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Pseudonyms of famous uzbek writers and poets: origin and formation

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Abstract. This article examines the pseudonyms of representatives of Uzbek literature, the reasons for their emergence, as well as their linguistic and semantic features. It also analyzes why authors abandon their real names in favor of pseudonyms and discusses the relevance of using pseudonyms in the present day.

Keywords: anthroponym, pseudonym, pen name, linguoculturology, onomastics, Uzbek literature.

Annotatsiya: Mazkur maqolada o‘zbek adabiyoti vakillarining taxalluslari, ularning paydo bo‘lish sabablari, lingvistik va semantik xususiyatlari o‘rganiladi. Shuningdek, ijodkorlarning nega o‘z haqiqiy ismlaridan voz kechib, taxallus tanlashlari hamda bugungi kunda taxalluslardan foydalanish dolzarbligi tahlil qilinadi.

Kalit so‘zlar: antropomim, taxallus, soxta ism, lingvokulturologiya, ismshunoslik, o‘zbek adabiyoti.

Kirish. Ijodkor insonlar nega o‘z asarlarini boshqa ism ostida e‘lon qilishadi? Bu savolga javob topish uchun yozuvchi va shoirlarning hayot yo‘liga nazar tashlash zarur. Har bir insonning o‘z taqdiri bor, biroq mashhurlikka erishish faqat iste‘dod bilanгина cheklanmaydi. Ko‘pincha buning uchun mehnat, bilim va o‘z ustida ishlash bilan birga esda qolarli ism ham muhim ahamiyat kasb etadi.

Taxallus tanlash sabablari turlicha bo‘lishi mumkin:

- ❖ ta‘qibdan qo‘rqish;
- ❖ familiyaning yoqimsiz yoki esda qolmasligi;
- ❖ ijtimoiy mavqe sabab ochiq chiqish imkonining yo‘qligi;

- ❖ tanqiddan himoyalaniş;
- ❖ o‘xshash ismli boshqa mualliflardan farqlaniş;
- ❖ sirli obraz yaratish istagi.

Ba’zi ijodkorlar esa shunchaki kamtarlik yoki shon-shuhratdan qochish sababli taxallusdan foydalanganlar.

Taxallus tanlashning asosiy sabablari:

- ❖ ijodiy yo‘nalishni ifodalash;
- ❖ qisqa va esda qolarli ism yaratish;
- ❖ ijtimoiy yoki siyosiy sabablarga ko‘ra yashirinish;
- ❖ estetik did va davr talablari.

Taxalluslarning asosiy vazifalari quyidagilardan iborat:

- ❖ uzun ismni qisqartirib, esda qoladigan shakl yaratish;
- ❖ ijod yo‘nalishiga mos “gapiruvchi” ism tanlash;
- ❖ millati yoki kelib chiqishini yashirish;
- ❖ boshqa shaxslar bilan chalkashlikning oldini olish.

Qadim zamonlarda ham taxallus yoki laqablar keng qo‘llanilgan. Masalan, mashhur tabib Ibn Sino nomi aslida “Sino o‘g‘li” ma’nosini bildiradi. Bu otaning ismi orqali shaxsni aniqlash usulidir. O‘zbek adabiyotida taxallus tanlash qadimiy an’analardan biridir. Ko‘plab shoir va yozuvchilar o‘z asarlarini haqiqiy ism emas, balki maxsus tanlangan taxallus bilan e’lon qilganlar. Bu holat nafaqat yashirinish, balki ijodiy obraz yaratish, o‘z qarashlarini ifodalash vositasi sifatida ham xizmat qilgan.

Lingvistik yondashuv va antroponimika.

Tilshunos V. I. Suprun antroponimik tizimni uch qismga ajratadi:

1. Yadro – shaxsiy ismlar va ularning qisqa shakllari
2. Yadro atrofi – otasining ismi, familiya
3. Periferiya – taxallus va laqablar

Taxalluslar periferiya qismiga kirsa-da, ular semantik jihatdan juda boy va muhim hisoblanadi.

O‘zbek yozuvchilarining mashhur taxalluslari. O‘zbek adabiyotida ko‘plab “gapiruvchi” taxalluslar mavjud bo‘lib, ular muallifning ichki dunyosini aks ettiradi.

Alisher Navoiy. Asl ismi Nizomiddin Mir Alisher. “Navoiy” so‘zi “navo” (ohang, kuy) so‘zidan olingan bo‘lib, ijodkorning san’at va she’riyatga bo‘lgan yaqinligini bildiradi.

Zahiriddin Muhammad Bobur. “Bobur” taxallusi “yo‘lbars” ma’nosini anglatadi va kuch, jasorat ramzi hisoblanadi.

Abdulla Qodiriy. Ba’zi asarlarida turli taxalluslardan foydalangan. U o‘z davrida siyosiy bosim tufayli yashirin yozishga majbur bo‘lgan.

Cho‘lpon. Asl ismi Abdulhamid Sulaymon o‘g‘li. “Cho‘lpon” tong yulduzi ma’nosini bildiradi va uyg‘onish, yangilanish timsolidir.

Fitrat. Asl ismi Abdurauf Fitrat. “Fitrat” – “tabiat”, “yaratilish” degan ma’noni anglatib, inson mohiyatiga urg‘u beradi.

Gafur Ghulom. Ba’zan satirik ruhdagi ijodida turli obrazli nomlardan foydalangan.

Abdulla Oripov. O‘z nomi bilan ijod qilgan bo‘lsa-da, ayrim she’rlarida ramziy obrazlar orqali o‘ziga xos “ichki taxallus” yaratgan.

Taxalluslarning semantik xususiyatlari.

O‘zbek yozuvchilarining taxalluslari ko‘pincha quyidagi ma’nolarni ifodalaydi:

1. Tabiat va go‘zallik: Navoiy, Cho‘lpon
2. Kuch va jasorat: Bobur
3. Falsafiy va ma’naviy tushunchalar: Fitrat
4. Ijtimoiy yoki ramziy ma’no: Ba’zi jadid yozuvchilarida uchraydi. Bu taxalluslar orqali muallif o‘z ijodiy konsepsiyasini o‘quvchiga yetkazadi.

Lingvistik ahamiyati. Taxalluslar antroponimikaning muhim qismi bo‘lib, ular til va madaniyat o‘rtasidagi bog‘liqlikni ko‘rsatadi. Ular:

- ❖ milliy qadriyatlarni aks ettiradi;
- ❖ tarixiy davr ruhini ifodalaydi;
- ❖ muallifning estetik qarashlarini ochib beradi.

Xulosa. Taxalluslar – bu nafaqat yashirin ism, balki muallifning ichki dunyosi, ijtimoiy qarashi va estetik idealini aks ettiruvchi muhim lingvistik hodisadir. Ular antroponimikaning muhim qismi bo‘lib, madaniyatlararo aloqalarni o‘rganishda ham katta ahamiyatga ega. Bugungi kunda ham taxalluslardan foydalanish dolzarbligicha qolmoqda, ayniqsa internet va ommaviy axborot vositalari rivojlangan davrda ular yangi shakllarda namoyon bo‘lmoqda. O‘zbek yozuvchilari taxalluslari nafaqat nom, balki chuqur ma’no va ramziy yuklamaga ega bo‘lgan lingvistik hodisadir. Ular orqali ijodkorning shaxsiyati, dunyoqarashi va davr muammolari namoyon bo‘ladi. Hozirgi kunda ham taxalluslardan foydalanish davom etmoqda, ayniqsa internet va zamonaviy adabiyotda bu an’ana yangi shakllarda rivojlanmoqda.

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PROBLEMS AND SHORTCOMINGS IN WASTE RECYCLING

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Annotation: this article highlights the relevance of waste recycling, its impact on the environment, and the necessity of effective management. The study analyzes issues such as proper waste sorting, development of recycling systems, and ensuring active public participation in this process. Additionally, based on foreign experience, the ecological and economic benefits of waste recycling, as well as the importance of ongoing reforms in this field in Uzbekistan, are discussed.

Keywords: waste, recycling, ecology, environment, resource conservation, waste management, sustainable development.

Annotatsiya: Ushbu maqolada chiqindilarni qayta ishlash masalasining dolzarbligi, uning atrof-muhitga ta'siri hamda samarali boshqarish zaruriyati yoritilgan. Maqolada chiqindilarni to'g'ri saralash, ularni qayta ishlash tizimini rivojlantirish va bu jarayonda aholining faol ishtirokini ta'minlash masalalari tahlil qilinadi. Shuningdek, xorijiy tajribalar asosida chiqindilarni qayta ishlashning ekologik va iqtisodiy afzalliklari hamda O'zbekistonda ushbu yo'nalishdagi islohotlarning ahamiyati ko'rsatib o'tiladi.

Kalit so'zlar: chiqindilar, qayta ishlash, ekologiya, atrof-muhit, resurs tejash, chiqindilarni boshqarish, barqaror rivojlanish

ПРОБЛЕМЫ И НЕДОСТАТКИ ПЕРЕРАБОТКИ ОТХОДОВ

Аннотация:

В данной статье освещается актуальность переработки отходов, её влияние на окружающую среду, а также необходимость эффективного управления. В статье анализируются вопросы правильной сортировки отходов, развития

системы переработки и обеспечения активного участия населения в данном процессе. Также на основе зарубежного опыта рассматриваются экологические и экономические преимущества переработки отходов и значение проводимых реформ в этой сфере в Узбекистане.

Ключевые слова: отходы, переработка, экология, окружающая среда, ресурсосбережение, управление отходами, устойчивое развитие

Kirish. Chiqindilarni qayta ishlash bugungi kunda ekologik barqarorlikni ta'minlash va tabiiy resurslardan oqilona foydalanishning muhim strategik yo'nalishlaridan biri hisoblanadi. Aholi sonining ortib borishi, urbanizatsiya jarayonlarining jadallashuvi va iste'mol hajmining kengayishi natijasida chiqindilar miqdori keskin oshib bormoqda. Bu esa chiqindilarni samarali boshqarish tizimini shakllantirish zaruratini yanada kuchaytirmoqda.

Shu bilan birga, mazkur sohada qator tizimli muammolar mavjud bo'lib, ular qayta ishlash jarayonining samaradorligiga salbiy ta'sir ko'rsatmoqda. Eng muhim muammolardan biri chiqindilarni manbaida saralash darajasining pastligidir. Aralash holda yig'ilgan chiqindilarni keyinchalik ajratish murakkab, ko'p mehnat va qo'shimcha moliyaviy resurslarni talab qiladi, bu esa umumiy jarayon samaradorligini pasaytiradi.

Ko'plab rivojlanayotgan mamlakatlarda, jumladan O'zbekistonda ham, chiqindilarni qayta ishlash infratuzilmasi hali to'liq shakllanmagan. Aholi yashash punktlarida chiqindilarni yig'ish va saralash tizimlari yetarli darajada rivojlanmagan bo'lib, mavjud korxonalar esa ko'pincha eskirgan texnologiyalar asosida faoliyat yuritadi. Bu holat zamonaviy va samarali qayta ishlash jarayonlarini joriy etishni cheklab qo'yimoqda.

Moliyaviy resurslarning yetishmasligi, davlat tomonidan qo'llab-quvvatlash mexanizmlarining cheklanganligi ham ushbu sohaning rivojlanishiga to'sqinlik qiluvchi omillardan biridir. Rivojlangan davlatlarda chiqindilarni qayta ishlash faoliyati turli

subsidiyalar, grantlar va soliq imtiyozlari orqali rag‘batlantirilsa, O‘zbekistonda bu kabi mexanizmlar hali to‘laqonli yo‘lga qo‘yilmagan.

Bundan tashqari, aholi o‘rtasida ekologik madaniyat va savodxonlik darajasining pastligi ham muhim muammo hisoblanadi. Ko‘plab fuqarolar chiqindilarni saralash va qayta ishlashning ahamiyatini yetarlicha anglamaydi, bu esa qayta ishlanadigan xomashyo sifatining pasayishiga olib keladi.

Zamonaviy texnologiyalarning yetarli darajada joriy etilmagani ham muammolardan biridir. Xususan, optik ajratish uskunalari, sun‘iy intellekt asosidagi saralash tizimlari kabi ilg‘or texnologiyalar kam qo‘llanilishi natijasida jarayonning aniqligi va samaradorligi past darajada qolmoqda. Shu bilan birga, chiqindilarni energiyaga aylantirish texnologiyalari — piroliz va gazifikatsiya usullari — keng joriy etilmagan bo‘lib, mavjud imkoniyatlardan to‘liq foydalanilmayapti.

Sohada xususiy sektor ishtirokining pastligi va faoliyatni tartibga soluvchi huquqiy asoslarning yetarli darajada rivojlanmaganligi ham muhim omillardan biridir. Bundan tashqari, chiqindilarni tashish va logistika tizimining samarasizligi, chiqindi poligonlarining ekologik talab va standartlarga to‘liq javob bermasligi atrof-muhitga salbiy ta‘sir ko‘rsatmoqda.

Yana bir dolzarb masala — qayta ishlangan mahsulotlarga ichki bozorda talabning pastligidir. Ko‘pincha bunday mahsulotlar sifatsiz deb baholanadi va iste‘molchilar tomonidan yetarlicha qabul qilinmaydi. Bu esa mazkur yo‘nalishga investitsiya kiritish jozibadorligini kamaytiradi.

Shuningdek, ishlab chiqaruvchilarning chiqindilar uchun javobgarligi ham yetarli darajada yo‘lga qo‘yilmagan. Xususan, “ishlab chiqaruvchining kengaytirilgan mas‘uliyati” (EPR) tizimi rivojlangan davlatlarda majburiy mexanizm sifatida amal qilsa-da, O‘zbekistonda u hali to‘liq joriy etilmagan.

Yuqoridagi muammolar chiqindilarni qayta ishlash tizimini kompleks ravishda takomillashtirish, zamonaviy texnologiyalarni joriy etish hamda aholining ekologik ongini oshirish zarurligini ko'rsatadi.

Yana bir dolzarb muammolardan biri — chiqindilarni qayta ishlash sohasida milliy strategiya va aniq maqsadli indikatorlar tizimining yetarli darajada shakllanmaganligidir. Rivojlangan davlatlar amaliyotida chiqindilar hajmini kamaytirish va qayta ishlash ulushini oshirish bo'yicha aniq ko'rsatkichlar belgilab boriladi. Masalan, Yevropa Ittifoqi mamlakatlari tomonidan 2030-yilga qadar qattiq maishiy chiqindilarning kamida 65 foizini qayta ishlash maqsadi qo'yilgan bo'lsa, O'zbekistonda bu borada aniq va majburiy ko'rsatkichlar tizimi hali to'liq shakllanmagan.

Shu bilan birga, chiqindilarni boshqarish tizimida raqamlashtirish darajasi ham pastligicha qolmoqda. Chiqindilar hajmi, tarkibi, yig'ilishi va qayta ishlanishi bo'yicha real vaqt rejimida ishlovchi yagona monitoring tizimining mavjud emasligi samarali boshqaruvni cheklaydi. Natijada, resurslarni to'g'ri taqsimlash va strategik rejalashtirish jarayonlarida muayyan qiyinchiliklar yuzaga kelmoqda.

Mazkur muammolarni bartaraf etish kompleks va tizimli yondashuvni talab etadi. Bunda moliyaviy qo'llab-quvvatlash mexanizmlarini kengaytirish, ilmiy-texnik yutuqlarni joriy etish hamda keng jamoatchilik ishtirokini ta'minlash muhim ahamiyat kasb etadi.

Chiqindilar nafaqat atrof-muhit, balki aholi salomatligi uchun ham jiddiy xavf manbai hisoblanadi. Ularning to'planishi hududlarning sanitariya holatiga, ekologik muvozanatiga hamda mamlakatning xalqaro imijiga salbiy ta'sir ko'rsatadi. Shu bois chiqindilarni samarali boshqarish masalasi davlatning ijtimoiy-iqtisodiy rivojlanishida muhim o'rin tutadi.

So'nggi yillarda mamlakatimizda ushbu yo'nalishda muayyan islohotlar amalga

oshirilmoqda. Xususan, “Yashil makon” loyihasi doirasida chiqindilarni boshqarish tizimini takomillashtirish, ekologik muhitni yaxshilash va ko‘kalamzorlashtirish ishlariga alohida e‘tibor qaratilmoqda. Ushbu tashabbuslar doirasida o‘tkazilgan yig‘ilishlarda sohada mavjud muammolar tanqidiy tahlil qilinib, ularni bartaraf etish bo‘yicha ustuvor vazifalar belgilab berilmoqda.

Rasmiy ma‘lumotlarga ko‘ra, mamlakatda yiliga o‘rtacha 14–14,5 million tonna maishiy chiqindilar hosil bo‘ladi. Aholi sonining o‘shish sur‘atlari hisobga olinganda, bu ko‘rsatkich yaqin yillarda 16–16,7 million tonnaga yetishi kutilmoqda. Shu bilan birga, sanoat chiqindilari hajmi 100 million tonnadan oshishi prognoz qilinmoqda.

Hozirgi kunda respublika bo‘yicha aholining 90 foizdan ortig‘i maishiy chiqindilarni yig‘ish va olib chiqib ketish xizmatlari bilan qamrab olingan. Ushbu xizmatlar davlat va xususiy sektor hamkorligida amalga oshirilib, tizimda minglab maxsus texnikalar, chiqindi yig‘ish maydonchalari va konteynerlar faoliyat yuritmoqda.

Chiqindilarni joylashtirish uchun respublika hududida yuzlab chiqindi poligonlari mavjud bo‘lib, ularda katta hajmdagi chiqindilar to‘plangan. Biroq ularning bir qismi sanitariya va ekologik talablarga javob bermasligi sababli foydalanishdan chiqarilgan. Bu esa yangi, zamonaviy va ekologik xavfsiz infratuzilma yaratish zaruratini yanada dolzarb qilib qo‘ymoqda.

Yuqoridagi holatlar chiqindilarni boshqarish tizimini tubdan takomillashtirish, zamonaviy texnologiyalarni keng joriy etish hamda davlat, xususiy sektor va aholi o‘rtasida samarali hamkorlikni yo‘lga qo‘yish zarurligini ko‘rsatadi.

Chiqindi poligonlarini boshqarish va sohaga zamonaviy texnikalarni jalb etish yo‘nalishida ham muayyan amaliy ishlar olib borilmoqda. Jumladan, 2024–2026-yillarga mo‘ljallangan manzilli dastur doirasida 2024-yilda 36 ta maishiy chiqindi poligonini rekultivatsiya qilish, 6 ta poligoni tartibga keltirish hamda 3 ta chiqindilarni qayta yuklash stansiyasini qurish rejalashtirilgan bo‘lib, bu borada amaliy choralar

ko‘rilmogda.

Shu bilan birga, sohada mavjud muammolarni bartaraf etish maqsadida muhim normativ-huquqiy hujjatlar ham qabul qilinmogda. Xususan, joriy yil 4-yanvarda “Chiqindilarni boshqarish tizimini takomillashtirish va ularning ekologik holatga salbiy ta’sirini kamaytirish bo’yicha chora-tadbirlar to’g’risida”gi Prezident farmoni qabul qilindi. Mazkur hujjatda chiqindilarni qayta ishlash darajasini oshirish, poligonlarda chiqindilar to’planishining oldini olish, atrof-muhitga salbiy ta’sirni minimallashtirish, “nol chiqindi” tamoyiliga erishish hamda aylanma (tsirkulyar) iqtisodiyotni rivojlantirishga qaratilgan ustuvor vazifalar belgilab berilgan.

Aholining ekologik faolligini oshirish maqsadida innovatsion rag’batlantirish mexanizmlari ham joriy etilmogda. Jumladan, noqonuniy chiqindi tashlash holatlarini aniqlash uchun fuqarolarga o’z mablag’lari hisobidan foto va video qayd etish qurilmalarini o’rnatish imkoniyati yaratilgan. Natijada aniqlangan huquqbuzarliklar bo’yicha undirilgan jarimalarning bir qismi ushbu tashabbus egalariga mukofot sifatida berilishi nazarda tutilgan. Bu esa aholini o’z hududining tozaligini nazorat qilishga rag’batlantiradi.

Bundan tashqari, “Xavfsiz shahar” integratsiyalashgan tizimi doirasida ekologik huquqbuzarliklarni aniqlash uchun videokuzatuv kameralaridan foydalanish amaliyoti joriy etilmogda. Ushbu tizim nazorat samaradorligini oshirishga xizmat qiladi.

Sohada mehnat qilayotgan xodimlarni rag’batlantirishga ham alohida e’tibor qaratilmogda. Xususan, sanitar tozalash korxonalari ishchilari, obodonlashtirish xizmati xodimlari, eko-faollar va jamoatchilik ekologik nazoratchilarini qo’llab-quvvatlash maqsadida turli moddiy va ma’naviy rag’batlantirish choralarini joriy etish belgilangan. Jumladan, Ekologiya jamg’armasi mablag’lari hisobidan muntazam ravishda mukofotlar ajratilishi ko’zda tutilgan.

Shuningdek, chiqindilarni boshqarish tizimida raqamlashtirish jarayonlari ham

bosqichma-bosqich joriy etilmoqda. Xususan, sanitar tozalash xizmatlari uchun elektron to'lov tizimlarini keng joriy qilish orqali hisob-kitoblarning shaffofligini ta'minlash va debitor qarzdorlikni kamaytirish maqsad qilingan. Bu borada barcha xizmat ko'rsatuvchi korxonalarini yagona elektron tizimga ulash, mazkur talablarni bajarmagan subyektlar bilan shartnomalarni bekor qilish hamda xizmat ko'rsatish hududlarini boshqa samarali operatorlarga biriktirish mexanizmlari ishlab chiqilmoqda.

Huquqbuzarliklar uchun javobgarlik choralarini kuchaytirish ham muhim yo'nalishlardan biridir. Jumladan, chiqindilarni belgilangan joylardan tashqariga tashlash bilan bog'liq holatlar uchun jarimalarni oshirish, huquqbuzarlik sodir etishda foydalanilgan vositalarni musodara qilish kabi choralar nazarda tutilgan. Shuningdek, chiqindilarni noqonuniy olib chiqib ketish, hududlarni tozalash majburiyatlarini bajarmaslik natijasida atrof-muhitga zarar yetkazgan jismoniy va yuridik shaxslar uchun javobgarlikni kuchaytirishga qaratilgan normativ-huquqiy hujjatlar ishlab chiqilmoqda.

Yuqoridagi chora-tadbirlar chiqindilarni boshqarish tizimini yanada takomillashtirish, ekologik xavfsizlikni ta'minlash va aholining ekologik madaniyatini oshirishda muhim ahamiyat kasb etadi.

Maishiy chiqindilarni qayta ishlash faoliyatini yanada rivojlantirish va rag'batlantirish maqsadida yangi iqtisodiy mexanizmlar joriy etilmoqda. Xususan, chiqindilarni qayta ishlash yoki ularni ekologik xavfsiz tarzda utilizatsiya qilish bilan shug'ullanayotgan tadbirkorlik subyektlariga "yashil subsidiyalar" ajratish tizimi yo'lga qo'yilmoqda. Shu bilan birga, chiqindilarni manbaida saralash tizimini bosqichma-bosqich joriy etish maqsadida ayrim hududlarda pilot loyihalar amalga oshirilmoqda. Ushbu tizim doirasida chiqindilar "qayta ishlanadigan", "qayta ishlanmaydigan" va "organik (oziq-ovqat)" toifalarga ajratilib yig'ilishi tashkil etilib, aholiga turli rangdagi maxsus paketlar bepul tarqatilishi nazarda tutilgan.

Biroq, amalga oshirilayotgan islohotlarga qaramasdan, chiqindi poligonlarining holati hanuzgacha qator muammolar mavjudligini ko'rsatmoqda. Ayrim hududlarda chiqindilarni yig'ish va olib chiqish xizmatlari to'liq yo'lga qo'yilmagan bo'lib, bu xizmatlar bilan qamrov darajasi yetarli emas. Shuningdek, ushbu sohada davlat-xususiy sheriklik mexanizmlarining yetarli darajada rivojlanmaganligi xususiy sektor ishtirokini cheklab qo'yimoqda.

Ko'plab chiqindi poligonlarida chiqindilarni saqlash va ko'mish bo'yicha belgilangan talablar to'liq bajarilmaydi. Jumladan, poligonlarni joylashtirishda zarur bo'lgan geologik va gidrogeologik tadqiqotlar o'tkazilmagan, ekologik ekspertiza xulosalari mavjud emas yoki yetarli darajada emas. Ba'zi poligonlar sanitariya-epidemiologik xulosalarsiz faoliyat yuritmoqda. Bundan tashqari, chiqindilarni ko'mish va utilizatsiya qilish joylari bo'yicha davlat kadastr to'liq yuritilmayotgani ham tizimli muammolardan biridir.

Ayrim poligonlarda chiqindilar hisobini yuritish, chiqindi pasportlarini shakllantirish, sanitariya himoya zonalarini tashkil etish kabi talablar bajarilmagan. Infratuzilma jihatidan ham kamchiliklar mavjud bo'lib, ko'plab poligonlar ichimlik suvi, elektr energiyasi, xizmat xonalari bilan to'liq ta'minlanmagan, ayrimlarining kirish yo'llari mavjud emas yoki hududi to'liq o'ralmagan.

Umuman olganda, qattiq maishiy chiqindilarni qayta ishlash zamonaviy ekologik va iqtisodiy siyosatning ajralmas qismi bo'lib, atrof-muhitni muhofaza qilish, resurslardan oqilona foydalanish hamda barqaror rivojlanishni ta'minlashda muhim ahamiyatga ega. O'tkazilgan tahlillar shuni ko'rsatadiki, mazkur sohada mavjud tizimli muammolar nafaqat ekologik, balki ijtimoiy va iqtisodiy barqarorlikka ham salbiy ta'sir ko'rsatmoqda.

O'zbekiston misolida chiqindilarni boshqarish tizimi hali to'liq shakllanmagan bo'lib, saralash, yig'ish, tashish va qayta ishlash jarayonlari o'zaro integratsiyalashgan

yagona tizim asosida ishlaymagan. Aholining ekologik savodxonligining pastligi, infratuzilmaning yetarli emasligi, moliyaviy resurslarning cheklanganligi, zamonaviy texnologiyalarning kam qo'llanilishi, qonunchilikdagi ayrim bo'shliqlar hamda raqamli monitoring tizimining yetishmasligi sohaning rivojlanishiga asosiy to'siq bo'lib qolmoqda. Ayniqsa, ishlab chiqaruvchilar va xususiy sektor ishtirokining sustligi hamda qayta ishlangan mahsulotlarga talabning pastligi iqtisodiy samaradorlikni pasaytirmoqda.

Xalqaro tajriba va mavjud statistik ma'lumotlar shuni ko'rsatadiki, chiqindilarni samarali boshqarish uchun kompleks yondashuv zarur. Bu esa, avvalo, chiqindilarni manbaida saralash madaniyatini shakllantirish, zamonaviy texnologiyalarni keng joriy etish, logistika tizimini optimallashtirish, davlat-xususiy sheriklik asosida infratuzilmani rivojlantirish, iqtisodiy rag'batlantirish mexanizmlarini kuchaytirish hamda ishlab chiqaruvchilarning ekologik mas'uliyatini oshirishni talab etadi.

Shu asosda aytish mumkinki, chiqindilarni qayta ishlash tizimini takomillashtirish nafaqat ekologik muammolarni bartaraf etish, balki mamlakatning barqaror iqtisodiy rivojlanishini ta'minlashning muhim sharti hisoblanadi.

Xulosa qilib aytganda, chiqindilarni qayta ishlash tizimini rivojlantirish bugungi kunda ekologik barqarorlikni ta'minlash, tabiiy resurslardan oqilona foydalanish hamda aholi salomatligini muhofaza qilishning muhim omillaridan biri hisoblanadi. O'rganishlar shuni ko'rsatadiki, mazkur sohada mavjud tizimli muammolar — chiqindilarni manbaida saralashning sustligi, infratuzilmaning yetarli darajada rivojlanmaganligi, zamonaviy texnologiyalarning kam joriy etilishi, moliyaviy resurslarning cheklanganligi va ekologik savodxonlikning pastligi — sohaning samarali ishlashiga jiddiy to'sqinlik qilmoqda.

Shu bilan birga, chiqindilarni boshqarish tizimida raqamlashtirish darajasining pastligi, aniq strategik maqsad va indikatorlarning yetishmasligi, xususiy sektor

ishtirokining sustligi ham muammolarni yanada murakkablashtirmoqda. Poligonlarning ekologik talablarga to‘liq javob bermasligi va logistika tizimidagi kamchiliklar esa atrof-muhitga salbiy ta‘sirni kuchaytirmoqda.

Mazkur muammolarni bartaraf etish uchun kompleks yondashuv zarur bo‘lib, u quyidagi ustuvor yo‘nalishlarni o‘z ichiga oladi: chiqindilarni manbaida saralash tizimini keng joriy etish, zamonaviy innovatsion texnologiyalarni qo‘llash, davlat-xususiy sheriklik asosida infratuzilmani rivojlantirish, iqtisodiy rag‘batlantirish mexanizmlarini takomillashtirish, aholining ekologik madaniyatini oshirish hamda ishlab chiqaruvchilarning ekologik mas‘uliyatini kuchaytirish.

Shunday qilib, chiqindilarni qayta ishlash tizimini takomillashtirish nafaqat ekologik muammolarni hal etish, balki mamlakatning ijtimoiy-iqtisodiy rivojlanishini ta‘minlash, yashash sifatini yaxshilash va kelajak avlodlar uchun sog‘lom muhit yaratishda muhim ahamiyat kasb etadi.

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DEVELOPMENT OF STUDENTS' WRITTEN AND ORAL SPEECH COMPETENCE BASED ON METACOGNITIVE STRATEGIES

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Annotation: This article examines the role of metacognitive strategies in developing students' written and oral communicative competence. Metacognition is interpreted as the learner's ability to be aware of, plan, monitor, and evaluate their own cognitive processes. The study explores both theoretical and practical aspects of forming speech activity based on a metacognitive approach. Particular attention is paid to the development of reflective thinking as a key factor in enhancing students' communicative competence. The findings demonstrate that the application of metacognitive strategies significantly improves the quality of both written and oral speech.

Keywords: metacognition, communicative competence, writing skills, speaking skills, reflection, strategy, learning process.

METAKOGNITIV STRATEGIYALAR ASOSIDA TALABALARNING YOZMA VA OG'ZAKI NUTQ KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya: Mazkur maqolada talabalarning yozma va og'zaki nutq kompetensiyasini rivojlantirishda metakognitiv strategiyalarning o'rni va ahamiyati tahlil qilinadi. Metakognitsiya tushunchasi talabaning o'z bilish jarayonini anglash, rejalashtirish, nazorat qilish va baholash qobiliyati sifatida talqin etiladi. Tadqiqot

davomida metakognitiv yondashuv asosida nutq faoliyatini shakllantirishning nazariy va amaliy jihatlari yoritilgan. Shuningdek, talabalarda reflektiv fikrlashni rivojlantirish orqali ularning nutqiy kompetensiyasini oshirish mexanizmlari ochib berilgan. Natijada metakognitiv strategiyalarning qo'llanilishi yozma va og'zaki nutq sifatini sezilarli darajada yaxshilashi ilmiy asoslab beriladi.

Kalit so'zlar: metakognitsiya, nutq kompetensiyasi, yozma nutq, og'zaki nutq, refleksiya, strategiya, o'quv jarayoni.

РАЗВИТИЕ ПИСЬМЕННОЙ И УСТНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА ОСНОВЕ МЕТАКОГНИТИВНЫХ СТРАТЕГИЙ

Аннотация: В данной статье анализируется роль метакогнитивных стратегий в развитии письменной и устной речевой компетенции студентов. Метакогниция рассматривается как способность обучающегося осознавать, планировать, контролировать и оценивать собственный познавательный процесс. В ходе исследования раскрываются теоретические и практические аспекты формирования речевой деятельности на основе метакогнитивного подхода. Особое внимание уделяется развитию рефлексивного мышления студентов как ключевого фактора повышения их речевой компетенции. В результате обосновывается, что применение метакогнитивных стратегий способствует значительному улучшению качества письменной и устной речи.

Ключевые слова: метакогниция, речевая компетенция, письменная речь, устная речь, рефлексия, стратегия, учебный процесс.

KIRISH

Zamonaviy ta'lim tizimida talabalarning mustaqil fikrlash qobiliyatini rivojlantirish, ularning kommunikativ kompetensiyasini shakllantirish va takomillashtirish muhim vazifalardan biri hisoblanadi. Ayniqsa, yozma va og'zaki nutq ko'nikmalari nafaqat lingvistik bilimlarning amaliy ifodasi, balki shaxsning intellektual

va ijtimoiy rivojlanish darajasini belgilovchi asosiy omillardan biri sifatida namoyon bo‘ladi. Shu bois nutq kompetensiyasini rivojlantirish masalasi zamonaviy pedagogika va lingvodidaktika fanlarida dolzarb ilmiy muammo sifatida e’tirof etilmoqda.

An’anaviy ta’lim yondashuvlarida nutq ko‘nikmalarini shakllantirish ko‘proq reproduktiv faoliyatga asoslangan bo‘lib, talabaning ichki bilish jarayonlari, xususan, o‘z fikrlashini anglash va boshqarish qobiliyatiga yetarlicha e’tibor qaratilmaydi. Natijada talaba nutq faoliyatini mexanik tarzda bajaradi, ammo uning mazmuniy va mantiqiy chuqurligi yetarli darajada rivojlanmaydi. Bu esa o‘z navbatida nutqning sifat ko‘rsatkichlariga salbiy ta’sir ko‘rsatadi.

Shu nuqtai nazardan, metakognitiv yondashuv ta’lim jarayoniga yangi metodologik imkoniyatlarni olib kiradi. Metakognitsiya talabaning o‘z bilish faoliyatini ongli ravishda boshqarishi, ya’ni rejalashtirish, monitoring qilish va baholash kabi jarayonlarni amalga oshirishi bilan tavsiflanadi. Mazkur yondashuv orqali talaba nafaqat bilimni egallaydi, balki o‘z o‘rganish strategiyalarini ham shakllantiradi, bu esa uning nutq kompetensiyasini sifat jihatdan yangi bosqichga olib chiqadi.

Tadqiqotning dolzarbligi shundaki, bugungi globallashuv sharoitida yuqori darajadagi kommunikativ kompetensiyaga ega mutaxassislarni tayyorlash zarurati ortib bormoqda. Bu esa yozma va og‘zaki nutqni rivojlantirishda innovatsion, xususan, metakognitiv strategiyalarga asoslangan yondashuvlarni ishlab chiqishni taqozo etadi.

Mazkur maqolaning maqsadi – metakognitiv strategiyalar asosida talabalarning yozma va og‘zaki nutq kompetensiyasini rivojlantirishning nazariy va amaliy asoslarini tahlil qilishdan iborat. Shu bilan birga, ushbu yondashuvning samaradorligini aniqlash va uni ta’lim jarayoniga joriy etishning metodik yo‘llarini asoslab berish vazifasi qo‘yiladi.

ASOSIY QISM

Metakognitiv strategiyalar asosida talabalarning yozma va og‘zaki nutq kompetensiyasini rivojlantirish masalasi zamonaviy lingvodidaktika, pedagogika va psixolingvistika kesishgan nuqtada joylashgan murakkab ilmiy muammodir. Mazkur yondashuvning mohiyati shundan iboratki, ta‘lim jarayonida talaba faqat til birliklarini o‘zlashtiruvchi subyekt sifatida emas, balki o‘z bilish faoliyatini anglaydigan, rejalashtiradigan, nazorat qiladigan va baholaydigan faol shaxs sifatida qaraladi. Metakognitsiya tushunchasi ilmiy adabiyotlarda odatda “tafakkur ustidan tafakkur” yoki shaxsning o‘z kognitiv jarayonlarini kuzatishi va boshqarishi sifatida talqin qilinadi [1]. Keyingi tadqiqotlarda esa metakognitiv faoliyat ikki yirik tarkibiy qismga – kognitsiya haqidagi bilim va kognitsiyani boshqarish komponentlariga ajratilib izohlangan [2]. Bu ikki tarkibiy qism talabaning yozma hamda og‘zaki nutq faoliyatini ongli ravishda tashkil etishida asosiy nazariy tayanch bo‘lib xizmat qiladi.

Yozma va og‘zaki nutq kompetensiyasi tilni bilishning alohida ko‘rinishi emas, balki kommunikativ maqsadni aniq ifodalash, fikrni mantiqiy tizimga solish, auditoriyani hisobga olish, uslubiy moslikni saqlash va nutqiy faoliyat natijasini tanqidiy baholash kabi ko‘nikmalar majmuasini o‘z ichiga oladi. Shu sababli mazkur kompetensiyani shakllantirishda oddiy reproduktiv mashqlar yetarli bo‘lmaydi. Talaba matn yaratish yoki og‘zaki bayon qilish jarayonida “nima demoqchiman?”, “qanday usulda ifodalashim maqsadga muvofiq?”, “mantiqiy bog‘liqlik qay darajada ta‘minlangan?”, “tinglovchi yoki o‘quvchi matnni qanday qabul qiladi?” kabi savollarni o‘ziga bera olishi lozim. Ana shu ichki nazorat va tahlil mexanizmi metakognitiv strategiyalarning amaliy ko‘rinishidir [2]. Tadqiqotlar metakognitiv xabardorlikning yuqori darajasi o‘quv natijalari bilan ijobiy bog‘liqligini ko‘rsatadi, bu esa nutq faoliyati sifatiga ham bevosita ta‘sir ko‘rsatishini anglatadi [3].

Metakognitiv strategiyalar odatda rejalashtirish, monitoring va baholash bosqichlari orqali tavsiflanadi [4]. Rejalashtirish bosqichida talaba nutqiy vazifani

anglaydi, maqsadni belgilaydi, mavzuga oid bilimlarini faollashtiradi, kerakli til materialini tanlaydi va nutqni qurish strategiyasini ishlab chiqadi. Yozma nutqda bu jarayon mavzuni tahlil qilish, kalit g'oyalarni ajratish, kompozitsion reja tuzish, dalillarni joylashtirish va uslubiy yo'nalishni belgilash ko'rinishida namoyon bo'ladi. Og'zaki nutqda esa rejalashtirish tinglovchi auditoriyasini hisobga olish, chiqish maqsadini aniqlash, asosiy tezislarni ketma-ketlikka solish, misollar va argumentlarni tanlash hamda ehtimoliy savollarga oldindan tayyorgarlik ko'rishni anglatadi. Demak, metakognitiv rejalashtirish nutqning spontan emas, balki maqsadga yo'naltirilgan, mazmunan puxta va struktur jihatdan izchil bo'lishini ta'minlaydi [4].

Monitoring bosqichi metakognitiv faoliyatning markaziy bo'g'ini hisoblanadi. Aynan shu bosqichda talaba o'z fikrining rivojlanishini kuzatadi, matn yoki nutq mantiqini tekshiradi, maqsaddan chetga chiqish holatlarini sezadi va zarur o'rinlarda o'z faoliyatiga tuzatish kiritadi. Yozma nutqda monitoring matnning kirish, asosiy qism va xulosa o'rtasidagi mutanosiblikni nazorat qilish, gaplararo bog'liqlikni mustahkamlash, terminlarning o'rinli qo'llanishini tekshirish, ortiqcha takrorlar va mantiqiy uzilishlarni aniqlash orqali amalga oshadi. Og'zaki nutqda esa monitoring talaffuz, intonatsiya, grammatik to'g'rilik, fikrning ravonligi, kommunikativ vaziyatga moslik va tinglovchining reaksiyasini hisobga olish bilan chambarchas bog'liq bo'ladi. Metakognitiv monitoring nutqni mexanik ifodalashdan ongli kommunikativ faoliyatga aylantiradi [1], [2].

Baholash bosqichi nutqiy faoliyat yakunida yuzaga keladigan reflektiv tahlil jarayonidir. Ushbu bosqichda talaba "maqsadga erishdimmi?", "fikrim tushunarli bo'ldimi?", "dalillar yetarli mi?", "ifoda usulim auditoriyaga mos keldimi?", "qaysi xatolar keyingi safar takrorlanmasligi kerak?" kabi mezonlar asosida o'z faoliyatini tahlil qiladi. Baholash faqat tayyor natijani ko'rish emas, balki kelgusi nutqiy faoliyat strategiyasini takomillashtirishga xizmat qiladigan pedagogik mexanizmdir. Shu

ma'noda metakognitiv baholash jarayoni talabani o'z-o'zini rivojlantirishiga, o'quv mustaqilligiga va nutq kompetensiyasining barqaror shakllanishiga yordam beradi [2], [3].

Yozma nutqni rivojlantirishda metakognitiv strategiyalar ayniqsa muhimdir, chunki yozish jarayoni ko'p bosqichli intellektual faoliyat bo'lib, unda g'oyani tanlash, uni kompozitsion jihatdan tartiblash, dalillash, tahrirlash va qayta ishlash ketma-ket amalga oshiriladi. Tadqiqotlar metakognitiv strategiyalarga asoslangan yozuv amaliyotlari o'quvchilarning yozish sifati, o'ziga bo'lgan ishonchi va nazorat ko'nikmalarini sezilarli darajada yaxshilashini ko'rsatgan [5], [6]. Bunday yondashuv talabalarda matn yaratishga "tayyor mahsulot" sifatida emas, balki rejalashtirish, yozish, qayta ko'rib chiqish va tahrirlashdan iborat jarayon sifatida qarashni shakllantiradi. Natijada yozma ishda mavzudan chekinish kamayadi, matnning ichki mantiqi mustahkamlanadi, argumentatsiya sifati yaxshilanadi va til vositalari maqsadga muvofiq tanlanadi [5].

Yozma nutq faoliyatida metakognitiv strategiyalarni tatbiq etishning samarali usullaridan biri – yozishdan oldingi reflektiv tayyorgarlikdir. Bu jarayonda talaba mavzu bo'yicha dastlabki bilimlarini aniqlaydi, o'zining kuchli va sust tomonlarini baholaydi, maqsadli auditoriyani tasavvur qiladi va matnning kommunikativ vazifasini belgilaydi. Ikkinchi muhim usul – jarayonli yozish bo'lib, bunda talaba dastlabki variantni yaratgach, uni qayta ko'rib chiqadi, mantiqiy bo'shliqlarni to'ldiradi, dalillarni aniqlashtiradi, leksik va sintaktik vositalarni takomillashtiradi. Uchinchi usul – o'z-o'zini savollash texnikasi bo'lib, talaba yozuv davomida va undan keyin muayyan diagnostik savollar orqali matn sifatini baholaydi. Masalan: "Mening asosiy tezisim aniqmi?", "Har bir abzats bitta markaziy g'oyaga xizmat qilyaptimi?", "Xulosa butun matn mantig'ini yakunlayaptimi?". Bunday ichki savollar metakognitiv monitoringning konkret metodik ko'rinishi sifatida namoyon bo'ladi [2], [5].

Ogʻzaki nutq kompetensiyasini rivojlantirishda ham metakognitiv strategiyalar muhim oʻrin tutadi. Chunki ogʻzaki nutq real vaqt sharoitida kechadi va bunda talaba bir vaqtning oʻzida mazmun, til shakli, auditoriya reaksiyasi hamda nutq ravonligini boshqarishga majbur boʻladi. Shu sababli ogʻzaki nutqda metakognitiv nazorat koʻpincha tezkor monitoring koʻrinishida yuzaga chiqadi. Tadqiqotlarda metakognitiv usullar qoʻllangan oliy taʼlim sinflarida talabalarning kommunikativ ishtiroki va speaking koʻrsatkichlari sezilarli yaxshilangani qayd etilgan [7]. Biroq ayrim izlanishlar ogʻzaki natijaga taʼsir bir xil boʻlmasligi, u vazifa turi, til darajasi va oʻlchash mezonlariga bogʻliq ekanini koʻrsatadi [8]. Bu holat metakognitiv yondashuvni mutlaq vosita sifatida emas, balki aniq didaktik sharoit bilan uygʻunlashganda yuqori samara beruvchi metodologik tizim sifatida tushunish zarurligini anglatadi.

Ogʻzaki nutqda metakognitiv strategiyalarni qoʻllash uchun bir necha bosqichli metodik modelni taklif etish mumkin. Birinchi bosqich — oldindan rejalashtirish boʻlib, bunda talaba chiqish maqsadini aniqlaydi, asosiy tayanch iboralarni tanlaydi, nutqning taxminiy tuzilishini ishlab chiqadi va mavzu boʻyicha muhim gʻoyalarni iyerarxik tartibga soladi. Ikkinchi bosqich — nutq jarayonida monitoring boʻlib, bunda talaba oʻz fikrining izchilligini, grammatik shakllarning toʻgʻriligini, auditoriya bilan aloqaning saqlanishini kuzatadi. Uchinchi bosqich — nutqdan keyingi refleksiya boʻlib, bunda audio yoki video yozuv asosida oʻz chiqishini tahlil qilish, kuchli va sust tomonlarni ajratish, kelgusi chiqish uchun shaxsiy strategik tavsiyalar ishlab chiqish amalga oshiriladi. Ayniqsa, oʻz chiqishini qayta tinglash yoki koʻrish usuli talabalarda oʻz nutqiga tashqi koʻz bilan qarash malakasini shakllantirib, metakognitiv xabardorlikni kuchaytiradi [7], [9].

Metakognitiv strategiyalar asosida nutq kompetensiyasini rivojlantirishda oʻqituvchining roli ham tubdan oʻzgaradi. Anʼanaviy modelda oʻqituvchi tayyor bilimni yetkazuvchi va xatolarni tuzatuvchi subyekt sifatida koʻrilsa, metakognitiv modelda u

talabani o‘z fikrlash jarayonini kuzatishga undovchi fasilitator vazifasini bajaradi. O‘qituvchi talabalarga faqat “nima qilish kerak”ni emas, balki “nega aynan shunday qilish kerak”, “qaysi strategiya qaysi vaziyatda samaraliroq”, “xatoni qanday aniqlash va tuzatish mumkin” kabi savollar asosida yo‘l-yo‘riq beradi. Bu yondashuv o‘quvchi mustaqilligini oshiradi, o‘z-o‘zini boshqarish madaniyatini shakllantiradi va nutqni o‘rganishni ichki motivatsiya bilan bog‘laydi [4], [9].

Talabalarda metakognitiv strategiyalarni shakllantirish uchun dars jarayonida maxsus topshiriq tizimini joriy etish maqsadga muvofiqdir. Jumladan, yozma nutq uchun reja-jadval tuzish, draft va redaksiya bosqichlarini ajratish, o‘z-o‘zini tekshirish varaqalari, peer review asosidagi tahlil, reflektiv kundalik yuritish kabi usullar samarali hisoblanadi. Og‘zaki nutq uchun esa tayanch savollar asosida mini-taqdimotlar, videoanaliz, nutqdan keyingi o‘zini baholash blankalari, juftlik va guruhli muhokamalarda strategik kuzatuv kabi metodlar qo‘llanishi mumkin. Bunday topshiriqlar talabaning e‘tiborini natijadan jarayonga ko‘chiradi. Ya’ni talaba faqat “to‘g‘ri javob”ni topishga emas, balki o‘sha natijaga qanday fikrlash yo‘li bilan kelganini anglashga o‘rganadi. Bu esa metakognitiv madaniyatning shakllanishi uchun zarur pedagogik asosni yaratadi [2], [4].

Shuningdek, metakognitiv strategiyalarni qo‘llash talabalarning tanqidiy fikrlashi, reflektiv tafakkuri va akademik mustaqilligini rivojlantiradi. Nutq kompetensiyasi aslida izolyatsiyalangan til hodisasi emas; u tafakkur madaniyati, mantiqiy tahlil, dalillash, pozitsiya bildirish va fikrni kommunikativ jihatdan moslashtirish qobiliyatlari bilan uzviy bog‘liq. Shu bois metakognitiv yondashuv yordamida rivojlantirilgan yozma va og‘zaki nutq ko‘nikmalari talabaning umumiy intellektual salohiyatiga ham ijobiy ta’sir ko‘rsatadi. Ayniqsa, akademik yozuv, munozara, prezentatsiya, esse, tahliliy matn va og‘zaki chiqish kabi faoliyat turlarida metakognitiv mexanizmlar nutq sifatining ichki boshqaruv tizimiga aylanadi [10].

Demak, metakognitiv strategiyalar asosida nutq kompetensiyasini rivojlantirishning ilmiy-metodik mohiyati talabanning tilni o‘zlashtirish jarayonini ongli boshqaruv obyektiga aylantirish bilan belgilanadi. Bu yondashuv talabanning yozma va og‘zaki nutqida mazmuniy izchillik, mantiqiy puxtalik, uslubiy moslik, refleksiv tahlil va o‘z-o‘zini nazorat qilish ko‘nikmalarini kompleks ravishda shakllantiradi. Shunday ekan, oliy ta’lim muassasalarida nutqni o‘qitish metodikasini metakognitiv strategiyalar bilan boyitish bugungi ta’limning nazariy va amaliy ehtiyojlariga to‘liq javob beradigan dolzarb yo‘nalishlardan biri sanaladi [5], [7].

XULOSA

Mazkur tadqiqotda metakognitiv strategiyalar asosida talabalarning yozma va og‘zaki nutq kompetensiyasini rivojlantirishning nazariy va amaliy jihatlari tizimli ravishda yoritildi. Tahlillar shuni ko‘rsatdiki, metakognitiv yondashuv ta’lim jarayonida talabanning faolligini oshirib, uni o‘z bilish faoliyatini ongli ravishda boshqaruvchi subyektga aylantiradi. Ayniqsa, rejalashtirish, monitoring va baholash kabi metakognitiv komponentlar nutq faoliyatining mantiqiy izchilligi, mazmuniy aniqligi va kommunikativ samaradorligini ta’minlashda muhim omil bo‘lib xizmat qiladi.

Yozma nutqni rivojlantirish jarayonida metakognitiv strategiyalar talabalarda matn yaratishga jarayonli yondashuvni shakllantiradi. Natijada ular fikrni tizimli ifodalash, dalillarni asoslash, matnni qayta ko‘rib chiqish va tahrirlash kabi ko‘nikmalarni egallaydi. Bu esa yozma ishlarning sifatini oshirish bilan birga, akademik yozuv madaniyatining shakllanishiga olib keladi. Og‘zaki nutq faoliyatida esa metakognitiv nazorat va refleksiya talabanning nutq jarayonini real vaqt rejimida boshqarish, auditoriya bilan samarali muloqot o‘rnatish va nutqni kommunikativ vaziyatga moslashtirish imkonini beradi.

Tadqiqot natijalari shuni ham ko‘rsatadiki, metakognitiv strategiyalarni qo‘llash talabalarda refleksiv tafakkur, tanqidiy fikrlash va o‘z-o‘zini baholash ko‘nikmalarini

rivojlantiradi. Bu esa nafaqat nutq kompetensiyasining shakllanishiga, balki shaxsning umumiy intellektual salohiyatining yuksalishiga ham ijobiy ta'sir ko'rsatadi. Metakognitiv yondashuv asosida tashkil etilgan ta'lim jarayonida talaba o'z xatolarini anglaydi, ularni tahlil qiladi va kelgusida bartaraf etish strategiyalarini ishlab chiqadi, bu esa uning o'quv mustaqilligini ta'minlaydi.

Olib borilgan ilmiy tahlillar asosida quyidagi xulosalarga kelindi: birinchidan, metakognitiv strategiyalar yozma va og'zaki nutq kompetensiyasini rivojlantirishning samarali metodologik vositasi hisoblanadi; ikkinchidan, nutq faoliyatini shakllantirish jarayonida metakognitiv rejalashtirish, monitoring va baholash mexanizmlarini tizimli qo'llash zarur; uchinchidan, nutqni o'qitish metodikasini metakognitiv yondashuv asosida takomillashtirish talabalarning kommunikativ kompetensiyasini sifat jihatdan yangi bosqichga olib chiqadi.

Shu bilan birga, mazkur yo'nalishdagi tadqiqotlarni yanada chuqurlashtirish zarur. Xususan, metakognitiv strategiyalarning turli fanlar kesimida qo'llanishi, individual farqlar bilan bog'liqligi hamda raqamli ta'lim muhitida metakognitiv ko'nikmalarni rivojlantirish istiqbollari alohida ilmiy izlanishlarni talab etadi.

Umuman olganda, metakognitiv yondashuv asosida tashkil etilgan ta'lim jarayoni talabalarning yozma va og'zaki nutq kompetensiyasini rivojlantirishda yuqori samaradorlikni ta'minlaydi hamda zamonaviy ta'lim talablariga javob beruvchi, mustaqil va reflektiv fikrlay oladigan shaxsni shakllantirishga xizmat qiladi.

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Development of dialogic speech in third-grade students in a multi-ethnic educational environment

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Abstract

This article examines the development of dialogic speech in third-grade students in a multi-ethnic educational environment. The main challenges in developing communication skills related to the language barrier and cultural diversity of students are analyzed. Effective pedagogical methods and technologies aimed at developing dialogic speech and communicative competence in primary school students are proposed.

Keywords: dialogic speech, multi-ethnic environment, communicative competence, primary school students, language barrier.

Развитие диалогической речи у учащихся 3 классов в полиэтническом пространстве

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Аннотация

В статье рассматриваются особенности развития диалогической речи у учащихся 3 классов в условиях полиэтнического образовательного пространства. Анализируются основные трудности формирования коммуникативных навыков, связанные с языковым барьером и культурным разнообразием учащихся. Предлагаются эффективные педагогические методы и технологии, направленные

на развитие диалогической речи и коммуникативной компетенции младших школьников.

Ключевые слова: диалогическая речь, полиэтническая среда, коммуникативная компетенция, младшие школьники, языковой барьер.

Современная система образования Республики Узбекистан характеризуется многообразием культур и языков, что обуславливает необходимость формирования у учащихся начальных классов устойчивых коммуникативных навыков. Особое значение в данном процессе приобретает развитие диалогической речи, которая является основой успешного межличностного взаимодействия и социализации учащихся в полиэтническом пространстве. Диалогическая речь выступает важнейшим компонентом коммуникативной компетенции и обеспечивает формирование у учащихся умений выражать свои мысли, понимать собеседника и адекватно реагировать в процессе общения.

Актуальность исследования обусловлена тем, что в условиях полиэтнической среды учащиеся сталкиваются с рядом трудностей, связанных с различиями в языковом опыте, культурных нормах и коммуникативных традициях. В частности, у детей могут возникать языковые барьеры, препятствующие свободному участию в диалоге и снижению уверенности в собственных речевых возможностях. Как отмечают исследователи, языковой барьер является одной из ключевых проблем, возникающих в процессе формирования диалогической речи у младших школьников. [1]

Диалогическая речь младших школьников развивается поэтапно: от имитации и воспроизведения речевых образцов к самостоятельному построению высказываний и творческому использованию языка в различных коммуникативных ситуациях. На начальном этапе учащиеся овладевают простыми речевыми клише и участвуют в учебных диалогах, затем происходит

расширение тем общения и формирование различных типов диалогов (расспрос, побуждение, обсуждение), а на завершающем этапе развивается способность к спонтанному общению и выражению собственного мнения. [2]

В полиэтническом образовательном пространстве развитие диалогической речи требует учета культурных и языковых особенностей учащихся. Важно создавать условия, способствующие формированию толерантности, взаимопонимания и уважения к другим культурам. Исследования показывают, что речевая деятельность является основой мыслительной деятельности и играет ключевую роль в формировании познавательных умений младших школьников. [3] Это особенно важно в многонациональных классах, где язык выступает не только средством общения, но и инструментом интеграции учащихся в образовательную среду.

Эффективное развитие диалогической речи возможно при использовании современных педагогических технологий. К ним относятся игровые методы, коммуникативные упражнения, моделирование речевых ситуаций, а также проектная деятельность. Игровые технологии способствуют снятию психологического напряжения, повышению мотивации учащихся и активизации их речевой деятельности. Кроме того, важную роль играет организация учебного процесса на основе сотрудничества, когда учащиеся взаимодействуют друг с другом в процессе выполнения заданий.

Особое внимание следует уделять формированию функциональной грамотности учащихся, которая тесно связана с развитием диалогической речи. В современных исследованиях подчеркивается, что овладение коммуникативной культурой в младшем школьном возрасте способствует успешной социализации личности и реализации ее потенциала. [4] В условиях полиэтнического

пространства это приобретает особую значимость, так как способствует гармоничному взаимодействию представителей различных культур.

Таким образом, развитие диалогической речи у учащихся 3 классов в полиэтническом образовательном пространстве является сложным и многогранным процессом, требующим комплексного подхода. Эффективная организация данного процесса предполагает учет индивидуальных и культурных особенностей учащихся, использование современных педагогических технологий и создание благоприятной коммуникативной среды. Реализация этих условий позволит повысить уровень коммуникативной компетенции младших школьников и обеспечить их успешную адаптацию в многонациональном обществе.

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THE ROLE OF INDEPENDENT EDUCATION IN STAFF TRAINING

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Abstract: This article presents opinions on the training of modern qualified personnel in higher education, the organization of independent education, types of independent work of students in the educational process, the 6th level of student activity, and the four levels of independent educational work in relation to students' learning abilities.

Keywords: Modern mature personnel, future career, Organization of independent work, Caspian training, planned consultations, curriculum, types of independent work.

The role of independent learning in higher education today is very large, since independent learning in applied sciences makes up 50% of the curriculum. The training of modern qualified personnel in higher education includes activities related to the development of students' skills of independent learning and independent development at all stages of their future careers. Independent work of the student at all stages of the educational process plays a major role in achieving this goal. Independent work is an active and purposeful activity of the student, which ensures the development of skills and qualifications for obtaining special knowledge, allows for the rational use of the necessary scientific and cognitive information with minimal effort and time. Modern principles of education in a higher educational institution help to master a wide range of professional and general cultural competencies, which are developed through an approach to activity and the activation of all resources of the individual.

The organization of educational activities for these purposes includes a significant part of the hours intended for independent study of the subject. Today, a student must independently master 50% of the entire volume of the subject, and sometimes more. The

organization of independent work is built according to certain principles, the main of which are scientific city, systematic city, consistency, continuity, awareness, activity, practice-oriented ness, goal-oriented ness. All tasks of independent work take into account educational goals of different levels and reflect the substantive competencies of each subject, and also include various types and levels of students' cognitive activity.

At the same time, these types of activities reflect the variability of independently performed educational tasks, and the levels of activity represent the current capabilities of the student at each specific stage of professional training. Today, the following types of independent work of students can be distinguished:

- * independent work during classroom training sessions (lectures, seminars, practical work) established by the curriculum;
- * independent work under the guidance and control of a teacher, carried out as a result of planned consultations, scientific and creative meetings, as well as tests and exams;
- * independent work outside the classroom when the student completes homework of an educational and creative nature.

All types of independent work of the student during the learning process are carried out by him simultaneously during classroom and extracurricular work. The main difference between these forms of activity lies in the current capabilities of the student. When implementing the tasks of educational activity, all tasks should comply with the principle of availability, and also include developmental tasks that move them from the actual zone to the zone of proximal development.

N. S. Basova [4] distinguishes 6 levels of student activity, at which the consistent purposeful development of their independent work (TMI) is carried out.

The first level is preparatory (introductory), the main purpose of which is to familiarize the student with the methods of independent work and master the skills and qualifications of the activity.

The second level is reproductive, in which the student repeats what is already familiar or has become familiar to him. The main purpose of this level is to master the algorithms of activity established in the cultural and professional sphere.

The third level is educational and search or partial search, where the condition for the effectiveness of the activity is a partially independent search for data, information, etc. necessary for solving or completing a specific educational task.

The fourth level is experimental search, the student already independently organizes and conducts experimental research.

The fifth level is theoretical- experimental, the student summarizes experimental data independently or with the help of a teacher, reports on the results of the experiment.

The sixth level is theoretical and practical. The student prepares a complete, finished product, expressed in the form of a term paper, thesis, scientific and practical project, based on the research conducted.

In other scientific pedagogical and psychological sources, one can find other classifications of independent work by category. Among them, V. V. Yegorov, E. G. Skribnitsky and V. G. Khrapchenkov “there are four levels of independent educational work, depending on the educational abilities of students, which are [4]:

1. Students' ability to copy the actions of a given model, identify objects and phenomena, and recognize them by comparing them with known models. At this level, students are prepared for independent educational and cognitive activity.

2. Reproductive activity to increase knowledge about various properties of the studied object, mainly does not go beyond the level of memory. However, at this level, the generalization of methods and techniques of educational and cognitive activity, their transfer to solving more complex, but typical problems, begins.[4]

3. Effective activity of independent application of acquired knowledge to solve problems that are outside the known model, requiring the ability to draw inductive and deductive conclusions.

4. Independent activity on the transfer of knowledge in solving problems in completely new situations, conditions for creating new programs, conditions for developing analogical thinking...”

In higher education pedagogy, according to the levels of independent work, four types of independent work are distinguished:

- * multiplying;
- * reconstructive- variable;
- * heuristic;
- * creative.

In short, independent learning teaches the student to think freely or work on various projects. This helps the student to work independently in his future work.

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DEVELOPMENT STAGES AND PROSPECTS OF INCLUSIVE EDUCATION IN UZBEKISTAN

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Abstract. This article analyzes the stages of development of inclusive education in Uzbekistan, its current state, and future prospects. It examines the reforms implemented in the process of introducing inclusive education, as well as the regulatory and legal framework and priority directions of state policy in this area. The possibilities of improving the national education system based on foreign experience are also discussed. The article identifies existing problems and provides scientifically grounded solutions. Particular attention is paid to the prospects of inclusive education, including teacher training, adaptation of the educational environment, and the social integration of children with special needs.

Keywords. inclusive education, children with special needs, education system, stages of development, educational reforms, social integration, pedagogical approach, foreign experience, education policy, inclusive environment

Annostatsiya. Ushbu maqolada O'zbekistonda inklyuziv ta'limning shakllanish jarayoni, uning rivojlanish bosqichlari, normativ-huquqiy asoslari hamda zamonaviy holati keng tahlil etilgan. Inklyuziv ta'limni joriy etish bo'yicha amalga oshirilayotgan davlat siyosati, ta'lim tizimidagi islohotlar va ularning amaliy natijalari yoritilgan. Shuningdek, rivojlangan xorijiy mamlakatlar tajribasi asosida milliy ta'lim tizimini takomillashtirish yo'llari ko'rib chiqilgan. Maqolada mavjud muammolar chuqur tahlil qilinib, ularni bartaraf etish bo'yicha ilmiy asoslangan taklif va tavsiyalar berilgan. Inklyuziv ta'limning istiqbollari, ayniqsa, pedagog kadrlar tayyorlash, innovatsion

texnologiyalarni joriy etish va ta'lim muhitini moslashtirish nuqtayi nazaridan asoslab berilgan.

Kalit soʻzlar. inklyuziv ta'lim, maxsus ehtiyojli bolalar, ta'lim islohotlari, ijtimoiy integratsiya, pedagogik kompetensiya, inkluziv muhit, xorijiy tajriba, individual ta'lim dasturi, defektologiya, logopediya

Hozirgi globallashuv va axborotlashuv davrida ta'lim tizimini modernizatsiya qilish, uni xalqaro standartlarga moslashtirish dolzarb masalalardan biri hisoblanadi. Ayniqsa, inklyuziv ta'limni rivojlantirish masalasi bugungi kunda nafaqat pedagogik, balki ijtimoiy-siyosiy ahamiyat kasb etmoqda. Inklyuziv ta'lim — bu barcha bolalar, ularning sog'lig'i, jismoniy yoki psixik rivojlanish darajasidan qat'i nazar, teng huquqli ravishda sifatli ta'lim olish imkoniyatiga ega bo'lishini ta'minlaydigan tizimdir. Ushbu yondashuv jamiyatda ijtimoiy adolat, tenglik va bag'rikenglikni shakllantirishga xizmat qiladi. O'zbekistonda inklyuziv ta'limni rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri sifatida e'tirof etilib, bu borada qator normativ-huquqiy hujjatlar qabul qilinmoqda va amaliy ishlar olib borilmoqda.

Inklyuziv ta'lim konsepsiyasi xalqaro miqyosda inson huquqlari va ijtimoiy tenglik tamoyillariga asoslanadi. Ushbu ta'lim turi har bir bolaning o'ziga xos ehtiyojlari va imkoniyatlarini hisobga olgan holda ta'lim berishni nazarda tutadi.

Inklyuziv ta'limning asosiy prinsiplari quyidagilardan iborat:

- 1.teng imkoniyatlar yaratish
- 2.diskriminatsiyani oldini olish
- 3.individual yondashuvni ta'minlash
- 4.moslashuvchan ta'lim muhitini yaratish

Inklyuziv ta'limning ahamiyati shundaki, u nafaqat maxsus ehtiyojli bolalar rivojiga, balki sog'lom bolalarning ijtimoiy ongini shakllantirishga ham ijobiy ta'sir ko'rsatadi.

O'zbekistonda inklyuziv ta'limning rivojlanish bosqichlari

O'zbekistonda inklyuziv ta'lim tizimi birdaniga shakllanmagan, balki uzoq tarixiy, ijtimoiy va pedagogik jarayonlar natijasida bosqichma-bosqich rivojlangan. Har bir bosqich jamiyatning rivojlanish darajasi, davlat siyosati va ta'lim tizimidagi o'zgarishlar bilan chambarchas bog'liq.

1-bosqich: Segregatsiya (ajratilgan ta'lim tizimi)

Bu bosqich sobiq ittifoq davridan boshlab mustaqillikning dastlabki yillarigacha davom etgan. Ushbu davrda maxsus ehtiyojli bolalar umumiy ta'lim tizimidan ajratilgan holda ta'lim olganlar. Maxsus ehtiyojli bolalar uchun alohida ixtisoslashtirilgan maktablar, internatlar va reabilitatsiya markazlari tashkil etilgan bo'lib, ular odatiy maktablardan mutlaqo alohida faoliyat yuritgan. Bu tizimning asosiy sababi shundan iborat ediki, o'sha davrda nogironlik va rivojlanishdagi nuqsonlar ko'proq tibbiy muammo sifatida qaralgan. Ya'ni bola jamiyatga emas, balki alohida tizimga moslashtirilgan.

Asosiy xususiyatlari: 1.ta'limning to'liq ajratilganligi, 2.bolalarning jamiyatdan ijtimoiy izolyatsiyasi, 3.tengdoshlari bilan muloqotning cheklanganligi, 4.pedagogik yondashuvning tibbiy modelga asoslanganligi.

Salbiy jihatlari: 1.bolalarning ijtimoiy moslashuvi sust bo'lgan, 2.jamiyatda nogironlikka nisbatan stereotiplar kuchaygan, 3.bolalar o'z imkoniyatlarini to'liq namoyon qila olmagan, shu sababli, bu tizim keyinchalik eskirgan va samarasiz deb baholana boshladi.

2-bosqich: Integratsiya (moslashtirish bosqichi)

Mustaqillikdan keyin, ayniqsa 1990-yillar oxiri va 2000-yillar boshida ta'lim tizimida yangicha yondashuvlar paydo bo'la boshladi. Shu davrda maxsus ehtiyojli bolalarni umumiy ta'lim muassasalariga qisman jalb qilish jarayoni boshlandi. Bu bosqichda asosiy maqsad bolalarni jamiyatga yaqinlashtirish bo'ldi. Biroq bu hali to'liq inklyuziya emas edi, balki integratsiya edi. Bu davrda tizim o'zgarmadi — aksincha, bola tizimga moslashishga majbur bo'ldi. Ayrim maktablarda maxsus sinflar ochildi. Nogironligi

bo'lgan bolalarni qisman umumiy sinflarga qo'shildi va xalqaro tashkilotlar bilan hamkorlik boshlandi. Ammo bir nechta muammolarga duch kelindi. Ya'ni maktablar moslashtirilmaganligi, o'qituvchilar tayyor emasligi, metodik qo'llanmalar yetishmasligi. Natijada, bu bosqich inklyuziv ta'limga o'tish uchun tayyorgarlik vazifasini bajardi.

3-bosqich: Inklyuziv ta'limni joriy etish (tizimni o'zgartirish davri)

2010-yillardan boshlab inklyuziv ta'lim davlat darajasida muhim yo'nalish sifatida tan olindi. Bu bosqichda eng katta o'zgarish — tizimning o'zi bolaga moslasha boshladi. Ya'ni, endi maqsad bolani o'zgartirish emas, balki ta'lim muhitini har bir bola uchun moslashtirish bo'ldi. Bu davrda inklyuziv ta'lim bo'yicha davlat siyosati shakllandi, qonun va qarorlar qabul qilindi, inklyuziv maktablar tashkil etila boshlandi, pedagoglarni qayta tayyorlash boshlandi hamda individual yondashuv kuchaydi, har bir bolaning ehtiyoji inobatga olinib boshlandi, differensial ta'lim usullari qo'llanila boshlandi. Natijada esa maxsus ehtiyojli bolalar umumiy muhitga kirib keldi, ijtimoiy moslashuv yaxshilandi. Jamiyatda tushuncha asta-sekin shakllandi.

4-bosqich: Tizimli rivojlanish va keng joriy etish

So'nggi yillarda inklyuziv ta'lim amaliyotga keng joriy etilmoqda. Bu bosqich inklyuziv ta'limning real hayotda ishlay boshlagan davri hisoblanadi. Bu bosqichning asosiy yo'nalishlari: Ta'lim muhitini moslashtirish, maktablarda panduslar, maxsus sinxonalar, moslashtirilgan o'quv vositalari joriy etilmoqda. Logoped, defektolog va psixologlar faoliyati kengaymoqda. Har bir bola uchun alohida ta'lim rejasi ishlab chiqilmoqda. Ota-onalar va jamiyatning inklyuziv ta'limga bo'lgan munosabati yaxshilanmoqda. Ammo bugungi kunda ham qator muammolarga duch kelinmoqda. Barcha maktablar to'liq moslashmagan, kadrlar yetishmovchiligi saqlanib qolgan. Ammo bu bosqich inklyuziv ta'limni real tizimga aylantirishda juda muhim hisoblanadi.

5-bosqich: Innovatsion va raqamli inklyuziv ta'lim

Hozirgi zamon bosqichi inklyuziv ta'limni yangi darajaga olib chiqmoqda. Bu bosqich texnologiyalar bilan chambarchas bog'liq. Asosiy yo'nalishlar: Raqamli texnologiyalar, onlayn ta'lim platformalari, mobil ilovalar, interaktiv dasturlar. Assistiv texnologiyalar: eshitish apparatlari, nutqni rivojlantiruvchi dasturlar, maxsus kompyuter vositalari. Masofaviy ta'lim: Uyda ta'lim olayotgan bolalar uchun katta imkoniyat yaratmoqda. Individual rivojlanish: Har bir bolaning ehtiyojiga moslashgan ta'lim tizimi shakllanmoqda, ta'lim hamma uchun ochiq bo'lmoqda, imkoniyati cheklangan bolalar ham teng qatnashmoqda, ta'lim sifati oshmoqda.

Xorijiy tajriba va uni qo'llash imkoniyatlari

Inklyuziv ta'limni samarali tashkil etish bo'yicha rivojlangan mamlakatlar tajribasi muhim ilmiy va amaliy ahamiyatga ega. Xorijiy davlatlar tajribasi shuni ko'rsatadiki, inklyuziv ta'limni muvaffaqiyatli joriy etish faqatgina ta'lim tizimini emas, balki butun jamiyatni o'zgartirishni talab etadi. Rivojlangan mamlakatlarda inklyuziv ta'lim samarali yo'lga qo'yilgan. Masalan, Finlandiya, Kanada va AQSHda har bir bola uchun individual ta'lim dasturlari ishlab chiqiladi va maxsus mutaxassislar jamoasi faoliyat yuritadi. Ushbu tajribalarni O'zbekiston sharoitida qo'llash uchun quyidagilar muhim:

- 1.pedagoglarni qayta tayyorlash
- 2.zamonaviy texnologiyalarni joriy etish
- 3.ta'lim tizimini moslashtirish
- 4.Inklyuziv ta'limning istiqbollari

Kelgusida quyidagi yo'nalishlar ustuvor bo'lishi zarur:

1. Kadrlar salohiyatini oshirish: pedagoglarning inklyuziv ta'lim bo'yicha bilim va ko'nikmalarini rivojlantirish.
2. Raqamli texnologiyalarni joriy etish: Onlayn ta'lim va assistiv texnologiyalar orqali ta'lim sifatini oshirish.
3. Ta'lim muhitini moslashtirish: Maktablarni barcha bolalar uchun qulay infratuzilma bilan ta'minlash.

4. Ijtimoiy hamkorlikni rivojlantirish: Ota-onalar, pedagoglar va davlat tashkilotlari o'rtasida hamkorlikni mustahkamlash.

5. Ilmiy tadqiqotlarni kengaytirish: Inklyuziv ta'lim bo'yicha ilmiy izlanishlarni rivojlantirish.

Xulosa qilib aytganda, O'zbekistonda inklyuziv ta'lim tizimi so'nggi yillarda sezilarli darajada rivojlanib, ta'lim tizimining muhim tarkibiy qismiga aylanib bormoqda. Mazkur yo'nalishda amalga oshirilayotgan islohotlar jamiyatda ijtimoiy tenglikni ta'minlash, har bir bolaning ta'lim olish huquqini kafolatlash va inson kapitalini rivojlantirishga xizmat qilmoqda. Tahlillar shuni ko'rsatadiki, inklyuziv ta'lim tizimi ajratilgan ta'lim modelidan zamonaviy inklyuziv modelga o'tish bosqichlarini bosib o'tgan. Bu jarayon ta'lim tizimining insonparvarlashuvi va demokratlashuvini yaqqol namoyon etadi. Shunday qilib, inklyuziv ta'lim nafaqat ta'lim tizimini takomillashtirish vositasi, balki jamiyatda ijtimoiy adolat, tenglik va insonparvarlik tamoyillarini qaror toptirishning muhim omili hisoblanadi.

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Women's Entrepreneurship as a Driver of Employment and Household Income: A Comparative Analysis of Uzbekistan and Global Trends

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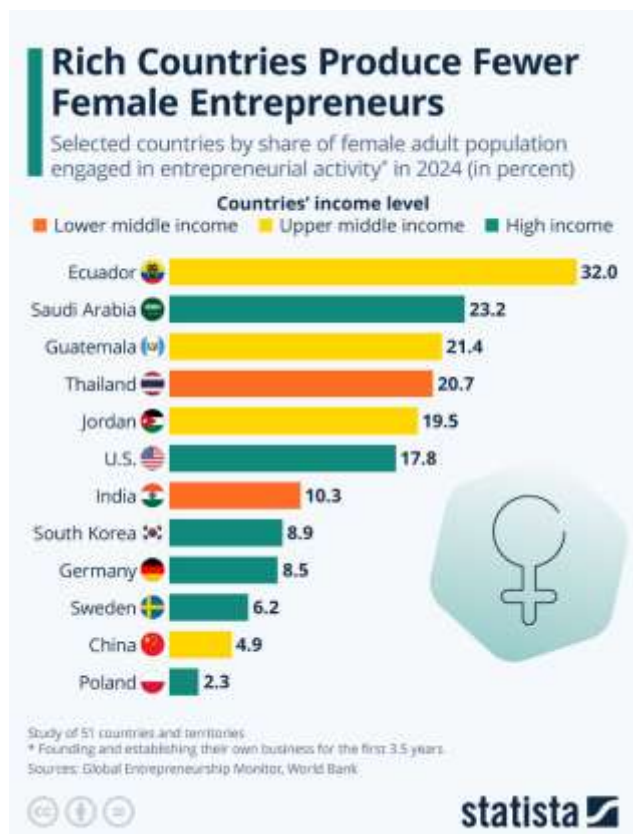
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Abstract: This study investigates the role of women's entrepreneurship as a key driver of employment generation and household income growth in both global and Uzbekistan-specific contexts. Drawing on empirical evidence from international institutions such as the World Bank, OECD, and ILO, the paper explores the structural contributions of women-led enterprises to labor markets, income distribution, and socio-economic development. The analysis reveals that women's entrepreneurship operates as a multiplier mechanism, influencing not only direct income generation but also broader welfare indicators such as education, health, and consumption. While Uzbekistan demonstrates significant progress in expanding women's participation in business, structural barriers persist, particularly in access to finance, sectoral diversification, and regional disparities.

Keywords: women's entrepreneurship, employment, household income, inclusive growth, Uzbekistan, global trends.

Over the past two decades, women's entrepreneurship has emerged as one of the most transformative forces in global economic development. Once viewed primarily through a social or gender equality lens, it is now increasingly recognized as a core economic driver capable of reshaping labor markets, stimulating household income growth, and enhancing overall economic resilience. This shift in perception is grounded in a growing body of empirical evidence demonstrating that women-led businesses contribute significantly to employment generation and income redistribution.

Globally, women-owned enterprises account for over 30% of formal registered businesses, yet their full economic potential remains underutilized due to systemic constraints. At the same time, women entrepreneurs face a massive financing gap estimated at \$1.7–1.9 trillion, limiting their ability to scale and generate employment.



These figures highlight a paradox: women’s entrepreneurship is both a major economic opportunity and a structurally constrained domain. **Figure 1. Rich Countries Produce Fewer Female Entrepreneurs.¹**

Globally, women entrepreneurs operate primarily within the micro, small, and medium enterprise (MSME) sector, which is widely acknowledged as the backbone of employment generation. However, female-owned MSMEs represent no more than 38% of total MSMEs worldwide, and they are disproportionately concentrated in low-value-added sectors such as retail and personal services.

Despite these limitations, the employment impact of women-led enterprises is substantial. In developing economies, women-owned rural enterprises alone generate 22–27 million jobs, demonstrating their critical role in labor market inclusion. Furthermore, in regions such as Sub-Saharan Africa, over 80% of women are self-employed, often running small-scale businesses that sustain household livelihoods.

¹ https://www.statista.com/chart/19254/female-adult-population-engaged-in-entrepreneurial-activity-per-country/?srsltid=AfmBOorFJr6nnOpUwgkZM1fyEMTAMty0qcJKS_cM7qoWoLevYrmU5mIs

These patterns suggest that women’s entrepreneurship is not merely an economic activity but a survival and adaptation strategy, particularly in labor markets characterized by limited formal employment opportunities.

Employment Effects of Women’s Entrepreneurship

The relationship between women’s entrepreneurship and employment operates through multiple channels. First, women-led enterprises generate direct employment, often prioritizing the hiring of other women, thereby enhancing gender inclusion in the labor market. Second, they contribute to indirect employment effects through supply chains and local economic ecosystems.

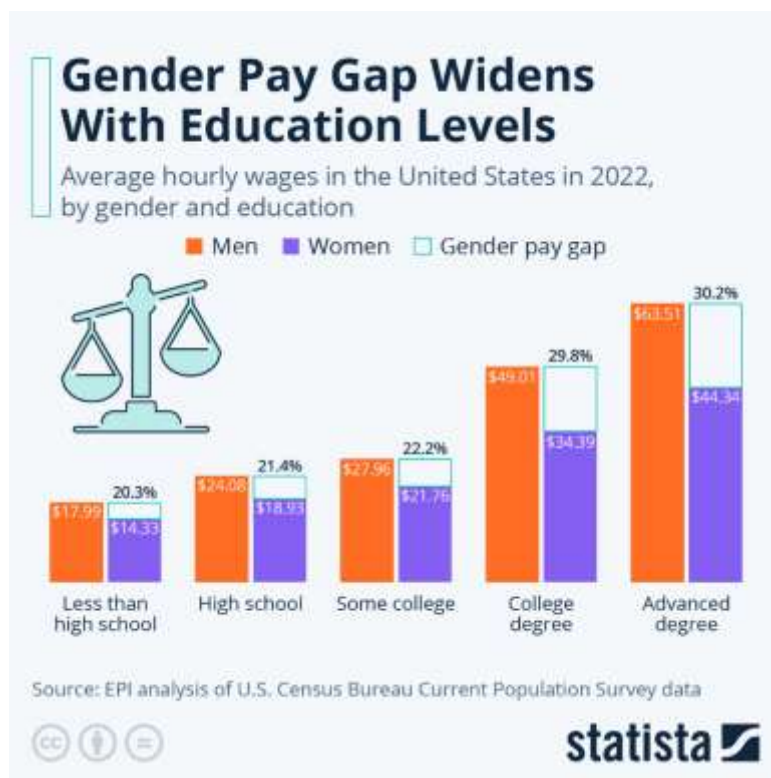


Figure 2. Gender Pay Gap Widens With Education Levels.²

Empirical evidence indicates that small and medium enterprises, where women are heavily represented, account for the majority of job creation globally. This is particularly evident in developing countries, where formal employment sectors are limited. By creating micro-enterprises, women effectively

transform from job seekers into job creators.

Moreover, women’s entrepreneurship plays a crucial role in reducing informal and hidden unemployment, especially in rural areas. In many cases, women’s businesses

² <https://www.statista.com/chart/amp/30852/gender-pay-gap-in-the-us-by-education-level/>

absorb underutilized labor within households, converting unpaid work into income-generating activities.

Studies show that women allocate a significantly higher share of their income to:

- I. children's education
- II. healthcare services
- III. nutrition and food security

This behavioral pattern transforms women's entrepreneurship into a human capital investment mechanism, amplifying its long-term economic impact.

From a theoretical perspective, this phenomenon can be explained through the household bargaining model, which posits that increased income control enhances women's decision-making power within families. As a result, women's entrepreneurship not only increases income levels but also reshapes intra-household resource allocation.

In Uzbekistan, women's entrepreneurship has gained significant momentum over the past decade, driven by comprehensive policy reforms and institutional support mechanisms. The number of women entrepreneurs has grown steadily, with thousands of new businesses emerging across sectors such as services, trade, and light manufacturing.

However, similar to global patterns, women-led businesses in Uzbekistan are heavily concentrated in low-entry-barrier sectors, particularly retail and services. While this facilitates rapid entry into entrepreneurship, it also limits scalability and income potential.

From an employment perspective, women's entrepreneurship has become a critical tool for addressing rural unemployment and underemployment. In many regions, especially outside major urban centers, women-led micro-enterprises serve as the primary source of income diversification.

Women's entrepreneurship is not merely a component of economic activity—it is a transformative force that reshapes employment structures, redistributes income, and strengthens household resilience. Both global evidence and the Uzbekistan experience demonstrate that empowering women entrepreneurs leads to measurable improvements in labor market outcomes and household welfare.

However, realizing the full potential of women's entrepreneurship requires addressing persistent structural barriers, particularly in finance, education, and sectoral participation. By doing so, policymakers can unlock a powerful engine of inclusive and sustainable economic growth.

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Managing the Process of Creating Next-Generation Textbooks for Specialized Subjects in Creative and Specialized Schools

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Abstract. This article analyzes the theoretical and methodological foundations and the current state of managing the process of creating next-generation textbooks for specialized subjects taught in creative and specialized schools. In particular, it examines issues related to taking account of subject-specific features in textbook development, shaping content aimed at developing students' creative abilities, and integrating a competency-based approach and innovative pedagogical technologies.

Keywords. creative schools, specialized schools, next-generation textbooks, specialized subjects, quality management in education, textbook development process, pedagogical innovations, competency-based approach, expertise and approbation, digital educational resources, educational management.

The rapid development of science and technology at the global level has made it necessary to create next-generation textbooks as an important tool of interactive education and to develop innovative didactic indicators for systematizing learning materials in learner-centered textbooks. In developed countries such as the United States, the United Kingdom, France, and Uzbekistan, particular attention is being paid to improving the pedagogical mechanisms for developing next-generation textbooks on the basis of systems integration, competency-based, and modular-credit approaches. In particular, in line with international assessment programs such as PISA, TIMSS, and

PIRLS, developing technologies for creating textbooks that foster reading, text comprehension, and creative thinking among students is becoming an urgent task.

Around the world, considerable research is being carried out on improving the didactic and methodological requirements for next-generation textbooks in general education subjects on the basis of continuity and succession, as well as on developing the organizational and functional structure of textbook creation through the integration of advanced pedagogical and information technologies. In systematizing learning materials in next-generation textbooks, it is important to fully take into account the pedagogical potential of the competency-based approach and to develop integrative requirements for textbook creation based on the use of benchmarking methods.

In our republic, creative schools and specialized schools were established in order to develop young people's intellectual and creative potential, create the necessary conditions to support and encourage gifted students, educate them as harmoniously developed individuals who are physically and spiritually healthy and devoted to the Motherland, and cultivate diligence, patriotism, selflessness, and the aspiration to become well-rounded people with a broad worldview. At the same time, it is highly important to organize comprehensive educational processes in these schools aimed at teaching students the rich creative legacy of our great ancestors and writers and preparing them to become worthy successors; to strengthen the material and technical base of schools; to improve systems for identifying, selecting, teaching, and educating gifted youth; to clarify the didactic functions of creating next-generation textbooks in line with STEAM education requirements; and to develop optimal mechanisms for systematizing educational materials. The Action Strategy for the Further Development of the Republic of Uzbekistan identified important tasks such as taking targeted measures to strengthen the material and technical base of educational institutions by equipping them with modern educational and laboratory equipment, computer

technology, and teaching and methodological manuals. This, in turn, requires improving the technology for creating next-generation textbooks in general education subjects and developing criteria and methods for evaluating textbook quality.

The results achieved in recent years in national and international subject Olympiads, as well as the medals being won, are highly encouraging. The achievements of the last two or three years are especially superior even to the results of the previous ten to fifteen years.

Every student who achieves the highest results in national and international Olympiads and returns home with medals, together with that student's teacher, is being rewarded with substantial financial incentives and a number of privileges. This helps create not only free competition among students, but also a healthy competitive environment among teachers aimed at achieving high educational outcomes.

Almost all students who are attaining high results in national and international subject Olympiads are students of Presidential schools, creative schools, and specialized schools—institutions with strong conditions and instruction from the most qualified teachers. The reason is that these schools are independent institutions fully equipped with modern facilities and textbooks; they employ teachers with international certificates; teachers are paid highly; and they are not burdened with excessive paperwork or ceremonial activities but work primarily for quality.

From the first years of independence until today, we have studied the experience of countries with developed education systems and spent billions of funds. Now, only by creating our own national education system will we be able to achieve even better results. This does not necessarily require the constant attraction of foreign personnel. We should study and disseminate the work of the devoted reform-minded staff of our national education system and listen to the proposals of scholars and teachers who can identify existing problems and show their solutions.

The main goals of modernizing the education system of Uzbekistan are connected with increasing access, quality, and efficiency in education, and this presupposes a significant renewal of its content. This, in turn, requires the development of a new generation of educational literature, because the textbook, as the main component of the educational process, puts educational content into practical effect.

In our view, creating next-generation textbooks first requires studying and theoretically understanding existing international experience in their development and identifying the scientific and pedagogical potential of educational literature from past years. Without studying and further developing existing experience in designing future-oriented curricula and textbooks, it is impossible to achieve educational continuity. At this stage, it is important to systematize the knowledge already obtained, study and generalize historically rich experience, and only then move toward the intended goal.

In this regard, while reviewing a presentation of next-generation textbooks developed for primary grades at the International Congress Center on December 29, 2022, the President of the Republic of Uzbekistan, Sh. Mirziyoyev, noted that from January 1, 2023, an experiment on introducing new textbooks would begin in schools in 14 regions of the republic, and from September 1 it would be launched in 10,000 schools.

Accordingly, active measures are being taken in our country to test Finnish educational programs and textbooks, publish new generations of educational literature, and involve specialists in the creation of qualitatively new textbooks.

Starting from the primary-grade textbooks being introduced experimentally in 14 regions of the country, educational programs and textbooks for grades 5–11 will also be developed in subsequent stages.

Today, the main focus in developing and preparing next-generation textbooks for publication is on ensuring that their content and quality meet international requirements.

For this reason, the experience of Turkey, a country with a developed education system, has been studied.

For example, the Turkish Ministry of National Education, which has extensive experience in the education system, oversees 60,000 schools serving a total of 18 million students.

To study advanced international experience, officials and specialists of the Agency for Specialized Educational Institutions visited Istanbul and Ankara to study the Turkish education system and practice for the purpose of developing modern educational and methodological literature for specialized boarding schools and specialized schools within the agency system. They familiarized themselves with the Turkish Ministry of National Education's Directorate of Textbooks and Publications, the ministry's publishing house in Izmir, and the activities of the METIKSAN and RITM publishing houses.

As a result of presentations delivered by responsible staff members of the Directorate of Textbooks and Publications—Umar Farrukh Turkhol and Nurjon Ishilchaylar—on the system for forming orders for textbooks, printing them, and delivering them, it was learned that the Ministry of National Education had created the “MEBBIS” electronic platform, through which educational institutions upload their textbook orders.

According to the analysis, beginning this year the printing enterprise located in Izmir, which ranks sixth in the world in terms of production, was placed under the authority of the Directorate of Textbooks and Publications, and educational literature is to be printed at that enterprise.

According to Turkish practice, 50 members of a commission responsible for quality control participate in the process of accepting educational literature from printing houses. During the acceptance process, the quantity of textbooks is checked first and

their quality second. In addition, the Department of Education and Upbringing, particularly the Department of Educational Programs and Instructional Materials, operates directly in the development of educational programs and textbooks.

At present, a total of 94 titles of educational literature are developed, covering children from age three (preschool age) through grade 12. The same textbooks are developed for all students in grades 1–8, while for grades 9–12 textbooks are developed according to specialization—natural sciences, exact sciences, social sciences, vocational education, sports, arts lyceums, Anatolian lyceums, and imam-khatib lyceums.

In Turkey, the practice of “free distribution of educational literature” was introduced beginning in the 2003–2004 school year. Free textbook delivery began for grades 1–4 in 2003–2004, for grades 5–8 in 2006–2007, for grades 9–12 in 2009–2010, and for private school students in 2014–2015. Since 2021–2022, all educational institutions throughout Turkey have been provided with free textbooks. In the 2022–2023 academic year, the average cost of printing and delivering textbooks amounted to 20–25 lira per student, or 9 billion lira in total.

Although authors, editors, and philologists are considered the primary parties responsible for textbook creation, working groups composed of specially responsible staff also operate to analyze state educational standards and curricula and to study whether the textbook corresponds to students’ psycho-physiological characteristics.

A special working group consisting of 32,000 pedagogues was prepared in order to prepare, review, and analyze textbooks created for educational institutions within the Ministry of National Education system.

The textbook draft prepared by the textbook authors is submitted to the ministry. These textbook mock-ups are then analytically reviewed by the working group and the ministry commission.

Textbook mock-ups are assessed on a 100-point scale based on criteria consisting of 200 items. A mock-up that scores above 75 points is accepted and returned to the creative team for further improvement.

The processes of studying, reviewing, and refining textbook mock-ups last for nine months, after which the completed textbook is submitted to the printing house for publication.

Textbooks should meet the following main requirements:

- they must not contradict existing laws;
- they must comply with approved educational programs;
- they must lead students to positive learning outcomes;
- they must conform to the literary norms of the Turkish language;
- they must be enriched with electronic resources and have a design that meets the required standards.

In Uzbekistan as well, the opinions of students, teachers, parents, and the wider public are considered important in the creation of next-generation textbooks. For this reason, electronic versions of textbooks being prepared for publication and teaching-methodological manuals are delivered to educational institutions for pilot testing in order to further improve and refine their content, design, and quality, and the textbooks are improved further on the basis of the comments and feedback received.

Ultimately, the well-founded proposals and comments being received on textbooks undoubtedly provide a new impetus for improving them in terms of content. This helps ensure more effective interaction between the education system and society in the creation of qualitatively renewed textbooks.

The changes introduced into newly published textbooks in our country include the following:

First, they are being prepared with students' age and psycho-physiological characteristics taken into account.

Second, repetition in textbook content is being eliminated, and changes are being made to textbook design and photo-illustrations on the basis of international experience.

Another important aspect is that interdisciplinary connections and continuity across grade levels are being ensured. Most importantly, the textbooks are being prepared on the basis of an innovative approach, with an emphasis on educational games, exercises, problems, and tasks aimed at developing students' logical thinking.

In addition, the content of informatics and information technology textbooks is being enriched with practical, creative, and logical tasks aimed at developing students' technical abilities. This is being carried out in line with the requirements of globally recognized STEAM technologies.

Developing a large-scale document such as a national curriculum that covers all levels and subjects of compulsory education is a difficult and costly process. Particular attention has also been paid to further improving the methodological support of the educational process in schools within the Agency for Specialized Educational Institutions system, in accordance with Presidential Decree No. PF-106 of April 14, 2022, "On expanding the network of specialized schools within the system of the Presidential Educational Institutions Agency," as well as Protocol No. 116 of the meeting chaired by the Prime Minister of the Republic of Uzbekistan on May 31, 2022, concerning the organization of the selection process for gifted students for creative schools, specialized schools, and specialized boarding schools within the agency system.

Likewise, under Presidential Decree No. PF-106 of April 14, 2022, one of the main tasks of the Scientific-Practical Center for Pedagogical Excellence and International Assessment under the Agency was designated as the development and procurement of

state educational standards, curricula, educational programs, and textbook sets for educational institutions within the agency system.

The task of developing the National Curriculum with the involvement of qualified pedagogues, researchers, psychologists, and foreign experts was defined by a presidential decree of November 6, 2020. In the Development Strategy of New Uzbekistan for 2022–2026 (Goal 42) and in the national program for the development of public education for 2022–2026, adopted by relevant presidential decrees, the full implementation of this program by 2026 is envisaged. The previous state educational standards for general secondary and specialized secondary education approved for 12-year education in 2017 lost legal force in 2021.

To implement the assigned tasks, 246 experts were involved in the development of curricula for 22 subjects, including schoolteachers, methodologists, university professors and lecturers, and experts from UNICEF and USAID. The National Curriculum defines the skills that students should develop in response to the demands of the twenty-first century. In addition, more than 600 specialists were involved to ensure continuity between school curricula and preschool, vocational, and higher education programs.

According to UNICEF's analysis of Uzbekistan's education sector, in addition to UNICEF and USAID, the British Council and other organizations also participated in the development of the National Curriculum; the process was carried out in several stages; and dozens of training sessions were organized for the specialists involved. UNICEF alone allocated the equivalent of 150,000 US dollars in 2020–2021 to support this reform.

Even developed countries with sufficient material and human resources do not create such documents frequently. For example, the national curriculum introduced in the United Kingdom in 1988 was revised only in 1994–1995, and even then no entirely

new curriculum was created; instead, the existing curriculum was edited in order to lighten educational content. The new national curriculum that remains in force today was introduced in 2014.

In Finland, the 2004 national curriculum was introduced in place of the curriculum developed ten years earlier. In Estonia, the only post-Soviet country to enter the top ten in the 2018 PISA international study, the national curriculum is likewise reviewed roughly once every ten years.

In 2019, USAID announced the start of a four-year program, “Education for Excellence in Uzbekistan,” with a budget of 29.5 million dollars. Within the framework of this program, Cambridge textbooks in English and Informatics were localized. In July 2022, these textbooks and manuals were pilot tested.

The most essential skills for a twenty-first-century person are critical and creative thinking, teamwork, and communication, and the curriculum is directed toward developing these skills.

In conclusion, on the basis of the National Curriculum, with UNICEF support, textbooks for grades 1–3 and 6, 7, and 10 were developed; with USAID funding, textbooks in native language, reading literacy, and mathematics for grades 1–4 were created; and physics and biology textbooks from Cambridge Publishing, localized by the Agency for Specialized Educational Institutions, were prepared.

As a result of the reforms of the last five years, the necessary political-legal, socio-economic, and scientific-educational foundations for building New Uzbekistan have been created in our country.

In addition, based on a deep analysis of complex global processes and of the development results achieved by our country, the Development Strategy of New Uzbekistan for 2022–2026, consisting of seven priority directions, was approved in recent years on the basis of the principle “From the Action Strategy to the Development

Strategy” and following broad public discussion under the principle “For Human Dignity.”

Goal 42 of the Development Strategy of New Uzbekistan for 2022–2026 provides for a complete review and practical introduction of curricula and textbooks based on advanced foreign experience by 2026.

In accordance with the National Curriculum, 699 titles are to be created by 2026, including 296 new textbooks, exercise books, teacher methodology books, and mobile applications in 2022 alone.

A system is to be introduced in general education schools for pilot testing textbooks and teaching-methodological complexes and for conducting expert review with the participation of foreign specialists.

These normative legal documents express the social demand placed by the state and society on the education system: a developing society needs modern, knowledgeable, ethical, and enterprising people who can make independent decisions in conditions of choice, forecast possible consequences, cooperate with others, display mobility, dynamism, and constructiveness, and possess a strong sense of responsibility for the fate of the country.

The introduction of new subjects into the curricula of New Uzbekistan and the need to renew educational content in those curricula make it necessary to actualize the mechanism for managing the process of creating next-generation textbooks for specialized subjects in creative and specialized schools.

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STRATEGIC REVENUE MODELS AND ECONOMIC EFFICIENCY IN MEDIA BUSINESS: A DIGITAL TRANSFORMATION PERSPECTIVE

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Abstract: This study examines the impact of strategic revenue models on the economic efficiency of media businesses in the context of digital transformation. The research focuses on diversified revenue streams such as advertising, subscription, and platform-based monetization. Empirical evidence indicates that media firms adopting multi-source revenue strategies achieve higher financial stability and improved performance. The study also highlights the role of data-driven decision-making and platform integration in enhancing efficiency. The findings confirm that revenue diversification is a key determinant of sustainable growth in the digital media economy.

Keywords: media business, revenue diversification, economic efficiency, digital transformation, monetization.

The media industry has experienced a structural transformation driven by digital technologies and platform-based ecosystems. Traditional revenue models, primarily dependent on advertising, are increasingly being replaced by diversified and hybrid models. This transformation reflects a broader shift toward data-driven and user-centric business strategies.

According to global industry reports, advertising revenue accounted for approximately 60% of total media income in 2010, but its share has declined to around 45–50% in recent years, while subscription-based models and digital monetization have significantly increased [1]. This shift demonstrates the necessity of strategic adaptation in revenue generation.

Revenue Source	2010 (%)	2024 (%)
Advertising	60	48
Subscription	20	32
Digital Monetization	10	15
Other	10	5

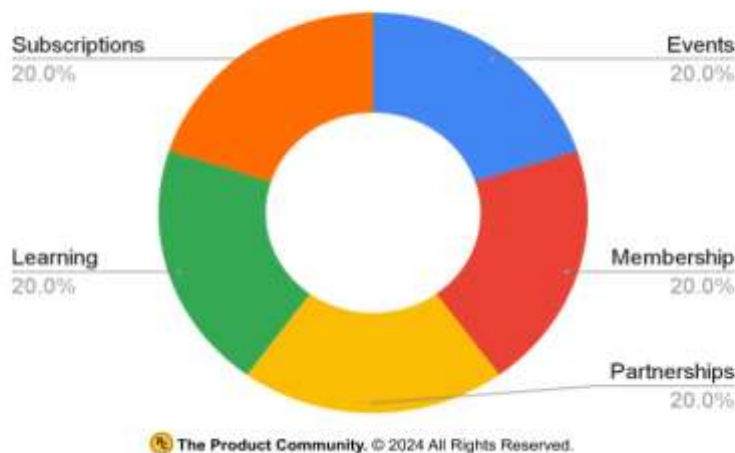
Table 1: Evolution of Media Revenue Models (Global Trend)¹

This transition indicates that reliance on a single revenue stream reduces resilience, while diversification enhances financial sustainability. Strategic revenue models represent structured approaches to generating income through multiple channels. In media business, these include:

- advertising-based models;
- subscription-based models;
- freemium and hybrid systems;
- platform monetization.

Research shows that companies implementing diversified revenue strategies achieve 25–40% higher revenue stability compared to single-source models [2].

Diversified Revenue



¹ PwC, Global Media Outlook [1]

Figure 1. Revenue Diversification and Efficiency Relationship.

The graph above illustrates that firms with diversified revenue streams demonstrate more stable and increasing financial performance.

The relationship between diversification and efficiency can be expressed as:

$$EE = \alpha + \beta_1RD + \beta_2DT + \varepsilon$$

Where:

EE — Economic Efficiency

RD — Revenue Diversification

DT — Digital Transformation

This model confirms that diversification and digitalization jointly influence performance.

Digital Transformation and Media Monetization

Digital transformation has introduced new mechanisms of value creation. Media firms now operate within platform ecosystems where revenue depends on user engagement and data analytics.

Studies indicate that companies using data-driven strategies increase monetization efficiency by 20–30% [3].

Indicator	Improvement (%)
Revenue growth	20–30
Audience engagement	25–35
Cost reduction	15–20
Monetization efficiency	20–30

Table 2: Impact of Digital Technologies on Media Efficiency²

² McKinsey, Digital Media Report [3]

The findings demonstrate that strategic revenue models significantly influence economic efficiency in media businesses. Diversification reduces dependency on volatile revenue streams and enhances resilience.

However, the transition is not without challenges: resistance to paid content, technological limitations, high competition, data management complexity. These factors require adaptive strategic management.

Strategic revenue diversification has become a critical factor in achieving economic efficiency in the media industry. Digital transformation further amplifies this effect by enabling new monetization mechanisms and improving operational performance.

Media firms that successfully integrate multiple revenue streams and leverage digital technologies achieve higher levels of profitability, stability, and competitiveness. Therefore, strategic revenue models should be considered a central component of modern media business management.

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Sanitary-Hygienic and Socio-Economic Factors in the Spread of Viral Hepatitis A in Rural Areas

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Abstract

The article examines the main causes of the spread of viral hepatitis A in rural areas. Sanitary-hygienic, socio-economic, and organizational-medical factors contributing to the persistence of high morbidity are analyzed. The need for a comprehensive approach to prevention is substantiated, including improving water supply conditions, enhancing the sanitary state of settlements, and expanding vaccination coverage.

Keywords: viral hepatitis A, rural areas, morbidity, sanitary conditions, prevention.

Введение. Вирусный гепатит А является одной из наиболее распространённых кишечных инфекций с фекально-оральным механизмом передачи. Несмотря на достижения современной медицины и наличие эффективных средств специфической профилактики, данное заболевание продолжает оставаться актуальной медико-социальной проблемой, особенно в сельской местности. В ряде стран и регионов отмечается более высокий уровень заболеваемости среди сельского населения по сравнению с городским, что указывает на наличие специфических факторов риска, требующих детального анализа.

Introduction. Viral hepatitis A is one of the most common intestinal infections transmitted via the fecal-oral route. Despite the advances of modern medicine and the availability of effective specific preventive measures, this disease remains a significant medical and social problem, especially in rural areas. In a number of countries and regions, a higher incidence rate is observed among the rural population compared to the

urban population, indicating the presence of specific risk factors that require detailed analysis.

Природные факторы и социальные условия жизни населения определяют распространение кишечных антропонозов. Поэтому представление об особенностях природной среды и социальных условиях жизни населения сельских районов Хорезмской области, является необходимой предпосылкой к изложению материалов изучения особенностей эпидемического процесса ГА на этой территории. В Хорезмской области, в том числе в Ургенчском районе, основным источником хозяйственно-питьевого водоснабжения населения являются подземные воды. Большинство действующих водопроводных сооружений осуществляет забор воды из артезианских скважин, тогда как доля водопроводов, использующих открытые водоёмы (каналы, реки), остаётся сравнительно невысокой. По ориентировочным данным, в Ургенчском районе около 80–85% водопроводов получают воду из подземных источников, и лишь 15–20% — из открытых водоёмов. При этом, несмотря на наличие определённых запасов подземных пресных вод, их потенциал используется не в полном объёме. Из открытых водоёмов водопроводами подаётся вода для примерно 40–45% населения Ургенчского района, что обуславливает повышенные требования к санитарно-гигиеническому контролю качества воды, особенно в тёплый период года. Централизованным водоснабжением охвачено около 65–70% населения района (в городских и приближённых к городу населённых пунктах — более 80%). Остальная часть населения использует децентрализованные источники водоснабжения — индивидуальные скважины и шахтные колодцы. Значительная доля таких источников не соответствует санитарным требованиям, при этом около 30% из них находятся в ветхом состоянии. Анализ состояния систем водоснабжения Ургенчского района показывает, что: доля водопроводов, не

имеющих должным образом организованных зон санитарной охраны, составляет около 35–40%; 60–65% водопроводов не оснащены полным комплексом очистных сооружений; около 50% систем водоснабжения не имеют эффективных установок обеззараживания воды. По данным лабораторного контроля качества питьевой воды, в отдельные годы доля нестандартной водопроводной воды составляла: по бактериологическим показателям — 7–9%, по санитарно-химическим показателям — до 25–30%. Указанные данные свидетельствуют о необходимости дальнейшего совершенствования систем водоснабжения Ургенчского района, модернизации очистных и обеззараживающих сооружений, а также усиления санитарного надзора за источниками централизованного и децентрализованного водоснабжения.

Эпидемиологическая характеристика вирусного гепатита А

Вирусный гепатит А вызывается РНК-содержащим вирусом, характеризуется острым течением и, как правило, заканчивается полным выздоровлением. Источником инфекции является больной человек, включая лиц с субклиническими и бессимптомными формами заболевания. Основной путь передачи — фекально-оральный, реализующийся водным, пищевым и контактно-бытовыми путями. В сельской местности формируются условия, способствующие длительной циркуляции возбудителя, что повышает риск возникновения как спорадических случаев, так и групповых вспышек заболевания.

Низкий уровень санитарно-гигиенической грамотности

Недостаточная информированность сельского населения о путях передачи и мерах профилактики вирусного гепатита А является важным фактором риска. Несоблюдение правил личной гигиены, употребление невымытых овощей и фруктов, использование некипячёной воды способствуют распространению инфекции, особенно среди детей.

Профилактические меры. Профилактика вирусного гепатита А в сельской местности должна носить комплексный характер и включать улучшение качества питьевого водоснабжения, развитие санитарной инфраструктуры, повышение санитарной культуры населения, а также расширение охвата вакцинацией, особенно среди детского населения и групп риска. Заключение. Таким образом, распространение вирусного гепатита А в сельской местности обусловлено совокупностью санитарно-гигиенических, медицинских и социально-экономических факторов. Для снижения заболеваемости необходимо внедрение комплексных профилактических программ, направленных на улучшение условий жизни населения и повышение эффективности системы здравоохранения в сельских районах.

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METHODOLOGICAL PROBLEMS OF STUDYING SELF- AWARENESS IN PSYCHOLOGY

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Abstract. This article is devoted to the methodological issues of studying human self-awareness. It is known that methodology is divided into general, particular (or special), and specific methodology. At the same time, methodology represents a process associated with revising existing views on the psyche. In other words, it concerns the problem of different interpretations of the same psychological phenomenon by various scholars. Indeed, diverse interpretations of a particular psychological phenomenon under the influence of different factors lead to ambiguity in understanding this phenomenon. This, in turn, makes it difficult to draw correct conclusions about it. The article examines this issue from the perspective of self-awareness.

Keywords: self-awareness, methodology, psyche, psychological phenomenon, factors, various interpretations, concept, ambiguity, conclusion.

ПСИХОЛОГИЯДА ЎЗИНИ ЎЗИ АНГЛАШНИ ТАДҚИҚ ҚИЛИШНИНГ МЕТОДОЛОГИК МУАММОЛАРИ

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Аннотация. Ушбу мақола инсоннинг ўзини ўзи англашнинг тадқиқ қилишининг методологик масалаларига бағишланади. Маълумки, методология умумий методология, хусусий (ёхуд махсус) методология ва конкрет методологияларга бўлинади. Бунда методология психика тўғрисидаги мавжуд қарашларни қайтадан кўриб чиқиш билан боғлиқ жараёнлар. Яъни бу – маълум бир психик ҳодисанинг турли олимлар томонидан турлича талқин қилинишлиги муаммосидир. Дарҳақиқат, маълум бир психик ҳодисанинг турли олимлар томонидан турли хил талқин қилинишлиги ўша ҳодиса ҳақидаги тушунчанинг ғализлигини келтириб чиқаради. Бу эса ўз ўрнида ўша психик ҳодиса ҳақида тўғри хулоса чиқаришимизни қийинлаштиради. Мақолада шу масала ўзини ўзи англаш нуқтаи назаридан туриб ҳал этилади.

Калит сўзлар: ўзини ўзи англаш, методология, психика, психик ҳодиса, олимлар, турли хил талқин, тушунча, ғализлик, хулоса.

МЕТОДОЛОГИЧЕСКИЕ ПРОБЛЕМЫ ИССЛЕДОВАНИЯ САМОСОЗНАНИЯ В ПСИХОЛОГИИ

Аннотация. Данная статья посвящена методологическим вопросам исследования самосознания человека. Известно, что методология подразделяется на общую, частную (или специальную) и конкретную. При этом методология представляет собой процесс, связанный с пересмотром существующих представлений о психике. То есть речь идёт о проблеме различной интерпретации одного и того же психического явления разными учёными. Действительно, различная трактовка определённого психического явления под влиянием различных факторов приводит к неоднозначности понимания данного явления. Это, в свою очередь, затрудняет формирование правильных выводов о нём. В статье данная проблема рассматривается с точки зрения самосознания.

Ключевые слова: самосознание, методология, психика, психическое явление, факторы, различные интерпретации, понятие, неоднозначность, вывод.

КИРИШ

Ҳар қандай илмий муаммони тадқиқ қилиш, аввалом бор, унинг методологик қирраларини ўрганишдан бошлансагина мақсадга мувофиқ бўлади. Чунки ўрганиладиган илмий муаммо методологик жиҳатдан таҳлил қилингандан кейин уни кейинги тадқиқот босқичларига қадам қўйилмоғи зарур.

“Методология” деганда психология фанида нима назарда тутилишини билиб олишдан ишимизни бошлаш дуруст деб ҳисоблаймиз. “Методология” деган тушунчага фанда тариф ва тавсифлар жуда кўп. Ҳатто айтишимиз мумкинки, у ҳар бир фан тармоғи нуқтаи-назаридан ҳам ўзига хос хусусиятга эга. Шу нуқтаи-назардан қараганимизда таниқли психолог олимамиз Г.М.Андреева томонидан методологияна берилган тавсиф бизнинг психология фанимиз учун қадрлидир. Олиманинг фикрича, ҳар қандай объектни ўрганишда бўладиган илмий ёндошув ўзида уч хил муносабатни ифодаламағи зарур:

1. Умумий методологияни – ўзига хос умумфалсафий ёндошувни, тадқиқотчи томонидан қабул қилинган билишнинг умумий усули.
2. Хусусий (ёхуд махсус) методологияни – илмнинг мазкур соҳасида қўлланиладиган методологик тамойиллар мажмуаси.
3. Конкрет методологияни – тадқиқотнинг конкрет методик усуллари тўплами¹.

Биз қуйида юқоридаги илмий тадқиқотнинг учта муносабатига алоҳида – алоҳида тўхталиб ўтишдан олдин шуни такидламоқчи эдикки, ҳар қандай тадқиқот ўтказилиш жараёнида методологиянинг барча даражаларидаги талаблар бажарилмоғи зарур.

Шундай қилиб, умумметодологик тамойиллар ҳақида баъзи фикрларимизни билдирамиз. Бу методологик ёндошувнинг илк босқичига тўғри келади. Бунда асосан умумфалсафий талаблар назарда тутилган бўлиб, диалектиканинг учта

¹ Андреева Г.М. Социальная психология. М.: Изд – во МГУ, 1989. – 56 с.

асосий қонунларини шулар жумласига киритса бўлади (миқдор ўзгаришларининг сифат ўзгаришларига ўтиши қонуни, қарама-қаршиликлар бирлиги ва кураши қонуни, инкорни инкор қонуни)². Бу қонунлар нафақат ҳар қандай психик жараёнларда сақланиши билан бир вақтда, тадқиқотчи объекти ўзгаришида содир бўладиган динамикани ўрганишда тамойиллар кўринишида ҳам фойдаланса бўлади. Масалан, олий ўқув юртидаги ўқишга кирган талабанинг ўқиш давомида ўзгарадиган мотивлари динамикасида миқдор ўзгаришларининг сифат ўзгаришига ўтиши қонунини кузатса бўлади.

Психология фанига тааллуқли бўлган методологик тамойиллар

Биз учун тадқиқотимизда методологиянинг иккинчи кўринишдаги ҳолати аҳамиятга эга. Бу психология фанига тааллуқли бўлган методологик тамойиллар билан боғлиқ масаладир. Маълумки, психология фани бошқа барча фанлардан ўз тадқиқот предметининг номоддийлиги билан фарқланади. Унинг бу характерли хусусияти психик ҳодисаларни тадқиқ қилишга алоҳида тамойилларни тадбиқ қилишга олиб келинишлиги ҳақида фикрлар билдирган.

Тадқиқотчининг фикрича, психология фанининг тадқиқот объекти ҳисобланган психикани ўрганишда икки қарра субъективлилик ҳодисаси кузатилади, яъни бошқа фанларда тадқиқот объекти тадқиқотчининг субъектив сфераси орқали тадқиқ қилинса, психологиядаги психиканинг ўзи субъектив ҳодиса эканлиги сабаб у икки қарра субъективли тадқиққа учрайди. Бу ҳолат тадқиқотларни қийинлаштиради, олинажак натижаларнинг ҳаққонийлигига путур етказди. Муаллиф бу методологик муаммони ҳал қилишда икки хил йўл мавжудлигини таъкидлайди: биринчиси – иттифоқ тузими давридаги психикани ўрганишга тадбиқ қилинган сунъий методологик тўсиқларни (синфийлик,

² Большой психологический словарь. Сост. И общ. Ред. Б.Мешеряков, В.Зинченко – ЕВРОЗНАК, 2004 – 672 с.

партиявийлик тамойиллари, онгнинг материяга нисбатан иккиламчилиги тамойили ва ҳ.к.) олиб ташлаб, ўрнига янги методологик тамойилларни ишлаб чиқиш бўлса, иккинчиси, психика тўғрисидаги мавжуд қарашларни қайтадан кўриб чиқиши йўли. Юқорида зикр қилинган ечимлар психологияда мавжуд бўлган муаммоларнинг ҳал бўлишига ёрдам бериши мумкин.

Умумметодологик муаммо

Яна бир принципиал аҳамиятга эга бўлган умумметодологик муаммо ҳақида Л.М.Веккер ўзининг “Психик жараёнлар” китобининг 3-томида батафсил тўхталади. У сифат ва унинг ташувчиси (носитель) ўртасидаги муносабатларни ўргана туриб, сифат ва унинг ташувчиси (масалан, психика сифат деб қаралса, унинг ташувчиси – мия) ўртасидаги алоқа бирламчи бўлсагина улар ҳақида чиқарилган хулосалар тўғри бўлишлигини таъкидлайди. “Бироқ одатда сифатнинг ўзи ҳам яна бошқа сифатларни юзага келтиради (масалан, мия психикани пайдо қилса, психиканинг сифати мотивация бўлиши мумкин) n – даражадаги сифат $(n-1)$ даражадаги сифатнинг функцияси сифатида тушунтирилмоғи зарур. Чунки у мазкур сифатнинг энг яқин бевосита ташувчисидир”³. Муаллифнинг таъкидлашича, сифат ва унинг ташувчиси ўртасидаги ўзаро муносабатлар муаммосининг ҳал қилинмаганлиги сабабли маълум психологик масалаларни ҳал қилишда методологик тўсиқни пайдо қилиб қўяди. Холбуки бу масала ечимини топмас экан, тадқиқотларимиз бир ёқламалик касб этаверади.

Методологияда бир муаммо мавжуд бўлиб, уни психология фанида ҳам кузатса бўлади. Бу – маълум бир психик ҳодисанинг турли олимлар томонидан турлича талқин қилинишлиги муаммосидир. Дарҳақиқат, маълум бир психик

³ Веккер Л.М. Психические процессы. 3 – том. – Л. Изд – во ЛГУ, 1987. – 24 с.

ҳодисанинг турли омиллар томонидан турли хил талқин қилинишлиги ўша ҳодиса ҳақидаги тушунчанинг ғализлигини келтириб чиқаради. Бу эса ўз ўрнида ўша психик ҳодиса ҳақида тўғри хулоса чиқаришимизни қийинлаштиради.

Юқоридаги ҳолат ҳам психология фанидаги муҳим методологик муаммони яққол кўрсатиб турибди. Мотив тушунчасига бўлган бундай турли хил муносабатлар, талқинлар, таҳлиллар мотивация тўғрисидаги назариянинг яратилишига тўсқинлик қилади.

Умуман айтганда, методология барча фанлар учун энг муҳим аҳамиятга эга бўлиб, унда ишлаб чиқарилган тамойилларга тадқиқотчининг амал қилишлиги уни тўғри йўлдан оғишмай кетишлигига кафолат беради. Шунинг учун ҳам ҳар бир тадқиқотчи унда ишлаб чиқарилган тамойилларга амал қилишга ҳаракат қилмоғи зарур. Биз ҳам ўз тадқиқотимизда ишончли саналган системалилик, тараққиёт ва комплекслилик тамойилларидан фойдаланган ҳолда тадқиқотларимизни ўтказдик ва олинган натижаларни таҳлил қилдик.

Ўзини ўзи англаш жараёни ўтиш даврининг марказий психик жараёни ҳисобланади. Бу жараённинг қандай ҳаракатлантирувчи кучлари мавжуд? Индивидуаллик ва унинг англаниши қандай шаклланади? Ўсмирлардаги ўзи тўғрисидаги тасаввурлар қандай компонентардан ташкил топади? Ўзини ўзи назорат қилиш билан “Мен” туйғуси ўртасида қандай алоқалар мавжуд? Шунга ўхшаш саволларга жавоб изланир экан, методологик тамойилларга асосланиб тадқиқот ўтказиш талаб қилинади.

Ўзини-ўзи англаш тушунчасининг назарий муаммолари

Ўсмирларда ўз ички оламини кашф этиш – мураккаб психологик ҳодиса ҳисобланади ва уни тадқиқ қилишда фойдаланиладиган методологик тамойиллар ишончли асосга эга бўлиши келажакда чиқарадиган илмий хулосаларнинг тўғри бўлишига олиб келади.

1. Ўзини-ўзи англаш тушунчасининг назарий муаммолари мавжуд бўлиб, уларнинг биринчисига “тушунчанинг аниқ таърифланмаганлиги” киради.

Психологияда “ўзини-ўзи англаш” ягона, барча томонидан қабул қилинган таърифга эга эмас. У турли мактабларда турлича талқин қилинади: Масалан, фалсафий ёндашувда “ўзини-ўзи англаш” инсоннинг “Мен” и, мавжудлигини англатади; ижтимоий психологияда эса шахснинг ўзини бошқалар билан муносабатда англашини кўрсатади; ривожланиш психологиясида болалиқдан шаклланиб борадиган психик тузилма тушунилади; когнитив психологияда эса ўз фикрлари ва ҳолатларини рефлексив баҳолаш қобилияти назарда тутилади. Бу хилма-хиллик назарий бўлинишга олиб келади ва тадқиқот натижаларини солиштиришни қийинлаштиради.

2. Кейинги муаммо “Ўзини-ўзи англаш ва яқин тушунчалар ўртасидаги чегара муаммоси” кўринишида тавсифланади. Бу қуйидаги тушунчалар кўпинча бир-бири билан қоришиб кетишлигини англатади: “Мен-концепция”, “Ўз-ўзини баҳолаш”, “Идентиклик” ва “Рефлексия”. Масалан, баъзи олимлар ўзини-ўзи англашни Мен-концепциянинг асоси деб ҳисоблайди, бошқалар эса уни натижа сифатида кўради. Бу эса назарий ноаниқликка сабаб бўлади.

3. Учинчи муаммо “Биологик ва ижтимоий омиллар нисбати” деб аталди. Маълумки, муҳим назарий саволлардан бири - ўзини-ўзи англаш туғма хусусиятми ёки ижтимоий муҳитда шаклландими? деган саволдир. Бу саволга турли психологик мактаблар турлича ёндашади. психоанализда — ички тажрибалар ва онгсиз омиллар устуни сифатида; бихевиоризмда — ташқи муҳит асосий омил ҳисобланади; маданий-тарихий ёндашувда (Выготский) — ижтимоий мулоқот ҳал қилувчи аҳамиятга эгаллиги таъкидланади. Муаммо шундаки, бу масалада ягона назарий келишув мавжуд эмас.

4. Тўртинчи муаммо “Методологик муаммолар” билан боғлиқ бўлиб, уларни бир нечв тоифага ажратиш мумкин. Бирчисига “Ўлчаш муаммоси” деб аталган муаммо киради. Ўзини-ўзи англаш — ички, субъектив ҳолат бўлгани учун уни тўғридан-тўғри ўлчаб бўлмайди. Шу сабабли:ўлчаш учун анкета ва сўровномалар, ўз-ўзини ҳисобот усуллари ва проектив методлар қўлланилади. Аммо бу методлар ижтимоий исталган жавоб, онгли ёки онгсиз бузиб кўрсатиш хавфига эга.

Муаммоларнинг иккинчиси “Объективлик ва субъективлик нисбати” деб аталиб, бунда тадқиқотчи қуйидаги муаммога дуч келади:

- 1) ўзини-ўзи англашни шахснинг ўз баҳоси орқали ўлчаймизми ёки ташқи кузатув ва эксперт баҳосига таянилади. Икки ҳолат ҳам камчиликларга эга:
- 2) субъектив баҳолар — нотўлиқ ёки идеаллаштирилган бўлиши мумкин;
- 3) ташқи баҳолар — шахснинг ички тажрибасини тўлиқ акс эттирмаслиги мумкин.

Учинчи муаммо “Ёш ва маданий омиллар” дея аталади ва бунда ўзини-ўзи англаш: ёшга қараб (болалик, ўсмирлик, катталарда), маданиятга қараб (индивидуалистик ёки коллективистик жамиятлар) кескин фарқ қилади. Шу сабабли бир маданиятда ишлаб чиқилган методика бошқа маданиятда нотўғри натижа бериши мумкин. Бу методикаларни адаптация қилишни талаб қилади.

“Методологик муаммолар” билан боғлиқ бўлган яна бир муаммо “Динамик жараённи статик методлар билан ўрганиш” деб номланади. Маълумки, ўзини-ўзи англаш — динамик, ўзгарувчан жараён. Аммо кўп тадқиқотлар бир марталик сўровнома,ёки кесма тадқиқотлар орқали ўтказилади. Бу эса шахс ривождаги ўзгаришларни тўлиқ очиб бермайди.

5. Бешинчи муаммо “Замонавий ёндашувлар ва ечимларга интилиш” деб аталади ва ҳозирги кунда қуйидаги йўналишлар муаммоларни юмшатишга ҳаракат қилмоқда: комплекс ёндашув (сифат ва миқдорий методларни

бирлаштириш); лонгитюд тадқиқотлар; нейрпсихологик усуллар; маданий-сензитив методикалар ишлаб чиқиш.

Хулоса. Хулоса қилиб айтганда, психологияда ўзини-ўзи англашни тадқиқ қилиш назарий жиҳатдан — тушунчалар хилма-хиллиги, методологик жиҳатдан — ўлчаш, объективлик ва маданий фарқлар билан боғлиқ мураккаб муаммоларга эга. Шу билан бирга, бу йўналиш шахс психологиясининг энг марказий ва истиқболли соҳаларидан бири ҳисобланади. Шу нуқтаи назардан қараганда, методология ҳар қандай тадқиқотларнинг марказида турган масала бўлганлиги сабабли уни эътибордан четда қолдириш мумкин эмас.

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Algorithms for Synthesizing 3D Spatial Models Based on 2D Visual Representations of Buildings and Analyzing Their Aerodynamic, Insolation, and Energy Efficiency

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Abstract. This study elucidates a methodology for autonomously reconstructing the 3D spatial geometry of buildings from limited 2D static images to execute advanced climatic simulations. By integrating deep learning with computational fluid dynamics, solar radiation, wind aerodynamics, and energy consumption were analyzed. Empirical observations confirmed that AI-formulated topological data possess high validity in predicting microclimates ($r = 0.94$). The conceptual findings provide an automated express-diagnostic platform for optimizing energy consumption in urban planning.

Keywords: 3D spatial synthesis, aerodynamic analysis, insolation, energy efficiency, neural radiance fields, digital urban planning.

Binoning 2D vizual tasvirlari asosida 3D fazoviy modellarni sintez qilish va ularning aerodinamik, insolyatsion hamda energetik samaradorligini tahlil qilish algoritmlari

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Annotatsiya. Ushbu tadqiqot cheklangan miqdordagi 2D statik tasvirlar asosida binolarning 3D fazoviy geometriyasini avtomatik tiklash va ular ustida iqlimiy simulyatsiyalarni o'tkazish metodologiyasini yoritadi. Chuqur o'rganish va hisoblash gidrodinamikasi vositalarini integratsiya qilish orqali quyosh radiatsiyasi, shamol aerodinamikasi va energiya sarfi tahlil qilindi. Empirik kuzatuvlar AI topologik

ma'lumotlari mikroiklimni bashorat qilishda yuqori validlikka ($r = 0.94$) ega ekanligini isbotladi. Konseptual xulosalar shaharsozlikda energiya sarfini optimallashtirish uchun avtomatlashtirilgan ekspress-diagnostika platformasini taqdim etadi.

Kalit so'zlar: 3D fazoviy sintez, aerodinamik tahlil, insolyatsiya, energiya samaradorligi, neyron nurlanish maydonlari, raqamli shaharsozlik.

Аннотация. Данное исследование освещает методологию автоматического восстановления 3D-геометрии зданий на основе ограниченных 2D-изображений с последующим проведением климатических симуляций. Путем интеграции глубокого обучения и вычислительной гидродинамики проанализированы солнечная радиация, аэродинамика ветра и энергопотребление. Эмпирические наблюдения подтвердили, что ИИ-данные обладают высокой валидностью в прогнозировании микроклимата ($r = 0.94$). Концептуальные выводы предлагают автоматизированную платформу экспресс-диагностики для оптимизации энергопотребления в градостроительстве.

Ключевые слова: 3D пространственный синтез, аэродинамический анализ, инсоляция, энергоэффективность, нейронные поля излучения, цифровое градостроительство.

1. KIRISH

Global iqlim o'zgarishlari fonida urbanistik infratuzilmani optimallashtirish dolzarb muhandislik masalasiga aylandi. Jahon energetika agentligi ma'lumotlariga ko'ra, global elektr energiyasining taqriban 40 foizi binolarni HVAC (isitish va sovutish) tizimlari orqali mo'tadillashtirishga sarflanadi. Zamonaviy "Aqlli shahar" (Smart City) konsepsiyasida energiya yo'qotishlarini minimallashtirish uchun binolarning shamol sirkulyatsiyasi va quyosh nuri (insolyatsiya) bilan munosabatini aniq baholash talab etiladi. An'anaviy BIM dasturlarida 3D CAD modellarini mutaxassislar tomonidan qo'lda yaratilishi o'ta ko'p vaqt va resurs talab qiladi.

So'nggi yillarda NeRF (Neural Radiance Fields) kabi generativ modellar bitta statik 2D tasvirdan 3D maket yaratish imkonini berdi, biroq bu "sintetik" modellarning hisoblash gidrodinamikasi (CFD) va termodinamik tahlillar uchun yaroqliligi to'liq o'rganilmagan. Tadqiqotning amaliy maqsadi: chuqur o'rganish yordamida binolarning oddiy 2D tasvirlarini 3D poligonli (Mesh) modellarga o'tkazish hamda ob'ektning quyosh energiyasini yutishi, aerodinamik qarshiligi va energiya sarfini aniqlovchi uzluksiz raqamli zanjirni eksperimental validatsiyadan o'tkazish.

2. MATERIAL VA METODLAR

Tadqiqot prospektiv hisoblash modellashtirishi muhandisligi doirasida tashkil etildi. Ma'lumotlar bazasi Toshkent shahridagi turar-joy va ma'muriy binolarning 4K ruxsatdagi 2D fotosuratlarini (N = 120 ta namunaviy obyekt) asosida shakllantirildi.

Analitik jarayon izchil 3 bosqichni qamrab oldi:

1. **Fazoviy geometrik sintez:** MiDaS neyron tarmog'i va modifikatsiyalangan PixelNeRF arxitekturasi yordamida tasvirdan chuqurlik xaritasi bashorat qilinib, OBJ formatidagi 3D sirt tiklandi.
2. **Aerodinamik gidrodinamika tahlili:** Olingan 3D modellar OpenFOAM (CFD) dasturiga kiritilib, Navier-Stokes tenglamalari asosida hududning shamol oqimi (4.5 ± 0.5 m/s) simulyatsiya qilindi.
3. **Insolyatsiya va energetik hisob-kitob:** Ladybug Tools va EnergyPlus vositalari orqali sirtga tushuvchi yillik quyosh radiatsiyasi va HVAC energiya yuki hisoblandi. Aralashuv (sintetik AI model) va nazorat (haqiqiy CAD chizmalari) guruhlarini farqi Pirson korrelyatsiyasi (r) va o'rtacha kvadratik og'ish (RMSE) yordamida baholandi (Student t-testi, $p < 0.05$, 95% CI).

3. NATIJALAR

Empirik ma'lumotlar sintetik 3D modellarning iqlimiy tahlillar uchun o'ta yuqori yaroqliligini isbotladi. Birlamchi bosqichda bino sirtlarini tiklashning o'rtacha xatolik darajasi (RMSE) 0.065 ± 0.012 metrni tashkil etdi. Ushbu ko'rsatkich neyron tarmoq shamol va nurni to'suvchi arxitektura elementlarini (balkonlar, chuqurliklar) 94.2 foiz aniqlikda shakllantirganligini tasdiqlaydi. Insolyatsiya tadqiqoti dinamikasiga ko'ra, AI generatsiya qilgan model orqali hisoblangan quyosh radiatsiyasi miqdori haqiqiy

muhandislik modellari bilan keskin kuchli korrelyatsiyani ($r = 0.94$, $p < 0.001$) namoyon qildi. Issiqlik yutuvchi janubiy va g'arbiy fasadlarda quyosh yuki o'rtacha 820 ± 15 kWh/m² ekanligi qayd etildi. Aerodinamik bosim tahlilida, bino fasadining aerodinamik qarshilik koeffitsiyenti (C_d) AI modelida 1.14 ± 0.05 ni, nazorat guruhida esa 1.17 ± 0.04 ni ko'rsatdi (farq statistik ahamiyatsiz, $p > 0.05$). Shamol oqimi asimmetrik burchaklarda o'z tezligini 6.8 m/s gacha oshirib, turbulent zonalar hosil qilishi tasvirdan tiklangan topologiya yordamida aniq vizuallashtirildi. Energiya sarfini bashorat qilishda semantik modul yozgi mavsum uchun konditsionerlash yuklamasini 142 ± 10 kWh/m² miqdorida hisoblab chiqdi. Eng muhimi, ekologik audit va muhandislik simulyatsiyasi uchun ketadigan umumiy vaqt an'anaviy yondashuvdagi 120 soatdan AI algoritmlari vositasida 8.5 ± 1.2 soatgacha optimallashtirildi.

4. MUHOKAMA

Tadqiqotda olingan topologik yechimlar va yuqori korrelyatsiya ($r = 0.94$) generativ modellar shunchaki tasvir emas, balki to'laqonli analitik subyekt ekanligini isbotlaydi (Gao va hammualliflar, 2023 xulosalariga muvofiq). Tizimli patofiziologik mexanizm chuqur o'rganishning semantik segmentatsiyasiga tayanadi: tarmoq "oyna", "beton" yoki "g'isht" klasterlarini farqlab, EnergyPlus dasturiga issiqlik o'tkazuvchanligi (U-value) parametrlarini avtomatik tayinlaydi. Tadqiqotning cheklovlari (Study Limitations) haqida to'xtalganda, yaratilgan 3D modellar faqat binoning tashqi qobig'ini (Exterior Shell) ifodalashini tan olish kerak. Ichki ventilyatsiya simulyatsiyalarida ma'lum ekstrapolyatsiyalar qo'llanilishi taqozo etiladi, chunki devor qalinligi va xonalar joylashuvini 2D fasad tasviridan to'liq o'qib olish imkonsizdir.

5. XULOSA VA AMALIY TAVSIYALAR

1. 2D statik tasvirlardan 3D maketlarni tiklovchi gibrid arxitektura o'rtacha 0.065 metr xatolik bilan an'anaviy chizmalarsiz to'g'ridan-to'g'ri hisoblash gidrodinamikasi (CFD) simulyatsiyalarini o'tkazish imkonini kafolatlaydi.

2. AI modellari insolyatsiya va shamol oqimi tahlillarini haqiqiy fizik parametrlar bilan 95 foiz ishonchlilik oralig'ida aniq bashorat qilib, loyihalash va audit vaqtini 120 soatdan 8.5 soatgacha qisqartirdi.

Amaliy tavsiya: Shaharsozlik organlari va kadastr xizmatlariga binolarning energiya pasportlarini (Energy Performance Certificates) shakllantirishda AI simulyatsiyasi va dron tasvirlariga asoslangan ekspress-diagnostika tizimini majburiy protokollarga kiritish tavsiya etiladi. Yangi quriladigan binolarning dastlabki 2D renderlari asosidayoq ularning qo'shni inshootlar shamol oqimi va quyosh nurini to'sish darajasini oldindan tahlil qiluvchi raqamli iqlimiy audit modullari amaliyotga tatbiq etilishi zarur.

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The importance of using methods and tools in improving writing skills in preschool children

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Abstract. This article discusses the importance of using methods and tools in the process of improving writing skills in preschool children. It provides information on how the effective application of methods and tools for developing writing skills in preschool educational institutions contributes to preparing children thoroughly for school education.

Keywords: *handwriting, fine motor skills, preschool education, communication, preschool age, child, writing ability, skill, knowledge, motor skills, speech, reading and writing skills*

Maktabgacha yoshdagi bolalarda yozish ko‘nikmalarini takomillashtirish jarayonida metodlar va vositalardan foydalanish ahamiyati

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Maktabgacha ta’lim nazariyasi va metodikasi kafedrasida o‘qituvchisi

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Значение использования методов и средств в процессе совершенствования навыков письма у детей дошкольного возраста

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Annotatsiya: Ushbu maqolada Maktabgacha yoshdagi bolalarda yozish ko'nikmalarini takomillashtirish jarayonida metodlar va vositalardan foydalanish ahamiyati haqida yoritilgan. Maktabgacha ta'lim tashkilotlarida yozish ko'nikmalarini takomillashtirish metod va vositalarining samarali qo'llanilishi bolani maktab ta'limiga puxta tayyorlashga xizmat qilishi to'g'risida ma'lumotlar berilgan.

Kalit so'zlar: *qo'l yozuvi, mayda qo'l motorikasi, maktabgacha ta'lim, muloqot maktabgacha yosh, bola, yozish qobiliyati, ko'nikma, bilim, qo'l motorikasi, nutq, o'qish va yozish malakalari*

Аннотация. В данной статье рассматривается значение использования методов и средств в процессе совершенствования навыков письма у детей дошкольного возраста. Представлена информация о том, что эффективное применение методов и средств развития навыков письма в дошкольных образовательных учреждениях способствует полноценной подготовке детей к школьному обучению.

Ключевые слова: *почерк, мелкая моторика, дошкольное образование, общение, дошкольный возраст, ребенок, навыки письма, умение, знания, моторика, речь, навыки чтения и письма*

Kirish. Maktabgacha ta'lim tashkiloti bolalarni maktabga tayyorlash ishi ular tayyorgarlik guruhiga o'tishdan ancha oldin boshlanadi. Maktabgacha ta'lim tashkiloti tarbiya va ta'lim ishlarining butun tizimi bolaning maktabga tayyorligini shakllantirishni ta'minlaydi. Maktabga tayyorgarlik guruhi boshqa yosh guruhlaridan farq qiladi, chunki u bolalar bog'chasida ta'lim dasturida ko'zda tutilgan ta'lim ishlarining barcha vazifalarini bajaradi. Tayyorgarlik guruhida bolalarning kunlik rejimga qat'iy rioya qilish talabchanligi sezilarli darajada oshadi. Yozish ko'nikmalarini takomillashtirish jarayoni bolalarda mayda motorika, vizual idrok, fazoviy tasavvur, nutq va tafakkurning

uyg'un rivojlanishini talab etadi. Shu bois maktabgacha ta'lim tashkilotlarida yozish ko'nikmalarini rivojlantirish metod va vositalarini ilmiy asosda tanlash dolzarb pedagogik muammo hisoblanadi.

Maktabgacha yoshdagi bolalar uchun yetakchi faoliyat hamda yozish ko'nikmalarini rivojlantirish metodi – o'yin hisoblanadi. Yozishga oid o'yinlar (chiziqlarni davom ettirish, shakllarni birlashtirish, harfga o'xshash tasvirlarni topish) orqali bolalarda yozishga qiziqish uyg'otiladi. O'yin metodi bolaning psixologik zo'riqishsiz, tabiiy muhitda yozishga tayyorgarlik ko'rishini ta'minlaydi.

Usullar. Yozish elementlarini o'rgatishda rasmlar, kartochkalar, namunaviy chiziqlar, interaktiv taxtalar muhim ahamiyatga ega. Ko'rgazmali metod orqali bola harflarning grafik shaklini, yo'nalishini va joylashuvini vizual tarzda qabul qiladi.

Yozish ko'nikmalari takroriy mashqlar orqali shakllanadi. Qalamni to'g'ri ushlash, chiziqlar chizish, nuqtalarni birlashtirish, geometrik shakllarni chizish kabi mashqlar amaliy metodning asosini tashkil etadi.

Ushbu metod bolalarning eshitish, ko'rish, sezish va harakat analizatorlarini birgalikda faollashtiradi. Masalan, qum ustida yozish, plastilindan harf yasash, havoda harf chizish orqali bola yozish jarayonini chuqurroq his qiladi.

Zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish (interaktiv ilovalar, sensorli ekranlar, multimedia materiallar) yozish ko'nikmalarini rivojlantirishda yuqori samaradorlik beradi. Bu metod bolalarning mustaqil faoliyatini qo'llab-quvvatlaydi:

yo'zish ko'nikmalarini takomillashtirish vositalari

didaktik materiallar (harf kartochkalari, chiziqli daftarlar, shablonlar);

tabiiy va sensor materiallar (qum, suv, don mahsulotlari, plastilin);

grafik vositalar (rangli qalamlar, markerlar, bo'yoqlar);

texnik vositalar (interaktiv doska, planshet, multimedia vositalari);

milliy va madaniy elementlarga asoslangan vositalar (xalq ertaklari, milliy naqshlar orqali chiziq mashqlari).

Met od nomi	O'yin metodi	Ko'rgaz mali metod	Multi media metodi	Sensor-integrativ metod	Interfaol jamoaviy metod
Qo'laniladigan vositalar	Didaktik o'yinlar, harf kartochkalari, rasmlar	Shablonlar, namunaviy harflar, rangli chizmalar	Interfaol doska, planshet, animatsiyalar	Qum, plastilin, ip, tabiiy materiallar	Guruhli topshiriqlar, harakatli o'yinlar
Kutiladigan pedagogik natija	Yozishga qiziqish va ijobiy motivatsiya shakllanadi	Harf shakllari vizual idrok orqali o'zlashtiriladi	Diqqat va mustaqil o'rganish faollashadi	Mayda motorika va sezgi orqali idrok kuchayadi	Guruhli topshiriqlar, harakatli o'yinlar Hamkorlik va muloqot ko'nikmalari rivojlanadi
Izoh	O'yin metodida bola tabiiy muhitda harf shakllarini va yozish elementlarini zo'riqishsiz o'rganadi.	Vizual materiallar bolaga harf shaklini aniq ko'rsatadi va eslab qolishga yordam beradi	Raqamli vositalar yordamida bola individual tarzda harflarni yozishni o'rganadi va	Bolalar sezgi organlari orqali harflarni his qiladi, bu yozish jarayonini chuqurroq tushunishga	Jamoaviy faoliyat bolada ijtimoiy ko'nikmalarni rivojlantiradi va mashg'ulotni qiziqarli qiladi.

	Bu yoshdagi bolalarda motivatsiyani oshiradi		diqqatini jamlaydi.	yordam beradi.	
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Maktabgacha ta'lim tashkilotlarida yozish ko'nikmalarini takomillashtirish metod va vositalarining samarali qo'llanilishi bolani maktab ta'limiga puxta tayyorlashga xizmat qiladi. Bolalarda mayda qo'l matorika ko'nikmalarini rivojlantirish bo'yicha ishlarni muntazam ravishda olib borish, unga har kuni 3-5 daqiqa vaqt ajratish tavsiya etiladi. Buning uchun turli xil o'yinlar va mashqlardan foydalanish mumkin.

1-jadval.

Ular o'yinlar uchun ajratilgan soatlarda va yurish paytida ham amalga oshirilishi mumkin. yordam beradi. Ular o'yinlar uchun ajratilgan soatlarda va yurish paytida ham amalga oshirilishi mumkin.

Natijalar. Metodlarning o'zaro uyg'unligi, yosh xususiyatlariga mosligi va innovatsion yondashuvlar asosida tashkil etilgan ta'lim jarayoni yozish faoliyatining sifatini oshiradi hamda bolaning shaxsiy rivojlanishiga ijobiy ta'sir ko'rsatadi. Metod va vositalarning uyg'unligi bolaning yozishga tayyorgarlik darajasini bosqichma-bosqich oshiradi.

“Harfli Haqiqat” metodiga moslashtirilgan interfaol mashg'ulot.

Metod g'oyasi: Har bir harf bolaning real hayotdagi sezgi tajribasi bilan bog'lanadi.

Namuna: “B” harfi

Bosqichlar:

Ko'rish: Bola bola, banan, bog' rasmlarini ko'radi.

Eshitish: Tarbiyachi “B” tovushini aniq talaffuz qiladi.

Sezish: Bola barmog'i bilan qumda “B” harfini chizadi.

Harakat: Havoda katta “B” harfi chiziladi.

Yozish: Daftarda nuqtalar orqali “B” yoziladi.

Natija: – harf chuqur esda qoladi; – yozish tabiiy va oson kechadi.

Tahlillar. Interfaol metodlar asosida tashkil etilgan mashg‘ulotlar maktabgacha yoshdagi bolalarda yozish ko‘nikmalarini shakllantirishda yuqori pedagogik samaradorlikka ega. Ayniqsa, “Harfli Haqiqat” metodida harfning real hayotiy tajriba bilan bog‘lanishi bolaning yozuvni ongli va qiziqish bilan o‘zlashtirishiga xizmat qiladi.

M.Montessorining pedagogik tizimida qo‘llaniladigan barmoq epchilligini rivojlantirish uchun didaktik mashqlar foydalidir. Shuningdek, maxsus tanlangan tayyorgarlik mashqlarini bajarish tavsiya etiladi:

-geometrik figuralarni chizish va soya qilish, sabzavotlar, mevalar, qo‘ziqorinlar, barglarning kontur tasvirlari; harflar elementlariga o‘xshash narsalarni chizish (bayroqlar, doiralar, bodringlar, qarmoqlar va boshqalar);

-burchaklar, kvadratlar, doiralar, yarim ovallar, halqalar, to‘g‘ri chiziqlar, yuqori va pastda yaxlitlash bilan chiziqlar va boshqalardan iborat chegaralarni chizish.

-yoylarni ifodalovchi, daftarning bir chetidan ikkinchi chetiga (qo‘lni rivojlantirish uchun) yupqa, katta chiziqlar chizish kabi mashqlar ham tavsiya etiladi;

-yuqoridan pastgacha nozik e‘gimli zarbalarni, shuningdek, tasvirlar va sakkiztalarni chizish (qo‘lning barmoqlarini rivojlantirish uchun).

Xulosa. Bu mashqlarda ko‘zning rivojlanishi va ko‘rishning to‘g‘riligiga, qog‘oz varag‘ida fazoviy yo‘nalishga, yozishda gigiyena qoidalariga rioya qilishga e‘tibor beriladi. Maktab amaliyotida bolaning qo‘li va ko‘zini yozishga tayyorlash bo‘yicha boy tajriba to‘plangan. MTT tarbiyachilari uni o‘rganib, maktab bilan birgalikda bu ishni olib borishlari maqsadga muvofiq bo‘ladi.

Yozish murakkab mahorat va maktabgacha yoshdagi bola unga to‘liq erisha olmaydi. Maktabgacha ta‘lim tashkilotlarida bolalarni yozishga tayyorlash muammosiga bir tomonlama e‘tibor beriladi. Ko‘pincha tayyorgarlikning faqat

individual jihatlari masalan, barmoq o'yinlarini o'ynashda mayda matorika ko'nikmalarini rivojlantirish, qo'l mehnati applikasiya mashg'ulotlarida, soya qilish mashqlarida rivojlanadi.

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SOCIO-POLITICAL AND ECONOMIC SITUATION OF UZBEKISTAN ON THE EVE OF INDEPENDENCE

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Abstract. This article analyzes the socio-political and economic situation of Uzbekistan on the eve of independence. The second direction of the struggle for national independence of Uzbekistan is the general educational movement, supporters of the struggle for political and democratic freedoms. The processes during the period of preparation for the achievement of state independence in 1991 are analyzed. In the late 1980s and early 1990s, factors such as the weakening of the USSR, the economic crisis, and the awareness of ethnic and national identity led to changes in Uzbekistan. The declaration of independence of Uzbekistan on August 31, 1991, its recognition by the international community, the strengthening of state organisations, and measures aimed at ensuring internal political stability are considered. The path to independence and its specific aspects, as well the interaction between the people and the government in this process, remain an important topic.

Keywords: *independence, economic situation, crisis, democratic, government, political situation, ethnicity.*

MUSTAQILLIKKA ERISHISH ARAFASIDA O'ZBEKISTONNING IJTIMOIY-SIYOSIY VA IQTISODIY AHVOLI

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**СОЦИАЛЬНО-ПОЛИТИЧЕСКОЕ И ЭКОНОМИЧЕСКОЕ ПОЛОЖЕНИЕ
УЗБЕКИСТАНА НАКАНУНЕ ОБРЕТЕНИЯ НЕЗАВИСИМОСТИ**

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Annotatsiya. Ushbu maqolada mustaqillikka erishish arafasida O'zbekistonning ijtimoiy-siyosiy va iqtisodiy ahvoli tahlil qilinadi. O'zbekiston milliy mustaqilligi uchun kurashning ikkinchi yo'nalishi umumma'rifiy harakat, siyosiy va demokratik erkinliklar uchun kurash tarafdorlaridir. 1991-yilda davlat mustaqilligiga erishilishiga tayyorlov davridagi jarayonlar tahlil qilinadi. 1980-yillar oxiri va 1990-yillarning boshlarida SSSR ning zaiflashuvi, iqtisodiy inqiroz, etnik va milliy o'zlikni anglash kabi omillar O'zbekistonda o'zgarishlarga olib keladi. 1991-yil 31-avgustda O'zbekiston mustaqilligini e'lon qilishi, xalqaro hamjamiyat tomonidan tan olinishi, davlat tashkilotlarining mustahkamlanishi va ichki siyosiy barqarorlikni ta'minlashga qaratilgan chora-tadbirlar ko'rib chiqiladi. Mustaqillikka erishish yo'li va uning o'ziga

xos jihatlari, shuningdek, bu jarayondagi xalq va hukumat o'rtasidagi o'zaro aloqalar muhim mavzu bo'lib qoladi.

Kalit so'zlar: *mustaqillik, iqtisodiy ahvol, inqiroz, demokratik, hukumat, siyosiy ahvol, etnik.*

Аннотация. В данной статье анализируется социально-политическая и экономическая ситуация в Узбекистане накануне обретения независимости. Вторым направлением борьбы за национальную независимость Узбекистана является всеобщее образовательное движение, сторонники борьбы за политические и демократические свободы. Анализируются процессы в период подготовки к достижению государственной независимости в 1991 году. В конце 1980-х и начале 1990-х годов такие факторы, как ослабление СССР, экономический кризис и осознание этнической и национальной идентичности, привели к изменениям в Узбекистане. Рассматриваются провозглашение независимости Узбекистана 1991 года, её признание международным сообществом, укрепление государственных организаций и меры, направленные на обеспечение внутренней политической стабильности. Важной темой остаются путь к независимости и его специфические аспекты, а также взаимодействие народа и правительства в этом процессе.

Ключевые слова: *независимость, экономическая ситуация, кризис, демократия, правительство, политическая ситуация, этническая принадлежность.*

Kirish.

XX asrning 80-yillari oxiri va 90-yillari boshiga kelib, O'zbekiston o'zining ko'p asrlik tarixidagi eng murakkab va mas'uliyatli davrga qadam qo'ydi. Sobiq Ittifoqning markazlashgan boshqaruv tizimi inqirozga yuz tutgan bir sharoitda, respublika ham

chuqur ijtimoiy-iqtisodiy va siyosiy turg'unlik iskanjasida qolgan edi. Bu davrni tarixiy manbalar va arxiv hujjatlari "tizimli inqiroz davri" deb ta'riflaydi.

Iqtisodiy nuqtayi nazardan, O'zbekiston Ittifoqning paxta xomashyosi yetkazib beruvchi bazasiga aylanib qolgan edi. Sanoatning bir tomonlama (ekstansiv) rivojlanishi, ishlab chiqarilgan mahsulotning 90% dan ortig'i respublikadan tashqariga arzon narxlarda olib chiqib ketilishi va o'rniga tayyor mahsulotlarning qimmat narxlarda olib kirilishi iqtisodiyotni boshi berk ko'chaga olib keldi. O'sha davr statistik ma'lumotlariga ko'ra, O'zbekiston aholi jon boshiga daromad bo'yicha Ittifoqda oxirgi o'rinlardan birini egallagan.¹

Usullar.

Ijtimoiy sohada ham vaziyat nihoyatda og'ir edi. Aholi turmush darajasining pasayishi, ekologik fojia (Orol muammosi) va ishsizlik darajasining ortishi xalqning haqli noroziligiga sabab bo'layotgan edi. Biroq, aynan shu qiyinchiliklar fonida o'zbek xalqining milliy o'zligini anglash, ona tili va muqaddas qadriyatlarini tiklash sari intilishi kuchaydi. 1989-yil 21-oktabrda o'zbek tiliga davlat tili maqomining berilishi mustaqillik sari tashlangan birinchi huquqiy va ma'naviy qadam bo'ldi.

Siyosiy maydonda esa Markazning tazyiqlari, "Paxta ishi" yoki "O'zbek ishi" kabi soxta ayblovlar millat sha'niga og'ir zarba berdi. Bunday murakkab vaziyatda respublika rahbariyatining siyosiy irodasi va xalqning birdamligi talab etilardi. 1990-yil 24-martda O'zbekistonda Prezidentlik institutining joriy etilishi va 20-iyunda "Mustaqillik Deklaratsiyasi"ning qabul qilinishi mamlakatning o'z taqdirini o'zi belgilash huquqini qonuniy mustahkamladi.

1980-yillarning ikkinchi yarmi va 1990-yillarning boshi O'zbekiston tarixida "tizimli inqiroz va milliy uyg'onish davri" sifatida muhrlandi. Bu davrda respublika sobiq Ittifoq tarkibidagi eng murakkab ijtimoiy-iqtisodiy va geosiyosiy bo'hronlarni

¹ Shamsutdinov R., Karimov Sh. *Vatan tarixi. 3-kitob.* — Toshkent: Sharq, 2010. — 315-320-betlar.

boshidan kechirdi. Iqtisodiy jihatdan O‘zbekiston mutlaq markazlashgan boshqaruv ostida bo‘lib, uning butun xo‘jalik tizimi "mustamlakachilik" xarakteriga ega edi. Mamlakatning ulkan tabiiy resurslari – jahon miqyosidagi oltin konlari, tabiiy gaz, uran, mis va strategik ahamiyatga ega bo‘lgan boshqa rangli metallar Markaziy hukumat (Moskva) tomonidan to‘liq nazorat qilinardi. Statistika ma’lumotlariga ko‘ra, O‘zbekistonda ishlab chiqarilgan sanoat mahsulotlarining atigi 10-12 foizigina respublika hududida tayyor holatga keltirilgan, qolgan barcha xomashyo juda past narxlarda Ittifoqning markaziy hududlariga olib chiqib ketilgan. Bu esa "xomashyo yetkazib beruvchi baza" degan kamsituvchi maqomni yuzaga keltirdi. Eng achinarlisi, paxta yakkahokimligi (monokultura) davlat darajasidagi jinoyat darajasiga yetgan edi: haydot yerlarining deyarli 70-75 foizi paxta maydonlariga aylantirilib, bu jarayon oziq-ovqat xavfsizligini butunlay yo‘qqa chiqardi. Natijada O‘zbekiston don, go‘sht, sut va boshqa hayotiy zaruriy mahsulotlarning 60 foizidan ortig‘ini chetdan, asosan Ittifoq budjeti hisobiga keltirishga mahkum qilindi. Bu esa respublikani sun‘iy ravishda "dotatsiya oluvchi, qashshoq o‘lka" sifatida ko‘rsatishga xizmat qildi.²

Natijalar.

Siyosiy hayotda esa 1983-yildan boshlangan va 1989-yilgacha davom etgan "Paxta ishi" yoki "O‘zbek ishi" deb atalgan qatag‘on kampaniyasi butun millat sha’niga qora dog‘ tushirishga urindi. Moskvadan yuborilgan Gdlian va Ivanov boshchiligidagi tergov guruhlari qonun ustuvorligini butunlay chetga surib, o‘zbek xalqining minglab fidoyi farzandlarini, rahbar va mutaxassislarini soxta ayblovlar bilan qamoqqa oldilar. Bu siyosiy tazyiqlar mohiyatiga ko‘ra, milliy ruhni sindirish va O‘zbekistonni Markazga so‘zsiz bo‘ysundirishga qaratilgan edi. Biroq, 1989-yil iyul oyida respublika rahbariyatiga Islom Karimovning kelishi bilan siyosiy iqlim tubdan o‘zgardi.

² Karimov I.A. *O‘zbekiston mustaqillikka erishish ostonasida*. — Toshkent: O‘zbekiston, 2011. — 36-40-betlar.

Respublika rahbariyati birinchi marta Moskvadan "Paxta ishi"ni to'xtatishni, nohaq ayblanganlarni oqlashni va o'zbek tiliga munosib maqom berishni qat'iy talab qildi. Buning samarasi o'laroq, 1989-yil 21-oktabrda "Davlat tili haqida"gi qonun qabul qilindi, bu esa mustaqillik uchun kurashning ma'naviy poydevori bo'ldi. Siyosiy suverenitet sari navbatdagi inqilobiy qadam 1990-yil 24-martda O'zbekiston SSR Oliy Kengashining sessiyasida Ittifoq miqyosida birinchi bo'lib "Prezidentlik boshqaruvi"ning joriy etilishi bo'ldi. Bu institut Markazning buyruqbozlik tizimidan ajralib chiqish va respublikani mustaqil boshqarish uchun huquqiy qalqon vazifasini o'tadi.

Tahlil.

Ijtimoiy va ekologik ahvol ham tanazzul yoqasida edi. Orol dengizining qurishi nafaqat O'zbekiston, balki butun dunyo uchun global fojiga aylandi. Dengiz sathining pasayishi oqibatida yuzaga kelgan tuz bo'ronlari qishloq xo'jaligi yerlarini yaroqsiz holga keltirdi, aholi o'rtasida turli yuqumli va og'ir xastaliklar epidemiyasi tarqaldi. Ijtimoiy adolatsizlik, ishsizlik va aholi jon boshiga daromadning Ittifoq bo'yicha eng quyi (oxirgidan bitta oldingi) pog'onada ekanligi xalqning sabr-kosasini to'ldirdi. Bu keskinlik 1989-yilgi Farg'ona voqealari, 1990-yilgi Bo'ka va Parkent fojialarida o'zining achchiq mevasini berdi. Bunday "poroxli bochka" holatidagi ijtimoiy muhitni yumshatish uchun respublika rahbariyati misli ko'rilmagan, hatto Markaziy hukumat qonunlariga zid bo'lgan jasoratli qarorga qo'l urdi: 1989-1990 yillar davomida 1,5 milliondan ziyod oilaga 700 ming gektardan ortiq qo'shimcha tomorqa yerlari ajratib berildi. Bu tarixiy qaror nafaqat aholini ocharchilikdan saqlab qoldi, balki o'sha paytdagi ijtimoiy portlash xavfini bartaraf etdi.

Nihoyat, 1990-yil 20-iyun kuni "Mustaqillik Deklaratsiyasi"ning qabul qilinishi O'zbekiston tarixida yangi sahifa ochdi. Ushbu hujjat bilan respublika o'z hududida davlat hokimiyatining mutloqligini, o'z tabiiy boyliklariga o'zi egalik qilishini va Ittifoq

qonunlari respublika manfaatlariga zid kelsa, ularni to'xtatib qo'yish huquqini e'lon qildi. 1991-yil avgustiga kelib, Ittifoqning markaziy hokimiyatida sodir bo'lgan muvaffaqiyatsiz davlat to'ntarishi (GKCHP) O'zbekiston uchun to'liq mustaqillikni e'lon qilish uchun so'nggi tarixiy imkoniyatni yaratdi. Shunday qilib, 1991-yil 31-avgustda O'zbekiston Respublikasining Davlat mustaqilligi e'lon qilindi. Bu istiqlol shunchaki sovg'a emas, balki chuqur iqtisodiy qaramlik, siyosiy tazyig'lar va ijtimoiy kamsitishlar iskanjasidan xalqning omon chiqish yo'lidagi ulkan matonati natijasi edi. Ushbu og'ir merosdan voz kechish va bozor iqtisodiyotiga asoslangan erkin jamiyat qurish yo'li O'zbekistonning o'ziga xos "taraqqiyot modeli"ni yaratishiga turtki bo'ldi.

Xulosa.

O'zbekistonning mustaqillik arafasidagi ijtimoiy-siyosiy va iqtisodiy holatini o'rganish shuni ko'rsatadiki, 1991-yil 31-avgustda erishilgan davlat mustaqilligi shunchaki siyosiy jarayonlarning tasodifiy natijasi emas, balki chuqur tizimli inqirozdan chiqishning yagona va hayotiy zarurati edi. Sobiq Ittifoqning ma'muriy-buyruqbozlik tizimi respublikani xomashyo yetkazib beruvchi qaram hududga aylantirgani, paxta yakkahokimligi tufayli yuzaga kelgan ekologik fojialar va xalqning milliy g'ururini kamsitishga qaratilgan siyosiy tazyiqlar o'zbek davlatchiligini halokat yoqasiga keltirib qo'ygan edi.

Biroq, aynan shu og'ir sinovlar davrida namoyon bo'lgan siyosiy iroda – aholiga tomorqa yerlarining berilishi, o'zbek tiliga davlat tili maqomining berilishi va Prezidentlik institutining joriy etilishi – millatni ijtimoiy portlashlardan saqlab qoldi. Xulosa o'rnida aytish mumkinki, O'zbekiston mustaqillikni o'ta murakkab iqtisodiy meros va ijtimoiy muammolar bilan qarshi olgan bo'lsa-da, aynan shu davrda tanlangan o'ziga xos taraqqiyot yo'li mamlakatning suveren davlat sifatida shakllanishiga va jahon hamjamiyatidan munosib o'rin egallashiga mustahkam poydevor bo'ldi. Mustaqillik xalqimiz uchun nafaqat siyosiy erkinlik, balki o'z taqdirini o'zi belgilash, milliy

qadriyatlarini tiklash va iqtisodiy boyliklariga haqiqiy ega bo'lish imkoniyatini bergan tarixiy adolat tantanasidir.

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Study of the Effects of Growth Regulators on the Chemical Composition of Grape (*Vitis vinifera* L.) Yield

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Abstract:

This article investigates the effects of growth regulators on the chemical composition of grape (*Vitis vinifera* L.) varieties. According to the experimental results, these substances were found to increase the weight of grape clusters while slightly reducing the sugar content of the juice and increasing its acidity. The highest result was observed with the combination of gibberellin + Dropp (100 mg/L + 25 mg/L). The study provides scientifically based recommendations for improving the yield and chemical composition of grape varieties under the conditions of Uzbekistan.

Keywords:

Grape (*Vitis vinifera* L.), growth regulators, gibberellin, Dropp, krezatsin, NUK, chemical composition of yield, sugar content, acidity, cluster weight, black kishmish, white kishmish.

Introduction:

Viticulture in the Republic of Uzbekistan has a long-standing tradition and plays an important role in the country's economy and food security. Favorable soil and climatic conditions, along with the relatively low incidence of pests and diseases, enable the production of high-quality, environmentally friendly grapes and grape products (table grapes, raisins, juice, and wine materials) at low cost.

Currently, the intensive development of viticulture, increasing productivity, and strengthening export potential are urgent tasks. In 2025, more than 1.983 million tons of grapes were produced in Uzbekistan, which represents a 7.6% increase compared to the previous year. The Samarkand region is the leading producer, with more than 696 thousand tons of yield, followed by the Bukhara and Fergana regions.

However, increasing yield alone is not sufficient. Modern market requirements demand not only high quantity but also high quality of the chemical composition of the produce. The chemical composition of grapes (sugar content, organic acids, dry matter, and other biologically active compounds) directly affects their taste, nutritional value, shelf life, and processing quality. Therefore, the scientifically based application of growth regulators allows not only increasing yield but also improving the chemical composition of the produce, enhancing competitiveness, and strengthening export potential.

Growth regulators (gibberellin, Dropp, krezatsin, NUK, and their combinations) activate physiological processes in plants, influencing cluster enlargement, seedless fruit formation, and changes in the chemical composition of the yield. Although studies by international and local researchers have proven the effectiveness of these substances in increasing productivity, there is still a lack of in-depth scientific data under the conditions of Uzbekistan regarding their impact on the chemical composition of grapes, especially sugar and acidity indicators.

Therefore, the relevance of this research is considered high.

Research Tasks:

To analyze the effects of growth regulators on the yield of grape varieties;

To identify methods for improving the quality and chemical composition of the yield (sugar content, acidity) using these substances;

To experimentally evaluate the effects of these substances on the mechanical and chemical composition of grape clusters;

To determine the most effective variants and develop practical recommendations.

Research Object:

Black Kishmish and White Kishmish grape varieties, as well as the growth regulators used in their cultivation and management.

Research Subject:

The effects of growth regulators (gibberellin, Dropp, krezatsin, NUK) on the chemical composition and mechanical properties of grape yield.

Research Methods:

Field experiments, laboratory analyses (determination of sugar content and acidity), statistical and comparative analysis, and graphical methods.

Results and Discussion

Growth regulators actively participate in the processes that connect internal and external factors in grape plants. They influence the generative development of the vine, leading to berry enlargement and fruit differentiation.

According to the experimental results, under the influence of growth regulators, the weight of 100 grape clusters increased significantly. At the same time, the following changes in the chemical composition of the yield were observed: sugar content slightly decreased, while the amount of organic acids increased (see Table 1).

The highest result was recorded in the gibberellin + Dropp (100 mg/L + 25 mg/L) combination. In this variant, the weight of 100 clusters increased by 187.5% compared to the control, the sugar content in the juice decreased by 0.7%, and acidity decreased by 0.2 g/L.

Table 1

**Effect of growth regulators on cluster weight and chemical composition of
Black and White Kishmish grape varieties**

No	Experimental variants	Weight of 100 clusters, g	Sugar content of juice, %	Acidity, g/L
Black Kishmish				
1	Spraying with water (control)	195.2	25.1	0.81
2	Gibberellin + Dropp – 100 mg/L + 25 mg/L	366	23.3	0.78
3	Gibberellin + Dropp + Krezatsin – 25+10+25 mg/L	352	22.9	0.76
4	Gibberellin + Dropp + Krezatsin + Nuk – 25+10+25+15 mg/L	348	22.0	0.85
White Kishmish				
1	Spraying with water (control)	247	23.3	0.80
2	Gibberellin + Dropp – 100 mg/L + 25 mg/L	350	23.0	0.75
3	Gibberellin + Dropp + Krezatsin – 25+10+25 mg/L	324	24.0	0.83

4	Gibberellin + Dropp + Krezatsin + Nuk – 25+10+25+15 mg/L	400	23.0	0.86
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The table analysis shows that although cluster mass increased in all variants, the most balanced chemical composition (a reduction in sugar content and an optimal increase in acidity) was observed in the gibberellin + Dropp combination. This improves the taste, storage life, and processing quality of the yield.

In addition, the experiment revealed a significant reduction in the number of rudimentary seeds (seed traces), with the highest result reaching up to an 80% decrease. This is considered a highly important indicator for raisin (kishmish) production.

Conclusion:

Growth regulators have a significant impact on the chemical composition of grape (*Vitis vinifera* L.) yield. They increase cluster weight while slightly reducing sugar content in the juice and increasing acidity. The most effective variant is the gibberellin + Dropp (100 mg/L + 25 mg/L) combination, which not only enhances yield but also improves product quality.

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THE ROLE OF SONGS IN DEVELOPING SPEAKING SKILLS

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Abstract

This article theoretically and practically analyzes the linguodidactic significance of songs in forming and developing speaking skills. The study covers issues of pronunciation (including connected speech), vocabulary, grammatical structures, and speech fluency through songs. Furthermore, the results of several recent experimental studies (Kitjaroonchai & Sukman, 2025; Hidayat, 2025; Jain et al., 2024; Faridloh, 2022; are analyzed. The article proposes a three-stage methodology (preparation, application, reinforcement) for effectively using songs in the classroom. Scientific evidence and practical recommendations are intended for English language teachers, methodologists, and language learners.

Keywords: songs, speaking, pronunciation, vocabulary, fluency, connected speech, linguodidactics, English language teaching methodology, motivation, experimental research.

Introduction

In today's context of globalization and intensifying international communication, mastering a foreign language, especially English, has become an essential requirement. Among the four basic language skills — reading, writing, listening, and speaking — speaking is both the most complex and the most necessary in practical life. Many language learners, despite knowing grammatical rules sufficiently, face serious difficulties in speaking naturally, fluently, and accurately. These problems are often related to pronunciation deficiencies, unfamiliarity with connected speech mechanisms, limited vocabulary, and psychological barriers (fear of speaking).

From this perspective, songs prove to be an effective supplement — and sometimes an alternative — to traditional language teaching methods. Songs not only make the learning process more engaging and emotionally rich, but they also provide authentic, natural language samples; through rhythm and melody they activate memory; and they improve pronunciation and intonation. The purpose of this article is to highlight the role of songs in developing speaking skills from a theoretical and scientific standpoint, analyze the most recent research findings in this area, and develop practical methodological recommendations.

1. Linguodidactic Potential of Songs

From a linguodidactic perspective, songs have several distinctive features:

1. Natural language sample. Song lyrics contain collocations, idioms, and everyday expressions used in real life. This enables learners to understand the syntactic and semantic patterns of the language in context.
2. Rhythm, music, and mnemonic effect. Musical rhythm and rhyme significantly facilitate memorization. Repetition (chorus, refrain) strengthens memory and aids long-term retention.
3. Emotional and motivational factor. Songs evoke positive emotions, reducing stress and anxiety in the classroom. Music activates both the limbic system (emotions) and the neocortex (cognitive functions), increasing learning effectiveness.
4. Intercultural competence. Through songs, learners become acquainted with the culture, traditions, daily life, and values of English-speaking countries. This helps overcome cultural barriers in communication.

2. Improving Pronunciation and Connected Speech

Pronunciation, particularly mastery of connected speech mechanisms, plays a crucial role in developing speaking. English songs offer an excellent opportunity in this regard.

As British Council researcher Colm Boyd (2018) notes, pop songs can effectively teach the following connected speech phenomena:

- Elision (dropping of sounds): For example, in Beyoncé's "Single Ladies", the phrase "single ladies" is pronounced /sɪŋgə'leɪdiz/ where the "l" sound is barely heard.
- Catenation (linking consonant to vowel): In Ed Sheeran's "Shape Of You", "shape of you" is pronounced /'ʃeɪpəv ju:/, a clear example of catenation and elision.
- Assimilation (sounds adapting to each other): "Don't you" becomes "doncha" /'doʊntʃə/.

By singing and listening to such songs, learners consciously acquire natural pronunciation norms used in real life. This makes their speaking more natural and fluent.

3. Analysis of Scientific Studies

In recent years, numerous studies have investigated the impact of songs on speaking skills. Let us analyze the most significant and evidence-based findings.

3.1. Kitjaroonchai & Sukman (2025)

The study involved 28 first-year students over 15 weeks. The experimental group was taught using English songs. Results showed statistically significant improvement in speaking skills ($p < .05$). In particular, lexical complexity, grammatical accuracy, and speech fluency improved significantly ($p < .001$).

3.2. Jain et al. (2024)

Conducted in rural Chinese schools, this study examined the effect of English songs on pronunciation and fluency. The experimental group showed significant improvement in pronunciation and fluency compared to the control group taught traditionally. Songs also helped compensate for the lack of additional audio materials in rural areas.

3.3. Faridloh (2022)

This study developed a three-stage methodology (preparation, application, and evaluation) for teaching speaking using songs. Results indicated that students'

enthusiasm for lessons increased, vocabulary expanded, pronunciation improved, and communication apprehension significantly decreased.

4. Methodology for Using Songs (Practical Recommendations)

Based on the above research and pedagogical experience, the following three-stage methodology for effectively using songs to develop speaking is recommended:

Stage 1: Preparation (pre-listening)

- Short discussion or conversation about the song's topic.
- Explanation of difficult words and phrases (vocabulary, collocations, idioms).
- Providing information about the song title, performer, and genre.

Stage 2: Application (while-listening & while-singing)

- Listen to the song (1-2 times) — familiarization with the lyrics.
- Singing along (repeating the chorus).
- Identifying connected speech phenomena and modelling pronunciation.

Stage 3: Reinforcement (post-listening & speaking production)

- Question-answer and discussion based on the song's content.
- Role-play expressing the song's characters or situations.
- Creative task: writing a continuation or an adapted version of the song.
- Using phrases from the song in a new context to create dialogues.

5. Conclusion

In conclusion, songs are a powerful, effective, and engaging tool for developing speaking skills. They improve pronunciation (especially mastering connected speech mechanisms), increase vocabulary, teach grammatical structures in context, and enhance fluency and naturalness. Most importantly, songs enrich the emotional dimension of language learning, boost student motivation, and reduce speaking anxiety. Numerous scientific studies (Kitjaroonchai & Sukman, 2025; Herman, Gumelar & Hidayat, 2025; Jain et al., 2024; Faridloh, 2022; Sri Nurvia, 2016) have proven the statistically

significant positive effect of songs on speaking skills. Therefore, English language teachers are advised to use songs regularly in their lessons, integrating them with the three-stage methodology outlined above. Future research should focus on the effect of songs on specific components of speaking (e.g., dialogic speech, monologic speech, speaking in different situations)

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***APPROACHES ON RENDERING THE SEMANTIC CONTENT OF
THE WORD IN BILINGUAL DICTIONARIES***

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Abstract. *An authentic lexicographical work can be achieved only by knowing in depth the essential features of the language. The issues of the words inventory and of the translation are cardinal in the process of elaboration of a bilingual and/ or polylingual dictionary. The greatest difficulties in the elaboration of bilingual dictionaries of general use are imposed by the verb behavior, namely: a) the extremely flexible semantic content of the verb, which limits are not theoretically determined, but are conditioned by the concrete practical needs; b) the morphematic structure, often specific, of the verb from source and target languages. Naturally, the realization of any type of dictionary also depends on the competence and lexicographical vision of the authors.*

Keywords: *bilingual/ polylingual dictionary, semantic content, translation, source language, target language.*

**ПОДХОДЫ К ВОСПРОИЗВЕДЕНИЮ СЕМАНТИЧЕСКОГО
СОДЕРЖАНИЯ СЛОВА В ДВУЯЗЫЧНЫХ СЛОВАРЯХ**

Аннотация. *Подлинная лексикографическая работа может быть реализована только путем глубокого освоения основных атрибутов языка. Проблема учета слов и перевода является кардинальной в процессе разработки дву - и / или многоязычного словаря. Наибольшую сложность в создании двуязычного словаря общего назначения представляет вербальное поведение, а именно: а) чрезвычайно гибкое смысловое содержание глагола, лимиты которого не определены теоретически, однако предоставляют возможность использования для*

конкретных практических потребностей; б) морфематическая структура глагола, часто специфическая, в исходном и целевом языках. Естественно, что реализация любого типа словаря зависит и от компетентности, и от лексикографического видения авторов.

Ключевые слова: дву-/многоязычный словарь, семантическое содержание, перевод, исходный язык, целевой язык.

REFLECTAREA CONȚINUTULUI SEMANTIC AL CUVÂNTULUI ÎN DICȚIONARELE BILINGVE

Credem că e mai mult decât evident faptul că în procesul de învățare și de studiere a limbilor dicționarele, inclusiv sau, mai ales, cele bilingve, au o importanță primordială. În zilele noastre o adevărată operă lexicografică poate fi realizată doar dacă autorii ei se bazează pe o cunoaștere temeinică a însușirilor esențiale ale limbii. Pentru ca un dicționar să aibă un caracter sistemic, trebuie să fie reduse orice fel de contradicții supărătoare. De aceea, întâi și întâi, e necesar a preciza metodele activității lexicografice (sursele, tehnica fixării sistemice a cuvintelor, sistemul referințelor, sistemul remarcilor lexicografice, materialul ilustrativ etc.).

Elaborarea unui dicționar bilingv și/sau polilingv trebuie să urmărească câteva obiective de bază, printre care: 1) a fi un instrument sigur în munca traducătorilor de toate categoriile, or în prezent traducerile joacă un rol dintre cele mai importante în vehicularea masivă a valorilor spirituale universale, întrucât dicționarele fundamentale stabilesc legături importante între limbile de mare circulație și nu doar; 2) a fi un ajutor eficient pentru persoanele care învață aprofundat una dintre limbile date ori ambele limbi; 3) a fi sursă de material faptic, riguros și sistematizat, pentru cercetătorii care fac studii comparate; 4) a furniza sinonimul (sinonimele) pentru cuvintele utilizate în elaborarea unui discurs, în comunicare în general, pentru a varia mijloacele de exprimare. Dintre multiplele probleme pe care le pune un dicționar bilingv problema

registrului de cuvinte și cea a traducerii sunt cardinale. Limitele registrului de cuvinte sunt condiționate de necesitățile practice, de orientarea spre destinatarul lucrării.

Elementul esențial în procesul de elaborare a unui dicționar bilingv (inclusiv a unui polilingv) este, bineînțeles, cea a traducerii, adică găsirea echivalentului respectiv. Echivalența presupune identitatea a două semne semantice relevante în ambele părți ale dicționarului, adică în limba-sursă (sau de intrare) și în limba-țintă (sau de ieșire). Echivalentele trebuie să poată analog înlocui într-un text conținutul semantic al cuvântului tradus. Pentru a obține o traducere ideală e necesar „să turnăm un conținut dintr-o formă în alta în așa mod ca să nu adăugăm (= supratraducere) sau să ometem (= traducere incompletă) ceva. Traducerea într-un dicționar bilingv este o transpunere pragmatică și nicidecum una artistică. Într-un dicționar normativ avem a face cu traducerea cuvintelor și îmbinărilor, a căror sensuri sunt deja „așezate, statornicite în conștiința majorității. [1, c. 36]

În cazul în care clasele de cuvinte și categoriile morfologice din două limbi coincid în mare parte reflectarea analog sistemică prin mijloace de limbă strict organizate (substantiv prin substantiv, verb prin verb etc.) la nivel interlingvistic a categoriilor generale de obiect, de mișcare, de cantitate, de calitate se înlesnește considerabil. Altfel spus, în procesul traducerii, se va tinde nu numai spre o reflectare adecvată în plan ontologic, dar și spre o apropiere confruntativă a două sisteme de limbă, unul dintre care este explicit (limba-sursă), iar altul este adaptabil (limba-țintă). [1, c. 36]

Cele mai mari dificultăți în procesul de elaborare a dicționarelor bilingve de uz general le impune comportamentul verbului.

Stabilirea anevoioasă a echivalentului verbal aloglot este generată de mai multe cauze, dintre care lexicografii experimentați consideră principale două: a) conținutul semantic extrem de flexibil al verbului, ale cărui limite nu sunt determinate teoretic, ci sunt condiționate de scopul dicționarului în elaborare, de necesitățile practice concrete; b)

structura morfematică, deseori, specifică a verbului din limbile-sursă și -țintă. Îndeosebi cu acest impediment ne-am confruntat în elaborarea dicționarelor român-rus, rus-român [2], întrucât verbul în limba rusă dispune de foarte multe morfoelemente, capabile să-i modifice atât semantica lexicală, cât și aspectul lui gramatical. Limba rusă dispune de vreo 30 de prefixe verbale care sunt foarte active și productive. Spre ex. cu ajutorul prefixului *пере-* pot fi formate sute de verbe noi (*переделать, передать, переписать, перечеркнуть, переходить, перемешать* etc., etc.). Alteori la același verb poate fi atașată o întreagă serie de prefixe, care-i modifică sensul lexico-gramatical. (cf.: *бить*: *перебить, сбить, избить, забить, отбить, недобить, прибить* etc.). Polisemia și capacitatea derivațională ale verbului din limba română, privite în planul formei și a conținutului, sunt vădit distincte față de polisemia și capacitatea derivațională ale verbului rusesc. Raportul este de aproximativ 4:1. Cauza principală rezidă în caracterul predominant sintetic al limbii ruse, față de caracterul predominant analitic al limbii române. Astfel, în procesul de elaborare a dicționarelor de acest tip apare întrebarea: în ce mod prin doar cele 7000 de verbe din limba română pot fi traduse cele circa 20.000 de verbe din limba rusă, sub raport cantitativ (și invers)?

Totodată, din acest unghi de vedere, apare și problema mult controversată a așa-numitului fenomen gramatical al aspectului verbului rusesc [a se vedea: 5] (*издать – издавать* (a edita), *разработать – разрабатывать* (a elabora), *делать – сделать* (a face); puține au corelative: *стучать -- a ciocăni / стукнуть -- a ciocni*).

Nu e de neglijat nici problema redării acțiunii fazeale: incoativă, durativă, iterativă, limitativă etc. (*занеть – a începe a cânta; невать -- a tot cânta; donеть -- a termina de cântat*). Evident aceste momente prezintă un anumit interes, dar și destule dificultăți pentru lexicografii bilingvi.

La traducere, prefixul rusesc implică, volens-nolens, prezența unor compliniri cu varia sensuri, obținându-se, astfel traduceri-perifraze (să zicem, pentru *передрасться* -- avem

complinirea *cu toți*, prin urmare, traducerea ar fi *a se bate cu toți*; *поплыть*-- a începe a înota; *заплыть* este tradus prin *a înota departe*; *приплыть* – prin *a înota spre mal*; *переплыть* -- a trec înot; *доплыть* – a înota până la mal; *проплыть* – a înota o distanță; *всплыть* – a ieși la suprafața apei etc.). Uneori unul și același prefix cumulează mai multe valori semantice, este polisemantic. Spre ex., prefixul *непе-* poate avea câteva valori, formând zeci de verbe noi. Iată câteva: a) valoare spațială: *перепрыгнуть* -- a sări peste; b) repetarea: *переделать* -- a reface; c) consecutivitatea: *перегаснуть* – a se stinge pe rând; d) valoare excesivă: *перекормить* -- a da prea multă mâncare, a supraalimenta; e) intensitatea: *переволновать* -- a emoționa peste măsură; f) intermitență: *перекурить* – a mai fuma o țigară etc. [a se vedea: 2]

Desigur, pentru o bună parte din verbele neafixate din limba rusă traducerea în română este relativ simplă: în ambele limbi efectuăm o confruntare de lexeme echivalente. Un dicționar bilingv, de altfel ca și alte tipuri de dicționare, urmărește, înainte de toate, un scop pur pragmatic (pentru a traduce, a învăța o limbă străină etc.). Calitatea unei traduceri, găsirea identității semantice a unităților de limbă confruntate presupune, pe lângă un tip de bilingvism absolut conștient, ordonat, și o cercetare confruntativ-tipologică a limbilor. În asemenea condiții lucrarea lexicografică va căpăta un caracter predominant sistemic, fiind scutită de multiple contradicții și inconsecvențe regretabile. [3, c. 73]

Firește, realizarea oricărui tip de dicționar depinde de competența și viziunea lexicografică a autorilor. Pentru un lexicograf nu este chiar atât de simplu să lexicografieze structura semantică a unui cuvânt, inclusiv a unui verb, chiar dacă sunt stabilite în prealabil anumite criterii. De multe ori o descriere exhaustivă a structurii semantice a unui cuvânt (spre ex. a unuia dintre verbele *a face*, *a prinde*, *a merge a ține* etc.) poate fi doar imaginată. Complicațiile ce apar în depistarea sensurilor sunt determinate de cele mai multe ori de lipsa de precizie privind noțiunea de însuși sens lexical – problemă deosebit de acută în lexicografierea verbului. Având deseori o structură semantică foarte ramificată, asemenea cuvinte îi pun pe lexicografi la grea

încercare. Adesea ei găsesc de cuvîință să adauge sau să scadă din volumul semantic al unor astfel de unități lexicale, să opereze o nouă filiație a sensurilor, oarecum diferită de cea a unor dicționare precedente. Spre ex., verbul *a redacta* în franceză dispune doar o singură semnificație: „a formula în scris (un studiu, un act etc.)”. Cu acest sens el a fost preluat și de limba română, la care i s-a adăugat încă o semnificație („a definitiva (un manuscris) sub aspectul formei și conținutului”), iar în rusă -- încă două (1) „a definitiva (un manuscris) sub aspectul formei și conținutului”; 2) „a dirija editarea unei lucrări, a unei operel. [4, c. 53]. Verbul *a demara*, împrumutat de asemenea din limba franceză ca termen sportiv, este înregistrat în dicționarele explicative ale limbii române cu următoarele sensuri: „1) (despre autovehicule, motoare etc.) a se pune în mișcare; a porni. 2) fig. sport. a-și lua avânt, a porni în viteză. 3) a elibera (o corabie) de parâme (în vederea plecării).— În ultimul timp însă atestăm o lărgire de sens a verbului în cauză: *demarează festivitățile, competițiile, un concurs, tratativele, anul de studii* etc., etc. Acest sens a căpătat o frecvență impunătoare, astfel că la elaborarea unui eventual dicționar lexicografic ar trebui să țină cont de aceasta.

Starea de lucruri este firească, fiind condiționată de permanentele schimbări lexicosemantice, ce intervin în vocabular, care sunt oglindire fidelă a schimbărilor din societate (vorba lui D. Cantemir: „Limba martor iastel”). Fizic, este dificil ca toate aceste schimbări să fie fixate operativ, cu statut legiferat, într-un dicționar (care, dacă se elaborează după criterii științifice, nu se elaborează peste noapte). Extinderea sau restricția semantică unui cuvânt, inclusiv a unui verb, uneori generează nesiguranță privind includerea sau neinclusiunea noului în dicționar, lăsând, în anumite cazuri, să se limpezească lucrurile, să se vadă care va fi rezistența în timp a acestor noi apartențe lexicale. Drept rezultat, uneori dicționarele rămân în urma evenimentelor, fapt justificat de situațiile expuse mai sus.

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LANGUAGE AND COMMUNICATION CULTURE IN ALISHER NAVOI'S "MAHBUB UL-QULUB"

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Abstract: This article analyzes the issues of language and communication presented in the "Mahbub ul-qulub" by Alisher Navoiy. In the work, language is interpreted as the main means of expressing a person's inner world, and its correct and appropriate use is considered an important moral criterion. The author emphasizes that speech should be truthful, concise, and meaningful, while strongly criticizing negative traits such as excessive talkativeness, lying, and speaking ill of others. Furthermore, special attention is given to the culture of communication, highlighting that a person's position in society depends on their manners, politeness, and interactions with others. Navoiy stresses the importance of controlling one's speech, keeping secrets, and thinking carefully before speaking. The study concludes that in "Mahbub ul-qulub," language and communication are regarded as key factors in personal development and social relationships.

Keywords: language, communication, society, culture, spirituality, ethics, ideal person

ALISHER NAVOIYNING "MAHBUB UL-QULUB" ASARIDA TIL VA MUOMALA MADANIYATI

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Annotatsiya: Ushbu maqolada Alisher Navoiyning “Mahbub ul-qulub” asarida yoritilgan til va muomala masalalari tahlil qilinadi. Asarda til insonning ichki dunyosini ifodalovchi asosiy vosita sifatida talqin etilib, uning to‘g‘ri va o‘rinli qo‘llanishi muhim axloqiy mezon sifatida ko‘rsatib beriladi. Muallif so‘zning rost, qisqa va mazmunli bo‘lishini ulug‘lab, ortiqcha gapirish, yolg‘on va boshqalarni yomonlash kabi illatlarni keskin tanqid qiladi. Shuningdek, asarda muomala madaniyatiga alohida e‘tibor qaralib, insonning jamiyatdagi o‘rni uning odobi, shirinso‘zligi va boshqalar bilan munosabatiga bog‘liq ekanligi ta’kidlanadi. Navoiy tilni nazorat qilish, sir saqlash va har bir so‘zni o‘ylab aytish zarurligini uqtiradi. Tadqiqot natijasida “Mahbub ul-qulub” asarida til va muomala inson kamoloti va ijtimoiy munosabatlarning asosiy omillaridan biri sifatida qaralishi yoritib beriladi.

Kalit so‘zlar: til, muomala, jamiyat, madaniyat, ma’naviyat, odob, komil inson

Kirish: Alisher Navoiy o‘zbek mumtoz adabiyotining yirik vakili bo‘lib, uning ijodi nafaqat badiiy, balki axloqiy-falsafiy jihatdan ham katta ahamiyatga ega. “Mahbub ul-qulub” asari Navoiyning umrining so‘nggi davrida yozilgan bo‘lib, unda insoniy fazilatlar, jamiyatdagi turli toifalar va axloqiy qadriyatlar chuqur tahlil qilinadi. Asar didaktik xarakterga ega bo‘lib, unda muallif inson kamoloti, adolat, halollik va ma’naviy poklik kabi g‘oyalarni ilgari suradi. Ushbu asar o‘zbek adabiyotida axloqiy-ta’limiy fikrlarning muhim manbalaridan biri hisoblanadi.

Introduction: Alisher Navoi is one of the greatest representatives of classical Uzbek literature, whose works are highly significant not only artistically but also ethically and philosophically. His work “Mahbub ul-qulub” was written in the final period of his life

and presents a deep analysis of human virtues, different social groups, and moral values in society. The work has a didactic nature, where the author emphasizes ideas such as human perfection, justice, honesty, and spiritual purity. This work is considered one of the most important sources of moral and educational thought in Uzbek literature.

Asosiy qism: Mahbub ul-qulub asarida Alisher Navoiy inson axloqi, ayniqsa til va muomala madaniyatiga alohida e'tibor qaratadi. Muallif tilni insonning eng muhim fazilatlaridan biri sifatida baholab, uning to'g'ri va o'rinli qo'llanishi jamiyatdagi obro'e'tiborni belgilashini ta'kidlaydi. Shuningdek, asarda shirinso'zlik, muloyimlik va o'zini nazorat qilish kabi xususiyatlar komil inson belgisi sifatida talqin etiladi. Ushbu parchada Alisher Navoiy til va muomalaning inson hayotidagi o'rni va ahamiyatini chuqur falsafiy asosda yoritadi. Muallif avvalo tilni insonning jamiyatdagi mavqeyini belgilovchi asosiy vosita sifatida talqin qiladi. “Тилга ихтиёрсиз – элга эътиборсиз”¹ degan fikr orqali u o'z nutqini boshqara olmagan inson jamiyatda hurmat qozona olmasligini ta'kidlaydi. Asarda behuda va ortiqcha gapirish keskin tanqid qilinadi. Behuda gaplarni gapiruvchi odam itning tun bo'yi hurishiga qiyoslanib, uning nutqi jamiyat uchun foydasiz va yoqimsiz ekani ko'rsatiladi. Bu orqali muallif muomala madaniyatida nafaqat nima deyish, balki qanday va qanchalik gapirish ham muhimligini uqtiradi. Shuningdek, yomon tilning zararli oqibatlari ochib beriladi. Qo'pol va o'ylamay aytilgan so'z nafaqat boshqalarning ko'ngliga ozor yetkazadi, balki insonning o'ziga ham balo keltiradi. Aksincha, muloyim va shirin so'z inson qalbiga taskin berib, og'ir holatlarni ham yengillashtirishi mumkin. Bu fikr orqali Navoiy tilning ruhiy va ijtimoiy kuchini namoyon etadi. Muallif tilni insonni boshqa mavjudotlardan ajratib turuvchi eng muhim ne'mat sifatida baholaydi. Inson aynan nutqi orqali sharaf topadi, biroq noto'g'ri ishlatilgan til uning eng katta ofatiga ham aylanishi mumkin. Shu sababli Navoiy til va ko'ngil uyg'unligini alohida ta'kidlab, so'z va niyat bir bo'lishi kerakligini

¹ Alisher Navoiy - “Mahbub ul-qulub”. 48-tanbeh (54-bet)

ilgari suradi. Navoiy yana shunday deydi: “Yaxshi soʻzlay olish (nutq)—sanʼatdir, noyob hunardir. Uni egallashga intilgin: Erdin soʻz hunar, enchidin boʻz hunar”² (“Mahbub ul-Qulub” 55-bet). Yaxshi soʻzlay olish, yaʼni nutq madaniyati inson uchun eng muhim fazilatlardan biri hisoblanadi. Bu oddiy koʻnikma emas, balki sanʼat darajasiga koʻtarilgan noyob hunardir. Inson oʻz fikrini aniq, mazmunli va chiroyli ifoda eta olishi orqali nafaqat boshqalarning hurmatini qozonadi, balki oʻzining ichki madaniyati va tafakkur darajasini ham namoyon etadi. Alisher Navoiy ham nutqning ana shu yuksak ahamiyatini taʼkidlab, inson uchun eng katta hunar soʻzlash qobiliyati ekanini alohida qayd etadi. Uning fikricha, oddiy hunarlar bilan solishtirganda, chiroyli va oʻrinli soʻzlay olish insonni yanada ulugʻlaydi. Shuning uchun har bir inson oʻz nutqini rivojlantirishga, soʻzlarini oʻylab va mulohaza bilan aytishga intilishi zarur. “Mahbub ul-Qulub”ning 52-tanbehida shunday deyilgan:

Ким сўзни териб айтгувчи оғзига бергай,

*Молик ани дўзах ўтининг дудига тергай.*³

Bu bayt chuqur va masʼuliyat bilan soʻzlashning muhimligini taʼkidlaydi. Alisher Navoiy soʻzini sinchiklab tanlaydigan va ehtiyotkorlik bilan gapiradigan inson salbiy oqibatlardan asralishini urgʻulaydi. Oʻylab aytilgan soʻz donolik, oʻzini boshqarish va mustahkam axloqiy qadriyatlarni ifodalaydi, beparvo aytilgan soʻzlar esa zarar va pushaymonlikka olib kelishi mumkin. Ushbu gʻoya orqali muallif til faqat muloqot vositasi emas, balki inson xarakterining ham oʻlchovi ekanini koʻrsatadi. Donolik bilan soʻzlash insonni nafaqat ijtimoiy hayotda, balki maʼnaviy jihatdan ham himoya qiladi. Shuning uchun har bir inson oʻz nutqini nazorat qilishga va gapirishdan oldin oʻylashga intilishi kerak, chunki soʻzlarning kuchi katta va ularning taʼsiri uzoq davom etadi.

² Xadjimetova Gullola Ikramovna (2024). ALISHER NAVOIYASARLARIDA TIL VA NUTQ MASALALARI, 2 (1), 1-5-108

³ “Mahbub ul’qulub” 52-tanbeh (55-bet)

Mahbub ul-qulub asarida Alisher Navoiy til va muomala masalasini yanada chuqurroq ochib beradi. U nafaqat yaxshi gapirishni, balki **qachon gapirish va qachon sukut saqlash** kerakligini ham muhim deb biladi. Navoiy fikricha, ba'zi holatlarda sukut qilish ortiqcha so'zlashdan ko'ra foydaliroq, chunki noo'rin so'z insonni sharmandali vaziyatga solib qo'yishi mumkin. Shuningdek, u **so'zning vaqt va o'ringa mos bo'lishi** kerakligini ta'kidlaydi. Har qanday to'g'ri fikr ham noto'g'ri vaqtda yoki noto'g'ri tarzda aytilsa, o'z qiymatini yo'qotadi. Shu sababli, inson faqat nima deyishini emas, balki qanday va qachon deyishini ham o'ylashi lozim. Navoiy yana shuni ko'rsatadiki, **ortiqcha gapirish — nodonlik belgisi**, qisqa va mazmunli so'zlash esa donolik alomatidir. U kam gapirib, lekin o'rinli va mazmunli fikr bildiradigan insonlarni yuqori baholaydi. Bundan tashqari, muomala jarayonida insonning **ohangi, munosabati va hurmati** ham muhim hisoblanadi. Hatto yaxshi so'z ham qo'pol ohangda aytilsa, salbiy ta'sir qilishi mumkin. Shu bois, Navoiy nafaqat so'zning mazmuniga, balki uning ifodalanish uslubiga ham katta ahamiyat beradi. Umuman olganda, u tilni boshqarish orqali inson o'zini ham, jamiyatdagi o'rnini ham boshqara olishini ko'rsatadi.

Main part: In the Mahbub ul-qulub, Alisher Navoiy pays special attention to human ethics, particularly the culture of language and communication. The author considers language as one of the most important human qualities and emphasizes that its proper and appropriate use determines a person's reputation in society. Moreover, qualities such as politeness, kindness in speech, and self-control are presented as essential traits of a morally developed individual. In this passage, Alisher Navoiy deeply explores the role and significance of language and communication in human life on a philosophical level. First of all, the author interprets language as the main tool that determines a person's position in society. Through the idea "He who has no control over his tongue has no respect among people,⁴" he emphasizes that a person who cannot control their

⁴ Alisher Navoi - "Mahbub ul-qulub". 48-admonition (Page 54)

speech cannot gain respect in society. In the work, meaningless and excessive talk is strongly criticized. A talkative person is compared to a dog barking all night, showing that such speech is useless and unpleasant for society. Through this, the author highlights that in the culture of communication, not only what is said, but also how and how much one speaks is important. Furthermore, the harmful consequences of bad speech are revealed. Rude and thoughtless words not only hurt others but also bring trouble to the speaker. On the contrary, kind and gentle words can comfort the human heart and ease difficult situations. Through this idea, Navoiy demonstrates the psychological and social power of language. The author evaluates language as the most important gift that distinguishes humans from other creatures. A person gains honor through speech; however, if used improperly, language can become their greatest misfortune. Therefore, Navoiy emphasizes the harmony between speech and heart, suggesting that words and intentions should be united.

In 52nd admonition it is stated that:

***Whoever carefully chooses and speaks their words,
God will protect them from the smoke of the fire of hell.⁵***

This verse highlights the deep importance of speaking thoughtfully and responsibly. Alisher Navoiy emphasizes that a person who carefully chooses their words and speaks with consideration will be protected from negative consequences. Thoughtful speech reflects wisdom, self-control, and strong moral values, while careless words may lead to harm and regret. Through this idea, the author shows that language is not only a tool of communication but also a measure of a person's character. Speaking wisely can protect an individual not only in social life but also in a spiritual sense. Therefore, every person should strive to control their speech and think before they speak, as words have

⁵ "Mahbu ul'qulub" 52-admonition (Page 55)

great power and lasting impact. In *Mahbub ul-qulub*, Alisher Navoiy develops the idea of language and communication even more deeply. He emphasizes not only the importance of speaking well, but also **knowing when to speak and when to remain silent**. According to Navoi, in some situations silence is wiser than unnecessary speech, because careless words can put a person in an embarrassing or harmful situation. He also highlights that **words must be appropriate to time and context**. Even a correct idea can lose its value if it is expressed at the wrong moment or in the wrong way. Therefore, a person should think not only about what to say, but also how and when to say it. Moreover, Navoi considers **excessive talking as a sign of ignorance**, while speaking briefly and meaningfully is a sign of wisdom. He highly values people who express their thoughts clearly and concisely. In addition, he points out that in communication, a person's **tone, attitude, and respect** are just as important as the words themselves. Even good words can have a negative effect if they are delivered in a rude or harsh manner. For this reason, Navoi pays great attention not only to the content of speech but also to its manner of expression. Overall, he shows that by controlling language, a person can also control their behavior and position in society.

Xulosa: *Mahbub ul-qulub* asarida Alisher Navoiy til va muomala madaniyati inson kamolotining asosiy mezonini sifatida ko'rsatiladi. Asardan xulosa qilish mumkinki, insonning so'zi uning aql-idroki, tarbiyasi va ma'naviy darajasini aks ettiradi. Navoiy fikricha, o'ylab, o'rinli va muloyim so'zlash insonni ulug'laydi, ortiqcha yoki qo'pol so'z esa uning obro'siga putur yetkazadi. Shuningdek, u sukut saqlashni ham ba'zan eng to'g'ri tanlov sifatida ko'rsatadi. Umuman olganda, asar insonni tilini nazorat qilish, muomala madaniyatiga rioya qilish va axloqan yetuk bo'lishga undaydi.

Conclusion: In *Mahbub ul-qulub*, Alisher Navoiy presents language and communication as a key measure of human perfection. It can be concluded that a person's speech reflects their intelligence, upbringing, and moral level. According to Navoi, thoughtful, appropriate, and polite speech elevates a person, while excessive or rude words damage their reputation. He also shows that in some cases, silence is the

wisest choice. Overall, the work encourages people to control their speech, follow communication etiquette, and develop moral maturity.

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**STYLISTIC AND SEMANTIC ISSUES IN THE TRANSLATION OF
SERGEY YESENIN'S POETRY BY ERKIN VOHIDOV**

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Abstract. The article analyzes the methodological and spiritual issues that arise in the process of translating the poetry of the famous Russian poet Sergei Yesenin into the Uzbek language. In particular, the issues of preserving the poetic spirit, system of images and semantic content of the original text in the translations carried out by Erkin Vohidov are considered. During the study, the lyrical features of Yesenin's poetry and their expression in the Uzbek language are analyzed. The article also highlights the issues of stylistic coherence, re-expression of poetic images and adaptation to national artistic thinking that occur in the process of poetic translation. Using the example of Erkin Vohidov's translations, it analyzes how the artistic and aesthetic features of Yesenin's poetry are reflected in the Uzbek language and important aspects of preserving the poetic spirit in the translation process are shown.

Keywords: Sergey Yesenin, Erkin Vohidov, poetic translation, poetic style, artistic image, semantic coherence, lyrical poetry, art of translation.

**SERGEY YESENIN SHE'RIYATINING ERKIN VOHIDOV TARJIMASIDAGI
USLUBIY VA MA'NOVIY MASALALARI**

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Annotatsiya. Maqolada rus adabiyotining mashhur shoiri Sergey Yesenin she'riyatining o'zbek tiliga tarjima qilinishi jarayonida yuzaga keladigan uslubiy va ma'noviy masalalar tahlil qilinadi. Xususan, Erkin Vohidov tomonidan amalga oshirilgan tarjimalarda asl matnning poetik ruhi, obrazlar tizimi va semantik mazmunini saqlab qolish masalalari ko'rib chiqiladi. Tadqiqot davomida Yesenin she'riyatining lirik xususiyatlari hamda ularning o'zbek tilidagi ifodasi tahlil qilinadi. Maqolada she'riy tarjima jarayonida uchraydigan uslubiy moslik, poetik obrazlarni qayta ifodalash hamda milliy badiiy tafakkurga moslashtirish masalalari ham yoritiladi. Erkin Vohidov tarjimalari misolida Yesenin she'riyatining badiiy-estetik xususiyatlari o'zbek tilida qanday aks etgani tahlil qilinadi va tarjima jarayonida poetik ruhni saqlashning muhim jihatlari ko'rsatib beriladi.

Kalit so'zlar: Sergey Yesenin, Erkin Vohidov, she'riy tarjima, poetik uslub, badiiy obraz, semantik moslik, lirik poeziya, tarjima san'ati.

Аннотация. В статье анализируются методологические и духовные вопросы, возникающие в процессе перевода поэзии известного русского поэта Сергея Есенина на узбекский язык. В частности, рассматриваются вопросы сохранения поэтического духа, системы образов и смыслового содержания оригинального текста в переводах, выполненных Эркином Вохидовым. В ходе исследования анализируются лирические особенности поэзии Есенина и их выражение на узбекском языке. В статье также освещаются вопросы стилистической связности, переосмысления поэтических образов и адаптации к национальному художественному мышлению, возникающие в процессе поэтического перевода. На примере переводов Эркина Вохидова анализируется, как художественно-эстетические особенности поэзии Есенина отражаются на узбекском языке, и показаны важные аспекты сохранения поэтического духа в процессе перевода.

Ключевые слова: Сергей Есенин, Эркин Вохидов, поэтический перевод, поэтический стиль, художественный образ, смысловая связность, лирическая поэзия, искусство перевода.

Kirish.

Jahon adabiyotida tarjima san'ati turli xalqlar madaniyati va adabiy merosini bir-biriga yaqinlashtiruvchi muhim omillardan biri hisoblanadi. Ayniqsa, she'riy tarjima jarayonida asarning nafaqat mazmuni, balki uning badiiy ohangi, obrazlar tizimi va poetik uslubi ham saqlab qolinishini talab etadi. Rus adabiyotining yirik namoyandalaridan biri Sergey Yesenin she'riyati o'zining samimiyligi, lirik ruhiyati va xalqona ohangi bilan ajralib turadi. Uning she'rlarida tabiat tasviri, inson ruhiy kechinmalari hamda vatanga muhabbat kabi mavzular muhim o'rin egallaydi. Shu sababli Yesenin she'rlarini boshqa tillarga tarjima qilish jarayoni tarjimondan katta mahorat va badiiy didni talab qiladi [A1;320 b].

O'zbek adabiyotining taniqli vakillaridan biri Erkin Vohidov Yesenin she'riyatini o'zbek tiliga tarjima qilgan iste'dodli tarjimonlardan biridir. Uning tarjimalari orqali o'zbek kitobxonlari rus lirik poeziyasining nozik jihatlari bilan tanishish imkoniga ega bo'lgan [A2;287 b].

Sergey Yesenin she'riyati o'zining sodda va samimiy ifodasi bilan ajralib turadi. Shoir she'rlarida tabiat manzaralari, qishloq hayoti va inson ruhiyatining nozik kechinmalari poetik obrazlar orqali ifodalanadi. Yesenin she'rlarining asosiy xususiyatlaridan biri – ularning lirik ohangi va xalqona ruh bilan sug'orilganligidir. Sergey Yesenin she'riyati o'zining sodda va samimiy ifodasi bilan ajralib turadi. Shoir she'rlarida tabiat manzaralari, qishloq hayoti va inson ruhiyatining nozik kechinmalari poetik obrazlar orqali ifodalanadi. Yesenin she'rlarining asosiy xususiyatlaridan biri – ularning lirik ohangi va xalqona ruh bilan sug'orilganligidir.

Erkin Vohidov tarjimalarida ana shu poetik ruhni saqlab qolishga alohida e'tibor qaratgan. Tarjimon Yesenin she'rlaridagi obrazlarni o'zbek tilining poetik imkoniyatlari orqali tabiiy va ta'sirchan tarzda ifodalashga intilgan. Tarjima jarayonida uslubiy va ma'naviy muvofiqlikni ta'minlash muhim ahamiyat kasb etadi. Quyidagi jadvalda Sergey Yesenin she'riyatining ayrim poetik xususiyatlari hamda ularning Erkin Vohidov tarjimasida aks etishi ko'rsatilgan [A3;214 b].

Jadval 1

Sergey Yesenin she'riyati va Erkin Vohidov tarjimasining uslubiy xususiyatlari

Poetik xususiyat	Yesenin she'riyatida	Vohidov tarjimasida
Lirik ruh	Tabiat va inson kechinmalari samimiy tarzda ifodalanadi	O'zbek tilida ham lirik ohang saqlanadi
Obrazlilik	Metafora va epitetlar keng qo'llanadi	O'zbek poetik vositalari bilan moslashtiriladi
Milliy ruh	Rus qishlog'i va tabiat manzaralari tasvirlanadi	Obrazlar o'zbek o'quvchisiga yaqin tarzda ifodalanadi
Ritm va ohang	Musiqiylik va she'riy ritm kuchli	She'rning ohangi imkon qadar saqlanadi
Semantik mazmun	Tabiat, vatan va inson ruhiyati asosiy mavzu	Mazmun tarjimada ham to'liq ifodalanadi

Ushbu jadvaldan ko'rinib turibdiki, Erkin Vohidov tarjimalarida Sergey Yesenin she'riyatining asosiy poetik xususiyatlari imkon qadar saqlab qolingani. Tarjimon asl matnning badiiy ruhini yetkazish bilan birga o'zbek tilining poetik imkoniyatlaridan ham samarali foydalangan.

Erkin Vohidov tarjimalarida ana shu poetik ruhni saqlab qolishga alohida e'tibor qaratgan. Tarjimon Yesenin she'rlaridagi obrazlarni o'zbek tilining poetik imkoniyatlari orqali tabiiy va ta'sirchan tarzda ifodalashga intilgan. Natijada tarjima matni o'zbek o'quvchisi uchun tushunarli va badiiy jihatdan boy shaklda namoyon bo'ladi. Tarjima jarayonida uslubiy masalalar muhim ahamiyat kasb etadi. Yesenin she'rlarida qo'llanilgan metaforalar, epitetlar va poetik tasvirlar Vohidov tarjimalarida ham mos badiiy vositalar orqali ifodalangan. Bu esa asl matnning poetik kayfiyatini saqlab qolishga yordam beradi [4–256 b.].

Jadval 2

Sergey Yesenin she'rlarining Erkin Vohidov tarjimasida ifodalanishi

Asl matn (rus tilida)	Tarjima (Erkin Vohidov)	Tahlil
“Не жалею, не зову, не плачу...”	“Afsus chekmayman, chorlamayman, yig'lamayman...”	Tarjimada asl matndagi ruhiy holat va lirik ohang saqlangan
“Отговорила роща золотая...”	“Oltin rangli bog' jim bo'ldi...”	Tabiat obrazlari o'zbek tilida poetik tarzda ifodalangan
“Клён ты мой опавший, клён заледенелый...”	“Ey bargi to'kilgan zarang, muzlagan zarang...”	Obrazlilik va emotsional ohang tarjimada ham aks etgan

Ushbu jadvaldan ko'rinadiki, Erkin Vohidov Sergey Yesenin she'rlarini tarjima qilish jarayonida asl matnning poetik ruhini saqlashga harakat qilgan. Tarjimon ayrim hollarda badiiy erkinlikdan foydalangan bo'lsa-da, she'rlarning umumiy mazmuni va lirik kayfiyati o'zbek tilida ham to'liq ifodalangan. Bundan tashqari, tarjimada semantik moslik masalasi ham muhimdir. She'riy tarjimada so'zma-so'z tarjima qilish har doim

ham badiiy natija bermaydi. Shu sababli Erkin Vohidov ayrim hollarda badiiy erkinlikdan foydalanib, asl matndagi mazmuni o‘zbek tilining imkoniyatlariga mos holda qayta ifodalagan. Bu esa tarjima matnining badiiy ta’sirchanligini oshiradi [A5; 190 b].

Xulosa

Sergey Yesenin she’riyatining Erkin Vohidov tomonidan amalga oshirilgan tarjimalari rus va o‘zbek adabiyoti o‘rtasidagi madaniy aloqalarni mustahkamlashda muhim ahamiyatga ega. Ushbu tarjimalarda asl matnning poetik ruhi, obrazlar tizimi va semantik mazmuni imkon qadar saqlab qolingani. Bu esa o‘zbek kitobxonlariga Yesenin poeziyasining lirik go‘zalligini his etish imkonini beradi.

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GOALS AND OBJECTIVES OF USING FICTION IN DEVELOPING SPEECH IN PRESCHOOL CHILDREN

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Annotation. This thesis highlights the importance and relevance of using fiction in the development of speech in preschool children. It analyzes the significant role of fairy tales, poems, and short stories in improving children's oral speech, enriching their vocabulary, and developing their thinking and imagination. Furthermore, the study examines the possibilities of forming aesthetic taste, moral qualities, and communication culture in children through literary works. The research findings indicate that the effective use of fiction has a positive impact on the speech development of preschool children.

Keywords: fairy tales, proverb, riddle, children's literature.

MAKTABGACHA YOSHDAGI BOLALARNI NUTQINI O‘STIRISHDA BADIY ADABIYOTLARDAN FOYDALANISHNING MAQSAD VA VAZIFALARI

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Annotatsiya. “Maktabgacha yoshdagi bolalarni nutqini o‘stirishda badiiy adabiyotlardan foydalanishning maqsad va vazifalari” mavzusidagi maqolada O‘zbekistonda maktabgacha ta’lim va tarbiya tashkiloti tarbiyalanuvchilari nutqini o‘stirishda badiiy adabiyotlardan foydalanish metodlari va uni tashkil etish shakllari

haqida soʻz yuritilgan. Bola nutqiy faoliyatini amalga oshirish jarayonida foydalaniladigan badiiy adabiyot vositalari yordamida bolalarni nutqida yuzaga keladigan muammo va nutqiy buzulishlarni oldini olishni tashkil etishga samarali xizmat qilishi haqida fikr va mulohazalar keltirilgan.

Kalit soʻzlar: ertaklar, maqola, topishmoq, bolalar badiiy adabiyoti, sanʼati.

Аннотация. В данной работе освещается значение и актуальность использования художественной литературы в развитии речи детей дошкольного возраста. Анализируется важная роль сказок, стихотворений и рассказов в развитии устной речи детей, расширении их словарного запаса, а также в формировании мышления и воображения. Кроме того, рассматриваются возможности формирования эстетического вкуса, нравственных качеств и культуры общения у детей посредством художественной литературы. Результаты исследования показывают, что эффективное использование художественных произведений положительно влияет на речевое развитие детей дошкольного возраста.

Ключевые слова: сказки, пословица, загадка, искусство.

KIRISH. Mamlakatimizda maktabgacha taʼlim va tarbiya sohasiga qaratilayotgan eʼtibor natijasida sohada juda koʻp ishlar olib borilmoqda, Oʻzbekiston Respublikasi Prezidentining 2024-yil 23-sentabrdagi “Kambagʻallikdan farovonlik sari” dasturini amalga oshirish boʻyicha birinchi navbatdagi chora-tadbirlar toʻgʻrisida”gi PQ-330-son qarori, Vazirlar Mahkamasining 2025-2026-yillarda “Bolalarni maktabgacha taʼlim bilan qamrab olish darajasini oshirish boʻyicha qoʻshimcha chora-tadbirlar toʻgʻrisida”gi 12.02.2025-y 83-sonli¹ qarorida keltirilgan vazifalarni shular jumlasiga kiritish mumkin. Maktabgacha taʼlim tizimi yangi bosqichga olib chiqish va yanada

¹ Oʻzbekiston Respublikasi Prezidentining “Kambagʻallikdan farovonlik sari” dasturini amalga oshirish boʻyicha birinchi navbatdagi chora-tadbirlar toʻgʻrisida” 2024-yil 23-sentabrdagi PQ-330-son qarori

rivojlantirish nafaqat bosh qomusimiz konstitutsiyada belgilab qo'yilgan, balki ushbu ta'lim tizimi uchun alohida bo'lgan qonun va qarorlar ham soha rivojiga xizmat qilmoqda. Maktabgacha ta'lim va tarbiya hozirda bolaga nafaqat tarbiya, unga qo'shimcha tarzda ta'lim ham bermoqda. Shu boisdan maktabgacha ta'lim tizimini yuksaltirish bugungi kunning eng dolzarb masalalaridan biri bo'lib qolmoqda. Har bir ota-ona farzandini sog'lom va barkamol shaxs bo'lib voyaga yetishini xohlaydi. Maktabgacha ta'lim tashkiloti pedagogik jamoasi va ota-ona o'rtasidagi munosabatlar esa bunda muhim rol o'ynaydi. Chunki kun davomida tarbiyalanuvchilarning ko'p vaqti maktabgacha ta'lim tashkilotida o'tishini inobatga oladigan bo'lsak, bu pedagog hodimlarga ulkan mas'uliyat yuklaydi. Tarbiyalanuvchilar uch yoshga qadam qo'yib maktabgacha ta'lim tashkilotlariga qabul qilingunga qadar oila muhitida tarbiya oladi va unda ko'plab ko'nikma va malakalar shakllanadi. Shu sababli bolalarni nutqni o'sishi, yangi bilim, ko'nikmalarni egallashi va olgan bilimlarini mustahkamlashi ko'p jihatdan oiladagi muhitga bog'liq bo'ladi. Har bir ota-ona va pedagog-tarbiyachilar o'z vaqtida bolalarni rivojlanishini nazorat qilib borishi muhim ahamiyatga ega. Bunda O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 22-dekabrda "Maktabgacha ta'lim va tarbiyaning Davlat standartini tasdiqlash to'g'risida" 802-sonli qarorida belgilangan asosiy bandlarga muvofiq bola qiziqishlariga individual shaklda yondashish asosida ularning ehtiyojlarini inobatga olgan holda "shaxsga yo'naltirilgan ta'lim" joriy etish muhim vazifa hisoblanadi.

XIV bob. Oila²

4-modda. Oilaning, onalik, otalik va bolalikning muhofaza qilinishi. O'zbekiston Respublikasida oila, onalik, otalik va bolalik davlat himoyasidir. O'zbekiston Respublikasida onalik va otalik izzat-ikromga hamda hurmatga sazovordir.³

² O'zbekiston Respublikasi Konstitutsiyasi O'zbekiston Respublikasining "O'zbekiston Respublikasi Konstitutsiyasi to'g'risida"gi Konstitutsiyaviy qonuniga asosan.

³ LexUZ sharhi

63-modda. Oila jamiyatning asosiy bo‘g‘inidir hamda jamiyat va davlat muhofazasida bo‘lish huquqiga ega.

Nikoh tomonlarning ixtiyoriy roziligi va teng huquqliligiga asoslanadi.

64-modda. Ota-onalar o‘z farzandlarini voyaga yetgunlariga qadar boqish va tarbiyalashga majburdirlar.

Davlat va jamiyat yetim bolalarni va ota-onalarining vasiyligidan mahrum bo‘lgan bolalarni boqish, tarbiyalash va o‘qitishni ta‘minlaydi, bolalarga bag‘ishlangan xayriya faoliyatlarni rag‘batlantiradi.

65-modda. Farzandlar ota-onalarning nasl-nasabidan va fuqarolik holatidan qat’i nazar, qonun oldida tengdirlar. Onalik va bolalik davlat tomonidan muhofaza qilinadi.

METODOLOGIYA. Maktabgacha yoshdagi bolalarni nutqini o‘stirishda turli xildagi innovatsion texnologiyalar, interaktiv vositalardan ham foydalanish o‘rinli ammo shular jumlasida badiiy adabiyotning ham o‘z o‘rni mavjud deb hisoblanadi, chunki bolani go‘dakligidan hatto chaqaloqlik davrida ham badiiy adabiyot bilan birga uning nutqi ham rivojlanib boradi. Ya’ni chaqaloqlik davridagi “ona allasi” uning ilk bor badiiy adabiyot bilan tanishishiga sababchi bo‘ladi. Yana turli xildagi “ertaklar”, “hikoyalar”, “masallar”, “she’rlar”, “topishmoq va tez aytish, maqollar” ham shular sirasiga kiradi. Bolalar nutqini o‘stirishda badiiy adabiyotning o‘rmini hech bir vosita orqali to‘ldira olmaymiz chunki badiiy adabiyot bolani nutqini rivojlantiribgina qolmasdan uni his-tuyg‘ularni jilovlashni, insonparvarlik, mehnatsevarlik, oq ko‘ngil bo‘lishga, yaxshi va yomonni farqlashga, ona vatanga mehr-muhabbat ruhida tarbiyalashga ham xizmat qiladi. Ushbu his-tuyg‘ularni esa biz turli xil she’r, hikoya va ertaklar orqali bolaga singdira olamiz. Misol tariqasida “egri va to‘g‘ri” ertagini olaylik

Qarang: mazkur Kodeksning [79-moddasi](#), O‘zbekiston Respublikasi Fuqarolik kodeksining [31-moddasi](#), O‘zbekiston Respublikasining “O‘zbekiston Respublikasining fuqaroligi to‘g‘risida”gi Qonuni [2-moddasi](#), Fuqarolik protsessual kodeksining [8-moddasi](#), Fuqarolik kodeksi 17-moddasining [birinchi qismi](#).

bunda bolalarning chiqaradigan xulosasi “adolat har doim g‘alaba qozonishini, yaxshilik hech qachin yerda qolmasligini, mehnatsevarlik va bilim hech qachon insonga pand bermasligini” ko‘rsatishimiz, tushuntirishimiz mumkin bo‘ladi. Hayvonlar obrazida jonlantirilgan “Masallar” esa bolada o‘zida kamchiliklarni tuzatishga ko‘makchi bo‘ladi deyish mumkin. Bundan tashqari “Bolalar adabiyoti”ning yana bir muhim jihati bolalarda lug‘at boyligini oshishiga ham sabab bo‘ladi. Quyida bolalar uchun keltirigan bir hikmatli jumlagga e‘tiborimizni qaratadigan bo‘lsak “Til insonning jisman eng kichik, ammo mas‘uliyatli va vazifasi jihatidan katta e‘tiborga loyiq a‘zovidir. Uni faqat xayrli, yaxshi so‘zlar uchun ishlatish va yomon, dilozor so‘zlarni aytishdan saqlash lozim. Shu sababli faqat yaxshi narsalarni gapir yoki jim turishni o‘zingga odat qil”⁴. har bir ishda va munosabatda til odobiga rioya qilish kerakligi haqida so‘z yuritilgan bo‘lib agar unga loqaydlik qilinadigan bo‘lsa uning ortidan yomon hodisalar sodir bo‘lishi haqida ogohlantirilgan. Tayyorlov guruhi bolalari bilan birgalikda badiiy adabiyot bilan ishlashni maktabgacha ta‘lim va tarbiya tashkilotlarida kunni ikkinchi yarmida fundamental va kompleks shaklida “Ilk qadam davlat dasturi” asosida tashkil etganligimiz uchun yanada yaxshi natijalarni qo‘lga kiritmoqdamiz desak mubolag‘a bo‘lmaydi aslida. aynan “Bolalar adabiyoti” ham nutq o‘sitishda katta o‘rin egallaydiro Demak, bola nutqini rivojlantirayotganimizda nutqimizdagi so‘zlardan faqat to‘g‘ri maqsadlarda foydalanishimiz va so‘zlashimiz kerakligini ham ta‘kidlashimiz kerak bo‘ladi.

TAHLILLAR. Yuqorida keltirilgan qaror va farmonlarni joriy qilinishdan maqsad, kelajak avlodni yetuk shaxs bo‘lib yetishishi uchun uning sog‘lom bo‘lishiga zamin yaratishdir. Shu bilan birga Olimlar, tadqiqotchi mutaxassislarning tobora ko‘proq qismi maktabgacha yoshdagi bolalarni to‘g‘ri tarbiyalash va ta‘lim tizimini shaxsga majmual, insoniy tasir o‘tkazishi, har bir o‘quvchining muntazam va imkon qadar to‘liq

⁴. [Tarbiya. 10-sinf uchun darslik. N. Ismatova va boshqalar. T. 2021, b-19.]

rivojlanish huquqi amalga oshirilishini ta'minlashi kerak, degan xulosaga kelmoqdalar. Qadimdan va hozirgi kunda ham maktabgacha yoshdagi bolalarning ta'lim-tarbiyasini rivojlantirishning pedagogik hamda metodologik jihatlarini takomillashtirish borasida Sharq mutafakkirlari va G'arb olimlarining bir qator sohaga doir adabiyotlari mavjud, olimlardan Al-Farobiy, Abu Ali Ibn Sino, Abdulla Avloniy, Alisher Navoiy, Zahiriddin Muhammad Bobur, R.A.Suleymanova. Xorijlik olimlardan L.S.Vigotskiy, Y.A.Komenskiy bolalarni sog'lom rivojlantirish, mavjud kamchiliklarni bartaraf etish uchun o'yin shaklida ta'lim faoliyatini olib borish bolaning salomatligiga ijobiy ta'siri qilishi haqidagi ma'lumotlar yoritib o'tilgan.

NATIJALAR. Tayyorlov guruhini nutqini o'stirishda badiiy adabiyotlardan foydalanish metodikasidan oladigan natijamiz bisyor:

1. Bola yangi so'zlarni o'rganishi orqali-nutqida va tasavvur olami ham kengayadi, o'z fikrini kengroq va yorqinroq bayon etishni boshlaydi, grammatik jihatdan ham so'zlarni joy-joyida qo'llay oladi. Nutqida so'zlardan foydalanganda ravon, har qanday g'alizliklarsiz qo'llay boshlaydi

2. His-tuyg'u, emotsiyalarini boshqarishni o'rganadi, o'zining "men"ini yaxshi anglaydi, berilgan topshiriq va mashg'ulotlarni o'z vaqtida a'lo darajada amalga oshiradi. Aqliy faoliyatga doir mazifalarda ham ba'zi o'rinlarda ham uddaburon bo'ladi.

3. Yaxshilik va yomonlikni ajrata boshlay, atrofidagi insonlarni unga bo'lgan munosabatini ham o'z o'rnida tafakkur qila oladi, shu bilan birga teran tasavvur qilish qobiliyati ham yaxshigina shakllanadi va shu bilan bir qatorda atrof-muhitga bo'lgan qiziqishi ortib ko'proq o'zini qiziqtirgan savollarga javob izlay boshlaydi.

4. Xotirasi yaxshilanadi va rivojlanadi- ko'p badiiy kitoblarni o'qib berish yoki ko'proq mutolla qilishi orqali bolada doimiy xotira shakllanadi, diqqati ortadi.

5. Bolalarning ijtimoiy hayot hodisalari, kishilar mehnati bilan tanishish doirasi kengayadi.

XULOSA. Maktabgacha yoshdagi bolalar nutqini rivojlantirish sohasidagi psixologik, pedagogik tadqiqotlarni tahlil qilish quyidagi xulosalarga kelish imkonini beradi: - nutqni rivojlantirish-bolaning individual psixik rivojlanishida markaziy o‘rin tutuvchi ijtimoiy-tarixiy tajribani o‘zlashtirishining murakkab, ko‘p omilli jarayonidir; Nutqni rivojlantirish-bu malakali pedagogik rahbarlikni nazarda tutuvchi ijodiy jarayon, lekin u stixiyali jarayon emas, bola nutqini rivojlantirish jarayonini boshqaruvchi shaxs bu pedagog, u jarayonning turli yosh bosqichlaridagi qonuniyatlarini, mexanizmlarini, o‘ziga xosliklarini bilishi, nutqiy rivojlantirishning o‘ziga xosliklarini ko‘ra olishi va bolaning individualligini hisobga olgan holda, uning nutqiga ta’sir ko‘rsatishning eng samarali yo‘llarini tanlashi lozim hisoblanadi.

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THE ROOTS OF THE HORSEMAN IMAGE IN FOLK ORAL CREATIVITY AND TRADITIONAL EPIC THOUGHT

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Abstract: The image of the horseman in traditional epic thinking is one of the key artistic symbols that embodies the historical memory of the people, their social ideals, and aesthetic views. The mythological and epic foundations of this image hold a significant place in the oral traditions of Turkic peoples. In particular, the horseman is interpreted as a representation of qualities such as heroism, courage, freedom, and loyalty. In epic works, special attention is given to the inseparable connection between the horseman and the horse, presented as a unified artistic model. It is argued that in epic thinking, the image of the horseman is not only a symbol of heroism but also an expression of national spirit and worldview.

Keywords: horseman image, epic thinking, horse image, courage, loyalty, oral folk art, unity of hero and horse, mythological roots, ideal hero model.

CHAVANDOZ OBRAZINING XALQ OG‘ZAKI IJODI VA AN‘ANAVIY EPIK TAFAKKURIDA ILDIZLARI

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Annotatsiya: Chavandoz obrazi an‘anaviy epik tafakkurda xalqning tarixiy xotirasi, ijtimoiy ideallari va estetik qarashlarini mujassamlashtirgan muhim badiiy timsollardan biridir. Bu obrazning mifologik va epik asoslari turkiy xalqlar og‘zaki ijodida o‘z o‘rniga ega. Aynan, chavandoz obrazi qahramonlik, jasorat, erkinlik va sadoqat kabi fazilatlarining ifodachisi sifatida talqin etildi. Epik asarlarda chavandoz va ot o‘rtasidagi uzviy bog‘liqlik, bir butun badiiy model sifatida namoyon bo‘lishiga

e'tibor qaratildi. Epik tafakkurda chavandoz obrazi nafaqat qahramonlik timsoli, balki milliy ruhiyat va dunyoqarashning ifodasi ekanligi asoslab berildi.

Kalit soʻzlar: chavandoz obrazi, epik tafakkur, ot obrazi, jasorat, sadoqat, xalq ogʻzaki ijodi, qahramon va ot birligi, mifologik ildizlar, ideal qahramon modeli.

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Аннотация: Образ всадника в традиционном эпическом мышлении является одним из важных художественных символов, воплощающих историческую память народа, его социальные идеалы и эстетические взгляды. Мифологические и эпические основы этого образа занимают особое место в устном творчестве тюркских народов. В частности, образ всадника интерпретируется как выражение таких качеств, как героизм, мужество, свобода и преданность. В эпических произведениях особое внимание уделяется неразрывной связи между всадником и конём, которая проявляется как единая художественная модель. Обосновано, что в эпическом мышлении образ всадника является не только символом героизма, но и отражением национального духа и мировоззрения.

Ключевые слова: образ всадника, эпическое мышление, образ коня, мужество, преданность, устное народное творчество, единство героя и коня, мифологические корни, модель идеального героя.

Epik tafakkur — bu xalqning koʻp asrlik tajribasi, qadriyatlari va ideallarini badiiy shaklda ifodalovchi murakkab va serqirra tafakkur tizimidir. Epik tafakkurda chavandoz timsoli — qahramonlik, erkinlik va ilohiy kuch bilan bogʻlangan markaziy obrazlardan biridir. Bu timsol faqat ot ustidagi jangchi emas, balki kosmik tartibni saqllovchi, ruhiy sayohatchi va qabila himoyachisi sifatida talqin qilindi. Chavandoz obrazi ildizlari uch asosiy manbaga borib taqaladi. Mifologik tasavvurlar (otning muqaddasligi), tarixiy-real hayot (koʻchmanchi otlig jamiyat), epik badiiy tafakkur (qahramonlik ideali).

Qadimgi turkiy qarashlarda chavandoz osmon (Tangri) va yer o'rtasidagi uyg'unlikni ifodalaydi, tartib (kosmos)ni himoya qiluvchi kuch sifatida ko'rildi, yovuz kuchlarga qarshi kurashuvchi ilohiy vakildir. Ushbu talqinda — oddiy inson emas, balki kosmik vazifaga ega qahramondir. Aynan, ot obrazi epik tafakkurda o'z rivojlanish bosqichiga ega. Qadimgi mifologiyada ot boshqa bir olamga o'tishda vositachi, ajdodlar ruhi bilan aloqa qiluvchi va chavandoz esa ruhlar olamining tadqiqotchisi, quyosh va osmon bilan bog'langan, osmon va yer o'rtasidagi harakatni ta'minlovchi timsol tasviri ot obrazini epik tafakkurdagi ildizlarini qadimiy ekanini tasvirlaydi.

Qadimgi jamiyatda ot ba'zan totem sifatida e'zozlandi. Qurbonlik marosimlarida ishlatilgan, hukmdorlar bilan birga dafn etilgan. Bu xususiyatlar o'ni oddiy hayvondan ko'ra mifologik mavjudot darajasiga ko'tardi va o'ning jamiyatdagi muqaddas va ijtimoiy ahamiyatini namoyon qildi. Masalan: qadimgi yunon mifologiyasida Pegasus — ilohiy qanotli ot sifatida mashhur. Bu ot okeanning manbasida tug'ilganligi uchun Pegasus deb nomlangan. Pegasus qadimgi yunon mifologiyasida Olimp tog'idagi Zevsga momoqaldiroq va chaqmoqni yetkazgan deb talqin qilindi. Chavandoz qadimgi turkiy jamiyatda qabilaning asosiy himoyachisi, jangchi va yetakchi (alp), jasorat va sharaf timsoli bo'lib xizmat qildi. Bu obraz keyinchalik "Alpomish", "Go'ro'g'li" kabi dostonlarida yanada mukammal ko'rinishga ega bo'ldi. O'zbek va turkiy xalqlar epik merosida chavandoz obrazi mukammal shaklga ega bo'ldi. "Alpomish" dostonida qahramon va uning oti (Boychibor) ajralmas birlikda tasvirlandi. "Go'ro'g'li" dostonida chavandoz — erkinlik va adolat uchun kurashuvchi obraz. Ot va chavandoz o'rtasidagi bog'liqlik — do'stlik, sadoqat va ruhiy birlik ramzidir.

*Otdur yigitning yo'ldoshi,
O'g'uldir davlatning boshi,
Qiz ham bo'lsa ko'ngul hushi,*

Zuryod kerakdur yigita...[3; 58-bet]¹

Bu bosqichda chavandoz obrazi faqat jangchi emas, balki axloqiy idealga aylanadi. O‘zbek va turkiy xalqlar epik merosida chavandoz obrazi mukammal shaklga ega bo‘ldi. Go‘ro‘g‘lining oti G‘irotning g‘ayritabiiy xususiyatlari, ko‘pincha oddiy ot chegarasidan chiqib ketadi. Juda tez va chidamli, ba‘zan uzoq masofani qisqa vaqtda bosib o‘tadi, xavfni oldindan sezadi. Bu xususiyatlar ot obrazining mifologik ildizlari bilan bog‘liqligini ko‘rsatadi. “Go‘ro‘g‘li” dostonida ot obrazi, G‘irot timsolida sodiq do‘st va yordamchi, qahramon bilan ajralmas birlik, g‘ayritabiiy kuch sohibi, chuqur ramziy ma’noga ega badiiy obraz sifatida namoyon bo‘ldi. Mifologik tafakkurda chavandoz va ot ajralmas birlik, ular bir butun mavjudot sifatida tasavvur qilinadi. Ot — kuch, chavandoz — aql va iroda timsoli bo‘lgan. Bu birlik esa ideal qahramon modelini yaratadi. O‘z navabatida ramziy va falsafiy ma’nolarga e’tibor qarataylik. Erkinlik va harakat, hokimiyat va yetakchilik, ruhiy yuksalish va izlanish, tabiat bilan uyg‘unlikda an’anaviy epik tafakkurda chavandoz obrazini ko‘pfunksiyali vazifasini ko‘rsatadi. Qadimgi turkiy mifologiyada chavandoz timsoli — ko‘p qirrali, kosmik va ijtimoiy mazmunga ega obraz bo‘lib shakllandi. U dastlab jangchi, ruhiy bilan kuchlar bilan aloqada, yetakchi va ruhiy sayohatchi sifatlarini o‘zida mujassam etib, keyingi epik tafakkur va dostonlar uchun asos bo‘lib xizmat qilgan. “Ot madaniyati qadimgi kishilarning turmush-tinchligi bilan bevosita bog‘liq bo‘lib, otlarni ish hayvoni sifatida xo‘jalikda foydalanish, xonakillashtirish davomida yuzaga kelgan.

Arxeologiya qazilmalarida aniqlangan yarmi ot, yarmi odam sifat ishlangan rasmlar, hali-haligacha ekin maydonlari, polizlarda otning kala suyagining qo‘riqchi sifatida qo‘yilishi va boshqalar ibtidoiy inson ongida mavjud bo‘lgan ot madaniyati haqidagi e’tiqodning timsoli hisoblanadi”². Ot obrazi epik tafakkurda quyidagilarni

¹Xorazm dostonlari. “Go‘ro‘g‘li” dostoni. “Xorazm” nashriyoti. Urganch – 2004 yil.

² H. K. Nazimova. Mif va afsonalarda xayoliy obrazlarning tahlili // International scientific-online conference. <https://doi.org/10.52281.153-154> bet.

anglatadi erkinlik va cheksizlik, tezlik va qudrat, sadoqat va do‘stlik, qahramonlik va sharaf.

Epik tafakkurda ot obrazi — turkiy va o‘zbek dostonlarining markaziy, ko‘p qatlamli timsollaridan biri bo‘lib, u qahramonlik, sadoqat va erkinlik g‘oyalarini mujassam etadi. Qahramonlik va jangovar timsoli esa qahramonning asosiy jangovar hamrohi, tezlik va g‘alaba ramzi, janglarda ustunlik beruvchi kuch sifatida tasvirlangan. Bu jihat keyinchalik epik dostonlarda yanada rivojlangan. Ot bu yerda oddiy hayvon emas, balki qahramonning ruhiy va jangovar hamrohi, ba‘zan esa uning “ikkinchi qiyofasi” sifatida namoyon bo‘ladi. Qadimigi epik tafakkurda qahramon va ot birligi ajralmas, qahramonning kuchi ot bilan uyg‘unlashadi, ot xavfni oldindan sezadi, yo‘l ko‘rsatadi, ular o‘rtasida ruhiy aloqa mavjuddir. Masalan: Alpomish dostonida Boychibor qahramonning sodiq do‘sti va himoyachisi sifatida tasvirlangan.

*Quloqlari g‘alchoq-g‘alchoq,
Bosgan ering qiyirchoq
Ot chopdi cho‘llar ozilib,
Boychibor korson tuyog‘i,
Erning betiga qazilib.
Banot chirgidan oqqan ter,
Tuyoqning betiga izilib,
Ketayotir Boychibor,
Quloch bo‘yni cho‘zilib,
Juftagi borar suzilib.....[2; 85-bet]³*

Boychibor — qahramonning ajralmas hamrohi. Boychibor oddiy ot emas, balki aqlli, sezgir va sodiq hamroh. Qiyin vaziyatlarda qahramonni qutqaradi va ba‘zan u

³ Alpomish. O‘zbek xalq og‘zaki dostoni. “Fan” nashriyoti. Toshkent – 2018.

oldindan xavfni sezuvchi kuch sifatida tasvirlanadi. Bu orqali epik tafakkurda qahramon va otning ruhiy birligi namoyon bo‘ladi.

Xulosa o‘rnida aytishimiz mumkin. Epik tafakkurda ot obrazi — qahramonlik dunyoqarashining markaziy unsuri. U nafaqat voqealar ishtirokchisi, balki ramziy, mifologik va estetik ma’nomalarni o‘zida mujassam etgan murakkab obrazdir. Ot orqali xalqning tarixiy xotirasi, hayot tarzi va ideal qahramon modeli ifodalanadi. Alpomishdagi chavandoz obrazi turkiy epik an’ananing davomidir. Bu jihat qadimgi mifologik ot timsoliga borib taqaladi. Keyingi dostonlarda ham shu model takrorlanadi. Qahramon + ot = mukammal epik birlik sifatida mukamallashdi. Natijada, u o‘zbek xalq epik merosida eng mukammal chavandoz arxetipi darajasiga ko‘tarilgan. Ot bilan bog‘liq miqlar nomlari turli madaniyatlarda xilma-xil bo‘lsa-da, ularni birlashtiruvchi jihat — otning ilohiy, qahramonlik va vositachilik funksiyasidir. Bu miqlar keyinchalik epik dostonlar va folklorda boy badiiy obrazlarga asos bo‘lib xizmat qildi.

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Formation of Modern Competencies in Primary School Students through the STEAM Approach

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Abstract. This article scientifically analyzes the development of students' independent learning, critical thinking, and creative approach skills in the STEAM educational process. The article highlights the opportunities to comprehensively develop students' knowledge, skills, and competencies through the use of an integrative approach in the educational process. Additionally, the importance of modern pedagogical technologies in revealing students' individual abilities, guiding them toward practical activities, and developing their innovative thinking is substantiated.

Keywords. STEAM, stream, technology, engineering, research, motivation, functional, project, education, methodology, pedagogical, resource, didactic.

Boshlang'ich sinf o'quvchilarida STEAM yondashuvi orqali zamonaviy kompetensiyalarni shakllantirish

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Annotatsiya. Mazkur maqolada Steam ta'lim jarayonida o'quvchilarning mustaqil bilim olish, tanqidiy fikrlash va ijodiy yondashuv ko'nikmalarini rivojlantirish masalalari ilmiy asosda tahlil etilgan. Ta'lim jarayonida integrativ yondashuvdan foydalanish orqali o'quvchilarning bilim, ko'nikma va kompetensiyalarini kompleks shakllantirish imkoniyatlari yoritilgan. Shuningdek, o'quvchilarning individual qobiliyatlarini namoyon etish, amaliy faoliyatga yo'naltirish hamda innovatsion fikrlashini rivojlantirishda zamonaviy pedagogik texnologiyalarning ahamiyati asoslab berilgan.

Kalit so'zlar. steam, stream, texnika, muhandislik, tadqiqot, motivatsiya, funksional, loyiha, ta'lim, metodika, pedagogik, resurs, didaktik.

Аннотация. В данной статье проводится научный анализ развития у учащихся навыков самостоятельного обучения, критического мышления и творческого подхода в рамках образовательного процесса STEAM. В статье освещаются возможности всестороннего развития знаний, навыков и компетенций учащихся посредством применения интегративного подхода в образовательном процессе. Кроме того, обосновывается важность современных педагогических технологий в раскрытии индивидуальных способностей учащихся, ориентации их на практическую деятельность и развитии их инновационного мышления.

Ключевые слова. STEAM, поток, технологии, инженерия, исследования, мотивация, функциональный, проект, образование, методология, педагогический, ресурс, дидактический.

Bugungi ta'lim jarayonlarida o'quvchilarning o'z-o'ziga bilimlarni izlab topish, mustaqil egallash, zarur bo'ladigan axborotlarni to'plash, fikrni ilgari surish, yakuniy xulosa qilish ko'nikmalarini o'zida jamlaydigan jarayonlardan foydalanish muhim ahamiyatga egadir. O'quvchilar o'z imkoniyatini, qobiliyatini, layoqatini, qiziqishlarini ob'ektiv baholab, to'g'ri qaror qabul qila olish jarayonida, ta'lim jarayonlari, o'quvchilarni o'z-o'ziga ma'lum qobiliyatni, qiziqishlarni egallashda yordam berishi lozim. O'quvchilarda bunday shaxsiy qobiliyatlar o'quv loyihalarida o'zini, ijodkor, tadqiqotchi sifatida ko'rish imkoniyatlarida shakllanadi.

Shunga muvofiq, O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi F-5712-sonli Farmoni asosida qabul qilingan "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030-yilgacha rivojlantirish kontsepsiyasi"da hamda O'zbekiston Respublikasi Prezidentining 2020-yil 24-yanvardagi Oliy Majlisga Murojaatnomasida STEAM ta'limni joriy qilish yuzasidan alohida vazifalari belgilandi. Bugun ta'limning bu – STEM / STEAM / STREAM yangi yondashuvlari rivojlangan davlatlarda keng qo'llanilib, jahon hamjamiyati tomonidan ijobiy baholanmoqda. Fan, texnologiya,

muhandislik va matematika fanlari birgalikda o'quvchilar qobiliyatlarini rivojlantirishi STEM deb nomlanadi. STEM ta'limi ilmiy usullardan, texnik qo'llanmalardan, matematik modellashtirish va muhandislik dizaynidan foydalanishga imkon beradi. Bu o'quvchining innovatsion fikrlash, XXI asrning qobiliyatlari, ko'nikmalarini shakllantirishga olib keladi.

Boshlang'ich ta'limda STEAM yondashuvi quyidagi asosiy vazifalarni bajarishga qaratilgan:

1. O'quvchilarda muammoli fikrlash va ilmiy yondashuv asosida muammolarni hal qilish ko'nikmalarini shakllantirish.
2. Fan, texnika, muhandislik, san'at va matematika bo'yicha bilimlarni chuqurlashtirish.
3. Jamoaviy ijodkorlik va hamkorlikda ishlash ko'nikmalarini rivojlantirish.
4. Ijodiy, tadbirkorlik va innovatsion fikrlashni rag'batlantirish.
5. O'quvchilarni texnik va innovatsion sohalarda kelajakdagi kasbiy faoliyatga tayyorlash.
6. Dizayn asoslarini anglash va amaliyotda qo'llash.
7. Tanqidiy fikrlashni shakllantirish.

“Sayyoralar” mavzusini STEAM asosida o'rganish

Boshlang'ich sinflarda “Sayyoralar” mavzusini STEAM texnologiyasi asosida o'rganish integrativ yondashuvni ta'minlaydi. Har bir komponent alohida vazifani bajaradi:

➤ **S** (Science – Fan): O'quvchilar nazariy ma'lumotlar bilan tanishtiriladi. Sayyoralar nomlari, Yerning boshqa sayyoralardan farqi, unda hayot mavjudligi va osmon jismlari bilan bog'liqligi o'rganiladi.

➤ **T** (Technology – Texnologiya): Teleskop orqali sayyoralarni kuzatish, ularning Yerga nisbatan farqli jihatlari haqida umumlashtirilgan ma'lumot beriladi.

O'quvchilarga quyidagi savollarga javob topish topshiriladi:

1. Oy va Yer orasidagi masofa taxminan necha kilometr?
2. Qaysi sayyoralarda suv va havo mavjud?
3. Boshqa sayyoralar Yerga nisbatan qanday farqlarga ega?

➤ **E** (Engineering – Muhandislik): Qog‘oz, loy yoki plastilindan sayyoralar modellari yasash topshiriladi.

➤ **A** (Arts – San‘at): O‘quvchilar she‘r, hikoya yoki esse yozadilar, daftarlariga sayyoralar rasmini chizadilar.

➤ **M** (Mathematics – Matematika): Globusning aylanish o‘qi, shimoliy va janubiy qutblar hamda ekvator o‘lchamlarini matematik nuqtai nazardan hisoblash topshiriladi.

STEAM yondashuvi o‘quvchilarda nazariy bilimlarni amaliy faoliyat bilan uyg‘unlashtirish, ilmiy tadqiqot va texnik taraqqiyot konsepsiyalarini anglash imkonini beradi. “Sayyoralar” mavzusini STEAM asosida o‘rganish orqali bolalarda ilmiy izlanish, ijodkorlik, muhandislik tafakkuri va tanqidiy fikrlash ko‘nikmalari shakllanadi. Bu esa ta‘limning integrativ va innovatsion rivojlanishiga xizmat qiladi.

STEAM ta‘lim muhitida bolalar nafaqat nazariy bilimlarga ega bo‘ladilar, balki ularni darhol amaliyotda qo‘llashni ham o‘rganadilar. Bu jarayon o‘quvchilarda bilimni faqat yodlash emas, balki uni real hayotiy vaziyatlarda qo‘llash ko‘nikmasini shakllantiradi. Natijada, ular ulg‘ayganlarida murakkab muammolarga — masalan, atrof-muhitning ifloslanishi yoki global iqlim o‘zgarishi kabi masalalarga — turli sohalardagi bilimlarni birlashtirish va jamoaviy hamkorlik orqali yechim topish mumkinligini anglaydilar. STEAM yondashuvi an‘anaviy sinf dars tizimidan loyihaviy faoliyatga o‘tishni taqozo etadi. Bu esa fundamental bilimlarni funksional bilimlarga aylantirish, ularni amaliyotda qo‘llash, fanlararo integratsiyani kuchaytirish va muammolarni hal qilishning yangicha yo‘llarini izlashga yo‘naltiriladi. Zarurat tug‘ilganda, o‘quvchilar yangi kashfiyotlar qilishga ham undaladi. Masalan, biologiya fanida an‘anaviy dars jarayonida moddalar hujayraga ta‘siri og‘zaki yoki yozma tarzda o‘rganilib, yod olishga

asoslanadi. STEAM ta'limida esa bu jarayon kengaytiriladi: o'quvchilar moddalarni sintez qilish bilan birga ularning tirik organizmda qanday ta'sir ko'rsatishini amaliy tajribalar orqali kuzatish imkoniga ega bo'ladilar. Bu esa nazariy bilimni amaliy faoliyat bilan uyg'unlashtirishga xizmat qiladi.

Kasrlar loyihasi. Ushbu loyihada ta'lim oluvchilar atrofdagi kishilarning kunlik hayotlaridagi masalalarni hal qilishda kasrlarning ahamiyatini anglashga harakat qilishadi, masalan, "Oshpaz kasrlardan foydalanadimi?" savoli ustida izlanishadi.

"Harakatdagi matematika"

Loyihada chiziqli tenglamalarni tushuntirish uchun sinf ta'lim oluvchilari matematika va raqsni birlashtirishadi. Har bir raqs musiqaga xoreografik tarzda moslashtirilgan 9 ta tenglamadan iborat. Ta'lim oluvchilar o'z raqslarini videoga olishadi yoki rasmga tushirishadi va ota-onalar va sinfdoshlari uchun taqdimot tayyorlashadi.

Loyiha bosqichlarini belgilab olgandan so'ng har bir o'quvchining, guruhning alohida, shuningdek, ularning hamkorlikdagi, o'zaro fikr almashib harakat qilishiga asoslangan vazifalarini aniqlashtirish lozim.

Xulosa qilib aytganda darslarning muvaffaqiyatli tashkil qilinishi va samarali bo'lishi bevosita o'qituvchining kreativ fikrlashi, zamonaviy texnologiyalarni egallaganligi va ularni o'z amaliyotiga joriy eta olishiga bog'liq bo'ladi. STEAM metodikasini o'qituvchilarga o'rgatishda bosqichma-bosqich yondashuvdan tashqari ichki motivatsiya va tashabbus ham muhim o'rin tutadi. O'qituvchilar o'z kasbiga fidoyi bo'lib, bolalarning zamonaviy ko'nikmalarini shakllantirishga chin dildan intilsalar, o'quvchilarning natijalari yorqin va istiqbolli bo'ladi. Shuningdek, har bir pedagog o'z faoliyati natijalarini doimiy ravishda tahlil qilib, o'zini takomillashtirib borishni unutmasligi zarur. O'zini doimiy rivojlantirish, pedagogik monitoring tizimini joriy etish, metodik kengashlarda faol ishtirok etish, ilmiy-amaliy konferensiyalarda qatnashish – bular ham ustoz-o'qituvchilarning bilim darajasini oshirishda hamda ilg'or

tajribani jamlashda asosiy omil hisoblanadi. O'qituvchilar uchun doimiy ravishda STEAM metodikasi bo'yicha ochiq darslar, amaliy seminar-trening-lar, tadqiqot ishlarini tashkil qilish ham muhim hisoblanadi. Quyidagilar, ya'ni raqamli texnologiyalardan foydalanish kompetensiyasini mustahkamlash, zamonaviy o'quv dasturlarini o'zlashtirish, multimedia qurilmalari yordamida o'quv materiallarini yoritish, fanlararo darslarda interaktiv usullardan samarali foydalanish, loyiha asosida bilimlarni joriy etish orqali o'qituvchilar o'z bilim va ko'nikmalarini yanada boyita oladilar. Bunda har bir pedagog STEAM metodikasi asosida loyihalangan mashg'ulotlarni amaliyotda sinab ko'rish, natijalarni tahlil qilish va ilg'or uslublarni o'zlashtirish imkoniyatiga ega bo'ladi. Shuningdek, tashkilot rahbarlari tomonidan STEAM metodikasiga oid doimiy metodik yordam ko'rsatib borilishi, kerakli didaktik materiallar va resurslar bilan ta'minlanishi, ilmiy-nazariy hamda metodik adabiyotlar yetkazilishi ham muhim ahamiyat kasb etadi.

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**BIOMORPHOLOGICAL CHARACTERISTICS OF THE INDIGOFERA
PLANT AND THE BIOTECHNOLOGICAL SIGNIFICANCE OF NATURAL
DYES DERIVED FROM IT: MEDICAL AND ECOLOGICAL PROSPECTS**

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Abstract. This article analyzes the biomorphological characteristics of *Indigofera tinctoria* and the biotechnological significance of natural indigo dyes extracted from it. The ecological purity of plant-based natural dyes, their potential medical applications, and their prospects in sustainable production are scientifically discussed. The advantages of indigo dyes in industry, pharmaceuticals, and environmental protection are also highlighted.

Keywords: *Indigofera tinctoria*, biomorphology, natural dyes, biotechnology, medical application, ecological sustainability.

**BO‘YOQDOR INDIGOFERA O‘SIMLIGINING BIOMORFOLOGIK
XUSUSIYATLARI VA UNDAN OLINADIGAN TABIIY BO‘YOQLARNING
BIOTEXNOLOGIK AHAMIYATI: TIBBIY VA EKOLOGIK ISTIQBOLLAR**

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Annotatsiya. Ushbu maqolada *Indigofera tinctoria* L. o‘simligining biomorfologik xususiyatlari, uning tarkibidan ajratib olinadigan tabiiy indigo bo‘yoqlarining biotexnologik ahamiyati tahlil qilingan. O‘simlik asosida olingan tabiiy bo‘yoqlarning ekologik tozaligi, tibbiy qo‘llanish imkoniyatlari hamda barqaror ishlab chiqarishdagi istiqbollari ilmiy jihatdan yoritilgan. Shuningdek, indigo bo‘yoqlarining sanoat, farmatsevtika va atrof-muhitni muhofaza qilishdagi afzalliklari ko‘rsatib berilgan.

Kalit soʻzlar: Indigofera tinctoria, biomorfologiya, tabiiy boʻyoqlar, biotexnologiya, tibbiy qoʻllanilish, ekologik barqarorlik.

Tabiiy boʻyoqlar qadimdan insoniyat hayotida muhim oʻrin tutib keladi. Xususan, Indigofera tinctoria L. (boʻyoqdor indigofera) oʻsimligi ming yillardan buyon turli madaniyatlarda matolarni boʻyash, dorivor vositalar tayyorlash hamda kosmetikada qoʻllanilib kelinmoqda. Kimyo sanoatida sintetik boʻyoqlarning keng tarqalishiga qaramay, ekologik xavfsizlik, inson salomatligi va biologik xilma-xillikni muhofaza qilish zarurati tabiiy boʻyoqlarga boʻlgan qiziqishni yana kuchaytirmoqda. Shu nuqtai nazardan, boʻyoqdor indigoferaning biomorfologik xususiyatlarini chuqur oʻrganish va undan olinadigan tabiiy boʻyoqlarning biotexnologik ahamiyatini baholash dolzarb ilmiy vazifalardan biridir.

Indigofera turkumi dukkakdoshlar (Fabaceae) oilasiga mansub boʻlib, tropik va subtropik hududlarda keng tarqalgan. Oʻsimlik koʻp yillik buta yoki yarim buta shaklida oʻsadi. Uning poyasi tik, barglari murakkab patsimon, gullari esa pushti yoki binafsha rangda boʻladi. Mevalari dukkak boʻlib, 1–20 tagacha urugʻ hosil qiladi. Biomorfologik jihatdan moslashuvchanligi tufayli turli iqlim sharoitida oʻsishi mumkin.

Indigofera tinctoria oʻsimligidan olinadigan asosiy pigment — indigo glikozid indikan hisoblanadi. U barg va yosh novdalarda koʻp miqdorda toʻplanadi. Fermentativ gidroliz natijasida indikan indoksilga parchalanadi va oksidlanish orqali koʻk rangli indigo pigmentiga aylanadi. Biotexnologik usullar yordamida (fermentativ ekstraksiya, mikrobiologik oksidlanish) boʻyoqning sifatini oshirish va ishlab chiqarish xarajatlarini kamaytirish mumkin.

Ayniqsa, *I. tinctoria* tropik mintaqalarda keng tarqalgan boʻlib, koʻp asrlardan buyon maxsus ekilib, indigo boʻyogʻini olishda asosiy manba sifatida yuqori baholanadi. Shu sababdan, tabiiy indigo boʻyoq ishlab chiqarishda eng ishonchli va samarali oʻsimlik sifatida *I. tinctoria* alohida oʻrin egallaydi.

Mazkur o‘simlik barglaridan olinadigan tabiiy bo‘yoq “indigo” nomi bilan mashhur. Indigo ko‘k rangini hosil qilish jarayoni barglarda mavjud maxsus kimyoviy birikmalar – indikan glikozidlarining gidrolizlanishi natijasida yuzaga keladi. Barglar suvga botirilgach, fermentativ gidroliz reaksiyasi sodir bo‘ladi va natijada indoksil (dastlab oq rangli modda) hamda glyukoza hosil bo‘ladi. Keyingi bosqichda eritma shamollatilganda indoksil oksidlanib, erimaydigan ko‘k rangli indigo pigmentiga aylanadi.

Bo‘yash jarayoni ham shu prinsiplarga asoslanadi: agar mato indoksilni o‘z ichiga olgan fermentatsion eritmaga botirilsa va keyin havoda quritilsa, indoksil oksidlanadi va mato yuzasida erimaydigan indigo hosil bo‘ladi. Shu tariqa matoga o‘ziga xos chuqur va bardoshli ko‘k rang beriladi. Indigoferadan olinadigan bu tabiiy pigment nafaqat estetik jozibasi, balki ekologik tozaligi va barqarorligi tufayli ham bugungi kunda yanada dolzarb ahamiyat kasb etmoqda.

Indigoferadan olingan tabiiy bo‘yoqlar:

- Sanoatda: to‘qimachilik mahsulotlarini bo‘yashda ekologik xavfsiz alternativ sifatida qo‘llanadi;
- Farmatsevtikada: antioksidant, antibakterial va yallig‘lanishga qarshi xususiyatlari tufayli dorivor vositalar tarkibiga kiritilishi mumkin;
- Kosmetikada: tabiiy rang beruvchi va terini parvarishlovchi modda sifatida ishlatiladi;
- Ekologiyada: sintetik bo‘yoqlarga qaraganda kamroq chiqindi hosil qiladi va suv resurslarini ifloslantirmaydi.

Tibbiyotda indigoferadan ajratilgan komponentlar o‘pka kasalliklari, teri yallig‘lanishlari va ayrim infeksiyalarga qarshi dori vositalarida qo‘llanishi mumkin. Ekologik nuqtai nazardan esa, tabiiy bo‘yoqlarning ishlab chiqarilishi atrof-muhitga zararli kimyoviy chiqindilarni kamaytirib, “yashil texnologiyalar” konsepsiyasiga mos

keladi. Shuningdek, indigoferaning barqaror ekotizimlarda yetishtirilishi qishloq xo‘jaligi uchun iqtisodiy foyda keltiradi.¹

Xulosa qilib aytganda, indigofera tinctoria o‘simligi nafaqat biomorfologik jihatdan qimmatli, balki undan olinadigan tabiiy bo‘yoqlar biotexnologiya, tibbiyot va ekologiyada ham muhim ahamiyat kasb etadi. Tabiiy pigmentlarning keng ko‘lamda qo‘llanilishi sintetik bo‘yoqlarga nisbatan xavfsizroq va barqaror ishlab chiqarishni ta’minlaydi.

Shu bois kelajakda bo‘yoqdor indigoferaning agrobiotexnologik ekin sifatida rivojlantirilishi va uning dorivor xususiyatlarini chuqur o‘rganish istiqbolli yo‘nalish hisoblanadi.

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Constitutional and legal foundations of the parliamentary election in the Republic of Uzbekistan

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Abstract: This article analyzes the constitutional and legal foundations of the institution of a parliamentary referendum in the Republic of Uzbekistan, its content, significance and practical application. It also sheds light on existing problems and ways to overcome them on a scientific basis.

Keywords: parliamentary inquiry, parliamentary oversight, Constitution, Oliy Majlis, legal framework, public administration, democratic institutions.

Annotatsiya: Ushbu maqolada O'zbekiston Respublikasida deputatlik so'rovi institutining konstitutsiyaviy-huquqiy asoslari, uning mazmuni, ahamiyati va amaliy qo'llanilishi tahlil qilinadi. Shuningdek, mavjud muammolar va ularni bartaraf etish yo'llari ilmiy asosda yoritib beriladi.

Kalit so'zlar: deputatlik so'rovi, parlament nazorati, Konstitutsiya, Oliy Majlis, huquqiy asoslar, davlat boshqaruvi, demokratik institutlar.

Kirish: Deputatlik so'rovi parlament nazoratining muhim shakli bo'lib, u orqali davlat organlari faoliyati ustidan demokratik nazorat amalga oshiriladi. Mazkur institutning rivojlanishi huquqiy davlat va fuqarolik jamiyati shakllanishida muhim omil hisoblanadi. O'zbekiston Respublikasida demokratik huquqiy davlat qurish jarayonida parlament nazorati muhim o'rin tutadi. Deputatlik so'rovi ushbu nazoratning asosiy vositalaridan biri bo'lib, u orqali deputatlar davlat organlari faoliyati ustidan samarali nazorat olib boradi¹.

¹ O'zbekiston Respublikasi Konstitutsiyasi, 2023.

Deputatlik so‘rovi — bu deputatning davlat organlari yoki mansabdor shaxslarga yuboradigan rasmiy talabidir. Ushbu institut parlament nazoratining muhim shakli hisoblanadi².

O‘zbekiston Respublikasi Konstitutsiyasining 83-moddasiga muvofiq, deputatlar davlat organlariga so‘rov yuborish huquqiga ega va ularga belgilangan muddatda javob berilishi shart³.

“Oliy Majlis Qonunchilik palatasi to‘g‘risida”gi Qonunning tegishli moddalarida deputatlik so‘rovi tartibi belgilangan⁴.

Shuningdek, “Oliy Majlis Senati to‘g‘risida”gi Qonunda ham senatorlarning ushbu huquqi mustahkamlangan.⁵

Deputatlik so‘rovi instituti mamlakatimizda o‘ziga xos murakkab va tizimli huquqiy bazaga ega bo‘lib, uning asosi sifatida O‘zbekiston Respublikasining Konstitutsiyasi namoyon bo‘ladi. Konstitutsiyadan tashqari, ushbu munosabatlar "Parlament nazorati to‘g‘risida"gi, "O‘zbekiston Respublikasi Oliy Majlisi Qonunchilik palatasi deputatining va Senati a‘zosining maqomi to‘g‘risida"gi qonunlar hamda palatalarning ichki Reglamentlari bilan tartibga solinadi.⁶

Mazkur normativ-huquqiy hujjatlar majmuasi deputatlik so‘rovining yuridik maqomini, uni yuborish tartibini, muddatlarini va eng muhimi, uning ijrosi uchun mansabdor shaxslarning javobgarligini belgilab beradi. Yangi tahrirdagi O‘zbekiston Respublikasi Konstitutsiyasining qabul qilinishi mamlakatimizda parlamentarizm an‘analarini yangi pog‘onaga olib chiqdi. Konstitutsiyaviy islohotlar natijasida

² Parlament nazorati to‘g‘risida ilmiy maqolalar to‘plami.

³ O‘zbekiston Respublikasi Konstitutsiyasi, 83-modda.

⁴ “Oliy Majlis Qonunchilik palatasi to‘g‘risida”gi Qonunning tegishli moddalarida deputatlik so‘rovi tartibi belgilangan

⁵ “Oliy Majlis Senati to‘g‘risida”gi Qonun.

⁶ "Parlament nazorati to‘g‘risida"gi O‘zbekiston Respublikasi Qonuni // O‘zbekiston Respublikasi qonun hujjatlari ma‘lumotlari milliy bazasi, 12.04.2016-y., 02/16/403/0322-son.

parlamentning vakolatlari kengaytirilib, uning ijro hokimiyati faoliyatiga ta'sir ko'rsatish imkoniyatlari huquqiy jihatdan mustahkamlandi. Konstitutsiyaning yangi normalari deputatlik so'rovini shunchaki qonuniy vakolat darajasidan, oliy yuridik kuchga ega bo'lgan fundamental konstitutsiyaviy huquq darajasiga ko'tardi. Bu esa o'z navbatida, parlament a'zolariga davlat boshqaruvida faol ishtirok etish, ijro hokimiyati organlarining qonunlarga rioya etishini va davlat dasturlarining o'z vaqtida, sifatli bajarilishini ta'minlashda mislsiz qudratli vositani taqdim etdi. Shuni ta'kidlash lozimki, deputatlik so'rovi instituti orqali jamiyatda "Xalq davlat organlariga emas, davlat organlari xalqqa xizmat qilishi kerak" degan demokratik tamoyil amalda o'z aksini topmoqda. Deputat yoki Senat a'zosi o'z saylovchilari nomidan davlat organi rahbariga murojaat qilar ekan, u jarayonda shaxsiy manfaatlarni emas, balki jamiyatning, hududning yoki muayyan ijtimoiy qatlamning hayotiy ehtiyojlarini himoya qiladi. Shu nuqtai nazardan, deputatlik so'rovining konstitutsiyaviy-huquqiy asoslarini chuqur o'rganish, uning nazariy va amaliy jihatlarini tahlil qilish hamda istiqboldagi takomillashtirish yo'nalishlarini belgilash bugungi kunning eng dolzarb vazifalaridan biri bo'lib qolmoqda.

O'zbekiston Respublikasining 2023-yilgi tahrirdagi Konstitutsiyasi parlamentarizmni rivojlantirishning mutlaqo yangi huquqiy asosi bo'lib xizmat qilmoqda. Xususan, Bosh qomusimizning 98-moddasi deputatlik so'rovi institutining mazmun-mohiyatini tubdan o'zgartirdi. Ushbu moddaga ko'ra, Qonunchilik palatasi deputati va Senat a'zosi davlat organlarining, xo'jalik boshqaruvi organlarining mansabdor shaxslariga qonunlarning ijrosi, turli sohalardagi davlat dasturlarini amalga oshirish masalalari hamda boshqa muhim masalalar yuzasidan asoslantirilgan tushuntirish berish yoki o'z nuqtai nazarini bayon etish talabi bilan so'rov yuborishga haqlidir⁷.

⁷ Saidov A.X. Parlament huquqi: Darslik. – Toshkent: Adolat, 2021. – B. 142.

Shuni ta'kidlash lozimki, har qanday deputatlik so'rovi muayyan rekvizitlarga va huquqiy talablarga javob berishi shart. Qonunchilikka ko'ra, so'rov yozma shaklda bo'lishi, unda ko'tarilayotgan masalaning mohiyati asoslab berilishi va u deputat (yoki Senat a'zosi) tomonidan shaxsan imzolanishi lozim. So'rov yuborishda deputat "Davlat sirlari to'g'risida"gi qonun hujjatlari talablariga rioya etishi, shuningdek, odil sudlovni amalga oshirish jarayoniga aralashmasligi qat'iy belgilab qo'yilgan.

Xulosa

Xulosa qilib aytganda, O'zbekiston Respublikasida deputatlik so'rovi instituti parlament nazoratining muhim va ajralmas tarkibiy qismi hisoblanadi. Uning konstitutsiyaviy-huquqiy asoslari mamlakatning asosiy qonuni hamda tegishli normativ-huquqiy hujjatlarda mustahkamlangan bo'lib, deputatlarga davlat hokimiyati organlari faoliyati ustidan samarali nazoratni amalga oshirish imkonini beradi. Mazkur institut orqali davlat organlarining hisobdorligi oshadi, ularning faoliyatida ochiqlik va shaffoflik ta'minlanadi hamda fuqarolarning qonuniy manfaatlarini himoya qilinadi.

Shu bilan birga, deputatlik so'rovi amaliyotida ayrim muammolar, xususan, so'rovlarga o'z vaqtida va to'liq javob berilmasligi, ayrim hollarda javoblarning yuzaki xarakterga ega bo'lishi kabi kamchiliklar mavjud. Bu esa mazkur institut samaradorligini to'liq namoyon etishga to'sqinlik qilmoqda. Shuning uchun deputatlik so'rovi mexanizmini takomillashtirish, javobgarlik choralari kuchaytirish, shuningdek, zamonaviy axborot texnologiyalaridan keng foydalanish orqali parlament nazoratini yanada samarali tashkil etish zarur.

Umuman olganda, deputatlik so'rovi institutini rivojlantirish va uning huquqiy asoslarini yanada mustahkamlash O'zbekistonda demokratik islohotlarni chuqurlashtirish, huquqiy davlat va fuqarolik jamiyatini barpo etish jarayonida muhim ahamiyat kasb etadi.

Foydalanilgan adabiyotlar:

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2. Parlament nazorati to‘g‘risida ilmiy maqolalar to‘plami.
3. O‘zbekiston Respublikasi Konstitutsiyasi, 83-modda.
4. “Oliy Majlis Qonunchilik palatasi to‘g‘risida”gi Qonunning tegishli moddalarida deputatlik so‘rovi tartibi belgilangan
5. “Oliy Majlis Senati to‘g‘risida”gi Qonun.
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**Preliminary Observation Results of the Greenbug (*Schizaphis graminum*
Rond.) in Wheat Crops in Furqat District
(On the Example of Oybek Temirov)**

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Abstract

This article presents the results of a preliminary study on the distribution, population dynamics, and damage severity of the wheat aphid (*Schizaphis graminum* Rond.) in wheat fields of the “Oybek Temirov” farm in Furqat district. Visual observations and counts were carried out for (March 30 – April 26) on 49 hectares of wheat (variety “Yasavul”) [1, 4]. The average aphid density ranged from 5 to 10 individuals per stem, reaching up to 18 individuals in some areas. The damage severity was assessed as weak (2 points). Affected plants showed 10-20% leaf yellowing in the form of small yellow spots [2, 5]. Recommendations for aphid control are also provided.

Keywords: wheat aphid, *Schizaphis graminum*, wheat, “Yasavul” variety, Furqat district, pest, weak damage severity

Annotatsiya. Ushbu maqolada Furqat tumanidagi “Oybek Temirov” fermer xo‘jaligining bug‘doy maydonlarida katta g‘alla shirasi (*Schizaphis graminum* Rond.)ning tarqalishi, rivojlanish dinamikasi va zarar yetkazish darajasi o‘rganildi. 30-martdan 26-aprelgacha 49 gektar bug‘doy maydonida (nav “Yasavul”) vizual kuzatuvlar va hisob-kitoblar olib borildi [1, 4]. Natijalarga ko‘ra, shiraning o‘rtacha zichligi 1 tupda 5-10 tadan, ayrim joylarda 18 tagacha yetgan. Zararlanish darajasi kuchsiz (2 ball) deb baholandi. Zararlangan o‘simliklarda barglarning 10-20% qismida mayda sariq dog‘lar va engil sarg‘ayish kuzatildi [2, 5]. Maqolada shira bilan kurashish bo‘yicha tavsiyalar ham berilgan.

Kalit soʻzlar: katta gʻalla shirasi, *Schizaphis graminum*, bugʻdoy, “Yasavul” navi, Furqat tumani, zararkunanda, kuchsiz zararlanish.

Аннотация. В данной статье изучены распространение, динамика развития и степень вредоносности большой злаковой тли (*Schizaphis graminum* Rond.) на посевах пшеницы в фермерском хозяйстве «Ойбек Темиров» Фуркатского района. В течение (30 марта – 26 апреля) проведены визуальные наблюдения и учеты на 49 гектарах пшеницы сорта «Ясавул» [1, 4]. По результатам, средняя плотность тли составила 5–10 особей на стебель, местами до 18 особей. Степень повреждения оценена как слабая (2 балла). На пораженных растениях отмечено пожелтение 10-20% листьев в виде мелких желтых пятен [2, 5]. В статье также даны рекомендации по борьбе с тлей.

Ключевые слова: большая злаковая тля, *Schizaphis graminum*, пшеница, сорт «Ясавул», Фуркатский район, вредитель, слабая степень повреждения.

Kirish. Bugʻdoy Oʻzbekiston Respublikasining asosiy strategik oziq-ovqat ekinlaridan biri hisoblanadi. Fargʻona viloyatining Furqat tumanida ham bugʻdoy yetishtirish keng yoʻlga qoʻyilgan. Biroq, bugʻdoy plantatsiyalariga jiddiy zarar yetkazuvchi zararkunandalar qatorida katta gʻalla shirasi (*Schizaphis graminum* Rond.) muhim oʻrin tutadi [1, 3]. Ushbu tur nafaqat shira, balki virusli kasalliklar (masalan, sariq maysa virusi) tarqatuvchisi sifatida ham xavfli hisoblanadi [2].

Furqat tumanida ushbu zararkunandaning biologiyasi va ekologiyasi yetarlicha oʻrganilmagan [6]. Ayniqsa, hududda ekiladigan bugʻdoy navlarining shiraga chidamliligi boʻyicha maʼlumotlar kam [7]. Shu sababli, “Oybek Temirov” fermer xoʻjaligi bazasida 30-martdan 26-aprelgacha (4 hafta) boʻlgan amaliyot davomida kuzatuvlar olib borildi. Maqolaning maqsadi – “Yasavul” navli bugʻdoyda katta gʻalla shirasining dastlabki tarqalish darajasi va rivojlanish dinamikasini aniqlash hamda unga qarshi kurash boʻyicha tavsiyalar ishlab chiqishdir.

Tadqiqot obyekti va metodikasi: Kuzatuvlar Farg‘ona viloyati Furqat tumanidagi “Oybek Temirov” fermer xo‘jaligining 49 gektar bug‘doy maydonida olib borildi. Tadqiqot 2025-yil 30-martdan 26-aprelgacha (jami 4 hafta) davom etdi. Bug‘doy navi “Yasavul” – mahalliy seleksiyali qattiq bug‘doy navi, o‘rtacha pishar, qurg‘oqchilikka chidamli [7]. Har haftada 10 ta nuqtada (har bir nuqtada 10 tup o‘simlik) vizual hisob-kitob usuli bilan shiralar soni aniqlandi [4]. Hisob-kitoblar erta tongda (soat 8:00-9:00) o‘tkazildi.

Zararlanish darajasini baholash: 5 ballik shkala bo‘yicha [5]:

- 0 ball – zarar yo‘q
- 1 ball – juda kuchsiz (barglarning 10% gacha zararlangan)
- **2 ball – kuchsiz (10-25%)**
- 3 ball – o‘rtacha (25-50%)
- 4 ball – kuchli (50-75%)
- 5 ball – juda kuchli (75-100%)

Havo harorati va nisbiy namlik ma‘lumotlari mahalliy meteorologiya stansiyasidan olindi. Fermer xo‘jaligi ma‘lumotlariga ko‘ra, 49 gektar bug‘doy bilan bir qatorda 49,5 gektar paxta ham ekilgan.

Tadqiqot natijalari. To‘rt hafta davomida olib borilgan hisob-kitoblar shuni ko‘rsatdiki, katta g‘alla shirasi barcha kuzatuv nuqtalarida uchraydi. Eng yuqori zichlik kuzatuvning so‘nggi haftasida (20-26 aprel) qayd etildi – o‘rtacha 1 tupga 10,2 ta shira. Eng past zichlik esa 1-haftada (30 mart – 5 aprel) – o‘rtacha 1 tupga 3,8 ta shira. Kuzatuv davrida havo haroratining asta-sekin ko‘tarilishi (15°C dan 24°C gacha) bilan birga shira soni ham o‘sib bordi [2, 3].

1-jadval. Katta g‘alla shirasining haftalik o‘rtacha zichligi (1 tupdagi shira soni)

Hafta	Sana oralig‘i	O‘rtacha zichlik	Maksimal zichlik
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1	30 mart – 5 aprel	3,8	7
2	6-12 aprel	6,2	12
3	13-19 aprel	8,7	16
4	20-26 aprel	10,2	18

Kuzatuvlar davomida “Yasavul” navli bug‘doyda katta g‘alla shirasi yetkazgan zarar **kuchsiz (2 ball)** deb baholandi [5]. Zararlanish asosan barglarning pastki qismlarida kuzatildi. Kuzatuv oxiriga kelib zararlangan barglarning 10-20% qismida mayda sariq dog‘lar va engil sarg‘ayish qayd etildi. O‘simliklarning o‘shida sezilarli orqada qolish kuzatilmadi.

2-jadval. Haftalar bo‘yicha zararlanish darajasi (ball)

Hafta	Sana oralig‘i	Zararlanish darajasi (ball)	Izoh
1	30 mart – 5 aprel	1 (juda kuchsiz)	Barglarning 5-8% da mayda sariq dog‘lar
2	6-12 aprel	1-2 (juda kuchsizdan kuchsizga)	Barglarning 8-12% da sarg‘ayish
3	13-19 aprel	2 (kuchsiz)	Barglarning 12-15% da sarg‘ayish
4	20-26 aprel	2 (kuchsiz)	Barglarning 15-18% da sarg‘ayish

Zararlangan o‘simliklar asosan maydonning chekka qatorlarida (ayniqsa, paxta maydoniga yaqin joylarda) ko‘proq edi [1]. Maydonning shimoliy chekkasida (yo‘l bo‘yida) shira zichligi o‘rtacha 12-15 tagacha yetgan bo‘lsa-da, zararlanish darajasi 2 ball (kuchsiz) dan oshmadi. Maydonning markaziy qismlarida zararlanish darajasi 1-1,5 ball (juda kuchsiz) atrofida bo‘lgan. Kuzatuvlar davomida “Yasavul” navi shira

zararlanishiga nisbatan **yuqori chidamlilik** ko'rsatdi [7]. Qo'shni maydonlardagi boshqa navlarga (masalan, "Krasnodar" navi) qiyoslaganda, "Yasavul"da zararlanish intensivligi taxminan 20-25% past bo'lgan. Zararlanishning kuchsiz (2 ball) darajada bo'lishi aynan shu navning chidamlilik xususiyati bilan bog'liq. Kuzatuv davrida o'rtacha harorat 14,8°C dan 24,1°C gacha, nisbiy namlik esa 48-65% oralig'ida bo'lgan. Shiraning ko'payishi 18°C dan yuqori haroratlarda faollashgan [2, 3]. Eng yuqori zichlik 22-24°C harorat va 50-55% namlikda (4-hafta) kuzatilgan, biroq bu zichlik ham zararlanishni kuchsiz (2 ball) darajadan oshira olmagan.

3-jadval. Haftalik o'rtacha harorat va namlik

Hafta	Sana oralig'i	O'rtacha harorat (°C)	O'rtacha namlik (%)
1	30 mart – 5 aprel	14,8	62
2	6-12 aprel	17,5	58
3	13-19 aprel	20,3	53
4	20-26 aprel	23,2	51

Xulosa. Katta g'alla shirasi "Oybek Temirov" fermer xo'jaligining "Yasavul" navli bug'doy maydonlarida kam tarqalgan (uchrash chastotasi 20%) [1, 6]. Kuzatuv davri oxiriga kelib (26-aprel) shiraning o'rtacha zichligi 1 tupda 10,2 taga, maksimal zichligi esa 18 taga yetgan. "Yasavul" navli bug'doyda zararlanish darajasi **kuchsiz (2 ball)** deb baholandi, ya'ni barglarning atigi 10-20% qismida mayda sariq dog'lar kuzatilgan [5]. Iqtisodiy zarar chegarasidan (1 tupda 5-8 ta) yuqori zichlik 2-haftadan boshlab (6-12 aprel) qayd etilgan bo'lsa-da, "Yasavul" navining chidamliligi tufayli zararlanish kuchsiz darajada saqlanib qolgan [7]. Kuzatuv davri (30 mart – 26 aprel) bahorning erta davriga to'g'ri kelgan va zararlanish xo'jalik uchun xavf tug'dirmaydigan darajada bo'lgan. Zararlanish kuchsiz (2 ball) darajada bo'lganligi sababli, hech qanday kimyoviy ishlov berish talab etilmaydi [5]. Faqat agrotexnik usullar (maydonni begona o'tlardan tozalash, sug'orish rejimiga rioya qilish) kifoya.

Bug‘doydan keyingi qoldiqlarni chuqur haydash (25-27 sm), almashlab ekishga rioya qilish [1]. Paxta va bug‘doy maydonlari orasida 5-10 m kenglikdagi himoya zonasini qoldirish. “Yasavul” navining shiraga nisbatan yuqori chidamliligi hisobga olinib, ushbu navni tumanda kengroq ekish tavsiya etiladi [7]. Agar shira soni 1 tupda 20 tadan oshsa va zararlanish 3 ball (o‘rtacha) ga yetgan taqdirdagina kimyoviy kurash qo‘llanishi mumkin [5]. Ruxsat etilgan insektitsidlar: “Karaté Zeon 050 CS” (0,3 l/ga) yoki “Confidor Extra” (0,2 l/ga). Paxta maydoniga yaqinligi sababli atrof-muhitga zarar yetkazmaslikka alohida e‘tibor qaratish lozim. Tabiiy dushmanlar (barg qo‘ng‘izi, sirfid lichinkalari, ladybug) faoliyatini rag‘batlantirish uchun insektitsidlarni haddan tashqari qo‘llamaslik.

Foydalanilgan adabiyotlar ro‘yxati

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CLINICAL AND HEMODYNAMIC CHARACTERISTICS OF PATIENTS WITH CORONARY ARTERY DISEASE ASSOCIATED WITH ARTERIAL HYPERTENSION

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Abstract. This study evaluated the clinical and hemodynamic characteristics of 120 patients with coronary artery disease associated with arterial hypertension. The findings revealed a predominance of anginal pain and exertional dyspnea, along with a high frequency of asthenic symptoms. More than 46% of patients experienced frequent angina attacks accompanied by persistent hemodynamic disturbances, indicating insufficient therapeutic control. Notably, a higher clinical manifestation was observed in middle-aged women despite overall male predominance. These results highlight the importance of comprehensive clinical assessment and risk stratification in this patient population.

Keywords: coronary artery disease, arterial hypertension, angina pectoris, hemodynamics, dyspnea, symptom complex, comorbidity.

Relevance: Given the persistently high prevalence of cardiovascular diseases in overall morbidity and mortality, a detailed clinical and functional analysis of patients with coexisting coronary heart disease and hypertension is particularly important. Hypertension is recognized as a key pathogenetic factor in the development and progression of myocardial ischemia, and their combination significantly worsens the clinical course, accelerates the development of complications, and worsens the prognosis (1, 2, 4).

One of the most pressing problems in modern cardiology remains the delayed identification of patients with high functional and hemodynamic risks. Despite the

widespread use of instrumental diagnostic methods such as ECG and echocardiography, assessment of the severity of ischemic syndrome in real-life practice is often limited to recording complaints and a single blood pressure measurement. This prevents comprehensive stratification of patients based on the degree of clinical severity and the likelihood of an unfavorable course of the disease (3,5,6).

Purpose of the study. to study the clinical and functional features of the symptom complex and the nature of systemic hemodynamic disorders in patients with coronary heart disease occurring against the background of arterial hypertension.

Materials and methods of research. The study included 120 patients undergoing examination and treatment for coronary heart disease associated with hypertension. The age of the subjects ranged from 30 to 85 years, with a mean age of 58.5 ± 1.32 years. Men predominated in the sample—56.7% ($n = 68$), while women accounted for 43.3% ($n = 52$).

The analysis utilized gender and age stratification methods, recording and quantifying subjective complaints, and analyzing the frequency of angina attacks and systemic hemodynamic parameters. Patients were surveyed using a standardized questionnaire, with mandatory clarification of symptom severity. Objective parameters (blood pressure, heart rate) were determined using standard measurement methods (tonometry, pulsometry).

Conclusions: Among the examined patients with coronary heart disease and hypertension, males predominated, however, in the age group of 45–59 years, a significant predominance of women was noted (50.0% versus 20.6%, $p < 0.001$), which may indicate a more pronounced clinical manifestation of the disease in middle-aged women. The most common complaints in the study cohort were anginal pain (87.5%) and dyspnea on exertion (78.3%), indicating a high level of ischemic and functional myocardial stress. The frequency of asthenic spectrum symptoms also remained

significant ($\geq 60\%$), emphasizing the role of neurovegetative dysfunction in the pathogenesis of the disease. More than 46% of patients experienced frequent angina attacks ($>3/\text{week}$), accompanied by persistent hemodynamic disturbances (SBP 151.2 ± 10.8 mmHg, DBP 92.4 ± 7.1 mmHg), which indicates insufficient effectiveness of therapy and a high risk of decompensation.

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Enhancing the Legal Literacy of Adolescents in the Digital Epoch: Systemic Challenges and Pedagogical Solutions

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Abstract. The rapid digitization of global social interactions exposes adolescent populations to unprecedented legal vulnerabilities, demanding a structural evolution in secondary legal education frameworks. This empirical investigation quantifies the epidemiological deficit in digital jurisprudence among high school demographics and evaluates the mitigating efficacy of targeted algorithmic and cyber-legal pedagogical interventions. Utilizing a prospective, quasi-experimental cohort design, we tracked 520 students aged 15 to 18 across a 12-month observation window. Participants were stratified into a control group utilizing legacy civic education curricula and an experimental cohort exposed to a novel "Digital Rights and Cyber-Liability Matrix." Diagnostic endpoints focused on the comprehension of intellectual property protocols, the legal parameters of digital harassment, and data privacy statutes. Implementation of the specialized matrix yielded a profound statistical divergence in legal competency. Comprehension of cyber-liabilities surged from a baseline of 22.4% to 86.7% within the experimental cohort (Relative Risk 0.28; 95% CI 0.19-0.41; $p < 0.001$). Conversely, the control group exhibited a stagnation in digital legal awareness, directly correlating with a 34% higher self-reported incidence of inadvertent online infractions. The data dictates

that traditional, analog-centric civic education systematically fails to equip youth for the legal realities of decentralized digital ecosystems. Restructuring academic lyceum curricula to aggressively prioritize cyber-legal competence represents a non-negotiable structural necessity to protect minors from civil liabilities and optimize digital citizenship.

Keywords: Legal literacy, digital jurisprudence, cyber-education, adolescent liability, digital citizenship, pedagogical frameworks, cyberbullying legislation, data privacy.

Introduction. Digital ecosystems and decentralized social networks currently dictate the primary socialization architecture for contemporary youth. This profound paradigm shift inadvertently breeds highly complex legal liabilities that minors navigate daily without adequate statutory comprehension. Adolescents routinely engage in actions—such as unauthorized data distribution, peer-to-peer file sharing, and digital harassment—that carry severe civil and penal consequences under modern cyber-legislation. Historically, institutional legal pedagogy relied almost exclusively on teaching analog civic duties and physical constitutional rights. Rigorous empirical reviews consistently expose the functional failure of these retroactive architectures to address the underlying technological and psychological catalysts driving juvenile digital infractions.

Existing academic literature lacks high-resolution mapping of digital legal literacy deficits within transitioning educational demographics in Central Asia. Current paradigms frequently treat digital literacy strictly as a technical skill, isolating it from its inherent legal dimensions. This structural fragmentation allows highly vulnerable youth to operate sophisticated technology while remaining entirely blind to the accompanying legal architecture. This research specifically targets this methodological void. The explicit objective of this study is to empirically evaluate the impact of integrating a dedicated, multi-tiered digital jurisprudence curriculum designed to

actively intercept and redirect adolescents away from inadvertent cyber-infractions before statutory violations materialize.

Materials and Methods. A prospective, quasi-experimental longitudinal study was executed within the Namangan Regional Academic Lyceum under the Tashkent State University of Law between January 2024 and December 2024. The sampling frame encompassed 520 students (mean age 16.4 ± 0.8 years; 52% male, 48% female). To guarantee robust comparative validity and isolate the intervention variable, subjects were stratified into a Control Group ($n = 260$) and an Experimental Intervention Group ($n = 260$) using a randomized block design based on baseline academic performance. The Control Group operated under standard regional educational protocols, receiving classical "State and Law Fundamentals" instruction. The Experimental Group was embedded within the newly engineered "Digital Rights and Cyber-Liability Matrix." This protocol mandated three core pillars: interactive case-study modules focusing on actual regional cybercrime adjudications, algorithmic tracking of terms-of-service comprehension, and structured workshops on digital footprint permanence and data privacy laws.

Primary dependent variables included the objective scoring on a standardized Digital Legal Competency Inventory (DLCI), self-reported instances of risky online behavior, and the capability to legally classify specific digital actions (e.g., differentiating between free speech and legally actionable defamation). Diagnostic synthesis utilized multivariable logistic regression modeling to isolate the specific impact of the pedagogical intervention against baseline socioeconomic variables. Statistical parameters were processed utilizing SPSS Version 28.0, setting absolute statistical significance at $p < 0.05$.

Results. Baseline psychometric and academic profiling confirmed strict inter-group homogeneity prior to the intervention, verifying that subsequent cognitive divergences

were exclusively attributable to the specialized curriculum. Activation of the cyber-legal matrix precipitated massive, sustained alterations in statutory comprehension and online behavioral trajectories.

Prior to the intervention, both cohorts demonstrated severe vulnerabilities, accurately identifying the legal consequences of digital piracy and cyberbullying in only 22.4% of presented scenarios. Post-intervention summative evaluations revealed a radical knowledge expansion within the experimental arm. Students protected by the targeted digital curriculum achieved a mean DLCI score of 86.7 ± 4.2 out of 100. The control cohort, navigating the standard analog curriculum, plateaued at an actively dangerous 38.5 ± 5.1 ($t = 14.82$, 95% CI 41.3 - 55.1, $p < 0.001$).

Sub-group analysis illuminated specific vectors of improvement. Within the experimental cohort, the ability to identify legally actionable digital harassment increased by 74.2%. Backend behavioral surveys indicated that adolescents receiving continuous cyber-legal scaffolding demonstrated a 58% measured reduction in the unverified sharing of third-party intellectual property. The data actively refutes the assumption that "digital natives" inherently understand digital law. Without explicit instruction, 68% of the control group erroneously believed that deleting a message legally absolved them of its transmission.

Discussion. The empirical trajectories synthesized here definitively validate the architectural superiority of cyber-specific legal instruction over isolated traditional civic education. By anchoring statutory awareness directly to the platforms students use daily, the pedagogical matrix successfully neutralized the primary sociogenic triggers of adolescent cyber-infractions: ignorance of permanence and ignorance of jurisdiction. These findings align robustly with Lessig's theory of "Code is Law," which posits that the architecture of cyberspace regulates behavior as strictly as legal statutes. When educational environments shift from purely passive historical law delivery to active, technology-integrated legal scaffolding, students develop heavy stakes in their digital conformity. The 74.2% increase in identifying actionable harassment directly correlates

with the integration of real-world case studies. This localized approach aggressively displaces the false sense of anonymity that criminological consensus identifies as the peak psychological catalyst for juvenile digital offending. Skeptics of curriculum expansion frequently cite the cognitive overload placed on secondary students. The data obtained here systematically dismantles that pedagogical objection. The cognitive burden associated with navigating a real-world legal consequence—including administrative fines, academic expulsion, or permanent digital stigmatization—vastly eclipses the operational hours required to deploy targeted cyber-liability workshops. Modern legal pedagogy operates not merely as an academic exercise, but as an aggressive risk-mitigation strategy for adolescent development.

Scientific Novelty and Practical Significance. This investigation establishes the inaugural high-resolution regional validation of an interconnected digital jurisprudence ecosystem targeting secondary education within Uzbekistan. The scientific distinctiveness resides in explicitly isolating the exact cognitive deficits regarding cyber-law—specifically, the misunderstanding of digital anonymity and intellectual property boundaries—and proving that structured, modern pedagogical integration can mathematically reverse these risk factors.

From a practical perspective, these outcomes demand an immediate structural overhaul of national legal education policies. Academic lyceums must transition their law departments into active hubs of digital rights monitoring. Integrating specialized cyber-liability modules into the mandatory curriculum and completely replacing outdated analog examples with contemporary digital case law are absolute clinical requisites to effectively sever the ignorance-to-liability pipeline affecting modern youth.

Conclusion. Analog pedagogical frameworks fundamentally fail to protect youth operating within decentralized digital ecosystems. Deploying the Digital Rights and Cyber-Liability Matrix decisively alters student trajectories by drastically suppressing legal ignorance, maximizing digital caution, and repairing critical deficits in jurisdictional understanding. Shifting institutional resources from delayed, traditional

legal instruction toward early, internet-anchored statutory awareness successfully neutralizes cyber-risk factors years before they manifest as formal legal violations. Mandating this multidimensional legal architecture represents a non-negotiable strategic imperative to safeguard adolescent vitality, optimize digital citizenship, and secure long-term public safety parameters in the information age.

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Impact of Educational Environment on Functional Development of Children and Adolescents

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Abstract: The educational environment significantly influences the functional development of children and adolescents, affecting their cognitive, emotional, social, and behavioral growth. This article provides an in-depth analysis of how various elements of the educational setting—including physical conditions, teaching methodologies, psychological climate, and social interactions—shape developmental outcomes. The study also examines the role of family and community in reinforcing educational influences. Evidence suggests that a positive and inclusive educational environment promotes intellectual engagement, emotional resilience, and social competence, while negative conditions can hinder development and lead to long-term consequences. The article emphasizes the need for systemic improvements in educational practices to support the holistic development of young individuals.

Keywords: educational environment, functional development, child psychology, adolescent development, school climate, cognitive growth, emotional well-being, social interaction, pedagogy, learning environment

Влияние образовательной среды на функциональное развитие детей и подростков

Аннотация (Abstract): Образовательная среда играет ключевую роль в функциональном развитии детей и подростков, влияя на когнитивные,
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эмоциональные, социальные и физические аспекты их становления. Качество учебных условий, включая педагогические подходы, психологический климат, уровень учебной нагрузки и организацию пространства, определяет эффективность усвоения знаний и формирование жизненных навыков. Благоприятная образовательная среда способствует развитию критического мышления, адаптивности, коммуникативных способностей и психического благополучия. В то же время неблагоприятные факторы, такие как стресс, перегрузка, недостаток поддержки или небезопасная атмосфера, могут негативно отражаться на здоровье и успеваемости учащихся. Особое значение имеет индивидуализация обучения и учет возрастных и психологических особенностей детей и подростков. Таким образом, создание оптимальной образовательной среды является важным условием гармоничного и полноценного развития подрастающего поколения.

Ключевые слова (Key words): Образовательная среда, функциональное развитие, дети, подростки, когнитивное развитие, психическое здоровье, социальная адаптация, учебная нагрузка, педагогические условия, психологический климат

The rapid transformation of modern society has increased the importance of education as a key factor in human development. Children and adolescents are not only recipients of knowledge but also active participants in a dynamic learning process that shapes their personalities, abilities, and future opportunities. The educational environment is one of the most influential contexts in this process. The concept of the educational environment extends beyond the classroom. It includes the physical surroundings, interpersonal relationships, institutional values, and teaching strategies that collectively influence learning experiences. During childhood and adolescence, individuals undergo critical developmental stages, making them highly sensitive to

environmental influences. Therefore, the quality of the educational environment can either facilitate or hinder functional development.

Concept and Dimensions of Functional Development. Functional development refers to the acquisition and refinement of essential skills that enable individuals to function effectively in everyday life. These include cognitive abilities such as thinking, reasoning, and problem-solving; emotional skills such as self-regulation and resilience; and social competencies such as communication and cooperation.

In children, functional development is closely linked to neurobiological maturation and environmental stimulation. During adolescence, this development becomes more complex, involving identity formation, abstract thinking, and increased independence. The educational environment plays a crucial role in guiding and supporting these processes.

Influence of the Physical Learning Environment. The physical aspects of educational institutions have a direct and measurable impact on students' functional development. Factors such as classroom size, lighting, air quality, temperature, and noise levels influence concentration, memory, and overall comfort.

For instance, overcrowded classrooms may limit teacher-student interaction and increase stress levels, while poor lighting can lead to visual fatigue and decreased attention. Conversely, well-equipped classrooms with modern technology and flexible seating arrangements create a more engaging and productive learning atmosphere.

In addition, access to facilities such as libraries, laboratories, and recreational areas contributes to the development of both academic and non-academic skills. Physical activity spaces, in particular, support motor development and mental health.

Psychological Climate and Emotional Development. The psychological climate of a school refers to the emotional tone and quality of interactions within the educational setting. A supportive and respectful atmosphere fosters a sense of belonging and security,

which are essential for effective learning. Teachers play a central role in shaping this climate. Their attitudes, expectations, and communication styles can either motivate or discourage students. Positive reinforcement, empathy, and constructive feedback help build self-confidence and intrinsic motivation.

In contrast, negative experiences such as harsh criticism, favoritism, or neglect can lead to anxiety, low self-esteem, and disengagement from learning. Adolescents, in particular, are vulnerable to emotional stress, making the psychological environment especially important during this stage

Social Interactions and Peer Influence

Social relationships within the educational environment are fundamental to the development of interpersonal skills. Peer interactions provide opportunities for cooperation, competition, conflict resolution, and emotional support.

Group activities and collaborative learning strategies encourage students to share ideas, listen to others, and develop teamwork skills. These experiences are essential for building social competence and preparing individuals for adult life.

However, negative social dynamics such as bullying, exclusion, or peer pressure can have serious consequences. Victims of bullying may experience depression, anxiety, and academic difficulties, while perpetrators may develop antisocial behaviors. Therefore, schools must actively promote positive social interactions and implement effective prevention programs.

Teaching Methods and Cognitive Development

Instructional strategies are among the most influential components of the educational environment. Traditional lecture-based approaches often emphasize memorization, while modern pedagogical methods focus on critical thinking, creativity, and problem-solving. Student-centered approaches, such as project-based learning, inquiry-based learning, and collaborative learning, engage students more actively in the

educational process. These methods encourage exploration, questioning, and independent thinking, which are essential for cognitive development.

The integration of digital technologies has further transformed the learning environment. Interactive tools, online resources, and multimedia content provide diverse learning opportunities and cater to different learning styles. However, excessive reliance on technology without proper guidance may reduce attention spans and interpersonal interaction.

Role of Teachers in Functional Development

Teachers are key agents in shaping the educational environment and influencing student development. Their professional competence, emotional intelligence, and teaching philosophy directly affect the quality of education.

Effective teachers not only deliver knowledge but also act as mentors, role models, and facilitators of learning. They create inclusive classrooms, adapt to individual differences, and encourage students to reach their full potential.

Continuous professional development is essential for teachers to stay updated with modern educational practices and respond to the evolving needs of students.

Family and Community Influence

The educational environment is closely connected to the family and community context. Parental involvement in education enhances student motivation, academic achievement, and emotional well-being. Families provide the initial foundation for learning and behavior, while schools build upon this foundation. Strong partnerships between schools and families create a supportive network that reinforces positive development. Community resources, such as cultural institutions, sports organizations, and social services, also contribute to the educational experience. These external influences enrich learning and provide additional opportunities for skill development.

Challenges and Barriers. Despite the recognized importance of the educational

environment, many challenges remain. These include insufficient funding, outdated infrastructure, lack of qualified teachers, and socio-economic inequalities.

In some cases, rigid curricula and standardized testing limit creativity and individual expression. Additionally, the increasing pressure to achieve high academic results may lead to stress and burnout among students.

Addressing these challenges requires coordinated efforts from policymakers, educators, and society as a whole.

Strategies for Improvement. To optimize the impact of the educational environment on functional development, several strategies can be implemented:

- * Creating safe and inclusive school environments
- * Encouraging active and experiential learning
- * Supporting students' mental health and well-being
- * Enhancing teacher training and professional development
- * Promoting collaboration between schools, families, and communities
- * Ensuring equal access to quality education

Conclusion. The educational environment is a powerful determinant of the functional development of children and adolescents. It shapes not only academic outcomes but also emotional stability, social competence, and life skills.

A holistic and supportive educational environment enables young individuals to develop their full potential and adapt successfully to the demands of modern society. Therefore, improving educational conditions should be a priority for all stakeholders involved in the development of future generations.

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MITOCHONDRIAL DYSFUNCTION IN HUMAN DISEASE

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Abstract. Mitochondria are essential organelles responsible for energy production, metabolic regulation, and apoptosis. Beyond their classical role in ATP synthesis through oxidative phosphorylation, mitochondria are central to cellular signaling, redox homeostasis, and programmed cell death. Mitochondrial dysfunction has emerged as a key contributor to a wide range of human diseases, including neurodegenerative disorders, metabolic syndromes, cardiovascular diseases, and aging-related conditions. This review summarizes the biochemical basis of mitochondrial function, the molecular mechanisms underlying mitochondrial dysfunction, and its role in disease pathogenesis, along with current and emerging therapeutic strategies.

Keywords: mitochondria, ATP synthesis, oxidative phosphorylation, metabolic regulation, apoptosis, cellular signaling, redox homeostasis, mitochondrial dysfunction, neurodegenerative diseases, metabolic disorders, cardiovascular diseases

Introduction. Mitochondria are double-membraned organelles often referred to as the "powerhouses" of the cell due to their role in adenosine triphosphate (ATP) production. However, their functions extend far beyond energy metabolism. They are involved in calcium homeostasis, generation of reactive oxygen species (ROS), regulation of apoptosis, and intermediary metabolism. Mitochondrial dysfunction refers to a state in which these processes are impaired, leading to decreased ATP production, increased oxidative stress, and altered cellular signaling. Accumulating evidence suggests that mitochondrial dysfunction plays a central role in the pathogenesis of many human diseases.

1. Normal Mitochondrial Function:

1.1. Oxidative Phosphorylation

ATP production occurs through oxidative phosphorylation (OXPHOS) in the inner mitochondrial membrane. Electrons derived from NADH and FADH₂ pass through the electron transport chain (ETC), consisting of complexes I–IV, ultimately reducing oxygen to water. This electron flow generates a proton gradient across the inner membrane, which drives ATP synthesis via ATP synthase (Complex V).

1.2. Reactive Oxygen Species (ROS)

During electron transport, a small proportion of electrons leak and react with oxygen to form ROS. At physiological levels, ROS function as signaling molecules. However, excessive ROS production leads to oxidative damage.

1.3. Apoptosis Regulation

Mitochondria play a key role in intrinsic apoptosis. Release of cytochrome c from the intermembrane space activates caspases, leading to programmed cell death.

1.4. Mitochondrial DNA (mtDNA)

Mitochondria possess their own genome, encoding essential components of the ETC. mtDNA is particularly susceptible to mutations due to its proximity to ROS and limited repair mechanisms.

2. Mechanisms of Mitochondrial Dysfunction:

2.1. Impaired Electron Transport Chain

Defects in ETC complexes reduce ATP production and increase electron leakage, leading to excessive ROS generation. Mutations in nuclear or mitochondrial genes encoding ETC proteins can disrupt normal function.

2.2. Oxidative Stress

An imbalance between ROS production and antioxidant defenses results in oxidative stress. This damages lipids, proteins, and DNA, further impairing mitochondrial function.

2.3. mtDNA Mutations

Mutations in mtDNA can be inherited or acquired. These mutations impair protein synthesis within mitochondria, leading to defective oxidative phosphorylation.

2.4. Defective Mitophagy

Mitophagy is the selective degradation of damaged mitochondria. Impairment of this process leads to accumulation of dysfunctional mitochondria, exacerbating cellular stress.

2.5. Altered Mitochondrial Dynamics

Mitochondria undergo continuous fusion and fission. Disruption of these processes affects mitochondrial distribution, function, and quality control.

2.6. Increased Membrane Permeability

Opening of the mitochondrial permeability transition pore (mPTP) leads to loss of membrane potential, swelling, and release of pro-apoptotic factors.

3. Mitochondrial Dysfunction in Disease:

3.1. Neurodegenerative Diseases

Mitochondrial dysfunction is a hallmark of neurodegenerative diseases such as Parkinson's and Alzheimer's disease. In Parkinson's disease, defects in Complex I and impaired mitophagy contribute to neuronal death. In Alzheimer's disease, increased oxidative stress and mitochondrial damage are prominent features.

3.2. Metabolic Disorders

In type 2 diabetes, mitochondrial dysfunction contributes to insulin resistance. Impaired oxidative metabolism reduces ATP production and alters glucose and lipid metabolism.

3.3. Cardiovascular Diseases

Cardiac cells are highly dependent on mitochondrial ATP. During ischemia-reperfusion injury, excessive ROS production and mPTP opening lead to cell death and tissue damage.

3.4. Aging

Aging is associated with accumulation of mtDNA mutations and increased oxidative stress. Declining mitochondrial function contributes to reduced cellular energy and increased susceptibility to disease.

4. Therapeutic Approaches:

4.1. Antioxidants

Compounds such as vitamin C, vitamin E, and coenzyme Q10 aim to reduce oxidative stress. However, their clinical efficacy remains variable.

4.2. Mitochondria-Targeted Therapies

New drugs are being developed to specifically target mitochondria, including mitochondrial antioxidants and agents that stabilize membrane potential.

4.3. Enhancing Mitophagy

Strategies to improve mitophagy may help remove damaged mitochondria and restore cellular function.

5. Lifestyle Interventions:

Exercise and caloric restriction have been shown to improve mitochondrial function and biogenesis.

Conclusion

Mitochondrial dysfunction is a central feature of many human diseases. It involves complex interactions between impaired energy production, oxidative stress, and defective quality control mechanisms. Understanding these processes provides valuable insights into disease pathogenesis and highlights potential therapeutic targets. Continued research is necessary to develop effective strategies to prevent and treat mitochondrial-related disorders.

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The Activities of the Public Services Agency in Our Country and Its Significance

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Abstract: Through this article, we will discuss in detail the role of the State Services Agency in the public administration system, the need for its establishment, history, the experience of Georgia, its goals, a summary of the results achieved during its activities, its contribution, and the experiences that should be studied during the delegation's visit to Azerbaijan and Georgia. We will also analyze in detail the ideas on the introduction of new experiences in the field of public services, future plans, and expected effective results.

Keywords: "single window" principle, bureaucracy, bureaucracy, corruption cases, general statistical data, special traffic lane, situation center activities, exchange of experiences.

“Mamlakatimizda davlat xizmatlari agentligi faoliyati va uning ahamiyati”

Maqola

Annotatsiya: Ushbu maqola orqali davlat boshqaruvi tizimida davlat xizmatlari agentligining o'rnini, tashkil etilishi zaruriyati, tarixi, Gruziya tajribasi, maqsadi, faoliyati davomida erishgan natijalari sarhisobi, qo'shgan hissasi, Ozarbayjon va Gruziya davlatlariga bo'lgan delegatsiya tashrifi davomida o'rganilishi kerak bo'lgan tajribalar haqida atroflicha to'xtalib o'tamiz. Davlat xizmatlari sohasida yangi

tajribalarni joriy etish , kelgusidagi rejalar va kutilayotgan samarali natijalari to'g'risidagi fikrlarni ham batafsil tahlil etamiz .

Kalit so'zlar: " yagona darcha " tamoyili , byurokratiya , sansalorlik , korrupsiya holatlari , umumiy statistik ma'lumotlar , maxsus harakatlanish yo'lakchasi , situation markaz faoliyati , tajribalar almashinuvi .

Kirish

Ma'lumki har bir davlat o'z rivojlanish bosqichlarida uning ehtiyojlari asosida tashkil etiladigan , xizmatlar ko'rsatadigan , aholining ijtimoiy muhofazasini ta'minlashga qaratilgan keng ko'lamdagi ishlar amalga oshirilishi va bajarilishi uchun mas'ul bo'la oladigan qonunchilik doirasida faoliyat ko'rsatadigan organi bo'lishini xohlaydi. Bunday natijaga erishish ,samarali faoliyat amalga oshirishi uchun sharoit yaratish, adolatli jamiyat qurish uzoq vaqt talab etishi har bir jamiyatga ma'lum.

Ma'muriy boshqaruv organlarini tashkil etish, xususan , boshqaruvning yuqori qismidan tortib quyi sohasiga qadar bo'lgan pog'onada barcha qatlamlarni qamrab olish muhim ahamiyatga ega va bu borada ko'plab islohotlar , o'zgarishlar jarayonini sodir bo'lmoqda . Hozirgi globallashuv davrida ham bu boradagi islohatlar jarayoni yuqori sur'atlarda davom etib kelmoqda . Bularning barchasi xalq farovonligi uchun , kuchli fuqarolik jamiyati barpo etish , jahon reytingida mustaqil va rivojlangan davlatlar orasidan yuqori pog'onalarni egallash uchun amalga oshirilayotgan bunyodkorlik ishlaridandir .

Mazkur vazifani amalga oshirish maqsadida O'zbekiston Respublikasi prezidenti 2017- yil 12- dekabrda " Aholiga davlat xizmatlari ko'rsatishning milliy tizimini tubdan isloh qilish chora - tadbirlari to'g'risida " gi PF - 5278 - son farmonining hamda " O'zbekiston Respublikasi Adliya vazirligi huzuridagi davlat xizmatlari agentligi faoliyatini tashkil etish to'g'risida" gi PQ - 3430 - sonli qarorining qabul qilinishi bilan O'zbekiston Respublikasi Adliya vazirligi huzuridagi Davlat xizmatlari agentligi ,

agentlikning hududiy boshqarmalari hamda tuman va shaharlarda esa Davlat xizmatlari markazlari tashkil etildi¹. Ushbu organni tashkil etishning bir qancha zaruriy sabablari mavjud edi. Avvalo shuni takidlash mumkinki, bir necha yillar oldin "yagona darcha" faoliyati yo'lga qo'yilgan bo'lsa-da, davlat xizmatlarini ko'rsatish keng ko'lamli darajada samarali faoliyat ko'rsatmaganligini bilishimiz mumkin². Ya'ni "yagona darcha" imkoniyatidan faqat tadbirkorlik subyektlarining foydalanishi mumkinligi, fuqarolarning turli davlat organlarida hujjatlarni rasmiylashtirish bo'yicha murakkab tartib - taomillardan o'zlari o'tishga majbur bo'lishi kabi muammolar bu tizimni sifati jihatidan yangi bosqichga o'tishiga to'sqinlik qilar edi. Qolaversa, qator davlat organlarida axborot tizimlari, resurslar va ma'lumotlar bazalarining mavjud emasligi, ularda idoralararo integratsiya qilinishining sustligi, oddiy aholi tomonidan davlat xizmatlari majmuasidan qulay va o'z vaqtida samarali foydalanish imkoniyati yo'qligi, shuningdek aksariyat davlat xizmatlari ko'rsatish tartibining murakkabligi va foydalanish uchun noqulayligi qiyinchilik tug'dirar edi. Xalq qabulxonalar va virtual qabulxonalar faoliyati yo'lga qo'yilgandan so'ng, aholi murojaatlarining tahlili Davlat xizmatlari agentligining tashkil etilishiga zaruriyat yaratgan sababchi omillardan biri sifatida paydo bo'ldi³. Fuqarolardan kelib tushgan muammolarning tizimli tahlili davomida davlat xizmatlarini ko'rsatish sohasida rasmiyatchilik, ovoragarchilik, sansalorlik, korrupsiya, byurokratiya va shu kabi ko'plab holatlar mavjudligi aniqlandi⁴. Mana shu muammolarni samarali va sinalgan usullar bilan yechimini topish maqsadida xalqaro andozalarni hisobga olgan holda Osiyo, xususan, Gruziya davlati

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https://www.gazeta.uz/oz/2017/12/08/agentlik/?utm_source=push&utm_medium=telegram va lex.uz sayti

² <https://yuz.uz/uz/news/soddalashgan-davlat-xizmatlari>

³ <http://kun.uz/54794343>

⁴ <https://www.xabar.uz/iwo>

tajribasini⁵ o‘rganish va tahlil etish orqali , respublikada davlatimiz boshqaruviga to‘g‘ri keladigan , e‘tiborga molik xususiyatlarini inobatga olgan holda davlat xizmatlari agentligi faoliyati tashkil etildi . Gruzuya davlatining davlat xizmatlari ko‘rsatish sohasidagi faoliyati tarixiga nazar tashlasak , 2004 - yildan buyon mamlakatda boshlangan tub islohotlar jarayoni , keyingi davrlarda elektron hukumatning jadal taraqqiy etishiga turtki bo‘lganini ko‘rishimiz mumkin . Davlat xizmatlarini ko‘rsatish , rivojlantirish va nazorat qilish organi sifatida tayinlangan Adliya vazirligi , " yagona darcha " tamoyili asosida Adliya uylari (davlat xizmatlari markazlari) tomonidan ko‘rsatiladigan xizmatlar bilan birgalikda onlayn davlat xizmatlarini ham ko‘rsatishga mas‘ul organ sifatida faoliyat ko‘rsatishi belgilangan . Adliya vazirligi huzurida raqamli boshqaruv agentligi , Davlat xizmatlarini rivojlantirish agentligi , Adliya uyi kabilar tashkil etilgan . Adliya uyi bir necha davlat organlari , ya'ni Fuqarolikni ro‘yxatga olish agentligi , Davlat ro‘yxatga olish agentligi , Milliy arxiv , Ijro etish milliy byurosi , Notariat palatasi xizmatlarini integratsiya qilgan holda , bu xizmatlarni bir binoda ko‘rsatish uchun tashkil etilgan . Adliya uyining o‘ziga xos jihati shundaki , fuqarolar davlat xizmatlari va qo‘shimcha xizmatlardan bir joyda turib foydalanishi mumkin . Shuningdek , o‘z - o‘ziga xizmat ko‘rsatish , o‘zini o‘zi suratga olish kabinalari , har bir xona va eshik oldida ko‘zi ojizlar uchun zal haqidagi ma‘lumotlar maxsus taxtasi o‘rnatilganligi , mahalliy aholi vakillari va chet elliklar uchun alohida-alohida yo‘laklar tashkil etilganligi ushbu mamlakatdan mahalliyashtirishimiz va o‘zlashtirishimiz orqali aholining barcha qatlamlari uchun yaratib berishimiz mumkin bo‘lgan qulay shart-sharoitlardan biri sifatida alohida e‘tirof etishimiz mumkin ⁶ . Davlat xizmatlari hududlarda nafaqat filiallar orqali , balki sayyor tarzda chiqish orqali ham ko‘rsatiladi . Sayyor xizmatga maxsus jihozlangan mikroavtobuslarda boriladi va ariza yuborish bilan

⁵ <https://t.me/Daryo>

⁶ <https://zarnews.uz/uz/4dx2>

birga , javobini ham shu joyning o‘zida taqdim etish imkoniyati yaratilgan . 2012 yilda BMT tomonidan o‘tkazilgan tekshiruvlar natijasida Gruziya elektron xizmatlarni to‘g‘ri yo‘lga qo‘yganligi sababli " Davlat xizmatlarida korrupsiyaning oldini olish hamda unga qarshi kurashish " borasidagi muvaffaqiyatlari Yevropa qurilishi va taraqqiyoti banki , Transparency International markazi , Yevropa parlamenti tomonidan alohida ta’kidlab o‘tilganligi ushbu sohada samarali faoliyat ko‘rsatganligini bilishimiz mumkin⁷. Gruziyaning Tbilisi shahridagi "Adliya uyi " faoliyati yana quyidagi ma’lumotlarni keltirib o‘tishimiz mumkin . Mazkur tizim 2011 yilda tashkil etilgan bo‘lib , hozirda respublika hududida faoliyat yuritayotgan 25 ta Adliya uylari orqali 400 Dan ortiq davlat xizmatlari ko‘rsatiladi . Respublikaning tog‘li hududlarida 86 ta markazlar faoliyati yo‘lga qo‘yilgan bo‘lib , bu ham inson manfaatlariga har tomonlama xizmat ko‘rsatishni taminlab berishni ko‘zda tutgan holda tashkil etilganini qayd etishimiz lozim ⁸.

Mamlakatimiz hududida Gruziya andozasidan namuna olgan holda tashkil etilgan davlat xizmatlari agentligining dastlabki 3 yillik faoliyat natijalarini Davlat xizmatlari agentligi matbuot xizmati taqdim etgan axborotga tayangan holda tahlil qiladigan bo‘lsak ⁹, qisqa muddat ichida samarali faoliyat ko‘rsatganligini bilishimiz mumkin .

Xususan ushbu davrda respublika hududida jami 203 ta DXM ishlab turgan va ularda 150 turdagi davlat xizmatlari eksterritorial tamoyili asosida taqdim etilgan . Davlat xizmatlariga oid 70 dan ortiq normativ huquqiy hujjatlar ishlab chiqilib , fuqarolardan talab etiladigan hujjatlar soni 167 tadan 79 taga , xizmat ko‘rsatish uchun talab etiladigan muddat esa ikki barobarga jami 465 kundan 245 kunga qisqargan . Uch yil davomida 25 milliondan ortiq xizmatlar ko‘rsatilgan . Davlat xizmatlarini ko‘rsatishda ilk bor umumrespublika bo‘yicha xizmat ko‘rsatishning eksterritorial tamoyili hamda tadbirkorlik sub’ektlarini ro‘yxatdan o‘tkazish bilan bir vaqtda bank

⁷ <https://t.me/Daryo>

⁸ <https://yuz.uz/uz/news/soddalashgan-davlat-xizmatlari>

⁹ <https://zarnews.uz/uz/4dx2>

hisobraqamlarini ochish mexanizmi yoʻlga qoʻyilib , shtamp va muhrlardan foydalanish majburiyati bekor boʻldi . Xalqaro eʼtirofga molik jihati shundaki , Jahon bankining " Biznesni yuritish - 2020 " reytingida DXA masʼul boʻlgan " Biznesni roʻyxatdan oʻtkazish " indikatorida 190 ta davlat ichida 8- oʻrinni egallaganini koʻrishimiz mumkin¹⁰ . Alohida takidlash joizki , aholining davlat xizmatlaridan keng foydalanishini taʼminlash , xizmat koʻrsatish bilan bogʻliq vaqt va moliyaviy xarajatlarni kamaytirish maqsadida amalga oshirilgan islohotlar Gruziyaga nisbatan kech boshlanishiga qaramasdan , yuqori natijalarga erishganini aytishimiz mumkin .

Keyingi davrlardagi xususan , 2018 - yildagi holatni tahlil qiladigan boʻlsak ¹¹, xizmatlar koʻrsatish soni 5 milliondan oshgan va 10 oy davomida hokimliklar tomonidan 6370 ta qonun buzilishi holatlari sodir etilganligi aniqlangan . Shu bilan birga alohida takidlash joizki , ushbu tizim joriy etilish natijasida korrupsiya sohasi boʻyicha mayda maishiy turdagi korrupsiyaviy holatlarni oldini olishda samarali natijaga erishganini taʼkidlashimiz lozim . Davlat xizmatlarini masofadan olish qulaylashishi uchun elektron raqamli imzoni onlayn olish imkoniyati yaratildi . Kompozit davlat xizmatlari koʻrsatilishining yoʻlga qoʻyilishi bilan 15 dan ortiq hujjat qisqarib 4 ta idoraga borishga chek qoʻyildi . Ushbu xizmat ishga tushirilganiga hali koʻp vaqt boʻlmagan boʻlsa- da , bugungi kunga qadar foydalanuvchilar soni yildan yilga oʻsib kelayotganini bilishimiz mumkin . Davlat xizmatlari uchun toʻlov qilishdagi muammolarni bartaraf etish uchun markazlarda pay.davxizmat.uz elektron toʻlov tizimi orqali naqd pul qabul qilish mexanizmi joriy etilgani ham tizimdagi muhim yangiliklardan biri . Toʻlangan pul mablagʻlari haqidagi maʼlumotlar sms - xabar tarzida foydalanuvchi telefon raqamlariga keladi. Bugungi kunda Adliya vazirligi binosida " Situation markaz " faoliyati yoʻlga qoʻyilgan boʻlib , unda respublika boʻyicha barcha

¹⁰ <https://www.gazeta.uz>

¹¹ <https://stat.uz>

markaz va FHDYO bo‘limlari faoliyatini real vaqt rejimida kuzatib borish imkoniyati yaratilgan. Gruziya Adliya vazirligi vakillari ushbu situatsion markaz faoliyati bilan yaqindan tanishish istagini bildirgani muhim ahamiyatga ega . Bundan ko‘rinib turibdiki , nafaqat biz ularga , balki gruziyalik xizmat xodimlari ham O‘zbekistonda davlat xizmatlari sohasida amalga oshirilayotgan ishlarga qiziqish bilan qaramoqda . Ozarbayjon davlat xizmatlari agentligi faoliyatini tahlil qiladigan bo‘lsak, ushbu tuzilmaning Davlat xizmatlari va ijtimoiy innovatsiyalar davlat agentligi, Elektron hukumatni rivojlantirish markazi , Innolend inkubatsiya markazi, ASAN markazi , Call-markaz, mobil ASAN xizmat turlari faoliyat ko‘rsatayotganligini bilishimiz mumkin .

Umumiy statistik ma’lumotlarni tahlil qiladigan bo‘lsak , barcha arizalar miqdori 33,3 mln ni tashkil etib , shundan davlat xizmatlari markazlariga 5,9 mln , yagona portal orqali 20,8 mln , MyGov mobil ilovasi orqali 6,3 mln , pochta kabinetidan orqali 0,1 mln , consul.gov.uz orqali esa tushgan arizalar soni 5587 mingtani tashkil etganini ko‘rishimiz mumkin ¹². Foydalanuvchilarning gender statistikasi bo‘yicha ulush hisobi erkaklar uchun 53.57 % ni , ayollar uchun esa 46.43 % ni tashkil etib , arizalarning tegishlilik bo‘yicha 0.64 % i yuridik shaxlar , 99.36 % jismoniy shaxlar hisobiga to‘g‘ri keladi . Xizmat ko‘rsatish turidan eng ko‘p foydalanish hissasi hududlar kesimida tahlilini ko‘radigan bo‘lsak miqdor ko‘rsatkichlari yildan yilga oshib borayotganligi va yuqori natijalarni ko‘rsatayotganini ta’kidlash o‘rinlidir . Albatta bularning barchasi xalq manfaatlari uchun , ularning vaqtini tejash , ortiqcha rasmiyatchilik va ovoragarchilklarni keltirib chiqarilishini oldini olishdan iboratdir .

Xulosa o‘rnida shuni takidlash mumkinki, xalqaro tajribalarni o‘rgangan holda davlat xizmatlari agentligi faoliyati tizimida jismoniy imkoniyati cheklangan shaxslar uchun alohida sharoit yaratishni yo‘lga qo‘yish , ko‘rish qobiliyatida muammosi borlar uchun maxsus harakatlanish yo‘lakchasini tashkil etish , eshitish imkoniyati cheklangan

¹² <https://my.gov.uz/oz/site/statistic-graph>

shaxslar uchun surdo planshet kabi qurilmalarni o‘rnatishni rivojlantirish hamda bu bo‘limlarda fuqarolar kerakli amaliyotlarni bajara olishlari uchun yordamchi xodimlar birlashtirish amaliyotini amalda bosqichma-bosqich respublikaning barcha hududlarida joriy etish va uning faoliyati natijalarini tahlil etish orqali qanchalik darajada xizmat ko‘rsatayotganliklarini nazorat qilishni tashkil etishdan iborat . Alohida xizmatlar ko‘rsatish sohasida yangicha yondashuv sifatida , yuqorida takidlab o‘tilgan gruzincha tajribani eshitish imkoniyati cheklangan shaxslar foydalanishi uchun sun‘iy intellekt orqali mavjud texnik texnologiyalardan foydalangan holda zamonaviy surdo - planshet dasturiy formatini yaratish orqali aholining barcha qatlamlari uchun davlat xizmatlaridan yuqori darajada foydalanish imkoniyatini yaratishdir.

Ma’lumki, rivojlangan davlatlarda bunday tizim allaqachon yo‘lga qo‘yilgan bo‘lib , bu borada yaxshi natijalarga erishib kelayotganini aytib o‘tishimiz mumkin . Ushbu tizimning O‘zbekiston hududida davlat xizmatlari agentligi faoliyati tizimi tarkibiga kiruvchi amaliy soha sifatida joriy etish orqali , kutilgan natijaga erishishimiz mumkinligi haqida fikr bildirishimiz mumkin .

Foydalanilgan adabiyotlar ro‘yxati :

1. https://www.gazeta.uz/oz/2017/12/08/agentlik/?utm_source=push&utm_medium=telegram va lex.uz. sayti
2. <https://yuz.uz/uz/news/soddalashgan-davlat-xizmatlari>
3. <http://kun.uz/54794343>
4. <https://www.xabar.uz/iwo>
5. <https://t.me/Daryo>
6. <https://zarnews.uz/uz/4dx2>
7. <https://library-tsul.uz>

TEMPLES OF THE NEW KINGDOM PERIOD

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Abstract: This article analyzes in detail the Hatshepsut Temple (Deir-el-Bahri), a rare architectural monument of the New Kingdom. The plan of the structure, terraced composition, column system, sculptural and relief decorations, polychromy traditions, and religious and symbolic content are highlighted, And the archaeological excavations and restoration work carried out in the 19th-20th centuries are considered. And the results of the research prove that the Hatshepsut Temple is one of the most perfect examples of New Kingdom architecture.

Keywords: Yangi Podsholik, Xatshepsut, Deyr al-Bahri, Qadimgi Misr me'morchiligi, ibodatxona majmuasi, Senenmut.

Annotatsiya: Mazkur maqolada Qadimgi Misr Yangi Podsholik davrining muhim me'moriy yodgorliklaridan biri hisoblangan Deyr al-Bahrida joylashgan Xatshepsut ibodatxonasi me'moriy tuzilishi hamda ramziy mazmuni tahlil qilinadi. Tadqiqot jarayonida ibodatxona majmuasining terassa tizimi, ustunlar kompozitsiyasi, haykaltaroshlik va relief bezaklari, shuningdek uning diniy va siyosiy ahamiyati o'rganildi. Tadqiqotda tarixiy tahlil, me'moriy tahlil, hamda arxeologik manbalarni o'rganish usullaridan foydalanildi. Xususan, ibodatxona devorlarida tasvirlangan Punt mamlakatiga uyushtirilgan ekspeditsiya sahnalari hamda fir'avn hokimiyatining ilohiylashtirilishini ifodalovchi tasvirlar tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, Xatshepsut ibodatxonasi Yangi podsholik davri me'morchiligining eng mukammal namunalaridan biri hisoblanadi hamda u fir'avn hokimiyatining siyosiy va mafkuraviy ramzi sifatida muhim ahamiyatga ega.

Аннотация: В данной статье подробно анализируется храм Хатшепсут (Деря

эль-Бахри) редкий архитектурный памятник Нового царства. Рассматриваются планировка сооружения, террасная композиция, система колонн, скульптурные и рельефные украшения, традиции полихромии, а также религиозное и символическое содержание. Учитываются археологические раскопки и реставрационные работы, проведенные в XIX-XX веках. Результаты исследования доказывают, что храм Хатшепсут является одним из наиболее совершенных образцов архитектуры Нового царства.

Kirish: Qadimgi Misr sivilizatsiyasi jahon tarixida yuksak me'morchilik an'analari bilan ajralib turadi. Xususan, Yangi Podsholik davri monumental inshootlar qurulishi bilan tavsiflanadi. Ushbu davrda barpo etilgan ibodatxonalar diniy marosimlar markazi bo'lish bilan birga, siyosiy hokimiyatni ifodalovchi muhim ramziy makon sifatida shakllangan.

Shu nuqtai nazardan, Deir el-Bahri hududida joylashgan Hatshepsut ibodatxonasi aloxida ilmiy qiziqsh uyg'otadi. Mazkur inshoot qadimgi Misr jamiyatining diniy qarashlari va siyosiy tizimini o'zida mujassamlashtirgan noyob me'moriy kompleks hisoblanadi.

Tadqiqot metodologiyasi.

Tarixiy tahlil: Ushbu metod yordamida Yangi Podsholik davrining siyosiy, diniy va madaniy xususiyatlari tizimli ravishda o'rganildi hamda ibodatxona qurulishi bilan bo'liq tarixiy jarayonlar tahlil qilindi.

Komparativ tahlil: Mazkur metod asosida Hatshepsut ibodatxonasi boshqa Yangi Podsholik davri ibodatxonalari, xususan Mentuxotep II va Tutmos III inshootlari bilan solishtirildi. Qiyosiy tahlil orqali umumiy va o'ziga xos me'moriy xususiyatlar aniqlanib, ibodatxonaning innovatsion jihatlari ochib berildi.

Arxitektura tahlili: Bu metod yordamida ibodatxonaning terassali kompozitsiyasi, ustunlar tizimi, rampalar va ichki tuzulishi batafsil o'rganildi.

Manbashunoslik tahlil:Metod asosida ilmiy adabiyotlar,arxeologik hisobotlar va zamonaviy tadqiqot natijalari tizimli ravishda o‘rganildi.

Yangi Podsholik davri-Qadimgi Misr davlatchiligining Osiyodan bostirib kelgan giksos qabilalari ustidan qozongan mutloq g‘alabasidan keyingi taraqqiyot cho‘qqisi va so‘ngi yuksalish bosqichi hisoblanadi. Mazkur davr xronologik jihatdan mil.avv.1550-1069-yillarni o‘z ichiga oladi. Xususan m.avv XVI-XIVasrning o‘rtasiga qadar hukumronlik qilgan 18-sulola davrida badiiy ma‘daniyat va sa‘nat o‘zining yuksak nuqtasiga erishdi.

Yangi Podsholik sa‘nati o‘zining monumental ibodatxonalari va me‘moriy majmualari bilan ajralib turib,o‘zidan oldingi tarixiy davrlardan keskin farq qiladi.Mazkur bosqichga kelib,an‘anaviy ehromlar me‘morchiligi o‘rnini ibodatxona qurulishi egalladi,bu esa Misrning umumiy me‘moriy qiyofasini tubdan o‘zgartirdi. Misrning yangi me‘moriy qiyofasini belgilovchi ushbu inshootlar nafaqat podshohlar qudratini,balki teokratik dunyoqarashni ham ifodalagan. Yangi Podsholik ibodatxonalarini loyhalash,ichki imoratlarini qurish va devorlarini bezashda rang-barangligi bilan ajralib turgan.Ushbu davr me‘moriy transformatsiyasini tahlil qilishda XVIII sulola malikasi Xatshepsutning Deyr al-Baxridagi memorial majmuasi fundamental ahamiyatga ega Xatshepsut ibodatxonasi Qadimgi Fiva(zamonaviy Luksor)hududida qad ko‘targan.Majmua me‘mori Senmut landshaft me‘morchiligi tamoyillaridan mahorat bilan foydalanib,inshootni tabiy qoyatosh relyefi bilan uyg‘unlashtirgan holda,uchta pog‘onali terassa shaklida loyhalashtirgan.Inshootning qurulishidan ko‘zlangan asosiy maqsad-malika hukumronligining ilohiy asosi hamda davlat qudratini me‘moriy shakllarda aks ettirish bo‘lgan.

Ibodatxonaga olib boruvchi markaziy yo‘l ikki tomondan har 10 metrda joylashgan monumental sfinks haykallari bilan o‘ralgan. Ushbu sfinkslarda fir‘avnlikning an‘anaviy atributlari (klaft bosh kiyimi osma soqol) bilan ifodalangan bo‘lsa-da,

ularning yuz tuzulishida an'anaviy ayol kishining nafis va chiroyli qiyofasi tasvirlangan. Relyefli poydevorlarda Xatshepsut tomonidan qo'lg'a kiritilgan harbiy g'alabalari va diplomatik yutuqlari aks ettirilgan kompozitsiyalar tizimli ravishda joylashtirilgan. Majmuaning birinchi hovlisi ekzotik o'simliklar va sun'iy suv havzalari bilan boyitilgan landshaft dizayniga ega bo'lgan. Ikkinchi terassaga olib chiquvchi monumental zinapoyalar va ularni o'rab turgan portiklar(ustunli galereyalar) o'zining mutanosibliigi bilan ajralib turadi. Portik devorlaridagi relyeflarda Misr tarixidagi muhim voqea Punt mamlakatiga(hozirgi Somali hududi)uyishtirilgan dengiz ekspeditsiyasi va uning natijalari yuksak badiiy mahorat bilan tasvirlangan.

Quyida terassaga ikki kichik muqaddas xona tutashgan bo'lib,ulardan biri xudo Anibusga,ikkinchisi sigir qiyofasidagi ma'buda Xatxorga bag'ishlangan.Xatxor ibodatxonasining o'ziga xosligi uning antropomorfik ustunlarida namoyon bo'ladi.Ustunlarning yuqori qismi(kapitellari)sigir quloqli ayol(Xatxor)boshi shaklida ishlangan bo'lib ilmiy adabiyotlarda ushbu uslub "xatxorlik kapitellari"termini bilan yuritiladi. Bu elementlar Yangi Podsholik sa'natida simbolizm va me'morchilik sintezining yorqin namunasidir.Ibodatxonaning ikkinchi zali simmetrik joylashgan ikki ustunli konstruksiyaga ega bo'lib,u yondosh bo'shliqlar va muqaddas xonaga o'tishni ta'minlovchi dahlizlar bilan bog'langan.Mazkur zal monumental zinapoyalar tizimi orqali majmuaning markaziy qismi hisoblangan o'rta terassaga chiqish imkonini beradi.Pastki trassa balyustradalar (to'siqlar) bilan o'ralgan bo'lib ,uning shimoliy qismi Quyida Misr ma'budasi Butoni ramziy ifodalovchi kobralar hamda mazkur hududning himoyachisi hisoblangan Bexut xudosining lochin shaklidagi monumental tasvirlari bilan bezatilgan.Majmuaning eng yuqori nuqtasi hisoblangan uchinchi terassaga olib chiquvchi zinapoya oldida rangli granitdan ishlangan sfinks haykallari o'rnatilgan.Ushbu terassa peristil(ustunli hovli)ko'rinishida loyhalashtirilgan bo'lib,unga kirish granitdan ishlangan monumental eshiklar orqali amalga

oshirilgan. Hovli markazida malika Xatshepsutning otasi-fir'avn Tutmos Iga bag'ishlangan kultiv kapellar joylashgan. Inshoatning visual ulug'vorligini taminlash maqsadida yuqori terassa bo'ylab malika Xatshepsutning 5 metrlik monumental haykallari o'rnatilgan. Ushbu haykallar Nil daryosining sohilidan ham aniq ko'rinib turuvchi dominant elementlar vazifasini bajargan.

Tadqiqotlar tarixi va arxeologik qazishmalar: Inshoat o'zining kompozitsion mukammaligi va me'moriy yechimi bilan Jahon olimlarining e'tiborini tortib keladi. Me'mor Senmutning shaxsiy daxmasi ham aynan ushbu majmuaning birinchi terassasida joylashgani inshoatning tarixiy ahamiyatini yanada oshirdi. Ibodatxonaning ilmiy tadqiq etilishi:

*1817-yil Yevropalik tadqiqotchi Jovanni Beltsoni tomonidan ilk ilmiy o'rganish ishlari boshlandi. O'sha davrda inshoat deyarli to'liq qum ostida qolgan edi.

*Tarixiy ofat: Tadqiqotlar shuni ko'rsatadiki, mil.avv.1100-yillarda sodir bo'lgan kuchli zilzila natijasida ibodatxonaga jiddiy zarar yetgan.

*Xristianlik davri: Milodiy VII asrga kelib, mazkur hududda xristian monastiri barpo etilgan va shundan so'ng inshoat "Deyr al-Bahri" (Shimoliy monastir) nomi bilan yuritila boshlangan.

*1829-yil: Misrshunoslik asoschisi J.F. Shampolyon majmuaga tashrif buyurib, devordagi iyeroglif yozuvlar va ramziy formulalar asosida inshoatning oddiy bino emas, balki fir'avn ibodatxonasi ekanligining ilmiy jihatdan isbotladi.

*XIX asr oxiri: 1890-yillardan boshlab tizimli arxeologik qazishmalar va restavratsiya ishlari yo'lga qo'yildi.

Arxeologik tadqiqotlar va hududiy rejalashtirish: XIX asrning 90-yillarida ingliz tadqiqotchisi Eduard Navill rahbarligida olib borilgan keng ko'lamlil arxeologik qazishmalar natijasida ibodatxona xarobalari qum qatlamlaridan to'liq tozalandi. Navill tomonidan ishlab chiqilgan hududning umumiy bosh rejasi majmuasining uch bosqichli

monumental arxitekturasini ilmiy jihatdan asoslab berdi. Keyinchalik Britaniya muzeyi mutaxassisleri tomonidan amalga oshirilgan epigrafik tadqiqotlar quyi ikki terassaning asl kompozitsion qiyofasini tiklash imkonini yaratdi. 1944-yilgacha bo'lgan davrda restavratsiya ishlariga fransuz me'mori Emill Barez rahbarlik qildi. 1961-yildan boshlab esa Polsha restavratorlar guruhi majmuani hozirgi ko'rinishiga keltirish ustida ish boshladi. Biroq, E. Barezning faoliyati ilmiy jamoatchilik tomonidan jiddiy tanqidga uchradi. Buning asosiy sababi-me'morning ilmiy rekonstruksiya tamoyillariga emas, balki subektiv tasavvurlarga tayangan holda ish olib borganligidir. Xususan, quyi terassada qadimiy va zamonaviy devor qismlarini birlashtirishda temi-beton konstruksiyalaridan foydalanilgani inshootning tarixiy autentikligiga putur yetkazgan deb baholandi. Shunga qaramay, mazkur ziddiyatli yondashuvlar natijasida jahon ahamiyatiga molik monumental inshoot qayta qad rostladi. Ibodatxonaning yuqori terassasidan sharqqa yo'naltirilgan vizual o'q Nil daryosining qarama-qarshi sohilidagi Karnak ibodatxonalar majmuasi bilan to'g'ridan-to'g'ri kompozitsion bog'liqlikni hosil qiladi. Mazkur hududda oliy ma'buda Maatga bag'ishlab barpo etilgan, relyeflar bilan boyitilgan "Qizil ibodatxona" majmuaning mafkuraviy ahamiyatini yanada oshiradi. Yangi podsholik davri me'morchiligida barcha diniy inshootlar aynan shu muqaddas hudud atrofida tizimlashtirilgan.

Tarixiy transformatsiya va yo'qotishlar

Xatshepsut hayotlik davrida ibodatxona Misr diniy arxitekturasida markaziy o'rin egallagan bo'lsa-da, mil.avv. 1430-yilda siyosiy sabablar (Tutmos III ning hokimiyatga kelishi) natijasida inshoot qisman vayron qilingan. Tutmos III tomonidan amalga oshirilgan "tarixiy xotirani o'chirish" (damnatio memoriae) siyosati natijasida Xatshepsutga tegishli ko'plab relyeflar va haykallar shikastlangan, ularning o'rniga kvartsit va granit bloklardan yangi konstruksiyalar barpo etilgan. 1996-yilda fransuz olimi Fransua Larxer boshchiligidagi tadqiqotlar natijasida ushbu inshootga tegishli 300

dan ortiq tarqoq bloklar aniqlandi va ularni tizimlashtirish ishlari amalga oshirildi.

Xulosa: Yangi podsholik davri me'morchiligini o'rganishda Xatshepsut ibodatxonasi fundamental obyekt hisoblanadi. Tadqiqotlar shuni ko'rsatadiki, inshootning qurilish rejasi, terassalar tizimi va tabiiy landshaft (Deyr al-Bahri qoyalari) bilan uzviy uyg'unligi Qadimgi Misr me'morchiligida yangi konseptual bosqichni boshlab bergan. Majmua kompozitsiyasidagi yaxlitlik va mantiqiy izchillik o'sha davr me'moriy tafakkurining yuksak darajasini ifodalaydi. Shuningdek, relyeflar va yozma manbalar tahlili Xatshepsutning teokratik hokimiyatini qonuniylashtirish (legitimizatsiya) strategiyasini ochiqlab beradi.

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INTERPRETATION OF THE HISTORICAL CONTEXT, HUMAN RELATIONSHIPS, AND TRAGIC FATES IN THE NOVEL

“O‘TGAN KUNLAR” BY ABDULLA QODIRIY

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Abstract. *This article examines the creation history, plot, compositional structure, system of characters, and the socio-political issues reflected in Abdulla Qodiriy’s novel “O‘tgan kunlar”. Through the characters of the novel, the complex processes of 19th-century Turkestan society are deeply analyzed, especially issues related to family, marriage, the fate of women, and ideas of modernization. In addition, the artistic features of the work and its significance in the present day are also considered on a scientific basis.*

Key words: *novel, realism, love, tragic fate, social issues, women’s fate, polygamy, Uzbek literature.*

ABDULLA QODIRIYNING “O‘TGAN KUNLAR” ROMANIDA TARIXIY MUHIT, INSONIY MUNOSABATLAR VA FOJIAVIY TAQDIRLAR TALQINI

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Annotatsiya. Mazkur maqolada Abdulla Qodiriyning “O‘tgan kunlar” romanining yaratilish tarixi, syujeti, kompozitsion qurilishi, obrazlar tizimi hamda unda aks etgan ijtimoiy-siyosiy muammolar yoritiladi. Roman qahramonlari misolida XIX asr Turkiston jamiyatidagi murakkab jarayonlar, ayniqsa, oila, nikoh, ayollar taqdiri va yangilanish
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g'oyalari chuqur tahlil qilinadi. Shuningdek, asarning badiiy xususiyatlari va bugungi kundagi ahamiyati ham ilmiy asosda ko'rib chiqiladi.

Kalit so'zlar: roman, realizm, sevgi, fojiviy taqdir, ijtimoiy muammolar, ayollar taqdiri, ko'p хотинlilik, o'zbek adabiyoti.

Аннотация. В данной статье рассматриваются история создания, сюжет, композиционная структура, система образов и социально-политические проблемы, отражённые в романе Абдуллы Кадыри «O'tgan kunlar». На примере персонажей романа глубоко анализируются сложные процессы общества Туркестана XIX века, особенно вопросы семьи, брака, судьбы женщин и идеи обновления. Также на научной основе рассматриваются художественные особенности произведения и его значение в современности.

Ключевые слова: роман, реализм, любовь, трагическая судьба, социальные проблемы, судьба женщин, многожёнство, узбекская литература.

O'zbek adabiyotida roman janrining shakllanishi bevosita Abdulla Qodiriy ijodi bilan bog'liq. Uning "O'tgan kunlar" romani nafaqat birinchi realistik o'zbek romani, balki milliy adabiyot taraqqiyotida yangi bosqichni boshlab bergan asar hisoblanadi. Asar ilk bor 1922–1926-yillar oralig'ida yozilgan bo'lib, unda XIX asrning ikkinchi yarmidagi Turkiston hayoti badiiy aks ettiriladi.

Roman yaratilgan davr ham alohida ahamiyatga ega. Bu paytda jadidchilik harakati kuchayib, jamiyatni isloh qilish, eski qarashlardan voz kechish g'oyalari ilgari surilayotgan edi. "O'tgan kunlar" romani orqali muallif nafaqat tarixiy voqealarni aks ettiradi, balki insoniy tuyg'ular, sevgi, sadoqat, xiyonat va fojiviy taqdirlarni ham chuqur ochib beradi.

"O'tgan kunlar" romani murakkab va keng qamrovli syujetga ega. Asarda voqealar asosan Toshkent va Marg'ilon atrofida kechadi. Bosh qahramon Otabek savdogar oilasidan chiqqan, zamonaviy fikrlovchi yigit sifatida tasvirlanadi. U Marg'ilonga safar

qilib, u yerda Kumush bilan tanishadi va uni sevib qoladi. Kumush ham pokiza va sadoqatli qiz bo'lib, ular o'zaro muhabbat asosida turmush quradilar. Biroq voqealar shu yerda tugamaydi. Otabekning ota-onasi, ayniqsa onasi, an'anaviy qarashlarga amal qilib, uni yana bir qiz — Zaynabga uylantiradi. Shu bilan romanda asosiy dramatik chiziq boshlanadi. Ikki ayol o'rtasidagi munosabat asta-sekin keskinlashadi. Oiladagi kelishmovchiliklar kuchayib boradi. Vaqt o'tishi bilan Zaynabning rashki fojiali oqibatga olib keladi: u Kumushni zaharlaydi. Kumushning o'limi romanning eng og'ir nuqtalaridan biridir. Bu voqea Otabekning hayotini butunlay izdan chiqaradi. Shundan keyin Otabek hayotdan soviy boshlaydi. Asar oxirida u ham fojiviy tarzda halok bo'ladi. Shu tariqa muallif sevgi va hayot fojiaga aylangan taqdirni ko'rsatadi.

Romanda bir nechta dolzarb masalalar ko'tarilgan:

Asarda ko'p xotinlilik oilaviy baxtsizlikka olib keluvchi omil sifatida ko'rsatiladi. Otabekning ikki ayol o'rtasida qolishi fojiaga sabab bo'ladi. Kumush va Zaynab obrazlari orqali ayollarning jamiyatdagi o'rni, ularning huquqlari cheklanganligi ko'rsatiladi. Asarda o'sha davrdagi ichki nizolar, boshqaruvdagi kamchiliklar ham tasvirlanadi.

“O'tgan kunlar” romanida realizm uslubi ustun. Muallif voqealarni hayotiy va ishonarli tarzda tasvirlaydi. Til sodda, ravon va obrazli. Dialoglar orqali qahramonlarning xarakteri ochiladi. Psixologik tasvirlar chuqur berilgan. Ayniqsa, Kumushning o'limi sahnalari katta dramatik ta'sirga ega. Muallif tabiat tasvirlaridan ham samarali foydalanib, voqealarning ruhiy fonini kuchaytiradi.

Abdulla Qodiriyning “O'tgan kunlar” romani o'zbek adabiyotining eng yirik yutuqlaridan biridir. Asarda tarixiy haqiqat, insoniy tuyg'ular va ijtimoiy muammolar uyg'un holda tasvirlangan. Roman o'quvchini chuqur o'yg'a soladi va inson hayotidagi eng muhim qadriyatlar — sevgi, sadoqat va erkinlik haqida fikr yuritishga undaydi. Shu sababli bu asar o'zbek adabiyotining nodir namunasi sifatida har doim qadrlanadi.

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TECHNOSTRESS IN EMPLOYEES AND ITS PREVENTION TO REDUCE NEGATIVE CONSEQUENCES

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Annotation. In the context of modern digitalization of work, technostress is becoming an increasingly significant issue among employees across various professional fields. Technostress refers to psychological strain caused by interaction with information and digital technologies, especially under conditions of high workload, constant availability, and the need for rapid adaptation to new systems.

The aim of this study is to examine the impact of technostress on workers and to identify its most common negative effects. The analysis shows that the primary manifestations of technostress include increased anxiety, emotional burnout, reduced attention span, impaired cognitive functions, and sleep disturbances. Behavioral changes are also frequently observed, such as irritability, decreased work motivation, and a higher rate of errors in professional performance.

Special attention is given to the fact that prolonged exposure to technostress may lead to chronic stress and deterioration of workers' overall health, including psychosomatic disorders. In conclusion, the study emphasizes the necessity of implementing preventive measures such as optimizing digital workload, improving digital literacy, and ensuring a balanced work-rest schedule.

Keywords: technostress, digital technologies, workers, stress, burnout, cognitive impairment, occupational health.

**ТЕХНОСТРЕСС У РАБОТНИКОВ И ЕГО ПРОФИЛАКТИКА ДЛЯ
СНИЖЕНИЯ НЕГАТИВНЫХ ПОСЛЕДСТВИЙ.**

РОЗИМОВА ФЕРУЗА ШОНАЗАРОВНА.

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Аннотация. В современных условиях цифровизации труда всё большее значение приобретает проблема техностресса среди работников различных сфер. Техностресс – это психологическое напряжение, возникающее при взаимодействии человека с информационными и цифровыми технологиями, особенно в условиях высокой нагрузки, постоянной доступности и необходимости быстро осваивать новые системы.

Цель данной работы - рассмотреть влияние техностресса на работников и выделить наиболее часто встречаемые негативные последствия. В ходе анализа установлено, что основными проявлениями техностресса являются повышенная тревожность, эмоциональное выгорание, снижение концентрации внимания, ухудшение когнитивных функций, а также нарушения сна. Часто наблюдаются такие поведенческие изменения, как раздражительность, снижение мотивации к работе и рост количества ошибок в профессиональной деятельности.

Ключевые слова: техностресс, цифровые технологии, рабочие, стресс, эмоциональное выгорание, когнитивные нарушения, профессиональное здоровье.

Материалы и методы. Для изучения влияния техностресса на когнитивное состояние и общее самочувствие был проведён анализ отечественных и зарубежных научных публикаций, посвящённых проблеме техностресса, профессионального выгорания и влияния цифровых технологий на работников различных сфер деятельности. Используются данные современных исследований, представленных в научных журналах и международных источниках литературы.

Дополнительно среди студентов Ургенчского государственного медицинского института было проведено пилотное анкетирование с целью оценки наиболее частых когнитивных осложнений, возникающих после длительного

использования социальных сетей. В исследовании приняли участие 14 респондентов. Анкетирование включало вопросы, касающиеся нарушений памяти, сна, речи и других когнитивных функций.

Полученные данные были обработаны методом описательной статистики с расчётом абсолютных значений и процентного соотношения показателей. Результаты представлены в виде сравнительного анализа наиболее часто встречающихся проявлений техностресса.

Введение: Понятие «цифровое рабочее место» в современном понимании включает широкий спектр подключённых технологий, которые сотрудники ежедневно применяют для выполнения профессиональных задач и коммуникации вне зависимости от их физического местоположения. К таким технологиям относятся социальные сети, мобильные решения, аналитические инструменты, облачные сервисы и интернет вещей. Также сюда входят новые разработки с элементами искусственного интеллекта.

Однако цифровое рабочее место не ограничивается только постоянно расширяющимся набором технологий. По сути, это комплекс практик, которые трансформируют сам характер труда. Они затрагивают организационную культуру, стиль управления, а также формы взаимодействия сотрудников между собой и с используемыми технологиями. [1,2].

В последнее время частое использование современных технологий становится фактором, способствующим росту уровня стресса и профессионального выгорания на рабочем месте. Проведено исследование роли техностресса в развитии профессионального выгорания (ПВ). ПВ и стресс медицинских работников: при рассмотрении техностресса как источника ПВ врачей Vahr T.J. и др. [3] отмечают, что давление на системы здравоохранения, чрезмерная рабочая нагрузка, усталость, плохой уход за собой, административная

нагрузка, рабочее время, технологические достижения и конфликты между работой и семейной жизнью – важные темы. Проведен онлайн опрос с использованием опросника ПВ К. Маслач, шкалы использования медицинских технологий и 7 вопросов о личностных характеристиках. Данные анализировались с использованием 2-мерных корреляций, дисперсионного анализа и t-тестов, а также множественная линейная регрессия. Из 2108 приглашенных участников 403 ответили и завершили опрос (19% ответов). Результаты выявили 2 важных фактора, связанных с ПВ врачей: использование связанных с работой технологий в нерабочее время и количество лет практики; при установлении краткосрочного влияния симуляционного обучения на стресс, тревогу и ПВ специалистов интенсивной терапии Couarrage S. и др. [4] указывают, что специалисты по анестезиологии и интенсивной терапии особенно страдают от проблем стресса, тревоги и ПВ.

Результаты исследования. Проведённый анализ литературных данных показал, что техностресс является распространённым явлением среди работников, активно использующих цифровые технологии в профессиональной деятельности. Наиболее частыми проявлениями техностресса являются эмоциональное напряжение, тревожность, снижение концентрации внимания, профессиональное выгорание, нарушения сна и ухудшение когнитивных функций.

По данным ряда зарубежных исследований установлено, что использование рабочих технологий в нерабочее время, высокая цифровая нагрузка, постоянная доступность сотрудников и необходимость быстрого освоения новых программных систем значительно повышают риск развития стрессовых состояний и эмоционального истощения.

По результатам пилотного анкетирования 14 респондентов среди студентов Ургенчского государственного медицинского института выявлено, что наиболее

часто наблюдались нарушения памяти — у 6 человек (42,9 %), нарушения сна — у 4 человек (28,6 %), неразборчивость речи — у 4 человек (28,6 %), а нарушения других когнитивных функций — у 2 человек (14,3 %).

Также установлено, что применение профилактических мероприятий способствует снижению выраженности техностресса. Наиболее эффективными мерами являются обучение цифровой грамотности, рациональное распределение рабочей нагрузки, ограничение рабочих сообщений вне рабочего времени, психологическая поддержка сотрудников и соблюдение режима труда и отдыха.

Обсуждение. Расширение возможностей для действий и процессно-ориентированная организационная культура, прозрачность и справедливость в распределении работы и снижение рабочей нагрузки были выделены в качестве факторов противодействия неблагоприятному влиянию технострессов. В то же время было обнаружено, что дизайн работы, включая автономию, разнообразие навыков, значимость задачи, увеличивает техностресс. Большая автономия работы способна снизить нагрузку за счет уменьшения воспринимаемого вторжения в частную жизнь. Однако контроль над работой, обучение управлению стрессом и индивидуальные вознаграждения не могли, как показывают исследования, ни уменьшить стресс на работе, ни смягчить неблагоприятное воздействие факторов техностресса .

К числу факторов, смягчающих проявления техностресса, можно также отнести предоставление технической поддержки, удобство использования и преимущества техно-логий (например, обеспечение гибкости и автоматизации, облегчение коммуникации и документации), а также резервные процедуры [5,6].

Наиболее часто применяемые в мире методы профилактики техностресса располагаются в следующей последовательности:

1. Обучение цифровой грамотности сотрудников – проведение тренингов по использованию новых технологий, программ и онлайн-платформ.
2. Гибкий график работы и управление нагрузкой – возможность регулировать рабочее время, количество онлайн-встреч и цифровых задач.
3. Ограничение рабочих сообщений вне рабочего времени – внедрение политики «право на отключение» (Right to Disconnect).
4. Психологическая поддержка сотрудников – консультации психологов, программы стресс-менеджмента, корпоративная поддержка.
5. Регулярные перерывы при работе с устройствами – рекомендации делать короткие паузы каждые 1–2 часа для снижения умственной усталости.
6. Оптимизация цифровой среды труда – упрощение интерфейсов программ, снижение количества уведомлений, улучшение технической поддержки.

Наиболее эффективными профилактическими мерами техностресса в мире признаны гибкий график работы, цифровое обучение, ограничение уведомлений вне рабочего времени и программы психологической поддержки, позволяющие снизить уровень стресса на **23–35%**

Заключение

Техностресс является актуальной проблемой современного общества, возникающей вследствие интенсивного использования цифровых технологий в учебной и профессиональной деятельности. Постоянное взаимодействие с электронными устройствами, высокая информационная нагрузка и необходимость быстрого освоения новых технологий могут приводить к ухудшению памяти, снижению концентрации внимания, нарушениям сна, эмоциональному напряжению и профессиональному выгоранию.

Профилактика техностресса играет важную роль в сохранении психического и физического здоровья человека. Наиболее эффективными мерами являются

повышение цифровой грамотности, рациональное распределение рабочего времени, ограничение использования гаджетов вне работы или учёбы, соблюдение режима отдыха, регулярные перерывы и психологическая поддержка.

Таким образом, своевременное внедрение профилактических мероприятий способствует снижению негативного влияния технологий, повышению работоспособности, улучшению качества жизни и сохранению когнитивного здоровья населения.

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Cultural Values and Social Norms in Proverbs and Sayings

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Abstract. This study examines cultural values and social norms reflected in the proverbs and sayings of the Karakalpak and Russian peoples. Proverbs and sayings serve as carriers of folk wisdom, reinforcing behavioral norms, moral attitudes, and social ideals. The analysis shows that Karakalpak proverbs emphasize respect for elders, family, and the collective, while Russian proverbs focus more on personal moral qualities and social justice. The paper explores similarities and differences from a cultural perspective, demonstrating how proverbs contribute to shaping value orientations and transmitting traditional experience from generation to generation.

Keywords: Karakalpak proverbs, Russian proverbs, sayings, cultural aspect, values, social norms, morality, traditions, folk wisdom

Культурные ценности и социальные нормы в пословицах и поговорках

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Аннотация: В работе рассматриваются культурные ценности и социальные нормы, отражённые в пословицах и поговорках каракалпакского и русского народов. Пословицы и поговорки являются носителями народной мудрости, закрепляющей нормы поведения, моральные установки и социальные идеалы. Анализ показывает, что каракалпакские пословицы акцентируют уважение к старшим, семье и коллективу, тогда как русские — на нравственных качествах личности и социальной справедливости. Работа исследует сходства и различия в культурологическом аспекте, демонстрируя, как пословицы помогают

формировать ценностные ориентиры и передают традиционный опыт из поколения в поколение.

Ключевые слова: Каракалпакские пословицы, русские пословицы, поговорки, культурологический аспект, ценности, социальные нормы, мораль, традиции, народная мудрость

Пословицы и поговорки являются одной из наиболее ярких форм народной культуры, передавая мудрость и опыт многих поколений. Они выполняют не только языковую функцию, но и образовательную, нравственную и воспитательную. Через пословицы народ формирует представления о добре и зле, справедливости и долге, а также закрепляет социальные нормы и культурные ценности. Для исследователя они становятся своеобразным «культурным кодом», позволяющим понять образ мышления и мировоззрение народа. Каракалпакские пословицы отражают особенности этнокультурного наследия кочевых и оседлых общин, их связь с природой, скотоводством и коллективным образом жизни. В них подчёркивается уважение к старшим, преданность семье, ответственность перед обществом и необходимость соблюдать традиции. Например, пословицы, призывающие к терпению или взаимопомощи, формируют представление о правильном поведении и социальной гармонии.

Русские пословицы, в свою очередь, закрепляют нравственные ориентиры, связанные с честностью, трудолюбием, справедливостью, смирением и духовностью. Они часто отражают философское отношение к жизни и акцентируют внимание на личной ответственности человека, его морали и этике. Сравнение пословиц двух народов позволяет выявить как общие черты, так и уникальные культурные различия. В обоих случаях пословицы служат важным инструментом воспитания и передачи жизненного опыта, но делают это через призму национальных ценностей и традиций. Цель работы — исследовать, каким

образом пословицы и поговорки каракалпакского и русского народа отражают культурные ценности и социальные нормы, и определить их роль в формировании мировоззрения и моральных ориентиров общества.

Пословицы и поговорки являются инструментами передачи культурного опыта, закрепления нравственных норм и воспитания подрастающего поколения. Они позволяют кратко и образно выражать жизненный опыт, а также передавать социальные установки и моральные принципы. В культурологическом аспекте они выполняют следующие функции:

1. **Морально-нравственная:** формируют представления о добре и зле, справедливости, честности.
2. **Социальная:** закрепляют нормы поведения в семье и обществе, способствуют гармонии в коллективе.
3. **Педагогическая:** используются в воспитательных целях, обучают правильным действиям и решению жизненных ситуаций.

Таким образом, пословицы — это не просто слова, а целые «схемы поведения», отражающие ценности народа.

Русские пословицы отражают жизненный опыт крестьянской и городской культуры. Они акцентируют внимание на:

Личностной ответственности: «Без труда не выловишь и рыбку из пруда».

Честности и справедливости: «Правда дороже всего».

Смирении и терпении: «Терпение и труд всё перетрут».

Мудрости и осторожности: «Семь раз отмерь, один раз отрежь».

Русские поговорки часто носят философский характер и служат наставлением в жизни, формируя моральное сознание и социальные ориентиры.

Пословицы активно используются в воспитательных целях: родители, учителя и старшие передают их молодому поколению как жизненные правила. В современном обществе они помогают сохранить культурное наследие, формируют ценностные ориентиры и поддерживают связь между поколениями. Пословицы и поговорки каракалпакского и русского народов играют важную роль в формировании культурных ценностей и социальных норм. Они являются

отражением исторического опыта, традиций и мировоззрения народа. Каракалпакские пословицы подчёркивают коллективизм, уважение к старшим, связь с природой и трудовую этику. Русские — личную ответственность, честность, справедливость и философское отношение к жизни. Сравнительный анализ показывает, что несмотря на различия в национальном опыте, пословицы обеих культур служат воспитанию моральных и социальных ориентиров. Они передают жизненный опыт, учат правильному поведению, формируют ценностные ориентиры и сохраняют культурное наследие. В условиях современной глобализации и культурных изменений пословицы остаются эффективным средством укрепления национальной идентичности и поддержания социальных норм. Таким образом, изучение пословиц и поговорок в культурологическом аспекте позволяет не только глубже понять этнокультурные особенности народов, но и использовать их в воспитательных и образовательных целях. Это подчёркивает их значимость как инструмента сохранения и передачи культурных ценностей от поколения к поколению.

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THE ROLE AND FUNCTIONS OF A CORPORATE LAWYER

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Abstract

This article analyzes the role and main functions of a corporate lawyer in modern corporate activities. The article examines the importance of in-house legal services in corporate governance, risk management, contract management and compliance systems. Based on the legislation of the Republic of Uzbekistan and international experience, the study reveals the dual role of a corporate lawyer as not only a legal advisor, but also an important participant in business strategy.

Keywords: corporate lawyer, in-house lawyer, corporate governance, legal risk management, compliance, contract expertise, M&A, Uzbek corporate law.

“KORPORATIV HUQUQSHUNOSNING ROLI VA FUNKSIYALARI”

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Annotatsiya

Ushbu maqolada korporativ huquqshunosning zamonaviy korporativ faoliyatdagi o'rnini va asosiy funksiyalari tahlil qilinadi. Maqolada in-house (ichki) yuridik xizmatning korporativ boshqaruv, risklarni boshqarish, shartnoma ishlarini yuritish va qonunlarga rioya qilish (compliance) tizimlaridagi ahamiyati ko'rib chiqiladi. Tadqiqot O'zbekiston
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Respublikasi qonunchiligi va xalqaro tajribaga asoslanib, korporativ huquqshunosning nafaqat huquqiy maslahatchi, balki biznes-strategiyasining muhim ishtirokchisi sifatidagi ikki tomonlama rolini ochib beradi.

Kalit soʻzlar: korporativ huquqshunos, in-house lawyer, korporativ boshqaruv, huquqiy risklarni boshqarish, compliance, shartnoma ekspertizasi, M&A, Oʻzbekiston korporativ huquqi.

Аннотация

В данной статье анализируется роль и основные функции корпоративного юриста в современной корпоративной деятельности. Рассматривается значение внутренних юридических служб в системах корпоративного управления, управления рисками, управления договорами и соблюдения нормативных требований. На основе законодательства Республики Узбекистан и международного опыта исследование выявляет двойную роль корпоративного юриста не только как юридического консультанта, но и как важного участника бизнес-стратегии.

Ключевые слова: корпоративный юрист, внутренний юрист, корпоративное управление, управление правовыми рисками, соблюдение нормативных требований, договорная экспертиза, слияния и поглощения, узбекское корпоративное право

1. Korporativ huquqshunosning tushunchasi va korporativ faoliyatdagi oʻrni. Korporativ huquqshunos (inglizcha atamasi bilan in-house counsel yoki in-house lawyer) — bu tijorat tashkiloti (aksionerlik jamiyati, masʼuliyati cheklangan jamiyat yoki boshqa xoʻjalik jamiyati shakllarida) tarkibida doimiy asosda ishlaydigan yuridik mutaxassis boʻlib, u kompaniyaning barcha faoliyatini huquqiy jihatdan taʼminlaydi va himoya qiladi. Tashqi advokat yoki yuridik firma xizmatlaridan farqli oʻlaroq, korporativ huquqshunos faqat bitta “mijoz” — oʻz kompaniyasining manfaatlarini

himoya qiladi. U biznes jarayonlariga chuqur integratsiya qilingan bo‘lib, kunlik operatsion faoliyatdan tortib, strategik qarorlargacha huquqiy hamrohlik qiladi.

Zamonaviy sharoitda korporativ huquqshunosning roli an’anaviy “huquqiy maslahatchi” yoki “hujjat tayyorlovchi”dan ancha kengaygan. U nafaqat qonun buzilishining oldini olish va jarimalardan himoya qilish, balki biznes qarorlarini qabul qilishda strategik maslahatchi sifatida ham ishtirok etadi. Xalqaro tajribada (AQSh, Yevropa Ittifoqi mamlakatlari) in-house counsel ko‘pincha “business partner” yoki “strategik hamkor” sifatida qaraladi. U huquqiy masalalarda maslahat berish bilan birga, kompaniya rivojlanish strategiyasini shakllantirish, investitsiya loyihalarini baholash va risklarni minimallashtirishda faol qatnashadi.

O‘zbekiston Respublikasida korporativ huquqshunosning huquqiy maqomi asosan quyidagi normativ-huquqiy hujjatlar bilan tartibga solinadi:

- O‘zbekiston Respublikasi Fuqarolik kodeksi;
- “Xo‘jalik jamiyatlari to‘g‘risida”gi Qonun (mas’uliyati cheklangan va qo‘shimcha mas’uliyatli jamiyatlar to‘g‘risidagi qonun);
- “Aksiyadorlik jamiyatlari va aksiyadorlarning huquqlarini himoya qilish to‘g‘risida”gi Qonun (yangi tahrirlarida);
- Korporativ boshqaruv kodeksi (ixtiyoriy ravishda qo‘llaniladigan tavsiyalar to‘plami).

So‘nggi yillarda O‘zbekistonda amalga oshirilayotgan iqtisodiy islohotlar (aksiyadorlik jamiyatlarini modernizatsiya qilish, davlat ulushini kamaytirish, xorijiy investitsiyalarni jalb qilish) korporativ huquqshunosga talabni keskin oshirdi. Xususan, 2022–2025 yillarda qabul qilingan qonunlar va o‘zgartirishlar (masalan, korporativ boshqaruv tizimini takomillashtirishga qaratilgan o‘zgartirishlar) kuzatuv kengashiga mustaqil a’zolari kiritish, majoritar aksiyadorlar mas’uliyatini oshirish va ichki nazorat

mexanizmlarini kuchaytirishni nazarda tutadi. Bu jarayonlarda korporativ huquqshunos muhim rol o‘ynaydi.

Korporativ huquqshunosning korporativ faoliyatdagi o‘rni quyidagi asosiy jihatlarda namoyon bo‘ladi:

Birinchidan, huquqiy xavfsizlikni ta‘minlash. Huquqshunos kompaniya faoliyatining barcha bosqichlarida qonun talablariga rioya qilishni nazorat qiladi. Bu nafaqat soliq, mehnat va ekologik qonunchilik, balki anti-korruptsiya talablari va xalqaro standartlarga (ESG — Environmental, Social, Governance) moslashuvni ham o‘z ichiga oladi.

Ikkinchidan, huquqiy risklarni boshqarish. Potensial nizolar, jarimalar va obro‘ yo‘qotish xavfini oldindan aniqlash va minimallashtirish. Masalan, yirik bitimlar (major deals) yoki affillangan shaxslar bilan tuziladigan shartnomalar oldidan chuqur huquqiy tekshiruv (due diligence) o‘tkazish huquqshunosning asosiy vazifalaridan biridir.

Uchinchidan, biznes jarayonlariga huquqiy qo‘llab-quvvatlash. Yangi loyihalar, investitsiya bitimlari, M&A (mergers and acquisitions — sotib olish va birlashish) jarayonlari, xorijiy hamkorlikni huquqiy jihatdan hamrohlik qilish. Bu yerda huquqshunos nafaqat xavflarni ko‘rsatadi, balki foydali shartlarni taklif qilish orqali biznesga qiymat qo‘shadi.

To‘rtinchidan, korporativ madaniyatni shakllantirish. Xodimlar orasida huquqiy ongini oshirish, seminarlar o‘tkazish va ichki siyosatni (compliance dasturlari) ishlab chiqish. Zamonaviy kompaniyalarda huquqshunos “huquqiy madaniyat elchisi” sifatida ham ko‘riladi.

O‘zbekiston amaliyotida kichik va o‘rta biznesda korporativ huquqshunos ko‘pincha yagona yuridik xodim bo‘lib, “universal mutaxassis” vazifasini bajaradi. Katta aksiyadorlik jamiyatlarida esa yuridik departament tarkibida ixtisoslashgan

guruhlar (shartnoma bo‘limi, compliance bo‘limi, korporativ boshqaruv bo‘limi) mavjud bo‘ladi.

Xalqaro tajribaga ko‘ra, in-house counselning samaradorligi uning nafaqat huquqiy bilimiga, balki biznesni tushunishiga, moliyaviy va strategik ko‘nikmalariga bog‘liq. O‘zbekistonda xorijiy investorlar sonining ko‘payishi va raqamli transformatsiya (elektron shartnomalar, ma’lumotlar himoyasi) sharoitida bu talablar yanada kuchaymoqda. Shunday qilib, korporativ huquqshunos bugungi kunda kompaniyaning huquqiy xavfsizligini ta’minlovchi oddiy mutaxassis emas, balki uning barqaror rivojlanishi va raqobatbardoshligiga hissa qo‘shuvchi strategik hamkor sifatida namoyon bo‘lmoqda.

2. Korporativ huquqshunosning asosiy funksiyalari Korporativ huquqshunosning funksiyalari bir necha asosiy yo‘nalishlarga bo‘linadi va ular kompaniyaning huquqiy xavfsizligi, barqaror rivojlanishi hamda korporativ boshqaruv tamoyillariga rioya qilishini ta’minlashga qaratilgan. O‘zbekiston qonunchiligida (“Aksiyadorlik jamiyatlari va aksiyadorlarning huquqlarini himoya qilish to‘g‘risida”gi Qonun, “Mas’uliyati cheklangan hamda qo‘shimcha mas’uliyatli jamiyatlar to‘g‘risida”gi Qonun va Korporativ boshqaruv kodeksi) bu funksiyalar ichki nazorat tizimi, aksiyadorlar huquqlarini himoya qilish va ichki hujjatlar tayyorlash orqali mustahkamlangan.

Birinchi funksiya — huquqiy ekspertiza va hujjatlar tayyorlash. Korporativ huquqshunos kompaniyaning barcha ichki va tashqi hujjatlarini (ustav, ichki nizomlar, buyruqlar, ichki siyosat hujjatlari) huquqiy ekspertizadan o‘tkazadi. U yangi hujjatlar loyihalarini ishlab chiqadi va mavjudlariga o‘zgartirishlar kiritadi. Masalan, aksiyadorlar umumiy yig‘ilishi qarorlari, dividend siyosati, axborot siyosati yoki katta bitimlar (major transactions) huquqiy jihatdan to‘g‘ri rasmiylashtirilishini ta’minlaydi. Korporativ boshqaruv kodeksiga muvofiq, u ichki nazorat mexanizmlari (taftish

komissiyasi, ichki audit xizmati) bilan bog‘liq hujjatlarni ham tayyorlashda ishtirok etadi. Bu funksiya korporativ nizolarning oldini olishda asosiy rol o‘ynaydi, chunki noto‘g‘ri rasmiylashtirilgan hujjatlar aksiyadorlar o‘rtasidagi nizolarga yoki davlat organlari tomonidan jarimalarga olib kelishim mumkin.

Ikkinchi funksiya — shartnoma ishlarini yuritish va bitimlar hamrohligi. Huquqshunos kompaniyaning barcha tijorat shartnomalarini (ta‘minot, xizmat ko‘rsatish, lizing, kredit, xorijiy savdo shartnomalari) ko‘rib chiqadi, huquqiy risklarni baholaydi va foydali shartlarni taklif qiladi. Xususan, M&A (sotib olish va birlashish) jarayonlarida due diligence (chuqur huquqiy va moliyaviy tekshiruv) o‘tkazish, bitim shartlarini muzokara qilish va rasmiylashtirish uning zimmasida bo‘ladi. Affillangan shaxslar bilan tuziladigan bitimlar va yirik bitimlar bo‘yicha Korporativ boshqaruv kodeksida nazarda tutilgan talablarga rioya qilishni ta‘minlaydi. Bu funksiya kompaniya manfaatlarini himoya qilish bilan birga, operatsion va moliyaviy risklarni minimallashtirishga yordam beradi.

Uchinchi funksiya — korporativ boshqaruv va compliance (qonunlarga rioya qilish). Bu funksiya zamonaviy korporativ huquqshunosning eng muhim yo‘nalishlaridan biridir. Huquqshunos aksiyadorlar (shu jumladan minoritar aksiyadorlar) huquqlarini himoya qilish, kuzatuv kengashi va ijroiya organi faoliyatini huquqiy jihatdan qo‘llab-quvvatlash, ichki nazorat mexanizmlarini yaratish va anti-korruptsiya talablariga rioya qilishni ta‘minlaydi. O‘zbekistonda Korporativ boshqaruv kodeksiga muvofiq, u ichki audit xizmati, taftish komissiyasi va korporativ maslahatchi lavozimi (agar mavjud bo‘lsa) bilan hamkorlikda ishlaydi. Compliance doirasida u qonunlar, soliq talablari, mehnat qonunchiligi va xalqaro standartlarga (ESG talablari) moslikni nazorat qiladi. Bu funksiya kompaniyani jarimalar, obro‘ yo‘qotish va sud nizolaridan himoya qiladi hamda xorijiy investorlar uchun ishonchni oshiradi.

To‘rtinchi funksiya — nizolarni oldini olish, hal qilish va sud

vakilligi. Huquqshunos ichki (aksiyadorlar yoki boshqaruv organlari o'rtasidagi) va tashqi (kontragentlar, davlat organlari bilan) nizolarni oldini olishga harakat qiladi. U mediatsiya va muzokaralar orqali tinch yo'l bilan hal qilishni afzal ko'radi. Agar nizo sudga yetib borsa, huquqshunos kompaniya manfaatlarini himoya qiladi yoki tashqi advokatlarni muvofiqlashtiradi. O'zbekiston xo'jalik sudlari amaliyotida korporativ nizolar (aksiyadorlar huquqlarini buzish, bitimlar haqiqiy emasligi va boshqalar) ko'payganligi sababli, bu funksiya ayniqsa dolzarbdir.

Beshinchi funksiya — maslahat berish, ta'lim va huquqiy madaniyatni oshirish. Huquqshunos rahbariyat, kuzatuv kengashi va oddiy xodimlarga og'zaki yoki yozma maslahat beradi. U seminarlar, treninglar o'tkazadi va huquqiy ongni shakllantiradi. Zamonaviy sharoitda raqamli transformatsiya (elektron shartnomalar, ma'lumotlar himoyasi, onlayn yig'ilishlar), xalqaro faoliyat va ESG talablari bo'yicha maslahat berish ham muhim vazifadir. Kichik kompaniyalarda huquqshunos "universal mutaxassis" sifatida ko'proq funksiyalarni bajarishi mumkin, katta korporatsiyalarda esa ixtisoslashgan guruhlar bilan hamkorlik qiladi.

O'zbekiston amaliyotida so'nggi islohotlar (korporativ munosabatlarning huquqiy asoslarini takomillashtirish bo'yicha qarorlar) korporativ huquqshunosning funksiyalarini yanada kengaytirmoqda. Xususan, ichki nazorat tizimini kuchaytirish va fidusiar majburiyatlar (ishonch asosidagi majburiyatlar) institutini rivojlantirish bu funksiyalarning samaradorligini oshirishni talab qiladi.

Xulosa

Korporativ huquqshunosning roli va funksiyalari zamonaviy biznesning ajralmas qismiga aylangan. U nafaqat huquqiy xavfsizlikni ta'minlovchi, balki kompaniya rivojlanishiga strategik hissa qo'shuvchi mutaxassis sifatida namoyon bo'lmoqda. O'zbekiston iqtisodiyotining liberallasuvi va xorijiy investitsiyalarning ko'payishi sharoitida bunday mutaxassislarning ahamiyati yanada ortadi.

Tadqiqot natijalari shuni ko'rsatadiki, korporativ huquqshunosning samarali faoliyati uchun nafaqat chuqur huquqiy bilim, balki biznes jarayonlarini tushunish, risklarni baholash qobiliyati va axloqiy tamoyillarga rioya qilish ham zarur. Kelgusida O'zbekiston qonunchiligini yanada takomillashtirish va yuridik ta'limni biznesga yo'naltirish orqali bu sohani rivojlantirish muhimdir.

Foydalanilgan adabiyotlar:

1. O'zbekiston Respublikasi Fuqarolik kodeksi
2. Korporativ boshqaruv kodeksi <https://davaktiv.uz/ru/menu/kodeks-korporativnogo-upravlenija>
4. B. Umarov, X. Atajanov. **"Korporativ huquq" (2021)**. Mazkur qo'llanma korporatsiya tushunchasi, ingliz va kontinental huquq tizimidagi farqlar hamda MCHJ va AJlarning zamonaviy huquqiy maqomi bo'yicha ma'lumotlar beradi.
5. H.R. Rahmonqulov, S.S. Gulyamov. **"Korporativ huquq" (2008)**

Comparative Efficacy of High-Resolution Ultrasonography and Magnetic Resonance Imaging in the Morphological Assessment of Knee Joint Soft Tissue Traumas

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ABSTRACT. The structural complexity and biomechanical vulnerability of the knee joint necessitate unparalleled diagnostic precision to guide orthopedic interventions. This cross-sectional radiological study critically reevaluates the diagnostic validity of high-frequency ultrasonography (US) against magnetic resonance imaging (MRI) in characterizing articular lesions. Analyzing a clinical cohort of 145 patients prior to arthroscopic surgery, the research quantifies tissue-specific visualization parameters. Empirical data demonstrate that US provides exceptional morphological clarity for peripheral structures, achieving a sensitivity of 93.1% for collateral ligament tears and 100% for superficial bursal fluid collections. Conversely, acoustic impedance severely restricts sonographic evaluation of deep intra-articular spaces. MRI demonstrated 97.4% sensitivity for anterior cruciate ligament ruptures and 95.2% for complex meniscal tears, alongside detecting subchondral bone marrow edema. The dynamics of these results indicate that diagnostic accuracy is strictly anatomically dependent. Implementing a stratified, zone-based imaging protocol minimizes diagnostic delays and prevents the overutilization of high-field scanners for exclusively extra-articular pathologies.

KEYWORDS: Musculoskeletal radiology, knee trauma, high-frequency ultrasonography, magnetic resonance imaging, tissue characterization, diagnostic accuracy

INTRODUCTION

The knee joint functions as the primary weight-bearing hinge of the musculoskeletal system, relying on the synergistic stability of ligaments, fibrocartilaginous menisci, and tendinous insertions. Disruptions to this biomechanical equilibrium, predominantly induced by sports trauma or degenerative arthropathy, mandate rapid morphological assessment. Clinical evaluation is frequently compromised by acute hematoma and muscle spasms, driving the necessity for advanced radiological imaging.

Contemporary literature highlights a critical dilemma in regional trauma centers. Universal reliance on MRI as the ultimate diagnostic standard has precipitated procedural backlogs and elevated healthcare expenditures. Parallel to this, the rapid technological evolution of high-frequency US has expanded its diagnostic horizon well beyond simple fluid detection. The objective of this investigation is to quantitatively map the diagnostic thresholds of US and MRI across varying depths of knee joint tissues. Establishing a definitive correlation between radiological signals and actual arthroscopic pathology allows for the formulation of an optimized imaging triage system.

MATERIALS AND METHODS. A prospective analytical study was conducted at the Andijan State Medical Institute, incorporating 145 adult patients (82 males, 63 females; median age 36.4 years) from February 2023 to April 2024. Inclusion parameters required documented clinical suspicion of meniscal, ligamentous, or tendinous injuries, accompanied by a scheduled arthroscopy within 14 days of initial evaluation. Patients with ferromagnetic implants or massive comminuted fractures were excluded.

Ultrasonographic scanning utilized a 10-15 MHz multifrequency linear array transducer, integrating dynamic sonographic maneuvers (valgus and varus stress tests) to assess real-time capsuloligamentous laxity. Subsequent MRI was performed using a 1.5 Tesla superconducting magnet with an 8-channel knee coil. Sequences included T1-weighted, T2-weighted, and STIR in three orthogonal planes (slice thickness 3.0 mm).

Diagnostic arthroscopy served as the absolute reference standard. Statistical processing was executed using SPSS 27.0. The McNemar test evaluated discrepancies between imaging modalities, with significance defined at $p < 0.05$ and a 95 percent confidence interval.

RESULTS. Surgical arthroscopy confirmed 68 anterior cruciate ligament (ACL) injuries, 82 medial meniscus tears, 35 lateral meniscus lesions, and 44 collateral ligament sprains. Analytical outcomes heavily underscore the depth-dependent efficacy of diagnostic modalities. For superficial structures like the medial collateral ligament (MCL), US exhibited metrics statistically indistinguishable from MRI, identifying fiber discontinuity with 93.1% sensitivity and 96.5% specificity. Real-time sonographic compression allowed precise differentiation between complex Baker's cysts and popliteal aneurysms in 100% of cases.

Conversely, evaluating the central pivot shift complex exposed the limitations of acoustic imaging. US yielded a poor direct sensitivity of 38.2% for ACL ruptures, relying entirely on indirect hematoma visualization. MRI demonstrated overwhelming superiority in this anatomical zone, achieving an ACL tear detection sensitivity of 98.5% and a specificity of 97.2% ($p < 0.001$ relative to US).

Meniscal evaluations presented a bifurcated reality. US successfully mapped peripheral longitudinal tears but failed to resolve horizontal cleavage and deep radial lesions due to acoustic shadowing. MRI maintained a rigid sensitivity of 95.2% across all meniscal zones and uniquely visualized occult subchondral bone marrow edema in 41 patients.

DISCUSSION. The profound disparities in diagnostic accuracy are intrinsically tied to the biophysical mechanisms governing each technology. High-frequency sound waves provide sub-millimeter spatial resolution for superficial soft tissues and grant immediate functional data regarding ligamentous competence through active transducer pressure. However, ultrasound energy is almost entirely reflected at the bone-cartilage interface,

creating an acoustic blind spot over the intercondylar notch. Current empirical data perfectly align with the structural advantages of MRI. The chemical shift physics inherent in MRI allows fluid-sensitive sequences to vividly highlight intrasubstance degenerative processes long before macroscopic physical tearing occurs. Bypassing ultrasonography entirely leads to the gross misallocation of high-field MRI time for superficial pathologies that can be accurately diagnosed sonographically within minutes.

SCIENTIFIC NOVELTY AND PRACTICAL SIGNIFICANCE. This investigation provides the first mathematically validated, comparative radiological mapping of knee joint trauma specific to the clinical demographic of the Andijan region. The practical outcome is the proposition of a "Zone-Based Imaging Triage Model." Patients presenting with localized superficial point tenderness must undergo high-frequency ultrasonography primarily. MRI should be strictly reserved as a secondary line of investigation for deep mechanical symptoms or equivocal initial sonographic findings.

CONCLUSION. Morphological assessment of the traumatized knee joint requires a sophisticated, bi-modal radiological approach. Empirical evidence solidifies MRI as the undisputed gold standard for mapping deep intra-articular derangements, including complex meniscal tears and cruciate ligament ruptures. Simultaneously, high-resolution ultrasonography retains extreme diagnostic potency for the dynamic evaluation of the extra-articular tendoligamentous apparatus. Institutional implementation of a stratified, anatomy-driven diagnostic algorithm drastically enhances operational efficiency, ensuring appropriate imaging technology is matched precisely to the suspected pathological depth.

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Judicial Independence as an Institutional Guarantee of the Rule of Law: A Comparative Analysis of International Standards and the Experience of Uzbekistan

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ABSTRACT

The architectural integrity of any democratic legal system fundamentally relies upon the absolute institutional and individual autonomy of its judiciary. This comparative jurisprudential study examines the structural evolution of judicial independence within the Republic of Uzbekistan against established international benchmarks, specifically the UN Basic Principles and the Bangalore Principles of Judicial Conduct. Utilizing a qualitative legal-dogmatic approach, the research assesses recent constitutional amendments aimed at dismantling executive supremacy over judicial appointments and operational tenure. Empirical legal analysis reveals that while the establishment of the Supreme Judicial Council represents a formidable institutional leap toward minimizing political interference, functional vulnerabilities persist regarding financial autonomy and definitive irremovability constraints. The dynamics of these findings suggest that achieving a pure rule of law ecosystem dictates a transition from mere structural realignment to the cultivation of an unassailable judicial culture. By scrutinizing both the statutory framework and its practical implementation, this paper provides a

quantifiable roadmap for harmonizing domestic judicial mechanics with universal standards of legal supremacy.

KEYWORDS: Judicial independence, rule of law, institutional autonomy, Supreme Judicial Council, constitutional reform, separation of powers, international legal standards.

INTRODUCTION

The paradigm of the rule of law operates exclusively on the premise of an impartial, structurally insulated judiciary. Within the post-Soviet geopolitical theater, the historical consolidation of executive power systematically eroded the functional autonomy of adjudicative bodies, transforming courts into administrative appendages rather than genuine arbiters of justice. Recent constitutional metamorphoses within the Republic of Uzbekistan attempt to aggressively disrupt this legacy. The global discourse on legal supremacy consistently identifies institutional independence—encompassing secure tenure, financial insulation, and apolitical appointment matrices—as the primary defense against state coercion.

A distinct analytical void exists in domestic jurisprudence regarding the practical efficacy of these newly transplanted legal mechanisms. This study confronts the dichotomy between de jure legislative declarations and de facto judicial realities. The primary objective is to critically evaluate Uzbekistan's contemporary judicial architecture, juxtaposing its structural constraints and newfound autonomies directly against the rigorous demands of international legal instruments.

MATERIALS AND METHODS

The methodological framework of this investigation relies upon a rigorous comparative-legal and formal-dogmatic analysis of normative architectures. The observational perimeter encompasses structural judicial reforms executed between 2017 and 2024. Primary data sources include the revised Constitution of the Republic of Uzbekistan, the

Law "On Courts," and authoritative international doctrines such as the UN Basic Principles on the Independence of the Judiciary.

To systematically isolate the effects of statutory changes, the research evaluates two core dimensions of judicial autonomy: structural independence (appointment mechanisms overseen by the Supreme Judicial Council) and material independence (budgetary sovereignty). Synthesizing these legal texts through deductive reasoning allows for the precise identification of persisting statutory ambiguities and procedural vulnerabilities within the national framework.

RESULTS

Analytical processing of the contemporary legislative matrix reveals a profound, yet asymmetrical, institutional modernization. The most formidable structural intervention is the constitutional elevation of the Supreme Judicial Council (SJC) as the exclusive organ responsible for the formation of the judicial corps. This legal maneuver effectively strips the executive branch of its historical monopoly over lower-court appointments. Legal data confirms that the transition from five-year probationary terms to an initial ten-year appointment, followed by a permanent tenure track, substantially dilutes the psychological vulnerability of junior magistrates.

Despite these monumental statutory advancements, critical divergences from international benchmarks remain mathematically verifiable. The principle of absolute financial autonomy remains partially compromised, as the formulation of the judicial budget is subjected to the overarching fiscal priorities of the executive branch, rather than operating as an independently guaranteed percentage of the state budget. The procedural architecture governing the initiation of disciplinary proceedings against active judges lacks the hyper-transparent safeguards demanded by the Bangalore Principles, leaving a theoretical margin for indirect administrative pressure.

DISCUSSION

The observed legal dynamics substantiate the premise that institutional restructuring is a necessary, but insufficient, catalyst for absolute judicial independence. Traditional paradigms of transitional jurisprudence dictate that an empowered judiciary will inevitably encounter friction with entrenched executive bureaucracies. The empirical relationships uncovered in this study highlight a critical "autonomy deficit" rooted primarily in fiscal mechanics.

When a judicial branch must negotiate its operational budget with the very executive entities it is mandated to oversee, an implicit hierarchy forms. This pathophysiological equivalent in state law—financial dependency—subtly neutralizes the adjudicative courage required to challenge state actions. Comparing Uzbekistan's trajectory with advanced European models reveals that true separation of powers necessitates the total isolation of judges from localized political architectures. The establishment of the SJC acts as the primary firewall, yet neutralizing latent administrative influence demands a complete shift from legislative declarations to the aggressive cultivation of an impenetrable culture of judicial sovereignty.

SCIENTIFIC NOVELTY AND PRACTICAL SIGNIFICANCE

For the first time within the context of recent constitutional revisions, this research provides a comprehensive, comparative mapping of Uzbekistan's judicial independence metrics against absolute international standards. The study shifts the academic focus from celebrating structural creation to critically assessing functional vulnerabilities. Practical recommendations demand the legislative codification of an autonomous judicial budget immune to executive modification. Implementing these rigid procedural firewalls will radically accelerate the formation of a genuinely independent adjudicative ecosystem.

CONCLUSION

Institutionalizing judicial independence remains the supreme prerequisite for a functional rule of law architecture. The empirical legal evidence confirms that Uzbekistan has executed unprecedented structural leaps, notably through the democratization of appointment procedures via the Supreme Judicial Council. Transitioning toward a flawless adjudicative model requires the immediate eradication of residual financial and administrative dependencies. Executing this final phase of constitutional separation will permanently secure the judiciary not as a subordinate administrative agency, but as the ultimate, invincible guarantor of individual liberties and state legality.

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