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METAPHOR IN THE LITERARY PROSE OF LEV TOLSTOY

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Abstract:

This article analyzes the structural, semantic and philosophical functions of metaphor in the literary prose of Leo Tolstoy. The study explores metaphor as a cognitive and artistic instrument that reflects the writer's worldview and ethical system. Through textual analysis of "War and Peace", "Anna Karenina" and "The Death of Ivan Ilyich", the paper demonstrates that metaphor serves as a key means of psychological characterization and philosophical generalization. Special attention is paid to natural, light and path metaphors, which symbolize moral evolution, spiritual crisis and the search for truth. The research concludes that metaphor in Tolstoy's prose is not merely decorative but represents a conceptual model of human existence.

Keywords: Leo Tolstoy, metaphor, prose, poetics, philosophy, symbolism, psychology, artistic thinking.

МЕТАФОРА В ХУДОЖЕСТВЕННОЙ ПРОЗЕ ЛЬВА ТОЛСТОГО

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Аннотация:

В статье анализируются структурные, семантические и философские функции метафоры в художественной прозе Л. Н. Толстого. Метафора рассматривается как

средство художественного мышления и отражение мировоззрения писателя. На материале романов «Война и мир», «Анна Каренина» и повести «Смерть Ивана Ильича» показано, что метафора выполняет когнитивную, психологическую и нравственно-философскую функции. Особое внимание уделяется метафорам природы, света и пути, символизирующим духовную эволюцию личности.

Ключевые слова: Лев Толстой, метафора, проза, поэтика, философия, символика, художественное мышление.

Основной текст

Лев Николаевич Толстой занимает особое место в истории русской литературы XIX века. Его художественная система отличается философской глубиной и стремлением к постижению законов человеческого бытия. Одним из центральных средств выражения авторской позиции становится метафора. В толстовском тексте она выступает не как украшение речи, а как форма осмысления действительности.

Метафора в прозе Толстого тесно связана с психологизмом. Писатель раскрывает внутренний мир героев через сопоставление их состояний с природными явлениями. В романе «Война и мир» образы неба, света и пространства символизируют нравственное очищение и духовное прозрение. Таким образом, внешняя картина мира становится отражением внутреннего состояния личности. В «Анне Карениной» метафорика приобретает трагическое звучание. Образы зимы, холода, тьмы передают состояние отчуждения и духовного кризиса героини. Природа у Толстого никогда не является нейтральным фоном — она активно участвует в развитии конфликта.

Особое значение имеет метафора пути. В философской концепции писателя жизнь человека осмысливается как движение к истине. В повести «Смерть Ивана Ильича» процесс умирания представлен как переход из тьмы к свету, что символизирует

нравственное прозрение героя. Подобная метафорическая модель отражает религиозно-нравственные искания Толстого.

С точки зрения поэтики, метафора у Толстого выполняет когнитивную функцию: через перенос значения автор формирует целостную картину мира. Она объединяет конкретное и абстрактное, чувственное и философское, индивидуальное и универсальное. В этом проявляется художественное мышление писателя, основанное на синтезе реализма и нравственного идеализма.

Таким образом, метафора в художественной прозе Л. Н. Толстого является системообразующим элементом поэтики. Она служит инструментом психологического анализа, средством выражения философских идей и способом моделирования нравственного пути человека.

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PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF DEVELOPING STUDENTS' INFORMATION AND COMMUNICATION SKILLS IN THE HIGHER EDUCATION SYSTEM OF NEW UZBEKISTAN

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Abstract: This article examines the pedagogical and psychological foundations of developing students' information and communication skills in the higher education system of New Uzbekistan. The study analyses the genesis of the concept of information and communication skills, reviews the scholarly perspectives of local and foreign researchers, and identifies the structural components of the skills system.

Keywords: information and communication skills, STEAM education, digital competence, pedagogical and psychological foundations, higher education, New Uzbekistan.

INTRODUCTION

The rapid development of information technologies and globalisation processes in contemporary society impose new demands on the higher education system. In the context of New Uzbekistan, forming students' information and communication skills has become critically important in the areas of transitioning to a digital economy, implementing an innovation-driven development strategy and expanding international cooperation. Today, graduates of higher education institutions are expected not only to possess professional knowledge, but also to use information technologies effectively, express their ideas clearly through various communication channels and participate in collaborative projects. For this reason, the scientific investigation of the pedagogical and

psychological foundations of developing students' information and communication skills is one of the most pressing academic tasks.

The aim of this study is to theoretically substantiate and analyse the pedagogical and psychological foundations of developing students' information and communication skills in the higher education system of New Uzbekistan. The research objectives include: conducting a scientific and theoretical analysis of the concept of information and communication skills; identifying the psychological mechanisms underpinning the development of these skills among students; substantiating the relevant pedagogical principles and approaches; and elucidating the specific features of this process in the context of New Uzbekistan's education reforms.

RESEARCH METHODS

The study employed theoretical research methods. The method of scientific literature analysis was used to examine the scholarly views of local and foreign researchers on information and communication skills. The comparative analysis method allowed different academic approaches and theories to be contrasted. The synthesis method was applied to generalise the data collected and to formulate new theoretical conclusions, while a systemic approach was used to determine the structural framework of information and communication skills. The study also analysed the regulatory and legal documents governing the higher education sector in the Republic of Uzbekistan, national educational standards and international best practices.

RESULTS AND DISCUSSION

1. Genesis and definition of information and communication skills

The concept of information and communication skills began to take shape in the last quarter of the twentieth century within the framework of the information society concept. Initially interpreted as a set of technical competencies, its meaning has since expanded considerably. Today, information and communication skills are understood as

a person's capacity to search for, collect, process, store and transmit information; to establish effective communication through various channels; and to function productively in a digital environment. These skills are recognised as an integral component of a modern specialist's professional competence.

2. International scholarly perspectives

Among foreign researchers, scholars such as J. Piaget, L. Vygotsky, J. Bruner and H. Gardner have conducted in-depth studies of information reception and processing within cognitive development theories. M. Castells, through his theory of the network society, emphasised the role of information flows in personal development. D. Jonassen substantiated a methodology for teaching in information environments based on a constructivist approach. The European Union's digital competence framework, DigComp, presents a standardised system of information and communication skills covering five core areas: information literacy, communication and collaboration, digital content creation, safety, and problem-solving.

3. Local scholarly perspectives

Among Uzbek researchers, scholars such as N. Muslimov, O. Ko'ysinov, Sh. Sharipov, M. Quronov and B. Xodiyev have studied the application of information technologies in pedagogical education and the development of students' information culture. U. Begimqulov has conducted research on the design of digital learning environments; N. Sayidahmedov on educational technologies; and R. Ishmuhamedov on interactive methods. Uzbek researchers place particular emphasis on harmonising national educational traditions with contemporary technologies and developing digital competence on the foundation of national values.

4. Structural components of information and communication skills

An analysis of the structural components of the information and communication skills system identified three principal components. The cognitive component

encompasses the abilities to receive, analyse, synthesise and evaluate information, as well as critical thinking and information literacy. The operational component covers technical skills, software proficiency, the ability to create and edit digital content, and problem-solving capabilities. The motivational component refers to interest in information technologies, the drive for self-development, openness to innovation and a professional growth orientation.

Table 1. Structural Components of Information and Communication Skills and Their Characteristics

Component	Content and Characteristics	Key Skills
Cognitive Component	Abilities to receive, analyze, synthesize and evaluate information; critical thinking and information literacy	Information search and evaluation, logical analysis, critical assessment of sources, knowledge structuring
Operational Component	Technical skills, software proficiency, digital content creation and editing, problem-solving skills	Working with computer applications, creating multimedia content, using online platforms and collaborative tools
Motivational Component	Interest in information technologies, self-development drive, openness	Lifelong learning readiness, professional self-improvement,

	to innovation and	curiosity about
	professional growth	emerging digital tools

5. Psychological mechanisms of skill development

The psychological processes of receiving and processing information have a complex structure. At the sensory memory stage, information is first received through the sense organs — a process lasting milliseconds. The information then passes to short-term memory, where it is stored for 15–30 seconds and processed. If the information is deemed important, it is transferred to long-term memory. Because the volume of information in a digital environment is extremely large, students' selective attention and information-filtering skills are of particular importance. According to cognitive load theory, an excessive flow of information may reduce learning effectiveness; therefore, skills in structuring and systematising information are essential.

6. New Uzbekistan education policy and digital transformation

The strategic directions of New Uzbekistan's education policy are defined by the sweeping reforms that have been implemented since 2017. The Decree of the President of the Republic of Uzbekistan No. PF-5847, dated 8 October 2019, together with other regulatory documents, envisages the modernisation of higher education, its alignment with international standards and the broad introduction of digital technologies. Under the Digital Uzbekistan-2030 strategy, digitalising the education sector has been designated a priority direction. This strategy sets objectives including the development of e-learning platforms, the creation of digital educational resources, and the enhancement of the digital competence of both teachers and students.

Information and communication competencies occupy a prominent place in the national educational standards. The updated state educational standards specify clear requirements regarding graduates' digital literacy and their information technology and communication skills. Information technology subjects have been included as a

compulsory component in the curricula of higher education institutions. Furthermore, elements aimed at developing information and communication competencies have been integrated into all discipline-specific subjects. The standards also reflect students' skills in using digital tools in research activities and working with electronic libraries and databases.

Digital transformation in Uzbekistan's higher education system is advancing rapidly. In recent years, e-learning platforms have been introduced in all higher education institutions and distance learning opportunities have been expanded. Learning management systems such as Hemis and Moodle are widely used. The network of digital libraries has grown and access to international scientific databases has been created. Virtual laboratories and simulation software are enabling practical skills to be developed remotely.

7. Pedagogical approaches

Research findings indicate that developing students' information and communication skills in the higher education system of New Uzbekistan is a multifaceted process requiring the interaction of pedagogical, psychological and technological factors. Compared to the scholarly positions of foreign researchers, Uzbek scholars place particular emphasis on developing a methodology for forming information and communication skills that takes national specifics into account. However, considerable work remains to be done in studying international experience and adapting it to the national context.

An analysis of psychological mechanisms shows that students of university age possess optimal conditions for acquiring information and communication skills. Nevertheless, even for the generation raised in a digital environment, targeted pedagogical intervention is necessary, since daily use of technology does not automatically guarantee the development of professional-level skills. Taking

motivational aspects into account, supporting students' intrinsic interest and creating conditions for success are essential prerequisites for effective learning.

The analysis of pedagogical principles and approaches demonstrates that the integration of competency-based, person-centred and STEAM approaches yields the most effective results. When traditional teaching methods are combined with modern interactive and collaborative methods, students' information and communication skills develop in a comprehensive manner. The conditions necessary for implementing these approaches are being created within the framework of New Uzbekistan's education reforms.

Table 2. Pedagogical Approaches to Developing Information and Communication Skills

Pedagogical Approach	Core Principle	Application in ICT Skill Development
Competency-based approach	Focus on practical skills and real-world task performance rather than theoretical knowledge alone	Students complete real digital projects, create e-portfolios, and demonstrate skills through applied tasks
Person-centred approach	Tailoring the educational process to each student's individual characteristics, learning pace and interests	Differentiated digital tasks, personalised learning paths, adaptive educational platforms

Interactive approach	Active learner engagement through dialogue, discussion, simulation and collaborative activities	Webinars, virtual labs, online discussions, collaborative document editing, peer-review exercises
Collaborative approach	Joint problem-solving and knowledge creation through group work and project collaboration	Team-based digital projects, co-creation of content, cross-disciplinary online collaboration
STEAM methodology	Integration of Science, Technology, Engineering, Arts and Mathematics in a unified learning process	Interdisciplinary digital projects combining technical, creative and analytical skills in one task

CONCLUSION

According to the research findings, the development of students' information and communication skills in the higher education system of New Uzbekistan is a complex, multidimensional process requiring the interaction of pedagogical, psychological and social factors. Information and communication skills should be developed as an integrated system consisting of cognitive, operational and motivational components. Taking psychological mechanisms into account — in particular, the cognitive developmental characteristics of students at university age, information reception processes and motivational factors — constitutes the foundation of effective pedagogical influence. The integration of competency-based, person-centred, interactive and collaborative approaches, together with the application of STEAM methodology,

ensures the most effective outcomes. Within the framework of New Uzbekistan's education reforms, the necessary regulatory framework and infrastructure for developing information and communication skills are being established, yet this process must continue to be refined. The development of national digital competence standards, the expansion of teacher professional development programmes and the creation of high-quality digital educational resources remain urgent priorities for the future.

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Content of the Concept of Cooperation between School, Family and Community (Mahalla) and Increasing the Effectiveness of Education and Upbringing

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Annotation: The article will reveal the leading role of the school in education, the responsibility of the family in creating an educational environment and the tasks of the neighborhood as a socially supporting institution. It also analyzes ways to improve the effectiveness of education through organizational forms of cooperation, innovative approaches, preventive measures and spiritual and educational work.

Keywords: school–family-neighborhood cooperation, educational process, educational efficiency, educational efficiency, social cooperation.

Maktab, oila va mahalla hamkorligi konsepsiyasi mazmuni, ta'lim-tarbiya samaradorligini oshirish

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Ключевые слова: сотрудничество школа-семья-соседство, учебно-воспитательный процесс, эффективность обучения, результативность воспитания, социальное сотрудничество.

Аннотация: В статье раскрывается ведущая роль школы в образовании, ответственность семьи за создание образовательной среды, а также функции махалли как института социальной поддержки. Также анализируются организационные формы сотрудничества, инновационные подходы, пути повышения эффективности воспитания через профилактические мероприятия и духовно-просветительскую работу.

Kalit soʻzlar: maktab–oilā–mahalla hamkorligi, taʼlim-tarbiya jarayoni, taʼlim samaradorligi, tarbiya samaradorligi, ijtimoiy hamkorlik.

Annotatsiya: Maqolada maktabning taʼlim berishdagi yetakchi roli, oilaning tarbiyaviy muhit yaratishdagi masʼuliyati hamda mahallaning ijtimoiy qoʻllab-quvvatlovchi institut sifatidagi vazifalari ochib beriladi. Shuningdek, hamkorlikning tashkiliy shakllari, innovatsion yondashuvlar, profilaktik tadbirlar va maʼnaviy-maʼrifiy ishlar orqali taʼlim-tarbiya samaradorligini oshirish yoʻllari tahlil etiladi.

Yangi oʻzgarishlar yosh avlodni taʼlim-tarbiyasini samarali va sifatli maʼnaviyati yuksak, har tomonlama intellektual salohiyatga ega etib, yurtimizni tinchlik-osoyishtaligini, shuningdek gullab-yashnashiga oʻz hissasini qoʻsha oladigan yetuk shaxslarni voyaga yetkazishida qulay imkoniyatlar yaratilmoqda. Bugungi kunda oʻqitish samaradorligini oshirish uchun, oʻquvchilarning taʼlim-tarbiyasini toʻgʻri tashkil etish va toʻla egallashlariga erishish, amaliy tajribalarini yanada mustahkamlash ustuvor vazifalardan hisoblanadi. Oʻquvchilarga jamoviy, individual yondashish, yoshlarni ijobiy taraflama rivojlantirish, yoshlarning qiziqishlari, ehtiyoji va qobiliyatlarini oshirishga qaratilgan darslarni tashkil etishga jiddiy eʼtibor qaratish, innovatsion-integratsiyalashgan pedagogik usullardan foydalanish, taʼlim-tarbiyani tizimli amalga oshirish har bir pedagogdan doim talab etiladi. Taʼlim tizimimizda keng qamrovli ishlar amalga oshirilmoqda, albatta, bunda koʻzda tutilgan maqsad maktab,

oila avo mahalla faoliyatini insonparvarlik asosida o'quv- tarbiya ishlarini pedagogik tashkil etish shakl va metodlarini ishlab chiqish, konsepsiyalarini asosida izchillikda amalga oshirish asosiy vazifalardan biridir. Hozirgi davrda ta'lim-tarbiyada samarali islohotlarni amalda qo'llash, ilmiy-texnika taraqqiyoti va zamonaviy muhitda ta'lim-tarbiyada ijokorlikka keng yo'l ochish, yoshlarni kasb-hunarga yo'naltirishda, uning muhim tizimlarini yaratishda chet el tajribalarini o'rganish va joriy etish ayni muddaodir. Prezidentimiz Sh. Mirziyoyev: "...ta'lim-tarbiya tizimini mutlaqo yangi bosqichga ko'tarishga xizmat qiladigan bir necha muhim qarorlar haqida alohida to'xtalishni o'rinli, deb bilaman"- degan o'zining 3-jildi uch bo'limdan iborat asarida "Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagi farovon bo'ladi"¹

Rivojlangan mamlakatlarda ta'lim tizimi mamlakatning ichki siyosatiga faol ta'sir etadigan ijtimoiy omil sifatida qaraladi. Haqiqatda kelajagimiz yoshlar qo'lida, maktabda esa ular ta'lim-tarbiya olib, shaxs sifatida shakllanadi va bir so'z bilan aytganda kelajagi uchun asos bo'ladigan oila avo mahalla faoliyatini bilim, tajribalar bilan o'zini boyitadi. Shu o'rinda maktablardagi ta'lim tizimini tashkil etilishi muhim ahamiyat kasb etadi. Hozirgi globallashuv va axborotlashuv davrida yosh avlodni har tomonlama barkamol, ma'naviy yetuk va ijtimoiy faol shaxs sifatida tarbiyalash faqat maktab zimmasidagi vazifa bo'lib qolmayapti. Shu bois maktab, oila va mahalla hamkorligi konsepsiyasi ta'lim-tarbiya jarayonida alohida ahamiyat kasb etmoqda.

Birinchidan, oila bolaning ilk tarbiya maskani bo'lib, unda shaxsning xarakteri, axloqiy qadriyatlari va dunyoqarashi shakllanadi. Agar oiladagi tarbiya maktabdagi ta'lim jarayoni bilan uyg'unlashsa, o'quvchining bilim olishi va ijtimoiylashuvi samaraliroq bo'ladi.

¹ Prezidentimiz Sh. Mirziyoyev "Niyati ulug' xalqning ishi ham ulug', hayoti yorug' va kelajagi farovon bo'ladi"¹-3-kitob Toshkent –"O'zbekiston"-2019

Ikkinchidan, maktab ilmiy bilim berish bilan birga, tarbiyaviy ishlarni tizimli olib boruvchi asosiy muassasadir. Oila va mahalla bilan uzviy hamkorlik qilgan maktab o'quvchilarning xulq-atvori, darsga munosabati va intizomini mustahkamlash imkoniga ega bo'ladi.

Uchinchidan, mahalla milliy qadriyatlar, urf-odatlar va ijtimoiy nazoratni amalga oshiruvchi muhim institut sifatida yoshlarning bo'sh vaqtini mazmunli tashkil etish, salbiy ta'sirlardan himoyalashda katta rol o'ynaydi.

Shu sababli maktab, oila va mahalla o'rtasidagi hamkorlikni mustahkamlash:

- ta'lim-tarbiya samaradorligini oshiradi;
- o'quvchilarda mas'uliyat va ijtimoiy faollikni kuchaytiradi;
- huquqbuzarlik va tarbiyasi og'ir bolalar bilan ishlashni samarali tashkil etishga xizmat qiladi;
- yoshlar tajribasida muvaffaqiyatli marralarga ega bo'lishini ta'minlovchi ustuvor mexanizmlardan yani biri sifatida ijodkorligini oshirish, muvaffaqiyatlarga ishontirish, ilhomlanish motivatsiyasini boyitish shart;
- yoshlarni yuksak darajada bilimli kadrlar bo'lib yetishiga yanada e'tibor va talab darajasida bo'lishida, ota-onalarni ham yuqori bilim va tajribalarga ega qilishga undaydi.

O'zbekiston rivojiga o'z hissasini qo'sha oladigan kuchli mutaxassislarni yetishtirish va ularni innovatsion-integratsiyaviy jarayonga moslashuvini ta'minlash ham ustuvor vazifalarimizdan biri hisoblanadi. Yurtimizga o'zi kasbiy qobiliyati orqali yangiliklar kiritib oladigan kadrlarni texnikaviy rivojlanishlarda muvofiqligini ta'minlovchiligini oshirish har qachongidanda tezkorligi sezilarli ravishda ko'zga ko'rinmoqda. Yana bir harakatlarimizda ta'lim-tarbiya jarayonida muvaffaqiyatga erishtiruvchi yo'llaridan biri esa har qanday kuzatishlarni aqlli qarorlarni qilish, yoshlarni foydasiga imkon qadar to'g'ri qarorlar qilishni talab etish va ijrosida yoshlarga ko'maklashish zaruriy

imkoniyatlar berish kerak. Xalqimizni farzandlarini yuksak darajada bilimli kadrlar bo‘lib yetishiga yanada e’tibor va talab darajasida bo‘lishida ota-onalarni ham yuqori bilim va tajribalarga ega qilish eng zaruriy holat hisoblanadi. Yoshlar tajribasida muvaffaqiyatli marralarga ega bo‘lishini ta’minlovchi ustuvor mexanizmlardan yani biri sifatida avvalombor muammolarni kelishida muammolar yechimiga qaratish, insoniyatni bir marta beriladigan umrini eng yaxshi muvaffaqiyatlarini ko‘paytirish imkoniyatlariga ishontira olish zaruriy hisoblanadi. Yoshlarni qiziqishi, ijobiy sifatlarini takomillashuvida rivojlantiruvchi texnika-texnologiyalariga ega bo‘lishida ilhomlanish motivatsiyasini, ijodkorligini oshirishga qaratish o‘ta muhim jarayonlardan biri sifatida doimo e’tiborda bo‘lishi shart.

Xulosa qilib aytganda, “Maktab, oila va mahalla hamkorligi konsepsiyasi mazmuni, ta’lim-tarbiya samaradorligini oshirish” mavzusi bugungi kunda ta’lim tizimini rivojlantirish, sog‘lom va barkamol avlodni sof qalbi beg‘uborlikda abadiy ijobiy-ijodkorlikka erishishida yuksak amaliy natijalarni qo‘lga kiritish, xalq manfaati, davlatimiz ravnaqi nazarda tutilishi ham kuchli mutaxassis sifatida yurtimizni gullab-yashnashiga hissa qo‘shadigan shaxs voyaga yetkazish nuqtayi nazaridan nihoyatda dolzarb hisoblanadi.

Umumta’lim muassasalarida ta’lim-tarbiya jarayoni doirasida maktab, oila va mahalla o‘rtasidagi hamkorlik tizimida amalga oshirish jarayonlarida ishlash izchil amalga oshirish yangi bilim va tajribalarni talab etadi. Maktab, oila va mahalla hamkorligi konsepsiyasining mazmunini ilmiy-nazariy jihatdan tahlil qilish, ushbu hamkorlikning ta’lim-tarbiya jarayoniga ta’sirini o‘rganish hamda ta’lim-tarbiya samaradorligini oshirishga xizmat qiluvchi samarali shakl, usul va mexanizmlarni aniqlash va takomillashtirish bo‘yicha tekshiruvdan o‘tgan tadqiqiy psixologi-pedagogik mashg‘ulotlardan to‘g‘ri foydali jihatlaridan o‘z joyida muvaffaqiyatli yo‘naltirish va ijobiy samarali natijaga erishtirish lozim. Shuningdek, ta’limiy-tarbiyaviy ishlar

samaradorligini oshirishga yo‘naltirilgan metodlardan umumta’lim muassasalari, sinf rahbarlari, ota-onalar hamda mahalla faollari faoliyatida amaliyotga tatbiq etish imkoniyatiga ega bo‘ladi.

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The Importance of Education (Upbringing) in Developing High Talent in Youth

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Annotation: this article highlights the crucial importance of upbringing in the formation and development of high talent in young people. In addition to the manifestation of talent as a natural ability, the role of the Family, Educational Institutions and the social environment in its implementation and improvement is scientifically and pedagogically analyzed.

Keywords: upbringing, talent, youth, ability, intellectual potential, creativity, spiritual and moral education, motivation, motivation, educational system, family environment, social environment, personality maturation, innovative thinking, harmonious generation.

Yoshlarda yuqori iste'dodga ega bo'lishda tarbiyaning ahamiyati

NavDU "Pedagogika" kafedrası f.f.f.d, dots

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Ключевые слова: воспитание, талант, молодежь, способности, интеллектуальный потенциал, творчество, духовно-нравственное воспитание, мотивация, мотивация, система образования, семья среда, социальная среда, созревание личности, новаторское мышление, гармоничное поколение.

Аннотация: В данной статье освещается решающее значение воспитания в формировании и развитии высоких талантов у молодежи. В ней наряду с проявлением одаренности как природной способности научно-педагогически анализируется роль семьи, образовательных учреждений, социальной среды в ее проявлении и совершенствовании.

Kalit soʻzlar: Tarbiya, isteʼdod, yoshlar, qobiliyat, intellektual salohiyat, ijodkorlik, maʼnaviy-axloqiy tarbiya, motivatsiya, ragʻbatlantirish, taʼlim tizimi, oila muhit, ijtimoiy muhit, shaxs kamoloti, innovatsion fikrlash, barkamol avlod.

Annotatsiya: Mazkur maqolada yoshlarda yuqori isteʼdodning shakllanishi va rivojlanishida tarbiyaning hal qiluvchi ahamiyati yoritiladi. Unda isteʼdodning tabiiy qobiliyat sifatida namoyon boʻlishi bilan bir qatorda, uni yuzaga chiqarish va takomillashtirishda oila, taʼlim muassasalari hamda ijtimoiy muhitning oʻrni ilmiy-pedagogik jihatdan tahlil etiladi.

Oʻzbekistonni bugungi zamonaviy oʻzgarishlardagi uchunchi renessans poydevorini mustahkamlash taʼlim-tarbiya tizimidagi asosiy vazifalardan biridir. Yoshlarga yaratilayotgan qulay imkoniyatlardan toʻla foydalanish bu oʻz vaqtida bilim olish, tarbiyaviy jarayonlarda yuksak darajadagi odob-axloq normalariga amal qilish, meʼyoriy koʻrsatkichlarga ega boʻlishdir. Prezidentimiz tomonidan va vazirliklar tomonidan chiqarayotgan qonunlari, buyuk maqsadimlarimizga yetishishimizga katta yoʻl ochadi va koʻmaklashadi. Davlatimizda bu vazifalarni samarali amalga oshirish uchun esa albatta birgalikda amaliy sifatli natijalarga erishishimiz kerakligi inobatga olinadi. Rivojlangan davlatlar maktablari innovatsion-integratsiyalashgan ilgʻor pedagogik texnologiyalari va pedagogik tajribalarini taʼlimga tadbqiq etilmoqda.

Jamiyatimizni rivojlantirish, yangilanishlarda yoshlar taʼlim-tarbiyasini toʻgʻri va oʻz vaqtida sifat-samaradorligiga eʼtibor qaratish, yuqori natijalar beruvchi uslublardan foydalanishimiz lozim boʻladi. Taʼlim-tarbiyada samarali islohotlarni amalda qoʻllash,

ilm-texnika taraqqiyoti muhitida ta'limga ijokorlikka keng yo'l ochish, yoshlarni kasb-hunarga yo'naltirishda, uning muhim tizimlarini yaratishda chet el tajribalarini qo'llash ham muvaffaqiyatlarimizni belgilamoqda.

Rivojlangan mamlakatlarda ta'lim tizimi mamlakatning ichki siyosatiga faol ta'sir etadigan ijtimoiy omil sifatida qaraladi. Darhaqiqat kelajagimiz yoshlar qo'lida, maktabda esa ular ta'lim-tarbiya oladi va shaxs sifatida shakllanib, kasb-hunarga yo'naltiriladi. Shu o'rinda maktablardagi ta'lim-tarbiya tizimi yoshlar iste'dodini oshirish bilan kelajagi uchun asos bo'ladigan bilim, ko'nikma va malakalarga ega bo'lishida muhim ahamiyat kasb etadi.

Prezidentimiz Sh.Mirziyoyev o'zining ¹“Yangi O'zbekiston taraqqiyoti” asarida “Ishonchim komilki dunyo hamjamiyati bilan iqtisodiy ilmiy va madaniy aloqalarni rivojlantirish borasidagi birgalikdagi say-harakatlarimiz, do'stlik aloqalari va ko'p qirrali hamkorlikni yanada mustahkamlash bilan birga, yurtimizga yangi sivilizatsion yuksalish uchun ham xizmat qiladi” bu borada mamlakatlararo ta'limda ham integratsiyani tashkillashtirsak ta'lim sifatiga albatta ijobiy ta'sir qiladi. Shaxsning shakllanishida ta'lim-tarbiya jarayoni muhim rol o'ynaydi. Shu sababli ham ta'lim-tarbiya jarayoni murakkab va anchagina ma'suliyat talab qiladigan jarayondir. Sog'lom avlod tarbiyasi oson ish emas, u har bir inson, har bir oila, butun jamiyatdan jiddiy e'tibor va uzluksiz mehnat talab qiladi. O'zbekiston Respublikasi ta'lim-tarbiya orqali yosh avlodni har tomonlama yetuk shaxs, yuksak darajada kasb-hunar egasi sifatida shakllantirishimiz zaruriy ekanligi har qadamda sezilib turibdi. Bu esa biz pedagoglarga o'zgacha bir ma'suliyat yuklaydi. Shaxsning ijobiy yo'nalishini tarkib toptirish uchun o'quvchilarning barcha vaziyat va holatlarda to'g'ri yo'l tutishini istashi hamda to'g'ri yo'l tutishi uchun kasb-hunar egasi sifatida shakllantirishimiz uning nima qilishini bilishi, o'zi hurmat qiladigan kishilarning nima qilayotganini ko'rishi va o'zi ham to'g'ri xulq-atvorli bo'lishini mashq qilishi zarur.

¹ Sh.Mirziyoyev “Yangi O'zbekiston taraqqiyoti” asari Toshkent 2021

Yoshlar iste'dodini rivojlantirish, izlanuvchan, ijodkorlarni qo'llab-quvvatlash, ta'lim muassasalarida o'quv-tarbiya jarayonining zamonaviy talablar darajasida tashkil etilishini ta'minlash uchun keng imkoniyat yaratilmoqda. Mazkur sa'y-harakatlarning tub zamirida ta'lim-tarbiya sifati va samaradorligini oshirish, kuchli mutaxassislarning bugungi va kelajak uchun ma'nan va jismonan barkamol avlod bo'lib, kuchli o'z kasbi va hunari orqali jamiyat rivojiga rivoj qo'sha olishi lozimligi kabi ijobiy tajribalarga ega bo'lishlari ham nazarda tutiladi. Bundan tashqari dunyoning bir qancha rivojlangan mamlakatlarida AQSH, Yaponiya, Singapur, Hindiston, Xitoy, Finlandiya kabi xorijiy pedagogik tajribalarini o'rganib, ta'lim-tarbiya tizimimizga tadbiq etilmoqda. Bu o'rinda albatta yurtimiz ta'lim-tarbiya sohasida erishilgan yutuqlarni yanada yuksaltirish va bu sohada raqobatbardosh bo'la olish, rivojlantirish borasidagi zamonaviy nazariyalarni o'rganish va Umumiy o'rta ta'lim muassasalarida tadbiq qilish hozirgi kunda pedagogikaning asosiy vazifalaridan biridir. Agar yoshlarga bolalikdan to'g'ri ta'lim-tarbiya berilsa, ularning mavjud o'zida bor iqtidorlari vaqtida aniqlanib, rivojlantiriladi. Aksincha, ta'lim-tarbiyaga yetarli e'tibor berilmasa, iste'dod so'nib qolishi yoki noto'g'ri yo'nalishda namoyon bo'lishi mumkin. Shu sababli, oilada, ta'lim muassasalarida va ijtimoiy muhitda yoshlarga berilayotgan tarbiyaning sifati bugungi kunda alohida ahamiyat kasb etmoqda. Aynan ta'lim-tarbiya orqali iste'dodli yoshlarni qo'llab-quvvatlash, ularni jamiyatga foydali, ma'naviy yetuk va insonparvar, adolatli, vatanparvar shaxslar etib voyaga yetkazish mumkin.

Yoshlarda yuqori iste'dod va qobiliyatlarning shakllanishi hamda rivojlanishiga ta'sir etuvchi tarbiyaviy omillar, usullar va pedagogik mexanizmlar majmuasi har shaxsning bilim, ko'nikmalari va malakalarini sayqallash orqali takomillashuviga yo'nalishlarni ochadi. Jumladan, oilaviy tarbiya, ta'lim muassasalarida qo'llanilayotgan tarbiyaviy yondashuvlar, ustoz-shogird munosabatlari hamda ijtimoiy muhitning yoshlar iste'dodini rivojlantirishdagi o'ziga xos jihatlari rivojlantiruvchi jarayonlarni to'g'ri tashkil

etishga va sifatli ijobiy natijalarni amaliyotda foydali xususiyatlarni taqdim etish, erishishga bog'liq bo'ladi. Shuningdek, ta'lim-tarbiya jarayonida oilaviy tarbiya, ta'lim muassasalari va ijtimoiy muhitning yoshlar iste'dodini rivojlantirishdagi ta'sirini tahlil qilish, tarbiyaning samarali shakl va usullarini aniqlash hamda iqtidorli yoshlarni qo'llab-quvvatlashga qaratilgan amaliy tavsiyalar ham ko'zda tutiladi. Nazariy va amaliy tajribalar chet el mamlakatlaridagi (xususan, Finlandiya ta'limi tizimini) ilm fanidagi eng so'nggi va yuqori samaradorlikka ega kasb-hunar maxsus namunali maktablar pedagogik texnologiyalari asosida umumta'lim maktablarida ta'limni tashkil etish jarayonida tizimli ravishda qo'llashing metodologik asoslarini ishlab chiqilganligi, ta'limni muvaffaqiyatli tashkil etishda yordam berishi bilan izohlanadi. Ta'lim muassasalari, pedagoglar va tarbiyachilar faoliyatida amaliy foydalanish imkoniyati yaratiladi. Nazariy va amaliy tajribalarni boyitish, yangi zamonaviy innovatsion-integratsion ma'lumotlar bilan to'ldirish, amaliyotda qo'llay olish ahamiyati shundaki, ishlab chiqilgan metod va pedagogik texnologiyalar umumta'lim maktablarida ta'limni muvaffaqiyatli tashkil etishda yordam berishi bilan izohlanadi.

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THE IMPORTANCE OF MEDICINAL PLANTS IN JOINT DISEASES AND METHODS OF HERBAL TREATMENT AT HOME

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Annotation: Joint diseases are a leading cause of chronic pain, structural deformities, and long-term disability worldwide. This thesis explores the evidence-based role of phytotherapy in the comprehensive management of arthrological conditions. It highlights the use of specific medicinal plants with targeted anti-inflammatory and chondroprotective properties, providing a rationale for safe, clinical-grade herbal treatment methods adapted for home and rehabilitative use.

Keywords: joint diseases, phytotherapy, medicinal plants, traditional medicine, home treatment, rehabilitation, osteoarthritis.

Актуальность проблемы. Заболевания опорно-двигательного аппарата, в частности остеоартрит, ревматоидный артрит и подагра, занимают одно из ведущих мест среди причин хронической боли и снижения качества жизни пациентов. Хроническое рецидивирующее течение данных патологий требует длительного, часто пожизненного медикаментозного контроля. Однако постоянный прием базисной терапии и синтетических нестероидных противовоспалительных препаратов (НПВП) сопряжен с высоким риском развития побочных эффектов. НПВП-индуцированные гастропатии, нефротоксичность и кардиоваскулярные осложнения становятся серьезным препятствием для полноценного лечения, особенно у коморбидных пациентов, страдающих сопутствующей артериальной гипертензией или хронической болезнью почек. В связи с этим интеграция методов традиционной (народной) медицины и фитотерапии в качестве безопасного комплементарного лечения на

этапах реабилитации и в домашних условиях приобретает исключительную клиническую значимость.

Цель исследования. Научно обосновать эффективность применения лекарственных растений при дегенеративно-дистрофических и воспалительных заболеваниях суставов, а также систематизировать патогенетически оправданные методы траволечения, доступные для самостоятельного применения пациентами в домашних условиях.

Материалы и методы. В основу работы положен аналитический обзор современных клинических и фармакогностических данных, посвященных изучению свойств лекарственного растительного сырья. Оценивались механизмы воздействия биологически активных веществ (флавоноидов, салицилатов, алкалоидов, эфирных масел и микроэлементов) на патогенез суставного синдрома: ингибирование медиаторов воспаления, улучшение микроциркуляции и стимуляция репаративных процессов в гиалиновом хряще и синовиальной оболочке.

Результаты и их обсуждение. Терапевтический потенциал фитопрепаратов при артропатиях реализуется через многоцелевое воздействие на ткани сустава. Установлено, что растения, богатые природными салицилатами (кора ивы белой – *Salix alba*, сабельник болотный – *Comarum palustre*), оказывают выраженное противовоспалительное и анальгезирующее действие. Их активные компоненты способны мягко ингибировать циклооксигеназу, снижая выработку простагландинов в очаге воспаления, при этом не оказывая ulcerогенного действия на слизистую оболочку желудка. При подагрическом артрите высокую эффективность демонстрируют крапива двудомная (*Urtica dioica*) и корень лопуха (*Arctium lappa*), которые стимулируют выведение мочевой кислоты (уратов) и нормализуют пуриновый обмен.

В амбулаторной и домашней практике фитотерапия подразделяется на системную и местную. Системное воздействие достигается курсовым приемом многокомпонентных сборов в виде фиточаев, отваров и водных настоев. Они обеспечивают мягкую дезинтоксикацию, улучшают реологические свойства крови, снижают оксидативный стресс и модулируют иммунный ответ.

Местное лечение играет решающую роль в быстром купировании болевого синдрома и утренней скованности. Оно включает использование компрессов, аппликаций и растираний на основе спиртовых и масляных экстрактов. Биологически активные вещества при местном нанесении проникают через эпидермальный барьер, способствуя вазодилатации капилляров, устранению рефлекторного спазма периартикулярных мышц (мышечного дефанса) и улучшению трофики структур сустава. Особого внимания заслуживает применение корня окопника лекарственного (*Symphytum officinale*), содержащего аллантоин, который напрямую стимулирует пролиферацию клеток и регенерацию хрящевой ткани. Также эффективны согревающие растирания с использованием экстрактов стручкового перца (*Capsicum annuum*), капсаицин которого истощает запасы субстанции Р в нервных окончаниях, обеспечивая стойкий анальгетический эффект. Важно отметить, что домашнее траволечение должно применяться вне фазы острого, гнойного или высокоактивного иммунного воспаления, строго соблюдая принципы медицинской безопасности.

Выводы. Комплексное использование фитотерапии в лечении заболеваний суставов является патогенетически обоснованным и клинически эффективным подходом. Грамотное, систематическое применение лекарственных растений в домашних условиях, согласованное с лечащим врачом, позволяет существенно снизить потребность в синтетических анальгетиках, минимизировать риск системных осложнений, пролонгировать период клинической ремиссии и

значительно улучшить функциональную активность опорно-двигательного аппарата.

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PROSPECTS FOR THE APPLICATION OF INDICATORS TO IMPROVE BANKING PERFORMANCE EFFICIENCY IN THE CONTEXT OF TRANSFORMATION PROCESSES

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Abstract: This thesis examines the issues of improving the efficiency of commercial banks' activities in the context of ongoing transformations in the banking system. The study analyzes the theoretical and practical aspects of applying efficiency indicators in evaluating bank performance. Particular attention is given to the prospects of using these indicators to enhance bank management and improve financial results. The paper also proposes recommendations for improving the system for assessing banking efficiency under modern economic conditions.

Keywords: banking transformation, banking efficiency, efficiency indicators, commercial banks, financial stability, bank management, economic efficiency.

TRANSFORMATSIYA JARAYONLARIDA BANKLAR FAOLIYATI SAMARADORLIGINI OSHIRISH INDIKATORLARINI QO'LLASH ISTIQBOLLARI

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Annotatsiya: Ushbu tezisda bank tizimida amalga oshirilayotgan transformatsiya jarayonlari sharoitida tijorat banklari faoliyati samaradorligini oshirish masalalari tahlil qilinadi. Tadqiqotda banklar faoliyatini baholashda samaradorlik indikatorlaridan foydalanishning nazariy va amaliy jihatlarini ko'rib chiqiladi hamda ularni qo'llash orqali bank boshqaruvi va moliyaviy natijalarini yaxshilash istiqbollari yoritiladi. Shuningdek,

zamonaviy iqtisodiy sharoitda banklar faoliyatini baholash tizimini takomillashtirish bo'yicha taklif va tavsiyalar ishlab chiqiladi.

Kalit so'zlar: bank transformatsiyasi, bank faoliyati samaradorligi, samaradorlik indikatorlari, tijorat banklari, moliyaviy barqarorlik, bank boshqaruvi, iqtisodiy samaradorlik.

**ПЕРСПЕКТИВЫ ПРИМЕНЕНИЯ ИНДИКАТОРОВ ПОВЫШЕНИЯ
ЭФФЕКТИВНОСТИ ДЕЯТЕЛЬНОСТИ БАНКОВ В УСЛОВИЯХ
ТРАНСФОРМАЦИОННЫХ ПРОЦЕССОВ**

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Аннотация: В данной работе рассматриваются вопросы повышения эффективности деятельности коммерческих банков в условиях трансформации банковской системы. Исследуются теоретические и практические аспекты применения индикаторов эффективности при оценке деятельности банков. Особое внимание уделяется перспективам использования данных индикаторов для совершенствования управления банками и повышения их финансовых результатов. Также разработаны предложения по совершенствованию системы оценки эффективности банковской деятельности в современных экономических условиях.

Ключевые слова: трансформация банковской системы, эффективность банковской деятельности, индикаторы эффективности, коммерческие банки, финансовая устойчивость, банковское управление, экономическая эффективность.

Kirish. Hozirgi kunda jahon moliya tizimida yuz berayotgan globallashuv jarayonlari, moliyaviy bozorlarning integratsiyalashuvi hamda raqamli

texnologiyalarning jadal rivojlanishi bank tizimi faoliyatini tubdan modernizatsiya qilishni talab etmoqda. Ayniqsa, bank tizimini transformatsiya qilish jarayonida tijorat banklari faoliyati samaradorligini oshirish hamda uni baholashning zamonaviy indikatorlarini qo'llash dolzarb ilmiy-amaliy masalalardan biri hisoblanadi. Banklar iqtisodiyotda moliyaviy vositachilikni amalga oshiruvchi asosiy institut sifatida investitsiya jarayonlarini moliyalashtirish, moliyaviy resurslarni samarali taqsimlash hamda iqtisodiy o'sishni ta'minlashda muhim rol o'ynaydi. Shu sababli banklar faoliyati samaradorligini baholashda qo'llaniladigan indikatorlarni takomillashtirish bank tizimining barqaror rivojlanishini ta'minlashda muhim ahamiyat kasb etadi.

Zamonaviy iqtisodiy sharoitda banklar faoliyati samaradorligini baholashda aktivlar rentabelligi (ROA), kapital rentabelligi (ROE), sof foiz marjasi (NIM), xarajatlar va daromadlar nisbati (CIR), kapital yetarliligi koeffitsiyenti (CAR) hamda kredit portfeli sifati kabi ko'rsatkichlardan keng foydalanilmoqda. Ushbu indikatorlar bank faoliyatining moliyaviy natijalarini, resurslardan foydalanish samaradorligini hamda risklarni boshqarish darajasini aniqlash imkonini beradi. Shu bilan birga, bank tizimini transformatsiya qilish jarayonida raqamli bank xizmatlarini rivojlantirish, bank boshqaruvi samaradorligini oshirish hamda zamonaviy moliyaviy texnologiyalarni joriy etish bank faoliyati samaradorligini baholash indikatorlarini yanada takomillashtirishni talab etadi.

O'zbekiston Respublikasida ham bank tizimini transformatsiya qilish, tijorat banklari faoliyatini modernizatsiya qilish hamda ularning xalqaro moliya bozorlaridagi raqobatbardoshligini oshirishga qaratilgan keng ko'lamli islohotlar amalga oshirilmoqda. Mazkur jarayonda banklar faoliyati samaradorligini baholash indikatorlarini qo'llash istiqbollari ilmiy jihatdan o'rganish, bank tizimi transformatsiyasi sharoitida samaradorlikni oshirishning zamonaviy mexanizmlarini

aniqlash hamda ushbu indikatorlarning amaliy ahamiyatini asoslash muhim ilmiy tadqiqot yo'nalishlaridan biri hisoblanadi.

Asosiy qism. Bank tizimini transformatsiya qilish jarayonida tijorat banklari faoliyati samaradorligini oshirish muhim strategik vazifalardan biri hisoblanadi. Zamonaviy bank tizimida samaradorlikni baholash bank resurslaridan foydalanish darajasi, moliyaviy natijalar, kredit portfeli sifati hamda risklarni boshqarish tizimi bilan bevosita bog'liqdir. Shu sababli banklar faoliyati samaradorligini aniqlashda turli moliyaviy va operatsion indikatorlardan foydalanish muhim ahamiyat kasb etadi.

Ilmiy adabiyotlarda bank faoliyati samaradorligini oshirish masalasi turli nazariy yondashuvlar asosida o'rganilib, unda bank boshqaruvi samaradorligi, kredit portfeli sifati, operatsion xarajatlar darajasi, bank xizmatlari diversifikatsiyasi hamda raqamli bank texnologiyalarini joriy etish kabi omillarning muhimligi ta'kidlanadi. Iqtisodchi olimlar Jumladan, xorijlik iqtisodchi olimlardan M.Mamonov, A. Vernikovlar «stoxastik chegara usuli yordamida tijorat banklarining samaradorligini o'rganib chiqishgan. Mualliflar yirik davlat banklarining xususiy va xorijiy banklarga nisbatan samaradorligini, shuningdek, kreditlash bozorida Lerner indeksi bilan o'lchanadigan banklarning samaradorligi va bozor kuchi o'rtasidagi ijobiy bog'liqlikni aniqlaganlar».[1]

C.Almanza, J Rodriguezlar, «samaradorlikdagi tafovutlarni asoslash uchun yirik banklar katta kredit va bozor xatarlarini qabul qilish bilan tavsiflanadi, kichik banklar esa ko'proq mablag' manbai sifatida o'z mablag'lariga ko'proq e'tibor berishadi» deya ta'kidlashadi.[2] V.Belousova, A.Karminsky, N.Myachin, I.Kozyrlar «xorijiy va davlat banklari katta samaradorlikka ega ekanligini ta'kidlab o'tgan. Uning tadqiqotlari, shuningdek, ixtisoslashuv (aktivlar va jalb qilingan mablag'lar tarkibi) va tavakkalchilikka moyillik (kredit xavfi ko'rsatkichlari, likvidlik va ochiq valyuta pozitsiyasi) kabi omillarni hisobga olgan».[3]

Yuqorida keltirilga fikrlarga Z.Zhou va boshqalarning tadqiqotlarida qarama-qarshi xulosalar keltirilgan, «unga ko'ra, tartibga solishni liberallashtirishni o'z ichiga olgan moliyaviy islohotlar tijorat banklari samaradorligini oshirishga yordam bermaydi» deb ta'kidlab o'tganlar. Boshqa tomondan, «ba'zi tadqiqotlar raqobatning tijorat banklari samaradorligiga ijobiy ta'sirini birinchi navbatda operatsion xarajatlarni optimallashtirish orqali ko'rsatadi», [4] deya fikr bildirishganlar. E.Osuagwu, W.Isola, I.Nwaogwugwularning tadqiqotlarida, «bank faoliyatining o'ziga xos xususiyati uning yuqori tartibga solinishi bo'lib qolmoqda, bu to'lov tizimining barqarorligini ta'minlash, moliyaviy bozorlarning barqarorligini ta'minlash zarurati bilan izohlanadi. Tartibga solishning milliy xususiyatlari tijorat banklari samaradorligidagi farqlarni belgilashligi keltirib o'tilgan». [5]

Yuqorida keltirilgan iqtisodchi olimlarning ilmiy qarashlari banklar faoliyati samaradorligini oshirish murakkab va ko'p omilli jarayon ekanligini ko'rsatadi. Tadqiqotlarda bank samaradorligi bank hajmi, kredit portfeli sifati, risklarni boshqarish darajasi hamda moliya bozoridagi raqobat muhiti bilan uzviy bog'liq holda talqin etilgan. Shu bilan birga, bank tizimini davlat tomonidan tartibga solish darajasi hamda moliyaviy liberallashtirish jarayonlari banklar faoliyati samaradorligiga turlicha ta'sir ko'rsatishi mumkinligi ta'kidlangan.

Muallifning fikricha, bank tizimini transformatsiya qilish sharoitida tijorat banklari faoliyati samaradorligini oshirishni baholashda an'anaviy moliyaviy ko'rsatkichlar bilan bir qatorda zamonaviy indikatorlardan ham foydalanish muhim ahamiyat kasb etadi. Xususan, aktivlar rentabelligi (ROA), kapital rentabelligi (ROE), sof foiz marjasi (NIM), xarajatlar va daromadlar nisbati (CIR) kabi moliyaviy ko'rsatkichlar bilan bir qatorda bank xizmatlarining raqamlashtirilish darajasi, operatsion jarayonlarning samaradorligi hamda bank boshqaruvining institutsional ko'rsatkichlari ham kompleks tarzda tahlil qilinishi zarur.

Shuningdek, bank tizimi transformatsiyasi jarayonida samaradorlik indikatorlarini amaliyotda keng qo'llash bank faoliyatining natijadorligini oshirish, risklarni samarali boshqarish hamda bank xizmatlari sifatini yaxshilashga xizmat qiladi. Shu nuqtai nazardan, banklar faoliyati samaradorligini baholash indikatorlarini takomillashtirish hamda ularni zamonaviy bank boshqaruvi tizimiga integratsiya qilish bank tizimining barqaror rivojlanishini ta'minlashda muhim omillardan biri hisoblanadi.

1-jadval

**Transformatsiya jarayonlarida banklar faoliyati samaradorligini oshirish
indikatorlarini qo'llash istiqbollari¹**

Indikator nomi	Mazmuni	Transformatsiya jarayonidagi ahamiyati	Kutilayotgan natija
Aktivlar rentabelligi (ROA)	Bank aktivlaridan foydalanish samaradorligini ko'rsatadi	Bank resurslaridan foydalanish darajasini baholash imkonini beradi	Bank aktivlarining daromadliligini oshirish
Kapital rentabelligi (ROE)	Bank kapitalidan foydalanish samaradorligini ifodalaydi	Investorlar uchun bank faoliyatining jozibadorligini baholaydi	Kapital samaradorligini oshirish
Sof foiz marjasi (NIM)	Kredit operatsiyalaridan olinayotgan sof	Kreditlash jarayonlarining samaradorligini	Kredit portfeli daromadliligini oshirish

¹ Muallif ishlanmasi

	daromad darajasini ko'rsatadi	baholashga yordam beradi	
Xarajatlar va daromadlar nisbati (CIR)	Bank operatsion xarajatlarning daromadlarga nisbati	Operatsion jarayonlarni optimallashtirish imkonini beradi	Operatsion samaradorlikni oshirish
Kapital yetarliligi koeffitsiyenti (CAR)	Bank kapitalining riskka tortilgan aktivlarga nisbati	Bank tizimining moliyaviy barqarorligini ta'minlaydi	Moliyaviy xavflarni kamaytirish
Muammoli kreditlar ulushi (NPL)	Kredit portfelidagi muammoli kreditlar ulushini ko'rsatadi	Kredit risklarini baholash va boshqarish imkonini beradi	Kredit portfeli sifatini yaxshilash
Raqamli bank xizmatlari ulushi	Bank operatsiyalarida raqamli xizmatlar ulushi	Bank tizimini raqamlashtirish darajasini ko'rsatadi	Bank xizmatlari tezligi va qulayligini oshirish
Operatsion samaradorlik koeffitsiyenti	Bank operatsiyalarining umumiy samaradorligini ifodalaydi	Bank boshqaruvi samaradorligini baholash imkonini beradi	Bank faoliyati natijadorligini oshirish

Mazkur 1-jadvalda bank tizimini transformatsiya qilish jarayonida tijorat banklari faoliyati samaradorligini baholashda qo'llaniladigan asosiy moliyaviy va operatsion indikatorlar keltirilgan. Ushbu ko'rsatkichlar bank faoliyatining daromadliligi, moliyaviy barqarorligi, operatsion samaradorligi hamda risklarni boshqarish darajasini kompleks baholash imkonini beradi. Jadval ma'lumotlariga ko'ra, aktivlar rentabelligi (ROA) va kapital rentabelligi (ROE) kabi ko'rsatkichlar bank resurslaridan foydalanish samaradorligini hamda bank kapitalining daromadliligini aniqlashda muhim ahamiyatga ega. Ushbu indikatorlar banklarning moliyaviy natijalarini baholash hamda investorlar uchun bank faoliyatining jozibadorligini aniqlash imkonini beradi. Shu bilan birga, sof foiz marjasi (NIM) bank kredit operatsiyalarining daromadliligini tavsiflab, bank daromadlarining asosiy manbalaridan biri hisoblanadi.

Xulosa. Bank tizimini transformatsiya qilish jarayonida tijorat banklari faoliyati samaradorligini oshirish zamonaviy moliya tizimini rivojlantirishning muhim shartlaridan biri hisoblanadi. Tadqiqot natijalari shuni ko'rsatadiki, bank faoliyati samaradorligini baholashda ROA, ROE, NIM, CIR, CAR hamda NPL kabi moliyaviy indikatorlardan foydalanish banklarning daromadlilik darajasi, operatsion samaradorligi va moliyaviy barqarorligini kompleks baholash imkonini beradi. Shu bilan birga, raqamli bank xizmatlari ulushi va operatsion samaradorlik ko'rsatkichlari bank tizimining transformatsiya jarayonidagi innovatsion rivojlanish darajasini aniqlashda muhim ahamiyat kasb etadi.

Tahlillar shuni ko'rsatadiki, bank tizimida samaradorlik indikatorlarini keng qo'llash bank boshqaruvini takomillashtirish, risklarni samarali boshqarish hamda bank xizmatlari sifatini oshirishga xizmat qiladi. Natijada bank tizimining moliyaviy barqarorligi mustahkamlanadi, bank resurslaridan foydalanish samaradorligi oshadi hamda bank sektorining iqtisodiyotdagi moliyaviy vositachilik roli kuchayadi.

Shu bois transformatsiya jarayonlarida banklar faoliyati samaradorligini baholash indikatorlarini tizimli ravishda qo'llash, ularni xalqaro bank amaliyoti talablari asosida takomillashtirish hamda bank boshqaruvi jarayonlariga integratsiya qilish bank tizimining barqaror rivojlanishini ta'minlashda muhim omil hisoblanadi.

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Analysis of Research on Bronze Age Sites of Turan in Iranian Historiography

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Abstract: This article examines the research conducted by Iranian archaeologists regarding the Bronze Age sites of Turan, elucidating their scholarly approaches and perspectives. Specifically, it highlights the shared and distinct cultural characteristics between the Bactria-Margiana Archaeological Complex (BMAC) and the material culture of Iran and its neighboring regions. The study provides an analytical overview of these findings through a comparative study of the research produced by national, Soviet, and European scholars.

Keywords: Turan, Iran, Mesopotamia, Elam, Sialk, Cheshmeh Ali, Turang Tepe, Tepe Hissar, Shahdad, Shahr-e Sukhteh, Kofir-kala, BMAC, Damghan, Farizi, Challow, Firuza.

Iranian scholars have interpreted Turan not merely as an extension of Iran, but as an integral component of a vast network of civilizations stretching from Mesopotamia to the Indus Valley. They emphasize that the roots of the region's Bronze Age cultures trace back to the Neolithic and Eneolithic periods, highlighting an intrinsic interconnectedness with the Iranian Plateau. Specifically, Sadiq Malik Shahmirzadi asserts that the artifacts of the Anau culture in southern Turkmenistan are fundamentally linked to Bronze Age sites on the Central Iranian Plateau, particularly Sialk and Cheshmeh Ali.

This cultural commonality is most salient in ceramic production. The researcher substantiates this argument by pointing to the emergence of grey ware, which serves as one of the most critical cultural markers in the Bronze Age pottery of both regions.

While analyzing artifacts from the Turang Tepe site in Iran, Shahmirzadi notes that the technology for producing grey ware developed there before proliferating across other areas of the Iranian Plateau. Consequently, this led to the emergence of shared characteristics in ceramic forms and styles across both regions [1].

Similarly, Rajabali Labbaf Khaniki, in his article titled *"Pottery: A Symbol of the Shared Culture of Iran and Central Asia,"* discusses the identification of this ceramic style at the Tepe Hissar (Damghan) site in Iran. He proposes that this factor is an indicator of cultural ties with Turan, suggesting that these populations belonged to a unified cultural entity. This perspective interprets the two regions as a single space, inextricably linked not only through trade but also through ethnic and cultural bonds[2].

These views held by Iranian scholars have also been corroborated in Soviet-era and national research. In particular, the works of V.M. Masson, V. Sarianidi, and A. Askarov contain extensive data regarding the prevalence of this grey ware style in the western foothills of Ashgabat, specifically at the Ak-Tepe and Namazga-Tepe sites [3].

According to Seyid Sajjadi, the cultures in the southwestern part of Turan were directly linked to major centers of civilization in Iran and Mesopotamia. Specifically, the transition from single-chambered kilns to double-chambered kilns enabled the firing of ceramic wares at high temperatures ranging from 1200°C to 1400°C. This technological advancement improved the durability and quality of the vessels. Furthermore, the widespread adoption of the potter's wheel led to the production of high-quality ceramic goods [4].

In the work titled *"Factors in the Formation of Bronze Age (3000–1500 BCE) Architectural Spaces in the Northeastern Regions of the Iranian Plateau,"* Vida Gudarzi notes that certain cultures in northeastern Iran share significant similarities with Turkmenistan. Based on archaeological findings, it can be asserted that cultural ties between these two regions existed from the fourth millennium BCE through historical

periods. Moreover, the cultural affinities and similarities between northeastern Iran and southern Turkmenistan are particularly strong, resulting from the migration of population groups from Turkmenistan to the Iranian Plateau.

Rajabali Labbaf Khaniki posits that by the Bronze Age, northeastern Iran and southern Turkmenistan had evolved into a distinctive, shared cultural center. In particular, sites such as Turang Tepe and Tepe Hissar in the Gorgan Plain, adjacent to Iran, are regarded as the most important centers of this period. These cultures developed in harmony with centers in southern Turkmenistan, such as Namazga [2].

Another archaeologist, Yusif Majidzade, in his research titled *"Methods of Archaeological Excavation,"* indicates that ceramic samples found at the Altyndepe settlement in Turon are also widely distributed at the Shahr-e Sukhteh site in Iran's Sistan province, as well as at Kofir-kala near Termez. He suggests this serves as evidence of active mutual socio-economic and trade relations [7].

It is noteworthy that research has also focused specifically on the emergence of early cities in Bronze Age Turon and Iran. In analyzing this process, Iranian scholars advance their own scientific perspectives while drawing upon the views of Soviet and Western schools of archaeology. For instance, Yusif Majidzade synthesizes the views of V. Gordon Childe and Robert Adams to propose his own criteria for the concept of a "city." Among these, particular emphasis is placed on socio-economic factors such as the emergence of surplus product, social stratification, and the division of labor [7]. According to the scholar, urbanization is not merely a result of population growth or the appearance of monumental structures, but rather the outcome of profound socio-economic changes, including the production of surplus beyond the needs of a subsistence society and the emergence of political structures.

In Iranian historiography, two distinct approaches—external influence versus internal development—are reflected in explanations of Bronze Age cultural changes.

For example, Seyid Sajjadi, in his research, characterizes the Turon Bronze culture as an external cultural center that influenced the Iranian Plateau. He explains this view through the results of large-scale studies conducted at sites such as Shahdad, Shahr-e Sukhteh, and Tepe Hissar.

Parviz Varjavand supports this view, noting that the influence of cultures such as Anau III and Namazga IV-V-VI in southern Turkmenistan reached as far as the Dargaz Plain, Shirvan, Gorgan, and Tepe Hissar in Damghan. The author relies on data from the Soviet scholar V. Sarianidi and the French archaeologist P.L. Kohl to reach this conclusion [8].

A similar approach is found in the works of Rajabali Labbaf Khaniki. According to him, the grey ware identified in Iran appeared at the beginning of the 3rd millennium BCE, and its origins are linked to the Syr Darya and Amu Darya basins. Furthermore, the grey ceramics found at Tepe Hissar are cited as vivid evidence of ancient cultural ties with Turon. Khaniki argues that the Turon ceramic culture influenced not only eastern Iran but also the Central Plateau, eventually leading to the replacement of the Kashan-style pottery at Sialk with the red and grey ceramics characteristic of Turon [2].

However, there are Iranian researchers who disagree with these views. For instance, the perspective of archaeologist Hassan Fazeli Nashli differs significantly. According to the author, in the interactions between Bronze Age communities of Iranian Khorasan and southern Turkmenistan via the Kopet Dag, each region maintained its fundamental indigenous characteristics [10]. This state is evident in the differences between their ceramic wares. Fazeli substantiates his view by noting that polished grey ware is widespread in Khorasan settlements but rare in the Namazga culture of Turkmenistan.

Hamid Tahmasbi, in his article *"The Bactria-Margiana Archaeological Complex (BMAC) in Northeastern Iran: Indigenous Culture or the Result of External Cultural*

Influence?", emphasizes stratigraphic continuity in determining Iranian cultural primacy. According to him, BMAC sites, particularly Gonur Depe, appeared on vacant land without prior cultural layers. This factor may indicate the migration of a population to Gonur Depe. Conversely, many sites in northeastern Iran, such as Damghan, Farizi, Chalow, and Firuza, contain cultural layers belonging to periods preceding the BMAC [11]. This suggests that the culture did not arrive from the outside but developed on an indigenous foundation.

The same factor can be observed in Soviet-era research. For example, while V.M. Masson views the influence of the Near East and Iran as strong in Turon's Bronze Age culture, V.I. Sarianidi believes that Neolithic and Eneolithic cultures in Turkmenistan formed on an indigenous basis.

In national historiography, scholars such as A. Askarov, Sh. Shaydullaev and A. Shaydullaev address various theories regarding the origin of the BMAC or Oxus Civilization [5]. They do not deny external factors in the development of the Oxus Civilization. Their analysis shows that material culture samples found at Oxus sites indicate trade, economic, and cultural ties with Elam, Mesopotamia, and the Indus Valley. For example, seals and beads characteristic of the Indus Valley and Elamite-style ceramic vessels found at the Buston-6 cemetery provide clear evidence of this. However, these scholars link such similarities to mutual trade and cultural exchange, primarily supporting the second approach – the theory of the primacy of indigenous characteristics.

The aforementioned analyses demonstrate that this controversial issue remains open and necessitates further evidence and in-depth archaeological research.

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ABDULLA KODIRI IS THE FOUNDER OF UZBEK NOVELS

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Annotation: The article tells about the life and work of Abdullah Qadiri, a great representative of Uzbek literature, the founder of Uzbek novels, and his active participation in important socio-cultural processes of the 1920s.

Key words: Uzbek literature, journalist, publicist, Uzbek novels, the Russian-language school, Russian-style school.

Abdullah Qadiri was born on April 10, 1894 in a gardener's family. As a child, Abdullah was sharp-witted and eager to learn. But due to the financial need of the family, he goes to school a little late, at the age of 9-10. After attending the old school for two or three years, at the age of 12 he was offered a job as a servant to a rich man because of the extreme poverty in the family. The master was a merchant and needed someone who could write in Russian. Realizing Abdullah's intelligence and desire to study, the merchant sent him to a Russian-style school. Both studying and working in the hands of the boss after school is hard for Abdullah, who cannot get a good education in school. This situation lasts for two. Unable to bear it, he begged his parents to return home and study there. In his spare time, he goes to his brother's house to study weaving. For two or three years he will be engaged in gardening and gardening. He will never give up these trades, especially gardening, which he learned as a child. Abdullah successfully graduated from the Russian-language school in 1912. Studying at this school played an important role in the creative destiny of the writer, who wanted to master the Russian language from an early age, and opened a direct way for him to get acquainted with Russian and world literature and culture. Two years later, Abdullah

entered the Abulqasim Madrasa in Tashkent. His short education at the madrasah paved the way for his mastery of Islamic studies, Arabic and Persian, and later his independent study of these fields. In 1912, Abdullah Muhammadboy joined the cavalry as a clerk. He was a wealthy, honest, open-minded, mullah, and respected intellectual. This man lived in his house, worked in his shop, and met many progressive, intelligent men of Abdullah's time. In 1914, he married Rahbaroy, the rich man's eldest daughter. Abdullah's later life, both peaceful and troubled, was spent with his wife, Rahbaroi, who later gave birth to two sons and two daughters, Nafiza, Habibullah, Adiba, and Masud. The beginning of Abdullah's creative activity dates back to that period. "In those days," recalls A. Kadyri, "I read the Tatar-language newspapers on the market and believed that there was a newspaper in the world." In 1913, when the Uzbek newspapers Sadoyi Turkiston, Samarkand, and Oina began to appear, I had the idea to write about them. In the April 1, 1914 issue of the newspaper "Sadoyi Turkiston" was published a report entitled "New Mosque and School". The message is signed as Abdullah Qadiri. In this way, the name of Abdullah Qadiri appeared in the press. Shortly afterwards, the poems "To My Nation", "Our State", the drama "Unhappy Groom" and the story "Juvonboz" were published under this name. These works were the first researches in Qadiri's work, which were written under the influence of Jadid literature, imbued with the progressive movement of the time - the ideas of Jadidism. In these works, Qadiri criticizes backward habits, encourages people to understand themselves and innovate. The author's work "Juvonboz" is a direct imitation of Behbudi's drama "Padarkush". In the story, the rich man, who has dropped out of school and is involved in perverted, slippery roads, squanders and breaks his father's property; leaving his parents in the lurch and eventually committing a crime and being imprisoned. In "The Unhappy Groom", the author raises the issue of one of the backward habits - the luxury wedding, the extra costs and their unfortunate

consequences. On the advice of his uncle, an orphan named Salih took out a large debt and got married to a rich housewife. He commits suicide out of embarrassment before leaving his mortgaged apartment without paying his debts on time. Qadiri's activities since the October Revolution have largely been linked to the media. In 1919 he was appointed editor of the newspaper "Food Affairs"; He later worked as a correspondent for the Rosta newspaper, an employee of the Ishtirokiyun and Qizil Bayrak newspapers, and a secretary and employee of the Inqilob and Kommunist Yoldashi complexes. As a journalist, and publicist, Kadyri was instrumental in the birth and formation of a new type of Soviet press in Uzbekistan. He was especially active in founding and maintaining Mushtum magazine. From 1924 to 1925, Kadyri studied at the Higher Institute of Journalism in Moscow to improve his knowledge and skills in the field of journalism. Even while studying in Moscow, he kept in touch with the republican press. From 1919 to 1925, Qadiri participated in hundreds of articles and comedies in the press. He published these works under different pseudonyms -Kadyri, Julqunboy, Kalvak Mahzum, Toshpolat, Ovsar, Dumbul, Shigoy. Qodiri's journalism has a wide range of topics and problems. Among them are those who applaud, support and promote important events in life, news ("Press Day", "Father and the Bolshevik", "Monument of 1918", "like Mallaboy aka Girvan"), we come across articles exposing various vices in life as well as a series of literary-critical works. Qodiri's articles, "We Have a Theater," "The Wolves of Ravot," "The Last Days," and "Some Comments on Criticism of the Past," are among the best examples of Uzbek criticism in the 1920s. They put forward important ideas about serious issues of realistic literature -authenticity, nationality, artistic form. Qadiri rejoiced that the October Revolution had given him freedom of speech and courage. Now it's time to tell the truth and write. While applauding and defending the revolution and the new life, he was determined to expose the various obstacles in the way of life, and to present objectively

the contradictions, mistakes and shortcomings of the Soviet way of life. He knew that the obstacles to a new life were not just the resistance of class enemies —the rich, the teachers, the priests. The minds and actions of the builders of the new world were full of internal contradictions and contradictions. In a number of articles and comedies, the author has tried to show this contradiction and shortcomings. But one by one his aspirations began to take a hit. In 1926, in the comic book Summary, published in the magazine Mushtum, he was imprisoned on charges of shortcomings in life, careless laughter about government officials, and counter-revolutionary jokes. Qadiri categorically denies the allegations. He goes on a hunger strike in prison to protest injustice. In the long investigation, he finally bravely exposes the slanderer and the inferior in court, never fears political accusations and threats, speaks the truth without hesitation, and resolutely defends his honor. "I'm not the kind of guy who would say 'yes' if he was right," he said.

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THEMATIC PRESENTATION AS A MEANS OF TEACHING ORAL SPEECH IN A TECHNICAL UNIVERSITY

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Annotation. The article discusses the possibilities of using a thematic presentation as a means of teaching oral speech. The main requirements and stages of work on the presentation are presented. An analysis of the mistakes made by students when creating a presentation was made.

Key words: thematic presentation, oral speech, communicative competence.

Аннотация. В статье рассматриваются возможности использования тематической презентации как средства обучения устной речи. Представлены основные требования и этапы работы над презентацией. Произведен анализ ошибок, допускаемых студентами при создании презентации.

Ключевые слова: тематическая презентация, устная речь, коммуникативная компетенция.

Annotatsiya: Maqolada og'zaki nutqni o'rgatish vositasi sifatida tematik taqdimotdan foydalanish imkoniyatlari ko'rib chiqiladi. Taqdimot ustida ishlashning asosiy talablari va bosqichlari keltirilgan. Taqdimot yaratishda talabalar tomonidan yo'l qo'yilgan xatolar tahlili o'tkazildi.

Kalit so'zlar: mavzuli taqdimot, og'zaki nutq, kommunikativ kompetentsiya.

Introduction

In connection with the development of information technologies, the approach to organizing the process of teaching a non-native language in higher education has changed significantly. Visual aids made on the basis of multimedia technologies are widely used, making it possible to carry out the learning process at a qualitatively new level. One of the most popular today are multimedia presentations.

Performing a visual and illustrative function, multimedia presentations can be successfully used by a teacher at almost all stages of education: the introduction and consolidation of lexical and grammatical material, control of the studied material. In addition, the creation of projects in the form of presentations is an integral part of the student's independent work. Presentations can be used as a support for listening, retelling texts, compiling dialogues. Such a wide range of applications of multimedia presentations is explained by the fact that presentations "bring variety, enliven the learning process, increase the emotional impact on students, create a comfortable learning environment, and help form a model of real communication." It is also important that the development of presentations increases the information culture of students, their motivation and self-esteem.

Literature review

Experience shows that the so-called thematic presentations (presentations on the proposed topics) are an effective technique for improving monologue speech, which provides extensive material for communication in a foreign language. With the help of the presentation, the student has the opportunity to build his speech logically and coherently, to express his thoughts quite fully and correctly in terms of language. When organizing a lesson using a presentation, the educational material is presented clearly and accessible than if it were in the usual oral form. In the process of his speech, the student has the opportunity to use keywords, diagrams, tables, pictures that he has prepared. This allows you to speak consistently, deployed, confidently and expressively.

The use of thematic presentations is considered quite justified in the process of teaching, both general and professionally oriented non-native.

The use of multimedia performances in non-native language teaching is a two-way process that contributes to the development of students' communicative competence. On the one hand, the student-speaker improves his speaking skills (monologic speech). On

the other hand, the audience learns to perceive foreign speech by ear (listening skills), as well as to conduct a dialogue with the speaker on the topic of the presentation, thereby improving the skills of dialogic speech.

Research methodology

Creating a thematic presentation is not only an interesting, but also a rather time-consuming process. To prepare a presentation, you need to study a large amount of information in order to avoid templates and turn your work into a product of individual creativity. It should also be remembered about the structure of the presentation: an introduction, the main part with the development of the main provisions, logically related to each other, and a conclusion.

The success of multimedia presentations largely depends on compliance with the requirements for creating a presentation: informative, concise, logical, structured, visual and literate. Compliance with these requirements is necessary to create a high-quality presentation, the use of which will make the lesson informative and effective.

Work on creating a presentation includes the following steps:

1. Selection and structuring of information on the topic.
2. Selection of illustrative material.
3. Drafting text and presentation design.
4. Preparation of a speech on the topic of the presentation.
5. Protection of the presentation, its discussion in class.

It should be noted that not only individual creation of a presentation is effective, but also teamwork, when, in addition to the advantages of using a presentation mentioned above, a sense of responsibility and teamwork develop.

As a rule, the creation of thematic presentations is of great interest to students, while, unlike the traditional retelling of the text, students of different levels of foreign

language proficiency are involved in the process, which undoubtedly optimizes the learning process.

Analysis and results

Thematic presentations can be used effectively as an evaluation tool. Students are given the task of presenting a speech on an oral topic, accompanied by a multimedia presentation. Having studied the lexical and grammatical material on the proposed topic, they must independently compose oral messages, select illustrative material, and present their messages to the audience. At the same time, in our opinion, the most successful is such a speech, when the presentation itself does not repeat the words of the speaker, but complements his speech, creating a coherent and vivid picture of the speech.

The practice of using presentations in the process of teaching a non-native language in non-linguistic specialties revealed some typical mistakes made by students:

1. The text of the presentation is not structured, there is no logical connection between the blocks of the presentation.
2. Too much text on one slide, small font used.
3. Unsuccessfully selected slide background.
4. Presentation slides are designed in different styles.
5. Unsuccessful selection of illustrative material (inconsistency with the theme of the presentation, excess or lack of illustrations).

A serious disadvantage is that senior students do not like to use graphics, diagrams, diagrams as illustrative material, when necessary, because they do not know the constructions and speech clichés used to describe digital information. Meanwhile, these elements of the presentation can be used in the professional field of future specialists, so the teacher needs to pay special attention to this.

The quality of the thematic presentation is evaluated by the teacher according to the following criteria:

- compliance of the content of the presentation with the stated topic;
- structured presentation text;
 - visual design of the presentation;
- literacy of presentation;
- performance

Conclusion

So, the analysis allows us to conclude that it is expedient to use thematic presentations in foreign language classes, with the help of which it becomes possible to realize the communicative function of the language. The ability to speak to an audience in a foreign language using a multimedia presentation in the future will allow students to become professionally sought-after specialists.

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CUSTODY OF PHYSICAL, WRITTEN, AND DIGITAL EVIDENCE IN CIVIL LITIGATION: THE PROBLEM OF ACCOUNTABILITY AND PROCEDURAL VISIBILITY

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Abstract. This article examines the legal and practical framework governing the custody of physical, written, and digital evidence in civil litigation, with a particular focus on issues of accountability and procedural visibility. While civil procedural law formally recognizes evidence custodians as auxiliary participants in the administration of justice, their role remains largely undefined and functionally absent in practice. The study identifies a structural gap between normative regulation and actual judicial processes, where responsibilities for evidence handling are informally assumed by court staff without clear legal mandates or accountability mechanisms. This lack of procedural visibility raises significant risks for evidence integrity, transparency, and the principle of equality of arms. It further explores the implications of this gap in the context of increasing reliance on digital evidence, where risks of alteration, loss, and mismanagement are significantly higher. The paper concludes by proposing a reconceptualization of the procedural status and functions of evidence custodians, emphasizing the need for clearer legal frameworks, defined powers, and institutional responsibility to ensure fair trial guarantees in civil proceedings.

Keywords: evidence, custody, civil litigation, accountability, procedural visibility, digital evidence, physical evidence, equality of arms, evidence integrity, civil procedure.

The proper custody of physical, written, and digital evidence constitutes a fundamental element of fair civil adjudication. In contemporary civil litigation, the

integrity, accessibility, and traceability of evidence are closely linked to procedural fairness and the effective realization of the principle of equality of arms. Although Uzbek civil procedural law formally recognizes custodians of evidence as auxiliary participants in the administration of justice, their procedural role remains largely underdeveloped and practically invisible.

In most cases, evidence is handled by court assistants or stored in court archives without a clearly defined legal status, responsibility, or accountability framework. This creates significant risks for evidence integrity and undermines trust in judicial processes.

A central issue in the Uzbek context is the discrepancy between formal legal recognition and practical implementation. Custodians of evidence are not institutionally distinguished in judicial proceedings; instead, their functions are informally absorbed by court personnel. As a result, no specific subject is clearly accountable for the safekeeping, handling, and integrity of evidence. Legal scholars have long emphasized that unclear allocation of procedural responsibilities leads to systemic inefficiencies.

For instance, Mauro Cappelletti highlighted that procedural justice requires not only formal guarantees but also effective institutional actors capable of implementing them. Similarly, Adrian Zuckerman argues that evidentiary processes must be supported by transparent and accountable mechanisms to ensure fairness. In the absence of such mechanisms, Uzbek practice demonstrates what can be described as an “accountability vacuum.” Evidence may be transferred, stored, or accessed without formal documentation of responsibility. This is particularly problematic in cases involving physical evidence susceptible to damage, documentary evidence requiring preservation, and digital evidence vulnerable to alteration.

The lack of procedural visibility directly affects the integrity of evidence. Without a clearly regulated system of custody, it becomes difficult to verify whether evidence has been altered, lost, or improperly handled. This undermines the reliability of judicial

findings. From a theoretical perspective, the concept of “chain of custody” plays a crucial role in ensuring evidentiary integrity. Scholars such as Paul Roberts and Jill Hunter emphasize that every stage of evidence handling must be documented and attributable to a responsible person. Although this concept is more developed in criminal procedure, its relevance to civil litigation is increasingly recognized, especially with the rise of digital evidence. Digital evidence presents additional challenges. Unlike physical objects, digital data can be easily modified without visible traces. Without designated custodians and technical safeguards, courts risk relying on compromised or unreliable evidence. This creates inequality between parties, particularly where one party has greater access to or control over digital information.

In many common law jurisdictions, the handling of evidence is governed by structured procedures that ensure accountability. For example, in the United States, discovery rules impose obligations on parties to preserve and disclose evidence, while failure to do so may result in sanctions. In England, procedural rules emphasize disclosure and case management, ensuring that evidence is handled transparently. Civil law systems, such as Germany, also provide more structured approaches to evidentiary handling, although the court plays a more active role. Importantly, in these systems, the responsibility for evidence is clearly allocated, and procedural safeguards are embedded in the process. Theoretically, this reflects a broader principle: evidentiary processes must be institutionalized rather than informal. As Mirjan Damaska explains, the legitimacy of adjudication depends not only on substantive rules but also on procedural structures that ensure reliability and accountability.

The institution of evidence custody in civil litigation can be theoretically explained through the lens of functional differentiation and institutional allocation of procedural roles. In modern procedural theory, adjudication is not viewed merely as a set of formal rules but as a coordinated system of functions distributed among various

actors. Within this system, the handling, preservation, and control of evidence constitute a distinct procedural function that requires clear attribution. Where such attribution is absent, a structural imbalance emerges between formal procedural design and actual operation. From this perspective, evidence custody reflects the broader principle of procedural reliability. Legal theorists argue that fact-finding is only as credible as the processes that support it. Jeremy Bentham, in his early writings on evidence, emphasized that the value of proof depends not only on its content but also on the conditions under which it is preserved and presented. This idea remains relevant: if the process of maintaining evidence is not regulated, the epistemic foundation of judicial decisions becomes uncertain. In addition, institutional theory highlights that legal systems must assign responsibility in a way that minimizes ambiguity and discretion.

Furthermore, the rise of digital evidence intensifies the theoretical importance of custody. Unlike traditional forms of evidence, digital materials are inherently unstable and easily reproducible, which requires stronger procedural safeguards. Without a defined custodial framework, the legal system risks confirming access to evidence with control over it, thereby undermining neutrality. Thus, the problem of evidence custody should be understood not as a minor procedural omission, but as a structural deficiency in the allocation of procedural functions. Addressing it requires integrating custody into the core architecture of civil procedure, ensuring both institutional clarity and functional effectiveness.

Addressing the identified problems requires both normative and institutional reforms tailored to the Uzbek legal system.

First, the procedural status of evidence custodians should be clearly defined in legislation. This includes specifying their rights, duties, and liability for improper handling of evidence. Formal recognition must be accompanied by functional empowerment.

Second, a basic “chain of custody” framework should be introduced into civil procedure. Even a simplified model—requiring documentation of receipt, storage, transfer, and examination of evidence—would significantly enhance accountability and transparency.

Third, institutional responsibility should be clarified within courts. Rather than leaving evidence handling to informal practices, designated personnel or units should be responsible for evidence management. This would reduce ambiguity and improve consistency.

Fourth, special attention must be given to digital evidence. Courts should adopt technical and procedural standards for the storage, verification, and authentication of digital materials. This may include the use of metadata analysis, secure storage systems, and expert involvement where necessary.

Finally, training and awareness are essential. Judges, court staff, and legal practitioners must understand the importance of evidence custody and its impact on fair trial rights.

The current model of evidence custody in Uzbek civil litigation reveals a structural gap between legal form and practical function. The absence of clearly defined custodians, combined with a lack of procedural visibility and accountability, poses significant risks to evidence integrity and fair trial guarantees. By developing a more structured, transparent, and accountable system—drawing on comparative experience while adapting to local conditions—Uzbekistan can significantly strengthen the reliability and legitimacy of its civil justice system.

This article has demonstrated that the custody of physical, documentary, and digital evidence in civil litigation represents a critical yet underdeveloped component of procedural law. Although formally acknowledged within the legal framework, the role of evidence custodians remains functionally undefined and institutionally marginalized

in practice. This disjunction between normative recognition and procedural reality produces a structural deficiency that affects not only the management of evidence but also the broader integrity of the adjudicative process.

The analysis has shown that the absence of clearly designated custodians and the lack of procedural visibility create an accountability gap in evidence handling. In such conditions, responsibility becomes diffused among court staff without explicit legal mandates, undermining transparency and weakening safeguards against loss, alteration, or misuse of evidence. These risks are particularly acute in the context of digital evidence, where the absence of technical and procedural controls significantly increases vulnerability.

From a theoretical standpoint, the problem reflects a deeper failure in the allocation of procedural functions and institutional responsibility. Effective civil adjudication requires not only substantive legal norms but also clearly structured procedural roles that ensure reliability, traceability, and fairness. Without integrating evidence custody into this framework, the legal system risks compromising the principle of equality of arms and the overall legitimacy of judicial outcomes.

In conclusion, ensuring the proper custody of evidence is not a technical detail but a foundational requirement of fair and effective justice.

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ENHANCING INTERPRETING APTITUDE THROUGH BILINGUALISM, MULTILINGUAL EXPOSURE, AND COGNITIVE FLEXIBILITY TRAINING

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Abstract

This study examines the role of bilingualism, multilingual experience, and cognitive flexibility training in the development of interpreting aptitude. The research analyzes theoretical works in interpreting studies and cognitive linguistics, as well as practical training methods used in interpreter education. The results show that students with bilingual or multilingual backgrounds demonstrate better performance in interpreting tasks, especially in simultaneous interpreting, where fast processing and mental flexibility are required. The study also shows that special exercises designed to develop cognitive flexibility can significantly improve interpreting skills.

Keywords: interpreting aptitude, bilingualism, multilingualism, cognitive flexibility, interpreter training, simultaneous interpreting, interpreting competence, language switching, cognitive skills, interpreter education

Introduction

In the modern globalized world, communication between people who speak different languages has become a normal part of international cooperation, diplomacy, education, and business. As a result, the demand for professional interpreters has increased significantly. Interpreting, especially simultaneous interpreting, is considered one of the most difficult language activities because it requires the interpreter to listen, understand, analyze, and produce speech almost at the same time. Such a complex

process requires not only knowledge of two languages but also strong cognitive abilities, quick reaction, and the ability to switch between different linguistic systems.

Traditionally, interpreting ability was often considered a natural talent that only some people possess. However, modern research in interpreting studies shows that interpreting aptitude can be developed through systematic training and exposure to different languages. Scholars emphasize that bilingualism, multilingual experience, and cognitive flexibility play an important role in forming interpreting competence. Individuals who are familiar with more than one language usually have better control over linguistic structures and can switch between languages more easily, which makes them more successful in interpreting tasks.

Bilingualism is often considered the foundation of interpreting ability because it allows the speaker to operate within two linguistic systems. Bilingual individuals are accustomed to selecting the appropriate language according to the situation, which develops their mental control and attention. In interpreting, this ability is essential because the interpreter must constantly move between the source and the target languages without confusion. In addition, bilingual speakers often have better awareness of cultural differences, which helps them understand meaning more accurately.

Multilingual exposure is another important factor that influences interpreting aptitude. People who have experience with several languages usually develop stronger memory, better listening skills, and greater tolerance for linguistic variation. Multilingual individuals are more flexible in understanding different accents, speech patterns, and grammatical structures. This flexibility is especially important in simultaneous interpreting, where the interpreter may work with speakers from different countries and must adapt quickly to unfamiliar pronunciation or vocabulary.

Another key component of interpreting aptitude is cognitive flexibility, which refers to the ability to switch between tasks, adapt to new information, and process

several types of input at the same time. Simultaneous interpreting requires the interpreter to listen, translate, and speak almost simultaneously, which creates a high level of mental effort. Without cognitive flexibility, the interpreter may experience overload and make errors. For this reason, modern interpreter training includes special exercises designed to improve attention, memory, and task-switching ability.

Recent studies in interpreting pedagogy suggest that interpreter training should not focus only on language learning but should also include cognitive training and multilingual practice. Exercises that develop memory, prediction, and mental flexibility help students process information more efficiently. In addition, working with several languages during training can improve language control and reduce interference between languages. Such an approach reflects the real conditions of professional interpreting, where interpreters often work in multilingual environments.

The aim of this study is to analyze how bilingualism, multilingual exposure, and cognitive flexibility training contribute to the development of interpreting aptitude. The research also seeks to demonstrate that interpreting ability can be improved through systematic practice and that interpreter training programs should include cognitive and multilingual components in addition to traditional language exercises. The results of the study may be useful for interpreter trainers, students of translation and interpreting, and researchers interested in the cognitive aspects of language processing.

Materials and Methodology

The present research investigates the influence of bilingualism, multilingual exposure, and cognitive flexibility training on the development of interpreting aptitude. In order to achieve the aim of the study, theoretical analysis and practical observation methods were used. The research is based on the principles of interpreting studies, psycholinguistics, and cognitive science, which consider interpreting as a complex mental activity involving language processing, memory, and attention control.

The materials for the study include scientific books, journal articles, and methodological manuals related to interpreter training, bilingualism, multilingualism, and cognitive skills. Special attention was given to studies that examine the relationship between language experience and interpreting performance. In addition to theoretical sources, examples of training exercises used in interpreter courses were analyzed, including memory tasks, language switching exercises, and multilingual interpreting practice.

The descriptive method was used to explain the concepts of bilingualism, multilingual exposure, and cognitive flexibility and to define their role in interpreting competence. The comparative method was applied to compare the performance of students with different language backgrounds. Students who had experience with two or more languages were compared with students who had only one foreign language. The analytical method was used to evaluate the effectiveness of cognitive training exercises and their influence on interpreting performance.

Elements of cognitive analysis were also used in the research. Since interpreting requires simultaneous processing of listening, memory, and speech production, the study examined how training in task-switching, memory improvement, and attention control helps students perform interpreting tasks more efficiently. Practical exercises were analyzed step by step to observe how multilingual practice and cognitive training influence accuracy, speed, and fluency.

The combination of theoretical and practical methods allowed the study to examine the problem in a comprehensive way and to determine how bilingualism, multilingual exposure, and cognitive flexibility training can be integrated into interpreter education.

Results

The analysis of the collected materials shows that bilingualism, multilingual exposure, and cognitive flexibility training significantly improve interpreting aptitude. Students who had experience with two or more languages demonstrated better performance in interpreting tasks, especially in simultaneous interpreting, where fast processing and language switching are required.

One of the main findings is that bilingual individuals show stronger control over language selection. According to Ellen Bialystok, “Bilingualism enhances executive control and improves the ability to switch between tasks.”

The results also indicate that multilingual exposure increases tolerance for linguistic variation and improves listening comprehension. As noted by François Grosjean, “Multilingual speakers develop greater flexibility in language processing.”

Another important result is that cognitive flexibility training reduces mental overload during interpreting. According to Daniel Gile, “Interpreting requires efficient management of cognitive resources.” The study also confirms that task-switching exercises help interpreters react faster. As stated by Albert Costa, “Experience with more than one language improves cognitive control.”

In addition, memory training and attention exercises improve interpreting accuracy. According to Andrew Gillies, “Interpreters must train memory and attention in the same way as language skills.” Finally, the results support the idea that interpreting aptitude can be developed through training, not only through natural talent, as emphasized by Franz Pöchhacker, “Interpreting competence is the result of systematic training and experience.”

Discussion

The results demonstrate that interpreting aptitude depends on several interconnected factors, including language experience and cognitive ability. Bilingual and multilingual individuals have advantages because they are accustomed to switching

between languages and adapting to different linguistic systems. This ability is essential in simultaneous interpreting, where the interpreter must react quickly and avoid interference between languages.

The study also shows that cognitive flexibility plays a crucial role in interpreting. Without the ability to switch attention and manage several tasks at the same time, the interpreter may experience overload. Training exercises that develop memory, attention, and task-switching help students perform interpreting tasks more efficiently.

Another important point is that interpreter training should not focus only on vocabulary and grammar. Students need practice in multilingual communication and cognitive exercises that simulate real interpreting conditions. Such training prepares them for professional work in international environments.

Overall, the discussion confirms that bilingualism, multilingual exposure, and cognitive flexibility training together create a strong foundation for interpreting competence.

Conclusion

The present study has shown that interpreting aptitude can be significantly enhanced through bilingualism, multilingual exposure, and cognitive flexibility training. These factors improve language control, increase processing speed, and help interpreters manage the high cognitive demands of simultaneous interpreting.

The research proves that interpreter training should include multilingual practice and cognitive exercises in addition to traditional language learning. Students who develop flexibility in both language and thinking are better prepared for real interpreting situations.

In conclusion, an integrated training approach that combines language experience and cognitive development is essential for forming professional interpreters. Future research may focus on experimental training programs that combine multilingual

practice with cognitive skill development in order to further improve interpreter education.

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PATHOPHYSIOLOGICAL PATTERNS OF REPARATIVE PROCESSES UNDER DIFFERENT MODES OF LASER TISSUE TREATMENT

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Keywords. laser tissue treatment, wound healing; reparative processes, infrared and ultraviolet laser therapy.

The aim of the study was to investigate the patterns of wound healing and reparative processes under different modes of laser tissue treatment in an experimental setting.

Materials and methods. The study was performed on 36 white outbred rats and 6 rabbits with modeling of infected wounds. Animals were divided into control and experimental groups depending on the type of laser exposure. In the control group, conventional full-thickness laser incision was performed. In the experimental group, a modified technique was applied, including selective infrared laser exposure (1.46 μm) to the deep dermal layers with preservation of the epithelial and basal layers, followed by additional ultraviolet (UV) laser treatment of the wound surface. The course of wound healing was assessed based on clinical and morphological parameters, including inflammatory response, necrosis, wound edge integrity, epithelialization rate, and type of healing.

Results. It was established that the nature of the wound process is determined by the depth and selectivity of laser exposure. In the control group, conventional laser incision led to the formation of a coagulation necrosis zone, which under conditions of

microbial contamination was associated with the development of inflammatory reaction, wound edge separation, and delayed healing predominantly by secondary intention. In contrast, the modified technique provided a fundamentally different pattern of reparative processes. Preservation of superficial skin structures combined with selective coagulation of deep dermal layers ensured reliable hemostasis, minimal necrotic changes, and favorable conditions for tissue regeneration. Wound healing in the experimental group occurred predominantly by primary intention, without signs of infection or suture failure. Dynamic observation demonstrated that by day 7 complete wound healing was achieved in rabbits, whereas in rats active epithelialization was observed by day 14 with almost complete tissue restoration by day 21. In the control group, complete healing occurred only by day 21 and was accompanied by coarse scar formation and prolonged inflammatory phase.

Conclusion. The mode of laser exposure plays a key pathogenetic role in determining the course of wound healing. Selective infrared laser treatment of deep dermal layers with preservation of superficial structures, combined with ultraviolet irradiation, creates optimal conditions for reparative processes, reduces inflammatory complications, and significantly accelerates tissue regeneration. The obtained data substantiate the feasibility of using modified laser technologies to optimize surgical outcomes in conditions of infected wounds.

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The Problem of Child Labor in the Works of Gʻafur Gʻulom

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Annotation. This article analyzes the problem of child labor in the works of Gʻafur Gʻulom from both artistic and social perspectives. In particular, the story Shum bola and other works by the writer reveal how children are forced to work at an early age due to difficult social conditions, are deprived of educational opportunities, and face poverty and social inequality. The article examines the causes of child labor, its impact on children's fate and future, and its connection with illiteracy and poverty through comparative analysis. The issue of child labor is also compared with the modern era and legal norms, and conclusions are drawn about protecting children's rights and ensuring their right to education. The article argues that child labor is a social problem that negatively affects the development of society and that education and enlightenment are important factors in overcoming it.

Keywords: child labor, International Labour Organization, children's social and economic rights.

Bolalar mehnati muammosi Gʻafur Gʻulom asarlarida

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Annotatsiya. Mazkur maqolada Gʻafur Gʻulom asarlarida bolalar mehnati muammosi badiiy va ijtimoiy jihatdan tahlil qilinadi. Xususan, Shum bola qissasi hamda yozuvchining boshqa asarlarida bolalarning ogʻir ijtimoiy sharoit sabab erta mehnat qilishga majbur boʻlishi, taʼlim olish imkoniyatidan mahrum qolishi, kambagʻallik va ijtimoiy tengsizlik muammolari ochib beriladi. Maqolada bolalar mehnatining sabablari,

uning bolalar taqdiri va kelajagiga ta'siri, savodsizlik va kambag'allik bilan bog'liqligi qiyosiy tahlil asosida yoritiladi. Shuningdek, bolalar mehnati muammosi zamonaviy davr va huquqiy me'yorlar bilan solishtirilib, bolalar huquqlarini himoya qilish, ularning ta'lim olish huquqini ta'minlash masalalari haqida xulosalar beriladi. Maqolada bolalar mehnati jamiyat taraqqiyotiga salbiy ta'sir qiluvchi ijtimoiy muammo ekani va uni bartaraf etishda ta'lim va ma'rifat muhim omil ekani asoslab beriladi.

Kalit so'zlar: bolalar mehnati, Xalqaro Mehnat Tashkiloti, bolalar ijtimoiy va iqtisodiy huquqlari

O'zbek adabiyotida bolalar hayoti, ularning taqdiri, tarbiyasi va jamiyatdagi o'rni masalasi ko'plab yozuvchilar ijodida muhim mavzulardan biri bo'lib kelgan. Ayniqsa, G'afur G'ulom ijodida bolalar taqdiri, yetimlik, qashshoqlik, savodsizlik va bolalar mehnati muammolari alohida o'rin egallaydi. Yozuvchi bolalar hayotini shunchaki tasvirlabgina qolmay, balki ularning og'ir hayoti orqali jamiyatdagi ijtimoiy tengsizlik va adolatsizlik muammolarini ochib beradi. Bolalar mehnati masalasi bugungi kunda ham dunyo miqyosida dolzarb muammolardan biri hisoblanadi. Xalqaro tashkilotlar ma'lumotlariga ko'ra, dunyoda millionlab bolalar og'ir mehnat bilan shug'ullanishga majbur. Bu esa ularning ta'lim olishiga, sog'lig'iga va normal rivojlanishiga salbiy ta'sir ko'rsatadi. G'afur G'ulom asarlarida tasvirlangan bolalar hayoti ham aynan shu muammoning tarixiy ildizlarini ko'rsatib beradi. Yozuvchi o'z asarlari orqali bolalar mehnati muammosini badiiy tasvir orqali juda ta'sirli ochib bergan.

G'afur G'ulom asarlarida bolalar mehnati muammosi eng yorqin tasvirlangan asarlardan biri -Shum bola qissasidir. Asarda bosh qahramon Qoravoyning bolaligi o'yin-kulgi, maktab va tarbiya bilan emas, balki tirikchilik, ochlik va turli yumushlar bilan o'tadi. U turli odamlarning xizmatini qiladi, bozorda ishlaydi, yuk tashiydi, mayda-chuyda ishlar bilan shug'ullanadi. Bu esa o'sha davrda ko'plab bolalar majburiy mehnat qilganini ko'rsatadi. Asarda bolalar mehnati ochiq tanqid qilinmaydi, lekin

voqealar orqali muammo juda aniq ko'rsatiladi. Qoravoyning o'qish o'rniga ishlab yurishi, kattalar tomonidan aldangani, haqining berilmagani bolalarning huquqlari himoya qilinmagan jamiyatni ko'rsatadi. Bu orqali yozuvchi jamiyatdagi ijtimoiy tengsizlikni ochib beradi. Boy oilalarning bolalari o'qiydi, kambag'al bolalar esa ishlaydi. Natijada savodsizlik va kambag'allik avloddan avlodga o'tib boradi.

Bolalar mehnati muammosi yozuvchining boshqa asarlarida ham uchraydi. Masalan, "Mening o'g'rigina bolam" hikoyasida bola o'g'rilik qiladi, lekin u jinoyatchi sifatida emas, balki ochlik va muhtojlik qurboni sifatida tasvirlanadi. Bola o'g'rilikni yomon ko'rgani uchun emas, balki yashash uchun qiladi. Bu esa bolalar jinoyatchiligining ham asosiy sabablaridan biri kambag'allik va majburiy mehnat ekanini ko'rsatadi.

Bolalar mehnati muammosini tarixiy va zamonaviy davr bilan qiyosiy tahlil qiladigan bo'lsak, o'tmishda bolalar asosan qashshoqlik sabab ishlagan bo'lsa, bugungi kunda ham ayrim hududlarda bolalar oilasiga yordam berish uchun ishlashga majbur bo'lmoqda. Xalqaro Mehnat Tashkiloti ma'lumotlariga ko'ra, dunyoda 150 milliondan ortiq bolalar mehnat bilan shug'ullanadi. Ularning ko'pchiligi ta'lim olish o'rniga ishlashga majbur.¹ Bugungi huquqiy nuqtai nazardan qaraganda, bolalar mehnati qat'iy cheklangan. Bola eng avvalo ta'lim olishi, sog'lom ulg'ayishi va erkin rivojlanishi kerak. Ko'plab davlatlarda bolalarni og'ir mehnatga jalb qilish qonun bilan taqiqlangan. Bolalar huquqlari to'g'risidagi xalqaro konvensiyalarda ham har bir bolaning ta'lim olish, dam olish va bolalikni boshdan kechirish huquqi borligi belgilangan. Xususan, O'zbekistonda 1994-yilda xalqaro ratifikatsiya qilingan konvensiyalardan, "Bola huquqlari to'g'risidagi Konvensiya" bolalar huquqlarini ta'minlanishida alohida o'rin egallaydi.² Shu asnoda Konstitutsiyaning 77-78-moddalari bolalar huquqlarini aqlan,

¹ <https://www.ilo.org/>

² <https://lex.uz/docs/-2595913>

ma'nan kamol toptirish ularni sog'lom muhitda ota-onalar bilan ulg'ayishiga yo'l ochadi.³ "Bola huquqlari kafolatlari to'g'risidagi" qonunning qabul qilinishi unda bolalarga tegishli bo'lgan barcha asosiy huquqlar: ta'lim olish, tibbiy xizmatdan foydalanish, yashash huquqi va ularga tegishli bo'lgan iqtisodiy va ijtimoiy huquqlar har biri moddama-modda belgilab qo'yilishi ham ham bola huquqlarini yuqori pog'onaga ko'tarilganli va qadr-qimmatining oshganidan dalolat beriladi.

G'afur G'ulom asarlarida tasvirlangan bolalar esa bu huquqlardan deyarli foydalanmagan. Ular bolaligini yashamagan, erta ulg'ayishga majbur bo'lgan bolalar sifatida tasvirlanadi. Bu esa yozuvchining asarlari nafaqat badiiy, balki ijtimoiy va huquqiy ahamiyatga ega ekanini ko'rsatadi. Yozuvchi bolalar mehnatini bevosita qoralamaydi, lekin bola taqdiri orqali jamiyatni tanqid qiladi. U go'yoki shuni aytmoqchi: agar jamiyat bolani o'qitmasa, uni ishlashga majbur qilsa, kelajakda ham savodsizlik va kambag'allik davom etaveradi. Demak, bolaga eng katta yordam uni ishlatish emas, uni o'qitishdir.

Xulosa qilib aytganda, G'afur G'ulom asarlarida bolalar mehnati muammosi juda real va hayotiy tasvirlangan. Yozuvchi bolalar hayoti orqali jamiyatdagi kambag'allik, ijtimoiy tengsizlik, savodsizlik va adolatsizlik muammolarini ochib beradi. Ayniqsa, Shum bola qissasida bolalarning o'qish o'rniga ishlashga majbur bo'lishi o'sha davr jamiyatining og'riqli muammolaridan biri sifatida tasvirlangan. Asarlardan shunday xulosa qilish mumkinki, bolalar mehnati jamiyatdagi kambag'allik va savodsizlikning asosiy sabablaridan biridir. Bola ishlashi emas, o'qishi kerak. Chunki bugun ishlagan bola ertaga ham kambag'al bo'lib qolishi mumkin, o'qigan bola esa jamiyatni o'zgartirishi mumkin.

Demak, G'afur G'ulom asarlari bizga bir muhim haqiqatni anglatadi: bolaga beriladigan eng katta yordam - bu mehnat emas, ta'limdir. Bolalar mehnatini

³ <https://lex.uz/docs/-6445145>

kamaytirish, ularni ta'lim bilan ta'minlash va huquqlarini himoya qilish jamiyat taraqqiyotining eng muhim shartlaridan biridir. Ma'rifatli va adolatli jamiyat esa bolalar ishlaydigan emas, bolalar o'qiydigan jamiyatdir.

Foydalanilgan adabiyotlar ro'yhati:

- 1.<https://gafur-gulom-library-one.netlify.app/>
- 2.<https://lex.uz/>
- 3.<https://www.ilo.org/>

STAGES OF DEVELOPING STUDENTS' CREATIVE ABILITIES: PEDAGOGICAL STRATEGIES AND MODELS

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Abstract: This thesis explores the psychological and pedagogical foundations of shaping the creative abilities of future specialists within the higher education system. The article systematizes the stages of creativity development and analyzes modern methods that activate students' creative thinking.

Keywords: Creativity, pedagogical innovation, divergent thinking, staged development, higher education, student potential.

Annotatsiya: Ushbu tezisda oliy ta'lim tizimida bo'lajak mutaxassislarining kreativ qobiliyatlarini shakllantirishning psixologik-pedagogik asoslari tadqiq etiladi. Maqolada kreativlikning rivojlanish bosqichlari tizimlashtirilgan bo'lib, talabalarning ijodiy fikrlashini faollashtiruvchi zamonaviy metodlar tahlil qilingan.

Kalit so'zlar: Kreativlik, pedagogik innovatsiya, divergent fikrlash, bosqichli rivojlanish, oliy ta'lim, talaba salohiyati.

TALABALARNING KREATIV QOBILIYATLARINI RIVOJLANTIRISH BOSQICHLARI: PEDAGOGIK STRATEGIYALAR VA MODELLAR

Zamonaviy mehnat bozori mutaxassislardan nafaqat chuqur nazariy bilimni, balki nostandart vaziyatlarda tezkor va original qarorlar qabul qilish ko'nikmasini — ya'ni kreativlikni talab etmoqda. Oliy ta'limning asosiy vazifasi talabani tayyor qoliplar asosida emas, balki ijodiy sub'ekt sifatida shakllantirishdir. Kreativlik shunchaki “yangi narsa o'ylab topish” emas, balki mavjud muammolarga yangicha rakursdan qarash qobiliyatidir.

O'zbekiston Respublikasining “Ta'lim to'g'risida”gi qonuni va Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasida mustaqil va tanqidiy fikrlaydigan kadrlar

tayyorlash ustuvor vazifa qilib belgilangan. Talabalardagi kreativlik bir kunda shakllanmaydi; u muayyan bosqichlar va pedagogik sharoitlarni talab qiladi.¹

Kreativ qobiliyatlarning rivojlanish bosqichlari.

Tadqiqotimiz natijasida talabalarda kreativlikni shakllantirishning quyidagi to'rtta asosiy bosqichini ajratib ko'rsatamiz:

Motivatsion-kognitiv bosqich: Talabada ijodga nisbatan qiziqish uyg'otish. Bu bosqichda talaba muammoni anglaydi va uni hal qilish uchun bilimlar bazasini yig'adi.

Inkubatsiya (Pishib yetilish) bosqich: Muammo ustida ongsiz ravishda ishlash. Bu davrda talaba turli variantlarni tahlil qiladi va ichki ziddiyatlarni bartaraf etadi.

Illuminatsiya (Yoritilish) bosqich: "Evrika" momenti. Muammoning yechimi to'satdan, kutilmagan g'oya ko'rinishida namoyon bo'ladi.

Verifikatsiya (Tasdiqlash) bosqich: G'oyani amaliyotga tatbiq etish, uning hayotiyligini tekshirish va tahrirlash.

Kreativlikni o'rganishda E. Torrensning "Ijodiy fikrlash" testi va J. Gilfordning divergent fikrlash modelidan foydalanildi. Pedagogik tajriba jarayonida "Aqliy hujum", "Sinektyka" va "Loyiha ishi" (Project-based learning) metodlari qo'llanildi.

1-jadval

**Talabalarning kreativ faoliyatini bosqichma-bosqich tashkil etishning
metodologik xaritasi**

Bosqich	Qo'llaniladigan metodlar	Kutilayotgan natija
Tayyorlov	Case-study, Muammoli ma'ruza	Muammoni ko'ra olish

¹ O'zbekiston Respublikasining 2020-yil 23-sentabrdagi "Ta'lim to'g'risida"gi O'RQ-637-son Qonuni. // Qonun hujjatlari ma'lumotlari milliy bazasi, 24.09.2020-y., 03/20/637/1313-son.

Izlanish	Mentorlik, Erkin assotsiatsiya	Variantlar ko‘pligi
Amaliy	Laboratoriya, Start-up loyihalar	Mahsulot yaratish

Oliy ta’lim muassasalarida o‘quv jarayonini tashkil etishda biz tomonimizdan ishlab chiqilgan metodologik xarita (1-jadvalga qarang) alohida ahamiyatga ega. Ushbu jadvalda ko‘rinib turganidek, Tayyorlov bosqichida asosiy urg‘u talabaning muammoni his qilishiga qaratiladi. Bunda “Case-study” metodi orqali real hayotiy vaziyatlar tahlil qilinadi.

Izlanish bosqichida esa “Erkin assotsiatsiya” metodi talabaning tafakkur chegaralarini kengaytirishga xizmat qiladi. Eng muhimi, Amaliy bosqichda talaba nazariy bilimlarni real “Start-up” loyihalariga aylantiradi, bu esa kreativlikning mahsulot darajasiga chiqishini ta’minlab beradi.

O‘tkazilgan tajribalar shuni ko‘rsatdiki, kreativlik darajasi yuqori bo‘lgan talabalar o‘quv materialini o‘zlashtirishda 25-30% yuqori ko‘rsatkich namoyon etadilar. Biroq, ko‘plab talabalarda “ijodiy turg‘unlik” (creative block) kuzatiladi, bunga asosiy sabab — xato qilishdan qo‘rqishdir.

Pedagogik tavsiyalar:

1. Talabaga tanlov erkinligini berish;
2. Xato qilish huquqini tan olish;
3. Fanlararo bog‘liqlikni (interdisciplinary approach) ta’minlash.

XULOSA

Talabalarning kreativ qobiliyatlarini rivojlantirish — bu uzluksiz pedagogik jarayon bo‘lib, u faqatgina dars soatlari bilan cheklanib qolmasligi kerak. Bosqichma-bosqich yondashuv talabaning o‘ziga bo‘lgan ishonchini oshiradi va uni professional muhitda raqobatbardosh qiladi. Shu bilan birga, oliy ta’limda divergent fikrlashni

ragʻbatlantiruvchi innovatsion muhitning yaratilishi boʻlajak mutaxassislarning nostandart vaziyatlarda toʻgʻri qaror qabul qilish koʻnikmalarini shakllantiradi. Yakuniy natijada, kreativ salohiyatning muntazam transformatsiyasi talabaning shaxsiy intellektual boyligi boʻlibgina qolmay, jamiyatning ijtimoiy-iqtisodiy taraqqiyoti uchun strategik resurs boʻlib xizmat qiladi.

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FORMATION AND DEVELOPMENT STAGES OF THE PROACTIVE SERVICE CONCEPT IN LABOR RELATIONS

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Abstract: This thesis examines the formation and developmental stages of the proactive service concept in labor relations based on empirical observations and scientific literature. The study analyzes the transition of service systems from a reactive model to a proactive model from an evolutionary perspective. Additionally, it explores the impact of modern digital technologies and data-driven management approaches on this process.

Keywords: proactive service, labor relations, service evolution, management approach, digital transformation, labor market, forecasting

MEHNAT MUNOSABATLARIDA PROAKTIV XIZMAT KO'RSATISH KONSEPSIYASINING SHAKLLANISHI VA RIVOJLANISH BOSQICHLARI

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Annotatsiya: Mazkur tezisdagi mehnat munosabatlarida proaktiv xizmat ko'rsatish konsepsiyasining shakllanishi va rivojlanish bosqichlari empirik kuzatuvlar hamda ilmiy adabiyotlar asosida yoritiladi. Tadqiqotda xizmat ko'rsatish tizimlarining reaktiv modeldan proaktiv modelga o'tish jarayoni evolyutsion nuqtai nazardan tahlil qilinadi. Shuningdek, zamonaviy bosqichda raqamli texnologiyalar va ma'lumotlarga asoslangan boshqaruv yondashuvlarining ushbu jarayonga ta'siri ochib beriladi.

Kalit soʻzlar: proaktiv xizmat koʻrsatish, mehnat munosabatlari, xizmatlar evolyutsiyasi, boshqaruv yondashuvi, raqamli transformatsiya, mehnat bozori, prognozlash

Mehnat munosabatlarida xizmat koʻrsatish faoliyati iqtisodiy tizimlarning rivojlanishi bilan uzviy bogʻliq holda shakllanib borgan. Dastlabki bosqichlarda xizmat koʻrsatish jarayonlari asosan reaktiv xarakterga ega boʻlib, muammolar yuzaga kelgandan soʻng ularni bartaraf etishga qaratilgan. Bunday yondashuv sanoat iqtisodiyoti sharoitida maʼlum darajada samarali boʻlgan boʻlsa-da, zamonaviy mehnat bozori talablariga javob berishda yetarli darajada moslashuvchan emasligi kuzatiladi.

Empirik kuzatuvlar shuni koʻrsatadiki, reaktiv xizmat koʻrsatish tizimlarida vaqt omili hal qiluvchi ahamiyat kasb etadi. Muammo yuzaga kelgandan keyin xizmat koʻrsatish jarayonining ishga tushishi nafaqat kechikishlarga, balki resurslarning ortiqcha sarflanishiga ham olib keladi. Natijada xizmat koʻrsatish samaradorligi pasayadi va mehnat munosabatlarida ishonch darajasi sustlashadi.

Xizmatlar iqtisodiyotining rivojlanishi bilan xizmat koʻrsatish tizimlarida yangi yondashuvlar shakllana boshladi. Bu bosqichda xizmatlar asta-sekin ehtiyojga yoʻnaltirilgan shaklga oʻtib, mijoz va xodim manfaatlarini hisobga olish muhim ahamiyat kasb eta boshladi. Mazkur bosqichni shartli ravishda moslashuvchan xizmat koʻrsatish bosqichi sifatida baholash mumkin. Bu yerda xizmatlar faqat muammoga javob bermaydi, balki mavjud ehtiyojlarni hisobga olgan holda tashkil etiladi.

Keyingi rivojlanish bosqichi xizmat koʻrsatish jarayonlariga prognozlash elementlarining kirib kelishi bilan bogʻliq. Bu bosqichda xizmat koʻrsatish tizimlari ehtimoliy muammolarni oldindan koʻra boshlaydi va shunga mos ravishda boshqaruv qarorlari shakllanadi. Ayniqsa, inson resurslarini boshqarish tizimlarida xodimlarning ehtiyojlari, faoliyati va samaradorligi boʻyicha maʼlumotlar tahlili asosida xizmatlarni rejalashtirish tendensiyasi kuchayib bormoqda.

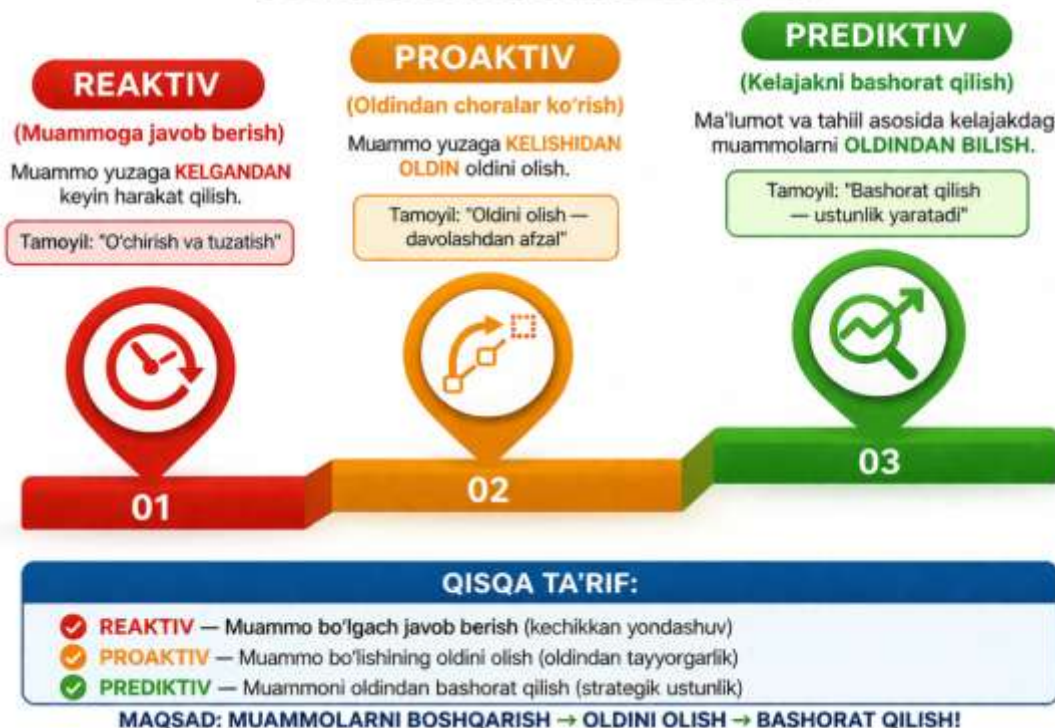
Zamonaviy bosqich esa proaktiv xizmat ko'rsatish konsepsiyasi bilan tavsiflanadi. Bu yondashuvda xizmatlar oldindan shakllantiriladi, ehtiyojlar prognoz qilinadi va boshqaruv qarorlari real vaqtga yaqin sharoitda moslashtiriladi. Xalqaro tashkilotlar tomonidan olib borilgan tadqiqotlar ushbu yondashuvning samaradorligini tasdiqlaydi. Xususan, OECD ma'lumotlariga ko'ra, rivojlangan davlatlarda mehnat bozoriga oid xizmatlarning samaradorligi ularning tezkorligi va individuallashtirilganligiga bevosita bog'liq.

Yevropa Komissiyasi hisobotlarida esa faol mehnat siyosatlari doirasida individual maslahat xizmatlari, kasbiy yo'naltirish va raqamli platformalardan foydalanish bandlik darajasini oshirishda muhim omil sifatida qayd etilgan. Bu esa xizmat ko'rsatish tizimlarida proaktiv yondashuvning amaliy ahamiyatini yanada kuchaytiradi.

Empirik kuzatuvlar asosida proaktiv xizmat ko'rsatish konsepsiyasining rivojlanishini quyidagi bosqichlar orqali ifodalash mumkin:

1. Reaktiv xizmat ko'rsatish — muammo yuzaga kelgandan keyin harakat qilish;
2. Moslashuvchan xizmat ko'rsatish — mavjud ehtiyojlarni hisobga olish;
3. Prognozga asoslangan xizmat ko'rsatish — ehtimoliy ehtiyojlarni oldindan aniqlash;
4. Raqamli-proaktiv xizmat ko'rsatish — ma'lumotlar va texnologiyalar asosida xizmatlarni oldindan tashkil etish;

Reaktiv → Proaktiv → Prediktiv UCH BOSQICHLI MERDIVEN



1-rasm. Faoliyatni boshqarishning evolyutsiyasi: reaktiv yondashuvdan proaktiv va prediktiv bosqichlarga o'tish modeli.¹

Mazkur diagramma xizmat ko'rsatish evolyutsiyasini vizual tarzda ifodalash uchun qo'llaniladi. OECD davlatlarida bandlik xizmatlarida raqamli platformalardan foydalanish darajasi sezilarli oshgan. Individual xizmatlar (konsultatsiya, yo'naltirish) mehnat bozori samaradorligini oshiruvchi asosiy omillardan biri sifatida qayd etilgan. Xizmat ko'rsatish tezkorligi va aniqligi samaradorlikning asosiy ko'rsatkichlari sifatida qaralmoqda.

Empirik kuzatuvlar asosida proaktiv xizmat ko'rsatish konsepsiyasining rivojlanishi quyidagi bosqichlar orqali ifodalanadi:

¹ <https://www.slideteam.net/proactive-reactive-predictive-three-stages-stairs.html>



Mehnat munosabatlarida proaktiv xizmat ko'rsatish konsepsiyasi xizmatlar evolyutsiyasining mantiqiy natijasi sifatida shakllanib bormoqda. Ushbu yondashuv xizmat ko'rsatish tizimlarini sifat jihatidan yangi bosqichga olib chiqib, ularni oldindan boshqariladigan, moslashuvchan va individuallashtirilgan tizimga aylantiradi. Ayniqsa, raqamli texnologiyalar ushbu jarayonni jadallashtiruvchi asosiy omil sifatida namoyon bo'lmoqda.

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EFFECTIVENESS OF 3D VISUALIZATION AND ANIMATION TECHNOLOGIES IN TEACHING THE LIVER VASCULAR SYSTEM IN MEDICAL EDUCATION

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Abstract: This article examines the effectiveness of 3D visualization and animation technologies in teaching the liver vascular system in medical education. The results of the study showed that these technologies have a positive impact on students' better understanding of complex anatomical structures, long-term memory of knowledge, and the formation of practical skills.

Keywords: Medical education, hepatovascular system, 3D visualization, animation, innovative technologies, anatomy, teaching effectiveness.

Enter

Teaching complex anatomical structures is one of the pressing problems in the modern medical education system. In particular, the hepatic vascular system, with its complexity and multifaceted structure, poses difficulties for students. Traditional teaching methods, including books and two-dimensional drawings, are not enough to fully understand this system. Therefore, the use of modern pedagogical technologies, in particular, 3D visualization and animation tools, is becoming increasingly important. Through these technologies, students are clearly and clearly presented with the spatial structure, functional relationships, and physiological processes of the hepatic vascular

system. The introduction of innovative technologies in the modern medical education process is of great importance not only for improving the quality of education, but also for the formation of professional competencies of students. The role of visual aids is invaluable, especially in studying complex sections of human anatomy. The hepatic vascular system, with its complex anatomical structure, multi-stage circulatory processes, and functional properties, requires a deep understanding from students. Traditional teaching tools, including static images and text materials, are often insufficient to fully understand this system.

In recent years, the use of 3D visualization and animation technologies in medical education has become widely popular. With the help of these technologies, it is possible to display complex anatomical structures in three dimensions, accurately depict their spatial location and functional relationships. This enhances students' visual perception and significantly facilitates the process of learning. In particular, studying complex processes such as the hepatic arteries, venous system, and portal blood circulation in an animated form creates a holistic picture in students. In addition, modern pedagogical approaches require an interactive and student-centered organization of the educational process. 3D technologies are one of the effective tools that meet these requirements. Using virtual models, students can independently study anatomical structures, consider them from different angles, and use them in practical exercises. This develops their independent learning skills and helps them to master knowledge more deeply.

Methods

Experimental and observational methods were used in the research process. Students were divided into two groups, the first group received traditional teaching methods, and the second group received lessons based on 3D visualization and animation technologies. Interactive models, virtual anatomy programs, and animated videos were used in the learning process. During the research, the level of students'

knowledge was assessed through tests, practical exercises, and oral questions and answers. The students' interest and motivation in the learning process were also observed. The level of students' knowledge was assessed through tests. The test questions focused on the anatomical structure of the hepatic vascular system, the relationship of the arterial and venous systems, portal blood circulation, and clinical significance. At the same time, in practical exercises, students were required to work with virtual models of the system, observe the vascular system from different angles, and determine its functional relationships.

Using the observation method, students' activity in the lesson process, the level of answering questions, and participation in interactive exercises were recorded. This made it possible to determine the impact of 3D technologies on motivation and the learning process. Also, methods in the form of questionnaires and self-assessment were used among students, in which they assessed their ability to understand the studied material and apply it in practice.

In the study, to assess practical skills, simulation situations were created in laboratory exercises using 3D animation. Students analyzed various clinical cases by working with virtual anatomical models, trying to identify normal and pathological conditions of the vascular system. Through this method, not only the level of knowledge, but also the clinical thinking and analytical abilities of students were observed.

Statistical analysis methods were also used. Data collected through test results, observed activities in practical sessions, and questionnaires were analyzed. The results were used to identify differences between groups and prove the effectiveness of 3D visualization technologies.

In addition, pedagogical observations and expert assessment methods were used during the study. Teachers assessed students' participation in the learning process, the level of use of interactive technologies, and the ability to apply knowledge in practice. This

approach ensured the scientific validity of the study and the reliability of the results. At the same time, the study also conducted observations aimed at determining the long-term memory of students' knowledge and their ability to self-assess. This made it possible to fully assess the effectiveness of 3D visualization and animation technologies in the educational process.

Results

The results of the study showed that students in the group using 3D visualization and animation technologies mastered the vascular system of the liver more deeply and accurately. They were able to better visualize anatomical structures spatially and correctly understand their interrelationships. At the same time, students in this group achieved high test results and actively participated in practical exercises. In the group that studied using the traditional method, the level of knowledge acquisition was relatively low. According to the results of practical exercises, students in the experimental group correctly identified the interrelationships when working with virtual models and observed the system from different angles, accelerating their understanding of functional relationships. At the same time, they gave more accurate and error-free answers when analyzing clinical situations. The group using the traditional method had difficulties in understanding complex structures and had lower test results.

The results of the questionnaires also confirmed the effectiveness of 3D technologies. More than 90% of students in the experimental group rated the lessons as interesting and interactive, and also showed high motivation in the learning process. In the traditional group, motivation and interest were relatively low, which negatively affected the assimilation of knowledge. The students' self-assessment indicators also showed a difference. Students in the experimental group improved their ability to independently analyze and explain complex aspects of the vascular system of the liver.

This proves the positive impact of 3D visualization and animation technologies on the development of independent thinking and practical skills in the learning process.

In the process of statistical analysis of the results obtained, it was found that the difference between the experimental group and the control group was significant. The average score for the test and practical training results was 87% for students who studied using 3D technologies, and 65% for the group who studied in the traditional way. This difference was confirmed by the analysis to be significant at the $p < 0.05$ level.

The benefits of 3D technologies in terms of developing practical skills were also clearly demonstrated. By working with virtual models, students were able to quickly and accurately solve complex situations, and the ability to correctly apply medical recommendations was formed. This was considered an important preparation for effective work in clinical practice in the future.

The results show that 3D visualization and animation technologies make the medical education process interactive and effective, increase students' mastery of complex anatomical structures and develop practical skills. At the same time, these technologies encourage teachers to use new pedagogical methods and help organize the educational process based on modern standards.

Consideration

The results once again confirm the importance of modern technologies in medical education. 3D visualization and animation tools facilitate the study of complex anatomical systems and make the learning process interactive and interesting for students. This not only increases the quality of knowledge, but also develops students' ability to learn independently. At the same time, the introduction of these technologies requires new skills from teachers and creates the need for technical equipment. 3D technologies also develop students' visual perception skills. By viewing anatomical structures in three dimensions, they more clearly understand the connections between

structures, functional relationships, and clinical significance. This makes the learning process not only effective, but also interesting and interactive.

The study showed that the use of animation and visual aids develops students' independent learning skills. By working with virtual models, students analyze practical situations, consolidate the knowledge learned through self-assessment, and increase their clinical thinking skills. This can be considered an important preparation for future professional activities. When considering, the use of 3D technologies not only increases the level of knowledge of students, but also develops the pedagogical approach of teachers. Teachers will have the opportunity to use new pedagogical methods, organize interactive classes, and form an individual approach. At the same time, it is necessary to provide sufficient technological equipment and programs.

In addition, the results obtained demonstrate the practical importance of introducing 3D visualization and animation technologies in the modern medical education system. With the help of these technologies, complex anatomical systems are better explained to students, the process of long-term memorization of knowledge and the formation of practical skills becomes more effective. At the same time, there are several important aspects in the implementation of 3D technologies in practice. For example, it is necessary to train teachers in the use of technologies, update software, and modernize laboratory equipment. This will allow maintaining the quality of education at a high level and optimally improving students' knowledge.

The results show that 3D visualization and animation technologies make the medical education process interactive, effective and interesting. Students' ability to master complex anatomical structures increases, their practical skills develop, and their level of professional training increases. Therefore, it is recommended to widely introduce these technologies into the educational process.

Conclusions and recommendations

In conclusion, the use of 3D visualization and animation technologies in teaching the hepatovascular system in medical education is highly effective. This approach increases the level of knowledge of students, develops practical skills, and makes the educational process more effective. Therefore, it is recommended to widely introduce these technologies in medical educational institutions, provide special training for teachers, and provide them with modern teaching aids. The results obtained in the experimental group showed that 3D technologies increase the level of knowledge, practical skills, and independent thinking of students. At the same time, the interactivity of the educational process increases and students' motivation increases. The results of tests and practical exercises also confirm the effectiveness of these technologies.

Recommendations

1. It is recommended to widely introduce 3D visualization and animation technologies in medical educational institutions, especially when teaching complex anatomical systems.
2. It is necessary to train teachers in the effective use of these technologies and combine them with pedagogical skills.
3. It is necessary to enrich laboratory and textbook equipment with modern software and 3D models.
4. It is important to involve students in interactive learning activities and pay attention to the development of their independent work skills.
5. It is recommended to regularly evaluate the effectiveness of technologies through tests, practical exercises and questionnaires.
6. 3D visualization and animation technologies can also be introduced when teaching other complex anatomical systems.
7. It is recommended to continue pedagogical research and further study the impact of modern technologies on the educational process.

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DIAGNOSTICS OF THE SOCIO-PSYCHOLOGICAL ENVIRONMENT IN MILITARY ACADEMIC LYCEUMS AND ITS EDUCATIONAL SIGNIFICANCE

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Abstract

The effectiveness of military education largely depends on the quality of the socio-psychological environment formed within educational institutions. Military-academic lyceums represent a crucial stage in the preparation of future military personnel, where such qualities as discipline, leadership, patriotism, and psychological resilience are developed. However, insufficient attention to the systematic diagnosis of the socio-psychological environment in these institutions may negatively affect students' adaptation, learning motivation, and personal development.

The purpose of this study is to diagnose the socio-psychological environment in military-academic lyceums and to determine its significance in the educational and upbringing process. The research identified key psychological characteristics of student groups and assessed their impact on educational and developmental outcomes.

A mixed-methods approach was employed, including psychodiagnostic tests, structured questionnaires, and observational methods. The sample consisted of students from military-academic lyceums. Standardized psychological instruments were used to measure group cohesion, emotional climate, stress resistance, and interpersonal relations. The collected data were analyzed using statistical methods.

The results indicate that a positive socio-psychological environment significantly enhances students' learning motivation, discipline, and psychological stability. The

findings substantiate the need to improve psychological support services in military-academic lyceums.

Key words: socio-psychological environment; military-academic lyceum; psychodiagnostics; military education; educational process; psychological support

**HARBIY-AKADEMIK LITSEYLARDA IJTIMOIIY-PSIXOLOGIK MUHIT
DIAGNOSTIKASI VA UNING TARBIYAVIY AHAMIYATI**

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*“Temurbeklar maktabi”ga o‘qishga
kirgan o‘smir o‘g‘lon birinchi kundanoq bu
uning o‘z tanlovi ekanini butun vujudi bilan
anglashi zarur. Vatan himoyachisi bo‘lish
o‘zining hayot mazmuni ekanini u chuqur
his etishi kerak”*

Shavkat Mirziyoyev Miromonovich

ANNOTATSIYA

Harbiy ta'lim samaradorligi ko'p jihatdan ta'lim muassasasida shakllangan ijtimoiy-psixologik muhit sifatiga bog'liq. Harbiy-akademik litseylar bo'lajak harbiy kadrlarni tayyorlashda muhim bo'g'in hisoblanib, ularda intizom, yetakchilik, vatanparvarlik va psixologik barqarorlik kabi muhim shaxsiy sifatlar shakllantiriladi. Biroq mazkur muassasalarda ijtimoiy-psixologik muhitni tizimli va ilmiy asosda diagnostika qilishga yetarli e'tibor qaratilmasligi o'quvchilarning moslashuv jarayoni, o'qishga bo'lgan motivatsiyasi hamda shaxsiy rivojlanishiga salbiy ta'sir ko'rsatishi mumkin.

Mazkur tadqiqotning asosiy maqsadi harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni diagnostika qilish hamda uning ta'lim-tarbiya jarayonidagi ahamiyatini aniqlashdan iborat. Tadqiqot jarayonida o'quvchilar jamoasining psixologik xususiyatlari aniqlanib, ularning ta'limiy va tarbiyaviy natijalarga ta'siri tahlil qilindi.

Tadqiqotda aralash metodologiya qo'llanilib, psixodiagnostik testlar, tuzilgan so'rovnomalar va tizimli kuzatuv usullaridan foydalanildi. Tadqiqot tanlanmasini harbiy-akademik litsey o'quvchilari tashkil etdi. Guruhij jipslik, emotsional muhit, stressga chidamlilik va shaxslararo munosabatlar standart psixologik metodikalar asosida baholandi. Olingan ma'lumotlar statistik tahlil qilindi.

Tadqiqot natijalari ijobiy ijtimoiy-psixologik muhit o'quvchilarning o'qishga bo'lgan motivatsiyasi, intizomi va ruhiy barqarorligini sezilarli darajada oshirishini ko'rsatdi. Olingan xulosalar harbiy-akademik litseylarda psixologik xizmat faoliyatini takomillashtirish zarurligini asoslaydi.

Аннотация

Эффективность военного образования во многом зависит от качества социально-психологической среды, сформированной в образовательном учреждении. Военно-академические лицеи являются важным звеном в системе подготовки будущих военных кадров, где формируются такие качества, как дисциплина, лидерство, патриотизм и психологическая устойчивость. Однако недостаточное внимание к системной диагностике социально-психологической среды в данных учреждениях может негативно сказываться на адаптации обучающихся, их учебной мотивации и личностном развитии.

Целью данного исследования является диагностика социально-психологической среды в условиях военно-академических лицеев и определение её значения в учебно-воспитательном процессе. В ходе исследования были выявлены основные

психологические характеристики ученического коллектива и оценено их влияние на образовательные и воспитательные результаты.

В исследовании использовалась смешанная методология, включающая психодиагностические тесты, структурированные опросники и методы наблюдения. Выборку составили обучающиеся военно-академических лицеев. Для оценки групповой сплочённости, эмоционального климата, стрессоустойчивости и межличностных отношений применялись стандартизированные психологические методики. Полученные данные были подвергнуты статистическому анализу.

Результаты исследования показали, что благоприятная социально-психологическая среда существенно повышает учебную мотивацию, дисциплину и психологическую устойчивость обучающихся. Сделанные выводы обосновывают необходимость совершенствования деятельности психологической службы в военно-академических лицеях.

KALIT SO‘ZLAR

ijtimoiy-psixologik muhit; harbiy-akademik litsey; psixodiagnostika; harbiy ta’lim; tarbiyaviy jarayon; psixologik yordam

Ключевые слова: социально-психологическая среда; военно-академический лицей; психодиагностика; военное образование; воспитательный процесс; психологическая помощь

KIRISH

Bugungi kunda harbiy ta’lim tizimini modernizatsiya qilish va milliy xavfsizlikni ta’minlash masalalari dolzarb ahamiyat kasb etmoqda. Ushbu jarayonda bo‘lajak harbiy xizmatchilarni nafaqat jismoniy va intellektual jihatdan, balki psixologik va ijtimoiy jihatdan ham yetuk shaxs sifatida shakllantirish muhim vazifa hisoblanadi. Harbiy-

akademik litseylar ana shu jarayonning boshlang'ich va muhim bosqichi bo'lib, o'quvchilarda kasbiy yo'nalish, intizom va ijtimoiy mas'uliyatni shakllantiradi.

Harbiy-akademik litseylar sharoitida shakllanadigan ijtimoiy-psixologik muhit o'quvchilarning shaxs sifatida rivojlanishiga bevosita ta'sir ko'rsatadi. Ijobiy psixologik muhit o'quvchilarda o'ziga ishonch, jamoaga moslashuv, sog'lom muloqot va yuqori o'quv motivatsiyasini ta'minlaydi. Aksincha, salbiy ijtimoiy-psixologik muhit stress, nizolar, emotsional zo'riqish va o'quv faoliyatiga qiziqishning pasayishiga olib kelishi mumkin.

Ilmiy adabiyotlarda ta'kidlanishicha, ijtimoiy muhit shaxsning psixologik rivojlanishida muhim omil hisoblanadi. Ayniqsa, o'smirlik va ilk yoshlik davrida shaxslararo munosabatlar, guruhdagi mavqe va psixologik iqlim shaxs xulq-atvorining shakllanishida hal qiluvchi rol o'ynaydi. Harbiy ta'lim muassasalarida esa bu omillar intizomiy talablar va yuqori mas'uliyat bilan yanada murakkablashadi.

Shunga qaramay, mavjud ilmiy tadqiqotlarning aksariyati umumta'lim muassasalari yoki oliy harbiy ta'lim tizimiga qaratilgan bo'lib, harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni diagnostika qilish masalalari yetarlicha o'rganilmagan. Bu esa mazkur yo'nalishda ilmiy bo'shliq mavjudligini ko'rsatadi.

Mazkur tadqiqot ana shu ilmiy bo'shliqni to'ldirishga qaratilgan bo'lib, harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni psixodiagnostik metodlar asosida o'rganishni maqsad qilib qo'yadi. Tadqiqot quyidagi savollarga javob topishni ko'zda tutadi:— harbiy-akademik litsey o'quvchilar jamoasining asosiy ijtimoiy-psixologik xususiyatlari nimalardan iborat?— mazkur muhit o'quvchilarning ta'lim va tarbiya jarayoniga qanday ta'sir ko'rsatadi? — psixodiagnostikaning ta'lim samaradorligini oshirishdagi o'rni qanday?

Tadqiqotning yangiligi harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni kompleks diagnostika qilishga qaratilganligi bilan belgilanadi. Olingan natijalar harbiy ta'lim tizimida psixologik xizmat faoliyatini takomillashtirishda amaliy ahamiyatga ega.

Tadqiqot dizayni va o'tkazilish sharoiti

Mazkur tadqiqot **kuzatuv va tavsifiy-analitik** xarakterga ega bo'lib, aralash (miqdoriy va sifat) metodologiya asosida olib borildi. Tadqiqot harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni diagnostika qilishga qaratilgan bo'lib, ta'lim jarayonidan ajralmagan holda amalga oshirildi.

Tadqiqot O'zbekiston Respublikasi **Favqulodda vaziyatlar vazirligi** tasarrufidagi Shahrizabz shahrida joylashgan **"Temurbeklar maktabi" harbiy-akademik litseyi** bazasida o'tkazildi. Tadqiqot jarayoni o'quv mashg'ulotlariga xalaqit bermagan holda, oldindan rejalashtirilgan jadval asosida hamda litsey psixologik xizmat xodimlari bilan hamkorlikda tashkil etildi. Tadqiqot davomida harbiy ta'lim muassasasiga xos bo'lgan intizomiy, ijtimoiy va psixologik sharoitlar to'liq inobatga olindi.

Tadqiqot ishtirokchilari

Tadqiqotda harbiy-akademik litseyda tahsil olayotgan **60 nafar o'quvchi** ishtirok etdi. Tanlanma **ixtiyoriylik, xolislik va axloqiy me'yorlarga rioya qilish** tamoyillari asosida shakllantirildi. Tadqiqotga jalb etilgan ishtirokchilar soni statistik jihatdan yetarli bo'lib, ularning barchasi tadqiqot maqsadi, vazifalari va o'tkazilish shartlari bilan oldindan tanishtirildi.

Ishtirokchilarni tanlash mezonlari quyidagilardan iborat bo'ldi:

- harbiy-akademik litsey o'quvchisi bo'lishi;
- kamida bir o'quv yili davomida mazkur ta'lim muassasasida tahsil olayotgan bo'lishi;
- psixologik tekshiruvda ishtirok etishga rozilik bildirishi;
- sog'lig'i psixodiagnostik jarayonni o'tkazishga to'sqinlik qilmasligi.

Ishtirokchilar yosh, o'quv bosqichi va kurslar bo'yicha nisbatan bir xil taqsimlangan bo'lib, bu holat tadqiqot natijalarining ishonchliligini ta'minlashga xizmat qildi.

Tadqiqot jarayoni

Tadqiqot bir necha ketma-ket bosqichlarda amalga oshirildi. Dastlabki bosqichda tadqiqot konsepsiyasi ishlab chiqildi, mos psixodiagnostik metodikalar tanlandi hamda ularni o'tkazish tartibi belgilandi. Keyingi bosqichda ishtirokchilar bilan tushuntirish ishlari olib borilib, psixologik tekshiruvning maqsadi va ahamiyati batafsil izohlandi.

Asosiy bosqichda psixodiagnostik testlar va so'rovnomalar individual hamda guruhiiy shakllarda o'tkazildi. Barcha ishtirokchilar uchun teng va qulay sharoit yaratildi. Tadqiqot davomida psixologik bosim, majburlash yoki noxolis munosabat holatlariga yo'l qo'yilmadi.

Yakuniy bosqichda olingan empirik ma'lumotlar tizimlashtirildi, kodlandi va statistik tahlil uchun tayyor holga keltirildi. Tadqiqot jarayonida axloqiy me'yorlarga qat'iy rioya qilinib, ishtirokchilarning shaxsiy ma'lumotlari maxfiylik to'liq ta'minlandi.

Tadqiqot vositalari va o'lchov usullari

Ijtimoiy-psixologik muhitni baholash maqsadida bir qator **standartlashtirilgan psixodiagnostik metodikalar** qo'llanildi. Ushbu metodikalar quyidagi asosiy psixologik ko'rsatkichlarni aniqlashga qaratildi:

- jamoaviy jipslik darajasi;
- emotsional-psixologik iqlim holati;
- shaxslararo munosabatlar sifati;
- stressga chidamlilik va moslashuv darajasi;
- o'quv motivatsiyasi hamda intizomga munosabat.

Qo'llanilgan metodikalar harbiy ta'lim muassasalari sharoitiga moslashtirilgan bo'lib, ularning ishonchliligi va validligi ilgari o'tkazilgan ilmiy tadqiqotlar natijalari bilan

tasdiqlangan. O'lchov jarayonida savollar aniq, tushunarli va o'quvchilarning yosh hamda psixologik xususiyatlariga mos tarzda taqdim etildi.

Statistik tahlil usullari

Olingan empirik ma'lumotlar statistik jihatdan qayta ishlash maqsadida maxsus dasturiy vositalar yordamida tahlil qilindi. Tahlil jarayonida quyidagi statistik usullardan foydalanildi:

- tavsifiy statistika (o'rtacha qiymatlar, foizlar, dispersiya);
- guruhlararo farqlarni aniqlash usullari;
- korrelyatsion tahlil.

Statistik tahlil natijalari ijtimoiy-psixologik muhit ko'rsatkichlari bilan o'quvchilarning ta'limiy va tarbiyaviy holati o'rtasidagi o'zaro bog'liqlikni aniqlash imkonini berdi. Olingan empirik natijalar keyingi bo'limlarda faktlar asosida bayon etiladi.

Ijtimoiy-psixologik muhitning umumiy holati

Tadqiqot natijalariga ko'ra, harbiy-akademik litsey o'quvchilar jamoasida ijtimoiy-psixologik muhitning umumiy darajasi o'rtacha va ijobiy ko'rsatkichlar oralig'ida ekanligi aniqlandi. O'quvchilarning katta qismida jamoaga moslashuv darajasi barqaror bo'lib, ular o'zlarini guruhning to'laqonli a'zosi sifatida his qilishlari kuzatildi.

Emotsional-psixologik iqlim ko'rsatkichlari tahlili shuni ko'rsatdiki, o'quvchilarning aksariyatida ijobiy emotsional fon ustunlik qiladi. Jamoa ichidagi umumiy kayfiyat barqaror, ziddiyatlar darajasi esa past yoki o'rtacha ekanligi qayd etildi.

Jamoaviy jipslik va shaxslararo munosabatlar

Psixodiagnostik o'lchovlar natijasida jamoaviy jipslik darajasi bo'yicha o'quvchilar quyidagi guruhlariga ajratildi:

- yuqori jipslik darajasiga ega o'quvchilar;
- o'rtacha jipslik darajasiga ega o'quvchilar;
- past jipslik darajasiga ega o'quvchilar.

Ma'lumotlarga ko'ra, o'quvchilarning asosiy qismi o'rtacha va yuqori jipslik darajasiga ega bo'lib, bu jamoada o'zaro yordam, hamkorlik va intizomiy birlik mavjudligini ko'rsatadi. Past jipslik ko'rsatkichlariga ega o'quvchilar soni nisbatan kam bo'lib, ular asosan moslashuv bosqichida bo'lgan o'quvchilarni tashkil etdi.

Shaxslararo munosabatlar tahlili natijasida o'quvchilarning ko'pchiligi tengdoshlari bilan konstruktiv muloqot o'rnatishga moyil ekanligi aniqlandi.

Stressga chidamlilik va moslashuv darajasi

Stressga chidamlilik ko'rsatkichlari bo'yicha o'tkazilgan tahlil natijalari o'quvchilarning katta qismida o'rtacha darajadagi stressga chidamlilik mavjudligini ko'rsatdi. Yuqori stressga chidamlilik ko'rsatkichlari intizomga tez moslashgan va jamoaviy faoliyatda faol ishtirok etuvchi o'quvchilarda qayd etildi.

Past stressga chidamlilik ko'rsatkichlari esa asosan ta'lim jarayonining dastlabki bosqichida bo'lgan o'quvchilarda kuzatildi. Moslashuv darajasi bilan stressga chidamlilik o'rtasida statistik bog'liqlik mavjudligi aniqlandi.

O'quv motivatsiyasi va intizomga munosabat

O'quv motivatsiyasini baholash natijalari shuni ko'rsatdiki, o'quvchilarning aksariyati harbiy ta'limga ijobiy munosabatda bo'lib, o'qishga bo'lgan ichki motivatsiya tashqi rag'batlardan ustunlik qilmoqda.

Intizomga munosabat ko'rsatkichlari yuqori darajada baholandi. O'quvchilarning ko'pchiligi harbiy tartib-qoidalarini ongli ravishda qabul qilganligi va ularni shaxsiy mas'uliyat sifatida anglashlari qayd etildi.

Qo'shimcha empirik natijalar

Statistik tahlil natijalariga ko'ra, ijtimoiy-psixologik muhit ko'rsatkichlari bilan o'quvchilarning moslashuv darajasi, o'quv motivatsiyasi va emotsional barqarorligi o'rtasida ijobiy bog'liqlik mavjudligi aniqlangan. Ushbu bog'liqliklar keyingi bo'limda batafsil muhokama qilinadi.

Natijalarning qisqacha tahlili

Tadqiqot natijalari harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhit asosan ijobiy va barqaror ekanligini ko'rsatdi. O'quvchilarning jamoaga moslashuvi, shaxslararo munosabatlar sifati va emotsional holati umumiy ta'lim jarayoniga ijobiy ta'sir ko'rsatishi aniqlandi. Ayniqsa, jamoaviy jipslik va intizomga ongli munosabat yuqori darajada namoyon bo'ldi.

Stressga chidamlilik va moslashuv ko'rsatkichlari o'quvchilarning harbiy ta'lim sharoitlariga asta-sekinlik bilan moslashib borayotganini ko'rsatadi. Bu holat psixologik qo'llab-quvvatlash tizimi mavjud bo'lgan ta'lim muassasalarida ijobiy natijalar berishini tasdiqlaydi.

Natijalarning talqini

Olingan natijalar shuni anglatadiki, ijtimoiy-psixologik muhit harbiy-akademik litsey o'quvchilarining shaxsiy va kasbiy shakllanishida muhim omil hisoblanadi. Ijobiy psixologik muhit o'quvchilarning o'ziga bo'lgan ishonchini mustahkamlaydi, jamoada o'z o'rnini topishiga yordam beradi va ta'lim jarayoniga faol jalb etilishiga xizmat qiladi.

Stressga chidamlilik darajasining o'rtacha va yuqori bo'lishi o'quvchilarda psixologik moslashuv mexanizmlarining shakllanayotganidan dalolat beradi. Bu esa kelajakda harbiy xizmat sharoitlariga muvaffaqiyatli moslashish uchun zarur bo'lgan muhim psixologik resurs hisoblanadi.

Natijalarni mavjud adabiyotlar bilan solishtirish

Mazkur tadqiqot natijalari ijtimoiy psixologiya va harbiy psixologiya sohasidagi ilgari o'tkazilgan tadqiqotlar bilan uyg'unlikda ekanligi kuzatildi. Avvalgi tadqiqotlarda ham ijtimoiy-psixologik muhitning ta'lim samaradorligi va shaxs rivojlanishiga bevosita ta'siri borligi ta'kidlangan.

Shu bilan birga, ushbu tadqiqot harbiy-akademik litseylar kontekstida olib borilgani bilan ajralib turadi. Bu esa natijalarning ilmiy yangiligini oshiradi va mazkur ta'lim muassasalari uchun mos psixologik yondashuvlarni ishlab chiqishga asos yaratadi.

Tadqiqotning kuchli va cheklangan tomonlari

Tadqiqotning kuchli tomonlari quyidagilardan iborat:

- harbiy-akademik litseylar sharoitida o'tkazilganligi;
- psixodagnostik metodlarning kompleks qo'llanilishi;
- empirik ma'lumotlarning statistik tahlil asosida baholanganligi.

Cheklangan tomonlari esa quyidagilar bilan izohlanadi:

- tanlanmaning bitta ta'lim muassasasi doirasida o'tkazilganligi;
- uzoq muddatli dinamik kuzatuvlarning cheklanganligi.

Mazkur cheklovlar kelgusidagi tadqiqotlarda hisobga olinishi lozim.

Amaliy va nazariy ahamiyati

Tadqiqot natijalari harbiy-akademik litseylar faoliyatida psixologik xizmatni takomillashtirish, tarbiyaviy ishlarni rejalashtirish va ijtimoiy-psixologik muhitni optimallashtirishda amaliy ahamiyatga ega. Nazariy jihatdan esa mazkur tadqiqot harbiy ta'lim psixologiyasi sohasida yangi ilmiy ma'lumotlar bilan boyitadi.

XULOSA

Mazkur tadqiqot harbiy-akademik litseylar sharoitida ijtimoiy-psixologik muhitni diagnostika qilishning ta'lim-tarbiya jarayonidagi muhim ahamiyatini ilmiy jihatdan asoslab berdi. Tadqiqot davomida ijtimoiy-psixologik muhit o'quvchilarning moslashuvi, motivatsiyasi, intizomi va ruhiy barqarorligi bilan uzviy bog'liq ekanligi aniqlandi.

Psixodagnostika harbiy-akademik litseylar faoliyatida psixologik muammolarni erta aniqlash, ularning oldini olish va samarali korreksion ishlarni amalga oshirish uchun zarur vosita ekanligi tasdiqlandi. Ijobiy ijtimoiy-psixologik muhitni shakllantirish

bo'lajak harbiy mutaxassislarning shaxsiy va kasbiy yetukligini ta'minlashda muhim omil hisoblanadi.

Kelgusida mazkur yo'nalishda tadqiqotlarni kengroq tanlanma asosida, uzoq muddatli kuzatuvlar bilan olib borish, shuningdek, psixoprofilaktik va psixokorreksion dasturlar samaradorligini o'rganish maqsadga muvofiqdir. Ushbu tadqiqot natijalari harbiy ta'lim tizimini takomillashtirishga xizmat qiluvchi ilmiy-amaliy tavsiyalar ishlab chiqishga asos bo'la oladi.

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STRATEGIES FOR SUSTAINABLE DEVELOPMENT OF LIVESTOCK FARMING IN DESERT REGIONS UNDER CLIMATE CHANGE CONDITIONS

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Abstract: *This scientific thesis provides an in-depth analysis of integrated strategies for the sustainable development of livestock farming in Uzbekistan's desert and semi-desert regions under climate change conditions. It examines the direct and indirect impacts of climate change (heat stress, pasture degradation, water scarcity, and soil salinization) that reduce livestock productivity and threaten food security. The thesis proposes adaptation strategies including genetic selection of heat- and drought-resistant local breeds, rotational grazing management, water-efficient technologies, agro-pastoral integration, and precision livestock farming. Based on scientific models and national statistics, pathways to ensure the ecological, economic, and social sustainability of livestock farming are outlined. The results demonstrate that livestock farming in desert areas can be transformed into a carbon-neutral and resource-efficient system.*

Keywords: *climate change, desert regions, livestock farming, sustainable development, adaptation strategies, pasture management, genetic selection, water resources, agro-pastoral systems*

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СТРАТЕГИИ УСТОЙЧИВОГО РАЗВИТИЯ ЖИВОТНОВОДСТВА В ПУСТЫННЫХ РЕГИОНАХ В УСЛОВИЯХ ИЗМЕНЕНИЯ КЛИМАТА

Аннотация: Настоящий научный тезис представляет глубокий анализ комплексных стратегий устойчивого развития животноводства в пустынных и полупустынных регионах Узбекистана в условиях изменения климата. Рассматривается прямое и косвенное воздействие изменения климата (тепловой стресс, деградация пастбищ, дефицит воды, засоление почв), приводящее к снижению продуктивности животноводства и угрозе продовольственной безопасности. Предлагаются стратегии адаптации: генетическая селекция жаро- и засухоустойчивых местных пород, ротационное управление пастбищами, водосберегающие технологии, агропасторальная интеграция и точное животноводство. На основе научных моделей и национальной статистики раскрываются пути обеспечения экологической, экономической и социальной устойчивости отрасли. Результаты показывают, что животноводство в пустынных зонах может быть преобразовано в углеродно-нейтральную и ресурсоэффективную систему.

Ключевые слова: изменение климата, пустынные регионы, животноводство, устойчивое развитие, стратегии адаптации, управление пастбищами, генетическая селекция, водные ресурсы, агропасторальные системы

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IQLIM O'ZGARISHI SHAROITIDA CHO'L HUDUDLARIDA CHORVACHILIKNI BARQAROR RIVOJLANTIRISH STRATEGIYALARI

Annotatsiya: Ushbu ilmiy tezis iqlim o'zgarishi sharoitida O'zbekiston cho'l va yarim cho'l hududlarida chorvachilikni barqaror rivojlantirishning kompleks strategiyalarini ilmiy asosda tahlil qiladi. Iqlim o'zgarishining to'g'ridan-to'g'ri va bilvosita ta'siri (issiqlik stressi, yaylov degradatsiyasi, suv tanqisligi, tuproq sho'rlanishi) chorvachilik mahsuldorligini pasaytirishi va oziq-ovqat xavfsizligiga tahdid solishi ko'rsatilgan. Tezisda genetika seleksiyasi (issiqqa chidamli mahalliy zotlar), rotatsion yaylov boshqaruvi, suv resurslarini tejankor texnologiyalar, agro-pastoral integratsiya va aniq chorvachilik (precision livestock farming) kabi moslashuv strategiyalari taklif etiladi. Ilmiy modellar va milliy statistika asosida chorvachilikning ekologik, iqtisodiy va ijtimoiy barqarorligini ta'minlash yo'llari ochib berilgan. Natijada cho'l hududlarida chorvachilik uglerod neytral va resurs tejankor tizimga aylantirilishi mumkinligi isbotlanadi.

Kalit so'zlar: iqlim o'zgarishi, cho'l hududlari, chorvachilik, barqaror rivojlanish, moslashuv strategiyalari, yaylov boshqaruvi, genetika seleksiyasi, suv resurslari, agro-pastoral tizimlar

Iqlim o'zgarishi sharoitida cho'l hududlarida chorvachilikni barqaror rivojlantirish strategiyalari global ekologik va iqtisodiy muammolarning murakkab o'zaro ta'sirini aks ettiruvchi ilmiy jihatdan chuqur tahlil talab qiladigan mavzudir, chunki arid va yarim arid mintaqalarda, xususan Markaziy Osiyo cho'llarida, haroratning 2–5 daraja Selsiyga ko'tarilishi, yog'inlarning o'zgaruvchanligi va suv resurslarining kamayishi yaylovlarning degradatsiyasiga, o'tloqlar hosildorligining pasayishiga hamda chorva mollarining fiziologik stressiga olib kelmoqda. Ilmiy tadqiqotlar shuni ko'rsatadiki, iqlim o'zgarishi chorvachilik tizimlariga to'g'ridan-to'g'ri (issiqlik stressi orqali sut va go'sht mahsuldorligining 10–35 foizga tushishi, reproduktiv funksiyalarning buzilishi)

va bilvosita (yaylov biomassasining kamayishi, suv tanqisligi, tuproq shoʻrlanishi va eroziyasi) taʼsir qiladi, natijada Oʻzbekistonning choʻl va dasht zonalari (masalan, Qizilqum va Amudaryo deltasida) kabi hududlarda chorvachilikning iqtisodiy samaradorligi pasayib, oziq-ovqat xavfsizligi xavfi ortmoqda; bu yerda chorvachilik qishloq xoʻjaligi yalpi ichki mahsulotining 46,5 foizini tashkil etsa-da, 95 foiz dehqon xoʻjaliklarida olib boriladi va suvning 93 foizi sugʻorishga sarflanadi. Barqaror rivojlanishning ilmiy asoslari – ekologik, iqtisodiy va ijtimoiy barqarorlik tamoyillariga tayanib, choʻl chorvachiligini moslashuvchan va chidamli tizimga aylantirishni talab qiladi, bu yerda anʼanaviy pastoralizmning mobilligi zamonaviy texnologiyalar va genetika yutuqlari bilan integratsiya qilinishi kerak.

Ilmiy yondashuv chorvachilikning iqlim oʻzgarishiga moslashuvini genetika darajasidan boshlab koʻrib chiqadi: issiqqa va qurgʻoqchilikka chidamli zotlar (tuya, echki va qoʻy turlarining mahalliy selektsiyalari, shuningdek, Bos indicus kabi tropik zotlarning elementlarini kiritish) orqali hayvonlarning termoregulyatsiyasi yaxshilanadi, suv sarfi kamayadi va ozuqa konversiyasi samaradorligi oshadi; masalan, Oʻzbekiston choʻllarida qoʻy va echki sonini koʻpaytirish mol va parranda kabi issiqqa sezgir turlarga nisbatan 21–29 foiz kamroq daromad yoʻqotishiga olib kelishi mumkin. Yaylovlarni barqaror boshqarish rotatsion yaylov va oʻtloqlar tiklash orqali amalga oshiriladi, bu yerda tuproq organik uglerodining sekvestratsiyasi metan emissiyasini kamaytirib, yaylov hosildorligini 12–42 foizga oshirishi mumkin; choʻl landshaftlarida shamol eroziyasiga qarshi shamol toʻsiqlari va bio-drenaj tizimlari joriy etilganda shoʻrlanish 51 foizga yetgan maydonlarda tuproq unumdorligi tiklanadi. Suv resurslarini samarali boshqarish – yomgʻir suvini yigʻish, tomchilatib sugʻorish va quyosh energiyasi bilan ishlaydigan suv punktlarini qurish – choʻl hududlarida suv tanqisligini 17–33 foizga

qisqartiradi, bu esa ozuqa ekinlari (alfalfa va dasht o‘tlari) hosildorligini saqlab qoladi hamda hayvonlarning suv iste’molini optimallashtiradi.

Iqtisodiy va ijtimoiy jihatdan barqarorlik chorvachilikni diversifikatsiya qilish, agro-pastoral tizimlarni rivojlantirish va mahalliy bilimlarni ilmiy tadqiqotlar bilan birlashtirish orqali ta’minlanadi: masalan, O‘zbekistonda Amudaryo deltasida yaylov sifatida foydalanishni tiklash va dehqon xo‘jaliklarida mini-mikserlar, sovutgichli navlar va kompost tayyorlash kabi innovatsiyalar orqali chiqindilarni qayta ishlatish issiqxona gazlari emissiyasini kamaytirib, qo‘shimcha qiymat zanjirini yaratadi (sut mahsulotlarini uy sharoitida qayta ishlash orqali bandlik oshiriladi). Ilmiy modellar (masalan, CMI – iqlim namligi indeksi asosidagi prognozlar) shuni tasdiqlaydiki, 2040-yillarga borib cho‘l zonalarida sug‘orish talabi 25 foizga oshishi mumkin, shuning uchun aniq chorvachilik (precision livestock farming) texnologiyalari – kasalliklarni erta aniqlash sensorlari, sun‘iy intellekt asosidagi yaylov monitoringi va iqlim prognozlari – risklarni kamaytirib, dehqonlarning moslashuvchanligini oshiradi. Siyosat darajasida yer huquqlarini mustahkamlash, indeks asosidagi sug‘urta tizimini joriy etish va kengaytirilgan xizmatlar (extension services) orqali fermerlarning texnologiyalarga kirishini osonlashtirish zarur, chunki bu chorvachilikning GHG emissiyalaridagi 14,5 foiz ulushini kamaytirish bilan birga barqaror rivojlanish maqsadlariga (oziq-ovqat xavfsizligi, kambag‘allikni qisqartirish va ekologik muvozanatni saqlash) hissa qo‘shadi.

Ushbu yondashuvning ilmiy samaradorligi integratsiyalashgan boshqaruvda namoyon bo‘ladi: ekologik tiklanish (o‘tloqlar va cho‘l landshaftlarini qayta tiklash), iqtisodiy samaradorlik (yuqori qiymatli mahsulotlar va diversifikatsiya) va ijtimoiy adolat (ayollar va qishloq jamoalarining ishtiroki) bir-birini to‘ldiradi, natijada O‘zbekiston cho‘llarida chorvachilik nafaqat iqlim o‘zgarishiga chidamli, balki uglerod neytral va resurs tejamkor tizimga aylanadi. Kelajakdagi tadqiqotlar mahalliy zotlarning

genetik potensialini chuqurroq o'rganish, iqlim analoglaridan foydalangan holda moslashtirish va uzoq muddatli monitoring tizimlarini yaratishga qaratilishi lozim, chunki faqat shunday kompleks, ilmiy asoslangan strategiyalar cho'l hududlarida chorvachilikning barqaror rivojlanishini ta'minlay oladi va global iqlim inqiroziga qarshi samarali javob beradi.

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SYSTEM OF PREVENTION, EARLY DETECTION AND PSYCHOPROPHYLAXIS OF CHILDHOOD TRAUMA

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Annotation. The article highlights the importance of preventing childhood psychological trauma, ensuring early detection, and implementing systematic psychoprophylactic measures. Risk factors that negatively affect a child's emotional and social development are analyzed, and the role of diagnostic tools such as ACE and CTQ in early identification is emphasized. The study also substantiates the significance of fostering emotional safety within the family and educational environments, as well as developing resilience in children as a key component of psychoprophylaxis.

Keywords: Childhood trauma, early detection, psychoprophylaxis, risk factors, emotional safety, ACE, resilience.

BOLALIKDAGI TRAVMALARNI OLDINI OLISH, ERTA ANIQLASH VA PSIXOPROFILAKTIKA TIZIMI

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Annotatsiya. Maqolada bolalik davridagi psixologik travmalarni oldini olish, ularni erta aniqlash va tizimli psixoprofilaktika choralarining ahamiyati yoritiladi. Bolaning emotsional va ijtimoiy rivojlanishiga salbiy ta'sir ko'rsatadigan risk omillari tahlil qilinib, ACE va CTQ kabi diagnostik mezonlarning erta identifikatsiyadagi roli ko'rsatib beriladi. Shuningdek, oilada va ta'lim muhitida emotsional xavfsizlikni ta'minlash hamda bolalarda rezilyensiyani rivojlantirishning psixoprofilaktik ahamiyati asoslanadi.

Kalit so'zlar: Bolalik travmasi, erta aniqlash, psixoprofilaktika, risk omillari, emotsional xavfsizlik, ACE, rezilyensiya.

СИСТЕМА ПРОФИЛАКТИКИ, РАННЕГО ВЫЯВЛЕНИЯ И ПСИХОПРОФИЛАКТИЗА ДЕТСКОЙ ТРАВМЫ

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Аннотация. В статье подчеркивается важность предотвращения детской психологической травмы, ее раннего выявления и систематических психопрофилактических мер. Анализируются факторы риска, негативно влияющие на эмоциональное и социальное развитие ребенка, и показана роль диагностических критериев, таких как ACE и CTQ, в ранней диагностике. Также обосновывается психопрофилактическая важность обеспечения эмоциональной безопасности в семье и образовательной среде и развития у детей устойчивости.

Ключевые слова: Детская травма, ранняя диагностика, психопрофилактика, факторы риска, эмоциональная безопасность, ACE, устойчивость.

Bolalik davridagi psixologik travmalar shaxsning keyingi hayotidagi ruhiy rivojlanish, affektiv barqarorlik, shaxslararo munosabatlar sifati va umumiy hayot farovonligi uchun hal qiluvchi omil bo'lib xizmat qiladi. Erta yoshda olingan zo'ravonlik, e'tiborsizlik, hissiy rad etilish, oiladagi doimiy ziddiyatlar, beqaror tarbiya modeli yoki psixososial stress omillari bolaning markaziy asab tizimiga kuchli ta'sir ko'rsatib, uning neyropsixologik rivojlanishida qaytarilmas iz qoldirishi mumkin. Bunday tajribalar bolada xavfsizlik hissining buzilishi, haddan tashqari hushyorlik, qo'rquv reaksiyalarining kuchayishi, affektiv o'zgaruvchanlik, xavotirli yoki beqaror bog'lanish modeli, impulsivlik, o'z-o'zini past baholash, disosiativ tendensiyalar va ijtimoiy moslashuvning qiyinlashuvi kabi Belgilarni keltirib chiqaradi. Shu jihatdan

qaraganda, bolalik travmasi nafaqat shaxsning ichki psixologik dunyosiga, balki uning kelajakdagi ijtimoiy roliga, kasbiy moslashuviga va emotsional farovonligiga ham uzoq muddatli ta'sir ko'rsatadi. Zamonaviy yondashuvlar travmalarni oldini olishni biopsixososial model doirasida ko'rib chiqadi. Oilada sog'lom psixologik iqlim yaratish, ota-onalarning emotsional yetukligi va pedagogik kompetentligini oshirish, oila a'zolari o'rtasida konstruktiv muloqotni rivojlantirish bolalik travmasining asosiy profilaktik choralaridan biri hisoblanadi. Ta'lim muassasalarida bolalar uchun emotsional xavfsiz, qabul qiluvchi, qo'llab-quvvatlovchi muhit yaratish, zo'ravonlikning har qanday shakliga nisbatan "nol toqat" tamoyilini joriy etish, pedagoglarning psixologik sezgirligini kuchaytirish ilmiy jihatdan samarali deb topilgan. Ijtimoiy tadqiqotlar barqaror ijtimoiy qo'llab-quvvatlash tizimiga ega oilalarda travma xavfi ancha past bo'lishini, iqtisodiy qiyinchilik, ota-onalarning migratsiyasi, oiladagi alkohol yoki giyohvandlik kabi omillar mavjud bo'lganda esa xavf keskin oshishini ko'rsatmoqda. Shu sababli profilaktika tizimi favqulodda vaziyatga emas, balki oldindan ogohlantirishga, risk guruhlarini erta aniqlashga va ularni ijtimoiy-psixologik resurslar bilan ta'minlashga qaratilgan bo'lishi zarur.

Travmalarni erta aniqlash tizimi ko'p qirrali bo'lib, unda klinik suhbat, kuzatuv, pedagogik baholash, shaxsiy va oilaviy anamnez tahlili, psixometrik o'lchovlar hamda neyropsixologik baholash kabi metodlar qo'llaniladi. ACE — salbiy bolalik tajribalari indeksi — bolaning hayotida yuzaga kelgan stress omillari soni va kuchini baholashda eng ishonchli vositalardan biri bo'lib xizmat qiladi. CTQ esa travmatik tajribani hissiy, jismoniy, jinsiy zo'ravonlik va e'tiborsizlik kabi kategoriyalar bo'yicha aniq tasniflaydi. SDQ va shunga o'xshash skrining vositalari bolaning xulq-atvori, emotsional holati va ijtimoiy ko'nikmalari bo'yicha signal belgilarini erta bosqichda aniqlashga imkon yaratadi. Erta aniqlash mexanizmi orqali bola hali travmaning chuqur oqibatlari shakllanmasdan turib, unga psixologik yordam ko'rsatish imkoniyati oshadi. Bu esa

chuqur psixologik jarohatlarning shakllanishi, emotsional buzilishlarning ildiz otishi va munosabatlardagi barqaror buzilishlarning rivojlanishini samarali tarzda oldini oladi.

Psixoprofilaktika tizimi bolaning psixologik rezilyensiyasini shakllantirishga, ya'ni uning stressga bardoshliligi, moslashuvchanligi, emotsional o'zini boshqarish qobiliyati va ichki himoya mexanizmlarini mustahkamlashga qaratilgan integrativ yondashuvdir. Rezilyensiya zamonaviy psixologiyada shaxsning murakkab hayotiy vaziyatlarga moslasha olish, qayta tiklana bilish va salbiy hodisalar fonida ham psixologik barqarorligini saqlab qolish qobiliyati sifatida talqin qilinadi. Bunday qobiliyatning asoslari aynan bolalik davrida shakllanadi va oilaviy muhit, ta'lim jarayoni, ijtimoiy qo'llab-quvvatlash hamda individual temperament omillari bilan chambarchas bog'liqdir. Psixoprofilaktik ishlar doirasida bolalarning emotsional savodxonligini rivojlantirish alohida o'rin tutadi. Emotsiyalarni taniy olish, ularni boshqarish, konstruktiv tarzda ifoda etish va boshqalarning his-tuyg'ularini tushunish shaxsning keyingi ijtimoiy muvaffaqiyati uchun asos yaratadi. Shuningdek, o'z-o'zini boshqarish ko'nikmalari — impulsni nazorat qilish, kechinmalarni tartibga solish, stressni boshqarish va vaziyatni baholay olish qobiliyatlari — bolani murakkab hayotiy holatlardan chiqib ketishga yordam beruvchi psixologik tamoyillardir. Konfliktlarni konstruktiv hal etish, muomala madaniyati, ijobiy ijtimoiy aloqalarni shakllantirish kabi ko'nikmalar esa bolaning jamoadagi o'rnini mustahkamlab, salbiy xatti-harakatlar ehtimolini kamaytiradi.

Ta'lim muassasalarida "travma-informatsion yondashuv"ni joriy etish profilaktik ishlarning muhim komponenti bo'lib, bu yondashuv pedagoglarning bolalar xulq-atvoridagi yashirin signal va simptomlarni to'g'ri talqin qilishiga imkon yaratadi. Bunda o'qituvchilar travma xatti-harakatning ildizi sifatida namoyon bo'lishi mumkinligini bilib, bolani jazolash yoki tanqid qilishga emas, balki uni qo'llab-quvvatlashga, xavfsiz muhit yaratishga va emotsional ehtiyojlarini tushunishga intiladilar. Bunday yondashuv

nafaqat bolada xavfsizlik hissini kuchaytiradi, balki maktabning umumiy psixologik iqlimini sog'lomlashtiradi. Bolalik travmalarining ijtimoiy xarajatlari juda yuqori bo'lib, ular ruhiy salomatlik buzilishlari, o'quvdagi sustlik, ijtimoiy moslashuvda uzilishlar, tajovuzkorlik, deviant xulq-atvor hamda kelajakda iqtisodiy faollikning pasayishi kabi oqibatlar orqali jamiyatning barcha qatlamiga ta'sir qiladi. Tadqiqotlar ko'rsatishicha, bolalik travmasiga duchor bo'lgan shaxslar o'smirlik va kattalik davrida depressiya, tashvish buzilishlari, substance abuse, delinkvent xulq va bandlikdagi beqarorlik kabi muammolarni ko'proq namoyon qiladilar. Shu nuqtai nazardan, erta aralashuvning ahamiyati nihoyatda katta bo'lib, u chuqur psixologik jarohatlarning shakllanishining oldini oladi, shaxsning psixik salomatligini himoya qiladi va kelajakdagi ijtimoiy-iqtisodiy barqarorlikka zamin yaratadi.

Profilaktika tizimining samaradorligi uning erta, tizimli va kompleks tarzda qo'llanilishiga bog'liqdir. Oilaviy qo'llab-quvvatlash dasturlari, maktab psixologlari faoliyati, sog'lom muloqot madaniyatini targ'ib qilish, tarbiya jarayonida ijobiy intizom texnikalarini joriy etish, jamoat resurslari bilan bolalarni qo'llab-quvvatlash kabi choralar kelajak avlodning emotsional farovonligi va psixologik barqarorligini mustahkamlaydi. Shunday qilib, psixoprofilaktika tizimi bolalik travmalarini kamaytirish, ruhiy salomatlikni mustahkamlash va jamiyatning sog'lom psixologik muhitini yaratishda strategik ahamiyatga ega hisoblanadi.

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THE THEME OF LOVE IN A.I. KUPRIN'S STORY "THE GARNET BRACELET"

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Abstract: The plot centers on the unrequited, sublime feelings of the modest official Zheltkov for the married princess Vera Sheina.

For many years he secretly writes letters to her, and on her name day he decides to give her a gift - a family heirloom, a gold bracelet with a gemstone. This gesture becomes fatal: the clash of the "little man" with the world of aristocracy reveals the gulf between true self-sacrifice and social propriety. Kuprin asks: does that "love that happens once in a thousand years" really exist? The piercing finale, accompanied by the sounds of Beethoven's sonata, leaves the reader with a sense of touching something sacred and tragic. This is a story about love that is stronger than death, and about the importance of not passing by someone else's heart.

Key words: gift, symbol, fire semantics, garnet bracelet, semantics, soul.

ТЕМА ЛЮБВИ В ПОВЕСТИ А.И.КУПРИНА «ГРАНАТОВЫЙ БРАСЛЕТ»

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Аннотация: В центре сюжета — безответное, возвышенное чувство скромного чиновника Желткова к замужней княгине Вере Шеиной. На протяжении многих лет он тайно пишет ей письма, а в день её именин решается на подарок —

фамильную реликвию, золотой браслет с редкими красными гранатами. Этот жест становится роковым: столкновение «маленького человека» с миром аристократии обнажает пропасть между истинным самопожертвованием и светскими приличиями.

Куприн задается вопросом: существует ли та самая «любовь, которая бывает раз в тысячу лет»? Пронзительный финал под звуки сонаты Бетховена оставляет читателя с ощущением прикосновения к чему-то святому и трагическому.

Это история о любви, которая сильнее смерти, и о том, как важно не пройти мимо чужого сердца

Ключевые слова : подарок.символ , огненная семантика , гранатовый браслет, семантика, душа.

Одним из ключевых символов рассказа является гранатовый браслет, который служит не только украшением, но и свидетельством чистоты и искренности чувств. Браслет передается от героя к герою, символизируя переживания и эмоции, которые связаны с любовью. Этот символ укрепляет связь между героями и помогает им преодолеть трудности, которые возникают на пути их отношений. Куприн описывает любовь героев как нечто высокое и прекрасное, что способно поднять человека на вершины счастья, но в то же время, как именно она может быть источником большой боли и разочарования. Герои рисуют для себя идеальную картину будущего вместе, но не могут ее реализовать из-за общественных норм и предрассудков.

Помимо этого, автор уделяет большое внимание описанию окружающей среды, что позволяет читателю глубже понять эмоциональное состояние героев. Он использует яркие краски и запахи, чтобы передать настроение и создать атмосферу произведения.

Таким образом, тема любви в рассказе "Гранатовый браслет" имеет множество сложных оттенков и проявляется в различных аспектах жизни героев. Автор передает свои мысли о любви через яркие образы и символы, что делает его произведение поистине волнующим и трогательным.

Любовь – это одна из самых древних и сильных эмоций, которые испытывает человек. Она может быть не только романтической, но и дружеской, семейной, материнской и многими другими. В любви важно не только то, что она приносит радость и счастье, но и то, что помогает развиваться и стать лучше.

Любовь – это не только увлечение и страсть, но и ответственность и забота. Когда мы любим, мы готовы делиться своим временем, силами и ресурсами с тем, кого мы любим. Мы готовы поддерживать и помогать нашим близким, быть рядом в трудные времена и радоваться успехам.

Однако любовь может принести и боль и страдания. Когда наши чувства не взаимны, мы можем испытывать глубокую печаль и разочарование. Иногда мы можем ошибочно влюбляться в неподходящих людей или не понимать, как сохранить отношения, которые уже есть.

Тема любви была и остается одной из самых популярных в искусстве, литературе и кино. Великие поэты и писатели всегда находятся в поисках новых способов описать эту эмоцию в своих произведениях. Они показывают, как любовь может быть прекрасной и невероятной, а иногда – сложной и неоднозначной.

В своей жизни мы можем испытывать много разных форм любви - от романтической до материнской. Каждая из них имеет свои особенности и вызывает у нас разные эмоции. Но в любом случае любовь является одним из самых важных человеческих чувств. Она делает нашу жизнь богаче и интереснее, Сюжет рассказа «Гранатовый браслет» автора Куприна достаточно захватывающий, он раскрывает нам историю любви, но любви не простой, а, с

одной стороны запретной, так как автор пишет о том, что не сильно богатый, мелкий чиновник влюбился в княгиню, которая была замужем за другим. Влюбленный мужчина писал княгине Вере Шеиной множество писем с признанием любви. Но княгиня не отвечала на письма и, соответственно, на любовь молодого чиновника. Она была замужней женщиной. Однако, важно заметить, что автор пишет о том, что она не любила своего мужа, а была привязана к нему всем сердцем, поддерживала и помогала, описывала их отношения больше как крепкую дружбу, чем любовь. В один из вечеров князь и княгиня Шеины собрали у себя в гостях некоторых членов семьи и друзей на ужин в честь Дня Рождения княгини. В этот же вечер тайный поклонник Веры прислал очередное письмо, на этот раз с подарком – золотым браслетом с гранатом. Это затронуло не только ее, но и членов семьи.

Таким образом, основную роль рассказа имеет гранатовый браслет. Он является символом сильной и искренней любви. Очень символично описано, как к браслету относятся герои. Для Веры, в руках которой гранаты заиграли особенным огнем – это знак внимания. Для ее брата – это «безвкусная вещь». Для чиновника Желткова – того, кто подарил, это семейная ценность и счастье.

Композиция повести состоит из экспозиции в начале рассказа, когда происходит знакомства с семьей Шеиных и их друзьями, описание пейзажей, начало праздника. Завязкой является само празднование дня рождения княгини и полученное в подарок письмо с браслетом. Далее события развиваются таким образом, что муж и брат решают поговорить с тайным поклонником Веры и образумить его не быть таким настойчивым. Кульминация – это разговор чиновника Желткова с мужем и признание ему в очень давней и сильной любви к Вере. Развязка рассказа – смерть Желткова, осознание Верой, что это была та любовь, о которой мечтают женщины.

В повести А.И. Куприна «Гранатовый браслет» ставится проблема влияния любви на характер человека. Несмотря на то что любовь Желткова безответна, он всё равно меняется под её воздействием, становясь яркой, уникальной личностью. В обычной жизни это скромный мелкий чиновник, которых в литературе относят к типу «маленького человека». Однако Желткова сложно назвать «маленьким», ведь чувство любви, зародившееся в его сердце по отношению к Вере Николаевне, возвышает и обогащает внутренний мир героя. Господин Желтков – человек с тонкой душевной организацией, для которого любовь становится смыслом жизни, главной опорой и отдушиной. Слова генерала Аносова о том, что это чувство должно быть «величайшей трагедией», обладающей огромной силой, как нельзя лучше описывают переживания главного героя повести. Душевные письма, подаренный Вере Николаевне гранатовый браслет и соната Бетховена характеризуют Желткова как честного и искреннего человека, чувство которое по-настоящему прекрасно и бескорыстно.

В повести «Гранатовый браслет» А.И. Куприн описывает несчастливые семейные союзы. В качестве примера можно привести историю сестры Веры Шеиной. Анна Николаевна, как отмечает автор, «терпеть не могла» своего мужа, который был богатым, но при этом глупым человеком. А.И. Куприн также делает акцент на легкомысленности и неверности Анны Шеиной, обращая внимание на то, как «она охотно предавалась самому рискованному флирту», где бы ни находилась. Безусловно, такой семейный союз нельзя назвать гармоничным, ведь муж и жена не привязаны друг к другу, их отношения строятся на корыстолюбии Анны Николаевны, а ни о какой любви здесь не может быть и речи. Таким образом, брак, описанный в повести А.И. Куприна, в полной мере противоречит объективным представлениям о счастливой семейной жизни.

В повести А.И. Куприна «Гранатовый браслет» ставится проблема взаимосвязи равнодушия и жестокости. Эта тема связана в первую очередь с Николаем Николаевичем, братом Веры Шеиной. Когда он узнаёт о письмах Желткова и его подарке, то не может оставаться в стороне и вместе с мужем сестры посещает скромную квартиру влюблённого чиновника. Николай Шеин проявляет равнодушие к искренним чувствам, переполняющим главного героя, требуя поскорее прекратить преследования Веры Николаевны. Объяснение Желткова несколько не трогает Шеина, и именно его жестокость подталкивает поклонника сестры к добровольному уходу из жизни. Автор подчёркивает, что условие, поставленное Николаем Николаевичем перед Желтковым, невыполнимо: «...либо вы совершенно отказываетесь от преследования княгини Веры Николаевны, либо, если на это вы не согласитесь, мы примем меры». Душевная чёрствость, равнодушное отношение к другим людям – вот основные причины жестокого поведения Шеина.

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**THE THEME OF THE DECLINE OF A NOBLE FAMILY IN M. E.
SALTYKOV-SHCHEDRIN'S NOVEL "THE GOLOVLYOV
FAMILY"**

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Abstract:

The Golovlyov Family reflects the era contemporary to the great Russian satirical writer, in which, as M. E. Saltykov-Shchedrin perceived, family ties lose their meaning and significance, human relationships collapse, and are increasingly replaced by spiritual emptiness, hypocrisy, verbosity, deceit, and baseness. The family chronicle of a decaying noble lineage leads the characters to an inevitable tragic finale, from which even a belated realization cannot save them.

Keywords: fiction, journalism, intense plot, didactic digressions, psychologism, sermon.

**Тема распада дворянской семьи в романе М.Е. Салтыкова- Щедрина
«Господа Головлевы»**

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Аннотация: Господа Головлевы - это отражение современной великому русскому писателю-сатирику эпохи, в которой, как видел М. Е. Салтыков-Щедрин, родственные узы теряют свой смысл и значение, рушатся человеческие отношения, а на смену им все чаще приходят бездуховность, лицемерие,
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пустословие, ложь и подлость. Семейная хроника дворянского выморочного рода приводит героев к неизбежному трагическому финалу, от которого не спасает даже запоздалое прозрение.

Ключевые слова: беллетристика, публицистика, напряжённый сюжет, дидактические отступления, психологизм, проповедь.

История угасания и смерти зажиточного дворянского рода — в лице властной помещицы Арины Петровны Головлёвой, её мужа, детей и внуков. Роман о вырождении, одиночестве и насилии — прежде всего психологическом. Современники увидели в «Господах Головлёвых» беспощадное описание России накануне и после отмены крепостного права; потомки могут прочитать книгу как пугающе точный текст о дисфункциональной семье, токсичных отношениях и депрессии. Салтыков-Щедрин работал над «Головлёвыми» с осени 1875-го до весны 1880 года. Впервые главные герои будущей книги появились в рассказе «Семейный суд», опубликованном в цикле сатирических очерков «Благонамеренные речи». Автор был не слишком доволен текстом — в письме Некрасову он сокрушался: «Кажется, что неуклюж и кропотливо сделан. Свободного, лёгкого творчества нет» Салтыков-Щедрин называл «Господ Головлёвых» «общественным романом». Это жанровое определение можно трактовать двояко. С одной стороны, оно предполагает внимание к актуальным социальным проблемам и обличение современного писателю общества: «На принцип семейственности написаны мною «Головлёвы», — объяснял Салтыков-Щедрин адвокату и публицисту Евгению Утину 2 января 1881 года. С другой — эта форма позволяет писателю соединить беллетристику и публицистику, напряжённый сюжет и дидактические отступления, психологизм и проповедь.

Отмена крепостного права в 1861 году — и формирование совершенно новых экономических и психологических отношений между дворянами и крестьянами.

Полемика о кризисе семьи, которая развернулась в российской прессе и беллетристике в 1870-е годы: от статей в консервативном «Русском мире», устанавливающих прямую связь между «силой и крепостью семейного союза» и стабильностью государства, до «Анны Карениной», которая проблематизировала светский брак. Современная западная проза, посвящённая той же теме: как раз в эти годы во Франции выходит многотомная сага Эмиля Золя «Ругон-Маккары», а «Вестник Европы» публикует русский перевод его «Парижских писем», в которых писатель размышляет об экономическом расчёте, лежащем в основании современной семьи. Более ранние произведения самого Салтыкова-Щедрина: в частности, заглавная героиня очерка «Госпожа Падейкова» (1859), переживавшая, что после крестьянской реформы её крепостная Феклуша «с барыней за одним столом будет сидеть», очень напоминает Арину Головлёву, которая в канун манифеста Александра II предаётся таким же размышлениям: «Как это я Агашку звать буду? чай, Агафьюшкой... а может, Бóльшая часть рассказов, которые составили роман, была опубликована в «Отечественных записках» в 1875–1876 годах, развязка — «Решение» — в мае 1880-го в том же журнале. Готовя первое книжное издание, Салтыков-Щедрин значительно их переработал, изменил некоторые названия (рассказ «Перед выморочностью» стал главой

Салтыков-Щедрин стал получать восторженные отзывы сразу после выхода «Семейного суда». Тургенев особенно оценил образы Арины Петровны и Степана Владимировича и, вероятно, одним из первых натолкнул автора на мысль написать «крупный роман с группировкой характеров и событий, с руководящей мыслью и широким исполнением». Соредактор Некрасова и Салтыкова-Щедрина по «Отечественным запискам» Григорий Елисеев тоже похвалил рассказ, но признался, что предпочитает «статьи, которые соприкасаются с вопросами и

явлениями текущего времени». Критики «Санкт-Петербургских ведомостей» и «Русского мира» увидели в истории Головлёвых обращение к «временам покойного крепостного права» и вылазку «в область невозвратно прошедшего времени» и интерпретировали новую вещь Салтыкова-Щедрина как отказ работать с современными проблемами. На анахроничность сюжета для литературы середины 1870-х указывал и публицист-народник Александр Скабичевский: «Это бытовая повесть и, если хотите, историческая, потому что рисует нам нравы отжившего прошлого». Историю Головлёвых читали не только литераторы, но и другие представители культурной элиты. Ещё после публикации «Семейных итогов» 9 апреля 1876 года коллекционер Павел Третьяков написал художнику Ивану Крамскому о Салтыкове-Щедрине: «До настоящего времени я его считал только прекрасным сатириком и, даже замечая повторение одного и того же, некоторое время не всё читал даже, теперь же после таких типов, как Иудушка и маменька, да и вообще — мастерского рассказа, я его ужасно высоко ставлю и вперёд не пропущу ни одной статьи его».

Осенью 1880 года — через несколько месяцев после выхода книжного издания «Головлёвых» — Николай Куликов поставил по книге спектакль в частном московском театре Анны Бренко. Роль Иудушки исполнил Василий Андреев-Бурлак — один из самых ярких русских актёров последней трети XIX века. С тех пор щедринский роман неоднократно инсценировали: можно вспомнить постановки Евгения Весника и Николая Александровича (Малый театр, 1978), Льва Додина (МХАТ, 1984) и Кирилла Серебренникова (МХТ им. Чехова, 2005) и телеспектакль Юрия Маляцкого (ЛенТВ, 1969).

Структура «Господ Головлёвых», в которой нет привычных глав или частей, а есть рассказы со своими собственными названиями, связана с особенностями написания и публикации книги. Выпуская «Семейный суд» и «По-родственному»,

автор ещё не подозревал, что история Головлёвых разрастётся до размеров романа-хроники. Когда Салтыков-Щедрин решил соединить рассказы в единый текст, он сохранил за каждым из них не только заглавие, но и что-то вроде ведущей темы — и главных героев. Так, например, «Семейный суд» главным образом посвящён Степану Владимировичу и его попыткам вернуться в семью Головлёвых. «Недозволенные семейные радости» — история беременности и родов экономки Евпраксеюшки, любовницы Порфирия Владимировича. «Расчёт» в значительной степени повествует о том, как сложилась судьба Анниньки и Любиньки. Такое устройство книги позволяет читателю следить за конкретными сюжетами и параллельно держать в уме историю целиком — роман кажется не столько дробным, сколько подробным.

Близко знавший Салтыкова-Щедрина врач Николай Белоголовый писал, что по этой книге можно составить довольно убедительное представление об отношениях внутри «дикой и нервной» семьи писателя. Как и у Головлёвых, в доме Салтыковых было принято деление на «постылых» детей и «любимчиков». Исследователи считают мать автора Ольгу Михайловну прямым прототипом Арины Петровны: властная, нетерпимая к непослушанию женщина, она вела дела примерно в том же стиле, что и героиня романа. В свою очередь, отец писателя Евграф Васильевич, по всей видимости, стал прообразом ни на что не влияющего Владимира Михайловича Головлёва, а его набожность и ханжество достались Порфирию Владимировичу.

Ещё один прототип этого героя — брат автора Дмитрий Евграфович, «злой демон» и любитель кляуз, с которым он несколько лет вёл тяжбу о наследстве. По воспоминаниям Авдотьи Панаевой, Салтыков-Щедрин называл брата Иудушкой ещё в 1863 году. 13 ноября 1875 года в несохранившемся письме юристу Алексею Унковскому Салтыков-Щедрин прямо признался, что вывел Дмитрия

Евграфовича в образе лицемера Порфирия Владимировича. Щедриноведы считают, что писатель также спародировал путаную, пустопорожнюю речь своего брата, когда сочинял тирады Иудушки. «Иудушка», «кровопивушка» и «откровенный мальчик» — эти три прозвища ещё в детстве дал Порфирию его старший брат Степан. Всё дело в том, что с ранних лет он научился заискивать перед матерью и влиять на её решения. Арина Петровна с подозрением относилась к своему среднему сыну: она подозревала, что за его наигранной кротостью и лаской может скрываться расчётливая натура, — и оказалась права.

Порфирий Владимирович уверен — окружив себя иконами и бездумно исполняя все обряды, он автоматически обрёл небесных заступников: «А чего мне страшиться? видишь, сколько у меня благодати кругом?» Салтыков-Щедрин доходит до затаённых причин головлёвской религиозности, не имеющих никакого отношения к вере и благочестию: Иудушка «молился не потому, что любил Бога и надеялся посредством молитвы войти в общение с Ним, а потому, что боялся чёрта и надеялся, что Бог избавит его от лукавого». Эта ложь и разрушает героя: в финальной главе он оказывается в одиночестве. Понимание истинного смысла таинств и центрального христианского сюжета — «неслыханная неправда, совершившая кровавый суд над Истиной» — настигнет Порфирия Владимировича только на последней неделе жизни, когда будет уже слишком поздно. «Господа Головлёвы» особенно убедительны в том, что касается пограничных состояний человеческой психики: автор выпукло описывает одичание, утрату интереса к жизни и тягу к саморазрушению — и способен заразить этими настроениями читателя. Салтыков-Щедрин добивается этого несколькими способами. Прежде всего, он часто употребляет слова «смерть», «гибель» и их производные: они встречаются в тексте по меньшей мере сто раз. Во-вторых, на близость смерти намекает сам вид поместья Головлёвых (оно

напоминает Степану Владимировичу гроб) и погода (в последней главе романа писатель сравнивает снежный покров с саваном — белым одеянием, которым накрывают покойников). В-третьих, в романе есть несколько пугающих галлюцинаций: «зловеще-лучезарная» бесконечная пустота, преследующая Степана Владимировича, рой теней, окружающий Павла Владимировича, серые призраки головлёвского рода, которых видит Порфирий Владимирович незадолго до финала. Наконец, особенно мощный эффект производит структура глав. Как правило, история разворачивается от конца к началу: самый яркий пример — «Расчёт», в котором Аннинька сначала приезжает «умирать» к дяде в Головлёво, а уже потом мы узнаём, почему она не смогла добиться успеха в театре. Читатель всё время догоняет героев во времени и пространстве — попутно ловя себя на мысли о том, что их жизненный крах был неизбежен.

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INTERACTIVE LEARNING METHODS IN TEACHING THE RUSSIAN LANGUAGE IN HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. The article discusses the features of the use of interactive teaching methods in the process of teaching the Russian language in higher educational institutions. Their importance for the development of students' communicative competence, activation of cognitive activity and the formation of independent learning skills is substantiated.

Keywords: interactive learning, teaching methods, Russian language, higher education, communicative competence, active learning.

ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА В ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

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Аннотация. В статье рассматриваются особенности применения интерактивных методов обучения в процессе преподавания русского языка в высших учебных заведениях. Обосновывается их значимость для развития коммуникативной компетенции студентов, активизации познавательной деятельности и формирования навыков самостоятельного обучения.

Ключевые слова: интерактивное обучение, методика преподавания, русский язык, высшее образование, коммуникативная компетенция, активное обучение.

Современная система высшего образования ориентирована на подготовку конкурентоспособных специалистов, способных к самостоятельному мышлению, анализу и эффективной коммуникации. В этой связи особое значение приобретает использование интерактивных методов обучения в преподавании русского языка, которые способствуют активному вовлечению студентов в образовательный процесс. Традиционные методы обучения, основанные преимущественно на передаче знаний от преподавателя к студенту, постепенно уступают место методам, ориентированным на сотрудничество, диалог и практическое применение знаний.

Интерактивное обучение представляет собой форму организации образовательного процесса, при которой обучение происходит в условиях активного взаимодействия всех его участников. Основной целью является не только усвоение знаний, но и развитие коммуникативных, аналитических и рефлексивных навыков. В преподавании русского языка интерактивные методы позволяют моделировать реальные речевые ситуации, что особенно важно для формирования языковой и коммуникативной компетенции.

Основные интерактивные методы:

1. Дискуссия - способствует развитию критического мышления и умения аргументировать свою позицию. На занятиях по русскому языку она может использоваться при анализе текстов, обсуждении языковых норм и стилистических явлений.
2. Ролевая игра - моделирует реальные коммуникативные ситуации (например, деловое общение, интервью, научная конференция). Это помогает студентам применять языковые знания на практике.

3. Работа в малых группах - групповая работа развивает навыки сотрудничества, способствует более глубокому усвоению материала и формирует ответственность за коллективный результат.
4. Кейс-метод - предполагает анализ конкретных ситуаций, связанных с использованием языка. Например, разбор ошибок в деловой переписке или анализ речевых стратегий.
5. Мозговой штурм - данный метод используется для генерации идей, поиска решений и активизации мыслительной деятельности студентов.
6. Проектная деятельность - проекты позволяют интегрировать теоретические знания и практические навыки. Студенты могут создавать презентации, видеоматериалы или исследовательские работы.

Использование интерактивных методов в преподавании русского языка имеет ряд преимуществ:

- повышение мотивации студентов;
- развитие коммуникативной компетенции;
- формирование навыков критического мышления;
- активизация самостоятельной деятельности;
- создание благоприятной психологической атмосферы на занятии.

Кроме того, интерактивные методы способствуют индивидуализации обучения, учитывая уровень подготовки и особенности каждого студента.

Несмотря на очевидные преимущества, внедрение интерактивных методов может сопровождаться рядом трудностей: недостаточная подготовленность преподавателей; ограниченность учебного времени; различный уровень языковой подготовки студентов.

Для преодоления этих проблем необходимо: повышать квалификацию преподавателей;

грамотно сочетать традиционные и интерактивные методы; использовать современные цифровые технологии.

Интерактивные методы обучения являются эффективным инструментом в преподавании русского языка в высших учебных заведениях. Они способствуют формированию активной, самостоятельной и коммуникативно компетентной личности.

Внедрение данных методов позволяет повысить качество образовательного процесса и подготовить студентов к профессиональной деятельности в условиях современного общества.

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РАЗВИТИЕ НАВЫКОВ САМООБРАЗОВАНИЯ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ РУССКОГО ЯЗЫКА В ВЫСШЕЙ ШКОЛЕ

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Аннотация. В статье рассматривается проблема формирования навыков самообразования студентов в процессе изучения русского языка в высших учебных заведениях. Анализируются педагогические условия, способствующие развитию самостоятельной учебной деятельности, а также раскрывается роль современных образовательных технологий в активизации познавательной активности обучающихся. Особое внимание уделяется интеграции традиционных и инновационных методов обучения.

Ключевые слова: самообразование, русский язык, высшая школа, самостоятельная работа, учебная деятельность, мотивация, образовательные технологии.

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Annotation. The article examines the problem of developing students' self-education skills in the process of studying the Russian language in higher educational institutions. Pedagogical conditions that promote the development of independent learning activities are analyzed, and the role of modern educational technologies in enhancing the cognitive activity of students is revealed. Particular attention is paid to the integration of traditional and innovative teaching methods.

Key words: self-education, Russian language, higher school, independent work, educational activities, motivation, educational technologies.

Современные тенденции развития высшего образования ориентированы на формирование личности, способной к непрерывному обучению и самосовершенствованию. В этих условиях особую актуальность приобретает проблема самообразования студентов, особенно в процессе изучения гуманитарных дисциплин, таких как русский язык. Русский язык как учебная дисциплина обладает значительным потенциалом для развития самостоятельного мышления, языковой рефлексии и коммуникативной компетенции. Однако эффективность данного процесса во многом зависит от организации учебной деятельности студентов и уровня их познавательной мотивации.

Самообразование студентов представляет собой целенаправленную, внутренне мотивированную деятельность, направленную на приобретение знаний, умений и навыков вне рамок непосредственного педагогического воздействия.

В контексте преподавания русского языка самообразование проявляется в:

- самостоятельной работе с текстами;
- анализе языковых явлений;
- расширении словарного запаса;
- выполнении творческих заданий.

Педагогические условия формирования самообразования

Для эффективного развития навыков самообразования необходимо создание определённых педагогических условий:

1. Мотивационная поддержка - преподаватель должен формировать устойчивый интерес к изучению русского языка через актуальные темы, практико-ориентированные задания и связь с будущей профессиональной деятельностью.
2. Организация самостоятельной работы - самостоятельная работа должна быть системной и включать разнообразные виды деятельности:
 - работа с научными текстами;
 - выполнение аналитических заданий;
 - подготовка устных и письменных сообщений.
3. Индивидуализация обучения - учет индивидуальных особенностей студентов позволяет повысить эффективность самообразования и способствует развитию личностного потенциала.

Современные цифровые технологии значительно расширяют возможности самообразования студентов. Использование онлайн-платформ, образовательных видеоресурсов и электронных библиотек способствует:

- доступу к актуальной информации;
- развитию навыков поиска и анализа данных;
- формированию медиакомпетентности.

Особую роль играет использование видеохостингов и интерактивных ресурсов, которые позволяют студентам не только воспринимать информацию, но и создавать собственный образовательный контент.

В преподавании русского языка эффективными являются следующие методы:

- проблемное обучение;
- проектная деятельность;

- анализ текстов различных стилей;
- рефлексивные задания.

Например, студентам может быть предложено самостоятельно проанализировать публицистический текст, выявить его языковые особенности и представить результаты в виде презентации.

Несмотря на значимость самообразования, на практике возникают определённые трудности: низкий уровень учебной мотивации; недостаточная сформированность навыков самостоятельной работы; ограниченность времени.

Перспективы развития данного направления связаны с внедрением инновационных педагогических технологий, а также с усилением роли преподавателя как организатора и наставника учебного процесса.

Таким образом, развитие навыков самообразования студентов является важнейшей задачей современного высшего образования. В процессе изучения русского языка создаются благоприятные условия для формирования самостоятельной, активной и ответственной личности. Эффективная организация учебного процесса, использование современных технологий и разнообразных методов обучения способствует повышению качества подготовки студентов.

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INFLATION AND ITS IMPACT ON THE STANDARD OF LIVING OF THE POPULATION

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Abstract. This article analyzes the impact of inflation on the living standards of the population. The main causes of inflation, including demand and supply factors as well as internal and external economic conditions, are examined. The study highlights the effects of inflation on society, such as a decrease in real income, depreciation of savings, and an increase in social inequality. In addition, effective measures to control inflation, including monetary policy and social protection mechanisms, are proposed.

Keywords: inflation, living standards, real income, social inequality, monetary policy, economic control

Annotatsiya. Mazkur maqola inflyatsiyaning aholi turmush darajasiga ta'sirini tahlil qiladi. Ishda inflyatsiyaning asosiy sabablari — talab va taklif omillari, shuningdek, ichki va tashqi iqtisodiy omillar o'rganiladi. Maqolada inflyatsiya natijasida real daromad pasayishi, jamg'armalarning qadsizlanishi va ijtimoiy tengsizlikning kuchayishi kabi aholi hayotiga ta'sir ko'rsatadigan omillar ko'rib chiqiladi. Shu bilan birga, inflyatsiyani nazorat qilishning samarali mexanizmlari — pul-kredit siyosati va ijtimoiy himoya choralari — tavsiya etilgan.

Kalit so'zlar: inflyatsiya, turmush darajasi, real daromad, ijtimoiy tengsizlik, pul-kredit siyosati, iqtisodiy nazorat

Аннотация. Данная статья анализирует влияние инфляции на уровень жизни населения. Рассматриваются основные причины инфляции — факторы спроса и предложения, а также внутренние и внешние экономические условия. В

статье выделяются последствия инфляции для населения: снижение реальных доходов, обесценивание сбережений и усиление социальной не равенства. Кроме того, предлагаются эффективные меры контроля инфляции, включая денежно-кредитную политику и механизмы социальной защиты.

Ключевые слова: инфляция, уровень жизни, реальные доходы, социальное не равенство, денежно-кредитная политика, экономический контроль

Kirish. Bugungi kunda inflyatsiya iqtisodiyotning eng muhim ko'rsatkichlaridan biri bo'lib, uning aholining turmush darajasiga ta'siri dolzarb va keng o'rganilayotgan masala hisoblanadi, chunki u pulning real xarid qobiliyatini pasaytiradi va narxlar darajasining uzluksiz oshishiga sabab bo'ladi. Natijada, aholining kundalik xarajatlari sezilarli darajada oshadi, ayniqsa past daromadli oilalar uchun inflyatsiya ijtimoiy va iqtisodiy muammolarni kuchaytiradi, chunki ular hayotiy zaruriyatlar — oziq-ovqat, dori-darmon va xizmatlar — narxining oshishiga bevosita duch keladilar. Inflyatsiyaning shakllanishi bir nechta omillarga bog'liq bo'lib, asosan talab ortishi yoki ishlab chiqarish xarajatlarining oshishi uni kuchaytiradi. Shu bilan birga, ichki va tashqi siyosiy-iqtisodiy holatlar ham narxlar darajasining o'zgarishiga ta'sir ko'rsatadi. Yuqori darajadagi inflyatsiya nafaqat real daromadni kamaytiradi, balki jamg'armalarni qadrsizlantiradi va ijtimoiy tengsizlikni kuchaytiradi, bu esa aholining turmush darajasiga salbiy ta'sir ko'rsatadi. Shu nuqtai nazardan, inflyatsiyaning sabablarini aniqlash va uning aholining turmush darajasiga ta'sirini tizimli tahlil qilish, shuningdek, inflyatsiyani nazorat qilishning samarali mexanizmlarini ishlab chiqish muhim ahamiyatga ega. Mazkur maqola aynan shu vazifalarni amalga oshirishga qaratilgan: birinchidan, inflyatsiyaning sabablarini chuqur o'rganish; ikkinchidan, uning aholi hayotiga ta'sirini ilmiy tahlil qilish; uchinchidan, inflyatsiyani boshqarish va ijtimoiy himoya choralari orqali turmush darajasini barqarorlashtirish bo'yicha tavsiyalar berish.

Asosiy qism. Inflyatsiya iqtisodiyotning murakkab va ko‘p qirrali jarayoni bo‘lib, uning shakllanishi bir necha asosiy omillarga bog‘liqdir. Birinchi navbatda, talab inflyatsiyasi aholining mahsulot va xizmatlarga bo‘lgan talabining ortishi natijasida yuzaga keladi. Agar iqtisodiyotda pul massasi ko‘payib, xarid qobiliyati oshsa, talab ortadi va bu narxlarning ko‘tarilishiga sabab bo‘ladi. Shu bilan birga, ishlab chiqarish xarajatlarining oshishi — xomashyo narxlarining ko‘tarilishi, ish haqi o‘sishi yoki energetika resurslarining qimmatlashishi — taklif inflyatsiyasini keltirib chiqaradi, bu esa mahsulot va xizmatlarning oxirgi narxiga bevosita ta’sir qiladi. Inflyatsiyaning ijtimoiy oqibatlari aholining turmush darajasida aniq namoyon bo‘ladi. Yuqori inflyatsiya darajasi real daromadni pasaytiradi, shuning natijasida odamlar bir xil miqdordagi pul bilan kamroq mahsulot va xizmat sotib olish imkoniga ega bo‘ladi. Bu ayniqsa doimiy daromadga ega ishchilar, pensiyachilar va past daromadli oilalar uchun qiyinchiliklarni keltirib chiqaradi. Shu bilan birga, inflyatsiya jamg‘armalarning qadrsizlanishiga sabab bo‘ladi, ya’ni bankdagi pulning yoki uzoq muddatli investitsiyalarning xarid qobiliyati kamayadi. Natijada, ijtimoiy tengsizlik kuchayadi, chunki yuqori daromadli guruhlar narxlar oshishidan nisbatan kamroq zarar ko‘radi, past daromadli guruhlar esa hayotiy zaruriyatlarni qoplashda qiynaladi. Inflyatsiya shuningdek, iqtisodiy qarorlar qabul qilishga ham ta’sir ko‘rsatadi. Masalan, yuqori inflyatsiya sharoitida aholining uzoq muddatli investitsiyalarni amalga oshirishga qiziqishi kamayadi, iste’molchilar esa xarid qilishni kechiktiradi. Shu sababli ishlab chiqarish va xizmat ko‘rsatish sohalarida faoliyat pasayishi mumkin. Shu bois, davlatlar inflyatsiyani nazorat qilish va uning salbiy oqibatlarini kamaytirish uchun turli mexanizmlardan foydalanadi: pul-kredit siyosati, foiz stavkalarini tartibga solish, soliqlarni optimallashtirish va ijtimoiy himoya mexanizmlari. Bu chora-tadbirlar aholining turmush darajasini barqaror saqlashga xizmat qiladi. Shu bilan birga, inflyatsiya darajasini nazorat qilish uchun iqtisodiy strategiyalarni doimiy ravishda tahlil

qilish va yangilash zarur. Makroiqtisodiy barqarorlikni ta'minlash, real daromadni saqlash va ijtimoiy himoya mexanizmlarini takomillashtirish aholining turmush darajasini yuqori darajada ushlab turishga yordam beradi. Shu nuqtai nazardan, inflyatsiyani boshqarish mexanizmlarini ilmiy asosda ishlab chiqish va amalga oshirish mamlakat iqtisodiyoti uchun muhim vazifa hisoblanadi.

Xulosa. Xulosa qilib aytganda, inflyatsiya zamonaviy iqtisodiyotning ajralmas qismi bo'lib, uning darajasi va shakli aholi turmush darajasiga bevosita ta'sir ko'rsatadi. Yuqori inflyatsiya real daromadni pasaytiradi, jamg'armalarni qadrsizlantiradi va ijtimoiy tengsizlikni kuchaytiradi, bu esa ayniqsa past daromadli oilalar uchun jiddiy muammolarni keltirib chiqaradi. Shu bilan birga, inflyatsiya iqtisodiy qarorlar qabul qilish jarayoniga salbiy ta'sir ko'rsatadi: odamlar uzoq muddatli investitsiyalarni kechiktiradi yoki iste'molni kamaytiradi, bu esa ishlab chiqarish va xizmat ko'rsatish sohalarida faoliyatning sekinlashishiga olib keladi. Shu nuqtai nazardan, inflyatsiyani boshqarishning samarali mexanizmlari — pul-kredit siyosati, foiz stavkalarini tartibga solish, soliqlarni optimallashtirish va ijtimoiy himoya choralari — aholining turmush darajasini barqarorlashtirish va iqtisodiy barqarorlikni ta'minlashda muhim ahamiyatga ega. Mazkur maqola doirasida inflyatsiyaning sabab va oqibatlari tizimli tarzda tahlil qilinib, uni boshqarish bo'yicha tavsiyalar berildi, bu esa mamlakat iqtisodiy siyosatini shakllantirishda ilmiy asos sifatida xizmat qilishi mumkin.

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COMPLICATIONS OF EPIDEMIC PAROTITIS IN EARLY CHILDHOOD: CLINICAL AND EPIDEMIOLOGICAL PERSPECTIVES

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Annotation

Epidemic parotitis remains a relevant issue in pediatrics and public health despite the widespread implementation of vaccination. In young children, the disease is characterized by a variety of clinical manifestations and a risk of complications affecting multiple organs and systems. Particular importance is associated with involvement of the central nervous system, pancreas, and other organs, which may determine the severity of the disease. The study of clinical and epidemiological features of complications of epidemic parotitis in early childhood is essential for timely diagnosis, prevention of adverse outcomes, and improvement of preventive strategies.

Keywords: epidemic parotitis, early childhood, complications, clinical features, epidemiology, central nervous system, pancreatitis, prevention

Introduction

Mumps (epidemic parotitis) is an acute viral disease that is widely распространена in the pediatric population and remains relevant in modern healthcare systems. Despite the implementation of mass vaccination, periodic outbreaks of the disease continue to be reported, which is associated both with insufficient immunization coverage and the waning of post-vaccination immunity.

Mumps is of particular importance in young children, in whom the course of the disease may be characterized by atypical clinical manifestations and an increased tendency to develop complications. The virus exhibits tropism for glandular and nervous

tissues, leading to involvement of the salivary glands, central nervous system, pancreas, and other organs.

Complications of mumps, such as aseptic meningitis, encephalitis, pancreatitis, and other pathological conditions, can significantly aggravate the course of the disease and affect its prognosis. In young children, these complications may present in a subtle or, conversely, more pronounced form, which complicates timely diagnosis and requires special clinical attention.

The study of the clinical and epidemiological characteristics of mumps complications in young children is of great importance for improving diagnostic approaches, early detection of complicated forms of the disease, and the development of effective preventive measures.

Objective

The aim of this study is to provide a comprehensive assessment of the clinical and epidemiological characteristics of complications of mumps in young children based on the analysis of the clinical course of the disease in 16 patients aged 2 to 7 years.

Materials and Methods

The study had an observational descriptive design and was conducted among young children diagnosed with mumps. A total of 16 patients aged 2 to 7 years, including both boys and girls who were hospitalized, were enrolled in the study.

The diagnosis of mumps was established based on clinical and epidemiological data, taking into account characteristic symptoms of the disease (enlargement of the parotid salivary glands, fever, and intoxication syndrome), as well as laboratory confirmation.

Laboratory methods included:

- complete blood count with assessment of leukocytes, lymphocytes, neutrophils, and erythrocyte sedimentation rate (ESR);

- biochemical blood analysis with determination of serum amylase, glucose levels, and liver enzyme activity (ALT, AST);
- serological methods (ELISA) for the detection of specific IgM and IgG antibodies to the mumps virus;
- when indicated, cerebrospinal fluid (CSF) analysis (cell count, protein, and glucose levels) for the diagnosis of central nervous system involvement.

Instrumental methods included abdominal ultrasound examination to assess the condition of the pancreas and other organs.

During the study, anamnesis, clinical presentation, disease severity, and the nature of complications (meningitis, pancreatitis, etc.) were analyzed. The following parameters were evaluated: age, sex, duration of hospitalization, duration of illness, and the presence of concomitant factors.

Statistical analysis was performed using descriptive statistical methods, with calculation of mean values (M), standard deviation (SD), and percentages.

Results and Discussion

In the course of the study, clinical and laboratory data of 16 children aged 2 to 7 years diagnosed with mumps were analyzed. In most patients, the disease presented with typical clinical manifestations, including enlargement of the parotid salivary glands, fever, and signs of intoxication.

Laboratory findings revealed changes characteristic of viral infection. In the complete blood count, most patients demonstrated relative lymphocytosis, normal or moderately elevated leukocyte levels, as well as an increased erythrocyte sedimentation rate (ESR). Biochemical blood analysis showed elevated amylase levels in some patients, indicating the involvement of the pancreas in the pathological process.

Serological testing confirmed the presence of IgM antibodies in the majority of patients, indicating the acute phase of the disease.

For a more detailed analysis of clinical and laboratory parameters, an expanded table is presented below:

Table 1. Clinical, laboratory parameters and complications in children with mumps (n=16)

Parameter	Number (n)	Percentage (%)
Clinical manifestations		
Enlargement of parotid salivary glands	16	100%
Fever ($>38^{\circ}\text{C}$)	14	87.5%
Signs of intoxication	13	81.2%
Pain during chewing/swallowing	11	68.7%
Loss of appetite	10	62.5%
Laboratory findings		
Lymphocytosis	12	75%
Leukocytosis	7	43.7%
Elevated ESR	10	62.5%
Elevated amylase	6	37.5%
Positive IgM	13	81.2%
Presence of IgG	5	31.2%
Complications		
Aseptic meningitis	4	25%
Pancreatitis	3	18.7%
No complications	9	56.2%

The analysis of the presented data showed that the clinical picture in most patients corresponded to the classical course of mumps. At the same time, a significant proportion of children developed complications, among which involvement of the central nervous system and the pancreas was the most common.

Particular attention should be paid to the fact that in some patients, complications developed against the background of relatively mild clinical symptoms, which may complicate early diagnosis and requires more careful monitoring.

The obtained results are consistent with the literature data on the multi-organ involvement in mumps and emphasize the need for a comprehensive approach to patient evaluation, including clinical, laboratory, and instrumental methods.

Statistical analysis of the obtained data was performed using descriptive statistical methods. Quantitative variables were presented as mean values (M) and standard deviation (SD), while qualitative variables were expressed as absolute numbers (n) and percentages (%).

The mean age of the patients was 4.5 ± 1.7 years. The sex distribution was relatively even, with no statistically significant differences.

To assess the frequency of clinical manifestations and complications, percentages with 95% confidence intervals (95% CI) were calculated. Thus, the incidence of aseptic meningitis was 25% (95% CI: 7.3–52.4%), and pancreatitis was 18.7% (95% CI: 4.0–45.6%).

Analysis of laboratory parameters showed that elevated amylase levels were significantly more common in patients with signs of pancreatitis ($p < 0.05$). Patients with complicated disease demonstrated a tendency toward more pronounced lymphocytosis and increased ESR; however, these differences were not statistically significant ($p > 0.05$).

For comparison between groups (with and without complications), non-parametric statistical methods were used, including the Mann–Whitney U test for quantitative variables and the chi-square (χ^2) test for qualitative variables. Differences were considered statistically significant at $p < 0.05$.

The results indicate an association between biochemical parameters (amylase levels) and the development of complications, confirming the diagnostic value of laboratory methods in mumps in young children.

Discussion

The results obtained in this study confirm that mumps in young children may present not only in a typical form but also be accompanied by complications of varying severity. Despite the relatively small sample size, the identified clinical and laboratory features are consistent with current understanding of the pathogenesis and clinical course of the disease.

It was found that the most common complications were involvement of the central nervous system and the pancreas, which is in agreement with literature data on the tropism of the mumps virus for glandular and nervous tissues. The incidence of aseptic meningitis (25%) in our study was slightly higher compared to some published data, which may be related to the age characteristics of the studied group as well as the inclusion of predominantly hospitalized patients with more pronounced clinical manifestations.

Elevated amylase levels in patients with signs of pancreatitis confirm the diagnostic value of this biochemical marker and are consistent with other studies indicating frequent subclinical pancreatic involvement in mumps. It should be noted that not all patients with elevated amylase exhibited pronounced clinical symptoms, suggesting the possibility of a latent course of pancreatitis.

Particular attention should be paid to the fact that in some children, complications developed against the background of moderately expressed clinical symptoms, which may complicate timely diagnosis. This highlights the need for broader use of laboratory and instrumental diagnostic methods even in cases with relatively mild clinical presentation.

The absence of statistically significant differences in several indicators between groups may be explained by the small sample size, which limits the possibility of more in-depth statistical analysis. At the same time, the observed trends emphasize the importance of a comprehensive approach to patient assessment.

The results of the study confirm the necessity of early detection of complications of mumps in young children and timely diagnostic interventions. The obtained data may be useful for improving clinical practice and preventive strategies.

Conclusion

Mumps in young children is characterized by a wide range of clinical manifestations and a risk of complications affecting various organs and systems. In most cases, the disease presents with typical symptoms; however, a significant proportion of patients develop complications, most commonly involving the central nervous system and the pancreas.

The present study demonstrated that clinical and laboratory parameters, particularly serum amylase levels and changes in the complete blood count, are important for the timely diagnosis of complicated forms of the disease. Complications may develop even in the presence of moderately expressed clinical symptoms, which requires increased clinical vigilance.

Despite the limited sample size, the findings confirm the necessity of a comprehensive approach to the evaluation of children with mumps, including clinical, laboratory, and instrumental diagnostic methods.

Thus, early detection of complications and timely diagnostic interventions can reduce the risk of adverse outcomes and improve treatment effectiveness. The obtained data may be used to enhance clinical practice and preventive strategies for mumps in young children.

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EXTREMISM AND TERRORISM: CONTEMPORARY THREATS AND STRATEGIES TO COUNTER THEM

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Resume

Abstract: This article analyzes the nature of extremism and terrorism, history of origin, modern forms and impact on society. The main causes and consequences of these diseases are highlighted, and effective strategies for their prevention and control are discussed. The article also examines how extremist ideologies threaten global security and measures taken by states in this regard.

Key words: Extremism, terrorism, security, radicalism, religious extremism, political extremism, national security, international cooperation.

EKSTREMIZM VA TERRORIZM: ZAMONAVIY TAHDIDLAR VA ULARGA QARSHI KURASH STRATEGIYALARI

Rezyume

Annotatsiya: Mazkur maqolada ekstremizm va terrorizmning mohiyati, kelib chiqish tarixi, zamonaviy shakllari va jamiyatga ta'siri tahlil qilinadi. Ushbu illatlarning asosiy sabablari va oqibatlari yoritilib, ularning oldini olish va ularga qarshi kurashish bo'yicha samarali strategiyalar muhokama qilinadi. Shuningdek, maqolada ekstremistik mafkuralarning global xavfsizlikka qanday tahdid solishi va davlatlarning bu boradagi chora-tadbirlari ko'rib chiqiladi.

Kalit soʻzlar: Ekstremizm, terrorizm, xavfsizlik, radikalizm, diniy ekstremizm, siyosiy ekstremizm, milliy xavfsizlik, xalqaro hamkorlik.

ЭКСТРЕМИЗМ И ТЕРРОРИЗМ: СОВРЕМЕННЫЕ УГРОЗЫ И СТРАТЕГИИ ПРОТИВОДЕЙСТВИЯ ИМ

Резюме

Аннотация: В данной статье анализируется природа экстремизма и терроризма, история возникновения, современные формы и влияние на общество. Выделены основные причины и последствия этих заболеваний, а также обсуждены эффективные стратегии их профилактики и борьбы. В статье также рассматривается, как экстремистские идеологии угрожают глобальной безопасности и меры, принимаемые государствами в этом отношении.

Ключевые слова: Экстремизм, терроризм, безопасность, радикализм, религиозный экстремизм, политический экстремизм, национальная безопасность, международное сотрудничество.

Kirish. Ekstremizm va terrorizm bugungi kunda jahon hamjamiyatining eng dolzarb muammolaridan biri boʻlib, ular nafaqat maʼlum bir hudud yoki davlat, balki butun dunyo xavfsizligi va barqarorligiga jiddiy tahdid solmoqda. Globalizatsiya jarayonlari, axborot texnologiyalarining rivojlanishi va siyosiy beqarorlik ekstremistik gʻoyalarning keng tarqalishiga imkon yaratmoqda. Terroristik tashkilotlar va ekstremistik harakatlar oʻz maqsadlariga erishish uchun zoʻravonlik, qoʻrqitish, hujumlar va boshqa noqonuniy usullardan foydalanmoqda.

Ekstremizm va terrorizmning oldini olish, ularning sabablari va oqibatlarini tahlil qilish, shuningdek, ularga qarshi samarali kurashish choralari har bir davlat va xalqaro tashkilotning muhim vazifalaridan biridir. Ushbu maqolada ekstremizm va terrorizmning mohiyati, tarixiy rivojlanishi, zamonaviy koʻrinishlari va ularning oldini olish yoʻllari haqida batafsil fikr yuritiladi.

Asosiy qism. Ekstremizm va terrorizm insoniyat tarixining turli bosqichlarida turli shakllarda namoyon bo‘lib kelgan murakkab ijtimoiy-siyosiy hodisalardir. Ekstremizm – bu jamiyatdagi siyosiy, diniy, iqtisodiy yoki madaniy tuzumlarni tubdan o‘zgartirishga qaratilgan radikal g‘oyalar, qarashlar va harakatlar majmuidir. U o‘zining mohiyatiga ko‘ra har qanday murosani, qarama-qarshi fikrlarni, shuningdek, jamiyatda o‘rnatilgan huquqiy va axloqiy me‘yorlarni inkor etadi. Ekstremistik mafkuralarning asosiy xususiyati – ular dunyoni “o‘zlar” va “begonalar”ga qat’iy ajratadi, mavjud tizimni butunlay yo‘q qilishni maqsad qiladi va bu yo‘lda zo‘ravonlikni asosiy vosita deb biladi. Terrorizm esa ekstremizmning eng xavfli, qurolli ko‘rinishi sifatida namoyon bo‘ladi.

Terrorizm muayyan siyosiy, diniy yoki iqtisodiy maqsadlarga erishish uchun aholi yoki mulkka qarshi zo‘ravonlik qo‘llash, qo‘rqitish, vahima tarqatish va hokimiyat organlariga bosim o‘tkazish orqali o‘z talablarini amalga oshirishga intiladi. Terrorizmning o‘ziga xos jihati shundaki, uning bevosita qurbonlari ko‘pincha davlat organlari yoki ma’lum bir guruh vakillari emas, balki befarq fuqarolar, ayollar, qariyalar, bolalar kabi himoyasiz qatlamlardan iborat bo‘ladi.

Terror aktlari orqali nafaqat insonlar hayotiga zomin bo‘linadi, balki butun bir davlat xavfsizligi, iqtisodiy barqarorlik, ijtimoiy totuvlik va xalqaro obro‘-e’tiborga jiddiy putur yetkaziladi. Aynan shuning uchun ham ekstremizm va terrorizm nafaqat huquqni muhofaza qiluvchi organlar, balki butun jamiyat, ta’lim tizimi, madaniyat va din vakillari birgalikda kurash olib borishi zarur bo‘lgan tizimli muammoga aylangan. Zamonaviy dunyoda ekstremizm va terrorizm chegaralarni tanimasdan, milliy, diniy va madaniy farqlarni siyosiy manipulyatsiyalar uchun vosita sifatida ishlatib, global xavfsizlikka tahdid solmoqda.

Ekstremizm va terrorizmning tarixiy ildizlari insoniyat sivilizatsiyasining ilk bosqichlariga borib taqaladi. Qadimgi dunyoda ham diniy va siyosiy motivlar asosida zo‘ravonlik va qo‘rqitish usullari qo‘llanilganligi tarixiy manbalarda o‘z aksini topgan.

Miloddan avvalgi I asrda Falastin hududida faoliyat yuritgan “sikariylar” (yunoncha “sika” – xanjar soʻzidan) deb nomlangan yashirin guruh Rim imperiyasining hukmronligiga qarshi kurashda ochiq jang maydonida emas, balki yashirin suiqaşdlar va terror usullaridan keng foydalangan. Ular aholi orasida qoʻrquv tarqatish va hokimiyat vakillarini yoʻq qilish orqali qarshilik koʻrsatishni maqsad qilgan.

Oʻrta asrlarda diniy asosdagi ekstremizm yanada kuchaygan. Salib yurishlari davrida xristian olami bilan musulmon olami oʻrtasidagi qarama-qarshilik nafaqat harbiy toʻqnashuvlar, balki diniy murossasizlik, majburiy diniy qarashlarni singdirish va aholini qatagʻon qilish kabi koʻrinishlarda namoyon boʻlgan. Shu davrda islom olamida ham baʼzi radikal oqimlar vujudga kelgan boʻlib, ular oʻz eʼtiqodlarini kuch bilan tarqatishni, boshqa mazhab va diniy qarashlarni butunlay inkor etishni yoʻlga qoʻygan.

XIX asrga kelib, ayniqsa Yevropada siyosiy ekstremizm yangi bosqichga koʻtarilgan. Anarxistik harakatlar bir qator mamlakatlarda davlat rahbarlariga suiqaşdlar uyushtirgan, xalq orasida vahima tarqatish orqali oʻz gʻoyalarini amalga oshirishga uringan. Rossiya imperiyasida narodniklar, Fransiyada anarxistlar, Italiyada “qizil brigadalar” kabi guruhlar terrorizmni siyosiy kurashning asosiy usuliga aylantirgan. XX asrda esa millatchilik, mustamlakachilikka qarshi kurash, mafkuraviy qarama-qarshiliklar fonida terrorizm yangi – koʻpincha davlatlar tomonidan qoʻllab-quvvatlanadigan yoki uyushtiriladigan tus olgan.

Ikkinchi jahon urushidan keyingi mustamlaka davrlarida koʻplab milliy ozodlik harakatlari terror usullariga murojaat qilgan boʻlsa, XX asr oxiri va XXI asr boshlarida terrorizm global xarakter kasb etgan. “Al-Qoida”, “IShID” (Iroq va Shom islom davlati) kabi tashkilotlar oʻz taʼsir doirasini butun dunyoga yoyib, milliy davlat chegaralarini tan olmaydigan, transchegaraviy tarmoqlarga aylangan. Ular zamonaviy axborot texnologiyalaridan, ijtimoiy tarmoqlardan, yashirin moliyaviy oqimlardan foydalanib, dunyoning turli mintaqalarida hujumlar uyushtirish, yangi tarafdorlarni jalb qilish va oʻz

mafkurasini tarqatish imkoniyatiga ega bo'lgan. Tarixiy tahlil shuni ko'rsatadiki, ekstremizm va terrorizm hech qachon bir joyda, bir mintaqada yoki bir din yoki millat doirasida to'xtab qolmagan, aksincha, ijtimoiy-iqtisodiy inqirozlar, siyosiy beqarorlik, adolatsizlik va ma'naviy bo'shliq yuzaga kelgan har qanday muhitda o'ziga qulay sharoit topgan.

Zamonaviy ekstremizm va terrorizm o'tgan asrlardagilardan nafaqat miqyosi, balki shakli, usullari, tashkiliy tuzilishi va tarqalish tezligi jihatidan tubdan farq qiladi. Bugungi kunda ekstremizm asosan to'rt asosiy shaklda namoyon bo'lmoqda: diniy, siyosiy, millatchilik (etnik) va kiberekstremizm. Diniy ekstremizm – bu muayyan diniy e'tiqodni mutlaq haqiqat deb e'lon qilib, boshqa diniy qarashlarni butunlay inkor etish, ularga nisbatan murosasizlik va zo'ravonlikni oqlovchi mafkuraviy oqimdir. Ayniqsa, so'nggi yigirma yillikda diniy ekstremistik tashkilotlar o'z ta'sirini Markaziy Osiyo, Yaqin Sharq, Afrikaning Sahel mintaqasi, Janubiy Osiyo va hatto Yevropaning ayrim hududlariga qadar kengaytirgan. Bu tashkilotlar diniy matnlarni qasddan noto'g'ri talqin qilish, tarixiy kontekstdan ajratilgan holda ayrim hukmlarni mutlaqlashtirish va o'z siyosiy maqsadlariga diniy qoplamalar berish yo'li bilan faoliyat yuritadi.

Siyosiy ekstremizm esa davlat tuzumini konstitutsiyaviy bo'lmagan usullar bilan o'zgartirish, mavjud hokimiyatni kuch bilan ag'darish, parlament va boshqa demokratik institutlarni ishdan chiqarishga qaratilgan harakatlarni o'z ichiga oladi. Bu ko'rinishdagi ekstremizm ko'pincha totalitar mafkuralar, avtoritar rejimlar yoki radikal oppozitsion guruhlar bilan bog'liq bo'ladi. Millatchilik ekstremizmi esa bir millat yoki irqni boshqalardan ustun qo'yish, boshqa millat vakillariga nisbatan nafrat uyg'otish, ularga nisbatan zo'ravonlik va kamsitishni targ'ib qilish orqali namoyon bo'ladi. Bu turdagi ekstremizm ko'p millatli davlatlarda etnik to'qnashuvlarni kuchaytirish, separatizmni qo'llab-quvvatlash va fuqarolar o'rtasida nafratni kuchaytirishga xizmat qiladi.

Kiberterrorizm esa XXI asrning eng yangi va tez rivojlanayotgan tahdididir. U davlatning muhim axborot tizimlariga, moliyaviy infratuzilmaga, transport boshqaruvi tizimlariga, energetika tarmoqlariga va harbiy ob'ektlarga hujum qilish orqali jamiyatni falaj qilishni maqsad qiladi. Kiberterrorizmning xavfi shundaki, uning amalga oshirilishi uchun jismoniy chegaralarni kesib o'tish, katta moliyaviy resurslar yoki ko'plab qurolli tayyorgarlik talab etilmaydi. Birgina kompyuter va internet tarmog'iga ulanish imkoniyati orqali butun bir mamlakatning hayotiy tizimlariga zarar yetkazish mumkin. Zamonaviy terrorizm yana bir muhim xususiyati bilan ajralib turadi – u global axborot makonidan foydalanishda nihoyatda mahoratli.

Terroristik tashkilotlar ijtimoiy tarmoqlar, Telegram kanallari, shifrlangan messenjerlar, videoxostinglar orqali o'z mafkurasini tarqatadi, yangi a'zolari jalb qiladi, hujumlarni jonli efir orqali tarqatib, qo'rquv ta'sirini bir necha barobar oshiradi. Ular psixologik operatsiyalar, dezinformatsiya, provokatsiyalar orqali jamoatchilik fikrini manipulyatsiya qiladi, hukumatlar va xalqaro tashkilotlarni o'z harakatlariga bo'ysundirishga harakat qiladi. Shuningdek, terrorizmning zamonaviy ko'rinishlarida "yolg'iz bo'ri" deb ataladigan, hech qanday tashkiliy tuzilmaga rasman a'zo bo'lmagan, ammo ekstremistik mafkuralar ta'sirida yakka tartibda hujumlar uyushtiruvchi shaxslar alohida xavf tug'dirmoqda. Bunday hujumlarni oldindan aniqlash va oldini olish an'anaviy terrorizmga qarshi kurash usullariga qaraganda ancha murakkabdir.

Xulosa: Ekstremizm va terrorizm zamonaviy jamiyatning eng jiddiy tahdidlaridan biridir. Ularning oldini olish va ularga qarshi samarali kurashish uchun har bir davlat o'z xavfsizlik siyosatini mustahkamlashi, xalqaro hamkorlikni rivojlantirishi va yoshlarni radikal mafkuralardan himoya qilishi lozim.

Bu illatlarga qarshi kurash shunchaki harbiy yoki huquqiy choralar bilan cheklanib qolmasligi kerak. Eng muhim yo'l – jamiyatda ekstremistik g'oyalarga qarshi immunitet hosil qilish, ta'lim va axborot makonida radikalizmning oldini olish, yoshlarni ilm-fan,

madaniyat va ijtimoiy taraqqiyotga yo'naltirishdir. Har bir fuqaro tinchlik va barqarorlikni ta'minlash yo'lida o'z hissasini qo'shishi zarur.

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The Impact of Artificial Intelligence and Big Data on Managerial Decision-Making

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Annotation. This article examines the growing significance of Artificial Intelligence and Big Data in reshaping managerial decision-making practices across organizations in both the public and private sectors. Rather than relying solely on traditional intuition-based approaches, modern management increasingly depends on intelligent systems capable of processing large volumes of data and generating actionable insights. The study focuses on how advanced analytical tools, including machine learning and predictive techniques, contribute to more informed, timely, and accurate decision outcomes. It also considers how organizations incorporate these digital technologies into their strategic frameworks, redefining conventional models of rational decision-making in a rapidly evolving technological environment. In addition, the research addresses the emerging ethical concerns and operational challenges linked to the implementation of AI-driven systems, such as data reliability, transparency, and accountability. The overall conclusion highlights that the integration of data-intensive analytics with intelligent technologies enables organizations to adopt evidence-based management approaches, increase efficiency, and strengthen governance through more transparent and accountable decision-making processes.

Keywords: Artificial Intelligence; Big Data; Management Decision-Making;

Data-Driven Strategy; Predictive Analytics; Evidence-Based Management; Organizational Transformation.

Introduction. Over the last ten years, managerial decision-making has experienced a significant shift driven by the rapid advancement of Artificial Intelligence (AI) and Big Data technologies. In today's highly data-intensive environment, organizations can no longer depend solely on managerial intuition to achieve long-term effectiveness. Instead, decision-making processes are increasingly supported by sophisticated analytical systems capable of processing vast amounts of information and generating reliable insights. As a result, the managerial function has transitioned from experience-based judgment toward a more systematic, data-oriented approach grounded in computational capabilities.

Traditionally, both public and private sector management relied heavily on human expertise combined with limited and often retrospective data sources. However, the emergence of Big Data—defined by its scale, speed, diversity, and reliability—has significantly broadened the informational foundation available to decision-makers. At the same time, Artificial Intelligence technologies, including machine learning, neural computation, and language-processing systems, have introduced advanced methods for identifying patterns, predicting future outcomes, and evaluating organizational performance. These developments have fundamentally altered how managers diagnose problems, compare strategic alternatives, and execute decisions.

The convergence of AI and Big Data should therefore be viewed not merely as a technological enhancement, but as a transformative force reshaping modern management practices. It enables organizations to move toward more precise forecasting, scenario analysis, and evidence-based planning. At the same time, this transformation introduces new complexities related to the interaction between human judgment and automated systems.

While intelligent decision-support systems offer clear advantages in terms of efficiency, accuracy, and strategic insight, they also generate important concerns regarding ethical standards, data integrity, algorithmic fairness, and the potential reduction of human autonomy in decision-making processes. Consequently, managers are required to adopt a balanced and critical approach when integrating digital technologies into their organizational frameworks.

This study aims to present a comprehensive analysis of the influence of AI and Big Data on managerial decision-making. By synthesizing contemporary academic literature and real-world applications, it examines the conceptual foundations, practical implications, and ethical dimensions of AI-supported management. Ultimately, the findings emphasize that data-driven decision-making, facilitated by advanced digital tools, plays a crucial role in fostering innovation, improving resource utilization, and strengthening organizational adaptability in an increasingly complex and uncertain environment.

Main part. The concept of decision-making has historically occupied a central place within management theory. Early theoretical contributions, particularly those associated with bounded rationality, emphasize that managerial decisions are often constrained by limited cognitive capacity and incomplete information, leading individuals to pursue satisfactory rather than optimal outcomes. In traditional organizational environments, data availability was restricted, fragmented, and primarily retrospective, which forced managers to depend heavily on personal judgment and experiential knowledge.

However, the rapid advancement of Big Data and Artificial Intelligence has significantly redefined this traditional perspective. By expanding access to extensive, real-time, and multidimensional data, these technologies have effectively extended the limits of managerial rationality. Contemporary decision-making frameworks

increasingly incorporate both rational and behavioral dimensions, recognizing that decisions are influenced not only by logic but also by psychological, social, and technological factors.

The integration of Big Data analytics into managerial processes enables the processing of complex datasets, thereby reducing uncertainty and improving the reliability of forecasts. In this context, management is evolving into a more structured, evidence-based discipline. Artificial Intelligence further enhances this transformation by acting as a cognitive extension of human capabilities, offering computational speed and analytical depth beyond human limitations. Through techniques such as machine learning, deep learning, and natural language processing, AI facilitates adaptive and responsive decision-making in dynamic environments.

Big Data serves as the foundational resource that fuels AI-driven systems. Its defining characteristics—scale, diversity, and immediacy—provide a rich empirical basis for strategic decision-making. Organizations can now rely on real-time data streams to inform their choices, replacing assumption-based approaches with empirically grounded insights. Consequently, decision-making is no longer an isolated human activity but part of a broader, integrated system that combines data infrastructure, organizational context, and algorithmic intelligence.

Within this evolving framework, the role of managers is undergoing a fundamental transformation. Rather than acting solely as decision-makers, they increasingly function as interpreters and designers of data-driven systems. Their responsibilities shift toward overseeing how information is generated, analyzed, and applied within the organization. Artificial Intelligence, in this regard, emerges not simply as a tool for automation but as a strategic asset that reshapes managerial thinking and practice.

One of the key contributions of AI lies in its ability to enhance analytical capacity. Advanced algorithms can uncover hidden relationships and patterns within large and

heterogeneous datasets, supporting more accurate predictions and reducing decision-related risks. Predictive analytics, for instance, enables organizations to anticipate market dynamics, customer preferences, and operational disruptions. Importantly, AI does not replace human judgment but augments it, creating a collaborative relationship between human insight and machine intelligence.

In addition to improving analytical precision, AI significantly optimizes managerial processes through automation. Routine and repetitive tasks, including data collection, processing, and reporting, can be performed with minimal human involvement through technologies such as robotic process automation and decision-support systems. This allows managers to focus on higher-level strategic, creative, and ethical considerations while ensuring consistency and reducing bias in operational decisions.

Speed has become a critical factor in modern decision-making, particularly in rapidly changing environments. AI systems are capable of analyzing data in real time and generating immediate recommendations, which is especially valuable in sectors where delays can result in substantial losses. Continuous monitoring of key performance indicators further enables organizations to adopt a proactive rather than reactive approach to management.

At the strategic level, AI provides powerful tools for simulation, scenario analysis, and forecasting. Managers can evaluate multiple future possibilities and assess the implications of different strategic choices, thereby fostering innovation and experimentation. In this sense, AI expands the boundaries of rational decision-making by allowing consideration of a broader range of variables and outcomes.

Despite these advantages, the integration of AI into managerial processes also introduces significant challenges. Ethical concerns such as data privacy, algorithmic bias, and accountability must be carefully addressed. The increasing reliance on

automated systems raises questions about the role of human judgment and the potential erosion of managerial autonomy. Therefore, effective decision-making in the digital era requires a balanced approach that combines technological capabilities with ethical awareness and critical thinking.

The future of management will depend on the development of intelligent organizations capable of continuous learning and adaptation. These organizations will integrate human creativity with artificial intelligence to create dynamic, knowledge-driven systems. In such environments, managers will act less as controllers and more as facilitators of collaborative intelligence, guiding both people and technologies toward shared objectives.

Looking ahead, the relationship between humans and AI is expected to become increasingly symbiotic. Artificial intelligence will complement human decision-making by providing analytical precision and scalability, while humans will contribute contextual understanding, ethical judgment, and strategic vision. Embedding ethical considerations into all stages of data use and algorithm design will be essential to ensure responsible and sustainable implementation.

Furthermore, the development of regulatory frameworks, professional standards, and educational programs will play a crucial role in shaping the future of AI-driven management. Academic institutions and organizations must incorporate digital competencies, algorithmic literacy, and ethical reasoning into their training systems to prepare future leaders for complex digital environments.

Another important dimension of this transformation is the emphasis on sustainability and inclusiveness. AI and Big Data can support more responsible decision-making by enabling efficient resource allocation, monitoring environmental impacts, and promoting social equity. When applied thoughtfully, these technologies have the potential to contribute to long-term value creation and global development objectives.

In conclusion, the integration of Artificial Intelligence and Big Data represents a fundamental shift in managerial decision-making. It transforms management from an intuition-based practice into a data-driven, adaptive, and strategically oriented discipline, while simultaneously requiring new competencies, ethical awareness, and institutional frameworks to fully realize its potential.

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Digital Innovation as a Driver of Sustainable Development: Examining the Role of AI and IoT in Advancing the Garden Economy

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Abstract. This research explores the transformative impact of the Internet of Things (IoT) and Artificial Intelligence (AI) on sustainable development and the advancement of the green economy. Through an extensive review of existing literature and the examination of real-world case studies in sectors such as energy systems, urban development, and agriculture, the study highlights how these digital technologies contribute to environmental sustainability. The findings indicate that the integration of AI and IoT enhances the efficient use of resources, reduces ecological damage, and supports the broader adoption of renewable energy solutions. At the same time, several challenges remain, including concerns related to data security, the absence of comprehensive regulatory mechanisms, and the significant financial investments required for implementation. The study concludes that maximizing the potential of AI and IoT in achieving sustainable development goals requires strong interdisciplinary collaboration and the formulation of effective policy frameworks that ensure responsible and inclusive technological adoption.

Keywords: Artificial Intelligence Technologies, IoT-Based Systems, Sustainable Economic Development, Green Growth Strategies, Environmental Protection, Smart Urban Systems, Clean and Renewable Energy

Literature Review Many academics have studied the integration of AI and IoT in sustainable development. Global sustainability initiatives have been greatly impacted by recent technological developments, especially the combination of artificial intelligence (AI) and the internet of things (IoT). The importance of these technologies in boosting

environmental resilience and promoting green economic development is emphasized by academics. In a thorough examination of AI's potential to help achieve the Sustainable Development Goals (SDGs) of the UN, Vinuesa et al. (2019) found that while AI can help achieve 134 targets overall, it may also impede 59 targets because of ethical and governance issues [11]. According to Gupta and Degbelo's (2022) analysis of artificial intelligence's contributions to Sustainable Development Goal 11 (Sustainable Cities and Communities), AI systems have greatly enhanced urban waste management, air quality monitoring, and disaster response. Precision farming techniques have been transformed in the agricultural industry by AI and IoT [4]. The IBM Watson Decision Platform for Agriculture, for instance, uses artificial intelligence (AI) to evaluate satellite imagery, weather forecasts, and soil conditions. This allows farmers to make data-driven decisions that improve crop yields and resource efficiency. Veena (2024) describes how AI and IoT work together to provide all-encompassing environmental management solutions, such as resource optimization, smart agriculture, and real-time pollution tracking [10]. According to Alwar et al. (2024), including AI and IoT into smart city planning also leads to better waste management systems, more efficient energy use, and enhanced public services [2]. In addition to increasing urban efficiency, these technologies support sustainability over the long run. An in-depth analysis of AI-driven energy-efficient systems is given by Pasqualetto et al. (2024) [7]. Their research demonstrates how machine learning algorithms may reduce carbon footprints by predicting future energy demands, detecting abnormalities, and optimizing building energy use. By concentrating on urban development and pointing out that AI-based IoT solutions are crucial for traffic control, smart lighting, and sustainable infrastructure planning, Upmaka (2024) bolsters this viewpoint even more [9]. In their exploration of intelligent sanitation systems, Jiang et al. (2024) show how IoT sensors and AI algorithms can be used to track and enhance hygienic conditions in underprivileged

areas [5]. In order to guarantee sustainable urban living circumstances, this is very important. Accordingly, Abdeldjalil (2024) provide a thorough literature review, highlighting how AI's applications in green logistics, healthcare, and education not only safeguard the environment but also the social and economic facets of sustainability [1]. In their investigation of smart city ecosystems, Halhoul Merabet et al. (2024) highlight how AI and IoT work together to optimize energy use, lower emissions, and enable sustainable public services [3]. Their research offers a paradigm for facilitating realtime decision-making by combining sensor networks, cloud computing, and artificial intelligence. Perera et al. (2017) highlight the necessity of decentralized systems in sustainability frameworks by introducing the idea of fog computing as a solution to latency and bandwidth problems in smart city applications [8]. As a final tactic for accomplishing global sustainability goals, Liu et al. (2015) emphasize the need of systems integration, which combines AI, IoT, policy, and community participation [6]. These studies show that when effectively combined, AI and IoT can spur innovation in sustainable development. They provide scalable, intelligent answers to challenging economic and environmental problems in a variety of industries. Methods By means of a comprehensive review of academic papers, official reports, and

real-world case studies, this paper used a qualitative research methodology to investigate the function of digital technologies in the green economy. The study mostly concentrated on institutional publications from companies including the International Energy Agency (IEA), United Nations (UN), and World Economic Forum (WEF) as well as peer-reviewed journal papers from databases including ScienceDirect, SpringerLink, and IEEE Xplore. Examined were case study data on smart agriculture, renewable energy systems, and urban sustainability projects in order to find trends and proof supporting the influence of IoT and artificial intelligence. The results were categorized using thematic analysis into main fields where these technologies support

sustainable development. Results Their revolutionary contributions to the green economy have been shown by the

integration of AI and IoT across industries like energy, urban planning, and agriculture. Platforms such as IBM Watson Decision Platform help farmers make data-driven choices about pest management, fertilization, and irrigation, which improves resource efficiency by 30% and increases crop yields by 20%. In the energy industry, IoT-enabled smart meters and AI-powered analytics optimize energy use and make it easier to integrate renewable sources, which lowers waste and boosts grid efficiency. As demonstrated by cities like Singapore and Barcelona, which have reported lower carbon emissions and better air quality, smart city initiatives that use these technologies to improve public services, waste collection, and traffic management are beneficial to urban areas. These findings show that AI and IoT not only increase productivity but also significantly contribute to achieving environmental sustainability objectives in important areas of development. Discussion The results show how AI and IoT can revolutionize sustainable development.

These technologies improve efficiency, lessen their impact on the environment, and facilitate the integration of renewable energy sources by facilitating real-time data collection and intelligent analysis. The case studies in urban planning, energy, and agriculture show observable advantages like better quality of life in urban areas, resource optimization, and higher productivity. However, overcoming a number of obstacles is necessary for the effective application of AI and IoT in advancing a green economy. Data security and privacy are critical, requiring strong frameworks to safeguard private data. These technologies can be prohibitively expensive to deploy, especially in developing nations. Moreover, seamless integration and scalability are impeded by the absence of uniform regulations and interoperability among systems. Technologists, legislators, and stakeholders must work together across disciplinary

boundaries to overcome these obstacles. The integration of AI and IoT into sustainable development projects can be facilitated by creating inclusive policies, funding capacity building, and cultivating public-private partnerships. Conclusion The advancement of sustainable development and the green economy is

increasingly tied to the transformative capabilities of artificial intelligence (AI) and the Internet of Things (IoT). These technologies have already begun to reshape key sectors such as urban planning, renewable energy management, and sustainable agriculture. By enabling smarter resource allocation, predictive maintenance, real-time monitoring, and data-driven decision-making, AI and IoT can significantly improve the quality of life while reducing environmental degradation and enhancing operational efficiency. However, the path toward fully harnessing these technologies is not without challenges. Issues surrounding data privacy, cybersecurity, affordability, and outdated legal and regulatory frameworks must be carefully addressed. Without responsible governance and inclusive policy-making, the benefits of AI and IoT risk being unequally distributed or even misused. To realize their full potential in promoting a more equitable and sustainable future, a strategic, multi-stakeholder approach is essential. Governments, private sectors, academia, and civil society must collaborate to build resilient digital infrastructure, establish ethical standards, and ensure accessibility across all regions and communities. With coordinated global efforts and forward-thinking innovation, AI and IoT can become powerful enablers in driving a greener, more sustainable, and inclusive world.

The integration of Artificial Intelligence (AI) and the Internet of Things (IoT) has become a widely explored topic within the field of sustainable development. Recent technological progress has significantly influenced global sustainability agendas, with numerous studies highlighting the role of these digital innovations in strengthening environmental resilience and accelerating the transition toward a green economy.

Scholarly research demonstrates that AI technologies have considerable potential in advancing the United Nations' Sustainable Development Goals (SDGs), although certain ethical and governance-related risks remain. At the same time, AI applications in urban systems have enhanced key functions such as waste management, air quality monitoring, and emergency response, particularly within the framework of sustainable cities. In the agricultural sector, the combined use of AI and IoT has led to the development of precision farming techniques, where real-time data from sensors, satellite imagery, and weather systems enable more efficient and informed decision-making.

Furthermore, the synergy between AI and IoT has enabled comprehensive environmental management solutions, including resource optimization, intelligent agriculture, and continuous monitoring of environmental conditions. In urban contexts, these technologies contribute to the development of smart cities by improving energy efficiency, optimizing public services, and enhancing waste management systems. As a result, they not only improve operational performance but also support long-term sustainability objectives.

In the energy sector, AI-driven analytical systems have demonstrated the ability to reduce carbon emissions by forecasting energy demand, identifying inefficiencies, and optimizing consumption patterns. Similarly, IoT-based infrastructures support real-time monitoring and control, facilitating the integration of renewable energy sources into existing grids. Advanced urban systems, including smart lighting and traffic management, further illustrate the role of AI and IoT in creating sustainable and adaptive infrastructure.

From a technological perspective, the effectiveness of these systems is enhanced through integrated frameworks that combine sensor networks, cloud computing, and intelligent algorithms. Concepts such as fog computing have also been introduced to

address latency and data-processing challenges in smart environments, emphasizing the importance of decentralized architectures in sustainable systems. Moreover, comprehensive approaches that integrate policy frameworks, technological solutions, and community engagement are increasingly recognized as essential for achieving long-term sustainability goals.

Methodology

This study employs a qualitative research approach, relying on an extensive review of academic literature, institutional reports, and empirical case studies. Data sources include peer-reviewed publications from major scientific databases as well as reports from international organizations. Case studies focusing on smart agriculture, renewable energy systems, and sustainable urban development were analyzed using thematic methods to identify key patterns and insights related to the role of AI and IoT in promoting sustainability.

Results

The findings reveal that the application of AI and IoT across sectors such as agriculture, energy, and urban development has significantly contributed to the advancement of the green economy. In agriculture, intelligent platforms enable data-driven decision-making, resulting in improved resource efficiency and increased productivity. In the energy sector, smart systems enhance consumption efficiency and support renewable energy integration, reducing waste and improving grid performance. Urban environments also benefit from smart city initiatives, where improved infrastructure and digital services contribute to reduced emissions and enhanced living conditions.

Discussion

The results confirm the transformative potential of AI and IoT in achieving sustainable development objectives. These technologies facilitate real-time data collection, advanced analytics, and efficient resource management, leading to measurable

improvements in productivity and environmental performance. However, several challenges must be addressed to ensure successful implementation. These include concerns related to data privacy and security, high implementation costs, and the lack of standardized regulatory frameworks. Additionally, issues of system interoperability and scalability remain significant barriers. Addressing these challenges requires coordinated efforts among policymakers, technologists, and industry stakeholders, as well as the development of inclusive and forward-looking policies.

Conclusion

The integration of AI and IoT represents a critical driver of sustainable development and green economic transformation. By enabling intelligent resource management, predictive analysis, and real-time monitoring, these technologies contribute to improved efficiency and reduced environmental impact. Nevertheless, their effective implementation depends on overcoming key challenges related to governance, affordability, and ethical considerations. A collaborative, multi-stakeholder approach involving governments, academia, industry, and civil society is essential to fully realize the potential of these technologies. With appropriate strategies and global cooperation, AI and IoT can serve as powerful tools in building a more sustainable, inclusive, and resilient future.

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STAGE MOVEMENT AND COORDINATION: ANALYSIS OF THE TRAINING OF FUTURE ACTORS

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Abstract

This article analyzes the role of coordination exercises in the professional training of future actors from a scientific and theoretical point of view.

Key words: acting, coordination exercises, stage movement, plasticity, balance, physical training, creative activity.

Annotatsiya

Mazkur maqolada bo‘lajak aktyorlarning kasbiy tayyorgarligida koordinatsiya mashqlarining tutgan o‘rni ilmiy-nazariy jihatdan tahlil qilingan.

Kalit so‘zlar: aktyorlik san’ati, koordinatsiya mashqlari, sahna harakati, plastika, muvozanat, jismoniy tayyorgarlik, ijodiy faoliyat.

Аннотация

В данной статье научно-теоретически проанализирована роль координационных упражнений в профессиональной подготовке будущих актеров.

Ключевые слова: актерское мастерство, координационные упражнения, сценическое движение, пластика, равновесие, физическая подготовка, творческая деятельность.

Aktyorlik kasbi inson tanasidan asosiy ifoda vositasi sifatida foydalanishni talab etadi. Sahna va kino san’atida har bir harakat, tana holati va imo-ishora obraz mazmunini ochib berishda muhim ro‘l o‘ynaydi. Shu sababli bo‘lajak aktyorlarni tayyorlash jarayonida jismoniy tayyorgarlik, ayniqsa koordinatsiya qobiliyatlarini rivojlantirish muhim ahamiyat kasb etadi.

Zamonaviy aktyor sahnada nafaqat soʻz orqali, balki harakat, ritm va plastika orqali ham tomoshabin bilan muloqot qiladi. Koordinatsiya mashqlari aynan shu jarayonlarda harakatlarning aniqligi va uygʻunligini taʼminlaydi.

Koordinatsiya — bu insonning turli harakatlarni makon va vaqt jihatidan uygʻun holda, aniq va maqsadga muvofiq tarzda bajarish qobiliyatidir. Ushbu qobiliyat markaziy asab tizimi, mushaklar va sezgi organlarining oʻzaro hamkorligi asosida shakllanadi.

Aktyorlik faoliyatida koordinatsiya quyidagi jihatlarda namoyon boʻladi:

- sahnadagi erkin va tabiiy harakat;
- murakkab sahna vazifalarini aniq bajarish;
- tana va nutq uygʻunligi;
- ritm va tempni his etish;
- muvozanatni saqlash.

Bu jihatlar aktyorning sahnadagi ishonchliligi va obrazning taʼsirchanligini belgilaydi.

Koordinatsiya mashqlari aktyorlarning umumiy jismoniy rivojlanishiga ijobiy taʼsir koʻrsatadi. Ushbu mashqlar mushaklar faoliyatini uygʻunlashtirib, tana harakatlarining silliq va ifodali boʻlishini taʼminlaydi.

Koordinatsiya mashqlarining asosiy jismoniy foydalari quyidagilardan iborat:

- tananing plastik imkoniyatlari kengayadi;
- harakat aniqligi va tejamkorligi oshadi;
- muvozanatni saqlash qobiliyati rivojlanadi;
- boʻgʻimlar harakatchanligi yaxshilanadi;
- sahna jarayonida jarohatlanish xavfi kamayadi.

Mazkur mashqlar aktyorlarning uzoq muddatli ijodiy faoliyat olib borishiga zamin yaratadi.

Aktyorlik san'ati yuqori darajadagi psixologik barqarorlikni talab qiladi. Sahna hayajoni, tomoshabin oldidagi mas'uliyat va obrazga kirish jarayoni aktyordan kuchli ruhiy tayyorgarlikni talab etadi. Koordinatsiya mashqlari ushbu jarayonlarda muhim yordamchi vosita hisoblanadi.

Ushbu mashqlar:

- diqqatni jamlashni kuchaytiradi;
- sahna hayajonini kamaytiradi;
- o'z tanasiga bo'lgan ishonchni oshiradi;
- ijodiy erkinlikni ta'minlaydi.

Natijada aktyor sahnada o'zini erkin tutib, obrazni tabiiy va ishonarli tarzda namoyon eta oladi.

Bo'lajak aktyorlarni tayyorlash jarayonida koordinatsiya mashqlarini sahna harakati, raqs va jismoniy tarbiya mashg'ulotlari bilan uyg'un holda olib borish maqsadga muvofiqdir. Mashqlar oddiydan murakkabga tomon tizimli ravishda tashkil etilishi lozim.

Samarali mashqlar qatoriga quyidagilar kiradi:

- muvozanatni rivojlantiruvchi mashqlar;
- ritmik va musiqali harakatlar;
- improvizatsion sahna mashqlari;
- juftlikda va guruhda bajariladigan koordinatsion mashqlar.

Ushbu mashqlar aktyorlarning sahna madaniyatini shakllantirishda muhim rol o'ynaydi.

Koordinatsiya mashqlari aktyorning tanasini ongli boshqarish qobiliyatini rivojlantiradi. Bu esa sahnadagi harakatlarning mazmunli, ifodali va estetik bo'lishini ta'minlaydi. Jismoniy erkinlik ijodiy erkinlikning muhim sharti hisoblanadi.

Xulosa qilib aytganda, koordinatsiya mashqlari bo'lajak aktyorlarning kasbiy tayyorgarligida muhim ahamiyat kasb etadi. Ushbu mashqlar jismoniy va psixologik

uyg'unlikni ta'minlab, sahnadagi harakatlarning aniqligi va ifodaviyligini oshiradi. Shuning uchun aktyorlik ta'limida koordinatsiya mashqlarini muntazam va maqsadli ravishda qo'llash zarur.

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**Comparative analysis of surgical outcomes of traditional
laparotomy and minimally invasive technologies in the treatment of
liver echinococcosis**

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ABSTRACT

Epidemiological metrics indicate a persistently high surgical burden associated with cystic echinococcosis in endemic regions, demanding rigorous evaluations of operative trajectories. The current investigation analyzes the multidimensional dynamics of surgical outcomes, comparing traditional open laparotomy against minimally invasive techniques (laparoscopic echinococcectomy and PAIR) in the management of hepatic hydatidosis. The study population comprised 210 adult patients diagnosed with hepatic echinococcosis, systematically monitored utilizing a prospective cohort architectural design over a 48-month period. Empirical clinical data demonstrate a robust inverse correlation between the application of minimally invasive modalities and the incidence of severe postoperative morbidity. Analytical outputs confirm that integrating laparoscopic protocols optimizes intraoperative hemodynamics, yielding a significant reduction in mean intraoperative blood loss to 125 ± 35 mL, compared to 430 ± 85 mL in the laparotomy cohort. The dynamics of the obtained results mandate

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an urgent paradigm shift toward organ-preserving, low-trauma interventions. Patients subjected to minimally invasive approaches exhibited a drastically reduced duration of hospital stay (5.2 ± 1.4 days versus 12.8 ± 2.6 days) and a drop in overall localized complications, including biliary fistulas, from 18.1 percent to 5.7 percent. These findings fundamentally bridge persistent literature gaps by validating a comprehensive surgical safety model, establishing a rigorous foundation for modernizing hepatobiliary protocols and significantly enhancing long-term patient recovery trajectories.

Keywords: Hepatic echinococcosis, traditional laparotomy, minimally invasive surgery, laparoscopic echinococcectomy, surgical outcomes, biliary fistula, postoperative complications.

АННОТАЦИЯ

Эпидемиологические показатели указывают на стабильно высокую хирургическую нагрузку, связанную с кистозным эхинококкозом в эндемичных регионах, что требует тщательной оценки оперативных стратегий. Данное исследование анализирует многомерную динамику хирургических исходов, сравнивая традиционную открытую лапаротомию с миниинвазивными технологиями (лапароскопическая эхинококкэктомия) при лечении гидатидоза печени. Исследуемая популяция включала 210 взрослых пациентов, за которыми велось систематическое наблюдение с использованием проспективного когортного дизайна в течение 48 месяцев. Эмпирические клинические данные демонстрируют выраженную обратную корреляцию между применением миниинвазивных методов и частотой тяжелой послеоперационной заболеваемости. Аналитические результаты подтверждают, что интеграция лапароскопических протоколов оптимизирует интраоперационную гемодинамику, обеспечивая значительное снижение среднего объема кровопотери до 125 ± 35 мл по сравнению с 430 ± 85 мл в когорте лапаротомии.

Динамика полученных результатов требует срочного перехода к органосохраняющим малотравматичным вмешательствам. Пациенты, подвергшиеся миниинвазивным вмешательствам, продемонстрировали резкое сокращение сроков стационарного лечения (5.2 ± 1.4 дня против 12.8 ± 2.6 дней) и снижение общей частоты локальных осложнений, включая желчные свищи, с 18.1 процента до 5.7 процента. Эти результаты устраняют существующие пробелы в литературе путем валидации комплексной модели хирургической безопасности, закладывая надежную основу для модернизации гепатобилиарных протоколов.

Ключевые слова: Эхинококкоз печени, традиционная лапаротомия, миниинвазивная хирургия, лапароскопическая эхинококкэктомия, хирургические исходы, билиарный свищ, послеоперационные осложнения.

ВВЕДЕНИЕ

Современные эпидемиологические ландшафты иллюстрируют траекторию, при которой эхинококкоз печени продолжает оказывать разрушительное воздействие на инфраструктуру общественного здравоохранения в сельскохозяйственных регионах. Исторически сложившаяся хирургическая парадигма базировалась на применении широких лапаротомных доступов, гарантирующих визуальный контроль, но сопряженных с массивной операционной травмой и длительным периодом реабилитации. Систематический анализ международной литературы за последние пять лет выявляет выраженный научный пробел в вопросах абсолютной безопасности и противорецидивной эффективности видеоэндоскопических вмешательств при сложных морфологических формах паразитарных кист.

В рамках объекта исследования данный анализ сфокусирован на точной оценке периоперационных сдвигов и хирургического стресс-ответа.

Патофизиологический ответ на лапаротомию часто сопровождается глубокой иммуносупрессией и высоким риском нагноения остаточной полости. Цель настоящего исследования заключается в установлении корреляционной связи между выбором хирургического доступа (традиционного или миниинвазивного) и геометрической редукцией ранних и поздних послеоперационных осложнений с предоставлением доказательной базы для обновления национальных клинических рекомендаций.

МАТЕРИАЛЫ И МЕТОДЫ

Структурная архитектура исследования представляет собой проспективный когортный анализ, строго соответствующий этическим принципам Хельсинкской декларации. Клинический этап проводился на базе хирургических отделений Андижанского государственного медицинского института в период с 2021 по 2025 год.

Критерии включения охватывали пациентов с подтвержденным диагнозом кистозного эхинококкоза печени (стадии CE1-CE3 по классификации WHO-IWGE), размеры кист которых варьировали от 5 до 15 см. Пациенты с осложненными формами гидатидоза (прорыв кисты в желчные пути, перитонит), рецидивным эхинококкозом или тяжелой коморбидной патологией исключались из выборки для предотвращения искажения данных. Валидированная когорта состояла из 210 пациентов, разделенных на две репрезентативные группы: Контрольную группу (n=105), перенесших традиционную открытую эхинококкэктомию, и Основную группу (n=105), прооперированных с использованием миниинвазивных технологий (лапароскопическая эхинококкэктомия).

Интраоперационная антипаразитарная обработка в обеих группах была стандартизирована с применением гипертонических и антисептических

растворов. Математико-статистическая обработка проводилась в вычислительной среде SPSS v.26.0. Нормальность распределения данных оценивалась с помощью критерия Колмогорова-Смирнова. Непрерывные переменные анализировались с применением t-критерия Стьюдента, категориальные данные — с использованием критерия хи-квадрат Пирсона. Уровень статистической значимости строго фиксировался на отметке $p < 0.05$.

РЕЗУЛЬТАТЫ

Эмпирические клинические данные демонстрируют четкую стратификацию хирургической травматичности в зависимости от примененной методологии. Базовые демографические и морфометрические показатели не выявили статистически значимых различий между когортами (средний возраст 43.4 ± 10.2 года, средний объем кисты 410 ± 95 мл). Однако анализ операционного вектора выявил критическую дивергенцию.

Интеграция лапароскопических протоколов позволила минимизировать интраоперационную кровопотерю. В Основной группе средний объем потерянной крови составил 125 ± 35 мл, что в 3.4 раза меньше аналогичного показателя в Контрольной группе — 430 ± 85 мл ($p < 0.001$). Средняя продолжительность хирургического вмешательства при миниинвазивном доступе незначительно превышала открытые операции на этапе освоения методики (115 ± 20 мин против 95 ± 15 мин), однако по мере накопления опыта разница нивелировалась.

Динамика полученных результатов обнажает ключевые преимущества в аспекте послеоперационной заболеваемости. Частота специфических осложнений, таких как длительное истечение желчи (билиарный свищ) и нагноение остаточной полости, составила 18.1 процента ($n=19$) после традиционной лапаротомии. В когорте миниинвазивных вмешательств этот показатель снизился до 5.7 процента ($n=6$) ($p = 0.012$).

Снижение системного воспалительного ответа и минимальная травматизация брюшной стенки выступили независимыми акселераторами восстановления. Средний койко-день в Основной группе сократился до 5.2 ± 1.4 дня по сравнению с 12.8 ± 2.6 дня в группе открытой хирургии ($p < 0.001$). При наблюдении в течение 48 месяцев рецидив заболевания зафиксирован у 3 пациентов (2.8 процента) после лапаротомии и у 2 пациентов (1.9 процента) после лапароскопии, что свидетельствует об идентичной противорецидивной надежности методов ($p > 0.05$).

ОБСУЖДЕНИЕ

Результаты данной когорты предоставляют бескомпромиссный взгляд на патофизиологические механизмы тканевой репарации после удаления эхинококковых кист. Полученные данные фундаментально бросают вызов рутинному применению открытых доступов при неосложненных формах паразитоза.

Это функциональное превосходство обусловлено синергетическим эффектом сохранения анатомической целостности передней брюшной стенки и прецизионной визуализацией внутрипеченочных структур. Оптическое увеличение при лапароскопии позволяет хирургам с микроскопической точностью идентифицировать и коагулировать мелкие желчные капилляры на стенке фиброзной капсулы, что напрямую детерминирует резкое снижение частоты послеоперационных билиарных свищей. Избегание широкого разреза предотвращает массивный выброс провоспалительных цитокинов, минимизирует болевой синдром и исключает риск формирования вентральных грыж, которые в Контрольной группе встречались у 8.5 процента пациентов в отдаленном периоде.

Строгое соблюдение принципов апаразитарности при использовании троакарных систем и эндоскопических мешков для экстракции хитиновой

оболочки полностью нивелирует риск обсеменения брюшной полости, что подтверждается отсутствием статистической разницы в частоте рецидивов.

НАУЧНАЯ НОВИЗНА И ПРАКТИЧЕСКАЯ ЗНАЧИМОСТЬ

Впервые на репрезентативной выборке региональной клинической базы математически квантифицировано абсолютное клиническое преимущество лапароскопического доступа над лапаротомией при эхинококкозе печени. Практическая реализация этих выводов требует немедленной интеграции миниинвазивных протоколов в качестве "золотого стандарта" для лечения кист размером до 15 см. Эта методологическая переориентация способна снизить социально-экономическое бремя госпитализаций на 60 процентов и обеспечить быструю социальную и трудовую реабилитацию пациентов.

ЗАКЛЮЧЕНИЕ

Архитектурное и функциональное восстановление паренхимы печени неразрывно связано с минимизацией хирургической агрессии. Аналитические параметры подтверждают, что лапароскопическая эхинококкэктомия выступает безопасной, высокоэффективной и экономически обоснованной альтернативой традиционной лапаротомии. Приоритетное использование миниинвазивных технологий радикально снижает частоту тяжелых билиарных осложнений, нейтрализует риски глубокой раневой инфекции и определяет современный вектор развития гепатобилиарной паразитологии.

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