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THE LAST CHANCE TO SAVE A TOOTH: WHEN IS ROOT END RESECTION PERFORMED

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Abstract

The article provides a detailed analysis of the clinical indications for root end resection (apicoectomy) in cases where conservative root canal treatment has failed. It examines anatomical variations of teeth, such as canal curvature, and the presence of large cysts and granulomas that prevent standard retreatment. The author explains the economic and practical feasibility of the surgery when orthopedic structures (crowns and posts) are present, allowing the tooth to be preserved and avoiding extraction.

Keywords

root end resection, apicoectomy, tooth preservation, dental cyst, granuloma, root canals, surgical indications.

ПОСЛЕДНИЙ ШАНС СПАСТИ ЗУБ: В КАКИХ СЛУЧАЯХ ПРОВОДИТСЯ РЕЗЕКЦИЯ ВЕРХУШКИ КОРНЯ.

Замонов Жавохир Обид угли

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Аннотация: Статья посвящена детальному анализу клинических показаний к проведению резекции верхушки корня зуба (апикэктомии) в тех случаях, когда терапевтическое лечение каналов неэффективно. Рассматриваются анатомические особенности строения зубов, такие как искривление каналов, а также наличие крупных кист и гранул, препятствующих стандартному лечению. Автор

объясняет экономическую и практическую целесообразность операции при наличии ортопедических конструкций (коронки и вкладок), позволяющих сохранить зуб и избежать его удаления.

Ключевые слова: резекция верхушки корня, апикэктомия, сохранение зуба, киста зуба, гранулема, корневые каналы, показания к операции.

Цель исследования: Изучить и систематизировать клинические показания к проведению резекции верхушки корня зуба (апикэктомии), а также определить критерии эффективности данной операции как альтернативы удалению зуба при неэффективности традиционного эндодонтического лечения.

Материалы и методы: В основу исследования положен ретроспективный и проспективный анализ результатов лечения 84 пациентов (в возрасте от 20 до 60 лет), которым была проведена операция резекции верхушки корня (апикэктомия) на базе стоматологической клиники за период с 2023 по 2025 год.

Критерии включения: Наличие хронического верхушечного периодонтита (радикулярные кисты, гранулемы), не поддающегося консервативному эндодонтическому лечению; невозможность перелечивания каналов из-за наличия культевых вкладок, анкерных штифтов или непреодолимых препятствий (обломки инструментов, выраженная кривизна).

Методы обследования: Всем пациентам на дооперационном этапе проводилось стандартное клиническое обследование (осмотр, перкуссия, пальпация) и рентгенологический контроль (прицельная внутриротовая рентгенография или конусно-лучевая компьютерная томография — КЛКТ) для определения размеров и локализации очага деструкции суставной кости.

Методика операции: Оперативное вмешательство выполнялось под местной инфильтрационной или проводниковой анестезией (артикаин 4% с эпинефрином 1:100 000). Проводилось выкраивание и отслаивание слизисто-надкостничного

лоскута, создание костного кошка с помощью ротационных инструментов, иссечение верхушки корня зуба на 3 мм и полное вылушивание патологических тканей (оболочки кисты или гранулематозной ткани). Рана ушивалась узловыми швами.

Контроль результатов: Динамическое наблюдение пациентов осуществлялось через 1, 3, 6 и 12 месяцев после операции с обязательным проведением контрольной рентгенографии для оценки степени восстановления костной структуры.

Выводы: Эффективность метода: Резекция верхушки корня зуба (апиэктомия) является высокоэффективным зубосохраняющим методом, позволяющим спасти зуб в 87,4% случаев, когда консервативное эндодонтическое лечение невозможно или неэффективно.

Основные показания: Главными клиническими показаниями к операции признаны наличие крупных периапикальных очагов деструкции (радикулярные кисты и гранулемы размером более 5–8 мм), а также непреодолимые препятствия в корневых каналах (сломанные инструменты, анкерные штифты, культевые вкладки).

Сохранение ортопедических конструкций: Апиэктомия доказала свою экономическую и клиническую целесообразность у пациентов с установленными металлокерамическими и циркониевыми коронками, позволяя ликвидировать очаг инфекции без деструкции и снятия дорогостоящих протезов.

Сроки регенерации: На основе рентгенологического контроля через 12 месяцев у большинства пациентов (82%) зафиксировано полное или частичное восстановление структуры костной ткани в зоне хирургического дефекта, что подтверждает надежность метода в долгосрочной перспективе.

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Issues of Moral Advice and Instruction in “Zarbulmasal”

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Annotation

This article examines the place and socio-political significance of the work Zarbulmasal in Uzbek literature. The skillful use of folk proverbs not only enriches the composition of the work but also complements the distinctive features of the plot and the speech characteristics of its characters. The fact that the work is built upon didactic fables, allegorical narratives, expressive and accessible language, and folkloric elements demonstrates the masterpiece status of Zarbulmasal. It would not be entirely correct to interpret the development of events in Zarbulmasal solely as being based on social issues. Through the depiction of animals and birds, the allegorical work reflects the views of Gulkhaniy, a prominent literary figure of the nineteenth century, as well as the lifestyle of different social groups and various human traits, often conveyed through sharp expressions and moral advice. Through satire, the author emphasizes moral values as the solid foundation of individuals, society, and even the state system as a whole.

Keywords

Didactics, didactic literary work, allegory, reality, society, proverb, narrative, element, character, problem.

Kirish

"Zarbulmasal" o'zaro mojarolar ortida siyosiy ko'rinishdagi tadqiqotlarga asoslanganligi uning ilmiy va atroflicha qabul qilishni o'rgatadi. Qahramonlararo qarama-qarshiliklar badiiy did, yestetik qarashlarning shakllanishida yaxlit butunlikni tashkil etadi. Gulxaniy masal janrida samarali ijod qilganligi, so'zga mohir bo'lganligi, pand-nasihat yo'nalishining har bir dialoglarga to'g'ri kelishi asarni yaxshiroq tushunish uchun xizmat qilgan. Hikoyatlarda ikki yoqlama ma'no: ommaga

va shaxsga tegishli ironiya oydinlashgan.¹ Mol-dunyo va axloq boylik ortidan quvgan insonlarning axloqiy qadriyatlardan uzoqlashishi asarda o'z aksini to'la topgan. Ularda o'zbek xalqining qator udumlari bayon etilgan.

Tadqiqot metodologiyasi

"Zarbulmasal"da insonga xos tomonlar qushlar munozarasi orqali berilgan. Podshohda odillikning tomir otmaganligi, xalqqa nisbatan befarqligi, aholining amaldorlardan noroziligi, o'z qobig'ini o'ylab, fuqarolarning istaklariga bolta urishi majoz usulida ko'rsatib berilgan. Bunga dalil qilib Boyqush, Ko'rqush, Yapaloqqush, Kulonkir sulton deb nomlanishi ramziy ekanligi, Boyqushning pana joylarda yashashi bilan kichik hududga egalik qilishini ko'rsatish mumkin va h. Ular o'rtasidagi konfliktlar voqealar jarayoniga satirik ruh olib kirgan.²

Asarda maqollar salmog'i jada katta. Maqollar xalq qadriyatlarini ifodalaydi. Asar tilida, ayniqsa majozlarning nutqiy jarayonida odatiy so'z gaplar o'rniga turg'un birikmalardan foydalanish nafaqat masal ko'lamining kengligiga, shuningdek, yanada "Zarbulmasal" sujetini yanada ta'sirchan chiqishiga olib kelgan. Asar davomida o'zbekona an'analarning tilga olinishi, ilmning rivojiga urg'u berish, Turumtoy xo'jayiniga aybini aytganligini odamiylik ko'rsatgichi bilan o'lchanishi, mansab-parastlikning tanqid qilinishi ko'rsatilib berilgan. Yozuvchining asosiy maqsadi davrdagi noo'rin urf-u odatlar ustidan ko'r-ko'rona kulish emas, majoz orqali kishilarni to'g'ri yo'lga boshlash, qusur va illatlarni bartaraf etish, xolos.

Tahlil va natija

"Zarbulmasal" yo'q yerdan paydo bo'lgan emas. Asarni yaratishda Gulxaniy jahon adabiyotining durdonalari bo'lgan "Panchatantra", "Silsilat ul-zahab", "Qutadg'u bilig", fors-tojik adabiyotidagi bir qator "Zarbulmasal"lardan xabardor bo'lgan. Bu xabardorlik asarning sujet qurilishi va unda o'zbek xalq maqollarini o'rinli ishlata olganligida ko'rinadi. Ma'lumki, maqol fikrni tushunarli, yesda qolarli ifodalashga yordam beradi.

Asardagi bir qator maqollarga e'tibor qarataylik. "Sichqon sig'mas iniga, g'alvir bog'lar dumiga" maqoli negizida ³ "Boshga balo kelsa, tilim bosh unga, Tilimni til avval, tegma boshimga, Taning tilim bilmas, tiling tinmasa, Tilingni tiyib yur, tishing sinmasin" degan yusufona hikmatning isi kelib turadi. "It olg'on birla itorchi bo'lmas" maqoli "Toshbaqa bilan CHayon" sujetiga muvofiq kelishini anglashimiz mumkin. "Yomon ish qilgan, yaxshi bo'lib qolmaydi. "Egasini siylagan itig'a so'ngak tashlar", "Anglamay so'zlagan og'rinmay o'lar, CHaynamay yeganlar kovshanmay ketarlar", "Sigir suv ichguncha, buzoq muz yalar", "Bel og'rimaganning non yeyishiga boq", "O'zingni er bilsang, birovni she'r bil" kabi maqollardan serqirra ma'nolar oydinlashadi. "Bor maqtansa topilur, yo'q maqtansa chopilur" maqoli orqali Umarxon zamoniga simpatiyasini "Ming chordevor qizimning qalini. Holo, podshohimiz Umarxon zamonlarida bir bosh chordevor topilmas, uyalurmiz", "Uyat -o'limdin qattig'", "Ermon yog'ochning egilgani - singani, Er yigitning uyalgani o'lgani" kabi maqollarda ifoda qilingan. Anda Yapaloqqush: "Men sizni bilimlik va ma'nidin boxabar kishi fahmlab erdim. Ko'r tutganini, kar eshitganini qo'ymas" maqoli jamiyatning ayrim kishilarida ilmda oqsash bo'lishi ko'rsatib berilgan.

"Kulonkir Sulton dargohiga boruvchi Ko'rqush Qolg'on oshni suzganda, karamlik bo'lmay, baxillik qilganini, o't-u olov ziyoda edi:

Az karam nest baxili kardan,

Xon nihodin taomi xo'rdan beh.

Izohi: baxillik qildi, qolgan taom xo'rlikda yashagandan afzal.

Tahmatan oluvchi bahodiri jarror, muft topilganda oshar, ichi po'k Umar ayyor, Muhammad Sodiq zargar, Jalil bo'qoq oshpaz, haromzodaday takror SHo'ranul, so'zi yuzsiz Sayd Azimjon, Xolboqi misgar, Mulla Siddiq kotib, Ashur yiriq qassob (laqab), Niyozcha otaliq, Mulla Asqar, Muhammadxo'ja Hoji, Otaboy amin, Abdurahim sudxo'r obrazlar satirik unsurlarga hissa qo'shgan:

O'zin goh mullo olur, goh taqi
Niyozcha og'aliq, xush ahmaqi.
Bobojon Ashur cho'loq-u, Ali biri,
Ho'qand mulkida ahmaqi nodiri.
Etib kibr-u manmanlik sharobini no'sh,
Qalamdoni sanduqchayi dukfurush, - deya o'z davridagi ayrim ilmsiz, johil
kishilarni tanqid qiladi.

“Zarbulmasal”dagi ayrim hikoyatlarning sujetidadan kelib chiqadigan xulosalar xuddi qissadan hissa kabi bir maqol mazmuniga singdirib yuborilgan. "Bahuda chiranish belni chiqaradi", "Avval bil, keyin qil" singari maqollar "Maymun bilan Najjor" hikoyatiga mos tushsa, "Tuya bilan Bo'taloq" hikoyatiga "Sigir suv ichguncha, buzoq muz yalar", "Toshbaqa bilan chayon" hikoyatiga "Ilon po'stini tashlagani bilan qilg'ini tashlamas", "Ibrohim bog'bon haqida..."gi hikoyatga "SHayx ishini bilmasa, murid kulfat tortar" kabi maqollar mazmuniy ziynat bo'lib xizmat qilgan.

Gulxaniyning ayrim so'zlari orqali saroydagi xizmatchilar, shoirlar bilan bo'lgan davralar, navkarlikdagi o'zi guvohi bo'lgan xon saroyining amaldorlarining munosabatlari, aholining turmushi sezilarli aks etgan. Bu holatlar ushbular orqali ma'lum bo'ladi. "Illo ulugning dargohida donish va ahli xiradmandi bohush har qancha ko'b bo'lsa ham oz blur".

Xulosa qilib aytganda, “Zarbulmasal” so'zga ishqiboz qiladigan ohangrabo, qimmatli o'gitlar jamlangan didaktik yodgorlikdir. “Zarbulmasal” nsonlarni yaxshilikka undovchi, chuqur hayotiy tajribalarga ega bo'lish, insonning bir-biriga hurmat va ehtiromda bo'lishi, mehmondo'stlik, karam, adolat kabi sifatlarni insonda shakllanishi muhimligini ko'rsatish bilan bir qatorda, undagi maqollar orqali kishilarning hayotiy tajribalarni oshirishga undovchi chinakam san'at asari sifatida e'tiborga molik.

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HANS J. VERMEER'S SKOPOS THEORY AND ITS RELEVANCE IN TRANSLATING CREATIVE WRITING

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Abstract

Translation has moved, sort of, from being mainly a language based thing into something that also pays attention to culture, actual readers, and how communication is supposed to work. One of the most influential approaches in that change is Hans J. Vermeer's Skopos Theory, and it basically says that the purpose of a translation should steer the translator's decisions, even when the text looks familiar. This notion has become particularly relevant for translating creative writing, because in novels, poems, and other imaginative forms, meaning is often tied to style, emotion, and cultural context all at once. This article goes over the core ideas behind Skopos Theory, plus the positions of key scholars who helped shape it, and then asks why it matters specifically when we translate creative writing. Overall, it claims the theory can offer practical support for translators, who have to juggle being loyal to the source text with the expectations of new readers.

Keywords

Skopos Theory, translation studies, literary translation, creative writing, functionalism, target audience, translation purpose, Hans J. Vermeer

Introduction

Translation is usually described as this transfer of meaning from one language into another, but somehow it's not that simple, not anymore. In modern translation studies people keep pointing out that the process is, well, way more intricate. Translators don't just handle words and grammar. They also end up working with culture, social values, historical background, and even what readers expect when they open the text. Because

of all that, lots of scholars have started to wonder if a translation really should stay near the original, or if it should be reshaped, slightly adapted for a new readership, you know.

A key answer here came from Hans J. Vermeer with his Skopos Theory. It appeared in the late twentieth century, and it sort of moved the focus away from the source text and toward the purpose of the translation. Instead of asking “is it totally faithful to the original?”, Skopos Theory asks what the translation is supposed to do, what it is meant to achieve. This perspective has influenced many parts of translation, especially creative writing. Since literary texts often include artistic phrasing, symbolism, humor and emotional signaling, translators need something flexible, a more elastic strategy that lets them choose carefully. In that kind of situation, Skopos Theory stays relevant and useful, more than people might think.

Skopos Theory and the Views of Key Scholars

Skopos theory was worked out by Hans J. Vermeer somewhere in the 1970s, and it sits inside the functionalist stream of translation studies, you could say. The term “skopos” is from Greek, it basically points to “purpose” or “aim” not just one thing. Vermeer’s point was that a translation is never made for nothing, it is made for a specific reason, and that reason guides how the translator decides, like which tactics and what kinds of choices to use. Because of that, translators shouldn’t be stuck with strict word-for-word matching. Instead they should try to craft a text that actually does what it is supposed to do in the target culture, in other words it has to work.

One of Vermeer’s big arguments was that, depending on the translation situation, you need different solutions. So for example, a tourist brochure, a legal document, and a novel each have their own function, so naturally they don’t get translated the same way, not really. A translation, in his view, should be assessed based on whether it fulfills its purpose, rather than on whether it mirrors each and every detail from the source text.

Katharina Reiss is another name you often see linked to this idea. Before she collaborated with Vermeer, she had already shaped a “text type” approach to translation. She said that different kinds of texts carry different communicative functions, like informative, expressive, and operative functions. Those ideas fed into the functionalist theories, because they highlighted how role or function, matters for translation decisions. Later, Reiss and Vermeer combined efforts and presented a wider functional outlook on translation, which is where a lot of the modern framing comes from.

Christiane Nord kept pushing functionalist thinking further. She agreed that purpose matters a lot, but at the same time she stressed the translator’s duty to the source text and also to its author, kind of a... deeper responsibility than just getting the meaning across. Nord brought in the idea of “loyalty” and with that she meant the ethical bond between translator, author, client and the target readers. For her, translators do need freedom, but that freedom can’t just walk away from the intentions that sit inside the original text, even if it feels restrictive.

Another scholar you often see brought up together with literary translation is Lawrence Venuti. He’s not really a Skopos theorist, yet his thoughts on domestication and foreignization get linked with functionalist ideas all the time. Venuti basically claims that translators are making cultural selections all the way through, and those choices change how readers actually meet the foreign text. So his work fits nicely with the notion that translation isn’t only linguistic moving around, instead it behaves like cultural negotiation, somewhat messy and situation dependent.

Taken together, these scholars helped translation studies get away from the idea that there’s only one “right” translation. What they suggest is that translation works as an intentional activity, shaped by circumstance, by who the audience is, and by what communication requires. And yeah, this approach has become pretty influential today,

it also gives a helpful way to understand literary translation without pretending it's a single fixed formula.

Creative Writing and Translation

Creative writing is, you know, things like novels, short stories, poems, plays, and other kinds of texts that really lean on artistic expression. And unlike technical or scientific writing, creative works usually have a lot of imagery, feeling, symbolism, and cultural meaning all tangled together. Because of that, translating creative writing is one of the hardest jobs you'll run into when you practise translation.

One big problem is that literary language can work on a few levels at once, like at the same time, almost. A sentence that looks "simple" can still carry emotional weight, cultural background, and symbolic signals, without announcing it. Metaphors, jokes, idioms, and even wordplay can produce little effects that simply can't be moved over directly into another language. So translators often end up in situations where a straight, literal rendering just ... doesn't manage to say what it is supposed to.

This is also where Skopos Theory gets really useful. The approach basically lets translators center on the purpose of the translation and the needs of the target readers. For instance, if a novel is being translated for general readers, the translator might pick phrases that sound natural, vivid, and inviting in the target language. But if the translation is meant for academic study, then a different route is chosen, more like, to keep closer contact with the original linguistic features, and not smooth everything out too much.

Creative writing really relies on some cultural context, and it can be pretty hard to notice if you are not inside that world. Writers will often point to traditions, customs, and even certain historical events or social habits that can feel unfamiliar to readers from another country. So a translator using Skopos Theory can kind of judge what to do, like whether to clarify the reference with an extra bit of explanation, or maybe to adapt it so

it lands more naturally, or simply keep it as is, even if it sounds odd. Not every tiny detail needs to be repeated exactly, the real aim is to make the reading feel meaningful, and not just technically correct.

Poetry is another place where this shows up. The translator might have to decide between keeping the rhyme, keeping the sense, or keeping the emotional impact, you know like which one takes priority. In a lot of situations it turns out to be impossible to make all three work perfectly at the same time. Skopos Theory basically helps the translator figure out which aspect matters most for the target audience, and then from there those choices get made in a more deliberate way.

At the same time, this theory isn't saying that everything is acceptable. Translators still need a solid command of both languages and cultures. They have to understand the original text deeply before making any sort of transformation. Skopos Theory just acknowledges that translation is communication, not mechanical copying.

For these reasons, many literary translators find the functionalist approach useful. It acknowledges the creative nature of translation and gives translators room to solve problems while still respecting the source text. In the translation of creative writing, where flexibility is often necessary, Skopos Theory offers a practical and realistic framework.

Conclusion

Hans J. Vermeer's Skopos Theory is, in a way, one of the more important changes in modern translation studies, or well it feels that way because it puts purpose right at the center of the translation. That move has pushed back older methods that mostly leaned on linguistic equivalence, like the text was treated as if matching words was the whole story. Skopos Theory also assumes that a translation is made for real readers, in particular social and cultural circumstances. So, translators do not only have to wonder what a text says, they also need to ask what it is supposed to do in that situation.

You can see how later scholars, such as Katharina Reiss, Christiane Nord, and Lawrence Venuti, have strengthened these conversations. They keep returning to the themes of function culture and responsibility, though sometimes they phrase it slightly differently. Their research makes clear that translation is basically a process of ongoing choices, not simply a matter of swapping terms from one language with terms from another.

The relevance of Skopos Theory shows up particularly well when you look at creative writing. Literary texts often contain artistic language, emotional weight, and cultural references that quite often don't quite "fit" into direct translation. In those cases, holding too tightly to the original wording might not create the intended effect for new readers. A functional approach gives translators some room, it allows them to recreate meaning, atmosphere, and the kind of reaction the target audience should feel.

Still, some critics complain that the theory might permit too much freedom. Yet its continued influence suggests it is really addressing obstacles translators face day to day. Creative writing demands a careful balance of precision and invention, and Skopos Theory helps keep that balance. And even as translation studies continues developing, Vermeer's ideas remain useful for understanding how literary works can cross linguistic and cultural boundaries successfully.

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PROSPECTS FOR IMPROVING THE PREVENTION OF CYBER FRAUD OFFENCES

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Annotation

This thesis analyses the prospects for improving the prevention of cyber fraud offences. The research employs systemic, statistical, and comparative-legal methods. The prevention of cyber fraud is substantiated across three directions: technical and organisational measures, raising the population's digital literacy (victimological prevention), and cooperation between law enforcement bodies and the private sector. It is argued that punitive measures alone are insufficient and that a prevention system yields high effectiveness only when reinforced by an independent criminal-law norm. Based on the experience of foreign countries, practical proposals for Uzbekistan are developed.

Keywords

cyber fraud, prevention, victimological prevention, digital literacy, financial institutions, multi-factor authentication.

KIBERFIRIBGARLIK JINOYATLARINING PROFILAKTIKASINI TAKOMILLASHTIRISH ISTIQBOLLARI

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Annotatsiya. Mazkur tezisdagi kiberfiribgarlik jinoyatlarining profilaktikasini takomillashtirish istiqbollari tahlil qilingan. Tadqiqotda tizimli, statistik va qiyosiy-

huquqiy usullardan foydalanilgan. Kiberfiribgarlik profilaktikasi uch yoʻnalish — texnik-tashkiliy choralar, aholining raqamli savodxonligini oshirish (viktimologik profilaktika) hamda huquqni muhofaza qiluvchi organlar va xususiy sektor oʻrtasidagi hamkorlik — boʻyicha asoslangan. Jazo choralarining oʻzi yetarli emasligi, profilaktika tizimi mustaqil jinoiy-huquqiy norma bilan mustahkamlangandagina yuqori samara berishi dalillangan. Xorijiy davlatlar tajribasi asosida Oʻzbekiston uchun amaliy takliflar ishlab chiqilgan.

Kalit soʻzlar: kiberfiribgarlik, profilaktika, viktimologik profilaktika, raqamli savodxonlik, moliyaviy institutlar, koʻp bosqichli autentifikatsiya.

Insoniyat sivilizatsiyasining bugungi taraqqiyot bosqichi raqamli texnologiyalar, sunʼiy intellekt, blokcheyn tizimlari va global tarmoqning jamiyat hayotining barcha jabhalariga shiddat bilan kirib borishi bilan tavsiflanadi. Raqamlashtirish jarayonlari iqtisodiy munosabatlarni yengillashtirish, bank-moliya operatsiyalarini tezlashtirish va masofaviy xizmatlar koʻlamini kengaytirish barobarida, jinoyatchilikning ham transformatsiyalashuviga, yaʼni anʼanaviy jinoyatlarning virtual makonga koʻchishiga zamin yaratdi. Bunday salbiy transformatsiyaning eng yaqqol va ommaviy koʻrinishi - kiberfiribgarlikdir. Kiberfiribgarlik bugungi kunda nafaqat shaxsning mulkiy huquqlariga, balki davlatning iqtisodiy barqarorligiga, bank-moliya tizimining xavfsizligiga va eng muhimi, fuqarolarning raqamli ekotizimga boʻlgan ishonchiga jiddiy tahdid solayotgan global muammodir. Oʻzbekiston Respublikasida ham raqamli iqtisodiyot va elektron hukumat tizimini rivojlantirish sharoitida plastik kartalardan pul mablagʻlarini gʻayriqonuniy ravishda yechib olish, fishing havolalar orqali shaxsiy maʼlumotlarni qoʻlga kiritish, soxta investitsiya loyihalari (moliyaviy piramidalar) va ijtimoiy muhandislik usullari bilan fuqarolarni chalgʻitish holatlari keskin koʻpaydi. Kiberfiribgarlikning tabiati uning latentlik (yashirinlik) darajasi yuqoriligi, transmilliy xarakteri va jinoyat sodir etish usullarining doimiy ravishda yangilanib borishi bilan

ajralib turadi. Binobarin, ushbu jinoyat sodir etilgandan keyin uni fosh etish, jinoyatchini aniqlash va eng asosiysi, yetkazilgan moddiy zararni qoplash anchayin murakkab kechadi.

Bundan kelib chiqadigan fundamental xulosa shundan iboratki, kiberfiribgarlikka qarshi kurashishda faqatgina jinoiy-huquqiy choralarga va jinoyat sodir etilgandan keyingi tergov harakatlariga tayanib qolish kutilgan samarani bermaydi. Strategik urg‘u jinoyatning oqibatlarini bilan kurashishga emas, balki uning barvaqt oldini olishga, ya’ni *profilaktika tizimini takomillashtirishga* qaratilishi shart. O‘zbekiston Respublikasi Ichki ishlar vazirligi Kiberxavfsizlik markazining ma’lumotlariga ko‘ra, 2025-yilda axborot texnologiyalaridan foydalanib 58 800 ta qilmish qayd etilgan bo‘lib, kiberjinoyatlarning umumiy jinoyatchilikdagi ulushi 44 foizdan ortib ketgan va shundan 97,7 foiz kiberjinoyatlar kiberfiribgarlik jinoyatlari sanaladi [1]. Bunday vaziyatda jazo choralari bilan bir qatorda kompleks profilaktika tizimini yo‘lga qo‘yish dolzarb vazifaga aylanadi. Mazkur tezisning maqsadi kiberfiribgarlik profilaktikasini takomillashtirishning asosiy yo‘nalishlarini aniqlash va amaliy takliflar ishlab chiqishdan iborat.

Huquqshunoslik doktrinasida jinoyatchilikning profilaktikasi deganda, jinoyat sodir etilishining sabablari va ularga imkon beradigan shart-sharoitlarni aniqlash, bartaraf etish hamda aholining huquqiy madaniyatini oshirishga qaratilgan davlat va jamiyat chora-tadbirlari tizimi tushuniladi. Kiberfiribgarlik profilaktikasi uch o‘zaro bog‘liq yo‘nalishda amalga oshiriladi. Birinchi yo‘nalish texnik-tashkiliy choralar bo‘lib, kiberfiribgarlikning aksariyati moliyaviy institutlar (banklar, to‘lov tashkilotlari) tizimlari orqali amalga oshirilgani bois, aynan shu institutlar darajasida ko‘p bosqichli autentifikatsiya, shubhali tranzaksiyalarni sun’iy intellekt va mashinali o‘qitish texnologiyalari yordamida real vaqt rejimida monitoring qilish, mijozni identifikatsiya qilish tartiblarini kuchaytirish hamda shubhali operatsiyalarni vaqtincha bloklash

mexanizmlarini joriy etish profilaktikaning hal qiluvchi bo'g'inidir. Shuningdek, onlayn kredit olishda o'z-o'ziga taqiq qo'yish modeli ham bugungi kunda ko'plab uchrayotgan kiberfiribgarlik usullari orqali qo'lga kiritilgan shaxsga doir ma'lumotlar bilan biri birovning nomiga kredit rasmiylashtirish kabi qonunga xilof qilmishlarining kamayishiga yordam beradi.

Ikkinchi yo'nalish hamda eng muhim yo'nalishlardan - aholining raqamli savodxonligini oshirish va viktimologik profilaktikasi hisoblanadi. Kiberfiribgarlikning eng keng tarqalgan turlari (fishing, ijtimoiy muhandislik) asosida jabrlanuvchini aldash yotgani bois, aholini eng ko'p uchraydigan firibgarlik sxemalari haqida muntazam ogohlantirish, tanqidiy fikrlash ko'nikmalarini shakllantirish hamda raqamli savodxonlik asoslarini ta'lim tizimiga joriy etish jinoyatning oldini olishning eng samarali vositasidir. Demografik tahlillar shuni ko'rsatadiki, 45 yoshdan 70 yoshgacha bo'lgan odamlar firibgarlik qurboni bo'lish ehtimoli yuqoriroq. Bunga ularning raqamli savodxonlik darajasining pastligi va haddan tashqari ishonuvchanligi sabab bo'lmoqda [2]. Shunday ekan, o'rta va keksa yoshdagi fuqarolar kabi xavf guruhlariga nisbatan aniq yo'naltirilgan profilaktika alohida ahamiyat kasb etadi.

Uchinchi yo'nalish bu huquqni muhofaza qiluvchi organlar va xususiy sektor o'rtasidagi hamkorlik bo'lib, kiberfiribgarlikni tezkor aniqlash va to'xtatish uchun huquqni muhofaza qiluvchi organlar, moliyaviy institutlar va aloqa operatorlari o'rtasida real vaqt rejimida axborot almashinuvi tizimini, shuningdek kiberfiribgarlik shikoyatlarini qabul qiluvchi yagona ishonch telefoni va onlayn-portalni yo'lga qo'yish zarur. Bu borada Buyuk Britaniyaning 2026–2029-yillarga mo'ljallangan firibgarlikka qarshi strategiyasi (Fraud Strategy) hamda Singapurning "Smart Nation" doirasidagi profilaktika modeli, jumladan shubhali raqamlar va resurslarni bloklaydigan "Scamshield" mobil ilovasi kabi mexanizmlari ibratli tajriba sifatida e'tirof etish mumkin.

Shu bilan birga, profilaktik chora-tadbirlar tizimining to‘laqonli ishlashi mazkur turdagi jinoyatlar uchun jinoiy javobgarlikning aniq, asoslangan va adolatli huquqiy mexanizmi bilan mustahkamlangan taqdirdagina yuqori samara beradi. Kiberfiribgarlik uchun javobgarlikni mustaqil jinoyat tarkibi sifatida belgilash nafaqat jazolash, balki umumiy va maxsus ogohlantirish funksiyasini ham bajarib, profilaktika tizimining huquqiy poydevorini tashkil etadi.

Olib borilgan tahlil quyidagi xulosalarga olib keldi:

birinchidan, kiberfiribgarlik profilaktikasi aniq va adolatli jazo choralari belgilash bilan birga, texnik-tashkiliy, ma’rifiy va tashkiliy-huquqiy choralarning kompleks majmuini tashkillashtirish orqali samarali bo‘ladi;

ikkinchidan, moliyaviy institutlar va aloqa operatorlarining kiberfiribgarlik shubhasi bo‘lgan tranzaksiya va aloqalarni aniqlash, bloklash hamda xabar berish bo‘yicha majburiyatlarini qonun darajasida belgilash maqsadga muvofiq;

uchinchidan, aholining raqamli savodxonligini oshirish bo‘yicha ta’lim dasturlarini tashkil etish va kiberfiribgarlik tuzoqlariga tushishi yuqori ehtimolli jabrlanuvchilar toifasiga maqsadli viktimologik profilaktikani yo‘naltirish kiberfiribgarlikning oldini olishning eng samarali vositalaridan biridir;

to‘rtinchidan, profilaktika tizimi kiberfiribgarlik uchun javobgarlikni nazarda tutuvchi mustaqil jinoiy-huquqiy norma bilan mustahkamlangandagina to‘laqonli samara beradi.

Xulosa qilib aytganda, kiberfiribgarlik jinoyatlarining profilaktikasini takomillashtirish texnik, ma’rifiy va huquqiy choralarning uyg‘un majmuini hamda davlat organlari bilan xususiy sektorning birgalikdagi sa’y-harakatlarini taqozo etadi. Mazkur kompleks yondashuv kibermakonni xavfsiz raqamli muhitga aylantirishning muhim shartidir.

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ENHANCING STUDENTS' SPIRITUAL AND LINGUISTIC DEVELOPMENT THROUGH ALISHER NAVOI'S WORKS IN ENGLISH LANGUAGE CLASSES

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Abstract

This article explores the use of the works of Alisher Navoi in English language classes as a means of enhancing students' linguistic and spiritual development. The study examines the educational and moral significance of Navoi's literary heritage, the role of literary texts in foreign language teaching, and methods for integrating such works into the learning process. The article also highlights the effectiveness of teaching methods such as translation and discussion-based learning in improving students' vocabulary, grammatical knowledge, reading, writing, and speaking skills. Furthermore, it emphasizes that studying the spiritual and ethical ideas reflected in Navoi's works helps foster respect for national values, humanism, and independent thinking among students. As a result, the study demonstrates that this approach can make the educational process more effective from both linguistic and moral perspectives.

Keywords

Alisher Navoi, linguistic development, communicative competence, pedagogical approach, integration.

**INGLIZ TILI DARSLARIDA NAVOIY ASARLARI ORQALI
TALABALARNING MA'NAVIY VA LINGISTIK RIVOJLANISHINI
KUCHAYTIRISH**

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Adabiyoti: Ingliz Tili Yo'nalishi Talabasi

Annotatsiya: Ushbu maqolada ingliz tili darslarida Alisher Navoiy asarlaridan foydalanish orqali talabalarning lingvistik va ma'naviy rivojlanishini kuchaytirish masalasi yoritilgan. Tadqiqotda Navoiy ijodining ta'limiy va tarbiyaviy ahamiyati, adabiy matnlarning chet tilini o'qitishdagi o'рни hamda ularni dars jarayoniga integratsiya qilish usullari tahlil qilingan. Shuningdek, tarjima, muhokama asosida o'qitish kabi metodlar orqali talabalarning so'z boyligi, grammatik bilimlari, o'qish, yozish va og'zaki nutq ko'nikmalarini rivojlantirish imkoniyatlari ko'rsatib berilgan. Maqolada Navoiy asarlarining ma'naviy g'oyalarini o'rganish talabalarda milliy qadriyatlarga hurmat, insonparvarlik va mustaqil fikrlashni shakllantirishi ta'kidlangan. Natijada, ushbu yondashuv ta'lim jarayonini ham lingvistik, ham tarbiyaviy jihatdan samarali qilishga xizmat qilishi asoslab berilgan.

Kalit so'zlar: Alisher Navoiy, lingvistik rivojlanish, kommunikativ kompetensiya, pedagogik yondashuv, integratsiya

Kirish

Bugungi globallashuv jarayonida ta'lim tizimida talabalarning nafaqat til bilimi, balki ma'naviy va intellektual rivojlanishini ham shakllantirish muhim ahamiyat kasb etadi. Xususan, ingliz tili darslari zamonaviy dunyoda xalqaro muloqot vositasi sifatida katta o'rin egallab, o'quvchilarning dunyoqarashini kengaytirish, madaniyatlararo muloqot ko'nikmalarini rivojlantirishga xizmat qilmoqda. Shu bilan birga, ta'lim jarayonida milliy adabiy merosni chet tillarni o'qitish bilan uyg'unlashtirish dolzarb pedagogik yondashuvlardan biri hisoblanadi. Buyuk mutafakkir Alisher Navoiy ijodi esa o'zining chuqur falsafiy mazmuni, yuksak axloqiy qarashlari va boy ma'naviy merosi bilan ajralib turadi. Uning asarlarini ingliz tili darslarida qo'llash talabalarning nafaqat til ko'nikmalarini rivojlantirishga, balki ularning ma'naviy dunyosini boyitishga, axloqiy

qarashlarini shakllantirishga ham xizmat qiladi. Shuningdek, bu yondashuv talabalarda milliy g‘urur tuyg‘usini mustahkamlash va o‘z madaniyatini xalqaro miqyosda ifoda etish qobiliyatini rivojlantirishga yordam beradi. Shu sababli, ingliz tili darslarida Alisher Navoiy asarlaridan foydalanish talabalarning ham lingvistik, ham ma’naviy rivojlanishini kuchaytiruvchi samarali usullardan biri sifatida katta ahamiyatga ega.

Alisher Navoiy asarlarining ta’limiy va ma’naviy ahamiyati

Alisher Navoiy o‘zbek mumtoz adabiyotining eng yirik namoyandalaridan biri bo‘lib, uning ijodi nafaqat badiiy jihatdan yuksak, balki chuqur ma’naviy-falsafiy mazmuni bilan ham ajralib turadi. Shoirning “Xamsa”, “Xazoyin ul-maoniy”, “Lison ut-tayr” kabi asarlari inson kamoloti, axloqiy poklik, adolat, sabr-toqat va mehr-oqibat kabi umuminsoniy qadriyatlarni targ‘ib qiladi. Bu asarlar orqali Navoiy insonni komil shaxs sifatida tarbiyalash g‘oyasini ilgari suradi. Navoiy ijodida insonning ichki dunyosi, uning ma’naviy kamoloti va jamiyatdagi o‘rni muhim o‘rin tutadi. U insonni eng oliy mavjudot sifatida ko‘rib, uning axloqiy fazilatlarini yuksaltirishga katta e’tibor qaratadi. Shu sababli, uning asarlari yosh avlodni tarbiyalashda muhim didaktik manba sifatida xizmat qiladi. Ta’lim jarayonida Navoiy asarlaridan foydalanish talabalarda nafaqat adabiy bilimlarni shakllantiradi, balki ularning ma’naviy dunyosini boyitadi, hayotiy qadriyatlarni anglashga yordam beradi. Uning hikmatli fikrlari va obrazli ifodalari talabalarda tafakkurni rivojlantirib, insoniy fazilatlarini chuqurroq tushunishga yo‘l ochadi. Shu bois Navoiy ijodi ta’limiy va tarbiyaviy jihatdan bebaho manba hisoblanadi.

Ingliz tili darslarida adabiy matnlardan foydalanishning ahamiyati

Ingliz tili darslarida adabiy matnlardan foydalanish talabalarning til ko‘nikmalarini rivojlantirishda samarali pedagogik yondashuvlardan biri hisoblanadi. Adabiy matnlar, jumladan she’rlar, hikoyalar va hikmatli so‘zlar, o‘quvchilarga tilni tabiiy va kontekst asosida o‘rganish imkonini beradi. Bu esa grammatik qoidalarini yodlashdan ko‘ra ularni amaliy tarzda tushunishga yordam beradi. Adabiy matnlar orqali talabalar yangi so‘z

boyligini o'zlashtiradi va ularni turli kontekstlarda qo'llashni o'rganadi. Bu jarayon ularning lug'at zaxirasini kengaytirib, nutq ravonligini oshiradi. Shuningdek, murakkab gap tuzilmalarini tushunish va ulardan foydalanish ko'nikmalari ham mustahkamlanadi. Bundan tashqari, adabiy matnlar talabalarning o'qish va tushunish (reading comprehension) qobiliyatini rivojlantiradi. Matnni tahlil qilish, asosiy g'oyani aniqlash va muallif fikrini tushunish kabi ko'nikmalar til o'rganish jarayonida juda muhimdir. Bu esa talabalarning tanqidiy fikrlashini ham shakllantiradi. Adabiy matnlar dars jarayonini qiziqarli va mazmunli qiladi. Talabalar oddiy mashqlar bilan birga badiiy matnlar ustida ishlaganda, ularda til o'rganishga bo'lgan motivatsiya oshadi. Natijada ingliz tilini o'zlashtirish jarayoni samarali va muntazam bo'ladi.

Navoiy asarlarini ingliz tili darslariga integratsiya qilish usullari

Alisher Navoiy ijodini ingliz tili darslariga integratsiya qilish zamonaviy pedagogikaning muhim va dolzarb yo'nalishlaridan biri hisoblanadi. Bu uslub nafaqat talabalarning til ko'nikmalarini rivojlantirishga, balki ularning ma'naviy dunyosini boyitishga ham ta'sir ko'rsatadi. Navoiy asarlaridagi chuqur falsafiy mazmun, badiiy ifoda va axloqiy g'oyalar ingliz tili darslarini yanada mazmunli, qiziqarli va samarali qilish imkonini beradi. Integratsiya jarayoni esa turli metod va texnologiyalar orqali amalga oshirilishi mumkin.

Birinchi navbatda, Navoiy asarlaridan qisqa matnni olib, ingliz tiliga tarjima qilish usuli talabalarni bir vaqtda ikki til – ona tili va ingliz tilini solishtirib o'rganish imkonini beradi. Tarjima qilish faoliyati ularning so'z boyligini oshiradi, grammatik tuzilmalarni mustahkamlaydi va fikrni aniq ifodalash ko'nikmasini rivojlantiradi. Masalan, Navoiy g'azallaridan olingan oddiy misralarni ingliz tiliga tarjima qilish orqali talabalar badiiy uslub va ma'noni saqlab qolishga harakat qiladilar. Bu esa ularning lingvistik tafakkurini rivojlantiradi.

Ikkinchi muhim usul – soddalashtirilgan matnlar (simplified texts) yaratish va ulardan dars jarayonida foydalanishdir. Navoiy asarlarining asl matni ba’zan murakkab bo’lishi mumkinligi sababli, ularni o’quvchilarning til darajasiga moslashtirish muhim ahamiyatga ega. O’qituvchi Navoiy asarlaridan olingan g’oyalarni sodda ingliz tilida qayta ishlab chiqib, talabalar uchun tushunarli matnlar tayyorlashi mumkin. Bu usul talabalarning o’qish va tushunish ko’nikmalarini bosqichma-bosqich rivojlantirishga yordam beradi.

Uchinchi usul sifatida dars jarayonida muhokama (discussion) va debat metodidan foydalanish mumkin. Masalan, Navoiy asarlarida ko’tarilgan insonparvarlik, adolat yoki mehr-oqibat g’oyalari asosida talabalar ingliz tilida o’z fikrlarini bildirishlari mumkin. Bu jarayon ularning og’zaki nutqini rivojlantiradi, fikrni mantiqiy ifodalashga o’rgatadi va tilni faol qo’llash imkonini beradi.

To’rtinchi usul – rol o’yinlar (role-play) tashkil etishdir. Bu metodda talabalar Navoiy asarlaridagi qahramonlar yoki g’oyalar asosida kichik sahnalar yaratadilar va ularni ingliz tilida ijro etadilar. Masalan, “Xamsa” dostonlaridagi hikoyalar asosida sahna ko’rinishlari tayyorlash mumkin. Bu nafaqat til amaliyotini kuchaytiradi, balki talabalarda ijodkorlik, jamoada ishlash va o’zini erkin ifoda etish ko’nikmalarini ham rivojlantiradi.

Beshinchi yondashuv– taqqoslash metodi hisoblanadi. Bu usulda Navoiy asarlaridagi g’oyalar ingliz adabiyoti vakillari, masalan, William Shakespeare yoki boshqa adiblar ijodi bilan solishtiriladi. Talabalar o’xshash va farqli jihatlarni ingliz tilida tahlil qiladilar. Bu esa ularning analitik fikrlashini kuchaytiradi va madaniyatlararo tushunishni rivojlantiradi.

Yettinchi usul – loyiha asosida o’qitish (project-based learning) metodidir. Bu yondashuvda talabalar kichik guruhlariga bo’linib, Navoiy ijodi asosida loyiha tayyorlaydilar. Masalan, “Navoiy va insonparvarlik”, “Navoiy asarlarida axloqiy

qadriyatlar” kabi mavzularda ingliz tilida posterlar, prezentatsiyalar yoki yozma ishlar tayyorlashlari mumkin. Bu jarayon ularda mustaqil izlanish, jamoaviy ish va ijodiy fikrlash ko‘nikmalarini rivojlantiradi. Sakkizinchi usul – yozma mashqlar va esse yozish faoliyatidir. Talabalarga Navoiy asarlaridan ilhomlangan mavzular berilib, ingliz tilida esse yozish topshirig‘i berilishi mumkin. Masalan, “The importance of kindness in Navoi’s works” yoki “Human values in classical literature” kabi mavzular ularga o‘z fikrlarini yozma shaklda ifodalash imkonini beradi. Bu esa yozma nutqni rivojlantirishda juda muhimdir. Navoiy asarlarini integratsiya qilish jarayonida o‘qituvchining roli juda muhimdir. O‘qituvchi nafaqat til bilimini yetkazuvchi, balki madaniyatlararo ko‘prik vazifasini ham bajaradi. U talabalarga Navoiy asarlaridagi chuqur ma’nolarni tushuntirib, ularni ingliz tilida ifodalashga yo‘naltiradi. Bu jarayon darsni yanada samarali va mazmunli qiladi.

Xulosa

Xulosa qilib aytganda, Alisher Navoiy asarlarini ingliz tili darslariga integratsiya qilishning turli xil usullari mavjud bo‘lib, ularning barchasi talabalarning lingvistik va ma’naviy rivojlanishiga ijobiy ta’sir ko‘rsatadi. Tarjima, muhokama asosida o‘qitish kabi metodlar birgalikda qo‘llanilganda, ta’lim jarayoni yanada samarali bo‘ladi. Bu yondashuv nafaqat til o‘rganishni osonlashtiradi, balki talabalarda milliy merosga hurmat va global madaniyatga ochiqlikni ham shakllantiradi.

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THE ANUSHTEGINID DYNASTY OF THE KHWARAZMSHAHS: CAUSES OF RISE AND DECLINE

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Abstract

This article analyzes the formation, political rise, and causes of the decline of the Anushteginid Khwarazmshah dynasty (1097–1231) on the basis of historical sources and modern scholarly research. The study comparatively examines the works of medieval authors such as **an-Nasawi**, **Juvayni**, and **Rashid al-Din**, as well as the research of Eastern and Western scholars and approaches found in Uzbek historiography. The article highlights the establishment of a centralized state system by the Anushteginid dynasty, the growth of its economic and military power, and the processes of decline caused by internal political conflicts and external invasions, particularly the Mongol conquest. Furthermore, it evaluates the role of the Khwarazmshah state in the history of Central Asia and analyzes its civilizational significance.

Keywords

Khwarazmshah State, Anushteginid Dynasty, Khwarazm, Central Asian History, Jalal al-Din Mangburni, Mongol Invasion, Political Centralization, Historiography, Medieval Sources, State Decline, Tekish (Takash), Muhammad Khwarazmshah.

XORAZMSHOH ANUSHTEGINIYLAR SULOLASI: YUKSALISH VA INQIROZ SABABLARI

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Annotatsiya: Mazkur maqolada Xorazmshoh Anushteginlar sulolasining (1097–1231) shakllanishi, siyosiy yuksalishi hamda inqiroz sabablari tarixiy manbalar va zamonaviy tadqiqotlar asosida tahlil qilinadi. Tadqiqotda oʻrta asr mualliflari (an-Nasaviy, Juvayniy, Rashididdin va boshqalar) asarlari, shuningdek, Sharq va Gʻarb olimlarining ilmiy ishlari hamda Oʻzbekiston tarixshunosligidagi yondashuvlar qiyosiy jihatdan oʻrganiladi. Maqolada Anushteginlar sulolasining markazlashgan davlat tizimini shakllantirishi, iqtisodiy va harbiy qudratining yuksalishi hamda ichki siyosiy ziddiyatlar, tashqi bosqinlar (xususan, moʻgʻullar istilosi) natijasida yuzaga kelgan inqiroz jarayonlari ilmiy asosda yoritiladi. Shuningdek, Xorazmshohlar davlatining Oʻrta Osiyo tarixidagi oʻrni va uning sivilizatsion ahamiyati tahlil etiladi.

Kalit soʻzlar: Xorazmshohlar davlati, Anushteginlar sulolasi, Xorazm, Oʻrta Osiyo tarixi, Jaloliddin Manguberdi, moʻgʻullar istilosi, siyosiy markazlashuv, tarixshunoslik, oʻrta asr manbalari, davlat inqirozi, Takash, Muhammad Xorazmshoh.

KIRISH

Xorazmshoh Anushteginlar sulolasining (1097-1231) yuksalishi va inqirozi muammosi bugungi kunda ham ilmiy va amaliy jihatdan dolzarbligini saqlab qolmoqda. Chunki bu davlatchilik tajribasi Oʻrta Osiyoda markazlashgan boshqaruv tizimi shakllanishi, siyosiy barqarorlik va uning buzilish omillarini chuqur anglash uchun muhim tarixiy asos boʻlib xizmat qiladi. Mavzuning dolzarbligi, avvalo, boy tarixiy manbalarga tayanishi bilan izohlanadi. Jumladan, an-Nasaviy¹, Juvayniy, Rashididdin²,

¹Насавий Шихобиддин Муҳаммад. Султон Жалолиддин Мангуберди. (К.Матёкубов таржимаси) Т.: Ўзбекистон, 2006.

² Рашидиддин ибн Фазлуллоҳ. Жомеъ ут-таворих. // Қўлёзма. Ўз ФАШИ. № 1620, №1643. Сборник летописей. Т. I-III. М., -Л., 1940, 1952.

Ibn al-Asir³ kabi oʻrta asr mualliflarining asarlari Xorazmshohlar davlatining ichki siyosati, harbiy tuzilishi va tashqi munosabatlari haqida muhim maʼlumot beradi. Ushbu manbalar tarixiy jarayonlarni asl holicha tiklashda asosiy tayanch boʻlib xizmat qiladi. Shuningdek, zamonaviy tarixshunoslik tadqiqotlari Z.M. Bunyodov, S.P. Tolstov, Ya. Gʻulomov, I. Jabborov va boshqa olimlar ishlari mavzuni ilmiy jihatdan chuqur tahlil qilish imkonini yaratadi.

Xorazmshoh Anushteginlar sulolasining (1097–1231) yuksalishi va inqirozi masalasini yoritishda keng va rang-barang manbalar majmuasiga tayaniladi. Ushbu manbalarni shartli ravishda bir necha guruhlariga ajratish mumkin boʻlib, ular mavzuni har tomonlama ilmiy asosda tadqiq etish imkonini beradi.

Birinchi guruhni bevosita voqealarga zamondosh yoki ularga yaqin davrda yashab ijod etgan oʻrta asr mualliflarining asarlari tashkil etadi. Bu manbalar orasida Shihab al-Din Muhammad an-Nasafi⁴, Ata-Malik Juvayni, Rashid al-Din Hamadani, Ibn Al-Asir⁵ singari mualliflarning asarlarida ham Xorazmshohlar davriga oid muhim maʼlumotlar uchraydi. Mazkur manbalar davlatning siyosiy tuzumi, harbiy yurishlari, diplomatik aloqalari hamda ijtimoiy-iqtisodiy hayoti haqida bevosita va ishonchli tarixiy dalillar beradi. Keyingi davr tarixchilari, jumladan Mirzo Ulugbek va Abu al-Ghazi Bahadur Khan asarlarida ham Xorazm tarixiga oid muhim qaydlar uchraydi.

Ikkinchi guruhni xorijiy Sharq va Gʻarb olimlari hamda XX asr tarixshunosligi namoyandalari tashkil etadi. Bu yoʻnalishda turkiyalik olim Ibrahim Kafesoğlu, Mehmet Fuat Köprülü, Ahmet Zeki Velidi Togan, Omelyan Pritsak, Vasily Rosen kabi tadqiqotchilar Xorazmshohlar davlatining siyosiy tarixi va etnik ildizlarini oʻrganganlar. Sobiq ittifoq davri olimlaridan Ziya Bunyodov, Sergey Tolstov, Alexander Yakubovsky,

³ Ибн ал-Асир. Ал-комил фи-т-тарих. // Қўлёзма, ЎзФАШИ. №824, I-VI жилдлар; №825, VII-XII жилдлар; Ибн ал-Асир.

⁴ Shixobiddin Muhammad an-Nasaviy. Sulton Jaloliddin Manguberdi. - T.: O'zbekiston-Sharq, 1999. - 422 b.

⁵ Ибн ал-Асир. Ал-комил фи-т-тарих. // Қўлёзма, ЎзФАШИ. №824, I-VI жилдлар; №825, VII-XII жилдлар; Ибн ал-Асир. Ал-камил фи-т-тарих.

Yahyo Gulomov, E. Davlatovlarning ilmiy ishlari Xorazm tarixini arxeologik, tarixiy-geografik va manbashunoslik nuqtayi nazaridan chuqur yoritib beradi. Ayniqsa, S.P. Tolstovning qadimgi Xorazm sivilizatsiyasiga oid tadqiqotlari va Ya. G‘ulomovning sug‘orish tizimlari tarixiga bag‘ishlangan ishlari mintaqaning uzoq tarixiy taraqqiyotini tushinishda muhim ahamiyatga ega.

Uchinchi guruhga mustaqillikdan oldingi va keyingi davrlarda yaratilgan o‘quv, ilmiy-ommabop hamda umumlashtiruvchi adabiyotlar kiradi. Bu yerda Sh. Karimov, R. Shamsutdinov⁶, A. Ziyo, A. Sa’dullayev, B. Aminov, U. Mavlonov, N. Norqulov, O. Bo‘riyev⁷, I. Jabborov, O. Masharipov va Ziyo Bunyodov⁸ kabi mualliflarning darslik, monografiya va kitob-albomlari alohida ahamiyatga ega. Xususan, I. Jabborovning “Buyuk Xorazmshohlar davlati”⁹, O. Masharipovning “Xorazm tarixidan sahifalar”, Sh. Karimov va R. Shamsutdinovning “Vatan tarixi” asarlarida mazkur sulolaning siyosiy va madaniy hayoti umumlashtirilgan holda yoritilgan.

NATIJALAR

Xorazmshoh Anushteginilar davlatini tashkil etilishining podevori avvalo Saljuqiy hukumdorlar bilan bog‘lanadi. 1043-yilda Xorazm saljuqiylar tomonidan qo‘shib olinib, vassal davlatga aylantirildi va anushteginlar sulolasiga asos solindi. Keyinchalik “Buyuk Xorazmshohlar davlati” deb atalgan milliy davlatchiligimizning bu buyuk sulolasiga, doktor Ibrohim Kafas o‘g‘li aniqlab bergan manbaaviy ma’lumotlarga ko‘ra, o‘g‘uz bekligi urug‘idan kelib chiqqan va saljuqiylar tomonidan Xorazmga noib etib tayinlangan Anushtegin asos solgan edi¹⁰. Bu davrda Anushteginlar –

⁶ Karimov Sh., Shamsutdinov R. Vatan tarixi. - T.: O‘qituvchi, 1997. - 528 b.

⁷ Bo‘riyev Omonulla. Xorazmshohlar davlatida siyosiy va madaniy hayot - "Jaloliddin Manguberdi" - kitob-albom. -T.: Sharq, 1999. -B.16.

⁸ Буниёдов З Ануштагин – Хоразмшоҳлар давлати (1097-1231) (Аҳмад Ашраф ва Маҳкам Маҳмуд таржимаси). Т.: Ғ.Ғулом номидаги Адабиёт ва санъат нашриёти, 1998.

⁹ Jabborov I. Buyuk Xorazmshohlar davlati. T.: Sharq, 1999. - 141 b.

¹⁰ Буниёдов З Ануштагин - Хоразмшоҳлар давлати (1097-1231) (Аҳмад Ашраф ва Маркам Маҳмуд таржимаси). -Тошкент.: Ғ.Ғулом номидаги Адабиёт ва санъат нашриёти. 1998.

Xorazmshohlar davlati goh saljuqiylar, goh qoraxoniylar, goh esa qoraxitoylar davlatlariga to‘la va yarim qaram davlat sifatida mavjud bo‘ldi. Buyuk Xorazmshohlar davlati saltanatining to‘la mustaqilligi uchun Anushtegin avlodidan Qutbiddin Muhammad (1097-1127), Otsiz, El-Arslon va Alouddin Takash (1172-1200), Sulton Muhammad Xorazmshoh (1220-1221) va Sulton Jaloliddin Xorazmshoh Manguberdi omonsiz, sharaflı kurash olib bordilar.

Sultonshoh va Takash davrida "qo‘sh hokimiyatchilik" (diarxiya) 1172-1193 yillar oralig‘ida – Sultonshoh o‘lguncha davom etdi va 1193-1200 yillarga kelib Takash nafaqat o‘zining mutlaq hokimiyatini o‘rnata oldi, balki boshqa davlatlardan amalda to‘la mustaqillikka erishib, xalqaro munosabatlar, jahon tarixiy taraqqiyotining sub’yektiga aylandi (1-rasm). Xorazmshohlar saltanati kutilmaganda halokatga uchrashining ob’yektiv-tarixiy, harbiy-siyosiy va sub’yektiv, etnik, mafkuraviy sabablari juda ko‘p bor mutaxassislar tomonidan tahlil etilganligi uchun Xorazmshohlar davlatining tashkil topishi, yuksalishi va so‘ngra yemirilib ketishi nafaqat O‘rta Osiyo, balki o‘rta asrlar musulmon Sharqi tarixida muhim jarayon bo‘ldi. Shu sababdan ham bu mavzuga bag‘ishlangan bir qancha tadqiqotlar yaratilgan. Jumladan, chet ellik olimlardan, xususan, turkiyalik olim Ibrohim Qofas o‘g‘lining “Xorazmshohlar davlati tarixi” kitobini tilga olish mumkin. Muallif o‘z asarida 1092–1229-yillar davomida Xorazmshohlar davlatida sodir bo‘lgan ijtimoiy-siyosiy va harbiy voqealarni batafsil bayon qiladi.



1-rasm. Xorazmshohlar davlati hududi.

Xorazmshohlar davlatining inqirozi birgina sabab bilan emas, balki ichki zaifliklar va tashqi bosimlarning birlashuvi natijasida yuzaga kelgan.

Birinchidan, davlat hududi haddan tashqari keng edi. Ala ad-Din Muhammad II davrida imperiya juda katta maydonni egallagan bo'lsa-da, bu hududni samarali boshqarish qiyinlashgan. Viloyat hokimlari ko'pincha mustaqil harakat qilgan va markaziy hokimiyatga to'liq bo'ysunmagan.

Ikkinchidan, saroy ichidagi nizolar ham davlatni zaiflashtirgan. Sulton bilan uning onasi Terken Khatun o'rtasidagi siyosiy raqobat markaziy boshqaruvni izdan chiqargan. Natijada qarorlar bir markazdan qat'iy boshqarilmagan.

Uchinchidan, harbiy tizimda ham muammolar mavjud edi. Qo'shinlar ko'p bo'lsa-da, ular markazlashmagan va intizom jihatdan zaif bo'lgan.

1215–1218-yillar oralig'ida Xorazmshoh va Chingizxon o'rtasida bir necha marta elchilar almashinuvi amalga oshirilgan. Rashid al-Din Hamadani ma'lumotlariga ko'ra, Chingizxon 1218-yilda Xorazmshohga yuborgan maktubida uni “o'z o'g'illari qatorida ko'rishini” bildirgan. Sharq diplomatiyasida bunday ibora amalda qaramlik yoki tobelikni ifodalovchi mazmunga ega bo'lganini Sulton Muhammad yaxshi anglagan edi. Shuningdek, 1218-yilda Chingizxon tomonidan Xorazmga yuborilgan 450 kishilik elchilar guruhida 100 ga yaqin savdogarga josuslik vazifasi ham yuklatilgan edi. Shu sababli ushbu karvon O'tror shahrida talon-taroj qilinib, elchilar qatl etilgan.

Inqirozning hal qiluvchi omillaridan biri Mo'g'ullar imperiyasining keskin kengayish siyosati bilan bog'liq edi. Mazkur imperiya 1206-yilda Chingizxon (Temuchin) tomonidan asos solinib, qisqa muddat ichida ulkan harbiy-siyosiy kuchga aylandi. Uning asosiy maqsadi keng hududlarni egallash va markazlashgan imperiya

barpo etishdan iborat edi¹¹.

Mo'g'ullar istilosi bevosita O'tror voqeasi bilan bog'liq holda boshlandi. Ushbu voqea natijasida diplomatik munosabatlar uzilib, keng ko'lamli harbiy to'qnashuvlarga yo'l ochildi. 1219–1221-yillar davomida mo'g'ul qo'shinlari Xorazm hududlariga bostirib kirib, yirik siyosiy va madaniy markazlarni vayron qildi.

Yana bir omil Turkon xotun Xorazmshoh Anushteginlar davlati inqirozi jarayonida muhim siyosiy omillardan biri sifatida baholanadi. Uning saroy va davlat boshqaruvidagi faol ishtiroki markaziy hokimiyat tizimida muvozanatning buzilishiga hamda siyosiy parokandalikning kuchayishiga olib kelgan.

Ata-Malik Juvayni o'zining "Tarixi Jahongushoy" ("Jahon fotihi tarixi") asarida ta'kidlashicha, Terken Khatun qang'li urug'idan bo'lgan qipchoq xoni Aqranning qizi bo'lgan. Tarixiy manbalarda qayd etilishicha, Sulton Muhammad Xorazmshoh hukmronligi davrida Turkon xotun saltanat ishlarida yetakchi mavqeni egallagan, uning farmoyishlari va maslahatlari o'g'li tomonidan deyarli so'zsiz bajarilgan.

Shihab al-Din Muhammad an-Nasawining guvohlik berishicha, Terken Khatun o'zining siyosiy ta'siri bilan Sulton Muhammad Xorazmshohga shu darajada kuchli ta'sir o'tkazganki, natijada Xorazmshoh mamlakat ichki siyosatida ham, xalqaro maydonda ham yagona hukmdor sifatidagi mavqeini qisman yo'qotgan.

Bundan tashqari, davlatdagi katta qudratga ega sarkardalarning aksariyati qipchoq zodagonlaridan iborat bo'lgani sababli, hukmdor onasining siyosiy qarorlariga yon berishga majbur bo'lgan. Shihab al-Din Muhammad an-Nasawi bu holatni quyidagicha ifodalaydi: "Agar malikadan va sultondan bir ish haqida ikki xil ko'rsatma kelsa, u holda ularning sanasiga qaralardi va barcha mamlakatlarda keyingi sanaga amal qilinardi¹².

¹¹ Шихобиддин Мухаммад ан-Насавий. Султон Жалолиддин Мангуберди. -Тошкент: O'zbekiston, 2006.- Б. 78-79.

¹² Shihobiddin Muhammad an-Nasaviy "Siyrat as-sulton Jalol ad-Din Mangburni" (Sulton Jaloliddin Manguberdi hayoti tavsiloti) "O'zbekiston" nashriyoti, Toshkent.: 1999, 90-bet.

Turkon xotunning ta'siri ostida saroy ahli va zodagonlar bir necha guruhga bo'linib, o'zaro raqobat va adovat kuchaygan. Qipchoqlardan tashkil topgan oliy martabali sarkardalar ko'pincha Turkon xotunga yaqin bo'lib, saroydagi ayrim siyosiy guruhlarga boshchilik qilganlar. Shu sababli saltanat boshqaruvida ichki nizolar kuchayib, markaziy hokimiyat zaiflashgan. Ayrim hollarda Muhammad Xorazmshoh tomonidan chiqarilgan hukm va farmoyishlar Turkon xotun tomonidan kengashsiz va asossiz tarzda bekor qilinganligi ham qayd etiladi. Bu holat davlat boshqaruvida yagona markazlashgan tizimning izdan chiqishiga, qarorlar muvofiqligining buzilishiga hamda siyosiy beqarorlikning kuchayishiga olib kelgan¹³. Nihoyat, mo'g'ullar bosqini arafasida davlatning harbiy-siyosiy boshqaruvi bir markazdan yuritilmaganligi katta oqibatlariga sabab bo'lgan. Yagona mudofaa strategiyasining yo'qligi, qo'shnlarning markazlashmagan holda harakat qilishi va viloyatlarning o'z holicha himoyalaniishi natijasida davlat tashqi tahdidga qarshi samarali qarshilik ko'rsata olmagan. Bu jarayon Chingizxon boshchiligidagi mo'g'ul istilosi oldida Xorazmshohlar davlatining zaiflashuvini tezlashtirgan.

MUHOKAMA

Xorazmshoh Anushteginlar sulolasining (1097-1231) yuksalishi va inqirozi tahlili shuni ko'rsatadiki, bu davlatning tarixiy taqdiri ichki boshqaruv tizimi va tashqi geosiyosiy sharoitlar bilan bevosita bog'liq bo'lgan murakkab jarayondir. Tadqiqot natijalari mavjud tarixiy manbalar va zamonaviy tarixshunoslik yondashuvlari asosida Xorazmshohlar davlatining kuchayishi ham, tanazzuli ham bir-biri bilan uzviy bog'liq omillar majmuasi natijasi ekanligini tasdiqlaydi.

Tashqi omillar ichida esa Chingizxon boshchiligidagi mo'g'ullar istilosi hal qiluvchi rol o'ynagan. 1218-yilgi O'tror voqeasi diplomatik inqirozga sabab bo'lib,

¹³ Alovuddin Atomalik Juvayniy "Tarixi Jahongushoy" ("Jahon fotihi tarixi") "MUMTOZ SO'Z", Toshkent.: 2015, 98-bet.

Xorazmshohlar davlati va mo‘g‘ullar o‘rtasidagi urushni muqarrar qilib qo‘ygan. 1219–1221-yillardagi harbiy yurishlar natijasida Buxoro, Samarqand va Urganch kabi yirik siyosiy va madaniy markazlarning vayron qilinishi davlatning iqtisodiy va siyosiy asoslarini butunlay izdan chiqargan.

Xulosa qilib aytganda, Xorazmshohlar davlatining yemirilishi faqat tashqi bosqin natijasi emas, balki ichki siyosiy beqarorlik, boshqaruvdagi nomutanosiblik va institutsional zaifliklarning yig‘indisi sifatida baholanishi lozim.

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Digital Assessment Technologies in Foreign Language Education: Trends and Perspectives

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Annotation

The traditional paradigm of language assessment, historically dominated by psychometric paper-and-pencil testing, is increasingly falling out of alignment with the communicative and technological realities of twenty-first-century language learners. Conventional language testing methods often treat language proficiency as a static set of grammatical rules and lexical items evaluated under artificial, high-stakes time constraints. This static approach creates significant construct underrepresentation; it fails to measure the dynamic, multimodal, and interactive nature of contemporary digital communication.

Keywords

digital assessment, computer-adaptive testing (CAT), formative evaluation, learning analytics, automated essay scoring (AES), automated speech recognition (ASR).

Introduction. In response, the rapid evolution of Educational Technology (EdTech) and Artificial Intelligence (AI) has catalyzed an institutional shift toward computer-assisted and digital assessment frameworks. Modern language testing now utilizes web-based interfaces, cloud platform analytics, and adaptive software to measure student capabilities. Despite the widespread logistical adoption of these technologies, educational institutions face a profound pedagogical dilemma. The transition to digital platforms is frequently treated as a mere shift in medium—moving a text-based test onto a computer screen—rather than a fundamental restructuring of

how linguistic performance is evaluated. Consequently, a systematic exploration of digital assessment trends is urgently required to establish methodologies that enhance construct validity, mitigate test anxiety, and ensure that automated feedback actively supports individual language acquisition.

The objective of this research is to construct a rigorous analytical overview of contemporary trends and strategic future perspectives in digital assessment within foreign language education. This study aims to shift the focus from a purely administrative view of technology toward a deeply integrated didactical viewpoint. Specifically, the study intends to:

1. Deconstruct the structural mechanics of current Computer-Adaptive Testing (CAT) and Automated Writing Evaluation (AWE) platforms.
2. Develop a conceptual taxonomy that demonstrates how digital assessment data can be successfully transformed from static summative scores into active, formative learning pathways.
3. Address the pedagogical and technical limitations of automated speech and text processing tools, offering a balanced view of how to preserve human socio-linguistic judgment within automated testing environments.

Methodology. To fulfill the research objectives, this study adopts a qualitative thematic synthesis framework paired with an exploratory technological analysis. The methodology involves a multi-stage review process:

Data Sourcing: A comprehensive analysis of peer-reviewed empirical studies, international testing guidelines (such as the Common European Framework of Reference for Languages, CEFR), and technical documentations of prominent automated evaluation engines published within the last decade.

Analytical Coding: Selected digital platforms and tools were categorized through qualitative coding based on three primary functional dimensions: *psychometric validity*

(accuracy of measurement), *feedback latency* (speed of automated response), and *task interactivity* (use of audio, video, or adaptive branching).

Comparative Synthesis: The identified technological capabilities were cross-examined with fundamental second language acquisition (SLA) theories—specifically looking at how real-time diagnostic data supports the learner's cognitive processing during self-regulated learning cycles.

The analytical synthesis conducted in this study identifies three major structural trends that are fundamentally redefining foreign language evaluation:

1. Computer-Adaptive Testing (CAT) and Item Response Theory (IRT)

Traditional language tests apply a uniform set of items to all candidates, which often results in boredom for advanced students and frustration for lower-level learners. In contrast, modern digital assessment platforms utilize adaptive algorithms driven by Item Response Theory (IRT). These systems dynamically calibrate item difficulty in real time based on the test-taker's sequential responses. If a student successfully answers a B1-level syntax question, the algorithm automatically serves a B2-level contextual item. The results show that CAT frameworks drastically reduce overall testing time (by up to forty percent) while maintaining high psychometric precision and lowering test-induced psychological anxiety.

2. Automated Writing Evaluation (AWE) and Natural Language Processing (NLP)

In the domain of productive writing skills, Automated Essay Scoring (AES) and AWE systems have evolved past simple spell-checkers. By using advanced Natural Language Processing (NLP) algorithms, these technologies evaluate student writing across multiple linguistic layers: lexical diversity (type-token ratios), syntactic complexity (t-unit length), and structural coherence. Platforms like Grammarly, Write & Improve, or native institutional LMS modules provide immediate criterion-referenced

feedback. The data reveals that this instant response loop allows students to undergo multiple self-correction cycles before submitting work to a human instructor, thereby shifting writing evaluation from a punishing end-point into a developmental process.

3. Automated Speech Recognition (ASR) and the Pragmatic Deficit

While digital assessment shows immense success in receptive skills and structured writing, the evaluation of spoken language reveals a critical technological limitation. Current Automated Speech Recognition (ASR) engines excel at measuring segmental phonetic traits, pronunciation accuracy, reading fluency, and keyword occurrences. However, they remain highly limited in evaluating supra-segmental features, interactive conversational strategies, and socio-pragmatic appropriateness. A computer algorithm cannot yet determine if a student's tone is suitably polite or if they can successfully negotiate meaning during unexpected conversational shifts. Therefore, the discussion emphasizes that digital oral evaluation must remain collaborative, utilizing hybrid or blended scoring models where technology handles basic linguistic features while human raters assess communicative flexibility.

Ultimately, digital assessment technologies represent far more than a tool for administrative convenience or fast grading; they serve as a critical vehicle for establishing data-driven, highly individualized language pedagogy. By continuously tracking error patterns and processing speeds, digital assessment bridges the historical gap between testing and teaching, turning every evaluation instance into an actionable learning opportunity.

The institutional implications of this study suggest that language programs must look beyond basic multiple-choice web applications and invest in platforms that support multimodal task designs and learning analytics. Furthermore, teacher training curricula must adapt to cultivate digital assessment literacy among language educators. Instructors must learn to interpret analytical dashboards, manage automated feedback systems, and

curate adaptive testing environments. By adopting this comprehensive approach, educational institutions can build resilient evaluation models that foster long-term communicative competence, effectively preparing language learners for the complex linguistic demands of a digitized global society.

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DEVELOPING ENTREPRENEURIAL ACTIVITIES OF YOUTH WITH DISABILITIES THROUGH THE SEWING PROFESSION

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Abstract

The article provides a scientific and practical analysis of the opportunities for developing entrepreneurial activities of young people with disabilities through the tailoring profession. The advantages of the tailoring profession for entrepreneurship, ways to form entrepreneurial competencies in young people with disabilities, and existing state support mechanisms in Uzbekistan are considered on the basis of specific regulatory, legal and statistical facts. The study highlights the model of transforming professional skills into a sustainable business, existing problems and directions for their solution.

Keywords

entrepreneurship, young people with disabilities, tailoring profession, vocational education, self-employment, soft loans, business competencies, social entrepreneurship, labor market integration.

TIKUVCHILIK KASBI YORDAMIDA IMKONIYATI CHEKLANGAN YOSHLARNING TADBIRKORLIK FAOLIYATINI RIVOJLANTIRISH

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Annotatsiya

Maqolada tikuvchilik kasbi yordamida imkoniyati cheklangan yoshlarning tadbirkorlik faoliyatini rivojlantirish imkoniyatlari ilmiy-amaliy jihatdan tahlil qilingan.

Tikuvchilik kasbining tadbirkorlik uchun afzalliklari, imkoniyati cheklangan yoshlarda tadbirkorlik kompetensiyalarini shakllantirish yo‘llari hamda O‘zbekistonda mavjud davlat qo‘llab-quvvatlash mexanizmlari aniq normativ-huquqiy va statistik faktlar asosida ko‘rib chiqilgan. Tadqiqotda kasbiy ko‘nikmani barqaror biznesga aylantirish modeli, mavjud muammolar va ularni hal etish yo‘nalishlari yoritilgan.

Kalit so‘zlar: tadbirkorlik, imkoniyati cheklangan yoshlar, tikuvchilik kasbi, kasb-hunar ta’limi, o‘zini o‘zi band qilish, imtiyozli kredit, biznes kompetensiya, ijtimoiy tadbirkorlik, mehnat bozoriga integratsiya.

Аннотация. В статье представлен научно-практический анализ возможностей развития предпринимательской деятельности молодых людей с инвалидностью через швейное дело. На основе конкретных нормативно-правовых и статистических данных рассматриваются преимущества швейного дела для предпринимательства, пути формирования предпринимательских компетенций у молодых людей с инвалидностью и существующие механизмы государственной поддержки в Узбекистане. В исследовании освещается модель трансформации профессиональных навыков в устойчивый бизнес, существующие проблемы и направления их решения.

Ключевые слова: предпринимательство, молодые люди с инвалидностью, швейное дело, профессиональное образование, самозанятость, льготные кредиты, предпринимательские компетенции, социальное предпринимательство, интеграция на рынок труда.

Kirish

Imkoniyati cheklangan yoshlarni iqtisodiy va ijtimoiy hayotga to‘laonli jalb etish zamonaviy ijtimoiy siyosatning ustuvor yo‘nalishlaridan biridir. Birlashgan Millatlar Tashkilotining Nogironlar huquqlari to‘g‘risidagi konvensiyasi (27-modda) nogironligi bo‘lgan shaxslarning mehnat va tadbirkorlik faoliyatini erkin tanlash huquqini

kafolatlaydi. O‘zbekiston ushbu konvensiyani 2021-yil 7-iyunda ratifikatsiya qilgan bo‘lib, “Nogironligi bo‘lgan shaxslarning huquqlari to‘g‘risida”gi Qonun ularni tadbirkorlikka jalb etish va qo‘llab-quvvatlashni nazarda tutadi.

Tadbirkorlik faoliyati imkoniyati cheklangan yoshlar uchun nafaqat daromad manbai, balki o‘z mehnatini mustaqil tashkil etish, jamiyatda faol o‘rin egallash va o‘ziga ishonch tuyg‘usini mustahkamlash imkonini beradigan rehabilitatsiya vositasidir. Bunday faoliyatni boshlash uchun shaxsda aniq kasbiy ko‘nikma bo‘lishi birlamchi shartdir.

Tikuvchilik kasbi mazkur maqsad uchun eng mos yo‘nalishlardan biri sanaladi. Tikuvchilikda faoliyatni boshlash uchun kerakli boshlang‘ich sarmoya nisbatan kam, ish jarayonini uy sharoitida ham tashkil etish mumkin, mahsulotga (ayniqsa bolalar va maktab kiyimlariga) talab esa barqaror. O‘zbekistonda to‘qimachilik va tikuv-trikotaj tarmog‘ining jadal o‘sishi — 2024-yilda 8,2 milliard dollarlik mahsulot ishlab chiqarilgani va tarmoqda 570 ming kishi band ekani — ushbu yo‘nalishdagi tadbirkorlik uchun qulay muhit yaratadi.

Tikuvchilik kasbining tadbirkorlik uchun afzalliklari

Tikuvchilik kasbi imkoniyati cheklangan yoshlarning tadbirkorlik faoliyati uchun bir qator amaliy afzalliklarga ega:

- 1) past kirish to‘sig‘i — bir-ikkita tikuv mashinasi va kichik ish o‘rni bilan faoliyatni boshlash mumkin;
- 2) barqaror talab — bolalar kiyimi, maktab formasi, milliy liboslar va ta‘mirlash xizmatlariga ehtiyoj doimiy;
- 3) moslashuvchanlik — faoliyatni uyda, individual sur‘atda va moslashtirilgan ish o‘rnida tashkil etish imkoniyati;
- 4) kengayuvchanlik — individual buyurtmadan boshlab atelye va kichik sex darajasiga o‘sish, qo‘shimcha ish o‘rinlari yaratish imkoni;

5) raqamli savdo — mahsulotni ijtimoiy tarmoqlar va marketpleyslar orqali masofadan sotish imkoniyati.

Bu afzalliklar tikuvchilikni harakatlanishi yoki boshqa funksiyalari cheklangan yoshlar uchun ham real va davom ettiriladigan tadbirkorlik yo‘nalishiga aylantiradi.

Imkoniyati cheklangan yoshlarda tadbirkorlik kompetensiyalarini shakllantirish

Muvaffaqiyatli tadbirkorlik faqat kasbiy ko‘nikma bilan cheklanmaydi. Imkoniyati cheklangan yoshlarda quyidagi o‘zaro bog‘liq kompetensiyalarni yaxlit shakllantirish zarur:

Kasbiy-texnologik kompetensiya — bichish, tikish, pardoqlash va sifat nazorati ko‘nikmalari. Bular kasb-hunar ta’limida moslashtirilgan jihozlar va inklyuziv metodlar yordamida bosqichma-bosqich shakllantiriladi.

Iqtisodiy-moliyaviy savodxonlik — tannarxni hisoblash, narx belgilash, daromad va xarajatlarni yuritish, soliq va kredit asoslarini bilish.

Marketing va raqamli ko‘nikmalar — mahsulotni taqdim etish, mijozlar bilan ishlash, ijtimoiy tarmoqlar va onlayn-platformalardan foydalanish.

Shaxsiy va ijtimoiy ko‘nikmalar — tashabbuskorlik, mas’uliyat, muloqot, vaqtni boshqarish va o‘ziga ishonch.

Shu bois kasb-hunar ta’limi dasturlarini tikuvchilik ko‘nikmasi bilan birga tadbirkorlik asoslari va moliyaviy savodxonlik modullarini qamrab oladigan tarzda tashkil etish maqsadga muvofiqdir.

Davlat qo‘llab-quvvatlash mexanizmlari va imkoniyatlari

O‘zbekistonda yoshlar va imkoniyati cheklangan shaxslar tadbirkorligini qo‘llab-quvvatlovchi tizimli mexanizmlar yaratilgan. Bularning eng muhimlari quyidagilardir:

Imtiyozli va garovsiz kreditlar. 2024-yil 1-apreldan oilaviy tadbirkorlik dasturi bo‘yicha garovsiz imtiyozli kreditning yuqori miqdori 33 million so‘mdan 100 million

soʻmga oshirildi. Oʻzini oʻzi band qilgan shaxslar dastlab 33 million soʻmgacha, keyinchalik samaradorlik asosida qoʻshimcha 50 million soʻmgacha mablagʻ olishi mumkin. Yoshlar uchun “Biznesga birinchi qadam” kabi mikroqarz mahsulotlari mavjud.

“Yosh tadbirkor” tanlovi. 2024-yilgi davlat dasturiga muvofiq “mahalla — tuman — viloyat — respublika” bosqichlarida yoshlarning istiqbolli biznes loyihalari saralanadi. Bunda nogironligi boʻlgan yosh tadbirkorlarning loyihalariga alohida eʼtibor qaratiladi; respublika bosqichidan oʻtgan har bir loyihaga bazaviy hisoblash miqdorining 1 000 baravarigacha imtiyozli kredit ajratilishi nazarda tutilgan.

Maqsadli dasturlar. “Har bir oila — tadbirkor”, “Hunarmandlikni rivojlantirish”, “Yoshlar tadbirkorligini qoʻllab-quvvatlash” dasturlari amal qiladi; oilaviy tadbirkorlik kreditlarining kamida 40 foizi yoshlar tadbirkorligiga yoʻnaltiriladi. 2023-yil oxiriga kelib mamlakatda 2,4 million kishi yakka tartibdagi tadbirkor sifatida roʻyxatga olingan edi.

Ushbu mexanizmlar imkoniyati cheklangan yoshlarga tikuvchilik koʻnikmasini real biznesga aylantirish uchun moliyaviy va institutsional asos beradi.

Tadbirkorlikni rivojlantirish modeli va muammolar

Imkoniyati cheklangan yoshda tikuvchilik tadbirkorligini rivojlantirish quyidagi izchil bosqichlar orqali amalga oshadi: kasb-hunar taʼlimida koʻnikma olish; tadbirkorlik va moliyaviy savodxonlik boʻyicha tayyorgarlik; biznes-reja tuzish; davlat dasturi yoki imtiyozli kredit orqali boshlangʻich sarmoyani jalb etish; faoliyatni boshlash va mahsulotni sotish; faoliyatni kengaytirish va yangi ish oʻrinlari yaratish.

Shu bilan birga bir qator muammolar saqlanib qolmoqda: moslashtirilgan jihozlar va ish oʻrinlarining yetishmasligi; tadbirkorlik va moliyaviy savodxonlik boʻyicha bilimning chegaralanganligi; kreditlar va davlat dasturlari haqida axborotning yetarli yetkazilmasligi; mahsulotni bozorga chiqarish (marketing) tajribasining kamligi. Bu

muammolarni hal etish uchun moslashtirilgan ustaxonalar yaratish, ta'lim dasturlariga tadbirkorlik modullarini kiritish, mentor va ustoz-shogird tizimini yo'lga qo'yish hamda ta'lim muassasasi, ish beruvchilar va davlat institutlari o'rtasidagi hamkorlikni mustahkamlash zarur.

Xulosa

Tikuvchilik kasbi imkoniyati cheklangan yoshlar uchun tadbirkorlik faoliyatini boshlash va rivojlantirishning eng real yo'nalishlaridan biridir. Past kirish to'sig'i, barqaror bozor talabi, faoliyat shakllarining moslashuvchanligi hamda davlatning izchil qo'llab-quvvatlash siyosati bu imkoniyatlarni amaliy natijaga aylantiradi. Biroq buning uchun kasbiy ko'nikma tadbirkorlik va moliyaviy savodxonlik kompetensiyalari bilan uyg'unlashtirilishi lozim.

O'zbekistonda yaratilgan huquqiy asoslar, imtiyozli kreditlar va "Yosh tadbirkor" kabi maqsadli mexanizmlar imkoniyati cheklangan yoshlarning tadbirkorlik tashabbuslari uchun qulay shart-sharoit yaratadi. Pirovardida, kasb-hunar ta'limida sifatli ko'nikma berish, uni davlat qo'llab-quvvatlash institutlari hamda mentorlik tizimi bilan bog'lash — imkoniyati cheklangan yoshlarni iqtisodiy mustaqillik va to'laqonli ijtimoiy hayotga olib chiquvchi samarali yo'ldir.

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Ways to Develop the Professional Skills of Sewing Students in Specialized Technical Colleges

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Abstract. This article analyzes the scientific and pedagogical foundations and practical ways of forming and consistently developing the professional skills of students studying tailoring in specialized technical schools for people with disabilities. The tailoring profession is one of the areas that requires theoretical knowledge, specific technological skills and manual labor productivity from the student. The author reveals such areas as the organization of practical training, the use of modern educational technologies and integrated (dual) education with production, and the introduction of an individualized approach based on the health and capabilities of each student. Attention is also paid to the criteria for assessing professional skills and adapting students to the labor market.

Keywords: vocational skills, sewing, special technical school, people with disabilities, inclusive education, practical skills, dual education, education specialist, professional competence, labor education.

MAXSUS TEXNIKUMLARDA TIKUVCHILIK YO‘NALISHI O‘QUVCHILARINING KASBIY MAHORATINI RIVOJLANTIRISH YO‘LLARI

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Annotatsiya. Ushbu maqolada imkoniyatlari cheklangan shaxslar uchun ixtisoslashtirilgan maxsus texnikumlarda tikuvchilik yoʻnalishi boʻyicha taʼlim olayotgan oʻquvchilarning kasbiy mahoratini shakllantirish va izchil rivojlantirishning ilmiy-pedagogik asoslari hamda amaliy yoʻllari tahlil qilingan. Tikuvchilik kasbi oʻquvchidan nazariy bilim, aniq texnologik koʻnikma va qoʻl mehnatining mahsuldorligini talab etadigan sohalar qatoriga kiradi. Muallif amaliy mashgʻulotlarni tashkil etish, zamonaviy taʼlim texnologiyalari va ishlab chiqarish bilan integratsiyalashgan (dual) taʼlimni qoʻllash, har bir oʻquvchining sogʻligʻi va imkoniyatidan kelib chiqqan holda individuallashtirilgan yondashuvni joriy etish kabi yoʻnalishlarni ochib bergan. Shuningdek, kasbiy mahoratni baholash mezonlari va oʻquvchilarni mehnat bozoriga moslashtirish masalalariga eʼtibor qaratilgan.

Kalit soʻzlar: kasbiy mahorat, tikuvchilik, maxsus texnikum, imkoniyatlari cheklangan shaxslar, inklyuziv taʼlim, amaliy koʻnikma, dual taʼlim, taʼlim ustasi, kasbiy kompetensiya, mehnat tarbiyasi.

Аннотация. В данной статье анализируются научно-педагогические основы и практические пути формирования и последовательного развития профессиональных навыков студентов, обучающихся швейному делу в специализированных технических училищах для людей с ограниченными возможностями. Швейное дело – одна из областей, требующих от студента теоретических знаний, специфических технологических навыков и ручного труда. Автор раскрывает такие аспекты, как организация практической подготовки, использование современных образовательных технологий и интегрированное (дуалистическое) образование с производством, а также внедрение индивидуализированного подхода, основанного на здоровье и возможностях каждого студента. Также уделяется внимание критериям оценки профессиональных навыков и адаптации студентов к рынку труда.

Ключевые слова: профессиональные навыки, шитье, специализированное техническое училище, люди с ограниченными возможностями, инклюзивное образование, практические навыки, дуалистическое образование, специалист в области образования, профессиональная компетентность, трудовое воспитание.

Kirish

Bugungi kunda O‘zbekistonda kasb-hunar, texnikum ta’limi tizimini isloh qilish, har bir yoshni mehnat bozorida talab yuqori bo‘lgan kasb-hunar bilan qurollantirish davlat siyosatining ustuvor yo‘nalishlaridan biriga aylangan. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 7-avgustdagi 466-sonli qaroriga muvofiq kasb-hunar maktablari, kollejlari va texnikumlar yagona professional ta’lim muassasalari toifasiga birlashtirildi va ularda zamonaviy talablarga javob beradigan kadrlar tayyorlash vazifasi belgilab qo‘yildi.

Mehnat bozori uchun malakali ishchi kadrlar tayyorlash tizimi keng tarmoqqa ega: rasmiy ma’lumotlarga ko‘ra, 2020–2021 o‘quv yilida mamlakatda 339 ta kasb-hunar maktabi, 194 ta kollej va 195 ta texnikum faoliyat yuritgan. Ushbu tarmoqning alohida va ijtimoiy jihatdan eng mas’uliyatli bo‘g‘inini imkoniyatlari cheklangan shaxslar uchun ixtisoslashtirilgan maxsus texnikumlar tashkil etadi. Bunday muassasalarning huquqiy maqomi va faoliyati Vazirlar Mahkamasining 2007-yil 17-maydagi 100-sonli “Imkoniyatlari cheklangan shaxslar uchun ixtisoslashtirilgan kasb-hunar maktablari faoliyati to‘g‘risida”gi qarori bilan tartibga solinadi.

Tikuvchilik yo‘nalishi bunday texnikumlarda eng ommabop va hayotiy ahamiyatga molik kasblardan biri hisoblanadi. Buning sababi shundaki, tikuvchilik o‘quvchiga nisbatan barqaror mehnat ko‘nikmasini, e’tiborni jamlash va aniq harakatlar ketma-ketligini bajarishni talab etadi; ayni paytda u o‘quvchiga mustaqil daromad manbai va jamiyatga to‘laonli qo‘shilish imkonini beradigan amaliy hunardir. O‘zbekiston Respublikasi Prezidentining 2017-yil 1-dekabrda PF-5270-sonli Farmonida ham

nogironligi bo'lgan shaxslarni kasbga tayyorlash va ish bilan ta'minlash davlat tomonidan qo'llab-quvvatlanadigan ustuvor vazifa sifatida belgilangan.

Shu bilan birga, maxsus texnikumlarda kasbiy mahoratni rivojlantirish o'ziga xos pedagogik vazifa hisoblanadi: bu yerda o'qituvchi va ta'lim ustasi nafaqat texnologik bilim berishi, balki o'quvchining sog'lig'i, psixofiziologik holati va individual ehtiyojlaridan kelib chiqib ta'lim jarayonini moslashtirishi lozim. Mazkur maqolaning maqsadi - ana shu sharoitda tikuvchilik yo'nalishi o'quvchilarining kasbiy mahoratini rivojlantirishning samarali yo'llarini ko'rsatib berishdan iborat.

Kasbiy mahorat tushunchasining mohiyati

Kasbiy mahorat - bu shaxsning ma'lum kasb doirasida ishni yuqori sifat va mahsuldorlik bilan, mustaqil ravishda hamda ongli tarzda bajara olish qobiliyatidir. U bir lahzada shakllanmaydi, balki nazariy bilim, amaliy ko'nikma va malakaning izchil rivojlanishi natijasida bosqichma-bosqich yuzaga keladi. Tikuvchilik yo'nalishida kasbiy mahorat quyidagi tarkibiy qismlardan tashkil topadi:

- nazariy bilim — matolarning turlari va xossalari, kiyim modellashtirish, andoza (lekalo) tayyorlash, tikuv mashinalari tuzilishi va texnik xavfsizlik qoidalarini bilish;
- texnologik ko'nikma — o'lcham olish, bichish, qatorlash, tikish, dazmollash va buyumga pardozi berish jarayonlarini to'g'ri bajarish;
- sensomotor malaka — qo'l harakatlarining aniqligi, ko'z bilan qo'l muvofiqligi va ish tezligi;
- kasbiy fazilatlar — mehnatsevarlik, sabr-toqat, mas'uliyat, ozodalik va ishni oxiriga yetkazish odati.

Imkoniyatlari cheklangan o'quvchilar uchun bu tarkibiy qismlarning rivojlanish sur'ati turlicha bo'ladi. Shu bois ta'lim ustasi mahoratning har bir elementini alohida kuzatib, o'quvchining kuchli tomonlariga tayangan holda ish olib borishi maqsadga muvofiqdir.

Amaliy mashg'ulotlarni samarali tashkil etish

Tikuvchilikda kasbiy mahoratning asosiy poydevori amaliy mashg'ulotlarda quyiladi. Tajriba shuni ko'rsatadiki, mahorat takroriy va tizimli mashqlar orqali mustahkamlanadi. Amaliyotni samarali tashkil etish uchun quyidagi tamoyillarga amal qilish tavsiya etiladi:

- oddiydan murakkabga prinsipi - o'quvchi avval to'g'ri chiziqli tikuvni, so'ngra burchak, choklar, cho'ntak va yoqa kabi murakkab elementlarni o'rganadi;
- amaliyotning bosqichlarga bo'linishi - har bir operatsiya alohida ko'rsatiladi, o'quvchi bilan birga bajariladi, keyin o'quvchi mustaqil takrorlaydi;
- namuna asosida o'rgatish — ta'lim ustasi ish jarayonini sekin va aniq ko'rsatib berishi, o'quvchi esa ko'rgan harakatini takrorlashi muhimdir;
- yakuniy mahsulotga yo'naltirilganlik — o'quvchi tugallangan buyum (fartuk, ko'ylak, yostiq jildi va h.k.) tayyorlaganida o'z mehnatining natijasini ko'rib, motivatsiyasi oshadi.

Amaliy mashg'ulotlar o'quv ustaxonalarining moddiy-texnik ta'minoti bilan bevosita bog'liq. Zamonaviy tikuv mashinalari, overlok va dazmollash uskunalari, yetarli yorug'lik va xavfsiz ish o'rni o'quvchining sog'lom va mahsuldor mehnat qilishini ta'minlaydi. Imkoniyatlari cheklangan o'quvchilar uchun ish o'rni ergonomik tarzda, ya'ni o'quvchining jismoniy holatiga moslab jihozlanishi alohida ahamiyatga ega.

Zamonaviy ta'lim texnologiyalari va vositalaridan foydalanish

Kasbiy mahoratni rivojlantirishda an'anaviy usullar bilan bir qatorda zamonaviy pedagogik texnologiyalar samaradorlikni sezilarli oshiradi. Interfaol va vizual usullar, ayniqsa, axborotni ko'rish va eshitish orqali yaxshi qabul qiladigan o'quvchilar uchun foydalidir. Quyidagi texnologiyalardan foydalanish tavsiya etiladi:

- video-darslik va animatsiyali ko‘rsatmalar — tikuv operatsiyalarini bosqichma-bosqich qayta-qayta ko‘rsatish imkonini beradi;
- texnologik xaritalar va rangli sxemalar — buyumni tikish ketma-ketligini ko‘rgazmali tarzda yetkazadi;
- loyiha usuli — o‘quvchi tayyor buyumni mustaqil rejalashtirib, bichib va tikib, butun jarayonni boshdan oxir o‘zlashtiradi;
- o‘yin va musobaqa elementlari — “eng ozoda chok”, “eng tez bichuvchi” kabi tanlovlar mehnatga qiziqishni oshiradi.

Pedagogik texnologiyalarni qo‘llashda har bir o‘quvchining qabul qilish tezligini hisobga olish lozim. O‘quv materialini bir necha kanal orqali — og‘zaki tushuntirish, ko‘rgazmali namoyish va amaliy bajarish orqali — yetkazish bilim va ko‘nikmaning mustahkam o‘rnashishiga xizmat qiladi.

Ishlab chiqarish bilan integratsiyalashgan (dual) ta’lim

Kasbiy mahoratning real mehnat sharoitida sinovdan o‘tishi va mustahkamlanishi uchun ta’lim jarayonini ishlab chiqarish bilan bog‘lash zarur. Dual ta’lim shaklida o‘quvchi nazariy bilimni texnikumda, amaliy malakani esa korxonada - tikuvchilik sexlari, atelye yoki ishlab chiqarish ustaxonalarida egallaydi. Bunday yondashuvning afzalliklari quyidagilardan iborat:

- o‘quvchi real buyurtmalar va ishlab chiqarish me’yorlari bilan tanishadi;
- mehnat intizomi, jamoada ishlash va vaqtni rejalashtirish ko‘nikmalari shakllanadi;
- bitiruvchining ish bilan ta’minlanish ehtimoli ortadi, chunki korxona uni o‘qish davridayoq biladi;
- o‘quvchida o‘z mehnati orqali daromad topish mumkinligiga ishonch paydo bo‘ladi.

Imkoniyatlari cheklangan o'quvchilar uchun ishlab chiqarish amaliyoti himoyalangan mehnat sharoitida, ya'ni o'quvchining salomatligiga zarar yetkazmaydigan, moslashtirilgan ish o'rinlarida tashkil etilishi kerak. Bu o'rinda texnikum, mahalliy hokimlik va ish beruvchilar o'rtasidagi hamkorlik hal qiluvchi rol o'ynaydi.

Individuallashtirilgan va inklyuziv yondashuv

Maxsus texnikum ta'limining o'ziga xosligi shundaki, bu yerda yagona, hammaga bir xil dastur bilan ishlash kutilgan natija bermaydi. Har bir o'quvchining nuqsoni turi, sog'lig'i darajasi va o'zlashtirish imkoniyati turlicha bo'ladi. Shu sababli individuallashtirilgan ta'lim yo'li — mahoratni rivojlantirishning eng asosli usulidir. Buning uchun:

- har bir o'quvchi uchun individual ta'lim trayektoriyasi (rejasi) tuziladi va unda erishilishi mumkin bo'lgan aniq maqsadlar belgilanadi;
- topshiriqlar o'quvchining imkoniyatiga moslab darajalanadi — ba'zi o'quvchi yirik detallarni, boshqasi nozik operatsiyalarni bajarishga ixtisoslashtiriladi;
- zarur hollarda maxsus pedagog (defektolog), psixolog va tibbiyot xodimi bilan hamkorlikda ish olib boriladi;
- o'quvchining har bir kichik yutug'i e'tirof etilib, ijobiy rag'batlantirish orqali o'ziga ishonchi mustahkamlanadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF-5712-sonli Farmoni bilan tasdiqlangan "Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasi"da ham alohida ta'lim ehtiyojlariga ega o'quvchilarga teng imkoniyat yaratish va ularni sifatli kasbiy-texnik tayyorgarlik bilan qamrab olish vazifasi belgilangan. Mamlakat 2030-yilgacha bo'lgan davrdagi barqaror rivojlanish maqsadlarida ham nogironligi bo'lgan shaxslarning barcha darajadagi ta'lim va kasbiy-texnik tayyorgarlikdan teng foydalanishini ta'minlash majburiyatini olgan.

Motivatsiya va kasbiy tarbiyaning roli

Kasbiy mahorat faqat texnik ko'nikma emas, balki o'quvchining mehnatga bo'lgan ichki munosabati bilan ham belgilanadi. Yuqori motivatsiyaga ega o'quvchi qiyinchiliklarni yengib, mahoratini izchil oshirib boradi. Motivatsiyani oshirishning amaliy yo'llari:

- o'quvchi tayyorlagan buyumlardan ko'rgazma tashkil etish va eng yaxshilarini taqdirlash;
- o'quvchini real foydali mahsulot (forma, ro'zg'or buyumlari, milliy kiyim elementlari) tikishga jalb etish;
- muvaffaqiyatli bitiruvchilar tajribasini namuna sifatida ko'rsatish;
- o'quvchida o'z mehnati orqali oilaga va jamiyatga foyda keltirayotganlik hissinı tarbiyalash.

Mehnat tarbiyasi orqali o'quvchida mustaqillik, mas'uliyat va o'ziga ishonch shakllanadi. Imkoniyatlari cheklangan shaxslar uchun kasb egallash nafaqat daromad manbai, balki ijtimoiy moslashuv va jamiyatga to'laonli qo'shilish vositasi hamdir.

Kasbiy mahoratni baholash va ta'lim ustasining mas'uliyati

Mahoratni rivojlantirish jarayonini ob'ektiv baholash uning sifatini ta'minlaydi. Tikuvchilikda baholash bir vaqtning o'zida bir necha mezon bo'yicha amalga oshiriladi: buyumning sifati va ozodaligi, operatsiyaning to'g'ri bajarilishi, ish vaqti me'yori, materialdan tejimli foydalanish va xavfsizlik qoidalariga rioya etish. Baholashda o'quvchining boshlang'ich darajasidan erishgan o'sishini hisobga olish, ya'ni uni boshqalar bilan emas, balki o'zining avvalgi natijasi bilan solishtirish adolatli yondashuv hisoblanadi.

Bu jarayonda ta'lim ustasining roli markaziy o'rin tutadi. Amaldagi me'yoriy hujjatlarga ko'ra, ixtisoslashtirilgan ta'lim muassasasi pedagogi nafaqat kasbiy bilim berish, balki o'quvchining nuqsonlarini korreksiyalash va bilish faoliyatidagi o'ziga

xosliklarni me'yorga keltirish ustida ishlashi lozim. Demak, ta'lim ustasi yuksak kasbiy tayyorgarlik bilan birga sabr-toqat, kuzatuvchanlik va insonparvarlik fazilatlariga ega bo'lishi talab etiladi. Ustaning o'zi muntazam malaka oshirib borishi, yangi texnologiyalardan xabardor bo'lishi o'quvchilar mahoratining sifatiga bevosita ta'sir ko'rsatadi.

Xulosa

Maxsus texnikumlarda tikuvchilik yo'nalishi o'quvchilarining kasbiy mahoratini rivojlantirish murakkab, ammo ijtimoiy jihatdan g'oyat muhim vazifadir. O'tkazilgan tahlil shuni ko'rsatadiki, mahorat bitta omil bilan emas, balki bir necha yo'nalishning uyg'un qo'llanishi orqali shakllanadi: amaliy mashg'ulotlarni tizimli va bosqichma-bosqich tashkil etish, zamonaviy ta'lim texnologiyalaridan foydalanish, ishlab chiqarish bilan integratsiyalashgan dual ta'limni joriy qilish, har bir o'quvchiga individual va inklyuziv yondashish, motivatsiya hamda mehnat tarbiyasini kuchaytirish va, nihoyat, ob'ektiv baholash tizimini yo'lga qo'yish.

Eng muhimi, bu jarayonda o'quvchining sog'lig'i, individual imkoniyati va inson qadri markazga qo'yilishi lozim. Tikuvchilik kasbini puxta egallagan imkoniyatlari cheklangan yosh o'zini mustaqil ta'minlay oladigan, jamiyatning faol a'zosiga aylanadigan shaxsga aylanadi. Shu bois ta'lim ustasining mahorati, muassasaning moddiy-texnik ta'minoti hamda davlat, mahalla va ish beruvchilarning hamkorligi mazkur vazifani amalga oshirishning kafolatidir. Kelgusida bunday texnikumlarning o'quv ustaxonalarini zamonaviy uskunalar bilan jihozlash, ta'lim ustalarining malakasini oshirish va bitiruvchilarni ish bilan ta'minlash tizimini kuchaytirish kasbiy mahoratni rivojlantirishning samaradorligini yanada oshiradi.

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Methodological aspects of singular and applied economics in increasing economic efficiency in railway transport enterprises

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Annotation: The issue of increasing economic efficiency in railway transport enterprises has reached a level that cannot be solved within the framework of simple savings or linear logic such as "carry more". This is because the railway system is simultaneously a capital-intensive infrastructure, a social service and a pillar of national logistics stability, in which small parameters (tariff, schedule, energy supply, cargo composition, service quality, disruptions in digital systems) can dramatically change the outcome of the entire system. That is why the integration of singular and applied economics is defined as the methodological basis from the very beginning of the work. In particular, while applied economics turns railway operations into a mechanism controlled by measurable indicators (OPEX/CAPEX, cost, profitability, wagon turnover, ton-km/passenger-km, energy consumption, service KPI), singular economics reveals exactly at what points the system leaves the traditional operating mode and enters a nonlinear state.

Key words: singular economics, applied economics, railway transport.

The direct compatibility of this approach with the priority areas of digital transformation and efficiency improvement within the framework of the "Uzbekistan-2030" development strategy is described as follows: in the context of modernization of economic sectors, strengthening the competitiveness of logistics and transport corridors,

and expanding digital solutions in public services and management processes, a data-based management paradigm is also being formed in the railway sector. Especially in the current era of accelerating processes related to the development of artificial intelligence, the methodology for assessing the railway economy should accept technologies such as AI/ML, big data, IoT and digital twin as an integral part of a single production and service function. In this regard, the singular-practical methodology serves to accurately measure the economic outcome of solutions such as AI-based schedule optimization, predictive maintenance, demand forecasting, dynamic tariffs and energy-efficient management in railway enterprises, while at the same time identifying "singular risks" in advance, such as digital disruptions, socially sensitive tariff zones and critical load points. In our opinion, the singular economy methodology interprets the economic system not as a set of simple linear connections, but as a complex adaptive structure evolving through critical points, accelerating changes and qualitative leaps. This methodology analyzes economic processes not within the framework of a stable equilibrium model, but in terms of nonlinear dynamics, increased internal dependencies and transformational depth. Here, efficiency is assessed not by a simple profit or profitability indicator, but by the system's ability to reorganize itself, the level of digital integration and the speed of decision-making in conditions of uncertainty. In the field of railway transport, the singular economy methodology considers the interrelationships between train movements, logistics flows, energy management and asset operation in a single intelligent management environment; where a small operational change can lead to a sharp increase or decrease in the efficiency of the entire system. It is for this reason that this approach defines the methodological basis for the cumulative formation of economic value by transferring the railway system to information-based, real-time and adaptive management.

The methodology of applied economics is a holistic system that analyzes economic processes not at the level of abstract theoretical constructs, but through measurable indicators, empirical data and instruments that directly affect management decisions. This methodology assesses economic efficiency based on real costs, revenues, cash flows, risk levels and results of resource use and turns the decision-making process into a precise mechanism based on calculations. The main emphasis is on normative analysis, optimization, forecasting and monitoring of results. In the field of railway transport, the methodology of applied economics means ensuring the economic sustainability of the system through a comprehensive assessment of the efficiency of the train schedule, the speed of wagon turnover, ton-kilometer indicators, energy consumption, repair costs and return on investment.

American futurist and technological thinker Ray Kurzweil, in his Theory of the Technological Singularity, argues that “as technological progress advances at an exponential rate and artificial intelligence surpasses human intelligence, the economic structure will be fundamentally reshaped.” This approach analyzes the economic system based on the accelerating momentum of innovation over time. As technological capabilities increase, production, management, and service processes become more independent of human labor.

British economist Diane Coyle, in her commentary on the concept of the singular economy, notes that “the digital economy will blur the boundaries between physical and virtual activity and fundamentally change the mechanism of value creation.” This concept links economic value no longer with the volume of production, but with information, algorithms, and intellectual capital. The labor market will be restructured, and the mechanism of income formation will move to a new institutional framework.

As American economist Erik Brynjolfsson has argued in the context of the economic singularity hypothesis, “the rapid development of artificial intelligence will

be able to perform many economic tasks at a level superior to humans, and this may lead to a reduction in the share of labor.” This hypothesis associates a new source of economic growth with automated decision-making systems. Production efficiency will increase, but there will be dramatic changes in the structure of employment. Institutions will be redesigned to suit the new technological environment. As a result, economic policy will need to be combined with the retraining of human capital and the maintenance of social stability.

The American economist Don E. Ethridge expressed the following opinion to explain the importance of applied economics in terms of methodological basis: “Theoretical economics has the advantage of its theoretical complexity, and applied economics has the advantage of using empirical methods and presenting economics more clearly and topically. But we can achieve truly high-quality applied research only when we combine the important aspects of these two directions within a single effort. And the arguments and disputes between the two “camps” have a negative impact on both sides.” The singular economy methodology sees the railway enterprise not as a collection of separate departments, but as a network of mutually resonant processes and justifies the fact that efficiency can be increased precisely by managing the turning mechanisms within this network. In this approach, the center of value creation is not in a single indicator, but at the points where schedule discipline, technical condition of assets, energy supply, tariff signals, customer experience and digital continuity reinforce each other. Therefore, the methodological task begins with finding which chain of links to strengthen, rather than which indicator to increase: for example, predictive maintenance not only reduces failures, it increases schedule stability, and schedule stability accelerates wagon turnover, which increases service quality and revenue predictability. The singular methodology requires the railway economy to perceive AI and data-based management not as an additional technical module, but as a management

logic that reorganizes the system itself, because it is through this logic that the system moves from a normal operating mode to a high-performance mode, and the growth of the result becomes cumulative.

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SONG AND DANCE — THE ETERNAL REFLECTION OF OUR NATIONAL HERITAGE

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Abstract

This article examines the history of the emergence of Uzbek national song and dance arts, their role in the spiritual life of the people, and the state-level reforms currently aimed at developing this sphere. Based on historical sources, the study highlights the evolution of these art forms and the distinctive characteristics of regional artistic schools. The research emphasizes the significance of song and dance as integral components of Uzbekistan's cultural heritage, reflecting national identity, traditions, and aesthetic values. It also discusses contemporary efforts to preserve and promote these art forms for future generations.

Keywords

song, dance, heritage, national identity, culture.

ASHULA VA RAQS — MILLIY MEROSIMIZNING BOQIY JILOSI

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Annotatsiya: Mazkur maqolada o'zbek milliy ashula va raqs san'atining vujudga kelish tarixi, uning xalq ma'naviy hayotidagi o'rni hamda bugungi kunda ushbu sohani rivojlantirishga qaratilayotgan davlat ahamiyatiga molik islohotlar tahlil qilinadi. Maqolada tarixiy manbalarga tayanilgan holda san'at turlarining evolyutsiyasi va mintaqaviy maktablarning o'ziga xos xususiyatlari yoritib berilgan.

Kalit so'zlar: ashula, raqs, meros, milliylik, madaniyat.

So‘ngi yillarda O‘zbekiston Respublikasida milliy madaniyatni yanada rivojlantirish, yangi O‘zbekistonning yangi tarixini yaratish, moddiy va nomoddiy madaniy meros durdonalarini saqlash va targ‘ib etish, xalq og‘zaki ijodiyoti va havaskorlik san‘atini yanada ommalashtirish, yurtimizning jahon madaniy makoniga faol integratsiyalashuvini ta‘minlash, madaniyat va san‘at sohasini innovatsion rivojlantirishga qaratilgan tizimli chora-tadbirlar amalga oshirildi.

Bugungi kunda har bir xalq globollashuv jarayonlaridan chetda tura olmaydi. Adabiyot, san‘at milliy teatrlar, konsert jamolari sayharakatlari, adabiyotlar tarjimai, rasm va tasviriy san‘at ko‘rgazmalari, badiy faoliyatining boshqa shakllari Shuningdek “Ashula va raqs ansmbli” badiy havaskorlik jamoalari ham qaysidir ma’noda millatimiz tarixini, uning rivojini aks ettiradi. Xalqimiz mustaqillikka erishgach, hukumatimiz rahbariyati tomonidan milliy musiqaga, badiiy havaskorlikka bo‘lgan e’tibor, farzandlarimizning har tomonlama yetuk shaxs bo‘lib kamol topishlari uchun ularni yuksak ma’naviyati, milliy istiqlool g‘oyalariga sadoqat ruhida tarbiyalash o‘ta dolzarb vazifa qilib belgilandi. San‘atning turli yo‘nalishlari kabi Xonandachilik san‘ati ham yuqorida bildirilgan fikrlar doirasiga muvofiq asrlar osha xalq orasida rivojlanib taraqqiy topmoqda.

Insoniyat madaniyati tarixida shunday qadriyatlar borki, ular millatning o‘zligini, ruhiyatini va dunyoqarashini ko‘zgudek aks ettiradi. O‘zbek xalqi uchun ashula va raqs san‘ati ana shunday bebaho xazinadir. Bu san‘at turlari asrlar davomida shakllanib, ajdodlarimizning quvonchi, dardi va orzu-umidlarini kuy hamda harakatlar vositasida avloddan-avlodga yetkazib kelmoqda. Musiqa — qalb tili bo‘lsa, raqs — tana harakatidagi she’riyatdir. O‘zbek xalq og‘zaki ijodida ashula va raqs shunchaki ko‘ngilochar vosita emas, balki tarbiya va ma’naviyat manbai bo‘lib xizmat qilgan.

Beshik quchgan onaning "Allasi"dan tortib, to'y-tomoshalardagi jo'shqin "Lazgi" gacha — barchasi inson hayotining ajralmas qismiga aylangan.

Milliy Ashulachilik: Maqomdan Lapargacha

O'zbek milliy musiqasi o'zining janriy rang-barangligi bilan dunyoni hayratga solib keladi. Bu borada, ayniqsa, quyidagi yo'nalishlar alohida o'rin tutadi:

- **Maqom san'ati:** Mumtoz musiqamizning cho'qqisi hisoblangan "**Shashmaqom**" insonni chuqur falsafiy mushohadaga chorlaydi. Uning murakkab usullari va dardli navolari qalblarni poklaydi.

- **Xalq qo'shiqlari:** Lapar, yalla va o'lanlar xalqimizning kundalik hayotini, urf-odatlarini sodda va samimiy tilda bayon etadi.

- **Baxshichilik:** Dostonchilik an'analari, ayniqsa, janubiy vohalarimizda mardlik va vatanparvarlikni tarannum etuvchi jonli ijro maktabi sifatida shakllangan.

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Raqs San'ati: Harakatlardagi Sehr

O'zbek raqs san'ati o'zining mintaqaviy maktablari bilan boyitilgan. Har bir hududning raqsi o'sha yerning tabiati va odamlari fe'l-atvorini ifodalaydi:

1. **Farg'ona raqsi:** Nazokat, lirik chehra harakatlari va ravonlik bilan ajralib turadi. Mashhur "**Tanovar**" raqsi ayol qalbi tug'yonlarining eng go'zal ifodasidir.
2. **Buxoro raqsi:** Keskin va murakkab harakatlar, yelka silkitish va "zang" usullariga boyligi bilan tomoshabinni hayratga soladi.
3. **Xorazm raqsi:** Olovli va jo'shqin. YUNESKO merosiga kiritilgan "**Lazgi**" raqsi o'zining "tebranish" harakatlari bilan insonni bir zumda raqsga tushishga majbur qiladi.

Ohang va Harakat Uyg'unligi

Ashula va raqs doimo bir-birini to'ldirib kelgan. Doira zarbidagi har bir "bum" va "bak" raqqosaning qadamiga, dutorning har bir nidosi esa uning nigohiga hamohang bo'ladi. Bu uyg'unlik tomoshabinda estetik zavq uyg'otish bilan birga, milliy g'urur hissini ham yuksaltiradi.

O'rta Osiyo xalqlarining qadimgi san'ati sifatida, o'zbek xalqining ma'naviy boyligi chashmasi sifatida O'zbekiston xalq artistlari, jahonga dong'i ketgan ustoz san'atkorlar Usta Olim Komilov, Tamaraxonim, Mukarrama Turg'unboyeva, Isohor Oqilov, Roziya Karimova va shu kabi boshqa buyuk namoyondalarga boy o'zbek xalq

raqs san'atiga bo'lgan qiziqish g'oyat katta. Milliy ma'naviy qadriyatлами va go'zalligini anglash o'zbek xalqining ma'naviy boyligini oshiradi va yosh avlodni nafaqat yaxshi tarbiyalab qolmasdan, o'z Vataniga, uning meroslariga muhabbat ham uyg'otadi.

Har bir san'at sohasi hayotimizni badiiy obraz orqali ifoda etadi. Shu qatorda raqs ham san'at turlari ichida kishilik jamiyati rivojida alohida o'rin tutuvchi bir yo'nalishdir. Raqs san'ati - ijod ruhiyatini, his-tuyg'ularni, fikmi so'zsiz, faqat harakatlar va yuz ifodasi bilan xalqqa yetkazishga asoslangan san'at turidir. «Raqs - o'zingni kuyga, ohangga baxshida etib, sehrlar dunyosiga sho'ng'ib ketmoq; Ko'ngildagi bor-yo'g'ingni ko'zlarga, harakatlarga joylab tomoshabinlarga hayrat ato etmoq; Istaklaringni bir dasta gul shaklida tomoshabin hayajonlari ustidan sochmoq, ularning olqishiga muyassar bo'lmoq». Bunday buyuk tuyg'u mukammal raqs qobiliyatiga ega bo'lgan insonlarning yuragida bo'ladi. Professional raqs ansambillarining davlat va xususiy ansambillari mavjud. «Bahor» (1957- yil), «Shodlik» (1968-yil), «Lazgi» (1968-yil) ansambllari ilk tashkil qilingan professional raqs ansambllaridan hisoblanadi. 1990-yillarda «Tanovar», «Ofarin», «Toshkent zebolari», «Sabo», «Tumor», «Parizoda» va shu kabi xususiy raqs ansambillar paydo bo'ldi. Unga shu yo'nalish bo'yicha oliy ta'lim tizimida o'qib fundamental bilimga ega bo'lgan mutaxassislar ishga qabul qilinadilar. Ular ansambil rahbariyati bilan mehnat shartnomasini tuzadi va oylik maoshi bilan ta'minlanadilar. Shartnomada keltirilgan talablar bir tomondan buzilishiga yo'l qo'yilsa, ikkinchi tomon shartnomani bekor qilish huquqiga ega bo'ladi. Raqqos va raqqosalarning Yoshi chegaralanadi. 18 yoshdan ishga qabul qilinib, 36 yoshdan keyin nafaqaga chiqadilar. Ijodiy faoliyatiga qarab raqqos va raqqosalar ansambil rahbariyati yoki davlat tomonidan rag'batlantirilishi mumkin. Havaskorlik raqs ansambillari madaniyat va san'at muassasalarida, tashkilot yoki korxonalar qoshida alohida raqs ansambli, xalq ilnhula va raqs ansambllari yoki folklor-etnografik ansambllar tasarrufida bo'ladi. Bunday ansambllar raqs san'atiga ishtiyoqi baland ho'lgan, iqtidorli havaskorlardan

tashkil topadi. Ularning mutaxassisligi, ma'lumoti va Yoshi chegaralanmaydi. Ansambl ishtirokchilari ruhbariyat yoki davlat tomonidan ishga qabul qilinmaydilar va ixtiyoriy tarzda qatnashchi sifatida faoliyat olib boradilar. Hozirgi kunda juda ko'plab bolalar va kattalar havaskorlik raqs ansambllari Ijodiy faoliyatini olib bormoqdalar. Bunday ansambllar qatoriga Farg'onadagi «Anor», Surxondaryodagi «Surxon gullari», «Zevari», «Quralay», Namangandagi «Namangan gullari», Jizzaxning «Gulira'no», Sirdaryoning «Sirdaryo navolari» kabi ansambllar nomini keltirishimiz mumkin. Raqs ijrochiligi 3 turga bo'linadi: Yevropa klassik balet san'ati, Xalq sahna (professional) raqs san'ati, xalq ijodiyoti negizidagi folklor va havaskorlik raqs ijrochiligi san'atidir. Inson raqsning qaysi turi bilan shug'ullanmasin, unga mumtoz raqs asoslarini o'zlashtirish halal bermaydi. Raqqos va raqqosalar butun ijodiy faoliyati davomida mumtoz raqs bilan shug'ullanishi bejiz emas. Mumtoz raqs asoslari borliqni harakat orqali tasvirlash erkinligini va o'z tanasini musiqaning ma'lum bir o'lchovlarida nazokatli harakatlantira olish imkonini beradi.

Raqs bilan bir qatorda O'zbek xalqi tarixi va uning musiqiy ijrochiligi o'zi kabi tarixan boy va rangbarangdir. Xalq ming yillar mobaynida ijtimoiy hayotda tutgan o'rni va mavqei, xursandchiligi, dardu-alamini qo'shiq va kuy orqali namoyish qilishga harakat qilgan. Musiqaga shu jumladan, qo'shiq kuylashga muhabbat xalqning qoni orqali butun vujudiga ong-shuuriga, yuragiga singib ketgan. Qo'shiqlar xalqning ijtimoiy hayotining hamma tomonlari bilan bog'langan bo'lib, ular muayyan tarixiy taraqqiyot bosqichlarini bosib o'tgan, insoniyat tafakkuri darajasiga qarab turmushni o'ziga xos obrazlarda badiiy jihatdan aks ettirgan noyob san'atdir. Xalqimizning eng yaxshi ko'rgan g'oyaviy-badiiy jihatdan yuksak an'anaviy qo'shiqlarida xalqning turmushi, tirikchiligi, ko'nglidagi orzu-armonlari, dard alami, shod-xurramligi va kelajakka ishonchi ifodalangan. Shuningdek, zo'ravonlik, erkinsizlik, adolatsizlikka qarshi kurashishning qudratli ovozi eshtilib turgan. Qo'shiqlarning muzmunini

voqealikning lirik g'oyasini badiiy o'zlashtirib, ya'ni yuz bergan hodisa va voqealarga munosabat, his-tuyg'u va kayfiyat orqali ifodalanadi. Qo'shiq - san'atning oliy turi bo'lgan she'riyatning qadimiy va keng tarqalgan turidir. Qo'shiq so'zini XI asrning tilshunos olimi Maxmud Qashg'oriyning mashxur asari "Devoni lug'otit turk" asarida o'qish mumkin. O'zbek xalq an'anaviy qo'shiqlarining uzoq tarixini o'rganishda "Devoni lug'otit turk"ning uchala tomida tarqoq holdagi qo'shiqlar ko'plab uchrasada, bundan ming yil ilgari ham qo'shiqlarning rang-barangligi ko'rinishlarini oilaviy, mehnat, mavsumiy marosim va ishq muhabbat mavzusidagi qo'shiqlarning keng tarqalganligi, ularning til ibrolari, vazn, qofiyalaridan qo'shiq ekanligini ko'rish mumkin. Maxmud Qashg'ariy tomonidan chegil, qipchoq kabi qabilalar orasida to'plangan qo'shiqlar yordamida o'zbek yozma adabiyotining yuzaga kelishi va taraqqiyot etishi uchun lozim bo'lgan adabiy zaminning bir qismini qo'shiqlar tashkil etgan deyish mumkin. Devondagi to'rtliklarning xalq qo'shiqlari asosida yaratilgan yozma adabiyot namunalari sifatida e'tirof etish ayni haqiqat bo'ladi. Qo'shiq so'zini yana bir mashhur qomusiy olim Yusuf Xos Hojibning "Qutadg'u bilig" asarida ham uchratamiz.

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Curriculum Design and Lesson Planning for Multilingual Classrooms: asset-based approaches, translanguaging strategies, and culturally sustaining materials

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Abstract

An asset-based orientation to curriculum design reframes multilingual learners not as problems to be remedied but as repositories of linguistic, cultural, experiential, and epistemic resources that can mediate complex academic learning. This theoretical pivot is grounded in sociocultural theory and funds of knowledge scholarship, which posit that households and communities possess organized, historically situated forms of knowledge and practice that are educative.

Key words

curriculum, communities, historically, situated, assonance, knowledge.

Аннотация

Ориентация на ресурсы при разработке учебных программ переосмысливает многоязычных учащихся не как проблемы, которые нужно решить, а как хранилища лингвистических, культурных, эмпирических и эпистемологических ресурсов, которые могут способствовать сложному академическому обучению. Этот теоретический поворот основан на социокультурной теории и исследованиях фондов знаний, которые постулируют, что домохозяйства и сообщества обладают организованными, исторически обусловленными формами знаний и практики, которые носят образовательный характер.

Ключевые слова

учебная программа, сообщества, исторически, обусловленный, ассонанс, знание.

Operationalizing this orientation requires a shift in curricular epistemology from a monocultural canon to a pluriversal curriculum architecture that deliberately maps learners' home languages, occupational practices, storytelling traditions, and community literacies into the formal curriculum. When curriculum designers conduct systematic ethnographic mapping of students' lived experiences, they produce curricular trajectories that are congruent with learners' repertoires, fostering cognitive scaffolding that leverages prior conceptual frameworks rather than replacing them. This alignment not only enhances comprehension through schema activation but also validates learners' identities, thereby improving affective engagement and motivation—variables that are robust predictors of long-term academic persistence in longitudinal educational research across diverse contexts.[6;26]

Materials that sustain culture must do more than translate mainstream texts into students' first languages; they must incorporate epistemologies and modes of representation that reflect learners' values and communicative norms. Culturally sustaining materials draw upon multimodal semiotics, integrating oral narratives, visual arts, community rituals, and digital media in ways that reflect the semiotic practices of learners' communities. In practice, this can include community-authored readers in coastal Colombia that interweave Indigenous ecological knowledge with emergent literacy activities, or Māori-medium resources in Aotearoa New Zealand that encode tikanga and whakapapa within literacy routines. Such materials function as epistemic spaces where content knowledge and cultural knowledge co-constitute one another, thereby resisting the epistemic violence of rendering certain knowledge systems invisible. Empirical evidence from bilingual programs in Wales and the Philippines indicates that when curricular materials reflect students' linguistic landscapes and

cultural schemas, gains are observed not only in language proficiency but also in disciplinary reasoning and concept transfer.

Pedagogically, translanguageing must be conceptualized as a strategic, metalinguistic pedagogy rather than a permissive code-switching allowance. Translanguageing practices enable learners to deploy semiotic resources across languages to negotiate meaning, test hypotheses, and construct academic discourse. When curriculum design explicitly includes translanguageing routines—such as joint text construction that alternates mediational roles across languages—teachers can scaffold metacognitive reflection on language choices, promoting interlanguage development and metalinguistic awareness. This approach has been documented in dual-language programs in the United States and in Sámi-medium instruction in Scandinavia, where systematic translanguageing practices have been associated with improved analytical writing and enhanced ability to transfer concepts between languages. Translanguageing also functions as an index of language ideology: when schools legitimize multilingual repertoires, they enact an additive bilingualism policy that counters subtractive dynamics often present in high-stakes assessment regimes.

A translanguageing-informed lesson sequence typically organizes instruction into phases that systematically transition from comprehension scaffolds toward productive application, with language choices calibrated to cognitive demand. The opening activation phase leverages students home languages and prior knowledge to build schema and reduce cognitive load; teachers may prompt bilingual pair discussions, allow students to annotate complex texts in their home language, or present multimodal stimuli with captions in multiple languages. During the input phase, teachers can provide layered resources that represent the target content in both the language of instruction and students home languages: parallel texts, glossed vocabulary lists, cognate maps, and audiovisual materials with multilingual subtitles. These strategies support

comprehension while modeling crosslinguistic transfer, particularly when lessons emphasize cognate awareness and morphological analysis across languages, which research indicates accelerates vocabulary acquisition and reading fluency in diverse contexts.

Guided practice in a translinguaging lesson exploits collaborative interaction as a cognitive workspace for negotiation of meaning. Strategic pairings and small groupings enable language brokering, where more proficient peers mediate content through translinguaging practices that normalize shifting between languages for clarification and problem solving. In international comparative contexts, such as bilingual schools in Catalonia or dual language programs in Canada, teachers report increased conceptual understanding when students are permitted to use home languages during dialogic problem solving. Guided activities should include explicit scaffolds: translinguaging scripts for academic discussion, sentence frames that appear in multiple languages, and teacher modelling that demonstrates how to use both languages to explicate reasoning. The teacher role is to orchestrate translinguaging, monitoring for equitable participation, and deliberately withdrawing supports to foster independent use of the language of schooling as appropriate.

Assessment design under translinguaging principles requires rethinking construct validity and assessment methods. Traditional monolingual assessments may underestimate content knowledge when language proficiency interferes; therefore formative assessment must be dynamic and multimodal. Teachers can use portfolio assessments that document language growth across modalities, bilingual performance tasks that allow students to respond in the language that best demonstrates their conceptual understanding, and dynamic assessment procedures where mediated assistance is systematically recorded to reveal learning potential. Rubrics should be translinguaging-aware, distinguishing content mastery from language accuracy and

affording credit for strategic use of students full repertoire. Examples from Wales bilingual education and New Zealand contexts illustrate how assessment frameworks calibrated to bilingual trajectories yield more accurate pictures of learning and inform targeted instruction.

Material selection and design play a central role in translanguaging lesson planning. Curriculum materials should not be direct translations only, but curated multilingual texts that foster intertextual reading and ideational transfer. Teachers can create bilingual thematic units that position texts in multiple languages side by side for comparative analysis, use digital corpora to show authentic language use across contexts, and employ subtitled media to connect oral comprehension with print. Technology tools can facilitate translanguaging when used critically; for instance, machine translation may be a starting point for meaning making but requires teacher mediation to address inaccuracies and to promote metalinguistic reflection. International examples demonstrate varied approaches: in Singapore classrooms teachers strategically use English to teach content while allowing code-meshing with students home varieties to negotiate meaning, whereas in South African township classrooms translanguaging resources are often student-generated and community-centered, highlighting the importance of local sociolinguistic ecologies in material design.[7;54]

Finally, policy coherence and curriculum alignment influence the sustainability of translanguaging practices. Lesson plans must reconcile classroom-level translanguaging goals with district or national standards by articulating how bilingual strategies support the attainment of subject-specific competencies. Alignment may involve mapping translanguaging activities to proficiency frameworks such as the Common European Framework of Reference for Languages or to local ESL benchmarks, ensuring that the translanguaging approach is defensible in terms of accountability while remaining pedagogically transformative. In sum, translanguaging strategies in lesson planning

require deliberate diagnostic work, sequenced scaffolds, multimodal materials, assessment reconceptualization, professional development, and community engagement, all oriented toward leveraging multilingualism as a cognitive and cultural resource rather than a constraint.

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ONOMASTIC AND LINGUOCULTURAL ANALYSIS OF NAMES ASSOCIATED WITH FLOWER NAMES IN GERMAN, TURKISH, AND UZBEK LANGUAGES

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Abstract

This article presents a comparative analysis of the traditions of using flower names (phytonyms) as personal names (first names) in German, Turkish, and Uzbek within the framework of modern onomastics (anthroponomics) and linguoculturology. The study explores the naming traditions, legal regulations, etymological origins, and religious-aesthetic motivations of all three cultures. By comparing the Persian, Arabic, and national strata within personal names, the article reveals the principles of how the linguistic worldview is reflected in anthroponyms.

Keywords

onomastics, anthroponomics, flower-derived names, cross-cultural analysis, linguoculturology, naming motivation, inflected and agglutinative languages, linguistic worldview.

**Nemis, turk va o‘zbek tillarida gul nomlari bilan bog‘liq ismlarning
onomastik va lingvokulturologik tahlili**

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Annotatsiya: Ushbu maqolada tilshunoslikning zamonaviy onomastika (antroponimika) va lingvokulturologiya sohalari kesimida nemis, turk va o‘zbek tillarida gul nomlaridan (fitonimlardan) kishi ismlari (vornamen / rufnamen) sifatida foydalanish

an'analari qiyosiy tahlil qilinadi. Tadqiqot davomida har uchala xalqning ism qo'yish qonuniyatlari, huquqiy me'yorlari, ismlarning etimologik kelib chiqishi hamda diniy-estetik motivatsiyalari o'rganilgan. Maqolada kishi ismlari tarkibidagi forsiy, arabiy va milliy qatlamlar o'zaro qiyoslanib, dunyo lisoniy manzarasining kishi ismlarida aks etish qonuniyatlari ochib berilgan.

Kalit so'zlar: *onomastika, antroponimika, fitonim-ismlar, kross-madaniy tahlil, lingvokulturologiya, ism qo'yish motivatsiyasi, flektiv va agglyutativ tillar, lisoniy ko'rinish.*

Til va madaniyat sintezi sifatida namoyon bo'luvchi kishi ismlari asrlar davomida insoniyat ijtimoiy-madaniy hayotining ajralmas qismi bo'lib kelmoqda. Onomastikaning asosiy tarmoqlaridan biri bo'lgan antroponimika kishi ismlarining shakllanishi, lisoniy tabiati va funksional xususiyatlarini qiyosiy jihatdan o'rganar ekan, bu jarayon shunchaki mexanik nomlash emas, balki chuqur sotsiomadaniy, siyosiy va lingvokulturologik hodisa ekanligini asoslaydi. Har bir xalqning milliy mentalligi va dunyoqarashi uning onomastik tizimida, ayniqsa, yangi tug'ilgan chaqaloqqa ism tanlash an'analari yorqin aks etadi. Bu jarayon milliy o'zlik, qadimgi mifologik tasavvurlar hamda estetik did bilan uzviy bog'liqdir. Insoniyat tarixida kishi ismlari tarkibida tabiat elementlari, xususan, hayvonot va o'simlik dunyosi (fitonimlar) nomlarining uchrashi eng qadimgi va umuminsoniy tendensiyalardan biri hisoblanadi. Nemis va turkiy tillar (turk va o'zbek tillari) tizimida gul nomlaridan kishi ismi sifatida foydalanish amaliyoti uzoq tarixiy ildizlarga ega bo'lib, bugungi kunda o'zaro o'xshash va farqli xususiyatlarni namoyon etmoqda.

Qiyosiy-tipologik jihatdan qaraganda, nemis madaniy hududida va turkiy xalqlarda gul nomlarining ism sifatida qo'llanish chastotasi (frekvens) keskin farq qiladi. Buning bosh sababi nemis va turkiy xalqlarning huquqiy-ijtimoiy qonuniyatlariga borib taqaladi. Germaniya qonunchiligiga ko'ra (Deutsches Namenrecht), umumiy til

iste'molida bo'lgan narsa-buyum, hayvon, tuyg'u yoki xususiyatni anglatuvchi so'zlarni (masalan, gullarni) to'g'ridan-to'g'ri kishi ismi sifatida ro'yxatga olish cheklangan. Faqat asrlar davomida an'anaga aylanib ketgan an'anaviy ismlargina (masalan: Erika, Heide, Viola) bundan mustasno. Turk va o'zbek tillari mansub bo'lgan turkiy lisoniy muhitda esa kundalik hayotdagi obyektlar va tabiat hodisalarini kishi ismi qilib tanlash erkinligi mavjud bo'lib, bu an'ana juda ommalashgan. Turkiy xalqlar qiz bolaning "gul kabi ochilib, go'zal bo'lishi" niyatida fitonimik ismlardan nihoyatda faol foydalanishadi.

Tadqiqotlar shuni ko'rsatadiki, har uchala tilda ham fitonimik ismlarning shakllanishida o'zga tillardan so'z o'zlashtirish (language contact) hodisasi muhim rol o'ynagan. Nemis tilidagi ko'plab gul ismlari lotin, fransuz, ispan, italyan va yunon tillaridan kirib kelgan bo'lsa (masalan: *Amapola* – ispancha mohni, *Fleur* – fransuzcha gulni, *Flora* – lotincha gulni anglatadi), qiziqarli jihati, bugungi zamonaviy nemis ismlar kitoblarida (Duden onomastik manbalarida) turk va fors tillaridan o'zlashgan ismlar ham qayd etilgan. Turk va o'zbek tillarida esa fitonimik ismlar qatlamining asosiy qismini forsiy o'zlashmalar tashkil etadi. Chunonchi, har ikki tilda faol bo'lgan "Gül / Gul" (forscha o'zak) va "Lale / Lola" (forscha o'zak) ismlari buni yaqqol isbotlaydi.

Nemis, turk va o'zbek onomastikasida eng yuqori ko'rsatkichga va o'zaro parallelizmga ega bo'lgan fitonim – bu "Atirgul" (Rose / Gül) ismidir. Nemis tilida bu o'zak asosida o'nlab ismlar va qo'shish shakllari mavjud: *Rosa*, *Rosalie*, *Rosaria*, *Rosetta*, *Rosina*, *Rosita*. Turk va o'zbek onomastikasida esa "Gul" komponenti o'ta mahsuldor bo'lib, murakkab, qo'shma ismlar hosil qilishda yetakchilik qiladi. Turk tilida *Gülây*, *Gülbahar*, *Gülçin*, *Güldenur*, *Gülfem*, *Gülfidan*, *Gülşah* kabi ismlar juda mashhur bo'lsa, o'zbek tilida ham aynan shu modellarga mos keluvchi *Gulbahor*, *Gulchehra*, *Gulandon*, *Guljamol*, *Gulnoza*, *Gulsanam*, *Gulrux* kabi yuzlab ismlar faol qo'llaniladi. Bu holat mazkur tillarda "gul" tushunchasining nafaqat o'simlik, balki ayollik jozibasi va go'zalligining oliy lisoniy ko'rsatkichi ekanligidan dalolat beradi.

Buning etimologik ildizi, shuningdek, chuqur diniy va madaniy motivatsiyalarga ham bog'liqdir. Shuningdek, boshqa ba'zi o'simlik turlari ham har uchala tilda qiyosiy parallelizatsiyaga ega:

- **Lilie (nemischa) – Zambak (turkcha) – Nilufar / Nargiz (o'zbekcha)**
- **Veilchen (nemischa) – Menekşe (turkcha) – Binafsha (o'zbekcha)**
- **Tulpe (nemischa) – Lale (turkcha) – Lola (o'zbekcha)**

Shu bilan birga, tillararo o'ziga xos milliy differensial (farqlovchi) jihatlar ham mavjud. Masalan, nemis an'anasida *Gartenfuchsschwanz (Amaranta)*, *Gardenia*, *Leilani*, *Neven (Ringelblume)* kabi o'simlik nomlari kishi ismi bo'lib kela olgani holda, turk va o'zbek onomastikasida ulardan kishi ismi sifatida foydalanilmaydi. Aksincha, turk va o'zbek xalqlari juda ko'p qo'llaydigan *Kardelen (Qorqiz/Boychechak)*, *Karanfil (Qalampir-munchok)*, *Akasma (Klematis)* kabi so'zlar nemis tilida hech qachon shaxs nomi sifatida ishlatilmaydi. Yana bir farqli jihat, nemis tilida "Blume" (gul) leksemasining o'zi to'g'ridan-to'g'ri ism bo'la olmaydi, uning o'rniga lotincha *Flora* yoki fransuzcha *Fleur* o'zlashtiriladi. Turk va o'zbek tillarida esa umumiy ma'nodagi "Çiçek" (turkcha) yoki "Chechak / Gul" (o'zbekcha) so'zlarining o'zi hech qanday o'zgarishsiz kishi ismiga aylanadi.

Xulosa o'rnida ta'kidlash joizki, nemis, turk va o'zbek tillarida fitonimik kishi ismlarining qiyosiy tahlili tillarning nafaqat strukturaviy (flektiv va agglutinativ) farqlarini, balki ijtimoiy qonuniyatlar va madaniy-diniy tafakkur tizimining o'ziga xosligini yoritadi. Nemis onomastikasida qat'iy qonuniy cheklovlar va boshqa Yevropa tillaridan tayyor ismlarni o'zlashtirish ustun bo'lsa, turkiy (turk va o'zbek) onomastikasida milliy hamda forsiy til elementlarining o'zaro sintezi, qo'shma ismlar hosil qilish tabiati yetakchilik qiladi. Kishi ismlari tizimidagi bunday fitonimik tadqiqotlar tillararo aloqalar va madaniy onomastika sohasini boyitishda xizmat qiladi.

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TEACHING APPROACHES THAT PROMOTE CRITICAL THINKING**Sadriddinova Mardona Xayrullo's daughter****Graduate of Master's student at Termez state pedagogical institute****Email: mardonasadriddinova8@gmail.com****Annotation**

This thesis examines teaching approaches that promote critical thinking in English language education. The study focuses on how learner-centered and interactive teaching methods help students develop analytical thinking, problem-solving abilities, creativity, and communicative competence. Special attention is given to approaches such as communicative language teaching, problem-based learning, collaborative learning, and discussion-based activities. The findings suggest that classrooms that encourage critical thinking create more active, independent, and motivated learners while improving overall language proficiency.

Keywords

Critical thinking, teaching approaches, English language education, communicative learning, problem-solving, collaborative learning, learner-centered education, classroom interaction, creativity, analytical thinking.

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педагогического института****Электронная почта: mardonasadriddinova8@gmail.com****ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ, СПОСОБСТВУЮЩИЕ
РАЗВИТИЮ КРИТИЧЕСКОГО МЫШЛЕНИЯ**

Аннотация. В данной статье рассматриваются педагогические подходы, способствующие развитию критического мышления в обучении английскому

языку. Исследование посвящено тому, как интерактивные и ориентированные на учащихся методы обучения помогают развивать аналитическое мышление, навыки решения проблем, креативность и коммуникативную компетенцию. Особое внимание уделяется коммуникативному подходу, проблемно-ориентированному обучению, совместному обучению и дискуссионным методам. Результаты исследования показывают, что обучение, направленное на развитие критического мышления, способствует формированию более активных, самостоятельных и мотивированных учащихся, а также улучшает уровень владения английским языком.

Ключевые слова: критическое мышление, педагогические подходы, обучение английскому языку, коммуникативное обучение, решение проблем, совместное обучение, личностно-ориентированное обучение, взаимодействие в классе, креативность, аналитическое мышление.

INTRODUCTION

In recent years, In the rapidly developing modern educational environment, critical thinking has become one of the most essential skills required for academic success and effective communication. Today's learners are expected not only to acquire knowledge but also to analyze information, solve problems, evaluate ideas, and make independent decisions. This growing educational demand has significantly influenced the field of English language teaching, where the focus has gradually shifted from traditional memorization-based instruction toward more interactive and learner-centered approaches. As a result, teaching approaches that promote critical thinking have gained increasing importance in modern English language education.

English language classrooms are no longer limited to grammar exercises and vocabulary memorization. Contemporary teaching methods aim to create opportunities for learners to communicate meaningfully, express personal opinions, participate in

discussions, and engage actively in the learning process. According to educational theorists, learning becomes more effective when students are encouraged to think critically and reflect on information rather than simply reproduce memorized content¹. In this regard, critical thinking enables learners to become more independent, creative, and intellectually engaged while improving their language proficiency.

One of the main reasons for integrating critical thinking into English language teaching is its close connection with communicative competence. Students who are encouraged to analyze, evaluate, and discuss ideas in English become more confident in expressing themselves and using language in real-life contexts. Bloom's Taxonomy emphasizes that higher-order cognitive skills such as analyzing, evaluating, and creating are essential for meaningful learning². Therefore, teaching approaches that stimulate these cognitive processes contribute significantly to learners' academic and linguistic development.

Furthermore, Vygotsky's sociocultural theory highlights the importance of interaction and collaboration in the learning process³. According to this theory, students learn more effectively through communication, group work, and social engagement. Teaching approaches such as communicative language teaching, collaborative learning, and problem-based learning provide learners with opportunities to exchange ideas, solve tasks together, and develop both language and thinking skills simultaneously.

The aim of this thesis is to examine different teaching approaches that promote critical thinking in English language education and to analyze their influence on students' language learning, motivation, classroom participation, and intellectual development.

¹ Dewey, J. *How We Think*. – Boston: D.C. Heath and Company, 1933.

² Bloom, B. S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. – New York: Longmans, Green and Co., 1956

³ Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978.

LITERATURE REVIEW

The Modern educational research strongly emphasizes the importance of teaching approaches that develop critical thinking skills in English language learning. Traditional teacher-centered methods mainly focused on memorization and repetition, while contemporary approaches encourage learners to participate actively in analyzing, evaluating, and interpreting information. According to John Dewey, education should promote reflective thinking and active problem-solving rather than passive learning⁴. Similarly, Bloom's Taxonomy identifies higher-order cognitive skills such as analysis, evaluation, and creation as essential components of meaningful learning⁵.

Researchers such as Paul and Elder define critical thinking as an active and disciplined process of conceptualizing and evaluating information⁶. In English language classrooms, approaches such as Communicative Language Teaching, collaborative learning, and problem-based learning provide opportunities for students to engage in meaningful communication, discussions, and problem-solving tasks. Vygotsky's sociocultural theory also highlights the importance of interaction and cooperation in cognitive development⁷. Through group work, debates, and interactive classroom activities, learners improve both their language skills and critical thinking abilities.

METHODOLOGY

This study employed a qualitative and comparative research design to investigate teaching approaches that promote critical thinking in English language education. The research involved two groups of English language learners: an experimental group taught through learner-centered and critical thinking-based approaches such as

⁴ Dewey, J. *How We Think*. – Boston: D.C. Heath and Company, 1933.

⁵ Bloom, B. S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. – New York: Longmans, Green and Co., 1956.

⁶ Paul, R., Elder, L. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. – Boston: Pearson Education, 2014.

⁷ Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978.

discussions, debates, collaborative learning, and problem-solving activities, and a control group taught through traditional grammar-focused instruction. Data were collected through classroom observation, speaking and writing tasks, students' participation analysis, and teacher feedback. Special attention was given to learners' ability to analyze information, express opinions independently, communicate effectively, and participate actively in classroom interaction. The collected data were analyzed qualitatively to determine the effectiveness of different teaching approaches in developing students' critical thinking and language learning abilities.

DISCUSSION AND RESULTS

The findings of this study clearly demonstrate that teaching approaches which promote critical thinking have a highly positive impact on English language learning and classroom interaction. Students who participated in learner-centered and interactive activities showed greater engagement, stronger communication skills, and higher levels of independent thinking compared to those taught through traditional methods. Approaches such as communicative language teaching, collaborative learning, debates, and problem-solving tasks encouraged learners to analyze ideas, express opinions confidently, and participate actively in discussions. These activities transformed the classroom from a teacher-centered environment into a more dynamic and interactive learning space where students became active participants in the educational process.

One of the most important observations during the study was the improvement in students' confidence and willingness to communicate in English. At the beginning, many learners hesitated to speak and often depended on teacher guidance. However, after regular participation in interactive and analytical tasks, students gradually became more confident in expressing opinions and supporting ideas with logical explanations. Group discussions and collaborative activities reduced learners' fear of making mistakes and created a supportive atmosphere for communication. Even quieter and lower-

performing students became more involved because they received encouragement from peers and had more opportunities to participate.

Another important finding was the positive effect of critical thinking approaches on students' analytical and problem-solving abilities. Learners became more capable of interpreting information, comparing viewpoints, and making reasoned conclusions during classroom tasks. Through debates and reflective discussions, students learned how to evaluate ideas critically instead of accepting information passively. This development was especially noticeable in speaking and writing activities, where learners produced more organized responses and demonstrated deeper understanding of topics.

The study also highlighted the role of collaborative learning in promoting both cognitive and linguistic development. Students benefited from interaction with classmates through pair work and group discussions, where they exchanged ideas, corrected mistakes, and solved problems together. Such cooperation improved classroom participation and helped learners use English more naturally and meaningfully. Furthermore, the use of communicative and learner-centered approaches increased students' motivation and emotional engagement during lessons, making learning more enjoyable and effective.

Overall, the results of the study revealed significant differences between students taught through critical thinking-based approaches and those taught through traditional teaching methods. Overall, learners in the experimental group demonstrated higher levels of classroom participation, stronger communication skills, and greater independence in using English. The collected data showed that teaching approaches such as collaborative learning, discussions, debates, and problem-solving activities created a more active and engaging learning environment, which positively influenced students' academic performance and language development.

CONCLUSION

This study set out to explore the relationship between critical thinking skills and English language learning, with particular attention to how the integration of critical thinking activities influences learners' language development, classroom engagement, and overall academic performance. Based on the analysis of theoretical perspectives and classroom-based observations, it can be concluded that critical thinking plays a fundamental role in enhancing the effectiveness of English language education. The findings consistently show that students who were exposed to critical thinking-based instruction outperformed those who experienced traditional, teacher-centered teaching methods across all major language skills.

Overall, it can be concluded that critical thinking is not an optional addition but a necessary component of modern English language education. Its integration into classroom practice leads to more effective, meaningful, and student-centered learning. Therefore, English language teachers and curriculum developers are strongly encouraged to incorporate critical thinking strategies into their teaching approaches in order to improve learners' language proficiency and foster their intellectual growth.

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THE HUMAN FACTOR IN THE WORKS OF ABU NASR AL-FARABI

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Abstract

This article analyzes the views of the great thinker Abu Nasr al-Farabi on the human factor based on his philosophical, socio-political, and ethical teachings. The study examines the concepts presented in al-Farabi's works such as *The Virtuous City*, *On the Attainment of Happiness*, and *On the Meanings of Intellect*, focusing on the role of human beings in society, the ideal of the perfect person, the significance of knowledge and enlightenment, and issues of moral perfection. Furthermore, the article explores the thinker's assessment of human beings as the principal driving force of social development and analyzes the role of knowledgeable and virtuous individuals in state governance and social life. The study also highlights al-Farabi's views on intellectual and spiritual development, the paths to achieving happiness, and the importance of forming a virtuous society. The article scientifically substantiates the humanitarian ideas of al-Farabi and their theoretical as well as practical significance for the development of contemporary society.

Keywords

Abu Nasr al-Farabi, human factor, perfect person, virtuous society, *The Virtuous City*, knowledge and enlightenment, moral perfection, intellect, philosophy, state governance, humanism, happiness, spirituality, social development, Eastern Renaissance.

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Annotatsiya. Mazkur maqolada buyuk mutafakkir Abu Nosir Forobiyning inson omiliga doir qarashlari uning falsafiy, ijtimoiy-siyosiy va axloqiy ta'limoti asosida tahlil qilinadi. Tadqiqotda Forobiyning "Fozil odamlar shahri", "Baxt-saodatga erishuv haqida", "Aql ma'nolari haqida" kabi asarlarida ilgari surilgan insonning jamiyatdagi o'rni, komil inson g'oyasi, ilm-ma'rifatning ahamiyati hamda axloqiy kamolot masalalari yoritilgan. Shuningdek, mutafakkirning insonni jamiyat taraqqiyotining asosiy omili sifatida baholashi, davlat boshqaruvi va ijtimoiy hayotda bilimli hamda fazilatli insonlarning tutgan o'rni tahlil etilgan. Forobiy ta'limotida insonning aqliy va ma'naviy rivojlanishi, baxt-saodatga erishish yo'llari hamda fozil jamiyatni shakllantirishdagi ahamiyati ochib beriladi. Maqolada allomaning insonparvarlik g'oyalari va ularning bugungi jamiyat taraqqiyotidagi nazariy hamda amaliy ahamiyati ilmiy jihatdan asoslangan.

Kalit so'zlar: Abu Nosir Forobiy, inson omili, komil inson, fozil jamiyat, fozil odamlar shahri, ilm-ma'rifat, axloqiy kamolot, aql, falsafa, davlat boshqaruvi, insonparvarlik, baxt-saodat, ma'naviyat, ijtimoiy taraqqiyot, Sharq uyg'onish davri.

Abu Nosir Forobiy Sharq uyg'onish davrining buyuk mutafakkiri sifatida inson, jamiyat va davlat masalalariga alohida e'tibor qaratgan. Uning falsafiy merosida inson omili markaziy o'rinlardan birini egallaydi. Forobiy insonni tabiatning eng mukammal mavjudoti, aql va tafakkur sohibi sifatida talqin qiladi. Mutafakkirning fikricha, insonning asosiy maqsadi baxt-saodatga erishish bo'lib, bu maqsadga ilm-ma'rifat, axloqiy kamolot va jamiyatdagi faol ishtirok orqali erishiladi.

Forobiyning "Fozil odamlar shahri" ("Al-Madina al-fodila") asarida inson omili masalasi keng yoritilgan. Asarda jamiyatning taraqqiyoti va davlatning ravnaqi avvalo insonlarning ma'naviy va axloqiy kamolotiga bog'liq ekanligi ta'kidlanadi. Olimning

fikricha, har qanday jamiyatning muvaffaqiyati uning a'zolari qanday fazilatlarga ega ekanligi bilan belgilanadi. Agar jamiyat a'zolari ilmi, adolatli va ezgu maqsadlar yo'lida faoliyat yuritsalar, bunday jamiyat fozil jamiyatga aylanadi.

Forobiy insonni ijtimoiy mavjudot sifatida tavsiflaydi. Uning ta'kidlashicha, inson yolg'iz holda mukammallikka erisha olmaydi, chunki uning ehtiyojlari va manfaatlari boshqa insonlar bilan hamkorlik qilishni talab etadi. Shu sababli odamlar birlashib jamiyatni tashkil etadilar. Jamiyatning shakllanishi va rivojlanishida inson omili hal qiluvchi ahamiyatga ega. Mutafakkirning fikricha, insonlarning o'zaro hamkorligi va birdamligi jamiyat taraqqiyotining asosiy omilidir.

Forobiy ilm-fan va ta'limni inson kamolotining muhim vositasi deb hisoblaydi. Uning qarashlariga ko'ra, bilim insonni jaholatdan qutqaradi, unga to'g'ri yo'lni ko'rsatadi va jamiyatdagi o'rnini belgilashga yordam beradi. Shu sababli Forobiy ilmi insonlarni jamiyat taraqqiyotining asosiy harakatlantiruvchi kuchi sifatida baholaydi. U ilm-fan rivojlanmagan jamiyatda taraqqiyot bo'lmasligini alohida ta'kidlaydi.

Mutafakkir insonning axloqiy fazilatlariga ham katta e'tibor qaratgan. Uning fikricha, adolat, halollik, saxovat, mehnatsevarlik, vatanparvarlik va mehr-oqibat kabi fazilatlar insonni komillikka yetaklaydi. Forobiy nafaqat ilmi, balki yuksak axloq egasi bo'lgan insonni mukammal shaxs sifatida ko'radi. Chunki ilm axloq bilan uyg'unlashgandagina jamiyat manfaatlariga xizmat qilishi mumkin.

Forobiy asarlarida davlat boshqaruvi va inson omili o'rtasidagi bog'liqlik ham chuqur tahlil qilingan. "Fozil odamlar shahri" asarida davlat rahbari yuksak bilim va axloq sohibi bo'lishi kerakligi ta'kidlanadi. Mutafakkir ideal hukmdorda donolik, adolatparvarlik, jasorat, rostgo'ylik va xalq manfaatlariga xizmat qilish kabi sifatlar mujassam bo'lishi zarurligini qayd etadi. Uning fikricha, rahbarning shaxsiy fazilatlari butun jamiyat taraqqiyotiga ta'sir ko'rsatadi.

Forobiy insonning ruhiy va aqliy kamoloti masalasiga ham katta e'tibor bergan. U inson aqlini eng oliy ne'mat deb biladi. Mutafakkir aql orqali inson yaxshilik va yomonlikni ajrata olishini, o'z faoliyatini ongli ravishda boshqarishini ta'kidlaydi. Shuning uchun ham insonning ma'naviy va intellektual rivojlanishi jamiyat taraqqiyotining muhim sharti sifatida ko'riladi.

Forobiyning "Baxt-saodatga erishuv haqida", "Aql ma'nolari haqida", "Falsafani o'rganishdan oldin nimani bilish kerakligi to'g'risida" kabi asarlarida ham insonning jamiyatdagi o'rnini va vazifalari haqida qimmatli fikrlar bayon etilgan. U inson hayotining mazmunini ezgulik yaratish, ilm olish va boshqalarga foyda keltirish bilan bog'laydi. Mutafakkir nazarida haqiqiy baxt moddiy boyliklarda emas, balki ma'naviy yetuklik va ilm-ma'rifatda namoyon bo'ladi.

Forobiy qarashlarida inson huquqlari va qadr-qimmatini masalalari ham muhim o'rin tutadi. Garchi u zamonaviy inson huquqlari nazariyasini yaratmagan bo'lsa-da, insonni ulug'lash, uning aql-zakovati va imkoniyatlarini yuksak baholash orqali insonparvarlik g'oyalarini ilgari surgan. Bu jihatdan uning qarashlari Sharq falsafasida inson omilini o'rganishning muhim bosqichlaridan biri hisoblanadi.

Abu Nosir Forobiy insonni jamiyatning asosiy harakatlantiruvchi kuchi, davlat taraqqiyotining negizi va ma'naviy kamolotning bosh subyekti sifatida baholaydi. Uning asarlarida ilgari surilgan insonparvarlik, ilm-ma'rifat, adolat va komil inson haqidagi g'oyalar bugungi kunda ham o'z ahamiyatini saqlab qolgan. Shu sababli Forobiy merosi nafaqat falsafa tarixida, balki zamonaviy jamiyat taraqqiyoti va inson kapitalini rivojlantirish masalalarida ham muhim nazariy manba bo'lib xizmat qiladi.

Forobiy ta'limotida inson omili faqat alohida shaxs bilan cheklanmaydi, balki jamiyat va davlat taraqqiyotining bosh mezoni sifatida namoyon bo'ladi. Mutafakkirning fikricha, jamiyatning kuch-qudrati uning tabiiy boyliklari yoki harbiy salohiyatida emas, balki insonlarning bilim darajasi, ma'naviyati va axloqiy fazilatlarida

namoyon bo‘ladi. Shu bois Forobiy ilmi, tafakkuri yuksak va ezgulik yo‘lida faoliyat yurituvchi insonlarni har qanday taraqqiyotning asosiy omili deb hisoblaydi. Bu g‘oyalar bugungi kunda inson kapitali, ma’naviy taraqqiyot va fuqarolik jamiyatini rivojlantirish konsepsiyalari bilan hamohang bo‘lib, mutafakkir merosining zamonaviy ahamiyatini yanada oshiradi.

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ANATOMICAL, MORPHOLOGICAL, AND BIOECOLOGICAL CHARACTERISTICS OF THE EUROPEAN GARDEN SPIDER (*ARANEUS DIADEMATUS*) IN THE FAUNA OF UZBEKISTAN

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Abstract

This thesis presents a systematic analysis of the external and internal anatomical structure, reproductive system, reproductive biology, annual ontogenesis, and hunting strategy of the European garden spider (*Araneus diadematus*), a species widely distributed in the forest and garden biotopes of Uzbekistan and recognized as a model species in scientific research. The study highlights the characteristics of sexual dimorphism, the sensory functions of the locomotor apparatus, cocoon-building mechanisms, and the species' significance as a biological regulator in agroecosystems. The findings contribute to a deeper understanding of the ecological and biological role of *Araneus diadematus* within natural and agricultural environments.

Keywords

Araneus diadematus, Araneidae, morphology, sexual dimorphism, epigyne, pedipalp, ontogenesis, biological control.

O‘ZBEKISTON FAUNASIDA ODDIY BUTLI O‘RGIMCHAKNING (*ARANEUS DIADEMATUS*) ANATOMIK-MORFOLOGIK VA BIOEKOLOGIK XUSUSIYATLARI

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Annotatsiya. Mazkur tezisdan respublikamiz o‘rmon va bog‘ biotoplarida keng tarqalgan hamda fanda model tur hisoblangan oddiy butli o‘rgimchak (*Araneus diadematus*) ning tashqi va ichki anatomik tuzilishi, jinsiy tizimi, ko‘payish biologiyasi,

yillik ontogenezi hamda ov qilish strategiyasi tizimli tahlil qilingan. Tadqiqot doirasida turning jinsiy dimorfizm xususiyatlari, lokomotor apparatining sensor funksiyalari, kokon qurish mexanizmlari va agroekotizimlardagi biologik regulyatorlik ahamiyati yoritib berilgan.

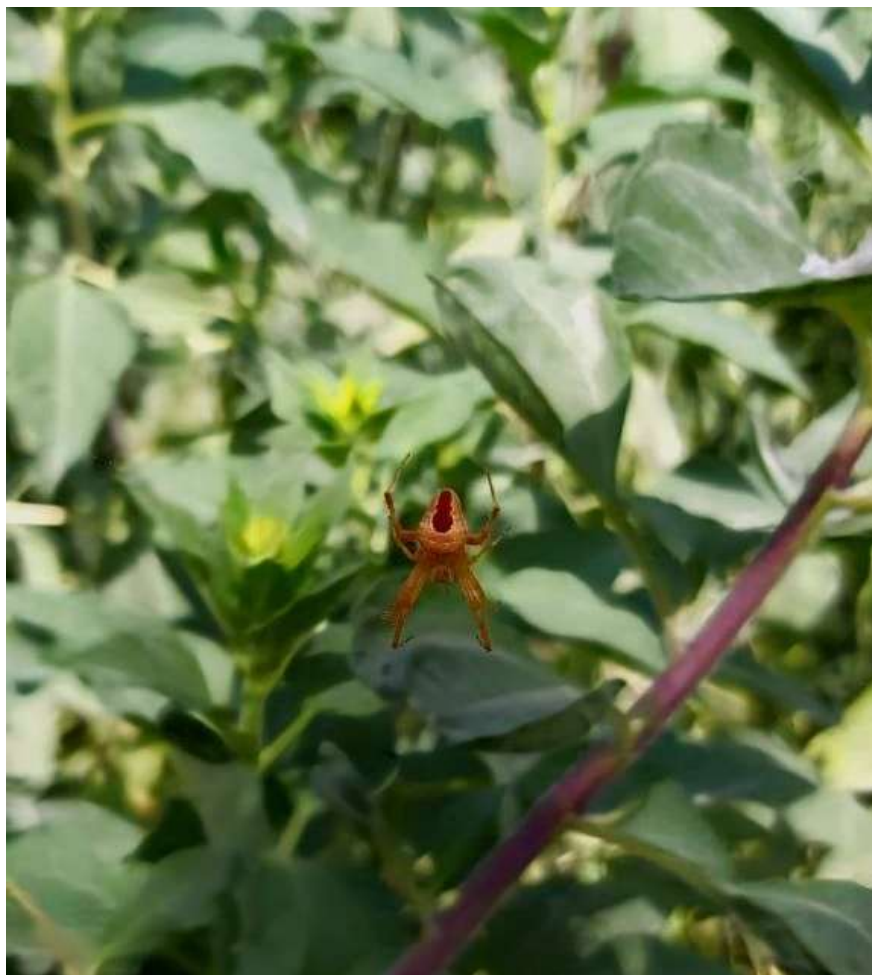
Kalit soʻzlar: *Araneus diadematus*, Araneidae, morfologiya, jinsiy dimorfizm, epigina, pedipalpa, ontogenez, biologik nazorat.

Kirish. Araneae turkumining namunaviy vakillaridan biri boʻlgan yevropa bogʻ krestovigi yoki oddiy butli oʻrgimchagi (*Araneus diadematus*, Clerck 1757) ekologik jihatdan yuqori plastiklikka ega boʻlib, nafaqat tabiiy oʻrmon va ixota daraxtzorlarida, balki urbanizatsiyalashgan hududlarda, shahar parklari va madaniy bogʻlarida ham keng tarqalgan. Ushbu tur agrobiotsenozlarda fitofag hasharotlar sonini tabiiy boshqarishda muhim konsument boʻgʻin boʻlib xizmat qiladi.

Araneus diadematus turida jinsiy dimorfizm oʻlcham va strukturaviy jihatdan yaqqol ifodalanadi. Urgʻochi individlarning tana uzunligi 6,5 mm dan 20 mm gacha (oʻrtacha 10–13 mm) yetgani holda, erkaklari biologik qonuniyatlarga koʻra ancha kichik – 4 mm dan 13 mm gacha (koʻpincha 4–8 mm) oʻlchamga ega boʻladi. Tana rangi substrat xususiyatlariga koʻra ochiq sargʻish-jigarrangdan toʻq qizgʻish-qoʻngʻir tusgacha oʻzgaradi. Ovalsimon qorin (opistosoma) qismining dorsal yuzasida shaffof xitin kutikula ostida joylashgan guanin hujayralari toʻplamidan iborat oq yoki sargʻish dogʻlar tizimi mavjud boʻlib, ular oʻziga xos xoch (but) naqshini (folium) hosil qiladi. Bosh-koʻkrak (karapaks) va koʻkrak qalqonidan (sternum) toʻrt juft radial oyoqlar chiqadi (1-rasm). Har bir yurish oyogʻi yettita anatomik segmentdan (koksa, troxanter, femur, patella, tibia, metatarsus, tarsus) tashkil topgan boʻlib, uchinchi juft panjalarida uchta mustahkam xitin tirnoq joylashadi. Nisbatan uzun rivojlangan birinchi juft oyoqlar lokomotor funktsiya bilan bir qatorda, mikrotebranishlarni oʻta aniqlikda sezuvchi sensor

tuklar (trixobotriylar) yordamida taktil antenna vazifasini bajaradi.

1-rasm



Urg'ochilarning qorin bo'shlig'idagi juft tuxumdonlar umumiy bachadon yo'liga birlashib, epigastral jo'yakdagi xarakterli tashqi jinsiy organ – epigina orqali tashqariga ochiladi. Shuningdet, ularda spermani uzoq muddat saqlashga moslashgan urug' qabul qilgichlar (spermatekalar) mavjud. Erkaklarning juft o'ralgan moyaklari ishlab chiqargan sperma dastlab maxsus "sperma to'ri"ga chiqariladi va so'ngra pedipalpalarning murakkab kopulyativ apparati bo'lgan piyozchasimon bulbusga so'rib olinadi. Juftlashish jarayonida bulbus tarkibidagi embolus naychasi urg'ochining epiginasiga xuddi "qulf va kalit" mexanizmi asosida birikadi, bu esa turlararo gibrizatsiyaning oldini oluvchi evolyutsion to'siqdir. Mazkur turda poligam ko'payish

tizimi va jinsiy kannibalizm (urg'ochining erkakni yeyishi) hodisasi tez-tez kuzatiladi. Urg'ochi hayoti davomida bir marta ko'payib, kuz oylarida zich yigirilgan bazal plastinka va silindrsimon devorlardan iborat sferik pilla (kokon) quradi va uning ichiga 250 tagacha sarg'ish tuxum qo'yadi.

Tur monotsiklik (bir yillik) to'liq rivojlanish sikliga ega. Kuzda qo'yilgan pilla ichidagi tuxumlar qishki diapauzani o'tab, bahorda (aprel–may) nimfalar ko'rinishida yorib chiqadi. Yosh avlod iplari yordamida shamol oqimida uchish orqali yangi hududlarga tarqaladi. Yoz davomida intensiv oziqlanish va bir necha bor po'st tashlash (ekscontentuviatsiya) jarayonlari kechib, iyul oxiriga kelib imago bosqichiga yetadi va kech kuzgi sovuqlar boshlanishi bilan kattalar avlodi butunlay nobud bo'ladi.

Turning neyrosensor tizimi asab tugunlari va sakkizta oddiy ko'zning koordinatsiyasiga asoslangan bo'lib, atrofdagi harakatlarni va yorug'lik polyarizatsiyasini aniq qayd etadi. *Araneus diadematus* markazdan tortilgan 25–30 ta muntazam radiusli iplardan iborat geometrik mukammal doiraviy to'r to'qiydi. O'rgimchak inida yashiringan holda, signal ipi orqali to'rdagi tebranish chastotasini sezadi va o'lja tushishi bilan uni ipak lentalariga o'rab, xelitseralari yordamida falajlovchi zahar sanchadi. Kuchli gidrolitik fermentlar ta'sirida o'ljaning ichki to'qimalari suyuqlantiriladi (tashqi hazm qilish) va so'rib olinadi.

Xulosa. Oddiy butli o'rgimchak (*Araneus diadematus*) tabiiy va antropogen ekotizimlarda fitofag hamda qon so'ruvchi hasharotlar populyatsiyasini kimyoviy preparatlarsiz jilovlovchi muhim biologik nazorat omili (entomofag) hisoblanadi. Turning yuqori ekologik moslashuvchanligi va keng global areali sababli uning populyatsiyasi barqaror bo'lib, alohida muhofaza choralari talab etmaydi.

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FANFICTION AS A PHENOMENON OF PARTICIPATORY LITERATURE IN THE DIGITAL AGE

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Abstract

This article examines fanfiction - the literary creation of fan readers based on the works of others - as a phenomenon of contemporary participatory culture. Using Russian (D. Yemets, D. Glukhovsky) and international (E.L. James) practice, the mechanisms of fan text's transition from the amateur to the institutional arena are examined. A conclusion is drawn that fanfiction is a natural consequence of the democratization of the literary process in the digital age.

Keywords

fanfiction, participatory culture, fandom, canon, digital literature.

ФАНФИКШЕН КАК ФЕНОМЕН УЧАСТНОЙ ЛИТЕРАТУРЫ В ЦИФРОВУЮ ЭПОХУ

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Аннотация. Статья посвящена фанфикшену - литературному творчеству читателей-фанатов на основе чужих произведений - как феномену современной партиципаторной (участной) культуры. На материале русской (Д. Емец, Д. Глуховский) и зарубежной (Э. Л. Джеймс) практики рассматриваются механизмы перехода фанатского текста из любительской в институциональную плоскость. Делается вывод о фанфикшене как закономерном следствии демократизации литературного процесса в цифровую эпоху.

Ключевые слова: фанфикшен, партиципаторная культура, фэндом, канон, цифровая литература.

Введение. Фанфикшен - литературные произведения, написанные читателями по мотивам уже существующих книг, фильмов, игр и распространяемые, как правило, бесплатно в Интернете, - долгое время находился на периферии литературоведческого внимания как явление «непрофессиональное». Между тем рост онлайн-платформ (Archive of Our Own, Ficbook, Самиздат) и ряд громких коммерческих успехов фанатских текстов заставляют рассматривать фанфикшен как значимую часть современного литературного процесса, в которой граница между автором и читателем становится подвижной.

Основная часть. Фанфикшен опирается на ряд устойчивых признаков: зависимость от исходного канона при сохранении свободы интерпретации; любительский, по умолчанию некоммерческий статус текста; жанровое разнообразие (от романтических историй до кроссверов) и собственный сленг сообщества (AU, ООС); а также интерактивность - текст создаётся и обсуждается в реальном времени внутри фэндома. Особый интерес представляет траектория перехода фанфика из любительской сферы в институциональную. В русской традиции показателен случай Д. Емца, чья серия «Таня Гроттер» (2002–2005) выросла из пародийного переосмысления «Гарри Поттера» в самостоятельный коммерческий книжный проект. Иной механизм институционализации демонстрирует вселенная «Метро 2033» Д. Глуховского: автор официально разрешил читателям создавать тексты в построенном им постапокалиптическом мире, а лучшие из них были отобраны и изданы как часть канона - редкий случай, когда сообщество фанатов становится соавтором издательской серии.

В зарубежной практике наиболее известный пример - роман Э. Л. Джеймс «Пятьдесят оттенков серого», изначально опубликованный как фанфик по

«Сумеркам» С. Майер. После переработки текста и удаления прямых отсылок к первоисточнику книга стала самостоятельным мировым бестселлером. Этот случай наглядно демонстрирует, что граница между фанфикшеном и «оригинальной» литературой носит не сущностный, а институциональный характер: текст остаётся тем же по художественным приёмам, но меняет статус в зависимости от решения автора и издателя.

Сопоставление русского и зарубежного материала показывает две разные модели легитимации фанатского текста: коллаборативную (Глуховский, где сообщество интегрируется в авторский проект) и индивидуальную (Джеймс, где автор дистанцируется от исходного канона ради коммерческой самостоятельности). Обе модели, однако, свидетельствуют об одном процессе - размывании традиционной иерархии «автор - читатель» в условиях цифровой культуры.

Заключение. Фанфикшен следует рассматривать не как маргинальное любительское явление, а как закономерный продукт партиципаторной культуры, в которой читатель получает реальную возможность влиять на литературный процесс. Дальнейшее изучение фанфикшена перспективно в связи с вопросами авторского права, трансформацией статуса автора и взаимодействием фанатского творчества с традиционными формами литературы.

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SHAROF RASHIDOV'S ROLE IN THE SOCIO-ECONOMIC DEVELOPMENT OF THE UZBEK SSR DURING 1959–1983

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Abstract

This article examines the socio-economic development of the Uzbek SSR during 1959–1983 and analyzes the role of Sharof Rashidov in these processes. The study highlights reforms and transformations implemented in industry, agriculture, irrigation, urban development, education, science, and culture. Particular attention is paid to both the positive and negative consequences of the cotton monoculture policy, the relations between the Soviet center and the republic, and the specific characteristics of the period. Based on historical sources, the article evaluates the significance of Sharof Rashidov's activities in the development of the Uzbek SSR.

Key words

Sharof Rashidov, Uzbek SSR, socio-economic development, cotton production, industrialization, irrigation, cultural development, education system, urban development, Soviet period, economic policy, historical development.

1959–1983-YILLARDA O‘ZBEKISTON SSRNING IJTIMOYIY-IQTISODIY RIVOJLANISHIDA SHAROF RASHIDOVNING O‘RNI

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Annotatsiya: Mazkur maqolada 1959–1983-yillarda O‘zbekiston SSRning ijtimoiy-iqtisodiy rivojlanish jarayonlari hamda ushbu jarayonlarda Sharof Rashidovning tutgan o‘rni tahlil qilinadi. Respublikada sanoat, qishloq xo‘jaligi, irrigatsiya tizimi, shaharsozlik, ta’lim, fan va madaniyat sohalarida amalga oshirilgan

islohotlar va o'zgarishlar yoritiladi. Shuningdek, paxta yakkahokimligi siyosatining ijobiy va salbiy jihatlari, markaz va respublika o'rtasidagi munosabatlar hamda davrning o'ziga xos xususiyatlari tarixiy manbalar asosida baholanadi. Tadqiqot natijalari Sharof Rashidov faoliyatining O'zbekiston SSR taraqqiyotidagi o'rni va ahamiyatini ochib berishga xizmat qiladi.

Kalit so'zlar: Sharof Rashidov, O'zbekiston SSR, ijtimoiy-iqtisodiy rivojlanish, paxtachilik, sanoatlashtirish, irrigatsiya, madaniy taraqqiyot, ta'lim tizimi, shaharsozlik, sovet davri, iqtisodiy siyosat, tarixiy taraqqiyot.

Аннотация: В данной статье анализируются процессы социально-экономического развития Узбекской ССР в 1959–1983 годах, а также роль Шарафа Рашидова в данных процессах. Освещаются преобразования и реформы, осуществлённые в сферах промышленности, сельского хозяйства, ирригации, градостроительства, образования, науки и культуры. Особое внимание уделяется положительным и отрицательным последствиям политики хлопковой монокультуры, взаимоотношениям между союзным центром и республикой, а также специфическим особенностям рассматриваемого периода. На основе исторических источников раскрывается значение деятельности Шарафа Рашидова в развитии Узбекской ССР.

Ключевые слова: Шараф Рашидов, Узбекская ССР, социально-экономическое развитие, хлопководство, индустриализация, ирригация, культурное развитие, система образования, градостроительство, советский период, экономическая политика, историческое развитие.

KIRISH

O'zbekiston SSRning Sharof Rashidov rahbarligi davri (1959-1983 yillar) sovet davlatchiligi tarixida murakkab ijtimoiy-siyosiy jarayonlar, markazlashgan boshqaruv tizimi hamda respublikalarning iqtisodiy va madaniy rivojlanishidagi o'ziga xos

qarama-qarshiliklar bilan ajralib turadi. Ushbu davrni ilmiy jihatdan o'rganish nafaqat tarixiy haqiqatni tiklash, balki sovet totalitar tizimining mahalliy boshqaruv mexanizmlariga ta'sirini chuqur anglash imkonini beradi.

Tarixiy manbalar, xususan, arxiv hujjatlari, sovet davri statistik to'plamlari hamda zamonaviy tarixshunos olimlarning (A. Xudoyqulov, B. Aminov, D. Alimova, S. Abdullayev va boshqalar) tadqiqotlari shuni ko'rsatadiki, Sharof Rashidov davrida O'zbekiston iqtisodiy jihatdan agrar-xomashyo bazasi sifatida ittifoq ehtiyojlariga yo'naltirilgan bo'lsa-da, shu bilan birga sanoatlashuv jarayonlari, ta'lim va madaniyat tizimining kengayishi ham kuzatilgan.

Biroq, markaziy rejalashtirish tizimi sharoitida respublika manfaatlarining to'liq ifodalanmasligi, iqtisodiy ko'rsatkichlarning ko'pincha "sun'iy oshirilishi", paxta yakkahokimligi siyosati va uning ijtimoiy oqibatlari kabi masalalar bugungi kunda ham ilmiy munozaralarga sabab bo'lib kelmoqda. Aynan shu jihat Rashidov davrini biryoqlama emas, balki kompleks va obyektiv yondashuv asosida qayta tahlil qilish zaruratini yuzaga keltiradi.

Shuningdek, mustaqillik yillarida tarixiy adolatni tiklash jarayonida sovet davri rahbarlarining faoliyatiga nisbatan turlicha baholar berildi. Bu esa Sharof Rashidov shaxsi va uning siyosiy faoliyatini zamonaviy tarixshunoslik tamoyillari - xolislik, manbaviylik va ilmiy tanqidiy yondashuv asosida o'rganishni dolzarb vazifaga aylantiradi. O'zbekiston Respublikasida tarix fanini rivojlantirish, sovet davri merosini qayta baholash va milliy tarixiy xotirani mustahkamlashga qaratilgan davlat siyosati ham ushbu mavzuning ahamiyatini yanada oshiradi. Xususan, Prezident farmon va qarorlarida tarixiy haqiqatni tiklash, yosh avlodni milliy o'zlik va vatanparvarlik ruhida tarbiyalash masalalariga alohida e'tibor qaratilgan bo'lib, bu Rashidov davri tarixini chuqur ilmiy o'rganishni taqozo etadi.

Sharof Rashidov (1917–1983) O'zbekiston SSR tarixida eng uzoq muddat 1959-yildan 1983-yilgacha O'zbekiston Kommunistik Partiyasi Markaziy Qo'mitasining birinchi kotibi lavozimida faoliyat yuritgan davlat arbobi hisoblanadi. Uning faoliyatini to'g'ri tushunish uchun sovet tizimi doirasidagi siyosiy, iqtisodiy va madaniy muhitni hisobga olish zarur, chunki keyingi avlod rahbarlari o'z dasturlarini aynan shu davrning saboqlarini inobatga olgan holda shakllantirishgan[1, 46]¹.

Insoniyatning tarixiy rivojlanishi jarayonida ijtimoiy-siyosiy tizimlarning o'zgarishi, xalqlarning mustaqillikka bo'lgan intilishi, orzu-umidlari, milliylik bilan zamonaviylik, umuminsoniy qadriyatlar bilan sovetcha baynalmilallik, musulmon urf-odatlar bilan kommunistik dinsizlik o'rtasida kechgan mafkuraviy kurashlar davlat va jamiyat munosabatlarining tubdan o'zgarishiga olib kelgan. Totalitar siyosat xalqlarning o'zligini, milliy or-nomusini saqlashga intilishi, yetakchi rahbar shaxslarning siyosiy roli va umumbashariy qadriyatlar – erkinlik hamda hurriyatga asoslanmaganligi bilan ifodalanadi. Zotan, bu ozodlik yo'lidagi barcha xalqlarning mushtarak maqsad-muddaolarini birlashtirishga, mustamlaka zanjirlarini parchalashga, o'z mustaqil taraqqiyot yo'llarini tanlashga xizmat qilganligi bilan dolzarb ilmiy ahamiyat kasb etadi.

O'zbekiston Respublikasi Prezidentining 2017-yil 27-martdagi “Atoqli davlat arbobi va yozuvchi Sharof Rashidov tavalludining 100 yilligini nishonlash to'g'risida”gi PQ-2854-sonli, 2018-yil 14-avgustdagi “Yoshlarni ma'naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta'lim-tarbiya berish tizimini sifat jihatidan yangi bosqichga ko'tarish chora-tadbirlari to'g'risida”gi PQ-3907-sonli, 2018-yil 28-noyabrdagi “O'zbekiston Respublikasida milliy madaniyatni yanada rivojlantirish konsepsiyasini tasdiqlash to'g'risida”gi PQ-4038-sonli, 2021-yil 26-martdagi “Ma'naviyat va ijodni qo'llab-quvvatlash maqsadli jamg'armasini tashkil etish

¹ Mirziyoyev Sh.M. Xalqimizning roziligi bizning faoliyatimizga berilgan eng oliy bahodir. – Toshkent: O'zbekiston, 2018. – 497 b.

to'g'risida"gi PQ-5039-sonli, 2021-yil 26-martdagi "Ma'naviy-ma'rifiy ishlar tizimini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PQ-5040-sonli, 2021-yil 4-martdagi "2021–2025-yillarda fuqarolik jamiyatini rivojlantirish konsepsiyasini tasdiqlash to'g'risida" gi PF-6181-sonli farmon va qarorlari hamda Vazirlar Mahkamasining 1992-yil 6-iyundagi "Sh.R. Rashidov tavalludining 75 yilligiga tayyorgarlik ko'rish va uni o'tkazish haqida"gi VM-267-sonli qarori va boshqa hujjatlarda belgilab berilgan vazifalarni amalga oshirishga ushbu ilmiy maqolamizga muayyan darajada xizmat qiladi.

ADABIYOTLAR TAHLILI

1987-yilga kelib, nufuzli "Literaturnaya gazeta"da I. Belyaevning "Islam"[2, 56]² nomli maqolasi e'lon qilinadi. Maqolada musulmonlarga sovet tuzumiga xavf soladigan dushman kayfiyatidagi din vakillari sifatida baho beriladi. Bundan tashqari, "O'zbeklar ishi"ni fosh etishda Rossiyaning eng mashhur nashrlari ham faol ishtirok etadi. Jumladan, "Ogonyok", "Sovetskiy ekran", "Iskusstvo kino", "Smena", "Pravda", "Argumenty i fakty", "Moskovskie Novosti", "Komsomolskaya Pravda", "Sobesednik", "Izvestiya", "Sovetskaya kultura", "Literaturnaya gazeta", "Sotsialisticheskaya industriya", "Krasnaya Zvezda", "Moskovskiy komsomolets"[3]³ kabi nashrlar shular jumlasidandir.

Maqolalarning nomlanishiga e'tibor berilsa: "Oltin ustidagi ilonlar", "Millat otasi", "Biz mafiyaga to'qnash keldik", "O'g'irlangan", "Korrupsiya pillapoyasi", "Korrupsiya", "Tergov hali tugamadi" va shu mazmundagi maqolalar O'zbekiston xalqi va rahnamosi haqida bo'htonlar yaratishga hamda sobiq ittifoqdosh respublikaga nisbatan salbiy munosabatni shakllantirishga xizmat qilgan[4, 89]⁴.

² Калашников М. Кугушев С. Третий проект: погружение. – М.: Издательская группа АСТ, 2002. – С. 231.

³ Мазкур муаллифлар асарлари диссертациянинг «Фойдаланилган адабиётлар рўйхати»да берилган.

⁴ Алимардонов Т. Ўчмас шараф. – Тошкент: Доно, 2017. – 272 б.

A.A. Gromikonining “Pamyatnoye”, V.I. Dashchevning “Ot Stalina do Putina. Vospominaniya i razmyshleniya o proshlom i budushchem”, S.V. Cheshkoning “Raspad SSSR: etnopoliticheskiy analiz”, F. Razzakovning “Korrupsiya v Politbyuro. Delo krasnogo uzbeka» kabi asarlar, shuningdek, Sh. Rashidov faoliyati yuzasidan xorijiy tadqiqotchilar, davlat arboblari - Fidel Kastro, D. Kunaev, Gregory Gleason va boshqalarning xotiralari hamda tadqiqotlarida uning rahbarlik va diplomatik faoliyati to‘g‘risida qimmatli hamda ijobiy ma’lumotlar beriladi[5,45]⁵. Mazkur manbalarda Sh. Rashidovning murakkab siyosiy sharoitdagi rahbarlik salohiyati, insonparvarligi, baynalmilalligi va yetakchilik fazilatlarini alohida ta’kidlanadi.

2000-yillarga kelib N. Hamroyevning “Kogda rastsvetayet zemlya”, Sh. Qobilovning “Paxta yakkahokimligi va uning halokatli oqibatlari”, S. Rizaev⁶ning “Sh. Rashidov. Shtrikhi k portretu”, V.A. Duxovniyning “Voda techet, voda zovet...”, R. Gazievning “Deyateli Uzbekistana. Vospominaniya o Sharafe Rashidove”, X. Yunusovning “Nekotorye voprosy izucheniya repressiy v Uzbekistane po “Xlopkovomu delu”, E. Nordmannning “Shtrikhi k portretam: general KGB rasskazyvaet” kabi asarlar totalitar tuzum davri siyosiy jarayonlari va Sh. Rashidov faoliyatini baholashga qaratilgan muhim tadqiqotlar sirasiga kiradi[7]⁷.

Sh. Ergashevning “Erk istar ko‘ngil”, A. To‘raevning “Biz bilgan va bilmagan hazrati inson”, E. Yusupovning “Zulmat ichida ziyo izlab”, G. Sh. Rashidova va D. A. Komilovning “Sharof Rashidov: inson – davr ko‘zgusida va davr – inson taqdirida”, T. Alimardonovning “O‘chmas sharaf”, I. Kuchievning “Sharaf Rashidov: pobeditel”, R.

⁵ Gregory Gleason. Sharaf Rashidov and the dilemmas of national leadership, Central Asian Survey Vol. 5. Iss. 3-4, 1986.

⁶ Ризаев С. Шараф Рашидов. Штрихи к портрету. – Т.: “Ёзувчи” – “Нур”, 1992. -246 с.

⁷ Клименко А.И. Духовно-нравственное воспитание студентов в учебном процессе. – 2024. – С. 56-59; Кашина С.В. Духовно-нравственное воспитание подрастающего поколения в системе дополнительного образования //Сфера образования. 2020. – С. 27; Михеенко Я.С. Духовно-нравственный потенциал рассказа А. П. Гайдара “Дым в лесу” //Аксиологический диапазон художественной литературы: сб. науч. статей. – Витебск: ВГУ имени П. М. Машерова, 2020. – С. 62-64.

Nishonov va R. Abdullayeva hamda boshqalarning ko‘plab xotiralari va suhbatlari kiradi[8, 62]⁸. Xususan, “Kremlda o‘tgan kunlarim (Esdaliklar)” va “Sharof Rashidov. Portretiga chizgilar” asarlari mualliflari Sh. R. Rashidov bilan bevosita birga ishlagan shaxslar bo‘lib, o‘z xotiralari hamda tadqiqotchilar uchun noyob hisoblangan materiallar asosida uning faoliyatining turli jihatlarini, jumladan, diplomatik faoliyatini ham tahlil qilganlar[9, 78]⁹.

ASOSIY QISM

Atoqli davlat arbobi va yozuvchi Sharof Rashidov 1917-yil 6-noyabrda Jizzax shahrida tavallud topgan. 1926-1933-yillarda u Narimonov nomidagi maktabda tahsil olgan. Jizzaxdagi pedagogika texnikumini tamomlagach, bir muddat maktabda pioner yetakchisi va o‘qituvchi sifatida faoliyat yuritgan.

1941-yilda Samarqand davlat universitetini tugatgan. 1938–1941-yillarda Samarqand viloyatining “Lenin yo‘li” gazetasida ishlagan. 1941–1942-yillarda Ikkinchi jahon urushida ishtirok etgan. 1944–1947-yillarda Samarqand viloyat partiya qo‘mitasi kotibi, 1949–1950-yillarda esa “Qizil O‘zbekiston” (hozirgi “O‘zbekiston ovozi”) gazetasining muharriri bo‘lgan. 1949–1950-yillarda O‘zbekiston Yozuvchilar uyushmasi raisi, 1950–1959-yillarda O‘zbekiston Oliy Kengashi Prezidiumi raisi lavozimida ishlagan. 1959–1983-yillarda esa respublikaning birinchi rahbari sifatida O‘zbekiston Kompartiyasi Markaziy Qo‘mitasiga rahbarlik qilgan.

Sharof Rashidov ijodiy faoliyatini dastlab she‘riyatdan boshlagan. U “O‘lkam”, “Orzuimiz”, “San’ating kulsin”, “Vatan ishq”, “Singlimga”, “Lochinlar”, “Ona

⁸ Абуталипов Ч.А. Международные связи Узбекистана. – Т., 1964 – 119 с.; Абуталипов Ч.А. Под ленинским

знаменам дружбы и мира. – Т.: Государственное издательство Узбекской ССР. 1970. – 365 с.;

Маннонов Б.,

Нишонов М. Ўзбекистон ССРнинг чет мамлакатлар билан иқтисодий ва маданий алоқалари. – Т.: «Фан», 1974. – 54 б.

⁹ Муҳитдинов Н.А. Кремлда ўтган кунларим [Эсдаликлар]. Биринчи китоб. – Тошкент, “Ўзбекистон”, 1995.

316 с.

nasihati” kabi she’rlar muallifidir. 1945-yilda uning “Qahrim” nomli she’rlar to‘plami nashr etilgan.

Shuningdek, u “G‘oliblar” (1951), “Kashmir qo‘shig‘i” (1959) qissalari, “Ikki dil dostoni” kinossenariysi, “Bo‘rondan kuchli” (1958), “Qudratli to‘lqin” (1964), “G‘oliblar” (1972) romanlari hamda “Dil amri” (1982) qissasini yaratgan.

1949 -1950-yillarda O‘zbekiston Yozuvchilar uyushmasi raisi. 1950-1959-yillarda O‘zbekiston SSR Oliy Sovet Prezidiumi raisi va SSSP Oliy Sovet Prezidiumi raisi o‘rinbosari. 1959-yil mart oyidan O‘zbekiston Kompartiyasi Markaziy Komitetining birinchi kotibi. U 1937 -1938-yillardagi O‘zbekiston ziyolilari vakillarining (begunoh mahkumlarni) rehabilitatsiya qilish tashabbusi bilan chiqqan. KPSS XIX-XXIV syezdlari delegati; 1956-yildan MK a‘ziligiga nomzod, 1961-yildan KPSS MK a‘zosi. Sharof Rashidov 1960-yillardan boshlab xalqaro siyosat maydonida chiqishlar qila boshladi. 1962-yilda Kuba inqirozi paytida u Fidel Kastro bilan muzokarlarda sovet delegatsiyasiga rahbarlik qildi. 1961-yildan MK Prezidiumi a‘ziligiga nomzod, 1966-yil apreldan Sovet Ittifoqi Kommunistik Partiyasi MK Siyosiy burosi a‘ziligiga nomzod. 1966-yil apreldan KPSS Markaziy Qo‘mitasi Siyosiy byurosi a‘ziligiga nomzod. III-X chaqiriq SSSR Oliy Soveti deputati. 1970-yildan SSSR Oliy Soveti Prezidiumi a‘zosi. 1966-yilda Toshkentda A.Kosigin vositachiligida Hindiston Bosh vaziri L.Shastri va Pokiston Prezidenti Muhammad Ayubxon o‘rtasida muzokaralar bo‘lib o‘tdi. Bu muzokaralarni tayyorlashda Sharof Rashidov ham ishtirok etgan.

Ikki marta Sotsialistik Mehnat Qahramoni (1974), (1977). Lenin mukofoti laureati. 6 marta Lenin ordeni bilan, 4 marta boshqa ordenlar bilan, shuningdek medallar bilan taqdirlangan. 1994-yilda Alisher Navoiy nomidagi Davlat mukofoti berilgan.

Rashidovning nomi uning rahbarligi davrida mintaqaning iqtisodiy rivojlanishi bilan chambarchas bog‘liqdir. Sharof Rashidov davrida barpo etilgan V. P. Chkalov nomidagi Toshkent aviatsiya ishlab chiqarish birlashmasi dunyodagi eng yirik aviatsiya

korxonalaridan biriga aylangan. Bu korxonada yiliga 60 tadan ortiq yirik samolyotlar ishlab chiqarilgan[10]¹⁰.

Toshkent traktor zavodida yiliga 21 mingdan ortiq traktor, “Tashselmash” korxonasida esa 10 mingdan ortiq paxta terish kombaynlari ishlab chiqarilgan. 1969-yilda O‘zbekistonda Muruntov oltin koni o‘zlashtirilib, undan yiliga 100 tonnagacha oltin qazib olingan.

Rashidov davrida O‘zbekiston yengil va oziq-ovqat sanoati rivojlangan industrial-agrar respublikaga aylangan bo‘lib, og‘ir sanoat sezilarli darajada, ya’ni o‘n barobargacha o‘sgan. Bu davrda yirik issiqlik elektr stansiyalari - Toshkent (1971-yildan), Sirdaryo (1975-yildan), Navoiy va Angren IESlari hamda Chorvoq gidroelektr stansiyasi (1972-yildan) qurib ishga tushirilgan.

Rashidov davrida 1966-yildan boshlab O‘zbekiston poytaxti Toshkent shahrini qayta tiklash va rekonstruksiya qilish ishlari keng ko‘lamda amalga oshirildi. Shaharda yangi muzeylar, bog‘lar, teatrlar va yodgorlik majmualari barpo etildi.

1970-yilda Samarqand shahrining 2500 yilligi nishonlanib, ushbu sana munosabati bilan keng ko‘lamli madaniy va ilmiy tadbirlar o‘tkazildi. Shu davrda Samarqandda shahar tarixi muzeyi hamda opera va balet teatri faoliyati yo‘lga qo‘yildi. 1977-yilda esa O‘rta Osiyoda ilk bor Toshkent metrosi ishga tushirildi.

1969-yilda Samarqand shahrida Temuriylar davri san’ati tarixiga bag‘ishlangan xalqaro simpozium o‘tkazildi. 1973-yilda mashhur alloma Abu Rayhon Beruniy tavalludining 1000 yilligi keng nishonlanib, bu munosabat bilan badiiy film ham suratga olindi.

O‘zbekistonda Sharof Rashidov rahbarligi davrida ilmiy-tadqiqot institutlari soni sezilarli darajada oshdi: 1960-yildagi 64 tadan 1980-yillar boshiga kelib 100 taga yetdi.

¹⁰ Рустамов У.А. Советский Узбекистан на международной арене. – Т.: “Узбекистан”, 1979. – 208 с.

Uning tashabbusi bilan O'rta Osiyoda birinchi bo'lib Arxeologiya instituti tashkil etildi[11]¹¹.

1953-yili Stalin vafot etdi. Stalinning o'limidan so'ng SSSRning ichki va tashqi siyosatida ma'lum o'zgarishlar yuz berdi. Bunda KPSSning XX syezdi va unda Stalin shaxsiga sig'inishning qoralanishi, qatag'on qilingan kishilarning oqlanishi katta rol o'ynadi. Jamiyatda demokratik o'zgarishlarni amalga oshirish uchun harakat boshlandi[12]¹².

1956-yili Sh. Rashidov SSSR Ministrlar Soveti Raisining birinchi o'rinbosari A. I. Mikoyan boshchiligidagi SSSR Oliy Soveti delegatsiyasi tarkibida 22-martda Pokiston, 26–30-mart kunlari Hindiston, 30-mart – 2-aprel kunlari Birma, 2–6-aprel kunlari Vyetnam, 6–8-aprel kunlari Xitoy, 8–9-aprel kunlari Mo'g'ulistonga tashrif buyurdi. Moskvaga qaytgach, A. I. Mikoyan Sh. Rashidovning diplomatik qobiliyatiga yuqori baho berdi.

1957-yili SSSR Oliy Soveti Prezidiumi Raisi K. E. Voroshilov boshchiligidagi delegatsiya tarkibida Sh. Rashidov Indoneziya, Birma, Xitoy, Vyetnam, Hindiston, Eron, Iroq va Misrga tashrif buyurdi.

Ma'lumki, 1959-yili Kubada hokimiyatga kelgan Fidel Kastro hukumati mamlakatdagi islohotlarning sotsialistik xarakteri to'g'risida e'lon qildi. AQSH hukumati bir necha bor Kastro hukumatiga qarshi harakatlarni boshlab yubordi. 1962-yil kuzida sovet qo'shinlari tomonidan "Anadir" operatsiyasi amalga oshirildi. Kubaga maxfiy ravishda 40 ta yadroviy raketa va zarur anjomlar keltirildi. 1962-yil 14-yanvarda operatsiya to'liq yakunlandi. Bu operatsiyani amalga oshirishda Sh. Rashidov juda katta rol o'ynadi. U delegatsiya rahbari sifatida Fidel Kastro bilan o'tkazilgan muzokaralarda

¹¹ Каримов И. Ўзбекистон КП МКнинг XXII съезди сиёсий маърузасидан. – Тошкент:1990. – 25 б.

¹² Адибеков Г.М. Три крутых поворота (О взаимосвязи внешней и внутренней политики КПСС) // Вопросы истории КПСС, 1990, № 3. – С. 38.

sovet raketalarining bu mamlakatga joylashtirilishi faqat SSSRning emas, avvalo Kuba manfaatlariga mos ekanligini, AQSH tajovuzidan orolni va Kuba inqilobini ishonchli himoya qila olishini unga ishontirdi[13]¹³.

Sh. Rashidov Osiyo va Afrika mamlakatlarini sovet ta'sir doirasiga jalb qilish maqsadida bu davlatlarga tashriflarini davom ettirdi. 1963-yili u Jazoirga SSSR partiya-hukumat delegatsiyasi rahbari sifatida tashrif buyurdi. Jazoir 1962-yil 19-martda o'zining to'liq mustaqilligini e'lon qilgan edi. Sh. Rashidov Jazoir rahbarlari bilan o'zaro iqtisodiy hamkorlikni yo'lga qo'yish bo'yicha muzokaralar olib bordi.

Keyingi, 1964-yilda Sh. Rashidov sovet partiya-hukumat delegatsiyasiga rahbar bo'lib yana Jazoirga mamlakatdagi inqilobning o'n yilligini nishonlash tantanalariga tashrif buyurdi. Jazoir inqilobining 10 yilligi munosabati bilan bu yerga dunyoning 80 ta mamlakatidan delegatsiyalar tashrif buyurgan edi. Bu davrda O'zbekiston SSR erishgan ilmiy-texnik taraqqiyot darajasi, shakllangan olimlar jamoasi fanning ko'plab sohalarida yordam ko'rsatish imkoniyatiga ega edi. Arab Sharqi va Afrika mamlakatlariga ham ilmiy-texnik yordam ko'rsatish, ma'ruzalar o'qish, alohida ilmiy muammolarni o'rganish uchun O'zbekistondan borayotgan olimlar va mutaxassislar soni yildan-yilga ortib bordi. Faqat 1970–1974-yillarda chet ellarda, jumladan Arab Sharqi va Afrika mamlakatlarida, O'zbekiston SSR Fanlar akademiyasi bo'yicha 111 nafar olimlar bo'lib qaytishdi. Shu vaqt ichida respublika Oliy va o'rta maxsus ta'lim vazirligi tomonidan Arab Sharqi va Afrikadagi rivojlanayotgan mamlakatlarga 42 nafar olim va mutaxassislar yuborildi. Bu olimlar Arab Sharqi va Afrika mamlakatlarida fanning turli sohalarini rivojlantirish hamda iqtisodiyot uchun muhim ahamiyatga ega bo'lgan sohalardagi muammolarni hal qilishda malakali yordam ko'rsatdilar[14]¹⁴.

¹³ Шароф Рашидов номидаги халқаро жамоатчилик фонди архиви, 1956 йил материаллари.

¹⁴ Шароф Рашидов номидаги халқаро жамоатчилик фонди архиви, 1964 йил материаллари.

SSSRga tashrif buyurgan chet mamlakatlarning ko'pchiligi O'zbekiston SSRga ham kelar edi. Masalan, 1956-yil yanvarda Eron parlamenti delegatsiyasi Toshkentga keldi. Parlament delegatsiyasi a'zolarini O'zbekiston SSR Oliy Soveti Prezidiumi raisi Sh. Rashidov qabul qildi. Shu yil iyul oyida Eron shahanshohi Muhammad Rizo Pahlaviy Toshkentga keldi. Uni O'zbekiston rahbarlari kutib oldi. Shoh Samarqandga ham tashrif buyurdi. Unga O'zbekiston SSR Oliy Soveti raisi Sh. Rashidov hamrohlik qildi[15]¹⁵.

1956-yil 26-iyul kuni Pokiston parlamenti delegatsiyasi Toshkentga keldi. Ertasi kuni mehmonlar Sh. Rashidov tomonidan qabul qilindi. Ular O'zbekiston bilan tanishishni davom ettirdi.

Shu yil 5-sentabrda Indoneziya Respublikasi prezidenti Ahmad Sukarno Toshkentga keldi. 7-sentabr kuni O'zbekiston SSR Oliy Soveti Prezidiumi raisi Sh. Rashidov Indoneziya prezidenti Sukarno sharafiga qabul marosimi o'tkazdi. Marosimda Sh. Rashidov va Sukarno nutq so'zlab, o'zaro munosabatlardan qoniqish bildirdi[16]¹⁶.

1957-yil 3-avgust kuni O'zbekistonga tashrif buyurgan Afg'oniston podshohi Muhammad Zohir Shoh sharafiga O'zbekiston SSR Oliy Soveti Prezidiumi raisi Sharof Rashidov huzurida qabul marosimi uyushtirildi. Marosimda tomonlar yaxshi qo'shnichilik munosabatlarining ahamiyati, SSSRning Afg'onistonga yordami haqida fikr almashdilar[17]¹⁷. Xususan, 1954-yildan SSSR Afg'onistonga berib kelayotgan imtiyozli kreditlarni davom ettirish, afg'on yoshlarining ta'lim olishi borasida yordam ko'rsatish va ikki tomon uchun ham manfaatli loyihalarni amalga oshirish masalalari muhokama qilindi[18]¹⁸.

¹⁵ "Қизил Ўзбекистон", 1956 йил 1 июль.

¹⁶ "Қизил Ўзбекистон", 1956 йил 26 июль.

¹⁷ "Қизил Ўзбекистон", 1956 йил 7 сентябрь.

¹⁸ Qarang: Набат М.М. Стратегия экономической помощи СССР Афганистану накануне вывода советских

войск // Вестник Санкт-Петербургского университета Востоковедение и африканистики. 2013. Т. 10. Вып. 1.

1961-yil 16-iyul kuni Gana Respublikasi prezidenti va tashqi ishlar vaziri Kvame Nkruma O‘zbekistonga tashrif buyurdi[19]¹⁹. Kvame Nkruma faylasuf va sotsiolog bo‘lib, AQSH va Buyuk Britaniyaning bir qator universitetlarida o‘qigan va dars bergan. U Afrika ozodligi va tengligi uchun kurashchi sifatida tanilgan bo‘lib, O‘zbekistonning rivojlanish yutuqlari bilan tanishdi. Unga Sh. Rashidov hamrohlik qildi[20]²⁰.

1961-yil sentabrda Hindiston Respublikasi bosh vaziri Javoharlal Neru O‘zbekistonga tashrif buyurdi. Mehmon O‘zbekiston rahbariyati tomonidan kutib olindi va O‘zbekiston SSR Oliy Soveti Prezidiumida qabul marosimi o‘tkazildi. J. Neru va Sh. Rashidov o‘rtasidagi suhbatda tomonlar o‘zaro aloqalarni mustahkamlashga qiziqish bildirdi.

Sharof Rashidov rahbarlik qilgan yillarda O‘zbekistonning xalqaro ilmiy aloqalari ham jadal rivojlandi. Bu davrda O‘zbekiston rivojlanayotgan mamlakatlar uchun milliy kadrlar tayyorlaydigan markazlardan biriga aylandi. Toshkent davlat universiteti (hozirgi Mirzo Ulug‘bek nomidagi O‘zbekiston milliy universiteti)ning maxsus fakulteti yigirma yil davomida turli mamlakatlardan kelgan 3 mingdan ortiq chet el yoshlarini o‘qitdi. Ularning ko‘pchiligi keyinchalik respublika oliy o‘quv yurtlarini muvaffaqiyatli tamomladi.

Faqat 1982-yilda O‘zbekiston oliy o‘quv yurtlarida dunyoning 73 mamlakatidan 3 mingdan ortiq talaba, aspirant va stajyor ta’lim oldi. Bundan tashqari, Toshkent davlat universitetida AQSH, Fransiya, Germaniya, Hindiston, Iroq, Afg‘oniston va boshqa mamlakatlardan kelgan olimlar va pedagoglar faoliyat yuritdi. Shuningdek, ushbu universitetning talaba va aspirantlari ham Sharq mamlakatlarida ta’lim oldi.

XX asrning 60-yillari ikkinchi yarmi – 80-yillari boshlarida O‘zbekiston SSRning iqtisodiy va madaniy rivojlanishida yuz bergan ijobiy o‘zgarishlar hamda Sharof

– С. 118–119.

¹⁹ О‘зМА, 2037-fond, 7-ro‘yxat, 153-yig‘majild, 34-varaq.

²⁰ “Қизил Ўзбекистон”, 1957 йил 3 август.

Rashidovning SSSR xalqaro aloqalaridagi ishtiroki tufayli respublikaning chet mamlakatlar bilan iqtisodiy va madaniy aloqalari yanada kuchaydi. Biroq respublikada paxta yakkahokimligi va iqtisodiyotning biryoqlama rivojlanishi iqtisodiy aloqalarning sifatiga ham ta'sir ko'rsatdi. O'zbekiston ko'proq xom ashyo, asosan qishloq xo'jaligi mahsulotlari yetkazib beruvchi respublika sifatida qolib ketdi.

XULOSA

1959–1983-yillarda O'zbekiston SSRning ijtimoiy-iqtisodiy rivojlanishida Sharof Rashidov muhim o'rin tutgan davlat va siyosat arboblardan biri hisoblanadi. Uning rahbarligi davrida respublikada sanoat, qishloq xo'jaligi, energetika, transport va qurilish sohalarida sezilarli yutuqlarga erishildi. Toshkent aviatsiya ishlab chiqarish birlashmasi, Muruntov oltin koni, yirik issiqlik elektr stansiyalari hamda Toshkent metropolitenining barpo etilishi O'zbekistonning iqtisodiy salohiyatini mustahkamlashga xizmat qildi.

Mazkur davrda fan, ta'lim va madaniyat sohalarida ham muhim o'zgarishlar yuz berdi. Ilmiy-tadqiqot muassasalari sonining ortishi, yangi madaniy markazlarning tashkil etilishi, xalqaro ilmiy va madaniy aloqalarning kengayishi respublikaning ilmiy-madaniy taraqqiyotiga ijobiy ta'sir ko'rsatdi. Sharof Rashidov tashabbusi bilan O'zbekistonning xalqaro nufuzi oshib, u Osiyo va Afrika mamlakatlari bilan ilmiy, madaniy va iqtisodiy hamkorlik aloqalarini rivojlantirishda faol ishtirok etdi.

Shu bilan birga, iqtisodiyotning paxtachilikka haddan tashqari ixtisoslashuvi va markaz tomonidan yuritilgan biryoqlama siyosat respublika iqtisodiy rivojlanishining muayyan cheklanishlariga sabab bo'ldi. Natijada O'zbekiston asosan xom ashyo yetkazib beruvchi hudud sifatida shakllanib qoldi hamda keyinchalik ekologik va iqtisodiy muammolar yuzaga keldi.

Umuman olganda, Sharof Rashidov faoliyati O'zbekiston SSR tarixida murakkab va serqirra jarayon sifatida namoyon bo'ladi. Uning rahbarligi davrida amalga oshirilgan

ijtimoiy-iqtisodiy va madaniy islohotlar respublika taraqqiyotida muhim iz qoldirgan bo‘lib, mazkur davr O‘zbekistonning XX asr ikkinchi yarmidagi rivojlanish tarixida alohida o‘rin egallaydi.

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**COMPARATIVE ANALYSIS OF MODERN STUDIES ON FIBER-
REINFORCED CONCRETE FOR MONOLITHIC CONSTRUCTION:
EFFECT OF FIBER TYPE ON THE STRUCTURE, STRENGTH, AND
DURABILITY OF CEMENT COMPOSITES**

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Abstract

This paper presents a comparative analysis of domestic and international studies devoted to the development and application of fiber-reinforced concrete (FRC) for monolithic construction. The results of investigations on basalt, polypropylene, steel, and synthetic macrofibers used for dispersed reinforcement of cement composites are reviewed. The influence of fiber type, length, and dosage on compressive and flexural strength, crack resistance, deformability, impact toughness, shrinkage behavior, and durability of concrete is analyzed. Particular attention is paid to studies concerning fine-grained fiber-reinforced concretes, self-compacting fiber-reinforced concretes, and composite materials intended for monolithic construction. Based on the analysis of published dissertation studies, it has been established that the incorporation of basalt fibers increases flexural strength by up to 40–60%, crack resistance by up to 70%, and reduces shrinkage deformation by 15–35%. The use of synthetic macrofibers significantly improves the energy absorption capacity and operational reliability of concrete structures. It is shown that the optimum fiber content for most types of fibers ranges from 0.5 to 2.0% by cement mass or from 0.1 to 1.5% by volume of the mixture. The study identifies promising directions for future research related to the development of high-performance and self-compacting fiber-reinforced concretes for application under hot and arid climatic conditions.

Keywords:

fiber-reinforced concrete, basalt fiber, polypropylene fiber, steel fiber, synthetic macro-fiber, monolithic construction, strength, crack resistance, durability, cement composite.

Introduction

The modern development of the construction industry is characterized by continuously increasing requirements for the operational reliability, durability, and crack resistance of concrete and reinforced concrete structures. One of the most effective methods for improving the performance characteristics of concrete is dispersed reinforcement with various types of fibers, which enables the formation of a three-dimensional reinforcing network within the cement matrix. This network inhibits the initiation and propagation of microcracks and enhances the material's resistance to external actions [1].

According to the fundamental research conducted by Pukharens [1], fiber-reinforced concretes represent a special class of composite materials distinguished by pronounced structural anisotropy and the ability to sustain tensile stresses even after crack formation. Consequently, significant improvements are achieved in flexural strength, impact toughness, fatigue resistance, and service life of structures.

Over the last two decades, considerable attention has been devoted to the study of steel, basalt, glass, polypropylene, and synthetic macrofibers. Among these materials, basalt fibers are of particular interest because of their high tensile strength, chemical stability, corrosion resistance, and relatively low production cost [2,3].

The rapid development of monolithic construction technologies has created a demand for innovative fiber-reinforced concrete mixtures possessing high workability, self-compacting ability, and enhanced operational reliability [4].

Theoretical Background of Dispersed Reinforcement of Concrete

The reinforcing mechanism of fibers in concrete is based on the redistribution of

internal stresses between the cement matrix and the reinforcing fibers. When microcracks occur, fibers bridge the crack surfaces and prevent their opening, thereby ensuring stress transfer through the interfacial transition zone.

According to the studies conducted by Naaman, the effectiveness of fiber reinforcement is governed by the following factors [5]:

- Elastic modulus of the fiber;
- Tensile strength of the fiber;
- Fiber aspect ratio (length-to-diameter ratio);
- Adhesion between the fiber and the cement matrix;
- Fiber volume fraction;
- Uniformity of fiber distribution.

The highest reinforcement efficiency is achieved when a spatially distributed fiber network is formed within the composite, enabling the material to withstand tensile stresses at various stages of deformation and crack development.

Comparative Analysis of Major Fiber Types

Table 1

Main Characteristics of the Most Common Fiber Types

Fiber Type	Density, kg/m ³	Tensile Strength, MPa	Elastic Modulus, GPa	Main Advantages
Steel Fiber	7800	1000–2500	200	High strength and stiffness
Basalt Fiber	2600–2800	2800–4800	85–95	Excellent corrosion resistance
Polypropylene Fiber	910	400–700	3–10	Low cost

Synthetic Macrofiber	900–950	450–800	7–15	High crack resistance
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The analysis indicates that steel fiber possesses the highest elastic modulus; however, it is susceptible to corrosion processes. Basalt fiber combines high strength with excellent chemical resistance, making it particularly suitable for application in aggressive environments [2, 3].

Studies on Basalt Fiber Reinforcement

One of the most comprehensive investigations into the application of basalt fibers was conducted by M.O. Zubova [2]. The author demonstrated that the incorporation of basalt fibers contributes to the formation of a denser cementitious matrix and reduces the number of microstructural defects.

The results obtained by various researchers are summarized in Table 2.

Table 2

Effect of Basalt Fiber on Concrete Properties

Author	Type of Concrete	Fiber Content	Change in Compressive Strength
Zubova M.O. [2]	Fine-grained concrete	1.0–2.0%	+15–25%
Buchkin A.V. [3]	Corrosion-resistant concrete	1.5–2.0%	+12–20%
Kalugin I.G. [6]	Foam concrete	0.5–1.5%	+10–18%
Chhi Sovann [4]	Composite binder-based concrete	1.0–2.0%	+18–30%

A particularly significant effect was observed in flexural strength enhancement. In several studies, the increase in flexural strength reached 40–60%.

Studies on Synthetic Macrofibers

In recent years, synthetic macrofibers have attracted considerable research interest. According to the findings reported by M.P. Kostrikin [7], synthetic macrofibers effectively control crack opening and can partially replace conventional reinforcement.

Table 3

Efficiency of Synthetic Macrofiber Reinforcement

Parameter	Without Fiber	With Macrofiber
Flexural Strength	100%	120–140%
Fracture Energy	100%	180–250%
Crack Resistance	100%	150–200%
Impact Toughness	100%	170–230%

These results confirm the high effectiveness of synthetic macrofibers in industrial and civil engineering structures.

Comparison of the Effectiveness of Different Fiber Types

Table 4

Comparative Effectiveness of Reinforcing Fibers

Property	Steel Fiber	Basalt Fiber	Polypropylene Fiber	Synthetic Macrofiber
Compressive Strength	+10–20%	+15–25%	+5–12%	+8–15%
Flexural Strength	+40–80%	+30–60%	+15–30%	+35–70%
Crack Resistance	+60–120%	+40–90%	+30–60%	+70–150%
Corrosion Resistance	Low	High	Very High	Very High

The obtained data indicate that basalt fiber and synthetic macrofiber are among the most promising materials for modern monolithic construction applications.

Conclusions

1. The analysis of the reviewed literature demonstrates the high efficiency of dispersed reinforcement of cement-based composites using various fiber types.
2. The most significant improvement in flexural strength is achieved through the incorporation of steel and basalt fibers.
3. Synthetic macrofibers provide the greatest enhancement in crack resistance and fracture energy.
4. Basalt fibers exhibit an optimal combination of mechanical performance, durability, and corrosion resistance.
5. A promising direction for future research is the development of multi-component fiber-reinforced concretes with hybrid reinforcement systems incorporating different fiber types.

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EMOTIONAL SPHERE OF ADOLESCENTS: CAUSES OF EMOTIONAL INSTABILITY AND ITS MANIFESTATIONS

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Abstract

The article examines the characteristics of the emotional sphere of adolescents, the main causes of emotional instability, and the forms of its manifestation. Special attention is paid to the influence of family upbringing and parent-child relationships on the emotional well-being of adolescents. The results of an empirical study conducted using the “Analysis of Family Relationships” (AFR) questionnaire developed by E.G. Eidemiller and V. Justickis, as well as the Parental Attitude Research Instrument (PARI) by A.Y. Varga and V.V. Stolin, are presented.

Keywords

adolescence, emotional sphere, emotional instability, development, mental health.

ЭМОЦИОНАЛЬНАЯ СФЕРА ПОДРОСТКОВ: ПРИЧИНЫ ВОЗНИКНОВЕНИЯ НЕСТАБИЛЬНОСТИ И ЕЕ ПРОЯВЛЕНИЯ

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Аннотация

В статье рассматриваются особенности эмоциональной сферы подростков, основные причины возникновения эмоциональной нестабильности и формы ее проявления. Особое внимание уделяется влиянию семейного воспитания и детско-родительских отношений на эмоциональное благополучие подростков.

Представлены результаты эмпирического исследования по методикам опросник «Анализ семейных формул» (АСФ) Э.Г. Эйдемиллера и В. Юстицкиса и тест-опросник родительского отношения (ОРО) А.Я. Варги и В.В. Столина.

Ключевые слова: подростковый возраст, эмоциональная сфера, эмоциональная нестабильность, развитие, психическое здоровье.

Период подросткового возраста представляет собой один из наиболее трудных и неоднозначных этапов становления личности. В это время наблюдаются существенные трансформации в эмоциональной, познавательной и социальной сферах, что зачастую коррелирует с выраженной эмоциональной лабильностью [2]. Повышенная восприимчивость, амплитудные колебания аффективного состояния, склонность к спонтанным действиям и дефицит самоконтроля являются типичными проявлениями подросткового возраста, что может оказывать неблагоприятное воздействие на поведенческие паттерны, академическую успеваемость и качество межличностных взаимодействий [1].

По всему миру примерно каждый седьмой подросток (10-19 лет) сталкивается с психическим расстройством, что объясняет 15% всех заболеваний в этой возрастной категории. Наиболее распространенными проблемами являются депрессия, тревожность и поведенческие расстройства, которые ведут к болезням и инвалидности. Недостаточное внимание к психическому здоровью подростков имеет долгосрочные последствия, негативно сказываясь на их физическом и психическом благополучии, а также ограничивая их потенциал во взрослой жизни [6].

Наша эмоциональная жизнь — это комплекс чувств, переживаний и личностных черт, которые помогают нам оценивать, насколько важны для нас происходящие события. Эмоции играют ключевую роль в управлении нашим поведением, общении с другими, приспособлении к окружающему миру и

побуждении к действию, что способствует успешной интеграции в общество. Однако, развитие этой сферы не всегда идет гладко. Частым признаком проблем с эмоциями является их неустойчивость, особенно заметная в подростковом возрасте [4].

По мнению Л.С. Выготского, основавшего культурно-историческую концепцию, наши чувства и эмоции развиваются благодаря тому, как мы общаемся с другими людьми и живем в обществе. Он считал, что в подростковом возрасте у человека появляются новые важные психологические качества, которые влияют на то, каким он станет в будущем [2].

В подростковом возрасте эмоции становятся сложнее и понятнее для самих себя, но управлять ими пока трудно. Как считал Д.Б.Эльконин, в этот период главное для подростков – близкое общение с друзьями, поэтому чувства, связанные с отношениями со сверстниками, приобретают особую важность [5]. Физиологические изменения, связанные с половым созреванием, также играют ключевую роль в эмоциональной неустойчивости, поскольку гормональные сдвиги сильно влияют на нервную систему и общее самочувствие подростков [1].

Степень проявления эмоциональной неустойчивости может варьироваться в зависимости от индивидуальных черт темперамента. Подростки, отличающиеся повышенной эмоциональной чувствительностью, зачастую сталкиваются с проблемами в саморегуляции своих эмоциональных состояний [3].

Учёные всё чаще исследуют, как цифровой мир влияет на эмоциональное и психофизиологическое здоровье подростков. Интенсивное использование гаджетов, интернета и социальных сетей часто приводит к перегрузке нервной системы. Постоянное погружение в онлайн-среду может негативно сказаться на качестве сна, замедлить процессы восстановления организма и спровоцировать повышенное эмоциональное напряжение. Значительное влияние оказывают и

отношения с другими подростками. В этот период жизни потребность в одобрении и принадлежности к группе является одной из ключевых. Отторжение сверстниками, сложности в коммуникации, конфликты и буллинг нередко становятся причиной глубоких эмоциональных переживаний [5].

Подростковый возраст – это время перехода от детства к зрелости. Хотя подростки стремятся к самостоятельности и хотят пользоваться взрослыми привилегиями, им еще не хватает жизненного опыта, социальной зрелости и психологической стабильности. Это создает разрыв между их ощущением собственной взрослости и реальными возможностями. Семейное воспитание играет ключевую роль в эмоциональном состоянии подростков. Неблагоприятная атмосфера в семье, отсутствие поддержки и конфликты могут привести к эмоциональной нестабильности [4].

Эмпирическое исследование, проведенное в средней школе №188 города Ташкента, было посвящено изучению стилей семейного воспитания и характера взаимоотношений между родителями и подростками. В исследовании приняли участие 27 подростков и 22 их матери. Для оценки особенностей семейного воспитания и выявления возможных проблем мы использовали опросник «Анализ семейных формул» (АСФ) Э.Г. Эйдемиллера и В. Юстицкиса. Кроме того, для диагностики родительского отношения как многогранного явления, включающего эмоциональные аспекты, модели взаимодействия и восприятие ребенка, применялся тест-опросник родительского отношения (ОРО) А.Я. Варги и В.В. Столина.

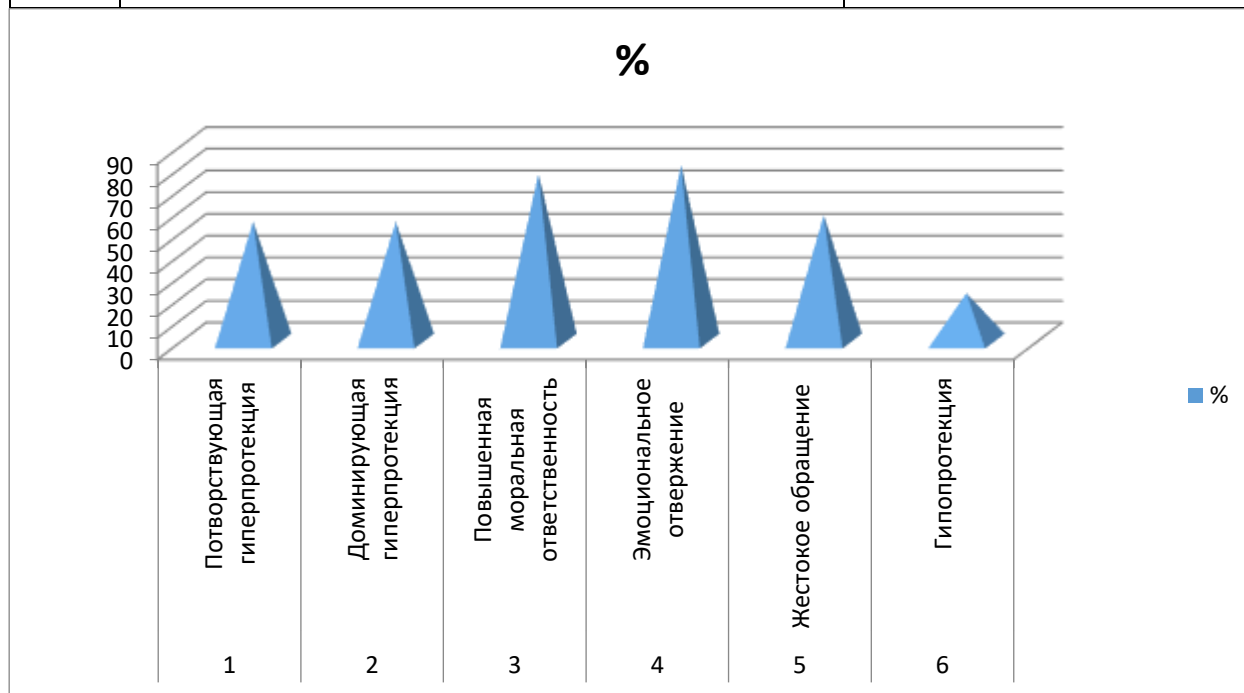
Методика «Анализ семейных отношений» (АСФ) Э.Г. Эйдемиллера и В.В. Юстицкиса представляет собой инструмент для комплексной оценки родительского отношения к ребенку. Опросник позволяет выявить специфику родительских установок, характер предъявляемых требований, степень

эмоциональной вовлеченности и уровень контроля в семейной системе. Такой подход дает возможность не только идентифицировать отдельные девиации в воспитании, но и рассматривать их в контексте целостной динамики семейного взаимодействия. Полученные данные систематизированы в Таблице 1.

Таблица 1.

Результаты исследования по методике АСВ

№	Ш к а л ы	%
1.	Потворствующая гиперпротекция	55
2.	Доминирующая гиперпротекция	55
3.	Повышенная моральная ответственность	77
4.	Эмоциональное отвержение	81
5.	Жестокое обращение	58
6.	Гипопротекция	22



Исследование с использованием методики анализа семейного воспитания Э.Г. Эйдемиллера и В. Юстицкиса показало, что в исследуемой группе преобладает потворствующая гиперпротекция (55%). Этот тип воспитания характеризуется чрезмерным вниманием родителей к ребенку, удовлетворением всех его желаний при отсутствии строгих требований и ограничений. В результате у подростков развиваются склонность к демонстративности, сильная потребность в одобрении и повышенная активность. Это свидетельствует о наличии в ряде семей "избыточной опеки" с элементами потакания.

У 55% обследованных семей был выявлен тип воспитания, характеризующийся доминирующей гиперпротекцией (Γ^+ , $У^{\pm}$, $Т^{\pm}$, $З^+$, $С^{\pm}$). Для данной модели семейного взаимодействия характерно повышенное внимание родителей к ребенку, сочетающееся с существенным ограничением его самостоятельности. Несмотря на выраженную заботу и вовлеченность взрослых, жизнедеятельность подростка находится под постоянным контролем, а его поведение регулируется многочисленными правилами, ограничениями и запретами.

Подобная организация воспитательного процесса создает неоднозначные условия личностного развития. С одной стороны, ребенок ощущает поддержку и значимость со стороны семьи, а с другой — сталкивается с недостатком свободы в принятии собственных решений и реализации инициативы. В результате формируется внутреннее противоречие между стремлением к самостоятельности и необходимостью подчиняться установленным требованиям.

Максимальные значения были зафиксированы по шкале повышенной моральной ответственности (Γ^+ , $У^-$, $Т^+$), где данный показатель достиг 77%. Полученные результаты указывают на преобладание воспитательной позиции, предполагающей предъявление к подростку высоких требований и ожиданий при

недостаточном внимании к его эмоциональным переживаниям, интересам и личностным запросам.

В условиях подобного семейного воспитания основное внимание уделяется выполнению обязанностей, соблюдению установленных норм и достижению социально одобряемых результатов. При этом эмоциональная поддержка и учет индивидуальных потребностей ребенка нередко отходят на второй план. Такая система отношений способствует формированию у подростка чувства постоянной ответственности за собственные успехи и неудачи, а также повышенной зависимости от оценки окружающих.

По шкале эмоционального отвержения (Г-, У-, Т±, З±, С±) был зафиксирован самый высокий показатель среди всех исследуемых параметров – 81%. Полученные данные свидетельствуют о том, что в значительной части семей наблюдается недостаток эмоциональной близости между родителями и подростками, а также сниженная степень принятия личности ребенка.

Для данного типа семейного воспитания характерно отсутствие теплых и доверительных отношений, вследствие чего подросток может испытывать дефицит внимания, поддержки и эмоционального участия со стороны взрослых. Нередко родители проявляют безразличие к переживаниям ребенка либо воспринимают его присутствие как дополнительную нагрузку, что отрицательно отражается на качестве внутрисемейного взаимодействия.

По шкале жестокого обращения (Г-, У-, Т±, З±, С+) был получен показатель 58%, что свидетельствует о наличии у части респондентов неблагоприятных особенностей семейного воспитания. Полученные данные указывают на использование родителями чрезмерно строгих методов воздействия, основанных на наказаниях, жестком контроле и подавлении инициативы ребенка.

В рамках данной воспитательной модели для достижения послушания могут применяться различные формы психологического давления, суровые дисциплинарные меры и иные способы воздействия, сопровождающиеся игнорированием эмоциональных потребностей подростка. Подобный характер взаимоотношений нередко приводит к нарушению чувства защищенности и снижению уровня доверия между ребенком и родителями.

По шкале гипопротекции (Г-, У-, Т-, З-, С±) был получен один из наименьших показателей — 22%. Это свидетельствует о сравнительно редком распространении воспитательной модели, характеризующейся недостаточным участием родителей в жизни ребенка и ослабленным выполнением ими воспитательных функций.

Полученные результаты позволяют предположить, что большинство обследованных семей сохраняют определенную степень заинтересованности в развитии подростка и осуществляют контроль за различными сторонами его жизнедеятельности. Даже при наличии отдельных нарушений в системе детско-родительских отношений родители, как правило, не устраниваются полностью от процесса воспитания и продолжают принимать участие в решении вопросов, связанных с обучением, поведением и повседневной жизнью ребенка.

Обобщение результатов исследования показывает, что в большинстве изученных семейных систем наблюдаются нарушения гармоничности воспитательного процесса, проявляющиеся преимущественно в формах чрезмерного контроля, жестких требований и недостаточной эмоциональной поддержки. Выявленные особенности указывают на преобладание таких моделей взаимодействия, при которых воспитательное воздействие часто строится вокруг регулирования поведения подростка, выполнения требований и соблюдения установленных норм.

Результаты исследования, проведенного с использованием методики Э.Г. Эйдемиллера и В. Юстицкиса, позволяют сделать вывод о преимущественном распространении неблагоприятных вариантов семейного воспитания среди участников обследования. Полученные показатели указывают на наличие нарушений в системе детско-родительского взаимодействия, выражающихся в несбалансированности требований, контроля и эмоционального отношения к подростку.

Выявленные нарушения в системе воспитательного взаимодействия, выражающиеся в недостатке эмоциональной поддержки, чрезмерном контроле или несбалансированности требований, создают неблагоприятные условия для формирования личности подростка. Под влиянием подобных факторов могут развиваться повышенная эмоциональная чувствительность, тревожные состояния, сложности в регулировании собственного поведения и проблемы при установлении социальных контактов.

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EXPERIENCE IN APPLICATION OF INTENSIVE TEACHING METHODS IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract

This article examines the experience of applying intensive teaching methods in teaching Russian in non-linguistic universities, as well as aspects of using these methods in teaching Russian as a foreign language.

Keywords

intensive methods, graphic organizers, optimization of learning, traditional methods of teaching RKI, innovative methods of teaching RKI, students' self-education.

ОПЫТ ПРИМЕНЕНИЯ ИНТЕНСИВНЫХ МЕТОДОВ ОБУЧЕНИЯ В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация Статья посвящается изучению опыта применения интенсивных методов обучения в преподавании русского языка в неязыковых вузах, а также аспектам использования этих методов при обучении русскому языку как иностранному.

Ключевые слова: интенсивные методы, графические органайзеры, оптимизация обучения, традиционные методики обучения РКИ, инновационные методики обучения РКИ, самообразование студентов.

К настоящему времени накоплен достаточно большой опыт преподавания

русского языка в неязыковых вузах. Курсы русского языка в разных традициях и программах могут называться по-разному: «Русский язык», «Практический курс русского языка», «Русский язык как иностранный», «Корректировочный курс русского языка» и т.п. Тем не менее, независимо от варьирования названия эти курсы неизменно имеют в своем предмете современный русский литературный язык как высшую форму развития русского национального языка. Вследствие этого, они до определенной степени соотносительны с курсами русского языка как родного: в любом случае перед преподавателем ставится цель привить знания норм литературного русского языка.

В Узбекистане имеется некоторый опыт применения опорных схем и конспектов при обучении русскому языку. Прежде всего, здесь следует отметить труды, отечественного ученого В. И. Андрияновой, доктора педагогических наук, профессора, международного эксперта по качеству образования (TASIS), академика Международной академии наук педагогического образования, всю свою жизнь и деятельность посвятившего решению проблем методики преподавания русского языка в школах Узбекистана. Профессор В. И. Андриянова придает большое значение схемным и знаковым компонентам дидактических материалов по русскому языку в целом ряде работ – [Андриянова, 1995], [Андриянова, 1996], [Андриянова, 1997]. Так, рассуждая о структуре учебника профессор В. И. Андриянова пишет: «Структуру учебника создают тексты и внетекстовые компоненты. Тексты учебника делятся на основные, дополнительные (обращения, документально-хрестоматийные материалы и др.) и пояснительные (примечания, разъяснения, словари и др.). Внетекстовые компоненты – это аппарат организации усвоения: иллюстрированный материал (иллюстрации, рисунки, схемы, диаграммы и др.) и аппарат ориентирования (введение, предисловие, рубрикация, выделение, сигналы-символы, указатели и

др.)» [Андриянова, 2007, с. 11]. Как видим, автор не использует термин «опорные сигналы», но по факту предполагает их активное применение.

Другим видным отечественным методистом, активно использующим опорные схемы в своих разработках, является М. Х. Тохтаходжаева, автор учебников по русскому языку как родному в школах Узбекистана. Так, в учебниках по русскому языку как родному для 1 – 4 классов, вышедших в свет в последние годы, М. Х. Тохтаходжаева широко применяет зрительные опоры (иконические знаки), таблицы и схемы, призванные упростить запоминание учебного материала – см. [Тохтаходжаева, 2017], [Тохтаходжаева, 2018], [Тохтаходжаева, 2019 а], [Тохтаходжаева, 2019 б].

Важно подчеркнуть, что к числу средств кодификации литературной языковой нормы правомерно могут быть отнесены учебники и учебные пособия по русскому языку, допущенные к использованию в учебном процессе уполномоченными государственными органами. Именно поэтому на авторах и составителях учебников и учебных пособий всегда лежит большая ответственность. Тем не менее, кодифицирующая функция учебной литературы вторична. Их основная функция, как это уже отмечалось выше, заключается в привитии обучаемым языковых норм, т.е. в формировании у них лингвистической компетенции. Иначе говоря, учебная литература ставит своей задачей описывать языковую норму в максимально доступной и компрессированной форме. В этом смысле учебная литература по методике обучения РКИ строится на тех же основаниях, что и учебная литература по русскому языку как родному. Мы убеждены, что в целом способы репрезентации лингвистических норм в процессе обучения языку носит достаточно универсализированный характер. В этом отношении русский язык отличается, в частности, от английского. У русского языка нормы одинаковы везде, по всему миру, поэтому и лингводиактическое

описание и методическое внедрение осуществляется по одним и тем же нормам русского языка. У русского языка нет литературных вариантов как у английского языка (5 литературных вариантов), равно как нет региональных особенностей его литературных норм. Это принципиальное различие. Речь на английском языке индуса, китайца и т.д. резко отличается от английской речи австралийца и т.д. Нормы же русского языка, несмотря на его широчайшее распространение, устойчивы и универсальны. В свою очередь, это отражается и на характере методики преподавания русского языка. Она, в отличие от методики преподавания английского, не отягощена необходимостью учитывать различия между региональными вариантами.

Для нашего исследования важно, что в учебной литературе по русскому языку (как родного, и иностранного) активно используются таблицы, схемы, рисунки и условные сокращения.

В частности, большое значение имеют те принципы, которым подчинены формулировки большинства правил. Правила русской орфографии, пунктуации, орфоэпии, грамматики в силу своего стремления к краткости и императивности часто строятся как максимы – ср., например: «*ЖИ и ШИ пиши через И!*». Этот принцип – принцип лаконичности – по большей части соблюдается практически в большинстве учебников и учебных пособий по русскому языку.

Наряду с этим в последние десятилетия наблюдается все более отчетливая тенденция к представлению правил не в виде собственно словесных формулировок, а с использованием различных неязыковых средств, используемых как мнемотехнические приемы, к каковым относятся, например, запоминание слова на основе зрительного образа, подбор слова по согласным буквам и др. – см. об этом [Бренчугина-Романова, 2016, с. 125]. Использование различных элементов мнемотехники в дидактических целях, как известно,

восходит с суггестопедическим методикам, но в известной мере на них базируются и опорные технологии.

Подчеркнем, что по замыслу автора подобные формулы не даются учителем в готовом виде, а создаются прямо во время учебного занятия при активном участии учеников. Ясно, что такой подход требует выработки соответствующих устойчивых навыков у обучаемых, что возможно только при условии постоянного использования этих приемов. С учетом же дефицита учебного времени, успешность применения такого подхода на практике вызывает у нас сомнения.

Другой чрезвычайно интересный и прогрессивный опыт, предпринятый в направлении формализации правил русского языка, представлен в диссертационном исследовании А. А. Гринькевича. Диссертация посвящена проблеме привития учащимся языковых (орфографических) норм «на основе алгоритмических предписаний и упражнений алгоритмического характера, позволяющих организовать умственную деятельность при решении учебно-языковых задач, развивающих логическое мышление учащихся, формирующих умения структурировать и обобщать учебный материал» [Гринькевич, 2007, с. 3]. Как нам кажется, внедрение методик, подобных предлагаемым Е. Г. Шатовой и А. А. Гринькевичем, осуществимо только при крупноблочной подаче материала. Кроме того, данные методики функционально нацелены на развивающее обучение, и поэтому, в отличие от опорной технологии, их нельзя считать направленными на интенсификацию обучения русскому языку. В статье Д. Д. Директоровой развивается идея применения для усвоения лингвистического материала на уроках русского языка так называемых ключ-подсказок. Под этим термином автор понимает специфическую зрительную наглядность, а также ключевые слова, в которых «зашифровано» языковое правило. Например, автор пишет: «Правило по употреблению суффикса «нн» в причастиях можно

зашифровать следующей ключ-подсказкой: *усовершенствованное причастие с зависимым словом*. Правило при необходимости можно развернуть так: 4 слова в ключ-подсказке отражают 4 условия написания «нн» в причастиях: • у причастия есть приставка; • причастие образовано от глагола совершенного вида; • у причастия есть суффиксы «ова»/«ева»; • причастие имеет зависимое слово или слова. Таким образом, вместо того чтобы запомнить 16–20 слов правила, или около 35 слов (если с примерами) школьнику нужно запомнить только краткую ключ-подсказку, состоящую всего лишь из 4 слов» [Директорова, 2020, с. 2016]. Трудно сказать, в какой мере целесообразно использовать подобные формулировки, однако в целом такая идея не может не вызвать у нас интереса, с учетом специфики предпринимаемого нами исследования. Другой пример предлагаемой данным автором ключ-подсказки, на наш взгляд, является более целесообразным и применимым на практике. В статье приведен рисунок, призванный облегчить запоминание исключения на правописание имен прилагательных с суффиксом *–ян– / –яни–*. На рисунке изображен стеклянный шар на деревянной подставке с оловянным солдатиком внутри. Благодаря зрительному образу облегчается запоминание правописание удвоенного *–нн–* в словах *стеклянный, деревянный, оловянный*. Изображение правил русского языка графически с помощью системы условных знаков позволяет эффективно реализовать принцип наглядности в обучении русскому языку, особенно в области орфографии.

По мнению ряда исследователей данного вопроса, мнемонические приемы совершенствования лингвистической компетенции по русскому языку, имеют своим базисом не только теоретические положения ассоциативной психологии, но и когнитивную лингвистику, т.е. «лингвистическое направление, в центре внимания которого находится язык как когнитивный инструмент, система знаков,

определяющая презентацию, кодирование и преобразование информации» [Борисова Е. Г. 2022, с. 132]. Заметим, что когнитивная лингвистика акцентирует свое внимание на связи языка, речи и мышления. Согласно ее положениям, язык есть не что иное, как материальное выражение концептуальной картины мира. Последняя же формируется как «результат переработки вербального и невербального опыта» [В. А. Маслова, 2008, с. 14].

Особого внимания заслуживает теория и практика использования в процессе обучения русскому языку такой формы, как таблица.

В самом широком смысле слова *таблицей* называется графическая организация структурированных данных, состоящая из вертикальных граф (столбцов) и горизонтальных строк. Пересечение столбцов и строк таблицы образует ячейку, которая вмещают в себя данные. Однако важнее всего в такой организации информации то, что она дает возможность наглядно отобразить характер соотношения данных между собой, позволяет при необходимости их сопоставить либо расположить в строгой последовательности, основанной на том или ином принципе (например, в алфавитном порядке, в порядке убывания или возрастания количественных показателей и т.п.).

Вполне закономерно, что к таблицам как средству репрезентации научных данных чаще всего обращены точные и естественные науки. Однако гуманитарное знание в той же мере подлежит структуризации и классификации. Не в последнюю очередь это касается и русского языкознания. Таблицы по русскому языку составляются в большинстве случаев в целях создания справочных изданий типа частотных и обратных словарей русского языка. Однако для нас наибольший интерес представляют таблицы, составляемые как компонент наглядного обучения русскому языку. В. М. Шаклеин об этом пишет: «Наиболее распространенной формой наглядности на уроках русского языка являются

таблицы. Они помогают конкретизировать отвлеченный грамматический материал, конструкции предложений» [Шаклеин, 2008, с. 21].

Безусловно, с точки зрения общей лексикографии, все подобные разработки не могут считаться полноценными нормативными справочниками или учебными пособиями, поскольку в таковом качестве они не утверждены и официально не допущены уполномоченными государственными органами. На наш взгляд, обращение к источникам такого рода оправдано только в личных целях и недопустимо в целях дидактических. Как видим, в формальном отношении таблицы по русскому языку также демонстрируют большое многообразие.

Таблицы по русскому языку могут различаться по своему назначению (таблицы сравнительные, справочные и т.п.), а также по форме (таблицы статичные и подвижные). Как бы там ни было, в опорный конспект по мере необходимости могут включаться таблицы любого типа.

Наряду с таблицами широкое применение в процессе обучения РКИ находят схемы. Э. Г. Азимов отмечает: «В преподавании языка схема часто в упрощенном и обобщенном виде представляет факты языка или правила» [Азимов, 2009, с. 300]. Важнейшей характеристикой схемы является то, что она реализует чувственную (наглядную абстракцию).

Интенсивные методы обучения могут рассматриваться как объективно перспективная система совершенствования преподавания русского языка. Для нее свойственны такие характеристики, как, концептуальность, системный методологический подход, стандартизированное содержание обучения, применение строгих алгоритмов деятельности преподавателя и студентов, высокая степень управляемости процесса обучения, высокая степень воспроизводимости процесса обучения, динамичность.

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**The importance of the sciences and humanities, including physics,
history, and English, in society**

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Annotation

The article analyzes the role of the exact and humanities in the development of modern society. The importance of physics in scientific and technical progress, history in the formation of national identity and historical memory, and English as a means of international communication in the conditions of globalization are highlighted. The role of these disciplines in the education system and their impact on personal development and social development are revealed on the basis of scientific sources.

Key words

science, exact sciences, humanities, physics, history, English, education, scientific thinking, communication, globalization, social development.

Since the creation of humanity, humanity has always studied the environment surrounding it. The world surrounding it has always seemed interesting to mankind. Since ancient times, mankind has been dividing the knowledge it has accumulated about the environment into certain systems called sciences. Science is an orderly system of knowledge accumulated by the scientific method. Science is a system of knowledge

among the peoples of the world, one of the forms of social consciousness. It includes both activities related to the acquisition of new knowledge, and the product of this activity - knowledge that forms the basis of the scientific picture of the world; it represents certain areas of human knowledge. The direct goal of science is to describe, explain, and predict the processes and phenomena of reality, the subject of its study, on the basis of discovering the laws of this reality. The first buds of science appeared on the scene in connection with the emergence of human society. The initial knowledge had a practical nature. The buds of the system of thought were formed in ancient times as mythology. It began to appear in the East and Greece. Science organizes empirically obtained data (facts) to explain this or that observed phenomenon, such an arrangement is called a hypothesis. If a hypothesis is sufficient to explain the phenomenon and is confirmed by appropriate evidence, it becomes a theory.

To date, humanity has divided the knowledge it has accumulated into such sections as exact and humanities.

Exact sciences are a branch of science that mainly studies specific laws and uses rigorous methods to test hypotheses. This is based on experiments and rigorous logical reasoning. Exact sciences include such disciplines as mathematics, physics, chemistry, computer science, and some branches of biology. Humanities are academic disciplines that study aspects of human society and culture, including the fundamental questions asked by humans. During the Renaissance, the term “humanities” referred to the study of classical literature and language, as opposed to the study of religion or “divinity.” The study of the humanities was a major part of the secular curriculum in universities at that time. Today, the humanities are defined as any field of education other than natural sciences, social sciences, formal sciences (for example, mathematics) and applied sciences (or vocational training).

Exact and humanities are the basis of society and serve the comprehensive

development of our lives.

In the XXIst century, science and education are recognized as one of the main factors determining the economic power and social development of states. As a result of the formation of a knowledge economy, human capital has become the main resource for the development of society. Therefore, studying the importance of exact and humanities in the education system is one of the urgent scientific issues. As the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, in order to achieve modern progress, the development of science and education must be one of the priority areas of state policy.¹

Indeed, while the exact sciences ensure the technological progress of humanity, the humanities ensure the continuity of spiritual values, historical memory, and cultural heritage.²

Physics provides technical progress, history provides lessons from the past, and English provides global communication and information exchange. Below is a detailed description of the importance of each of them in society.

Physics is a fundamental science that studies the most general laws of natural phenomena. Physics explains how the universe works and forms the basis of technological development. According to Academician A. Einstein, physics is one of the most important scientific directions that shape humanity's ideas about nature.³

Today, all the advances in energy, space technology, telecommunications, electronics, and medicine are based on physical laws. For example, laser technology, magnetic resonance imaging (MRI), semiconductor physics, and the hardware basis of artificial intelligence systems are practical results of physical science.⁴

¹ Shavkat Mirziyoyev. Strategy of the New Uzbekistan. – Tashkent: Uzbekistan, 2021. – P. 218.

² Abu Nasr Farabi. The City of Virtuous People. – Tashkent: New Age Generation, 2016. – P. 34.

³ Albert Einstein. The Evolution of Physics. – New York, 1938. – P. 12.

⁴ Modern research in Physics. – Cambridge University Press, 2022. – P. 47.

As a result of studying physics, students develop the competencies of logical thinking, analytical thinking, conducting experiments, and drawing scientific conclusions. For this reason, special attention is paid to STEM (Science, Technology, Engineering, Mathematics) education in the education systems of developed countries.⁵ In conclusion, it can be noted that the science of physics plays an important role in the development of mankind. History studies the past, culture and stages of development of society. The main task of the science of history is to study the experience of human development and pass it on to future generations. The German historian Leopold von Ranke explained the task of history as "to show the past as it was."⁶

Historical knowledge is an important tool for understanding national identity, forming feelings of patriotism, and developing civic responsibility. Especially during the years of independence, special attention was paid to studying the history of Uzbekistan on an objective and scientific basis.⁷

The study of history serves to educate young people in the spirit of respect for national and universal values. In short, historical memory is one of the factors ensuring the spiritual development and social stability of society.⁸

English has become the language of international communication, science and business. In the context of globalization, English has become the main means of communication in international science, technology and business. D. Crystal described English as a "global language" and scientifically substantiated its leading position in international communication.⁹

Today, the vast majority of scientific articles in the world are published in English. The vast majority of scientific research in international scientific databases - Scopus,

⁵ UNESCO. STEM Education Report. – Paris, 2023. – P. 21.

⁶ Leopold von Ranke. Theory and Practice of History. – London, 2011. – P. 57.

⁷ The newest history of Uzbekistan. – Tashkent: East, 2023. – P. 17.

⁸ Ibrohim Muminov. Selected works. – Tashkent: Science, 1969. – P. 112

⁹ David Crystal. English as a Global Language. – Cambridge University Press, 2019. – P. 7.

Web of Science and other platforms - is presented in English..¹⁰ Also, knowledge of English expands the academic and professional opportunities of a person, develops international cooperation and serves the effective use of modern information resources. In conclusion, physics, history and English are interrelated and inseparable components of the development of society. Physics creates the theoretical foundations of scientific and technological progress, history forms national identity and historical memory, and English allows integration into the global knowledge space. In-depth study of these disciplines is one of the important conditions for training comprehensively developed, competitive and modern specialists. If the exact sciences allow us to create and understand the world, then the humanities serve to preserve humanity and develop society. They complement each other and build a harmonious society.

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AGE-RELATED MECHANISMS OF SOCIAL ADAPTATION

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Abstract.

This article provides a systematic analysis of the psychological characteristics of age-related mechanisms of social adaptation, the dynamics of their formation, and the patterns of change across different developmental stages. Social adaptation includes processes through which an individual adjusts to societal demands, develops the ability to perform social functions, regulates personal behavior, and masters social roles. From the perspective of developmental and age psychology, each age period is characterized by specific mechanisms of adaptation: at the age of 7–10, adaptation is mainly formed through imitation, emotional support, and play activities; at 11–16, identification, peer influence, and the desire for social status become the key factors. At 17–25, processes of reflection, goal orientation, professional self-awareness, and internal self-regulation become stronger.

Keywords

social adaptation, developmental psychology, age psychology, adaptability, emotional stability, internal control, identification, peer group, social role, reflection, personality development.

YOSHGA MOS IJTIMOIIY MOSLASHUV MEXANIZMLARI

Osiyo xalqaro Universiteti Magistranti

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Annotatsiya: Ushbu maqolada yoshga mos ijtimoiy moslashuv mexanizmlarining psixologik xususiyatlari, ularning shakllanish dinamikasi va yosh davrlariga qarab o'zgarish qonuniyatlari tizimli ravishda tahlil qilinadi. Ijtimoiy moslashuv shaxsning jamiyat talablariga moslashishi, ijtimoiy vazifalarni bajarish

qobiliyati, o'z xatti-harakatini boshqarish hamda ijtimoiy rollarni o'zlashtirish jarayonlarini o'z ichiga oladi. Rivojlanish psixologiyasi nuqtai nazaridan, moslashuvning har bir yosh bosqichida turlicha mexanizmlari mavjud: 7–10 yoshda moslashuv ko'proq taqlid, emosional qo'llab-quvvatlash va o'yin faoliyati orqali shakllansa, 11–16 yoshda identifikatsiya, tengdoshlar ta'siri, ijtimoiy maqomga intilish kabi omillar ustuvor ahamiyat kasb etadi. 17–25 yoshda esa refleksiya, maqsadga yo'naltirilganlik, kasbiy o'zini anglash va ichki nazorat jarayonlari kuchayadi.

Kalit so'zlar: ijtimoiy moslashuv, yosh davrlari psixologiyasi, adaptivlik, emotsional barqarorlik, ichki nazorat, identifikatsiya, tengdoshlar guruhi, ijtimoiy rol, refleksiya, shaxs rivoji.

ВОЗРАСТНЫЕ МЕХАНИЗМЫ СОЦИАЛЬНОЙ АДАПТАЦИИ

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Аннотация. В данной статье системно анализируются психологические особенности возрастных механизмов социальной адаптации, динамика их формирования и закономерности изменения в соответствии с возрастными этапами. Социальная адаптация включает в себя процессы приспособления личности к требованиям общества, способность выполнять социальные функции, регулировать собственное поведение и осваивать социальные роли. С точки зрения возрастной и developmental психологии, на каждом возрастном этапе существуют различные механизмы адаптации: в 7–10 лет адаптация формируется преимущественно через подражание, эмоциональную поддержку и игровую деятельность; в 11–16 лет ключевое значение приобретают идентификация, влияние сверстников, стремление к социальному статусу. В 17–25 лет усиливаются процессы рефлексии, целенаправленности, профессионального самоосознания и внутреннего самоконтроля.

Ключевые слова: социальная адаптация, возрастная психология, адаптивность, эмоциональная устойчивость, внутренний контроль, идентификация, группа сверстников, социальная роль, рефлексия, развитие личности.

Ijtimoiy moslashuv insonning jamiyat talablariga mos ravishda o'z xulqi, munosabatlari va faoliyatini yo'naltira olishini ta'minlovchi psixologik jarayondir. Rivojlanish psixologiyasi tadqiqotlari shaxsning ijtimoiy moslashuv darajasi yoshga qarab sezilarli darajada farq qilishini ta'kidlaydi. Bolalikda moslashuv ko'proq taqlid va emotsional qo'llab-quvvatlash orqali shakllansa, o'smirlik davrida identifikatsiya va mustaqil qaror qabul qilish jarayonlari ustuvorlik kasb etadi. Kattalik davrida esa rollar barqarorlashuvi, mehnat faoliyati va oilaviy munosabatlar shaxsning ijtimoiy moslashuvining asosiy maydoniga aylanadi.

“Moslashish” atamasi birinchi marta 1865 yilda nemis fiziologi Aubert tomonidan kiritilgan bo'lsa, keyinchalik u biologik jihatdan tirik organizmlarning atrof-muhitga “moslashishi” sifatida qo'llanila boshlandi. Hozirgi vaqtda “moslashish” tushunchasi inson shaxsi rivojlanishining muayyan davrlari bilan bog'liq holda qo'llaniladi va fanning turli sohalarida ko'plab olimlarning tadqiqot obyekti hisoblanadi. N.V.Tyurina o'zining “Zamonaviy psixologiyada moslashish muammosi” maqolasida moslashishni, birinchi navbatda, ijtimoiy-psixologik nuqtai nazardan ko'rib chiqadi. Uning fikricha, insonning psixologik sohasining normal ishlashi ham organizmning holatiga, ham ijtimoiy va tabiiy muhitning tashqi omillarining xususiyatlariga bog'liq. Psixologik faoliyatni amalga oshirish shartlari, o'z navbatida, turli xil tana tizimlarining ishini va uning atrofidagi dunyoda shaxsning ijtimoiy moslashuv darajasini belgilaydi. Shunday ekan, yosh davrlariga xos ijtimoiy moslashuv mexanizmlarini aniqlash shaxs rivoji, ta'lim jarayoni, psixokorreksion yondashuvlar va ijtimoiy siyosatni ishlab chiqishda muhim o'rin tutadi. Ushbu tadqiqotning maqsadi — turli yosh guruhlarida ijtimoiy moslashuvning psixologik mexanizmlarini aniqlash va

ularning tarkibiy xususiyatlarini ilmiy asosda tahlil qilishdan iborat.

Moslashuvning psixologik mexanizmi, asosan, har bir shaxs uchun individual boʻlib, uning oʻtmish tajribasi va asosiy konstitutsiyaviy va psixofiziologik xususiyatlari bilan belgilanadi. Moslashuvchan mexanizmlar va shaxsiy xususiyatlar parallel ravishda rivojlanadi va oʻzaro shartlanadi. Shaxslararo moslashuv mexanizmi shaxsning adaptiv faoliyatini shakllantiruvchi va boshqaradigan moslashuv strategiyasida aniqlanadi va amalga oshiriladi. Shuningdek, u boshqa baʼzi ichki va tashqi omillar majmuasi, jumladan, faoliyat xususiyatlari va adaptogen muhitning xususiyatlari bilan bogʻliq.

Ilmiy adabiyotlarda moslashish jarayonining mahsuldor tomonini tavsiflash uchun koʻpincha pozitiv moslashish tushunchasi qoʻllaniladi. “Moslashish” (“barqaror adaptatsiya”) tushunchasi “norma”, “sogʻliqni saqlash” bilan sinonimdir. Barqaror moslashuv sharoitida shaxsning haqiqiy moslashuv darajasini, uning ijtimoiy mavqei va oʻzini oʻzi anglash darajasini hisobga olish odatiy holdir. Moslashuvchanlik ham biologik, ham ijtimoiy xususiyatga ega. Moslashuv koʻrsatkichlari masalasi hozirda bahsli muammolardan biriga aylangan. Koʻpgina tadqiqotchilar moslashish jarayoni samaradorligining asosiy koʻrsatkichlarini aniqlashga intilishadi.

Inson faoliyatining barcha bosqichlarida ijtimoiy muhitga moslashuv jarayoni shaxs rivojlanishining muhim mezonlaridan biri hisoblanadi.

Ijtimoiy moslashuv muammosi shaxs psixologiyasining zamonaviy tadqiqotlaridagi asosiy muammolardan biridir. Birinchi navbatda moslashuv obyekti shaxsning ijtimoiy muhit sharoitlariga uzluksiz va faol moslashishi koʻrsatiladi. Bu yerda taʼriflar darajasida shaxsning, uning yetakchi tarkibiy shakllanishining psixologik (biologik emas) aspektida moslashuvning yakuniy muvaffaqiyati va rivojlanishi uchun ahamiyati taʼkidlanganligini aytishimiz mumkin. B.S.Bratus tomonidan ishlab chiqilgan nazariy qarashlarga muvofiq, shaxs oʻzida shaxsni shakllantirish va oʻzini oʻzi qurishning oʻziga xos psixologik vositasidir. Shunga asoslanib, inson insonning butun

hayot yo'lida moslashish jarayonlarini ta'minlaydigan o'ziga xos psixologik vosita sifatida ham harakat qilishi mumkin.

Psixologik moslashuvda T.V.Kostyak shaxsni uning manfaatlari va ehtiyojlariga muvofiq jamiyat talablariga moslashishini tushunadi. Moslashuv - bu organizmni yangi ijtimoiy sharoitlarga moslashtirishning murakkab jarayoni bo'lib, u bolalarning hissiy beqarorligi, ularning xatti-harakatlaridagi, jismoniy va aqliy rivojlanishidagi o'zgarishlar bilan birga keladi.

Ijtimoiy moslashuv – bu shaxsning jamiyat talablariga, ijtimoiy normalar va qadriyatlarga, kommunikativ o'zaro ta'sirga, rollarga mos ravishda o'z xulq-atvori va psixologik holatini tartibga solish jarayonidir. Zamonaviy psixologiya ijtimoiy moslashuvni yoshga xos rivojlanish bosqichlari bilan uzviy bog'liq holda o'rganadi. Zero, har bir yosh davrida shaxsning bilish jarayonlari, emotsional holati, ijtimoiy tajribasi, motivatsiyasi hamda kommunikativ ehtiyojlari turlicha shakllanadi va bu omillar moslashuv mexanizmlarining murakkablashuviga yoki soddalashuviga bevosita ta'sir ko'rsatadi.

N.V.Kiryuxina esa, ijtimoiy moslashuvning 3 turini ko'rib chiqdi:

fiziologik moslashish - berilgan vaziyat ehtiyojlarini to'liqroq qondiradigan reaksiya. Bu reaksiyalarning barchasi bir-biri bilan chambarchas bog'liq va shaxs rivojlanishining barcha jihatlariga ta'sir qiladi;

bioadaptatsiya - organizmning atrof-muhit bilan intensiv o'zaro ta'siri jarayoni;

ijtimoiy moslashuv - ijtimoiy sharoitga moslashish qobiliyati

Bugungi globallashtirish va raqamli transformatsiya sharoitida ijtimoiy moslashuv masalasi yanada dolzarb tus olmoqda. Ta'lim muassasalari, oilaviy tarbiya, tengdoshlar guruhi, ijtimoiy tarmoqlar, ommaviy axborot vositalari shaxsning ijtimoiylashuv jarayoniga kuchli ta'sir ko'rsatmoqda. Bu esa yoshga mos moslashuv mexanizmlarini ilmiy asosda tahlil qilish, ularning shakllanish qonuniyatlarini aniqlash va zamonaviy

pedagogik-psixologik yondashuvlar ishlab chiqishni talab etadi. Xususan, bolalik davrida moslashuv ko‘proq emotsional qo‘llab-quvvatlash va xavfsizlik hissi bilan ta’minlanadigan bo‘lsa, o‘smirlik davrida identifikatsiya, shaxsiy pozitsiyani izlash, tengdoshlar bilan munosabatlar markaziy o‘ringa chiqadi; kattalik davrida esa ijtimoiy rollar, kasbiy faoliyat, oilaviy munosabatlar, ijtimoiy barqarorlik kabi omillar moslashuvni belgilaydi.

Ilmiy manbalarda ijtimoiy moslashuvning psixologik mexanizmlari bir nechta asosiy jarayonlar orqali izohlanadi: identifikatsiya, introeksiya, ijtimoiy o‘rganish (A.Bandura), axloqiy me’yorlar bilan uyg‘unlashuv, kognitiv moslashtirish (J.Piaje), ijtimoiy rollarni o‘zlashtirish (M.Mid) va kommunikativ kompetensiyaning rivoji. Har bir mexanizm shaxsning yosh xususiyatlariga qarab turlicha namoyon bo‘ladi. Masalan, maktabgacha yoshdagi bolalar ko‘proq taqlid va hissiy qabul qilish orqali moslashsa, o‘smirlar ijtimoiy o‘z-o‘zini anglash, ijtimoiy maqomni belgilash orqali moslashuv strategiyalarini shakllantiradi. Kattalar esa moslashuvni muammoli vaziyatlarni hal qilish, ijtimoiy rollarni muvofiqlashtirish, kommunikativ moslashuv kabi murakkab psixologik jarayonlar asosida amalga oshiradi.

Ijtimoiy moslashuvning buzilishi turli yosh davrlarida turlicha oqibatlariga olib kelishi mumkin: bolalarda emotsional beqarorlik, xulq-atvor buzilishlari; o‘smirlarda ijtimoiy chekinish, konfliktlarga moyillik, o‘zini namoyon qilishdagi qiyinchiliklar; kattalarda esa stress, ijtimoiy izolyatsiya yoki professional moslashuv inqirozlari yuzaga keladi. Shu sababli yoshga mos moslashuv mexanizmlarining ilmiy asosda tahlil etilishi psixologik xizmat, tarbiyaviy jarayon, pedagogik monitoring va ijtimoiy yordam tizimlarida dolzarb ahamiyat kasb etadi.

Mavzuning ilmiy-amaliy ahamiyati shundan iboratki, yoshga mos moslashuv mexanizmlarini chuqur o‘rganish orqali turli yosh guruhlariga uchun aniq psixologik yordam dasturlari, rivojlantiruvchi metodikalar, adaptiv o‘quv muhitini yaratish

texnologiyalari ishlab chiqilishi mumkin. Bundan tashqari, bu jarayon yosh shaxsning psixologik farovonligi, ijtimoiy faolligi, kommunikativ samaradorligi va kelajakdagi kasbiy muvaffaqiyati bilan chambarchas bog'liqdir.

Shu bois ushbu tadqiqotda yosh davrlari bo'yicha ijtimoiy moslashuvning psixologik, ijtimoiy va pedagogik omillari tizimli tahlil qilinadi. Mavzuga oid klassik va zamonaviy nazariyalar, empirik izlanishlar hamda amaliy tajribalar tahlil qilinib, yoshga mos moslashuv mexanizmlarining strukturasini aniqlash, ularning rivojlanish tendensiyalarini ko'rsatish va samarali psixokorreksion hamda rivojlantiruvchi yondashuvlar ishlab chiqish maqsad qilib olinadi.

Yoshga mos ijtimoiy moslashuv mexanizmlarini ilmiy tahlil qilish zamonaviy psixologiyada bir nechta nazariy kontsepsiyalarga asoslanadi. Ushbu mexanizmlar shaxsning har bir yosh bosqichida ijtimoiy muhit talablariga mos ravishda rivojlanib borishini ta'minlaydigan psixologik jarayonlar majmuasidir. Ularni quyidagi nazariy yo'nalishlar asosida izohlash mumkin:

Ijtimoiy o'rganish nazariya taxliliga ko'ra, Bandura fikriga ko'ra, moslashuvning asosiy mexanizmlaridan biri ko'rish orqali o'rganish, modelga taqlid qilish va ijtimoiy mustahkamlashdir. Maktabgacha yoshdagi bolalarda moslashuv aynan modeli kuzatish, kattalar xatti-harakatini takrorlash orqali sodir bo'ladi. O'smirlik davrida esa tengdoshlar guruhi asosiy modelga aylanadi va identifikatsiya jarayoni kuchayadi [1].

Kognitiv rivojlanish nazariyasi asoscisi Piaje moslashuvni assimilyatsiya va akkomodatsiya jarayonlari birligi sifatida izohlaydi. Shaxs mavjud bilimlar strukturasida yangi sharoitga moslashadi yoki yangi vaziyat talablari sababli fikrlash tizimini qayta quradi. Yosh o'sishi bilan ijtimoiy vaziyatlarni idrok qilish murakkablashadi va moslashuv jarayoni kognitiv strukturalar orqali boshqariladi.

Vigotskiyning ijtimoiy madaniy rivojlanish nazariyasi ko'ra, moslashuv jarayoni shaxsning madaniy tajriba, muloqot, hamkorlik, nutq va mediatatsiya orqali amalga

oshiriladi. “Yaqin rivojlanish zonasi” ijtimoiy moslashuvning asosi bo‘lib, unda bola kattalar ko‘magida yangi rollar va xatti-harakatlarni o‘zlashtiradi [2].

Ijtimoiy rollar nazariyasi bo‘yicha, odam o‘zining ijtimoiy rolini o‘zlashtirar ekan, u jamiyat talablariga mos ravishda xulq-atvor shakllantiradi. O‘smirlik va katta yoshda moslashuvning markazida aynan rolni anglash, rol ziddiyatlarini hal qilish, ijtimoiy maqomga intilish turadi[3].

Psixanalitik yondashuv Erikson fikricha, ijtimoiy moslashuv har bir yosh uchun xos bo‘lgan psixososial inqirozlarni muvaffaqiyatli yengib o‘tish orqali shakllanadi[4].

Masalan:

Maktabgacha yosh — faollik vs. aybdorlik,

O‘smirlik — identifikatsiya vs. rol chalkashuvi,

Kattalik — yaqinlik, izolyatsiya,

Pishiq yosh — produkivlik vs. inqiroz,

kabi bosqichlar moslashuv mexanizmlarini belgilaydi.

Gumanistik nazariyada moslashuv shaxsning o‘zini anglash, o‘zini namoyon qilish, ichki potensialni ro‘yobga chiqarish jarayonlari bilan bog‘liq[5]. Moslashuvning barqaror modeli — bu shaxsning ijtimoiy muhit bilan uyg‘un, lekin mustaqil muloqotda bo‘lishi.

Zamonaviy integrativ yondashuvlar

Ular quyidagilarni o‘z ichiga oladi:

emosional intellekt moslashuv mexanizmi sifatida;

rezilientlik (moslashuvchan bardoshlilik);

ijtimoiy kompetensiya;

mediatsiya va konfliktlarni boshqarish kompetensiyalari.

Bu nazariylar yoshga mos moslashuv mexanizmlarining kognitiv, emotsional, ijtimoiy va shaxsiy komponentlarning murakkab o‘zaro ta’siri asosida shakllanishini ko‘rsatadi.

IJTIMOIIY MOSLASHUVNING YOSHGA MOSLIK DARAJASI

Yosh davri	Emotsional moslashuv	Kommunikativ moslashuv	Ijtimoiy rollarni o'zlashtirish	Kognitiv moslashuv	Umumiy moslashuv darajasi (0–100)
3–6 yosh (maktabgacha)	O'rta (60%) – hissiy qo'llab-quvvatlashga yuqori ehtiyoj	Past-o'rtacha (55%) – nutq va muloqot endi shakllanmoqda	Past (45%) – rollar elementar	O'rta (58%)	55
7–10 yosh (kichik maktab)	Yuqori (70%) – o'qituvchi bilan hissiy aloqa shakllangan	O'rta (65%) – tengdoshlar bilan muloqot faollashadi	O'rta (60%)	O'rta-yuqori (68%)	68
11–14 yosh (o'smirlik)	O'rta-past (58%) – emotsional beqarorlik kuchli	Yuqori (70%) – tengdoshlar guruhiga intilish	O'rta (62%)	O'rta (64%)	64

15–18 yosh (yuqori o‘smirlik)	Yuqori (70%)	Yuqori (78%) – mustaqil kommunikatsiy a shakllangan	Yuqori (79%) – kasbiy va ijtimoiy identifikatsiy a shakllanmoq da	Yuqori (75%)	75
18–25 yosh (yoshlik)	Barqaror (80%)	Yuqori (82%)	Yuqori (85%)	Yuqori (83%)	83
25–40 yosh (kattalik)	Juda yuqori (88%)	Yuqori (85%)	Juda yuqori (90%) – oilaviy va kasbiy rollar	Yuqori (87%)	88
40–60 yosh (yetuklik)	Yuqori (84%)	O‘rta-yuqori (78%)	Juda yuqori (92%)	Yuqori (85%)	85

Tadqiqot yosh davrlariga mos ijtimoiy moslashuv mexanizmlarini aniqlab, ular o‘rtasidagi farqlarni ilmiy asosda yoritdi. Moslashuvning yoshga qarab o‘zgarishi shaxs rivojining murakkab va ko‘p omilli jarayon ekanini yana bir bor tasdiqladi. Ushbu natijalar psixologik amaliyot, ta’lim va ijtimoiy xizmat tizimida qo‘llanishi mumkin.

Yoshga mos ijtimoiy moslashuv — shaxsning ma’lum yosh davriga xos psixologik, emotsional, kognitiv va ijtimoiy imkoniyatlari asosida jamiyat talablariga mos ravishda faoliyat yuritish qobiliyatidir. Tadqiqot natijalari shuni ko‘rsatadiki, moslashuvning darajasi yoshga qarab turlicha shakllanadi va u bir nechta psixologik omillar — emotsional barqarorlik, kommunikativ kompetensiya, ijtimoiy rollarni o‘zlashtirish, kognitiv rivojlanish darajasi va muhit bilan o‘zaro ta’sir xarakteriga bog‘liq.

Tahlillarga ko‘ra, maktabgacha va kichik maktab yoshida moslashuv asosan emotsional qo‘llab-quvvatlash va ko‘rgazmali-model asosidagi o‘rganish orqali shakllanadi. O‘smirlik davrida esa moslashuvning eng beqaror bosqichi kuzatiladi: identifikatsiya jarayoni, tengdoshlar guruhiga qo‘shilish ehtiyoji va emotsional beqarorlik ijtimoiy moslashuvni murakkablashtiradi. Yuqori o‘smirlik va yoshlik davrida kommunikativ kompetensiya, kasbiy yo‘nalish, mustaqillik va ijtimoiy rolni anglash kuchaygani uchun moslashuv sezilarli ravishda yaxshilanadi.

Kattalik davrida shaxsning ijtimoiy moslashuv darajasi eng yuqori bosqichga yetadi. Ushbu davrda individ jamiyat tomonidan belgilangan asosiy ijtimoiy rollarni — oilaviy, kasbiy va fuqarolik mas’uliyatlarini barqaror tarzda o‘zlashtirib, ularni muvofiqlashtirish qobiliyatiga ega bo‘ladi. Kasbiy faoliyatda barqarorlikka erishish, oilaviy munosabatlarni samarali boshqarish hamda ijtimoiy majburiyatlarni ongli ravishda bajarish kattalik davridagi ijtimoiy moslashuvning yetukligini ifodalaydi. Qarilik davriga kelib esa moslashuv jarayonida ma’lum darajada pasayish kuzatiladi. Mazkur holat, avvalo, tabiiy psixofiziologik o‘zgarishlar, sog‘liq bilan bog‘liq cheklovlar hamda ijtimoiy faoliyat doirasining qisqarishi bilan izohlanadi. Shunga qaramasdan, hayot davomida to‘plangan ijtimoiy tajriba, yaqinlar tomonidan ko‘rsatiladigan ijtimoiy qo‘llab-quvvatlash va samarali muloqot madaniyati qarilik davrida ham ijtimoiy moslashuvni nisbatan barqaror holatda saqlab turuvchi muhim omillar sifatida namoyon bo‘ladi.

Umuman olganda, yoshga mos ijtimoiy moslashuv mexanizmlarining shakllanishi shaxsning ijtimoiy kompetentligini rivojlantirish, jamiyatga muvaffaqiyatli integratsiyalashuvini ta’minlash hamda psixologik farovonlik darajasini oshirishda hal qiluvchi ahamiyat kasb etadi. Mazkur mexanizmlarning yosh davrlariga xos xususiyatlarini aniqlash ta’lim tizimi, psixologik maslahat va korrektsiya, tarbiyaviy ishlar hamda ijtimoiy rehabilitatsiya amaliyotida samarali yondashuv va strategiyalar

ishlab chiqish imkonini beradi.

Ijtimoiy moslashuv mexanizmlarining rivojlanishi faqatgina yoshga xos psixologik qonuniyatlar bilan cheklanib qolmay, balki jinsga xos psixologik va sotsiokultural omillar bilan ham chambarchas bog'liqdir. Ilmiy tadqiqotlar natijalari shuni ko'rsatadiki, qizlar va o'g'il bolalarda, shuningdek ayollar va erkaklarda ijtimoiy moslashuv jarayonlari ontogeneznining turli bosqichlarida o'ziga xos tarzda namoyon bo'ladi. Ushbu farqlar biologik yetilish sur'atlari, tarbiya jarayonida qo'llaniladigan uslublar, jamiyat tomonidan shakllantirilgan ijtimoiy kutilmalar hamda mavjud madaniy va gender stereotiplari bilan belgilanadi.

Yoshga mos ijtimoiy moslashuv mexanizmlari shaxs rivojlanishining ontogenetik jarayonida bosqichma-bosqich shakllanadigan murakkab va ko'p komponentli psixologik tizim sifatida qaraladi. Ushbu tizim shaxsning ijtimoiy muhit bilan o'zaro aloqalarini samarali tashkil etish, ijtimoiy me'yori va qadriyatlarga moslashish hamda turli ijtimoiy vaziyatlarga mos xulq-atvor strategiyalarini ishlab chiqishga xizmat qiladi. Tadqiqot natijalari ijtimoiy moslashuvning mazmuni va namoyon bo'lish shakllari yosh davrlariga qarab o'zgarib borishini, bu jarayon esa shaxsning psixologik yetukligi, ijtimoiy tajribasi va muhit ta'siri bilan belgilanishini tasdiqlaydi.

Kattalik davrida ijtimoiy moslashuv shaxsning kasbiy faoliyatni muvaffaqiyatli amalga oshirishi, oilaviy munosabatlarni muvozanatli yuritishi va jamiyat oldidagi ijtimoiy mas'uliyatlarini ongli ravishda bajarishi orqali eng yuqori darajada namoyon bo'ladi. Qarilik bosqichida esa moslashuv darajasining nisbiy pasayishi kuzatilsa-da, hayotiy donolik, ijtimoiy tajriba va ijtimoiy qo'llab-quvvatlash tizimlari ushbu jarayonni muvozanatlashtiruvchi muhim resurs sifatida xizmat qiladi.

Tadqiqotlar shuningdek ijtimoiy moslashuv mexanizmlarining rivojlanishida jinsga xos farqlar mavjudligini ko'rsatadi. Xususan, ayollarda emotsional sezgirlik, empatiya va muloqotga yo'naltirilgan moslashuv strategiyalari ustun bo'lsa, erkaklarda

faoliyatga yo'naltirilganlik, mustaqillik va ijtimoiy rollarni bajarishga qaratilgan moslashuv shakllari ko'proq uchraydi. Ushbu tafovutlar biologik omillar, tarbiya jarayoni hamda jamiyat tomonidan belgilangan gender me'yorlari bilan uzviy bog'liqdir.

Demak, yosh va jins xususiyatlarini hisobga olgan holda ijtimoiy moslashuv mexanizmlarini tizimli o'rganish ta'lim-tarbiya tizimi, psixologik xizmat va ijtimoiy reabilitatsiya amaliyotida muhim metodologik asos bo'lib xizmat qiladi. Bunday yondashuv shaxsning ijtimoiy faolligini oshirish, psixologik barqarorligini mustahkamlash hamda jamiyatga muvaffaqiyatli integratsiyalashuvini ta'minlash imkonini beradi.

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ITALIAN CULTURE AND ART

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Abstract

This article examines the formation and development of Italian culture, art, and music, as well as their contribution to the world cultural heritage. It covers the historical stages from Ancient Rome to the Renaissance and analyzes the artistic achievements of Leonardo da Vinci, Michelangelo, and Raphael. The article also discusses the development of opera and the musical legacy of composers such as Verdi and Puccini. The musical heritage of Italian composer Manolo is also analyzed. The study serves as a valuable source for understanding this rich and diverse heritage and provides a basis for further scholarly research.

Key words

Italy, Renaissance, opera, folk songs, culture, music, art.

ITALIYA MADANIYATI VA SAN'ATI

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Ilmiy rahbar: O'zDK "Musika nazariyasi" kafedrasining katta o'qituvchisi.

Annotatsiya: Ushbu maqolada Italiya madaniyati, san'ati va musiqasining shakllanishi, rivojlanishi hamda jahon madaniy merosiga qo'shgan hissiy yoritilgan.

Maqolada qadimgi Rim davridan boshlab Uygʻonish davrigacha boʻlgan tarixiy bosqichlar, Leonardo da Vinchi, Mikelandjelo, Rafael kabi sanʼat arboblarning ijodi, opera sanʼatining taraqqiyoti va undan keyin Verdi, Puchchini kabi bastakorlarning musiqiy merosi tahlil etilgan. Maqola Italiya madaniyatining serqirra va boy merosini chuqur oʻrganishga yordam beradi hamda bu sohadagi ilmiy izlanishlar uchun asos boʻlib xizmat qiladi.

Аннотация: В этой статье рассматривается становление, развитие итальянской культуры, искусства и музыки, её значение в мировое культурное наследие. В статье анализируются исторические этапы от эпохи Древнего Рима до эпохи Возрождения, творчество таких деятелей искусства, как Леонардо да Винчи, Микеланджело, Рафаэль, развитие оперного искусства, а также музыкальное наследие таких композиторов, как Верди, Пуччини. Статья служит углубленным исследованием многогранного и богатого наследия итальянской культуры и закладывает основу для дальнейших научных исследований в этой области.

Kalit soʻzlar: Italiya, uygʻonish davri, opera, xalq qoʻshiqlari, madaniyat, musiqa, sanʼat.

Ключевые слова: Италия, эпоха возрождения, опера, народные песни, культура, музыка, искусство.

Italiya – Oʻrta yer dengizi mintaqasida joylashgan, boy tarixiy va madaniy merosga ega boʻlgan mamlakatdir. U asrlar davomida nafaqat Yevropa, balki butun dunyo sivilizatsiyasi taraqqiyotiga sezilarli darajada taʼsir koʻrsatgan. Rim imperiyasi davridan boshlab, Uygʻonish davrining markaziy oʻchogʻi boʻlgunga qadar Italiya xalqi yaratgan madaniy boyliklar, sanʼat asarlari va musiqiy meros bugungi kungacha oʻz dolzarbligini yoʻqotmagan. Bu mamlakat har bir burchagida tarix nafasi sezilib turadigan muzeyga oʻxshaydi: qadimiy amfiteatrlar, bazilikalar, galereyalar, saroylar va haykallar Italiya

o'tmishini nafaqat o'rganishga, balki uni his etishga ham imkon beradi. Italiya madaniyati o'zining o'ziga xosligi, chuqur tarixiy ildizlari va zamonaviylik bilan uyg'unlashgan an'analari bilan ajralib turadi. Go'zallikka bo'lgan intilish, san'at va musiqa Italiya xalqining hayot tarzida muhim o'rin egallaydi.

San'at sohasida esa Italiya insoniyat tarixida betakror davr – Uyg'onish (Renessans) harakatiga boshchilik qilgan. Bu davrda Leonardo da Vinchi, Mikelandjelo, Rafael kabi daho ijodkorlar o'z asarlari orqali san'at va ilm-fanni yangi bosqichga olib chiqqan. Arxitektura, haykaltaroshlik va miniatyura san'ati ham aynan shu yerda yuksalish davrini boshdan kechirgan.

Musiqa borasida esa Italiya klassik musiqasi va uyg'onish davri beshigi hisoblanadi. Ushbu klassik mamlakatda kurash keskin bo'lganligi va budparast antik davr merosi, adabiyot va san'at yodgorliklarining boyligi sifatida saqlanib qolganligi sababli uyg'onish vataniga aylandi. O'sha paytda ham Italiya xalqi o'zinig xalq musiqiyliigi va ayniqsa ajoyib xalq qo'shiqlari, san'ati bilan mashhur edi. Uning janrlarining boyligi, rang-barangligi turli xil yashash sharoitlarini, oqimlarni, aholining turli guruhleri va qatlamlarining tabiatini aks ettirdi. Laudi - bir ovozli, oxirgi ko'p yillikda esa xor qo'shiqlari kuylangan.

Erta Uyg'onish davrining ajoyib musiqachilari Florentsiyalik Girardello, Florensiyaning eng bilimdor insonparvarlaridan biri, ko'r virtuoz-organist Franchesko Landino, Boloniyadan Yakopo Peri, Pietro Kazella, Perudjiyadan Nikkolo - Lutnya va boshqa torli cholg'u asboblari qo'shiq kuylash uchun ko'plab lirik va lirik-kundalik janr asarlarini qoldirdilar. Ularning ba'zi asarlari cholg'u ansambli tomonidan ham ijro etilgan. Ushbu musiqa qisman xalq kelib chiqishi bilan bog'liq edi va Italiyaning dastlabki gumanizm ta'sirini kuchaytirdi. Uyg'onish davri ruhi birinchi marta yuqori professional san'atning sof dunyoviy maktabida - ars antiqua cherkov polifoniyasiga

qarshi bo'lgan va ko'pgina trubadurlar va truverlarning “yarim professional” dunyo lirikasidan beqiyos ustun bo'lgan maktabda keng va yaxlit namoyon bo'ldi.

Bu ijodda hamma narsa haqiqatan ham yangi, sodda-realistik va murakkab edi. Birinchi marta o'rta asr ustalariga qaraganda ko'proq qo'shiq va moslashuvchan bo'lgan melodika italyan she'riyati (Petrarka va boshqa shoirlar) bilan uyg'unlikda uning tasvirlari, ritmi va metriga amal qilgan holda yangradi.

Opera janri - aynan Italiyada XVI asr oxirida shakllangan bo'lib, birinchi operalar “Dafna”, “Euridica” yuzaga kelgan. Keyinchalik esa Juzeppe Verdi, Joakino Rossini, Jakomo Puchchini kabi bastakorlar jahon musiqa tarixida o'chmas iz qoldirgan. Bugungi kunda ham Italiya o'zining mashhur opera teatrlariga, jumladan, “La Scala” (Milan) kabi sahnalarga ega bo'lib, musiqa ixlosmandlari uchun muqaddas maskan hisoblanadi.

Uyg'onish davri oxirida musiqa san'atining asosiy yutuqlari diniy polifoniya va yangi Madrigal edi. Bu janr sof dunyoviy vokal lirikasi edi. Yangi madrigallar mualliflari – Yakob Arkadelt flomand kompozitori (1505-1567), Luka Marenzio (1553-1599), Karlo Jezualdo (1560-1614) va boshqalar o'z davrining eng yetuk ustalaridan bo'lgan.

Yevropa o'rta asrlarida professional instrumentalizm haqida deyarli hech qanday ma'lumotga ega bo'lishmagan. Cherkovning qudrati uni bostirdi, va Italiya uni yana hayotga qaytaradi.

Italiya qo'shiq ansamblari, ayniqsa mashhur Sikstin kapellasi, ijro etishda yuqori mukammallikka erishdi. Ushbu usta asarlarini talqin qilish quyidagilarni talab qiladi: ovozning shaffofligi, nozik va o'rtacha dinamik xor qatlamlari og'ir yuk bo'lib qolmasligi uchun, tovush maydonida erkin va oson suzib yuradigan nozik va o'rtacha dinamika.

Xulosa qilib aytish mumkinki, Italiya musiqiy madaniyati — jahon san’ati va madaniy merosining ajralmas qismi bo‘lib, u asrlar davomida rivojlanib, bugungi kunda ham o‘zining betakrorligi, boy an’analari va innovatsion yo‘nalishlari bilan ajralib turadi. Bu madaniyat nafaqat Yevropa, balki butun dunyo musiqasining shakllanishiga chuqur ta’sir ko‘rsatgan. Bundan tashqari, Italiya musiqasi klasik instrumental janrlar, ayniqsa fortepiano, skripka, va organ asarlarida ham yetakchi o‘rin egallaydi.

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Topical Issues of the Implementation and Protection of Political Rights in Practice

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Abstract

This article analyzes the role of political rights in the development of a democratic society and the rule of law, the legal foundations of their practical implementation, and the mechanisms for their protection. The study examines the realization of citizens' political rights, including the right to vote and be elected, participation in public administration, freedom of speech and opinion, and participation in public associations. Furthermore, it explores current challenges in ensuring and protecting political rights, legal and institutional approaches to addressing these issues, and the significance of international experience in this field. The findings highlight the importance of improving the mechanisms for the protection of political rights and increasing citizens' political participation.

Keywords

Political rights, human rights, constitutional rights, democratic state, civil society, right to vote and be elected, freedom of speech, public associations, right to petition, Ombudsman institution, legal protection mechanisms, legal culture.

SIYOSIY HUQUQLARNING AMALIYOTDA QO'LLANISHI VA ULARNI HIMOYA QILISHNING DOLZARB MASALALARI

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Annotatsiya. Mazkur maqolada siyosiy huquqlarning demokratik jamiyat va huquqiy davlat qurilishidagi o'rni, ularning amaliyotda qo'llanilishining huquqiy asoslari hamda

himoya qilish mexanizmlari tahlil qilingan. Tadqiqotda fuqarolarning saylash va saylanish, davlat boshqaruvida ishtirok etish, soʻz va fikr erkinligi, jamoat birlashmalarida qatnashish kabi siyosiy huquqlarining amalga oshirilish holati yoritilgan. Shuningdek, siyosiy huquqlarni taʼminlash va himoya qilishda uchrayotgan dolzarb muammolar, ularni bartaraf etishning huquqiy va institutsional yoʻllari hamda xorijiy tajribaning ahamiyati koʻrib chiqilgan. Tadqiqot natijasida siyosiy huquqlarni samarali himoya qilish va fuqarolarning siyosiy faolligini oshirishga qaratilganligini koʻrishimiz mumkin.

Kalit soʻzlar: Siyosiy huquqlar, inson huquqlari, konstitutsiyaviy huquqlar, demokratik davlat, fuqarolik jamiyati, saylash va saylanish huquqi, soʻz erkinligi, jamoat birlashmalari, murojaat qilish huquqi, Ombudsman instituti, huquqiy himoya mexanizmlari, huquqiy madaniyat.

Актуальные вопросы реализации политических прав на практике и их защиты
Аннотация. В данной статье проанализированы роль политических прав в построении демократического общества и правового государства, правовые основы их реализации на практике, а также механизмы их защиты. В исследовании освещены вопросы реализации таких политических прав граждан, как право избирать и быть избранным, участие в государственном управлении, свобода слова и мнений, участие в общественных объединениях. Кроме того, рассмотрены актуальные проблемы обеспечения и защиты политических прав, правовые и институциональные пути их решения, а также значение зарубежного опыта в данной сфере. Результаты исследования свидетельствуют о необходимости совершенствования механизмов защиты политических прав и повышения политической активности граждан.

Ключевые слова. Политические права, права человека, конституционные права, демократическое государство, гражданское общество, право избирать и быть

избранным, свобода слова, общественные объединения, право на обращение, институт Омбудсмана, механизмы правовой защиты, правовая культура.

Inson huquq va erkinliklarini ta'minlash demokratik huquqiy davlatning asosiy vazifalaridan biri hisoblanadi. Ushbu huquqlar tizimida siyosiy huquqlar alohida o'rin tutib, fuqarolarning davlat va jamiyat boshqaruvida faol ishtirok etishiga xizmat qiladi. Xususan, saylash va saylanish huquqi, so'z va fikr erkinligi, yig'ilishlar o'tkazish, jamoat birlashmalari hamda siyosiy partiyalar faoliyatida qatnashish huquqlari fuqarolarning siyosiy hayotdagi faolligini ta'minlaydigan muhim vositalar hisoblanadi. Bugungi kunda dunyo miqyosida demokratik qadriyatlarni mustahkamlash, inson huquqlarini ishonchli himoya qilish va fuqarolarning siyosiy jarayonlardagi ishtirokini kengaytirishga alohida e'tibor qaratilmoqda. O'zbekistonda ham so'nggi yillarda siyosiy huquqlarni ta'minlash va himoya qilishga qaratilgan keng ko'lamli sud-huquq islohotlari amalga oshirilmoqda. Biroq siyosiy huquqlarning amaliyotda to'laqonli ro'yobga chiqarilishi, ularni himoya qilishning samarali mexanizmlarini takomillashtirish, fuqarolarning huquqiy ongi va siyosiy madaniyatini yuksaltirish bilan bog'liq ayrim muammolar hanuz dolzarbligicha qolmoqda. Shu munosabat bilan mazkur maqolada siyosiy huquqlarning nazariy-huquqiy asoslari, ularning amaliyotda qo'llanilishi hamda himoya qilinishining mavjud holati tahlil qilinadi. Shuningdek, ushbu sohadagi dolzarb muammolar va ularni bartaraf etishning huquqiy hamda institutsiona yo'nalishlari yuzasidan ilmiy xulosalar va takliflar ilgari suriladi.

Siyosiy huquqlar - bu fuqarolarning davlat va jamiyat boshqaruvida, siyosiy hayotda hamda hokimiyat organlarini shakllantirishda bevosita yoki bilvosita yani vakillari orqali ishtirok etishini ta'minlaydigan, davlat tomonidan kafolatlangan konstitutsiyaviy huquq va erkinliklar majmuidir. Ilmiy nuqtai nazardan, siyosiy huquqlar fuqaro va davlat o'rtasidagi huquqiy bog'liqlikni yani fuqarolik institutini ifodalaydi hamda mamlakatda demokratik prinsiplar va suverenitet qay darajada amal qilayotganini

ko'rsatuvchi asosiy mezon hisoblanadi. Siyosiy huquqlar shaxslarning davlat va jamiyat hayotida erkin ishtirok etishiga imkon beradi. Bunga ovoz berish va davlat lavozimlarini egallash kiradi. Siyosiy huquqlarga ovoz berish huquqi, davlat lavozimlariga nomzod bo'lish huquqi, yig'ilishlar, namoyishlar o'tkazish huquqi, uyushmalar tuzish huquqi va boshqalar kiradi. Fuqarolik huquqlari inson huquqlari sifatida universal bo'lsa-da, siyosiy huquqlar ko'pincha fuqarolar (faqatgina ma'lum bir davlat fuqarolari uchungina) bilan cheklanadi. Fuqarolik va siyosiy huquqlar turli xalqaro va mintaqaviy shartnomalar, davlatlarning milliy konstitutsiyalari bilan himoya qilinadi¹. Siyosiy huquqlarning maqsadi davlat va jamiyat ishlarida ishtirok etishni ta'minlashdir. Konstitutsiyaning 36-moddasida «O'zbekiston Respublikasining fuqarolari jamiyat va davlat ishlarini boshqarishda bevosita hamda o'z vakillari orqali ishtirok etish huquqiga egadirlar. Bunday ishtirok etish o'zini o'zi boshqarish, referendumlar o'tkazish va davlat organlarini demokratik tarzda tashkil etish, shuningdek, davlat organlarining faoliyati ustidan jamoatchilik nazoratini rivojlantirish va takomillashtirish yo'li bilan amalga oshiriladi», deb belgilangan. Demak, fuqarolarning davlat va jamiyat ishlarida ishtiroki, eng avvalo, davlat va jamiyatni boshqarishda namoyon bo'ladi. Ya'ni bu davlat va jamiyat ishlarini boshqarish huquqidir. Ana shu huquq turli shakllar, vositalar orqali ro'yobga chiqariladi. Konstitutsiyaning o'zida qayd qilinishicha, fuqarolar davlatni boshqarishda bevosita hamda vakillari orqali ishtirok etadi. Fuqarolarning davlatni boshqarishda ishtirokini ta'minlovchi huquq, eng avvalo, saylov huquqidir. Fuqarolar davlat va jamiyat hayotiga taalluqli muhim masalalar yuzasidan referendumda (ovoz berishda) ishtirok etish, qonun loyihalarining muhokamasida ishtirok etish orqali ham davlat va jamiyat ishlarida ishtirok etgan hisoblanadi. O'zbekistonda oxirgi referendum 2002-yil 27-yanvarda o'tkazilib, unda Parlamentning ikki palatali strukturasi o'tish,

¹ Inson huquqlari bo'yicha O'zbekiston Respublikasi milliy markazi veb rasmiy veb-sayti <http://insonhuquqlari.uz/oz>

Prezidentning vakolat muddatini besh yildan yetti yilga qilib o'zgartirish masalasi hal qilindi. Referendumda ham saylovdagi kabi ma'lum yoshga yetgan fuqarolar ishtirok etadi². Konstitutsiyaning 34-moddasi, birinchi qismida fuqarolar kasaba uyushmalariga, siyosiy partiyalarga va boshqa jamoat birlashmalariga uyushish, ommaviy harakatlarda ishtirok etish huquqiga egaligi mustahkamlangan. Tashkilot, korxona, muassasalarda fuqarolar o'zlarining iqtisodiy manfaatlarini himoya qilish, mehnat sharoitlarini yaxshilashni yo'lga qo'yish maqsadida kasaba uyushmalariga birlashadi. Fuqarolar o'z siyosiy qarashlari, manfaatlaridagi umumiylik asosida siyosiy partiyalarga birlashadi va ularning faoliyati orqali mamlakat siyosiy hayotida ishtirok etadi. Demokratik jamiyatda yig'inlar tashkil etish huquqi fuqarolarning asosiy siyosiy huquqlaridan biri bo'lib, fuqarolarning demokratik boshqaruvda ishtirok etishining muhim kafolati hisoblanadi. Yig'inlarning miting, yig'ilish, namoyish, ko'cha yurishi, piket, fleshmob va boshqa turlari bo'lib, fuqarolar ularni tashkil etish orqali o'z fikrlarini erkin namoyon etadilar. Bundan tashqari, fuqarolar ushbu tadbirlar orqali mamlakat siyosiy, iqtisodiy, ijtimoiy va madaniy hayotining turli masalalari bo'yicha talab va takliflarni ilgari surishlari ham mumkin. Bugungi kundagi milliy qonunchilik tomonidan miting, yig'ilish va namoyishlar o'tkazish huquqining qamrovi va kafolati, javobgarlik masalasining ahvoli tadqiq qilingan. Mamlakatimizda miting, yig'ilish va namoyishlarni tartibga soluvchi qonunchilik yuzasidan olimlar va ekspertlar fikrlari, shuningdek, xorijiy davlatlar qonunchiligi qiyosiy tahlil qilinib, xulosalar berilgan hamda mamlakatimizda miting, yig'ilish va namoyishlar o'tkazishni tartibga soluvchi normativ-huquqiy hujjatning qabul qilinishi bugungi kunning dolzarb muammosi ekanligi yoritib berilgan. Konstitutsiyaning 40-moddasida «Har bir shaxs bevosita o'zi va boshqalar bilan birgalikda vakolatli davlat organlariga, muassasalariga yoki xalq vakillariga ariza, taklif

² O.T. Husanov. Konstitutsiyaviy huquq Toshkent — «Ilm ziyo» — 2017-yil. 103-bet.

va shikoyatlar bilan murojaat qilish huquqiga ega. Arizalar, takliflar va shikoyatlar qonunda belgilangan tartibda va muddatlarda ko‘rib chiqiladi», deb belgilangan.

Murojaatlarning quidagi turlari mavjud.

Ariza — huquqlarni, erkinliklarni va qonuniy manfaatlarni amalga oshirishda yordam ko‘rsatish to‘g‘risidagi iltimos bayon etilgan murojaat.

Taklif — davlat va jamiyat faoliyatini takomillashtirishga doir tavsiyalarni o‘z ichiga olgan murojaat.

Shikoyat — buzilgan huquqlarni, erkinliklarni tiklash va qonuniy manfaatlarni himoya qilish to‘g‘risidagi talab bayon etilgan murojaat.

Elektron murojaat — belgilangan tartibda axborot-kommunikatsiya texnologiyalari vositasida berilgan, shu jumladan davlat organining, tashkilotning rasmiy veb-saytiga joylashtirilgan murojaat, real vaqt rejimida axborot-kommunikatsiya texnologiyalaridan foydalangan holda berilgan og‘zaki murojaatlar bundan mustasno.

Ishonch telefoni — jismoniy va yuridik shaxslarning murojaatlarini qabul qilish uchun mo‘ljallangan maxsus telefon aloqa tizimi.

Takroriy murojaat — ayni bir jismoniy yoki yuridik shaxsdan kelib tushgan, uning avvalgi murojaati yuzasidan qabul qilingan qaror ustidan shikoyat qilinayotgan yoki boshqacha tarzda norozilik bildirilayotgan, shuningdek, agar takroriy murojaat kelib tushgan paytga kelib qonunchilikda belgilangan ko‘rib chiqish muddati tugagan bo‘lsa, ilgari murojaati o‘z vaqtida ko‘rib chiqilmaganligi to‘g‘risida xabar qilinayotgan murojaat.

Anonim murojaat — jismoniy shaxsning familiyasi (ismi, otasining ismi), uning yashash joyi to‘g‘risidagi ma’lumotlar yoki yuridik shaxsning to‘liq nomi, uning joylashgan yeri (pochta manzili) to‘g‘risidagi ma’lumotlar ko‘rsatilmagan yoxud ular haqida yolg‘on ma’lumotlar ko‘rsatilgan murojaat, shuningdek uni identifikatsiya qilish imkoniyatini bermaydigan elektron murojaat yoxud imzo bilan tasdiqlanmagan yozma murojaat.

Murojaatning dublikati — ayni bir jismoniy yoki yuridik shaxs murojaatining ko‘chirma nusxasi.

Ommaviy qabul — davlat organi rahbarining yoki bu borada vakolat berilgan mansabdor shaxsining jismoniy shaxslar va yuridik shaxslarning vakillari bilan ommaviy uchrashuvlarida murojaatlarni qabul qilishga doir harakati.

Videokonferensaloqa — uzoqda joylashgan bir nechta abonentlarning real vaqt rejimida audio va videoaxborot almashish imkoniyati bilan axborot-kommunikatsiya texnologiyalaridan foydalangan holda interaktiv hamkorlik qilishi.

Davlat ishtirokidagi tashkilot — ustav fondida davlat ulushi mavjud bo‘lgan tijorat tashkiloti yoxud to‘liq yoki qisman davlat organi tomonidan tashkil etilgan yoki ta’sis etilgan notijorat tashkiloti³.

Ombudsman institutiga kelib tushgan murojaatlar dinamikasi siyosiy huquqlar va fuqarolarning murojaat qilish huquqlarini himoya qilish sohasidagi amaliy holatni tahlil qilish imkonini beradi. 2024-yil davomida jami 23 422 ta murojaat qayd etilgan bo‘lib, bu ko‘rsatkich 2023-yilga nisbatan 25 foizga oshganini anglatadi. Ushbu murojaatlarning qariyb 10,5–11,9 foiz qismini fuqarolarning siyosiy huquqlari, fuqarolik erkinliklari hamda murojaat qilish huquqlarining buzilishi bilan bog‘liq holatlar tashkil etgan bo‘lib, bu miqdor taxminan 2 400–2 700 ta murojaatni qamrab oladi. Shuningdek, murojaatlarning sezilarli qismi tezkor tartibda hal etilgan bo‘lib, umumiy murojaatlarning salkam 40–45 foizi qo‘shimcha o‘rganishni talab etmagan holda, qabul jarayonining o‘zidayoq huquqiy tushuntirish berish yoki birlamchi maslahatlar orqali hal qilingan. Bu holat Ombudsman institutining fuqarolar murojaatlariga tezkor javob berish mexanizmi samaradorligini ko‘rsatadi. 2025-yilga

³ Jismoniy va yuridik shaxslarning murojaatlari to‘g‘risida O‘zbekiston Respublikasining Qonuni Toshkent sh.2017-yil 11-sentabr, O‘RQ-445-son <https://lex.uz/docs/-3336169>

oid dastlabki tahlillarga ko'ra, murojaatlar soni dinamikasi nisbatan barqarorlashgan. Raqamlashtirish jarayonlarining kengayishi, jumladan Ombudsman.uz mobil ilovasi, OneID tizimi va onlayn maslahat platformalarining joriy etilishi natijasida siyosiy, fuqarolik va axborot olish huquqlariga oid murojaatlar ulushi 9,8–10,2 foiz atrofida shakllangan. Shu bilan birga, raqamli xizmatlar orqali kelib tushgan murojaatlarning qariyb 48 foizi masofaviy tartibda, ya'ni ariza qabul qilingan zahotiyoyq huquqiy tushuntirish va yechim berish orqali hal etilgan⁴.

Mazkur maqolada siyosiy huquqlarning nazariy-huquqiy asoslari, ularning amaliyotda qo'llanilishi hamda himoya qilinishining dolzarb masalalari tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, siyosiy huquqlar demokratik huquqiy davlatning ajralmas qismi bo'lib, fuqarolarning davlat va jamiyat boshqaruvidagi ishtirokini ta'minlashda muhim ahamiyat kasb etadi. Saylash va saylanish, so'z va fikr erkinligi, yig'ilishlar o'tkazish, jamoat birlashmalariga a'zo bo'lish hamda murojaat qilish huquqlari fuqarolarning siyosiy faolligini ta'minlovchi asosiy huquqiy institutlar hisoblanadi. Shuningdek, Ombudsman instituti faoliyati yuzasidan keltirilgan statistik tahlillar siyosiy huquqlarni himoya qilish mexanizmlarining amaliy samaradorligini ko'rsatadi. 2024–2025-yillar davomida murojaatlar sonining o'sishi hamda ularning sezilarli qismining tezkor tartibda hal etilishi davlat organlarining fuqarolar murojaatlariga javob berish tizimi bosqichma-bosqich takomillashib borayotganidan dalolat beradi. Biroq, siyosiy huquqlarni amalga oshirish va himoya qilish sohasida ayrim muammolar, xususan huquqiy madaniyatning yetarli darajada shakllanmaganligi, huquqiy mexanizmlarning ayrim holatlarda samaradorligi pastligi hamda institutsional tizimlarning yanada takomillashtirilishi zarurligi saqlanib qolmoqda. Shuningdek, mening fikrimcha siyosiy huquqlarni himoya qilishga oid qonunchilik normalarini

⁴ O'zbekiston Respublikasi Oliy Majlisining Inson huquqlari bo'yicha vakili (Ombudsman) faoliyatiga oid 2024–2025-yillardagi yillik hisobotlar va tahliliy ma'lumotlar to'plami. – Toshkent, 2025
<http://insonhuquqlari.uz/oz>

yanada takomillashtirish va ularni amaliyotda bir xilda qo'llash mexanizmlarini kuchaytirish, fuqarolarning huquqiy ongini oshirish maqsadida ommaviy huquqiy targ'ibot va ta'lim dasturlarini kengaytirish, Ombudsman va boshqa inson huquqlarini himoya qiluvchi institutlarning vakolatlarini yanada mustahkamlash hamda ularning hududiy qamrovini kengaytirish, murojaatlarni ko'rib chiqish tizimida raqamlashtirish jarayonlarini chuqurlashtirish va sun'iy intellekt asosidagi tezkor xizmatlarni joriy etish, yig'ilishlar, mitinglar va jamoat tadbirlarini tartibga soluvchi normativ-huquqiy bazani xalqaro standartlar asosida takomillashtirish kerak deb o'ylayman. Umuman olganda, siyosiy huquqlarni samarali himoya qilish fuqarolik jamiyatini rivojlantirish, demokratik institutlarni mustahkamlash hamda huquqiy davlat qurishning muhim sharti bo'lib qoladi.

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MODERN METHODS OF PRESERVING AND PROMOTING NATIONAL MUSICAL HERITAGE

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Abstract

This article provides a scientific and practical analysis of modern methods for preserving and promoting Uzbekistan's national musical heritage. The study examines the role of innovative approaches, including digital archiving, multimedia technologies, social media, educational platforms, and international cooperation, in transmitting national musical heritage to future generations. In addition, current projects implemented in Uzbekistan and relevant international experiences are comparatively analyzed. The research has practical significance for specialists, educators, and policymakers working in the field of preserving and promoting national musical culture.

Keywords

National musical heritage, digital archiving, maqom art, cultural heritage, multimedia technologies, social media, ethnomusicology, intangible cultural heritage, promotion.

MILLIY MUSIQA MEROSINI ASRASH VA TARG'IB QILISHNING ZAMONAVIY USULLARI

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Annotatsiya: Ushbu maqolada O'zbekiston milliy musiqa merosini asrash va targ'ib qilishning zamonaviy usullari ilmiy-amaliy jihatdan tahlil etiladi. Maqolada raqamli arxivlashtirish, multimedia texnologiyalari, ijtimoiy tarmoqlar, ta'lim platformalari va xalqaro hamkorlik kabi innovatsion usullarning milliy musiqa merosini kelajak avlodlarga yetkazishdagi o'rni ko'rib chiqiladi. Shuningdek, O'zbekistonda amalga

oshirilayotgan amaldagi loyihalar va xorijiy tajribalar qiyosiy tahlil qilinadi. Tadqiqot milliy musiqiy madaniyatni saqlash va targʻib qilish sohasida ishlayotgan mutaxassislar, pedagog va siyosatchilar uchun amaliy ahamiyatga ega.

Kalit so'zlar: milliy musiqa merosi, raqamli arxivlashtirish, maqom san'ati, madaniy meros, multimedia texnologiyalari, ijtimoiy tarmoqlar, etnomuzikologiya, nomoddiy madaniy meros, targʻibot.

Globalashuv jarayonlari jadal kechayotgan hozirgi davrda milliy musiqa merosini asrash insoniyat oldida turgan eng muhim vazifalardan biriga aylandi. YuNESKOning “Nomoddiy madaniy merosni muhofaza qilish toʻgʻrisida”gi 2003-yil Konventsiyasi qabul qilinganidan beri dunyo miqyosida bu sohaga eʼtibor sezilarli darajada kuchaydi. Oʻzbekiston ham 2006-yilda ushbu Konventsiyaga qoʻshilgan davlatlar qatorida boʻlib, oʻz milliy musiqa merosini – xususan, maqom, lapar, ashula va xalq qoʻshiqchiligini – kelajak avlodlarga yetkazish masalasini davlat siyosatining ustuvor yoʻnalishiga aylantirdi. Ammo anʼanaviy usullar – ustoz-shogird tizimi, maxsus maktablar, bayram va tantanalar orqali musiqa merosini uzatish – hozirgi raqamli asrning muammolariga toʻliq javob bera olmaydi. Yosh avlodning texnologiyalarga qiziqishi, internet va ijtimoiy tarmoqlarning hayotga chuqur kirishi, shuningdek, xorijiy musiqa taʼsirining kuchayishi milliy musiqa merosini saqlash va targʻib qilish uchun yangicha, zamonaviy yondashuvlarni talab qilmoqda. Maqolaning maqsadi – Oʻzbekiston milliy musiqa merosini asrash va targʻib qilishning zamonaviy usullarini tizimlashtirish, ularning amaliy samaradorligini baholash hamda bu boradagi xorijiy ilgʻor tajribalarni tahlil etishdan iborat. Tadqiqot jarayonida qiyosiy tahlil, kuzatuv va hujjatlar tahlili metodlaridan foydalanildi.

Oʻzbekiston musiqa merosi jahon madaniyati xazinasining ajralmas qismini tashkil etadi. Shashmaqom – Oʻrta Osiyoning ulkan musiqiy-poetik yodgorligi – 2003-yilda YuNESKO tomonidan “Insoniyatning ogʻzaki va nomoddiy merosi durdonalari”

ro'yxatiga kiritildi. Bundan tashqari, Buxoro, Farg'ona-Toshkent va Xorazm maqom maktablari, doston ijrochiyligi, navoiyxonlik an'analari, Qashqadaryo lapar san'ati – bularning barchasi bebaho milliy musiqa boyligidir. Biroq bugungi kunda milliy musiqa merosi bir qator jiddiy muammolar bilan yuzma-yuz kelmoqda. Birinchidan, an'anaviy cholg'uchi va ashulachi ustozlar qatorining kamayishi – ko'plab noyob ijrochi-hofizlarning vafoti bilan ularning ijrosi ham yo'qolib ketmoqda. Ikkinchidan, eski yozuvlar va arxiv materiallarining jismoniy eski(rishi – magnit tasmalar, plastinkalar va qog'oz notalar vaqt o'tishi bilan yo'q bo'lib ketish xavfi ostida turibdi. Uchinchidan, yosh avlodning milliy musiqaga qiziqishining pasayishi – zamonaviy estrada va xorijiy musiqa uslublarining keng tarqalishi oqibatida milliy cholg'u va qo'shiq an'analari asta-sekin unutilib bormoqda. Yuqoridagi muammolarni hal etish uchun an'anaviy usullarni zamonaviy texnologiyalar bilan uyg'unlashtirgan keng qamrovli tizimni yaratish zarur. Aynan mana shu zaruratdan kelib chiqib, milliy musiqa merosini asrash va targ'ib qilishning zamonaviy usullari tadqiqotimizning markaziga qo'yildi. Milliy musiqa merosini asrashda raqamli arxivlashtirish bugungi kunning eng samarali va ishonchli usullaridan biri hisoblanadi. Bu usul bir necha yo'nalishda amalga oshiriladi:

Raqamli audio va video arxivlar yaratish. Keksa ustozlarning ijrolarini yuqori sifatli audio va video formatda yozib olish, raqamlashtirish va bulut saqlash tizimlarida arxivlash milliy merosni yo'qolishdan saqlashning asosiy yo'li hisoblanadi. O'zbekistonda O'zbekiston Milliy kutubxonasi, O'zbekiston Davlat san'at va madaniyat instituti kabi tashkilotlar bu ishni qisman olib bormoqda. Biroq tizimli va keng qamrovli raqamli arxiv hali to'liq shakllantirilmagan. Xorijiy tajribaga murojaat qilsak, Britaniya kutubxonasining "World and Traditional Music" bo'limi 260 000 dan ortiq audio yozuvni raqamlashtirgan. Hindistonning "Sangeet Natak Akademi" muassasasi esa klassik ragalar va xalq musiqasining keng raqamli bazasini yaratgan. O'zbekiston ham ana shunday milliy raqamli arxiv yaratish yo'lida muhim qadamlar qo'yishi lozim.. Nota

yozuvlarini raqamlashtirish .Maqom va xalq qo‘shiqlarining nota yozuvlarini raqamli formatga o‘tkazish, maxsus musiqiy notatsiya dasturlari (Sibelius, Finale, MuseScore) yordamida tahrirlash va tarqatish imkoniyati yaratish milliy merosning keng auditoriyaga yetib borishini ta’minlaydi. Raqamli nota yozuvlari internet orqali erkin tarqatilishi mumkin bo‘lganligi sababli musiqa o‘quvchilari va tadqiqotchilarga keng imkoniyat ochiladi. Virtual muzeylar va interaktiv platformalar.360 daraja video texnologiyasi va virtual reallik (VR) imkoniyatlaridan foydalangan holda milliy musiqa an‘analarini taqdim etuvchi virtual muzeylar yaratish merosni targ‘ib qilishning yangi shakli hisoblanadi. Foydalanuvchi uy sharoitida o‘tirib maqom ijrosi, doston kechasi yoki an‘anaviy to‘y musiqasini virtual sharoitda boshdan kechira oladi. Bunday yondashuv ayniqsa xorijda yashovchi o‘zbeklar va xorijiy madaniyatga qiziquvchi auditoriya uchun juda samarali bo‘ladi.

Hozirgi kunda YouTube, Instagram, TikTok, Telegram kabi ijtimoiy tarmoqlar va platforma millionlab odamlarga bir lahzada yetib borish imkonini beradi. Ushbu imkoniyatdan milliy musiqa merosini targ‘ib qilishda foydalanish zamonaviy yondashuv sifatida tobora keng e’tirofqa molik bo‘lmoqda. YouTube platformasida milliy musiqa merosini targ‘ib qilishning quyidagi samarali shakllari mavjud: an‘anaviy cholg‘u asboblari haqida qisqa sharh videolar; taniqli ustozlar bilan suhbat-intervyular; maqom ijrosining jonli yozuvlari; milliy qo‘shiqlarning zamonaviy talqinlari (cover versiyalar). O‘zbekistonda “Maqom dunyosi”, “Milliy meros” kabi YouTube kanallari bu yo‘nalishda faoliyat yuritmoqda. TikTok platformasining keng yoshlar auditoriyasiga ega ekanligi uni milliy merosni targ‘ib qilishda noyob vosita sifatida ajratib ko‘rsatadi. Qisqa, dinamik videolar orqali milliy cholg‘u asboblari – dutor, g‘ijjak, chang, sato – ni tanishtirish, xalq qo‘shiqlarining qisqa parchalarini taqdim etish yosh avlodda milliy musiqaga qiziqish uyg‘otadi. Bu borada “challenge” (musobaqa)

formatidan foydalanish – masalan, “Dutor challeng” yoki “Maqom qo'shiqlari” tashabbusi – tez tarqalish imkoniyatini beradi.

Podcast formatida milliy musiqa merosi haqida maxsus eshituvlar yaratish ham samarali usullardan biri hisoblanadi. Etno-musiqa tadqiqotchilari, ijrochilar va kompozitorlar bilan suhbat asosida tayyorlangan podkastlar Spotify, Apple Podcasts kabi platformalarda tarqatilishi mumkin. Bu auditoriyani kengaytirish va milliy musiqaga intellektual qiziqishni orttirish imkonini beradi.

Milliy musiqa merosini asrashning eng mustahkam poydevori ta'lim sohasida yaratiladi. Chunki bugungi o'quvchi – ertangi meros egasi. Ta'lim tizimida bir necha zamonaviy yondashuv keng qo'llanilishi mumkin: Onlayn ta'lim platformalari. Milliy cholg'u asboblari va an'anaviy kuylash usullarini o'rgatuvchi onlayn kurslar yaratish musiqa merosini geografik cheklovlarsiz tarqatish imkonini beradi. O'quvchi dunyoning istalgan nuqtasida turib o'zbek dutori, tanburi yoki ud asbobini o'rganishi mumkin. Coursera, Udemy, Skillshare kabi xalqaro platformalarda o'zbekcha va inglizcha tilda milliy musiqa kurslarini joylashtirish xorijiy auditoriyaga ham meros eshiklarini ochadi. O'zbekistonda mahalliy platformalar – Eduzone, OnlineMaktab – bu imkoniyatdan to'liq foydalanishi lozim.

Etnomuzikologik tadqiqotlar va akademik nashrlar Milliy musiqa merosini ilmiy jihatdan o'rganish va hujjatlashtirish uzoq muddatli saqlashning kafolatidir. Etnomuzikologik ekspeditsiyalar davomida qishloq va mahallalardagi qo'shiqchi, sozanda va baxshilarning ijrolarini yozib olish, tahlil qilish va nashr etish bu yo'nalishning asosiy shaklidir. Shuningdek, Open Access (ochiq kirish) tamoyiliga asoslanuvchi xalqaro ilmiy jurnallarda O'zbekiston musiqiy merosi haqidagi maqolalar chop etish butun dunyo tadqiqotchilari uchun qimmatli manba yaratadi. Maktab dasturlarini boyitish Umumta'lim maktablarida musiqa darslarini milliy meros bilan boyitish – xalq qo'shiqlarini o'rgatish, an'anaviy cholg'u asboblari bilan tanishtirish,

maqom haqida ma'lumot berish – yosh avlodda milliy musiqa muhabbat uyg'otishning eng samarali yo'lidir. Dars jarayonida interaktiv ilovalar, animatsiyali videolar va o'yinli ta'lim metodlaridan foydalanish o'quvchilar uchun milliy merosni qiziqarli va jozibali qiladi.

Milliy musiqa merosini xalqaro miqyosda targ'ib qilish – uni nafaqat saqlab qolish, balki butun insoniyat boyligiga aylantirishning muhim sharti. Bu borada bir necha samarali yo'nalish mavjud:

- Xalqaro musiqa festivallari – Samarqand, Xiva va Buxorodagi “Sharq taronalari”, “Silk Road Music Festival” kabi tadbirlar orqali milliy musiqa merosi xorijlik turistlar, diplomatlar va musiqa mutaxassislari bilan tanishtiriladi;
- YuNESKO bilan hamkorlik – nomoddiy madaniy meros ob'ektlarini ro'yxatga olish, xalqaro miqyosda himoya qilish va moliyalashtirish mexanizmlaridan foydalanish;
- Xorijiy universitetlar bilan akademik almashish dasturlari – O'zbek musiqasi mutaxassislarning xorijga borib ma'ruza o'qishi va xorijlik etnomuzikologlarning O'zbekistonga kelishi orqali o'zaro boyitish;
- Madaniy diplomatiya – O'zbekiston elchixonalari va madaniyat markazlari orqali xorijda milliy musiqa kechalari, ko'rgazmalar va master-klasslar tashkil etish.

Xorijiy tajribaga nazar tashlaganda Janubiy Koreya tajribasi alohida o'rin egallaydi. Koreya hukumati K-pop va an'anaviy koreya musiqasi – gugak – ni birgalikda targ'ib qilish orqali madaniy soft power qurolini yaratdi. “BTS” guruhi a'zolari an'anaviy koreya elementlarini zamonaviy musiqa bilan uyg'unlashtirib, butun dunyo yoshlarini koreya madaniyatiga tortdi. O'zbekiston ham ana shunday – zamonaviylik va an'ana sinteziga asoslangan – o'z brendini yaratishi mumkin.

Zamonaviy sun'iy intellekt texnologiyalari milliy musiqa merosini asrash va targ'ib qilishda yangi imkoniyatlar eshigini ochmoqda. Bir necha yo'nalish alohida e'tiborga loyiq: Avval yozib olingan, lekin sifatsiz audiolarni sun'iy intellekt yordamida tozalash va sifatini oshirish (audio restoration) milliy arxivlardagi qimmatli yozuvlarni qayta tiklash imkonini beradi. Masalan, 1950-60 yillardagi magnitofon yozuvlari SI texnologiyasi yordamida bugungi yuqori sifatli audio formatiga o'tkazilishi mumkin. Musiqani avtomatik tanish va tasniflash tizimlari milliy musiqa merosini kataloglashtirish va qidirish imkonini kengaytiradi. Maqomning turli yo'llari, xalq qo'shiqlarining regional farqlari, turli ijrochilarning uslubiy xususiyatlarini ma'lumotlar bazasiga kiritib, qidiruv tizimi yaratish tadqiqotchilar va o'quvchilar uchun qimmatli manba bo'ladi. Bundan tashqari, o'zbek tilidagi musiqiy terminlarni boshqa tillarga avtomatik tarjima qiluvchi va tahlil qiluvchi lingvistik modellar yaratish milliy musiqa merosini xorijiy tadqiqotchilarga ham ochiq qiladi. Musiqiy matnlar – sho'ba nomi, usul nomi, maqom terminologiyasi – ning tarjimasi va tushuntirilishi butun jahon uchun qimmatli resurs bo'lib xizmat qiladi.

Olib borilgan tadqiqot shuni ko'rsatdiki, milliy musiqa merosini asrash va targ'ib qilishda zamonaviy usullarning o'рни beqiyos. Raqamli arxivlashtirish, ijtimoiy tarmoqlar, onlayn ta'lim platformalari, xalqaro hamkorlik va sun'iy intellekt texnologiyalari – bularning barchasi birgalikda qo'llanilganda sinergiyaviy ta'sir ko'rsatib, milliy merosni saqlash va keng targ'ib qilish imkonini beradi. Maqola yakunida quyidagi amaliy tavsiyalar ilgari suriladi: birinchidan, O'zbekistonda "Milliy Musiqa Merosi" davlat raqamli arxivini yaratish va uni YuNESKO standartlari asosida boshqarish mexanizmini ishlab chiqish; ikkinchidan, ijtimoiy tarmoqlarda "MerosimMusiqa" kabi targ'ibot kampaniyasi uyushtirish va yoshlarni jalb etish; uchinchidan, xorijiy mashhur platformalarda o'zbekcha onlayn musiqa kurslarini joylashtirish; to'rtinchidan, an'anaviy ta'lim tizimiga zamonaviy multimedia

elementlarini integratsiya qilish; beshinchidan, xalqaro etnomuzikologik hamjamiyat bilan faol hamkorlikni yo'lga qo'yish.

Milliy musiqa merosi – bu shunchaki o'tmish yodgorligi emas, balki xalqning ruhi, kimligi va kelajagi. Uni asrash va keng targ'ib qilish nafaqat madaniy burch, balki strategik zaruriyat hamdir. Zamonaviy texnologiyalar bu vazifani ilgari hech qachon bo'lmagan darajada qulay va samarali tarzda amalga oshirish imkonini bermoqda. Faqat irodakorlik, tizimli yondashuv va hamjamiyat birligi talab etiladi.

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CLINICAL AND FUNCTIONAL ASPECTS AND IMPROVEMENT OF THE TREATMENT OF PERENNIAL ALLERGIC RHINITIS IN CHILDREN

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Abstract

Perennial allergic rhinitis imposes continuous immunological stress that severely disrupts the anatomical and functional integrity of the pediatric upper respiratory tract. This study quantifies pediatric nasal mucosal biophysical deficits and validates an advanced regenerative therapeutic protocol. Through a prospective, randomized clinical trial involving 214 children (aged 6-14) with persistent perennial allergic rhinitis, we evaluated Total Nasal Symptom Scores, anterior active rhinomanometry, and saccharin transit times. Data indicates traditional intranasal corticosteroid monotherapy inadequately restores ciliary beat frequency. However, integrating isotonic micro-diffused seawater with dexpanthenol alongside standard steroids yielded profound recovery. This optimized regimen decreased nasal airway resistance by 68.4% and normalized mucociliary transport times to 13.2 ± 1.4 minutes ($p < 0.01$). Shifting from basic symptom suppression to targeted epithelial regeneration represents a mathematically proven paradigm advancement in pediatric otorhinolaryngology.

Keywords

Perennial allergic rhinitis, pediatric otorhinolaryngology, mucociliary clearance, acoustic rhinomanometry, epithelial desquamation, regenerative therapy.

Introduction

The pediatric nasal cavity acts as the primary biomechanical barrier protecting the developing respiratory system. Constant exposure to indoor aeroallergens triggers

chronic IgE-mediated mast cell degranulation, leading to perennial allergic rhinitis. This distinct pathophysiological state features goblet cell hyperplasia, massive subepithelial edema, and ciliary dyskinesia, ultimately causing severe nasal congestion and secondary bacterial vulnerabilities.

Historically, pharmacological guidelines emphasize acute symptom suppression via intranasal corticosteroids and H1-receptor antagonists. Although effective against overt inflammation, synthetic corticosteroids often dry out the respiratory epithelium and fail to rehabilitate the damaged mucociliary escalator. Current pediatric rhinology literature severely lacks quantitative assessments of functional recovery across diverse therapeutic modalities.

The primary aim of this research is to rigorously measure functional mucosal deficits in pediatric patients and engineer a modernized, multi-vector therapeutic approach. By comparing a combined mucosal-repair regimen against conventional monotherapy, this study delivers a definitive blueprint for absolute nasal functionality restoration.

Materials and Methods

A structured, prospective, randomized, parallel-group clinical design was utilized to isolate biophysical variables governing mucosal healing. The 18-month trial at Andijan State Medical Institute included 214 pediatric patients (ages 6-14) formally diagnosed with moderate-to-severe perennial allergic rhinitis. Individuals with significant anatomical anomalies or acute infections were excluded.

Participants were randomized into a 12-week macrocycle. The Control Group (N = 107) received standard mometasone furoate aqueous nasal spray (50 micrograms/nostril daily). The Experimental Group (N = 107) underwent an optimized protocol: the same corticosteroid dose directly preceded by mechanical lavage using a micro-diffused isotonic seawater solution enriched with 5% dexpanthenol.

Clinical outcomes were measured via the Total Nasal Symptom Score (TNSS). Biophysical mapping utilized anterior active rhinomanometry (AARM) for total nasal airway resistance (NAR, Pa/cm³/s) and the saccharin transit time (STT) test for mucociliary velocity. Statistical processing relied on SPSS (v.28.0), applying repeated-measures ANOVA and Student's t-tests ($p < 0.05$).

Results

Computational analysis of the clinical registries highlights a massive discrepancy between simple symptom management and physiological repair. Baseline metrics confirmed high cohort homogeneity: initial TNSS registered at roughly 9.4, elevated NAR at 0.88 ± 0.15 Pa/cm³/s, and severely paralyzed STT at 26.4 ± 2.3 minutes.

Following the intervention, quantitative divergence emerged clearly. The Control Group recorded a TNSS drop to 4.2 ± 0.9 , while the Experimental Group experienced a rapid symptom collapse to 1.8 ± 0.6 points ($p < 0.001$).

Biophysically, standard monotherapy lowered NAR to 0.45 ± 0.12 Pa/cm³/s. The regenerative protocol, by contrast, restored aerodynamic flow to near-perfect physiological baselines (0.28 ± 0.06 Pa/cm³/s, $p < 0.01$), confirming that pre-lavage effectively strips viscous mucus to facilitate direct epithelial steroid binding.

Most importantly, Control Group STT remained prolonged (19.5 ± 1.8 minutes). The Experimental Group achieved an STT of 13.2 ± 1.4 minutes, completely rehabilitating the mechanical defense system and demonstrating a 3.4-fold higher probability of total mucosal normalization.

Discussion

The functional recovery observed within the Experimental Group aligns precisely with the known pharmacodynamics of pantothenic acid derivatives. Dexpanthenol operates as an aggressive catalyst for epithelial regeneration, repairing microscopic fissures and halting secondary neurogenic inflammation.

These findings mirror recent cohort analyses indicating a severe ceiling effect for isolated intranasal corticosteroids. Lacking concurrent mechanical clearance, steroid molecules remain trapped in pathological mucus, significantly degrading bioavailability. Our integrated methodology mathematically neutralizes this pharmacokinetic barrier. The isotonic lavage flushes hyper-concentrated histamines from the nasal vault, directly priming receptor sites for maximal absorption. Treating perennial allergic rhinitis strictly as an immunological overreaction is obsolete; it represents a dual pathology involving severe biomechanical failure of the mucociliary escalator. Future transcriptomic studies are necessary to map these exact ciliary alterations at the cellular level over longer observation periods.

Scientific Novelty and Practical Significance

This research achieves high scientific novelty by generating the first mathematically verified, functional mapping of the pediatric nasal cavity undergoing combined regenerative therapy. Practically, the validated statistical indices offer an immediate architectural blueprint for outpatient algorithms. Integrating dexpanthenol-enriched mechanical lavage prior to topical steroid application exponentially amplifies pharmacological efficacy, restores mechanical immunity, and definitively intercepts the trajectory of irreversible turbinate hypertrophy.

Conclusion

Halting the anatomical degradation associated with perennial allergic rhinitis demands a paradigm shift from basic immunosuppression toward comprehensive mucosal rehabilitation. Empirical evidence dictates that structural mucosal failure is entirely reversible when targeted mechanical clearance runs concurrently with anti-inflammatory agents. Managing damaged nasal cavities via chemical symptom suppression alone is biologically flawed; absolute protection of the ciliary micro-environment remains imperative.

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The Effectiveness of Legal Mechanisms for Combating Drug Abuse

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Abstract

This thesis analyzes the effectiveness of criminal law mechanisms in combating drug abuse, their current legal framework, and the practice of their implementation. The study highlights the role of the criminal legislation of the Republic of Uzbekistan, as well as international legal instruments and conventions, in combating the illicit trafficking of narcotic drugs and psychotropic substances. In addition, the preventive and repressive functions of criminal liability measures, their practical effectiveness, and existing challenges are examined. The thesis also provides recommendations for addressing shortcomings encountered in law enforcement practice.

Keywords

drug abuse, legal mechanisms, psychotropic substances, criminal liability, prevention, illicit trafficking, youth, international cooperation.

GIYOHVANDLIKKA QARSHI KURASHISHDA HUQUQIY MEXANIZMLARNING SAMARADORLIGI

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***Annotatsiya.** Mazkur tezisdagi giyohvandlikka qarshi kurashishda jinoyat-huquqiy mexanizmlarning samaradorligi, ularning amaldagi huquqiy asoslari hamda qo'llanilish amaliyoti tahlil qilinadi. Tadqiqotda giyohvandlik vositalari va psixotrop moddalarning noqonuniy aylanishiga qarshi kurashishda O'zbekiston Respublikasi jinoyat qonunchiligi normalari, shuningdek xalqaro huquqiy hujjatlar va konvensiyalarning o'rni yoritiladi. Shuningdek, jinoyat-huquqiy javobgarlik*

choralarining preventiv (oldini olish) va repressiv (jazolash) funksiyalari, ularning amaliy samaradorligi hamda mavjud muammolar ko'rib chiqiladi. Tezisdan huquqni qo'llash amaliyotida uchraydigan kamchiliklar va ularni bartaraf etish bo'yicha takliflar beriladi.

Kalit so'zlar: *giyohvandlik, huquqiy mexanizmlar, psixotrop moddalar, jinoyat-huquqiy javobgarlik, profilaktika, noqonuniy muomala, yoshlar, xalqaro hamkorlik.*

“Эффективность правовых механизмов в борьбе с наркоманией”

Аннотация. *В данной статье анализируются эффективность уголовно-правовых механизмов противодействия наркомании, их действующая правовая основа и практика применения. В исследовании раскрывается роль норм уголовного законодательства Республики Узбекистан, а также международно-правовых документов и конвенций в борьбе с незаконным оборотом наркотических средств и психотропных веществ. Кроме того, рассматриваются превентивные (предупредительные) и репрессивные (карательные) функции мер уголовно-правовой ответственности, их практическая эффективность и существующие проблемы. В тезисе приводятся предложения по устранению недостатков, встречающихся в правоприменительной практике.*

Ключевые слова: *наркомания, правовые механизмы, психотропные вещества, уголовно-правовая ответственность, профилактика, незаконный оборот, молодежь, международное сотрудничество.*

Bugungi globallashuv jarayonida giyohvandlik vositalari va psixotrop moddalarning noqonuniy aylanishi nafaqat alohida davlatlar, balki butun xalqaro hamjamiyat oldida turgan jiddiy muammolardan biri hisoblanadi. Ushbu illat jamiyatning ijtimoiy barqarorligiga, yoshlar tarbiyasiga, aholi salomatligiga hamda davlatning iqtisodiy va huquqiy tizimiga salbiy ta'sir ko'rsatadi. Shu sababli

giyohvandlikka qarshi kurashish masalasi davlat siyosatining muhim yo‘nalishlaridan biri sifatida qaraladi. O‘zbekiston Respublikasida giyohvandlik vositalarining noqonuniy muomalasiga qarshi kurashish bo‘yicha bir qator huquqiy mexanizmlar shakllantirilgan bo‘lib, ular jinoyat qonunchiligi, ma‘muriy huquq normalari hamda maxsus profilaktik chora-tadbirlarni o‘z ichiga oladi. Jinoyat-huquqiy mexanizmlar esa ushbu sohada eng muhim va ta‘sirchan vositalardan biri sifatida alohida ahamiyat kasb etadi. Mazkur tezisda giyohvandlikka qarshi kurashishda jinoyat-huquqiy mexanizmlarning samaradorligi, ularning amaliyotda qo‘llanilishi, mavjud muammolar hamda ularni takomillashtirish yo‘llari ilmiy jihatdan tahlil qilinadi. Tadqiqotning dolzarbligi shundaki, giyohvandlik jinoyatlarining oldini olish va ularga qarshi kurashish samaradorligini oshirish jamiyat xavfsizligini ta‘minlashning muhim sharti hisoblanadi. Tadqiqotning maqsadi giyohvandlikka qarshi kurashishda qo‘llanilayotgan jinoyat-huquqiy mexanizmlarni o‘rganish va ularning samaradorligini oshirish bo‘yicha ilmiy asoslangan taklif va tavsiyalar ishlab chiqishdan iborat.

Giyohvandlik va giyohvand moddalarning noqonuniy muomalasi zamonaviy jamiyat uchun eng xavfli ijtimoiy-huquqiy muammolardan biri hisoblanadi. Ushbu illat nafaqat inson salomatligiga, balki jamiyat barqarorligi, huquq-tartibot va qonun ustuvorligiga jiddiy tahdid soladi. Sud amaliyoti tahlili shuni ko‘rsatadiki, giyohvandlik bilan bog‘liq jinoyatlar ko‘p hollarda boshqa og‘ir jinoyatlarni keltirib chiqaradi. Umuman, bugungi kunda giyohvandlik dunyo jamoatchiligini xavotirga soladigan darajada yoyilib ketmoqda. Oxirgi 20 yilda ko‘p mamlakatlarda giyohvandlik vositalari bilan birga psixotrop va psixofaol moddalarni iste‘mol qiluvchilarning soni oshib bormoqda. Ma‘lumotlarga ko‘ra, so‘nggi besh yilda respublika hududida giyohvandlik, psixotrop va kuchli ta‘sir qiluvchi vositalar noqonuniy muomalasi uchun javobgarlikka tortilgan shaxslar orasida yoshlar 74 foizga oshgan. Narkologik hisobga olingan 14 yoshdan 30 yoshgacha bo‘lgan giyohvandlik vositalari iste‘molchilari 60 foizga

ko'paygan. Ammo mamlakatimizda amalga oshirilayotgan keng ko'lamli islohotlar doirasida aholi orasida sog'lom turmush tarzini targ'ib qilish, ularning giyohvandlik vositalari va psixotrop moddalarga nisbatan qarshi immunitetni shakllantirish, shuningdek, inson salomatligini ta'minlashga qaratilgan ishlarga alohida e'tibor qaratilmoqda. Shu bilan birga, so'nggi yillarda yangi turdagi sintetik giyohvandlik vositalari va kuchli ta'sir qiluvchi moddalar paydo bo'layotganligi, ular inson omilisiz internetning ijtimoiy tarmoqlaridan foydalangan holda aholi, ayniqsa yoshlar orasida oson tarqatilayotganligi mas'ul davlat tuzilmalarining bu boradagi faoliyatini "Barcha sa'y-harakatlar inson qadri uchun" degan ustuvor g'oya asosida sifat jihatidan yangi bosqichga olib chiqish zarurligini taqozo etmoqda¹. Yurtimizda giyohvandlik vositalari va psixotrop moddalar noqonuniy aylanmasining barvaqt oldini olish, aholida ularni iste'mol qilishga nisbatan immunitetni shakllantirish orqali genofondimizga salbiy ta'sir ko'rsatuvchi omillar bartaraf etilmoqda. Jahon tajribasi negizida giyohvandlikka chalingan bemorlar uchun tibbiy-davolanish tizimi tashkil etilmoqda. Bunda, ayniqsa, 2024-yil 6-may kuni Prezidentimizning "O'zbekiston Respublikasida giyohvandlik vositalari va psixotrop moddalarning noqonuniy aylanmasiga chek qo'yish orqali ularning aholi salomatligi va mamlakatimiz genofondiga salbiy ta'sirini bartaraf etish strategik chora-tadbirlari to'g'risida"gi farmoni qabul qilingani ulkan ahamiyat kasb etdi. Ushbu hujjatda ayni sohadagi davlat siyosatining istiqbolli yo'nalishlari belgilab berildi. Yanada muhimi shuki, O'zbekistonning Markaziy Osiyoda giyohvand moddalar savdosi va giyohvandlikka qarshi kurash borasida olib borayotgan izchil siyosati tufayli mintaqamizda bu borada ijobiy natijalarga erishilayotgani ham ayni haqiqatdir. Statistika ma'lumotlariga ko'ra, O'zbekistonda giyohvandlik bilan bog'liq jinoyatlar uchun javobgarlikka tortilgan shaxslar soni 2024-yilda 5 257 nafarni tashkil etgan

¹ O'zbekiston Respublikasi Prezidentining Farmoni, 06.05.2024 yildagi PF-73-son <https://lex.uz/uz/docs/-6912475>

bo'lsa, 2025-yilda bu ko'rsatkich 8 758 nafarga yetgan. Bu holat mazkur turdagi jinoyatlarga qarshi kurash kuchayganini va aniqlash hamda javobgarlikka tortish mexanizmlari faollashganini ko'rsatadi. Bu esa jamiyatda gihohvandlikning o'ldini olishga kata e'tibor qaratganligini yaqqol ko'rsak bo'ladi. Raqamlarning bu qadar keskin o'sishi nafaqat huquqni muhofaza qiluvchi organlarning tezkor-qidiruv faoliyati kuchayganidan, balki giyohvandlik moddalari tarqalishining yangi, yashirin mexanizmlari (internet tarmoqlari, Telegram-botlar va "zakladka" usuli) kirib kelganidan dalolat beradi. Ayniqsa, sudlanayotganlar sonining ortishi jinoyat-huquqiy preventiv (profilaktika) choralarning samaradorligini qayta ko'rib chiqishni hamda jazo muqarrarligi mexanizmlarini zamonaviy kiber-tahlil usullari bilan integratsiya qilishni taqozo etadi. Shu bilan birga Giyohvandlik global miqyosdagi transmilliy jinoyat bo'lgani sababli, unga qarshi kurashish nafaqat milliy darajada, balki xalqaro hamjamiyat miqyosida ham tizimli muvofiqlashtirilgan. BMT tomonidan 26-iyunning "Xalqaro giyohvandlikka qarshi kurashish kuni" deb e'tirof etilishi ham muammoning global xavfini anglatadi. Shundan kelib chiqib, milliy jinoyat-huquqiy mexanizmlarni takomillashtirishda xalqaro standartlar va BMT tavsiyalarini implementatsiya qilish muhim ahamiyatga ega². Giyohvandlik fuqarolar salomatligi, jamiyatdagi tinchlik va barqarorlikka tahdid soladi. U nogironlik, jinoyatlar, oilalar parokandaligi kabi ko'plab salbiy oqibatlarga olib keladi. Shu bois bu illatga qarshi kurashish butun dunyoda global muammolardan biriga aylangan.

BMT ma'lumotiga ko'ra, dunyoda 27 milliondan ortiq odam giyohvandlik dardiga yo'liqqan. Uning aksariyat qismini 30 yoshgacha bo'lganlar tashkil etadi. Buning oqibatida har yili 200 mingdan ortiq kishi hayotdan ko'z yumayotgani taassufidir. Keyingi paytlarda giyohvand va psixotrop moddalarning inson salomatligiga ziyoni

² BMT Bosh Assambleyasining 42/112-sonli rezolyutsiyasi 1987-yil 7-dekabr
<https://docs.un.org/en/A/RES/42/112>

haqida ko‘p gapirilayotganiga qaramay, afsuski, yoshlar orasida bu zararli moddalarga qiziqish saqlanib, ertamiz egalarining bu illat domiga bilib-bilmay tushib qolayotgani achinarli holdir³. Xo‘sh, giyohvandlikka batamom barham berish, bu illatning oldini olish uchun nima qilmoq kerak? Buning uchun, birinchi navbatda, aholi orasida sog‘lom turmush tarzini ommalashtirish, narkotik vositalarning iste‘moliga salbiy munosabatni shakllantirish kerak. Ikkinchidan, har qanday kasallikning oldini olish uchun, avvalo, organizmda unga qarshi immunitet hocil qilinishi darkor. Demak, giyohvandlikka qarshi kurashish, yoshlarni bu balodan asrash uchun targ‘ibot-tashviqot ishlari ko‘lamini yanada kengaytirish lozim. Uchinchidan, ota-onalarimiz farzandlarining ichki dunyosidan boxabar bo‘lib borishlari, shuningdek, ular olayotgan axborotni — ko‘rayotgan film va kliplarini imkon qadar nazorat qilib turishlari ayni muddao bo‘ladi. Sirasini aytganda, giyohvandlikka qaramlik aholining mehnatga qobiliyatli qismini zararlashi, ularning ijtimoiy himoyaga muhtojligi va unga ketadigan sarf-xarajatlarning kattaligi, mamlakatning demografik holatiga ta‘sir qilishi orqali, birinchidan, iqtisodiy taraqqiyotga, ikkinchidan, aholining sog‘lom, bexavotir turmush kechirishiga xavf tug‘dirishi orqali milliy taraqqiyot va barqarorlikka ham salbiy ta‘sir ko‘rsatadi.

Xulosa qilib aytganda, giyohvandlik va psixotrop moddalarning noqonuniy muomalasi zamonaviy jamiyat xavfsizligi, inson salomatligi hamda davlat barqarorligiga jiddiy tahdid soluvchi global muammolardan biri hisoblanadi. O‘tkazilgan tahlillar shuni ko‘rsatadiki, O‘zbekiston Respublikasida giyohvandlikka qarshi kurashishning huquqiy asoslari izchil takomillashtirilib, mazkur sohada jinoyat-huquqiy mexanizmlarning samaradorligini oshirishga qaratilgan keng ko‘lamli islohotlar amalga oshirilmoqda. Biroq giyohvandlik vositalarining yangi turlari, internet va ijtimoiy tarmoqlar orqali tarqatish usullarining kengayib borayotgani ushbu yo‘nalishdagi faoliyatni yanada takomillashtirish zaruratini yuzaga keltirmoqda.

³ <https://parliament.gov.uz/articles/2089>

Tadqiqot natijalari giyohvandlikka qarshi kurashishda faqat jazo choralarini qo'llash yetarli emasligini, balki profilaktika, huquqiy targ'ibot, yoshlar orasida sog'lom turmush tarzini keng targ'ib qilish ham muhim ahamiyat kasb etishini ko'rsatdi. Shu bilan birga, jinoyat-huquqiy mexanizmlarning samaradorligi jazo muqarrarligi, huquqni muhofaza qiluvchi organlar faoliyatining zamonaviy axborot texnologiyalari bilan integratsiyalashuvi hamda xalqaro hamkorlik darajasiga bevosita bog'liqdir. Mening fikrimcha giyohvandlikka oid jinoyatlarni aniqlash va oldini olishda raqamli texnologiyalar hamda sun'iy intellekt imkoniyatlaridan keng foydalanish, internet va ijtimoiy tarmoqlarda giyohvand moddalar savdosiga qarshi kiber nazorat mexanizmlarini kuchaytirish, ta'lim muassasalarida giyohvandlikning salbiy oqibatlari bo'yicha muntazam huquqiy-ma'rifiy tadbirlarni tashkil etish, yoshlar, ota-onalar va mahallalar bilan hamkorlikda profilaktik ishlar samaradorligini oshirishga qaratsak giyohvandlikning oldini olishning samaradorligi yanada yaxshilanadi. Mazkur takliflarning amaliyotga joriy etilishi giyohvandlikka qarshi kurashishning huquqiy mexanizmlarini yanada takomillashtirishga, ushbu turdagi jinoyatlarning oldini olishga hamda jamiyatda sog'lom va xavfsiz muhitni ta'minlashga xizmat qiladi desak ham bo'ladi.

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ANALYSIS OF ARTISTIC AND FIGURATIVE MEANS OF EXPRESSING THE CONCEPT OF SIN

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Abstract

This article analyzes the artistic and figurative features of expressing the concept of “sin” in Uzbek literature. The linguocultural and semantic nature of the concept of sin, as well as its representation in literary texts through metaphors, symbols, and allusions, are examined. The study provides a comparative analysis of the system of images found in the works of representatives of both classical and contemporary literature.

Keywords

concept, sin, artistic image, metaphor, symbol, linguopoetics, religious allusion, spiritual suffering.

GUNOH KONSEPTINING BADIY-OBRAZLI IFODA VOSITALARI TAHLILI

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Annotatsiy. Ushbu maqolada o‘zbek adabiyotida «gunoh» konseptining badiiy-obrazli ifodalanish xususiyatlari tahlil qilinadi. Gunoh tushunchasining lingvomadaniy va semantik tabiati, uning badiiy matndagi metaforalar, ramzlar va allyuziyalar orqali ochib berilishi yoritiladi. Tadqiqotda mumtoz va zamonaviy adabiyot vakillari asarlaridagi obrazlar tizimi qiyosiy tahlilga tortilgan.

Kalit so‘zlar: konsept, gunoh, badiiy obraz, metafora, ramz, lingvopoetika, diniy allyuziya, ruhiy iztirob.

Kirish

Zamonaviy tilshunoslik va adabiyotshunoslikda kognitiv aspekt va lingvokulturologiya yoʻnalishlari ustuvor ahamiyat kasb etmoqda. Inson maʼnaviy olamini belgilovchi asosiy tushunchalardan biri — bu gunoh konseptidir. Gunoh nafaqat diniy-falsafiy kategoriya, balki badiiy tafakkurning muhim obekti hamdir.

Badiiy adabiyotda gunoh konsepti qahramonlarning ruhiy olamini, ichki ziddiyatlarini va jamiyatdagi axloqiy inqirozlarni ochib berishda yetakchi rol oʻynaydi. Ushbu konsept matnda turli badiiy-obrazli vositalar orqali voqelanadi. Maqolaning dolzarbligi tildagi abstrakt tushunchalarning badiiy matnda qanday qilib konkret obrazlarga koʻchishini lingvopoetik jihatdan tadqiq etish bilan belgilanadi.

Gunoh konseptining lingvomadaniy tabiati

Gunoh konsept sifatida milliy va diniy qadriyatlar bilan chambarchas bogʻliq. Sharq islom madaniyatida ushbu konsept «isyon», «xato», «ayb», «maʼsiyat» kabi tushunchalar tizimi bilan tutashadi. Tilda bu konsept asosan quyidagi uchta asosiy yoʻnalishda namoyon boʻladi:

Ilohiy qonuniyatlarni buzish: Yaratuvchining amrlariga qarshi chiqish.

Ijtimoiy axloqni paymol qilish: Jamiyat va insonlar oldidagi majburiyatlarni bajarmaslik.

Vijdon oldidagi masʼuliyatsizlik: Shaxsning oʻz «Men»i bilan ziddiyati. Badiiy asarlarda mazkur konsept shunchaki lugʻaviy birlik sifatida qolmaydi, balki murakkab badiiy tasvir vositalari zanjirini yuzaga keltiradi.

Mumtoz adabiyotda gunoh va tavba mutanosibligi

Oʻzbek mumtoz sheʼriyatida, xususan, Alisher Navoiy ijodida gunoh konsepti odatda odamzodning ojizligi va Yaratuvchining rahmatiga boʻlgan ehtiyoji kontekstida tahlil qilinadi. Navoiy lirikasida gunoh koʻpincha «qoralik», «zanjir» yoki «ogʻir yuk» metaforalari orqali ifodalanadi.

«Kechir, yo Rab, gunohimni, agarchi hadu poyoni yo‘qdir...»

Mumtoz she‘riyatda gunohning badiiy-obrazli ifodalari quyidagi ramzlarga tayanadi:

Nafs obrazi: Gunohning bosh sababchisi sifatida it, ajdaho yoki makkor ayol qiyofasida jonlantiriladi.

Zulmat (tun): Gunohkor qalbning ilohiy nurdan mahrum bo‘lishi qorong‘ulik orqali ko‘rsatiladi.

Ko‘z yoshi: Gunohlarni yuvuvchi vosita — ramziy poklanish suvi.

Zamonaviy o‘zbek nasrida gunoh konseptining badiiy evolyusiyasi

XX va XXI asr o‘zbek adabiyotida gunoh konsepti ancha psixologik va falsafiy mazmun kasb etdi. Abdulla Qodiriyning «O‘tkan kunlar» romanidan boshlab, Cho‘lpon, Odil Yoqubov, Pirimqul Qodirov, Abdulla Qahhor va keyingi davr ijodkorlari (masalan, Nazar Eshonqul, Ulug‘bek Hamdam) asarlarida gunoh insonning ichki fojiasi sifatida tasvirlanadi.

1. Metaforik ifodalar

Zamonaviy nasrda gunoh konsepti inson organizmi yoki tabiat hodisalari bilan metaforalashtiriladi:

Kasallik sifatida: Gunohkorlik hissi ruhni ich-ichidan kemiruvchi dard, rak yoki maxov kasalligiga o‘xshatiladi.

Yuk va zanjir: Qahramonning yelkasidagi ko‘rinmas og‘ir tosh, uni yerga tortuvchi kuch sifatida tasvirlanadi.

2. Ramziy (simvolik) obrazlar

Nazar Eshonqul asarlarida (masalan, «Maymun yetaklagan odam» qissasida) gunoh va ma‘naviy tubanlik maymun obrazi orqali ramziylashtiriladi. Inson o‘z gunohlari sababli asl qiyofasini yo‘qotib, hayvoniy darajaga tushishi badiiy ifodasini

topadi. Quduq, loy, botqoq kabi obrazlar ham gunoh va botil dunyoning ramzi sifatida tez-tez qo'llanadi.

3. Allyuziya va reminissensiyalar

Ko'plab asarlarda diniy syujetlarga (Odam Ato va Momo Havoning jannatdan haydalishi, Qobil va Hobil qissasi, Yusuf va zalolat) allyuziyalar qilinadi. Shaxsning sodir etgan xatosi ushbu umumbashariy arxetiplar fonida yoritib beriladi.

Badiiy matn tahlili va lingvopoetik xususiyatlar

Gunoh konseptini ifodalovchi leksemalar matnda stilistik figuralar hosil qiladi. Quyidagi jadvalda konseptning badiiy matndagi asosiy funksional-obrazli ko'rinishlari keltirilgan:

Ifoda vositasi	Badiiy matndagi vazifasi	Misol (Umumlashtirilgan obraz)
Olitsetvoreniye (Jonlantirish)	Gunohni mustaqil harakatlanuvchi kuchga aylantirish	«Gunoh ortimdan soyadek ergashib kelardi...»
Oksimoron	Ichki ziddiyatni, gunohning aldamchi lazzatini ko'rsatish	«Shirin gunoh», «Lazzatli azob»
Graditsiya (Tadrij)	Ruhiy tushkunlikning kuchayib borishini ifodalash	«Xato qildi, adashdi, gunohga botdi, jinoyatga qo'l urdi».

Qahramonlarning ichki nutqida (monologlarda) gunoh konsepti ko'pincha so'roq va undash gaplar, qisqa-qisqa jumlarlar orqali beriladi. Bu personajning ruhiy iztirobi va vijdon azobini (refleksiyasini) tinglovchiga ta'sirliroq yetkazishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, o'zbek adabiyotida gunoh konsepti faqatgina diniy-huquqiy tushuncha emas, balki inson ruhiyatining eng tub qatlamlarini ochib beruvchi badiiy-estetik kategoriyadir. Ushbu konsept badiiy matnlarda quyidagi xususiyatlarga ega:

Ramziylik: Gunoh turli hayvoniy obrazlar (maymun, ilon), tabiat hodisalari (zulmat, botqoq) orqali vizuallashtiriladi.

Psixologizm: Mualliflar gunoh sodir etgan shaxsning vijdon azobini ichki monologlar va metaforik kasalliklar orqali tasvirlaydilar.

Davomiylik: Mumtoz adabiyotdagi diniy-tasavvufiy talqinlar zamonaviy nasrda ijtimoiy-psixologik va ekzistensial mazmun bilan boyitilgan.

Gunoh konseptining badiiy-obrazli vositalarini o'rganish asarning asl g'oyaviy mazmunini va yozuvchining individual uslubini chuqurroq tushunishga imkon beradi.

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A NEW METHODOLOGICAL APPROACH TO ASSESSING THE RISK-BASED PROFITABILITY OF COMMERCIAL BANKS BASED ON THE INTEGRATED RAROC-EVA MODEL

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Abstract

The growing complexity of banking operations, increasing regulatory requirements, and heightened competition in financial markets have intensified the need for advanced methodologies to assess bank performance. Traditional profitability indicators such as Return on Assets (ROA) and Return on Equity (ROE) provide useful information regarding financial performance but fail to adequately account for the level of risk undertaken to generate returns. Consequently, risk-adjusted performance measurement has become a central component of modern bank management. This study proposes a new methodological approach for assessing the risk-based profitability of commercial banks through the integration of Risk-Adjusted Return on Capital (RAROC) and Economic Value Added (EVA). The integrated RAROC-EVA model combines the strengths of both indicators by simultaneously evaluating risk-adjusted profitability and value creation. The proposed framework enables a more comprehensive assessment of banking performance by incorporating credit risk, market risk, operational risk, capital costs, and shareholder value considerations. The study argues that the integrated model provides a more reliable basis for strategic decision-making, capital allocation, and performance evaluation than traditional profitability measures. The findings suggest that the implementation of the RAROC-EVA framework can improve risk management efficiency, optimize resource allocation, and contribute to the sustainable development of commercial banks.

Keywords

RAROC, EVA, risk-adjusted profitability, commercial banks, economic capital, value creation, banking performance, risk management, financial efficiency, capital allocation.

Introduction

The banking industry has undergone substantial transformation over the past decades due to financial globalization, technological innovation, regulatory reforms, and increasing market volatility. Under these conditions, commercial banks are required not only to generate profits but also to manage risks effectively while creating long-term value for shareholders.

Traditional profitability indicators such as ROA, ROE, and Net Interest Margin (NIM) are widely used to assess bank performance. However, these measures often overlook the risks associated with profit generation. A bank may report high profitability while simultaneously assuming excessive levels of credit, market, or operational risk. Such situations may create a misleading perception of financial performance and potentially threaten long-term sustainability.

To address these shortcomings, risk-adjusted performance measurement methodologies have gained prominence in banking practice and academic research. Among these methodologies, Risk-Adjusted Return on Capital (RAROC) and Economic Value Added (EVA) have emerged as important tools for evaluating financial performance from different perspectives. While RAROC focuses on the relationship between risk and return, EVA measures the extent to which a firm creates value above its cost of capital. This paper proposes an integrated RAROC-EVA framework that combines both dimensions to provide a comprehensive assessment of risk-based profitability in commercial banks.

Theoretical Foundations of RAROC and EVA

Risk-Adjusted Return on Capital (RAROC)

RAROC was originally developed by Bankers Trust in the late 1970s as a tool for evaluating risk-adjusted profitability. The concept gained widespread adoption following the implementation of risk-based capital regulations and advanced risk management frameworks.

RAROC is generally expressed as:

$$\text{RAROC} = \text{Risk-Adjusted Net Income} / \text{Economic Capital}$$

The numerator reflects profits adjusted for expected losses and risk-related costs, while the denominator represents the economic capital required to absorb unexpected losses.

The primary advantage of RAROC is its ability to incorporate risk considerations into performance evaluation. It allows managers to compare the profitability of different business units, loan portfolios, and investment projects on a consistent risk-adjusted basis. Consequently, RAROC serves as an important tool for capital allocation and strategic planning.

However, RAROC focuses primarily on risk-adjusted returns and does not directly measure value creation from a shareholder perspective.

Economic Value Added (EVA)

Economic Value Added was developed by the consulting firm Stern Stewart & Co. as a measure of economic profit. EVA assesses whether an organization generates returns that exceed its total cost of capital.

The basic formula for EVA is:

$$\text{EVA} = \text{NOPAT} - (\text{Capital} \times \text{Cost of Capital})$$

where NOPAT represents Net Operating Profit After Taxes.

A positive EVA indicates that the organization creates value for shareholders, whereas a negative EVA suggests that the returns generated are insufficient to compensate for the cost of invested capital.

EVA addresses a major limitation of conventional accounting measures by explicitly considering capital costs. However, EVA does not directly incorporate risk-adjusted capital requirements and may therefore underestimate the impact of risk exposure on financial performance.

Rationale for Integrating RAROC and EVA

Although both RAROC and EVA provide valuable insights, each measure has limitations when applied independently.

RAROC effectively evaluates risk-adjusted profitability but may overlook shareholder value creation. Conversely, EVA captures value creation but does not explicitly incorporate economic capital requirements derived from risk exposure.

As banking activities become increasingly complex, performance assessment frameworks must simultaneously address profitability, risk management, capital efficiency, and value creation. An integrated RAROC-EVA model can bridge this gap by combining the strengths of both methodologies.

The integration provides several advantages:

First, it aligns profitability assessment with risk-adjusted capital requirements. This ensures that performance evaluations reflect the true economic risks undertaken by the bank.

Second, it incorporates the cost of capital into decision-making processes. Managers can identify whether risk-adjusted returns exceed shareholder expectations.

Third, it supports optimal capital allocation by directing resources toward business activities that generate both superior risk-adjusted returns and positive economic value.

Fourth, it enhances strategic planning by linking risk management objectives with shareholder wealth maximization.

Proposed Integrated RAROC-EVA Methodological Framework

The proposed methodology consists of four stages.

Stage 1: Calculation of Risk-Adjusted Net Income

The first step involves adjusting accounting profits for expected losses and risk-related expenses:

$$\text{Risk-Adjusted Income} = \text{Net Income} - \text{Expected Losses}$$

Expected losses are estimated using probability of default, loss given default, and exposure at default models.

Stage 2: Estimation of Economic Capital

Economic capital represents the amount of capital required to absorb unexpected losses arising from credit, market, and operational risks.

The economic capital calculation should incorporate:

Credit risk capital;

Market risk capital;

Operational risk capital;

Concentration risk adjustments.

This stage ensures that risk exposures are appropriately reflected in performance evaluation.

Stage 3: Calculation of RAROC

The risk-adjusted profitability ratio is determined as follows:

$$\text{RAROC} = \text{Risk-Adjusted Income} / \text{Economic Capital}$$

This indicator measures the efficiency with which the bank utilizes risk capital to generate profits.

Stage 4: Integration with EVA

The final stage incorporates value creation considerations:

Integrated EVA = Risk-Adjusted Income – (Economic Capital × Cost of Capital)

Subsequently, an Integrated RAROC-EVA Index may be constructed:

Integrated Index = RAROC × EVA

This composite indicator simultaneously captures profitability, risk efficiency, and value creation.

Higher index values indicate superior overall performance from both managerial and shareholder perspectives.

Practical Implications for Commercial Banks

The implementation of the integrated RAROC-EVA model offers several practical benefits.

First, it improves capital allocation decisions. Banks can identify business lines that generate the highest risk-adjusted value and allocate resources accordingly.

Second, it strengthens risk management practices by encouraging managers to consider economic capital requirements in strategic decisions.

Third, it supports performance-based compensation systems. Employee incentives can be linked to risk-adjusted value creation rather than short-term accounting profits.

Fourth, it enhances compliance with international regulatory standards, including Basel III requirements related to capital adequacy and risk management.

Fifth, the model improves transparency for investors and regulators by providing a comprehensive measure of financial performance.

In emerging banking markets, where profitability pressures often encourage excessive risk-taking, the integrated framework can contribute to greater financial discipline and long-term stability.

Challenges and Future Research Directions

Despite its advantages, the implementation of the integrated RAROC-EVA model faces several challenges.

One challenge relates to the estimation of economic capital, which requires sophisticated risk modeling techniques and high-quality data. Inaccurate risk estimates may reduce the reliability of performance assessments.

Another challenge concerns the determination of the cost of capital, particularly in emerging economies where financial markets may be less developed.

Furthermore, the integration of multiple risk categories into a unified framework requires advanced technological infrastructure and skilled risk management personnel.

Future research may focus on developing dynamic RAROC-EVA models that incorporate macroeconomic variables, artificial intelligence techniques, and real-time risk monitoring systems. Such developments could further enhance the predictive power and practical usefulness of the framework.

Conclusion

The assessment of commercial bank profitability must extend beyond traditional accounting indicators to incorporate risk and value creation considerations. RAROC and EVA represent two important methodologies for evaluating financial performance, yet each provides only a partial perspective when applied independently.

This study proposes a new methodological approach based on the integration of RAROC and EVA into a unified framework for assessing risk-based profitability. The integrated model combines risk-adjusted returns, economic capital efficiency, and shareholder value creation within a single analytical structure.

The proposed methodology offers significant advantages for performance evaluation, capital allocation, strategic decision-making, and risk management. By aligning profitability with both risk exposure and value creation objectives, the

integrated RAROC-EVA model provides a more comprehensive and reliable measure of banking performance.

The adoption of this framework can contribute to enhanced financial stability, improved resource utilization, and sustainable value creation in commercial banks operating in increasingly complex and competitive financial environments.

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TRANSFORMATION OF CONSUMER CHOICE IN THE CONTEXT OF E-COMMERCE

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Abstract

The article examines the impact of e-commerce on the transformation of consumer choice. It demonstrates that the development of digital technologies has shifted the role of marketing from satisfying existing consumer needs to shaping them. The study concludes that algorithm-driven technologies are playing an increasingly significant role in consumers' decision-making processes.

Keywords

e-commerce, consumer behavior, digital marketing, personalization, recommender systems, algorithms, consumer choice.

ТРАНСФОРМАЦИЯ ПОТРЕБИТЕЛЬСКОГО ВЫБОРА В УСЛОВИЯХ ЭЛЕКТРОННОЙ КОММЕРЦИИ

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Аннотация: В статье рассматривается влияние электронной коммерции на изменение потребительского выбора. Показано, что развитие цифровых технологий изменило роль маркетинга от удовлетворения существующих потребностей к их формированию. Сделан вывод о возрастающем влиянии алгоритмов на процесс принятия потребительских решений.

Ключевые слова: электронная коммерция, потребительское поведение, цифровой маркетинг, персонализация, рекомендательные системы, алгоритмы, потребительский выбор.

Развитие электронной коммерции радикально изменило характер взаимодействия между продавцом и потребителем. Согласно данным международных исследовательских агентств, объем мирового рынка электронной коммерции за последние десять лет *увеличился более чем в три раза*. Онлайн-платформы превратились из альтернативного канала продаж в один из ключевых элементов глобальной экономики. Одновременно с ростом цифровой торговли изменились механизмы формирования спроса и принятия решений о покупке.

Современные цифровые платформы обладают возможностью собирать и анализировать большие объемы данных о поведении пользователей. Полученная информация используется для прогнозирования потребностей и стимулирования потребительской активности. В результате покупатель все чаще становится объектом целенаправленного алгоритмического воздействия, способного влиять на его выбор значительно эффективнее традиционных маркетинговых инструментов.

Потребность как основа выбора

В классической концепции маркетинга потребность рассматривалась как первичный фактор, определяющий потребительское поведение. Согласно модели Ф. Котлера, маркетинговая деятельность должна выявлять уже существующие потребности и предлагать способы их наиболее полного удовлетворения. Следовательно, спрос являлся производным от объективной необходимости приобретения товара, а эффективность маркетинга определялась способностью компании точнее конкурентов удовлетворить сформировавшуюся потребность.

Процесс принятия решения характеризовался последовательностью и

относительной стабильностью. Между возникновением потребности и совершением покупки существовал временной интервал, в течение которого потребитель анализировал доступные альтернативы, сопоставлял характеристики товаров и оценивал экономическую целесообразность приобретения. Ограниченность каналов коммуникации снижало интенсивность маркетингового воздействия и не позволяло компаниям сопровождать потребителя на каждом этапе принятия решения.



Рисунок 1. Модель поведения конечного потребителя по Филипу Котлеру

В условиях традиционной торговли производитель преимущественно реагировал на существующий спрос. Возможности прогнозирования поведения покупателей были ограничены агрегированными маркетинговыми исследованиями, поэтому воздействие носило массовый характер. Индивидуализация предложений практически отсутствовала, вследствие чего степень вмешательства в процесс формирования потребности оставалась сравнительно невысокой.

Трансформация потребительского выбора в цифровой среде

Развитие электронной коммерции изменило сам механизм формирования

потребительского спроса. Цифровые платформы получили возможность непрерывно собирать данные о поведении пользователей, анализировать поисковую активность, историю просмотров и предыдущие покупки. В результате объектом маркетингового воздействия стала не сформированная потребность, а процесс ее возникновения.

Современные рекомендательные алгоритмы работают по принципу прогнозирования вероятности покупки. На основании больших массивов данных система определяет товары с наибольшей вероятностью приобретения и формирует персонализированное информационное окружение пользователя. Таким образом, потребитель взаимодействует не с объективным ассортиментом, а с выборкой, сформированной алгоритмом.



Рисунок 2. Схематическое представление работы алгоритмов двумя методами

Подобная модель существенно изменяет структуру принятия решений. Если в традиционной торговле инициатором покупки выступала потребность, то в электронной коммерции инициатором все чаще становится цифровое взаимодействие. Исследования в области поведенческой экономики показывают, что постоянное воздействие цифровых стимулов снижает роль рациональной оценки и усиливает влияние эвристических механизмов принятия решений. В

этих условиях ценность приобретения постепенно смещается от полезности товара к эмоциональному эффекту самого процесса покупки. Именно данная трансформация позволяет говорить о переходе от модели удовлетворения потребностей к модели формирования потребительской зависимости.

Электронная коммерция изменила не только способы реализации товаров, но и фундаментальные принципы взаимодействия компании с потребителем. Современные цифровые технологии позволяют компаниям воздействовать на процесс формирования потребностей, а не только удовлетворять уже существующий спрос. В результате маркетинговые инструменты становятся частью механизма принятия решений, снижая степень автономности потребительского выбора. Дальнейшее развитие искусственного интеллекта и алгоритмов персонализации усиливает необходимость разработки этических принципов цифрового маркетинга, обеспечивающих баланс между коммерческой эффективностью и защитой интересов потребителей.

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THEORETICAL FOUNDATIONS OF LIVESTOCK MAPPING METHODS

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Abstract

This article examines the theoretical foundations of livestock mapping methods by analyzing the influence of natural and socio-economic factors, the spatial distribution of livestock sectors, and their developmental characteristics. It also discusses the scientific and methodological aspects of applying conventional cartographic techniques, Geographic Information Systems (GIS), and remote sensing data for the cartographic representation and spatial analysis of livestock production systems.

Keywords

livestock mapping; cartographic methods; Geographic Information Systems (GIS); remote sensing; spatial analysis; pasture resources.

Introduction. At present, the digitalization of agriculture, the rational use of natural resources, and the provision of food security are recognized as major global priorities. In this context, cartographic research has become increasingly important for assessing the spatial development of the livestock sector, analyzing the distribution of livestock resources, and supporting their scientific management. Livestock maps constitute an essential source of spatial information, providing a comprehensive representation of livestock populations, sectoral specialization, pasture and fodder resources, production infrastructure, and the spatial distribution of natural and socio-economic factors.

Although conventional cartographic methods have long served as the primary tools for the spatial analysis of livestock production, recent advances in Geographic Information Systems (GIS), remote sensing technologies, and digital cartography have

led to the emergence of new scientific and methodological approaches in livestock mapping. These technologies facilitate the integration of spatial and statistical data within a unified geospatial database, enable multi-criteria spatial analyses, and support the production of high-accuracy thematic maps for effective decision-making and sustainable livestock resource management.

In the Republic of Uzbekistan, the development of livestock maps using modern cartographic methods has become an important scientific and practical task in the context of ensuring the sustainable development of the livestock sector, improving the efficient use of pasture resources, and enhancing regional planning. In particular, the application of Geographic Information Systems (GIS) and remote sensing data plays a crucial role in identifying the spatial characteristics of livestock production, assessing available resources, and determining their future development prospects.

The principal cartographic features represented on livestock maps include livestock population, stocking density, sectoral composition, productivity, pasture resources, fodder base, and production infrastructure. From a theoretical perspective, the development of livestock maps is based on the concept of territorial systems. According to this concept, livestock production evolves as an integrated component of a territorial system that is closely associated with natural and geographical conditions, land resources, water availability, climatic conditions, demographic factors, and transportation infrastructure. Therefore, livestock maps should represent not only statistical indicators but also the spatial relationships among these influencing factors.

The scientific literature identifies several methodological approaches to livestock mapping. The first is the statistical-cartographic approach, which is based on the visualization of livestock numbers, production volume, productivity, and other indicators using choropleth maps, cartodiagrams, and dot-density mapping techniques. This approach has traditionally been widely employed in thematic cartography and

continues to be valuable for conducting comparative spatial analyses across different regions.

The second methodological approach is based on geosystem analysis. Within this framework, livestock production is examined as an integral territorial system in which natural resources, land cover, vegetation, water resources, and socio-economic infrastructure are considered as interconnected components. This approach enables a comprehensive assessment of the factors influencing livestock development and facilitates the construction of integrated cartographic models that reflect their spatial interactions.

Livestock production is one of the most important sectors of agriculture, playing a significant economic, social, and environmental role. In recent years, modern Geographic Information System (GIS) technologies have become essential tools for improving the efficiency of livestock management, promoting the sustainable use of resources, and minimizing environmental impacts. GIS enables accurate monitoring of livestock distribution, pasture conditions, climatic factors, and other key parameters. This capability supports scientifically based analysis, planning, and sustainable management of livestock production systems.

In the Republic of Uzbekistan, the application of Geographic Information Systems (GIS) and remote sensing (RS) technologies has expanded considerably in the digitalization of agriculture, land resource monitoring, and environmental assessment. These technologies provide advanced opportunities for spatial analysis and cartographic modeling not only in crop production but also in the livestock sector. Their integration facilitates the assessment of spatial patterns in livestock production, improves resource management, and enhances evidence-based decision-making for sustainable agricultural development.

Table 1

Methods for Mapping Livestock Resources in Uzbekistan

№	Mapping Method	Mapping Method	Mapping Method	Mapping Method
1	Remote Sensing (Satellite Imagery)	Wide spatial coverage, continuous monitoring, and cost-effective for large-scale assessments.	Reduced accuracy under cloudy weather conditions; difficulties in distinguishing certain land-cover and livestock-related features.	Remote sensing-based monitoring of pasture lands in Tashkent City and Tashkent Region (2022). Assessment of pasture biomass and grazing intensity in mountainous areas using the Normalized Difference Vegetation Index (NDVI).
2	GIS-Based Multi-Criteria Decision Analysis (MCDA/AHP)	Integrated spatial analysis, predictive modeling, and optimization of resource allocation.	Requires complex datasets, specialized software, and expert knowledge.	Development of electronic agricultural maps and agro-geospatial databases using GIS technologies in Tashkent Region. Hydrological analysis and mapping for livestock water reservoirs in the Chirchiq Valley using ArcMap .
3	Unmanned Aerial Vehicles (UAVs) and	Very high spatial resolution (centimeter	Limited spatial coverage, weather dependency, and	UAV-based monitoring of agricultural land in Tashkent Region, with applications adapted for pasture

	High-Resolution Aerial Photography	level), rapid data acquisition, and operational flexibility.	relatively high operational costs.	assessment and livestock grazing management.
4	GPS Tracking and Mobile Monitoring	Real-time monitoring, accurate positioning, and individual livestock tracking.	Primarily records animal movement; requires communication infrastructure and raises data security concerns.	GPS-based livestock monitoring systems (e.g., e-Stado) implemented on farms near Tashkent for monitoring animal health and location. Integration of GPS and GIS technologies within regional livestock monitoring projects in Tashkent Region.

The application of Geographic Information System (GIS) technologies in the territorial organization of livestock production, the assessment of pasture-use efficiency, and environmental monitoring requires the establishment of a scientifically grounded geospatial database. The effective implementation of these processes necessitates the development of appropriate scientific and methodological frameworks.

Methods for livestock mapping are based on the fundamental principles of thematic cartography and are designed to represent the spatial distribution, sectoral specialization, and level of development of livestock production systems. The data used for map compilation are obtained from official statistical agencies, agricultural institutions, remote sensing datasets, and Geographic Information System (GIS)

databases. Integrating data from multiple sources into a unified geospatial database significantly enhances the accuracy, reliability, and analytical value of livestock maps.

Table 2

Scientific and Methodological Framework for Livestock Mapping Based on GIS

Component	Content
Scientific Foundations	• Systems Approach • Remote Sensing Theory • Geoinformation Modeling Concept
Methodological Framework	• Research Methods • Remote Sensing Techniques • Statistical Analysis • Cartographic Modeling Methods • Field Observations
Data Sources	• Satellite Imagery • Aerial Photographs • GIS Databases • Field Survey Data
Scientific and Methodological Principles	• Systematic Approach • Comprehensiveness • Accuracy and Objectivity • Visualization

The methodological framework of this study is based on geospatial analysis, assessment of the fodder resource base using remote sensing data, and spatial modeling of livestock resources. During the research process, a GIS database is developed using Sentinel-2 and Landsat 8 satellite imagery, as well as statistical data obtained from the

State Committee of the Republic of Uzbekistan on Statistics. Indicators such as cattle and sheep density, pasture utilization intensity, and proximity to water resources are determined through spatial analysis, while their interrelationships are represented using cartographic modeling techniques. ArcGIS Pro, QGIS, and Google Earth are employed as the primary analytical and mapping tools. The study provides a foundation for developing practical recommendations aimed at the territorial assessment and environmentally sustainable development of the livestock sector.

Conclusion. The results of the study indicate that the theoretical foundations of livestock mapping methods rely not only on traditional cartographic approaches but also on the application of Geographic Information Systems (GIS) and remote sensing technologies. This integrated approach enables the accurate assessment of the spatial distribution and specialization of livestock production, livestock density patterns, and the condition of pasture resources.

Analyses conducted in the case of Tashkent Region revealed that the territorial development of livestock production is closely associated with natural-geographical conditions, fodder resources, water availability, and existing infrastructure. The integration of statistical data, remote sensing imagery, and cartographic information within a GIS environment made it possible to comprehensively evaluate the spatial characteristics of livestock production and to develop thematic maps reflecting its territorial patterns and development dynamics.

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THE IMPACT OF RELIGIOUS UPBRINGING ON THE DEVELOPMENT OF A CHILD'S PERSONALITY

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Annotation

This thesis analyzes the impact of religious upbringing on the development of a child's personality from a psychological perspective. Religious upbringing is considered an important factor that forms such qualities in a child as moral consciousness, responsibility, empathy, patience, forgiveness, self-control, and social adaptation. At the same time, it is emphasized that religious upbringing should be organized not through coercion, but on the basis of explanation, personal example, and affection, taking into account the child's age, individual characteristics, and family environment.

Keywords

religious upbringing, child's personality, moral development, family, values, empathy, psychological stability.

Main Text

The family, educational environment, peer group, cultural values, and religious-spiritual upbringing play an important role in the formation of a child's personality. Religious upbringing helps a child understand moral concepts such as good and evil, honesty and responsibility, kindness and forgiveness, patience and gratitude. This process influences not only the child's behavior, but also his or her inner world, self-esteem, and relationships with others.

From a psychological point of view, the positive influence of religious upbringing is manifested through several mechanisms. First, it helps the child internalize moral norms. At the beginning, the child acts on the basis of the requirements of parents and

adults; later, these requirements become part of the child's internal values. Second, religious upbringing strengthens the child's sense of responsibility. The child begins to understand not only the personal consequences of his or her actions, but also their family and social consequences. Third, religious upbringing develops empathy and kindness, since many religious and spiritual teachings place special emphasis on doing good to others, helping the vulnerable, respecting parents, and honoring human dignity.

Studies note that the religious and spiritual environment in the family is associated with a child's psychological adjustment, social competence, and moral behavior. However, if religious upbringing involves conflict, excessive pressure, or coercion, it may intensify fear, feelings of guilt, or inner resistance in the child. Therefore, religious upbringing should correspond to the child's age characteristics, emotional needs, and level of individual development.

The positive influence of religious upbringing on the development of a child's personality is strengthened primarily through the personal example of parents. If parents demonstrate affection, justice, patience, honesty, and responsibility through their own behavior, the child naturally accepts these values. Conversely, if there is a contradiction between words and actions, hesitation, mistrust, and spiritual indifference may develop in the child.

According to Bronfenbrenner's ecological approach, child development is not limited to the family alone; school, peers, the neighborhood, culture, and the broader social environment also influence personality formation. Therefore, for religious upbringing to be effective, family upbringing must be harmonized with universal human values present in the school, community, and wider social environment.

Conclusion

Religious upbringing is an important psychological factor in the development of a child's personality. It serves to form moral consciousness, responsibility, empathy,

patience, self-control, and social adaptation in the child. However, its positive influence depends on the style of upbringing: religious upbringing is effective when it is organized on the basis of affection, explanation, personal example, tolerance, and consideration of the child's age characteristics. Therefore, it is important to present religious upbringing to the child not as fear or obligation, but as spiritual support, moral guidance, and a culture of making the right choices in life.

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THEORY OF WATER DISTRIBUTION FOR A CENTER PIVOT IRRIGATION MACHINE

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Abstract

The article examines the theory of water distribution in a center-pivot (circular) sprinkler irrigation machine. A methodology for dividing the irrigated area into concentric sections is presented, taking into account the kinematic and hydraulic characteristics of the machine operation. Based on geometric analysis, the areas of the sections, the required water volumes, and the corresponding water flow rates for each section under a given irrigation norm are determined. It is shown that as the radius increases, the section area grows according to a quadratic law; therefore, the required water flow rate and instantaneous irrigation intensity must increase proportionally to the radius. The obtained theoretical relationships make it possible to justify the selection of structural and operational parameters of the sprinkler machine and can be used in the design and optimization of center-pivot irrigation systems.

Keywords

center-pivot sprinkler machine, water distribution, irrigation section, water flow rate, irrigation intensity, irrigation depth, hydraulic calculation, irrigation uniformity.

ТЕОРИЯ РАСПРЕДЕЛЕНИЯ ВОДЫ ДЛЯ ДОЖДЕВАЛЬНОЙ МАШИНЫ КРУГОВОГО ДЕЙСТВИЯ

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Аннотация. В статье рассматривается теория распределения воды в дождевальной машине кругового действия. Представлена методика разделения орошаемой площади на концентрические секции с учетом кинематических и

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гидравлических особенностей работы машины. На основе геометрического анализа определены площади секций, требуемые объемы воды и соответствующие расходы для каждой секции при заданной норме орошения. Показано, что с увеличением радиуса площадь секции возрастает по квадратичному закону, вследствие чего требуемый расход воды и мгновенная интенсивность орошения должны увеличиваться пропорционально радиусу. Полученные теоретические зависимости позволяют обосновать выбор конструктивных и режимных параметров дождевальной машины и могут быть использованы при проектировании и оптимизации систем кругового дождевания.

Ключевые слова: круговая дождевальная машина, распределение воды, секция орошения, расход воды, интенсивность орошения, глубина полива, гидравлический расчет, равномерность орошения.

Введение. Рациональное использование водных ресурсов и обеспечение равномерного орошения сельскохозяйственных культур являются важнейшими задачами современной ирригационной техники. В условиях ограниченного водоснабжения и необходимости повышения продуктивности сельхозугодий особое внимание уделяется применению дождевальных машин кругового действия, или центробежных поворотных систем (center-pivot). Эти системы позволяют орошать большие площади при минимальных потерях воды и равномерном распределении влаги по площади поля. Эффективность работы дождевальной машины зависит от многих факторов: гидравлических характеристик насосной станции, давления в трубопроводах, типа и расположения форсунок, скорости движения поворотной башни, а также от климатических условий. Основной задачей проектирования и эксплуатации таких систем является обеспечение равномерного распределения воды по всей площади орошения, что напрямую влияет на урожайность и качество продукции.

Дождевальные машины, работающие по круговой траектории, относятся к числу важнейших современных технологий орошения. Их основная цель — обеспечить равномерный полив больших площадей при одновременном снижении расхода воды. В машинах данного типа по мере удаления дождевальных балок от центра изменяется скорость вращательного движения в каждой точке, вследствие чего распределение воды становится неоднородным. Поэтому теоретически важной задачей является точный расчет расхода воды, диаметра отверстий и расстояния между дождевателями по каждому радиусу.

Методы. В дождевальных машинах поле относительно центра делится на несколько концентрических колец. Каждое кольцо рассматривается как отдельная секция, поскольку его площадь, длина дуги, проходимой при вращении, а следовательно, и количество дождевателей, подлежащих установке, не являются постоянными и изменяются в зависимости от радиуса. Площадь секции определяется разностью квадратов внешнего и внутреннего радиусов, а объем воды, который должен быть подан трубопроводной системой на эту площадь, устанавливается на основе общей нормы орошения — $360 \text{ м}^3/\text{га}$ (слой полива 36 мм). Распределение воды по всей орошаемой площади увязывается с полным временем одного оборота, равным 24 часам, и при делении общего объема воды, предназначенного для каждой секции, на это время определяется суммарный расход воды секции в единицу времени.

Средний радиус секции принимается как среднее значение ее внутреннего и внешнего радиусов. Эта величина отражает реальную траекторию движения дождевателей. Именно по этому радиусу определяется длина дуги, по которой равномерно располагаются дождеватели. Длина дуги, с учетом расстояния между дождевателями, определяет необходимое количество дождевателей в секции. Расстояние D , то есть шаг между дождевателями, непосредственно влияет на

количество дождевателей, монтируемых на трубопроводе, и имеет решающее значение для обеспечения равномерности распределения осадков.

После определения общего расхода воды в секции его делят на количество дождевателей, установленных в данной секции, в результате чего рассчитывается расход, приходящийся на один дождеватель, то есть подача воды в секунду. Это значение в дальнейшем служит основой для определения диаметра сопла. Истечение воды из сопла подчиняется закономерностям течения через отверстие. Согласно этим закономерностям, количество воды, вытекающей через отверстие, зависит от площади отверстия, ускорения свободного падения, напора и коэффициента расхода. Величина напора стабильно обеспечивается насосной системой и вводится в расчет как один из основных параметров при определении диаметра сопла.

При правильном выборе диаметра сопла каждый дождеватель обеспечивает заданный расход, а машина в течение всего оборота равномерно выполняет общую норму орошения. Однако для понимания характера распределения дождевых капель по площади необходима еще одна теоретическая модель — профиль интенсивности осадков. Согласно большинству гидродинамических исследований, капли, формируемые дождевателем, характеризуются большей интенсивностью вблизи центра и убывающей функцией по направлению к периферии. Распределение капель может быть описано в математической форме с использованием убывающих полиномиальных или экспоненциальных функций. При наличии такой функции для каждого дождевателя суммарное воздействие всех дождевателей, расположенных вдоль дуги, объединяется по принципу суперпозиции, формируя общую карту осадков.

При оценке качества орошения основным международно признанным показателем является коэффициент равномерности Кристенсена (Christensen

Uniformity). Он характеризует равномерность распределения слоя воды по площади, и значение выше 85 % в мировой практике считается хорошим показателем. Следовательно, расстояние между дождевателями, диаметр сопла, давление насоса и высота установки дождевателей должны быть подобраны таким образом, чтобы слой дождя по всей площади был максимально равномерным.

Изложенная выше теория опирается на несколько взаимосвязанных научных направлений: геометрический анализ, кинематическое моделирование, гидравлические закономерности и физико-математическое описание дождевых осадков. На основе данного подхода для каждой секции дождевальной машины определяется полный набор математических параметров — площадь секции, длина дуги, количество дождевателей, индивидуальный расход воды каждого сопла и, как следствие, диаметр сопла. Совокупность этих параметров формирует целостную математическую модель, которая позволяет проектировать, оптимизировать и экспериментально подтверждать реальные дождевальные системы.

Процесс орошения в круговой дождевальной машине определяется такими важнейшими факторами, как эффективное распределение водных ресурсов, устойчивость гидравлических потоков и равномерное распределение дождевых капель по площади. Построение теоретической модели начинается с точного описания геометрической структуры поля. Конструкция балки, простирающейся от центра машины к периферии, одновременно охватывает различные радиусы, соответствующие различным длинам окружностей. В связи с этим поле разделяется на несколько концентрических колец, каждое из которых рассматривается как отдельная секция.

Площадь секции определяется по следующей формуле:

$$A_i = \pi(R_{\text{внешний}}^2 - R_{\text{внутренний}}^2) \quad (1)$$

где A_i — площадь i -й секции, $R_{\text{внешний}}$ — внешний радиус. Эта формула является классическим геометрическим выражением для определения площади кольца и точно показывает, какая часть площади приходится на каждый сегмент конструкции машины. Чем больше площадь секции, тем больше воды требуется для её полива.

Если норма полива определяется как $Q_{\text{треб}}$, это значение показывает, сколько м^3 воды необходимо на гектар. Если слой орошения задан высотой h (в метрах), то:

$$Q_{\text{треб}} = 10000 \cdot h \quad (2)$$

Так как $1 \text{ гектар} = 10000 \text{ м}^2$.

Объем воды, приходящийся на конкретную секцию, определяется следующим образом:

$$V_i = \frac{A_i \cdot Q_{\text{треб}}}{10000} \quad (3)$$

Если машина совершает один полный оборот, обозначим общее время как T . В этом случае расход воды на секцию в секунду определяется следующим образом:

$$Q_i = V_i \cdot T \quad (4)$$

Здесь:

- Q_i — общий расход воды для i -й секции, $\text{м}^3/\text{с}$;
- V_i — объем воды, необходимый для полива i -й секции, м^3 ;
- T — полное время оборота круговой дождевальная машины для полного полива всей площади (обычно в часах, h).

Параметр T связывает гидравлическую конструкцию и агрономическое управление. Основная цель его определения — достичь заданной оператором глубины полива на основе средней способности системы подачи воды.

Полное время оборота T определяется исходя из слоя воды, который необходимо подвести к зоне корней культуры за один цикл полива, — требуемого слоя полива $h_{\text{треб}}$, и средней интенсивности орошения $I_{\text{сно}}$.

Значение T , необходимое для определения Q_i , вычисляется как отношение этих двух показателей:

$$T_{\text{враш}} = \frac{h_{\text{треб}}}{I_{\text{сно}}}, \quad (5)$$

Здесь $h_{\text{треб}}$ — требуемая для культуры глубина орошения, которая должна быть накоплена в течение всего времени полного оборота.

Результаты. С помощью формулы (4) определяется общий расход воды в каждой секции. В связи с тем, что с увеличением радиуса возрастает и площадь секции, значение Q_i во внешних секциях оказывается значительно больше по сравнению с внутренними секциями.

В расчетах с использованием формул (1), (2), (3) и (4) были определены геометрические параметры дождевальной машины и теоретически рассчитанные значения расхода воды, которые приведены в таблице 1.

Таблица 1

**Геометрические параметры и расход воды круговой
дождевальной машины**

№ секции (i)	Внутренний радиус, ($R_{\text{внутр}}$, м)	Внешний радиус ($R_{\text{внеш}}$, м)	Средний радиус (R_i , м)	Площадь секции (A_i , м ²)	Требуемый объём (V_i , м ³)	Требуемый расход (Q_i , м ³ /ч)
1	0	50	25	7,854	282.74	9.42
2	50	100	75	23,562	848.23	28.27
3	100	150	125	39,270	1,413.72	47.12

4	150	200	175	54,978	1,979.21	65.97
5	200	250	225	70,686	2,544.70	84.82
6	250	300	275	86,394	3,110.19	103.67
7	300	350	325	102,102	3,675.67	122.52
8	350	400	375	117,810	4,241.16	141.37

Заклучение. Демонстрирует кинематическую задачу круговой дождевальной системы и её гидравлическое решение. Площадь секции A_i по мере удаления от центра резко возрастает по квадратичному закону. Согласно соотношению $Q_i=V_i$, для поддержания проектной глубины орошения $h_{\text{треб}}$ равномерной по всей площади требуемый общий расход воды Q_i также должен возрастать пропорционально площади секции, то есть практически с линейным ростом по радиусу. Например, расход воды в самой внешней (8-й) секции примерно в 15 раз превышает расход самой внутренней (1-й) секции. Этот результат отражает основное теоретическое требование к дождевальной машине — необходимость увеличения мгновенной интенсивности орошения I пропорционально радиусу [6].

В ходе исследования закономерностей распределения воды дождевальной машиной кругового действия были выполнены теоретический анализ, экспериментальные измерения и гидравлическое моделирование.

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TEACHING APPROACHES TO ACADEMIC READING

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Annotation

This thesis examines effective teaching approaches to academic reading in English language education. The work focuses on how learner-centered and strategy-based approaches improve students' reading comprehension, analytical thinking, vocabulary development, and academic performance. Particular attention is given to communicative reading instruction, collaborative learning, critical reading activities, and interactive classroom practices. The findings suggest that appropriate teaching approaches help learners become more active, confident, and independent readers while enhancing their ability to interpret and evaluate academic texts critically.

Keywords

Academic reading, teaching approaches, reading comprehension, critical reading, collaborative learning, learner-centered instruction, vocabulary development, analytical thinking, English language education, independent learning.

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ПОДХОДЫ К ОБУЧЕНИЮ АКАДЕМИЧЕСКОМУ ЧТЕНИЮ

Аннотация. В данной статье рассматриваются эффективные подходы к обучению академическому чтению в преподавании английского языка. Исследование посвящено тому, как лично-ориентированные и стратегические методы обучения способствуют улучшению понимания текста, развитию аналитического мышления, расширению словарного запаса и

повышению академической успеваемости учащихся. Особое внимание уделяется коммуникативному обучению чтению, совместному обучению, критическому чтению и интерактивным видам деятельности в классе. Результаты исследования показывают, что эффективные педагогические подходы помогают учащимся стать более активными, уверенными и самостоятельными читателями, а также развивают их способность критически интерпретировать и оценивать академические тексты.

Ключевые слова: академическое чтение, подходы к обучению, понимание прочитанного, критическое чтение, совместное обучение, личностно-ориентированное обучение, развитие словарного запаса, аналитическое мышление, обучение английскому языку, самостоятельное обучение.

INTRODUCTION

Academic reading is one of the most essential skills in English language education because it enables learners to understand, interpret, and analyze complex information presented in academic texts. In modern educational contexts, students are expected not only to read fluently but also to evaluate ideas critically, identify arguments, and apply information meaningfully in academic and professional settings. As a result, teaching approaches to academic reading have become increasingly important in helping learners develop effective reading comprehension skills and independent learning abilities.

Traditional approaches to reading instruction mainly focused on pronunciation, translation, and memorization of vocabulary. Although these methods helped learners develop basic language knowledge, they often failed to encourage deep comprehension and analytical thinking. Modern educational theories emphasize that reading should be viewed as an active and interactive process in which learners construct meaning through interpretation, reflection, and engagement with texts¹. Therefore, contemporary

¹ Dewey, J. *How We Think*. – Boston: D.C. Heath and Company, 1933.

approaches to academic reading focus more on learner-centered instruction, strategic reading, and critical analysis rather than passive reading activities.

Another important aspect of academic reading instruction is the development of reading strategies. Learners often encounter difficulties understanding academic texts because of unfamiliar vocabulary, complex sentence structures, and abstract concepts. Effective teaching approaches therefore help students use strategies such as skimming, scanning, predicting, note-taking, summarizing, and inferencing to improve comprehension. According to Goodman, reading is a psycholinguistic process in which readers actively interact with texts to construct meaning². This highlights the importance of teaching methods that encourage students to become active readers rather than passive receivers of information.

Furthermore, academic reading is closely connected to critical thinking and academic achievement. Students who can interpret and evaluate texts critically are more capable of participating in discussions, producing organized written work, and conducting independent research. Bloom's Taxonomy emphasizes that higher-order cognitive skills such as analyzing, evaluating, and creating are essential for meaningful learning³. Therefore, teaching approaches that develop these abilities contribute significantly to learners' intellectual and linguistic growth.

In addition, collaborative and communicative approaches to academic reading have gained increasing attention in modern language classrooms. Through group discussions, peer interaction, and collaborative text analysis, students learn to exchange ideas, clarify meanings, and solve comprehension difficulties together. Vygotsky's sociocultural theory supports the idea that learning occurs more effectively through social interaction

² Goodman, K. S. Reading: A Psycholinguistic Guessing Game. – Journal of the Reading Specialist, 1967.

³ Bloom, B. S. Taxonomy of Educational Objectives: The Classification of Educational Goals. – New York: Longmans, Green and Co., 1956.

and cooperation⁴. Consequently, interactive teaching approaches help create supportive learning environments where learners become more engaged and motivated.

The purpose of this article is to examine different teaching approaches to academic reading and analyze their influence on learners' reading comprehension, language proficiency, critical thinking abilities, and academic performance.

LITERATURE REVIEW

Many researchers consider effective teaching approaches essential for developing academic reading comprehension in English language education. Traditional reading instruction mainly emphasized translation and memorization, while modern educational theories focus on active reading, critical analysis, and learner-centered instruction. According to Goodman, reading is an interactive process in which learners construct meaning through engagement with texts⁵. Researchers also emphasize that strategies such as skimming, scanning, summarizing, and critical reading help students improve comprehension and academic performance. Bloom's Taxonomy highlights higher-order cognitive skills such as analyzing and evaluating, which are necessary for deep understanding of academic texts⁶. In addition, Vygotsky's sociocultural theory stresses the importance of collaboration and discussion in the learning process⁷.

METHODOLOGY

This work employed a qualitative and descriptive research design to investigate effective teaching approaches to academic reading in English language education. The research involved English language learners who participated in various academic reading activities, including guided reading, collaborative text analysis, summarizing

⁴ Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978.

⁵ Goodman, K. S. *Reading: A Psycholinguistic Guessing Game*. – *Journal of the Reading Specialist*, 1967.

⁶ Bloom, B. S. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. – New York: Longmans, Green and Co., 1956.

⁷ Vygotsky, L. S. *Mind in Society: The Development of Higher Psychological Processes*. – Cambridge: Harvard University Press, 1978.

tasks, critical reading exercises, and group discussions. Data were collected through classroom observation, reading comprehension tasks, students' written responses, and participation analysis during interactive reading activities. Particular attention was given to learners' ability to identify main ideas, interpret academic texts critically, apply reading strategies, and engage actively in classroom interaction. The collected data were analyzed qualitatively in order to examine how different teaching approaches influence students' reading comprehension, vocabulary development, critical thinking abilities, and academic performance.

ANALYSIS AND RESULTS

The findings of this work clearly demonstrate that effective teaching approaches play a crucial role in improving academic reading comprehension in English language education. Students who participated in learner-centered and interactive reading activities showed significantly better comprehension abilities, stronger vocabulary knowledge, and higher levels of classroom engagement compared to learners taught through traditional translation-based methods. The results indicate that teaching approaches focused on active reading and critical analysis help students become more confident, independent, and motivated readers.

One of the most important findings was the improvement in learners' ability to understand and interpret academic texts. Students who engaged in guided reading, prediction activities, and summarizing tasks became more capable of identifying main ideas, recognizing supporting details, and understanding the overall structure of academic passages. They relied less on word-by-word translation and gradually developed the ability to infer meanings from context. In contrast, students exposed mainly to traditional reading instruction often struggled to comprehend complex texts independently.

The work also revealed significant progress in vocabulary development and language proficiency. Through regular exposure to academic texts and collaborative reading activities, learners became more familiar with formal vocabulary, academic expressions, and discipline-specific terminology. Students who participated in discussions and text analysis activities demonstrated greater fluency and confidence in speaking and writing tasks because they were able to apply newly learned vocabulary more effectively in meaningful contexts.

Another important result was the positive influence of interactive teaching approaches on critical thinking development. Students who engaged in analytical reading tasks became more capable of evaluating arguments, distinguishing facts from opinions, and expressing personal viewpoints based on textual evidence. Classroom discussions encouraged learners to think more deeply about texts and participate actively in exchanging ideas with peers. These findings suggest that academic reading instruction contributes not only to comprehension skills but also to higher-order cognitive development.

Furthermore, collaborative learning activities created supportive classroom environments that increased student motivation and participation. Group discussions, peer explanation, and cooperative text analysis helped learners overcome comprehension difficulties and reduced anxiety during reading tasks. Even weaker students became more involved because interactive approaches provided opportunities for cooperation and mutual support.

However, the work also identified several challenges affecting academic reading instruction. Some learners experienced difficulties understanding complex academic vocabulary and long text structures. Limited reading habits and dependence on translation also reduced comprehension levels among certain students. Nevertheless,

continuous practice, teacher guidance, and the use of strategic reading approaches gradually improved learners' confidence and comprehension abilities.

Overall, the findings clearly indicate that learner-centered and communicative teaching approaches significantly enhance academic reading comprehension, vocabulary development, critical thinking skills, and independent learning abilities in English language education.

CONCLUSION

This work examined teaching approaches to academic reading in English language education and analyzed their influence on learners' reading comprehension, language proficiency, and critical thinking development. Based on the findings, it can be concluded that effective and learner-centered teaching approaches play a fundamental role in improving students' ability to understand, interpret, and analyze academic texts successfully.

The research demonstrated that interactive reading instruction, guided reading activities, collaborative learning, and critical reading tasks significantly improve learners' comprehension abilities and academic performance. Students who participated actively in strategic and communicative reading activities became more capable of identifying key ideas, understanding complex vocabulary, evaluating information critically, and expressing opinions confidently. These approaches also increased learners' motivation and classroom participation by creating more supportive and engaging learning environments.

Another important conclusion of the work is that academic reading instruction contributes greatly to vocabulary development, critical thinking, and independent learning. Through regular interaction with academic texts, learners developed stronger analytical abilities and became more confident in applying reading strategies independently. Although challenges such as unfamiliar vocabulary, complex text

structures, and limited reading habits affected some learners, effective teacher guidance and continuous practice helped students gradually overcome these difficulties.

Overall, the findings suggest that academic reading should be taught through communicative, strategic, and learner-centered approaches rather than traditional translation-based methods alone. Integrating interactive reading strategies into English language classrooms can significantly enhance learners' academic achievement, language proficiency, and intellectual development while preparing them for successful participation in academic and professional contexts.

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