенство может проявляться в разделении сфер деятельности, предрасположенности к определенным профессиям и ограничениях в выборе жизненного пути. Гендерное неравенство имеет серьезные последствия как для индивидуумов, так и для общества в целом. Ограничение возможностей и потенциала женщин приводит к недополучению ценных вкладов в различные сферы, такие как наука, технологии и бизнес. Это также может привести к социальным и экономическим проблемам, включая бедность и неравенство. Для преодоления гендерного неравенства необходимо принимать меры на различных уровнях. Важно проводить просветительскую работу и преодолевать стереотипы о ролях полов. Разработка и реализация законов, обеспечивающих равенство прав и возможностей, также имеет важное значение. Кроме того, необходимо содействовать активному участию женщин в политической и экономической жизни. Известно, что существуют зоны влияния партий, это относится и к кругу проблем, и к социальным слоям, составляющим базу партий и движений. И если традиционные партийно-политические институты неспособны своевременно и трезво оценить новые реалии в обществе в целом, значит, политическое влияние партии в немалой степени ставится под удар, ей следует пересматривать собственную деятельность. В период неспособности партий отвечать требованиям времени движения (например, женское) формируют новые ценности в структуре массового сознания, заполняя то политическое пространство, необходимость охвата которого не была вовремя осознана. Особое историческое значение деятельности женских организаций лежит в плоскости формирования самосознания женщин, повышения их самооценки,

чувства собственного достоинства, основанного на признании права выбора роли в обществе. Женское движение оказывает влияние на модификацию политических партий. В результате развивается сотрудничество с ними.

Гендерное неравенство остается актуальной проблемой современного общества. Причины неравенства включают культурные стереотипы, экономическую дискриминацию и недостаток политического представительства женщин. Неравенство имеет серьезные последствия для экономической, социальной и политической стабильности общества. Оно проявляется в различных сферах, таких как экономика, работа и семья, образование и политика. Для решения проблемы гендерного неравенства необходимо развивать образование и осознание, создавать гендерные равноправие в законодательстве и повышать политическое представительство женщин. Только через устранение гендерного неравенства общество сможет достичь своего полного потенциала и стать более справедливым и устойчивым. Гендерное неравенство остается серьезной проблемой в современном обществе. Оно оказывает отрицательное влияние на жизнь людей и приводит к неравенству в различных сферах. Решение этой проблемы требует совместных усилий правительств, общественных организаций и каждого человека. Только создав равные возможности для всех независимо от пола, мы сможем построить справедливое и процветающее общество.

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