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ANALYSIS OF THE CLASSIFICATION OF HUMAN CAPITAL AND ITS CHARACTERISTICS

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Annotation: this article analyzes and highlights the classification of human capital and its characteristics.

Keywords: human, capital, culture, ethics, labor, entrepreneurship, organizations.

Cultural and moral capital. The reputation of an employee, the prestige of a company are as important as production indicators. Responsibility, honesty, and keeping promises are highly valued in practical relations. Within the framework of sociology, cultural and moral capital represents a set of intellectual abilities, knowledge, skills, abilities, moral qualities, and qualifications.

Health (biophysical) capital. Physical strength, endurance, efficiency, and the duration of labor activity are very important for every person in any production activity. Health capital is an integral part of human capital, and investing in it is reflected in maintaining labor capacity due to a decrease in employee morbidity.

Labor capital. The more complex the work, the higher the demand for the employee's skills, knowledge, experience, and responsibility. Skilled labor is more productive than ordinary labor, therefore it should be paid higher wages. Labor capital in enterprises is embodied in the labor of qualified employees, and their weight depends on the technology used.

Educational capital. It is formed throughout life as a result of the accumulation of experience, labor skills, and most importantly, knowledge. Education is the main means of reproducing qualified employees.

Intellectual capital. The product of intellectual activity is patented and secured by copyright as the exclusive property of the author. The author has the right to determine the directions and forms of use of this capital in the economy. Intellectual property objects are involved in the economic turnover of enterprises as tangible assets and increase their income, as well as the income of the owners of these assets.

Organizational and entrepreneurial capital. To carry out entrepreneurial activities or manage the personnel of an enterprise, organizational skills, high responsibility, business acumen, a desire for innovation, thrift, will, and reasonable risk-taking are required. This capital - know-how, trade secrets - allows them to be transformed into organizational and entrepreneurial capital. The level of entrepreneurship is expressed in the amount of private and controlled capital. This makes it possible to distinguish small, medium and large businesses.

The types of human capital listed above belong to the inalienable types of this economic category.

The types of human capital that can be distinguished include the following:

social-cultural human capital. This capital reflects the integration and cooperation of cultural qualities and abilities of employees, the presence of constant information, scientific, educational, technological flows in the structure of social reproduction;

social capital. Social norms, trust, etc. are its elements. Social capital is associated with the fact that each economic entity is integrated into the system of social relations in one way or another. This type of human capital has a number of specific features:

firstly, it is always a product of organized interactions, and therefore has a social, not personal, form; secondly, social capital, as an element of the functioning of the organizational-social system, cannot be private property, that is, it is considered a social good.

A.I. Merko considers social capital to include information, ideas, trust, cooperation, emotional support and other elements of the organizational level. Based on this, he distinguishes two levels of social capital.

In the modern economy, the competitive environment in which firms operate is constantly changing under the influence of innovations. The high rate of such changes complicates the conditions under which an enterprise can achieve success. One of such conditions is the presence of a significant amount of structural capital in the enterprise.

Organizational capital. In essence, this is the systematization skills and organizational capabilities of business management. Organizational capital includes the following:

innovation capital - these include protected commercial rights, intellectual property and other intangible assets and values that ensure the ability of the firm to renew itself; process capital - these include, for example, systems for production, product sales, and after-sales service, that is, capital that forms the value of the product as a result of them.

At the same time, customer capital (brand capital) is also distinguished. The activity of an enterprise that has customer capital can be called an enterprise that “involves the user of a product or service in the joint creation and improvement of consumer value”. In this case, the buyer acts as the supreme arbiter of all products and services created by the enterprise.

The above-mentioned composition of human capital is explained by the fact that this economic category is multifaceted, namely, man himself. Despite the integrity and inseparability of material and human capital within the framework of production capital, human capital is increasingly gaining ground and playing a leading role. Directly, human capital maintains the value of consumed physical capital in goods and creates new value that compensates for the cost of labor and benefits the owners of capital.

According to Professor Q.Kh. Abdurakhmonov, “The importance of human capital is higher than that of natural resources, material wealth and means”. Therefore, human capital is a key factor in economic growth and efficiency. The concept of human capital as an economic category is constantly expanding along with the development of the global information society and the “knowledge economy”. Currently, human capital is an intensive production factor of the development of the economy, society and family, covering intellectual and managerial labor, the environment of living and working activities. This ensures the effective and rational functioning of human capital development as a productive factor.

According to the theory of human capital, the accumulation of human capital can be carried out in various forms. The most important of them is the accumulation of capital on the basis of the development of abilities during education and professional training. Usually, this includes upbringing in the family.

At the same time, there are other forms of capital accumulation. These include taking care of one’s health (investing), obtaining information about migration, the economy, the functioning of the labor market, and other forms that provide the opportunity to develop a person’s intellectual and physical abilities, and use these abilities to increase labor efficiency.

Regardless of the sources of human capital formation (state, family, private individuals, etc.), its use and direct income generation are controlled by the person himself.

The human capital of an individual consists of his health, well-being, abilities, knowledge and skills. The “value of a person” increases at different stages of his life,

this value is used to increase labor productivity, while at the same time increasing personal capital income and encouraging a person to make personal investments to further improve his abilities.

Intangible assets such as a trademark, personnel and new technologies currently play a special role in the human capital of an enterprise. This capital can also include personal human capital assets (licenses, patents, copyrights), intangible assets of the firm (trademarks), organizational capital, structural, capital, brand capital and social capital.

National human capital encompasses social, political capital, national intellectual priorities, national competitive advantages and the natural potential of the nation. National human capital accounts for more than half of the national wealth of each developing country, and more than 70.0-80.0% in the developed countries of the world.

It is necessary to indicate the presence of a number of controversial issues in the theory of human capital, both at the practical and theoretical levels. According to the theory, each person is considered to correctly assess whether investments in human capital will be repaid in the future by increasing wages. However, this does not take into account many economic and even political factors that can affect the amount of wages, given certain skills and professions.

The second problem is related to the empirical significance of the theory of human capital. Some researchers have shown that human capital expenditures, such as those in the education sector, can affect the change in the amount of people's wages. If factors such as motivation are not taken into account, the future payback of investments in human capital can be overestimated.

Unlike physical capital, which is usually invested only for the purpose of developing production, investments in human capital can be partially used inefficiently. Therefore, not all of these costs can be invested. For example, most students who study history, fine arts, and literature do not do this in order to increase their labor productivity. Such issues complicate the calculation of the value of investments in human capital and their return.

At the same time, like any investment market, the human capital market is not without its drawbacks:

the relatively free movement of labor reduces the desire of employers to invest in labor development;

Lack of information about the value of education, especially among young people, leads to insufficient or incorrect investment in human capital;

A large part of the population does not have enough money to invest in itself.

Due to these and some other shortcomings of the human capital investment market, one should not assume that market mechanisms will regulate it in the most optimal way. That is why direct state participation in investing in human capital is extremely important. The special importance of such an approach is proven by World Bank research. As a result of research conducted in 192 countries, World Bank experts came to the following conclusions:

more than 64.0% of the total amount of economic growth is associated with human capital;

the country's natural resources provide only up to 20.0% of the total amount of economic growth;

In countries with transition economies, the country's productive capacity provides only 16.0% of the total amount of economic growth.

These facts clearly demonstrate the role and importance of human capital in modern society.

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Clinical and Surgical Features of the Treatment of Purulent-Necrotic Diseases of the Neck and Interscapular Region in Patients with Diabetes Mellitus

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Abstract

The article examines modern approaches to improving the surgical treatment of purulent-necrotic diseases of the neck and interscapular region in patients with diabetes mellitus. An analysis of clinical outcomes following the implementation of a comprehensive surgical and pharmacological approach is conducted, taking into account the specific features of diabetic pathology.

Keywords

purulent-necrotic diseases, neck, interscapular region, diabetes mellitus, surgical treatment

Введение

Гнойно-некротические заболевания мягких тканей остаются одной из актуальных проблем современной хирургии. Особенно тяжело данные патологии протекают у больных сахарным диабетом, что связано с нарушением микроциркуляции, снижением иммунного ответа и замедленной регенерацией тканей. Успехи в диагностике и лечении СД привели к уве личению продолжительности жизни больных, что, в свою очередь, послужило причиной появления большого количества поздних осложнений заболевания. При этом развиваются такие грозные осложнения, как патология сердца, почечная недостаточность, слепота, поражение стоп. Диабетическая стопа занимает лидиру ющие позиции в этом перечне. В докладе комитета экс пертов ВОЗ «Сахарный диабет» синдром диабетической стопы (СДС) не считается проявлением диабетической ангиопатии, а выделен в самостоятельное заболевание [10]. Согласно определению, синдром диабетической стопы (СДС) представляет собой «патологическое состо яние стоп при сахарном диабете, связанное с патологией периферических нервов, сосудов, костей, кожи и мягких тканей стопы, приводящие к развитию хронических яз венных состояний, костно-деструктивных изменений и инфекционно-некротических поражений».

Материалы и методы

Исследование проведено на базе хирургического отделения. В исследование включены пациенты с гнойно-некротическими поражениями шеи и межлопаточной области, страдающие сахарным диабетом 2 типа. Используются клинические, лабораторные, инструментальные и статистические методы исследования. Наряду с тонзиллогенным источником инфекции, причинами воспаления могут являться заболевания слизистой оболочки полости рта, носа, верхнечелюстных пазух, зубы, а также кожи лица, шеи, в редких случаях – конъюнктивы глаза. Шея является сложной зоной в анатомо-топографическом отношении, что обусловлено близостью таких жизненно важных органов как трахея, пищевод, щитовидная железа, сосудисто-нервные пучки. Имеются иммунобиологические особенности: разветвленность лимфатического аппарата, близость головного мозга, наличие множества сообщающихся между собой клетчаточных пространств. Тяжелая интоксикация организма при локализации воспалительного очага в области шеи обусловлена тем, что вены шеи образуют многочисленные анастомозы с внутричерепными сосудами. Таким образом, нарушение естественного оттока крови из воспалительного очага, вследствие сдавления отводящих сосудов, приводит к тому, что токсины по анастомозам попадают напрямую в головной мозг, обходя печеночный барьер.

Результаты

В результате внедрения усовершенствованного хирургического подхода отмечено сокращение сроков заживления ран, снижение частоты осложнений и улучшение общего состояния пациентов. Гнойно-некротические процессы в области шеи и межлопаточной области при сахарном диабете представляют собой тяжелую хирургическую патологию, отличающуюся высокой скоростью распространения инфекции, тяжёлыми местными и общими нарушениями, а также значительным риском развития системных осложнений, включая сепсис и медиастинит. Наряду с традиционными факторами риска, такими как гипергликемия и сосудистые нарушения, у пациентов с декомпенсированным сахарным диабетом отмечается снижение иммунной реактивности и нарушение микроциркуляции, что ухудшает ткани и способствует прогрессированию некроза.

Ключевыми элементами успешной хирургической тактики являются **раннее** распознавание и максимально своевременное хирургическое вмешательство с адекватным широким вскрытием очага и радикальным удалением некротизированных тканей, сочетание с интенсивной антибактериальной терапией и коррекцией метаболических нарушений, включая оптимизацию гликемии. Важную роль играет мультидисциплинарный подход с участием эндокринолога, анестезиолога-реаниматолога и хирурга, позволяющий уменьшить частоту осложнений и улучшить исходы лечения.

У больных с сопутствующим сахарным диабетом необходимо также учитывать индивидуальные особенности патогенеза инфекции, высокий риск рецидивов и необходимость повторных хирургических ревизий. Адекватное предоперационное наблюдение, применение современных методов раннего дренирования, а также активное использование вспомогательных технологий (например, отрицательного давления на рану) способствуют снижению летальности и сохранению функции поражённой области

Заключение

Совершенствование хирургического лечения гнойно-некротических заболеваний у больных сахарным диабетом способствует улучшению клинических исходов и снижению летальности.

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ENHANCING METHODOLOGICAL COMPETENCE OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS IN THE ERA OF DIGITALIZATION

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Annotation: The article analyzes the enhancement of methodological competence of future English language teachers in the era of digitalization. Methodological competence is defined as an integral component of professional training that includes pedagogical, methodological, digital, and reflective skills. The study emphasizes that systematic integration of digital technologies into teacher education improves professional readiness for modern educational challenges.

Key words: methodological competence, future English language teachers, digitalization, teacher education, digital pedagogy, professional training.

Digitalization has become one of the key factors influencing the modernization of education systems worldwide. The integration of digital technologies into teaching and learning processes has changed not only instructional tools but also pedagogical paradigms and professional requirements for teachers. In foreign language education, especially in English language teaching, these changes are particularly evident, as digital tools enable new forms of interaction, communication, and access to authentic language resources. Consequently, higher education institutions responsible for training future English language teachers must reconsider traditional approaches to methodological preparation.

Methodological competence plays a decisive role in ensuring the quality and effectiveness of English language teaching. It enables teachers to select appropriate methods, organize learning activities, assess learners' progress, and adapt instruction to diverse educational contexts. Researchers emphasize that the professional success of

language teachers largely depends on their level of methodological competence and their ability to apply innovative teaching approaches [1; 2]. In the era of digitalization, this competence must also include the capacity to integrate digital technologies into pedagogical practice in a meaningful and methodologically justified manner [3].

In pedagogical literature, methodological competence is defined as a complex and integrative professional quality that reflects a teacher's readiness and ability to plan, implement, and evaluate the teaching process effectively. It includes knowledge of teaching methods, understanding of language acquisition theories, skills of lesson planning and classroom management, assessment competence, and reflective abilities [4]. According to Shulman, methodological competence is closely related to pedagogical content knowledge, which forms the basis of effective teaching [5].

Modern researchers view methodological competence as a dynamic construct that develops continuously throughout a teacher's professional life [6]. This dynamic nature becomes especially important under conditions of rapid technological change, where teachers are required to constantly update their methodological repertoire. Studies conducted in the field of foreign language education indicate that traditional methodological training, which focuses mainly on conventional teaching techniques, is insufficient for preparing teachers to work in digitally enriched learning environments [7].

Digitalization has significantly expanded the methodological possibilities of English language teaching. Online platforms, learning management systems, mobile applications, and digital assessment tools offer new opportunities for organizing interactive, learner-centered, and personalized instruction. However, effective use of these tools requires not only technical skills but also a deep understanding of pedagogical principles and methodological strategies [8].

The technological pedagogical content knowledge (TPACK) framework emphasizes that successful technology integration occurs at the intersection of content knowledge, pedagogical knowledge, and technological knowledge [3]. From this perspective, enhancing methodological competence in the digital era involves developing future teachers' ability to align digital tools with instructional objectives and learners' needs. Empirical studies show that pre-service teachers often demonstrate fragmented digital skills and experience difficulties in applying them methodologically during teaching practice [9].

In the context of professional communicative competence development, Yuldasheva highlights the importance of technology-based instructional models that integrate subject-specific content and communicative tasks [10]. Her research demonstrates that methodological competence can be effectively enhanced through purposeful use of digital technologies in professionally oriented language education, which is particularly relevant for pre-service teachers. The enhancement of methodological competence of future English language teachers in the era of digitalization requires the creation of specific pedagogical conditions within teacher education programs. First, methodological training should be enriched with digital pedagogy components that focus on instructional design, online interaction, and technology-enhanced assessment. Such training should emphasize not only how to use digital tools but also why and when they should be applied from a methodological perspective [8]. Second, practice-oriented learning plays a crucial role in developing methodological competence. Teaching practicum, microteaching, and project-based learning supported by digital tools allow pre-service teachers to apply theoretical knowledge in authentic or simulated teaching contexts. Reflective activities, including self-analysis and peer feedback, further contribute to the development of methodological awareness and professional growth [6]. Third, collaborative learning environments

supported by digital technologies foster professional communication and exchange of methodological experience. Participation in online communities of practice encourages future teachers to engage in professional dialogue, share teaching resources, and reflect on their instructional decisions, which strengthens their methodological competence [11].

In conclusion, the era of digitalization has fundamentally changed the requirements for the methodological competence of future English language teachers. Methodological competence today extends beyond traditional teaching skills and includes the ability to integrate digital technologies into pedagogical practice in a purposeful and reflective manner. The analysis of scientific literature confirms that enhancing this competence requires systematic integration of digital pedagogy, practice-oriented training, and reflective approaches in teacher education programs. The findings of the study suggest that such an integrated approach increases the professional readiness and adaptability of future English language teachers to contemporary educational challenges. Further research may focus on empirical evaluation of specific digital models and tools that effectively support the development of methodological competence in different educational contexts.

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Development of a therapeutic and diagnostic algorithm for selecting treatment strategies for patients with deep paraproctitis in the context of diabetes mellitus.

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Abstract. Deep paraproctitis in patients with diabetes mellitus is characterized by a severe clinical course and a high risk of purulent-necrotic complications. This study presents a stepwise diagnostic and therapeutic algorithm for selecting the optimal treatment strategy in this patient population, based on a risk stratification scoring system incorporating clinical, laboratory, and instrumental parameters. The analysis included 101 patients treated in surgical hospitals between 2010 and 2025. The proposed algorithm enables personalization of diagnostic and surgical management and improves the rationale for clinical decision-making.

Keywords: deep paraproctitis; diabetes mellitus; diagnostic and therapeutic algorithm; risk stratification; purulent surgery; surgical strategy.

Разработка лечебно-диагностического алгоритма выбора тактики лечения больных с глубокими парапроктитами на фоне сахарного диабета.

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Аннотация. Глубокие парапроктиты у больных сахарным диабетом характеризуются тяжелым течением и высоким риском гнойно-некротических осложнений. В работе представлен поэтапный лечебно-диагностический алгоритм выбора тактики лечения данной категории пациентов, основанный на системе балльной стратификации риска с учетом клинических, лабораторных и инструментальных показателей. Анализ проведен у 101 больного, находившегося на лечении в хирургических стационарах в период с 2010 по 2025 годы. Применение предложенного алгоритма позволяет персонализировать объем диагностических и хирургических мероприятий и повысить обоснованность клинических решений.

Ключевые слова: глубокий парапроктит; сахарный диабет; лечебно-диагностический алгоритм; стратификация риска; гнойная хирургия; хирургическая тактика.

Актуальность. Современное понимание патогенеза и клинического течения глубоких парапроктитов у больных с СД требует отхода от шаблонных лечебных схем в пользу персонализированных алгоритмов, учитывающих как анатомические особенности воспалительного процесса, так и метаболический фон пациента. Стратегия «вскрытие и дренирование» при данной категории больных часто оказывается недостаточной без учета таких факторов, как декомпенсация гликемии, выраженность микроангиопатии и наличие анаэробной флоры. Это обуславливает необходимость внедрения алгоритмов стратификации риска и поэтапных диагностико-хирургических решений.

Цель исследования: разработать лечебно-диагностический алгоритм выбора тактики лечения глубоких парапроктитов у больных с сахарным диабетом.

Материал и методы исследования. В основу исследования положен анализ результатов лечения 101 больного с глубокими парапроктитами на фоне сахарного диабета, находившиеся на лечении и обследовании в проктологических и в отделениях гнойной хирургии Андижанской областной многопрофильной клиники и Наманганской городской больницы в период с 2010 по 2025 годы. Все пациенты проходили стандартизированный клинический осмотр с оценкой жалоб, анамнеза, физикального статуса. Проводились визуальная и пальпаторная оценка состояния тканей промежности и параректальной области; пальцевое ректальное исследование и аноскопия/ректороманоскопия. Инструментальные методы включали в себя: УЗИ мягких тканей промежности, параректального пространства, таза, КТ органов таза с контрастированием по показаниям, МРТ - при сложных формах или диагностических затруднениях.

Результаты и их обсуждение. Разработанная система балльной стратификации риска была интегрирована в поэтапный лечебный алгоритм, формируя тем самым целостный лечебно-диагностический алгоритм выбора тактики лечения больных с глубокими парапроктитами у больных СД («Способ лечения глубоких парапроктитов у больных сахарным диабетом»), основной задачей данного алгоритма является не только оценка степени тяжести состояния, но и поэтапная оптимизация диагностических и лечебных мероприятий с учетом индивидуального профиля риска, определяемого совокупностью параметров. Применение шкалы предусматривает постепенное, последовательное вовлечение факторов на каждом этапе наблюдения от момента первичного осмотра до послеоперационного периода.

Разработанный лечебно-диагностический алгоритм включает в себя конкретные шаги, которые объединяют 18 диагностических параметров и принятия решения в выборе хирургической тактики у больных с глубокими парапроктитами на фоне СД.

На первом этапе лечебно-диагностического алгоритма (первичный осмотр при первичном обращении больного в клинику согласно условиям разработки, производят ориентировочную оценку по ключевым клиническим признакам (срок от начала клинических признаков заболевания, выраженность локального процесса, количество вовлеченных анатомически зон, наличие гнилостного отделяемого и общее состояние пациента). Одновременно фиксируются легко доступные лабораторные показатели, такие как: температура тела, ЧСС, уровень глюкозы и, при возможности, экспресс-значение HbA1c. На этом этапе определяются параметры, находящиеся в зоне высокого или критического риска, особенно если они касаются сроков диагностики, выраженности симптомов и метаболической нестабильности. При суммарной оценке от 2 до 5 баллов показано дообследование больного под пристальным наблюдением в динамике. Однако при наличии ≥ 6 баллов показан немедленный переход ко второму этапу, то есть более расширенному и целенаправленному обследованию.

На второй этапе обследования проводится прицельное исследование следующих лабораторных показателей крови: СРБ, ПКТ, ЛИИ, альбумин, D-димер, показатели коагулограммы. Наравне с этим проводятся визуализирующие методы исследования: УЗИ малого таза, КТ или МРТ при необходимости. При обнаружении очага деструкции показано проведение диагностической пункции, при необходимости под прицелом УЗИ с обязательным микробиологическим исследованием содержимого. На данном этапе количество исследуемых параметров достигает от 12 до 14 наименований, что повышает диагностическую

точность методов исследования. Подведения черты определения риска можно стратифицировать при уровне баллов 12 и выше. При таком значении пациенты могут быть включены в группу с высоким риском осложненного течения.

На следующем, третьем этапе, формируется этап хирургической тактики определяющий план объема операции. При наличии суммарного значения баллов ниже 18 показано выполнение вскрытие и дренирование гнойного очага с последующим динамическим наблюдением в условиях хирургического отделения. Однако при нарастании количества баллов и констатации наличия высокого и критического прогностического уровня риска, показано применение более расширенного объема хирургического вмешательства: санационная ревизия или вторичная ХОГО, формирование разгрузочной колостомы, дренирование нескольких анатомических зон с последующим контролем течения раневого процесса. Больные с данным состоянием должны продолжать лечение в условиях ОРИТ.

Четвертый этап алгоритма определяет оценку течения послеоперационного периода, что может так же констатировать возможность регресса воспалительного и гнойно-некротического процесса. Наравне с этим нарастание балльной нагрузки диктует о необходимости проведения повторной хирургической обработки гнойного очага с расширением некрэктомии.

Таким образом, подводя итог перечисленным этапам алгоритма можно констатировать наличие интегрированного подхода как диагностических мероприятий, так и хирургических методов лечения у больных с глубокими парапроктитами на фоне СД. Наравне с этим, полученные данные позволяют констатировать наличие гибкости и вариативности при выборе тактики лечения. Разработанная система не только расширяет возможности прогнозирования и стратификации риска, но и является удобным инструментом клинического

принятия решений. В следующем параграфе мы приводим сравнительную оценку эффективности применения предложенного алгоритма в основной группе пациентов по сравнению с традиционным подходом, используемым в контрольной группе, что позволяет объективно оценить его клиническую значимость.

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THE IMPACT OF PRINCIPALS' MANAGERIAL COMPETENCE ON EDUCATIONAL QUALITY (EVIDENCE FROM GENERAL SECONDARY SCHOOLS)

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Abstract The present article investigates the influence of school principals' managerial competence on the quality indicators of education in general secondary schools. The professional, socio-psychological, and strategic management competencies of principals are considered as essential determinants of pedagogical process efficiency. The research elucidates the intrinsic linkages between leadership competence and teachers' professional performance, students' learning outcomes, as well as the psychological atmosphere of the school environment. The obtained results offer substantial practical implications for educational institution leaders, methodologists, and experts in educational administration and management.

Keywords: managerial competence, educational quality, school principal, pedagogical leadership, school management, educational effectiveness, school psychological climate

Annotatsiya. Mazkur maqolada umumiy o'rta ta'lim maktablarida rahbar boshqaruv kompetentligining ta'lim sifati ko'rsatkichlariga ta'siri tahlil qilingan. Maktab rahbarining kasbiy, ijtimoiy-psixologik va strategik boshqaruv ko'nikmalari pedagogik jarayon samaradorligini belgilovchi muhim omil sifatida ko'rib chiqilgan. Rahbar kompetentligining pedagoglar faoliyati, o'quvchilar natijalari hamda maktabdagi psixologik muhit bilan uzviy bog'liqligi ochib berilgan. Natijalar ta'lim muassasalari rahbarlari, metodistlar va ta'lim boshqaruvi sohasidagi mutaxassislar uchun amaliy ahamiyatga ega.

Kalit so'zlar: boshqaruv kompetentligi, ta'lim sifati, maktab rahbari, pedagogik boshqaruv, liderlik, ta'lim samaradorligi, psixologik muhit.

Introduction

Ensuring the quality of education is one of the priority tasks of the modern education system. The effectiveness of the educational process is directly related not only to the professional competence of teachers but also to the level of management of the educational institution. In this regard, the managerial competence of the school principal emerges as a strategic factor influencing the quality of education.

As noted in the literature, “In the current process of development, society requires leaders who possess specialized managerial training, high moral qualities, spiritual richness, and the ability to effectively manage interpersonal relationships in their activities” [1, p. 87].

Inadequate formation of managerial competence in principals of general secondary schools may adversely affect the quality of the instructional process, the professional activity of teachers, and students’ learning achievements. Consequently, the systematic development of principals’ managerial competence, combined with rigorous scientific study and analysis of its relationship with educational quality, constitutes one of the central problems in modern pedagogical research.

This article investigates the impact of school principals’ managerial competence on educational quality, drawing on evidence from general secondary education institutions. It provides a detailed analysis of the principal structural components of managerial competence and their functional significance within the educational process. The findings offer a solid scientific-methodological basis for formulating practical recommendations directed toward optimizing the management of educational institutions and elevating the overall quality of education.

The managerial competence of a school principal -represents the principal’s spiritual worldview, psychological-pedagogical potential, and organizational-technological capacity — in other words, it reflects the overall potential of their managerial capabilities and leadership possibilities.

This potential can be evaluated through the current state and effectiveness of the principal’s professional activity, while taking into account the distinctive scientific-methodological and innovative features inherent in the educational-upbringing process [1, p. 87].

Practical experience clearly shows that in schools where the management system is well-structured and effectively implemented, the pedagogical environment remains healthy, teachers demonstrate high levels of motivation, and students maintain stable and consistent academic achievement indicators. Conversely, deficiencies or inertia in management inevitably lead to a decline in the quality of education.

The purpose of the present article is to conduct a scientific analysis of the impact of school principals’ managerial competence on key indicators of educational quality.

Main Part

In the context of persistent contemporary challenges and rapid changes, where school principals face multiple responsibilities and limited resources, the modern school director must find time and energy for continuous self-education and self-improvement. By systematically developing managerial competence, the principal continuously enhances the quality and effectiveness of their professional activity — this constitutes an essential condition and guarantee of leadership success.

“Continuous professional and personal self-improvement must become an integral habit in the daily life of a manager” [2, pp. 3–4].

“The effectiveness of educational institution management activities is the effectiveness of the educational process organized on the basis of management activities

grounded in management principles, methods and approaches, as well as innovative technologies. Management effectiveness in educational institutions is determined by students' subject-specific knowledge acquisition, their mastery of modern technology and information technologies, the level of development of their intellectual abilities, as well as the growth in the knowledge, skills, and competencies of teachers and pedagogical staff, including the level of development of their pedagogical mastery and professional activities" [3, p. 161].

Management competence is the leader's ability to effectively manage an organization, direct human resources, make strategic decisions, and create a positive psychological climate. According to experts, "the management competence of a school principal is a complex, multi-component personal construct that requires systematic improvement and development and encompasses a set of professional knowledge, skills, experience, professional and personal qualities, leadership characteristics, ways of thinking, and pedagogical and managerial culture necessary for solving professional problems in the field of education."

A leader's management competence includes a number of structural components, which will be analyzed below.

Strategic management competence means a school leader's ability to plan for the school's future, set clear goals, and use resources properly. A leader with strategic thinking focuses on long-term results rather than only today's problems. This competence helps improve education quality by creating clear school development plans, organizing the teaching process systematically, and introducing innovations effectively. It can be developed through strategic planning training, using SWOT analysis, learning from successful schools, and making decisions based on data.

Organizational and management skills development refers to a leader's ability to organize work processes, distribute tasks, and conduct supervision and monitoring effectively. This includes the systematic organization of the teaching process, coordination of teachers' activities, elimination of unnecessary bureaucratic barriers, and the full implementation of digital education. It is advisable for school leaders to improve their knowledge, skills, and competencies by learning time management techniques, applying effective delegation methods, establishing monitoring and evaluation systems, and participating in professional development courses in management.

The development of communicative competence is demonstrated through a leader's ability to engage effectively with teachers, parents, and students. As a result, a climate of trust is established within the school community, conflicts are resolved constructively, and school partnerships are expanded and strengthened. Communicative competence can be enhanced by developing active listening skills, participating in conflict management training, fostering a culture of open communication, and applying collaborative discussion methods.

Achieving social and emotional stability refers to a leader's capacity to regulate emotions and maintain balance under conditions of stress, pressure, and conflict. This competence is essential for making thoughtful decisions in challenging situations, creating a positive psychological environment within the school, and reducing emotional tensions in the educational process. To develop these skills, school leaders are encouraged to practice stress management techniques, cultivate habits of reflection and self-assessment, participate in psychological training programs, and maintain a healthy balance between work and rest.

Leadership qualities are reflected in a leader's ability to inspire and guide the team and to manage change effectively. In improving educational quality, these qualities

contribute to increased teacher initiative, unity around shared goals, and the rapid adoption of innovations. The development of leadership competence can be supported through participation in practical leadership training, managing team-based projects, implementing systems for recognizing achievements, and applying motivational management approaches.

These competencies are interrelated, and their harmonious development enhances the effectiveness of school management. Strategic thinking provides direction, organizational skills establish structure, communicative competence strengthens collaboration, social and emotional stability maintains a healthy environment, and leadership drives the school community toward continuous improvement.

“An important component of the professional competence of the head of an educational organization is psychological and pedagogical competence. It is directly related to the effectiveness of interaction. It involves mastery of cognitive, emotional, and motor behaviors. Psychological and pedagogical competence is defined as the level of success in solving problem situations and presupposes the unity of indicative and executive components. Psychological and pedagogical competence is manifested both in professional self-awareness and in the ways of performing actions and skills, as well as in behavior.” [2, 7-b].

Decision-making skills of school leaders play a crucial role in improving the quality of school education. Making management decisions accurately and with a strategic perspective is a key factor in ensuring the sustainable development of educational quality. The main functions of managerial decision-making include analyzing information about the organization’s internal and external environment, its strengths and weaknesses, and the data necessary to achieve organizational goals and support effective decision-making.

A leader is the individual who makes decisions. Effective managerial decisions should meet the following requirements:

1. **Goal orientation** – clear focus on achieving a specific goal or a group of goals.
2. **Comprehensive justification** – the validity and soundness of the selected decision components.
3. **Target specificity** – directing the decision toward a particular managed object or specific executors.
4. **Consistency** – alignment with previously made or currently existing decisions.
5. **Compliance** – adherence to the rights and authorities assigned to a specific body or individual.
6. **Efficiency** – achieving concrete results with minimal resource expenditure.
7. **Timeliness** – decisions should be made neither prematurely nor with delay, but within the established timeframe.
8. **Compromise orientation** – minimizing the negative consequences of the decision.
9. **Completeness, conciseness, and clarity** [2, p. 44].

Managerial competence plays a decisive role in achieving high educational quality in schools. Educational quality is determined by the level of students' knowledge, skills, and competencies, the effectiveness of the pedagogical process, and the developmental characteristics of the school environment. It is reflected through indicators such as students' academic achievement, the effectiveness of teachers' professional performance, the psychological climate within the school, and the level of innovative activity.

When examining the mechanisms through which leadership competence influences educational quality, key factors include the support provided to teachers, the establishment of a fair assessment system, and the provision of opportunities for

professional development. As a result, teachers' motivation increases, leading to improvements in instructional quality.

A leader's communicative and social-emotional competence contributes to the formation of a healthy socio-psychological environment within the school. As a result, conflicts are reduced and collaboration is strengthened. In strategic school management, these competencies support the effective planning of the educational process, the establishment of monitoring and evaluation systems, and the active implementation of innovations. This, in turn, leads to a sustainable improvement in students' academic outcomes [1, p. 126].

In our view, the actions performed by the school principal in daily practice, that is, the management process itself, should be continuously evaluated. This approach makes it possible to identify shortcomings in the principal's managerial competence that emerge during the management process and to address them in a timely manner. Such evaluation is carried out through assessments by the school's pedagogical staff as well as through the principal's self-assessment, focusing on leadership qualities and leadership behaviors manifested in various management contexts. Moreover, this criterion allows for the assessment of how effectively knowledge, skills, and competencies in the field of management are applied in professional practice.

As an analytical conclusion, it can be stated that a leader's managerial competence is one of the key factors that directly and indirectly influence the quality and effectiveness of education. The leader's strategic thinking, decision-making ability, team management skills, and capacity to apply innovative approaches largely determine the overall performance outcomes of an educational institution. In particular, managerial competence plays a decisive role in coordinating teachers' activities, supporting their professional development, and providing motivation.

Furthermore, effective management contributes to the formation of a healthy socio-psychological environment within the school. Such an environment enhances teachers' work productivity, strengthens collaboration and a sense of responsibility within the team, and encourages students' interest in the learning process.

As a result, students' academic achievement, educational development indicators, and overall learning outcomes show positive improvement. Conversely, a low level of managerial competence among school leaders leads to disorganization in the educational process, lack of coordination in teachers' activities, instability within the school environment, and a decline in motivation. This situation, in turn, causes a decrease in educational quality and prevents the full achievement of expected outcomes.

Therefore, under the conditions of the modern education system, the continuous development of school leaders' managerial competence through professional development programs, training sessions, and the integration of innovative management technologies is considered one of the most important priorities. This approach ensures the sustainable development of educational institutions and contributes to the provision of competitive, high-quality education.

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AI-Based “Intelligent Coach”: A Virtual Assistant Complementing the Human Coach

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Abstract

The rapid development of artificial intelligence (AI) has significantly transformed various domains, including education, healthcare, business, and personal development. One emerging application of AI is the concept of an “intelligent coach” — a virtual assistant designed to support, enhance, and complement the work of human coaches rather than replace them. This study explores the role of AI-based intelligent coaching systems as supportive tools that provide personalized guidance, real-time feedback, performance tracking, and motivation. Using a qualitative and analytical research approach, the study examines existing

Keywords: Artificial Intelligence, Intelligent Coach, Virtual Assistant, Human–AI Collaboration, Personalized Coaching, Digital Coaching

Introduction

In recent years, artificial intelligence (AI) has become a central driver of innovation across multiple sectors. Technologies such as machine learning, natural language processing, and data analytics have enabled the creation of intelligent systems capable of performing tasks traditionally associated with human cognition. One such application is AI-based coaching, often referred to as the “intelligent coach.”

Coaching plays a critical role in personal development, professional growth, education, sports, and healthcare. Traditionally, coaching has relied heavily on human interaction, emotional intelligence, experience, and contextual understanding. However, human coaches face limitations such as time constraints, scalability issues, cognitive bias, and

inconsistency. These challenges have motivated the integration of AI into coaching processes.

This paper aims to explore the concept of AI-based intelligent coaching systems as complementary tools to human coaches. The objectives of this study are:

1. To define the concept and components of AI-based intelligent coaches;
2. To analyze the methods used in developing such systems;
3. To evaluate their effectiveness and benefits;
4. To discuss ethical, technical, and practical challenges.

Methods

Research Design

This study employs a qualitative research design based on literature analysis, conceptual modeling, and comparative evaluation. Existing academic articles, industry reports, and case studies related to AI coaching systems were reviewed to identify common patterns, technologies, and outcomes.

Data Sources

The primary data sources include:

- Peer-reviewed journal articles on AI, coaching, and human–computer interaction;
- Conference proceedings related to machine learning and digital coaching;
- Reports from technology companies developing AI-based coaching platforms;
- Case studies from education, sports, and corporate coaching contexts.

System Architecture Analysis

The intelligent coaching model analyzed in this study consists of the following components:

- Data Input Layer: User data such as performance metrics, behavior logs, goals, and feedback;
- AI Processing Layer: Machine learning algorithms, predictive analytics, and natural language processing;
- Interaction Layer: Chatbots, voice assistants, dashboards, and mobile applications;
- Feedback and Recommendation Module: Personalized suggestions, reminders, and progress reports.

Evaluation Criteria

The effectiveness of AI-based intelligent coaches was evaluated using the following criteria:

- Personalization accuracy;
- User engagement and motivation;
- Support for human coaches;
- Ethical compliance and data privacy;
- Scalability and accessibility.

Results

Enhanced Personalization

The findings indicate that AI-based intelligent coaches significantly improve personalization by analyzing large volumes of user data. Unlike human coaches, AI systems can continuously monitor performance and adapt recommendations in real time. This leads to more tailored coaching strategies aligned with individual goals and learning styles..

Data-Driven Decision Support for Human Coaches

Another key result is the role of AI as a decision-support tool for human coaches. By providing analytics, progress summaries, and predictive insights, AI systems enable coaches to make more informed decisions. This reduces cognitive load and allows coaches to focus on higher-level tasks such as motivation, empathy, and strategic planning.

Consistency and Objectivity

AI-based intelligent coaches deliver consistent feedback based on predefined models and data, reducing subjective bias. This consistency is particularly valuable in performance evaluation and skill development contexts.

Conclusion

AI-based intelligent coaches represent a powerful innovation in the field of coaching. By complementing human coaches, these virtual assistants enhance personalization, scalability, and data-driven decision-making. The findings of this study suggest that AI should not be viewed as a replacement for human expertise but as a collaborative partner. A balanced human–AI coaching model offers the greatest potential for sustainable and effective coaching practices in the future.

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The discursive function of political terminology in digital media and its role in shaping public opinion

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Abstract. This research explores the discursive use of political terminology in online news media and social networking platforms and examines its role in influencing public opinion across different sociolinguistic environments. By conducting a comparative analysis of Uzbek digital media sources such as *Kun.uz* and *Daryo.uz* and English-language outlets including *BBC* and *The Guardian*, the study identifies distinct ideological and communicative patterns. The findings suggest that political terminology in digital discourse operates as a strategic linguistic mechanism that frames political realities, guides audience interpretation, and shapes public consciousness in contemporary information societies.

Introduction. The transformation of political communication in the digital era has positioned online mass media and social networking platforms as primary channels for the dissemination of political discourse. Within these platforms, political terminology is not selected randomly but strategically employed to construct meaning, legitimize authority, and influence collective interpretation of political events. In both Uzbek and English media contexts, the linguistic framing of political concepts significantly contributes to the formation and reinforcement of public opinion at national and global levels.

Methods. This study utilizes a qualitative and comparative discourse analysis approach to examine political terminology used in selected Uzbek and English online media texts and social media communications. The research corpus consists of news articles and

politically oriented digital content published between 2022 and 2024 on platforms such as Telegram, Twitter, and official news portals. Analytical procedures are grounded in critical discourse analysis, focusing on semantic structures, evaluative expressions, and ideological framing strategies embedded in political language.

Results. The analysis demonstrates that Uzbek online media discourse predominantly employs political terminology associated with stability, institutional development, and gradual reform processes. Expressions such as “systematic modernization” and “long-term strategic development” are frequently used to promote a constructive political narrative and reinforce public confidence. In contrast, English-language digital media regularly utilize politically evaluative terminology, including phrases such as “democratic decline” and “ideological polarization,” which stimulate critical engagement and analytical interpretation among audiences.

Discussion. The findings indicate that political terminology in digital media functions beyond informational purposes and serves as a discursive instrument of ideological influence. Differences observed between Uzbek and English media discourse reflect broader sociopolitical contexts, journalistic conventions, and audience expectations that shape linguistic choices. As a result, political language in online environments plays a decisive role in constructing social reality and guiding public opinion through implicit evaluative and persuasive mechanisms.

Conclusion. In conclusion, the study confirms that political terminology employed in online media and social networking platforms has a substantial impact on public opinion formation by structuring political meaning and ideological interpretation.

The comparative examination of Uzbek and English digital media reveals that linguistic strategies are closely linked to political objectives and communicative intentions. Therefore, fostering critical media literacy and discourse awareness is essential for

understanding and evaluating political communication in the contemporary digital information landscape.

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The presidential address – a confident step toward sustainable development

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Abstract

This article analyzes the priority directions of education development outlined in the Address of the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, to the Oliy Majlis on December 26, 2025. Particular attention is given to education as an investment in human capital, improving the quality of school education, enhancing the status and professional development of teachers, ensuring equal educational opportunities, and modernizing vocational and higher education systems. The article highlights the role of education as a key factor in socio-economic development and in building a competitive, knowledge-based society in the process of creating a New Uzbekistan.

Keywords: education policy, quality of education, teacher, vocational education, higher education, innovation.

Annotatsiya

Ushbu tezisda O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2025-yil 26-dekabr kuni Oliy Majlisga va O‘zbekiston aholisiga yo‘llagan murojaatnomasida belgilangan ta’lim sohasiga oid ustuvor yo‘nalishlar tahlil qilinadi. Xususan, ta’limni inson kapitaliga sarmoya sifatida rivojlantirish, maktab ta’limi sifatini oshirish, pedagoglar nufuzini mustahkamlash, teng ta’lim imkoniyatlarini yaratish, kasb-hunar va oliy ta’lim tizimini zamonaviylashtirish masalalari yoritib berilgan. Maqolada

ta'limning ijtimoiy va iqtisodiy taraqqiyotdagi o'rni ochib berilib, Yangi O'zbekistonni barpo etishda ta'limning strategik ahamiyati asoslab beriladi.

Kalit so'zlar: ta'lim siyosati, ta'lim sifati, pedagog, kasb-hunar ta'limi, oliy ta'lim, innovatsiya.

26-dekabr 2025-yil, Prezidentimiz Shavkat Mirziyoyev Oliy Majlis va butun xalqimizga murojaatnoma bilan murojaat qildi. Bu nutq mamlakat hayotidagi jiddiy o'zgarishlar, so'nggi yillar natijalari va kelajak strategiyasining eng muhim yo'nalishlari - ijtimoiy hayot, iqtisodiyot, sog'liqni saqlash, huquq tizimi shuningdek, ta'lim tizimi bo'yicha muhim fikrlarni bayon qiladi. U o'z murojaatnomasida 2026-yilni barcha sohalarda tub burilish yili ekanligini ta'kidladi [1].

Davlat rahbari o'z nutqida ta'lim sohasiga alohida urg'u berib, ta'lim mamlakatning eng muhim ustuvor yo'nalishi sifatida ekanini ta'kidladi Ta'lim strategiyasi nafaqat yoshlar bilimni oshirish, balki har bir fuqaroga teng imkoniyat yaratish, ilm-fan, iqtisodiyot va innovatsiyalar bilan bog'liq muammolarni yechishda asosiy vosita sifatida qaralmoqda.

Birinchiidan, ta'lim siyosatining umumiy yo'nalishi Inson kapitali sarmoyasi" haqida fikr bildirildi. Prezident murojaatnomasining markaziy g'oyasi - ta'lim inson sarmoyasi bo'lib, u mamlakatning barcha sohasini rivojlantirish uchun poydevor bo'lishi lozim. Rahbarimiz ta'kidlaganidek, "Najot - ta'limda, najot - tarbiyada, najot - bilimda". Bu shior ta'limni ma'rifatga olib boruvchi mustahkam tamoyil sifatida belgilanishi kerak [4]. Murojaatnomada ayrim tamoyillar haqida ham fikr yuritildi: ta'lim sifatini oshirish - u maktabdan oliygohgacha uzluksiz va zamonaviy standartlarga mos bo'lishi kerak; pedagog kasbining nufuzi va motivatsiyasi - o'qituvchilar malakasini oshirish, ularning ijtimoiy holati va professional rivojlanishini qo'llab-quvvatlash; teng imkoniyatlar yaratish - har bir yoshda va hududda sifatli ta'lim olish

imkoniyatini kafolatlash. Ta'limning zamonaviylashtirilishi - bu nafaqat darsliklarni yangilash, balki pedagogik metodlarni, baholash tizimini, malaka oshirish mexanizmlarini tubdan takomillashtirish demakdir.

Ikkinchidan, maktab ta'limi: sifat, imkoniyat va innovatsiyalar haqida fikr bildirildi. Prezident murojaatnomasida maktab ta'limi tizimiga quyidagi ustuvor yo'nalishlar belgilandi: a) Dars mazmuni va standartlar yangiligi - maktab ta'limi o'z ichiga nafaqat fanlarni yetkazish, balki tanqidiy fikrlash, ijodkorlik, muammolarni hal etish ko'nikmalarini ham olishi kerak. Bu borada xalqaro tajribaga asoslangan dasturlar joriy etiladi va darslar mazmuni qayta ko'rib chiqiladi. b) Pedagoglar malakasini oshirish - o'qituvchi esa ta'limning muhim omili sifatida qaraldi. Prezidentimiz ta'kidlaganidek, malakali pedagoglar jamiyatning haqiqiy negizidir [5]. Ularning sharoitlarini yaxshilash, professional o'sish imkoniyatlarini kengaytirish ham strategiyaning ajralmas qismi bo'ladi. c) Teng huquqli imkoniyatlar - har bir bola, hududdan qat'i nazar, sifatli maktab ta'limini olishi shart. Bu, ayniqsa chekka tumanlarda va qishloq joylarda yashovchi yoshlar uchun juda muhimdir, hamda jamiyatda adolat prinsipini mustahkamlaydi.

Uchinchidan, kasb-hunarga yo'naltirish va amaliy tayyorgarlik masalasi haqida gapirildi. Murojaatnomada kasb-hunarga yo'naltirilgan ta'lim va mehnat bozoriga mos kadrlar tayyorlash muhimligi qayd etildi. Bu yo'nalish nafaqat iqtisodiyot ehtiyojlarini qondirish, balki yoshlarning bandligini ta'minlashga xizmat qiladi [6].

Nutqda ta'lim tizimida markazlar orqali yoshlar real kasbiy tajriba va amaliy ko'nikmalarni oladi, bu esa ularning bandligini oshirishi haqida fikrlar bildirildi. Texnik kasb-hunar ta'limi sohasida xalqaro standartlar joriy etilishi, chet el tajribasiga asoslangan dasturlar bo'yicha o'quv jarayoni olib borilishi rejalashtirilmoqda. Bu ko'nikmalar yosh mutaxassislarni global mehnat bozorida ham raqobatbardosh qiladi. Prezident murojaatnomasida oliy ta'lim va ilm-fan tizimini tubdantakomillashtirish

niyatini ochiq ifoda etdi. Bu borada oliy ta'limda kredit-modul tizimi joriy qilinishi, shuningdek bu esa talabaga o'z ta'lim yo'lini mustaqil rejalashtirish va moslashtirib borish imkonini yaratishi ta'kidlandi. Oliy ta'lim muassasalari bosqichma-bosqich akademik va moliyaviy mustaqilligini oladi, bu esa ularning innovatsion yondashuvlar va sifatli ilm-ta'lim dasturlarini joriy etishga imkon beradi.

Olimlar uchun grantlar tizimi takomillashtiriladi, ilm-fan sohasida aniq ustuvor yo'nalishlar - masalan, matematika, biologiya, geologiya kabi yo'nalishlar bo'yicha rivojlanish rejalashtiriladi. Bu ilm-fan va innovatsiyalarni qo'llab-quvvatlashni kuchaytiradi.

Prezident murojaatnomasining yana bir muhim jihati - ta'lim siyosati ijtimoiy taraqqiyotga xizmat qilishidir. Sifatli ta'lim davlatning ijtimoiy adolatini mustahkamlash, kambag'allikni kamaytirish va yoshlarning imkoniyatlarini kengaytirishning asosiy omilidir [5].

Ta'lim hayotning barcha jabhalari bilan bevosita bog'liq: Bandlik va iqtisodiy o'sish - malakali kadrlar mehnat bozoriga moslashgan bo'lsa, iqtisodiyot tezroq rivojlanadi. Sog'liqni saqlash va ilm-fan - zamonaviy ta'lim inson salomatligi, texnologiyalar va ilmiy izlanishlarda innovatsiyalarni yurgizadi. Jamiyat barqarorligi - ta'limning ijtimoiy rollari orqali yoshlar o'z o'rnini topadi, huquqiy ong va fuqarolik faolligi oshadi.

Xulosa qiladigan bo'lsak, ta'lim - milliy taraqqiyotning motori hisoblanadi. Prezident Shavkat Mirziyoyevning murojaatnomasi ta'limga davlat siyosatining markaziy o'rnini berayotgani bilan muhimdir. Murojaatnoma ta'limni modernizatsiya qilish, zamon talablariga moslashtirish, pedagog sifatini oshirish, maktabdan oliygohgacha uzluksiz ta'limni ishlab chiqish va yoshlarning kasbiy tayyorgarligini kuchaytirishga katta e'tibor qaratadi. Bu yo'nalishlar nafaqat talabalarga, balki butun jamiyat va davlatning kelajagiga xizmat qiladi. Prezidentning ta'lim bo'yicha belgilagan

strategiyasi mamlakatning raqobatbardosh, bilimga asoslangan jamiyat qurish yo‘lida muhim qadam bo‘lib, Yangi O‘zbekistonni bunyod etishda ta’limni har tomonlama mustahkamlashni amalga oshiradi.

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FUNCTIONAL-PRAGMATIC ANALYSIS OF LEXICAL NOVIATION IN ENGLISH AND UZBEK LANGUAGES.

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Annotation: In this article, the process of lexical novation, which plays an important role in modern linguistics, and its new manifestations - the processes of neologism and occasionalism functional-pragmatic article management analysis. The study examines the reasons for the emergence of new lexical units in English and Uzbek, their semantic features, and the situation in speech within the scope of their use. The development and practical support of global information technologies directly affect the rapid renewal of the language vocabulary based on scientific sources and examples. The process of popularization of neologisms, the artistic-expressive nature of occasional units, and the role of innovation as a general linguistic phenomenon are revealed. The systems associated with the development of the language and the process of lexical renewal are closely related to social, cultural, and renewal processes.

Keywords: lexical novation, neologism, occasionalism, functional-pragmatic analysis, language development, loanwords, globalization.

Annotatsiya: Ushbu maqolada zamonaviy tilshunoslikda muhim o‘rin tutuvchi leksik yangilanish jarayoni va uning yangi ko‘rinishlari – neologizm va okkazionalizm jarayonlari funksional-pragmatik maqola boshqaruvi tahlili. Tadqiqotda ingliz va o‘zbek tillarida yangi leksik birliklarning paydo

bo‘lish sabablari, ularning semantik xususiyatlari, qo‘llanish doirasi doirasida nutqdagi vaziyat o‘rganiladi. Jahon axborot texnologiyalarining rivojlanishi va amaliy qo‘llab-quvvatlanishi til lug‘atining ilmiy manbalar va misollar asosida tez yangilanishiga bevosita ta’sir ko‘rsatadi. Neologizmlarning ommaviylashuv jarayoni, okaziy birliklarning badiiy-ekspressiv tabiati, yangilikning umumiy til hodisasi sifatidagi roli ochib beriladi. Tilning rivojlanishi va leksik yangilanish jarayoni bilan bog‘liq tizimlar ijtimoiy, madaniy va yangilanish jarayonlari bilan chambarchas bog‘liq.

Kalit so‘zlar: leksik yangilanish, neologizm, okkazionalizm, funksional-pragmatik tahlil, til taraqqiyoti, o‘zga so‘zlar, globallashuv.

Introduction.

Lexical novation is the process by which new words appear in a language or existing words acquire new meanings. This phenomenon occurs as a result of new concepts, technologies, social changes, and cultural influences in society. In shortly: language is “alive,” it is constantly being updated. This update is called lexical novation.

Functional-pragmatic analysis of lexical novations plays an important role in world linguistics. Due to recent globalization processes, the rapid development of information technologies and the expansion of international cultural ties, rapid changes have occurred in the vocabulary of the English and Uzbek languages. Also, new forms of social processes, technological innovations, and communicative means are causing the introduction of many new units into the language system. These changes are accompanied by the renewal of the lexical layer - processes associated with the emergence of new words, terms, expressions, and a wide range of meanings. Lexical innovations are the most visible product of these processes, reflecting the dynamic

nature of the language, as well as the social, political, economic, and cultural changes taking place in society.

In modern world linguistics, special attention is paid to its close connection with social, cultural and communicative processes in society. At the beginning of the 21st century, innovations in the lexical system - the expansion of new semantic and application areas, the adaptation of word units introduced from foreign languages to speech - are being actively studied on a global scale. Lexical innovations, as one of the most active and changing layers in today's language development, require linguistic research. English, as the main and widespread means of communication, has a great influence on various languages, including the Uzbek language.

In our developing country, research is being conducted on the processes of lexical renewal in the Uzbek language, units introduced from different languages, how they adapt in speech and how they perform communicative actions. In particular, socio-political changes after independence, technological innovations, and new terms that have emerged in the fields of education, economics, law, and culture are affecting the lexicon of the Uzbek language.

Lexical novation is the process of enriching the vocabulary of a language with new words, expressions, or new meanings of existing words (neologisms). It is a very broad concept, and technical, social, or cultural changes occur, manifesting themselves as terms or jargon, terms, or borrowed words.

The main characteristics of lexical innovation:

Neologisms: New words that express new concepts enter the language. Neologisms are new words that have entered society to express a new concept or a new word. For

example: "*selfie*", "*startup*", "*influencer*", etc. and these words are included in the dictionary.

Semantic changes: Existing words are given new meanings.

Reasons: New technologies, social relations, and scientific changes require new terms.

Assimilation: The introduction of words from other languages (for example, technical jargon). At the same time, we can also include occasionalism in the novation. Occasionalism are new words created by the author himself. For example: Tahir Malik used the word "*Yoqqich*" in one of his works, which was used by the people instead of the word "*zashgalka*". In most cases, occasionalism are not included in the dictionary.

In English, lexical novations are often formed under the influence of technology, business and internet discourse. For example, words such as *selfie*, *startup*, *influencer*, *digital detox*, *work-life balance*, *deepfake*, *cancel* represent modern lifestyles and social societies. These units have been actively used in everyday speech for a short time.

In Uzbek, lexical innovations often arise from the process of word formation or the struggle for the meaning of existing units. Examples of such units are *online ta'lim*, *raqamlashtirish*, *content yaratuvchi*, *masofaviy ish*, *blogger*, *targetolog*, *deadline*, *anomal*, *reels*, *brand*. These units perform a certain pragmatic function in speech and express the speaker's attitude to modernity.

Purpose of the study. The purpose of this study is to conduct a functional and pragmatic analysis of the content and influence of lexical innovations that have entered the language in recent years in English and Uzbek. The study also studies the socio-cultural changes, globalization processes, the relationship between technology and media that affect the emergence of new words and units.

Research objectives.

1. To analyze the emergence and quality of origin of lexical innovations in English and Uzbek, to study the influence on the process of emergence.
2. To determine the semantic properties, scope and functional load of the criteria for classifying new lexical units formed in both languages.
3. To study the functional-pragmatic place of lexical innovations in text and speech, that is, to analyze their role in communicative development, style and pragmatic form.

Also, based on the existing research papers, the study reveals the connections between the linguistic and cultural semantics of lexical innovations in English and Uzbek. This indicates the need to study innovations not only in the linguistic, but also in the sociological, pragmatic and functional frameworks. Therefore, this article is a logical continuation of previous works aimed at the comparative study of innovations in English and Uzbek and offers new approaches to the functional-pragmatic analysis of innovations in modern linguistics

LITERATURE REVIEW.

Research on lexical innovations newly introduced into the Uzbek language began in the 21st century, and there are still only a few scholars who have worked on this topic. Scientists such as Egamnazarova.D, Jamolxonov.H have systematically studied the native and adopted lexical layers of the Uzbek language.

The study by Egamnazarova.D (2024), lexical innovations can include authorial innovations, but also new jargonisms, argotisms or slang combinations that have arisen spontaneously - that is, any new products that appear in the language (in some scientific literature, you can also refer to these groups of units as "potential words", "creatisms").

In recent years, due to the global pandemic, many new words have appeared - English terms such as "lockdown", "social distancing", "anti-vaxxer" or their Uzbek translations and variants. Or, words such as "blogger", "cryptocurrency", "metaverse" related to the development of technologies, initially appeared as innovations and are actively used today.(Egamnazarova, 2024).

The emergence of neologisms is based on the following factors:

1. A new reality appears in society, and the need to name this reality requires the emergence of a new word or term in the language. In this case:

a) the name of the reality is adopted from another language: such as computer, monitoring, slide;

b) the name of the reality is created in the Uzbek language itself: such as M D H

(Commonwealth of Independent States).

2. A new word is created as a synonym for the name of a reality existing in society or nature: such as eskirtma (a newly created synonym for the term archaism), yangirtma (a newly created synonym for the term neologism).ⁱ

The study of lexical innovation is a well-developed field in English linguistics. For example, scholars such as John Algeo and Seidova Emme have written extensive works on the history and classification of neologisms. The Oxford English Dictionary (OED) and its online version list hundreds of new words and meanings each year and consistently track their usage. In English lexicography, publishers such as Merriam-Webster Collins select a "Word of the Year" each year and include new words in their dictionaries. Lexicographic groups collect samples from the media, the Internet, and books and analyze new lexis.

According to the Ellisa Mateollo, In OED3, for instance, ‘neologism’ is concisely defined as “a word or phrase which is new to the language; one which is newly coined”. Lexicographers, indeed, tend to use the labels ‘neologism’ and ‘new word’ interchangeably in the titles of their dictionaries (see, e.g., Algeo 1991; Green 1991). Among linguists, however, ‘new word’ is viewed as a cover term for any newly coined word, whereas ‘neologism’ is reserved for “new words which are meant to enrich the lexical stock of a language (or which are already accepted as such)” (Dressler 1993: 5028). Szymanek (2005) more accurately distinguishes between ‘derivational neologisms’ – i.e. new complex words “coined according to some well-established and productive patterns” (p. 430) – and other new words “created exnihilo, with no activation of any morphological process”, hence called ‘root-creations’ (Szymanek 2005: 430).

¹ H.Jamolov. Hozirgi uzbek tili—(Tashkent): Talqin, 2005—P.209. (260p)

Seidova Emma (2024) conducts a study with 100 respondents. In the study, there were 4 categories of neologisms. The study investigates which of the following is the most common way people learn new words: media, word of mouth, commercial brands, and literature. The largest share is taken by the media, which accounts for 70%. The media includes television, radio, newspapers, social platforms, and social sites on the Internet. This means that 70% of the participants confirmed that neologisms spread through the media. Then follows word of mouth, which accounts for 15%. These are based on rumors and gossip that people say in a secret way. They are usually not shown in the media. Only 10 respondents claim that neologisms spread through literature. Since fewer people read fiction, it only accounts for 10%. The smallest part belongs to commercial brands, which accounts for 5%, advertising popular goods.

METHODOLOGY.

In this research work, a number of scientific methods were used to determine the linguistic characteristics of the phenomena of lexical renewal in modern linguistics - novation, neologism and occasionalism, and to analyze their scope of application.

The following methods were used in the research process:

1. Descriptive method

Through this method, the theoretical definitions of the concepts of novation, neologism and occasionalism, their specific characteristics and their place in the language system were clarified based on scientific sources. This method played an important role in forming the theoretical basis of the topic.

2. Comparative method

With the help of this method, the similarities and differences of the three phenomena were identified, and their functional and semantic properties were compared. As a result, the boundaries between the terms were more clearly defined.

RESULTS.

The current study studied the theoretical and practical activities of the phenomena of lexical renewal observed in the modern language system - novation, neologism and occasionalism. According to the analysis, although these problems are interconnected, they are distinguished by differences in the level of application and quality, which are relevant to the judicial process:

Novation is the most comprehensive definition and is distinguished by the fact that it includes any renewal in the language system. It includes not only national new words, but also processes of new meanings of existing units, stylistic changes and

terminological enrichment. This indicates the general manifestation of novation in language development.

Neologisms were characterized as new lexical units that arise as a result of social needs and socio-technological development and are accepted by the general public. During the analysis, the rapid spread of neologisms in the media, Internet resources, and social networks was observed. This indicates that globalization and the digital environment have a strong impact on the language. The main feature of neologisms is that they enter the vocabulary and stabilize over time.

Occasionalisms, on the other hand, have an individual character and are found more often in fiction, journalism, and oral speech. They often arise as a result of the author's creative approach and do not become widely popular. Therefore, occasional units appear as a means of expanding the aesthetic and expressive capabilities of the language.

DISCUSSION.

During the discussion, it was found that although all three phenomena serve the enrichment and development of the language, their viability and degree of socialization are different. While neologism tends to stabilize as a product of social need, occasionalism performs a more methodological and artistic function. Innovation appears as a general category that includes these two phenomena. The results of the study also showed that the number of borrowings from English is increasing in the modern communicative environment. This situation is significant in that it leads to the formation of a new layer in the lexicon of the national language. However, in some cases, excessive borrowings also indicate that the internal capabilities of the language are not being used sufficiently. In general, based on the materials studied, it can be said that the process of lexical renewal is an integral part of language development, which develops in close

connection with social, cultural and technological factors. An in-depth study of these phenomena is of great scientific importance for the fields of language policy, lexicology and applied linguistics.

CONCLUSION.

This article analyzes the process of lexical renewal, which plays an important role in the development of modern language, and its main manifestations - the concepts of innovation, neologism and occasionalism - from a functional-pragmatic perspective. The studied theoretical sources, scientific views and practical examples show that language is a living system in constant motion, and each renewal in it is a direct reflection of social, cultural and technological changes in society. According to the results of the study, innovation is manifested as the most comprehensive renewal process in the language system, which is not limited to the emergence of new words, but also includes the acquisition of new meanings of existing units, stylistic changes and terminological enrichment. It was found that neologisms are stable lexical units that arise as a result of the needs of society, are accepted by the public and become part of the dictionary over time. Occasionalisms are the product of individual creativity, are more common in literary texts, and are characterized by enhancing expressiveness and imagery.

The examples of English and its languages show that technology and global information extraction play a decisive role in the formation of new words. Foreign, English-language inflows and absorptions create new trends in the unchanged or unchanging layer of the modern communicative environment. At the same time, some excessive absorptions also show that the internal part of the language is not fully utilized. To sum up, lexical renewal is a natural and continuous process of language development, which is formed in close connection with the development of society. The study of lexical activity and

pragmatic management is of great scientific importance not only for national theoretical linguistics, but also for practical language policy, lexicography and intercultural communication. The enrichment and potential of the language are ensured precisely through such innovative processes.

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ELEMENTS, METHODS AND MEANS OF AN ECONOMIC MECHANISM FOR INCREASING THE EFFICIENCY OF SERVICE ENTERPRISES

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Abstract. This article analyzes the role of the service sector in the modern economy and examines complex approaches to enhancing operational efficiency. The study elucidates the socio-economic nature, substance, and development principles of efficiency in service enterprises. It classifies the elements, methods, and instruments of economic mechanisms for improving efficiency in the service sector, proposing a conceptual model that demonstrates their interrelationships. Particular attention is devoted to scientific and methodological approaches for assessing internal and external operational efficiency, including multifactorial indices, digital transformation-based monitoring systems, and benchmarking methods.

Keywords. Service sector, operational efficiency, economic mechanism, evaluation methods, digital transformation, corporate governance.

The service sector is one of the most dynamically developing sectors of the modern economy, accounting for a high share of national production. Globalization processes, the transition to a digital economy and changing consumer demands require service enterprises (SCEs) to achieve a new level of quality. At the same time, the issue of increasing the efficiency of enterprises is becoming the main condition for ensuring their competitiveness and viability.

The concept of efficiency is a complex indicator that includes not only financial results, but also the efficient use of resources, service quality and social responsibility. The specific features of the service sector - the immediacy of services, subjective assessment of quality, simultaneous production and consumption - complicate

efficiency management. Therefore, the development of theoretical foundations, economic mechanisms and assessment methods for increasing efficiency in this area is an urgent scientific task.

The socio-economic significance of improving the efficiency of service enterprises is determined by the priority areas of the regional economy. First of all, the service sector is the main source of employment, plays an important role in increasing the income of the population and ensuring social stability. By increasing efficiency, enterprises will be able to preserve jobs and create new highly qualified jobs. In terms of content, the efficiency of the service sector includes operational, financial and social dimensions. Operational efficiency reflects the speed of the service process, the efficiency of resource use and the level of optimization of processes. Financial efficiency is assessed by indicators of capital productivity, asset utilization efficiency and financial stability. Social efficiency includes customer satisfaction, the normality of service quality and environmental safety.

From the point of view of the principles of development, the effectiveness of modern MCC is realized in the following areas: first, the principle of customer-centric approach, that is, all management decisions should be aimed at meeting customer requirements; second, innovative management that supports radical and elementary changes and motivates employees; third, increasing the transparency and efficiency of activities through the introduction of information technologies; fourth, continuous improvement based on the principles of sustainable development (kaizen). The analysis shows that to ensure efficiency, the internal environment of the enterprise must be adaptable to external conditions. This, on the one hand, requires technological innovations, and on the other hand, it creates the need to improve the professional skills of employees. In particular, by standardizing and automating service processes, operating costs can be reduced by 20-30%, which gives a significant advantage in corporate competition.

The economic mechanism for increasing efficiency in service enterprises is a complex system, the elements of which are closely interconnected. The main elements include a financial incentive system, a pricing mechanism, cost management, investment policy and competition mechanisms. The financial incentive mechanism is one of the most powerful tools for increasing efficiency. This mechanism involves a modern organized wage system, bonuses and premiums, as well as employee participation in the enterprise. Practice shows that a variable wage system based on the KPI (Key Performance Indicators) system increases employee efficiency by 15-25%. In particular, incentives linked to service quality and customer satisfaction indicators give high results in increasing efficiency. The pricing mechanism is aimed at ensuring the optimal balance between service prices and enterprise efficiency.

By dynamically managing prices, that is, by adjusting prices according to changes in supply and demand, it is possible to overcome the contradiction between the profitability of the enterprise and the purchasing power of its customers. Modern service enterprises increase their market share using skimming (creaming), penetration and psychological pricing methods. The main focus of the cost management mechanism is on optimizing operating costs. In this process, the Activity-Based Costing (ABC) method is widely used. With the help of this method, the enterprise clearly determines how much it costs to provide a specific type of service and optimizes expensive operations. Also, by using outsourcing and offshoring mechanisms, it is possible to transfer auxiliary functions to external providers and focus on the main activity.

Increasing efficiency through the investment mechanism is aimed at introducing new technologies, modernizing infrastructure and improving personnel skills. In particular, the introduction of CRM (Customer Relationship Management) and ERP (Enterprise Resource Planning) systems within the framework of digital transformation significantly

increases the efficiency of working with customers. Studies show that switching to digital systems can reduce customer service times by 40% and reduce errors by 60%.

Performance evaluation is the scientific basis for making management decisions. For modern MNEs, performance evaluation requires a multifactorial approach and involves the use of a number of methods. Specific (quantitative) assessment methods include, first of all, the analysis of a set of various indicators. The Balanced Scorecard (BSC) is one of the most common methods, which evaluates from the perspectives of financial, customer, internal business processes, and growth and learning. This method evaluates not only financial results, but also non-financial factors such as corporate culture, employee satisfaction, and process quality. The Data Envelopment Analysis (DEA) method is effectively used to assess technical efficiency. This method allows you to compare enterprises providing the same type of service and identify the most effective options for using resources. The DEA method allows you to identify “best practices” in a multifactorial environment. Time series analysis is used to monitor dynamic efficiency. This method analyzes changes in indicators over time and identifies trends and seasonal fluctuations.

This helps to predict future performance and take appropriate measures. The benchmarking method is important in assessing the performance of MNCs. This method allows you to identify shortcomings in your activities and eliminate them by comparing them with the performance of leading enterprises in your field (leads). In particular, process benchmarking can optimize service processes. Qualitative assessment methods include customer surveys, in-depth interviews, and focus groups. Using the SERVQUAL model, the gap between service quality and customer satisfaction is identified and clear directions for improving performance are identified. In the context of digital transformation, Big Data analytics is opening up new opportunities for assessing performance. By analyzing data in real time, the enterprise immediately

identifies shortcomings in operational performance. Using Machine Learning algorithms, advanced approaches are being used to optimize the cost structure and predict profitability.

Improving the efficiency of service enterprises is a complex problem, and to solve it, it is necessary to combine theoretical knowledge, economic mechanisms and scientific assessment methods. Experience shows that ensuring efficiency is not limited to optimizing internal resources, but also requires an integral interaction with the external environment.

Among economic mechanisms, financial incentives and cost management occupy a leading position, as they are the “boat” tools of management. At the same time, the possibility of increasing efficiency without the introduction of modern information technologies is limited. Digital transformation not only increases operational efficiency, but also allows you to create new business models.

When choosing assessment methods, it is necessary to adhere to a multifactorial approach, since assessing service activities by one-sided financial indicators is not enough. The integration of balanced scorecards and digital analytics methods gives the most effective results.

As directions for future research, it is possible to single out the issues of forecasting efficiency based on artificial intelligence, fully automating service processes, and ensuring sustainability in terms of economic security. For service enterprises, efficiency has become a strategic advantage, a key factor determining their competitiveness and long-term development.

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N.V. Gogol's story "The Overcoat" and its significance in real life

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Annotation. This article analyzes N.V. Gogol's short story "The Overcoat" as a literary work reflecting real social problems of the nineteenth century. The focus is placed on the main character and his position in society. The life significance and modern relevance of the story are discussed.

Keywords: N.V. Gogol, The Overcoat, little man, society, social problem.

Аннотация. В статье рассматривается повесть Н.В. Гоголя «Шинель» как произведение, отражающее реальные социальные проблемы общества XIX века. Основное внимание уделяется образу главного героя и его положению в социальной среде. Анализируются жизненное значение произведения и его актуальность для современного читателя.

Ключевые слова: Н.В. Гоголь, «Шинель», маленький человек, общество, социальная проблема.

Annotation. This article analyzes N.V. Gogol's short story "The Overcoat" as a literary work reflecting real social problems of the nineteenth century. The focus is placed on the main character and his position in society. The life significance and modern relevance of the story are discussed.

Keywords: N.V. Gogol, The Overcoat, little man, society, social problem.

Введение. Повесть «Шинель» Н.В. Гоголя является одним из наиболее известных произведений русской литературы XIX века. В этом произведении автор

поднимает важные социальные вопросы, связанные с положением простого человека в обществе. Гоголь показывает, как равнодушие и жесткость социальной среды могут повлиять на судьбу личности.

Актуальность данной темы заключается в том, что проблемы, описанные в повести, можно наблюдать и в современной жизни. Целью статьи является анализ жизненного значения повести «Шинель» и её роли в отражении социальной реальности.

Методы исследования. В процессе написания статьи использовался анализ художественного текста, а также описательный и сравнительный методы. Произведение рассматривалось с точки зрения его содержания, образов и идейной направленности. Также учитывался социально-исторический контекст эпохи Гоголя.

Результаты. В ходе анализа было выявлено, что главный герой повести Акакий Акакиевич Башмачкин является типичным представителем «маленького человека». Он занимает низкое положение на службе и не имеет возможности защитить себя от несправедливого отношения окружающих. Его жизнь однообразна и лишена радости.

Шинель в произведении приобретает особое значение. Для героя она становится символом надежды на лучшую жизнь и уважение со стороны общества. Однако утрата шинели показывает, насколько человек оказывается беззащитным перед равнодушием окружающих и властью.

Обсуждение. Гоголь через судьбу своего героя показывает проблемы социального неравенства и безразличия. Общество не замечает человека до тех

пор, пока он не становится жертвой несправедливости. Эти идеи делают повесть глубокой и жизненной.

Несмотря на то что произведение было написано в XIX веке, его проблемы остаются актуальными. В современном мире также можно встретить людей, чьи интересы и чувства игнорируются обществом.

Заключение. Повесть Н.В. Гоголя «Шинель» имеет большое жизненное значение, так как поднимает важные социальные и нравственные вопросы. Автор показывает, насколько важно уважительное отношение к человеку независимо от его положения. Произведение заставляет задуматься о справедливости и человеческом достоинстве, поэтому остаётся актуальным и сегодня.

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Developing Logical Thinking through Problem-Based and Case-Based Learning in Higher Education

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Abstract

In the context of rapid digitalization, globalization, and the continuous renewal of knowledge, higher education must go beyond transmitting information and focus on cultivating students' ability to think independently, analyze critically, and draw logically justified conclusions. Logical thinking has therefore become a core competence in modern education. This article examines the scientific foundations of logical thinking from philosophical, psychological, and pedagogical perspectives and analyzes how problem-based learning, discussions, and case-study methods can effectively foster this competence in higher education. Drawing on international educational frameworks and recent educational reforms in Uzbekistan, the paper argues that logical thinking must be intentionally integrated into teaching practices through interactive and student-centered approaches.

Keywords: logical thinking, higher education, pedagogical technology, problem-based learning, case study, cognitive development, competence.

Introduction

The 21st-century educational landscape is shaped by digital technologies, fast-changing knowledge, and global interconnectedness. In such a context, universities are expected not only to provide students with disciplinary knowledge but also to develop their ability to reason, analyze information, and make sound decisions. Logical thinking, as a structured and evidence-based mode of reasoning, has become one of the most important competencies required for academic success and professional effectiveness.

International educational frameworks such as OECD's *Education 2030*, UNESCO recommendations, and PISA assessment criteria clearly emphasize logical and critical thinking as key learning outcomes. In parallel, educational reforms in Uzbekistan highlight the development of independent and analytical thinking through modern pedagogical technologies. This article aims to explore the scientific and pedagogical foundations of logical thinking and to identify effective teaching methods for its development in higher education.

Scientific and Pedagogical Foundations for Developing Logical Thinking in Higher Education

Logical thinking occupies a central place in modern higher education because it directly influences how students understand, process, and apply knowledge. In an era where information is abundant and easily accessible, the real challenge for learners is not memorizing facts but interpreting information correctly, identifying relationships between ideas, and drawing well-reasoned conclusions. This shift in educational priorities has made logical thinking a fundamental competence that universities must intentionally cultivate (OECD, 2019; UNESCO, 2015).

From a philosophical perspective, logical thinking has always been regarded as the foundation of knowledge. Aristotle's syllogistic logic demonstrated that conclusions must follow consistently from premises, establishing the scientific basis of reasoning. Later, Descartes emphasized rational method and systematic doubt as tools for reaching reliable knowledge. Kant highlighted the role of human cognition in structuring understanding, while Hegel described thinking as a dialectical process where contradictions lead to deeper insights. Eastern scholars such as Al-Farabi, Ibn Sina, and Biruni also stressed that logic protects the mind from error and supports scientific inquiry. These philosophical traditions collectively show that logical thinking is a timeless intellectual necessity in education. Psychological research provides further explanation of how logical thinking develops in learners. Vygotsky (1999) argued that thinking is deeply connected to social interaction and language. According to his theory, students develop reasoning skills through dialogue, collaboration, and guided learning. Piaget (2001) described cognitive development as a gradual process in which learners move from concrete reasoning to abstract logical thinking. Bloom's taxonomy later positioned analysis, synthesis, and evaluation as higher-order cognitive skills that depend on logical reasoning (Bloom, 1956). These psychological insights indicate that logical thinking develops when students are placed in learning environments that challenge them to analyze, compare, and justify their ideas.

In traditional educational settings, students are often passive recipients of information. Such an approach limits opportunities for reasoning and critical analysis. Therefore, modern pedagogy emphasizes interactive, student-centered methods that actively involve learners in the thinking process. Problem-Based Learning (PBL), for instance, requires students to examine real or simulated problems, identify relevant information, propose hypotheses, and justify solutions logically. This method encourages learners to move beyond memorization and engage in analytical reasoning (Sahlberg, 2015). Similarly, discussions and debates play a vital role in developing logical thinking. When students defend their opinions with arguments and evidence, they learn to structure their thoughts clearly and respond logically to counterarguments. The case-study method is another

powerful tool. By analyzing real-life situations, students identify cause-and-effect relationships, evaluate alternatives, and make decisions based on logical reasoning (Tan, 2019).

International educational practices strongly support the development of logical thinking. Finland's education system prioritizes inquiry-based learning and problem solving (Sahlberg, 2015). Singapore integrates "critical and inventive thinking" into its curriculum, ensuring that students learn to analyze and innovate (Tan, 2019). PISA assessment frameworks also evaluate students' ability to reason logically rather than simply recall information (Schleicher, 2019). Educational reforms in Uzbekistan reflect this global trend. Updated state educational standards emphasize independent thinking, problem solving, and analytical skills. Modern textbooks and teaching guides increasingly recommend interactive and problem-oriented teaching methods aligned with international standards (OECD, 2019).

Another important dimension of logical thinking in the digital age is its connection to algorithmic and structured thinking. With the growth of information technologies, students must learn not only to reason verbally but also to understand structured processes, data analysis, and systematic problem solving. This connection between logical reasoning and digital competence makes the development of logical thinking even more relevant in contemporary education. The integration of philosophical understanding, psychological principles, and pedagogical methods demonstrates that logical thinking is both a theoretical concept and a practical educational goal. When universities incorporate problem-based learning, discussions, and case studies into their curricula, students gradually develop the ability to analyze information independently, justify their conclusions, and make reasoned decisions.

Thus, logical thinking becomes a bridge between knowledge and application. It helps students transform information into understanding and understanding into action. Developing this competence is not an optional addition to education but a necessary condition for preparing students to meet the intellectual and professional challenges of the modern world.

Conclusion

Logical thinking is a fundamental competence that underpins effective learning, informed decision-making, and long-term professional success. In the context of rapidly changing knowledge, digital transformation, and global interconnectedness, universities can no longer rely on traditional content-centered instruction alone. Instead, they must deliberately create learning environments that cultivate students' ability to analyze information, evaluate evidence, and draw logically justified conclusions.

This article has demonstrated that logical thinking is supported by strong philosophical traditions, explained by psychological theories of cognitive development, and effectively nurtured through modern pedagogical approaches. The analysis shows that methods such as problem-based learning, discussions, debates, and case studies are not supplementary techniques but essential strategies for engaging students in authentic reasoning processes. When learners actively participate in problem solving, argumentation, and real-life case analysis, logical thinking becomes a natural outcome of the learning process rather than an abstract educational objective.

The comparative overview of international practices and educational reforms in Uzbekistan further highlights that logical thinking is widely recognized as a priority competence. However, the challenge lies not in its recognition but in its consistent and systematic implementation in classroom practice. Therefore, higher education institutions must move toward more interactive, student-centered, and inquiry-based teaching models that intentionally develop reasoning skills alongside subject knowledge. Ultimately, fostering logical thinking means preparing students not only to acquire knowledge but also to use it responsibly and effectively in complex real-world situations. By integrating philosophical insight, psychological principles, and innovative pedagogical practices, universities can equip students with the cognitive tools necessary to meet the intellectual, professional, and social challenges of the modern world.

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**THE IMPORTANCE OF ELIMINATING LANGUAGE INTERFERENCE
BETWEEN THE NATIVE LANGUAGE AND THE STUDY RUSSIAN
LANGUAGE IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS.**

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Abstract. The article is devoted to the problems of the negative impact of interference on the process of formation, development and improvement of linguistic competence in the Russian language in non-linguistic higher educational institutions of Uzbekistan.

Key words: interlingual interference, interference influence, formation of bilingual and multilingual personality, linguistic competence

**ЗНАЧЕНИЕ УСТРАНЕНИЯ ЯЗЫКОВОЙ ИНТЕРФЕРЕНЦИИ МЕЖДУ
РОДНЫМ ЯЗЫКОМ И ИЗУЧАЕМЫМ РУССКИМ ЯЗЫКОМ В
НЕЛИНГВИСТИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ.**

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Annotatsiya Maqola O‘zbekistondagi nolingzistik Oliy ta’lim muassasalarida rus tilida lingvistik kompetensiyani shakllantirish, rivojlantirish va takomillashtirish jarayoniga interferensiyaning salbiy ta’sir ko‘rsatishi muammolariga bag’ishlagan.

Kalit so'zlar: tillararo interferensiya, interferentsiya ta'siri, ikki va ko'p tilli shaxsni shakllantirish, lingvistik kompetentsiya

Аннотация Статья посвящена проблемам негативного влияния интерференции на процесс формирования, развития и совершенствования языковой компетенции по русскому языку в неязыковых высших учебных заведениях Узбекистана.

Ключевые слова: межязыковая интерференция, интерференционное влияние, формирование билингвальной и полилингвальной личности, лингвистическая компетенция

Устранение интерференции в преподавании русского языка как иностранного студентам нелингвистических высших учебных заведений Узбекистана может служить эффективным средством изучения языка.

В последние годы в нашей республике большое внимание уделяется преподаванию литературных норм иностранных языков, устранению различных форм внутри- и межъязыковой интерференции в высших учебных заведениях и научно-исследовательских центрах. Были поставлены важные задачи, такие как «обеспечение высокого уровня и качества подготовки кадров, обладающих глубоким знанием современных информационно-коммуникационных технологий и иностранных языков»¹. На основе зарубежного опыта созданы нормативные и материально-технические основы организации преподавания иностранных языков и развития лингвистических и социолингвистических компетенций у студентов. Эти тенденции определили важные задачи, такие как проведение научных исследований в областях, укрепляющих основные цели, содержание, средства, методы и технологии преподавания иностранных языков, включая использование учебных технологий на основе базовых моделей в преподавании

русского языка, и укрепление навыков преподавания русского языка как иностранного.

Интерференция — это негативное влияние навыков и компетенций родного языка на процесс изучения иностранного языка. Это негативный перенос существующих языковых и коммуникативных компетенций на изучаемый язык, ложные указания, на которые человек опирается при изучении другого языка. Например, начиная изучать русский язык «Падеж», выпускник узбекской школы может неправильно использовать термин «Падеж» из-за предварительных знаний его значения. [2.87] При этом известно, что категория падежей в русском и узбекском языках имеет разную сферу применения и реализуется по-разному. Несомненно, такие знания и такая уверенность могут негативно повлиять на процесс формирования, развития и совершенствования языковой компетенции в русском языке.

Полное описание источников интерференции дает профессор М. Джусупов: «Происхождение интерференции в двуязычной речи на втором языке определяется на основе сравнительного изучения родного языка и языковых систем, изучаемых на разных уровнях языковой иерархии; звуковой системы, лексики, словообразования, морфологии, синтаксиса, а также

¹Постановление Президента Республики Узбекистан Ш. Мирзиёева от 11 июля 2019 г. № ПК-4391 «О мерах по реформированию управления в сфере высшего и среднего специализированного образования». Электронный ресурс: <http://www.lex.uz>. (дата обращения: 08.12.2020)

межуровневых стилистических материалов и просодических аспектов — глагольного ударения, сингармонизма, интонации, ритма и т. д.

Все виды речевой интерференции, объединенные в парадигматические, синтагматические, ситуационные, стилистические, просодические, объясняются, как правило, негативным влиянием особенностей родного языка на процесс освоения неродного языка».

Эта идея подтверждается нашими многолетними наблюдениями за речью студентов групп, обучающихся не только на русском, но и на узбекском языке.

Исходя из этого, возникает необходимость классифицировать ошибки, выявленные в речи студентов первого курса нелингвистических высших учебных заведений в области языковой компетенции, узбекско-русский интерференционный эффект. На наш взгляд, их следует разделить на ряд категорий в зависимости от уровня языковой системы, на котором происходит интерференция на уровне языковой компетенции.[4.74]

1. Влияние на уровне языковой компетенции в фонетике и орфоэпии. Теоретические знания фонетики родного языка (узбекского), которыми обладают студенты первого курса, сохраняются в системе общих компетенций, полученных ими в средней школе. Их влияние на процесс изучения теоретических вопросов русской фонетики очень сильно и проявляется в экстраполяции корреляционных фактов русского языка на систему гласных и согласных, а также суперсегментных единиц узбекского языка (ударение и интонация).

2. Влияние на уровне языковой компетенции в графике и орфографии. Негативное влияние узбекского языка на процесс изучения графики русского языка проявляется, прежде всего, в многообразии латинского и кириллического алфавитов, что связано с автоматизмом графических навыков, приобретенных за многолетнюю практику письма на родном языке с использованием латинского алфавита. Следует отметить, что узбекский язык имеет давнюю традицию использования кириллицы. В результате накопился довольно большой корпус

литературы на узбекском языке в различных областях и сферах знаний.[5.56] Это позволяет студентам первого курса знакомиться с графическим представлением кириллицы не только при изучении русского языка, но и при чтении необходимых текстов. Однако в русской письменности широко распространено неправильное использование латинских букв вместо кириллицы.

3. Интерференция на уровне языковой компетенции в лексикологии и стилистике. Интерференционное влияние теоретических знаний по лексикологии узбекского языка на процессы формирования языковых компетенций в лексикологии русского языка заключается, прежде всего, в некорректном отнесении русских слов к неспецифическим значениям по аналогии с их лексическими пропорциями в родном языке. Дело в том, что семантический объем слов, внешне соответствующих друг другу при переводе, как правило, не соответствует. Сравните: различия в содержательных единицах слов любовь - love, товарищ - comrade, правда - truth. Эти различия находятся на уровне парадигматики этих слов, то есть на уровне системных отношений в лексической системе языка - синонимия, антонимия, относящиеся к лексико-семантическим и лексико-тематическим группам. Однако дифференциальные знаки этих слов могут резко проявляться в их синтагматике, то есть в процессе сочетания этих слов с другими словами в речи. Например, русское выражение «товарищ по бизнесу» можно перевести дословно, а выражение «товарищ по несчастью» — нет.

Главное различие между русским и узбекским языками в области стилистики (ресурсной стилистики) заключается в различном влиянии диалектов, жаргона, городской речи и других форм национального языка на литературный язык. Например, современный узбекский литературный язык наиболее активно подвержен влиянию региональных диалектов, в то время как жаргон практически не оказывает влияния. Региональные диалекты практически не влияют на русский

язык. В то же время в русском языке существует такое явление, как городская речь, которая сегодня является наиболее сильным фактором влияния на литературный язык. Следует отметить, что, в отличие от узбекского городского сленга, русский сленг не является четким показателем социального статуса своих носителей, поскольку в некоторых коммуникативных ситуациях его используют представители практически всех социальных сетей.

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ANCIENT SURGICAL PRACTICES: FROM TREPANATION TO MODERN TECHNIQUES.

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Abstract: Surgery is a field that has been constantly evolving throughout human history, and by studying ancient practices, one can gain a deeper understanding of the origins of current protocols and new technologies. Steps such as trepanation, antiseptics, anesthesia, and robotics have directly affected the quality of medical practice - therefore, the topic is of scientific and practical importance.

Keywords: Trepanation, ancient surgical procedures, skull piercing, neurosurgery, intracranial pressure reduction, cranial operations.

Research goals and objectives: Systematic analysis of the history of surgical practices from ancient times to modern techniques. Study of the history and archaeological evidence of trepanation. Analysis of the impact of discoveries in anatomy, anesthesia and antiseptics on surgery. Show the development of surgical technologies of the 20th–21st centuries - microsurgery, laparoscopy, robotic surgery.

Research materials and methods: The research methodology is based on historical-documentary and comparative analysis methods. Sources: archaeological reports, ancient medical texts (Hippocrates, Avicenna, Al-Zahrawi), historical monographs, clinical reviews and modern scientific articles. The research used a qualitative analysis and case-study approach.

Research results: Trepanation: Archaeological findings indicate that trepanation was widespread throughout human history and that in some cases, bone regeneration was observed in patients — this practice was sometimes used for therapeutic, sometimes for ritual purposes. Ancient societies used trepanation for the following purposes:

Exorcism of evil spirits (religious-mystical reasons)

People believed that spirits resided in the head. Severe headaches, seizures (epilepsy), and mental illnesses were “treated” in this way.

Treatment of head injuries-

To remove blood clots (hematomas) after a blow to the head during wars.

To reduce intracranial pressure-

To reduce pressure in cases of severe swelling or bleeding.

Why is it done now?

To remove brain tumors.

To stop bleeding.

To reduce intracranial pressure.

To restore spinal cord-brain function.

To create a route for drugs or electrodes.

Anatomy and the Renaissance: Vesalius and others put anatomy on a scientific basis and improved surgical techniques. 19th-century revolutions: The advent of anesthesia (ether, chloroform) and antiseptics (Semmelweis, Lister) significantly increased the safety of surgery. 20th-century advances: The development of antibiotics, microscopic methods, intensive care, and anesthesiology improved surgical outcomes. Minimally invasive and robotic technologies: Laparoscopy, endoscopy, and robotic surgery reduced patient trauma, accelerated recovery, and allowed for high-precision operations. Modern techniques:

Microsurgery. Neuronavigation.

Endoscopic craniotomy. Laser cutting. Minimally invasive approaches.

In the study of neurosurgery, historical and comparative methods were applied. Archaeological findings, ancient medical manuscripts, and classical surgical treatises describing cranial interventions were analyzed. Particular attention was paid to prehistoric trepanation practices, medieval surgical writings, and Renaissance anatomical studies. The evolution of neurosurgery was traced through major technological milestones, including the introduction of anesthesia, antiseptic principles, and microsurgical techniques. This methodological approach allowed an assessment of neurosurgery as a discipline that evolved from empirical cranial interventions into a modern specialized surgical field.

To examine the historical development of intracranial pressure reduction, descriptive and historical-analytical methods were used. Data were collected from archaeological skull specimens, early medical texts, and historical clinical observations related to head trauma and cranial decompression. The analysis focused on the transformation of trepanation from ritualistic practice to a therapeutic method aimed at relieving brain compression. Additionally, the study reviewed the emergence of physiological concepts of intracranial pressure and the development of surgical and conservative methods used for its reduction.

The methodology for studying cranial operations was based on a retrospective analysis of historical surgical sources and material evidence. Ancient, medieval, and early modern texts describing skull-opening procedures were examined alongside osteological findings demonstrating surgical intervention and postoperative survival. Comparative analysis was employed to evaluate changes in surgical techniques, instruments, and indications for cranial operations over time. This approach enabled a systematic assessment of the progression from early trepanation to modern craniotomy and decompressive cranial procedures.

Conclusion: The evolution of surgical practices depends on three main factors: the development of knowledge of anatomy and physiology, the fight against infections (antiseptics/antibiotics) and technological inventions (anesthesia, diagnostics, microinstruments, robotics). It is clear that in the future, artificial intelligence, bioprinting and individualized therapies will further improve surgical practice.

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Psychological Readiness of 6–7-Year-Old Children for School in Preschool Educational Institutions

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Abstract

This article explores the psychological preparation of 6-7-year-old children for school education. The author analyzes the social and psychological changes during the transition from preschool to primary school, as well as the core components of school readiness: motivational, intellectual, emotional, and social maturity. The article emphasizes the role of play activities, the importance of speech and memory development, and concludes that the overall developmental level of a child as an individual is the foundation for academic success.

Maktabgacha ta'lim muassasasida 6-7 yoshli bolalarni maktabga psixologik tayyorgarligi

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Annotatsiya

Ushbu maqolada 6-7 yoshli bolalarning maktab ta'limiga psixologik tayyorgarlik darajasini shakllantirish masalalari yoritilgan. Muallif bolaning bog'chadan maktabga o'tish davridagi ijtimoiy va psixologik o'zgarishlari, shuningdek, maktabga tayyorgarlikning asosiy komponentlari: motivatsion, intellektual, emotsional va ijtimoiy yetuklik masalalarini tahlil qiladi. Maqolada o'yin faoliyatining o'rni, nutq va xotira rivojlanishining ahamiyati hamda bolaning shaxs sifatidagi umumiy rivojlanish darajasi o'quv jarayonidagi muvaffaqiyatning asosi ekanligi asoslab berilgan.

Аннотация

В данной статье рассматриваются вопросы формирования психологической готовности детей 6-7 лет к школьному обучению. Автор анализирует социальные и психологические изменения в период перехода ребенка из детского сада в школу, а также основные компоненты готовности к школе: мотивационную, интеллектуальную, эмоциональную и социальную зрелость. В статье обосновывается роль игровой деятельности, значение развития речи и памяти, а также подчеркивается, что общий уровень развития ребенка как личности является основой успеха в образовательном процессе.

Kalit so‘zlar / Ключевые слова / Keywords

- **O‘zbek tilida:** Maktabga tayyorgarlik, psixologik yetuklik, 6-7 yoshli bolalar, bog‘cha, motivatsiya, intellektual rivojlanish, ijtimoiy moslashuv, o‘yin faoliyati, nutq o‘stirish.
- **На русском:** Подготовка к школе, психологическая зрелость, дети 6-7 лет, детский сад, мотивация, интеллектуальное развитие, социальная адаптация, игровая деятельность, развитие речи.
- **In English:** School readiness, psychological maturity, 6-7-year-old children, preschool, motivation, intellectual development, social adaptation, play activity, speech development.

Maktabga borish bolalarning hayotida juda muhim va katta voqea hisoblanadi. Maktab hayoti ularga yangi dunyo eshiklarini ochadi va shu davrda bolalarning asosiy faoliyati tubdan o‘zgaradi. O‘qishga tayyor bo‘lish uchun bolalarda barqaror diqqat, o‘tkir zehn, mustaqillik, ishchanlik va tartib-intizom kabi xislatlar shakllanishi zarur. Bog‘chadan maktabga o‘tish jarayoni nafaqat yangi o‘qish faoliyatini boshlash, balki kattalar bilan munosabatlarda ham sezilarli o‘zgarishlarni yuzaga keltiradi. Bu jarayon, ayniqsa, bolalarning bog‘chaga o‘tish jarayoniga qaraganda ancha murakkab va bosqichma-bosqich kechadi.

Shuni ta'kidlash joizki, bola maktabga o'tgach, uning ijtimoiy holatida ham muhim o'zgarish yuz beradi. Endilikda u yangi jamoaga qo'shiladi, o'qituvchi va tengdoshlar bilan muntazam muloqot qiladi, bu esa uning shaxsiy va ijtimoiy rivojlanishiga bevosita ta'sir ko'rsatadi. Bola sinfdagi o'z o'rnini, ijtimoiy roli va majburiyatlarini anglab boradi. Shu bilan birga, sinfdoshlar bilan munosabatlar o'rnatish, darsdan tashqari faoliyatlarda qatnashish uning ijtimoiy tajribasini kengaytiradi hamda o'ziga bo'lgan ishonchni mustahkamlaydi.

Bog'cha ta'limining asosiy vazifalaridan biri – bolalarga har tomonlama tarbiya berib, ularning rivojlanish darajasini maktabda o'qish uchun yetarli darajada tayyorlashdir. Shu bilan birga, bog'cha bolalarning ijtimoiy hayotga moslashish qobiliyatini oshirish, o'z fikrini erkin ifodalash, tengdoshlar bilan do'stona munosabatlarni shakllantirish va jamoaviy faoliyatlarda qatnashishga o'rgatadi. Shu muhitda bola ilk bilimlarni egallaydi, nutqini rivojlantiradi, mustaqil fikrlash va muammolarni yechish ko'nikmalarini shakllantiradi. O'z navbatida, bog'cha tarbiyachilari bolalarning individual xususiyatlarini hisobga olib, ularni yangi vaziyatlarga tayyorlaydi va o'z-o'ziga bo'lgan ishonchni mustahkamlashga yordam beradi. Shu tarzda, bog'cha maktab ta'limiga birinchi qadam bo'lib xizmat qiladi va bolalar keyinchalik maktab hayotiga muvaffaqiyatli kirib borishi uchun poydevor yaratadi.

Bolalarni maktabdagi o'qishga tayyorlashda ularning nutqini rivojlantirish juda muhim hisoblanadi. Shu sababli, katta guruh bolalarini

maktabga tayyorlash jarayonida ona tilini chuqur o'rganishlariga, so'z boyligini oshirishga, to'g'ri talaffuz va grammatik jihatdan to'g'ri jumlar tuza olishga alohida e'tibor qaratiladi. Bolalarning tashqi olam haqidagi tushunchalari nutq orqali kengaytiriladi va boyitiladi. Shu yoshdagi bolalar uchun makon tushunchalari (yaqin, uzoq, o'ng, chap, katta, kichik), shakllar (dumaloq, doira), vaqt haqidagi tasavvurlar hamda axloqiy tushunchalar (yaxshi, yomon, rost, yolg'on, uyalish) paydo bo'ladi va rivojlanadi.

Bundan tashqari, bola jismoniy jihatdan ham jadal rivojlanadi: nerv tizimi, miya, mushaklar va qo'llar yanada kuchayadi. Bu davrda bolaning xarakteri va o'ziga xos individual xususiyatlari yanada aniqroq namoyon bo'ladi. Ammo, barcha bog'chalardagi maktab yoshiga to'lgan bolalar maktabda o'qishga birdek tayyor bo'la olmaydilar. Ayrim bolalar yangi muhitga moslashishda qiyinchiliklarga duch kelishadi, ularda o'qishga zarur xususiyatlar yetishmaydi. Shunda paydo bo'ladigan savol shuki, bolani psixologik jihatdan maktabga tayyor deb qachon hisoblash mumkin?

Ba'zi psixologlarga ko'ra, bola maktabda o'qish uchun atrofdagi narsa va hodisalarga doir ancha tasavvurlarga ega bo'lishi, aqliy jihatdan yetilgan bo'lishi kerak. Ammo hayotda shunday holatlar uchraydiki, ko'p tasavvurga ega bo'lsa-da, yozish va o'qishni biladigan ayrim bolalar maktabdagi talablarga javob bera olmaydilar. Aksincha, kamroq tasavvurga ega bolalar ham maktabda muvaffaqiyatli o'qib ketishlari mumkin. Shu sababli, maktabdagi o'qish jarayoni uchun aqliy rivojlanish darajasi muhim bo'lsa-da, bu bolaning o'qishga tayyor ekanligini aniqlashdagi yagona omil emas.

Yosh omili ham ahamiyatga ega. Boshqa olimlar esa, bolaning o‘qishga tayyorligini aniqlashda iroda xislatlarining yetilganligi muhimligini ta’kidlaydilar. Ammo bu fikr ham bir tomonlama yondashuv bo‘lib, holatni to‘liq yoritmaydi.

Yetti yosh – go‘daklikdan chiqish, shaxs sifatida shakllanish bosqichi hisoblanadi. Aynan shu davrdan boshlab bolalarda o‘z-o‘zini anglash, shaxsiy identifikatsiya boshlanadi. Shu sababli, 7 yoshga to‘lgan bolalarni tizimli ravishda maktabga o‘qishga o‘tkazish maqsadga muvofiqdir. K.D.Ushinskiy fikricha, bolaning maktabdagi o‘qish faoliyatiga tayyorligi uning psixik jarayonlarining rivojlanishidan ko‘ra, shaxs sifatida umumiy rivojlanish darajasi bilan aniqlanadi.

6-7 yoshdan boshlab bolalarda shaxsiy ong shakllanadi. Bolalar o‘zlari yashayotgan ijtimoiy muhitdagi o‘rinlarini aniqlashga, kattalar bilan yanada to‘liq va yaqin munosabatlar o‘rnatishga intiladilar. Katta guruhdagi bolalar maktabga o‘tishdan ancha oldin maktab haqidagi tasavvurlarini shakllantira boshlaydilar, maktab haqida ko‘p savollar berib, maktab hayotiga qiziqishlari oshadi. Maktabga borish vaqtlarini aniq bilishni xohlashadi, agar do‘stlari maktabga o‘tib ketgan bo‘lsa, ularni ko‘rib hayratlanadilar va o‘zlarini bog‘chada qolganidan alamdon his qiladilar. Katta yoshdagi bolalarning maktabga intilishi ularning ijtimoiy munosabatlar tizimidagi yangi o‘rinlarni egallash istagining ifodasidir.

Shunday qilib, bolaning maktabga tayyorligi uning ijtimoiy etuklik darajasining muhim bosqichidir. Lekin bola bu bosqichga o‘z-o‘zidan

ko'tarilmaydi, uni maktabga tayyorlash jarayoni bog'cha va oila tomonidan amalga oshiriladigan to'liq va tizimli tarbiya ishi orqali ta'minlanadi.

Yetti yoshga to'lgan bola jismoniy jihatdan sezilarli o'sadi, o'zini boshqarish, nojo'ya harakatlardan tiyilish, xulq-atvor qoidalarini o'zlashtirishga harakat qiladi. U o'z kuchiga ishonadi, mehnat qilishga qodir bo'ladi, masalan, bolalar bog'chasida navbatchilik vazifasini bema'lol bajara oladi, jamoada yashash qoidalariga moslashadi. Bolaning turmush tajribasi ortadi, ko'plab narsalarning nomlarini va ularni qanday ishlatishni bilib oladi. Xotirasi va tasavvurlari rivojlanadi, ko'plab she'r va hikoyalarni yodlab oladi. Nutqi yetarli darajada o'sadi, u o'z o'rtoqlari va kattalar bilan erkin va to'liq muloqot qila oladi.

Yetti yoshdagi bolalarning his-tuyg'ulari ham rivojlanadi, xayrixohlik, rahmdillik, do'stlik kabi ijobiy xislatlar mustahkamlanadi va shu yoshda bolalar jamiyatga faolroq moslashishga tayyor bo'la boshlaydilar. Shu bilan birga, ular o'z his-tuyg'ularini boshqarishni, muammolarni hal qilishda yordam so'rash yoki o'zaro hamkorlik qilishni o'rganadilar. Bu yosh davrida bolalarning atrofdagilarga mehr-muhabbat va hurmat bilan qarashi kuchayadi, shuningdek, ular o'z do'stlarini qadrlashni va bir-birini qo'llab-quvvatlashni o'zlashtiradilar. O'z navbatida, ota-ona va pedagoglar tomonidan berilayotgan ijtimoiy-axloqiy tarbiya bu ijobiy sifatlarning yanada rivojlanishiga zamin yaratadi. Shu bois, yetti yosh davri bolaning shaxsiyati va ijtimoiy munosabatlarining shakllanishida muhim ahamiyatga

ega bo‘lib, uni jamiyatning faol va mas’uliyatli a’zosi sifatida tayyorlashga xizmat qiladi.

Bu yoshda o‘yin juda katta ahamiyatga ega. O‘yin jarayonida bola yangi bilim va ko‘nikmalarni o‘zlashtiradi, atrof-muhitni anglaydi va o‘zining shaxsiy qobiliyatlarini rivojlantiradi. Shu bilan birga, o‘yin bolalar uchun bir necha jihatdan muhim vosita bo‘lib xizmat qiladi: ularning his-tuyg‘ularini boshqarishni, bir-biriga yordam berishni va jamoaviy hamkorlikni o‘rganishga imkon yaratadi. O‘yin orqali bolalar o‘zaro muloqot qilish, nizolarni hal qilish va shaxsiy chegaralarni aniqlashni o‘zlashtiradilar. Bu esa ijtimoiy rollarni tushunish va jamiyat hayotiga moslashishni osonlashtiradi. Shu sababli, o‘yin faoliyati bolalarning nafaqat aqliy, balki ma’naviy va axloqiy jihatdan ham rivojlanishida muhim o‘rin egallaydi.

Yetti yoshga to‘lib, maktabga chiqqan bolalarning psixik rivojlanishi bundan keyingi ta’lim-tarbiya jarayonida, ya’ni maktab va oilada davom etadi. Talimga psixologik tayyorgarlik deganda bolaning maktab talablari uchun tayyorligi tushuniladi. Bu tayyorgarlik uning psixikasi bilim olishga yetarli darajada rivojlanganligini anglatadi.

Shu yoshdagi bola idrokining o‘tkinligi, ravshanligi va aniqligi bilan boshqalardan ajralib turadi. Uning qiziquvchanligi, diqqatini uzoq muddat saqlay olishi, tafakkurining rivojlanganligi maktabga tayyorlanish darajasini ko‘rsatadi. Bola diqqatini turli o‘yinlarda, rasm chizish va qurish mashg‘ulotlarida, loy va plastindan o‘yinchoqlar tayyorlashda,

boshqalarning nutqini tushunishda, matematik amallarni bajarishda va hikoya tuzishda namoyon qiladi.

Bola endi bevosita kattalar rahbarligida emas, balki o‘zining xohishi bilan kerakli ma’lumotlarni to‘plashga harakat qiladi, aniq maqsad va vazifalar qo‘yadi. Bu uning xotirasi rivojlanganini ko‘rsatadi. U she’r, hikoya va ertaklarni ko‘p takrorlab yod oladi, talim jarayonida esa yod olishning samarali usullaridan foydalanadi. Birinchi sinf o‘quvchisi ko‘pincha obrazli xotiraga suyanib biladi, ammo bu so‘z-mantiqiy xotirani inkor qilmaydi. Aksincha, so‘z-mantiqiy xotira talimda juda zarur.

Ta’limga psixologik tayyorlik deganda – bolaning maktab ta’limi sharoitiga moslashish va muvaffaqiyatli o‘qish uchun zarur bo‘lgan shaxsiy, ijtimoiy va aqliy xususiyatlar majmui tushuniladi. Bu tayyorlikning tarkibiy qismlari quyidagilardan iborat bo‘ladi:

Motivatsion tayyorlik – bolaning o‘qishga bo‘lgan qiziqishi, bilim olishga intilishi, maktabga borishni xohlayotganligi.

Aqliy (intellektual) tayyorlik – bolaning tafakkur, eslab qolish, e’tibor va mantiqiy fikrlash qobiliyatlari.

Emotsional tayyorlik – bolaning o‘z his-tuyg‘ularini boshqarish, o‘qituvchi va sinfdoshlar bilan yaxshi munosabat o‘rnatishga tayyorligi.

Ijtimoiy tayyorlik – bola jamoadagi tartib-qoidalarga rioya qilish, boshqalarga mehribon bo‘lish va hamkorlik qilish qobiliyatlariga ega bo‘lishi.

Umuman olganda, ta'limga psixologik tayyorlik bolaning maktab muhitiga to'laqonli moslashib, ijobiy munosabatlar o'rnatish va dars jarayonida faol ishtirok etish imkoniyatini yaratadi. Shu jihatdan, maktabga kirishdan oldingi tarbiya va rivojlanish jarayonlari ham bu tayyorlikni shakllantirishda muhim ahamiyat kasb etadi.

Bolalarning xotirasi qiziqarli, ajoyib va taajjub uyg'otadigan ma'lumotlar va hodisalarni puxta eslab qolish, saqlash va esga olish qobiliyatiga ega bo'ladi. Shu paytgacha ular asosan kattalar nazorati ostida ma'lumotlarni o'zlashtirgan bo'lsa, endi o'z irodasi va xohishi bilan zarur ma'lumotlarni to'plashga, aniq maqsad va vazifalar qo'yishga harakat qiladi. Bu faoliyat bolalarning xotirasi rivojlanib borayotganini ko'rsatadi. Shu bois, she'r, hikoya va ertaklarni eslab qolish jarayonida ularni ko'p marta takrorlash va yodlashning samarali usullarini qo'llash ta'lim jarayonida bolalarga katta yordam beradi. Shu yo'l bilan bola xotira, nutq va tafakkur ko'nikmalarini yanada rivojlantiradi.

Birinchi sinf o'quvchisi odatda bilish faoliyatini, asosan, obrazli xotira yordamida tashkil etsa-da, bu boshqa xotira turlari, masalan, so'zli va mantiqiy xotiralarni ham chetga chiqarmaydi. Shu bilan birga, bola yangi ma'lumotlarni eslab qolishda turli xotira turlaridan birgalikda foydalanadi. Masalan, she'rlarni yodlashda so'zli xotira, o'yin vazifalarini bajarishda esa obrazli va harakatli xotira bir-birini to'ldiradi. Shu tarzda, bola maktab sharoitida eslab qolish va bilish jarayonini yanada samarali tashkil qilishga

o‘rganadi va bu o‘z navbatida uning umumiy rivojlanishiga katta ta‘sir ko‘rsatadi.

Maktab yoshidagi bolaning nutqi ancha rivojlanib, yanada tushunarli va mantiqiy bo‘ladi. U o‘z fikrlarini aniq ifodalay oladi, boshqalar bilan samarali muloqot qiladi hamda turli vaziyatlarga moslashib so‘zlashishni o‘rganadi. Shu davrda nutqining ifodali va boy shakllanishi, fikr almashishdagi faolligi uning umumiy rivojlanishida muhim rol o‘ynaydi. Bola eshitgan va ko‘rgan ma'lumotlarni tushunadi, o‘zidagi axborotlarni aniq va tartibli tarzda bayon eta oladi. Shu bilan birga, aqliy faoliyat operatsiyalarini — taqqoslash, oydinlashtirish, umumlashtirish, hukm va xulosa chiqarish kabi qobiliyatlarni faol qo‘llaydi. Bu esa uning ta‘lim jarayonidagi muvaffaqiyatini ta‘minlaydi.

Tajriba shuni ko‘rsatadiki, bola manosi tushunarli tushunchalarni manosiz so‘zlarga qaraganda tezroq va mustahkamroq yod oladi. Maktabga tayyorgarlik bosqichidagi bola nutqi grammatik qoidalarga mos, mantiqan izchil, ifodali bo‘ladi. U eshitgan va ko‘rganlarini tushunadi, o‘z fikrlarini tartibli bayon eta oladi, aqliy faoliyat operatsiyalarini qo‘llaydi — taqqoslaydi, tahlil qiladi, umumlashtiradi, xulosa chiqarishga harakat qiladi.

Olti yoshli bolaning psixik tayyorgarligi haqida gapirganda, faqat psixik rivojlanish darajasi emas, balki uning turmushi, salomatligi, uslubiy tayyorgarligi va oddiy ko‘nikmalari ham hisobga olinishi zarur. Bu omillar bolaning maktabga psixologik tayyorgarligining obektiv tomonlarini tashkil etadi.

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**INTELLIGENT SYSTEMS IN THE FORMATION OF STUDENTS'
PROFESSIONAL COMPETENCE**

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Abstract. This article examines the specifics and prospects for using artificial intelligence in the educational process. It analyzes the potential of intelligent technologies to improve the quality of education, personalize educational trajectories, and optimize teacher performance. Particular attention is paid to the role of artificial intelligence in shaping the digital educational environment and developing students' professional competencies. The feasibility of integrating AI tools into the modern education system is substantiated and key areas for their further development are identified.

Keywords: digitalization, neural networks, quality, optimization, information, implementation, realization

**ИНТЕЛЛЕКТУАЛЬНЫЕ СИСТЕМЫ В ФОРМИРОВАНИИ
ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ**

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Аннотация. В статье рассматриваются особенности и перспективы использования искусственного интеллекта в образовательном процессе. Анализируются возможности применения интеллектуальных технологий для повышения качества обучения, персонализации образовательных траекторий и оптимизации

деятельности преподавателей. Особое внимание уделяется роли искусственного интеллекта в формировании цифровой образовательной среды и развитии профессиональных компетенций обучающихся. Обосновывается целесообразность внедрения ИИ-инструментов в систему современного образования и определяются основные направления их дальнейшего развития

Ключевые слова: цифровизация, нейросети, качество, оптимизация, информация, внедрение, реализация

TALABALARNING KASBIY KOMPETSENTSIYASINI SHAKLLANTIRISHDA INTELLEKTUAL TIZIMLAR

Annotatsiya. Ushbu maqolada ta'lim jarayonida sun'iy intellektdan foydalanishning o'ziga xos xususiyatlari va istiqbollari ko'rib chiqiladi. Unda intellektual texnologiyalarning ta'lim sifatini oshirish, ta'lim yo'nalishlarini shaxsiylashtirish va o'qituvchilar faoliyatini optimallashtirish salohiyati tahlil qilinadi. Sun'iy intellektning raqamli ta'lim muhitini shakllantirish va talabalarning kasbiy kompetentsiyalarini rivojlantirishdagi roliga alohida e'tibor qaratilgan. Sun'iy intellekt vositalarini zamonaviy ta'lim tizimiga integratsiya qilishning maqsadga muvofiqligi asoslab berilgan va ularni yanada rivojlantirish uchun asosiy yo'nalishlar aniqlangan.

Kalit so'zlar: raqamlashtirish, neyron tarmoqlari, sifat, optimallashtirish, axborot, amalga oshirish

В условиях цифровизации и глобализации система образования активно трансформируется, приобретая новые высокоинтеллектуальные формы за счёт внедрения современных цифровых технологий, таких как нейросети, искусственный интеллект и другие инновационные инструменты. Использование

ИИ может значительно улучшить качество обучения, сделать его более интерактивным и персонализированным.

ChatGPT – это одна из самых противоречивых технологических тенденций XXI века. Согласно международным исследованиям Fortune Business Insights¹ среднегодовой темп роста рынка искусственного интеллекта с 2020 по 2027 год составит 33,2 %. Ожидается, что глобальное внедрение технологии организациями будет увеличиваться в среднем на 38,1 % в период с 2022 по 2030 годы. Алгоритмы в персонализированных системах могут принимать решения в зависимости от входных данных, такие системы создаются с целью оптимизации учебного процесса и выработки рекомендаций для конкретного студента путем сбора и обработки образовательных данных о нем. Технологии ИИ позволяют отслеживать прогресс каждого студента и корректировать под него среду обучения и учебные курсы, учитывая опыт и предпочтения обучающегося. К сложностям, которые могут возникнуть при создании персонализированных систем, можно отнести проектирование и разработку разнообразного образовательного контента. Учебный материал в таких системах должен подбираться с учетом требований и особенностей восприятия информации различными обучающимися, а также учитывать образовательную траекторию, поэтому следует обращать внимание не только на саму информацию, но и на способы ее представления, сложность и объем учебного материала.¹

Образовательная система в Узбекистане - важная составляющая развития нашего государства, требующего к себе особого внимания для подготовки высококвалифицированных специалистов, обладающих необходимыми конкурентными

¹ Технологии искусственного интеллекта в практике современного высшего образования
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преимуществами на рынке труда и готовыми реализовывать свой потенциал в условиях цифровой экономики. Значимость применения искусственного интеллекта в сфере образования обусловлена необходимостью создания программ и инструментов, направленных на персонализацию учебного процесса с целью повышения его качества и результативности. В настоящее время технологии искусственного интеллекта и машинного обучения широко используются в образовательной практике: от организации и проверки экзаменационных работ до автоматизированного подбора учебных материалов в тех областях, где обучающиеся испытывают затруднения. Такие системы способствуют более осознанному освоению учебного материала, повышению уровня знаний и развитию способностей обучающихся за счёт анализа их успеваемости и учебной активности, а также своевременной корректировки индивидуальных образовательных траекторий при постоянном и объективном контроле со стороны цифровых технологий. Искусственный интеллект всё более активно интегрируется в образовательный процесс, и очевидно, что масштабы применения данных сквозных технологий будут ежегодно возрастать.

На протяжении длительного времени на преподавателей возлагался значительный объём ответственности и учебной нагрузки, включающей контроль успеваемости обучающихся, проверку типовых заданий, а также оценку уровня знаний и степени подготовки к занятиям. Выполнение подобных рутинных задач требует больших временных затрат, что нередко снижает возможности для полноценной педагогической работы в аудитории. В современных условиях для повышения эффективности и качества образования появляется возможность передать часть таких функций искусственному интеллекту. Очевидно, что человек не способен обработать столь большие объёмы текстовой и иной информации с той же скоростью и точностью, как интеллектуальные системы, при

этом также минимизируется влияние человеческого фактора и вероятность ошибок.

В настоящее время особое внимание уделяется персонализации обучения. Внедрение технологий искусственного интеллекта в образовательную среду позволяет разрабатывать индивидуальные учебные планы по каждой дисциплине при подготовке специалистов и осуществлять систематический контроль учебной деятельности обучающихся. Реализация данного подхода становится возможной благодаря созданию педагогами и психологами специальных методик оценки способностей, уровня мотивации, волевых качеств и других характеристик обучающихся, на основе которых формируется персональная образовательная траектория.

Разработка образовательных приложений и специализированного учебного контента также способствует индивидуализации учебного процесса. Данные инструменты активно используются студентами и преподавателями. Так, в сфере изучения иностранных языков широко применяются приложения, позволяющие обучаться в различных форматах. Такие технологии обеспечивают распознавание речи обучающегося, анализ лексики, грамматических конструкций и структуры высказываний, а также формируют дополнительные задания для закрепления материала. Подобные приложения пользуются высокой популярностью, поскольку органично интегрируются в повседневное использование цифровых устройств. Помимо обучения иностранным языкам, данные технологии успешно применяются и в других учебных дисциплинах, постепенно завоёвывая признание как среди студентов, так и среди преподавателей.

Важное значение при обучении латинскому языку и медицинской терминологии имеет индивидуализация обучения, при которой ИИ может

адаптировать учебные материалы к потребностям каждого студента. Это позволяет учитывать уровень знаний и скорость усвоения материала, предоставлять дополнительные ресурсы и задания для тех, кто нуждается в дополнительной практике. Помимо этого системы ИИ могут анализировать и предоставлять доступ к большому количеству медицинской информации, включая онлайн-курсы и лекции, а также научные статьи и исследования. Применение интерактивных платформ, таких как **Coursera**, Khan Academy, Moodle, Kahoot!, Quizizz, Wordwall обеспечивают мгновенную обратную связь. Студенты участвуют в симуляциях и играх, что делает процесс обучения более увлекательным.

Искусственный интеллект открывает новые горизонты в обучении медицинской терминологии. Его применение способствует индивидуализации процесса обучения, доступу к обширным ресурсам и созданию интерактивных платформ, что в конечном счете повышает эффективность образования в медицинских вузах.

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INDUSTRY IN SURKHANDARYA REGION BASED ON OPTIMAL MODELS

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Abstract: This article analyzes the development factors of the industrial sector of Surkhandarya region based on economic and mathematical modeling. The study used statistical data for 2010–2024, and selected the volume of products produced in the regional industry as the resulting factor, and the volume of investments in fixed capital and the number of operating enterprises as the influencing factors. As a result of the expression of the data in logarithmic form, a multifactor econometric model was constructed and evaluated using the least squares method. The results of the study indicate the need to improve investment policy and stimulate the activities of enterprises to ensure the sustainable development of the industrial sector in the region.

Keywords: Surkhandarya region, industrial development, econometric model, investments, number of enterprises, economic analysis, production volume, OLS method.

Аннотация: В данной статье анализируются факторы развития промышленного сектора Сурхандарьинской области на основе экономико-математического моделирования. В исследовании использованы статистические данные за 2010–2024 годы. В качестве результирующего фактора выбран объём продукции, произведённой в промышленности региона, а в качестве влияющих – объём инвестиций в основной капитал и количество действующих предприятий. В результате логарифмирования данных построена многофакторная

эконометрическая модель, оценка которой выполнена методом наименьших квадратов. Результаты исследования свидетельствуют о необходимости совершенствования инвестиционной политики и стимулирования деятельности предприятий для обеспечения устойчивого развития промышленного сектора региона.

Ключевые слова: Сурхандарьинская область, развитие промышленности, эконометрическая модель, инвестиции, количество предприятий, экономический анализ, объём производства, метод наименьших квадратов.

The development of regional industry depends on the total volume of products produced in the industrial sector , investments in fixed capital, and the number of enterprises operating in the industrial sector. The number of enterprises and a number of other factors influence it.

Based on the above considerations, to build a multi-factor econometric model of the regional industrial sector, the following indicators covering the period 2010-2024 , that is, 15 years, were selected as the resulting and influencing factors : resulting factor - the total volume of products produced in the regional industrial sector (billion soums) - (Y), investments attracted to fixed capital (billion soums) - (X_1), the number of enterprises operating in the industrial sector number of enterprises — (X_2) .

Since the units of measurement of the variables are different and to better explain the interpretation of the multifactor econometric model, we take the natural logarithm of all factor values. Below, we will discuss the special methods for implementing the econometric analysis methods that we will consider in our study. We use econometric modeling, statistical, and forecasting programs — EViews 9 , Gretl.

The table data shows the mean, median, maximum and minimum values (Maximum , minimum), as well as the deviation of each factor from the mean (Std . Dev (Standard Deviation)). In addition, the table shows a symmetry indicating whether the theoretical distribution curve of each factor is located to the right ($S>0$) or to the left ($S<0$) of the normal distribution curve . coefficient (Skewness — S) and the coefficient of kurtosis (K), which indicates whether the theoretical distribution curve of each factor is higher ($K>0$) or lower ($K<0$) than the normal distribution curve, as well as the Jarque - Bera test (Jarque-Bera) values, which are used to confirm the conformity of each factor to the normal distribution, are presented.

Table 1

Statistical description of factors¹

¹References used Author's version

	LN(Y)	LN(X ₁)	LN(X ₂)
Mean	7.845315	8.142780	7.458975
Median (median)	7.730711	7.922333	7.255409
Maximum	9.076283	9.795680	8.481359
Minimum (minimum)	6.628570	6.485093	6.638568
Std. Dev. (standard deviation)	0.801201	1.163099	0.599243
Skewness — S (Asymmetry Coefficient)	0.088023	0.026289	0.594269
Kurtosis — K (Excess Coefficient)	1.743278	1.446432	2.144631
Jarque-Bera (Jarque - Bera criterion)	0.939367	1.409531	1.250829
Probability	0.625200	0.494224	0.535040
Sum (total)	109.8344	113.9989	104.4256
Sum Sq. Dev. (sum of standard deviations)	8.344994	17.58640	4.668205
Observations (number of observations)	14	14	14

Whether or not the factors follow a normal distribution is examined using the symmetry coefficient α , the excess coefficient α and the Jarque - Bera criterion. If we pay attention to the numerical values in the table, the symmetry coefficient α , the excess coefficient α and the Jarque - Bera criterion α . The indicators of the criterion have small values, so it is possible to estimate that the known factors are close to a normal distribution. On the contrary, symmetry, excess and Jarque - Bera Large values of the criterion indicate that the factors deviate significantly from the normal distribution.

To select factors for a multifactor econometric model, it is necessary to conduct a correlation analysis. For this, pairwise correlation coefficients between factors are calculated. According to the results of the correlation analysis, there are strong connections between the resulting factor ($\ln Y$) and the influencing factors ($\ln X_1, \ln X_2$), that is, the value of the pairwise correlation coefficients is greater than 0.8.

Results of matrix analysis of pairwise correlation coefficients $\ln(x_i)$ ($i = \overline{1, 2}$) and $\ln(x_j)$ ($j = \overline{1, 2}$) the factors can be considered collinear not. Because, if $r_{\ln(x_i), \ln(x_j)} < 0,8$ and $X'X$ If the matrix determinant is not close to zero, then this indicates the absence of multicollinearity. Thus, the pairwise correlation coefficients between the factors have taken numerical values less than 0.8. Thus, the correlation coefficients between the factors included in the multifactor econometric model meet the requirements for the calculated value of the t- Student criterion and the probability. Based on these factors, it will be possible to build a multifactor econometric model of the total volume of output produced in the regional industrial sector and the factors affecting it.

In the next step, we construct a multifactor econometric model. In general, a multifactor econometric model looks like this:

$$\ln(Y) = \ln(\alpha_0) + \alpha_1 * \ln(X_1) + \alpha_2 * \ln(X_2) + \dots + \alpha_n * \ln(X_n) + \varepsilon \quad (1)$$

Here, Y – the resulting factor, X_i – the influencing factors ($i = \overline{1, n}$), ε – random error.

The unknown in the multifactor econometric model $(1)\alpha_0, \alpha_1, \alpha_2, \dots, \alpha_n$ The “least squares method” is used to determine the parameters.

the unknown parameters of the multifactor econometric model are presented in Table 2 below.

Calculation results of multifactor econometric model parameters

Variable (Variable)	Coefficient (Coefficient)	Std. Error (Standard error)	t-Statistic (t- Statistic)	Prob. (Probability)
LN1	0.402653	0.046551	8.649702	0.0000
LN2	0.579374	0.090353	6.412324	0.0000
S	0.245064	0.363691	0.673825	0.5143
R-squared (R- squared)	0. 8 91567	Mean dependent variable (Mean value of the dependent variable)		7.845315
Adjusted R-squared (smoothed R- squared)	0. 88 0033	SD dependent var (Standard deviation of the dependent variable)		0.801201
SE of regression (Standard error of regression)	0.079987	Akaike information criterion (Akaike Information Criterion)		-2.026496
Sum squared remainder (Residuals are sum of squares)	0.070377	Schwarz criterion (Schwarz criterion)		-1.889555
Log likelihood (Logarithmic approximation to reality)	17.18547	Hannan-Quinn criterion (Hannan - Quinn criterion)		-2.039173
F-statistic (F- statistic)	646.6648			
Test(F-statistic)	0.000000			

(Probability (F- statistic))			
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in Table 2 –, we construct a multifactor econometric model :

$$\ln(Y) = 0,245064 + 0,579374 * \ln(X_1) + 0,402653 * \ln(X_2) \quad (3.3.2)$$

The calculated multifactor econometric model shows that a 1% increase in the volume of investments in fixed capital increases the total volume of output produced in the industrial sector by 0 , leading to an increase of 58 percent. Sh like him, operating in the industrial sector A 1 percent increase in the number of enterprises can lead to a 0.4 percent increase in the total volume of products produced in the industrial sector .

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Die Notwendigkeit der Reform der Migrationspolitik in Deutschland

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ANNOTATION In diesem Artikel wird die Notwendigkeit der Reform der Migrationspolitik in Deutschland umfassend analysiert. Die Untersuchung beleuchtet die komplexe und facettenreiche Natur der Migrationsproblematik vor dem Hintergrund der demografischen Krise in Deutschland, der gravierenden Engpässe auf dem Arbeitsmarkt, der Ineffizienz des Integrationssystems sowie der politischen Polarisierung. Der Artikel identifiziert drei zentrale Probleme der Migrationspolitik: den Widerspruch zwischen Arbeitskräftemangel und Migrationsbeschränkungen, die Langsamkeit und Ineffektivität von Integrationsprozessen sowie die Herausforderung, Menschenrechte zu schützen und gleichzeitig die nationale Sicherheit zu gewährleisten. Der Autor bewertet kritisch die aktuelle Politik gegenüber Flüchtlingen und qualifizierten Arbeitsmigranten in Deutschland und erläutert die langfristigen wirtschaftlichen und sozialen Risiken der bestehenden Ansätze. Die Studie schlägt praktische und nachhaltige Lösungen vor, darunter das Modell der „zweiseitigen Integration“, beschleunigte Anerkennung von Qualifikationen, praxisorientierte Integrationsprogramme, Mechanismen sozialer Brücken und eine ausgewogene Sicherheitspolitik. Abschließend argumentiert der Artikel, dass die Reform der Migrationspolitik in Deutschland nicht allein durch Beschränkungen erfolgen sollte, sondern auf einer Strategie basieren muss, die Integration, wirtschaftliche Bedürfnisse und Menschenrechte in Einklang bringt.

SCHLÜSSELWÖRTER: *Migrationspolitik in Deutschland, Arbeitsmarktengpässe, Integration von Flüchtlingen, Qualifizierte Arbeitsmigration, Demografische Krise, Menschenrechte, Politische Polarisierung, Integrationsstrategien*

Deutschland ist der wirtschaftliche Motor der Europäischen Union. Die wirtschaftliche Stärke des Landes beruht nicht nur auf seiner industriellen und

technologischen Entwicklung, sondern auch auf einer effizienten Verwaltung der Arbeitskräfte. Derzeit durchläuft Deutschland jedoch eine der komplexesten Phasen seiner Migrationspolitikgeschichte. Einerseits wird die demografische Krise und der Rückgang der erwerbsfähigen Bevölkerung zu einem zentralen Problem der Wirtschaft. Andererseits führen die sozialen und politischen Spannungen, Integrationsprobleme und Sicherheitsbedenken, die nach der Flüchtlingskrise 2015–2016 entstanden sind, zu einer gesellschaftlichen Spaltung. Die 2025 an die Macht gekommene neue konservative Koalitionsregierung beschloss, die Migrationspolitik deutlich zu verschärfen, doch dieser Ansatz steht im Widerspruch zur Notwendigkeit, qualifizierte Arbeitskräfte anzuziehen. In diesem Artikel analysiere ich den aktuellen Stand der Migrationspolitik in Deutschland und beleuchte ihre sensibelsten Aspekte. Migrationspolitik betrifft nicht nur Flüchtlinge und Asylsuchende. Sie stellt vor allem ein komplexes Gleichgewicht zwischen Arbeitsmarktengpässen, sozialer Integration, nationaler Sicherheit und Menschenrechten dar. Ich konzentriere mich in diesem Artikel auf drei zentrale Aspekte des Problems: Erstens den Widerspruch zwischen den Bedürfnissen des Arbeitsmarktes und Migrationsbeschränkungen; zweitens die Ineffizienz der Integrationsprozesse und deren soziale Folgen; drittens die politische Differenzierung zwischen Flüchtlingen und qualifizierten Arbeitsmigranten. Für jedes dieser Probleme biete ich eine ausführliche Analyse sowie praktische und ausgewogene Lösungsvorschläge an.

Arbeitskräftemangel und Migrationsbeschränkungen

Die deutsche Wirtschaft erlebt derzeit den schwersten Arbeitskräftemangel ihrer Geschichte. Laut Angaben der Bundesagentur für Arbeit im Jahr 2025 fehlen in Deutschland Fachkräfte in 163 Berufsfeldern. Besonders in den Bereichen Gesundheit, Bauwesen, Ingenieurwesen, Informationstechnologie und Bildung ist es praktisch unmöglich, offene Stellen zu besetzen. Laut dem Institut der deutschen Wirtschaft (IW) benötigt Deutschland jährlich mindestens 400.000 qualifizierte Migranten; andernfalls wird bis 2035 ein Arbeitskräftemangel von sieben Millionen Menschen entstehen. Die Hauptursache dieses Problems liegt in der demografischen Struktur Deutschlands: Die Bevölkerung altert, die Geburtenrate sinkt, und ältere Arbeitskräfte gehen in den Ruhestand. Im Jahr 2024 waren 45,8 Millionen Menschen auf dem Arbeitsmarkt beschäftigt, doch diese Zahl wird in den kommenden Jahren rapide sinken. OECD-Studien zeigen, dass bei einem Stopp der Migration die Erwerbsbevölkerung

Deutschlands bis 2040 um 15–20 % schrumpfen würde, was verheerende Folgen für Wirtschaftswachstum, Innovation und das System sozialer Dienstleistungen hätte. Paradoxerweise begann die deutsche Regierung gerade in dieser Zeit, die Migrationspolitik deutlich zu verschärfen. Im Mai 2025 führte die neue CDU/CSU-SPD-Koalition unter der Führung von Friedrich Merz eine Reihe von Beschränkungen ein: Die Familienzusammenführung für Personen mit subsidiärem Schutzstatus wurde für zwei Jahre ausgesetzt, der schnelle Zugang zur Staatsbürgerschaft abgeschafft und die Abschiebungsverfahren beschleunigt. Zwischen Januar und November 2025 gingen die Asylanträge um 51 % zurück – nur 106.298 Anträge wurden eingereicht, halb so viele wie im gleichen Zeitraum 2024. Hier zeigt sich das zentrale Problem: Deutschland benötigt einerseits Arbeitskräfte, andererseits werden Migranten in ihrer Aufnahme stark eingeschränkt. Wie kann dieser Widerspruch gelöst werden? Die Regierung unterscheidet strikt zwischen „qualifizierter Arbeitsmigration“ und „Asylsuchenden“. Das 2024 verabschiedete Fachkräfteeinwanderungsgesetz eröffnete qualifizierten Fachkräften mehr Möglichkeiten: Die Gehaltsanforderung für die EU Blue Card wurde gesenkt, die neue „Chancenkarte“ gewährt Arbeitssuchenden ein einjähriges Visum auf Basis eines Punktesystems, und für Arbeitsmigranten aus Westbalkanländern wurde die Quote verdoppelt. Doch wie effektiv ist diese Unterscheidung in der Praxis? Viele Fachkräfte bevorzugen andere Länder wie die USA, Kanada oder Australien, da dort Sprachbarrieren geringer und die Anerkennung von Qualifikationen schneller ist. In Deutschland ist das Verfahren zur Anerkennung ausländischer Abschlüsse langwierig und kompliziert, sodass viele qualifizierte Fachkräfte von einer Migration nach Deutschland absehen. Gleichzeitig wird das Potenzial der bereits in Deutschland vorhandenen Flüchtlinge und Asylsuchenden nicht vollständig genutzt: Laut dem Institut für Arbeitsmarkt- und Berufsforschung (IAB) lag die Beschäftigungsquote der Geflüchteten im Jahr 2024 nur bei 42 %, was bedeutet, dass die Mehrheit von ihnen außerhalb des Arbeitsmarktes bleibt. Deutschland bewegt sich somit in zwei entgegengesetzte Richtungen: Einerseits versucht es, neue qualifizierte Migranten zu gewinnen, andererseits wird der Integration der bereits im Land befindlichen Migranten nicht ausreichend Aufmerksamkeit geschenkt, und es werden sogar Maßnahmen zu ihrer Abschiebung ergriffen. Zur Lösung dieser Widersprüche ist ein neuer Ansatz erforderlich.

Die Ineffizienz des Integrationsprozesses

Das zweite große Problem Deutschlands ist die langsame und ineffiziente Funktionsweise des Integrationssystems. Migranten, insbesondere Geflüchtete, müssen nach ihrer Ankunft im Land jahrelang Sprachkurse besuchen, ihre Qualifikationen anerkennen lassen, Arbeit finden und sich in soziale Netzwerke integrieren. Diese Prozesse verlaufen jedoch häufig sehr langsam und sind mit zahlreichen Hürden verbunden. Die erste Hürde ist das Erlernen der Sprache. Integrationskurse sind staatlich bereitgestellte Programme, die Migranten helfen sollen, die deutsche Sprache zu lernen und sich in die Gesellschaft einzufügen. Seit Anfang 2025 haben laut Angaben des Bundesministeriums des Innern 122.800 Personen Integrationskurse begonnen. Das Problem besteht jedoch darin, dass die Wirksamkeit dieser Kurse gering ist. Viele Migranten beherrschen auch nach Abschluss der Kurse die Sprache nicht auf dem Niveau, das auf dem Arbeitsmarkt erforderlich ist. Spezielle Sprachkurse für Fachterminologie, berufsbezogene Kommunikation und den Umgang mit schriftlichen Dokumenten reichen oft nicht aus. Die zweite Hürde ist die Anerkennung von Qualifikationen. Viele Migranten sind in ihren Herkunftsländern hochqualifizierte und erfahrene Fachkräfte, doch ihre Abschlüsse werden in Deutschland nicht anerkannt oder der Anerkennungsprozess dauert sehr lange. So kann die Anerkennung von Ärzten, Ingenieuren und Lehrkräften bis zu zwei Jahre dauern. In dieser Zeit können sie nicht in ihrem Berufsfeld arbeiten und sind häufig gezwungen, Tätigkeiten ohne Qualifikation wie Taxifahrer, Lagerarbeiter oder Hausmeister auszuüben. Dies verschwendet nicht nur ihr individuelles Potenzial, sondern stellt auch einen Verlust für die deutsche Wirtschaft dar. Die dritte Hürde ist Diskriminierung und soziale Ausgrenzung. Studien zeigen, dass Bewerber mit Migrationshintergrund große Schwierigkeiten haben, Arbeit zu finden. Zwei Kandidaten mit gleicher Qualifikation und Erfahrung – einer mit deutschem, der andere mit arabischem oder türkischem Namen – erhalten bei einer Bewerbung oft unterschiedliche Rückmeldungen, wobei der Bewerber mit deutschem Namen bevorzugt wird. Dies führt nicht nur zu Ungleichheit auf dem Arbeitsmarkt, sondern schwächt auch das Selbstvertrauen der Migranten und isoliert sie von der Gesellschaft. Die vierte Hürde ist das Wohnungsproblem. Geflüchtete und Asylsuchende haben häufig große Schwierigkeiten, eine Unterkunft zu finden. Viele Vermieter und Agenturen verweigern ihnen die Vermietung, sodass sie gezwungen sind, in illegalen oder schlechten Wohnverhältnissen zu leben. Laut dem Deutschen Sozial-ökonomischen Panel (SOEP) haben Geflüchtete im Vergleich zu anderen

Migrantengruppen die größten Probleme auf dem Wohnungsmarkt, und die Chancen, Eigentum zu erwerben, sind sehr gering. Aufgrund der langsamen und ineffizienten Integrationsprozesse ziehen viele Migranten in Erwägung, Deutschland zu verlassen. Eine Studie des Bundesinstituts für Bevölkerungsforschung (BiB) im Jahr 2025 zeigte, dass hochqualifizierte, wirtschaftlich erfolgreiche und sprachlich gut integrierte Migranten zunehmend überlegen, Deutschland zu verlassen. Dies stellt ein Risiko des „Brain Drain“ für Deutschland dar – die besten und qualifiziertesten Migranten gehen in andere Länder, während in Deutschland diejenigen bleiben, die schlecht integriert sind und nicht aktiv am Arbeitsmarkt teilnehmen.

Politische Polarisierung und Menschenrechte

Die dritte zentrale Herausforderung der deutschen Migrationspolitik ist das Gleichgewicht zwischen politischer Polarisierung, dem Schutz der Menschenrechte und der Gewährleistung der nationalen Sicherheit. Nach der Ankunft von einer Million Geflüchteter in den Jahren 2015–2016 kam es zu tiefen gesellschaftlichen Spaltungen in Deutschland. Eine Gruppe – meist liberale und linke politische Kräfte – betont die Notwendigkeit, Geflüchtete aus humanitärer Perspektive aufzunehmen und ihnen Unterstützung zu bieten. Die andere Gruppe – häufig konservative und rechtsgerichtete Kräfte – hebt Sicherheits-, Ordnungs- und Integrationsprobleme hervor und fordert stärkere Migrationsbeschränkungen. Die Politik von 2025 spiegelt den Sieg dieser zweiten Richtung wider. Die neue Regierung führte eine Reihe harter Maßnahmen ein: Sie setzte die Familienzusammenführung für Personen mit subsidiärem Schutzstatus aus, beschleunigte Abschiebungen, verstärkte Kontrollen an den Grenzen und begann sogar mit Rückführungen nach Afghanistan, obwohl die Sicherheitslage dort weiterhin äußerst gefährlich ist. Innenminister Alexander Dobrindt bezeichnete dies als eine Politik von „Ordnung und Humanität“, während Kritiker dies als „Verzicht auf Humanität“ bewerten. Menschenrechtsorganisationen – darunter Pro Asyl, Amnesty International und das Deutsche Kinderhilfswerk – warnen vor den gefährlichen Folgen dieser Maßnahmen. Die Aussetzung der Familienzusammenführung trennt Familien und schadet insbesondere Kindern. Zahlreiche Studien zeigen, dass Geflüchtete, die mit ihrer Familie leben, besser integriert sind, eine bessere psychische Gesundheit aufweisen und auf dem Arbeitsmarkt erfolgreicher sind. Alleinstehende Geflüchtete hingegen leiden unter Angst, Depression und Einsamkeit, was ihre Integrationsmöglichkeiten stark

einschränkt. Auch die Abschiebungen sind problematisch. Die deutsche Regierung kündigte die Wiederaufnahme von Abschiebungen nach Afghanistan an, obwohl selbst Außenminister Johann Wadepful warnte, dass Rückführungen „nur in sehr begrenztem Umfang möglich“ seien. Im Juli 2025 wurden 81 afghanische Staatsbürger nach Afghanistan zurückgeführt, alle mit einer kriminellen Vorgeschichte. Doch lösen diese Maßnahmen das Sicherheitsproblem? Untersuchungen zeigen, dass Abschiebungen oft ineffektiv sind, da abgeschobene Personen Wege zurück nach Europa finden – häufig über noch gefährlichere Routen. Auch die verstärkten Grenzkontrollen haben ihre eigenen Folgen. Seit Mai 2025 hat Deutschland an allen neun Grenzübergängen die Kontrollen verschärft und zwischen Mai und Oktober 18.598 Personen zurückgewiesen. Doch stehen diese Maßnahmen im Einklang mit dem Völkerrecht? Im Juni 2025 erklärte ein deutsches Gericht, dass die Polizei bei der Zurückweisung von drei somalischen Geflüchteten an der Grenze rechtswidrig gehandelt habe. Die Zurückweisung von Geflüchteten an der Grenze verletzt das internationale Asylrecht, da jede Person das Recht auf Asyl hat. Die politische Polarisierung spaltet auch die deutsche Gesellschaft. Die Parteien Blau, Grüne und Linke werfen der Regierung vor, die Humanität zu verlieren. Irene Mihalic von den Grünen bezeichnete diese Maßnahmen als „Frontalangriff auf schutzsuchende Menschen“. Andererseits betont die Regierung, auf den Druck der rechten Parteien zu reagieren und den Sicherheitsbedürfnissen der Bevölkerung gerecht zu werden. Doch lässt sich ein Gleichgewicht zwischen diesen beiden Polen finden? Ich bin der Ansicht, dass ein solches Gleichgewicht nicht nur möglich, sondern auch notwendig ist. Der Schutz der Rechte von Geflüchteten und die Gewährleistung von Sicherheit stehen sich nicht entgegen, sondern können mit den richtigen Ansätzen gleichzeitig umgesetzt werden.

Ausgewogene und langfristige Strategie

Die oben analysierten Probleme sind komplex und vielschichtig, aber nicht unlösbar. Zur Reform der deutschen Migrationspolitik schlage ich vier zentrale Ansätze vor: **Modell der „zwei Wege der Integration“: Zusammenführung von qualifizierten Migranten und Geflüchteten** Deutschland betrachtet derzeit Geflüchtete und qualifizierte Arbeitsmigranten als zwei separate Kategorien. Diese Unterscheidung ist jedoch künstlich und ineffizient. Viele Geflüchtete sind hochgebildete und qualifizierte Fachkräfte aus ihren Herkunftsländern. So haben über

40 % der syrischen Geflüchteten eine Hochschulausbildung. Da sie jedoch den Status „Geflüchteter“ haben, ist ihr Potenzial nur begrenzt nutzbar. Das Modell der „zwei Wege der Integration“ funktioniert wie folgt: Bereits während des Asylverfahrens erhalten Geflüchtete die Möglichkeit, ihre Qualifikationen bewerten zu lassen, Deutsch zu lernen und an berufsbezogenen Trainingsprogrammen teilzunehmen. Sollte ihr Asylantrag abgelehnt werden, aber sie über die notwendigen Fähigkeiten für einen Mangelberuf verfügen, wird ihnen der Übergang zu einem Arbeitsvisum ermöglicht. Dieser Ansatz ist doppelt vorteilhaft für Deutschland: Erstens können Geflüchtete schneller in den Arbeitsmarkt eintreten und sind weniger auf staatliche Unterstützung angewiesen; zweitens erhält Deutschland eine neue Quelle zur Deckung des Arbeitskräftemangels. Dieses Modell wurde bereits in einigen europäischen Ländern erprobt. In Schweden und Norwegen wurde ein System zur Bewertung der Qualifikationen von Geflüchteten eingeführt, das sich als effektiv erwiesen hat. Deutschland könnte ein ähnliches System implementieren. Dazu ist eine engere Zusammenarbeit zwischen der Bundesagentur für Arbeit und dem Bundesamt für Migration erforderlich. Sobald ein Geflüchteter im Land ankommt, werden seine Ausbildung, Berufserfahrung und fachlichen Qualifikationen bewertet. Verfügt er über Fähigkeiten in einem Mangelberuf, wird ihm die Teilnahme an einem speziellen „Qualifikation-mit-Integration“-Programm angeboten. Ein weiterer Vorteil dieses Ansatzes ist die soziale Integration. Erwerbstätige Migranten passen sich besser an die Gesellschaft an, lernen die deutsche Sprache schneller und knüpfen Kontakte zur einheimischen Bevölkerung. Arbeit ist nicht nur ein Mittel zum Geldverdienen, sondern auch eine zentrale Quelle sozialer Kontakte, Selbstverwirklichung und Zugehörigkeit zur Gesellschaft.

„Beschleunigte Anerkennung von Qualifikationen“ und das „Praktische Integrationsprogramm“ Die Beschleunigung des Anerkennungsprozesses von Qualifikationen sollte eine Priorität für Deutschland sein. Im derzeitigen System kann dieser Prozess bis zu zwei Jahre dauern, was inakzeptabel ist. Ich schlage folgende Lösungen vor: „Standardisierter Qualifikationstest“ – Anstatt ausländische Diplome nur auf Grundlage von Dokumenten zu überprüfen, sollten praktische Tests durchgeführt werden. Beispielsweise werden im medizinischen Bereich für Ärzte praktische Praktika von 3–6 Monaten und Zertifizierungsprüfungen angeboten. Besteht ein Migrant diese Tests erfolgreich, wird sein Diplom automatisch anerkannt. „Teilweise Anerkennung von Qualifikationen“ – In vielen Fällen entsprechen ausländische Fachkräfte nicht

vollständig den deutschen Standards, doch das bedeutet nicht, dass sie überhaupt nicht arbeiten können. Ein System der teilweisen Anerkennung sollte eingeführt werden, das es Fachkräften ermöglicht, in bestimmten Bereichen zu arbeiten und die restlichen Qualifikationen während der Arbeit zu ergänzen. Beispielsweise können Lehrer in Kindergärten oder Sekundarschulen arbeiten, jedoch nicht an Hochschulen, und später durch zusätzliche Schulungen die volle Qualifikation erwerben. „Digitales Qualifikationsportal“ – Alle Anerkennungsverfahren sollten digitalisiert und über eine Online-Plattform abgewickelt werden. Im derzeitigen System müssen Migranten zahlreiche Ämter aufsuchen, Papierdokumente einreichen und lange Wartezeiten in Kauf nehmen. Eine digitale Plattform vereinfacht diesen Prozess und verkürzt die Bearbeitungszeit erheblich. „Praktisches Integrationsprogramm“ – Migranten lernen in Integrationskursen nicht nur die Sprache, sondern absolvieren auch ein Praktikum am realen Arbeitsplatz. Beispielsweise erwirbt ein Migrant, der im Bauwesen arbeiten möchte, während des Integrationskurses gleichzeitig praktische Erfahrungen in einem Bauunternehmen. Dieser Ansatz hat zwei Vorteile: Sprache und berufliche Fähigkeiten werden gleichzeitig vermittelt, und der Migrant kann nach Abschluss des Kurses sofort arbeiten. „Soziale Brücken“-Programm: Kontakte zwischen Einheimischen und Migranten schaffen Integration bedeutet nicht nur, Sprache zu lernen und Arbeit zu finden, sondern vor allem soziale Kontakte und gegenseitiges Vertrauen aufzubauen. In Deutschland gibt es eine Trennung zwischen Migranten und Einheimischen. Viele Migranten leben ausschließlich in ihren Diaspora-Gemeinschaften und haben nur wenig Kontakt zu Deutschen. Dies ist ein zweiseitiges Problem – auch Deutsche haben Angst vor Migranten und meiden den Kontakt. Das „Soziale Brücken“-Programm zielt darauf ab, aktive Bürger der lokalen Bevölkerung mit Migranten zu vernetzen. Es umfasst folgende Elemente: Mentorenprogramme: Jede neu angekommene Migrantenfamilie wird einer lokalen deutschen Familie als Mentor zugeordnet. Dieser Mentor informiert die Migranten über Kultur, Sprache und Traditionen, organisiert gemeinsame Veranstaltungen und unterstützt sie beim Eintritt in soziale Netzwerke. Mobile Festivals und kulturelle Veranstaltungen: In den Stadtteilen werden kulturelle Veranstaltungen, Feste, Sportwettbewerbe und Tage der offenen Tür organisiert, an denen Migranten und Einheimische gemeinsam teilnehmen. Diese Veranstaltungen fördern gegenseitiges Verständnis und reduzieren Stereotype. Sprachaustauschprogramme: Deutschsprachige und Migranten lernen gegenseitig die Sprache des anderen – Deutsche unterrichten

Deutsch, Migranten ihre Muttersprache. Dieser bidirektionale Lernprozess fördert gegenseitigen Respekt und Interesse.

„Modell der ausgewogenen Sicherheit“: Schutz der Rechte von Geflüchteten und Gewährleistung der öffentlichen Ordnung Sicherheit und Menschenrechte stehen nicht im Widerspruch zueinander. Um jedoch beides zu vereinen, sind klügere und ausgewogenere Ansätze erforderlich: Derzeit sind die Verfahren zur Prüfung von Asylanträgen sehr langsam. Einige Geflüchtete warten jahrelang. Dies ist nicht nur für die Geflüchteten belastend, sondern auch für Deutschland kostenintensiv. Schnelle und faire Asylverfahren müssen eingeführt werden – jeder Antrag sollte innerhalb von sechs Monaten geprüft und entschieden werden. Abschiebungen sollten nicht pauschal gegenüber allen abgelehnten Asylbewerbern erfolgen, sondern gezielt gegenüber Personen, die straffällig geworden sind oder eine Sicherheitsbedrohung darstellen. Die Abschiebung von Familien oder bereits gut integrierten Migranten ist unlogisch und rechtswidrig. Deutschland kann mit Herkunftsländern von Geflüchteten zusammenarbeiten, um durch Investitionen und Entwicklungsprogramme die Sicherheit in der Region zu erhöhen. Wenn Menschen in ihrem Heimatland ein sicheres und wirtschaftlich stabiles Leben führen können, sind sie nicht gezwungen zu fliehen. Die Aussetzung der Familienzusammenführung für Personen mit subsidiärem Schutzstatus ist aus humanitärer Sicht inakzeptabel. Studien zeigen, dass Geflüchtete, die mit ihrer Familie zusammenleben, besser integriert sind und eine bessere psychische Gesundheit aufweisen. Die Familienzusammenführung muss daher wieder ermöglicht werden, jedoch sollte dieser Prozess durch klare Regeln und zeitliche Vorgaben geregelt werden.

Schlussfolgerung

Die Migrationspolitik Deutschlands steht derzeit an einem entscheidenden Wendepunkt. Einerseits macht die demografische Krise und der Fachkräftemangel im Land Migration notwendig. Andererseits führen soziale Spannungen, politische Polarisierung und Sicherheitsbedenken zu verstärkten Einschränkungsmaßnahmen. Es ist jedoch offensichtlich, dass diese beiden Ansätze nicht unbedingt miteinander vereinbar sind. Wie in diesem Artikel dargelegt, ist das Migrationsproblem Deutschlands nicht nur quantitativ – also wie viele Migranten aufgenommen oder abgelehnt werden –, sondern auch qualitativ – wie Migranten aufgenommen, integriert und in die Gesellschaft eingebunden werden. Die gegenwärtige Politik konzentriert sich

ausschließlich auf Einschränkungen und Abschiebungen, bietet jedoch keine langfristigen Lösungen. Im Gegenteil, sie verschärft die bestehenden Probleme. Die vorgeschlagenen Lösungen – das „Modell der zweigleisigen Integration“, die beschleunigte Anerkennung von Qualifikationen, soziale Brückenprogramme und ein ausgewogener Sicherheitsansatz – sind nicht nur theoretisch sinnvoll, sondern auch praktisch umsetzbar. Zahlreiche europäische Länder testen bereits ähnliche Systeme mit positiven Ergebnissen. Deutschland kann mit seiner wirtschaftlichen Stärke und institutionellen Kapazität eine führende Rolle bei der Umsetzung dieser Maßnahmen übernehmen. Das Entscheidende ist der politische Wille. Die deutsche Regierung und Gesellschaft müssen Migration nicht nur als Problem, sondern als Chance betrachten. Migranten sind nicht nur „Bedürftige“ oder „Risiken“, sondern eine wertvolle Ressource für die Zukunft des Landes. Ihre Qualifikationen, Erfahrungen und Motivation können, bei richtiger Unterstützung, Deutschland wirtschaftlich stärker, kulturell reicher und sozial kohärenter machen. Die Reform der Migrationspolitik wird weder schnell noch einfach sein. Sie erfordert eine langfristige Strategie und die Zusammenarbeit aller Beteiligten – Regierung, Zivilgesellschaft, Arbeitgeber und die Migranten selbst. Gelingt Deutschland dieser Weg erfolgreich, werden nicht nur die inneren Probleme gelöst, sondern auch ein Vorbild für ganz Europa geschaffen. Abschließend möchte ich betonen, dass Migrationspolitik nicht nur aus Gesetzen und Vorschriften besteht. Sie ist in erster Linie eine Frage von Menschlichkeit, Gerechtigkeit und Solidarität. Deutschland kann auf Grundlage seiner historischen Erfahrungen diese Werte schützen und eine offene, inklusive und gerechte Gesellschaft für zukünftige Generationen aufbauen. Die Reform der Migrationspolitik ist nicht nur eine Notwendigkeit, sondern eine Chance – und ich bin überzeugt, dass Deutschland diese Chance richtig nutzen wird.

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USING GAMIFICATION TECHNIQUES TO ENHANCE ENGLISH LANGUAGE TEACHING

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Abstract. This article examines the integration of game techniques into English language instruction, highlighting their effectiveness in enhancing student engagement and motivation. It outlines the numerous benefits of using games, such as fostering active participation, improving communication skills, and providing instant feedback. Various game-based activities are presented, including role-playing, language games, quizzes, storytelling, and custom board games, each designed to facilitate language learning in an enjoyable manner. The article argues that incorporating these interactive methods not only enriches the learning experience but also supports the development of essential language skills, ultimately making English teaching more effective and dynamic in the classroom.

Keywords: Didactic games, teacher, student, classroom, activity.

INTRODUCTION

In this globalization era, people are trying to show their power of knowledge in every sphere such as education, sport, technology, policy and so on. Some decades ago humans could not do any actions and nowadays young generation are expected to go on the chain which ancestors did not couple. By all means, teachers are motivators and assistants to do this. In particular, didactic games are utilized by ESL and EFL teachersto teach English more interestingly and effectively in the classroom¹. A didactic game is construed as some sort of game where set rules are observed. It is an educating tool

¹ Wright. A., Betterridgesi D., Buckby M., (2014) Games for language lerning.NewEdition.Cambridge.Cambridge University Press.

serving the didactic purpose. An important aspect of the game is to achieve a strictly defined score. Competences acquired when playing didactic games, e.g. persistence, critical thinking or readiness to run risk, facilitate the development of entrepreneurial attitudes. Use of games dates back to the antiquity. The oldest board game was found in China – it dates back to 3000 BC. Some ethnographers are convinced that it was education that was the reason for creating many games. Their task was to reproduce natural living conditions of humans, share knowledge with the next generation and prepare them for proper functioning in the society. A good example may be chess, which was used as a typical simulation game 2000 years ago². Its aim was to prepare soldiers to do battles. The creator of modern pedagogics – Jan Amos Komeński – recommended methods that taught through play. He gave most credit to simulation and competitive games. They were to maintain the attention of the student and evoke their motivation. Besides that, language learning should not be seemed boring and complicated. Didactic games differ under training maintenance, informative activity of children, game actions and rules, the organization and mutual relations of children, on a role of the teacher. The listed signs are inherent in all games, but in one more distinctly acts, in others — others. In various collections it is specified more than 500 didactic games, but accurate classification of games by kinds is absent. Often games correspond with the training and education maintenance. Didactic games are a lively way of maintaining pupils' interest in the language, they are fun but also part of the learning process, and students should be encouraged to take them seriously. Also, there are some benefits of didactic games by point of view of scholars and scientists.

RESULTS AND DISCUSSION

According to scientists Wright, Betteridgesi and Buckby:

- didactic games help and encourage students because they are funny and

² Natalia Kaszkowiak April 5, 2017 Games as teaching method

interesting

- they help teachers to create useful contexts
- they assure an intense and useful practice of the language
- they develop all four skills (speaking, writing, reading, listening)

By all means, games help to ease learning and teaching process no matter which language is a target one by motivating. Didactic games are really convenient in order to more practice and stabilize previous themes which learners likely forget. As well as, Teachers can use games for improving every language skill especially which one should be increased. Many authors underline that didactic games are an efficient method of developing persistence. Gabriela Kapica claims that they develop willpower, willingness to overcome difficulties and persistence. They bear successes, which evoke optimism and self-faith. Maria Noga adds that “they develop such character traits as regularity, persistence, self-discipline and feeling of justice. They teach how to take uptasks on one’s own and how to get on in a peer group”. In the current time a person should not only gain universal knowledge but also solve problems, criticize and analyze information and attitude toward what is going on in present and future. Usually teachers use didactic games as a brainstorming or warm-up activity at the beginning of the lesson at schools. However, games play a crucial role in every stage of the lesson and it can be essential if teachers use them in every for introducing and stabilizing new theme. Particularly, young learners who are seven-ten years old may have difficulty figuring out or learning by heart words. Besides this they are easily tired and bored. In that time teachers can use didactic games. There are various kinds of tools for organizing didactic games such as cards, pictures, songs, or dialogue-based games “At the shop”, “In a Picnic”, “At the zoo”. They are enjoyable that pupils can learn or revise new or complicated words, grow

oral competencies by using them in real life, and enjoy. After several lessons language learning will be their favorite activity³.

Playing games at schools are also useful in order to develop team-working and leadership in young learners and teacher can achieve a friendship atmosphere. Sharing ideas, thinking together with group mates, discussion and listening someone serve learners to create strong friendship. In that time future leaders can be visible. In these purposes some didactic games are given with different goals in the following:

Hangman

This is considered, traditional but interactive game which enhances students' spelling and subject knowledge, and enjoyable for pupils. Draw swords

This quick fire game tests students' fine motor skills and promotes quick thinking, as well as generating some healthy competition. For establishing teachers utilize dictionary or textbook, plus list of key vocabulary.

CONCLUSION

By the way of conclusion, in every time didactic games possess its important role in the classroom and never lose value. They help and motivate students to learn the target language and not to feel bored and disappointed. They let to make the lesson interesting, meaningful and easy to remember gained knowledge as well as consolidate them. Therefore, modern teachers ought to utilize didactic games in order to cultivate the learners' interest, good attitude for the subject. Moreover, learners should be active and energetic participants during the games and lessons to learn.

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METHODS FOR DEVELOPING LOGICAL THINKING AND CREATIVITY IN PRESCHOOL CHILDREN THROUGH GAMING PLATFORMS

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Summary: This article analyzes the pedagogical possibilities of game platforms in the formation of logical thinking and creative abilities in preschool children.

Keywords: game platforms, preschool education, logical thinking, creativity, didactic games, digital technologies, pedagogical approach.

O'YIN PLATFORMALARI ORQALI MAKTABGACHA YOSHDAGI BOLALARDA MANTIQUIY FIKRLASH VA KREATIVLIKNI RIVOJLANTIRISH YO'LLARI

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Annotatsiya: Mazkur maqolada maktabgacha yoshdagi bolalarda mantiqiy fikrlash va kreativ qobiliyatlarni shakllantirishda o'yin platformalarining pedagogik imkoniyatlari tahlil qilinadi.

Kalit so'zlar: o'yin platformalari, maktabgacha ta'lim, mantiqiy fikrlash, kreativlik, didaktik o'yinlar, raqamli texnologiyalar, pedagogik yondashuv.

Bugungi kunda maktabgacha ta'lim tizimida bolalarning intellektual va ijodiy salohiyatini rivojlantirish ustuvor vazifalardan biri hisoblanadi. Jamiyatning tez sur'atlar bilan rivojlanishi, raqamli texnologiyalarning ta'lim jarayoniga keng kirib kelishi bolalardan nafaqat bilim, balki mustaqil fikrlash, yangicha yondashuv va kreativlikni talab etmoqda. Shu sababli ta'lim jarayonini bolalar yosh xususiyatlariga mos, qiziqarli va samarali shakllarda tashkil etish muhim ahamiyat kasb etadi.

Maktabgacha yosh davri bolaning tafakkuri, tasavvuri va ijodiy qobiliyatlari faol shakllanadigan bosqich hisoblanadi. Aynan shu davrda qoʻllaniladigan oʻyin platformalari bolalarning mantiqiy fikrlashini rivojlantirish bilan birga, ularning kreativ imkoniyatlarini yuzaga chiqarishga xizmat qiladi. Oʻyin faoliyati orqali bola atrof-muhitni anglaydi, sabab-oqibat munosabatlarini tushunadi va muammolarga noodatiy yechim topishga oʻrganadi.

Oʻyin platformalari deganda bolalar uchun maxsus tashkil etilgan anʼanaviy, konstruktiv hamda raqamli oʻyin muhiti tushuniladi. Ushbu platformalar bolalarni faol ishtirok etishga undaydi va ularning bilish jarayonini tabiiy ravishda faollashtiradi.

Pedagogik nuqtayi nazardan, oʻyin platformalari quyidagi imkoniyatlarga ega: bolalarda mantiqiy bogʻlanishlarni aniqlash koʻnikmasini shakllantiradi, muammoli vaziyatlarni hal qilish malakasini rivojlantiradi, mustaqil fikrlash va qaror qabul qilishga oʻrgatadi, ijodiy yondashuv va fantaziyani qoʻllab-quvvatlaydi.

Oʻyin orqali taʼlim berish jarayonida bola majburiy emas, balki qiziqish asosida bilim oladi. Bu esa taʼlim samaradorligini oshirishga xizmat qiladi.

Mantiqiy fikrlash - bu predmet va hodisalar oʻrtasidagi munosabatlarni anglash, taqqoslash, tahlil qilish va umumlashtirish jarayonidir. Maktabgacha yoshdagi bolalarda ushbu sifatni rivojlantirishda oʻyin platformalari muhim vosita hisoblanadi.

Masalan, konstruktiv oʻyinlar (kublar, lego, mozaikalar) bolalarda: shakl va oʻlchamlarni farqlash, ketma-ketlikni aniqlash, sabab-oqibat munosabatlarini tushunish kabi koʻnikmalarni shakllantiradi.

Raqamli oʻyin platformalari esa bolalarga mantiqiy topshiriqlarni bajarish, muammoli vaziyatlarni yechish va natijani oldindan taxmin qilish imkonini beradi. Bunday oʻyinlar bolaning diqqatini jamlash, xotira va tafakkurini rivojlantirishga ijobiy taʼsir koʻrsatadi.

Kreativlik - bu yangi g'oyalar yaratish, noodatiy yechimlar topish va erkin fikrlash qobiliyatidir. Maktabgacha yosh davrida kreativlikni rivojlantirish bolaning kelgusidagi shaxsiy va kasbiy muvaffaqiyatlari uchun muhim poydevor hisoblanadi. O'yin platformalari kreativlikni rivojlantirishda quyidagi jihatlar bilan ajralib turadi: rolli o'yinlar orqali bolalar turli obrazlarga kirib, ijodiy tasavvurini boyitadi, ochiq yakunli o'yinlar bolani mustaqil g'oya o'ylab topishga undaydi, jamoaviy o'yinlar muloqot va hamkorlik asosida ijodiy fikrlashni rivojlantiradi. Masalan, teatrlashtirilgan o'yinlar bolalarda nutq, mimika, harakat va fantaziyani uyg'unlashtirish orqali kreativ qobiliyatlarni rivojlantiradi. Raqamli ijodiy platformalar esa rasm chizish, shakl yaratish va hikoya tuzish orqali bolalarning estetik didini shakllantiradi.

Maktabgacha ta'lim tashkilotlarida o'yin platformalaridan samarali foydalanish uchun quyidagi tavsiyalarni inobatga olish lozim:

- o'yinlar bolaning yosh va individual xususiyatlariga mos bo'lishi;
- mantiqiy va ijodiy vazifalar muvozanatda tashkil etilishi;
- raqamli o'yinlardan foydalanishda vaqt me'yoriga rioya qilinishi;
- pedagog tomonidan o'yin jarayoni maqsadli va tizimli boshqarilishi.

O'yin platformalari faqat ko'ngilochar vosita emas, balki maqsadli pedagogik ta'sirga ega bo'lgan ta'lim resursi sifatida qaralishi zarur.

Maktabgacha yoshdagi bolalarda mantiqiy fikrlash va kreativlikni rivojlantirish jarayonida nafaqat pedagog, balki ota-onaning ham faol ishtiroki muhim ahamiyatga ega. O'yin platformalaridan samarali foydalanish ta'lim tashkiloti va oila o'rtasidagi uzviy hamkorlikni talab etadi. Chunki bola olgan bilim va ko'nikmalarini faqat ta'lim muassasasidagina emas, balki oilaviy muhitda ham mustahkamlaydi.

Pedagoglar tomonidan tavsiya etilgan o'yin platformalari ota-onalar uchun tushunarli va qulay bo'lishi lozim. Uy sharoitida qo'llaniladigan mantiqiy o'yinlar,

konstruktorlar va ijodiy topshiriqlar bolalarning tafakkurini rivojlantirishda davomiylikni ta'minlaydi. Ayniqsa, ota-onaning bola bilan birgalikda o'yin jarayonida ishtirok etishi bolaning o'ziga bo'lgan ishonchini oshiradi va ijodiy faolligini kuchaytiradi.

Raqamli o'yin platformalaridan foydalanishda esa ota-onalar nazorati muhim hisoblanadi. Bolaning yoshiga mos, rivojlantiruvchi va zararli kontentdan holi bo'lgan o'yinlarni tanlash ota-onaning asosiy vazifalaridan biridir. Shu bilan birga, raqamli o'yinlar an'anaviy harakatli va ijodiy o'yinlar bilan uyg'unlashtirilishi zarur.

Xulosa qilib aytganda, o'yin platformalari maktabgacha yoshdagi bolalarda mantiqiy fikrlash va kreativlikni rivojlantirishda muhim pedagogik vosita hisoblanadi. O'yin asosida tashkil etilgan ta'lim jarayoni bolalarning intellektual faolligini oshiradi, mustaqil fikrlash va ijodiy yondashuvni shakllantiradi. Shu bois maktabgacha ta'lim tizimida o'yin platformalaridan samarali va tizimli foydalanish ta'lim sifatini oshirishga xizmat qiladi.

Foydalanilgan adabiyotlar ro'yxati.

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ANALYSIS OF THEORETICAL MATERIAL IN A 6TH GRADE LITERATURE TEXTBOOK WITH RUSSIAN AS THE LANGUAGE OF INSTRUCTION

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Abstract: this article is devoted to the analysis of the textbook of literature of the 6th grade of schools with the Russian language of instruction, a detailed analysis of theoretical and literary concepts and the structure of the textbook's educational material is made, the ways of presenting literary terms are indicated, their importance in the development of educational material is noted.

Keywords: school curriculum, educational materials, theoretical materials, mastering, literary development, definition

АНАЛИЗ ТЕОРЕТИЧЕСКОГО МАТЕРИАЛА В УЧЕБНИКЕ ЛИТЕРАТУРЫ 6 КЛАССА С РУССКИМ ЯЗЫКОМ ОБУЧЕНИЯ

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Аннотация: данная статья посвящена анализу учебника литературы 6 класса школ с русским языком обучения, сделан подробный анализ теоретико-литературных понятий и структура учебного материала учебника, указаны способы подачи литературных терминов, отмечено их значение в освоении учебного материала

Ключевые слова: школьная программа, учебные материалы, теоретические материалы, освоение, литературное развитие, определение.

Литература в школе играет важную роль и имеет несколько целей и задач:

- Литературное обучение помогает учащимся развивать навыки анализа текстов, понимания смысла произведений и критического мышления. -

Изучение литературы позволяет ученикам познакомиться с разными эпохами, жанрами и авторами, что обогащает их знания о мире и расширяет их культурный кругозор. - Чтение и анализ произведений способствуют развитию воображения и творческого потенциала учащихся, развивается компетенция творческого мышления

Этапы изучения литературы в школе:

- В начальных классах формируется читательская восприимчивость начальные теоретические знания.

- В V-VII классах постепенно происходит ввод в мир художественного произведения, развитие читательских навыков. - В старших классах ученики переходят на изучение на историко-литературной основе, понимание роли литературы в обществе и становлении личности. Литература помогает ученикам не только понимать мир, но и развивать свою личность через художественные произведения. [1.3]

Учебник литературы для 6 класса школ с русским языком обучения (авторы С.Э.Камилова и А.Н.Ротанов 2022 года издания) составлен по традиционной форме учебников, которые рекомендованы министерством народного образования Республики Узбекистан. Учебник разделён на тематические разделы и каждый из них содержит художественные тексты в

соответствие своему названию: «Уроки каждого дня», «Волшебный мир слов», «Мир фантастики и приключений» и «Красочный мир чувств». Сначала представлена небольшая вводная часть под названием «О роли литературы в жизни человека» в которой авторы привели аргументы о значении литературы в нашей жизни. Эти доводы Сергея Зенкина подчеркивают, как литература может обогащать нашу жизнь, делая нас более внимательными, критически мыслящими и эмоционально развитыми людьми. [2, 4] Литература не просто предлагает побег от реальности или источник развлечения, она служит мощным инструментом для личностного роста и развития, предоставляя глубокие знания о человеческой природе, обществе и истории. Эти уроки, полученные через страницы книг, могут быть применены в повседневной жизни, помогая нам делать осознанный выбор и находить пути к более полноценной и осмысленной жизни. Большое внимание преподаванию теории литературы в школе уделяла М.А.Рыбникова: "Через литературу, изучая ее теоретически, мы воздействуем не только на логические особенности ученика, мы влияем на его чувства, на волю, на сознание в целом. Средствами теории литературы мы вводим школьника в культуру чтения и в культуру словесного творчества одновременно".[3.178]

Раздел «Язык художественной литературы» где авторы поясняют важность языка художественной литературе и различные способы его использования писателями для передачи разнообразных образов и ситуаций. Они также обращают внимание на архаизмы, историзмы, художественные тропы и термины как средства языка, используемые для создания более ярких и правдивых образов и сцен в литературных произведениях.

Автографический рассказ В.Астафьева "Конь с розовой гривой" из повести "Последний поклон" описывает его детство и воспоминания о

бабушке, которая играла важную роль в его жизни, воспитывая его честностью и добротой. Розовый пряник в рассказе стал символом доброты и любви, которые остаются важными ценностями на протяжении всей жизни. Кроме теоретических понятий школьникам даются определения многих диалектизмов и просторечных слов, что способствует расширению словарного запаса и кругозора. Например: *Тусок – берестяная корзина с крышкой, Шаньга – круглый пирожок, похожий на ватрушку, с начинкой из картофеля или творога, смешанными со сметаной*

Как отмечено нами, в учебник включены произведения не только русской но и узбекской и зарубежной литературы, что делает его интересным и разносторонним. Отрывок из повести “Сказки о былом” знаменитого узбекского писателя Абдуллы Каххара яркий тому пример. Знакомясь с интересным рассказом, ученики могут освоить несколько литературных понятий, которые применены в заглавиях: «сказка» «пословица» и новых слов, названий предметов национального быта.

Творчество Валентина Распутина и отрывок из знаменитого рассказа «Уроки французского» выступает как материал для очередной темы. Как теоретический материал здесь выступают понятия «направление литературы» «реализм» и «деревенская проза» Конечно же стоит отметить большую воспитательную силу этого рассказа.

Материалом для следующей темы выбрано творчество знаменитого узбекского поэта, прозаика и публициста Гафура Гуляма и отрывок из его повести «Озорник». Ученики знакомятся с понятиями «анекдот» «гипербола», «юмор», «сатира» и «устное народное творчество». Очередной замечательный писатель 20 века Фазиль Искандер выбран следующим автором в учебнике. Знакомясь с отрывком из произведения «Детство Чика»

школьникам предстоит знакомство с понятиями: «прозаик», «эссеист», «сатирик», «фразеологизм».

Рассказ «Мороженое» известного узбекского писателя Адыла Якубова выбран материалом для следующей темы. Новым теоретическим понятием для школьников на этом уроке выступает «автобиографическое произведение», также дети знакомятся такими понятиями «враг народа» и «сталинские репрессии», что служит расширению кругозора и словарного запаса.

При выборе темы для урока авторы учебника допустили небольшую невнимательность, так как творчество Юрия Яковлева представлено и в 5 классе, и в 6, причем одним и тем же рассказом «Рыцарь Вася». После рассказа, в качестве самостоятельной работы даны аналитическая работа, что способствует развитию способностей самостоятельного суждения учеников.

Стремясь сделать учебник интересным, авторы удачно включили в него творчество писателей из разных стран. Одним из которых является американская писательница, иллюстратор Луис Фитцью, автор нашумевшего романа «Шпионка Гарриет» Школьники знакомятся с литературными понятиями «детективный жанр» «сюжет»

Творчество знаменитого узбекского писателя Уткура Хашимова и отрывок из его повести «Дела земные» выбрано материалом для последующей темы. Во введении встречается литературный термин «дастан», и в сносках авторы дали определение дастана: *Дастан – эпическое (от слова «эпос» – род литературы, описывающий легенды, былины, сказания) произведение в фольклоре или литературе Востока.* Удачным решением можно назвать приведенный Практикум по разделу «Уроки каждого дня», где ученикам предлагаются разные задания, выполнения которых требует повторения и освоения теоретических понятий.

Следующий большой раздел учебника называется «Волшебный мир слов» и начинается с теоретического материала «Народные песни». Для изучения предлагаются песня Виктора Бокова «Оренбургский пуховый платок» и узбекская народная песня «Лето». Для работы над содержанием этих произведений предложена «Аналитическая работа», при решении которой школьникам приходится вспомнить литературные термины.

Изучение творчества великого Алишера Навои даёт возможность освоения таких понятий, как *дастан, поэма, газель, рубаи и рифма*. Но главным и важным понятием из творчества поэта можно считать Хамсу, пятерицу, и здесь учитель дополняет знания школьников, полученные на уроках узбекской литературы, прослеживается межпредметная связь. Для закрепления темы даётся задания творческого характера, создание двустишия с предложенными словами, что способствует развитию творческих навыков.

Творчество Льва Николаевича Толстого предложено в качестве очередной темы учебника, кроме уже известных литературоведческих терминов здесь мы встречаем термин *быль- краткий устный рассказ о происшествии, которое якобы имело место в действительности*. [3,35] Небольшой рассказ-быль Толстого «Филипок», который имеет большое воспитательное значение для школьников.

Очередная тема в учебнике-творчество известного узбекского поэта просветителя Аваза Утара которая предлагает школьникам следующие термины восточной поэзии: *Диван – сборник небольших стихотворений. Газель – вид маленького стихотворения на Востоке. Мухаммас – вид стихотворения, каждая строфа которого состоит из пяти строк: первые три принадлежат автору произведения, а последние две – цитата из какого-*

*либо стихотворения [4,106] Творчество великого русского баснописца Ивана Крылова даёт возможность поближе ознакомиться с терминами *басня, крылатая фраза, мораль и фразеологизм.**

Изучая творчество американского поэта 20 столетия Лэнгстона Хьюза, учителю надо обратить внимание на межпредметные связи между литературой и музыкальным искусством. Творчество поэта тесно связано с джазом, драмой и кино. Практические задания к рассказу способствуют развитию аналитического мышления. Есть жанры литературы, которые всегда интересны для детей, это приключения и научная фантастика. Предложенный отрывок из романа «Пятнадцатилетний капитан» известного французского писателя-фантаста Жюль Верна, безусловно заинтересует школьников. Кроме литературоведческих произведение содержит множество научных, географических и морских терминов, что делает его особенно интересным с точки зрения познавательной функции литературы. Служа, по выражению Чернышевского, «учебником жизни», так или иначе объясняя жизнь, литературное произведение выполняет познавательную или гносеологическую функцию.[5, 1]

Кроме Жюль Верна, в раздел «Мир фантастики и приключений» включены: сказка Владимира Одоевского «Городок в табакерке», отрывок из повести Кира Булычева «Сто лет тому вперед», рассказ Рея Бредбери «Улыбка», детективный рассказ Артура Конана Дойла «Союз рыжих», рассказ английского писателя современности Дрэмота О Лири «Великий побег». В конце раздела дан практикум с заданиями и вопросами направленных на закрепления полученных знаний.

Последний тематический раздел в учебнике называется «Красочный мир чувств» и призван воспитать у школьников чувство прекрасного.

Начинается раздел с теоретического материала «Понятие о символе». *В науке о литературе под символом понимают слова, предметы, действия, которые условно подразумевают какое-либо явление. Например, белый цвет – символ чистоты, голубь – символ мира, роза – символ женской красоты.* [6,179] Сказка «Счастливый принц» английского писателя Оскара Уайльда -первая тема этого раздела показывает силу доброты и насколько важно совпадение внутренней и внешней красоты у людей. Также раздел содержит стихотворение узбекского поэта Амана Матчана «Микеланджело», сказка русского писателя Евгения Клюева «Сказки на всякий случай», Стихотворения народного поэта Каракалпакстана Ибрагима Юсупова «Саксаул» и «Арба славы», сказка русского детского писателя Григория Остера «Котенок по имени Гав», рассказ Виктора Драгунского «Тайное становится явным», стихотворения узбекского поэта Азима Суюна «Мой дед дехканин» и «Забывшие языки» и отрывок из романа узбекского писателя Рахмата Файзи «Его величество человек». Все приведенные произведения по тематике и идейному содержанию совпадают с названием раздела, в них воспеваются прекрасные чувства человеческой души.

В заключении сделанного анализа учебника литературы, можно сказать, что терминологическое составляющее учебного материала достаточно богатое и служит для полноценного литературного развития школьников.

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**THE EFFECTIVENESS OF TEACHING PHYSICS IN GRADE 7 THROUGH
MATHEMATICAL APPROACHES**

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***Annotation:** The paper substantiates the didactic effectiveness of mathematical approaches when teaching Grade 7 kinematics (distance, time, speed, average speed). The proposed core includes unit normalization, proportional reasoning, segmenting motion into stages, and an explicit problem-solving algorithm. Through theoretical analysis, lesson design, and assessment criteria, the study explains how these tools improve conceptual understanding, reduce common errors, and support independent problem solving. One representative problem is analyzed to illustrate how the method works in practice, and measurable indicators are suggested for learning diagnostics.*

***Key words:** kinematics, speed, average speed, unit conversion, proportion, algorithm, problem solving, diagnostics, Grade 7.*

**7-SINF O'QUVCHILARIGA FIZIKA FANINI MATEMATIK
YONDASHUVLAR ASOSIDA O'QITISHNING SAMARADORLIGI**

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***Annotatsiya:** Maqolada 7-sinf kinematika bo'limidagi asosiy tushunchalarni (yo'l, vaqt, tezlik, o'rtacha tezlik) o'rgatishda matematik yondashuvlarning didaktik samaradorligi asoslanadi. Metodik yadro sifatida birliklarni birxillashtirish, proporsional bog'lanishlar, bo'laklarga ajratib hisoblash va algoritmik yechim ketma-ketligi taklif etiladi. Nazariy tahlil, dars dizayni va baholash mezonlari orqali o'quvchining tushunishi, xatolarni kamaytirish hamda masala yechish mustaqilligini kuchaytirish mexanizmlari izohlanadi. Maqola ichida tanlangan bitta namunaviy masala yechimi orqali metodikaning amaliy ishlashi ko'rsatilib, natijalarni diagnostika qilish uchun aniq ko'rsatkichlar keltiriladi.*

***Kalit so'zlar:** kinematika, tezlik, o'rtacha tezlik, birliklar, proporsiya, algoritmi, masala yechish, diagnostika, 7-sinf.*

ЭФФЕКТИВНОСТЬ ОБУЧЕНИЯ ФИЗИКЕ В 7 КЛАССЕ НА ОСНОВЕ МАТЕМАТИЧЕСКИХ ПОДХОДОВ

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***Аннотация:** В статье обосновывается дидактическая эффективность математических подходов при изучении базовых понятий кинематики в 7 классе (путь, время, скорость, средняя скорость). В качестве методического ядра*

предлагаются унификация единиц измерения, пропорциональные зависимости, разбиение движения на этапы и алгоритмизация решения задач. Через теоретический анализ, дизайн урока и критерии оценивания раскрываются механизмы повышения понимания, снижения типичных ошибок и формирования самостоятельности в решении задач. На примере одной типовой задачи демонстрируется практическая реализация методики и предлагаются показатели для диагностики результатов обучения.

Ключевые слова: кинематика, скорость, средняя скорость, единицы измерения, пропорция, алгоритм, решение задач, диагностика, 7 класс.

KIRISH.

7-sinfda fizika kursi ko'pincha harakatni tavsiflovchi eng sodda, lekin eng ko'p qo'llaniladigan kattaliklardan boshlanadi: yo'l, vaqt, tezlik. Ushbu tushunchalar kundalik tajriba bilan tanish bo'lsa-da, ularni aniq hisoblashga o'tilganda o'quvchi ko'pincha ikki qiyinchilikka duch keladi: (1) birliklarni aralashtirib yuborish; (2) bog'lanishning turini (ko'paytma, bo'linma, proporsiya) noto'g'ri tanlash. Shu sababli, mazkur bosqichda o'qitishning asosiy vazifasi faqat formulani yodlatish emas, balki masalani tuzilgan sonli munosabat sifatida ko'ra olishni shakllantirishdan iborat.

Metodik g'oya shundan iboratki, kinematik masala o'quvchi uchun uchta tayanch savolga bo'linadi: (a) nima berilgan; (b) nima topiladi; (c) qanday ketma-ketlikda hisoblanadi. Bu yondashuv o'quvchini bevosita hisoblashga shoshirmasdan, avval shartni tartibga keltirishga, keyin esa natijani mantiqan tekshirishga olib keladi. Adabiyotlarda masala yechishning bosqichma-bosqich tashkil etilishi o'quvchi tafakkurini boshqarish, xatoni erta aniqlash va tushunchalarni barqarorlashtirish omili sifatida ko'rsatiladi [1], [2].

ADABIYOTLAR TAHLILI:

Muammo yechishga yo‘naltirilgan o‘qitishda o‘quvchining harakat ketma-ketligi (berilganlarni ajratish, reja tuzish, yechimni tekshirish, natijani talqin qilish) izchil yo‘l-yo‘riq sifatida qaraladi [1,2]. O‘quv jarayonida tayanch tayyorgarlikni faollashtirish va yordamni bosqichma-bosqich kamaytirib borish g‘oyasi o‘quvchining mustaqil fikrlashini kuchaytiradi [3]. Mazmunni “oddiydan murakkabga” tamoyili asosida qayta-qayta chuqurlashtirib borish esa tushunchalarning barqaror o‘zlashtirilishiga xizmat qiladi [4].

Fizika mazmunini o‘qitishda matn–belgi–grafik tasvirlar bir butun tizim sifatida tuzilganda o‘quvchi uchun ortiqcha yuklama kamayadi va diqqat yechimning mohiyatiga jamlanadi [5]. Maktab fizika kursini o‘qitish metodikasiga doir mahalliy manbalarda ham tushunchalarni aniqlashtirish, faol kuzatish va izohli mashqlar tizimi orqali o‘zlashtirish, hamda darslik mazmuni bilan uyg‘un topshiriqlarni loyihalash tavsiya etiladi [6–9]. Soha bo‘yicha ta’lim sifatini oshirish va ilmiy-metodik ta’minotni kuchaytirish davlat darajasida ham ustuvor yo‘nalish sifatida belgilangan [10].

TADQIQOT METODOLOGIYASI.

Tadqiqot maqsadi: 7-sinf kinematika mavzularida matematik yondashuvlar asosida tashkil etilgan darslar o‘quvchilarning masala yechish natijalari va xatolar strukturasi qanday ta’sir qilishini ko‘rsatish.

Tadqiqot obyekti: 7-sinf o‘quvchilarining yo‘l, vaqt, tezlik, o‘rtacha tezlik bo‘yicha masala yechish faoliyati.

Tadqiqot predmeti: birliklarni bixillashtirish, proporsional bog‘lanish va bo‘laklarga ajratib hisoblashga tayanadigan metodik tizim.

Metodlar: (1) diagnostik test (mavzu boshida va oxirida); (2) xatolar tahlili (birlik xatosi, noto‘g‘ri nisbat, vaqtni qo‘shish xatosi, dam vaqtini unutish va boshqalar); (3) kuzatuv va rubrika asosida baholash; (4) o‘quvchi fikrlash jarayonini qayd etuvchi qisqa yozma refleksiya.

Metodik yadroning amaliy ko'rinishi quyidagi ketma-ketlikda berildi: 1) berilganlarni bir xil birlikka o'tkazish; 2) harakatni bo'laklarga ajratish (zarur bo'lsa); 3) har bo'lakda masofa-vaqt bog'lanishini hisoblash; 4) jami masofa va jami vaqtni topish; 5) natijani mantiqan tekshirish (tezliklar oralig'ida turishi, vaqt musbat chiqishi va hokazo).

TAHLIL VA NATIJALAR.

Taklif etilayotgan yondashuvning kuchli tomoni shundaki, o'quvchi masalani avval matn sifatida emas, balki tartibli kattaliklar tizimi sifatida ko'rishni o'rganadi. Natijada, ko'p uchraydigan xatolar (masalan, minutni sekund bilan aralashtirish, dam vaqtini qo'shmaslik, o'rtacha tezlikni oddiy o'rtacha deb qabul qilish) erta bosqichda aniqlanib, tuzatish strategiyasi aniq bo'ladi.

Quyida metodik yadro ishlashini ko'rsatish uchun 7-sinf darajasiga mos bitta namunaviy masala va uning yechimi tahlil qilinadi.

Namunaviy masala (kinematika, o'rtacha tezlik). Sportchi avval 400 m masofani 60 s da yugurdi, so'ng 30 s dam oldi. Keyin 600 m masofani 100 s da yugurdi. (a) Damni ham hisobga olgan holda umumiy o'rtacha tezlikni toping. (b) Faqat yugurish vaqti bo'yicha o'rtacha tezlikni toping.

Berilgan: $s_1 = 400$ m, $t_1 = 60$ s; $t_{\text{dam}} = 30$ s; $s_2 = 600$ m, $t_2 = 100$ s.

Topilsin: $v_{o'rt,um}$ va $v_{o'rt,yug}$.

Yechim: Umumiy masofa:

$$S = s_1 + s_2 = 400 + 600 = 1000 \text{ m.}$$

Dam bilan birga umumiy vaqt:

$$t_{\text{um}} = t_1 + t_{\text{dam}} + t_2 = 60 + 30 + 100 = 190 \text{ s.}$$

Shunda umumiy o'rtacha tezlik:

$$v_{o'rt,um} = \frac{S}{t_{\text{um}}} = \frac{1000}{190} \approx 5.26 \text{ m/s.}$$

Faqat yugurish vaqti:

$$t_{yug} = t_1 + t_2 = 60 + 100 = 160 \text{ s.}$$

Shunda yugurish paytidagi o'rtacha tezlik:

$$v_{o'rt,yug} = \frac{S}{t_{yug}} = \frac{1000}{160} = 6.25 \text{ m/s.}$$

Javob: $v_{o'rt,um} \approx 5.26 \text{ m/s}$; $v_{o'rt,yug} = 6.25 \text{ m/s}$.

Ushbu masalada metodikaning uchta didaktik natijasi ko'rinadi. Birinchidan, o'rtacha tezlik bitta "tayyor son" emas, balki "jami masofa" va "jami vaqt" nisbatidan hosil bo'ladigan kattalik ekanligi mustahkamlanadi. Ikkinchidan, "dam" kabi noharakat oralig'i ham umumiy vaqtga kirishini ajratib ko'rsatish o'quvchini shartni to'g'ri o'qishga majbur qiladi; bu esa xatoni shart darajasida oldini oladi. Uchinchidan, natijani mantiqan tekshirish osonlashadi: dam qo'shilsa o'rtacha tezlik kamayishi kerak, demak $v_{o'rt,um} < v_{o'rt,yug}$ bo'lishi tabiiy.

Jadval 1

Diagnostik natijalarni qayd etish uchun tavsiya etiladigan ko'rsatkichlar (namuna shaklida)

Ko'rsatkich	Boshlang'ich test	Yakuniy test	O'zgarish
To'g'ri javoblar ulushi (%)	45	72	+27
Birlik xatolari (ta)	18	6	-12
O'rtacha tezlikni "oddiy o'rtacha" qilish (ta)	14	5	-9
Dam vaqtini unutish (ta)	11	3	-8

Jadvaldagi ko'rsatkichlar o'qituvchi uchun ikkita vazifani bajaradi: (1) natijani raqamli kuzatish; (2) xatolar tabiatini ajratish. Chunki bir xil ball ortidagi xato turlari turlicha bo'lishi mumkin. Metodik yondashuvning afzalligi shundaki, o'qituvchi "qaysi

qadamda uzilish bo'ldi" degan savolga aniq javob oladi va keyingi darsni shu uzilishga qarab qayta loyihalaydi.

XULOSALAR.

Maqolada 7-sinf kinematika bo'limini o'qitishda matematik yondashuvlar asosidagi metodik tizimning didaktik afzalliklari asoslandi. Birliklarni birxillashtirish, proporsional bog'lanishlarni ongli tanlash, bo'laklarga ajratib hisoblash va algoritmik yechim ketma-ketligi o'quvchining masala yechish jarayonini nazoratli qiladi. Natijada, tipik xatolar (birliklar, noto'g'ri nisbat, dam vaqtini e'tiborsiz qoldirish) kamayadi, o'quvchi esa javobni mantiqan tekshirish odatini shakllantiradi.

Shuningdek, darsda bitta namunaviy masalani chuqur tahlil qilish va yechimning har bir qadami uchun "sababi nima" degan savolni berish o'quvchi tushunchasini barqarorlashtiradi. Tadqiqot uchun tavsiya etilgan diagnostik ko'rsatkichlar o'qituvchiga metodikaning real ta'sirini muntazam o'lchash imkonini beradi. Kelgusi ishlar sifatida masalalar bankini sinflar kesimida murakkablik darajasi bo'yicha kalibrlash va refleksiya topshiriqlarini standartlashtirish maqsadga muvofiq.

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